



THE UNIVERSITY OF BRITISH COLUMBIA

Student Diversity Census Report

2024/25

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1 Introduction

1.1 UBC’s Student Demographic Data Project

Equity, diversity and inclusion are strategic priorities for UBC, yet until recently as an institution we did not have sufficient demographic data collected about students to be able to appropriately measure and understand our progress toward these priorities. The Student Demographic Data Project (SDDP) was launched to address this gap by collecting and analyzing demographic information on UBC’s student population. This initiative provides a deeper understanding of students’ diverse backgrounds and experiences, enabling data-informed decisions that support institutional priorities, student services, and academic programming. By gathering self-reported data on factors such as ethno-racial identity, gender identity, disability, and socioeconomic background, UBC aims to identify and address systemic barriers to student success. The project aligns with broader institutional commitments, such as those coordinated by the Strategic Equity and Anti-Racism Framework ([StEAR Framework](#)), toward fostering an inclusive learning environment and ensuring that all students have equitable access to opportunities and resources.

The SDDP followed a collaborative, iterative, and research-driven process to develop inclusive demographic questions. It integrates insights from past UBC surveys, literature reviews, and external guidelines (e.g., Statistics Canada, BC ministry standards, BC Anti-Racism Data Act¹) while engaging key community members, including students, faculty, and staff. The process involved multiple rounds of student focus groups, town halls, and advisory committee reviews to develop and refine the questions. A pilot census in September 2023 was administered to all current UBC students and questions were further refined based on how students responded. Governance oversight was led by the SDDP sponsors and the SDDP Advisory Committee, and all questions were developed with approved data standards and definitions by UBC’s Data Governance Steering Committee.

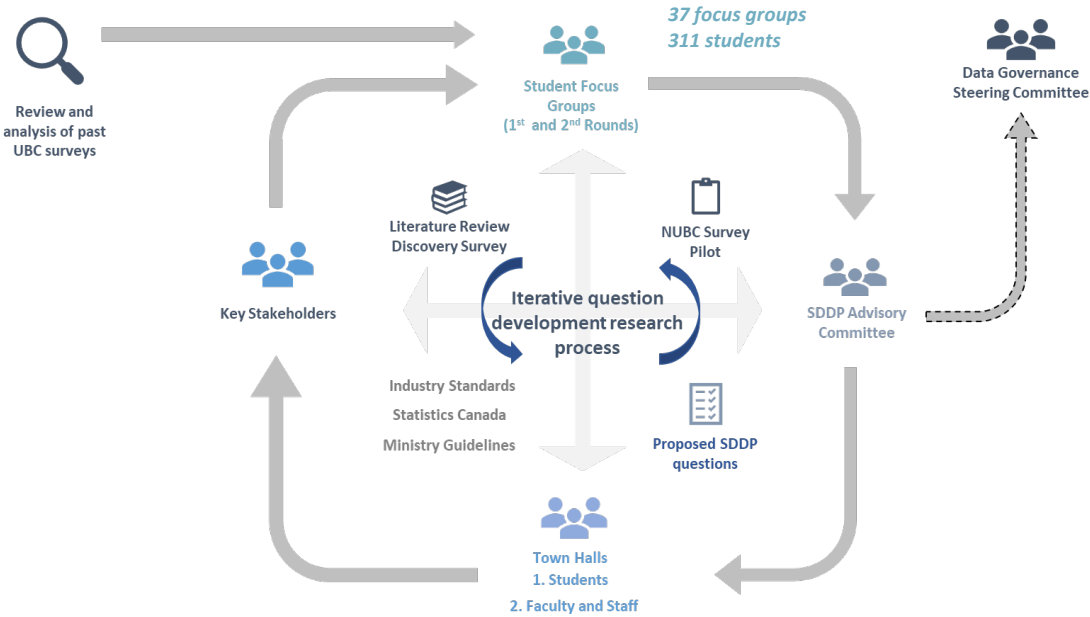


Figure 1. SDDP general consultation and feedback process

¹ <https://antiracism.gov.bc.ca/data-act/>

The work of the SDDP was grounded in the principles and guidance provided in the BC Office of the Human Rights Commissioner report, “Disaggregated demographic data collection in British Columbia: The grandmother perspective” (September 2020).² This report emphasizes the importance of collecting detailed demographic data while recognizing that data must be used respectfully, in partnership with the community, and guided by a clear stated purpose and objectives. The SDDP followed an adapted version of Kirkness and Barnhardt’s (1991)³ 4 Rs framework, emphasizing **Respect, Relevance, Reciprocity and Responsibility**.

Respect	for the cultural knowledge, traditions, values, and activities that individuals bring with them.
Reciprocity	in the relationship between researchers and participants, which is focused on building meaning and understanding together rather than using a hierarchical “top-down” or “big-brother” approach.
Relevance	for the community requires that respect is embedded in the research approach, practices, and recommendations that we develop throughout this project.
Responsibility	is shared for any changes or recommendations that may result from the study, even if as researchers, we may not be personally disadvantaged by the barriers that affect the participants.

These foundations provided the basis for the establishment of the seven guiding principles of SDDP. These principles serve as a framework to ensure that the objectives of the SDDP are met with integrity, inclusivity, and a focus on sustainable outcomes.

Equity, Diversity, Inclusion and Human Rights	<i>are central to the purpose of disaggregated student demographic data collection and use in support of UBC’s commitment to redressing racism and discrimination within our community.</i>
A Caring Approach	<i>will ensure that the purpose and process of student demographic data collection at UBC are well-defined and articulated, each and every time, to ensure that these data cannot be used to stigmatize, report from a place of deficit, and/or cause harm.</i>
Privacy and Security Protection	<i>ensures appropriate security of personal and community data, including protection against risks such as loss or unauthorized or unlawful access, destruction or damage, use, modification, or disclosure.</i>

² <https://bchumanrights.ca/resources/publications/publication/datacollection/>

³ Kirkness, V. J., & Barnhardt, R. (1991). First Nations and higher education: The Four R’s—Respect, relevance, reciprocity, responsibility. *Journal of American Indian Education*, 30(3), 1–15. <https://www.jstor.org/stable/24397980>

Centralized Data Standards and Governance	<i>underscores the value of these data as an institutional asset and the importance of a UBC centralized approach to the development of data standards and governance.</i>
Transparency of Data Collection Processes	<i>to ensure that all UBC students, and especially historically, persistently or systematically marginalized communities, are engaged in the processes of their data collection, analysis, and reporting.</i>
Shared Responsibility for Action	<i>for structural and social change at UBC, even if the barriers that affect historically, persistently or systematically marginalized members do not personally disadvantage oneself.</i>
Indigenous Data Stewardship	<i>is essential to represent the distinct needs of Indigenous data sovereignty and governance, and the necessary guidance in how Indigenous data are collected, protected, interpreted, and shared.</i>

Grounded in these principles, the SDDP Advisory Committee put forward eight recommendations:

1. Create and implement a **centralized governed approach** for collecting student demographic data at UBC through the Student Diversity Census.
2. Include a **clear rationale** to describe the need to collect student demographic data at UBC, as well as a **disclosure statement for students to consent** on the use of their personal information.
3. Approve the proposed student demographic **data definitions and standards** for inclusion and endorsement in the **UBC Data Governance Program**.
4. Ensure periodic **reviews and updates of definitions and standards** following established Data Governance processes.
5. Develop and implement a process to **ensure the alignment of other UBC surveys** with the SDDP data standards/definitions and map the existing questions from the Employment Equity Survey to these student demographic data definitions and standards.
6. Report **aggregate summaries** of student demographic data on an annual basis to the UBC community, as well as an **intersectional analysis of identities** with appropriate segmentations for planning and operational purposes (e.g., graduate/undergraduate, degree program).
7. Follow the data governance policy and **data access process** regarding accessing these data beyond the aggregate summaries.
8. In alignment with FIPPA, **develop criteria for case-level data access** of personal information, particularly pertaining to disaggregated student demographic data, to ensure protection and security of personal information and compliance with evolving privacy regulations.

Based on these recommendations, the Student Diversity Census was developed for all current UBC students. This report presents the results from UBC’s first Student Diversity Census. The findings will help shape future policies, support services, and academic programs, strengthening UBC’s commitment to an inclusive and accessible learning environment. A centralized approach to collecting these student

demographic data ensures consistency, accuracy, and efficiency by standardizing the data collection process across UBC. The census allows for uniform question design, streamlined data governance, and comparability across faculties and campuses.

2 Student Diversity Census

A key concern among students about demographic data collection is transparency about how their information will be used, stored, and protected. In the focus group sessions, students highlighted the need for clear, accessible language and definitions in the census questions. They emphasized the importance of explaining why the data are being collected and how they will benefit the institution. Students also shared that they would feel more comfortable providing their data if they knew it would be handled responsibly for their benefit. Additionally, they stressed the need for inclusive response options, ensuring they are represented and have the choice to not disclose their information.

Collecting identity data is complex due to the diverse, evolving, and personal nature of identity itself. Factors like race, ethnicity, gender, sexuality, disability, and socioeconomic background intersect in unique ways for each individual, and may change over time. Given this complexity, it is essential to approach data collection with sensitivity and inclusivity, allowing flexibility for self-identification. Ensuring clarity about how data will be used and stored is crucial for maintaining trust. This requires thoughtful planning and ongoing consultation to ensure the data accurately reflects lived experiences without oversimplification or misrepresentation. Additionally, intersectional analysis is essential to understanding demographic data because it recognizes that individuals' experiences are shaped by multiple, overlapping identities. These intersecting factors can create unique challenges and opportunities for individuals, meaning that focusing on one category of identity without considering others may overlook important nuances in their experiences.

The Student Diversity Census (SDC) officially launched in September 2024 to all current UBC students (N=72,692). It was originally piloted in September 2023, and refinements were made to several questions based on how students responded and interacted with the questions. Student responses from 2023 were retained for reporting and were combined with the results collected in 2024. Students were invited to participate in the SDC directly through their email and through their Canvas inbox. Each student received a unique link that they can use to update their information at any time by re-accessing their unique SDC invitation. It takes about 5-10 minutes for students to complete the SDC. Although the SDC is currently voluntary, students are strongly encouraged to complete the census. All questions have a "choose not to disclose" option, so students can complete the SDC even if they do not wish to provide answers to one or more of the questions.

Student responses to the SDC questions are captured using a confidential and secure online form hosted on UBC Qualtrics. Student demographic data are securely stored on a UBC server and are protected under UBC's Data Governance Program, which ensures responsible data management, privacy, and security. The program has established clear policies and safeguards to prevent unauthorized access and comply with relevant privacy regulations. Access to the data is restricted to authorized personnel and

used only for approved institutional purposes, such as informing policies, enhancing student support services, and advancing equity and inclusion initiatives.

In the following sections, information is provided for the institution as a whole and, where results differ substantially, they are reported by campus. While the data for this report was captured as of November 1, 2024, the SDC remains open and students are able to submit or update their responses at any time by visiting their unique link in their email or canvas inbox.

2.1 SDC Participation and Respondent Description

As of November 1, 2024, 32 percent of the UBC student population had participated in the SDC, with 36 percent at UBCO and 31 percent at UBCV. Some students chose to not respond to questions or to use the response option, “I choose not to disclose”.

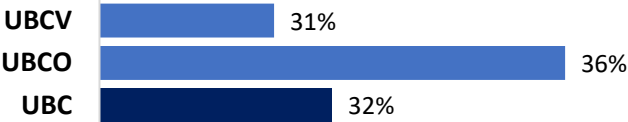


Figure 2. Student Diversity Census participation rates by campus

Overall, undergraduate and graduate student respondents were similar in proportion to the UBC population, while medical residents are currently underrepresented in the SDC (see Figure 3).

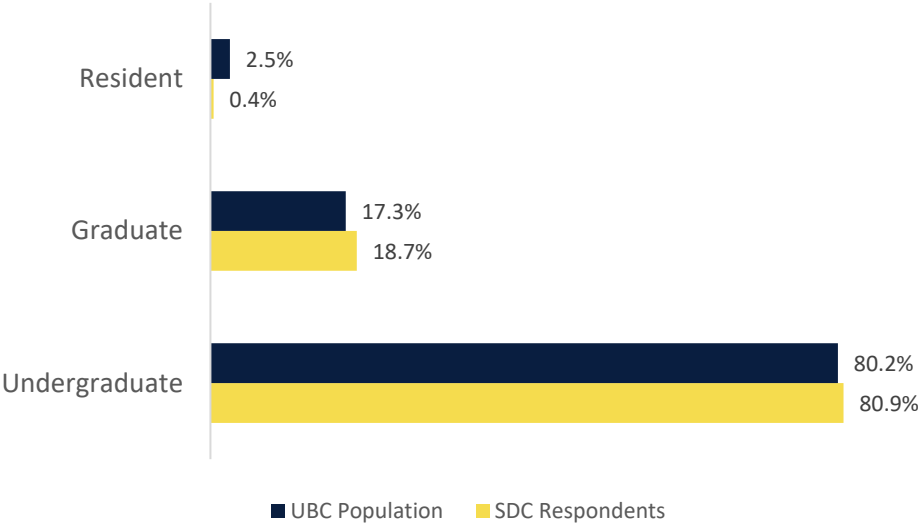


Figure 3. Comparison of SDC participants with UBC population by Program Level

There are some differences when examining the participation of undergraduate students by their program year level, as shown in Figure 4. The first year is over represented in the SDC participation due to a large response to the census invitation from new-to-UBC students, who were mostly first- and

second-year students. The SDC responses are lower for third- and fourth-year students compared with the overall population.

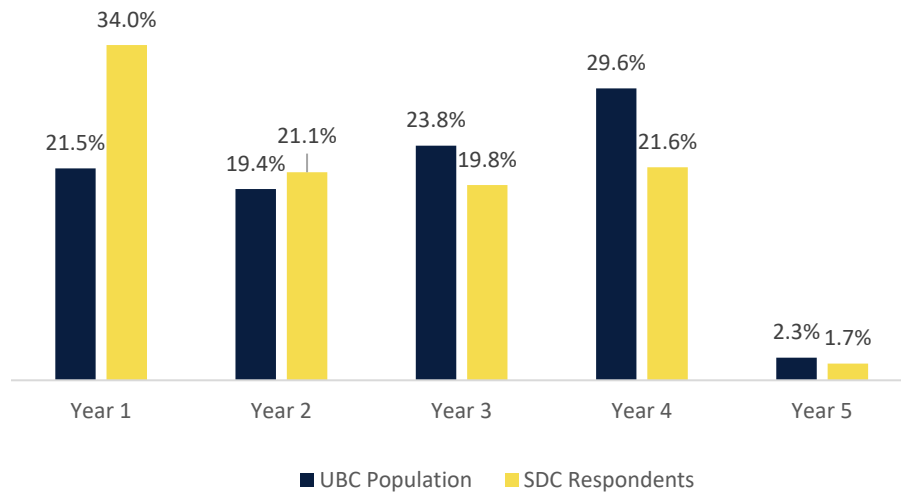


Figure 4. Undergraduate students by program year level who participated in the SDC compared with the overall UBC population

Following the overrepresentation of first- and second-year undergraduate students, there is also an overrepresentation of younger students, those between the ages of 15 and 19.

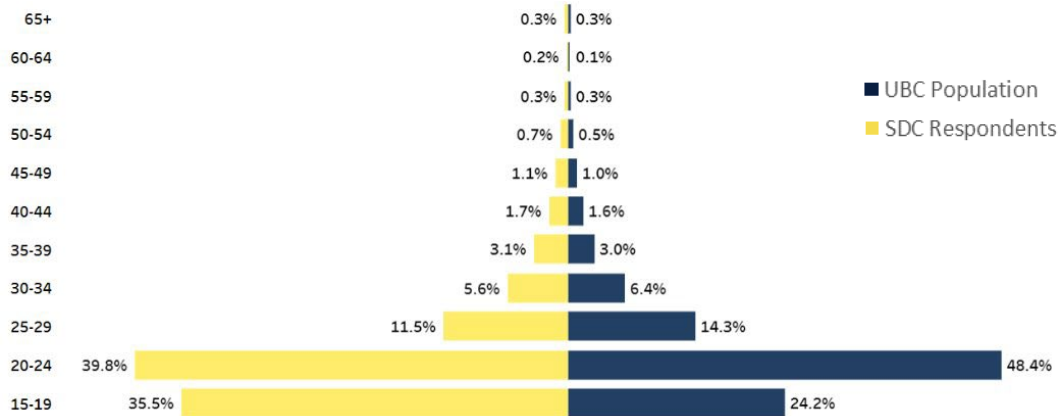


Figure 5. Undergraduate students by age grouping who participated in the SDC compared with the UBC population

Proportional student representation in the SDC is also similar when compared by faculty; however, arts students are slightly overrepresented, while students in business and medicine are underrepresented.

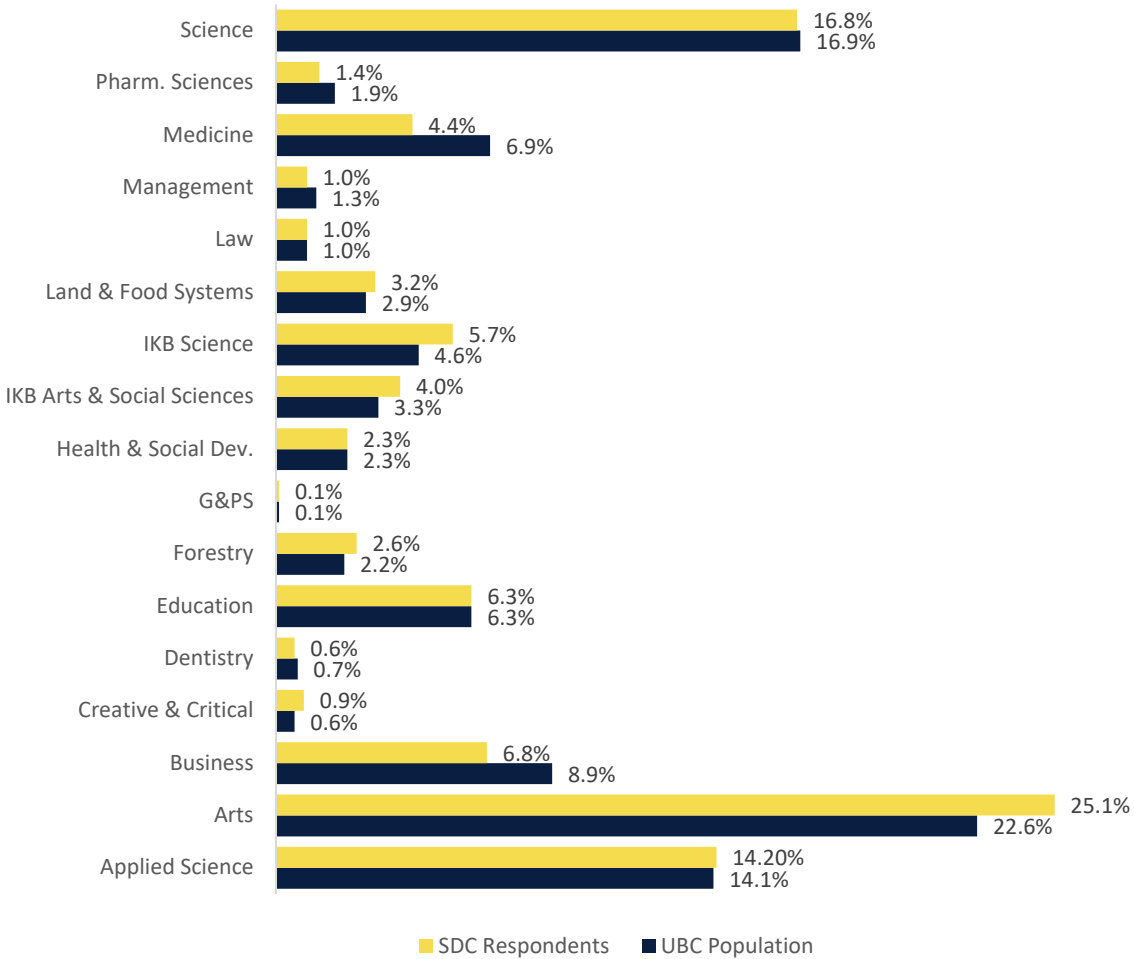


Figure 6. Undergraduate students by faculty who participated in the SDC compared with the UBC population

Results were also similar for domestic and international students where the proportion of these student groups were similar to the proportion in the UBC population. There were 72.2 percent of domestic students who participated in the SDC compared with 74.2 percent in the UBC population. International students were slightly overrepresented with 27.8 percent participating in the SDC compared with 25.8 percent within the UBC population.

2.2 Findings from the 2024 Student Diversity Census

Aggregate results from the SDC are available through a dashboard to the community with the ability to filter by campus, Faculty, student level, and gender. Requests to access this dashboard should be made using UBC’s Data Access Request process.⁴ This section highlights some of the initial findings and analysis from the SDC.

⁴ <https://cio.ubc.ca/data-governance/data-governance-services/access-ubc-data>

2.2.1 Gender and Trans Experience

Gender was the first question in the SDC and required a mandatory response, ensuring that every participant began the census with at least one required question. This approach sets the expectation that responses are mandatory, increasing overall completion rates and engaging respondents right from the start. As a result, such there are no non-responses for this question. The wording of the gender question used the BC provincial data standard, which provides four response options, “man”, “non-binary”, “woman” and “choose not to disclose”. This question was then followed by a question asking if the respondent has trans experience. This second question was not mandatory and students could select among response options “yes”, “no”, “I choose not to disclose” or skip the question which was recorded as a non-response.

The distribution of gender categories for students who responded to the census is relatively consistent across both campuses. Overall, results indicate that 40.8 percent of students identified as men, 4.6 percent identified as non-binary, and 53.1 percent identified as women. A small percentage of students (1.5 percent) chose not to disclose their gender identity.

