



WESTERN
EQUITY CENSUS

REPORT

March 2022

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Land Acknowledgement

We acknowledge that Western University is located on the traditional lands of the Anishinaabek (Ah-nish-in-a-bek), Haudenosaunee (Ho-den-no-show-nee), Lūnaapéewak (Len-ahpay-wuk) and Chonnonton (Chun-ongk-ton) Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum.

With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers. We acknowledge historical and ongoing injustices that Indigenous Peoples (First Nations, Métis and Inuit) endure in Canada, and we accept responsibility as a public institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching, research and community service.

Inspired by this respectful and decolonizing approach to righting wrongs of the past and present, we acknowledge sacred teachings such as 'Love', 'Respect', 'Courage', 'Honesty', 'Wisdom', 'Humility' and 'Truth' to guide our approach to furthering equity, diversity, and inclusion at Western for the benefit of all humankind.



Message from the President & Vice-Chancellor

In 2021, Western launched its new strategic plan: [Towards Western at 150](#). The plan was the result of an extensive consultation process involving all elements of the Western community. In the plan, we challenged ourselves to lead in building a more inclusive world, understanding that continuing equity, diversity, inclusion, and decolonization (EDID) work would make Western better and stronger.

Within our plan, one of the three overarching themes is *People, Community, and Culture*. This theme highlights Western's commitment to uniting our community through a sense of belonging for all students, faculty, staff, and alumni; addressing structural and systemic barriers in support of a more inclusive environment; and continuing our obligation to increase Indigenous voices and presence as a broader commitment to reconciliation across all levels of work, study, and research.

To get a better sense of the individuals who make up the Western community—specifically our students, faculty, and staff—during the Fall of 2021 we distributed a voluntary equity census to begin gathering data on EDID matters at Western and to address our commitment to “establish a baseline of demographic information for students, faculty, and staff to set goals for increased representation among members of equity-deserving groups” (“Towards Western at 150,” 2021, p. 25). This report highlights the results of that census. By aggregating and examining the data we've gathered, we'll have the kind of information needed to track our progress over time as we take further action to advance equity, diversity, inclusion, and decolonization on campus.

It's important for our campus community—as a whole—to recognize that each of us plays a role in furthering EDID at Western. I raise this as there will be future opportunities to participate in a similar census, and I'd encourage everyone to do so. By participating in this census, we will identify where we need to double our efforts to strengthen EDID on campus and our culture of belonging.

Our goal is to take a close look at longstanding challenges with a sense of obligation and determination. I want to emphasize that the world needs the very best from its universities: current and future generations are depending on it. And so, I invite everyone to take seriously our role in serving the public good.

While we have much work to do at Western, I'm encouraged by our progress and applaud the efforts of so many across our campus working to build a more equitable, diverse and inclusive community.



Alan Shepard
President & Vice-Chancellor



Overview of the Western Equity Census:

In the fall of 2021, we conducted our first-ever community-wide EDID census for students, staff, and faculty. The purpose of the census is to help us monitor, measure, and fulfill our commitments to EDID, while informing decisions related to future strategies, policies, and planning of our university.

The census was completed by 9,748 students, 2,384 staff, and 1,660 faculty members, and ranged in response rate: 24.7% of our overall student population completed the survey; for staff, 54.2% completed it; and for faculty, 34.1%. It should be pointed out that the data were collected during a pandemic, which may have impacted response rates. With these figures in mind, we acknowledge that the data amassed were not absolute; nevertheless, the information gathered from those who have participated provides us with enough sample data to assess where we will need to place greater emphasis as a community as we advance EDID at Western. There will continue to be strategies to enhance participation at Western, with a plan to promote a census each year.



9,748
students



2,384
staff

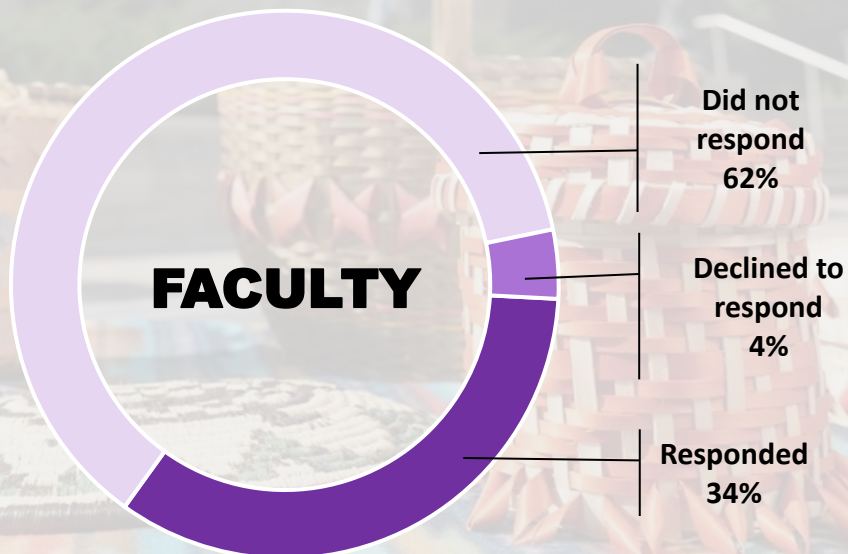
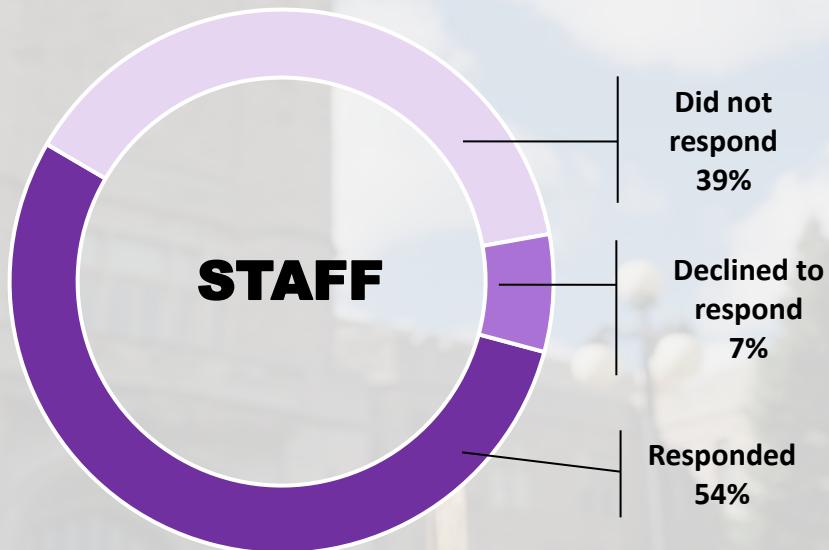
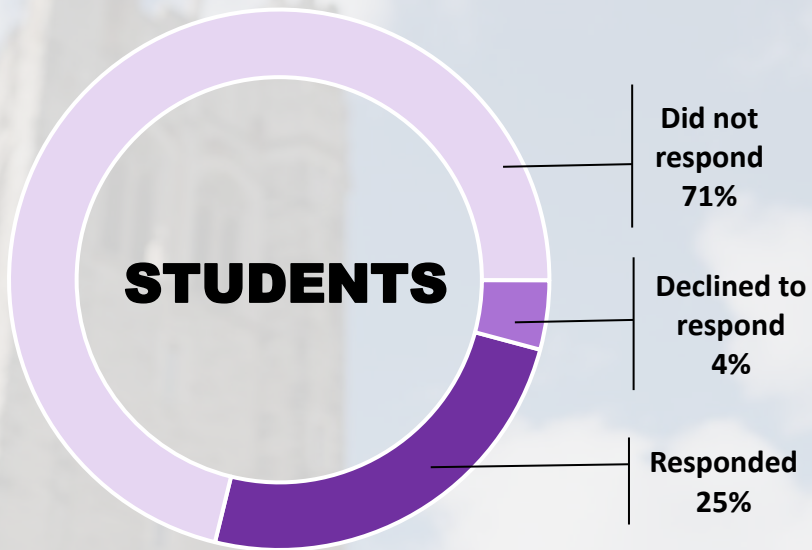


1,660
faculty

Below is a brief summary of the data that have emerged:

- In the census, the participation rate for staff members was particularly high (54.2%).
- The representation of Indigenous students (2.2%), staff (1.7%), and faculty (1.5%) respondents appears to be low, signaling that more work needs to be done to attract and/or retain students, staff, and faculty from Indigenous communities.
- Of the three groups surveyed—students, staff, and faculty—representation and racial/ethnocultural diversity is most robust among the student population.
- The data from the census suggest that more work needs to be done to improve the representation of the racial/ethnocultural identities among staff and faculty groups.
- Just under 10% of all respondents self-identify as living with a disability; the census also highlights a high number of student (41.4%) and staff (37.4%) respondents who report disabilities in the ‘mental health’ category.
- While there is more work to be done in support of the 2SLGBTQAP community, it appears that 2SLGBTQAP individuals are well represented at all levels, but in particular among student respondents: students (17.4%); staff (8.6%); faculty (7.4%).
- There is a sizable portion of student respondents (59.1%) and staff (64.9%) who identify as ‘Woman (including Transwoman).’
- Of note, 16.3% of student respondents said they were the first person in their immediate family to attend university or college.
- Of student respondents, 12.5% stated that they come from a family with a household income below the poverty line.
- Of student respondents, 34.8% feel a very strong or somewhat strong sense of belonging at Western, while 23.5% said they feel a weak or somewhat weak sense of belonging.



