



## Resource Document: U of T Student Equity Census

### Introduction

This document is a reproduction of the 2025-2026 [U of T Student Equity Census](#). This document is meant to provide a preview of the questions and format and should be used for reference purposes only.

**To complete the Census students must login to [ACORN](#). The census is accessible via the “Profile & Settings” section on ACORN.**

The census is open to all undergraduate and graduate students currently enrolled at the University of Toronto on a part-time or full-time basis.

If you have questions about the census or would like to share feedback, please contact the Office of the Vice-Provost, Students at [vp.students@utoronto.ca](mailto:vp.students@utoronto.ca).

## U of T Student Equity Census

All questions are required unless stated otherwise. If you do not wish to provide your data for any of the questions, you can select “Prefer not to answer”. This option is available on each question. Please note, if you leave the form without saving, any progress will be lost.

After completing the census, you can view your response anytime, and edit as long as you are registered or invited for the current or next academic session. [Learn more about the census and view the FAQs.](#)  
Have a question or feedback to share? Contact [vp.students@utoronto.ca](mailto:vp.students@utoronto.ca).

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### 1. Gender Identity

**Please indicate which of the following terms best describes your gender identity. Check as many as apply. For select options, you may specify further below after selecting.**

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

<input type="checkbox"/> An identity not listed (please specify) [open text box]	
<input type="checkbox"/> Prefer not to answer	

**Do you identify as trans or consider yourself to be a part of a trans community?**

A person who identifies as trans or as a part of a trans community could identify with a gender other than the one assigned to them at birth, might have a gender identity and/or gender expression which differs from the stereotypical masculine and feminine norms, or other analogous identities or experiences. Trans can be an umbrella term to include a broad array of people including those who identify as trans, transgender, transsexual, genderqueer, gender fluid, nonbinary, or another term.

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

2. Sexual Orientation

**Please indicate which of the following terms best describe your sexual orientation. Check as many as apply. For select options, you may specify further below after selecting.**

<i>Response Option</i>	<i>Definition Sub-Text</i>
<input type="checkbox"/> Asexual	A person who experiences little or no sexual attraction to people of any gender.
<input type="checkbox"/> Bisexual	A person who is attracted to people of more than one gender.
<input type="checkbox"/> Gay	A person who is attracted to people of the same gender.
<input type="checkbox"/> Heterosexual / Straight	A person who is attracted to people of the opposite gender.
<input type="checkbox"/> Lesbian	A woman who is attracted to women.
<input type="checkbox"/> Pansexual	A person who is attracted to other people regardless of gender.
<input type="checkbox"/> Queer	An umbrella term used for LGBTQ2S+; reclaimed by some whose sexual orientations and/or gender identities fall outside of cisgender/straight norms.
<input type="checkbox"/> Questioning	When a person is exploring their sexual identity and/or orientation or is unsure with regards to their sexual identity and/or orientation.
<input type="checkbox"/> Two-Spirit	An all-encompassing term used to describe gender and sexual diversity in Indigenous communities. Two-Spirit people often serve integral and important roles in their communities, such as leaders and healers. There are many understandings of the term Two-Spirit – and this English term does not resonate for everyone. Two-Spirit is a cultural term reserved for those who identify as Indigenous.
<input type="checkbox"/> An identity not listed (please specify)	

[open text box]	
<input type="checkbox"/> Prefer not to answer	

### 3. Disability

**Do you identify as a person with a disability?**

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

- Yes
- No
- Prefer not to answer

**If you answered “yes”, please indicate which of the following best describe your disability/ies. Check as many as apply. For select options, you may specify further below after selecting.**

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

### 4. Indigenous Identity

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

- Yes
- No
- Prefer not to answer

**If you answered “yes”, please check those that apply to you.  
Check as many as apply. For select options, you may specify further below after selecting.**

- Alaska Native
- First Nations (non-status, non-treaty, and non-registered)
- First Nations (status, treaty, or registered)
- Inuit
- Métis
- Native American
- Native Hawaiian
- Native Mexican
- An identity not listed (please specify) [open text box]
- Prefer not to answer

#### 5. Racial and/or Ethnocultural Identity

**Do you identify as a racialized person/person of colour?**

The [Ontario Human Rights Commission](#) defines racialization as a process by which societies construct races as real, different and unequal in ways that matter and affect economic, political and social life.

