

2018 UNDERGRADUATE SURVEY REPORT

Jonathan Olfert and Stephanie Hammond-Thrasher

INTRODUCTION

One inspiration for this report is a well-known Indigenous educational model called the Circle of Courage, co-developed by the Sioux elder Dr. Martin Brokenleg.

- ***The Spirit of Independence:*** Free will is cultivated by responsibility so that the [student] can say, 'I have the power to make decisions.'
- ***The Spirit of Generosity:*** Character is cultivated by concern for others so that the [student] can say, 'I have a purpose for my life.'
- ***The Spirit of Belonging:*** The universal longing for human bonds is cultivated by relationships of trust so that the [student] can say, 'I am loved.'
- ***The Spirit of Mastery:*** The inborn thirst for learning is cultivated; by learning to cope with the world, the [student] can say, 'I can succeed.'¹

This report offers a comprehensive picture of more than five thousand diverse students who face difficult decisions and increasing responsibility; who look for human connection, purpose, and ways to support each other; who often need support themselves; who prize resilience; and who work hard to succeed inside and outside the classroom. We encourage you to keep the Circle's principles in mind as you explore the data we have collected.

Due to the scope of the survey, this report could not explore every possible combination of variables. The Department of Research and Advocacy is available to help students and stakeholders examine specific questions in more depth.

¹ For more information, see *Reclaiming Youth at Risk: Our Hope for the Future* by L. Brendtro, M. Brokenleg, and S. Van Bockern.

EXECUTIVE SUMMARY

The 2018 Undergraduate Survey ran from November 30 to December 17, 2018. It achieved a 16% response rate with 5,042 respondents. Due to the scope of the survey's results, this summary offers only selected points of interest.

- 3% of respondents are 17 or younger; 76% are ages 18-22; 15% are ages 23-27; and 6% are 28 or older.
- 14% live in campus residence; 8% live alone off-campus; 18% live off-campus with roommates; 48% live with parents or guardians; and 11% live with other family (e.g. spouse/partner, children, extended family).
- Gender (man, woman, and non-binary or other) plays a defining role in many student behaviours and circumstances, including:
 - Methods of coping with stress
 - Risk factors for student homelessness and food insecurity
 - Employment during the school year
 - Affinity with belief systems
 - Confidence in accessing the Office of the Student Ombuds
 - Access to work-integrated learning opportunities
 - Willingness to use support services, such as the Peer Support Centre and Campus Food Bank
 - Interest in involvement opportunities, such as volunteering, professional development, and clubs related or unrelated to field of study
- 51% of students (55% of women, 59% of non-binary/other, and 41% of men) hold at least some paid employment during the school year. Women also tend to work more hours per week: for example, women are twice as likely as men (5.4% vs. 2.9%) to hold a 20-hour-per-week job during the school year.
- Food insecurity is a major challenge on campus. 24% of students skip meals once or twice a week due to the cost of food. Another 7% do so more than twice a week. Groups at special risk include international students, Business students, Arts students, visible minority students, FNMI/Indigenous students, second-year students, LGBTQ2S+ students, students who parent, and students with disabilities. International students, notably, are twice as likely as domestic students to skip meals more than twice a week due to the cost of food.
- Students who experience potential homelessness indicators are far more likely to skip meals frequently due to the cost of food. This is true even for relatively commonplace indicators like 'couch-surfing,' staying with friends without paying formal rent, or being evicted or forced to leave one's residence.

- Over 50% of students interested in visiting The Landing did not identify as LGBTQ2S+, suggesting a desire for more sexual education resources and/or support.
- The vast majority of international students live on or near campus, with a one-way commute of 45 minutes or less. Domestic students' *median* one-way commute is 60 minutes, with some as high as 120 minutes.
- FNMI/Indigenous students are almost four times more likely to be parents of dependent children.
- Residence choices vary widely by age and year of study. 43% of students live with parents or guardians in fourth year, but some groups are especially likely to have moved out by then: Students with disabilities (24%), FNMI/Indigenous students (13%), and LGBTQ2S+ students (37%).
- 30.5% of students with disabilities identify as LGBTQ2S+; this makes students with disabilities three times more likely to identify as LGBTQ2S+ than other students.
- 19% of students (16% of women, 24% of men, and 8% of non-binary students) would not visit the Campus Food Bank even if they felt they needed it.
- Students often feel more financially secure and in control when working ~15-25 hours a week during the school year than when working longer hours.
- Deferred maintenance and student spaces emerged as major patterns in student responses about their greatest out-of-classroom challenges.
- The vast majority of students who get significantly involved on campus believe that their experience at U of A is preparing them to find good jobs.
- Compared to the student body, SU student employees are especially likely to be LGBTQ2S+ (13% vs. 11%), self-identify as visible minorities (38% vs. 27%), or have a disability (9% vs. 4%). However, FNMI/Indigenous students are somewhat underrepresented within our sample of 80-90 SU student employees.
- Of all groups, students with disabilities are the least likely to feel confident in their ability to access the Office of the Student Ombuds.
- Since enrolling at U of A, roughly 25 students have stayed in a car, abandoned building, or other place not meant for residence. Roughly 70 have slept on campus, other than at the Commuter Study Hostel, because they had nowhere else to go. LGBTQ2S+ students and other populations of interest are at special risk for these situations.

The ARRC Recommendations

As with the 2017 Annual Survey, First Nations, Metis, and Inuit (FNMI) students are a population of special interest in this report. Our analysis of FNMI/Indigenous students has been influenced by the recommendations of the SU's Aboriginal Relations and Reconciliation Committee (ARRC), released in early 2019. Some of the most pertinent recommendations are as follows:

- *“The Students’ Union shall raise awareness, through public discourse and events, of positive Aboriginal student experiences.”*
 - This report explores FNMI/Indigenous students’ unique needs and challenges within the context of the survey data, as well as the needs and challenges they share with the broader campus community.
- *“The Students’ Union shall advocate for increased access to childcare services at the University of Alberta” and take measures to “better understand the intersectional barriers faced by Aboriginal students who parent.”*
 - This report adds its voice to the research confirming that FNMI/Indigenous students are much more likely than other students to be parents of dependent children. It also addresses, as a population of special interest, the unique needs of students who parent.
- *“The Students’ Union shall advocate for institutional commitments, at every level of the University, to develop financial, housing, and job opportunities for Aboriginal students.”*
 - This report addresses student finance, housing, and employment, both for all students and for FNMI/Indigenous students.
- *“The Students’ Union shall strive to intentionally hire more people who identify as Aboriginal at all levels of the institution.”*
 - Roughly ¼ (n~80) of all SU student employees opted to take the survey, allowing for a robust Equity, Diversity, and Inclusion lens. This report addresses the rate of FNMI/Indigenous student employment within the SU, and outlines areas for improvement.

TABLE OF CONTENTS

Introduction	1
Executive Summary	2
The ARRC Recommendations.....	4
Methodology	7
Mandate.....	7
Format.....	7
Ethics, Distribution, and Privacy.....	7
Analysis Software	8
1 Demographics	9
1.1 Demographic Challenges: Faculties	9
1.2 Demographic Challenges: Year-by-year	10
1.3 Demographic Challenges: Gender.....	11
1.3.1 Gender and Year of Study	12
1.4 Populations of Interest.....	13
1.5 Belief Systems.....	16
1.5.1 Belief Systems by Gender.....	17
1.5.2 Belief Systems by Year of Study	18
1.5.3 Belief Systems and Campus Involvement.....	19
1.5.4 Belief Systems and Selected Populations of Interest.....	20
1.6 Distribution by Age.....	21
1.6.1 Distribution by Age and Populations of Interest.....	21
1.6.2 Distribution by Age and Year of Study	22
2 Programs and Events	23
2.1 Measuring Campus Involvement	23
2.1.1 Campus Involvement and Year of Study.....	24
2.1.2 Campus Involvement and Faculty.....	25
2.2 Obstacles to Involvement	28
2.2.1 Obstacles to Involvement: Hours Worked	29
2.3 Interest in Campus Involvement Opportunities.....	30
2.3.1 Campus Involvement Opportunities: Student Suggestions.....	31
2.4 Factors and Trends in Voting Behaviour.....	35
2.4.1 Factors and Trends in Voting Behaviour: Unfamiliarity with the SU.....	35
2.4.2 Factors and Trends in Voting Behaviour: Gender.....	36
2.4.3 Factors and Trends in Voting Behaviour: Year of Study	38
3 Student Spaces and Places.....	40
3.1 SUB Usage	40
3.2 Spaces: Likes and Dislikes.....	41
3.3 Religious Spaces	43
3.4 Spaces: Deferred Maintenance Consultation	45
4 Services and Businesses.....	47
4.1 The Peer Support Centre and Stress Management Tactics.....	47
4.1.1 Stress Management Tactics	49
4.2 The Landing.....	52
4.3 The Campus Food Bank	53
4.4 Optimizing Businesses.....	55
4.4.1 Dewey's.....	55
4.4.2 SUBmart	56

5 Advocating for Student Needs.....	58
5.1 Academic Rights	58
5.2 Transit and Residence.....	59
5.2.1 <i>Commuting Time</i>	59
5.2.2 <i>Residence Patterns by Age</i>	61
5.2.3 <i>Residence Patterns by Year of Study</i>	62
5.2.4 <i>Residence Patterns: FNMI/Indigenous Students</i>	64
5.3 Financial Security	66
5.3.1 <i>Student Homelessness</i>	66
5.3.2 <i>Student Financial Security</i>	69
5.3.3 <i>Student Food Insecurity</i>	71
5.3.4 <i>Career Prospects</i>	74
5.3.5 <i>Student Employment at the SU</i>	77
5.3.6 <i>Work-Integrated Learning</i>	78
5.4 Final Word: Student Challenges	80
5.4.1 <i>Non-Binary Students</i>	80
5.4.2 <i>FNMI/Indigenous Students</i>	80
5.4.3 <i>LGBTQ2S+ Students</i>	81
5.4.4 <i>International Students</i>	82
5.4.5 <i>Students with Disabilities</i>	83
5.4.6 <i>First-Generation Students</i>	85
5.4.7 <i>Students who Parent</i>	87
5.4.8 <i>Further Responses from the Entire Sample</i>	87
Appendix A: Charts on Student Involvement Opportunities.....	90
By Faculty.....	90
By Population of Interest	94
Appendix B: Charts on SUB Usage	98
By Gender.....	98
By Faculty.....	99
Appendix C: Charts on Voting Behaviour.....	102
By Faculty.....	102
Appendix D: Reference Charts on Student Employment	105
By Faculty.....	105
By Population of Interest	108
Appendix E: Charts on the Food Bank	111
By Population of Interest and Other Factors	111
By Mode of Residence.....	113
Appendix F: Charts on Food Insecurity	114
By Gender and Year of Study	114
By Faculty.....	115
By Population of Interest	116

METHODOLOGY

Mandate

The University of Alberta Students' Union offers services and businesses that provide for student needs. We organize events and programs that bring our campus together, help people connect, and build community. We provide space for students to relax, study, and socialize. We advocate for student interests to the university and all levels of government. We aim for all students to feel accepted and welcome on campus.

To those ends, we survey the student body every year in hope of learning more about their needs and priorities. We thank students for taking the time to help us improve our work.

To get a more complete picture of student needs, some of these questions touch on sensitive issues like gender identity, student homelessness, and food insecurity on campus. All responses are anonymous, and students were informed that they had the option to skip questions or select 'prefer not to answer' at any time.

Format

The non-demographic survey questions were organized according to the four key missions and value propositions of the Students' Union. Questions were sourced from the needs of SU departments, and to some extent from previous years' surveys. The 2018 survey comprised 45 questions; average completion time was 11 minutes. Question formats included nominal multiple choice and checkboxes, Likert scales, interval sliding scales, and short-answer fields.

Each question and potential answer in this bilingual survey included text in both French and English. Nadia Halabi, Research Analyst, provided the French translation.

Ethics, Distribution, and Privacy

The introduction included the following note: "I consent to participating in this survey. My participation is voluntary and I can stop at any time. I understand that my answers will remain anonymous. I understand that anonymized data may be used to improve SU operations and advocate for students to the university and to government."

The survey was designed and administered using SurveyMonkey, a professional service that also handled data storage. The primary distribution method was the SU internal mailing list, which includes all U of A undergraduate students (including SU undergraduate employees) who had not unsubscribed. Other distribution and advertising measures included social media (including a modest, targeted ad buy), a

campus-wide SUTV ad, posters in key locations across North Campus, and the SU website.

For prize entry purposes, respondents were given the option to provide their CCID via a separate one-question form. This process irrevocably de-linked all respondents' unique CCID information from the main dataset. Respondents who opted to provide their CCID were entered in a random draw for one of four potential prizes, with a total value of roughly \$1600:

- A \$500 U of A Bookstore gift card
- One of eight \$25 U of A Bookstore gift cards
- One of five \$50 vouchers for Room at the Top (RATT).
- One of 200 free coffees or teas at The Daily Grind.

SECTION	# OF QUESTIONS
Introduction	1
Demographics	13
Programs and Events	7
Student Spaces and Places	5
Services and Businesses	8
Advocating for Student Needs	12
Enter to Win	1
TOTAL	47

Although UASU elected student officials and student employees were fully eligible, none received major prizes due to the random draw and the high participation rate.

Analysis Software

- SPSS (statistical analysis and data visualization)
- Excel (statistical analysis and data visualization)
- Flourish (data visualization)
- QGIS (cartographic data visualization)
- Voyant (semantic analysis)
- Tableau (data visualization)
- Openrouteservice (cartographic data visualization)

1 DEMOGRAPHICS

1.1 Demographic Challenges: Faculties

The sample, while broadly representative of the student body, skews in various directions. The survey found better traction in some faculties than in others. Education, ALES, and KSR, for example, were well represented, while Business, Open Studies, Augustana, and Medicine and Dentistry had fewer responses than they should have had. On the whole, however, the survey sample represented the student body in proportional ways.

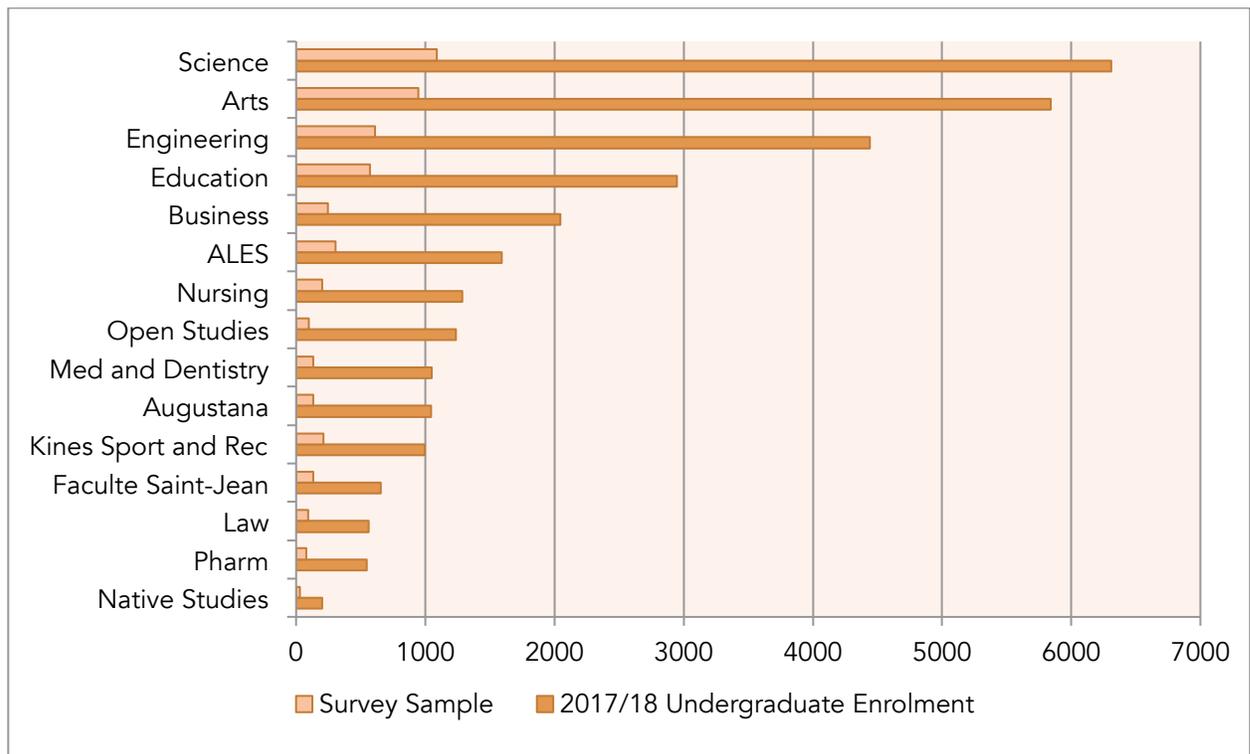


Figure 1: Respondents by faculty

1.2 Demographic Challenges: Year-by-year

After comparison with the 2018-19 Annual Undergraduate Enrolment Report (particularly the undergraduate graduation headcount, first-year retention rate, and new applicants registered), we believe our sample skews somewhat toward students in their earlier years of study. This is not especially surprising: fourth-year students or higher tend to be focused on graduation.

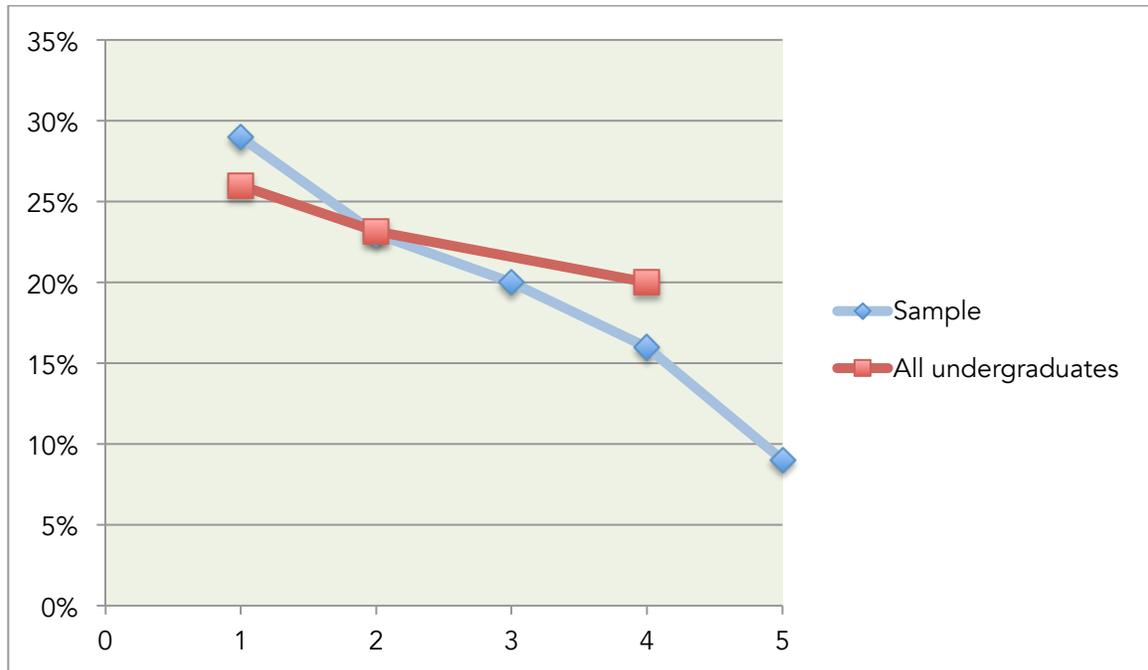


Figure 2: Respondents (% as of total) by year of study

However, since our data does not differentiate between a student who takes longer than four years to finish their degree and a student who is simply pursuing an after-degree program, the distortion may not be that pronounced. A good portion of the students who self-identified as fifth-year or higher would probably count toward the comparison with graduation headcount.

