



*Understanding the Demographic
Makeup of our Students to Address
Systemic Discrimination and Advance
Equity and Inclusion at the University
of Toronto*

Final report from the U of T Student Equity Census
Advisory Roundtable

June 2021



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Section 1: Overview and Background

Intent for the Work and Foundational Principles

The University of Toronto (U of T) Student Equity Census' intent is to garner a greater understanding of the demographic makeup of students across the University for the purpose of improving the student experience, student success, and the overall sense of belonging for all students. The data shared by students will be used with great care and discretion to advance equity, and build a richer, inclusive community, where success is possible for all, and where students can soar to their potential, and not be hindered by barriers.

Members of the Advisory Roundtable, as committed members of the University of Toronto community, have, throughout the passionate deliberations, been clear in their resolve to see the Student Census contribute positively to the building of a university community where all students feel they belong. Having the data that allows this to happen across the University and its campuses is the hope that all members of the Advisory Roundtable have, in one way or another, conveyed throughout our deliberations.

As the Advisory Roundtable met, we relied on a set of principles to guide our discussions and create a space where members felt able to express their views and contribute fully. The principles are as follows:

- Developing clear objectives and scope for the Advisory Roundtable, which are summarized in Appendix A.
- Establishing a [Brave Space](#)¹ where all Roundtable members felt secure in sharing their views, opinions, and suggestions within a space of inclusion and equal voice.
- Valuing broad input and feedback from the U of T community directly through the Student Census and the Advisory Roundtable [website](#) which included an anonymous feedback form.
- Creating a culture of transparency and community collaboration through commitments to appropriate reporting and engagement.
- Regard the personal identity information being collected with deep respect, and recognize the responsibility entrusted to the University by our students to use this data to advance equity and inclusion within the institution. The students have shared this information with the University, so that we may act in substantial ways to address systemic barriers and oppressive practices identified through the data.

¹ [Appendix F](#) contains a glossary of more detailed definitions of selected terms

History of U of T Student Equity Census

About the U of T Student Equity Census

The U of T Student Equity Census², launched on November 16, 2020, is a voluntary demographic data collection initiative that involves a set of seven questions on gender identity, sexual orientation, disability, Indigeneity, race and ethnicity, and educational attainment of parents/guardians. The preamble text and questions that were used in 2020-21 are included in [Appendix B](#).

The Student Census was developed in response to calls from the student community for greater transparency and an increased understanding of the student community³. Beginning in 2016 with the University's commitment to the development of a student demographic census, discussions and extensive consultations have been underway, leading to its release in 2020. The data will be used to develop, assess, and maintain programs and initiatives that respond to the needs of students. Through connections with other student-related data, the University will be able to more effectively understand and improve the experience of its students. This data will also help to strengthen student recruitment efforts, access, and success strategies to address and eliminate barriers within our processes.

Rationale for the Design of the U of T Student Equity Census Questions and Process

Development of the demographic questions involved a review of several survey formats and instruments designed to collect personal identifying information about students, or other stakeholder groups. This review included surveys conducted on a national level, such as the National Survey of Student Engagement (NSSE) and the National College Health Assessment (NCHA). Locally, surveys currently used in U of T's Temerty Faculty of Medicine, the U of T Employment Equity Survey (EES), the Toronto District School Board Student & Parent Census (TDSB) and the Ryerson Student Self-ID project (Ryerson University) were also investigated. Much of the foundation of the Student Census was based on the questions and categories used on the 2016 Statistics Canada Census, to ensure meaningful comparisons could be made to demographic data from the Greater Toronto Area, as well as provincial and national data. The U of T ESS was also essential in this development, to enhance comparability of student data to that of staff and faculty within U of T. A summary of some of these instruments is included in [Appendix E](#).

The Student Census is connected to the University's student information system. Creating intentional linkages to student-related data already collected on registration fosters a greater understanding of diversity and student experience across a variety of intersectional identities throughout all facets of the University community. Such data that can be linked to include campus/faculty/division/academic program, age, financial information (e.g., OSAP and UTAPS), domestic and international student status, among others.

In an effort to increase participation and accessibility of the Student Census, only seven questions were included in the final design, and opportunity to complete the Student Census is ongoing. Students can complete this at any time and can also change their responses if and when they feel it necessary to do so. The brevity of the Student Census also takes into account advice from consultations with legal and data privacy offices at U of T, ensuring that all data collected is going to be used for the purposes set out by this initiative, and non-essential data (or data known via other linkages) would be omitted. Current provincial legislation has also been considered in the protection of this data and in the design of the

² Throughout this document this will be simply referred to as the "Student Census"

³ <https://www.thestar.com/news/gta/2016/02/22/u-of-t-to-track-race-based-data-of-its-students.html>

Student Census questions, recognizing that student data falls under different regulations than employment data, and thus not asking for more information than is needed⁴.

The Student Census design involved significant consultation with U of T's Equity Offices and the Office of Indigenous Initiatives, in an effort to ensure that the questions and categories are accurate, up-to-date, and most importantly, will be representative of the student community. Including an opportunity for students to provide feedback on the questions and the process was a critical component to the design, ensuring the University hears back from the student community, to assist in future review and amendments that may be needed.

Summary of Advisory Roundtable

Subsequent to the November 2020 launch of the U of T Student Equity Census, an associated Advisory Roundtable was established and began to meet monthly starting in January 2021. This Roundtable consisted of 31 student, staff, faculty, and librarian members, and met a total of six times until the end of June 2021 (see objectives and scope, membership, and process summary in [Appendix A](#)). The primary mandate of the Advisory Roundtable was to:

- 1) Propose a recommended strategy for process for annual reporting of the data to the U of T community,
- 2) Advise on a process for sharing and using the Student Census data to facilitate meaningful change,
- 3) Review and consider feedback on the census questions and process, and provide recommendations on necessary changes, and
- 4) Develop strategies for how to support student engagement with the Student Census.

In order to support this work the Advisory Roundtable had specific introductions to critical considerations associated with the [Ontario Human Rights Code](#) and the [Freedom of Information and Protection of Privacy Act](#). In addition, the Roundtable maintained a connection to the evolving work being done by the recently formed [Institutional Research & Data Governance Office](#) (IRDG).

Input from Roundtable members was received through a combination of open discussions and brainstorming during meetings, focused breakout groups, and written feedback. These mechanisms facilitated the gathering of input from multiple perspectives, the formation of mutual understanding among Roundtable members, and achieving consensus that developed into key recommendations articulated in Section 2 of this report. Discussion items where consensus was not achieved, or further work is required, have been recorded for future consideration.

⁴ In part, the University's general [Notice of Collection](#) reads: "The University of Toronto is required to disclose personal information such as Ontario Education Numbers, student characteristics and educational outcomes to the Minister of Training, Colleges and Universities under s. 15 of *the Ministry of Training, Colleges and Universities Act, R.S.O. 1990, Chapter M.19*, as amended. The ministry collects this data for purposes such as planning, allocating and administering public funding to colleges, universities and other post-secondary educational and training institutions and to conduct research and analysis, including longitudinal studies, and statistical activities conducted by or on behalf of the ministry for purposes that relate to post-secondary education and training. Further information on how the Minister of Colleges and Universities uses this personal information is available on the ministry's [website](#)."

Section 2: Summary of Recommendations

Given this was the initial year of the U of T Student Equity Census, the Advisory Roundtable considered the further work and development related to this census according to the four aspects of its mandate described above. Below is a summary of the primary considerations and key recommendations that have emerged from the Roundtable discussions.

Key Recommendations

- 1) Based on an annual snapshot of the Student Census data, **the Advisory Roundtable recommends the Office of the Vice-Provost, Students facilitate the sharing of this data in the three ways, through an *Online Dashboard*, through *Internal Data Sharing*, and through a *Written Report*.** This approach will be critical to meet the University's goals regarding accountability and transparency related to this data and the subsequent findings and actions that are taken.
- 2) The Advisory Roundtable recommends that the Office of the Vice-Provost, Students establish a process through which the data collected by the Student Census can be appropriately used by faculty, librarians, staff, and students to advance the local efforts to address oppressive and exclusionary practices that persist within our students' experiences. To support this, it is recommended that the University:
 - a. **Establish an ongoing U of T Student Equity Census Advisory Committee**
 - b. **Create a dedicated position within the Office of the Vice-Provost, Students** who is responsible for managing data requests, supporting related projects, facilitating the annual reporting, and guiding the ongoing development of the Student Census.
- 3) The Advisory Roundtable recommends that the following steps be taken to ensure a deeper and broader understanding of the purpose for and use of the Student Census data:
 - a. **Engage with students to provide greater clarity on the purpose of the Student Census**, who has access to the data, how the data is protected, and how the data will be used.
 - b. **Revisit the Notice of Collection and Preamble** to ensure it is accurate to the Student Census purpose, and to the data-use process, privacy and collection protocols.
 - c. **Ensure divisions, faculties, and offices know that this data is already being collected**, to prevent such collection efforts from being unnecessarily duplicated.
- 4) **Related to the questions that are asked through the Student Census the Advisory Roundtable recommends the following:**
 - a. A more fulsome question on racial and ethno-cultural identity be included.
 - b. Language associated with questions about disability, gender identity, and sexual orientation be adjusted and definitions be provided.
 - c. Further and specific consideration of the inclusion of a question on religious and/or spiritual affiliation take place.
 - d. The question regarding the educational attainment of parents and/or guardians be augmented.
 - e. Future consideration of other types of questions be incorporated into the ongoing development of the Student Census.

- 5) **The Advisory Roundtable recommends the following strategies be implemented for effective student engagement:**
- a. With the move to a more integrated process of data collection through ACORN, develop a detailed communication campaign in advance of the relaunch of the census in the 2021-22 academic year.
 - b. Provide clarity on linkages of Student Census data to the student record and other institutional data (e.g., immigration status, age, program of study, academic record, etc.), so that students better understand what data is being collected and connected more broadly.
 - c. Provide clarity around data protection measures to protect the identity of the data subject.
 - d. Work with student leaders, societies, and groups to encourage meaningful participation.
 - e. Clearly articulate who would be responsible for facilitating this work within the Office of the Vice-Provost, Students.
 - f. Express a timeline for the planned engagement with students.
 - g. Create a video through U of T Communications showcasing students' stories and their views on this initiative.

Mandate 1: Annual Reporting Process

The Advisory Roundtable strongly believes that an annual reporting process is critical to follow through on U of T's commitment to accountability and transparency as it relates to this data collection, and as part of the University's effort to assess if the collection effort is meeting its objectives for success. Does the University see the impacts of initiatives and efforts to address historic and systemic oppressive practices, such that student academic achievement and progression is not impacted by their identity? Are students experiencing enhanced feelings of inclusion, wellbeing, and a sense of belonging throughout their journey at U of T?

Since the Student Census is an open survey, where individual students can complete this or change their responses at any time, the University should take an annual snapshot of the data at a defined point each year, perhaps November 1. **Based on this annual snapshot, the Advisory Roundtable recommends the Office of the Vice-Provost, Students facilitate the sharing of this data in the following three ways:**

Online Dashboard

- Data should be shared on an annual basis through a publicly-accessible online Tableau-style dashboard, at the appropriate level of disaggregation (e.g., Faculty or program level)
- Appropriate comparator data, such as Student Census data from prior years and other relevant demographic data sources, should also be included

Internal Data Sharing

- The data should be shared on an annual basis with the necessary level of identification with Faculties, Divisions, Colleges, and other appropriate offices for their local use, analysis, and action
- Appropriate levels of access will need to be articulated, as well as training on how to use the data effectively and ethically, in order to provide the ability to properly link the data with different local data sets

Written Report

- On a two or three year cycle, the Office of the Vice-Provost, Students should prepare a written report related to this data in aggregate form and present this for information to the University Affairs Board (UAB) as part of the institutional governance process.
- The report should also be shared publicly with the U of T community and accessible through a dedicated website.

All data access and sharing must respect the Notice of Collection associated with the Student Census, and the relevant data governance policies and procedures. These are discussed in greater detail in the section below. It is also understood that through the internal sharing, other faculties, divisions, and offices will be appropriately reporting on their own efforts and initiatives related to this data.

Important elements that the **written report** could include are:

- **Representation:** A snapshot and a summary of the *representation data* in a necessary disaggregated format, perhaps to the Faculty level. This should also include appropriate comparator data, such as U of T faculty and staff, and local (GTA) and national representation data, with comparisons to data from prior years as this becomes possible.