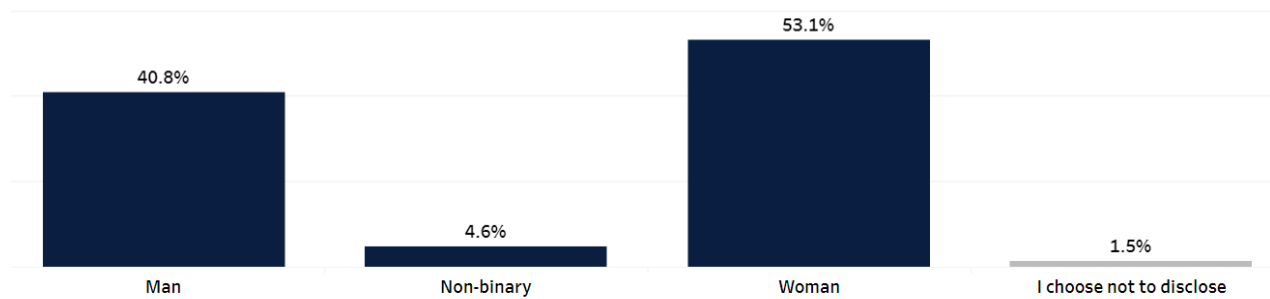


Figure 7. Self-identified gender distribution for the SDC respondents

These proportions seem similar to the overall population of students attending a Canadian university in 2022/2023;⁵ however, Statistics Canada only reports the categories of “man” and “woman” due to the low responses for the “non-binary” category.

⁵ Statistics Canada. [Table 37-10-0163-02 Proportion of male and female postsecondary enrolments, by International Standard Classification of Education, institution type, Classification of Instructional Programs, STEM and BHASE groupings, status of student in Canada and age group](https://doi.org/10.25318/3710016301-eng)
DOI: <https://doi.org/10.25318/3710016301-eng>

Overall, 92.5 percent of SDC respondents indicated they had no trans experience, while 4.2 percent identified as someone with trans experience, and 3.0 percent chose not to disclose.

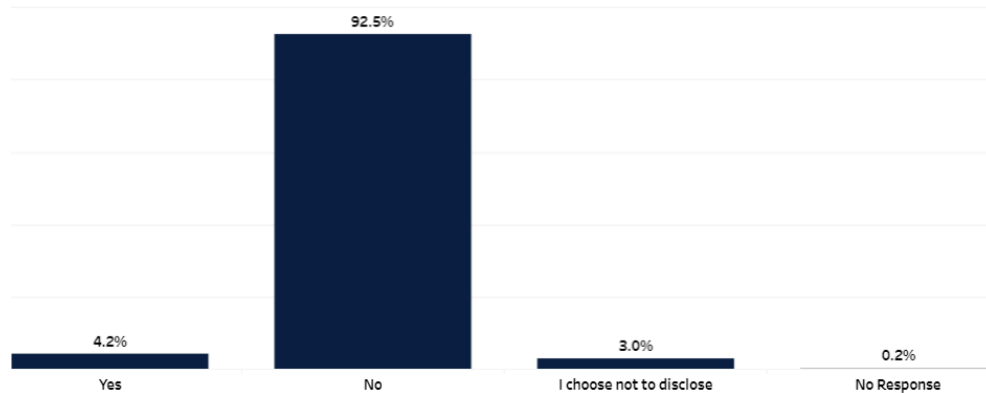


Figure 8. The percentage distribution of SDC respondents on the question of trans experience

Of students with trans experience, 20.7 percent also identified as non-binary, LGBTQA+⁶ and Disabled People or people living with disabilities. These intersectional relationships are shown in Figure 9 using an Upset plot, which is a visualization technique used to show intersections between multiple sets in a structured way. It is particularly useful when showing complex set relationships.

In Canada, and in the current UBC context, disadvantaged groups are commonly understood to include Indigenous Peoples, women, racialized individuals, disabled people/people living with disabilities, members of the 2SLGBTQIA+ community (Two-Spirit, lesbian, gay, bisexual, transgender, queer/questioning, intersex, asexual, plus countless ways people choose to identify) and non-binary people. These groups often face systemic barriers related to sexual orientation, gender identity, gender expression, race, and disability. The term historically, persistently or systemically marginalized (HPSM) is used as a collective reference to these communities.⁷

The Upset plot uses a matrix layout where the dots indicate the combination of HPSM identities (or single identity). The bar chart above the matrix shows the number of times the combination of identity categories was selected. The numbers to the left of the individual identities indicate how many students had reported that specific identity. For example, in Figure 9 below, of the 975 students who identified as having trans experience, 202 identified their gender as non-binary, selected a category of sexual orientation as LGBTQA+, and identified as a Disabled Person or a person living with a disability.

⁶ The acronym LGBTQA+ refers specifically to minoritized sexual orientations. The SDC did not contain “2S” for Two-spirit as we continue to engage with indigenous partners on when best to include Indigenous specific terminology. “I” for intersex is also not included in the SDC report as it does not refer to a sexual orientation and was not included in the question.

⁷ UBC’s Equity and Inclusion glossary of terms: <https://equity.ubc.ca/resources/equity-inclusion-glossary-of-terms/#H>

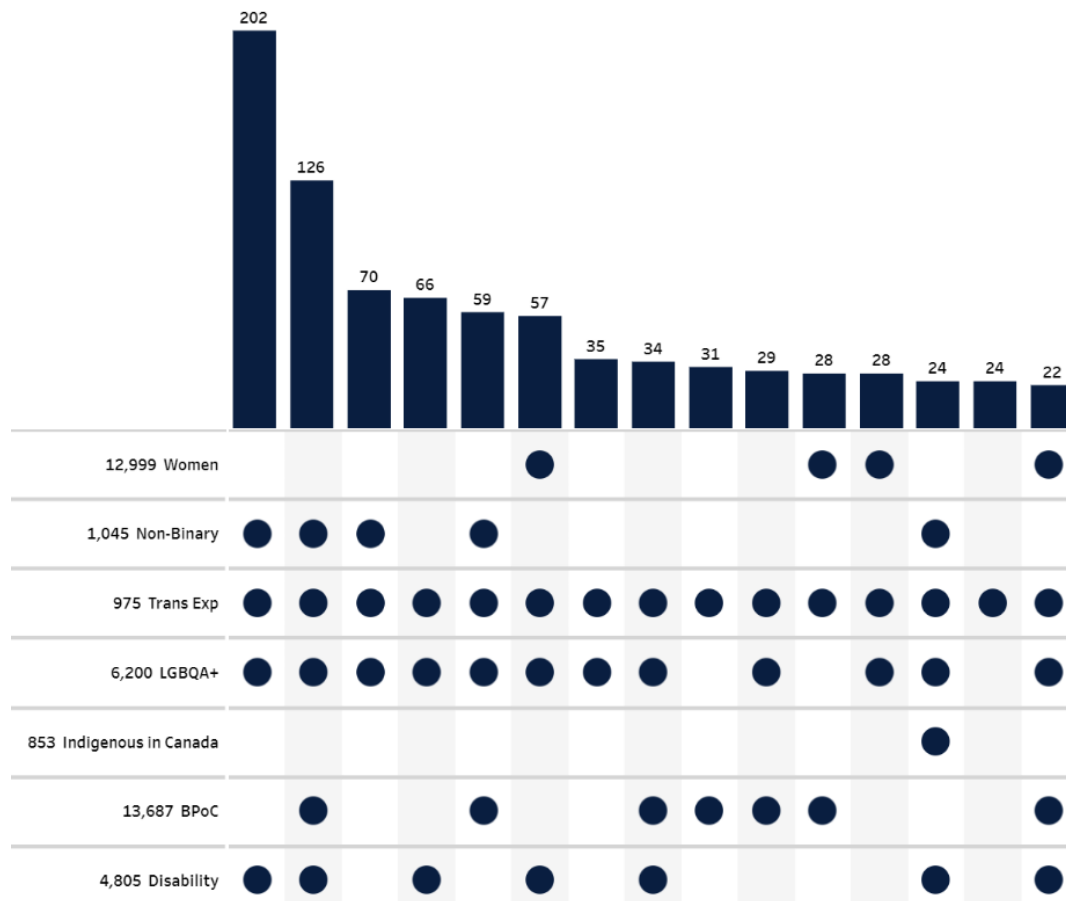


Figure 9. Upset plot of most common combinations of HPSM identities (top 15) for students with trans experience at UBC

2.2.2 Sexual Orientation

One of the key changes from the 2023 pilot to the 2024 SDC was the way students were asked about their sexual orientation. In 2023, students could select multiple categories that described their sexual orientation and had the option to provide a self-identified response in an open-text field if none of the listed options applied. However, interpreting the 2023 results proved challenging, as many respondents selected multiple overlapping categories. To improve clarity, the 2024 SDC included a revised question, asking students to choose a single category that best represented them at the time of their completion of the census. Again, students are able to access their census to update their identity at any time. Responses as of November 1, 2024 are presented in Figure 10.

The majority of UBC student respondents identified as heterosexual (62.1 percent). Among sexual minority identities, bisexual (10.5 percent) was the most common response among LGBTQA+ students. Other reported identities included, asexual, queer, questioning/unsure, gay, lesbian, and pansexual, highlighting the diversity of sexual orientations within the student population. These findings provide valuable insight into the representation of LGBTQA+ students at UBC and help inform policies and support services aimed at fostering an inclusive campus environment.

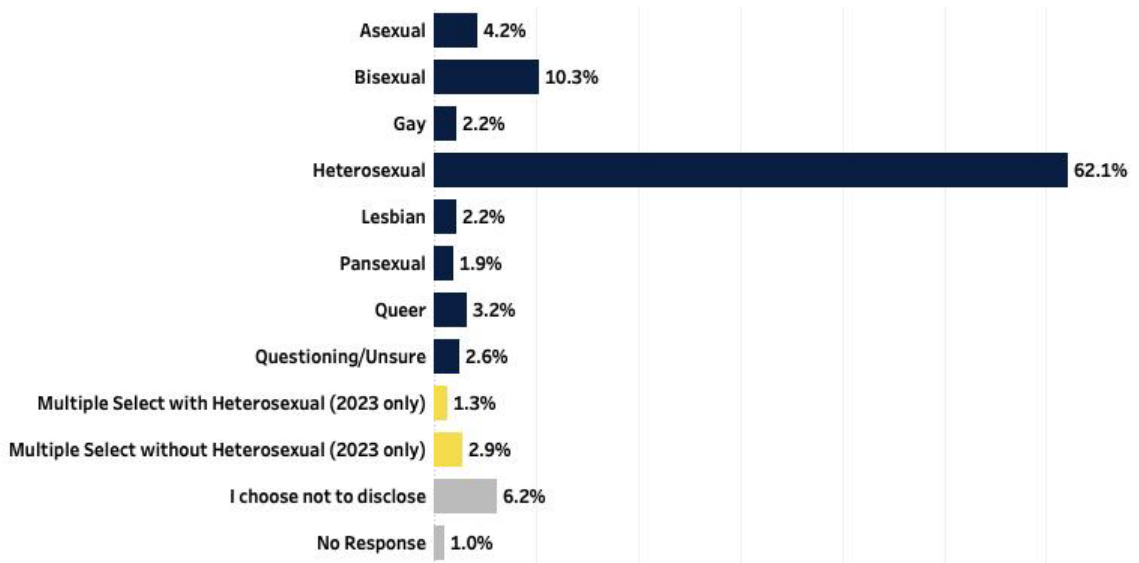


Figure 10. Responses to the SDC question about sexual orientation for UBC students

To facilitate analysis and reporting, individual sexual orientation responses were grouped into four broader categories: heterosexual, LGBTQA+, questioning/unsure, and choose not to disclose. Students who identified as lesbian, gay, bisexual, queer, asexual, or other non-heterosexual identities were grouped under LGBTQA+. Those who indicated uncertainty about their sexual orientation were categorized as questioning/unsure, while respondents who opted not to answer were placed in the choose not to disclose category. This grouping provided an overview of student identities while maintaining the integrity of individual responses.

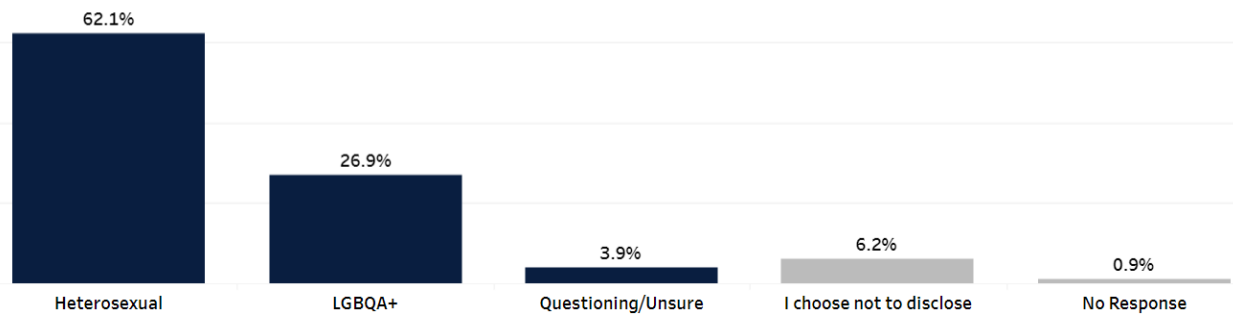


Figure 11. Calculated categories of sexual orientation responses

Figure 12 below shows the most common combinations of HPSM groups (top 15) for students who selected sexual orientations that can be categorized as LGBTQA+ at UBC. Again, looking at the Upset plot, the bar chart describes the number of times a HPSM identity was disclosed while the dots describe the combination of identities (or single identity). The numbers to the left of the individual identities indicate how many students had identified with that specific HPSM identity. In addition, Figure 12 includes a category of “Black and People of Colour” (BPoC) students. Students were not explicitly asked if they identify as BPoC. Instead, they were asked to select from a list of ethno-racial identities, and the BPoC

grouping⁸ was determined based on their responses. BPoC refers to individuals who experience systemic barriers and discrimination based on race, ethnicity, and historical inequities. The term encompasses diverse communities with unique cultural identities, histories, and experiences of marginalization. While BPoC is a broad and inclusive term, it is important to recognize that each community has distinct experiences, needs and histories, and intersectional approaches are necessary to understand and address systemic inequities.

Of the 6,200 students who selected a LGBTQA+ sexual orientation, 1,260 also identified as women and selected an ethno-racial identity that can be categorized as BPoC.

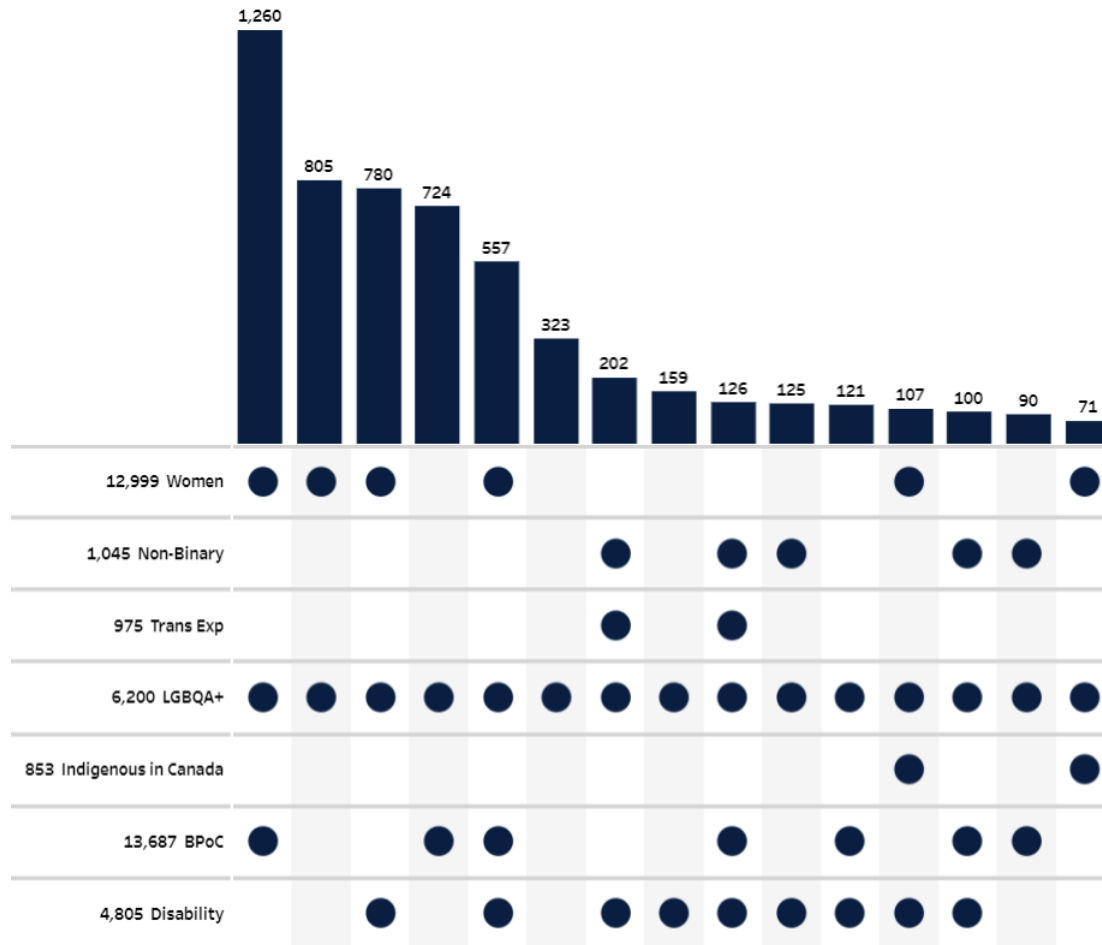


Figure 12. Top 15 combinations of HPSM identities for students who selected sexual orientations that can be categorized as LGBTQA+

⁸ The group of “Black and People of Colour” was created for students who selected any of the following ethno-racial identities in the SDC: “Black,” “Central Asian,” “East Asian,” “Middle Eastern/North African,” “Oceanic/Pacific Islanders,” “South Asian,” “South East Asian,” or “West Asian,” regardless of any other selections. An additional BPoC field was created to further disaggregate BPoC students who also identified as “White.”

2.2.3 Indigenous Students in Canada^{9,10}

At UBC, Workday is our official system of record for the identification of Indigenous students; however, the SDC also provided students the opportunity to self-identify as Indigenous people in Canada. Students who identified as Indigenous people in Canada were then able to identify as First Nations, Inuit, or Métis and given the opportunity to write in a Community or Nation with which they belong. Students who had identified as Indigenous also had the opportunity to indicate if any ethno-racial identities also described them. The results differ by campus and are reported separately in the following sections.

At UBCO, 6 percent of student respondents identified as Indigenous people in Canada, most then went on to identify themselves as either First Nations (45.2 percent), Métis (42.8 percent) or First Nations and Métis (5.2 percent), and Inuit (4 percent). There were 256 students who identified as Indigenous and they listed over 120 different Communities and Nations to which they have connection.

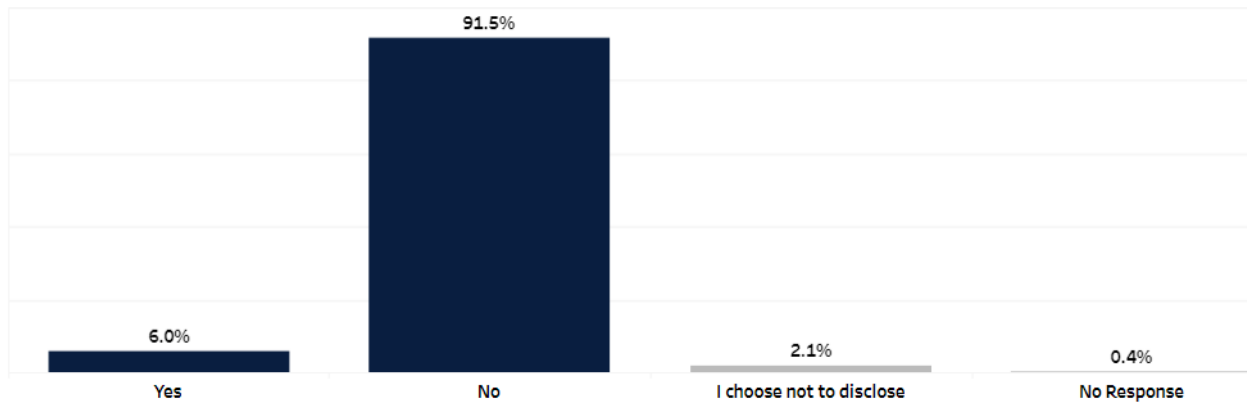


Figure 13. Percentage of SDC respondents at UBCO who self-identified as Indigenous people in Canada

At UBCV, 3.2 percent of students identified as Indigenous people in Canada, most then went on to identify themselves as either First Nations (51.9 percent), Métis (36.3 percent) or First Nations and Métis (6 percent), and Inuit (3.2 percent). There were 597 students who identified as Indigenous and they listed over 300 different Communities and Nations to which they have connection.

⁹ The term "Indigenous" is used to refer inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada, recognizing in doing so that many people prefer the terms that are specific and traditional to their communities.

¹⁰ The phrase "Indigenous students/people/peoples in Canada" is used in alignment with [Language and grammar for Indigenous content - Province of British Columbia](#) and in acknowledgment that many Indigenous people do not identify with a Canadian national identity.

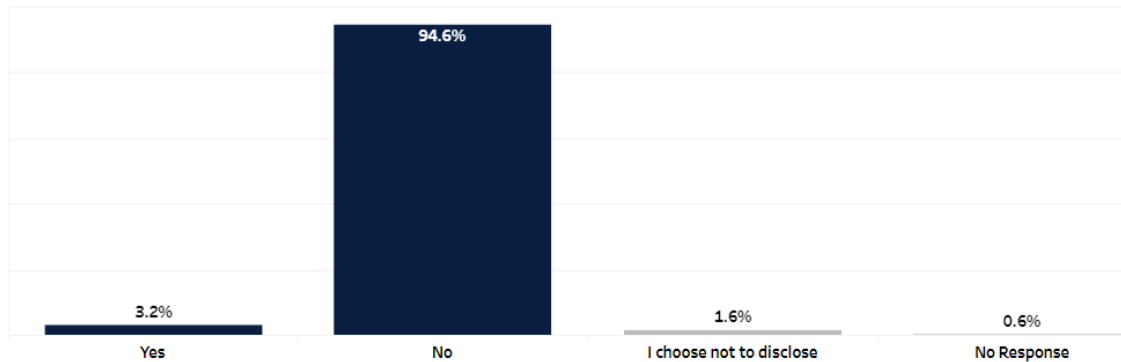


Figure 14. Percentage of SDC respondents at UBCV who self-identified as Indigenous people in Canada

2.2.4 Indigenous Students from outside Canada

When students were asked if they identify as an Indigenous person from outside of Canada they were provided with the examples of Aboriginal Person of Australia and Pacific Islander in addition to a definition adapted from United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).¹¹ Although UNDRIP focuses on Indigenous self-identification it suggests that Indigenous peoples tend to have and continue to have historic ties to a given area prior to colonization and are often a non-dominant part of society with distinct languages, cultures, beliefs, and knowledge systems. Students could identify as Indigenous from outside of Canada by selecting “Yes,” or by self-identifying with a write in option.