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

**Please indicate which of the following terms best describe your racial and/or ethnocultural identity.  
Check as many terms as apply.**

- Asian
  - Caribbean (e.g., Guyanese, Trinidadian, Jamaican)
  - Central Asian (e.g., Kazakhstani, Uzbekistani)
  - East Asian (e.g., Chinese, Japanese, Korean)
  - European (e.g., British, French, Portuguese, Spanish)
  - North American (e.g., American, Canadian)
  - South Asian (e.g., Indian, Pakistani, Sri Lankan, Bangladeshi)
  - Southeast Asian (e.g., Filipino, Malaysian, Vietnamese)
  - Prefer to self-identify (please specify) [open text box]
- Black
  - African (e.g., Ghanaian, Kenyan, Somali)
  - Caribbean (e.g., Bajan, Grenadian, Jamaican)
  - European (e.g., British, French, Portuguese, Spanish)
  - North American (e.g., American, Canadian)
  - South and Central American (e.g., Brazilian, Panamanian)

- Prefer to self-identify (please specify) [open text box]
- Indigenous person of Turtle Island (North America)
  - Alaska Native
  - First Nations
  - Inuk (Inuit)
  - Metis
  - Native American
  - Native Hawaiian
  - Native Mexican
  - Prefer to self-identify with other descriptors (e.g., Nation, Tribe, Clan, Band, Family, etc.) with a comment box (please specify) [open text box]
- Indigenous person from outside Turtle Island (North America) (e.g., Aboriginal Person of Australia, Pacific Islander)
  - Prefer to self-identify (please specify) [open text box]
- Latino/a/x
  - Caribbean (e.g., Cuban, Haitian)
  - Central American (e.g., Honduran, Nicaraguan)
  - European (e.g., British, French, Portuguese, Spanish)
  - North American (e.g., American, Canadian, Mexican)
  - South American (e.g., Argentinian, Brazilian)
  - Prefer to self-identify (please specify) [open text box]
- Middle Eastern, North African, and Southwest Asian
  - European (e.g., British, French, Portuguese, Spanish)
  - Middle Eastern (e.g., Israeli, Lebanese, Palestinian, Syrian)
  - North African (e.g., Egyptian, Libyan, Moroccan)
  - North American (e.g., American, Canadian)
  - Southwest Asian (e.g., Afghan, Iranian)
  - Prefer to self-identify (please specify) [open text box]
- Multiracial (People who may not identify with a singular racial or ethnocultural identity)
- White
  - African (e.g., South African)
  - Caribbean (e.g., Cuban, Puerto Rican, Trinidadian)
  - European (e.g., British, French, Polish, Russian)
  - North American (e.g., American, Canadian)
  - South American (e.g., Argentinian, Chilean)
  - Prefer to self-identify (please specify) [open text box]
- Another race and/or ethnicity not listed here (please specify) [open text box]
- Prefer not to answer

## 6. Religious, Spiritual Affiliations or Beliefs

Which of the following best reflect your religious identity, spiritual traditions or beliefs?  
Check as many as apply. For select options, you may specify further after selecting.

- Agnosticism
- Atheism
- Bahá'í Faith
- Buddhism
- Christianity
- Confucianism
- Hinduism
- Humanism
- Indigenous Spirituality
- Islam
- Jainism
- Judaism
- Pantheism
- Sikhism
- Spiritual
- Unitarianism
- My Religious, Spiritual Affiliations, or Belief is best described as (please specify)
- Prefer not to answer

## 7. Educational Attainment of Parents or Guardians

What is the highest level of formal education of your most highly educated parent or guardian?  
For select options, you may specify further below after selecting.

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

## 8. Data Collection Feedback

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

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## Notice of Collection

The U of T Student Equity Census is a tool that supports the University in better understanding the demographics of our student population. Through connections with other student-related data, we will be able to more effectively understand and improve the holistic experience of our students.

The responses you provide will not be used for any purpose other than this data collection and to support the [University of Toronto's fundamental values of equity, diversity and inclusion](#).

[Learn more about the U of T Student Equity Census and view the FAQs](#). Questions about the census can be directed to [vp.students@utoronto.ca](mailto:vp.students@utoronto.ca).

## Freedom of Information and Protection of Privacy Act (FIPPA)

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

U of T Student Equity Census data is collected for the purpose of developing, assessing and maintaining programs and initiatives that respond to the needs of our students. This data will also be used to strengthen recruitment efforts, access and strategies to address and eliminate barriers to success within our programs.

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

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