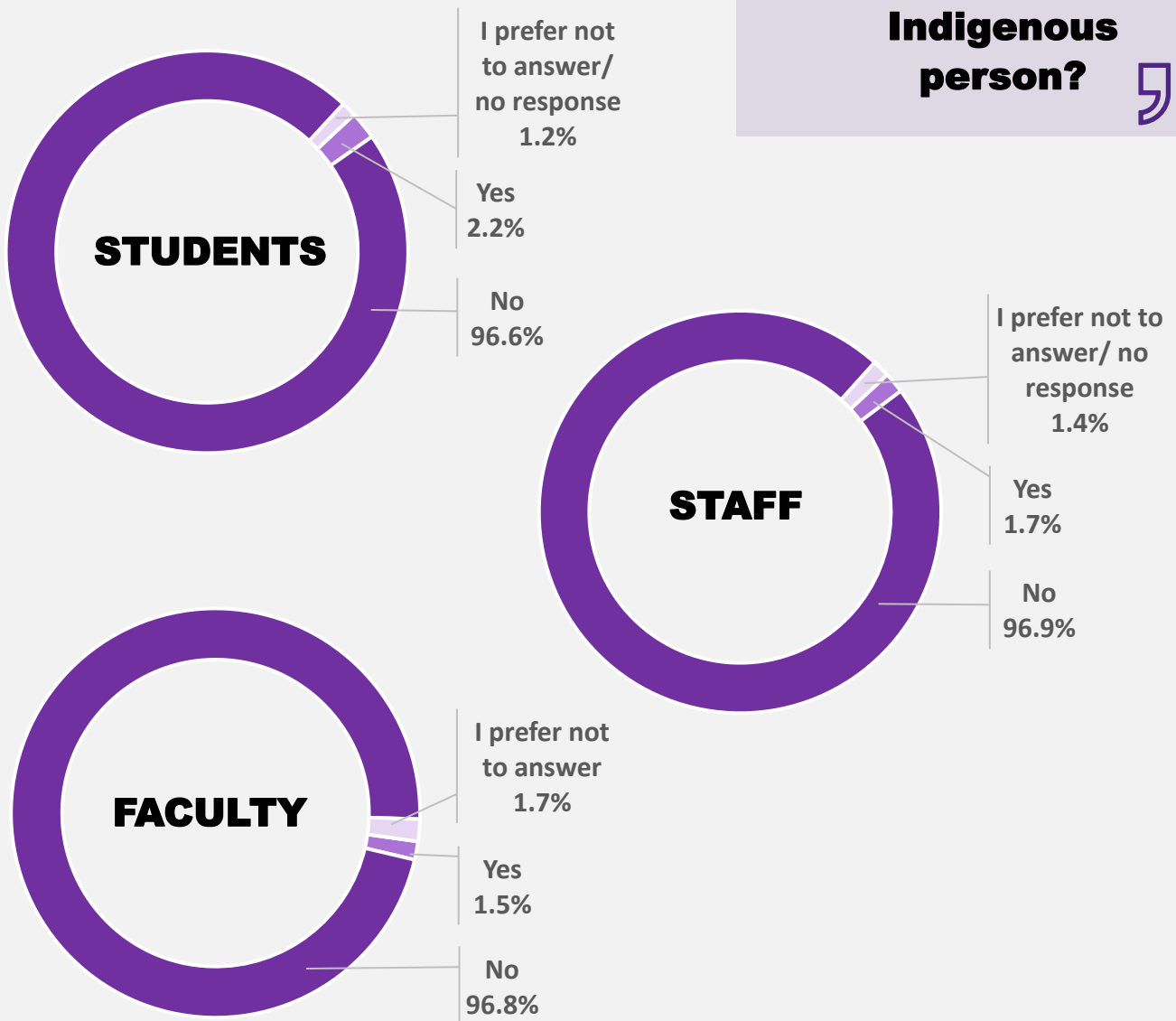


1. Indigeneity

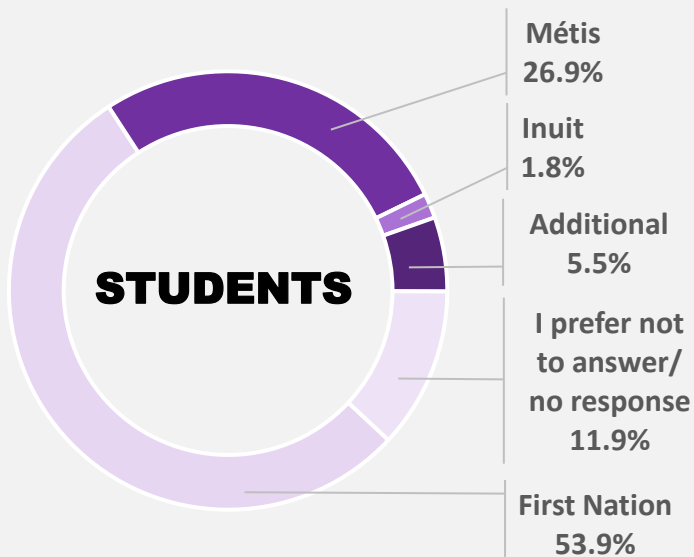
According to our Indigenous Strategic Plan, we recognize our role and responsibility in responding to the calls to action from the Truth and Reconciliation Commission and “the importance of creating a culturally safe, respectful, and empowering environment for Indigenous Peoples across all levels of the institution” (“[Western’s Indigenous Strategic Plan: Annual Progress Report](#),” 2020, p. 4). To this end, we have committed ourselves to becoming a university of choice for Indigenous students and to increase Indigenous representation in our staff and faculty complement. To better understand the Western community in terms of current Indigenous representation, the census asked respondents to self-identify whether they are Indigenous.

Results were as follows:

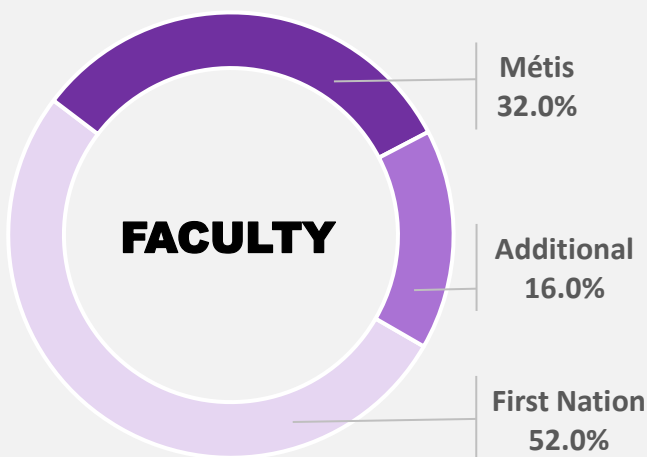
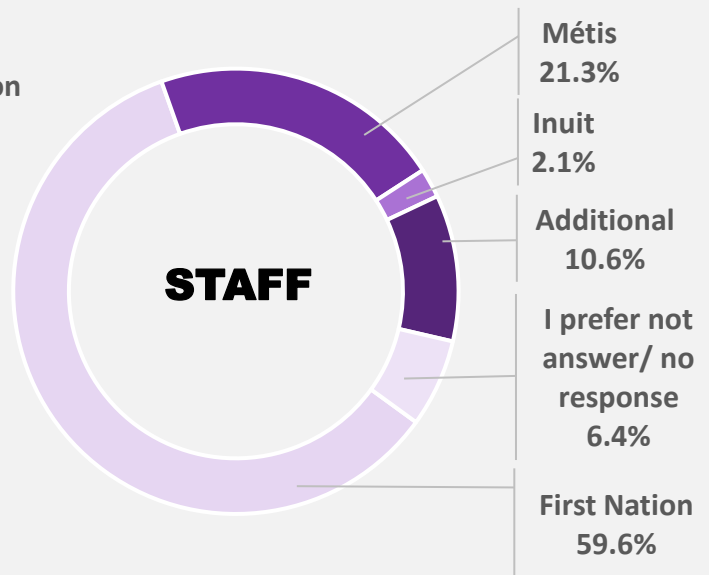
“**Do you self-identify as an Indigenous person?**”



1. Indigeneity (cont'd)



According to 2016 Statistics Canada data, Indigenous Peoples represented 4.6% of the population living within the borders of Canada (Statistics Canada, 2016).



In comparing the results of the census with Statistics Canada data, it can be concluded that Indigenous Peoples are still underrepresented at Western in all three communities: students, staff, and faculty. Some of our strategies to rectify this have already been laid out in our Indigenous Strategic Plan: 1. To become a university of choice for Indigenous students; and 2. To increase Indigenous representation in staff and faculty complement (“[Western’s Indigenous Strategic Plan](#),” 2016). We will continue to promote these goals, as well as those in our strategic plan, which are to “increase the recruitment of Indigenous students at all levels as well as faculty and staff,” as well as to find additional ways to “incorporate Indigenous ways of knowing into our curricula and our services to the community” (“Towards Western at 150,” 2021, p. 15).

2. Racial Identity

Within Western’s Strategic Plan, we are committed to establishing a baseline of demographic information for students, faculty, and staff to set goals for increased representation among members of equity-deserving groups (“Towards Western at 150,” 2021, p.25). Ultimately, this census is a part of realizing this objective; that is, to understand which groups Western needs to attract and retain in order to meet our diversity goals. To this end, we asked respondents to self-identify their racial background. The main ethnocultural categories of the census were as follows:

Black

(e.g. African ancestry, Afro-Caribbean, African American, African Canadian, etc.)

East Asian

(e.g. Chinese, Taiwanese, Japanese, Korean etc.)

Indigenous Global

(e.g., Maori, Australian Aboriginal, South American Indigenous, etc.)

Latino/a/x

(e.g. South, Central American, Caribbean etc.)

South East Asian

(e.g. Vietnamese, Thai, Cambodian, Malaysian, Filipino/a, etc.);

South Asian

(e.g. Bangladeshi, Pakistani, Indian, Sri Lankan etc.)

West Asian or Middle Eastern

(e.g. Iranian, Afghani, Lebanese, Egyptian, Iraqi, Armenian, Israeli, Palestinian, etc.)

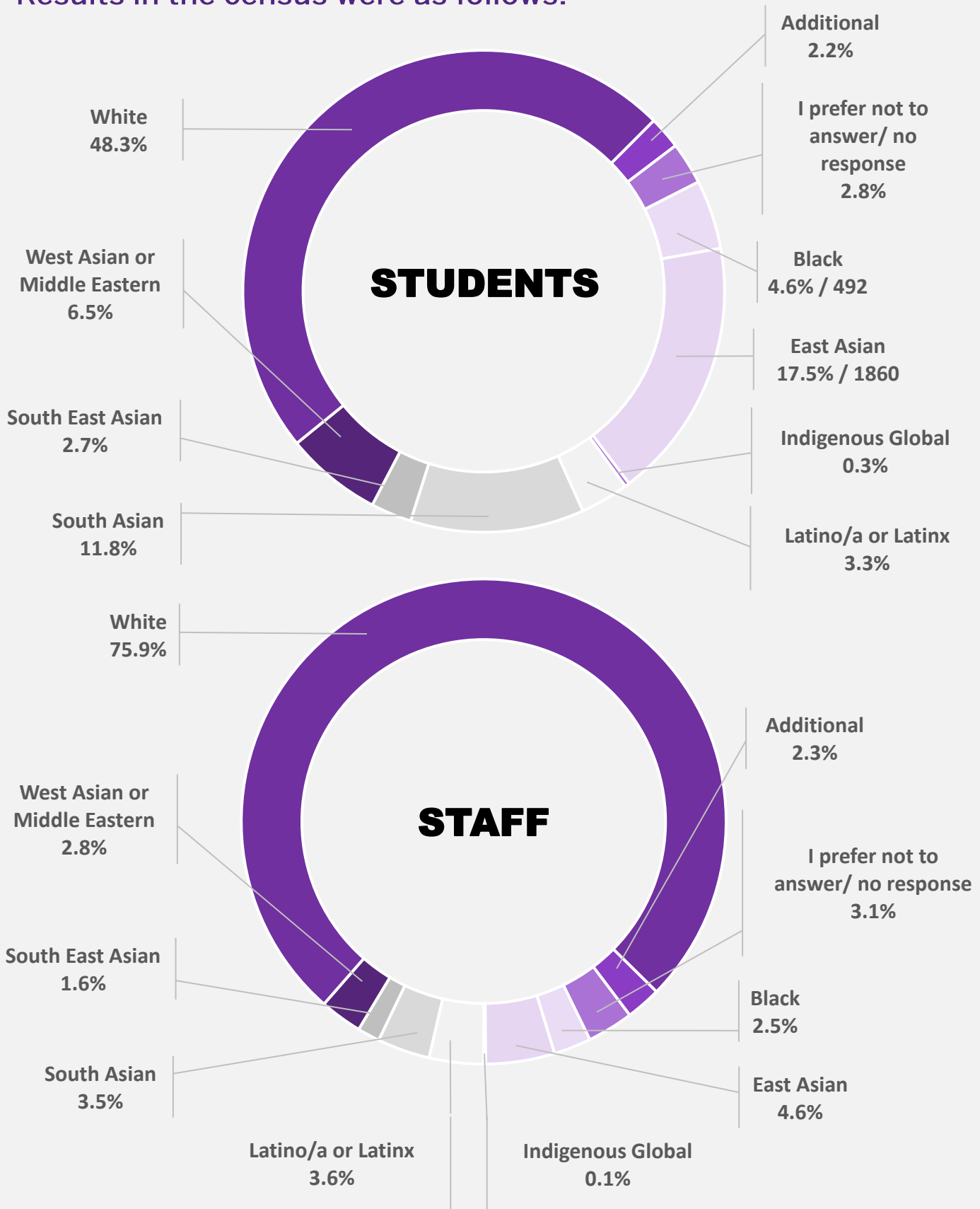
White

(e.g. Caucasian, European ancestry etc.).