Overall, 2.4 percent of student respondents across UBC indicated that they identified as Indigenous from outside of Canada, and a further 0.5 percent self-identified using the write in option. While many of those that used the write-in option did so to indicate a precise identity such as Māori or Saami, some students took the opportunity to report that although they know that they have Indigenous heritage, they are not connected to any community and as such do not identify as Indigenous.

2.2.5 Ethno-Racial Identity

During the consultation and planning process, care was given to using language that allowed students to accurately self-identify, especially in relation to race and ethnicity. Ethnicity, race and ancestry are complex, socially constructed concepts that often overlap, transcend national boundaries, and evolve over time. These categories are shaped by historical, cultural, and social contexts, and can vary across different societies and periods. While they may influence how individuals identify and are perceived, they are not fixed or biologically determined. Instead, they can be fluid, subject to personal experience, collective identity, and societal norms, making them dynamic and interconnected.¹²

After exploring several formats for asking students about their ethnicity, it was decided that an augmented version of the ethno-racial identities used by Statistics Canada would provide both comparability and a broader representation of student diversity. Students were asked to describe their

¹¹ [Indigenous Peoples, Respect NOT Dehumanization](#) and [Who are Indigenous peoples?](#)

¹² The Collection and Use of Student Data on Race, Ethnicity, and Ancestry. <https://www.bccat.ca/reports/REASStudentData2023.pdf>

ethno-racial identity using a list of terms related to both race and ethnicity. They had the option to select multiple categories or self-identify with a write-in option. In the 2023 SDC, students could either write in their own choice using the “prefer to self-identify” option or specify further within the “Black” or “White” categories. In 2024, these specific options were removed, but “prefer to self-identify” remained, and those responses were reported under the “unlisted” category.

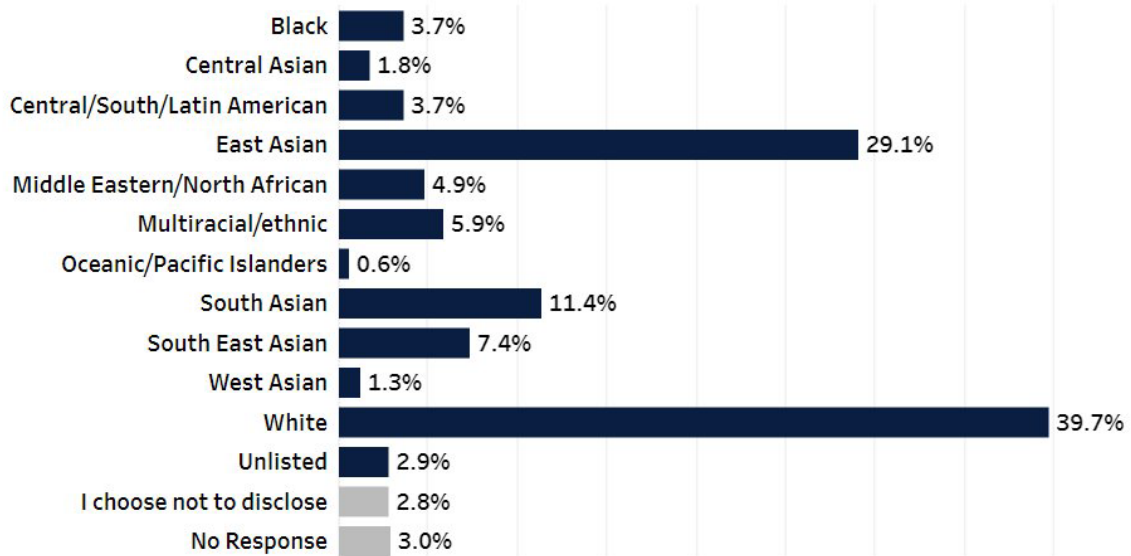


Figure 15. Ethno-racial identities of SDC respondents at UBC

At UBCO, White is the most common ethno-racial identity among student respondents. A total of 57.3 percent of students selected White as one of their identifiers, while 52.8 percent identified exclusively as White. East Asian was the second most commonly selected ethno-racial identity overall, with 13.3 percent of students choosing it. However, South Asian was the second most common singular identity. Among students who identified as East Asian, 9.8 percent selected it exclusively, while 1.5 percent identified as both East Asian and White (or White and Multiracial/ethnic), and 1 percent selected both East Asian and South East Asian. South Asian was selected by 12.3 percent of students, with 10.3 percent exclusively as South Asian.

Figure 16 displays the Upset plot for the intersection of ethno-racial identities at UBCO. The numbers to the left of the individual identities indicate how many students selected that specific ethno-racial option. For example, of the 2,380 students who selected White, 2,063 selected it as their only identity and 39 selected it alongside East Asian and no other ethno-racial identity. The unlisted category captures students who chose to write in their responses.

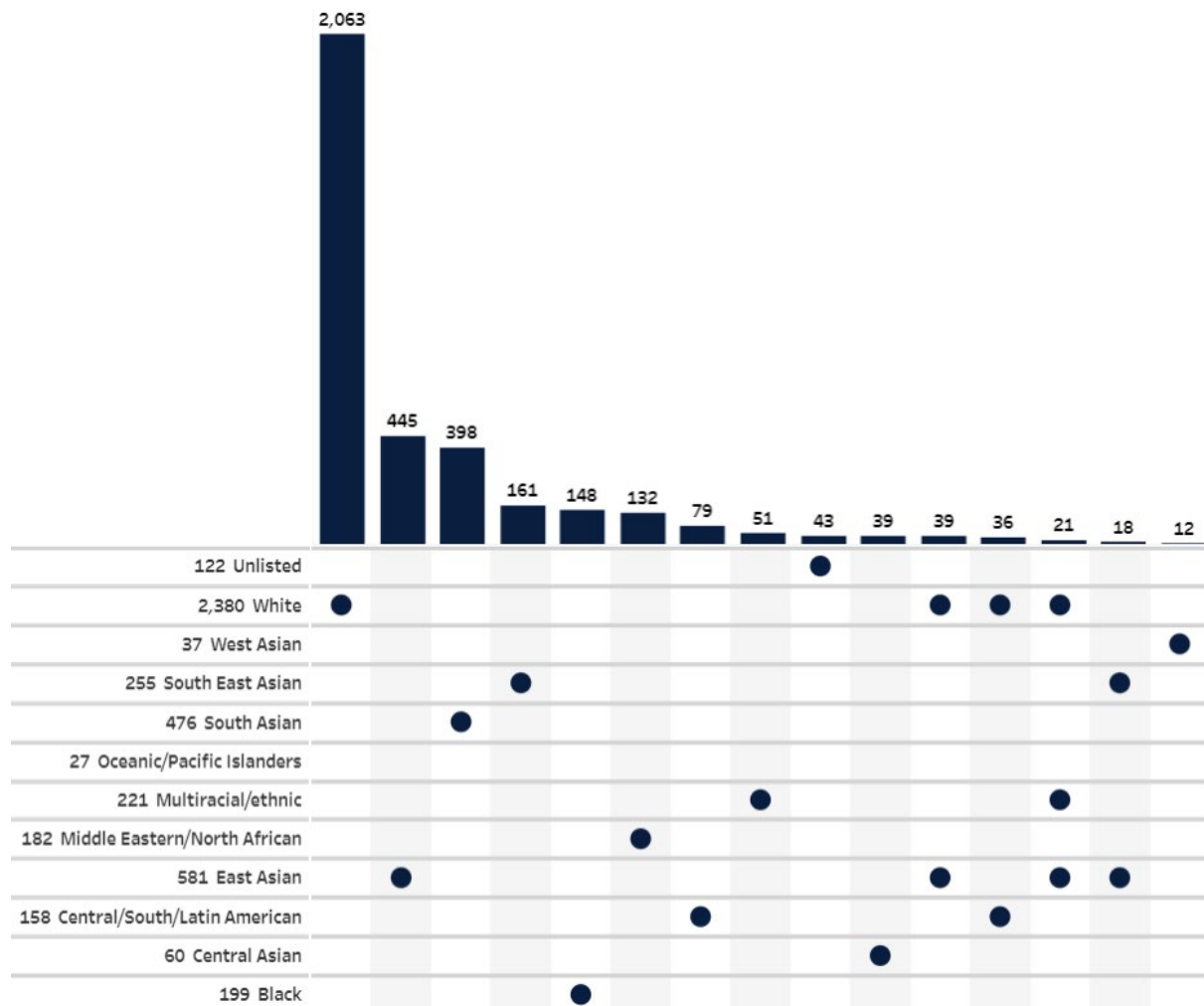


Figure 16. Top 15 combinations of ethno-racial identities at UBCO

Overall, 42.8 percent of UBCO students identified with at least one BPOC identity. Within this group, 36.7 percent selected only BPOC identities, while 6.1 percent identified as both White and BPOC.

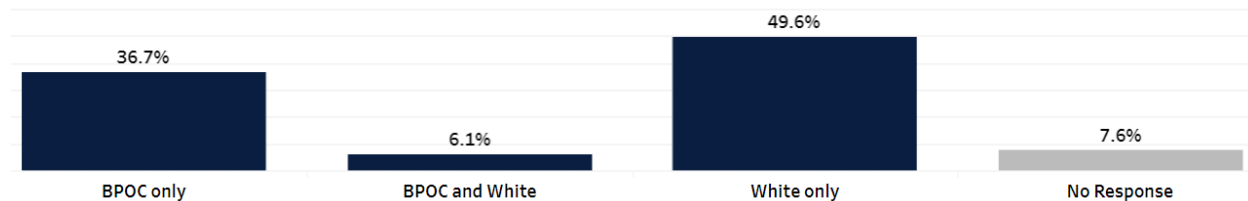


Figure 17. Calculated BPOC category for students at UBCO

Although some students who identified as BPOC have also identified as Indigenous within Canada, these results were quite small and have been suppressed to preserve anonymity.

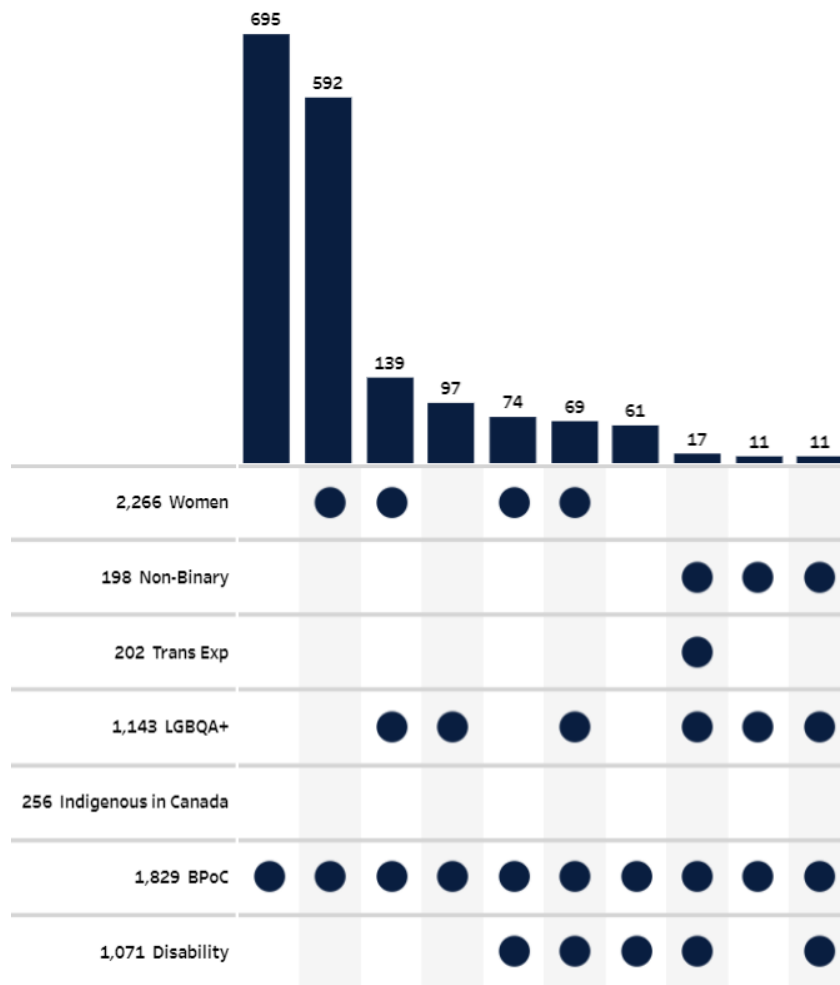


Figure 18. Top 12 combinations of HPSM identities for UBCO students who identified as BPoC

At UBCV, students who identified exclusively as White and/or East Asian make up the majority, representing 59.5 percent of the student population. An additional 2.2 percent identified as White and/or East Asian along with multiracial/ethnic identities. Overall, 39.4 percent of students selected White as one of their ethno-racial identities, with 32.4 percent identifying only as White. Similarly, 31 percent of students identified as East Asian, with 25.9 percent selecting it as their only identity. South Asian was the third most selected ethno-racial identity, chosen by 11.9 percent students, with 10.2 percent identifying exclusively as South Asian.

Figure 19 displays the Upset plot for the intersection of ethno-racial identities at UBCV. The bar chart describes the number of times a combination was selected while the dots describe the combined selection (or single selection). The numbers to the left of the individual identities indicate how many students selected at least that option. For example, out of the 6,777 students who selected White, the bar chart shows that 5,235 selected exclusively as White. Moving horizontally to the right along the same line of the Upset matrix, the bar chart shows that 260 students selected White along with multiracial/ethnic and East Asian identities (see dots reading vertically).

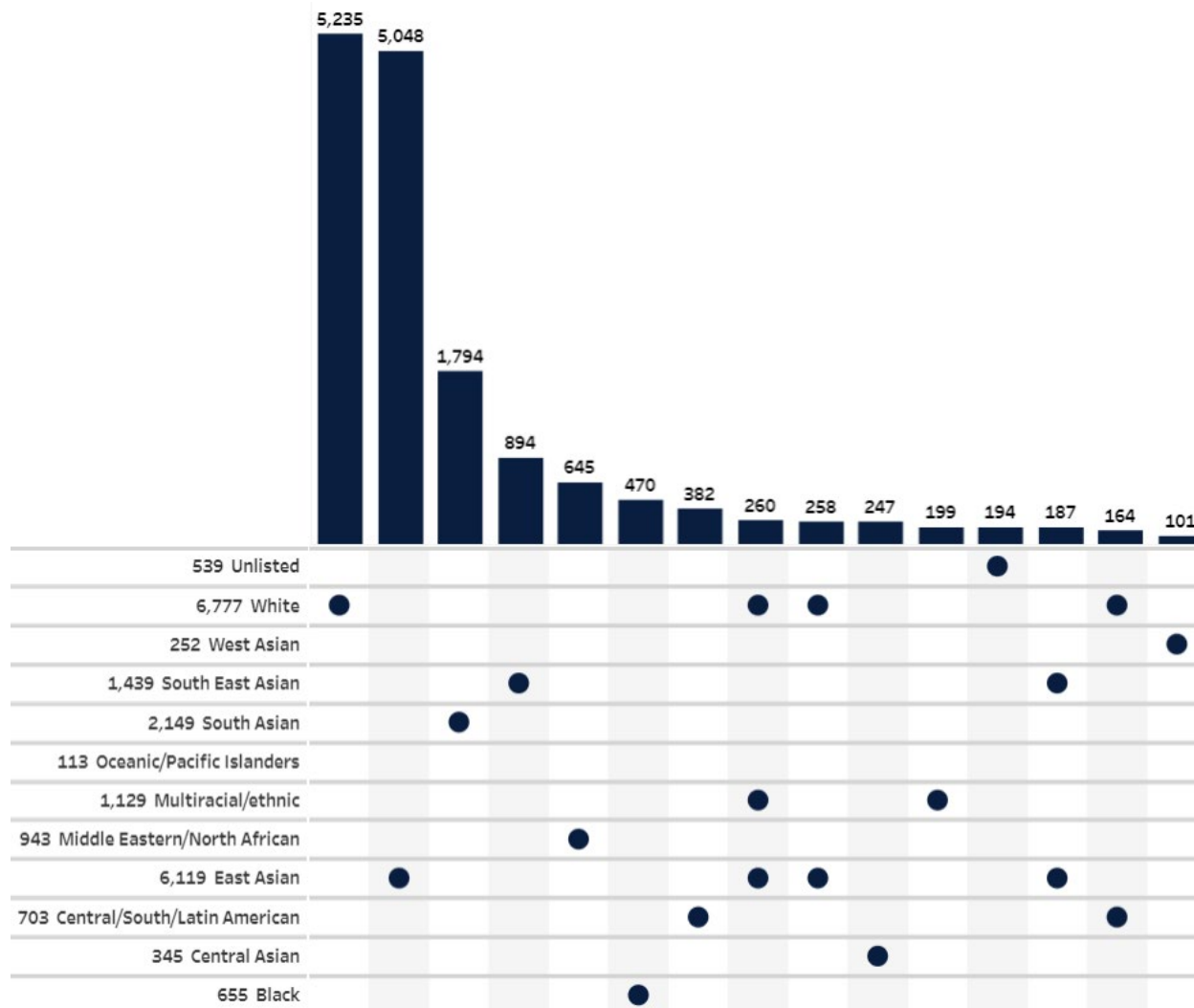


Figure 19. Top 15 combinations of ethno-racial identities for UBCV students

At UBCV, 63.1 percent of students identified with at least one BPOC identity. Within this group, 55.8 percent selected only BPOC identities, while 7.3 percent identified as both BPOC and White. Additionally, 28.8 percent of students identified exclusively as White.

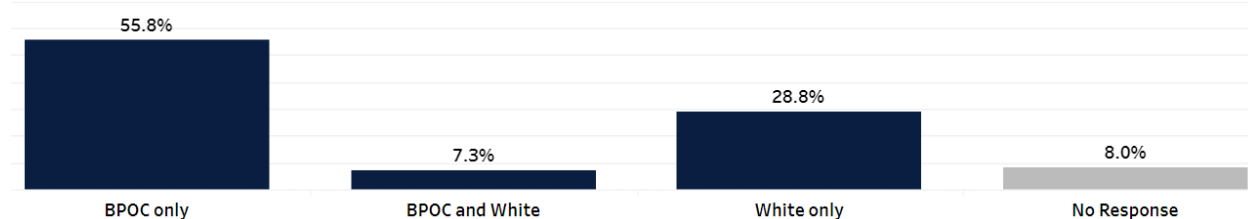


Figure 20. Calculated categories for students at UBCV

In the following Upset plot (Figure 21), among the 11,858 students who identified as BPoC, 4,504 also identified as women and no other HPSM identity. Again, results from students who identified as BPoC and as Indigenous within Canada have been suppressed due to small numbers.

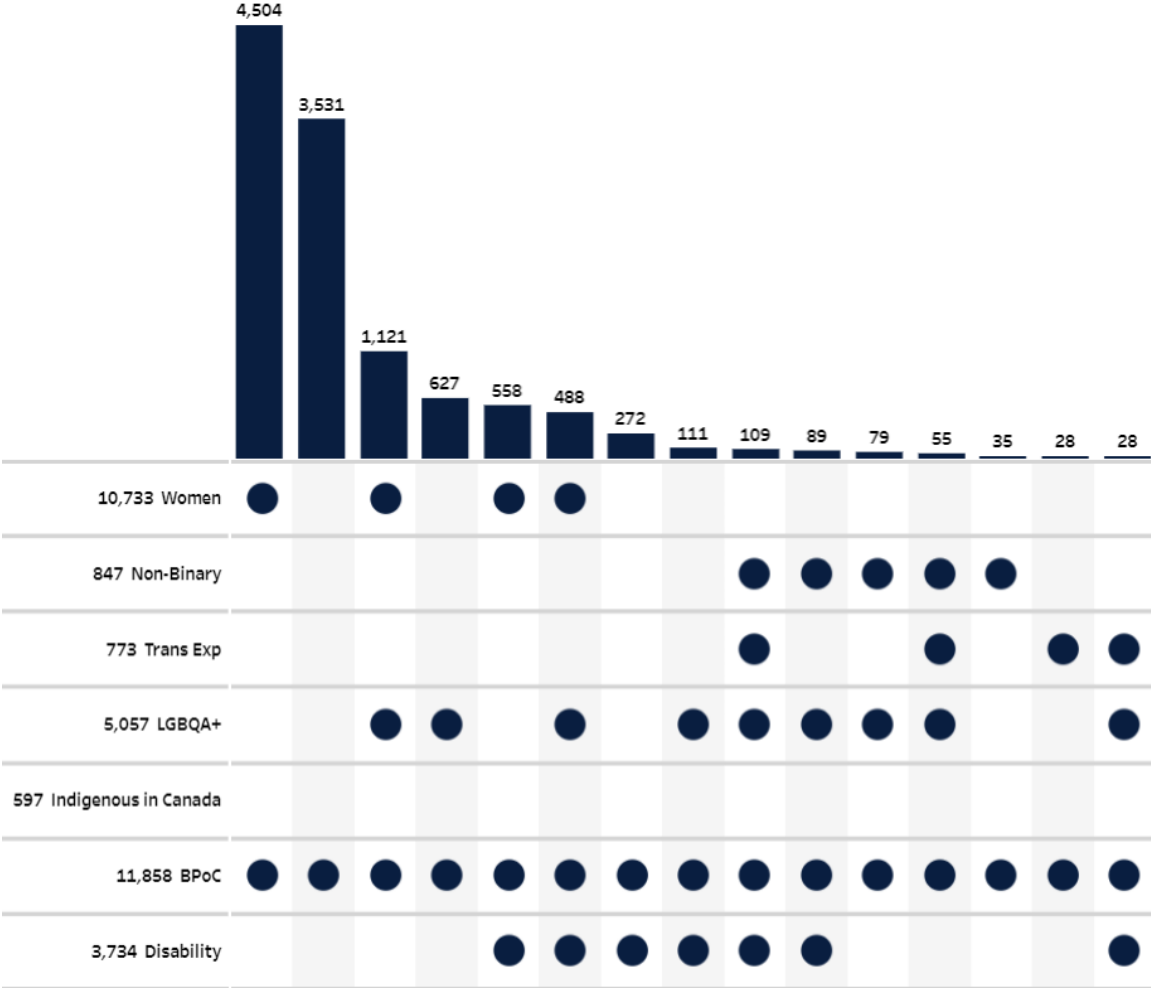


Figure 21. Top 15 combinations of HPSM identities for UBCV students who identified as BPoC

2.2.6 Racialization

The SDC asked students if they identified as a racialized person, regardless of the ethno-racial identities they selected. The definition of “racialization” used in the census refers to individuals, other than White or Indigenous peoples, who are adversely impacted by being subjected to differential or unequal treatment based on race, contributing to racial discrimination and racism. While White individuals can experience racialization, their treatment is often to their advantage, unlike the experiences of Black people and People of Colour (BPoC). Some methods use a student’s ethno-racial identity to determine if they are racialized, but asking directly respects individual experiences and avoids assumptions. This approach provides more accurate and nuanced data, as racialization can vary among students, even within the same ethno-racial group.