- **Other Key Indicators:** A snapshot and summary of other key indicators that would provide more detailed analyses related to the experiences and outcomes for different identity groups. Some of these that have been suggested are included below, but in the end not all may be appropriate or useful indicators to be connected to this data. As well, not all would need to be included in every written report, but rather on some appropriate reporting cycle. Some may also be the basis for their own report as significant analyses and deeper consideration takes place:
 - *Academic Performance:* Analysis of data relative to graduation rates, academic progression/probation, retention, graduate student time to completion, etc.
 - *Disciplinary Processes:* Analysis of the data relative to students engaged with processes associated with the Code of Student Conduct or the Code of Behaviour on Academic Matters
 - *Honours and Awards:* At the undergraduate and graduate level, who is awarded merit-based scholarships and/or achieves other related recognitions?
 - *Scholarships and Financial Aid:* At the undergraduate and graduate level, who accesses/receives needs-based scholarships or financial aid?
 - *Co-Curricular Involvement:* Who engages with our co-curricular programming through the Co-Curricular Record (CCR) data?
 - *Internships, Research, and Work Integrated Learning:* Who engages successfully with career development opportunities, research opportunities, and work-integrated learning experiences?
 - *Residence:* Who is able to access and stay in residences?
 - *Student Experience and Well-Being:* Do deeper analysis of student experience and well-being data, such as NSSE responses, or specific student experience surveys implemented at the University
 - *Engagement with Student Support Services and Programming:* Where possible, consider who is and who is not connecting to different student support services and programming (e.g., Academic Success workshops, Accessibility Services, Health & Wellness, Family Care Office, etc.)
 - *International Student Experience:* Leverage this data and link it to other information to better understand the unique aspects of the international student experience and their diversity
 - *Employability and Graduate Outcomes:* When available, link this data to the experiences and employability data for the University's graduates
 - *Alumni Engagement:* Developing a better understanding of who maintains strong connections to the University

- **Findings and Understandings:** Critical conclusions for the University based on the annual data snapshot and plans to address such conclusions. This may include the identification of gaps in representation, experience, and/or service delivery identified by the Student Census data, and plans to address such needs

- **Goals and Expectations:** The ability for the University to clearly articulate and speak to its goals and expectations regarding diverse representation and other measures of belonging, inclusion, and equity
- **Summary of Data Usage:** A summary of how the data was accessed and used by other faculties, divisions, offices, and individuals (e.g., number of specific requests, number granted, number denied, essential considerations, etc.)
- **Actions Taken:** Updates and highlights of actions and initiatives taken based on the analysis of the Student Census data, both at the institutional and local levels, and any measurable results

Mandate 2: *Data Use Framework*

The Advisory Roundtable acknowledges and augments the desire by the University to ensure the data gathered through the Student Census is used to better the student experience at U of T. The community should be empowered to access and leverage this data, in appropriate and respectful ways, to further individual, departmental, Faculty, and University-wide efforts to ensure all students feel they belong, know they are welcomed, and experience the ability to thrive within the U of T community and environment.

Therefore, ***the Advisory Roundtable recommends that the Office of the Vice-Provost, Students establish a process through which the data collected by the Student Census can be appropriately used by faculty, librarians, staff, and students to advance the local efforts to address oppressive and exclusionary practices that persist within our students' experience.*** To this end, it is suggested that key elements of such a framework include:

- Student agency and input into how the data is shared, used, and reported on
- Enabling support for efforts that foster belonging and inclusion in our U of T community
- The University's goal to address gaps that may exist within representation of various identity groups
- Respect for the confidentiality and personal nature of this data, and ensure this is aligned with the University's [commitment](#) to data privacy

The usage of the Student Census data can be considered in four categories:

1) *Public Dissemination Through an Online Dashboard*

Through such an online interactive Tableau-style dashboard the data can be shared, at an appropriate level of detail, with the public and updated on an annual basis. It is suggested that the data be disaggregated to the Faculty or program level, where sufficient response numbers allow. In this way, we can address the needs of:

- The general U of T community
- Advancement initiatives
- Local school boards
- Community and non-governmental organizations
- Media
- General public

2) *Data Sharing on an Annual Basis and Written Reporting Processes*

Through the development of an annual cycle of sharing the data and a regular written reporting process through the Office of the Vice-Provost, Students, as described above, the University will be able to achieve a number of critical goals associated with the Student Census.

3) *Specific Data Requests and Project Support*

For those needs not met by the first two categories, it is recommended that the University set up a process by which other members of the University community would be able to appropriately use the Student Census data. Some important aspects of this process include:

- The Office of the Vice-Provost, Students would be responsible for receiving and facilitating decisions on requests for use of the data.
- Through the U of T Student Equity Census Advisory Committee (see below), students would be appropriately engaged in the decision-making process, and/or be part of an annual review/audit of the decisions associated with the data.
- Important considerations for what a request should provide include:
 - What is the purpose for using the data?
 - How would the data be used?
 - Demonstration that there are sufficient resources, financing, administrative backing, to support the project/analysis, and
 - A plan and timeline for reporting back on the outcomes.
- It should also be considered how the Office of the Vice-Provost, Students would be able to provide proactive mentorship, support, and training, for U of T community members on how to use the data, and ongoing support for related projects.

This process could support the improvement of the student experience within the University through academic research, assessment of specific initiatives, programming, or workshops, and work being done by student groups and societies.

4) *Subsequent Engagement with Students Based on Census Data*

It is also recommended that the University consider how the student experience and support could be augmented through connecting with students based on their Student Census responses. This might highlight specific programming, opportunities, and/or scholarships that would be of relevance to students with different identities.

For example, on Ryerson's Diversity Self-ID [website](#) they state:

“The University may contact you based on your response to the survey, including to provide you with information about Ryerson programs, initiatives, supports, services, events, opportunities and related purposes. For example, to let you know about employers seeking graduates from underrepresented groups, to let you know about exam supports or there may be deadlines coming up to apply for scholarships and awards available to students from equity deserving groups. You can opt out of receiving these emails at any time, by notifying the sender.”

Something like this should also be incorporated into the U of T Student Equity Census.

To accomplish this framework for use of Student Census data, the following recommendations are made:

- **Establish an ongoing U of T Student Equity Census Advisory Committee**, that:
 - Would consist of a small number of students, staff, and faculty
 - Ensure this respects student agency over this data and its use
 - Would be responsible for the ongoing developmental efforts related to the Student Census (e.g., question changes, review of community feedback, communication strategies, etc.)
 - Would be responsible for reviewing and auditing the types of data requests being made and the decisions made over the previous year
 - Provide advice, when appropriate, on unusual requests or new forms of data use
 - Inform/review the written report for governance on the Student Census data

- **Create a dedicated position within the Office of the Vice-Provost, Students** that would:
 - Work with the Vice-Provost, Students, to supervise data requests and associated projects
 - This may include appropriate training for those using the data
 - Facilitate the submission of data requests to institutional data request review processes, when required (e.g., academic research)
 - Facilitate review of and decisions on data requests
 - Oversee the annual reporting processes
 - Provide primary support for the ongoing U of T Student Equity Census Advisory Committee
 - Manage the implementation of any changes to the Student Census questions and/or process
 - Lead promotional and communication efforts
 - In the upcoming year, this should include the creation of a clear and brief summary for U of T community members for how this data will be used
 - Ensure data use is aligned with institutional guidelines and standards

Mandate 3: Census Process and Questions

As noted in the sections above, significant thought, consideration and care was put into the development and implementation of the initial version of the Student Census (see current version presented in [Appendix B](#)). However, it was expected that there would be important lessons learned through the first year, and that the U of T community would have critical feedback on the questions and the process over this time. As summarized in [Appendix D](#), there was a significant number of responses to the final question within the Census, which asked:

“To assist us in our review of this data collection, please share any comments about the questions or this process with us here. We appreciate your feedback as we work to collect accurate and inclusive student demographic information.”

The intent of this section is to provide a set of recommended actions that could be taken before the Student Census is re-launched in the 2021-22 academic year. These changes would enable the Student Census to have some stability over the coming three to four years, after which it would be expected that further evolution might be required.

3A: Census Process

From the student feedback, it was clear that many students did not fully understand the purpose for the Student Census or how this would be connected to existing data available to the University. Some suggested that we ask questions related to age, immigration status (e.g., international student status), academic program/Faculty, and others, indicating they did not appreciate that the Student Census data would be linked to the existing student record that already contains such information. Others expressed concern about this initiative and its potential implications, or a lack of understanding how this would make any positive difference to the student experience.

The Advisory Roundtable recommends that the following steps be taken to ensure a deeper and broader understanding of the purpose for and use of the Student Census data:

- In accordance with the efforts to engage with U of T students around this Student Census (see below), further messaging should include clarity on the following:
 - This data is not purely anonymous, and as such will be linked with other sources to ensure we can understand the overall experiences of our students from a variety of identity perspectives.
 - Ensure students understand who has access to the data and how it will be shared and used, including anonymizing when sharing.
 - Clear communications on the purpose for the Student Census, and how this effort and data collection is only a part of the overall work to create greater inclusion and feelings of belonging within our student population.
 - Situate this effort within a broader communications plan on how the University is working towards meeting various equity, diversity, inclusivity, and accessibility (EDIA) related goals, and why such work to address systemic oppression and exclusion is necessary and beneficial to all members of the U of T community.
 - When possible, publicize and summarize the data and the impact of its collection.
- Revisit the Notice of Data Collection, Student Census preamble, and associated websites (e.g., FAQs), so that we ensure that these:
 - Clearly set expectations for student participants
 - This would include a clear statement that students may be contacted or notified of specific opportunities or programs as a result of the data shared through the Student Census
 - Articulate how this data will be connected to the individual student record
 - Articulate what it will NOT be individually connected to, for example, decisions related to academic progress or disciplinary procedures
 - Describe who has access to the data and how the data will be used
 - Identify a contact person to answer any further questions
- Ensure divisions, faculties, and offices know that this data is already being collected, to prevent such collection efforts from being unnecessarily duplicated. Senior academic and staff leadership, including Principals, Deans, Executive Directors, Directors, and Chairs, should be directly informed of this process and advised to cease any overlapping data collection efforts within their units. When required, the Office of the Vice-Provost, Students can also act as a consultant to provide support around language and best practices in the gathering data of this type.

3B: Census Questions

The Advisory Roundtable reviewed the student feedback carefully and specifically discussed the following items in terms of the Student Census questions:

1. Proposal for a more fulsome question on racial and ethno-cultural identity and include a definition of what is meant by racialized person/person of colour.
2. Adjustments to language and inclusion of definitions associated with questions about disability, gender identity, and sexual orientation
3. Further consideration of a question related to religious and/or spiritual affiliation
4. Consideration of augmenting the question regarding the educational attainment of parents and/or guardians to clarify whether the education took place in Canada and/or the US.
5. Other questions and areas that warrant additional consideration in the coming years.

1. Racial and Ethno-Cultural Identity

There was significant student feedback related to the current question regarding racial and/or ethno-cultural identity. A number of comments related to the insufficient number of options or the ability to share their specific ethno-cultural or geographic-related identity. The Advisory Roundtable agreed that the University would benefit from expanding the options available to students in this question. While enabling more options for this question may complicate completion and subsequent analyses, it ultimately will enable for acknowledgement and action based on an enhanced understanding of intersectional identities. However, care must also be taken so that appropriate comparisons with local and national data sources can be made (e.g., the Canadian Census).

There were also quite a few students who commented that they did not quite understand what was meant by a “racialized person/person of colour”. Thus, it is also recommended that specific text be included in the Student Census to clarify for students how this should be interpreted.

The Advisory Roundtable recommends the following changes be made to these questions:

Current Version	Proposed New Version
<p>Do you identify as a racialized person/person of colour?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Not sure</p> <p><input type="checkbox"/> Prefer not to answer</p> <p>Please indicate which of the following terms best describe your racial and/or ethnic identity. Check as many terms as apply. The terms below reflect terms used in the Canadian census. Using terminology consistent with the census will help the University to understand our student body in relation to Canadian demographics.</p>	<p>We are aware that many individuals in Canada who are not White or Caucasian no longer use the term "visible minorities", and instead self-identify as "people of colour" or "racialized persons". This terminology recognizes that, through the process of racialization, Western societies have created ideas of race as real, different and unequal, which impacts individuals' economic, political and social lives.</p> <p>Do you identify as a racialized person/person of colour?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Not sure</p> <p><input type="checkbox"/> Prefer not to answer</p>

- Arab
- Black (e.g., African, American, Canadian, Caribbean)
- Chinese
- Filipino
- Indigenous/Aboriginal
- Japanese
- Korean
- Latin American
- Mixed/Bi-Racial/Multi-Racial
- South Asian (e.g., East Indian, Pakistani, Sri Lankan, Indo-Caribbean)
- Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai)
- West Asian (e.g., Afghan, Iranian)
- White
- Prefer to self-identify (please specify)
- Prefer not to answer

Please indicate which of the following terms best describe your racial and/or ethnic identity. Check as many terms as apply. The option "Multiracial" is included for people who may not identify with any specific racial or ethnic identity.