In short, apart from a degree of bias toward younger/newer students, and toward other groups as explained below, we believe the sample is broadly reflective of the undergraduate community.

1.3 Demographic Challenges: Gender

66.8% of respondents identified as women, 28.8% identified as men, and 0.8% identified as non-binary or other. 3.6% either preferred not to say or simply left the question blank.

- Per the Registrar’s annual enrolment report, only 55.4% of 2018-19 U of A undergraduates were women (a difference of roughly 350 students, in the context of the sample). Note that three faculties with higher-than-average survey participation also had higher-than-average rates of women, at least within the sample: Education (83.2% women), ALES (83.6% women), and KSR (78.3% women).
- Per the Registrar’s annual enrolment report, 0.05% of undergraduates identify as ‘other’ – roughly 15 individuals. However, 0.8% of respondents (around 40 individuals) identified as ‘non-binary or other’ on our survey, and another 3.6% either preferred not to say or simply left the question blank. Therefore, we suggest that ‘other’ may not be the most accurate and meaningful phrasing for capturing gender diversity.

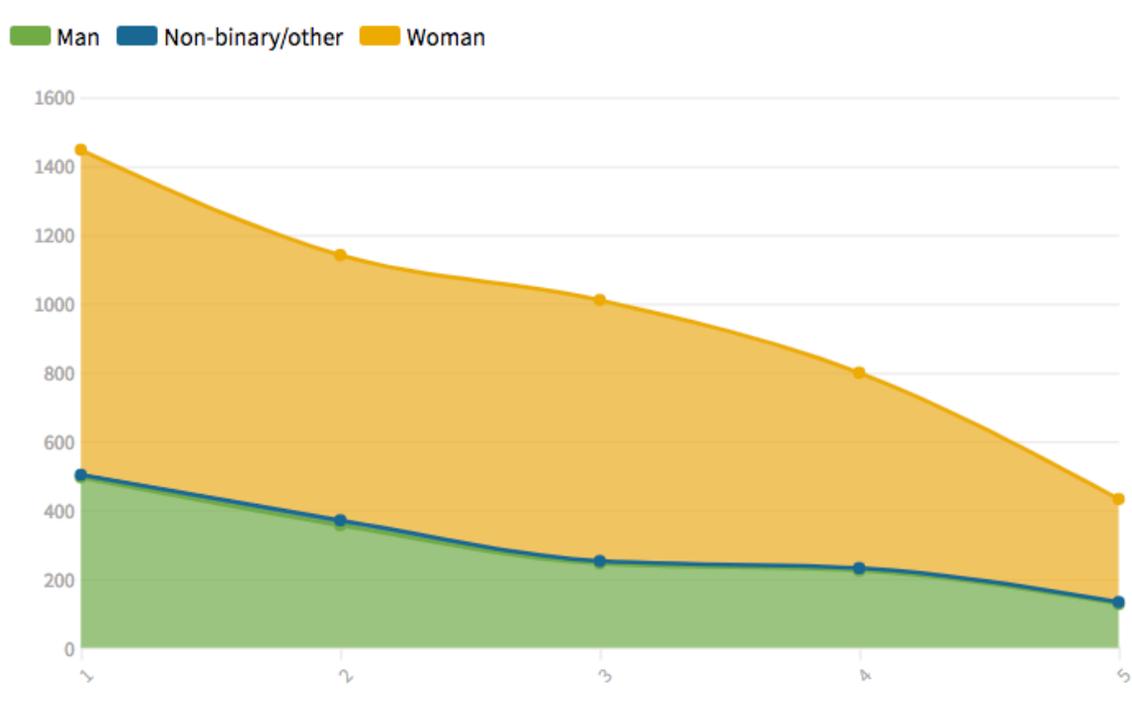


Figure 3: Respondents by gender and year of study

1.3.1 Gender and Year of Study

Within the 5000-student sample and possibly beyond it, men and women may experience per-year falloff very differently. As noted above, factors likely include variation in both survey engagement and dropout rates, by gender and year of study.

- Men appear much more likely to fall off after first year, and vastly more likely to fall off after second year.
- Women, by contrast, appear extremely unlikely to fall off between second and third year – but three times more likely than men to fall off between third and fourth year.
- To generalize, men could benefit most from support or engagement in the first two years, while women could benefit most from support or engagement in third year (though they also experience first-year attrition). This pattern holds true no matter whether the defining factor of falloff is dropping out or simply failing to engage with SU outreach efforts like this survey.

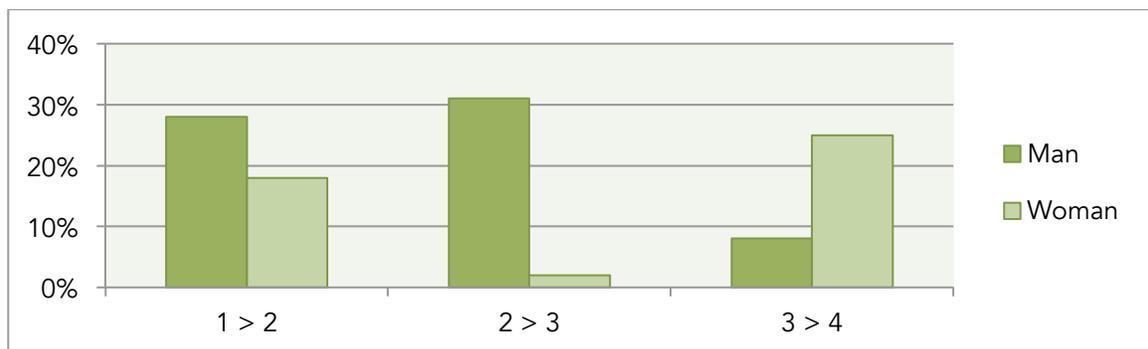


Figure 4: Respondent falloff between years of study by gender

- Overall first-to-second-year falloff sat at 21%. By contrast, the Annual Report on Undergraduate Enrolment (2018-19) from the Office of the Registrar showed an overall 89% retention rate (presumably comparable to an 11% falloff rate) between first and second year. The difference may indicate disproportionate early-year participation in the survey, especially among men. Nevertheless, the apparent gender disparities here deserve closer examination.

1.4 Populations of Interest

This survey attempts to assess a variety of student needs, and does not treat the student body as homogeneous. To that end, we selected several populations of special interest or concern, based on previous survey data and anecdotal evidence. In many cases, these groups of students display trends comparable to the broader student population. This report will highlight cases where these groups' responses and experiences diverge from the larger sample or have special significance.

- **First-generation students**, which our question defined as students whose parents typically do not have university degrees, comprised 1664 respondents (33.0% of the sample).
 - This rate is consistent with current estimates of first-generation enrolment across Canada.²
- Students who have dependent children (**'students who parent'** throughout) comprised 159 respondents (3.2% of the sample).
 - Canada has relatively little consistent data on university students who parent.³
- Students who self-identified as members of visible minorities (**'visible minority students'** throughout) comprised 1361 respondents (27.0% of the sample).
 - This question sacrificed detail by conflating the experiences of all individuals of racialized minority groups if they answered 'yes.' We selected the simplified question because significant debate and sensitivity surround the format and wording of more detailed questions on this topic.
- Students who self-identified as First Nations, Metis, or Inuit (**'FNMI/Indigenous'** throughout) comprised 232 respondents (4.6% of the sample).
 - FNMI/Indigenous students chose to take this survey in impressive and disproportionate numbers. As of 2018-19, 3.7% of U of A undergraduates identified as Aboriginal.⁴
 - FNMI/Indigenous students had similar gender ratios to the broader sample, but skewed toward women (72.8%, compared to 66.8% of the sample and 55.5% of the undergraduate student body).

² For more information, see "Helping First-Generation Students Find their Way" by David Hayes, in University Affairs (November 3rd, 2015).

³ For more information, see "Students with Kids Press Universities for More Support" by Suzanne Bowness, in University Affairs (January 10th, 2018).

⁴ Per the 2018-19 Annual Report on Undergraduate Enrolment distributed to General Faculties Council committees.

- At 11.6%, FNMI/Indigenous students were 3.6 times more likely than other students to be parents of dependent children. This increased probability carried across gender lines: students who parent comprised 9.1% of FNMI/Indigenous men, 11.2% of FNMI/Indigenous women, and 28.6% of FNMI/Indigenous students who selected 'non-binary or other.'
- Students who self-identified as differently abled or persons with disabilities ('**students with disabilities**' throughout) comprised 203 respondents (4.0% of the sample).
 - This question aimed to capture a combined rate of both visible and invisible disabilities.
 - These results speak to the validity of the survey sample. If 4% of respondents identify as disabled or as students with disabilities, that equates to roughly 1270 undergraduates and (presumably) 270 graduate students in 2017-18. The Office of the Dean of Students tracks these numbers in combination: its 2017-18 'Number of Students by Primary Disability' internal tally indicates 1466 undergraduate and graduate students who have sought accommodations for disabilities. In short, the Dean of Students' numbers are fully consistent with the survey sample.
 - 30.5% of students with disabilities also identified as LGBTQ2S+, a rate three times higher than normal.
- **International students** comprised 373 respondents (7.4% of the sample), a major increase from 2017's 5.4%.
 - Despite the 2018 survey's massively improved uptake among international students, 15% of U of A undergraduates are international students.
 - International students' gender balance skewed toward students who identified as men (41.8%, compared to 28.8% of the sample and 44.4% of the undergraduate student body).
- Students who self-identified as LGBTQ2S+ ('**LGBTQ2S+** students' throughout) comprised 539 respondents (10.7% of the sample).
 - LGBTQ2S+ students had largely the same gender ratios as the broader sample, with a skew toward 'non-binary or other' (who comprised 6.7% of LGBTQ2S+ students but only 0.8% of the sample).
 - 152 respondents preferred not to disclose whether they identify as LGBTQ2S+ while 38 preferred not to disclose their gender identity. 15 individuals overlapped in these conditions (i.e. did not disclose both their sexual or gender identities). Of the 41 individuals who identified as non-binary, 36 defined themselves as LGBTQ2S+.

- Students from Campus Saint-Jean ('**CSJ students**' throughout) comprised 132 respondents (2.6% of the sample), up from 2017's 81 (2.5%).
 - Roughly 15-16% of all CSJ students took the survey, comparable to the response rate of the entire sample.

Note that this chart is for general illustration only. Proportions are not exact, due to exclusion of students who chose to not answer a given question.

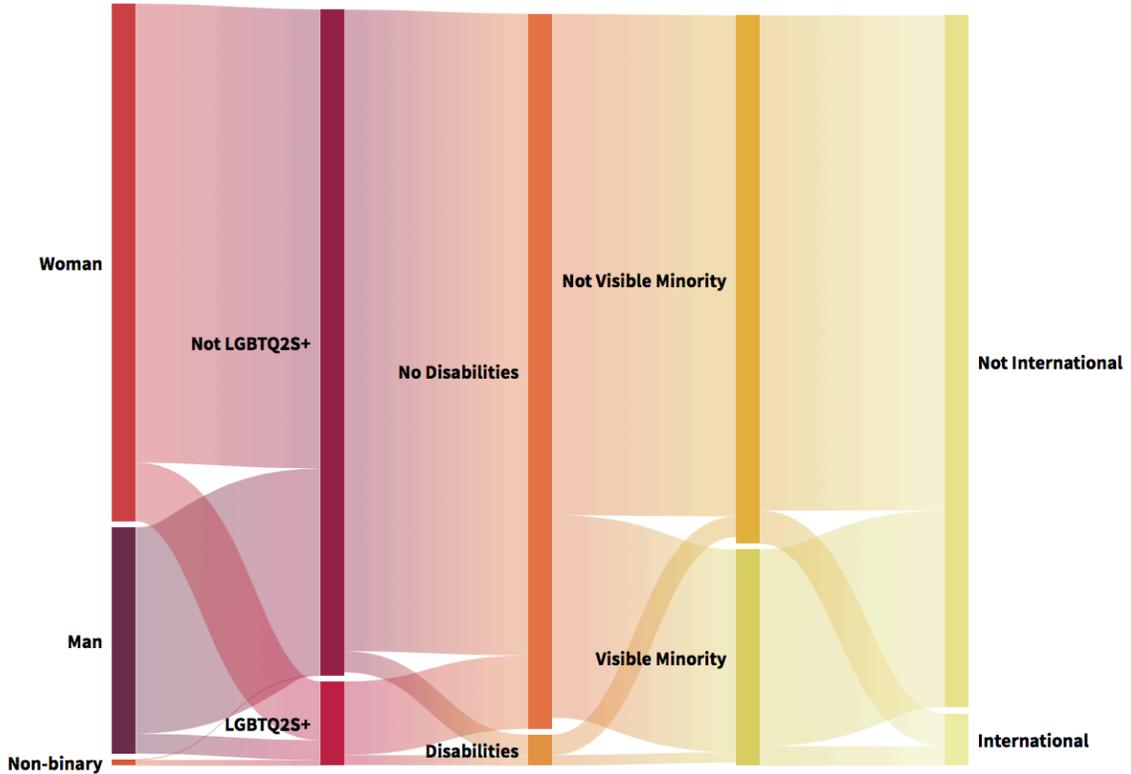
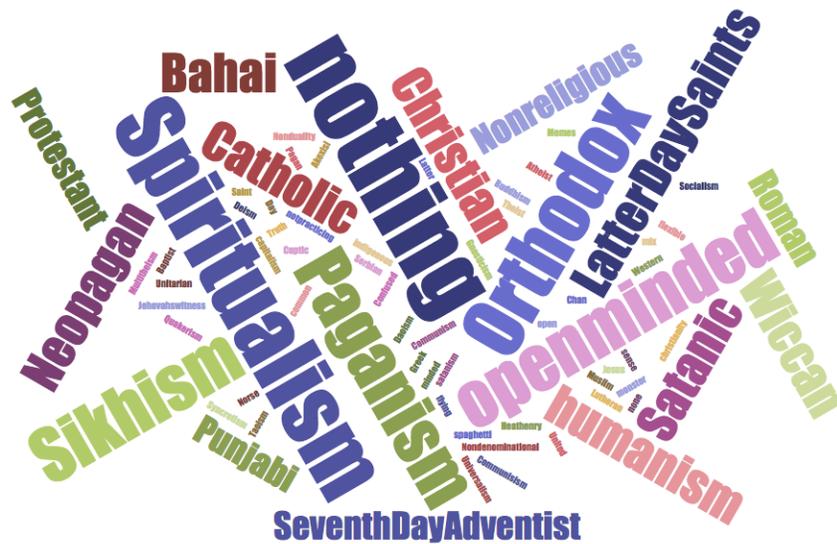


Figure 5: Overview of respondent intersectionality

1.5 Belief Systems

All too often, beliefs go unexamined as an aspect of student needs and wellness. Students were asked whether they identified with any of a list of beliefs, and could select multiple options. Common areas of overlap included atheism combined with agnosticism and non-Catholic Christianity combined with Catholicism. However, many students also indicated less obvious combinations of beliefs.

Students also had the option to enter a short-answer response labeled 'other.' Many of those responses expressed either no strong religious faith, or some element of spirituality that involved a hesitation to self-identify with a religious label. Some students used the 'other' response to specify a religious affiliation, whether or not it had a multiple-choice option:



1.5.1 Belief Systems by Gender

Affiliation with a given belief system tended to vary by gender.

- Catholicism, non-Catholic Christianity, and Indigenous belief systems tended to skew toward women compared to the gender diversity of the full sample.
- While women remained the majority in every belief system, men tended to be disproportionately well represented in the categories of Atheism, Agnosticism, Islam, and Hinduism. One factor may be the high proportion of men among international students.
- 3598 respondents (71.4%) claimed not to identify with either Agnosticism or Atheism, indicating some connection to religious faith(s) or other forms of spirituality.

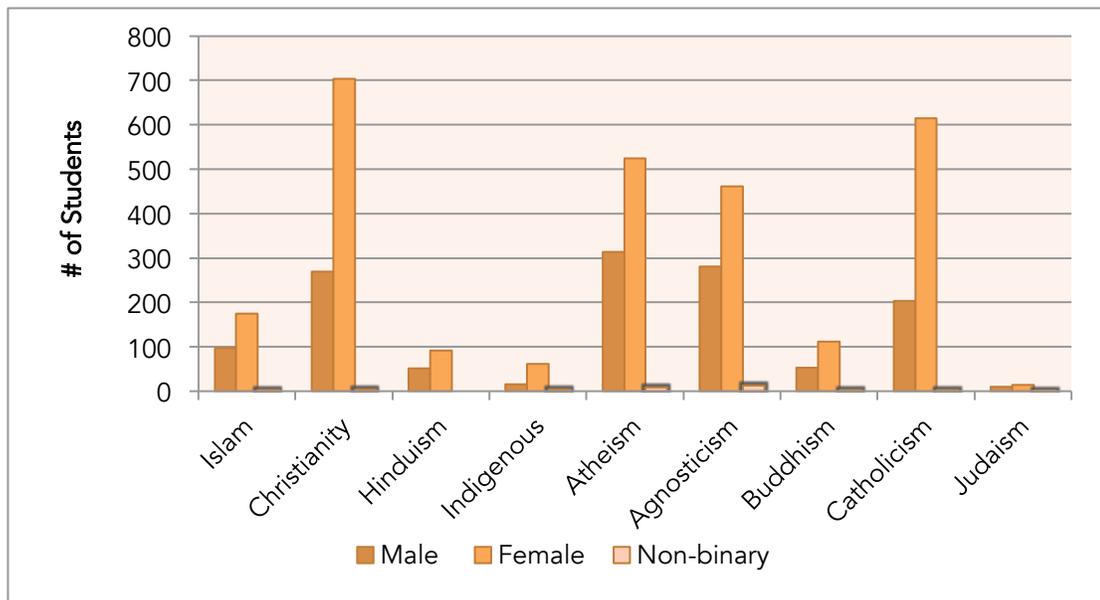


Figure 6: Proportions of beliefs by gender

MOST COMMON BELIEFS	WOMEN	MEN	NON-BINARY/OTHER
FIRST	Christian	Atheist	Agnostic
SECOND	Catholic	Agnostic	Atheist
THIRD	Atheist	Christian	Indigenous belief systems
FOURTH	Agnostic	Catholic	Christian

Figure 7: Most common beliefs by gender

1.5.2 Belief Systems by Year of Study

When we compared beliefs to year of study, other patterns emerged. Some points of note:

- Atheism and agnosticism increase significantly by year of study.
- The proportion of Buddhism rises sharply for fifth-year/after-degree students.
- Christianity trends steadily down from the #1 choice to the #3 position; Islam sees a similar decline by year.
- 'Prefer not to answer' trended downward. This could be interpreted as students growing and becoming more comfortable with their beliefs, whatever those may be.