At UBCO, 43.9 percent of students who identified exclusively as BPOC and 31.5 percent of those who identified as both BPOC and White reported experiencing racialization. Racialization was most prevalent among students who selected Black as one of their ethno-racial identities, with 68.3 percent reporting such experiences.

Grand Total	19.8%
Black	68.3%
South Asian	49.8%
Oceanic/Pacific Islanders	48.1%
Multiracial/ethnic	46.2%
South East Asian	43.1%
Middle Eastern/North African	39.0%
Unlisted	34.4%
West Asian	32.4%
East Asian	34.6%
Central/South/Latin American	36.1%
Central Asian	33.3%
I choose not to disclose	
White	4.5%
No Response	

Figure 22. Experiences of racialization for all UBCO respondents by ethno-racial identities

Among Black students, domestic students were more likely to experience racialization (73.5 percent) compared to international Black students (57.1 per cent). This trend – where domestic students report higher rates of racialization than international students – was consistent across all ethno-racial identities except for White students and those who used the write in option. Among students who wrote in their ethno-racial identity, 33.7 percent of domestic students and 36.1 percent of international students reported experiencing racialization. In contrast, among White students, 4.2 percent of domestic students and 10.1 percent of international students reported experiencing racialization. The grand total row in Figure 23 counts each student once, but students who selected multiple ethno-racial identities appear in multiple rows.

Experiences of Racialization	Domestic Students	International Students
Grand Total	18.0%	26.5%
Black	73.5%	57.1%
South Asian	56.3%	38.6%
Oceanic/Pacific Islanders	50.0%	
Multiracial/ethnic	47.7%	
South East Asian	48.8%	33.3%
Middle Eastern/North African	47.4%	29.4%
Unlisted	33.7%	36.1%
West Asian		
East Asian	45.7%	22.8%
Central/South/Latin American	37.1%	34.4%
Central Asian	50.0%	
I choose not to disclose		
White	4.2%	10.1%
No Response		

Figure 23. Experiences of racialization for domestic and international UBCO respondents by ethno-racial identities

At UBCV, 46.1 percent of students who identified exclusively as BPOC and 34.4 percent of those who identified as both BPOC and White reported experiencing racialization. Racialization was most prevalent among students who selected Black as one of their ethno-racial identities, with 74 percent reporting such experiences.

Grand Total	30.0%
Black	74.0%
South Asian	56.3%
Oceanic/Pacific Islanders	53.1%
Multiracial/ethnic	47.7%
South East Asian	47.6%
Middle Eastern/North African	43.5%
Unlisted	44.9%
West Asian	44.4%
East Asian	40.6%
Central/South/Latin American	37.7%
Central Asian	29.6%
I choose not to disclose	10.4%
White	8.6%
No Response	1.9%

Figure 24. Experiences of racialization for all UBCV respondents by ethno-racial identities

Among Black students, domestic students were more likely to experience racialization (80.8 percent) compared to international Black students (63.8 percent). Similar to UBCO, this trend – where domestic students are more likely to experience racialization than international students – was again consistent across all ethno-racial identities, except for students that utilized the write-in option and those who

identified as multiracial/ethnic. However, in both cases, the difference was small, with international students being less than one percentage point more likely to report racialization than their domestic counterparts.

	Domestic Students	International Students
Grand Total	31.4%	26.6%
Black	80.8%	63.8%
South Asian	61.5%	46.4%
Oceanic/Pacific Islanders	53.1%	
Multiracial/ethnic	47.5%	48.7%
South East Asian	52.5%	39.2%
Middle Eastern/North African	48.7%	32.6%
Unlisted	44.6%	45.5%
West Asian	53.0%	27.4%
East Asian	49.1%	25.4%
Central/South/Latin American	40.3%	34.8%
Central Asian	40.0%	18.2%
I choose not to disclose	12.3%	6.7%
White	8.6%	8.5%
No Response		

Figure 25. Experiences of racialization for domestic and international UBCV respondents by ethno-racial identities

2.2.7 Birth in Canada

At UBCO, 58.8 percent of all students were born in Canada, while 43.1 percent reported that their parents, guardians or caregivers were born in Canada. Among domestic students, 76.9 percent were born in Canada, and 53.8 percent had parents or guardians who were born in Canada. As expected, the vast majority (94.1 percent) of international students were born outside Canada. However, 11.7 percent of international students reported that all their parents, guardians or caregivers were born in Canada.

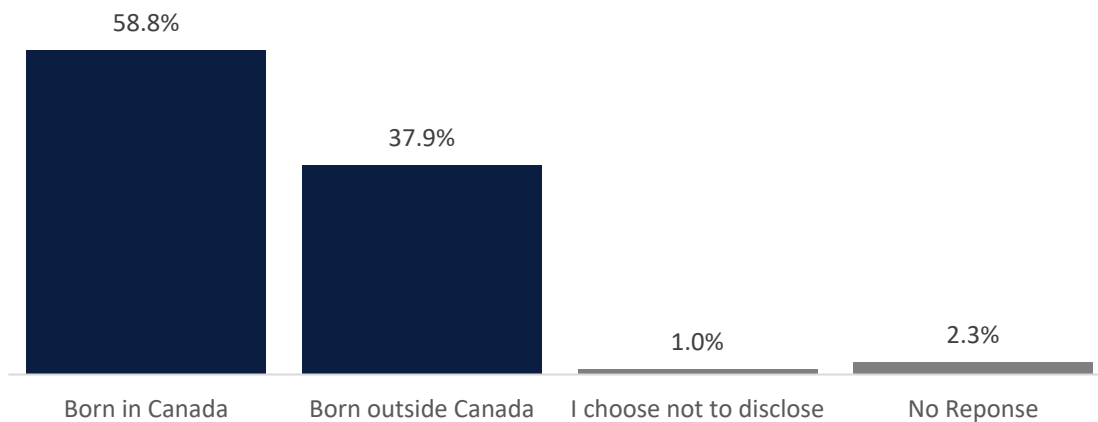


Figure 26. Percentage of students at UBCO who were born in Canada.

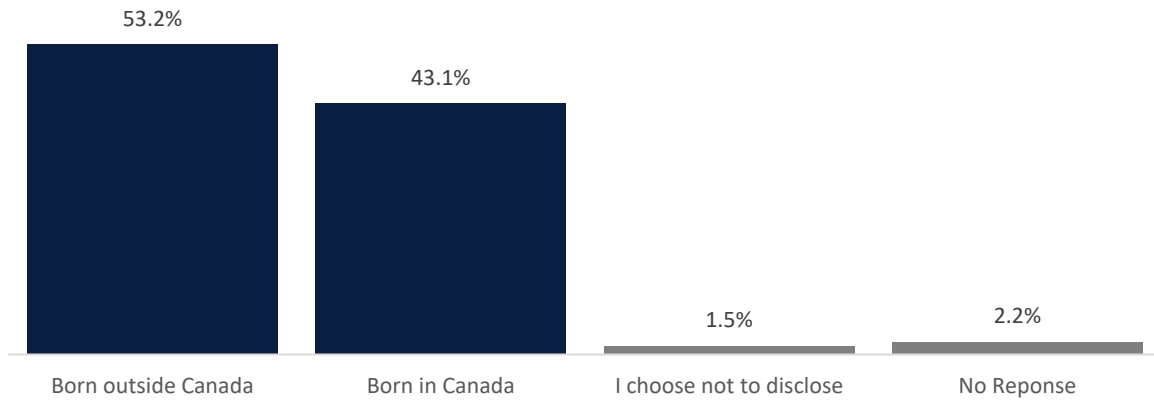


Figure 27. Percentage of students at UBCO who have at least one parent, guardian or caregiver who was born outside Canada.

At UBCV, 45 percent of all students and 65.2 percent of domestic students were born in Canada. Overall, 23.1 percent of students reported that at least one parent, guardian or caregiver was born in Canada, increasing to 28.9 percent when considering only domestic students. Among international students, 93.8 percent were born outside Canada, while 8.6 percent indicated that all their parents, guardians or caregivers were born in Canada.

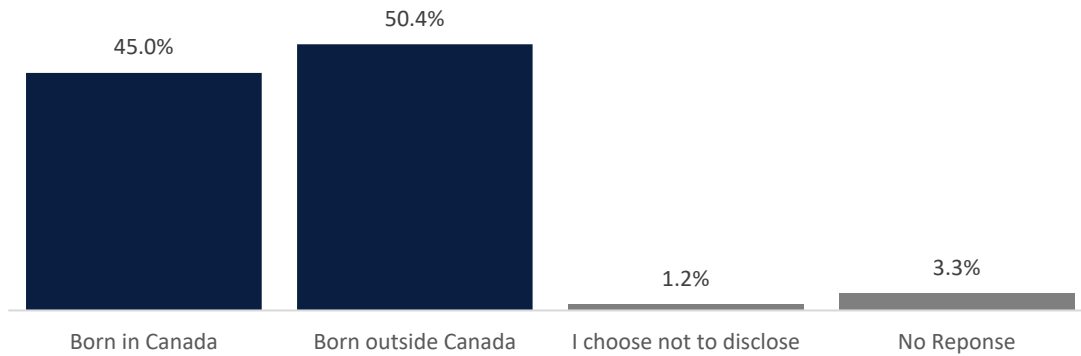


Figure 28. Percentage of students at UBCV that were born in Canada.

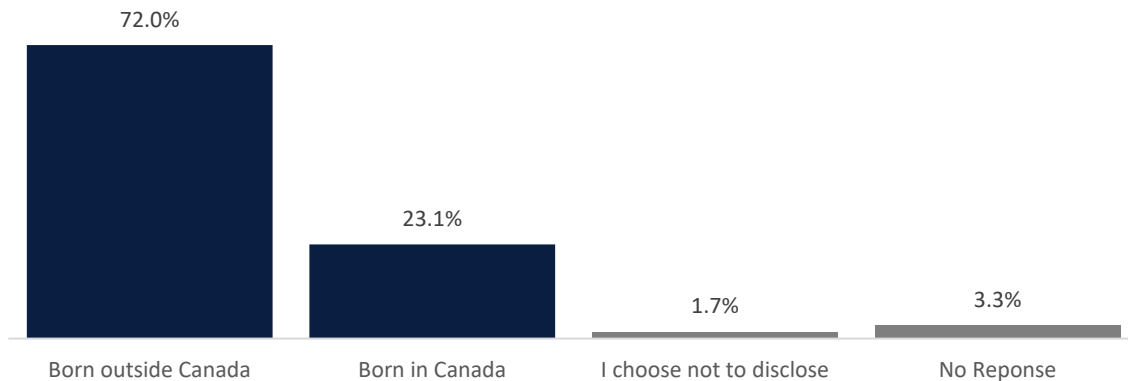


Figure 29. Percentage of students at UBCV who have at least one parent, guardian or caregiver who was born outside Canada.

2.2.8 Languages

Students were asked to select all of the languages they learned at home during childhood and still understand, as well as the languages in which they can conduct an academic or technical conversation. If a student chose not to disclose or did not respond, their number of languages is recorded as 0.

At UBCO, English was the most common childhood language, selected by 74.9 percent of students, followed by French, spoken by 11.2 percent of the student population. The third most common response was “unlisted”, with the most frequent write in being Bengali, Tamil and Portuguese. Portuguese was added as a listed option in 2024.

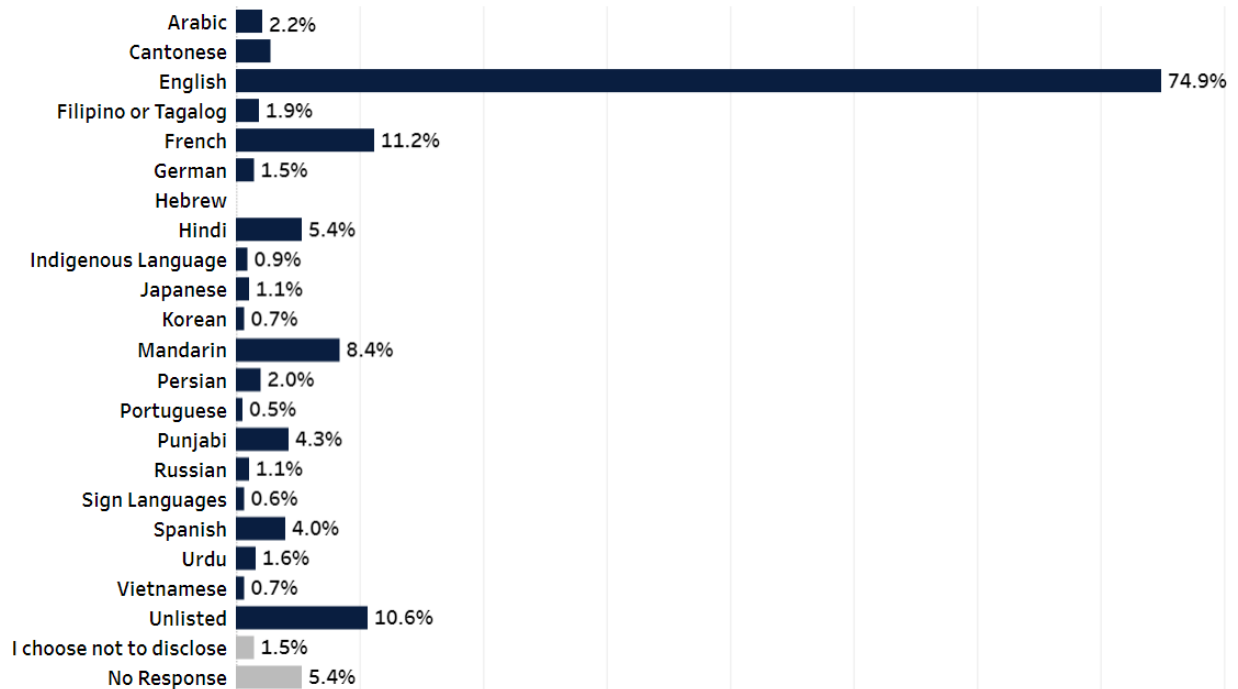


Figure 30. Childhood languages spoken by students at UBCO

The majority of student respondents from UBCO reported speaking only one language learned in childhood (60.7 percent), while 28.6 percent indicated they spoke two or more.

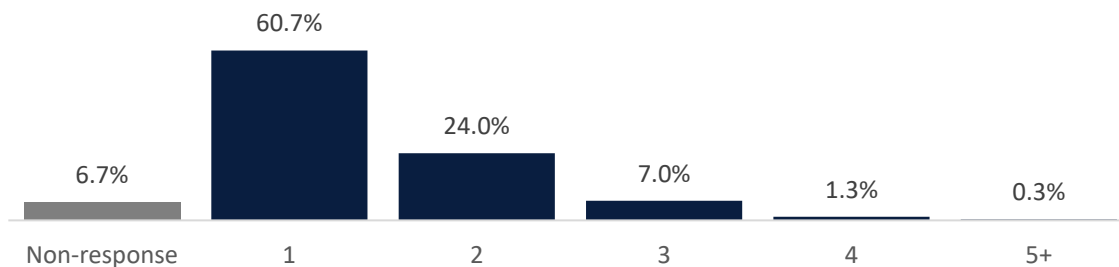


Figure 31. Number of childhood languages spoken by students at UBCO

Students were also asked which languages they could use to conduct an academic or technical conversation. English was the most common academic language, selected by 66.3 percent of UBCO students, followed by French, spoken by 13.4 percent of the student population. The non-response rate for this question was relatively high (25.5 percent), possibly because students using mobile devices may not have not seen it. Additional testing on mobile devices will help prevent this issue in the future.

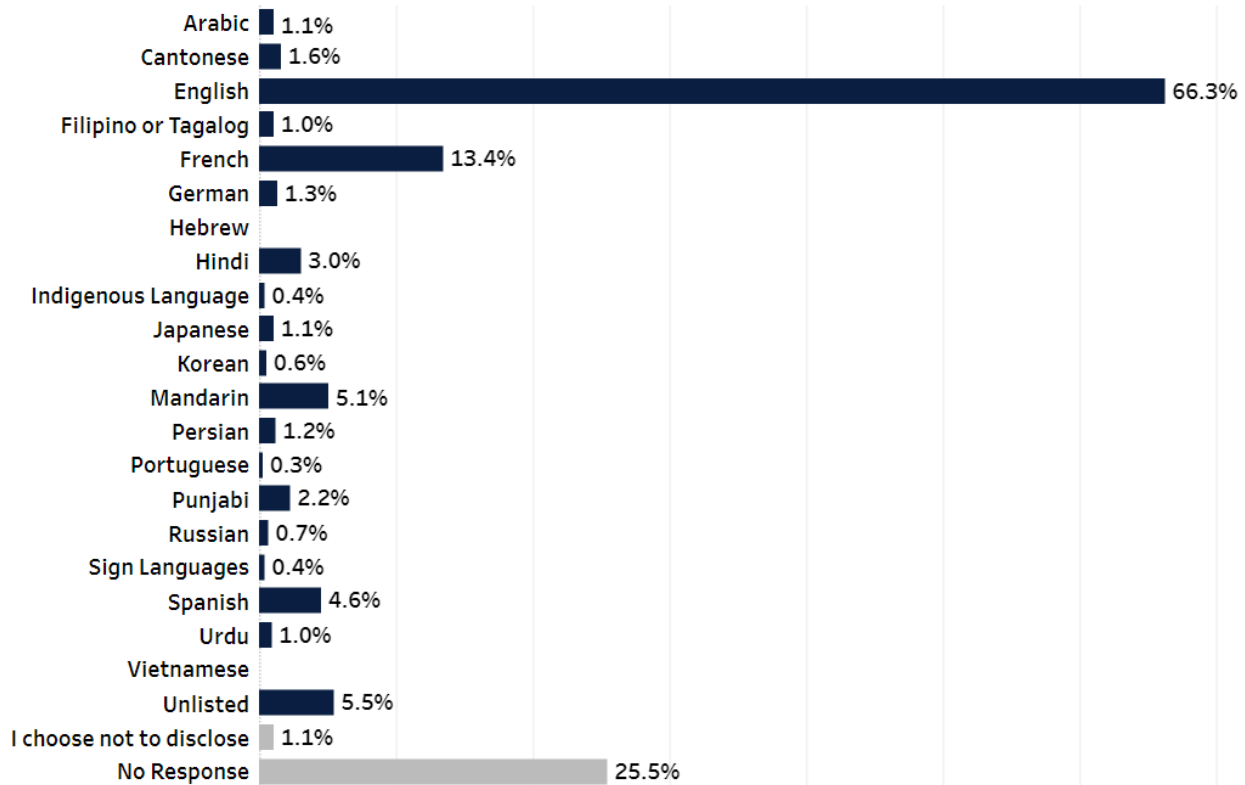


Figure 32. Languages spoken by students at UBCO at an academic or technical level

The majority of student respondents from UBCO reported speaking only one language in which they can conduct an academic or technical conversation (43.5 percent), while 29.8 percent indicated they spoke two or more. Again, the choose not to disclose or non-response rate was relatively high for this question (26.5 percent), likely due to the technical mobile issue.

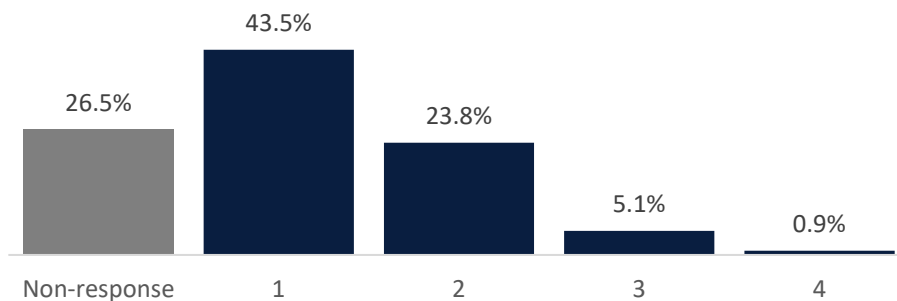


Figure 33. Number of languages spoken by UBCO students at an academic or technical level

English was the most common childhood language at UBCV, selected by 64.5 percent of students, followed by Mandarin, spoken by 20.5 percent of the student respondents. The third most common response was “unlisted”, with the most common write in being Portuguese (added as a listed option in 2024), Indonesian and Bengali.