- Asian
 - Caribbean (e.g., Guyanese, Trinidadian)
 - East Asian (e.g., Chinese, Japanese, Korean)
 - European (e.g., British, French, Portuguese, Spanish)
 - South Asian (e.g., Indian, Pakistani, Sri Lankan)
 - Southeast Asian (e.g., Filipino, Malaysian, Vietnamese)
 - Prefer to self-identify with a comment box (see below)
- Black
 - African (e.g., Ghanaian, Kenyan, Somali)
 - Caribbean (e.g., Barbadian, Grenadian, Jamaican)
 - European (e.g., British, French, Portuguese, Spanish)
 - North American (e.g., American, Canadian)
 - South and Central American (e.g., Brazilian, Panamanian)
 - Prefer to self-identify with a comment box (see below)
- Indigenous person of Turtle Island (North America)
 - Alaska Natives
 - First Nations
 - Inuk (Inuit)
 - Metis
 - Native Americans
 - Native Hawaiians
 - Native Mexicans
 - Pacific Islanders
 - Prefer to self-identify with other descriptors (e.g., Nation, Tribe, Clan, Band, Family, etc.) with a comment box (see below)
- Indigenous person from outside Turtle Island (North America) (e.g., Aboriginal Person of Australia)
 - Prefer to self-identify with a comment box (see below)
- Latino/a/x
 - Caribbean (e.g., Cuban, Haitian)
 - Central American (e.g., Honduran, Mexican)
 - European (e.g., British, French, Portuguese, Spanish)
 - North American (e.g., American, Canadian)
 - South American (e.g., Argentinian, Brazilian)
 - Prefer to self-identify with a comment box (see below)

	<input type="checkbox"/> Middle Eastern, North African, and Southwest Asian <ul style="list-style-type: none"> <input type="checkbox"/> European (e.g., British, French, Portuguese, Spanish) <input type="checkbox"/> Middle Eastern (e.g., Israeli, Lebanese, Palestinian, Syrian) <input type="checkbox"/> North African (e.g., Egyptian, Libyan, Moroccan) <input type="checkbox"/> Southwest Asian (e.g., Afghan, Iranian) <input type="checkbox"/> Prefer to self-identify with a comment box (see below) <input type="checkbox"/> Multiracial <input type="checkbox"/> White <ul style="list-style-type: none"> <input type="checkbox"/> African (e.g., South African) <input type="checkbox"/> Caribbean (e.g., Cuban, Puerto Rican, Trinidadian) <input type="checkbox"/> European (e.g., British, French, Polish, Russian) <input type="checkbox"/> North American (e.g., American, Canadian) <input type="checkbox"/> South American (e.g., Argentinian, Chilean) <input type="checkbox"/> Prefer to self-identify with a comment box (see below) <input type="checkbox"/> Another race and/or ethnicity not listed here. Please specify below. <input type="checkbox"/> Prefer not to answer
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2. Language Used in Questions on Disability, Gender Identity, and Sexual Orientation

Other questions that garnered a significant number of comments and suggestions from students was around how the Student Census asked about disabilities, gender identity and sexual orientation. These were also supported and augmented by members of the Advisory Roundtable and related equity leads within the University. From this feedback, the following aspects should be addressed:

- Question on disabilities:
 - Clarify what is meant by the concept of “disabilities” within the Student Census:
 - Include language related to the social model of disability, to ensure that both diagnosed and undiagnosed disabilities are captured by the question.
 - Clarify that temporary disabilities can be included. This aligns with the definitions of disability contained within the Ontario Human Rights Code (OHRC) and the Accessibility for Ontarians with Disabilities Act (AODA).
 - Clarify that both visible and non-visible disabilities can be included.
 - Expand the range of options provided to include “chronic health conditions”, “temporary disabilities & injuries”, and provide more examples.
 - Provide “hover-over” definitions and links to further information to support the full understanding of this question and these terms (e.g., the “social model of disability”). Suggested definitions are included in the revised Student Census questions that are summarized in [Appendix C](#).
 - Consider replacing the term “disability” with “dis/ability” to [highlight](#) how ability framed through ableism impacts everyone. Such an approach would require a carefully worded “hover-over” definition and/or a link to additional information.
 - Consider including links within the questions to further resources for information and/or support within the University.

- Questions on gender identity and sexual orientation:
 - Expand the options to recognize other common terms that are used by people to articulate their gender identity and sexual orientation.
 - Provide “hover-over” definitions for all options given for gender identity and sexual orientation. Suggested definitions are included in the revised Student Census questions that are summarized in [Appendix C](#).
 - For gender identity this includes replacing Man with Man/male, Woman with Woman/female, Trans with Trans man, Trans woman, and adding Genderqueer, Genderfluid, and Questioning.
 - For sexual orientation this includes adding: Pansexual, and Questioning.
 - Consider including links within the questions to further resources for information and/or support within the University.

Therefore, the Advisory Roundtable recommends the following changes be made to these questions:

Current Versions	Proposed New Versions
<p><i>Disability</i> Do you identify as a person with a disability? (For the purposes of this question, “persons with disabilities” refers to people who experience long-term [lasting, or expected to last for 6 months or more], persistent or recurring physical, mental, sensory, or learning disabilities, including those with chronic health conditions, which may result in a person experiencing disadvantage or encountering barriers to full participation in University life.)</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Maybe</p> <p>If you answered “yes”, please indicate which of the following best describe your disability/ies. Check as many as apply.</p> <p><input type="checkbox"/> Attention-deficit hyperactivity disorder (ADHD) <input type="checkbox"/> Autism spectrum disorder <input type="checkbox"/> Brain injury or concussion <input type="checkbox"/> Learning disability (e.g., dyslexia) <input type="checkbox"/> Mental health disability <input type="checkbox"/> Mobility disability <input type="checkbox"/> Sensory disability (e.g., vision or hearing) <input type="checkbox"/> A disability not listed (please specify) <input type="checkbox"/> Prefer not to answer</p>	<p><i>Disability</i> For the purposes of this question, persons with disabilities include those who may experience disadvantage or barriers to full participation in University life as a result of long-term, temporary, or episodic physical, mental/emotional, sensory, or learning disabilities, including those caused by chronic health conditions. It should also be noted that the social model of disability recognizes that disability is not created by any medical or physical condition, but rather by societal barriers.</p> <p>Do you identify as a person with a disability?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to answer</p> <p>If you answered “yes”, please indicate which of the following best describe your disability/ies. Check as many as apply.</p> <p><input type="checkbox"/> Attention deficit and hyperactivity disorder (ADHD) <input type="checkbox"/> Autism spectrum disorder (ASD) <input type="checkbox"/> Chronic health condition (e.g., Auto-immune conditions, Crohn's disease, diabetes, cancer, etc.) <input type="checkbox"/> Concussion / head injury <input type="checkbox"/> Learning disability (LD) <input type="checkbox"/> Mental health condition (e.g., schizophrenia, depression, anxiety disorder, bipolar disorder, PTSD, etc.) <input type="checkbox"/> Mobility or functional disability <input type="checkbox"/> Sensory disability (e.g., vision or hearing) <input type="checkbox"/> Temporary disability / injury (e.g., broken bone) <input type="checkbox"/> A disability not listed (please specify) <input type="checkbox"/> Prefer not to answer</p>

<p><i>Gender Identity</i> Please indicate which of the following terms best describes your gender identity. Check as many as apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Man <input type="checkbox"/> Nonbinary <input type="checkbox"/> Trans <input type="checkbox"/> Two-spirit <input type="checkbox"/> Woman <input type="checkbox"/> An identity not listed (please specify) <input type="checkbox"/> Prefer not to answer 	<p><i>Gender Identity</i> Please indicate which of the following terms best describes your gender identity. Check as many as apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Genderqueer <input type="checkbox"/> Genderfluid <input type="checkbox"/> Man / male <input type="checkbox"/> Nonbinary <input type="checkbox"/> Questioning <input type="checkbox"/> Trans man <input type="checkbox"/> Trans woman <input type="checkbox"/> Two-Spirit <input type="checkbox"/> Woman / female <input type="checkbox"/> An identity not listed (please specify) <input type="checkbox"/> Prefer not to answer
<p><i>Sexual Orientation</i> Please indicate which of the following terms best describe your sexual orientation. Check as many as apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asexual <input type="checkbox"/> Bisexual <input type="checkbox"/> Gay <input type="checkbox"/> Heterosexual/Straight <input type="checkbox"/> Lesbian <input type="checkbox"/> Queer <input type="checkbox"/> An identity not listed (please specify) <input type="checkbox"/> Prefer not to answer 	<p><i>Sexual Orientation</i> Please indicate which of the following terms best describe your sexual orientation. Check as many as apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asexual <input type="checkbox"/> Bisexual <input type="checkbox"/> Gay <input type="checkbox"/> Heterosexual/Straight <input type="checkbox"/> Lesbian <input type="checkbox"/> Pansexual <input type="checkbox"/> Queer <input type="checkbox"/> Questioning <input type="checkbox"/> Two-Spirit <input type="checkbox"/> An identity not listed (please specify) <input type="checkbox"/> Prefer not to answer

3. Possible Question Related to Religious and/or Spiritual Affiliation

Based on student and community feedback, the Advisory Roundtable had some preliminary discussion about the inclusion of a question in the Student Census related to religious and/or spiritual affiliation. It is understood that for many this is a very important component of their identity, and directly impacts their day-to-day experience within the University. Gathering such information would provide the University with an awareness of how different faiths are represented in the student community, and thus be able to ensure appropriate programming and supports are made available. As well, it would enable the University to gain a greater understanding of the lived experiences of those whose faith is a significant part of their identity.

The Advisory Roundtable recommends that further and specific consideration be given to the inclusion of a question on religious and/or spiritual affiliation in a future version of the Student Census. Consultation with U of T equity offices, including the Multi-Faith Centre, should be included in this process.

4. Focused Consideration of Question Related to Educational Attainment

The purpose of the final question that asks about the educational attainment of the student's most highly educated parent or guardian seemed to be unclear to many students and members of the Advisory Roundtable. Some students noted that whether or not this education was attained in Canada (or North America) changed the impact this had on their ability to succeed and thrive in the Canadian higher educational system. Thus, ***it is recommended that further thought be given to the purpose of this question, how this data will be leveraged and used, and how it might be adapted or augmented to better serve the goals of the Student Census. In particular, it is suggested that a Yes/No question be added at the end which asks if this parental or guardian education was achieved in Canada or the US.***

5. Other Questions that Could Require Further Consideration

Through the student feedback and the Advisory Roundtable discussions, a number of other important areas and identity aspects that impact a student's experience at the University were raised. While it is not suggested that any of these be immediately incorporated into the Student Census, ***the Advisory Roundtable recommends that further consideration be made about the value and need to gather data related to the following areas through the Student Census, or to plan to gather this information through other means:***

- ***Family circumstances:*** Asking people to share information about the number and type of dependents (e.g., children, parents, etc.) they may be supporting alongside their University education could be beneficial to more fully understand the experience for many of our students.
- ***Financial need/security:*** While there is some information available to the University on a student's financial need, some related aspects of one's experience may be worth including. For example, the extent to which students need to work during the academic year to support themselves or their dependents/family, could help the University understand its ongoing evolution of financial aid policy and programming.
- ***Socio-Economic Status (SES):*** Acknowledging this can be a complex and challenging element to assess, many students commented the significant impact their SES has had on their ability to succeed and thrive at U of T. Such a question would have to work to recognize the importance of both social and financial capital and status.
- ***Immigration History and/or Status:*** Many commented on the important impact their family's immigration status/history, or the reality of being a first-generation student had on their ability to succeed and thrive at U of T. Specific efforts to understand this status and/or history at a deeper level than what is already available to the University could be beneficial.
- ***Languages Spoken:*** Some have suggested it would be helpful to better understand a student's identity through the language(s) that they speak. It is understood there are some complications around such a question, including the fact that language proficiency would be self reported. It is noted that Ryerson University has included such a question on their Student Diversity Self-ID survey (see [below](#) or [here](#)).

Mandate 4: *Strategies for Student Engagement*

While the intended purpose for this data is to improve the student experience, student success, and the overall sense of belonging for all students, the Advisory Roundtable is aware of the possibility for demographic data to be used in inappropriate ways to exclude or discriminate. We also recognize that this may contribute to some of the historical and/or cultural reasons for why some students may not feel comfortable providing this data. It is for this reason that we have recommended a *Data Use Framework* that puts in place governance measures that aim to limit the amount of data collected to what is considered essential, limit access to identifiable data to only a few people who need to see it and who have received appropriate training, and to establish a U of T Student Equity Census Advisory Committee with student membership to oversee data use requests and data governance issues.

Additionally, the Advisory Roundtable recognizes that it is of the utmost importance that transparency and clarity are provided to students and that student input and agency is incorporated throughout this process. As a result, ***specific recommendations for strategies for student engagement include:***

- ***Clear and transparent messaging to inform students' understanding of the Census questions and purpose:***
 - Importance of rolling out an educational campaign more broadly on what equity means and how it benefits the University as a whole
 - Ensure key messages such as *community, belonging, equity, accessibility, and understanding* also include concepts like *making change* and/or *taking action*, and *anti-racism* and *addressing discrimination/barriers/systemic oppression*.
 - Ensure key messages describe the connections of the Student Census data to broader campus anti-discrimination and equity efforts (e.g., Response to the TRC - [Wecheehetowin](#), the [Anti-Black Racism Task Force](#), efforts towards [Anti-Semitism](#) and [Anti-Islamophobia](#), etc.).

- ***Clear and transparent messaging to inform students' understanding of the Census process:***
 - Provide clarity on the linkages that may be made between the Student Census data and the student record and other institutional data (e.g., immigration status, age, program of study, academic record, etc.).
 - Provide clarity on how this data will be used and how students' privacy will be protected (e.g., disaggregated data, restricted access to data, etc.).
 - Provide clarity on how long student data will be retained, and how students can opt to have their data amended or removed post-graduation
 - An expectation that the University will move to a more "integrated" process of data collection through ACORN; as such, a detailed communication campaign will be necessary in advance of the relaunch of the Student Census in the 2021-22 academic year.
 - Notify the University community (e.g., faculties, departments, student unions, etc.) of a timeline for the planned engagement with students in the fall term.

- ***Multichannel campaigns in partnership with students to increase the reach of communications efforts:***
 - Work with Student Unions, Professional Student Societies, and Student Clubs/Groups to encourage meaningful participation and promote a clear understanding of this effort and how it fits into the University's broader anti-discrimination and equity efforts.

The Office of the Vice-Provost, Students would be responsible for facilitating this work, and should include these considerations:

- Leverage the various communications channels through U of T central administration and Student Life,
- Conduct town halls, leverage the Provost’s Undergraduate Student Advisory Group (PUSAG), tell stories through U of T News and the Bulletin Brief, etc.
- Support students speaking directly with fellow students about this initiative,
- Be thoughtful on ways to engage with graduate students who are often more disconnected, including engagement with U of T Graduate Student Union (UTGSU),
- Create a video through U of T Communications showcasing students’ stories and their views on this initiative,
- Consider using other creative strategies, such as an animated cartoon that might address some common student concerns about this data collection.

Conclusion

The U of T Student Equity Census is a highly valuable initiative that will benefit students across the University. Data collection is a critical component to identifying and addressing barriers to access and inclusion, and the Student Census has been developed in partnership with U of T students, who have requested this data collection. Understanding the demographic makeup of our students will aid in addressing systemic discrimination and in advancing equity at the University. The work of the Advisory Roundtable to recommend a way forward for data sharing, reporting, and in enhancing the Student Census questions, categories and process, will create a more robust process, and ensure that student data is respected and used to create a more inclusive community for all students – a community where every student can belong and thrive.