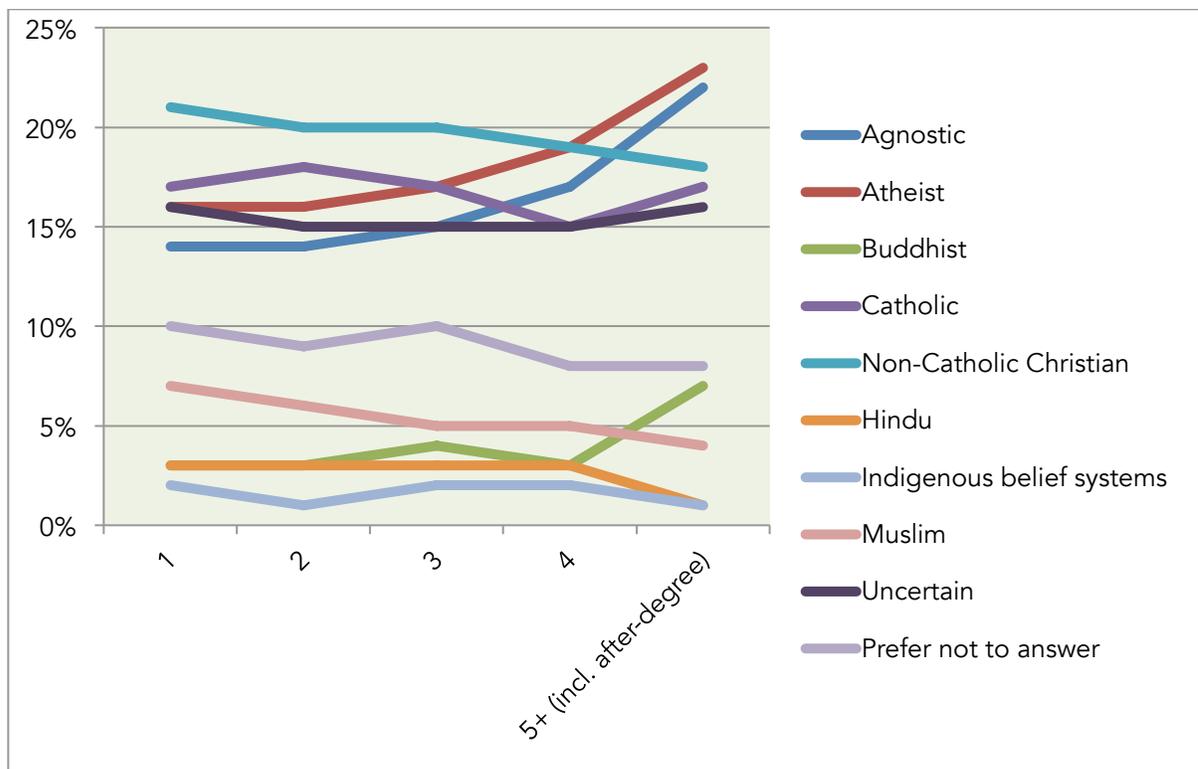


Figure 8: Percent of students in each year who identify with specific belief systems

1.5.3 Belief Systems and Campus Involvement

Although other factors (such as gender or year of study) are likely more important, beliefs do appear to correlate with levels of on-campus involvement/engagement. On a 0-100 slider scale of involvement (discussed later in more detail), students who answered 25 or less were considered 'low involvement,' and an answer of 75+ equated to 'high involvement.'

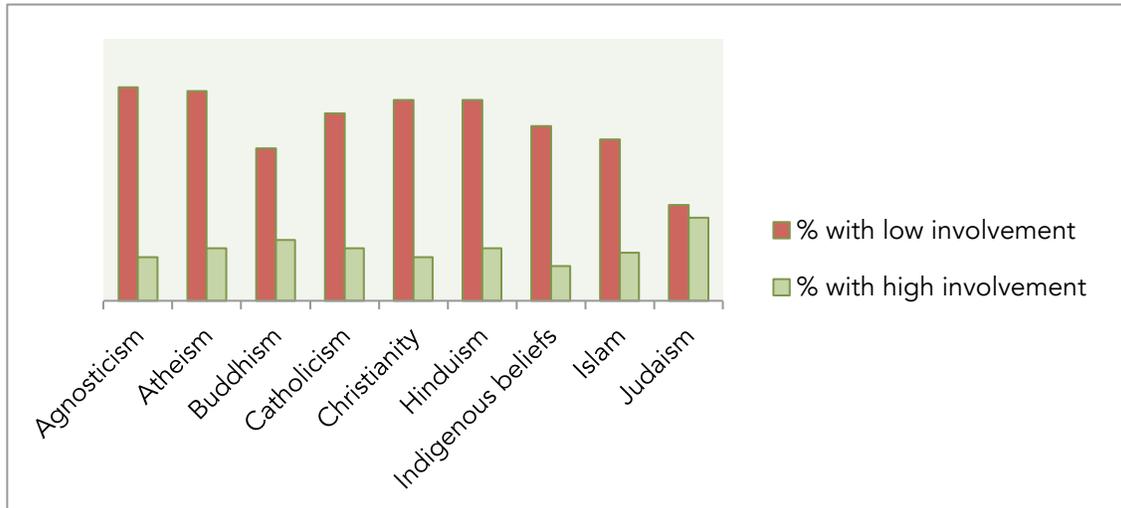


Figure 9: High- and low-involvement students by belief systems

Cautious interpretation is recommended: for example, atheist students displayed relatively high rates of both high and low involvement, so characterizing atheist students with a sweeping brush, in one direction or the other, would be inaccurate. Note also that some samples (e.g. Judaism) are extremely small and trends will not be statistically significant.

1.5.4 Belief Systems and Selected Populations of Interest

Some populations of interest showed distinct belief trends. For example, FNMI/Indigenous students are quite likely to be Catholic or atheist, or to follow Indigenous belief systems. Christianity and Islam tend to be well represented among students who identify as visible minorities; many also identified as Buddhist or Hindu. LGBTQ2S+ students skewed overwhelmingly toward agnosticism.

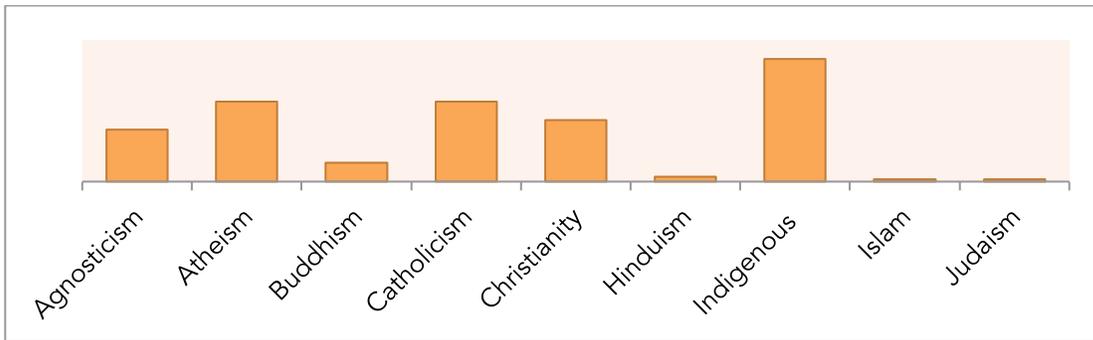


Figure 10: Belief systems among FNMI/Indigenous students

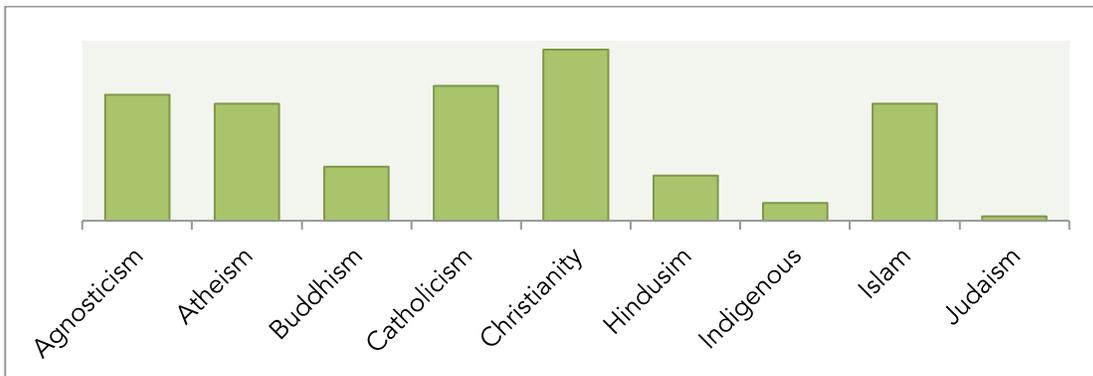


Figure 11: Belief systems among visible minority students

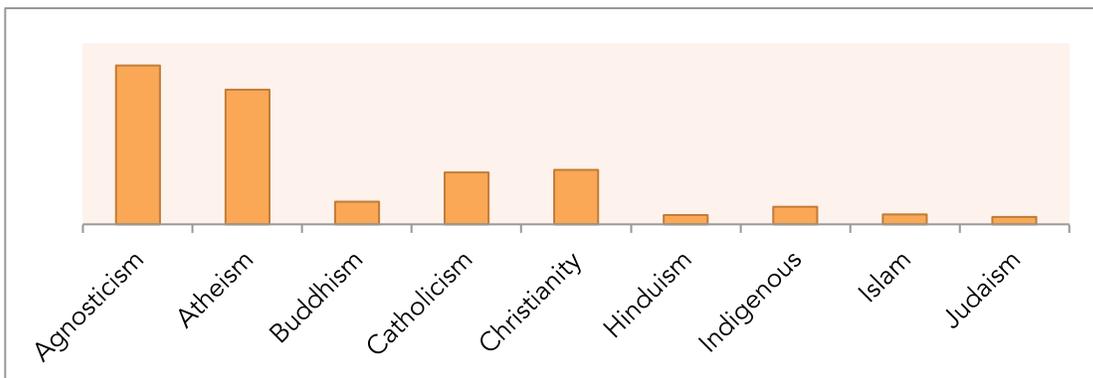


Figure 12: Belief systems among LGBTQ2S+ students

1.6 Distribution by Age

1.6.1 Distribution by Age and Populations of Interest

Some populations of interest trended significantly older than average, including:

- FNMI/Indigenous students
 - Note that the 2018 survey results found that FNMI students were significantly older than in the 2017 survey. Potential factors may include 2018's higher FNMI participation rate, or the ageing of a potential 'demographic bubble' of heavily engaged FNMI students.
- Students who parent
- Students with disabilities

Other populations of interest trended younger than average:

- International students
- Campus Saint-Jean students

LGBTQ2S+ students and students who identified as visible minorities tended to be slightly younger than average.

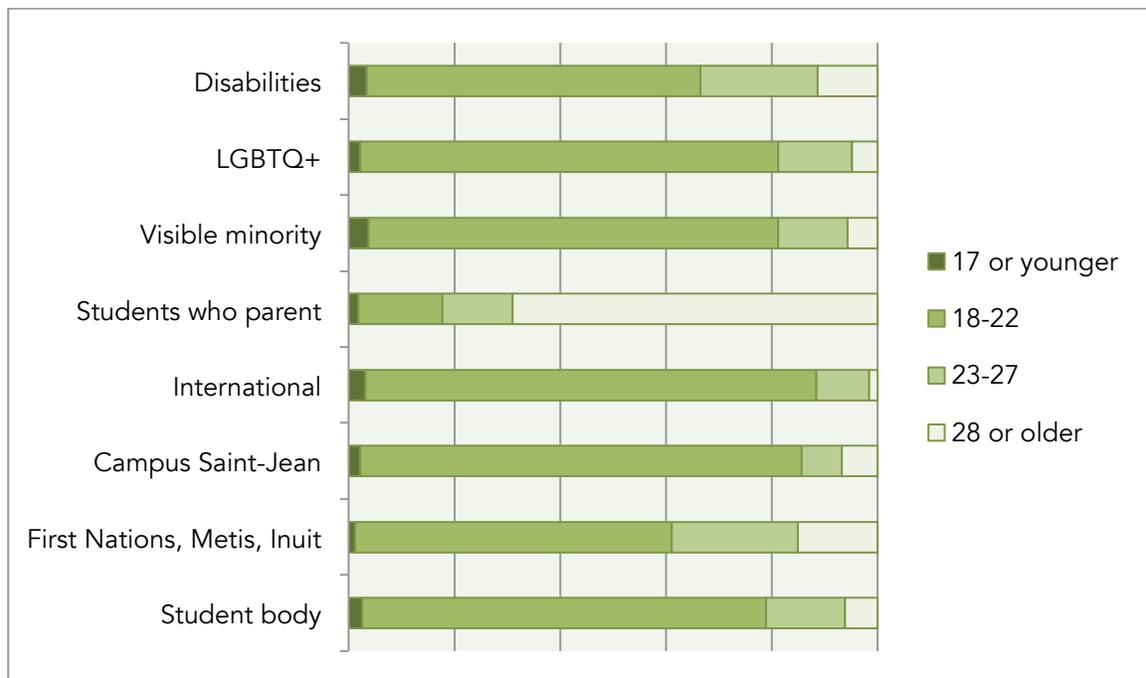


Figure 13: Age distributions for populations of interest

1.6.2 Distribution by Age and Year of Study

Some points of interest presented themselves when comparing year of study to age.

- Around 300 first-, second-, and third-year students were 23 to 27 years old, suggesting a significant population of mature or non-traditional students.
- While fourth-year students are more than three times more likely to be 18-22 than 23-27, fifth-year students (including participants in after-degree programs) are significantly more likely to be 23-27 than 18-22. Two likely factors present themselves:
 - Ageing out (students who start their degree program at 19 will be around 23 in their fifth year).
 - Students may tend to enrol in after-degree programs months or even years after graduating.

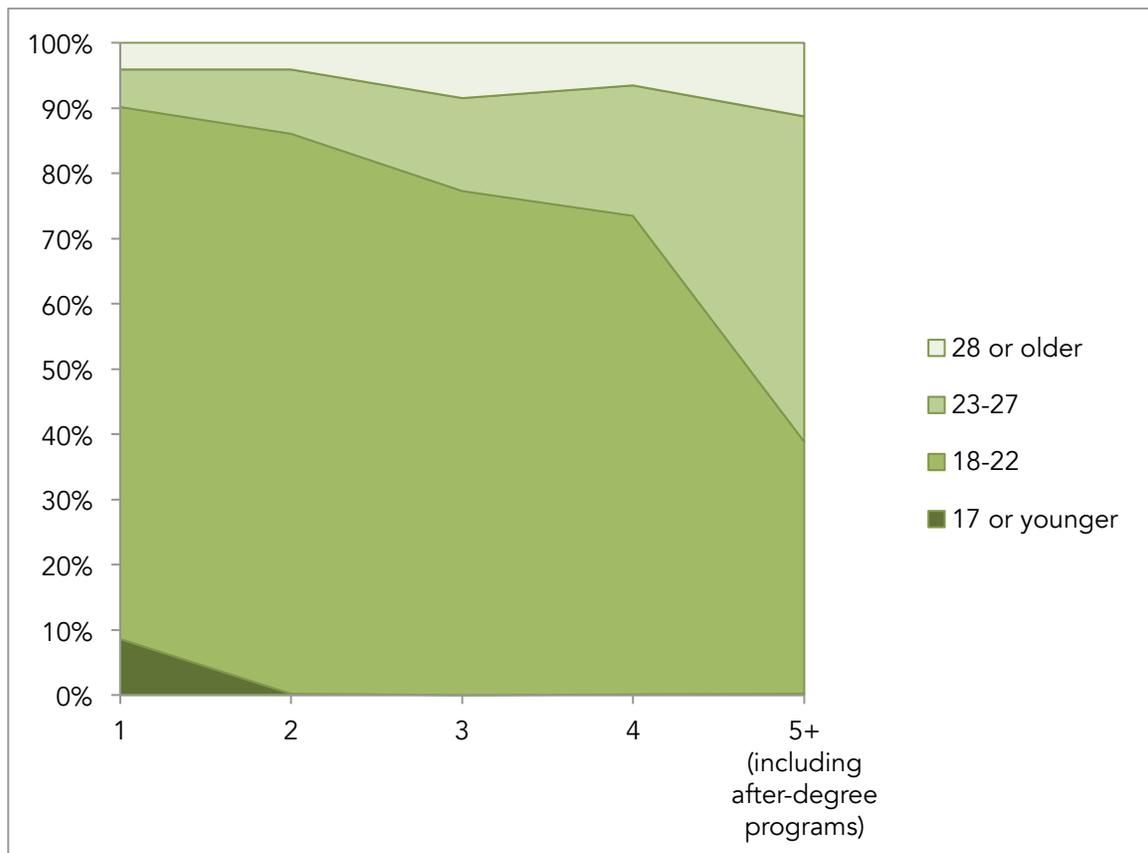


Figure 14: Year of study by age group

2 PROGRAMS AND EVENTS

2.1 Measuring Campus Involvement

As context for their self-assessment of involvement in student life, students were given the following examples:

- Campus recreation
- Faculty/department associations
- Clubs
- Volunteering
- Attending events.

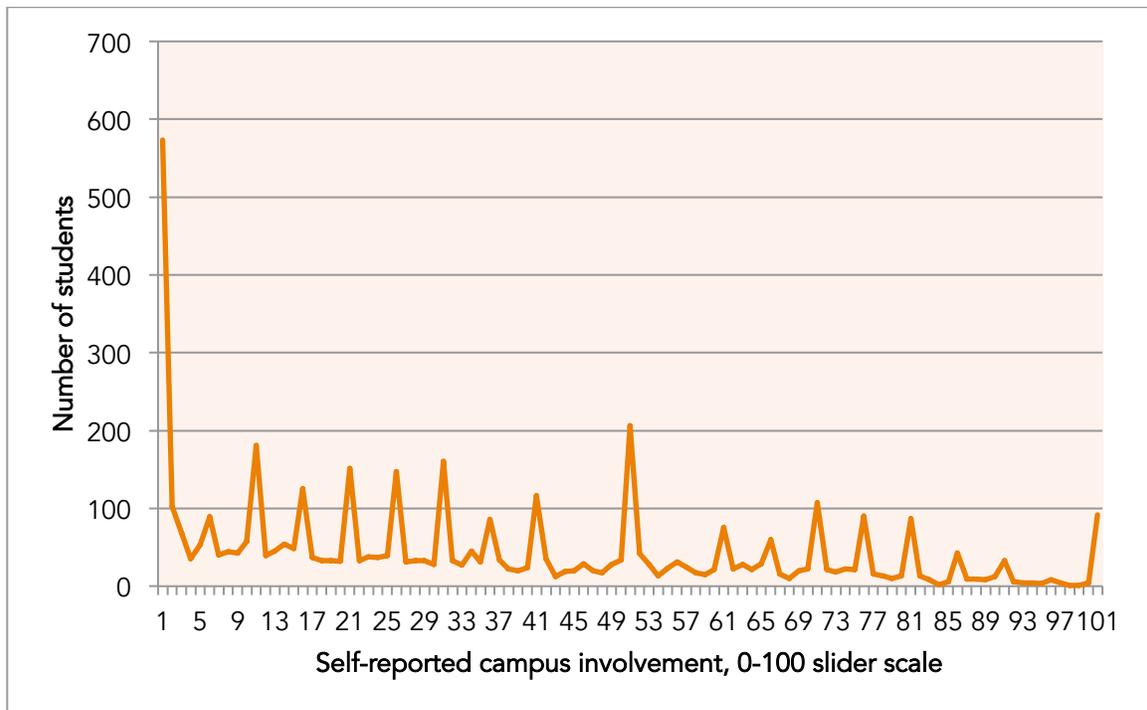


Figure 15: Campus involvement overview

2.1.1 Campus Involvement and Year of Study

One of the most powerful predictors of campus involvement is year of study. Campus involvement starts modestly, peaks at third year, stays strong in fourth year, and falls off massively in fifth year (likely due to graduation pressure and/or reduced engagement among after-degree students).