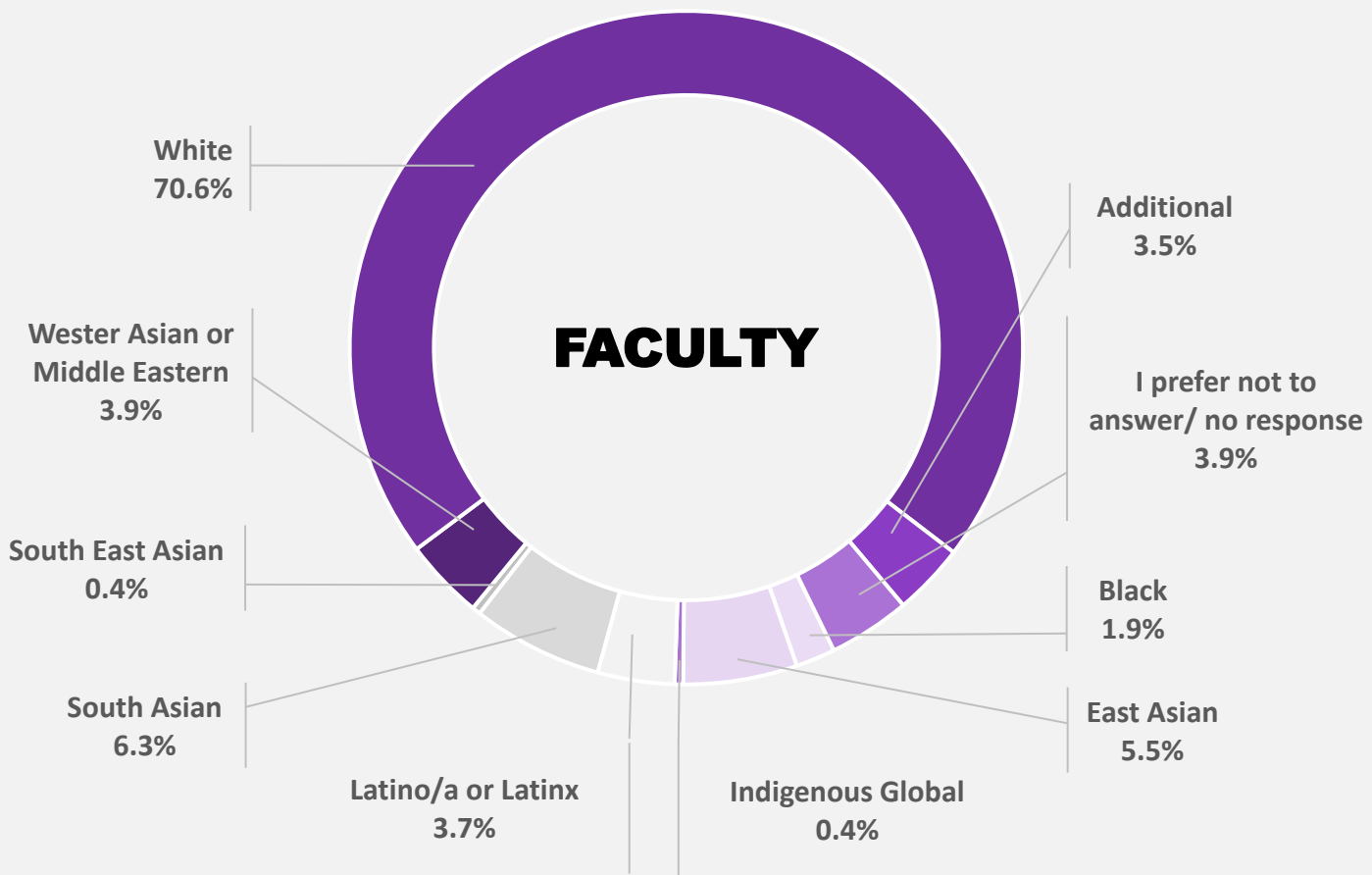
A note on the context of ‘race’: though the census uses the term ‘race,’ the categorizations are blurred between racial identity, ancestral lineage, and geography. It should be noted that the concept of ‘race’ is entirely a social construct and in this way, universities contribute to and exist in the process of ‘racialization.’ Race and racialization are closely linked, though different. Racialization is “the process by which societies construct races as real, different and unequal in ways that matter to economic, political and social life” (Ontario Human Rights Commission, 2022).

2. Racial Identity (cont'd)

Results in the census were as follows:



2. Racial Identity (cont'd)



In comparison to the 2016 Canadian Census, the diversity of Western student respondents is strong. For example, while 2.8% of the Canadian population was of African ancestry as of 2016, 4.6% of student respondents selected this as their ancestry (new data will be available from Statistics Canada later in 2022). The census also underscored that the largest groups of student respondents are of European (48.3%) and Asian (38.5%) ancestry. The Latino/a/x ancestry represented 3.3% of student respondents.

Of Western staff respondents, 2.5% identified as having African ancestry, 12.5% Asian ancestry, 3.6% Latino/a/x ancestry, and 75.9% as having European ancestry.

Faculty had the lowest representation of members of African ancestry (1.9%) out of all three Western groups. Of faculty respondents, 70.6% have European ancestry, followed by 16.1% from Asian ancestry, and 3.7% from Latino/a/x ancestry.



2. Racial Identity (cont'd)

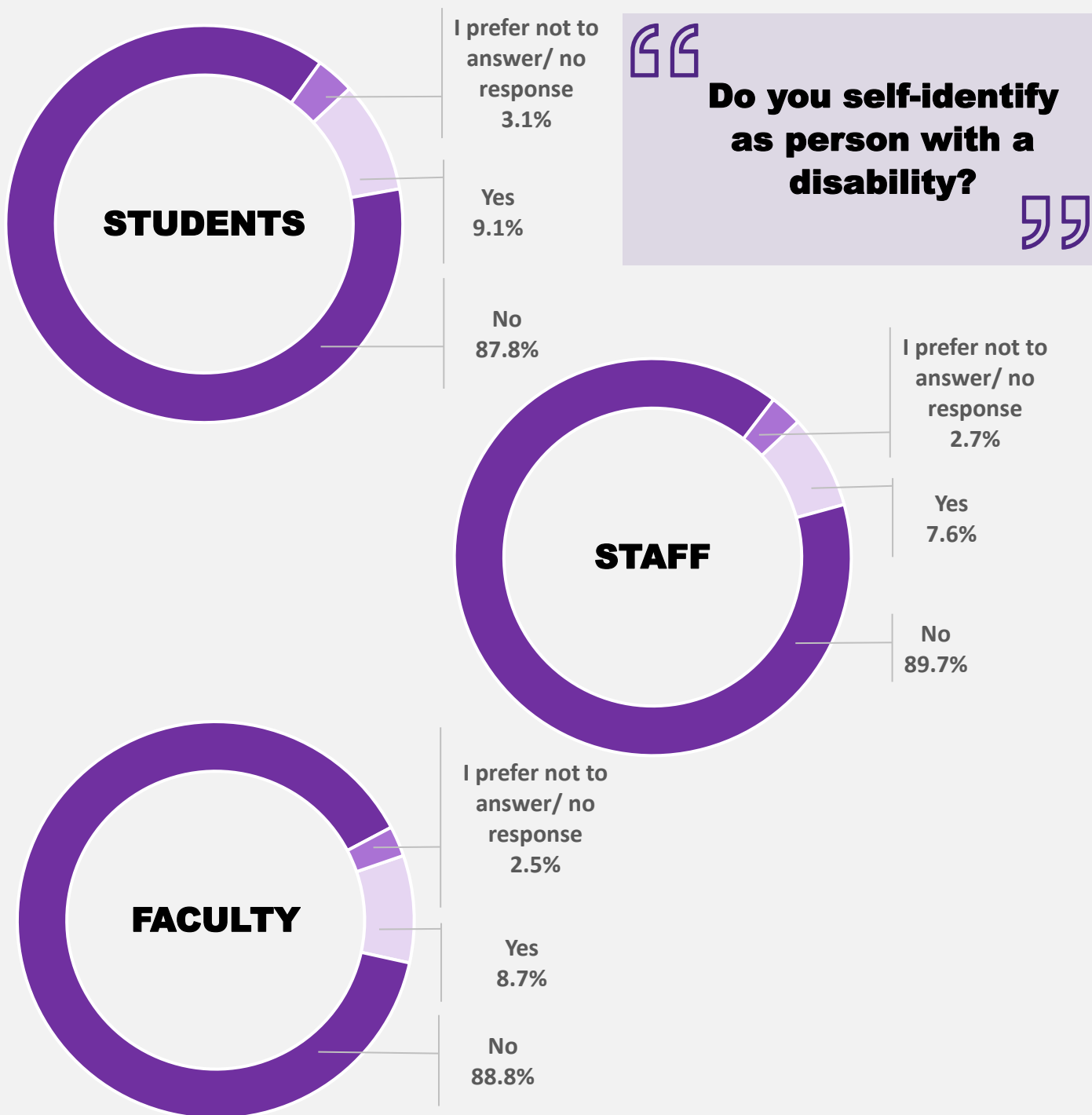
In 2016, just over 1 million people in Canada reported African origins (including Caribbean) accounting for 2.8% of the population. Within the Canadian population, three Asian ancestries were among the 20 most reported: Chinese (close to 1.8 million people), East Indian (approximately 1.4 million), and Filipino (837,130). These accounted for 11% of the population in Canada. Latin, Central or South American origins accounted for approximately 2% of the population of Canada. Finally, English, Scottish, French, and Irish origins were still among the 20 most common ancestral lineages reported by Statistics Canadian at that time, either as a single response or in combination with other ancestries (multiple response). This ancestral lineage accounts on its own for about 57% of the population of Canada.

We can state that of the three groups surveyed—students, staff, and faculty—representation and ethnocultural diversity is most robust among the student population; nevertheless, from the census we also see that the racial and ethnocultural identities from Indigenous, Black, and members of the South East Asian communities appear to be lacking relative to our other communities.

Given this—and the statistical data provided above—we can conclude that more work needs to be done to improve representation of racial ethnocultural identity. To address this, we have committed in our strategic plan to “increase diversity among our faculty and staff, including the recruitment and retention of Indigenous Peoples and members of equity-deserving groups” (“Towards Western at 150,” 2021, p. 25).