In closing, we wish to thank the members of the Advisory Roundtable for their care and commitment to this work. Members brought with them a variety of skills, lived experiences, and an incredible depth of knowledge, which led to a series of thoughtful and productive discussions that informed this final report.

Appendix A: Advisory Roundtable Objectives, Process, and Membership Summary

Objectives and Scope

The U of T Student Equity Census Advisory Roundtable was formed in January 2021 following a call for nominations, shared widely via student, staff and faculty channels. The Roundtable included a wide range of members from the U of T community, including, students, staff, and faculty, and the group was led by four co-convenors: a faculty member, a staff member and two students – one undergraduate and one graduate.

The Advisory Roundtable members were tasked with:

- 1) Reviewing feedback on the census questions and process and recommending changes for future implementation. This includes developing a plan to encourage student engagement with the census and how this can be incorporated into the regular transition and orientation experience for new students.
- 2) Developing a recommended framework and best practices on how the University will:
 - a) **Report** this data – meaning how, when and how often this data will be reported at the institutional level
 - b) **Share** this data – meaning that many offices and stakeholders across U of T will want access to this data, thus, the aim is to devise a process for how such data requests will work, what will be shared, and parameters around reporting

Process Summary

The Advisory Roundtable met six times from January 2021 through to June 2021 and compiled a final report of Student Census feedback, along with key recommendations to address this feedback and a framework for Student Census data use, sharing, and reporting.

A summary of meeting topics is as follows:

January 25, 2021	<ul style="list-style-type: none"> • Overview of the U of T Student Equity Census • Purpose of the Advisory Roundtable • Facilitating the work of the Roundtable, expectations, hopes and goals
February 22, 2021	<ul style="list-style-type: none"> • Human Rights, data collection and reporting, including the review of this OHRC report: Count Me In – Collecting Human Rights-Based Data • FIPPA, data sharing and privacy considerations
March 22, 2021	<ul style="list-style-type: none"> • Introduction to discussion on data requests; development of sample use-cases
April 26, 2021	<ul style="list-style-type: none"> • Development of the Data Use Approval Framework
May 17, 2021	<ul style="list-style-type: none"> • Review and discussion on student census feedback
June 17, 2021	<ul style="list-style-type: none"> • Process on reporting the data • Promoting the census to students • Review and discussion on final report of the Advisory Roundtable
June 30, 2021	<ul style="list-style-type: none"> • Submission of the final report to the Office of the Vice-Provost, Students

Advisory Roundtable Membership

Co-Conveners (4)

- Desmond Pouyat, Dean of Student Experience & Wellbeing, UTSC
- Dimpho Radebe, Graduate Student, Faculty of Applied Science & Engineering
- Micah Stickel, Acting Vice-Provost, Students (October 2020 – March 2021) and Professor, Teaching Steam, Electrical and Computer Engineering
- Noha Farawi, Undergraduate Student, UTM and VP Equity for UTMSU

Students (11)

Undergraduate Students

- Eesha Chaudhry, UTSC
- Fatima Formuli, UTSC
- Janine AlHadidi, UTSG – Arts & Science
- Mitra Yakubi, UTM
- Naima Hussein, UTSG – Arts & Science
- Raiya Thomure, UTSG – Kinesiology & Physical Education
- Stephane Martin Demers, UTSG – Music

Graduate Students

- Alyssa Kelly, Dalla Lana School of Public Health
- Barbara Walczak, Law
- Christina Arayata, OISE
- Saetbeal Moon, OISE

Staff (12)

- Allison Burgess, Director, Sexual & Gender Diversity Office
- Hana Lee, Director of Enrolment Services & Faculty Registrar, Temerty Faculty of Medicine
- Jeff Burrow, Special Project Manager, Office of the Vice-Provost, Innovations in Undergraduate Education
- Jessie Metcalfe, Assistant Director, Office of the Vice-Provost, Students (*Roundtable administrative support*)
- Kiren Handa, Executive Director, Institutional Research & Data Governance
- Kyomi Hastings Duncan, Assistant Registrar and Manager of Student Recruitment, UTSC
- Lydia Gill, Student Recruitment Officer, Equity, Outreach & Support, Enrolment Services
- Nythalah Baker, Director, Equity, Diversity, & Inclusion, UTM
- Oliver Schweickart, Manager, Data & Analytics, Rotman Commerce
- Reshma Dhrodia, On Location Team Lead, Accessibility Services
- Richard Levin, Senior Strategist, Office of the Vice-Provost, Students
- Shannon Simpson, Director, Office of Indigenous Initiatives

Faculty and Librarians (4)

- Charmaine Williams, Vice-Dean, Students, School of Graduate Studies and Professor of Social Work
- Jenny Jongstra-Bilen, Assistant Professor, Departments of Immunology and Laboratory Medicine & Pathobiology, Temerty Faculty of Medicine
- Julius Haag, Assistant Professor, Teaching Stream, Department of Sociology, UTM
- Tracy Zahradnik, Engineering Librarian, Engineering & Computer Science Library

Appendix B: Current Version of the U of T Student Equity Census

U of T Student Equity Census – Questions (2020-2021)

Preamble

Equity, diversity and inclusion are fundamental values at the University of Toronto as highlighted in the [Statement on Equity, Diversity and Excellence](#). The **U of T Student Equity Census** supports these values by helping us to better understand the diversity of our student population and develop programs and initiatives that support the success and inclusion of our students. The University of Toronto is committed to addressing and eliminating barriers, and encourages participation from all members of our tri-campus student community.

Participation in this data collection and each of its questions is completely voluntary. Your decision to participate or not participate and the responses you may provide will not be used for any purpose other than this data collection and its uses as described above.

For more information please visit the [U of T Student Equity Census web page](#).

Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971.

The University of Toronto is required to disclose personal information such as Ontario Education Numbers, student characteristics and educational outcomes to the Minister of Training, Colleges and Universities under s. 15 of *the Ministry of Training, Colleges and Universities Act, R.S.O. 1990, Chapter M.19*, as amended. The ministry collects this data for purposes such as planning, allocating and administering public funding to colleges, universities and other post-secondary educational and training institutions and to conduct research and analysis, including longitudinal studies, and statistical activities conducted by or on behalf of the ministry for purposes that relate to post-secondary education and training. Further information on how the Minister of Colleges and Universities uses this personal information is available on the ministry's website.

At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to <https://governingcouncil.utoronto.ca/privacy> or contact the University Freedom of Information and Protection of Privacy Coordinator at McMurrich Building, room 104, [12 Queen's Park Crescent West, Toronto, ON, M5S 1A8](#).

Questions

Gender Identity

1. Please indicate which of the following terms best describes your gender identity. Check as many as apply.
 - Man
 - Nonbinary
 - Trans
 - Two-spirit
 - Woman
 - An identity not listed (please specify)
 - Prefer not to answer

Sexual Orientation

2. Please indicate which of the following terms best describe your sexual orientation. Check as many as apply.
 - Asexual
 - Bisexual
 - Gay
 - Heterosexual/Straight
 - Lesbian
 - Queer
 - An identity not listed (please specify)
 - Prefer not to answer

Disability

3. Do you identify as a person with a disability? (For the purposes of this question, “persons with disabilities” refers to people who experience long-term [lasting, or expected to last for 6 months or more], persistent or recurring physical, mental, sensory, or learning disabilities, including those with chronic health conditions, which may result in a person experiencing disadvantage or encountering barriers to full participation in University life.)
 - Yes
 - No
 - Prefer not to answer

If you answered “yes”, please indicate which of the following best describe your disability/ies. Check as many as apply.

- Attention-deficit hyperactivity disorder (ADHD)
- Autism spectrum disorder
- Brain injury or concussion
- Learning disability (e.g., dyslexia)
- Mental health disability
- Mobility disability
- Sensory disability (e.g., vision or hearing)
- A disability not listed (please specify)
- Prefer not to answer

Indigenous Identity

4. Do you identify as an Indigenous or Aboriginal person from Turtle Island/North America? For example, First Nations (status or non-status), Inuk (Inuit), Métis, Alaska Native, Native American or Native Hawaiian?

- Yes
- No
- Prefer not to answer

If you answered “yes”, please check those that apply to you:

- First Nations (non-status, non-treaty, and non-registered)
- First Nations (status, treaty, or registered)
- Inuit
- Métis
- An identity not listed (please specify)
- Prefer not to answer

Racial and/or Ethnocultural Identity

5. Do you identify as a racialized person/person of colour?

- Yes
- No
- Not sure
- Prefer not to answer

6. Please indicate which of the following terms best describe your racial and/or ethnic identity. Check as many terms as apply. The terms below reflect terms used in the Canadian census. Using terminology consistent with the census will help the University to understand our student body in relation to Canadian demographics.

- Arab
- Black (e.g., African, American, Canadian, Caribbean)
- Chinese
- Filipino
- Indigenous/Aboriginal
- Japanese
- Korean
- Latin American
- Mixed/Bi-Racial/Multi-Racial
- South Asian (e.g., East Indian, Pakistani, Sri Lankan, Indo-Caribbean)
- Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai)
- West Asian (e.g., Afghan, Iranian)
- White
- Prefer to self-identify (please specify)
- Prefer not to answer

Educational Attainment of Parents or Guardians

7. What is the highest level of formal education of your most highly educated parent or guardian?

- Less than high school
- Graduated high school
- Attended College/CEGEP but did not earn a certificate, diploma or degree
- Attended University but did not earn a degree
- Completed a College/CEGEP certificate or diploma
- Bachelor's Degree (e.g., BA, BSc etc.)
- Professional Degree (e.g., Medicine, Law, Pharmacy, Dentistry, etc.)
- Master's Degree
- Doctoral Degree
- Skilled trades
- A category not listed; may include non-traditional education from outside of Canada (please specify)
- Don't know
- Prefer not to answer

Data Collection Feedback

8. To assist us in our review of this data collection, please share any comments about the questions or this process with us here. We appreciate your feedback as we work to collect accurate and inclusive student demographic information.

Appendix C: Proposed Questions for the U of T Student Equity Census 2021

Questions

Gender Identity

- 1) Please indicate which of the following terms best describes your gender identity. Check as many as apply.

Option	Definition Hover Text
<input type="checkbox"/> Genderqueer	<i>Individuals who do not follow gender stereotypes based on the sex they were assigned at birth. They may identify and express themselves as “feminine men” or “masculine women” or as androgynous, outside of the categories “boy/man” and “girl/woman.” People who are genderqueer may or may not identify as trans.</i>
<input type="checkbox"/> Genderfluid	<i>Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviors that may change from day to day. Gender fluid people do not feel confined by restrictive boundaries of stereotypical expectations of women or men. In other words, they may feel they are a woman some days and a man on others, or possibly feel that neither term describes them accurately.</i>
<input type="checkbox"/> Man / male	<i>A person who’s gender identity may or may not correspond with social expectations associated with being a man, masculinity, and/or male identity. People who identify as men may or may not identify as trans.</i>
<input type="checkbox"/> Nonbinary	<i>An umbrella term for gender identities that fall outside of the man-woman binary.</i>
<input type="checkbox"/> Questioning	<i>When a person is exploring their own gender identity or is unsure with regards to their gender identity.</i>
<input type="checkbox"/> Trans man	<i>A person who was assigned female at birth and identifies as a man.</i>
<input type="checkbox"/> Trans woman	<i>A person who was assigned male at birth and identifies as a woman.</i>
<input type="checkbox"/> Two-Spirit	<i>An umbrella term encompassing gender and sexual diversity in Indigenous communities. Two-Spirit people often serve integral and important roles in their communities, such as leaders and healers. There are many understandings the term Two-Spirit – and this English term does not resonate for everyone. Two-Spirit is a cultural term reserved for those who identify as Indigenous.</i>
<input type="checkbox"/> Woman / female	<i>A person who’s gender identity may or may not correspond with social expectations associated with being a woman, femininity, and/or female identity. People who identify as women may or may not identify as trans.</i>
<input type="checkbox"/> An identity not listed (please specify)	
<input type="checkbox"/> Prefer not to answer	

Sexual Orientation

2) Please indicate which of the following terms best describe your sexual orientation. Check as many as apply.

Option	Definition Hover Text
<input type="checkbox"/> Asexual / Non-sexual	<i>A person who experiences little or no sexual attraction to people of any gender.</i>
<input type="checkbox"/> Bisexual	<i>A person who is attracted to people of more than one gender.</i>
<input type="checkbox"/> Gay	<i>A person who is attracted to people of the same gender.</i>
<input type="checkbox"/> Heterosexual / Straight	<i>A person who is attracted to people of the opposite gender.</i>
<input type="checkbox"/> Lesbian	<i>A woman who is attracted to women.</i>
<input type="checkbox"/> Pansexual	<i>A person who is attracted to other people regardless of gender.</i>
<input type="checkbox"/> Queer	<i>An umbrella term used and reclaimed by some whose sexual orientations and/or gender identities fall outside of cisgender/straight norms.</i>
<input type="checkbox"/> Questioning	<i>When a person is exploring their own sexual identity and/or orientation or is unsure with regards to their sexual identity and/or orientation.</i>
<input type="checkbox"/> Two-Spirit	<i>An umbrella term encompassing gender and sexual diversity in Indigenous communities. Two Spirit people often serve integral and important roles in their communities, such as leaders and healers. There are many understandings the term Two Spirit – and this English term does not resonate for everyone. Two Spirit is a cultural term reserved for those who identify as Indigenous.</i>
<input type="checkbox"/> An identity not listed (please specify)	
<input type="checkbox"/> Prefer not to answer	

Disability

For the purposes of this question, persons with disabilities include those who may experience disadvantage or barriers to full participation in University life as a result of long-term, temporary, or episodic physical, mental/emotional, sensory, or learning disabilities, including those caused by chronic health conditions. It should also be noted that the social model of disability recognizes that disability is not created by any medical or physical condition, but rather by societal barriers.