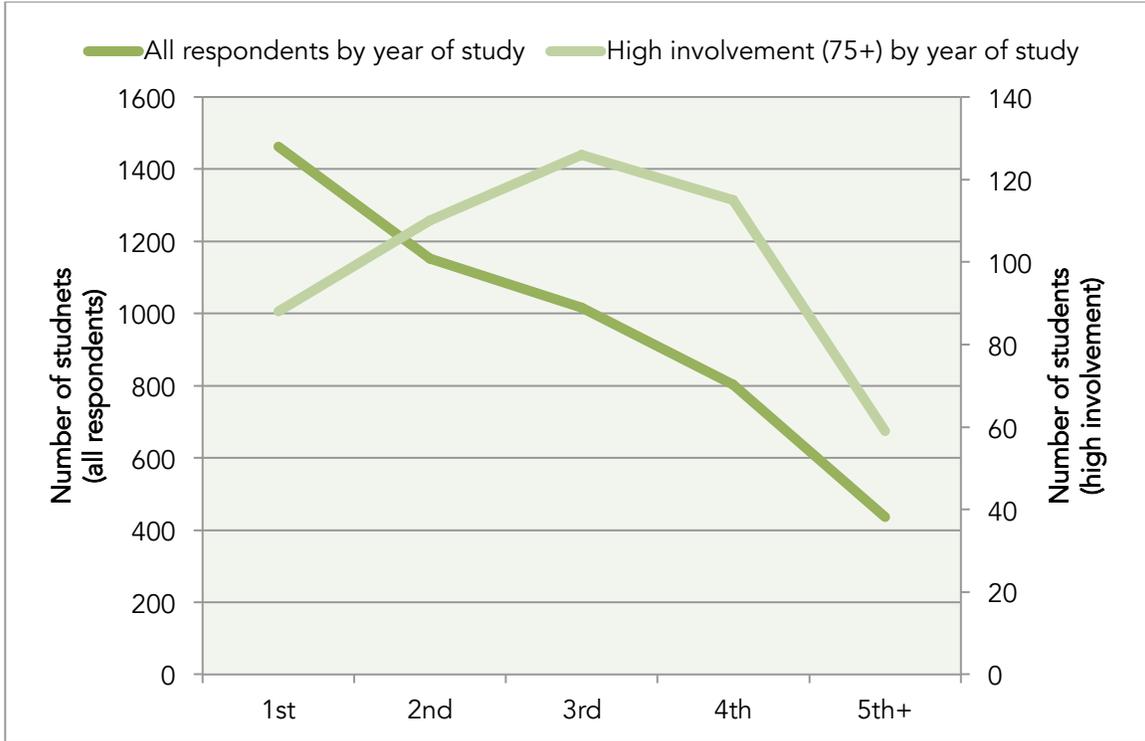


Figure 16: Campus involvement and high involvement, by year of study

2.1.2 Campus Involvement and Faculty

Faculties with especially high involvement included Business, Augustana, Medicine and Dentistry, and Law. Low-involvement faculties included Nursing, Education, and (for obvious reasons) Open Studies.

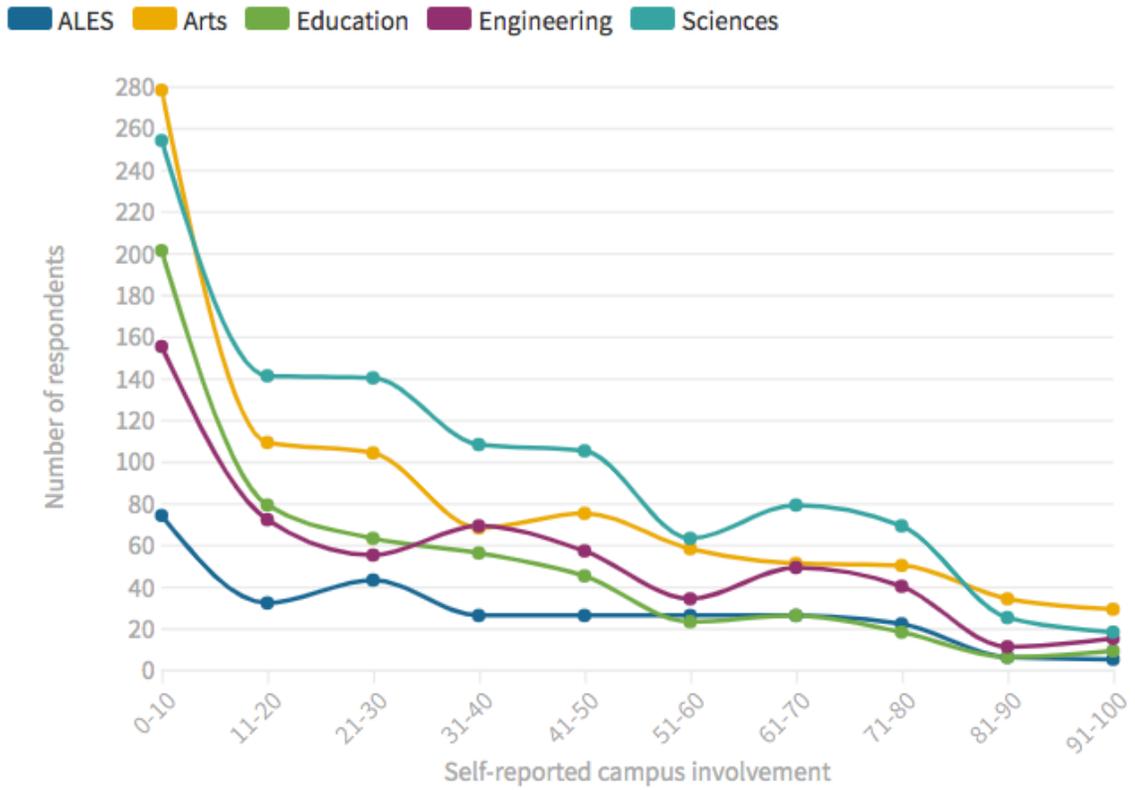


Figure 17: Campus involvement by faculty (large faculties)

Note the high proportion of science and engineering students who report reasonably high (61-80) involvement in student life.

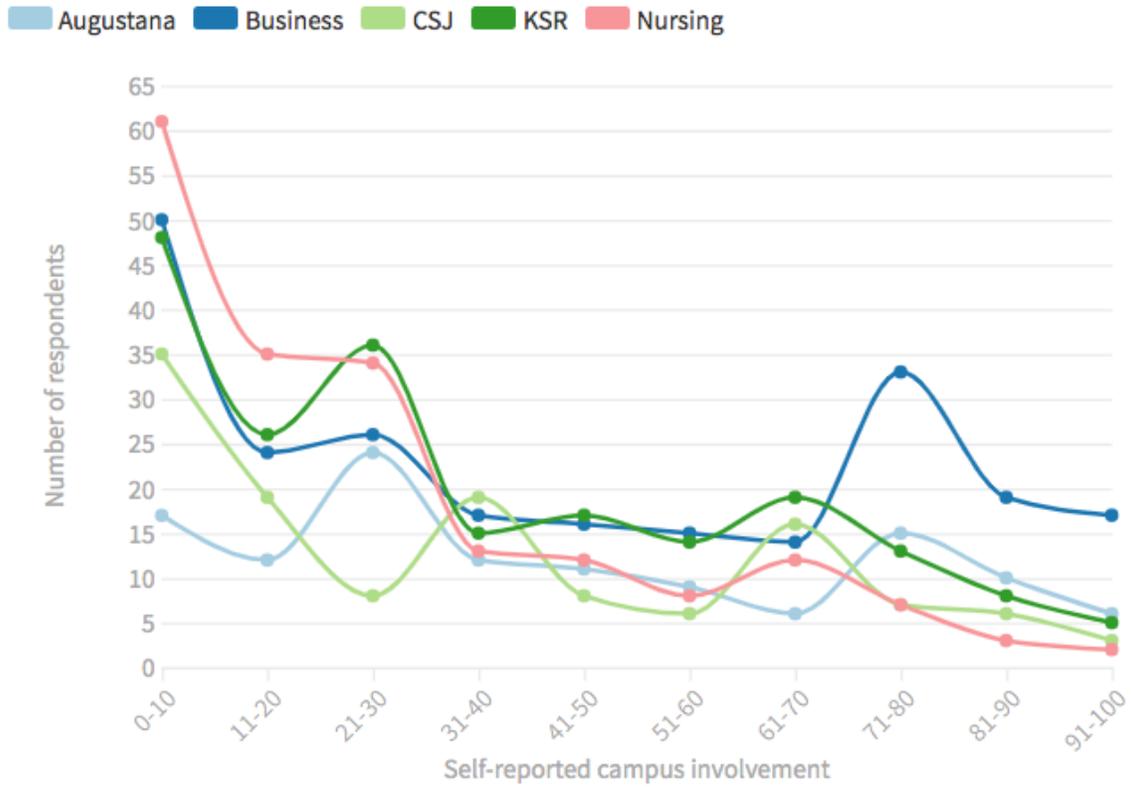


Figure 18: Campus involvement by faculty (medium-sized faculties)

- Note the proportion of nursing, CSJ, and KSR students who report moderately high involvement (61-70). Very high involvement does not seem practical or appealing for these students.
- Note the high proportion of business and Augustana students who get heavily involved.

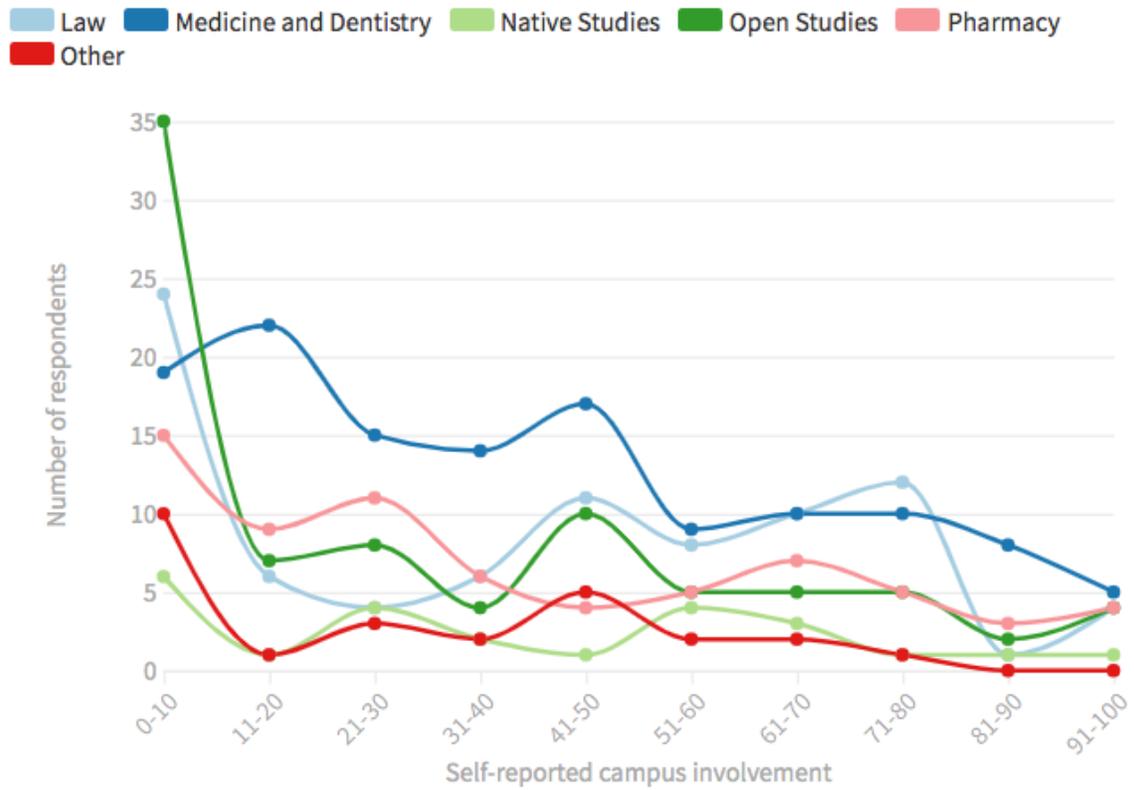


Figure 19: Campus involvement by faculty (small faculties)

- Note the high proportion of law and, to a lesser extent, pharmacy students who get heavily involved.
- As anticipated, note that Open Studies students are highly unlikely to get involved, within the small number of Open Studies students who participated in this survey.

2.2 Obstacles to Involvement

When asked a 'select all that apply' question about the largest obstacles to getting more involved, students displayed a wide variety of priorities. Academic and paid work, naturally, were common responses. However, some more or less obvious points of note became apparent.

- International students faced a disproportionate language barrier. They were also proportionately more likely to face accessibility barriers or be unaware of options that interested them, and far less likely to have off-campus or family commitments.
- FNMI/Indigenous students were less likely to care whether their friends were involved, and more likely to report off-campus or family commitments.
- Students whose parents were radically more likely to report family commitments. They were also vastly less likely to care whether their friends were involved, or to report unawareness of interesting options.
- Students with disabilities reported accessibility barriers at a higher-than-normal rate, as anticipated.

Some noteworthy responses:

- I am 55 years old, so find that getting involved with things is discouraged and difficult.
- Campus St Jean is off-campus and the activities are too far away to interest me.
- Can be difficult to make friends unless you are certain the setting is LGBTQ2S+ supportive.
- Cost of membership and/or participation is too high.
- I don't want to attend things alone.
- Events I'm interested in are late in the day, making it difficult to be able to bus home.
- How does anyone know something is going on?.
- Many dietary restrictions do not allow me to participate in food-related organized events, which I'm interested in.
- Depression, anxiety, and lack of support.



2.2.1 Obstacles to Involvement: Hours Worked

Note the relatively low proportion of students who cite work as a major obstacle. Roughly 51% of undergraduates have at least some paid employment during the school year, and as the following scatterplot indicates, the relationship between work and involvement is complex.

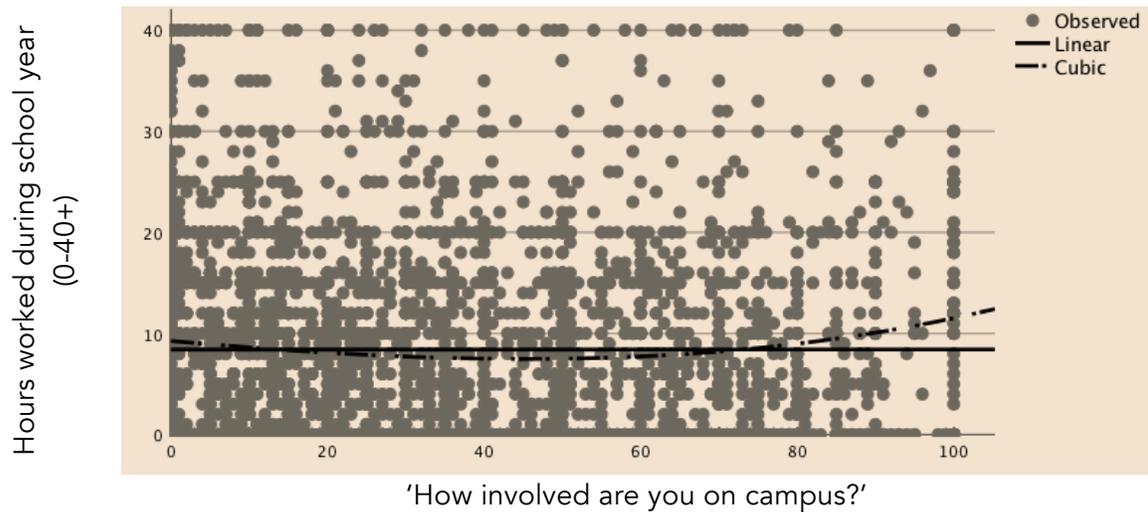


Figure 20: Campus involvement versus hours worked during the school year

By and large, students who worked full-time or nearly full-time hours report very low campus involvement, for obvious reasons. Involvement becomes significant around the 20-hour mark or lower, and many heavily involved students (75% involvement or higher) work 10 to 20 hours per week during the school year.

Therefore, we suggest that the ideal campus job would be a 10- to 20-hour commitment each week during the school year, allowing for a good balance of financial self-determination and the time and energy to get involved on campus.

These findings align well with relevant literature. For example, a 2008 study of NSSE data by Pike, Kuh, and Massa-McKinley found that working 20 hours or less on campus had a significant positive effect on academic outcomes – and working more than 20 hours a week had a significant negative effect.

We would caution that our findings are only applicable in the aggregate rather than to the individual. Many students will need to work more than twenty hours per week for financial reasons, and should have that opportunity as well as all relevant supports. By and large, however, employers of students should default most student positions to 10-20 hours per week.

2.3 Interest in Campus Involvement Opportunities

Gender emerged as a defining factor for student interest in engagement/involvement opportunities.

- Non-binary students (n~40) reported significantly higher interest than both men and women in most categories.
- Compared to women, men were more likely to display interest in professional development, research, and campus rec/sports.
- Compared to men, women were more likely to display interest in faculty/department associations, and clubs (whether related or unrelated to field of study). They were almost twice as likely as men to display interest in volunteering.
- The gender variation between professional development and clubs related to field of study is especially interesting, considering the comparable goals of these approaches.

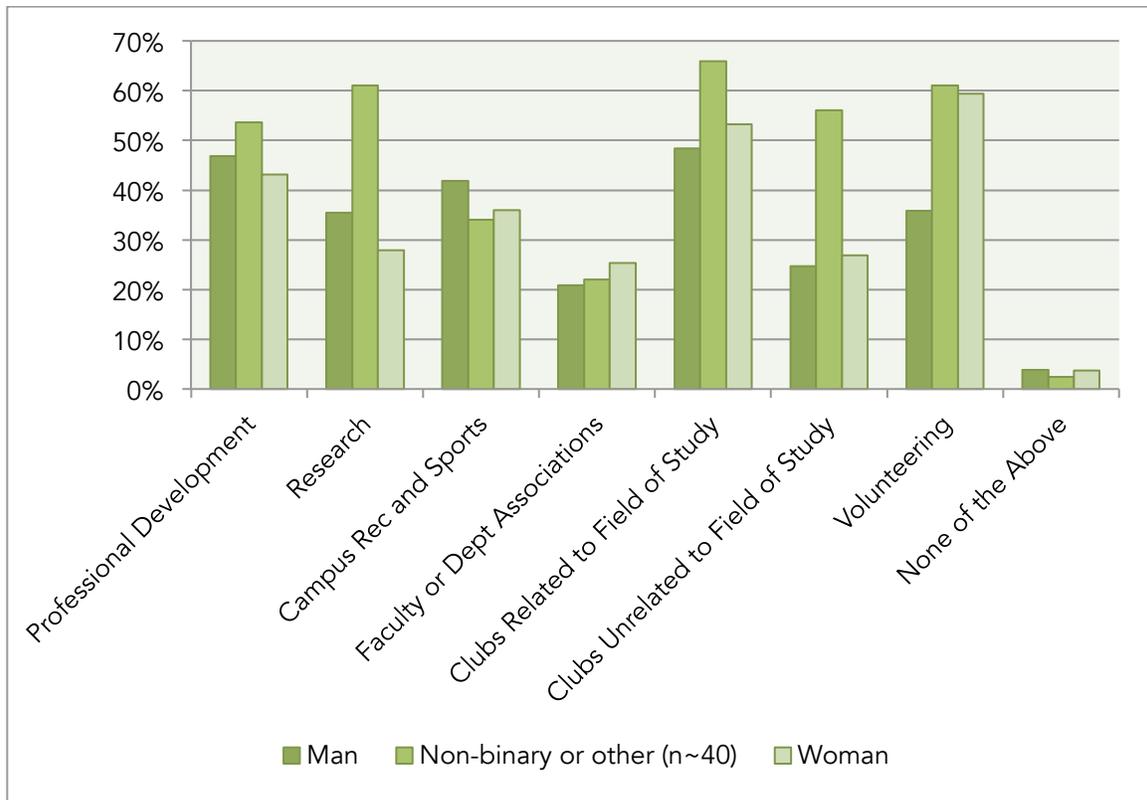


Figure 21: Interest in involvement opportunities by gender

COMMON INTERESTS	WOMEN	MEN	NON-BINARY/OTHER
FIRST	Volunteering	Clubs Related to Field	Clubs Related to Field
SECOND	Clubs Related to Field	Professional Development	Research/Volunteering (tie)
THIRD	Professional Development	Campus Rec and Sports	Clubs Unrelated to Field
FOURTH	Campus Rec and Sports	Research/Volunteering (tie)	Professional Development

Figure 22: Most common involvement interests by gender

Appendix A contains several charts that break down interest in campus involvement by faculty and by populations of interest. Students displayed diverse interests and significant variation between groups.