3. Disabilities



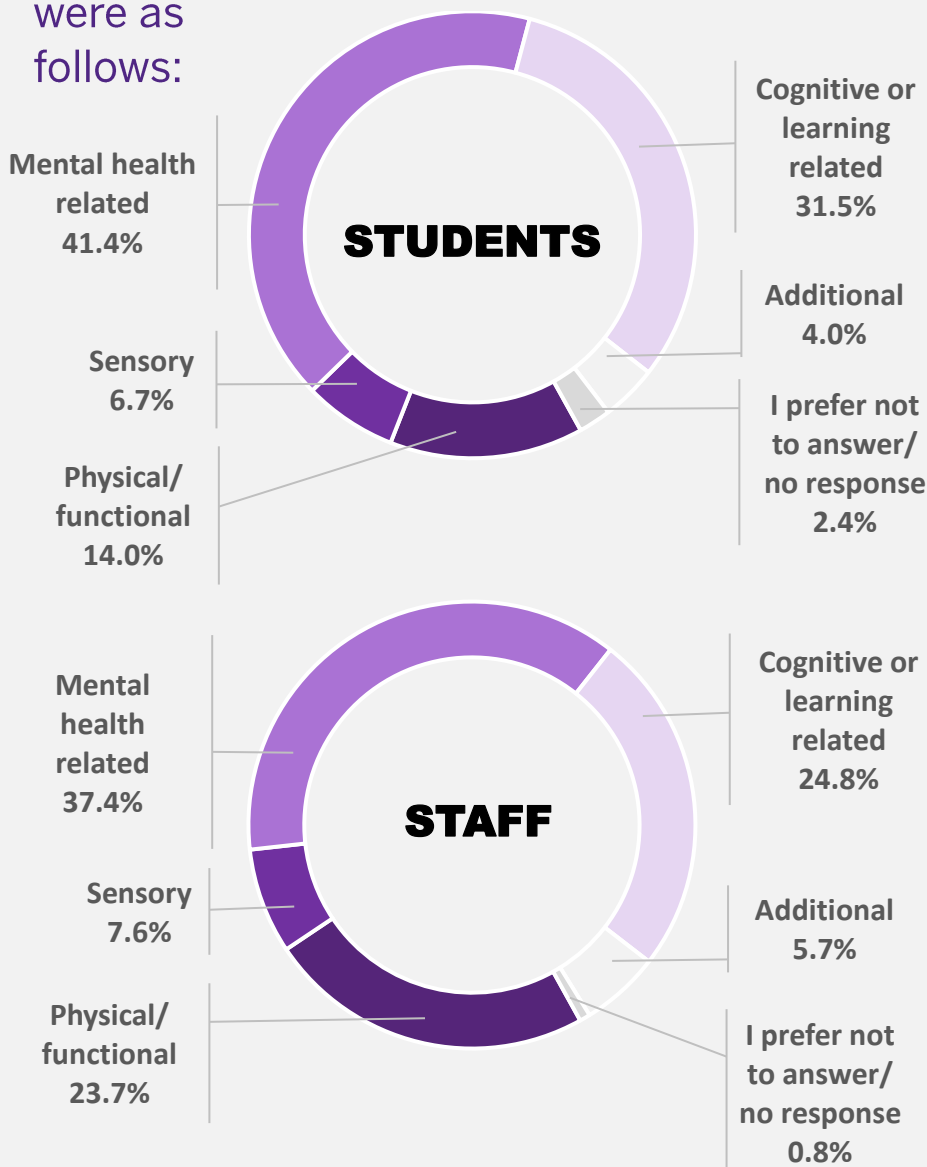
In creating a more welcoming and inclusive experience for equity-deserving groups, Western is concerned with understanding better what disabilities are present among the campus population. In 2021 the university received an external report analysing the accessibility of our campus and services—including physical accessibility—and the report identified a significant number of needed improvements. In the wake of this report, we committed ourselves to funding new initiatives (“Towards Western at 150,” 2021, p.16).

3. Disabilities (cont'd)

As we continue to work towards bettering accessibility at Western, we want a clearer picture regarding what disabilities face our community. From the census we learned that just under 10% of all respondents reported a disability in the following four categories:

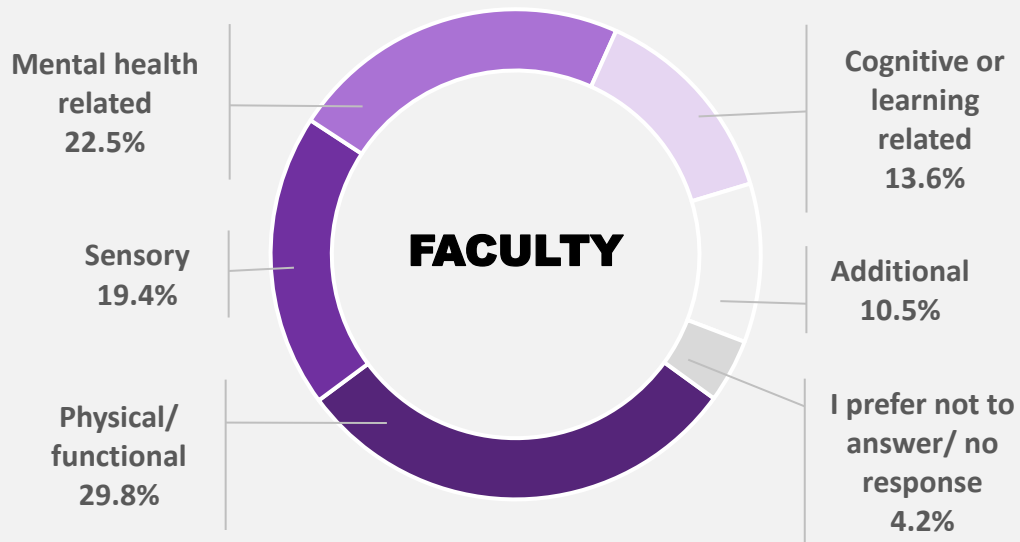
- 1) physical/functional ('my disability is physical/ functional such as mobility, coordination or dexterity impairment')
- 2) sensory ('my disability is sensory such as seeing disabilities or hearing disabilities')
- 3) mental health related ('my disability is mental health related such as emotional, psychological or psychiatric conditions')
- 4) cognitive or learning related ('my disability is cognitive or learning related such as Autism Spectrum Disorder, Asperger Syndrome or Specific Learning Disability')

Results were as follows:



As a side note, it should be pointed out that the embodiment and circumstances of disability are unique to the individual (Prince, 2021).

3. Disabilities (cont'd)



The quantitative reporting of disability is relatively consistent across all three groups at Western: 9.1% of student respondents identified with having a disability, 7.6% of staff, and 8.7% of faculty.

However, their experiences varied across the spectrums of physical/function, sensory, mental health, and cognitive. In particular, we can point out that there are high numbers of students and staff who report disabilities in the 'mental health' category. This underscores the importance of the maintenance and expansion of programs such as Mental Health Support, to which all members of the Western community have access (<https://www.uwo.ca/health/psych/index.html>). Under the umbrella of Mental Health Support, we offer several services: group care and workshops; individual counselling; crisis counselling; Black and racialized student supports; support for international students; support for 2SLGBTQAP; and academic relief. To help further support individuals in our community, we will continue to "improve the quality of study spaces and create more 'collision spaces' such as a newly contemplated 'student hub' and the recently approved building devoted to entrepreneurship and makers' spaces, and a sports fieldhouse" ("Towards Western at 150," 2021, p.20).

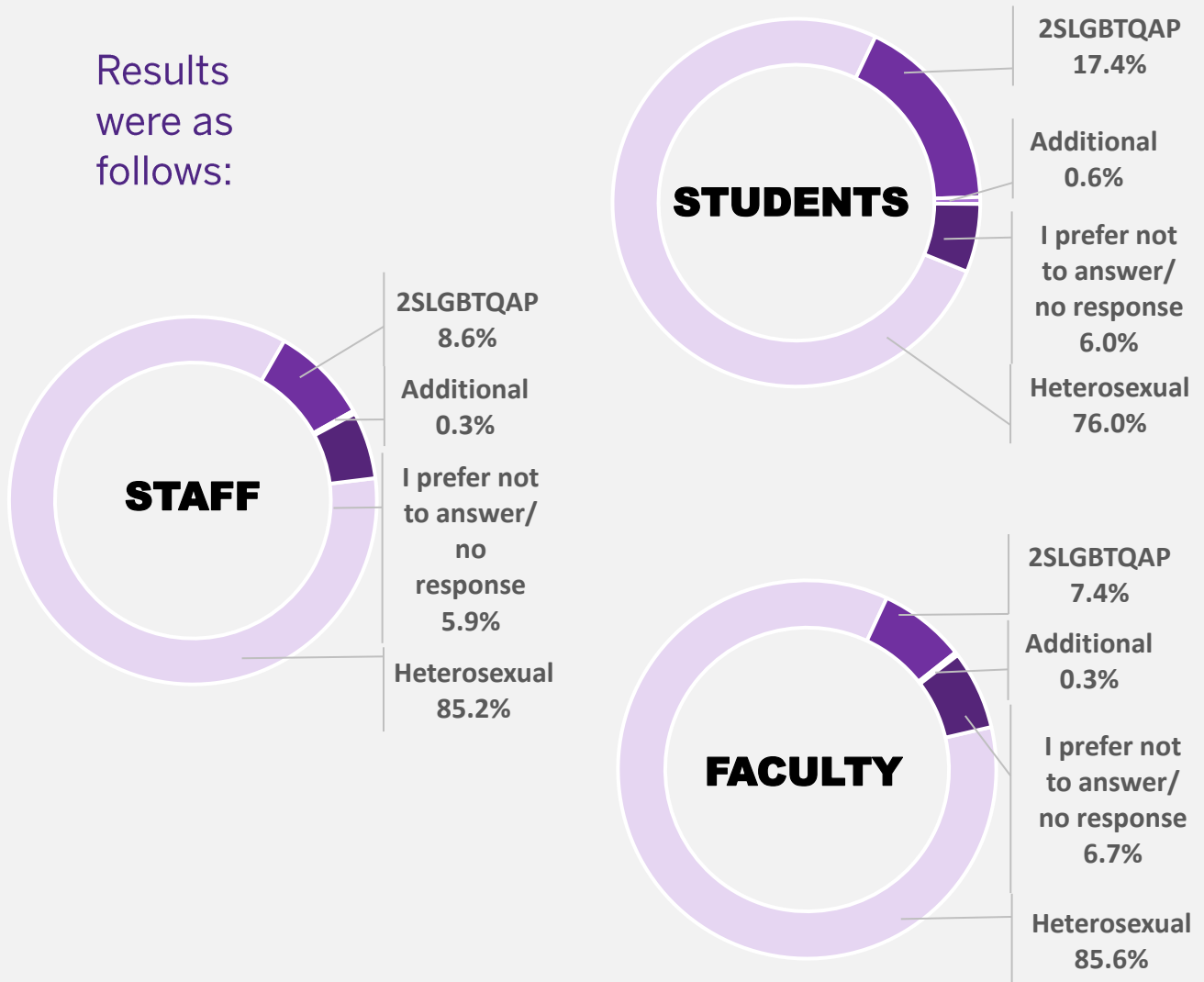
Finally, the census highlights a large number of faculty respondents (29.8%) who report physical/functional disabilities. To further support these individuals, we will continue to honour the commitments we have made in our strategic plan to move forward with funding new initiatives designed to make accessibility the standard across the university campus ("Towards Western at 150," 2021, p. 16).

4. Sexual Orientation

Sexual orientation plays an important role in any discussion concerning equity, diversity, and inclusion. In the census we wanted to capture a glimpse of how sexual orientation is currently represented within the Western community. There were two main categories in the census:

- 1) Heterosexual; and
- 2) 2SLGBTQAP ('Two Spirit, Lesbian, Gay, Bisexual, Trans, Queer, Asexual, Pansexual')

Results were as follows:



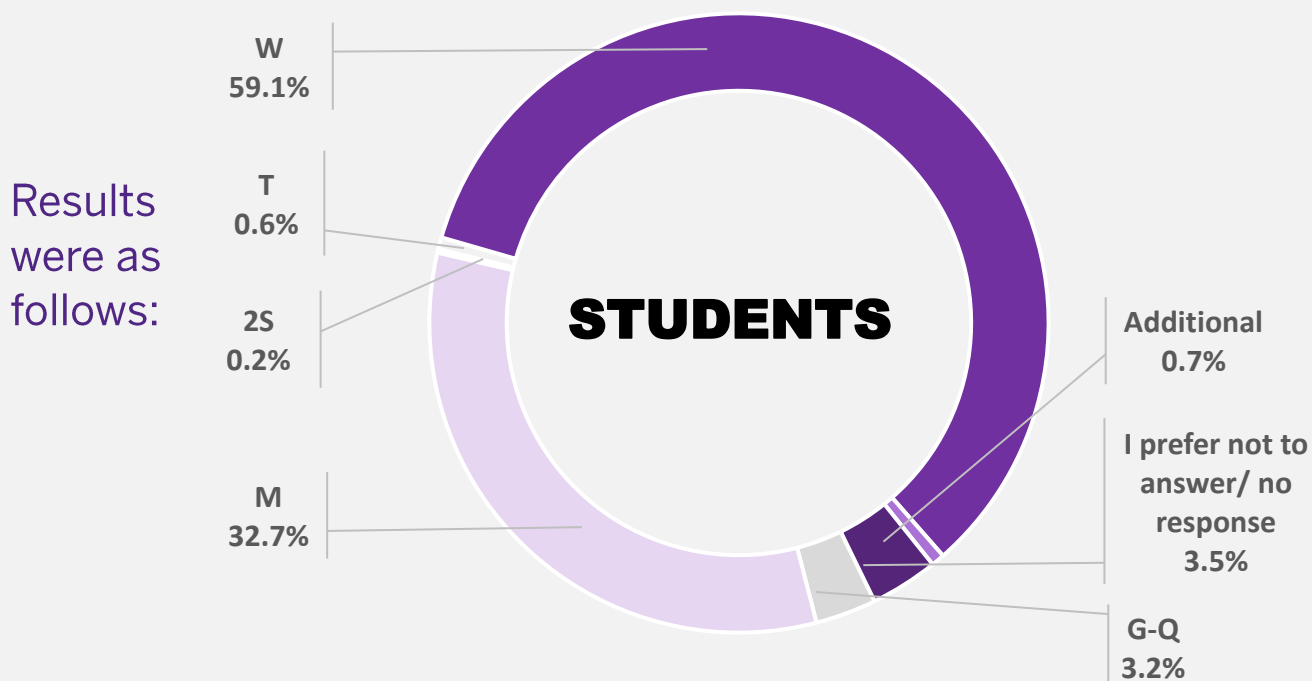
According to Statistics Canada: “Canada is home to approximately one million people who are LGBTQ2+, accounting for 4% of the total population aged 15 and older in 2018” (Statistics Canada, 2021). Given these numbers, we can conclude provisionally that at all levels—student, staff, and faculty—non-heterosexual sexual orientations are well represented within the Western community.