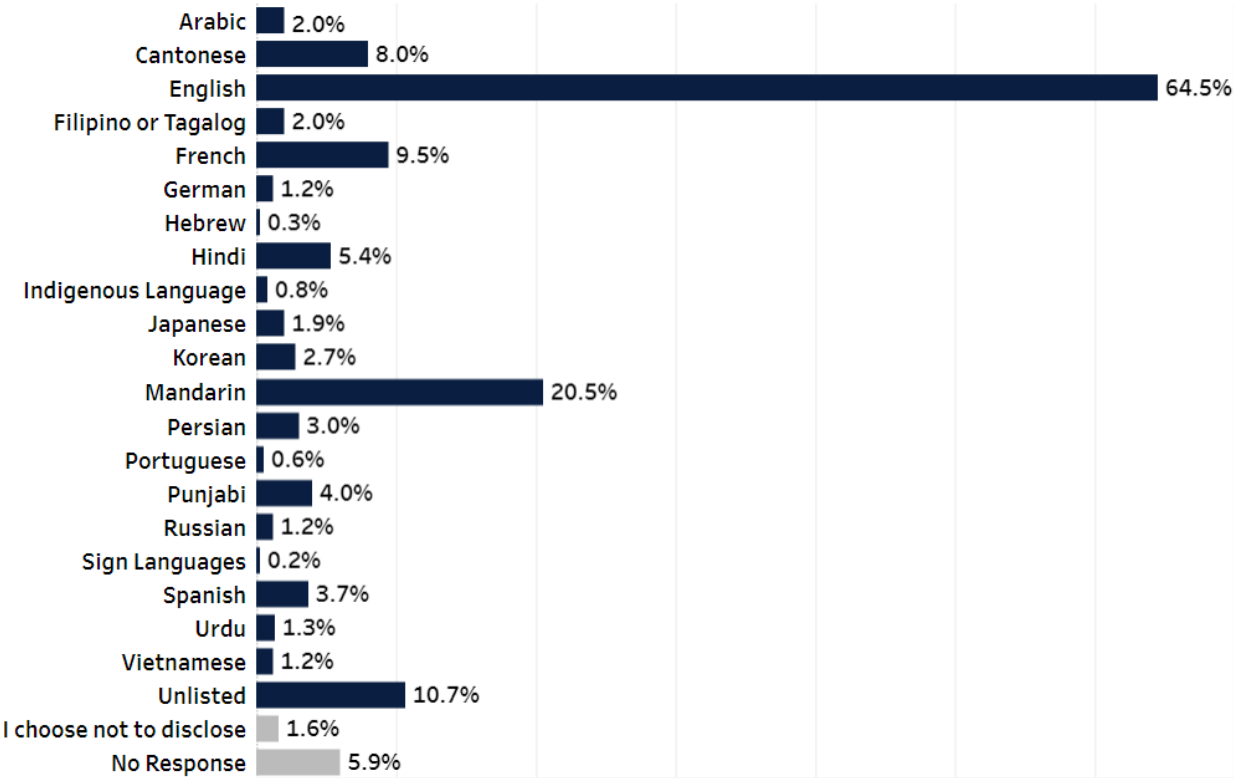


Figure 34. Childhood languages spoken by students at UBCV

The majority of student respondents from UBCV reported speaking only one language learned in childhood (53.0 percent), while 39.4 percent indicated they spoke two or more.

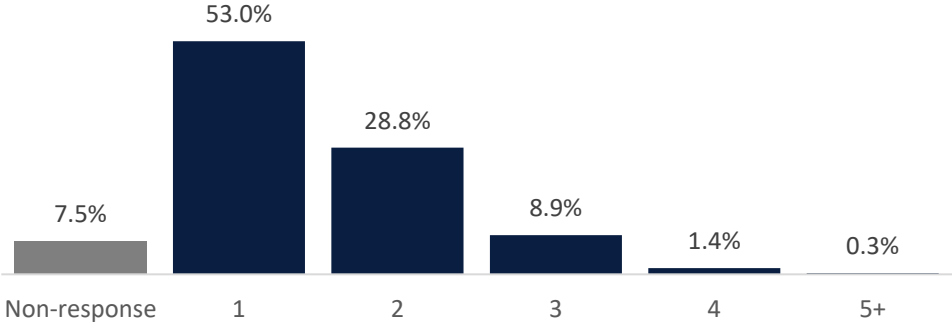


Figure 35. Number of childhood languages spoken by students at UBCV

English was the most common academic language, selected by 70.4 percent of UBCV students, followed by French, spoken by 13.2 percent of the student respondents. The non-response rate for this question was relatively high (21.1 percent) due to the technical mobile issue.

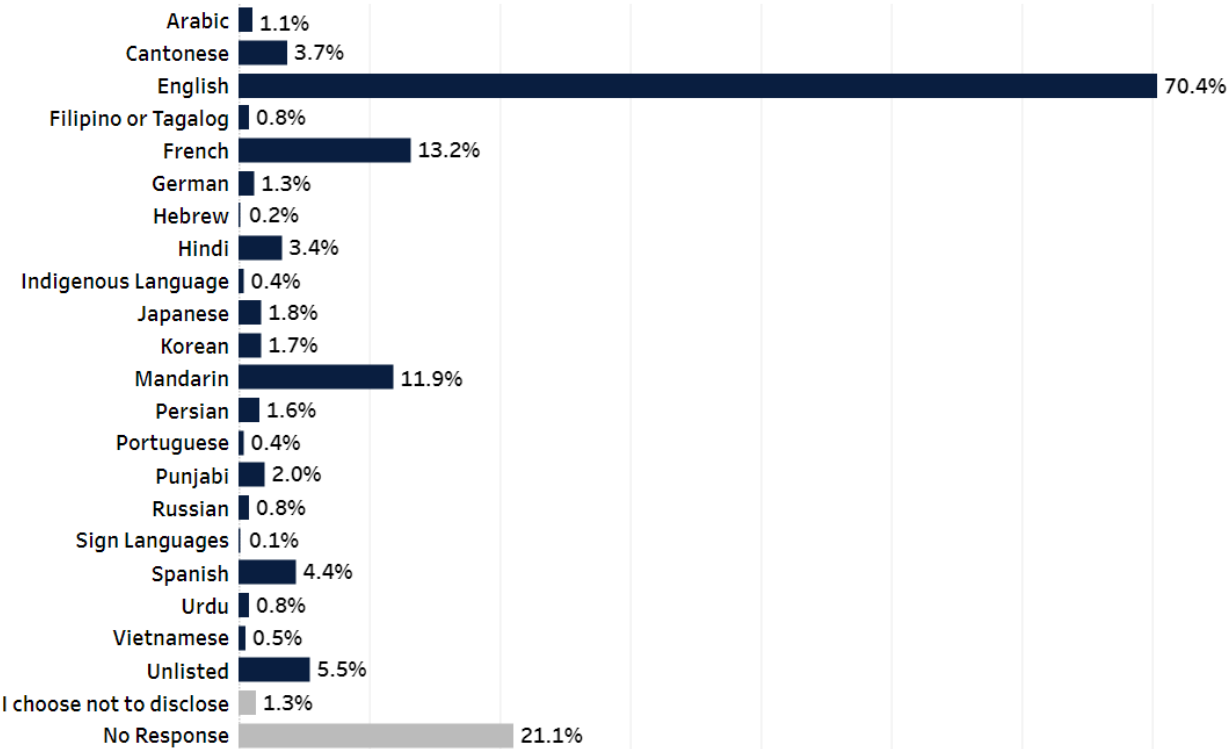


Figure 36. Languages spoken by students at UBCV at an academic or technical level

The majority of student respondents from UBCV reported speaking only one language in which they can conduct an academic or technical conversation (40.2 percent), while 37.6 percent indicated they spoke two or more.

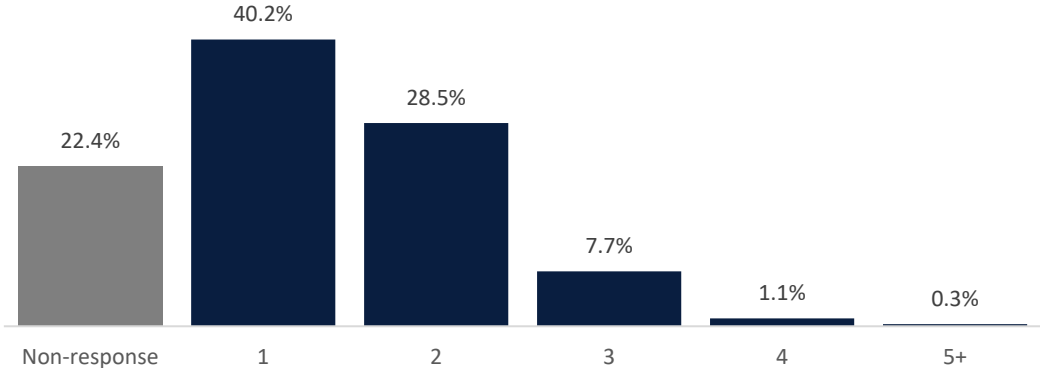


Figure 37. Number of languages spoken by UBCV students at an academic or technical level

In the 2023 SDC, students who selected English as a language in which they could conduct an academic or technical conversation were asked to rate their proficiency in reading, writing, and listening/speaking as basic, intermediate, or advanced. In 2024, this question was expanded to all SDC respondents.

Despite this change, results remained consistent across years and campuses for all students that answered the question.

Overall, 77.7 percent of students rated their English proficiency as advanced in all three categories, while an additional 4.8 percent selected advanced in all categories except for writing, where they chose intermediate. In total, 95.4 percent of students reported intermediate or advanced proficiency in all areas. Only 2.4 percent selected basic in any category, and just 0.7 percent rated their skills as basic across all three.

2.2.9 Religion and Spirituality

Students were asked about the relationship with religious and/or spiritual beliefs and the belief system, if any, that they follow. The list of belief systems included both official terminology and endonym where appropriate: Buddhism (Buddha Dharma), Christianity, Hinduism (Vaidika/Sanātana Dharma), Indigenous Spiritual Tradition or Practice, Islam, Judaism, and Sikhism (Sikhi).

In the 2024 SDC, the approach to measuring belief relationships was adjusted to include “I am religious” alongside existing options: “I am spiritual but do not belong to any specific religious affiliation”, “I am not religious or spiritual”, and “I am not sure.” Additionally, “I am not religious or spiritual” was clarified to “I am not religious and not spiritual”. In both years, students could write in their belief system and describe their relationship to it.

Among those reporting having religious and/or spiritual beliefs, the largest proportion of student respondents at UBCO identified as Christian (22.0 percent), followed by 5.1 percent who identified as Muslim. Additionally, 33.4 percent of students reported being neither religious nor spiritual, while 19.0 percent identified as religious and 13.6 percent as spiritual.

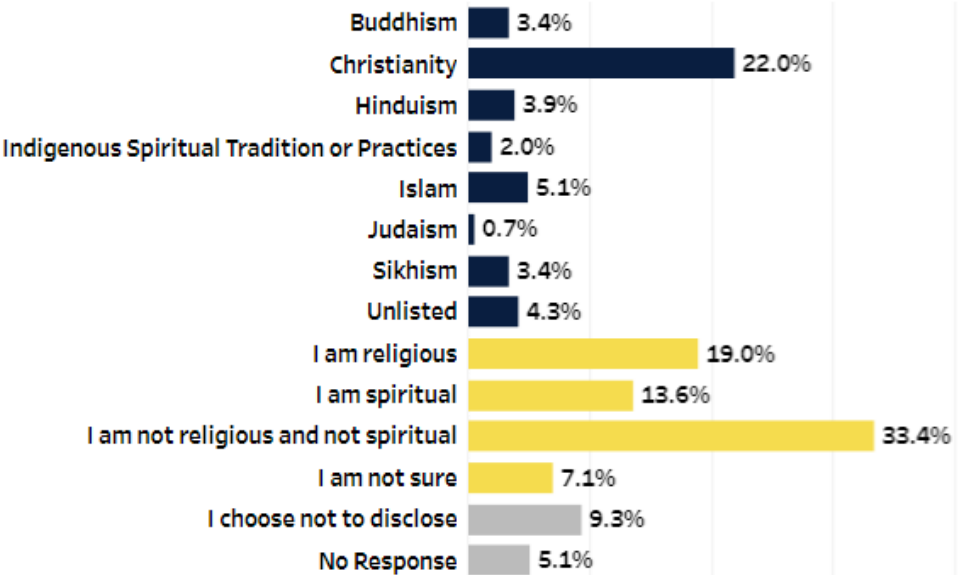


Figure 38. Religion/Spirituality and relationships to beliefs selected by students at UBCO

Figure 39 illustrates the relationship between religious and/or spiritual beliefs and their belief system, with darker colours representing largest percentages. Among students who identified as Buddhist, 23.1 percent also considered themselves religious, 36.1 percent identified as spiritual, and 8.8 percent described themselves as neither religious nor spiritual. This highlights the relationship between being connected to a religion and not necessarily identifying as religious. This question had a relatively large non-response rate. Providing additional clarity on the purpose of asking this question could encourage more students to respond.

	I am religious	I am spiritual	I am not religious and n..	I am not sure	No Response
Buddhism	23.1%	36.1%	8.8%	10.2%	21.8%
Christianity	51.7%	8.8%	2.0%	7.0%	30.5%
Hinduism	43.7%	13.8%			34.1%
Indigenous Spiritual Tradition or Practices		56.3%			24.1%
Islam	45.8%	5.1%			43.5%
Judaism					
Sikhism	51.0%	8.8%			32.7%
Unlisted	22.3%	30.4%	14.1%	6.0%	27.7%

Figure 39. The intersection of belief and relationship for the students at UBCO

Similar to UBCO, the largest proportion of student respondents at UBCV also identified as Christian (19.7 percent), followed by 4.8 percent who identified as Buddhist and 4.8 as Muslim. Additionally, 35.7 percent of students reported being neither religious nor spiritual, while 16.8 percent identified as religious and 11.9 percent as spiritual.

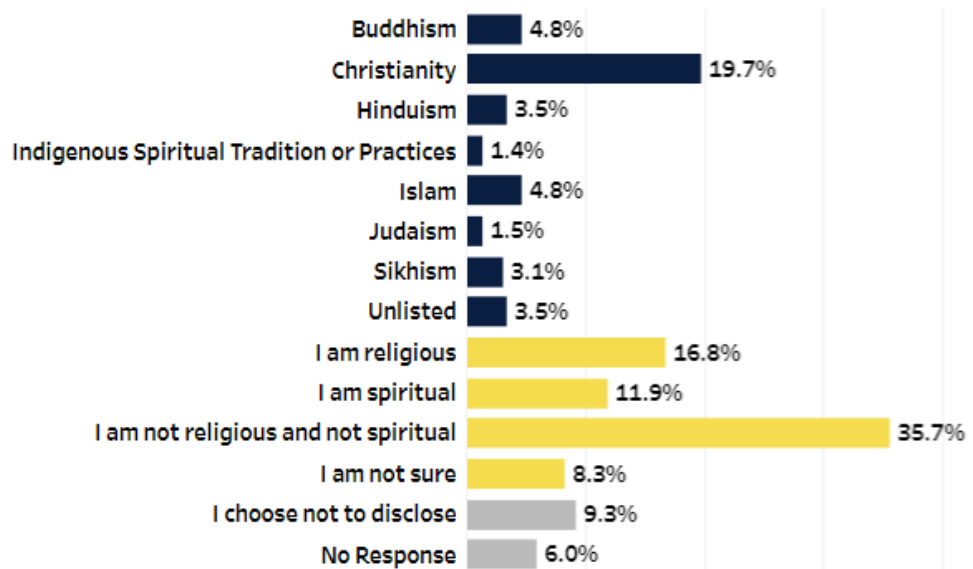


Figure 40. Religion/Spirituality and relationships to beliefs selected by students at UBCV

	I am religious	I am spiritual	I am not religious and n..	I am not sure	No Response
Buddhism	22.8%	31.0%	7.7%	11.7%	27.0%
Christianity	48.2%	9.5%	2.9%	7.1%	32.3%
Hinduism	42.5%	11.1%	4.9%	7.2%	34.5%
Indigenous Spiritual Tradition or Practices	8.6%	51.5%	4.5%	7.1%	29.5%
Islam	49.2%	6.5%	2.4%	7.5%	34.5%
Judaism	28.9%	9.4%	17.0%	13.0%	31.8%
Sikhism	47.4%	8.7%	3.6%	7.4%	33.2%
Unlisted	21.0%	26.5%	14.7%	10.8%	27.5%

Figure 41. The intersection of belief and relationship for the students at UBCV

2.2.10 Disabled Students and Students Living with a Disability

The framing of questions about identifying as a Disabled Person or a person living with a disability(ies) was developed with input from the SDDP Advisory Committee, the Disability Affinity Group (DAG), Office of Legal Council, and student focus groups. Based on their feedback, students were introduced to both the social and legal models of disability, allowing them to identify with one or both.

The social model of disability shifts the focus from individual deficits to removing and preventing barriers that restrict participation in society.¹³ At UBC, this model understands that individuals who identify as Disabled Persons, or persons living with a disability, face barriers that are attitudinal, systemic, and/or environmental. These barriers result from long-term, persistent (lasting six months or more), or recurring conditions, which could relate to mobility, sensory perception, learning, physical or mental health, neurodiversity, or chronic health conditions. After describing this model to students, the SDC asked students if they identified as a Disabled Person, person with a disability or disabilities, a neurodivergent person, a person with a chronic physical health condition(s), or a person with a mental health condition(s).

The legal model is based on UBC's Disability Accommodation Policy (LR7).¹⁴ When asked about identification under the legal model, students were provided with the definition of person(s) with a "Disability," or "Disabilities" found in section 2.4 of the Disability Accommodation Policy.¹⁵

At UBCO, 25.1 percent of students identified as Disabled Persons or persons living with disabilities under at least one of the models. Of these, 13.9 percent identified under both models, while 10.2 percent identified exclusively under the social model, and 1 percent identified solely under the legal model.

¹³ [Understanding Disabilities](#)

¹⁴ [Disability Accommodation Policy \(LR7\) | Office of the University Counsel](#)

¹⁵ [Disability Accommodation Policy \(ubc.ca\)](#)

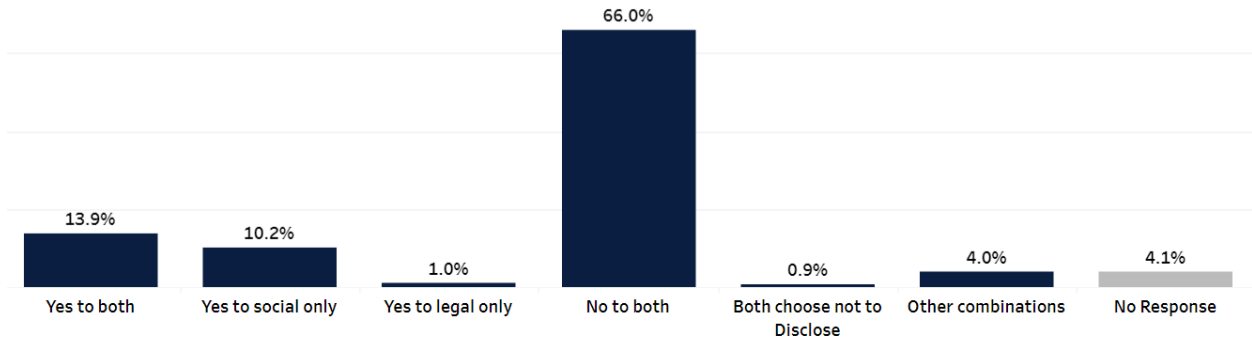


Figure 42. Percentage of UBCO students identifying as Disabled People/people living with disabilities under social and legal models

At UBCV, 19.8 percent of students identified as Disabled People or people living with disabilities under at least one of the models. Of these, 10 percent identified under both models. When students identified with only one model, 9.1 percent identified under the social model, while 0.7 percent identified exclusively under the legal model.

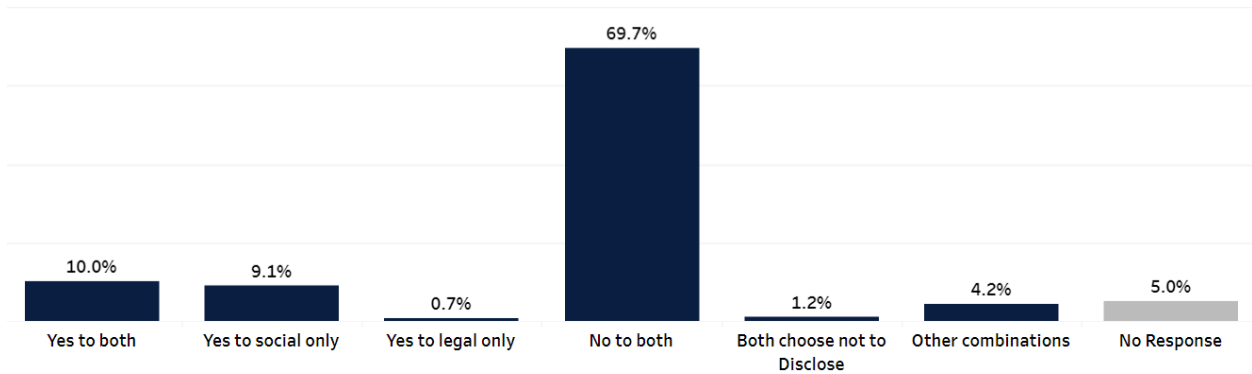


Figure 43. Percentage of UBCV students identifying as Disabled People/people living with disabilities under social and legal models

Students who identified as Disabled People or people living with disabilities under either model were asked to indicate the diagnosis status of their condition. They had the option to select multiple answers to capture any conditions that may be at different stages of diagnosis. The term “underdiagnosed” is used here to refer to students that indicated that none or only some of their conditions have received a formal diagnosis. Among the UBC students who identified as Disabled People or people living with disabilities, 52.9 percent reported having a formal diagnosis for all of their conditions. This implies that 47.9 percent of students are underdiagnosed, meaning that they do not have a formal diagnosis for at least some of their conditions.