2.3.1 Campus Involvement Opportunities: Student Suggestions

An open-ended question solicited responses on the kinds of events or activities that students would like to see on campus. Over 3,400 students opted to respond.

Representative or noteworthy responses on mental health and wellness:

- More free food opportunities...we're all broke and sad and it might help with morale.
- I would be interested in more health and wellness clubs that do volunteer work promoting health and wellness, and working with different organizations such as the Stollery.
- It would be nice if U of A capitalized on its Wellness Committee. I personally really enjoy seeing dogs on campus, and more events catered to student wellbeing.
- Quick wellness-based activities like the libraries host during exam season are always awesome.



- Events focused on mental health but not just preaching for people to go to a therapist.
- More mental health initiatives, and not just handing out granola bars during finals. Bring in therapists specifically for midterms and finals.
- Residential School and Intergenerational Trauma Awareness Day on the day that the first residential school opened up. Wear the four colours on a button, bannock, tea, and soup can be handed out in the First Peoples House. Just a thought, haven't officially discussed this with the FPH.

Representative or noteworthy responses on environment and sustainability:

- Environmental-based events, I really have a problem with a lack of sustainability-based events on campus.
- More to do with helping the environment and spending time with animals.
- Interfaculty events on topics that interest many. Sustainability conference is great for this, more international events should market to all faculties.

Representative or noteworthy responses on creative ideas:

- I would also love more night events, like bonfires, stargazing, and campfires.
- Things I can go to and enjoy without having to participate, like shows, little student markets, craft sales, even small things like cookie decorating.
- Have a website where students attending UofA can sign up and look for study for small study groups for specific classes.
- Open pianos.
- More activities like humans vs zombies, like maybe just straight up Nerf wars.
- Kit flying!
- A boxing gym.
- Giant bouncy castle.
- Taste of U of A. (Food tasting as fundraising like Taste of Edmonton.)
- Gatsby party.
- Tabletop RPG (Dungeons and Dragons).
- Hot tea/chocolate booths.
- Skating nights.
- Mission Impossible/spy club.
- Self defense and karate lessons.

- Triathlon on campus, archery.
- A light display with hot beverages during the Christmas season.
- I want to see more speed friending events where people who come are encouraged to venture away from their friend group.
- Workshops that give you a taste of each degree.
- Maybe more local bands? I love when we have the WOW and there's the stage with bands etc. Would be cool to see more of that.
- Plant swap.

Representative or noteworthy responses on the needs and interests of older students:

- Events for mature students 25+ where I can meet other older or parent students.
- Activities for mom and babies.
- It doesn't matter. It is unlikely I would be able to attend as I have small children.
- Something aimed towards a slightly older undergraduate demographic; I find I cannot connect with the activities that tend to attract teenagers.
- Events geared towards older students, returning to undergraduate school after working for several years.

Representative or noteworthy responses on career development:

- Research assistant position fair. It is very difficult to get an RA position even though it is encouraged for grad school applications.
- More weekend certificate research things related to my field.
- Volunteering opportunities that provide recognition after or certification
- Professional development and more of those types of courses so we can earn certificates we can include with our degrees.
- Better advertised professional development. I wish there was a better system for displaying it... And if there is a system, I wish the system itself was easier to find.
- Free professional development activities like reviewing resumes and cover letters and learning how to get your name out there/networking. Stuff like that, that's not just geared towards co-op students.
- Professional development events that provide recommendations for extracurricular activities (i.e. recommended areas to volunteer in) to complete prior to starting a career in a certain field.
- More info sessions with regards to careers in the military.

- A job-fair-esque event where students can learn about future career possibilities in a post-secondary academic environment and potentially find a mentor.
- PD for Education students. Free or minimal cost PD opportunities for pre-service teachers.
- More professional development slots. Currently every time I go to sign up for one they are full.
- How can you work strategically with others, how do you negotiate with others etc. I believe any job in any field requires extreme people skills nowadays and I feel we may be slipping away from that.
- Opportunities for professional development such as what to wear at work, etc.
- More frequent job fair type events. Not necessarily job fairs, but experts in a field making their work very accessible.

Representative or noteworthy responses on awareness of, and access to, involvement opportunities:

- More public club events. (You hear about them at club fair and through the odd poster afterwards. Otherwise they kinda just disappear.)
- Activities that are available for a longer duration of hours during the day. There are events that I am interested in such as SU events but can't come to because the hours are very short and I have classes.
- More events in the evening or weekend because my schedule is so busy.
- Events that are low commitment and easy to access during all times of the day.

2.4 Factors and Trends in Voting Behaviour

2.4.1 Factors and Trends in Voting Behaviour: Unfamiliarity with the SU

The single largest reported reason for not voting was unfamiliarity with the SU. Almost 1,100 students chose this option.

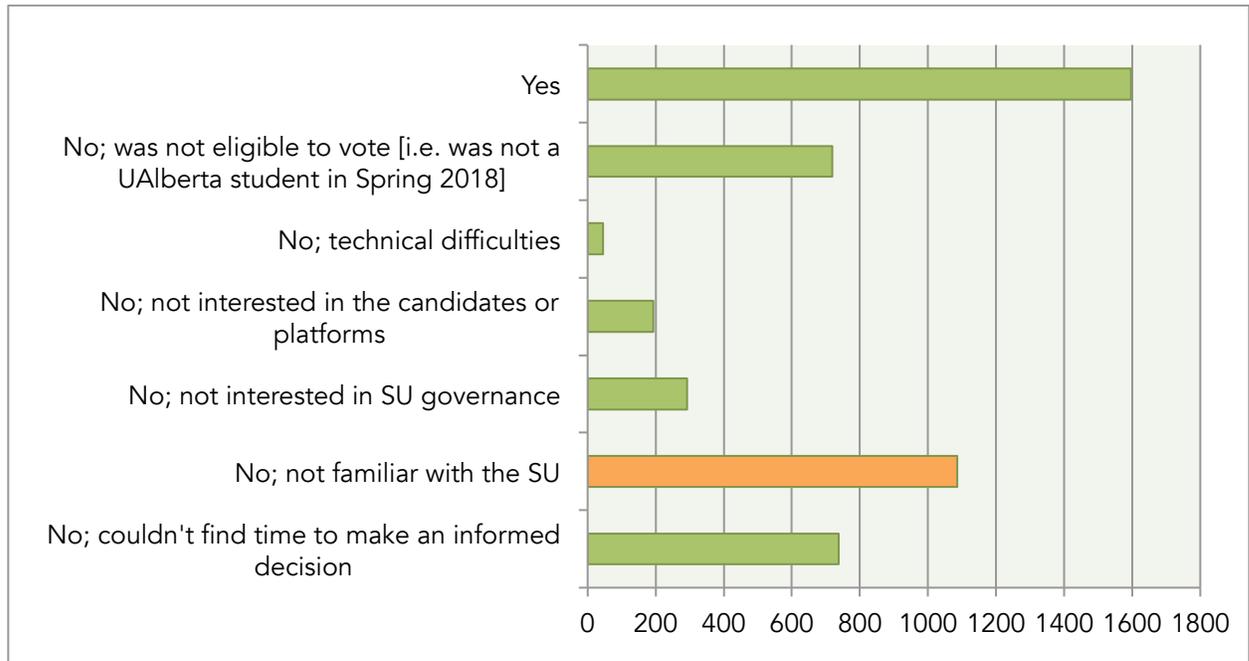


Figure 23: "Did you vote in the last SU Executive election? If not, what was the most important reason?"

Understandably, certain groups were somewhat more likely to be unfamiliar with the SU for voting purposes:

GROUP	AS % OF STUDENTS UNFAMILIAR WITH SU	AS % OF TOTAL SAMPLE	PROPORTION
First-year students	44%	29%	1.5x
International students	12%*	7%	1.7x
Students who parent	4%	3%	1.3x
Students who live alone off-campus	9%	7%	1.3x
Age 28 or older	8%	6%	1.3x
Students who report <50% campus involvement	74%	62%	1.2x

Figure 24: Groups especially unfamiliar with the SU. *In this case the true rate is likely to be higher, due to the low international student response rate.

2.4.2 Factors and Trends in Voting Behaviour: Gender

A few basic trends presented themselves:

- Posters, banners, and word of mouth remain the undisputed leaders. By proportion, word of mouth is more effective for women than for men, while posters and banners are more effective for men.
- Non-binary students (within a small sample, n~40) respond poorly to posters and banners, but respond very well to word of mouth and candidate websites.

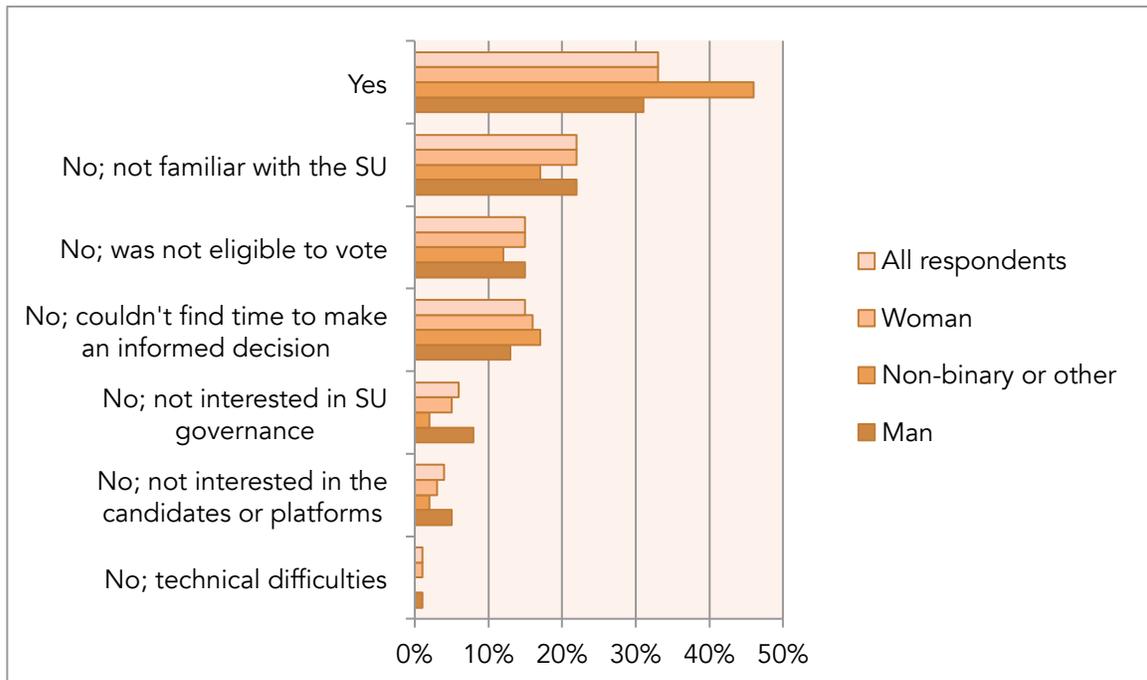


Figure 25: "Did you vote in the last SU Executive election? If not, what was the most important reason?" (by gender)

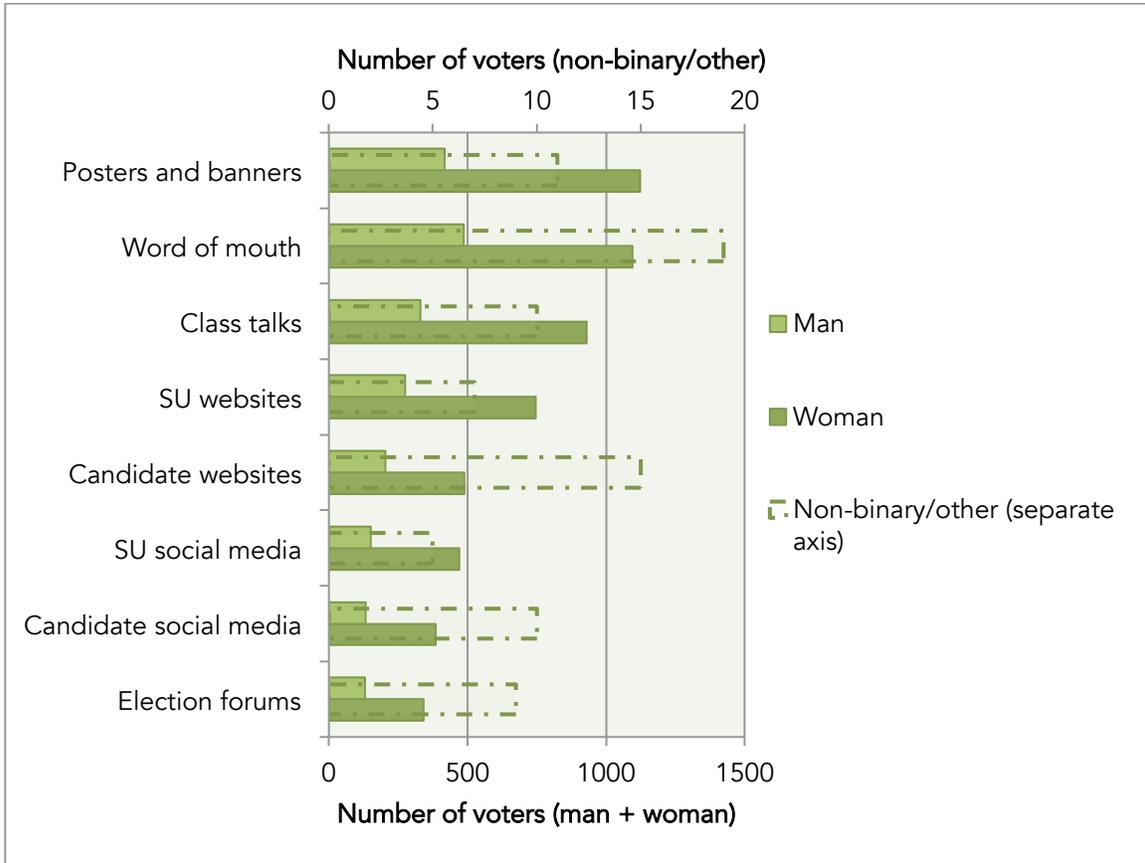


Figure 26: "Which resources were most effective at helping you decide whether or not to vote for a given candidate? Choose all that apply." (by gender)

2.4.3 Factors and Trends in Voting Behaviour: Year of Study

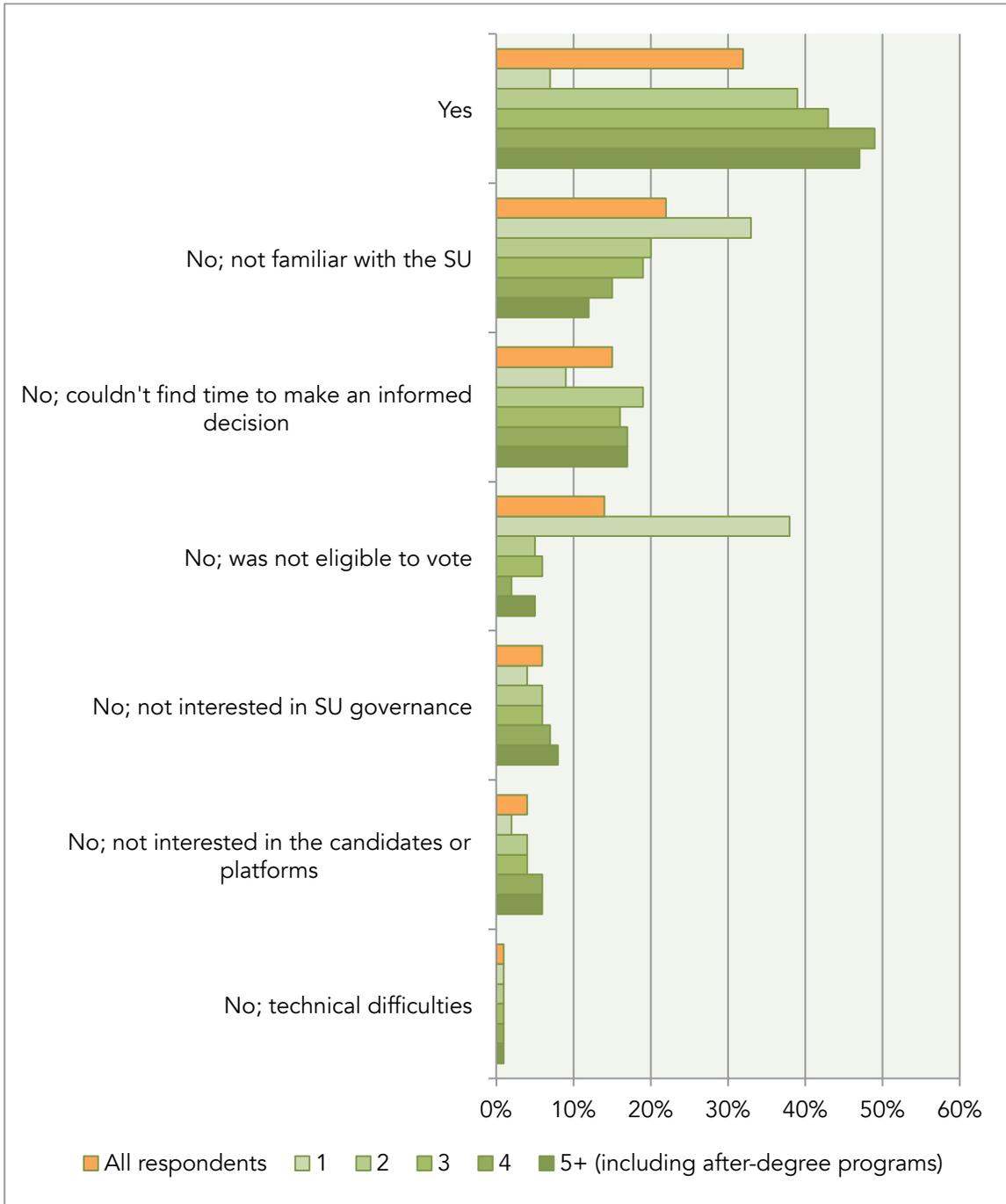


Figure 27: "Did you vote in the last SU Executive election? If not, what was the most important reason?" (by year of study)

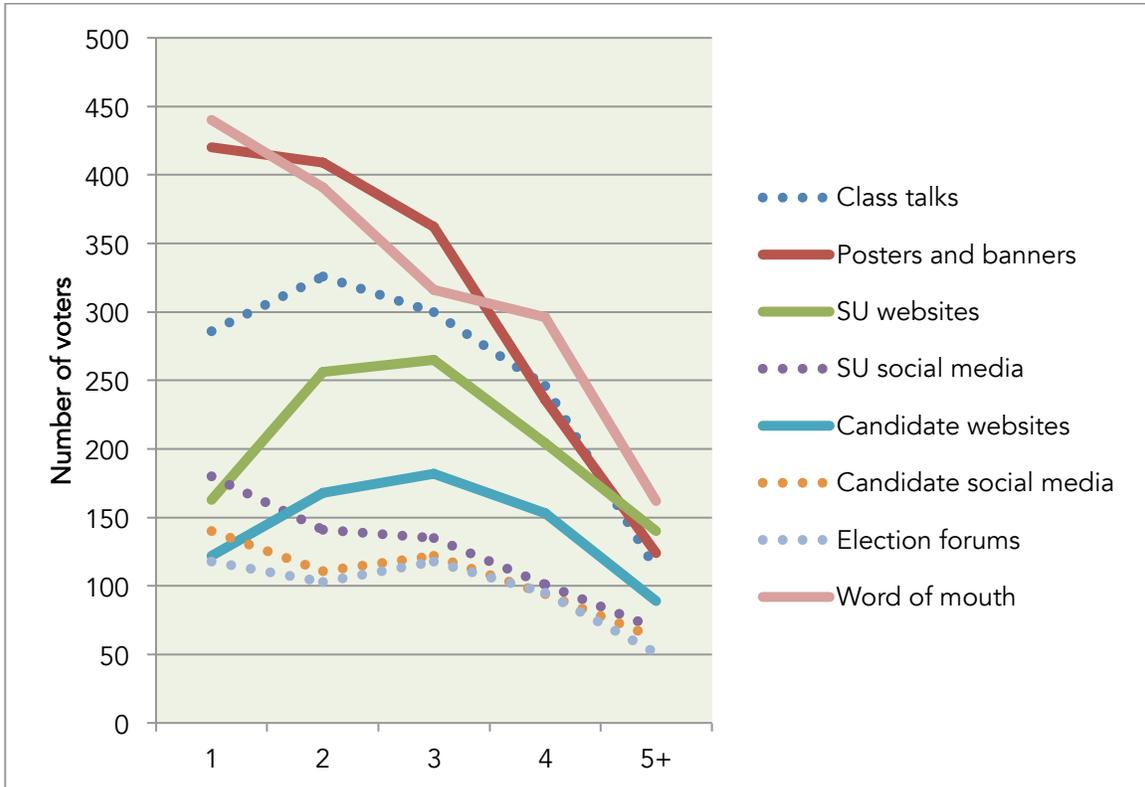


Figure 28: "Which resources were most effective at helping you decide whether or not to vote for a given candidate? Choose all that apply." (by year of study)