5. Gender Identity

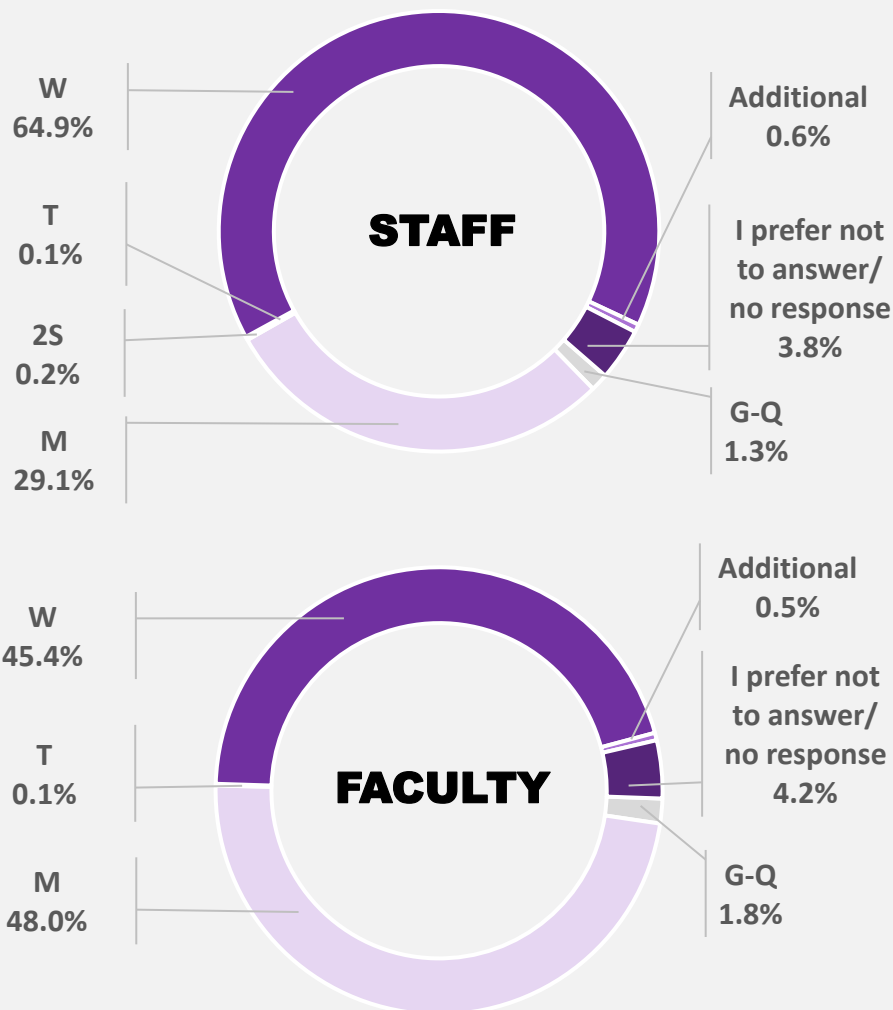
Looking only at traditional gender divides, the demographic split between 'men' and 'women' in Canada is generally 50/50, with women making up on average slightly more than half the population (Statistics Canada, 2021). Up until this year, however, Statistics Canada has not taken into account non-binary gender identities in their statistics; thus, it will be hard to know how many Canadians would select alternate gender identities on a national level until these data are published later in 2022. This is important to point out because it is entirely unclear where binary transgender people fall under traditional rubrics. While there are some trans people who wish to be labelled only by their binary gender (so 'man' or 'woman'), there are quite a few whose identity is 'trans woman' or 'trans man;' yet, these people would not consider themselves to be non-binary at all.

Within the context of Western's commitment to remove barriers in support of a more inclusive environment, we have included in the census a question to better understand not only sexual orientation, but also gender identity. The survey was broken down into five categories:

- 1) G-Q (Gender non-conforming, Gender Fluid, Non-binary, Genderqueer, Gender variant, X, Agender, and Queer)
- 2) M (Man including Transman)
- 3) 2S (Two-Spirit)
- 4) T (Trans); and
- 5) W (Woman including Transwoman)



5. Gender Identity (cont'd)



This census question was meant to go beyond the traditional binary divide between ‘men’ and ‘women,’ which it recognizes as problematic. What we can draw from the census is that there is a sizable portion of student respondents—59.1%—who identify as W. Regarding staff respondents, there is a much greater prevalence for those identifying with W (64.9%) over M (29.1%).

We see a nearly equitable divide between faculty respondents selecting W—45.4%, and M—48.0%; nevertheless, this census does not take into account the level of individual faculty members (e.g., assistant or full professor). While HR (human resources) maintains these data, the census does not report on this.

These data underscore that we have been successful in our efforts to increase the number of those identifying as women in our workforce. What we wish to capture in a future census is additional information regarding the programs and/or roles that identifying women can find at the university (since there have been ongoing barriers for women as they have tried to enter certain positions or spaces).

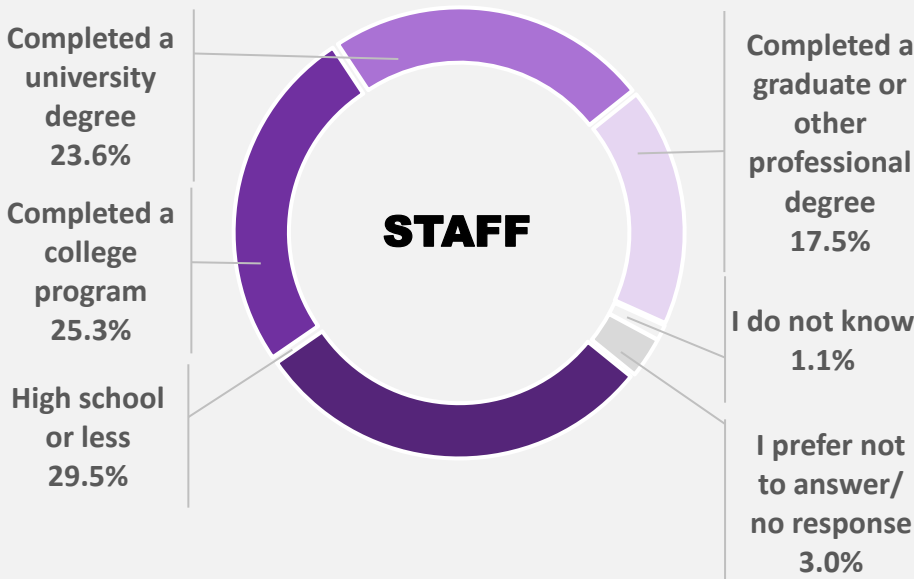
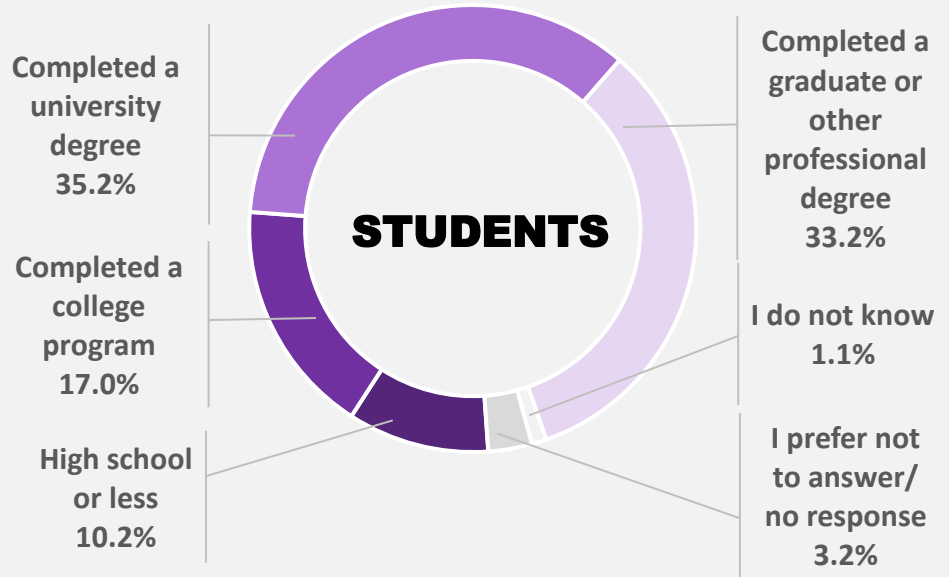
6. Education of Family

Students, staff, and faculty come from a wide range of educational backgrounds, and understanding this range is crucial for us to foster a more welcoming environment with proper supports for our first-generation students. For this reason, we chose to ask our community a question regarding the educational background of family members.

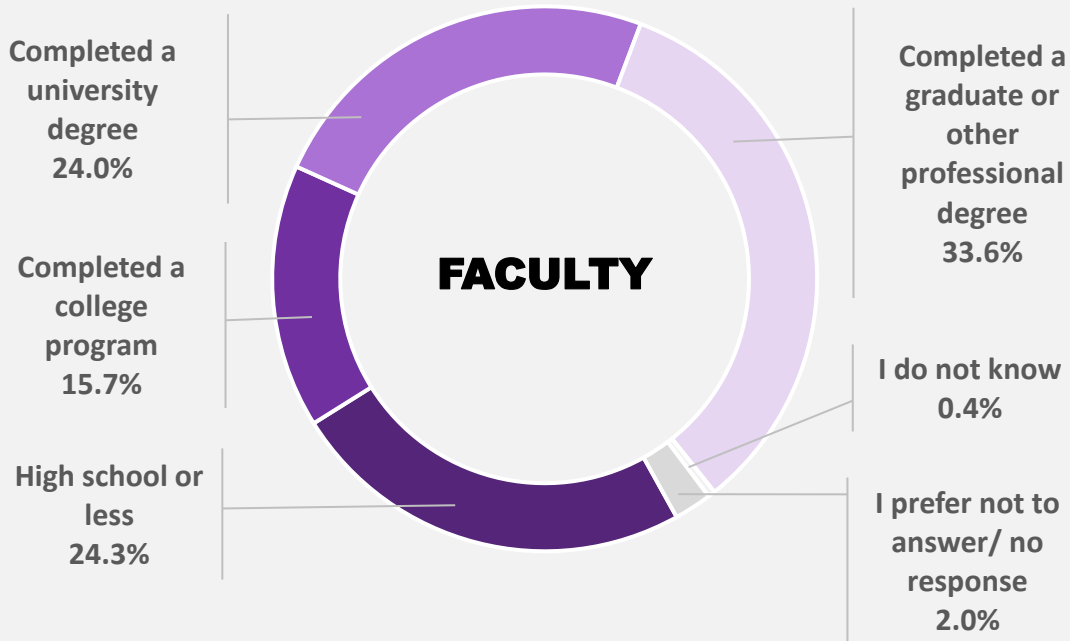
For the census, respondents were asked to identify the highest level of formal education in their family or origin household (attained by their parent/guardian). Based on the answers obtained, we can break the data into at least three categories:

- 1) parents/guardians had some sort of university/college education (e.g., apprenticeship, certificate or college diploma; bachelor; master, PhD, etc.);
- 2) they had high school or less (e.g., high school diploma, primary or elementary completion, etc.); and
- 3) their education was unknown

Results were as follows:



6. Education of Family (cont'd)



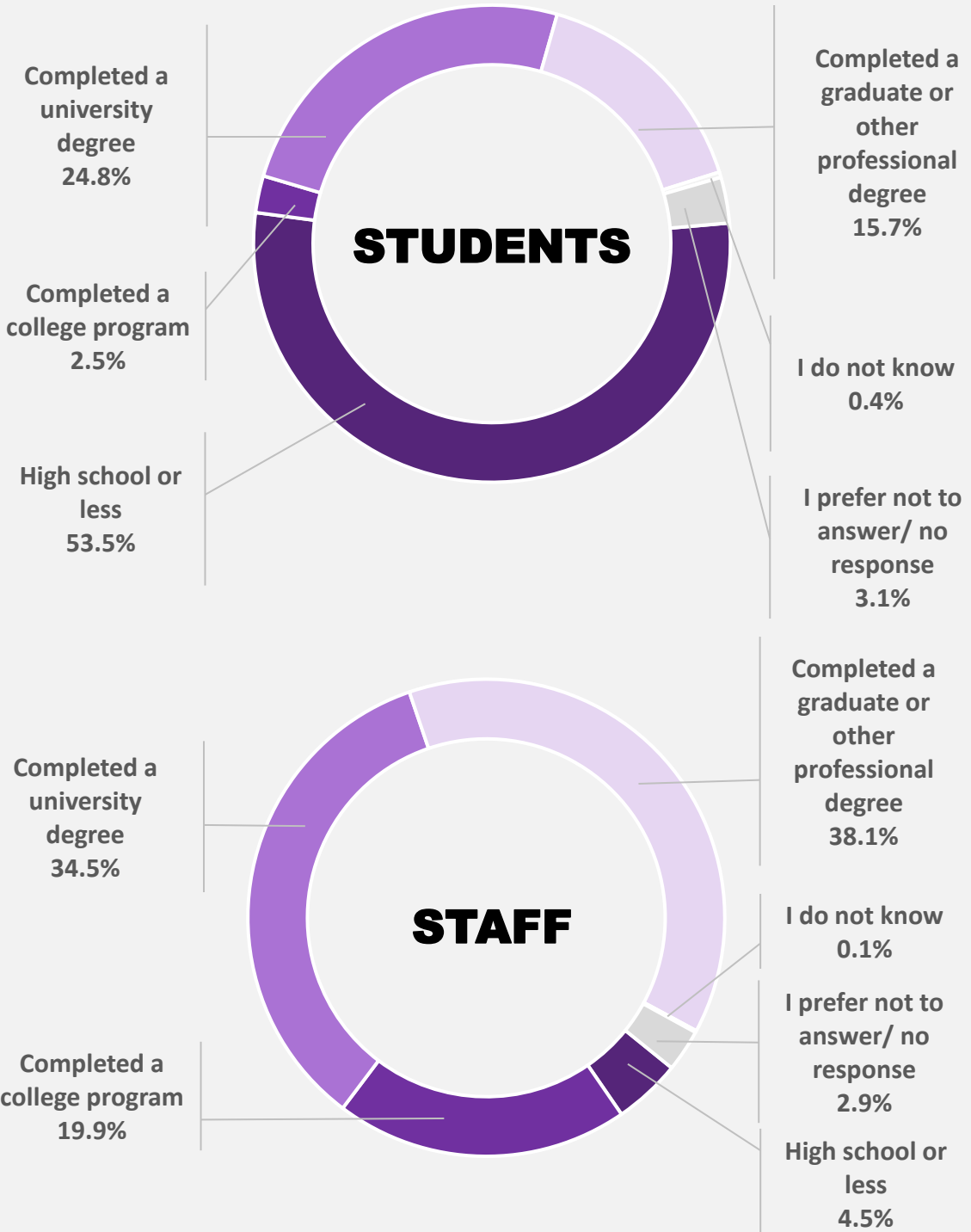
For student respondents, nearly 85.4% stated that they came from a home where their parents/guardians had at least some sort of college or university education, with only 10.2% of respondents stating that their parents/guardians had high school or less. This is not surprising as it is well documented that there is a strong correlation between the education of parents and that of their children (Turcotte, 2011). Only 4.3% had no response/did not know/or preferred not to respond. According to the census, 16.3% said they were the first person within their immediate family to attend college or university.



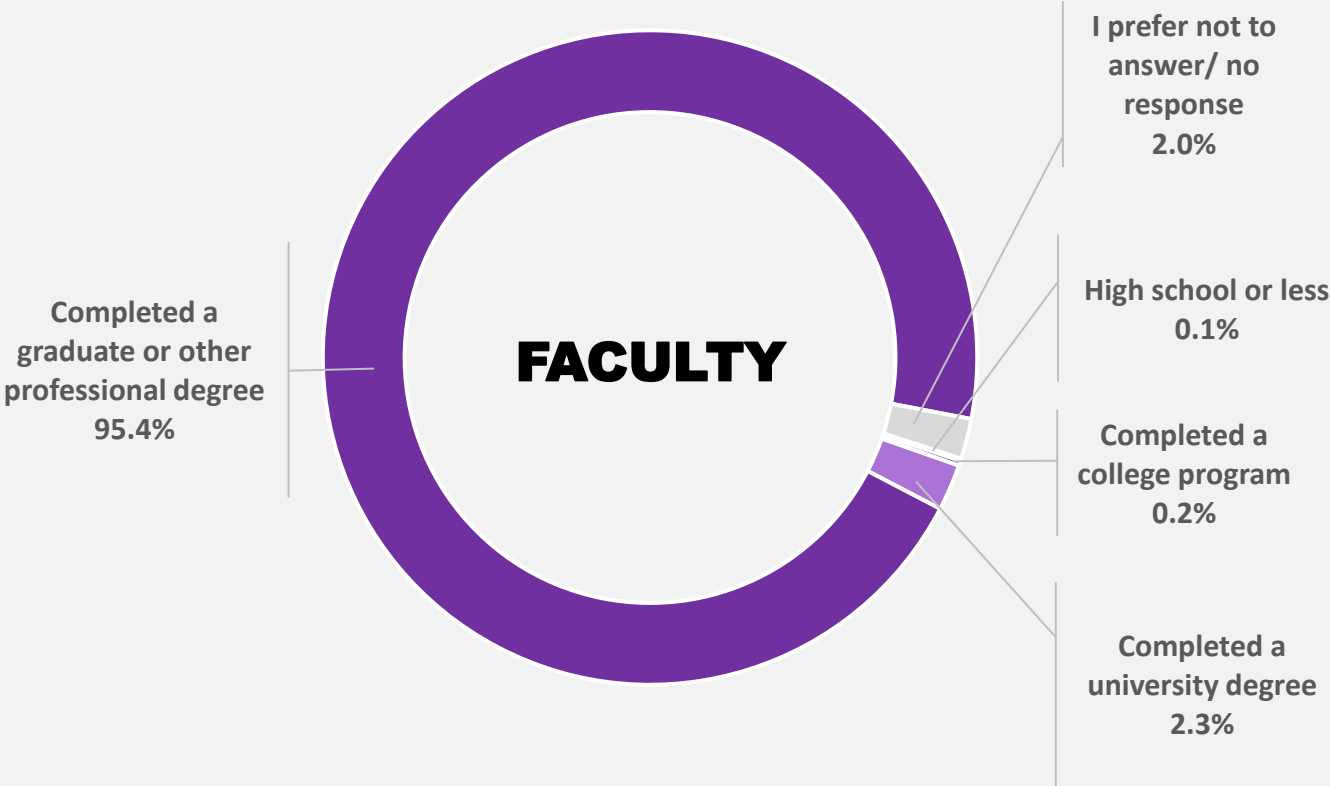
6. Education of Family (cont'd)



For yourself, what is your highest level of education attained?



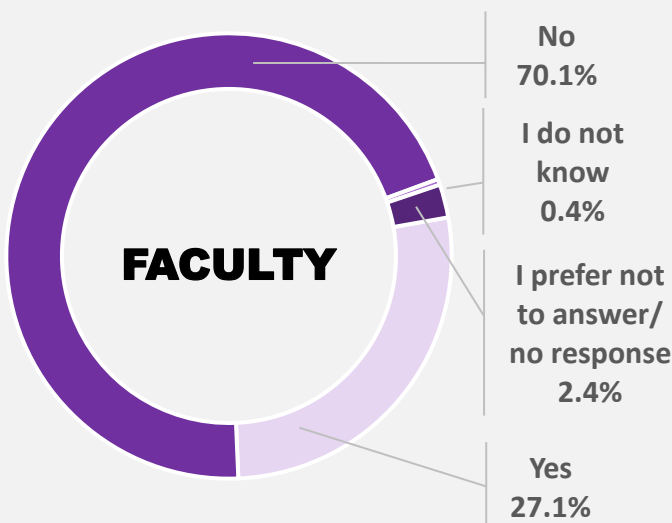
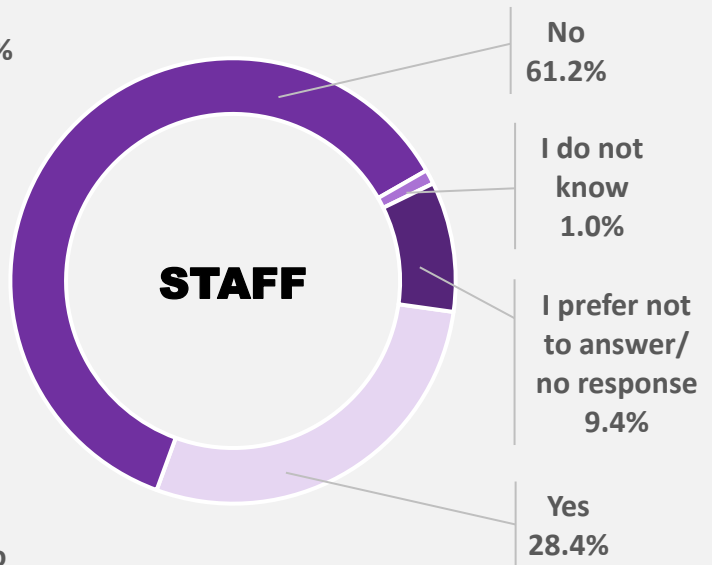
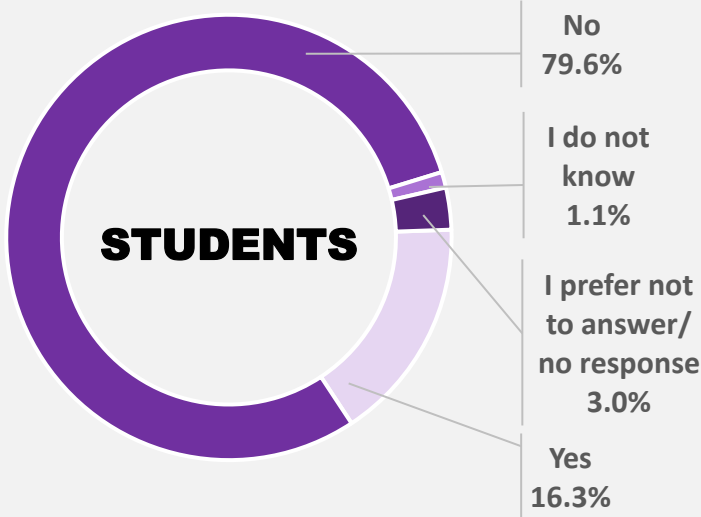
6. Education of Family (cont'd)



6. Education of Family (cont'd)

To ensure that we continue to attract students regardless of their background, we pledge to review our recruitment and admission strategies alongside our financial aid programs and outreach to equity-deserving groups.