3) Do you identify as a person with a disability?

- Yes
- No
- Prefer not to answer

4) If you answered “yes”, please indicate which of the following best describe your disability/ies. Check as many as apply.

- Attention deficit and hyperactivity disorder (ADHD)
- Autism spectrum disorder (ASD)
- Chronic health condition (e.g., Auto-immune conditions, Crohn's disease, diabetes, cancer, etc.)
- Concussion / head injury
- Learning disability (LD)
- Mental health condition (e.g., schizophrenia, depression, anxiety disorder, bipolar disorder, PTSD, etc.)
- Mobility or functional disability
- Sensory disability (e.g., vision or hearing)
- Temporary disability/injury (e.g., broken bone)
- A disability not listed (please specify)
- Prefer not to answer

Indigenous Identity

5) Do you identify as an Indigenous or Aboriginal person from Turtle Island/North America? For example, First Nations (status or non-status), Inuk (Inuit), Métis, Alaska Native, Native American or Native Hawaiian?

- Yes
- No
- Prefer not to answer

If you answered “yes”, please check those that apply to you:

- First Nations (non-status, non-treaty, and non-registered)
- First Nations (status, treaty, or registered)
- Inuit
- Métis
- An identity not listed (please specify)
- Prefer not to answer

Racial and/or Ethnocultural Identity

We are aware that many individuals in Canada who are not White or Caucasian no longer use the term "visible minorities", and instead self-identify as "people of colour" or "racialized persons". This terminology recognizes that, through the process of racialization, Western societies have created ideas of race as real, different and unequal, which impacts individuals' economic, political and social lives.

6) Do you identify as a racialized person/person of colour?

- Yes
- No
- Not sure
- Prefer not to answer

7) Please indicate which of the following terms best describe your racial and/or ethnic identity. Check as many terms as apply. The option “Multiracial” is included for people who may not identify with any specific racial or ethnic identity.

- Asian
 - Caribbean (e.g., Guyanese, Trinidadian)
 - East Asian (e.g., Chinese, Japanese, Korean)
 - European (e.g., British, French, Portuguese, Spanish)
 - South Asian (e.g., Indian, Pakistani, Sri Lankan)
 - Southeast Asian (e.g., Filipino, Malaysian, Vietnamese)
 - Prefer to self-identify with a comment box (see below)
- Black
 - African (e.g., Ghanaian, Kenyan, Somali)
 - Caribbean (e.g., Barbadian, Grenadian, Jamaican)
 - European (e.g., British, French, Portuguese, Spanish)
 - North American (e.g., American, Canadian)
 - South and Central American (e.g., Brazilian, Panamanian)
 - Prefer to self-identify with a comment box (see below)
- Indigenous person of Turtle Island (North America)
 - Alaska Natives
 - First Nations
 - Inuk (Inuit)
 - Metis
 - Native Americans
 - Native Hawaiians
 - Native Mexicans
 - Pacific Islanders
 - Prefer to self-identify with other descriptors (e.g., Nation, Tribe, Clan, Band, Family, etc.) with a comment box (see below)
- Indigenous person from outside Turtle Island (North America) (e.g., Aboriginal Person of Australia)
 - Prefer to self-identify with a comment box (see below)
- Latino/a/x
 - Caribbean (e.g., Cuban, Haitian)
 - Central American (e.g., Honduran, Mexican)
 - European (e.g., British, French, Portuguese, Spanish)
 - North American (e.g., American, Canadian)
 - South American (e.g., Argentinian, Brazilian)
 - Prefer to self-identify with a comment box (see below)
- Middle Eastern, North African, and Southwest Asian
 - European (e.g., British, French, Portuguese, Spanish)
 - Middle Eastern (e.g., Israeli, Lebanese, Palestinian, Syrian)
 - North African (e.g., Egyptian, Libyan, Moroccan)
 - Southwest Asian (e.g., Afghan, Iranian)
 - Prefer to self-identify with a comment box (see below)
- Multiracial

- White
 - African (e.g., South African)
 - Caribbean (e.g., Cuban, Puerto Rican, Trinidadian)
 - European (e.g., British, French, Polish, Russian)
 - North American (e.g., American, Canadian)
 - South American (e.g., Argentinian, Chilean)
 - Prefer to self-identify with a comment box (see below)
- Another race and/or ethnicity not listed here. Please specify below. *(Need an open box to follow)*
- Prefer not to answer

Educational Attainment of Parents or Guardians

- 8) What is the highest level of formal education of your most highly educated parent or guardian?
- Less than high school
 - Graduated high school
 - Attended College/CEGEP but did not earn a certificate, diploma or degree
 - Attended University but did not earn a degree
 - Completed a College/CEGEP certificate or diploma
 - Bachelor's Degree (e.g., BA, BSc etc.)
 - Professional Degree (e.g., Medicine, Law, Pharmacy, Dentistry, etc.)
 - Master's Degree
 - Doctoral Degree
 - Skilled trades
 - A category not listed; may include non-traditional education from outside of Canada (please specify)
 - Don't know
 - Prefer not to answer

Data Collection Feedback

- 9) To assist us in our review of this data collection, please share any comments about the questions or this process with us here. We appreciate your feedback as we work to collect accurate and inclusive student demographic information.

Appendix D: Summary of Student Feedback

Overview

Of the roughly 10,000 undergraduate and graduate students who have completed the Student Census as of the end of April 2021, about 800 left a feedback comment. A process for coding these responses into 8 main categories and 31 secondary categories was completed by three members of the Advisory Roundtable. Each comment could be assigned up to two main categories, and within each of those, up to two secondary categories.

The prevalence of these categories in the comments is summarized below.

Main Category	Count	Percentage
Language and categorization	399	44.3%
Positive comment	148	16.4%
Equity concern	106	11.8%
Personal comment	70	7.8%
Communication	51	5.7%
Process	49	5.4%
Miscellaneous	41	4.6%
Generally critical	37	4.1%
Total	901	100.0%

Secondary Category	Count	Percentage
Race	99	13.3%
Insufficient response categories	59	7.9%
Geographic or cultural identification	56	7.5%
Disabilities	45	6.0%
Socioeconomic Status (SES)	39	5.2%
Financial	35	4.7%
Use of data	35	4.7%
Educational attainment	30	4.0%
Religion	30	4.0%
Immigration status/history	28	3.8%
Jewish identity	28	3.8%
Gender identity	25	3.4%
Sexual orientation	25	3.4%
Mental health	24	3.2%
Concerns with concept/initiative	22	3.0%
Age	21	2.8%
Other	21	2.8%
Clarify terms	20	2.7%
Linkages to university data	16	2.1%
Ease of use	15	2.0%
First generation	15	2.0%
Languages spoken	15	2.0%
Data collection	11	1.5%
International	9	1.2%
Privacy	7	0.9%
Indigenous status	5	0.7%
Multiple categories	4	0.5%
Pre-filling	2	0.3%
Unclear about POC definition	2	0.3%
Pronouns	1	0.1%
Trauma	1	0.1%
Total	745	100.0%

For Language and categorization, the primary secondary categories were:

Secondary Category	Count	Percentage
Race	85	15.8%
Insufficient response categories	55	10.2%
Geographic or cultural identification	55	10.2%
Socioeconomic Status (SES)	33	6.1%
Educational attainment	30	5.6%
Disabilities	29	5.4%
Religion	29	5.4%
Financial	27	5.0%
Jewish identity	25	4.6%
Immigration status/history	24	4.5%
Gender identity	21	3.9%
Age	19	3.5%
Other	19	3.5%
Sexual orientation	18	3.3%
Clarify terms	15	2.8%
Languages spoken	14	2.6%
Mental health	12	2.2%
First generation	10	1.9%

The focus of this summary will be on the critical considerations that are relevant to the work of the Advisory Roundtable. It is noted that many students left positive, and often enthusiastic, comments about the Student Census and effort, whereas some left generally critical thoughts. As well, many used the opportunity to share broader concerns with experiences of exclusion or efforts that are needed to work towards greater equity within our student experience. Both the positive, critical, and equity concerns will be considered separate from the Advisory Roundtable's work.

Significant Considerations – Language and Categorization

Linkages to Other U of T Data

Many people suggested additional information should be gathered from the Student Census, without realizing that this is already known to the University through other means. The most notable of these is the current **immigration status** and/or **international student designation**. Others included: **age**, **financial need** (known to some degree through existing data), **program/Faculty**, and **overall experience** of exclusion/inclusion (known somewhat through NSSE or similar surveys). Many of these concerns can be addressed through better communication on how this data is linked and the ways in which this data will be used and leveraged.

Racial and/or Ethno-Cultural Identity

Three important issues have emerged from the comments and additional considerations related to this aspect of the Student Census:

- 1) *Insufficient Response Categories and Geographic or Cultural Identification:*
 - Many identified that the current listing of options for this question are not sufficient. In particular, it has been noted that many of the terms, such as “White”, “Black”, and “Arab” are too simplistic and don’t enable the heterogeneity of these groups to be understood.
 - Related to this, many noted that the question doesn’t capture essential aspects of one’s identity as it simply asks about “race” and not ethno-cultural background.
 - A number of comments requested that “Jewish” be included as an ethnic group.
 - The most common words/phrases that were included in the “Please specify...” open comment boxes are summarized below.
 - Some examples from other surveys/censuses are included below in [Appendix E](#).
- 2) *Impact of the Multi-Racial Option on Data Quality*
 - There has been some discussion about the impact of including a “Mixed/Bi-Racial/Multi-Racial” option on the census (see companion document). It is noted that the Canadian Census does not include such an option, but both U of T’s Employee Equity Survey and Ryerson’s Diversity Self-ID Census does.
 - Currently it appears that the presence of this option may lead to confusion for how some students may respond to this question, so further consideration is warranted.
- 3) *Need to Clarify Terms*
 - A number of people commented that they were not sure about what was meant by “A racialized person/person of colour”

First Generation Status, Educational Attainment, Socioeconomic Status (SES) and Finances

Many students commented on the important impact their family's immigration status/history, or the reality of being a first-generation student had on their ability to thrive and succeed at U of T. As well, a number of comments were made regarding the importance of the University working to understand the socioeconomic and financial status for a student, and how the educational attainment of their parents or guardians uniquely impacted the student's current situation. Some critical questions/considerations are:

- Does it matter where the parental education was obtained?
- How does immigration status/history impact a student's SES?
- The most highly educated parent may not have much of an impact on the student's current circumstances.
- What might be better question(s) to assess the relevant aspects of a student's experience as a first-generation student, their family's immigration status history, and their SES?

Disabilities and Mental Health

There were a number of students who commented that they were not sure how to answer this section. They noted:

- Should they only select disabilities that have been officially "diagnosed"?
- Care must be taken to ensure this list is updated/correct (e.g., referring to ASD as a disability was offensive to one student.)
- How to best represent mental health disabilities, should these be broken out, or examples given?

Other Questions or Areas to Consider

Some other areas that had a significant number of comments associated with them include:

- 1) *Religious Affiliation*: Some have suggested that a question related to religion be incorporated into the census. An important consideration is exactly how this data would be used to further advance our efforts towards greater equity and inclusion at U of T.
- 2) *Languages*: Some have suggested it would be helpful to better understand a student's identity through the language(s) that they speak.
- 3) *Considerations for Gender Identity Question*: The list of options should be reconsidered and possibly expanded (e.g., include "questioning", "cis-", appropriate use of "trans", etc.).
- 4) *Considerations for Sexual Orientation Question*: For this question the list of options should also be reconsidered (e.g., include "pansexual", "questioning", etc.)

Significant Considerations – Communication

Clarity on Use of Data

Many of the comments coded in this category highlighted the need to provide clearer information to the U of T community on how this data will be used. This includes:

- This data is not purely anonymous, and as such will be linked with other sources to ensure we can understand the overall experiences of our students from a variety of identity perspectives.
- Ensure students understand who has access to the data and how it will be shared and used.
- Confirm that this data will not be linked to a student’s academic record, nor affect their academic or non-academic activities or outcomes in any way.
- Clear communications on the purpose for the census, and how this effort and data collection is only a part of the overall work to create greater inclusion and feelings of belonging within our student population.
- Publicize and summarize the data and the impact of its collection.

Education on the Purpose for this Data Collection

A number of comments articulated a lack of understanding of the need for collecting such data and how this will actually impact the structural imbalances and systemic discrimination that exists within U of T. Others argued such efforts are not needed, and that we need to be careful to not fall into the trap of equity and that such censuses end up simply profiling and isolated specific identity groups.

Significant Considerations – Process

Ease of Use and Data Collection

Some good suggestions were made to improve the overall process associated with this census:

- Embed this within ACORN to make it easier to find and access
- Change the location of the Submit and Clear All Responses buttons, or get rid of the Clear All Responses button
- This data should be made available to student clubs specific to underrepresented groups
- Could be the opportunity to ask for our “view” on these various topics, or overall experience

Most Common Responses to “Please Specify...”