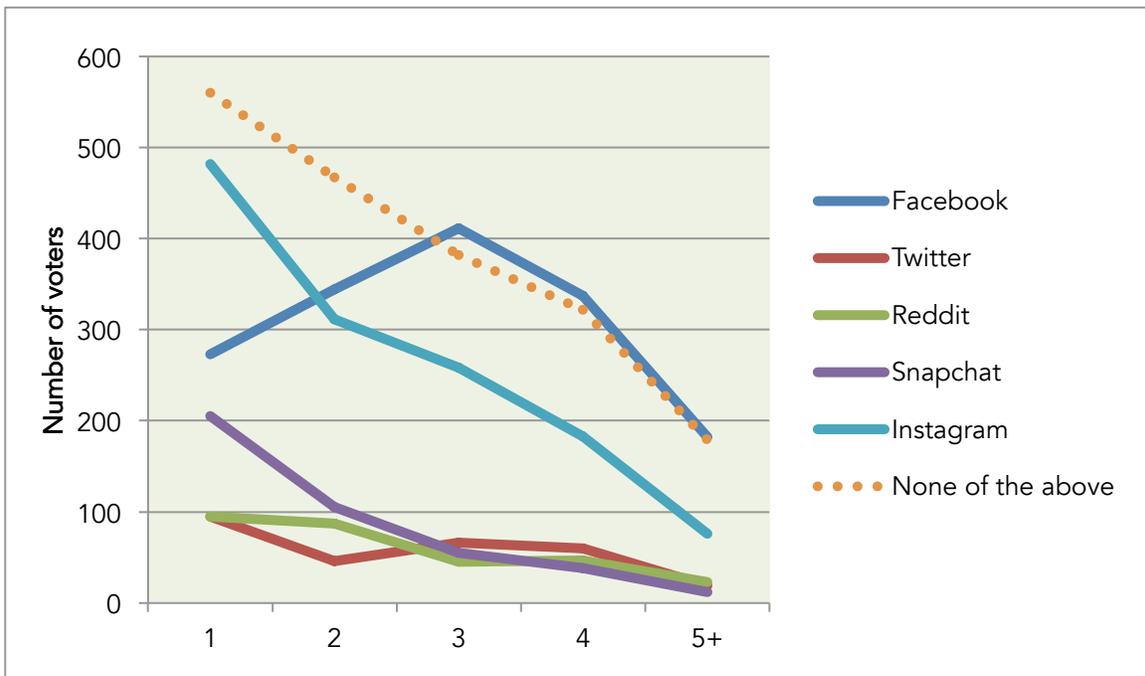


Figure 29: "Which social media channels were most effective at helping you decide whether or not to vote for a given candidate? Choose all that apply." (by year of study)

3 STUDENT SPACES AND PLACES

3.1 SUB Usage

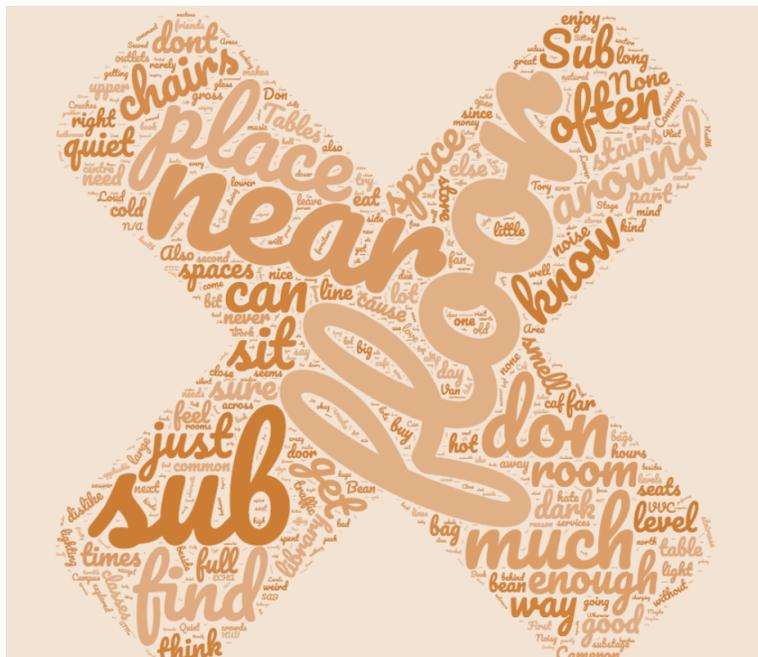
When we asked students why they might choose to visit the Students' Union Building (SUB), by far the most common answer was eating or buying food. If proportions hold true, over 65% of the undergraduate student body eats at SUB. Buying school materials was the next most common response. Thousands of students also use SUB to study, spend time with friends or clubs, or access health, wellness, or academic services. Appendix B contains a breakdown of SUB usage by faculty and by gender. A few points of interest:

- Women are significantly more likely than men to use health and wellness services or study, in the context of SUB.
- 41% of ALES students, 44% of Native Studies students, and 46% of KSR students frequently use SUB to study, the highest of any faculty. (The average is 31%.)
- Some faculties are significantly more likely than others to access health and wellness services in SUB: Nursing (57%), Medicine and Dentistry (50%), Law (40%), Pharmacy and Pharmaceutical Sciences (37%), and Native Studies (33%), against an all-sample average of 26%.

When asked what their main reasons were for visiting SUB, students gave a variety of responses that highlighted their involvement with and reliance on student services. Here are some noteworthy responses:

- "To use the ATM"
- "To access the Campus Food Bank"
- "Farmers' Market on Thursdays"
- "First People's House"
- "Using SUB Print"
- "To get medications at the pharmacy"
- "Health clinic"
- "There's always a place to charge my laptop"
- "There are so many microwaves, it's awesome"
- "Multi-faith room"
- "To buy textbooks"
- "To relax on the bean bags and couches"
- "That one quiet room where everyone naps"

- “What are some places where you do not like to spend time, in or near SUB?”
 - Food court/cafeteria: Too crowded – loud atmosphere –smelly –too dark, that is why I always try to find a space close to the window and sunlight.
 - All of the main floor: Noisy and overcrowded –if there is a performed it is really loud – hard to find places to sit – just way too busy and overwhelming – people are always smoking at the doors and I do not believe smoking should be allowed anywhere near campus.
 - Counselling and clinical services: Those in immediate need of help can’t get in quickly.
 - Beanbag chairs: They are getting pretty gross.
 - Bookstore: First week of classes it gets really busy – lines are too long to wait.
 - RATT: Too loud to hear your friends.
 - Washrooms: Not inclusive – dirty.



3.3 Religious Spaces

Of the 83 students identifying with Indigenous belief systems, 41 (49.3%) know where to find religious/spiritual spaces while 30 (36.1%) do not. Only 4 (4.8%) claim that these spaces are not relevant to them.

Of the 276 students identifying as Muslim, 170 (61.6%) know where to find religious/spiritual spaces while 66 (23.9%) do not. Only 13 (4.7%) claim that these spaces are not relevant to them.

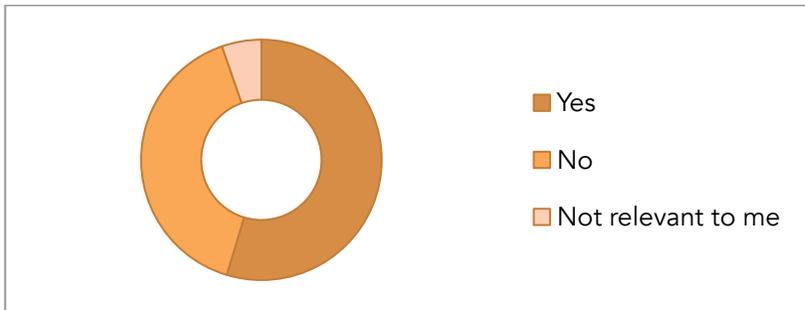


Figure 30: "If you need to find religious or spiritual spaces (such as for prayer or smudging), do you know where to go?" (Indigenous belief systems)

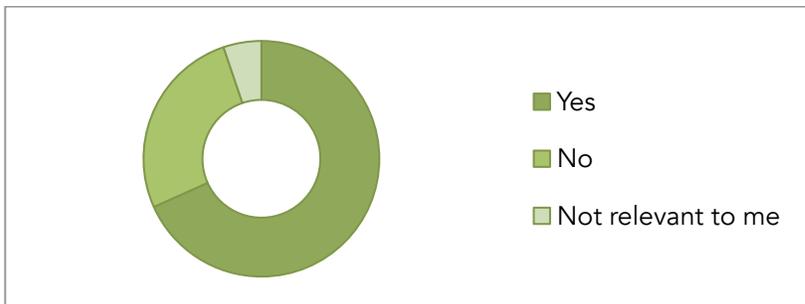


Figure 31: "If you need to find religious or spiritual spaces (such as for prayer or smudging), do you know where to go?" (Islam)

Many students who identify with a given belief system (other than atheism and agnosticism) do not know where to access religious/spiritual spaces. This does not include students who stated that these spaces are not relevant to them.

- Christianity: 41.2%
- Buddhism: 37.6%
- Catholicism: 37.0%
- Hinduism: 36.6%
- Indigenous belief systems: 36.1%
- Judaism: 33.3%
- Islam: 23.9%

Many students who identify with a given belief system (other than atheism and agnosticism) state that religious/spiritual spaces are not relevant to them.

- Buddhism: 33.5%
- Hinduism: 32.4%
- Catholicism: 30.0%
- Judaism: 29.6%
- Christianity: 23.6%
- Indigenous belief systems: 4.8%
- Islam: 4.7%

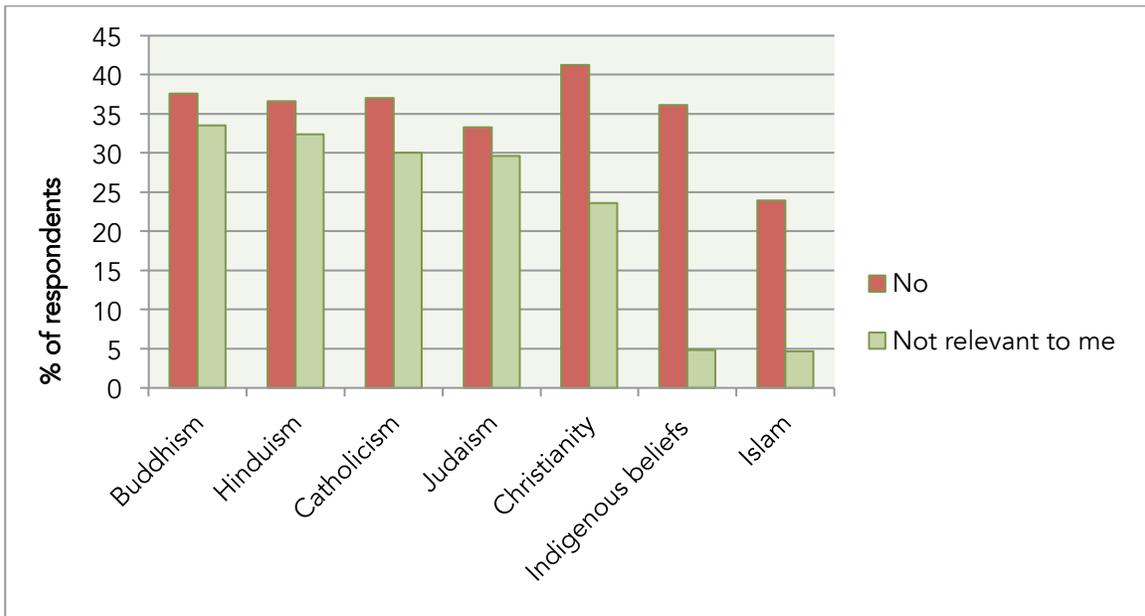


Figure 32: "If you need to find religious or spiritual spaces (such as for prayer or smudging), do you know where to go?" (No/Not Relevant only)

3.4 Spaces: Deferred Maintenance Consultation

The University of Alberta has a 'deferred maintenance' liability of roughly \$1 billion, meaning the amount of money required to complete all outstanding maintenance needs on campus. Students see an impact in missing or broken power sockets, run-down washrooms, and limitations on study space, among others. As government funding for deferred maintenance does not extend to student spaces, some have proposed creating a modest levy to fund student-led projects across campus.

To inform this discussion, one question assessed interest in creating a student spaces levy. Each respondent received one of six versions of the question, for a total of roughly 800 responses per version. The versions measured how much students would be willing to pay, and in what time frame. Each version allowed for textual responses if students felt unsure.

The results of this question informed SU discussions within Students' Council. In broadest terms, 'yes' won out over 'no' around the \$30/semester price point, equivalent to one of the lowest student levies (the PAW Centre fee). Any higher, and 'no' won out over 'yes.' The following graph outlines a major scenario that students considered acceptable: a \$30/semester fee phased in over three years.

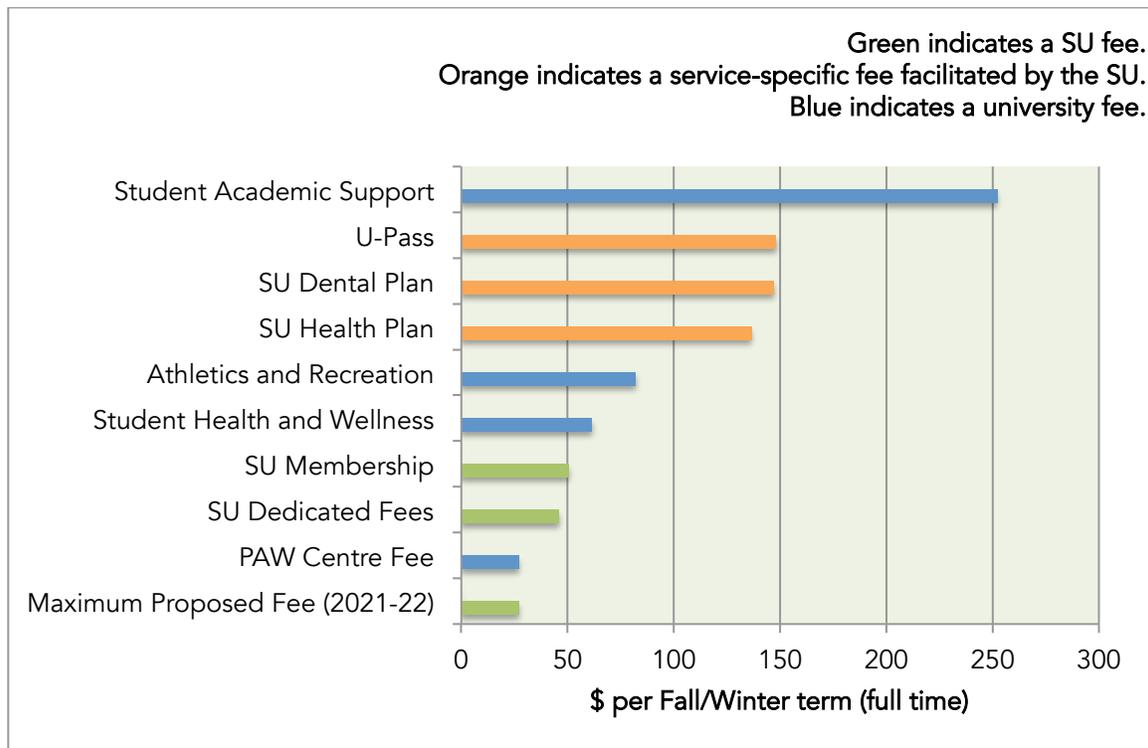


Figure 33: Hypothetical student spaces fee versus existing fees

- Some noteworthy or representative responses from students who considered themselves unsure or undecided:
 - “This is a Band-Aid solution to a government that needs to better allocate funds. If the government is finding they do not have enough money to fund such things, they may need to look at where their money is going or maybe raise taxes. A \$30 levy is not the end of the world for students, and I am not opposed to it, but if the Students’ Union is to serve any useful purpose, it could lobby the government to fund these things.”
 - “I think this could be a little unfair as it is charging current students but does not affect students in the future (past 2021). It would be more logical if the funding could somehow come from the university and be paid back in a calculated format in a small chunk from many students over an extended period of time.”
 - “I’m not sure if this is a big need compared to putting that money towards mental health resources or academic support. But that being said I do agree we need more study space and would be open to providing money but would like a break down of the costs.”
 - “Yes if the money was managed by alumni with experience in management.”
 - “It depends whether it’s well executed, if the design is worth it and still meets all functional needs. But at the same time, when I’m on campus, I always feel like there’s no room to study because all the tables are full. So if it’s increasing numbers of tables in wider open places, I would support it. Although I wouldn’t support an increase of \$36 [the largest levy that any version suggested] for just tables.”
 - [Translated] “Campus Saint-Jean has a serious need for change and renovation in many classrooms, the cafeteria, and bathrooms. I would be favorable toward this fee if it was only for the improvement of Campus Saint-Jean.”
 - “I would want to know that the money I’m paying would go towards maintaining spaces I actually use. So, if I am an Arts student, my portion of this would go towards maintaining arts buildings like Humanities (which is in such bad shape and where I spend most of my time). I don’t want to be providing funding that just gets snatched by Engineering or Sciences.”

4 SERVICES AND BUSINESSES

We support and facilitate services and businesses that provide for students' practical, social, academic, and personal needs.