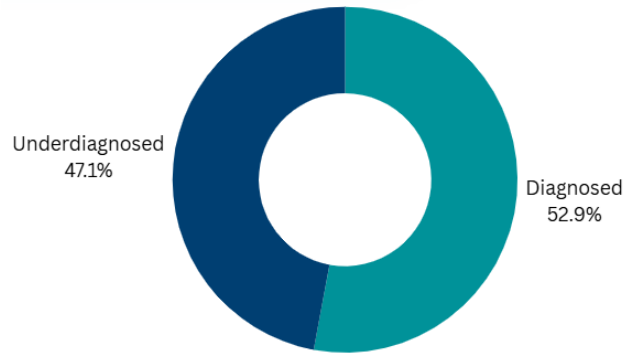


Figure 44. Percentage of undiagnosed and underdiagnosed students at UBC

Among underdiagnosed students, 52.1 percent have formal diagnoses for some of their conditions, and 6.1 percent indicated that they previously had a diagnosis, but it is no longer recognized. A formal diagnosis is currently being sought by 31.1 percent of students, while 24.6 percent are facing barriers to obtaining a formal diagnosis. Additionally, 15.8 percent of underdiagnosed students reported that they do not have a formal diagnosis and did not indicate that they are seeking a diagnosis, experiencing barriers in seeking a diagnosis, or have previously been diagnosed.

Students who identified as Disabled People or people living with disabilities were also asked about the extent to which they had encountered attitudinal and/or environmental barriers to their full and self-determined participation over the past six months or more. This question was not limited to experiences at UBC, as students may have interacted with the university for different amounts of time at the time of their response. Students ranked nine listed barriers and an optional tenth write in barrier on a 5-point Likert scale that ranged from “all of the time” to “never”. A “Top 3” score was created by aggregating the responses for “all of the time”, “most of the time”, and “some of the time”.

Energy-related barriers were the most prevalent across all measures. When considering the top 3 score, 71 percent of Disabled Students and students with disabilities reported frequent occurrences of energy-related barriers, compared to 52.7 percent for the next most common category, cognitive processing barriers. The top 3 score for energy barriers was driven by strong experiences, with 14.6 percent of student respondents selecting “all of the time” for energy barriers, more than for any other category. The next most frequent was financial barriers, with 8.5 percent of students selecting “all of the time”.

Energy barriers were also most frequently experienced “most of the time”, with 24.7 percent of students selecting this option, compared to 14.2 percent for cognitive processing barriers.

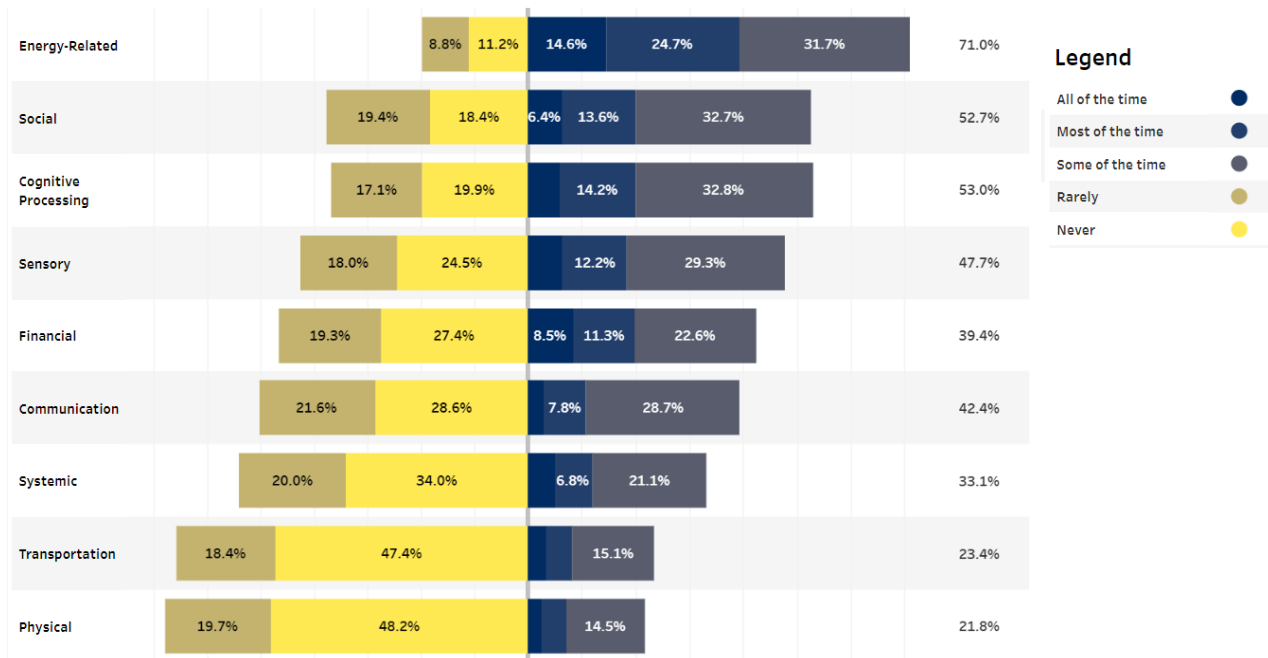


Figure 45. Frequency at which SDC respondents experience barriers

Only 7.7 percent of students reported experiencing one barrier, while 64.9 percent indicated they experienced two or more barriers. Of those students, 33.1 percent specified five or more barriers.

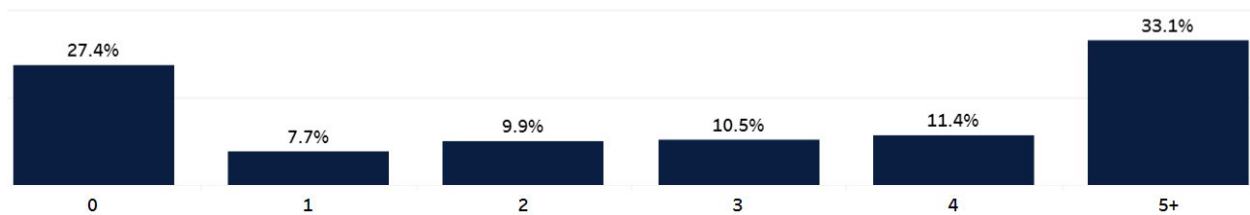


Figure 46. Number of barriers SDC respondents experience

Taking a more holistic approach and considering the combinations of barriers faced by individuals, the most common “combination” of barriers was energy-related barriers alone. In all, 171 students had a top three score for only energy related barriers. Furthermore, the 17 most common combinations of two or more barriers all included energy-related barriers.

Figure 47 shows a pairwise display of the many combinations of barriers facing students and the number of times students selected those options on the SDC. These numbers only include respondents who selected more than one barrier and shows the combinations of selections not students. For example, a student who listed three barriers (A,B,C) would create three pairs in the figure below: A-B, A-C, B-C.

	Physical	Transportation	Systemic	Communication	Financial	Sensory	Social	Cognitive-processing
Energy-related	935	994	1,427	1,635	1,772	1,992	2,164	2,163
Cognitive-processing	684	745	1,169	1,431	1,342	1,621	1,652	
Social	728	808	1,243	1,523	1,372	1,704		
Sensory	705	722	1,107	1,326	1,227			
Financial	678	816	1,052	1,050				
Communication	594	623	950					
Systemic	573	677						
Transportation	515							

Figure 47. Number of barriers SDC respondents experience

These intersectional relationships among barriers experienced are shown in Figure 48 using an Upset plot. The bar chart below describes the number of times a barrier was disclosed while the dots describe the combination of barriers (or single barrier). The numbers to the left of the individual barriers indicate how many students had a top 3 score for at least that barrier. For example, of the 3,425 student respondents that reported experiencing energy-related barriers, 171 experienced no other barriers, while 155 experienced eight other barriers.

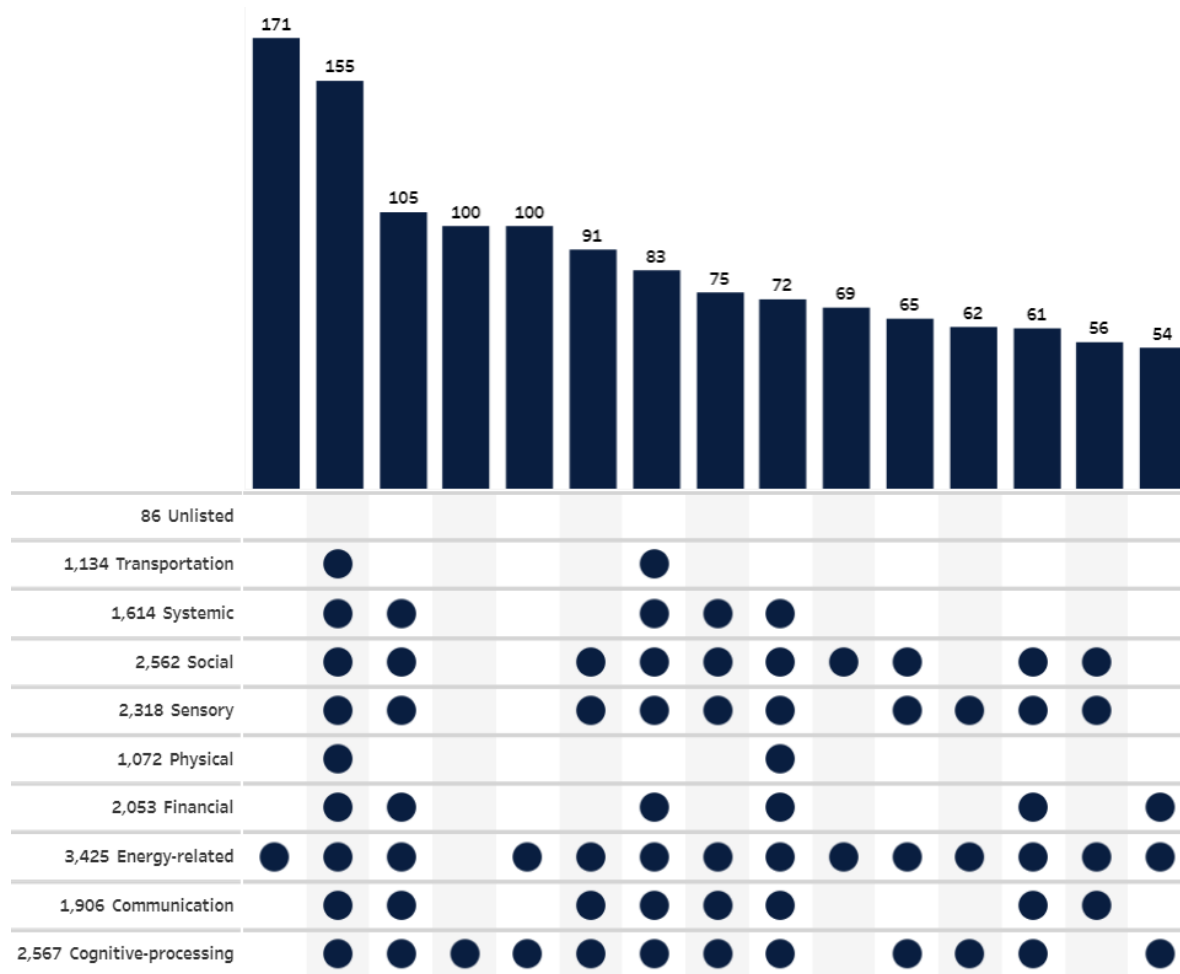


Figure 48. Top 15 combinations of barriers experienced by students who identified as Disabled People/people living with disabilities at UBC

While transportation and physical barriers have the lowest top 3 scores, and physical barriers are the least likely to be experienced all of the time, students that experience these barriers are more likely to experience multiple barriers.

At UBCO, 15.1 percent of students identifying as men disclosed that they also identify as Disabled People or people living with disabilities compared with 28.5 percent of students identifying as women, and 72.7 percent of students identifying as non-binary. The numbers to the left of the individual identities indicate how many students had at least that HPSM identity (e.g., of the 1,071 students that identified as Disabled People or people living with disabilities, 214 also identified as women and no other HPSM identity).

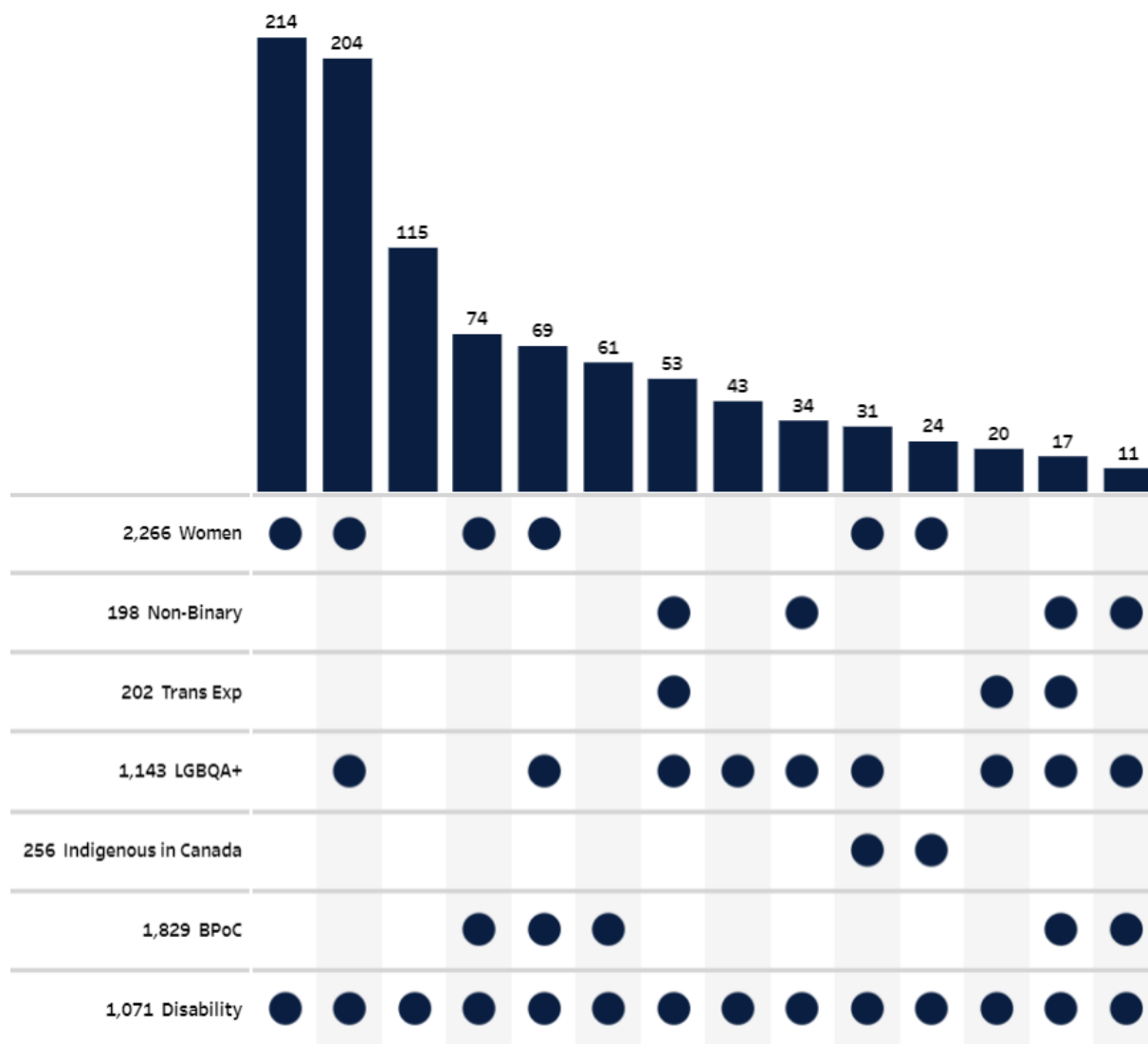


Figure 49. Top 15 combinations of HPSM identities for Disabled Students or students living with a disability at UBCO

At UBCV, 11.8 percent of students identifying as men disclosed that they also identified as Disabled People or people living with disabilities compared with 21.7 percent of students who identified as women, and 61.5 percent of students who identified as non-binary.

In Figure 50, the bar chart describes the number of times an identity was disclosed while the dots describe the combination of identities (or single identity). The numbers to the left of the individual identities indicate how many students had at least that HPSM identity (e.g., of the 3,734 students that identified as Disabled People or people living with disabilities, 576 also identified as women and LGBQA+ and no other HPSM identity).

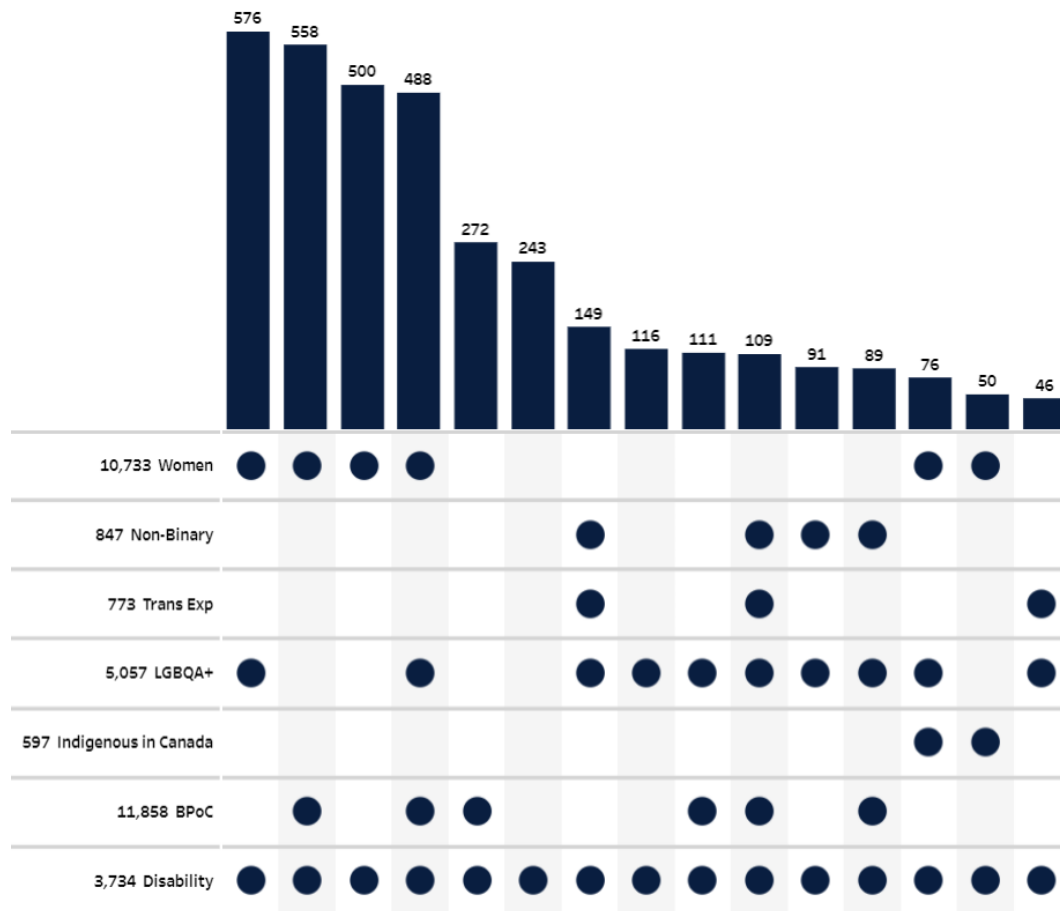


Figure 50. Top 15 combinations of HPSM identities for Disabled Students or students living with a disability at UBCV

2.2.11 Socioeconomic Status Proxies

Student socioeconomic status is a key aspect of the diversity the SDC aims to measure. It can be assessed using various proxies, such as household income, education level, and occupation type. Household income is not always a reliable measure for students, as they may not have accurate knowledge of their family’s income, and international students may struggle to translate their household income into Canadian dollars and context. To gather socioeconomic information, the SDC asked students about their parent(s), guardian(s) or caregiver(s) educational attainment levels, their employment status, and their types of occupation. Additionally, students were asked if they were a primary caregiver to dependent adult(s) or child(ren).

Education of Parent(s), Guardian(s), or Caregiver(s)

In the 2023 SDC, students were explicitly asked if they considered themselves to be a first-generation university student. They also provided information about the education levels of their parent(s), guardian(s) or caregiver(s) in a separate question. The SDC defined first-generation students as those

whose most highly educated parents had not earned a bachelor’s degree. Respondents could identify the education level for up to four parent(s), guardian(s), or caregiver(s). The results showed strong alignment between students’ self-reported first-generation status and their reported parental education levels. As a result, in 2024, the direct question about first-generation status was removed, and this status was determined solely based on parental education levels.

One in four UBCO students (25.3 percent) were classified as first-generation university students, meaning their most highly educated parent(s), guardian(s) or caregiver(s) had not earned a bachelor’s degree.

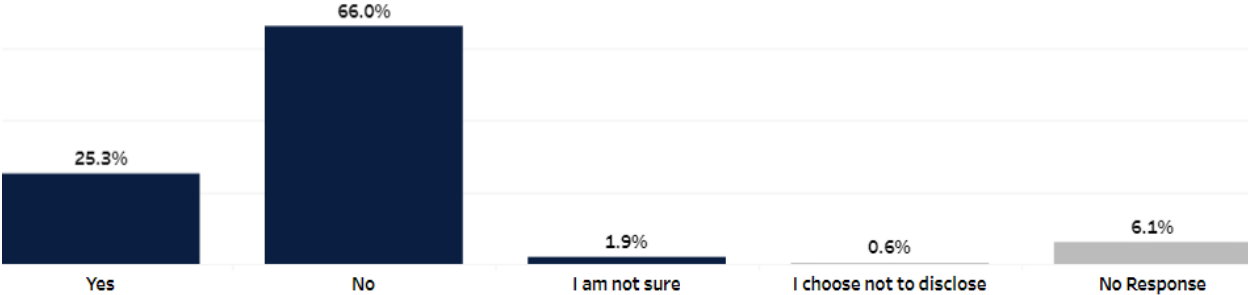


Figure 51. The percentage of students at UBCO whose most highly educated parent/guardian/caregiver had less than a bachelor’s degree

One in five UBCV students (19.8 percent) were classified as first-generation university students.