Gender Identity

Text Input	Count	Percentage
Genderqueer	17	25.8%
Agender	10	15.2%
Genderfluid	7	10.6%
Questioning	5	7.6%
No gender/Non gender/Apathetic	5	7.6%

Sexual Orientation

Text Input	Count	Percentage
Pansexual	95	48.7%
Demisexual	22	11.3%
Questioning	15	7.7%
Biomantic	3	1.5%
Fluid	3	1.5%
Panromantic	3	1.5%
Straight	3	1.5%

Disabilities

Text Input	Count	Percentage
Chronic pain	41	17.7%
Chronic illness	40	17.3%
Epilepsy	12	5.2%
Diabetes	13	5.6%
PTSD	8	3.5%

Indigenous Identity

Text Input	Count
Native Hawaiian	2
Afro-Indigenous	1
Aztec	1
Cree	1
indian	1
náhuatl	1
Native American-Enrolled Tribal Member	1
Native Canadian	1
Native Carib (from the caribbean)	1
Purépecha	1
South American Arawak	1

Racial and/or Ethno-Cultural Identity

Text Input	Count	Percentage
Jewish/Ashkenazi Jewish/Mizrahi Jewish	99	18.9%
Taiwanese	51	9.7%
Hongkonger/Hong Konger/Hong Kong	28	5.3%
Eastern European	21	4.0%
Italian	15	2.9%
European/Southern/Southeast/Northern	12	2.3%
Slavic	11	2.1%
Turkish	10	1.9%
North African/Berber	10	1.9%
Middle Eastern	9	1.7%
Armenian	8	1.5%
Greek	6	1.1%
Canadian	5	1.0%
Portuguese	5	1.0%
Russian	5	1.0%
Central Asian	4	0.8%
Hispanic	4	0.8%
Indian	4	0.8%
Mauritian	4	0.8%
Mongolian	4	0.8%
Albanian	3	0.6%
Assyrian	3	0.6%
Guyanese	3	0.6%
Human	3	0.6%
Indo-Caribbean	3	0.6%
Mediterranean	3	0.6%
Polish	3	0.6%
Tibetan	3	0.6%
West Indian	3	0.6%

Appendix E: Summary of Comparator Instruments – May 2021

Gender Identity

<i>U of T Student Equity Census</i>	<i>U of T Employment Equity Survey</i>	<i>Ryerson Diversity Self-ID Survey</i>	<i>Canadian Census 2021</i>
<p>Please indicate which of the following terms best describes your gender identity. Check as many as apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Man <input type="checkbox"/> Nonbinary <input type="checkbox"/> Trans <input type="checkbox"/> Two-spirit <input type="checkbox"/> Woman <input type="checkbox"/> An identity not listed (please specify) <input type="checkbox"/> Prefer not to answer 	<p>Gender and Gender Identity</p> <p>The options identified below are based on the terminology used by the Ontario Human Rights Commission in the Policy on Discrimination and Harassment Because of Sexual Orientation and the Policy on Preventing Discrimination Because of Gender Identity and Gender Expression.</p> <p>Do you self-identify as (choose all that apply):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Woman <input type="checkbox"/> Man <input type="checkbox"/> Trans [2] <input type="checkbox"/> Two-Spirit <input type="checkbox"/> Another gender identity (Please specify) <input type="checkbox"/> I choose not to answer <p>[2]Trans refers to a person who identifies with a gender other than the one assigned to them at birth, or to a person whose gender identity and gender expression differs from stereotypical masculine and feminine norms. It is also used as an umbrella term for those who identify as transgender, transsexual, trans, gender variant, gender non-conforming, genderqueer, or an analogous term.</p>	<p>The purpose of this question is to ask about gender identity, and encompasses both transgender (i.e. transgender women and transgender men) cisgender and non-binary people. There is a separate question following this one to identify as a 2SLGBTQ+ person.</p> <p>Self-identification will not result in updates to your personal information on your official record. If you wish to make updates to your official record please go to ... for complete details and instructions.</p> <p>What is your gender identity?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Woman <input type="checkbox"/> Man <input type="checkbox"/> Non-binary <input type="checkbox"/> I would like to specify another gender identity: _____ <input type="checkbox"/> Prefer not to answer 	<p>What is this person's gender?</p> <p>Refers to current gender which may be different from sex assigned at birth and may be different from what is indicated on legal documents.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Or please specify this person's gender:

U of T Engineering Applicant Census – Gender Identity

Which term(s) do you use to describe your gender identity? Select all that apply.

Option	Definition Hover Text
<input type="checkbox"/> Agender	<i>A term meaning “without gender,” people who are agender do not identify anywhere on the gender spectrum, but rather see their gender as non-existent.</i>
<input type="checkbox"/> Cisgender man	<i>A person whose gender identity as a man is in alignment with the sex (male) they were assigned at birth.</i>
<input type="checkbox"/> Cisgender woman	<i>A person whose gender identity as a woman is in alignment with the sex (female) they were assigned at birth.</i>
<input type="checkbox"/> Genderqueer	<i>Individuals who do not follow gender stereotypes based on the sex they were assigned at birth. They may identify and express themselves as “feminine men” or “masculine women” or as androgynous, outside of the categories “boy/man” and “girl/woman.” People who are genderqueer may or may not identify as trans.</i>
<input type="checkbox"/> Genderfluid	<i>Gender fluidity conveys a wider, more flexible range of gender expression, with interests and behaviors that may change from day to day. Gender fluid people do not feel confined by restrictive boundaries of stereotypical expectations of women or men. In other words, they may feel they are a woman some days and a man on others, or possibly feel that neither term describes them accurately.</i>
<input type="checkbox"/> Man	<i>A person who’s gender identity may or may not correspond with social expectations associated with being a man, masculinity, and/or male identity. People who identify as men may or may not identify as trans.</i>
<input type="checkbox"/> Non-binary	<i>An umbrella term for gender identities that fall outside of the man-woman binary.</i>
<input type="checkbox"/> Not sure/Questioning	<i>When a person is exploring their own gender identity or is unsure with regards to their gender identity.</i>
<input type="checkbox"/> Trans man	<i>A person who was assigned female at birth and identifies as a man.</i>
<input type="checkbox"/> Trans woman	<i>A person who was assigned male at birth and identifies as a woman.</i>
<input type="checkbox"/> Two-Spirit	<i>An umbrella term encompassing gender and sexual diversity in Indigenous communities. Two Spirit people often serve integral and important roles in their communities, such as leaders and healers. There are many understandings the term Two Spirit – and this English term does not resonate for everyone. Two Spirit is a cultural term reserved for those who identify as Indigenous.</i>
<input type="checkbox"/> Woman	<i>A person who’s gender identity may or may not correspond with social expectations associated with being a woman, femininity, and/or female identity. People who identify as women may or may not identify as trans.</i>
<input type="checkbox"/> Prefer to self-identify with a comment box	
<input type="checkbox"/> Prefer not to answer	

Sexual Orientation

<i>U of T Student Equity Census</i>	<i>U of T Employment Equity Survey</i>	<i>Ryerson Diversity Self-ID Survey</i>	<i>Canadian Census 2021</i>
<p>Sexual Orientation Please indicate which of the following terms best describe your sexual orientation. Check as many as apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asexual/nonsexual <input type="checkbox"/> Bisexual <input type="checkbox"/> Gay <input type="checkbox"/> Heterosexual/Straight <input type="checkbox"/> Lesbian <input type="checkbox"/> Queer <input type="checkbox"/> An identity not listed (please specify) <input type="checkbox"/> Prefer not to answer 	<p>Sexual Orientation The options identified below are based on the terminology used by the Ontario Human Rights Commission in the Policy on Discrimination and Harassment Because of Sexual Orientation and the Policy on Preventing Discrimination Because of Gender Identity and Gender Expression.</p> <p>Do you self-identify as (choose all that apply):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gay <input type="checkbox"/> Lesbian <input type="checkbox"/> Straight/Heterosexual <input type="checkbox"/> Bisexual <input type="checkbox"/> Queer <input type="checkbox"/> Two-Spirit <input type="checkbox"/> Another identity / term (Please specify) <input type="checkbox"/> I choose not to answer 	<p>2SLGBTQ+ is a term used at Ryerson to refer to people who identify as Two Spirit, lesbian, gay, bisexual, pansexual, trans, gender independent, non-binary, queer, genderqueer, or who otherwise express gender or sexual diversity. The plus sign after the “Q” indicates that while not all possible categories of sexual orientation or gender identity or expression are captured in the acronym, they are understood to be included.</p> <p>Do you self-identify as 2SLGBTQ+?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to answer <p>Please provide additional information about your sexual orientation, gender identity and/or gender expression to help the university better understand the diversity of its students and barriers to specific groups.</p> <p>Please select all categories with which you identify.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Two Spirit <input type="checkbox"/> Pansexual <input type="checkbox"/> Asexual <input type="checkbox"/> Bisexual <input type="checkbox"/> Gay <input type="checkbox"/> Lesbian <input type="checkbox"/> Queer <input type="checkbox"/> Trans <input type="checkbox"/> Genderqueer <input type="checkbox"/> Non-Binary <input type="checkbox"/> I would like to specify an identity in addition to selecting from the list. <input type="checkbox"/> Prefer not to answer 	<p>Not included</p>

U of T Engineering Applicant Census – Sexual Orientation

Which term(s) do you use to describe your sexual orientation? Select all that apply.

Option	Definition Hover Text
<input type="checkbox"/> Asexual / Non-sexual	<i>A person who experiences little or no sexual attraction to people of any gender.</i>
<input type="checkbox"/> Bisexual	<i>A person who is attracted to people of more than one gender.</i>
<input type="checkbox"/> Gay	<i>A person who is attracted to people of the same gender.</i>
<input type="checkbox"/> Heterosexual / Straight	<i>A person who is attracted to people of the opposite gender.</i>
<input type="checkbox"/> Lesbian	<i>A woman who is attracted to women.</i>
<input type="checkbox"/> Not sure / Questioning	<i>When a person is exploring their own sexual identity and/or orientation or is unsure with regards to their sexual identity and/or orientation.</i>
<input type="checkbox"/> Pansexual	<i>A person who is attracted to other people regardless of gender.</i>
<input type="checkbox"/> Queer	<i>An umbrella term used and reclaimed by some whose sexual orientations and/or gender identities fall outside of cisgender/straight norms.</i>
<input type="checkbox"/> Two-Spirit	<i>An umbrella term encompassing gender and sexual diversity in Indigenous communities. Two Spirit people often serve integral and important roles in their communities, such as leaders and healers. There are many understandings the term Two Spirit – and this English term does not resonate for everyone. Two Spirit is a cultural term reserved for those who identify as Indigenous.</i>
<input type="checkbox"/> Prefer to self-identify with a comment box	
<input type="checkbox"/> Prefer not to answer	

Disability

<i>U of T Student Equity Census</i>	<i>U of T Employment Equity Survey</i>	<i>Ryerson Diversity Self-ID Survey</i>	<i>Canadian Census 2021</i>
<p>Do you identify as a person with a disability? (For the purposes of this question, “persons with disabilities” refers to people who experience long-term [lasting, or expected to last for 6 months or more], persistent or recurring physical, mental, sensory, or learning disabilities, including those with chronic health conditions, which may result in a person experiencing disadvantage or encountering barriers to full participation in University life.)</p> <p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to answer </p> <p>If you answered “yes”, please indicate which of the following best describe your disability/ies. Check as many as apply.</p> <p> <input type="checkbox"/> Attention-deficit hyperactivity disorder (ADHD) <input type="checkbox"/> Autism spectrum disorder <input type="checkbox"/> Brain injury or concussion <input type="checkbox"/> Learning disability (e.g., dyslexia) <input type="checkbox"/> Mental health disability <input type="checkbox"/> Mobility disability <input type="checkbox"/> Sensory disability (e.g., vision or hearing) <input type="checkbox"/> A disability not listed (please specify) <input type="checkbox"/> Prefer not to answer </p>	<p>Persons with Disabilities Based on the definitions from the Federal Contractors Program, "persons with disabilities" are persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment(s) AND</p> <p>A) who consider themselves to be disadvantaged in employment by reason of that impairment, OR B) believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reason of that impairment.</p> <p>This also includes persons with disabilities who have been accommodated in their current job or workplace.</p> <p>Some examples of disabilities are noted below. Please note that these definitions follow medical definitions of disability.</p> <p>Acquired brain injury ADHD Autism spectrum disorder Chronic health disability (e.g. Crohn's disease, hemophilia, epilepsy, asthma, diabetes, HIV/AIDS, cancer, etc.) Co-ordination/dexterity disability (e.g. arthritis, cerebral palsy, cystic fibrosis, multiple sclerosis) Deaf, deafened, hard of hearing Learning disability Mental health disability (e.g. schizophrenia, chronic depression, anxiety disorder, bipolar disorder, etc.) Mobility disability (e.g. amputations, paraplegia, reliance on walker/ scooter/ or mobility aid due to disability) Speech impairment (e.g. aphasia, stuttering, cluttering, etc.)</p>	<p>For the purposes of the Diversity Self-ID, persons with disabilities include those who may experience disadvantage or barriers to education as a result of long term, chronic or episodic physical, mental/emotional, psychiatric or learning disabilities. It should also be noted that the social model of disability recognizes that disability is not created by any medical or physical condition, but rather by societal barriers.</p> <p>Do you identify as a person with a disability?</p> <p> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to answer </p> <p>(if Yes selected in previous question) Please provide information to help the university better understand its diversity and barriers that may impact students with specific categories of disabilities, and to help inform the Access Ryerson plan and initiatives.</p> <p>Since we cannot capture every type of disability an individual may identify with, the following terms are provided as representative categories. Please select all that apply.</p> <p>Two Spirit</p> <p> <input type="checkbox"/> Mobility/dexterity (e.g. arthritis, paraplegia, muscular dystrophy, spina bifida) <input type="checkbox"/> Blind or low vision <input type="checkbox"/> D/deaf or hard of hearing <input type="checkbox"/> Speech/Language (e.g. stuttering) </p>	<p>Not included</p>

	<p>Vision loss or impairment / legally blind (not correctable by glasses or contact lenses)</p> <p>Do you self-identify as a person with a disability?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> I choose not to answer</p> <p>If yes, please indicate the type(s) of disability you have:</p> <p><input type="checkbox"/> Visible</p> <p><input type="checkbox"/> Non-Visible [3]</p> <p><input type="checkbox"/> Both</p> <p><input type="checkbox"/> I choose not to answer</p> <p>"invisible disability," or non-visible [3] is a term commonly used to describe a disability which is non-evident or not readily apparent to others</p>	<p><input type="checkbox"/> Neurodiverse Learning (e.g. dyslexia)</p> <p><input type="checkbox"/> Mental/emotional health (e.g. bipolar disorder, depression)</p> <p><input type="checkbox"/> Chronic condition (e.g. multiple sclerosis, Crohn's, cancer, auto-immune conditions)</p> <p><input type="checkbox"/> Intellectual (e.g. fetal alcohol syndrome)</p> <p><input type="checkbox"/> Category not listed</p> <p><input type="checkbox"/> Prefer not to answer</p>	
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U of T Engineering Applicant Census – Disability

Do you identify as having any of the following disabilities (you may select more than one)?