“**Are/were you the first person in your family to attend university?**”



7. Household Income

In Western’s Strategic Plan, the goal of creating a more equitable and inclusive environment is summarized by the following: “We will continue to strengthen bursary and scholarship programs, fortify existing pathways, and create new ones to ensure access to the Western experience for individuals who historically may not have had access to Western” (“Towards Western at 150,” 2021, p. 16). To better understand the level of need for financial support—particularly among students—it is crucial to understand the financial backgrounds of the Western community. Furthermore, it has been shown in several studies that there is a correlation between sense of belonging and socio-economic status (Ahn & Davis, 2020). Given these factors, we have asked the Western community about their family household income.

According to the Canadian Government, the official poverty line in Canada in 2015 for a family varied from region to region between \$32,871 and \$40,777 (Employment and Social Development Canada, 2018). As regards ‘middle class,’ the Organization for Economic Co-operation and Development (OECD) defines members of the middle class as anyone earning between 75% and 200% of median household income after tax (OECD, 2019). Based on 2019 data from Statistics Canada, that would mean that the ‘middle class’ in Canada would constitute households earning anywhere from approximately \$45,000 to \$120,000. The following information is shared to compare the Western population to the Canadian population at large, recognizing that this does not take into account the cost of living which would vary by the region. Given this information—and despite any restraints—we have broken down respondents’ answers into the following categories:

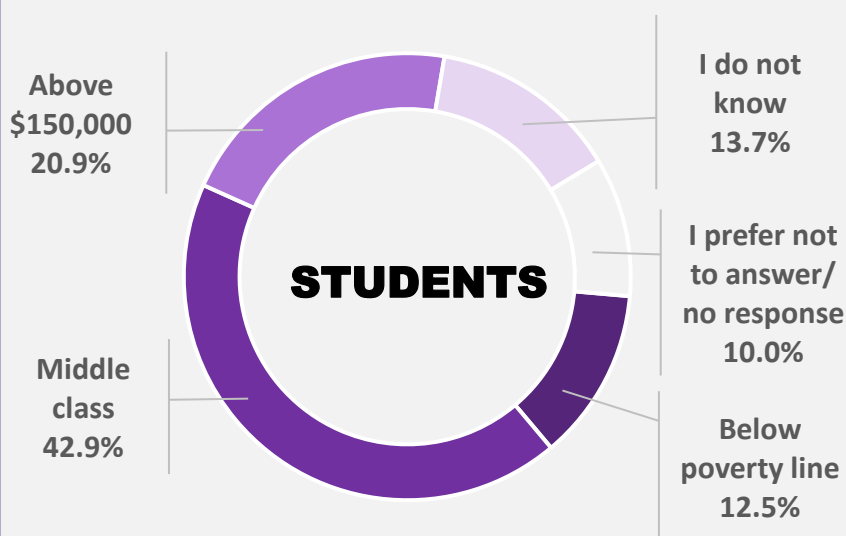
Below the poverty line

(Less than \$30,000/\$30,000 to less than \$40,000)

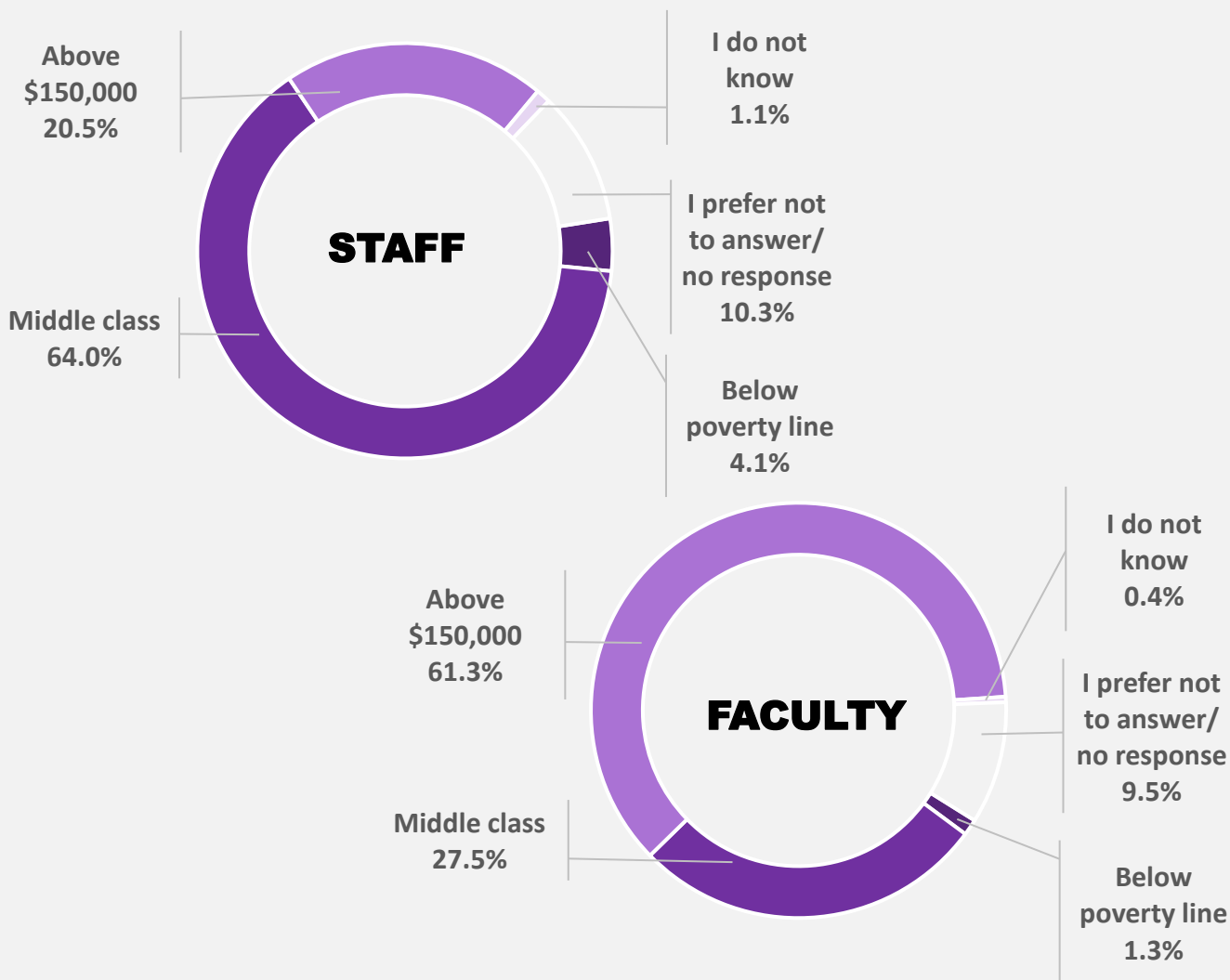
Middle class

(from \$45,000 to \$150,000, based on the census questions)

Above \$150,000



7. Household Income (cont'd)



By this gauge, when we look at the results of the census, we see that 12.5% of student respondents indicated that they come from families at or below the poverty line, whereas 42.9% list themselves as coming from a family whose annual income would be considered 'middle class'—according definitions previously mentioned.

Given that there is still a sizeable proportion of students from families below the poverty line, we are reenergized in our commitments to strengthening bursaries and scholarship programs as well as fortifying existing pathways for students.



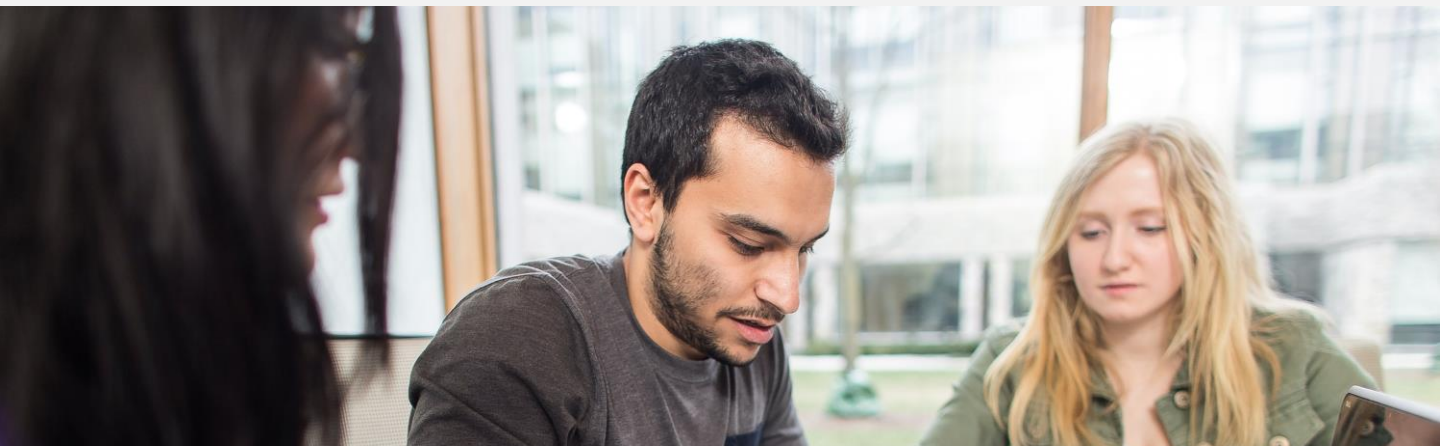
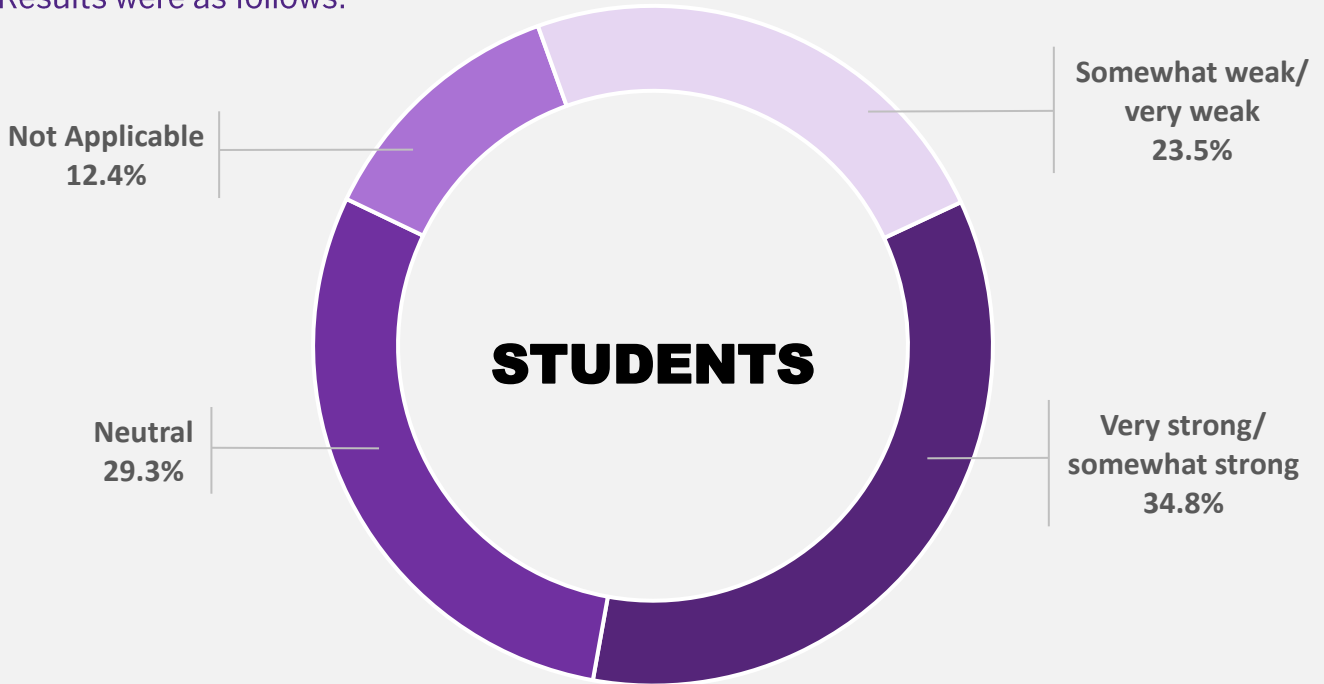
8. Belonging

Western's Strategic Plan lays out the goal of *Thriving through Belonging* in the following terms: "We will work hard to create an environment that supports all of us in our well-being, our mental and physical health, and our professional and personal development, across all the roles at the university" ("Towards Western at 150," 2021, p. 17). In many ways, an increase in a sense of belonging at Western would ultimately be the goal of promoting Community, People, and Culture (as per the Strategic Plan).