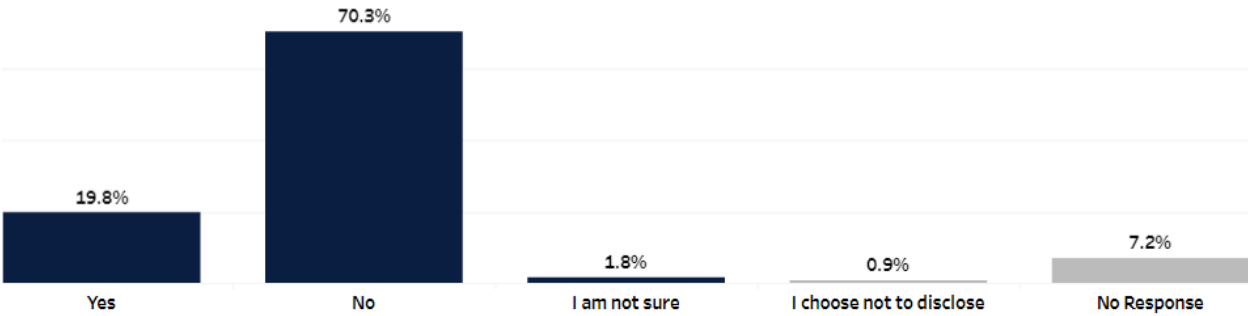


Figure 52. The percentage of students at UBCV whose most highly educated parent/guardian/caregiver had less than a bachelor’s degree

Employment of Parent(s), Guardian(s), or Caregiver(s)

The 2024 SDC asked students to report the employment status of up to four parent(s), guardian(s) or caregiver(s). The question format was also revised, from the 2023 version, to include a new field asking about the sector of employment in addition to employment status. Employment status was categorized into three broad labour force groups: Employed, unemployed, and not in the labour force. For

caregivers who were employed, respondents were asked to specify their employment sector based on Statistics Canada’s 2021 National Occupation Classification.¹⁶

The bar chart shown in Figure 53 illustrates the percentage distribution of respondents’ caregivers across various employment sectors. Although students were provided employment status options for up to four parent(s), guardian(s), or caregiver(s), most students provided information for two. These results are presented in Figure 53 and 54 below.

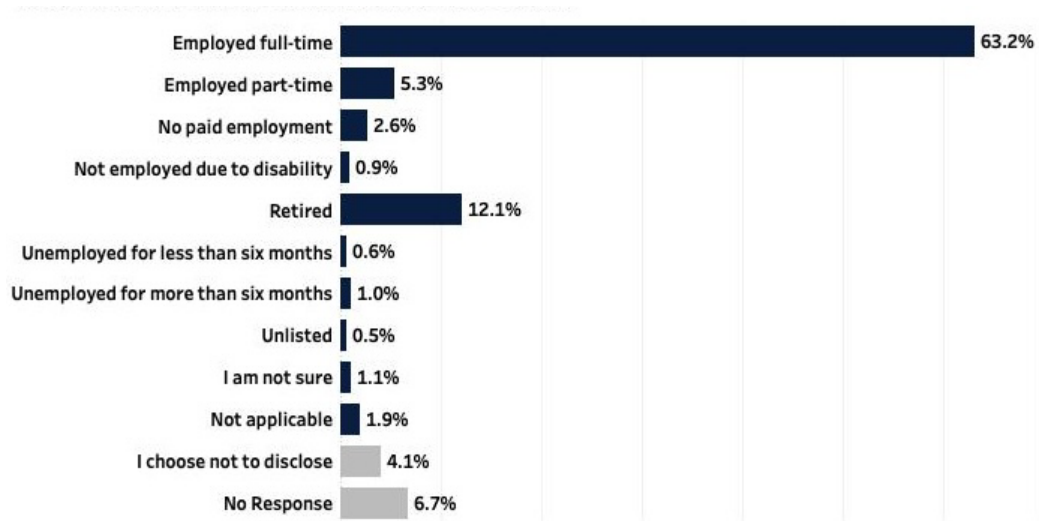


Figure 53. Distribution of employment status for the first listed parent, guardian, caretaker

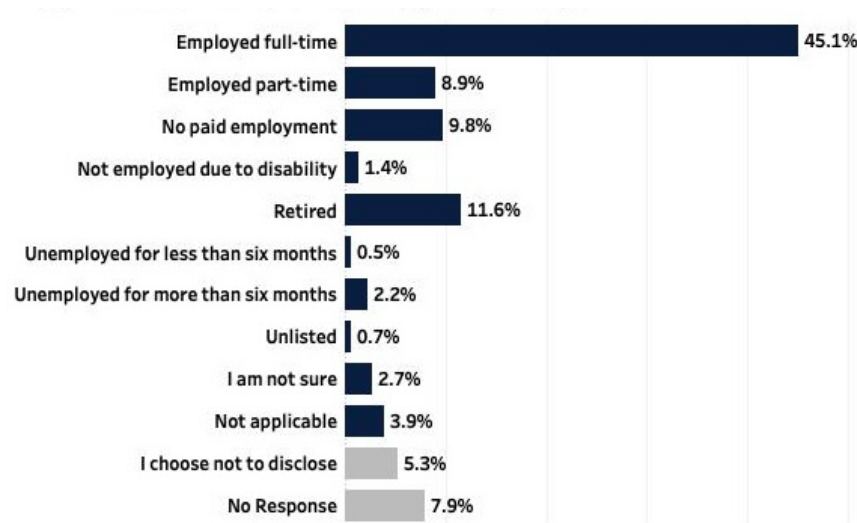


Figure 54. Distribution of employment status for the second listed parent, guardian, and caregiver

¹⁶ <https://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=1322554>

Figures 55 and 56 display bar charts with the distribution of occupation types of students' caregivers. Again, students were provided options to list up to four parent(s), guardian(s) and caregiver(s), but most provided only two. The first two listed caregiver occupations are shown in these charts.

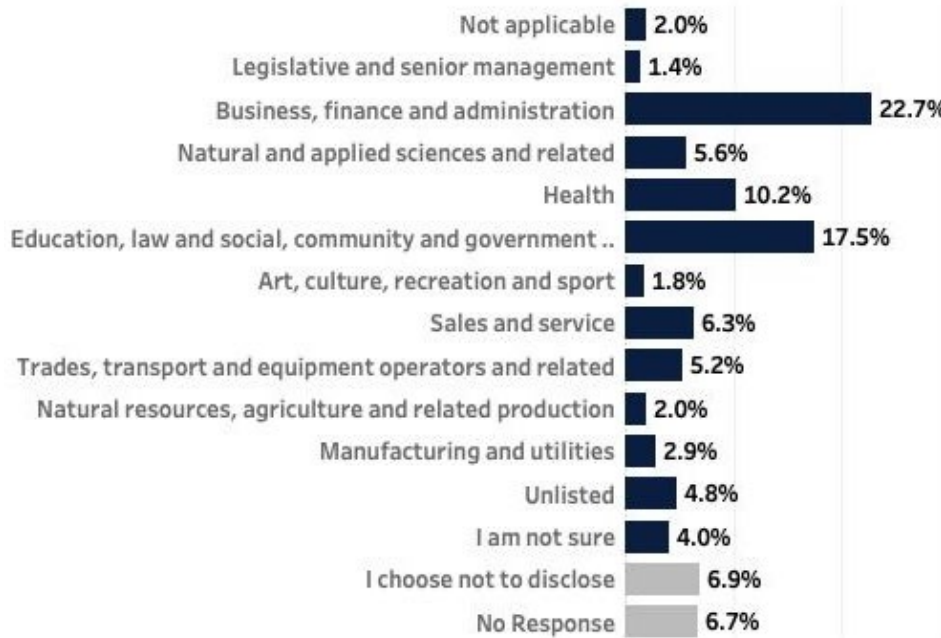


Figure 55. Distribution of occupation type for the first listed parent, guardian, and caregiver

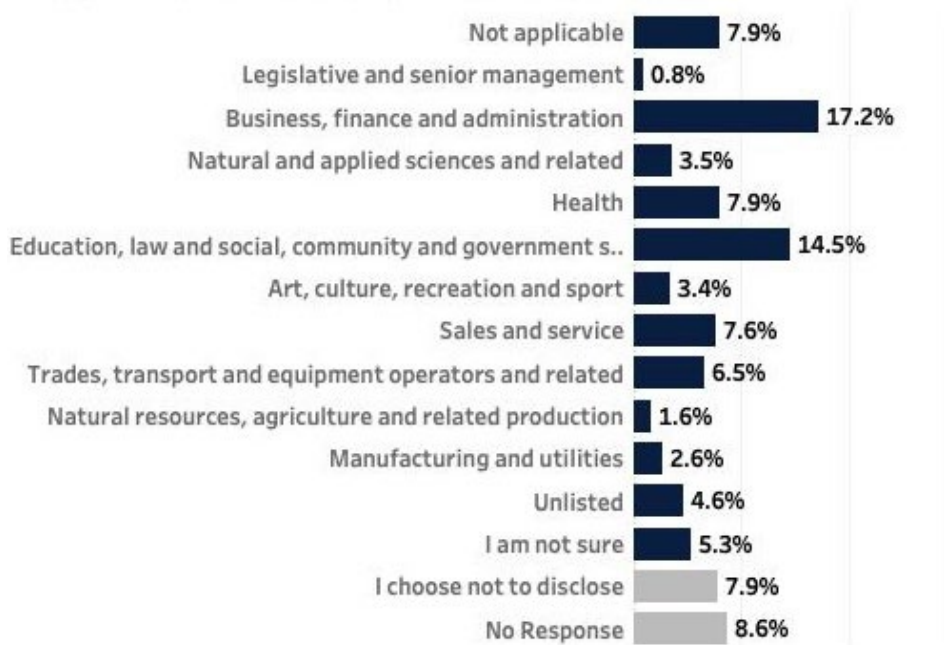


Figure 56. Distribution of occupation type for the second listed parent, guardian, and caregiver

Students as Primary Caregivers

At UBCO, overall 7.3 percent of students are primary caregivers for a dependent, with most caring for adults (44.2 percent), followed by 36.2 percent who care for children and 8.7 percent who care for both. Caregiver responsibilities vary by gender. Among students who identified as men, 7.9 percent are primary caregivers, compared to 7.1 percent of women and 5.6 percent of non-binary students. Men are the most likely to care for adults (51.4 percent), followed by 24.6 percent who care for children and 9.4 percent who care for both children and adults. In contrast, women are most likely to care for children (46.3 percent), while 38.8 percent care for adults, and 7.5 percent who care for children.¹⁷

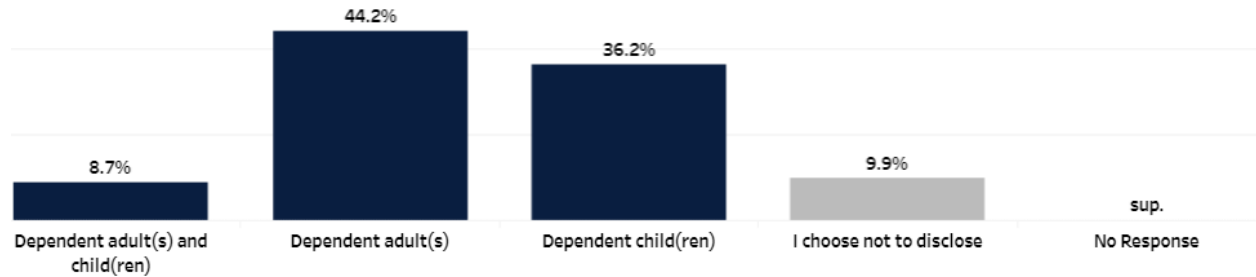


Figure 57. The type of dependents cared for by the 7.3 percent of students at UBCO who are primary caregivers.

At UBCV, 7.9% of students are primary caregivers. This includes 7.9 percent of men, 8.6 percent of women, and 3.2 percent of non-binary students. Among the caregivers who identified as men, 38.2 percent care for adults, 32.8 percent care for children, and 18.7 percent care for both. For non-binary caregivers, 55.6 percent care for children. Among caregivers who identified as women, 52.1 percent care for children, 31.8 percent care for adults, and 8.9 percent care for both.

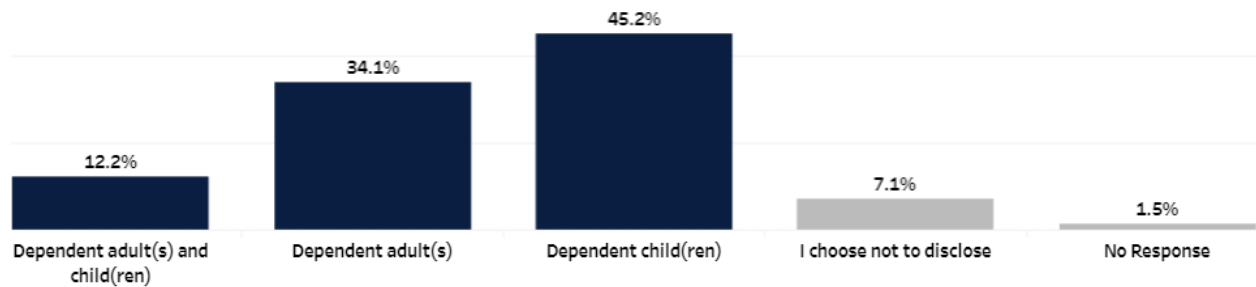


Figure 58. The type of dependents cared for by the 7.9 percent of students at UBCV who are primary caregivers

The next steps will focus on utilizing responses related to educational level, employment status, occupation, and caregiver status to develop a proxy measure for socioeconomic status (SES). By analyzing these factors in combination, we aim to identify patterns that reflect students' economic backgrounds and financial stability.

¹⁷ Non-binary students make up a small percentage of the population of UBCO and an even smaller percentage of caregivers, as a result we are unable to report details on the dependents in their care.

2.2.12 Experiences in Government Care

In British Columbia, youth who have been in government care often face significant barriers to accessing and completing postsecondary education. These barriers can include financial instability, lack of familial support, housing insecurity, and challenges related to mental health and well-being. Research shows that youth from care are less likely to enroll in postsecondary education compared to their peers, and those who do are at a higher risk of not completing their studies.

To address these challenges, several initiatives and supports exist to improve access to postsecondary education for former youth in care. The Provincial Tuition Waiver Program¹⁸ provides tuition-free education at public postsecondary institutions for eligible students who have been in care for at least two years. Additionally, programs such as the Youth Futures Education Fund¹⁹ offer financial support for living expenses, helping to reduce some of the economic burdens that may prevent students from focusing on their studies. Despite these supports, youth from care continue to experience lower postsecondary participation and completion rates, highlighting the need for ongoing improvements in wraparound services, mentorship programs, and targeted academic and social supports. Addressing these challenges is critical to ensuring equitable access to education and long-term success for former youth in care in British Columbia.

Overall, 1.7 percent of UBC students are current or former youth in the care of British Columbia’s Ministry of Children and Family Development. The rates are similar among men (1.6 percent) and women (1.8 percent), while non-binary students report a slightly higher rate at 2.3%.

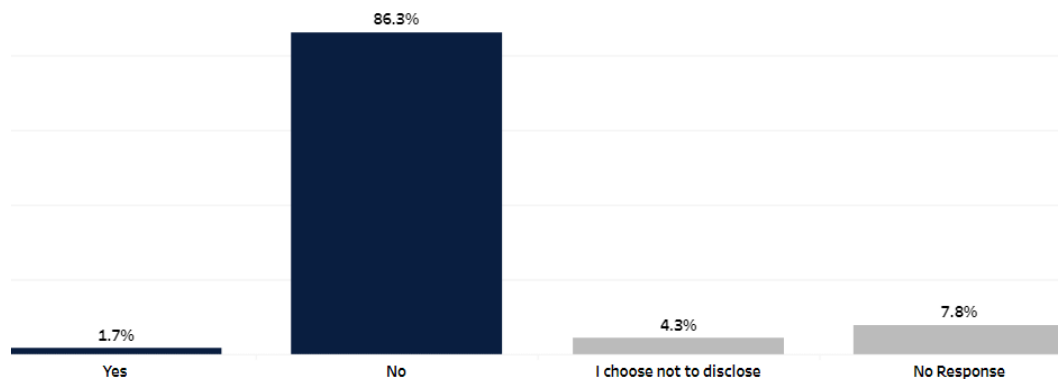


Figure 59. The percentage of students with experiences in government care overall at UBC

2.2.13 Military and Police Service

As a whole, 1.7 percent of UBC student respondents have served with a military or police force and 1 percent of students are the child or spouse of someone who has served. Of the students who have served, 56.2 percent have done so in another country or with a territorial military or armed force, and 24.7 percent have served with the Canadian Armed Forces (CAF). Most students who have served with

¹⁸ <https://studentaidbc.ca/explore/grants-scholarships/provincial-tuition-waiver-program>

¹⁹ <https://studentaidbc.ca/explore/grants-scholarships/youth-futures-education-fund>

the CAF have done so in the reserves (69.2 percent) and 44.8 percent of students who have served in the CAF remain active.

Collecting information on military or police service among postsecondary students can help our university provide better support tailored to their unique experiences. Students with military or law enforcement backgrounds may face challenges such as transitioning to civilian life, balancing service commitments with academics, or coping with trauma exposure. Ultimately, collecting these data allows UBC to build a more inclusive and supportive learning environment for students with military or police experience.

3 Ongoing Efforts and Next Steps

The findings from the 2024 Student Diversity Census provide a comprehensive view of UBC'S diverse and intersectional student identities, offering valuable insights into demographics as of November 1.

% Women	56.4%
% Non-Binary	4.5%
% LGBTQA+	26.9%
% Indigenous in Canada	3.7%
% BPOC	59.4%
% Racialized	28.1%
% Religious or spiritual	43.6%
% Disability	20.9%
% Primary caregivers	7.8%

Figure 60. High Level Diversity Profile at UBC

By collecting data across various demographic dimensions, the census enhances our understanding of how these identities intersect and shape students' experiences. This information is critical for shaping university policy, improving support services, and fostering a more inclusive and equitable campus environment. Through self-reported data on factors such as ethno-racial identity, gender identity, disability and/or barriers with accessibility, and socioeconomic background, UBC aims to identify and address systemic barriers to student success. The SDC findings will also inform broader institutional initiatives coordinated by the Strategic Equity and Anti-Racism Framework and Roadmap ([StEAR Framework](#)), supporting the university's commitment to creating an inclusive learning environment where all students have equitable access to opportunities and resources.

Efforts are underway to increase participation in the SDC by clearly communicating its purpose and impact, emphasizing how the data will help improve campus inclusivity and services. Transparency about how data will be used and protected is key to building trust with students. We are also working on ways to make the census more accessible and mobile-friendly to encourage greater participation. Engaging student leaders and ambassadors from diverse backgrounds to promote the census, as well as integrating it into existing processes like course registration or orientation, will help reach a broader audience. These strategies will increase student engagement and ensure more comprehensive, valuable data.

Discussions are also ongoing about incorporating SDC questions into the admissions process. To ensure accessibility with the admissions portal, technical requirements must be understood, and clear assurances about data privacy and how these data will be used must be communicated. Collecting demographic data during the admissions process would provide UBC with a comprehensive snapshot of the prospective student body, informing recruitment and retention strategies.

In addition to collecting demographic data from current students, it is important to consider how to maintain and update this information for alumni. Developing a system to periodically collect updated demographic data from alumni can help UBC continue to track the long-term impacts of its diversity and inclusion efforts.

Appendix A: Student Diversity Census Questions

Introduction

The UBC Student Diversity Census aims to enhance the collection of student demographic data and enable the University to better understand student experiences, support student inclusion and success, and assess progress of equity, diversity and inclusion priorities.

Why the Student Diversity Census is so important

The overall objective of this census is to have a better understanding of the diversity of UBC's student population. This census can provide UBC with a clearer picture of where to focus equity, diversity, and inclusion efforts for students and provide evidence and rationale needed to redress any disadvantages or discrimination faced by members of historically, persistently, or systemically marginalized (HPSM) groups.

The three main reasons for conducting this census are:

- Self-identification provides more fulsome and accurate information, which is essential to advancing UBC's EDI priorities.
- Disaggregated data will better inform UBC's planning, reporting, and policy making with considerations of the distinct contexts and lived experiences of all students.
- Census results will provide insights and enable the university to make informed decisions that will contribute to creating a more inclusive and robust campus experience for all members of the UBC community.

Students are strongly encouraged to complete the census. All questions have a "choose not to disclose" option, so you can complete the census even if you do not wish to provide answers to one or more of the questions. The Student Diversity Census is ongoing. Personal information/responses can be updated at any time by re-accessing the census.

More details

Purpose of Collection:

The Student Diversity Census results are needed to better understand the diversity of UBC's student population and to identify what proportion of UBC students are from [historically, persistently, or systemically marginalized \(HPSM\) groups](#), as well as the representation and experiences of these groups in specific programs and faculties. With this information, the University will explore ways to enhance access to programs and services for HPSM groups and improve opportunities for students to reach their potential at UBC. The census results are also needed to identify UBC students who are members of HPSM groups and who may wish to be provided access to programs or services targeting these groups.

Authority for Collection:

The information on the Census is collected by UBC under the authority of section 26(c) and (e) of the [Freedom of Information and Protection of Privacy Act \(FIPPA\)](#) in order to fulfill its mandate under the [University Act](#), [Accessible British Columbia Act](#), and other legislation. Questions about the collection of this information may be directed to student.demographic@ubc.ca.

Use and Disclosure of Information:

Your Student Diversity Census results will only be used and disclosed as follows:

They will be augmented with other information already on file at UBC, analyzed for statistical purposes by UBC, and the results of such analyses will be reported to the University community in **anonymized aggregate** form only, without identifying individual students.

They will be made available to researchers under strict conditions of confidentiality and security through [UBC's Data Governance Program](#); the results of this research may be published in **anonymized aggregate** form only, without identifying individual students.

They will be provided to UBC units through [UBC's Data Governance Program](#) to administer programs that are intended to advance equity and ameliorate adverse conditions of members of HPSM groups.

Security of Information:

Your Student Diversity Census results will be stored in a secure location and will be protected in accordance with [UBC's Information Security Standards](#).