4.1 The Peer Support Centre and Stress Management Tactics

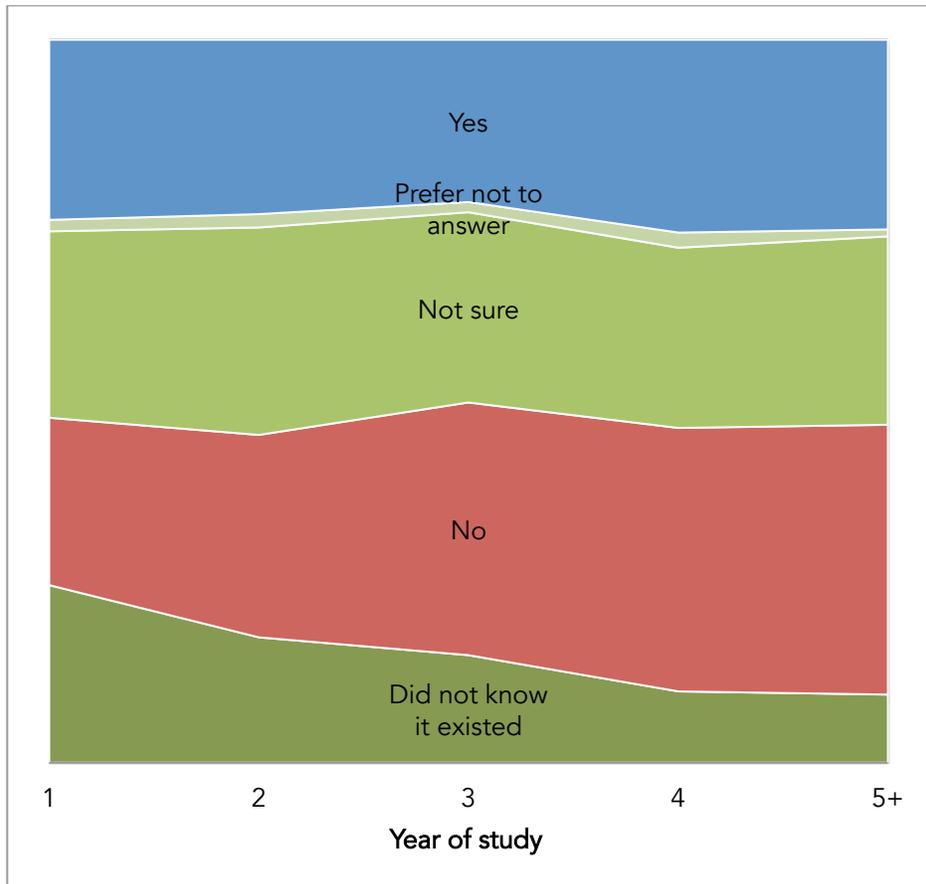


Figure 34: "Would you visit the Peer Support Centre (2-707 SUB), which offers a free, confidential place to talk with trained volunteers?"

On average, 22% of students were willing to accept help from the PSC. Some noteworthy groups deviated from that average significantly.

- Non-binary (32%)
- FNMI/Indigenous (27%)
- Students with disabilities (29%)
- Students who identify with Indigenous belief systems (28%)
- Muslim students (29%)

Faculties demonstrated even higher variation:

- ALES (19%)
- Augustana (11%)
- Campus Saint-Jean (15%)
- Law (16%)
- Medicine and Dentistry (16%)
- Native Studies (19%)
- Nursing (28%)
- Open Studies (42%)

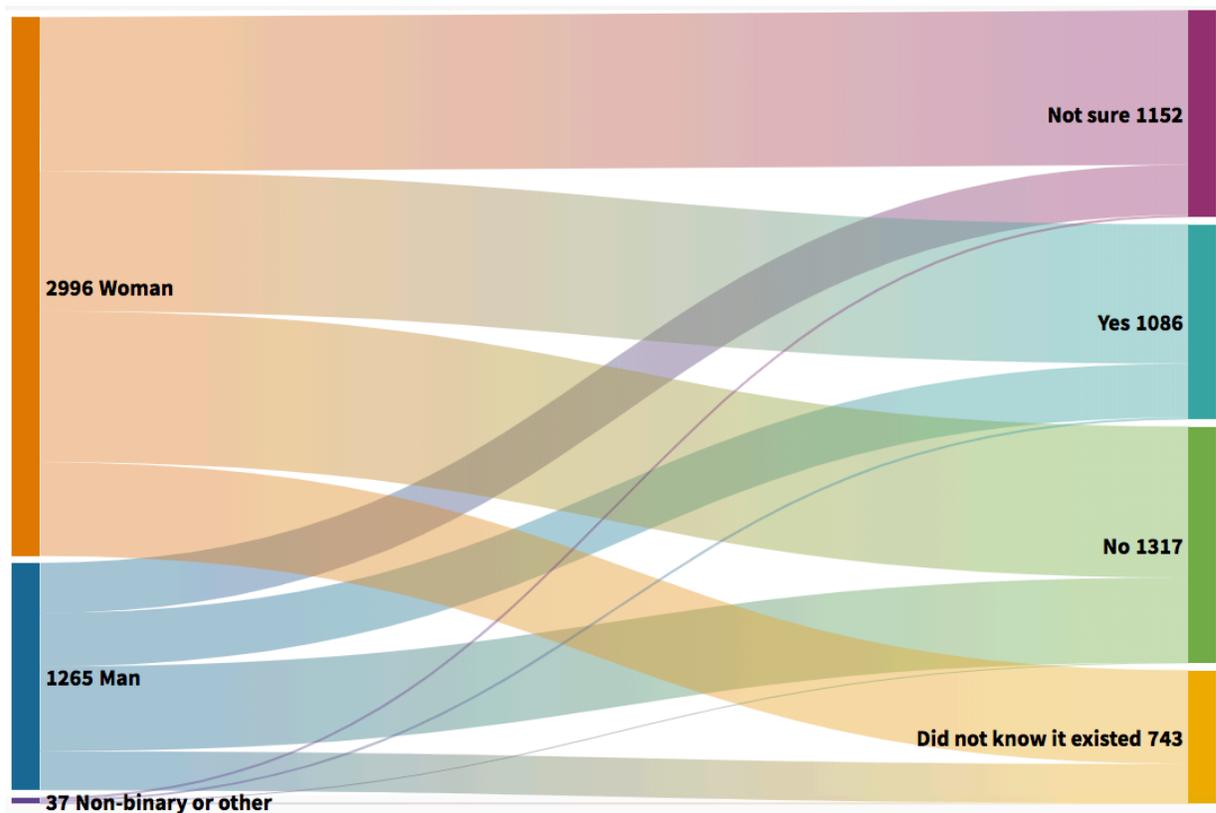


Figure 35: "Would you visit the Peer Support Centre (2-707 SUB), which offers a free, confidential place to talk with trained volunteers?" (by gender)

- Note that men are proportionately more likely than women (36.9% versus 27.5%) to answer 'no' to this question.

4.1.1 Stress Management Tactics

Every individual handles stress in their own way, based on circumstances and personal choice. Meaningful comparisons between groups are difficult and often misleading. Two factors, however, stand out as predictors of a given student's stress management choices: age and gender.

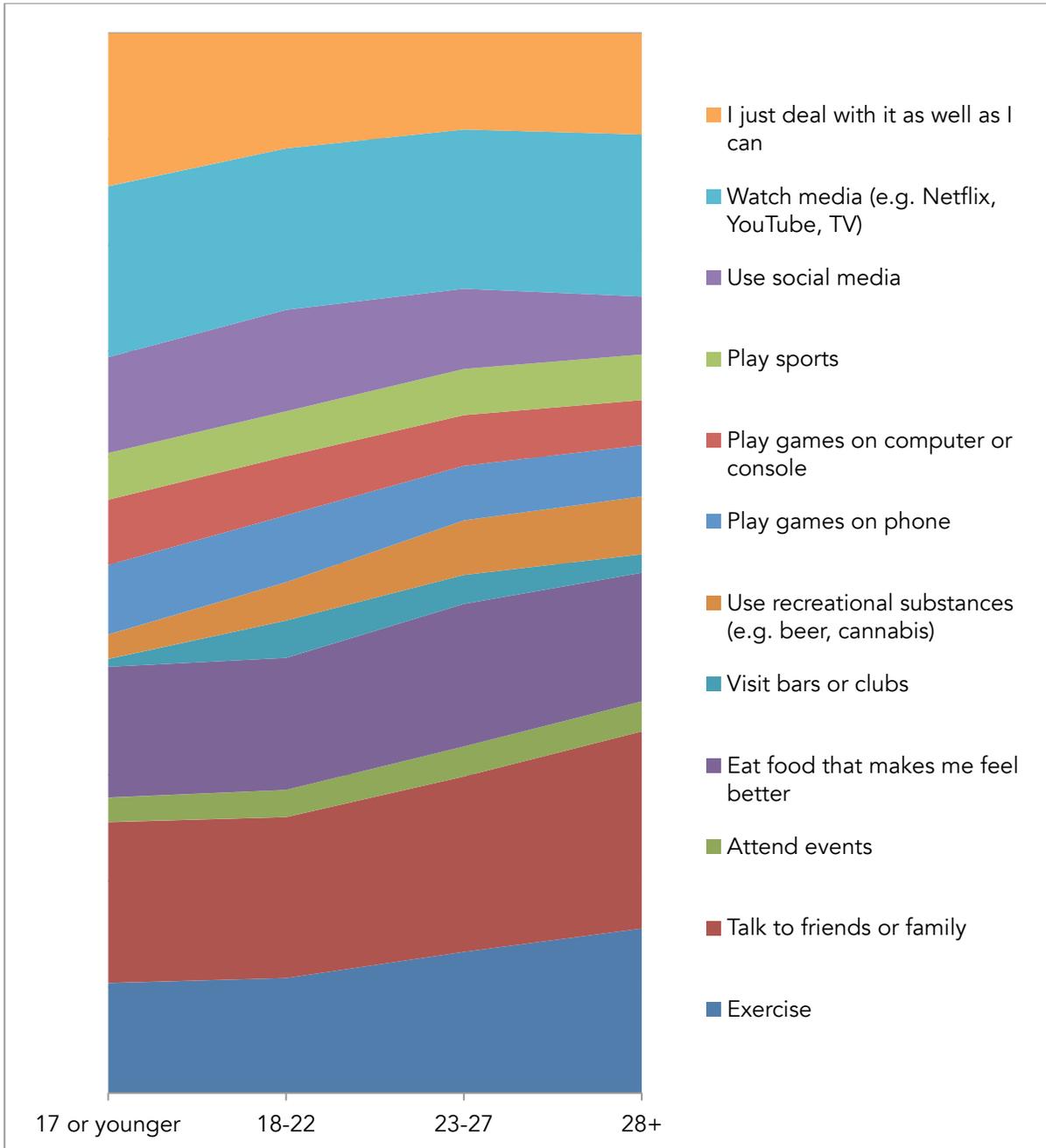


Figure 36: Stress management techniques by age

Note that, as students grow older, they tend to shift away from bars and clubs, social media, and 'just dealing with it as well as I can.' They also tend to shift toward exercise and substance use (e.g. beer, cannabis).

Gender proved to have a strong influence on stress management choices. In a 'choose all that apply' question, students who identified as men and women displayed radically different preferences. For dimensional purposes, this chart omits the ~40 students who identified as non-binary or other.

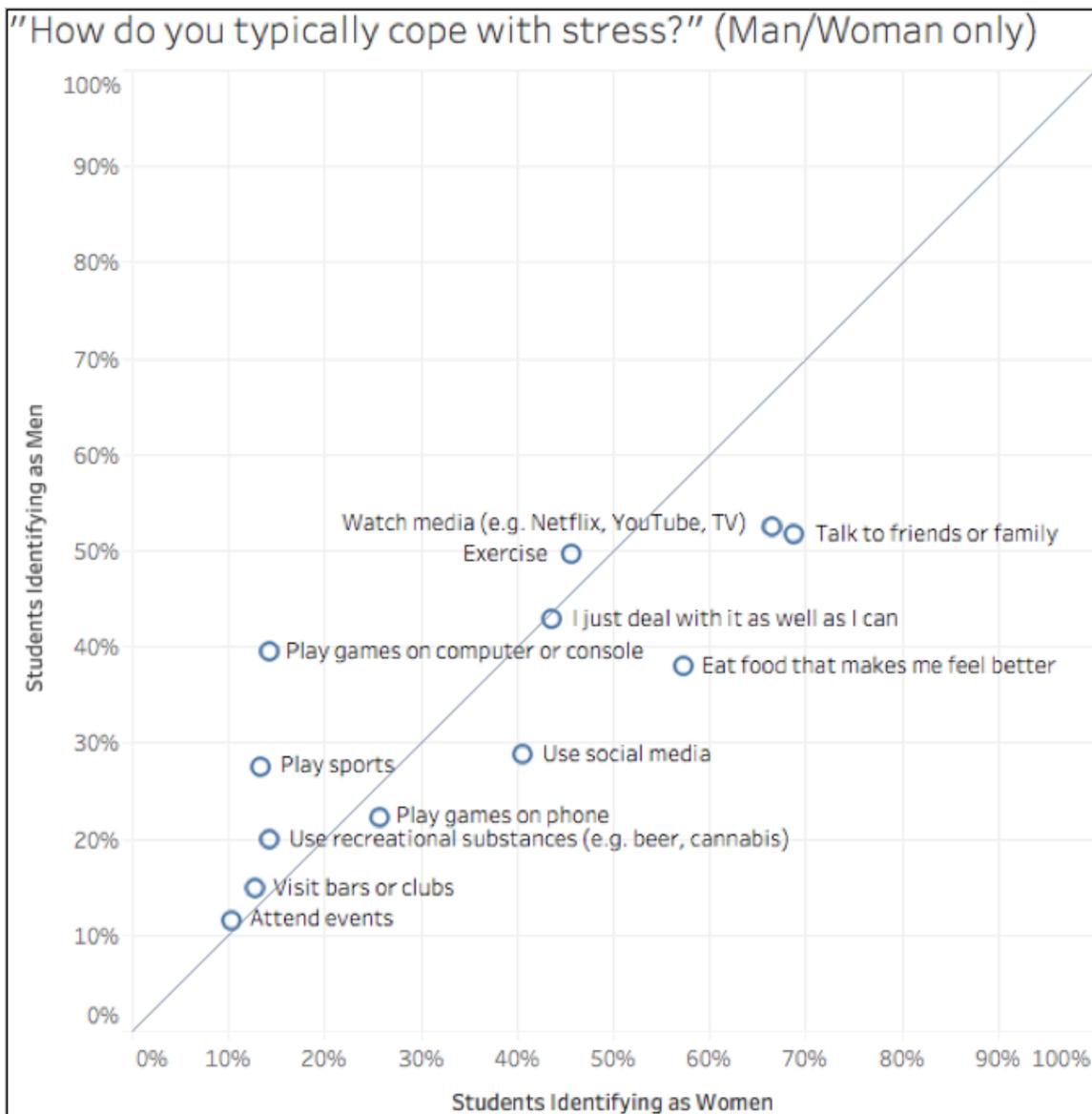


Figure 37: Stress management techniques by gender

4.2 The Landing

The Landing joined the Students' Union shortly after this survey, and has been integrated as a SU service. The following student opinions reflect the Landing's situation before it came under the umbrella of the SU.

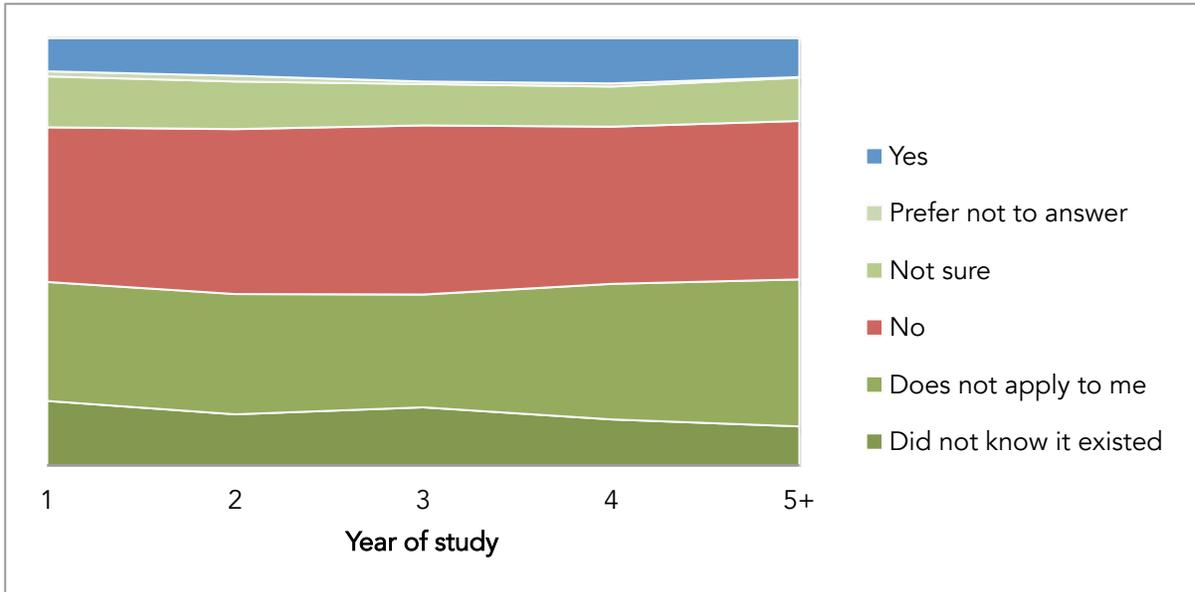


Figure 38: "Would you visit The Landing (0-68A SUB), a space and resource centre for sexual and gender diversity?"

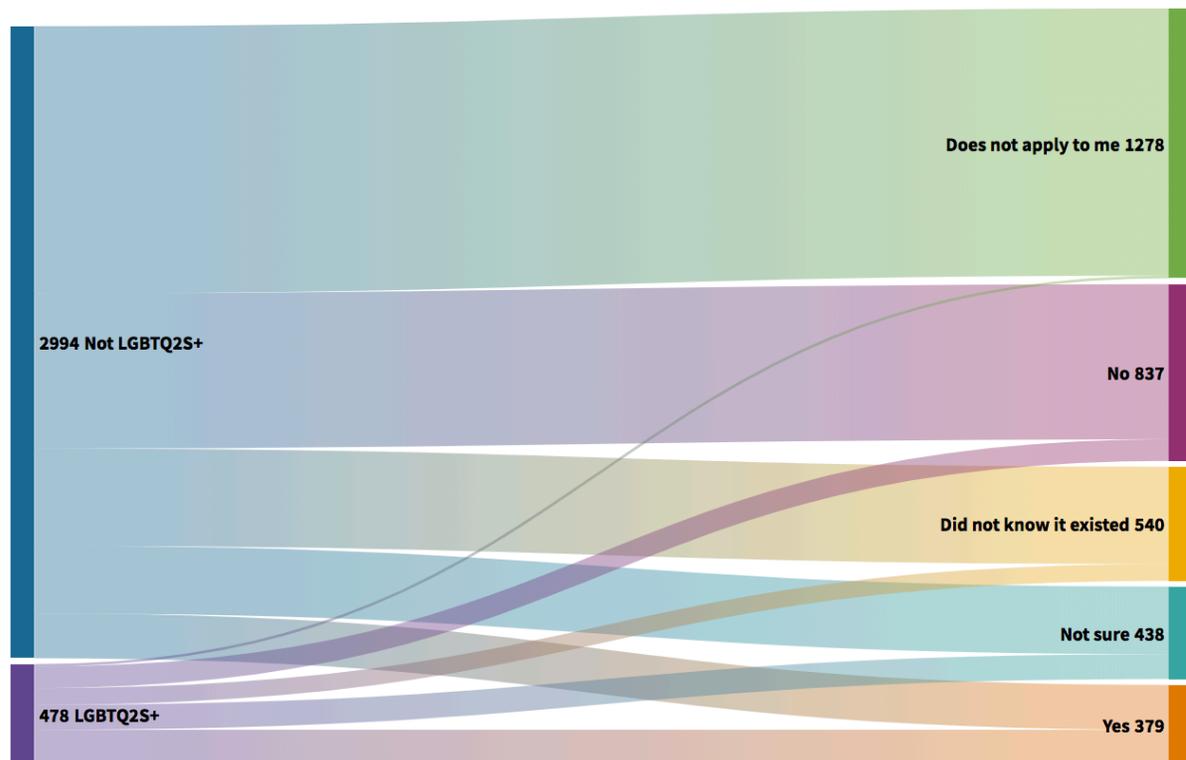


Figure 39: "Would you visit The Landing...?" (by LGBTQ2S+ identity)

4.3 The Campus Food Bank

Although the Food Bank is not part of the Students' Union, it holds tenancy in SUB, and we support it through a Designated Fee Unit (DFU). The food bank is a service that speaks directly to some of students' most important needs. Student food insecurity, as outlined later in more detail, is a major concern on Canadian post-secondary campuses.