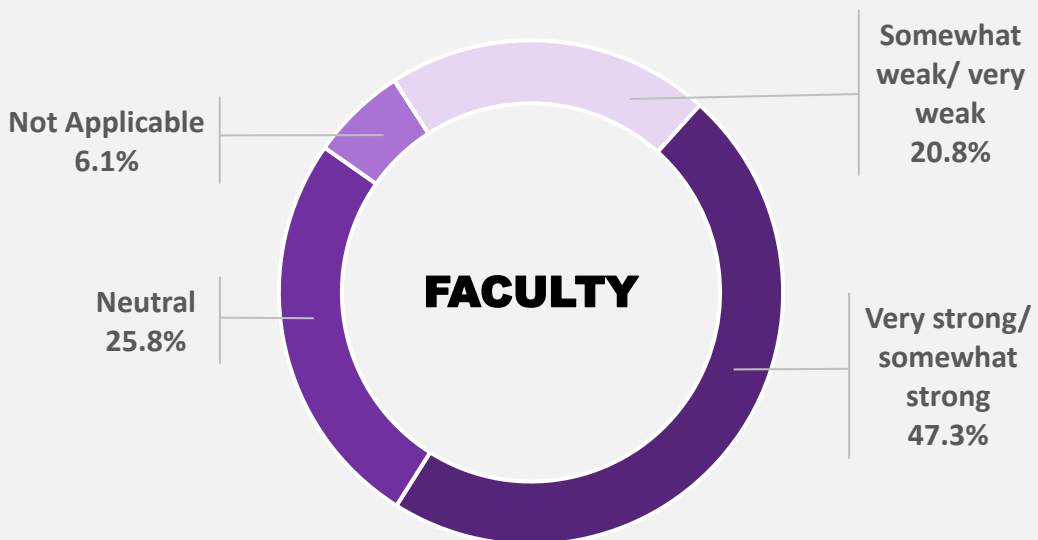
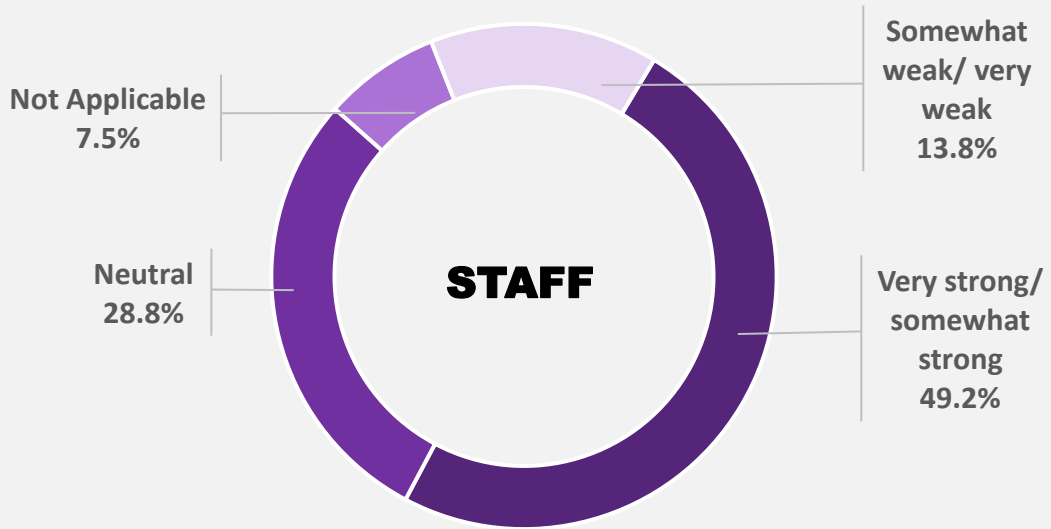
We can break down the answers to this question broadly into four categories:

- 1) very strong/somewhat strong
- 2) neutral
- 3) somewhat weak/weak; and
- 4) not applicable/I don't know/prefer not to answer/no answer

Results were as follows:



8. Belonging (cont'd)



Overall, a greater number of student respondents feel positive about their sense of belonging as members of the Western community. The choice of ‘neutral’ (and possibly also ‘weak’) could be partly due to the stressful years during the pandemic from 2019-2021.

Whatever the cause, it is important to point out that having a lower sense of belonging can increase the likelihood of students leaving university before completing their studies (Pedler et al., 2020). Sense of belonging is important to increase student motivation and self-confidence—both of which will lead to higher academic achievement. With these data in mind, we will continue to push forward our plans to foster a better sense of belonging at Western by offering a broad range of supports both within and beyond our academic programs to encourage thriving and belonging as individuals and collectively. We will continue to pursue the ‘thriving’ model adopted by Western’s Student Experience team—a model focusing on engaged learning, academic determination, positive perspective, diverse citizenship, and social connectedness (“Towards Western at 150,” 2021, p. 17).

Conclusion and Future Engagement:

As a university, we are steadfast in our focus to advance conversations and action around decolonization, as well as equity, diversity, and inclusion. This work is central to the advancement of all organizations, across sectors, and for Western. We acknowledge the length of the road ahead and the hard work needed for creating trust. It is important for us to remain invested in the wellbeing of our entire community, and we must ensure that each individual with whom we interact is treated with grace and respect.

As regards this report, the information gathered and captured here represents a step forward in our ongoing work. To ensure the next steps we take add to and amplify the overall conversation, our next census will ask additional questions. The answers to these questions will give us a more comprehensive picture of the social, ethnocultural, and socio-economic context of our community. Our analysis following this census will further identify where disparities and inequities are located and for whom, giving us the opportunity to address further these matters in alignment with our Strategic Plan, the Indigenous Strategic Plan, as well as other objectives and initiatives making up our EDID strategy.

For upcoming census work, once again our hope is that you—our Western community—will participate in these surveys so we can continue to measure our progress with as much information as possible. The upcoming census will be a further mechanism of accountability to our community, allowing us to measure the effects of our effort.

Thank you, in advance, for your continued engagement!

Appendix A: Methodology

The census focused on a range of topics, including **Indigenous Identity; Racial Identity; Accessibility; Sexual Orientation; Gender Identity; Educational Attainment; Socio-Economic Status; and Sense of Belonging**. The questions were created in consultation with Western’s EDID Demographic Data Collection Group and members of our broader community. Collecting and using the data in a culturally safe, ethical, purposeful, transparent, and accountable manner was of utmost importance to the EDID data group. While participation was encouraged, the survey was voluntary. Census data are, and will continue to be, reported in aggregate form only in order to maintain the anonymity of each respondent.

A note regarding percentages: In the graphs provided, all percentages have been rounded to one decimal place, unless the percentage was less than 1% (rather than rounding to the nearest integer).

The census questions follow in Appendix B.



Appendix B: Census Questions

01: Do you self-identify as an Indigenous person?

- Yes
- No
- I prefer not to answer

02: Which option(s) from below best applies to you?

Please select all that apply.

- First Nation
- Métis
- Inuit
- I prefer not to answer
- Additional

03: Which option(s) best describe the race you self-identify with. Please select all options that apply.

- Black (e.g. African ancestry, Afro-Caribbean, African American, African Canadian, etc.)
- East Asian (e.g. Chinese, Taiwanese, Japanese, Korean etc.)
- Indigenous Global (e.g., Maori, Australian Aboriginal, South American Indigenous, etc.)
- Latino/a or Latinx (e.g. South, Central American, Caribbean etc.)
- South Asian (e.g. Bangladeshi, Pakistani, Indian, Sri Lankan etc.)
- South East Asian (e.g. Vietnamese, Thai, Cambodian, Malaysian, Filipino/a, etc.)
- West Asian or Middle Eastern (e.g. Iranian, Afghani, Lebanese, Egyptian, Iraqi, Armenian, Israeli, Palestinian, etc.)
- White (e.g. Caucasian, European ancestry etc.)
- I prefer not to answer
- Additional

04: Do you self-identify as a person with a disability?

- Yes
- No
- I prefer not to answer

Census Questions (cont'd)

05: You answered you self-identify as a person with a disability. Which option(s) best describe the nature of your disability? Please select all that apply.

- My disability is physical/functional; such as: Mobility, coordination or dexterity impairment
- My disability is sensory; such as: Seeing disabilities; Hearing disabilities
- My disability is mental health related; such as: Emotional, psychological or psychiatric conditions
- My disability is cognitive or learning related; such as: Autism Spectrum Disorder, Asperger Syndrome, Specific Learning Disability
- I prefer not to answer
- Additional

06: Which options best describe your sexual orientation? Please select all that apply.

- Heterosexual
- Lesbian, Gay, Bisexual, Queer, Asexual, Pansexual
- I prefer not to answer
- Additional

07: Which option(s) best describes your gender identity? Please select all options that apply.

- Gender non-conforming, Gender Fluid, Non-binary, Genderqueer, Gender variant, X, Agender, Queer
- Man (includes Transman)
- Two-Spirit
- Trans
- Woman (includes Transwoman)
- I prefer not to answer
- Additional

Census Questions (cont'd)

08/1: Thinking about your family or origin household, what was the highest level of formal education obtained by your parent(s) and/or guardian(s)?

- Highschool or less (e.g., high school diploma, primary or elementary completion, etc.)
- Completed a college program (e.g., Apprenticeship, certificate or college diploma, etc.)
- Completed a university degree (e.g., Bachelor)
- Completed a graduate or other professional degree (e.g., Master, PhD)
- I do not know
- I prefer not to answer

08/2: For yourself, what is your highest level of education attained?

- Highschool or less (e.g., high school diploma, primary or elementary completion, etc.)
- Completed a college program (e.g., Apprenticeship, certificate or college diploma, etc.)
- Completed a university degree (e.g., Bachelor)
- Completed a graduate or other professional degree (e.g., Master, PhD)
- I do not know
- I prefer not to answer

08/3: Are/were you the first person in your family to attend university?

- Yes
- No
- I do not know
- I prefer not to answer

Census Questions (cont'd)

09: Can you please estimate in which of the following groups your total household annual income falls? For students, please think about your family of origin household.

- Less than \$30,000
- \$30,000 to less than \$40,000
- \$40,000 to less than \$50,000
- \$50,000 to less than \$60,000
- \$60,000 to less than \$70,000
- \$70,000 to less than \$80,000
- \$80,000 to less than \$90,000
- \$90,000 to less than \$100,000
- \$100,000 to less than \$150,000
- \$150,000 and over
- I do not know
- I prefer not to answer

10: How would you describe your sense of belonging as a member of the Western community? Would you say it is:

- Very strong
- Somewhat strong
- Neutral
- Somewhat weak
- Very weak
- I do not know
- I prefer not to answer
- I have not been here long enough to assess this

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