By clicking the Next button you acknowledge that you have read and understand why UBC is collecting this self-identification information, how it will be protected and used, and who will have access to the information.

Gender, Sexual Orientation, and Trans Experience

Gender and sexual orientation are complex social concepts that are dynamic, overlapping, and evolving. Gender identity and sexual orientation are also connected to a variety of concepts or conceived of with different categorizations. The listed options below may not reflect or fully capture how you self-identity. However, using this terminology will help the University to understand our student population in relation to other Canadian populations. Please choose the option that most closely aligns with your identity.

1. What is the gender category that best represents you? *[Required, single select]*

Gender: A person's socially and culturally constructed role, behaviours, and expressions. A person's gender may or may not align with their sex assigned at birth.

- Man
- Non-binary (e.g., genderqueer, genderfluid, etc.)
- Woman
- I choose not to disclose

2. Are you someone with trans experience? *[Single select]*

Trans or transgender: Persons whose sex assigned at birth is different from their gender.

- Yes
- No
- I choose not to disclose

3. What is the sexual orientation category that best represents you? *[Single select]*

Sexual orientation has been described as a component of an individual's identity that reflects their sexual self-concept. Sexual orientation can change throughout an individual's life, and may or may not align with biological sex, or sexual behaviour.

- Asexual
A person who experiences little or no sexual attraction to people of any gender.
- Bisexual
A person who is attracted to people of more than one gender.
- Heterosexual (i.e. Straight)
A person who is attracted to people of the opposite gender.
- Lesbian
A woman who is attracted to women.
- Pansexual
A person who is attracted to other people regardless of gender.
- Queer
An umbrella term used for LGBTQ2S+; reclaimed by some whose sexual orientations and/or gender identities fall outside of cisgender/straight norms.
- Questioning/Unsure
When a person is exploring their sexual identity and/or orientation or is unsure with regards to their sexual identity and/or orientation.
- I choose not to disclose
A person who is attracted to people of the opposite gender.

Indigenous Identity

At UBC, we are transitioning to the internationally-preferred term “Indigenous” to refer inclusively to status and non-status First Nations, Métis and Inuit peoples of Canada, in accordance with the BC Declaration on the Rights of Indigenous Peoples Act (DRIPA), which defines “Indigenous peoples” as Aboriginal peoples under section 35(2) of the Constitution Act, 1982.

4. Do you identify yourself as an Indigenous person of Canada? [Required, single select]

UBC uses the internationally-preferred term “Indigenous” to refer inclusively to status and non-status First Nations, Metis and Inuit peoples of Canada, in accordance with the BC Declaration on the Rights of Indigenous Peoples Act (DRIPA), which defines “Indigenous peoples” as Aboriginal peoples under section 35(2) of the Constitution Act, 1982.

- Yes
- No
- I choose not to disclose

5. Do you identify as one or more of the following: (please select as many as apply) [If Yes, multi select]

- First Nations
- Métis
- Inuit

6. Which Community or Nation do you identify with: [If Yes] Text entry

7. Do you identify as an Indigenous person from outside of Canada (e.g., Aboriginal Person of Australia, Pacific Islanders)? [Single select, matrix]

The UN Declaration on the Rights of Indigenous Peoples does not include an official definition of Indigenous peoples and focuses on self-identification. Indigenous peoples tend to have and continue to have historic ties to a given area prior to colonization. Indigenous Peoples are often a non-dominant part of society with distinct languages, cultures, beliefs, and knowledge systems.

- Yes
- No
- Prefer to self-identify (please specify):
- I choose not to disclose

You self-identified as an Indigenous person. In addition to this, please indicate if any of the following terms also describe your ethno-racial identity as defined below. [If Yes]

Ethno-Racial Identity

Race and ethnicity are complex social concepts that are dynamic, overlapping and evolving. Understanding how identities and experiences have been shaped by race and ethnicity are important to redressing systemic racism and inequities. Nationality is also often connected to ethnicity. There is no universal consensus on how to define each of these concepts individually as it all depends on one's point of view. For the purpose of this question, we use concepts that highlight the interconnectivity of ethnicity, race and nationality. Although the terms below may not completely reflect how you self-identify, these terms are similar to ones used in the Canadian census. Using this terminology will help the University to understand our student population in relation to other Canadian populations. Please choose the option(s) that most closely align(s) with your identity.

Ethnicity: Ethnicity is a multi-dimensional concept based on a social group's shared attributes, encompassing such things as geographic origin, language, religion, nationality, cultural traditions, and migration history.

Racial Identity: The concept of 'race' is a social concept that was historically created to categorize social groups based on perceived visual physical differences e.g., skin colour, facial features, hair texture, etc. These categories reflect a social definition of ethnicity and race recognized in Canada and not an attempt to define race biologically, anthropologically, or genetically.

National Origin or Nationality: refers to where a person was born and/or their country of citizenship. Nationality, although often connected to ethnicity, is different: some people can have the same nationality but be of different ethnic groups while others may share an ethnic identity and hold a different nationality.

8. Please indicate which of the following terms best describe your ethno-racial identity. Please check all that apply. [Multi select]

Ethno-racial identity refers to a person's combined ethnic and racial characteristics and experiences.

Black

A person belonging to and originating from the following ethno-racial groups, countries or regions, for example: African, African-Canadian, African-American, Afro-Caribbean, Afro-Latin American, Afro-Arab.

Central Asian

A person belonging to and originating from the following ethno-racial groups, countries or regions, for example: Kazakhstani, Uzbekistani.

East Asian

A person belonging to and originating from the following ethno-racial groups, countries or regions, for example: Chinese, Taiwanese, Japanese, Korean, Sino-Caribbean

Middle Eastern/North African

A person belonging to and originating from the following ethno-racial groups, countries or regions, for example: Iraqi, Israeli, Jordanian, Kuwaiti, Lebanese, Omani, Palestinian, Qatari, Saudi Arabian, Syrian, Yemeni, Egyptian, Libyan, Moroccan

Oceanic/Pacific Islanders

A person belonging to and originating from the following ethno-racial groups, countries or regions, for example: Māori, Hawaiian, Fijian, Samoan

South Asian

A person belonging to and originating from the following ethno-racial groups, countries or regions, for example: Bangladeshi, Pakistani, Sri Lankan, Afghani, Indian, Indo-African, Indo-Caribbean

South East Asian

A person belonging to and originating from the following ethno-racial groups, countries or regions, for example: Cambodian, Malaysian, Thai, Vietnamese, Filipino

West Asian

A person belonging to and originating from the following ethno-racial groups, countries or regions, for example: Turkish, Armenian, Azerbaijani, Iranian

White

A person belonging to and originating from the following ethno-racial groups, countries or regions, for example: European, White-Canadian/American/Australian/South African

Multiracial/ethnic

A person who does not identify with a singular ethno-racial identity.

Prefer to self-identify (please specify):

I choose not to disclose *[exclusive]*

9. Do you identify as a racialized person? *[Required, single select]*

A person, other than White or Indigenous peoples, who is adversely impacted by the process of racialization, whereby groups are subjected to adverse differential and/or unequal treatment, contributing to racial discrimination and racism.

Yes

No

I choose not to disclose

10. Were you born in Canada? *[Single select]*

Yes

No

I choose not to disclose

11. Were any of your parent(s)/guardian(s)/caregiver(s) born outside of Canada? *[Single select]*

A caregiver is an individual that is formally granted custody and control of the person(s) or cares for them in a primary caregiver role.

Yes

No

I choose not to disclose

Languages Spoken

12. Please tell us about the language(s) you knew in childhood and the language(s) you currently speak. Please select all that apply. [Multi select, matrix]

	Language(s) first learned in childhood that you still understand	Language(s) you know well enough to conduct an academic/technical conversation now
Arabic	<input type="checkbox"/>	<input type="checkbox"/>
Cantonese	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>
Filipino or Tagalog	<input type="checkbox"/>	<input type="checkbox"/>
French	<input type="checkbox"/>	<input type="checkbox"/>
German	<input type="checkbox"/>	<input type="checkbox"/>
Hebrew	<input type="checkbox"/>	<input type="checkbox"/>
Hindi	<input type="checkbox"/>	<input type="checkbox"/>
Indigenous language(please specify):	<input type="checkbox"/>	<input type="checkbox"/>
Japanese	<input type="checkbox"/>	<input type="checkbox"/>
Korean	<input type="checkbox"/>	<input type="checkbox"/>
Mandarin	<input type="checkbox"/>	<input type="checkbox"/>
Persian	<input type="checkbox"/>	<input type="checkbox"/>
Portuguese	<input type="checkbox"/>	<input type="checkbox"/>
Punjabi	<input type="checkbox"/>	<input type="checkbox"/>
Russian	<input type="checkbox"/>	<input type="checkbox"/>
Sign Languages	<input type="checkbox"/>	<input type="checkbox"/>
Spanish	<input type="checkbox"/>	<input type="checkbox"/>
Urdu	<input type="checkbox"/>	<input type="checkbox"/>
Vietnamese	<input type="checkbox"/>	<input type="checkbox"/>
If not listed above,	<input type="checkbox"/>	<input type="checkbox"/>
please specify: I choose not to disclose <i>[exclusive]</i>	<input type="radio"/>	<input type="radio"/>

13. How would you assess your English language proficiency according to listening/speaking, reading, and writing? [Single select, matrix]

	Basic level	Intermediate level	Advanced level	I choose not to disclose
Listening/Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Basic Level –

Listening/Speaking: I can express my opinions on some abstract or cultural topics in a limited way. I can offer advice within a known area and understand instructions or public announcements.

Reading: I can understand routine information and articles, and the general meaning of non-routine information within a familiar area.

Writing: I can write letters or make notes on familiar or predictable matters.

Intermediate Level -

Listening/Speaking: I can follow or give a talk about a familiar topic or keep up in a conversation in a wide range of topics.

Reading: I can scan texts for important information and understand detailed instructions or advice.

Writing: I can take notes while someone is talking or write a letter using more complex language.

Advanced Level -

Listening/Speaking: I can contribute to meetings and seminars within my own area of work or keep up a conversation with a good degree of fluency, while also coping with abstract expressions.

Reading: I can read quickly enough to cope with an academic course, to read the media for information or to understand non-standard correspondence.

Writing: I can prepare and draft professional correspondence, take reasonably accurate notes in meetings or write an essay, which shows an ability to communicate.

Religion and Spiritual Beliefs

14. Please indicate whether you identify with any of the following religious/spiritual beliefs and your relationship with them. Select all that apply. [Compound select]

Religion, also known as Religious Affiliation, Faith, Belief System or Religious Denomination, refers to a person's connection or affiliation with any religious denomination, group, body, sect, or other religiously defined community or system of belief. Religion is not limited to formal membership in a religious organization nor a currently practicing member of that group.

Spirituality refers to a person's contemplation of a deep sense of being, which is separate from the material world. Spirituality may or may not be related to a specific religious affiliation or the existence of a greater being.

Relationship to religious/spiritual beliefs

- I am not religious and not spiritual (e.g., Atheist)
- I am religious
- I am spiritual but do not belong to any specific religious affiliation
- I am not sure

Religious/spiritual beliefs

- Buddhism (Buddha Dharma)
- Christianity
- Hinduism (Vaidika/Sanātana Dharma)
- Indigenous Spiritual Tradition or Practices
- Islam
- Judaism
- Sikhism (Sikhi)

- If not listed above - please specify:
- I choose not to disclose *[exclusive]*

Disabled Person or Person Living with a Disability [Social model]

A person's environment has a significant influence on the experience and extent of disability. Inaccessible environments, systems and processes create barriers that often hinder the full and effective participation in society of persons with disabilities, chronic health issues, or mental health conditions, as well as neurodiverse people. Attitudinal barriers, such as prejudice, discrimination on the basis of disability, and ableism may also hamper the full and self-determined participation of a person in university activities.

Thus, for the purpose of this census, UBC considers that a person who identifies as a Disabled Person, a person with a disability or disabilities, or a person living with a disability is a person who is experiencing attitudinal, systemic and/or environmental barriers as result of a long-term (expected to last six months or more) persistent or recurring mobility, sensory, learning, or other physical or mental health condition, including neurodiversity, and/or a chronic health condition.

The purpose of the following set of questions is to collect information about the prevalence of disability among students at UBC, their experiences with receiving a formal diagnosis, and the extent to which students encounter barriers to accessibility that may hinder full participation at UBC.

15. Do you identify as a Disabled Person, person with a disability or disabilities, a neurodivergent person, a person with a chronic physical health condition(s), or a person with a mental health condition(s)?

[Single select]

- Yes
- No
- I choose not to disclose

16. Please indicate if you have had a formal diagnosis for your condition. Please select all options that apply for you. [If Yes, multi select]

- No - I do not have a formal diagnosis at this time
- Yes - I currently have a formal diagnosis
- Some of my conditions are currently formally diagnosed
- I am seeking a formal diagnosis
- I previously had a formal diagnosis but it is no longer recognized
- I am experiencing barriers to seeking a formal diagnosis
- I choose not to disclose [exclusive]

17. In the past six months or more, to what extent have you encountered any of the following attitudinal and/or environmental barriers to your full and self-determined participation. Please select all that apply. (Hover over blue text to see examples.) [If Yes, single select, matrix]

	All of the time	Most of the time	Some of the time	Rarely	Never	I choose not to disclose
Cognitive processing barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy-related barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Sensory barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systemic barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cognitive processing barriers: e.g., unclear instructions, inaccessible presentation of information, lack of examples and reminders, inadequate time and flexibility

Communication barriers: e.g., lack of ASL interpretation, Braille, or large print, neurotypical communication expectations

Energy-related barriers: e.g., excessive walking distances, inadequate space and/or time to restore mental and physical energy, time and effort needed to navigate exclusionary systems

Financial barriers: e.g., costs associated with accessing accommodations or creating functional environments

Physical barriers: e.g., lack of accessible infrastructure such as ramps, elevators, or handrails, inadequate signage and wayfinding systems, lack of accessible housing

Sensory barriers: e.g., small or illegible print, environments with excessive background noise or with strong odours

Social barriers: e.g., stigma, stereotypes, misconceptions and negative attitudes towards disability, mental health, and neurodiversity, tendency to dismiss invisible disabilities, discrimination, patronizing behaviours, disregard and devaluation of knowledge and experiences of disabled people, lack of empathy and flexibility, social exclusion

Systemic barriers: e.g., discriminatory policies, inaccessible or non-existent services, inadequate accessibility standards, inadequate access to pain management for individuals experiencing chronic pain, lack of accommodations and support services, inadequate mental health services, lack of access to trauma-informed approaches, absence or limited availability of assistive technology or devices such as screen readers or magnification software, hearing assistive devices, adapted keyboards

Transportation barriers: e.g., inaccessible vehicles, inaccessible transportation infrastructure, cost or timing of accessible transportation options

Disabled Person or Person Living with a Disability [Legal model]

These Student Diversity Census self-identification questions have reflected progressive work that UBC and the Province are doing to update data collection standards in consultation with disability communities. The language is slightly different from the self-identification questions currently used to implement UBC's Disability Accommodation Policy, which has a different purpose: to create an accessible learning environment that enables all students to meet the essential requirements of UBC's courses, programs and activities. Both the Census and the following Policy-related self-identification question are aligned with the legal definition of disability in the Accessible Canada and Accessible BC Acts. To better understand how your self-identification responses may differ depending on the way questions are asked and to help support the continued evolution of empowering understandings of disability, please take a moment to respond to the following self-identification question connected to the Disability Accommodation Policy.

According to the [Disability Accommodation Policy](#), section 2.4: Person(s) with a "Disability" or "Disabilities" means persons who:

- a. have a significant and persistent mobility, sensory, learning, or other physical or mental health impairment;
- b. experience functional restrictions or limitations of their ability to perform the range of life's activities; and
- c. may experience attitudinal and/or environmental barriers that hamper their full and self-directed participation in University activities.

18. Referring to the definition above, do you identify as a Disabled Person or a person with a disability or disabilities? *[Required, Single select]*

- Yes
 No
 I choose not to disclose

19. Please indicate if you have had a formal diagnosis for your condition. Please select all options that apply for you. *[If Yes, multi select]*

- No - I do not have a formal diagnosis at this time
 Yes - I currently have a formal diagnosis
 Some of my conditions are currently formally diagnosed
 I am seeking a formal diagnosis
 I previously had a formal diagnosis but it is no longer recognized
 I am experiencing barriers to seeking a formal diagnosis
 I choose not to disclose *[exclusive]*

20. In the past six months or more, to what extent have you encountered any of the following attitudinal and/or environmental barriers to your full and self-determined participation. Please select all that apply. (Hover over blue text to see examples.) *[If Yes, single select, matrix]*

	All of the time	Most of the time	Some of the time	Rarely	Never	I choose not to disclose
Cognitive processing barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Communication barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy-related barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sensory barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systemic barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transportation barriers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cognitive processing barriers: e.g., unclear instructions, inaccessible presentation of information, lack of examples and reminders, inadequate time and flexibility

Communication barriers: e.g., lack of ASL interpretation, Braille, or large print, neurotypical communication expectations

Energy-related barriers: e.g., excessive walking distances, inadequate space and/or time to restore mental and physical energy, time and effort needed to navigate exclusionary systems

Financial barriers: e.g., costs associated with accessing accommodations or creating functional environments

Physical barriers: e.g., lack of accessible infrastructure such as ramps, elevators, or handrails, inadequate signage and wayfinding systems, lack of accessible housing

Sensory barriers: e.g., small or illegible print, environments with excessive background noise or with strong odours

Social barriers: e.g., stigma, stereotypes, misconceptions and negative attitudes towards disability, mental health, and neurodiversity, tendency to dismiss invisible disabilities, discrimination, patronizing behaviours, disregard and devaluation of knowledge and experiences of disabled people, lack of empathy and flexibility, social exclusion

Systemic barriers: e.g., discriminatory policies, inaccessible or non-existent services, inadequate accessibility standards, inadequate access to pain management for individuals experiencing chronic pain, lack of accommodations and support services, inadequate mental health services, lack of access to trauma-informed approaches, absence or limited availability of assistive technology or devices such as screen readers or magnification software, hearing assistive devices, adapted keyboards

Transportation barriers: e.g., inaccessible vehicles, inaccessible transportation infrastructure, cost or timing of accessible transportation options

Socio Economic Status Proxies

The purpose of the following set of questions is to collect information about the economic and familial components of the socio-economic status of UBC students. This information will be used to analyze how socio-economic factors influence educational outcomes, which can help us design more effective teaching strategies and interventions for all students. Please tell us about your parents, guardians, or caregivers even if they do not support you financially.

You will be able to provide information for **up to 4** parents, guardians, and caregivers and will be asked about their education, employment status, and field of employment. *[Repeat 21,22,23 twice, then prompt for third and fourth]*

21. What is the highest level of formal education of your {n} parent, guardian, or caregiver? *[Single select]*

High school or less

e.g., GED, high school diploma, middle school, primary, elementary, or no formal education etc.

Some college or university

Enrolled in some form of post-secondary education which has not been completed

Completed postsecondary certificate or diploma (below bachelor level)

e.g., Apprenticeship, certificate or college diploma, etc.

Bachelor's Degree

Professional Degree and/or Post-bachelor's degree

e.g., Medicine, Dentistry, Optometry, Law

Master's Degree

Doctoral Degree

I am not sure

I choose not to disclose

22. What is the current employment status of your {n} parent/guardian/caregiver? *[Single select]*

Employed full-time (including self-employed)

Employed part-time (including self-employed)

No paid employment (e.g. stay-at-home parent)

Not employed due to disability

Retired

Unemployed for less than six months

Unemployed for more than six months

Other employment status not listed (please specify):

I am not sure

I choose not to disclose

Not applicable (e.g. deceased)

23. Which field best describes the most recent employment of your {n} parent/guardian/caregiver? [Single select]

Not applicable

Art, culture, recreation and sport

Business, finance and administration

Education, law and social, community and government services

Health

Legislative and senior management

Manufacturing and utilities

Natural resources, agriculture and related production

Natural and applied sciences and related

Sales and service

Trades, transport and equipment operators and related

Other forms of employment not listed (please specify):

I am not sure

I choose not to disclose

24. Would you like to provide information about additional parents/guardians/caregivers? [Single select]

Yes

No

I choose not to disclose

Caregiving and Dependents

25. Do you have one or more dependents for whom you are a primary caregiver? [Single select]

A dependent can include a child, an adult, a relative, or any other individual that relies on the primary caregiver for the necessities of life, including financial needs and/or regular day-to-day care. A person can have single or multiple dependents.

- Yes - I have one or more dependents
- No - I don't have any dependents
- I choose not to disclose

26. If yes, please provide additional information about your dependents. Please select all that apply. [If Yes, Single select]

A dependent can include a child, an adult, a relative, or any other individual that relies on the primary caregiver for the necessities of life, including financial needs and/or regular day-to-day care. A person can have single or multiple dependents.

- One or more dependent adult(s)
- One or more dependent child(ren)
- I choose not to disclose *[exclusive]*

UBC is committed to advancing the educational access of former and current youth in government (Ministry of Children and Family Development) care. If you are or were a child or youth in care, the university has a number of wrap-around supports to enhance your experience at UBC.

You can learn more about youth in care services at UBC [here](#).

27. Do you identify as a person with lived experience in government (British Columbia's MCFD) care? (ie: Ministry of Children and Family Development Care or Youth Agreement). [Single select]

- Yes
- No
- I choose not to disclose

Police or Military service

28. Have you ever had any military or police service? (i.e., Army, Air Force, Navy, RCMP) Please select all that apply.

- I have no military experience
- Spouse or child of Canadian Armed Forces / RCMP member
- Canadian Armed Forces
- Royal Canadian Mounted Police (RCMP)
- Municipal Police

Other police (please specify):

Other country/territory's military/armed forces (please specify):

I choose not to disclose *[exclusive]*

29. Are you currently active in any of the service(s) you selected? [If Yes, single select]

If any of these options selected: Canadian Armed Forces, Royal Canadian Mounted Police, Municipal police, Other police, Other country/territory's military/armed forces

- Yes
- No
- I choose not to disclose