- Attention Deficit and Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorders (ASD)
- Chronic health conditions (Crohn's, HIV, etc.)
- Concussion & head injuries
- Learning disabilities (LD)
- Mental health conditions (e.g., anxiety, depression, etc.)
- Mobility or functional disabilities
- Sensory disabilities (e.g., vision or hearing)
- Temporary disabilities & injuries
- Prefer to self-identify with a comment box. (See below)
- Not applicable - I don't have a disability
- Prefer not to answer

Would you consider the nature of your disability(ies) to be:

Option	Definition Hover Text
<input type="checkbox"/> Non-evident/ non-visible disability	<i>Sometimes referred to as invisible disabilities, non-evident/ non-visible disabilities are those that are not noticeable by others. These may include physical disabilities, neurological disabilities, or disabilities that affect how people communicate.</i>
<input type="checkbox"/> Visible disability	<i>Disabilities that can be noticed by others. At times, this may be due to the use of an assistive device or a service animal.</i>
<input type="checkbox"/> The nature of the disability/ disabilities is both invisible and visible	
<input type="checkbox"/> Don't know	
<input type="checkbox"/> Another aspect of visibility not listed above. Please specify below.	
<input type="checkbox"/> Prefer not to answer	
<input type="checkbox"/> Not applicable - I don't have a disability	

Indigenous Identity

<i>U of T Student Equity Census</i>	<i>U of T Employment Equity Survey</i>	<i>Ryerson Diversity Self-ID Survey</i>	<i>Canadian Census 2021</i>
<p>Do you identify as an Indigenous or Aboriginal person from Turtle Island/North America? For example, First Nations (status or non-status), Inuk (Inuit), Métis, Alaska Native, Native American or Native Hawaiian?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to answer</p> <p>If you answered “yes”, please check those that apply to you:</p> <p><input type="checkbox"/> First Nations (non-status, non-treaty, and non-registered) <input type="checkbox"/> First Nations (status, treaty, or registered) <input type="checkbox"/> Inuit <input type="checkbox"/> Métis <input type="checkbox"/> An identity not listed (please specify) <input type="checkbox"/> Prefer not to answer</p>	<p>Indigenous/Aboriginal People of North America</p> <p>Based on the definitions from the Federal Contractors Program, an "Indigenous/Aboriginal person" is First Nations (status, non-status, treaty or non-treaty), Métis, Inuit, or Native American (US).</p> <p>Do you self-identify as an Indigenous/Aboriginal person of North America?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I choose not to answer</p> <p>If yes, please identify which of the following best applies to you (you may choose more than one box at a time). If you also identify with another racial or ethnic group, please specify in Question 6.</p> <p><input type="checkbox"/> First Nations <input type="checkbox"/> Métis <input type="checkbox"/> Inuit <input type="checkbox"/> Native American/North American Indian (US)</p>	<p>First Nations, Métis and Inuit Peoples in Canada, sometimes referred to as Indigenous or Aboriginal Peoples and Native/Indigenous Peoples in the United States, are from communities that were the original inhabitants on the lands now called Canada and the United States.</p> <p>Do you identify as a First Nations, Métis or Inuit person in Canada or Native/Indigenous person in the United States as described above?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to answer</p> <p>(if Yes selected in previous question) Please indicate which of the following categories applies to you. These terms may not reflect how you identify yourself, but will help the university to better understand the barriers to specific groups of Indigenous students. Please select all that apply.</p> <p><input type="checkbox"/> First Nations Status <input type="checkbox"/> First Nations Non-Status <input type="checkbox"/> Métis <input type="checkbox"/> Inuit <input type="checkbox"/> Native/Indigenous Peoples in the United States <input type="checkbox"/> I would like to specify a Nation in addition to selecting from the above list <input type="checkbox"/> Prefer not to answer</p>	<p>See below under <i>Sociocultural Information</i></p>

U of T Engineering Applicant Census – Indigenous Identity

Not asked separately, but included in the question on Racial and/or Ethnocultural Identity (see below)

Racial and/or Ethnocultural Identity

<i>U of T Student Equity Census</i>	<i>U of T Employment Equity Survey</i>	<i>Ryerson Diversity Self-ID Survey</i>	<i>Canadian Census 2021</i>
<p>Do you identify as a racialized person/person of colour?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure <input type="checkbox"/> Prefer not to answer</p> <p>Please indicate which of the following terms best describe your racial and/or ethnic identity. Check as many terms as apply. The terms below reflect terms used in the Canadian census. Using terminology consistent with the census will help the University to understand our student body in relation to Canadian demographics.</p> <p><input type="checkbox"/> Arab <input type="checkbox"/> Black (e.g., African, American, Canadian, Caribbean) <input type="checkbox"/> Chinese <input type="checkbox"/> Filipino <input type="checkbox"/> Indigenous/Aboriginal <input type="checkbox"/> Japanese <input type="checkbox"/> Korean <input type="checkbox"/> Latin American <input type="checkbox"/> Mixed/Bi-Racial/Multi-Racial <input type="checkbox"/> South Asian (e.g., East Indian, Pakistani, Sri Lankan, Indo-Caribbean) <input type="checkbox"/> Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai) <input type="checkbox"/> West Asian (e.g., Afghan, Iranian) <input type="checkbox"/> White <input type="checkbox"/> Prefer to self-identify (please specify) <input type="checkbox"/> Prefer not to answer</p>	<p>Racialized Persons/Persons of Colour We are aware that many individuals no longer use the term "visible minorities", and instead self-identify as "people of colour" or "racialized persons". For the purposes of employment equity, members of such groups in Canada are persons, other than Indigenous/Aboriginal People (defined above), who are non-Caucasian in race or non-white in colour, regardless of place of birth or citizenship.</p> <p>Do you self-identify as a "Person of Colour", or "Racialized Person"?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> I choose not to answer</p> <p>Race and Ethnicity This self-identification is not intended as an indication of one's place of origin, citizenship, language or culture and recognizes that there are differences both between and among subgroups of persons of colour.</p> <p>If you identified as Indigenous/Aboriginal in Question 4, please use this question to identify any other race or ethnicity groups with which you identify.</p> <p>The options below originated from the categories used for collection of data and statistical purposes by the Federal Contractors Program.</p>	<p>The term "racialized people " includes all people of colour, sometimes referred to as racial or visible minorities in Canada and the United States, who are not White or Caucasian. This terminology recognizes that, through the process of racialization, Western societies have created ideas of race as real, different and unequal, which impacts individuals' economic, political and social lives.</p> <p>Do you identify as a racialized person as described above?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to answer</p> <p>Please provide information to help the university to better understand its diversity and barriers that may impact students from specific racialized groups. The groups listed below are from the Canadian Census and allow us to compare representation at Ryerson with the community.</p> <p>Please select all that apply.</p> <p><input type="checkbox"/> South Asian (e.g. India, Pakistan, Sri Lanka) <input type="checkbox"/> Chinese <input type="checkbox"/> Black <input type="checkbox"/> Filipino</p>	<p>Asked as part of the <i>Sociocultural Information</i> section (see below)</p> <p>This question collects information in accordance with the <i>Employment Equity Act</i> and its Regulations and Guidelines to support programs that promote equal opportunity for everyone to share in the social, cultural, and economic life of Canada.</p> <p>Is this person: Mark "x" more than one circle or specify, if applicable.</p> <p><input type="checkbox"/> White <input type="checkbox"/> South Asian (e.g., East Indian, Pakistani, Sri Lankan) <input type="checkbox"/> Chinese <input type="checkbox"/> Black <input type="checkbox"/> Filipino <input type="checkbox"/> Arab <input type="checkbox"/> Latin American <input type="checkbox"/> Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai) <input type="checkbox"/> West Asian (e.g., Iranian, Afghan) <input type="checkbox"/> Korean <input type="checkbox"/> Japanese <input type="checkbox"/> Other group — specify:</p>

	<p>Please check all that apply.</p> <p>What racial and ethnic origins do you identify with?</p> <p><input type="checkbox"/> I choose not to answer</p> <p><input type="checkbox"/> Asian</p> <ul style="list-style-type: none"> <input type="checkbox"/> Asian Caribbean (e.g. Guyanese, Trinidadian) <input type="checkbox"/> East Asian (e.g. Chinese, Japanese, Korean) <input type="checkbox"/> European (e.g. British, French, Spanish, Portuguese) <input type="checkbox"/> South Asian (e.g. Indian, Pakistani, Sri Lankan) <input type="checkbox"/> South East Asian (e.g. Malaysian, Filipino, Vietnamese) <input type="checkbox"/> Another (please specify) <input style="width: 150px; height: 20px;" type="text"/> <p><input type="checkbox"/> Black</p> <ul style="list-style-type: none"> <input type="checkbox"/> African (e.g. Ghanaian, Kenyan, Somali) <input type="checkbox"/> Caribbean (e.g. Barbadian, Jamaican, Grenadian) <input type="checkbox"/> European (e.g. British, French, Spanish, Portuguese) <input type="checkbox"/> North American (e.g. Canadian, American) <input type="checkbox"/> South and Central American (e.g. Brazilian, Panamanian) <input type="checkbox"/> Another (please specify) <input style="width: 150px; height: 20px;" type="text"/> <p><input type="checkbox"/> Latin/Hispanic</p> <ul style="list-style-type: none"> <input type="checkbox"/> Caribbean (e.g. Cuban, Haitian) <input type="checkbox"/> Central American (e.g. Mexican, Honduran) 	<ul style="list-style-type: none"> <input type="checkbox"/> Latin American <input type="checkbox"/> Arab <input type="checkbox"/> Southeast Asian (e.g. Vietnam, Cambodia, Thailand) <input type="checkbox"/> West Asian (e.g. Iran, Syria, Israel) <input type="checkbox"/> Korean <input type="checkbox"/> Japanese <input type="checkbox"/> Multiracial <input type="checkbox"/> I would like to specify an identity in addition to selecting from the list <input type="checkbox"/> Prefer not to answer 	
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	<ul style="list-style-type: none"><input type="checkbox"/> European (e.g. Spanish, Portuguese)<input type="checkbox"/> South American (e.g. Brazilian, Argentinian)<input type="checkbox"/> Another (please specify) <input type="text"/><input type="checkbox"/> Middle Eastern<ul style="list-style-type: none"><input type="checkbox"/> North African (e.g. Libyan, Moroccan)<input type="checkbox"/> Middle Eastern (e.g. Syrian, Lebanese)<input type="checkbox"/> West Asia (e.g. Iran, Afghani)<input type="checkbox"/> Another (please specify) <input type="text"/><input type="checkbox"/> White<ul style="list-style-type: none"><input type="checkbox"/> European (e.g. British, French, Polish, Russian)<input type="checkbox"/> North American (e.g. Canadian)<input type="checkbox"/> South American (e.g. Argentinian, Chilean)<input type="checkbox"/> Another (please specify) <input type="text"/><input type="checkbox"/> Mixed Race <p>If we have not identified a category with which you identify, please indicate which racial or ethnic origins you identify with below:</p> <p>Another (please specify) <input type="text"/></p>		
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U of T Engineering Applicant Census – Racial and/or Ethnic Origin

What racial, ethnic and/or cultural origins do you identify with (choose all that apply)?

- Asian
 - Caribbean (e.g. Guyanese, Trinidadian)
 - East Asian (e.g. Chinese, Japanese, Korean)
 - European (e.g. British, French, Spanish, Portuguese)
 - South Asian (e.g. Indian, Pakistani, Sri Lankan)
 - South East Asian (e.g. Malaysian, Filipino, Vietnamese)
 - Prefer to self-identify with a comment box (see below)
- Black
 - African (e.g. Ghanaian, Kenyan, Somali)
 - Caribbean (e.g. Barbadian, Jamaican, Grenadian)
 - European (e.g. British, French, Spanish, Portuguese)
 - North American (e.g. Canadian, American)
 - South and Central American (e.g. Brazilian, Panamanian)
 - Prefer to self-identify with a comment box (see below)
- Indigenous person of Turtle Island (North America)
 - Alaska Natives
 - First Nations
 - Inuk (Inuit)
 - Metis
 - Native Americans
 - Native Hawaiians
 - Native Mexicans
 - Pacific Islanders
 - Prefer to self-identify with other descriptors (e.g., Nation, Tribe, Clan, Band, Family, etc.) with a comment box (see below)
- Indigenous person from outside Turtle Island (North America) (e.g. Aboriginal Person of Australia)
 - Prefer to self-identify with a comment box (see below)
- Latino/a/x
 - Caribbean (e.g. Cuban, Haitian)
 - Central American (e.g. Mexican, Honduran)
 - European (e.g. Spanish, Portuguese)
 - North American (e.g. Canadian, American)
 - South American (e.g. Brazilian, Argentinian)
 - Prefer to self-identify with a comment box (see below)

- Middle Eastern
 - Middle Eastern (e.g. Syrian, Lebanese)
 - North African (e.g. Libyan, Moroccan)
 - West Asia (e.g. Iran, Afghani)
 - Prefer to self-identify with a comment box (see below)
- White
 - African (e.g., South African)
 - Caribbean (e.g., Puerto Rican, Cuban, Trinidadian)
 - European (e.g. British, French, Polish, Russian)
 - North American (e.g. Canadian, American)
 - South American (e.g. Argentinian, Chilean)
 - Prefer to self-identify with a comment box (see below)
- Another race and/or ethnicity not listed here. Please specify below.
- Prefer not to answer

Educational Attainment of Parents or Guardians

<i>U of T Student Equity Census</i>	<i>U of T Employment Equity Survey</i>	<i>Ryerson Diversity Self-ID Survey</i>	<i>Canadian Census 2021</i>
<p>What is the highest level of formal education of your most highly educated parent or guardian?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Less than high school <input type="checkbox"/> Graduated high school <input type="checkbox"/> Attended College/CEGEP but did not earn a certificate, diploma or degree <input type="checkbox"/> Attended University but did not earn a degree <input type="checkbox"/> Completed a College/CEGEP certificate or diploma <input type="checkbox"/> Bachelor's Degree (e.g., BA, BSc etc.) <input type="checkbox"/> Professional Degree (e.g., Medicine, Law, Pharmacy, Dentistry, etc.) <input type="checkbox"/> Master's Degree <input type="checkbox"/> Doctoral Degree <input type="checkbox"/> Skilled trades <input type="checkbox"/> A category not listed; may include non-traditional education from outside of Canada (please specify) <input type="checkbox"/> Don't know <input type="checkbox"/> Prefer not to answer 	<p>Not included</p>	<p>What is the highest level of education completed by either of your parents/guardians (or those who raised you)?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Did not finish high school <input type="checkbox"/> Graduated from high school <input type="checkbox"/> Some college/CEGEP <input type="checkbox"/> Completed college/CEGEP <input type="checkbox"/> Attended university but did not complete degree <input type="checkbox"/> Completed Bachelor's degree <input type="checkbox"/> Completed Master's degree <input type="checkbox"/> Completed Doctorate <input type="checkbox"/> Do not know <input type="checkbox"/> Prefer not to answer 	<p>Not asked in the same context or way.</p>

U of T Engineering Applicant Census – Educational Attainment of Parents or Guardians

What are the highest level(s) of formal education reached by your parent(s)/guardian(s) (select up to 3)? *(Definition Hover Text for “parent(s) / guardian(s): For this context, your parent(s)/guardian(s) can be anyone who played a significant role in raising you. This may include biological parents, adoptive parents, stepparents, grandparents, older siblings, aunts/uncles etc.)*

- Less than high school
- Graduated high school
- Attended College/CEGEP but did not earn a certificate, diploma or degree
- Attended university but did not earn a degree
- Completed a College/CEGEP certificate or diploma
- Bachelor's Degree (BA, BSc etc.)
- Engineering degree (BASc, Beng, etc.)
- Non-engineering professional degree (Medicine, Law, Pharmacy, Dentistry, etc.)
- Master's Degree
- Doctoral Degree
- Don't know
- Prefer not to answer

Other Questions – Religion, Communities, and Languages

<i>U of T Engineering Applicant Census Religion</i>	<i>U of T Engineering Applicant Census Communities</i>	<i>Ryerson Diversity Self-ID Survey Languages</i>
<p>Which religious or spiritual community(ies) would you consider yourself most aligned with?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Atheism <input type="checkbox"/> Agnosticism <input type="checkbox"/> Bahá'í Faith <input type="checkbox"/> Buddhism <input type="checkbox"/> Catholicism <input type="checkbox"/> Confucianism <input type="checkbox"/> Hinduism <input type="checkbox"/> Humanism <input type="checkbox"/> Jainism <input type="checkbox"/> Judaism <input type="checkbox"/> Islam <input type="checkbox"/> Indigenous Spirituality <input type="checkbox"/> Pantheism <input type="checkbox"/> Protestant Christianity <input type="checkbox"/> Orthodox Christianity <input type="checkbox"/> Sikhism <input type="checkbox"/> Spiritual <input type="checkbox"/> Unitarianism <input type="checkbox"/> Religious or spiritual affiliation not listed here. Please specify below. <input type="checkbox"/> Prefer not to answer 	<p>Until age 16, which of the following statements best describes the community(ies) in which you lived?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Large city <input type="checkbox"/> Medium city <input type="checkbox"/> Small city <input type="checkbox"/> Large town <input type="checkbox"/> Medium town <input type="checkbox"/> Small town <input type="checkbox"/> Rural <input type="checkbox"/> Remote / Geographically isolated <input type="checkbox"/> Prefer not to answer 	<p>Do you speak any language(s) in addition to English?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Prefer not to answer <p>Please indicate any additional languages that you speak. Select all that apply.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Arabic <input type="checkbox"/> Bangla <input type="checkbox"/> Cantonese <input type="checkbox"/> Cree <input type="checkbox"/> Farsi <input type="checkbox"/> French <input type="checkbox"/> Gujarati <input type="checkbox"/> Italian <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin <input type="checkbox"/> Mohawk <input type="checkbox"/> Ojibwe <input type="checkbox"/> Portuguese <input type="checkbox"/> Russian <input type="checkbox"/> Spanish <input type="checkbox"/> Swahili <input type="checkbox"/> Tagalog <input type="checkbox"/> Tamil <input type="checkbox"/> Urdu <input type="checkbox"/> Vietnamese <input type="checkbox"/> I would like to specify another language that I speak. <input type="checkbox"/> Prefer not to answer

Sociocultural information

19. Where was this person born?

Specify one response only, according to present boundaries.

- **Born in Canada**
 - N.L.
 - P.E.I.
 - N.S.
 - N.B.
 - Quebec
 - Ontario
 - Manitoba
 - Sask.
 - Alberta
 - B.C.
 - Yukon
 - N.W.T.
 - Nunavut
- **Born outside Canada** — specify country:

20. Where were this person's **parents** born?

Specify the country or countries according to present boundaries.

- **All parents born in Canada**
- **All parents born outside Canada**
 - Specify the country of birth of **each parent**:
- **One parent born in Canada and one parent born outside Canada**
 - Specify the country of birth outside Canada:

21. a) Is this person a Canadian citizen?

"Canadian citizen by naturalization" refers to an **immigrant** who was granted citizenship of Canada under the *Citizenship Act*.

- Yes, a Canadian citizen by birth
- Yes, a Canadian citizen by naturalization
- No, not a Canadian citizen

21. b) Is this person a citizen of a country other than Canada?

Indicate **more than one** country of citizenship, if applicable.

- No
- Yes
 - Specify the country or countries of citizenship:

22. What language(s), **other than English or French**, can this person speak well enough to conduct a conversation?

- None
- **or**
 - Other language(s) — specify:

23. What were the ethnic or cultural origins of this person's **ancestors**?

Ancestors may have Indigenous origins, or origins that refer to different countries, or other origins that may not refer to different countries.

For examples of ethnic or cultural origins, visit <https://www12.statcan.gc.ca/census-recensement/2021/ref/questionnaire/ancestry.cfm>

- Specify as many origins as applicable using capital letters.

24. Is this person First Nations, Métis or Inuk (Inuit)?

Note: First Nations (North American Indian) includes Status and Non-Status Indians.

If "Yes", mark "x" the circle(s) that best describe(s) this person now.

- No, not First Nations, Métis or Inuk (Inuit)
 - **Continue with the next question**
- **or**
 - Yes, First Nations (North American Indian)
 - **Go to question 26.**
 - Yes, Métis
 - **Go to question 26.**
 - Yes, Inuk (Inuit)
 - **Go to question 26.**

This question collects information in accordance with the *Employment Equity Act* and its Regulations and Guidelines to support programs that promote equal opportunity for everyone to share in the social, cultural, and economic life of Canada.

25. Is this person:

Mark "x" more than one circle or specify, if applicable.

- White
- South Asian (e.g., East Indian, Pakistani, Sri Lankan)
- Chinese
- Black
- Filipino
- Arab
- Latin American
- Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai)
- West Asian (e.g., Iranian, Afghan)
- Korean
- Japanese
- Other group — specify:

26. Is this person a Status Indian (Registered or Treaty Indian as defined by the *Indian Act* of Canada)?

- No
- Yes, Status Indian (Registered or Treaty)

27. Is this person a member of a First Nation or Indian band?

If "Yes", which First Nation or Indian band?

For example, Soowahlie Indian Band, Sturgeon Lake First Nation, Atikamekw of Manawan.

- No
- Yes, member of a First Nation or Indian band
 - Specify name of First Nation or Indian band:

28. Is this person a registered member of a Métis organization or Settlement?

If "Yes", which Métis organization or Settlement?

Note: Mark "x" one of the listed signatories of the Canada-Métis Nation Accord or specify a Métis organization or Metis Settlement (for example, Kikino Metis Settlement).

- No
- Yes, registered member of a Métis organization or Settlement
 - Name of Métis organization or Settlement
 - Métis Nation of Ontario
 - Manitoba Metis Federation
 - Métis Nation — Saskatchewan

- Métis Nation of Alberta
- Métis Nation British Columbia
- **or**
 - Specify organization or Settlement:

29. Is this person enrolled under, or a beneficiary of, an **Inuit** land claims agreement?

- No
- Yes

Which **Inuit** land claims agreement?

- Inuvialuit Final Agreement
- Nunavut Agreement (Nunavut Land Claims Agreement)
- James Bay and Northern Quebec Agreement (Nunavik)
- Labrador Inuit Land Claims Agreement (Nunatsiavut)
- **or**
 - Specify agreement:

30. What is this person's religion?

Indicate a specific denomination or religion even if this person is not currently a practising member of that group.

For example, Roman Catholic, United Church, Anglican, Muslim, Baptist, Hindu, Pentecostal, Lutheran, Presbyterian, Sikh, Buddhist, Jewish, Greek Orthodox, etc.

For additional examples of denominations and religions, visit <https://www12.statcan.gc.ca/census-recensement/2021/ref/questionnaire/religion-eng.cfm>

- Specify one denomination or religion only.
- **or**
 - No religion

Appendix F: Glossary of Selected Terms

<p>Accessibility</p>	<p>Accessibility refers to the design of products, devices, services, or environments for people who experience disabilities. Ontario has laws to improve accessibility for people with disabilities, including the Accessibility for Ontarians with Disabilities Act (AODA), the Ontario Human Rights Code, and the Ontario Building Code.</p>
<p>Aggregate</p>	<p>Aggregate data refers to numerical or non-numerical information that is collected from multiple sources and/or on multiple measures, variables, or individuals and compiled into data summaries or summary reports, typically for the purposes of public reporting or statistical analysis—i.e., examining trends, making comparisons, or revealing information and insights that would not be observable when data elements are viewed in isolation.</p>
<p>Brave Space</p>	<p>The concept of the <i>Brave Space</i> was first developed in 2013 by Brian Arao and Kristi Clemens. The goal being to achieve a space of inclusivity where all members participate, and challenging dialogue is welcomed. It contains five main elements:</p> <ul style="list-style-type: none"> ○ “Controversy with civility,” where varying opinions are accepted ○ “Owning intentions and impacts,” acknowledge and discuss instances where a dialogue has affected the emotional well-being of another person ○ “Challenge by choice,” where members have an option to step in and out of challenging conversations ○ “Respect,” where members show respect for one another’s basic personhood ○ “No attacks,” where members agree not to intentionally inflict harm on one another <p>Read more on Safe Spaces and Brave Spaces: Historical Context and Recommendations for Student Affairs Professionals (NAPSA, 2017)</p>
<p>Census</p>	<p>A census is an official count or survey of a population, typically recording various details of individuals. A census differs from a survey in that in a census, data about all individual units (e.g. people or households) are collected in the population. In a survey, data are only collected for a sub-part of the population; this part is called a sample.</p>

Data Governance	Data Governance , in the University of Toronto context, is the process that both establishes and provides consistent and clear guidance around creating, accessing, using, and defining the University’s institutional data, while managing the associated risks, responsibilities, and legal obligations.
Disaggregated	Disaggregated data is data that has been broken down by detailed sub-categories, for example by historically underrepresented group, gender, or level of education. Disaggregated data can reveal deprivations and inequalities that may not be fully reflected in aggregated data.
Diversity*	Diversity is the demographic mix of the university community and involves recognizing and respecting everyone’s unique qualities and attributes, but focuses particularly on groups who remain underrepresented at U of T.
Equity*	Equity is the fair and respectful treatment of all people and involves the creation of opportunities and reduction of disparities in opportunities and outcomes for diverse communities. It also acknowledges that these disparities are rooted in historical and contemporary injustices and disadvantages.
Freedom of Information and Protection of Privacy Act (FIPPA)	<p>Privacy is a fundamental right for all Ontarians. Government organizations and child and family service providers that collect personal information must follow the rules set out in the Freedom of Information and Protection of Privacy Act (FIPPA).</p> <p>FIPPA has two main purposes – to protect the privacy of individuals with respect to personal information about themselves held by institutions, and to provide individuals with a right of access to the information</p>
Inclusion*	Inclusion is the creation of an environment where everyone feels welcome and respected, focusing on groups that remain underrepresented at U of T. It means creating the conditions in which everyone has the opportunity to fully participate in the University and everyone’s talents are valued and celebrated.
Social Model of Disability	The concept of the social model of disability was first developed by Mike Oliver, published in 1990 in his book The Politics of Disablement . The social model of disability views disablement as a result of barriers in society rather than individual pathology. Understanding disability from this theoretical position shifts the focus from individual pathology to the social experience of individuals.

*Definitions have been taken from the Division of the Vice-President, Research & Innovation’s Equity, Diversity & Inclusion [webpage](#)