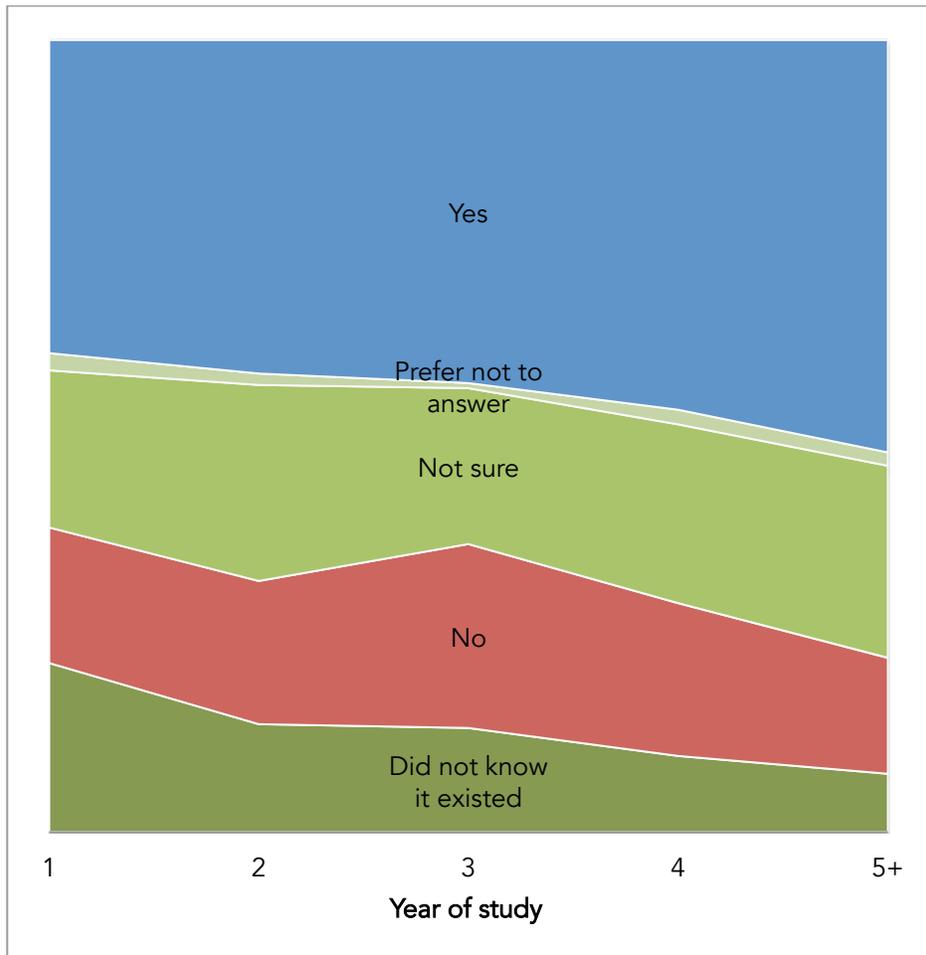


Figure 40: "Would you visit the Campus Food Bank if you needed it?"

Some trends of note:

- Men were just as likely as women to answer yes, but were far more likely than women (24.4% versus 16.5%) to say they would not visit the food bank even if they needed it.
- Education students were extremely unlikely to answer yes and were very likely to say that they did not know the food bank existed.
- Non-binary students were the most likely to use the food bank and the least likely to answer no.

- Non-binary students were also the least likely to say that they did not know the food bank existed.
- Those in Native Studies and Open Studies were significantly more likely to answer yes to using the food bank than international students; conversely, international students were much more likely to answer no.
- While students whose parents scored higher than average when answering yes to using the food bank, they were significantly more likely to answer no.
- Knowledge of the food bank's existence grew with year of study.

Students provided the first three digits of their postal codes, allowing for a geographic assessment of food bank attitudes and needs. Understandably, some distant neighbourhoods (e.g. St. Albert or Edmonton-South) show a disproportionately high number of students who would not use the Campus Food Bank if they felt they needed it. These students may find local food banks more convenient.

However, 'yes' still outweighed 'no' substantially in these neighbourhoods (as in all others), despite their distance from campus. Clearly, regardless of where they live, many students value the Campus Food Bank as an essential service.

4.4 Optimizing Businesses

The Students' Union runs several businesses designed to enrich the student experience, provide affordable products, employ students, and generate revenue to fund products and services. Detailed feedback helps us tailor our business operations to student needs.

4.4.1 Dewey's

The SU operates two student restaurant/bars. Dewey's and Room At The Top (RATT) offer reasonably priced on-campus food, serve as social venues, and employ students. Extensive student responses informed a comprehensive strategic planning process for Dewey's. The following graph is one example of the methods used to summarize and assess student feedback. On this summary graph, wide ribbons indicate especially popular combinations (e.g. student lounge plus event/music venue).



Figure 41: "If you could choose the primary direction or identity for Dewey's, what would you pick? Choose all that apply." (combinations weighted by frequency/popularity)

- Wish they had a better selection of simple lunch options like premade sandwiches or ready-made soup.
- Like that they have a balance of food and basic stationary and general pharmacy needs.
- You can sell your textbooks and there are so many necessities to buy if needed.
- Very convenient and they sell everything.
- No more Ben and Jerry's ice cream was disappointing. I think I would like to see more foods that may be in a grocery store as opposed to a convenience store.
- Love the donation table.
- Love the slurpees ☺ and cheap chocolate milk.
- It is convenient since they usually carry everything that I am looking for, however their prices are expensive and most things I could also find for a better price at the SUB pharmacy.
- Toiletries are cheaper at the pharmacy and so that is where I go for toiletries.
- It discontinued the sale of the McVites chocolate digestives, which is extremely disappointing. I would appreciate if they were brought back, thank you.
- Very crowded and staff always seem to be annoyed.
- I dislike how much it reminds me of a gas station area.
- Like: Slurpees. Dislikes: Didn't advertise slurpee machine enough.
- Like: It sells milk (wish it was a bigger size though). Dislike: Not much variety in basic grocery supplies.
- Very handy to get any minor things I need quick!
- They have some weird things there. It's convenient. It's really crowded at times and when I just want something quickly there's often someone checking lotto and it takes forever. The staff is great; way nicer than the people in varsity - it throws you off when someone is nice in varsity while I don't think anyone has ever been rude to me at SUBmart.
- There are a lot of food options. There could be more non-food options such as paper towels, toilet paper...
- Basically all your needs are there if you forget something, deodorant, school supplies, post office, lip balm, snacks.
- There are not enough vegetables, and the prices are too high, but it's nice to have a convenient place to buy a snack.

5 ADVOCATING FOR STUDENT NEEDS

We advocate for student needs and interests to the university and all levels of government.

5.1 Academic Rights

Students deserve a full understanding of their rights and responsibilities with regard to academic and non-academic investigations. Without strong resources and support, students' experiences often fall short of the standards of procedural fairness and natural justice.

Perhaps the single most vital resource is the Office of the Student Ombuds. Awareness of how to use the Ombuds Service is a strong indicator of a student's ability to safely and fairly navigate the University's investigative and disciplinary processes.

Students with disabilities were the most likely group to feel very low confidence. FNMI/Indigenous students, non-binary students, and women were also at particular risk. Men, international students, and visible minority students were significantly more likely to feel confident about their ability to access the Ombuds Service.

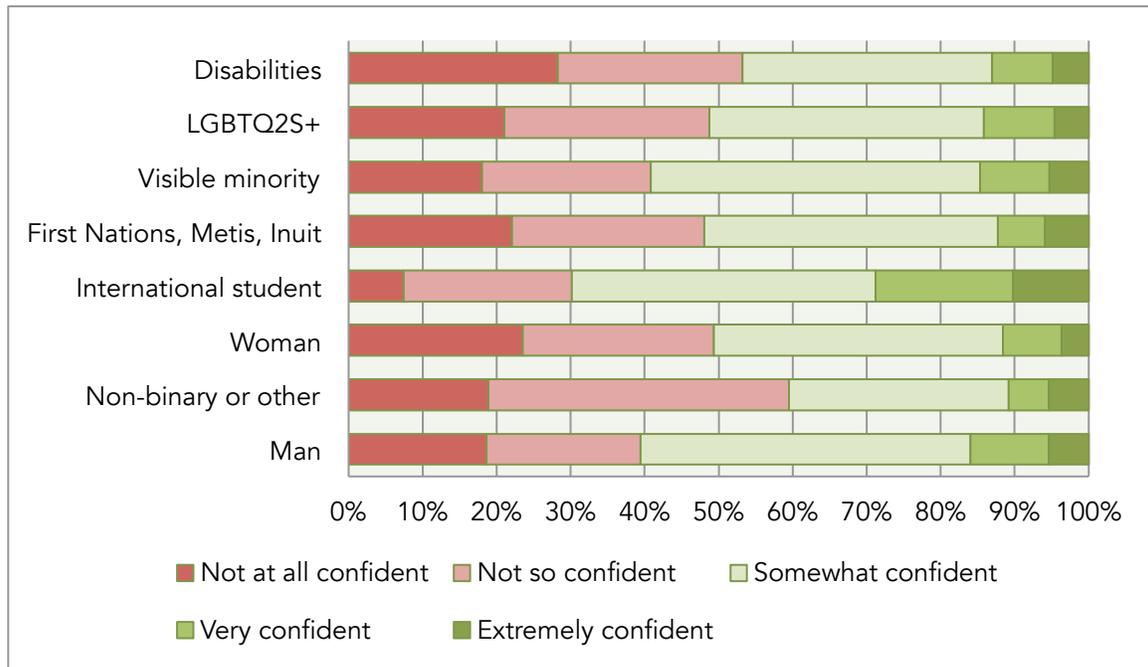


Figure 42: "How do you feel about being able to access the Ombuds Service? This confidential service advises and supports students on fairness issues." (by populations of interest)

5.2 Transit and Residence

5.2.1 Commuting Time

The average student has a 30-to-60-minute one-way commute, with a mean value of 38 minutes. 1% of respondents (representing as many as 300 undergraduates across campus) have a one-way commute of two hours or longer.

8.3% of respondents (representing roughly 2500 undergraduates) report a commute longer than 60 minutes. These students primarily live in or near the provincial electoral ridings of Edmonton-North West, Edmonton-Castle Downs, Edmonton-Mill Woods, Edmonton-Mill Creek, Edmonton-South, and St. Albert. These commuting times tend to represent the use of public transit.

As shown in the following figure, many students who report a commute longer than an hour tend to live within a thirty-minute drive of the University of Alberta. Note also, however, that many students tend to live in, and commute from, relatively remote areas like Spruce Grove and Fort Saskatchewan.

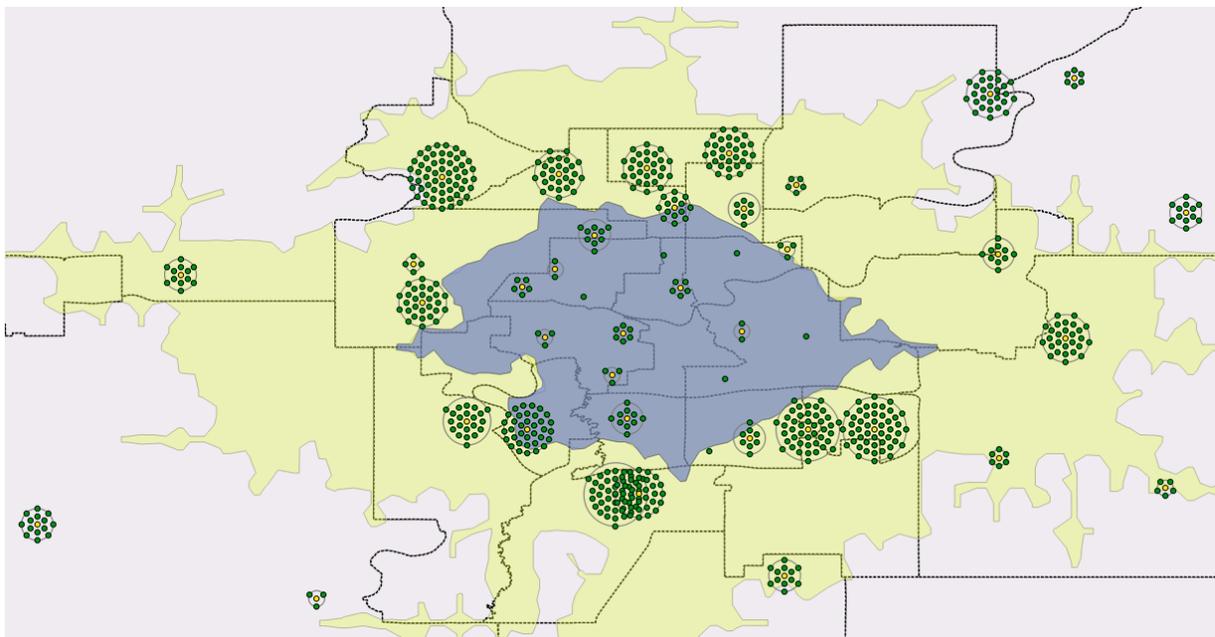


Figure 43: Edmonton commutes [green clusters = student commute of >60 minutes (any transport mode); blue area = 15-minute car commute to U of A; yellow area = 30-minute car commute to U of A]

It appears clear, then, that hundreds or even thousands of students in far-flung neighbourhoods spend more than two hours a day commuting to and from U of A by public transit.

International students typically live much closer to campus than other students. 55.8% of international respondents lived in postal codes starting with T6G or T6H, compared to 18.9% of domestic students. As shown below, almost all international students have a one-way commute of 45 minutes or less.

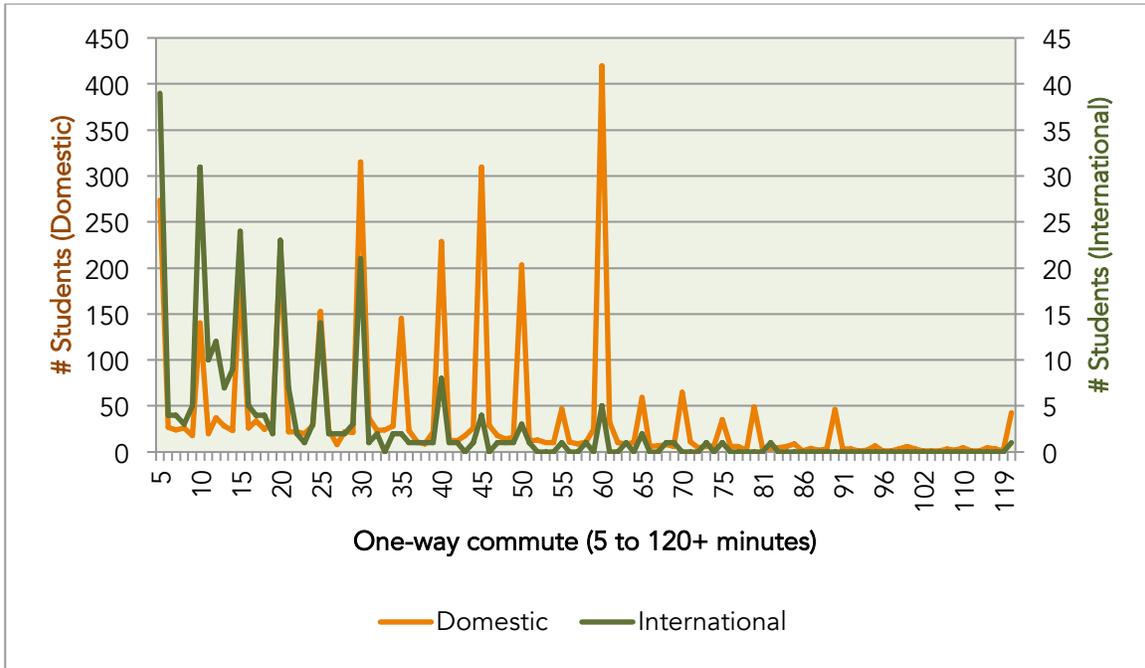


Figure 44: One-way daily commute (domestic versus international students)

5.2.2 Residence Patterns by Age

Broadly speaking, 14% of respondents live in campus residence; 8% live off-campus alone; 19% live off-campus with roommates; 48% live with parents or guardians; and 11% live with other family. However, these patterns vary widely with student age.

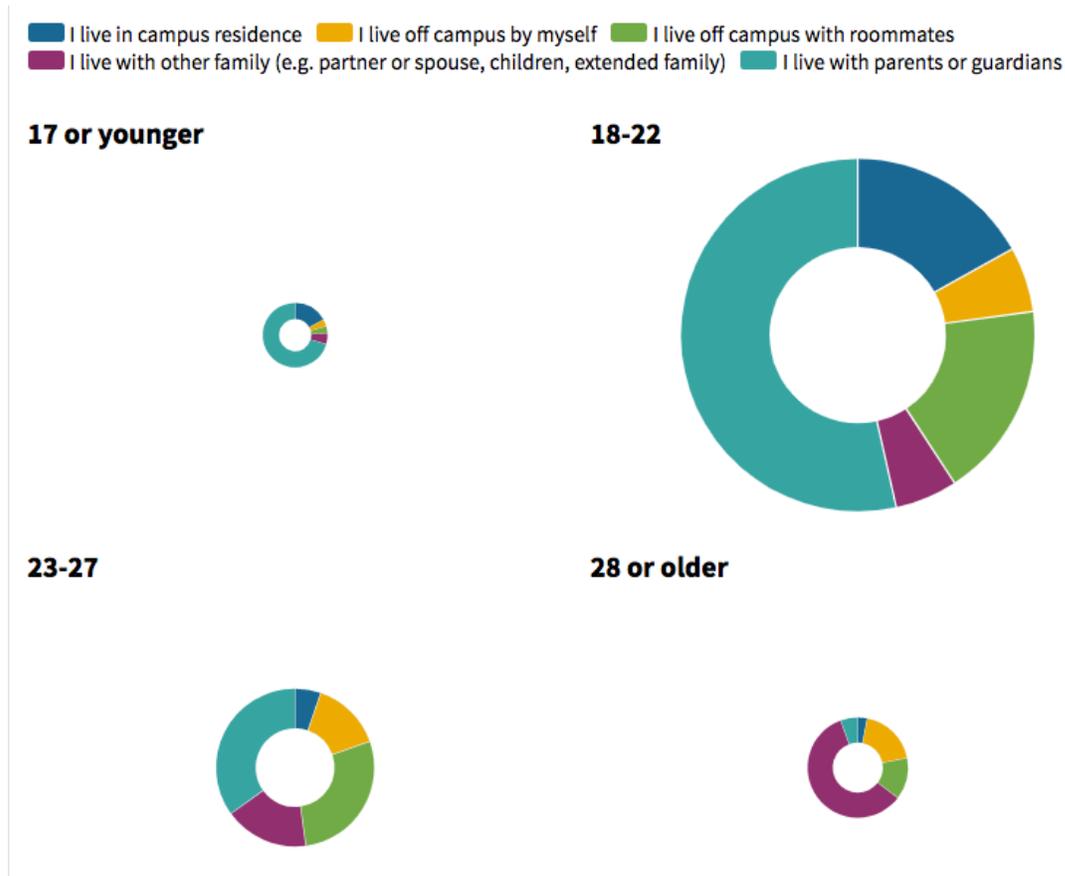


Figure 45: Mode of residence by age

Some points of interest:

- 53.5% of students age 18-22 live with parents or guardians. By age 28, that proportion falls to 5.6%.
- Living off campus with roommates appears to become a viable life choice in the 18-22 age range; living off campus alone becomes viable around 23-27. The data also implies that, by 28 or older, living with roommates tends to lose some of its appeal.
- Around 5% of students 17 or younger live with other family (partner/spouse, children, or extended family). Note also that 2% of students in this age range identify as parents of dependent children.

5.2.3 Residence Patterns by Year of Study

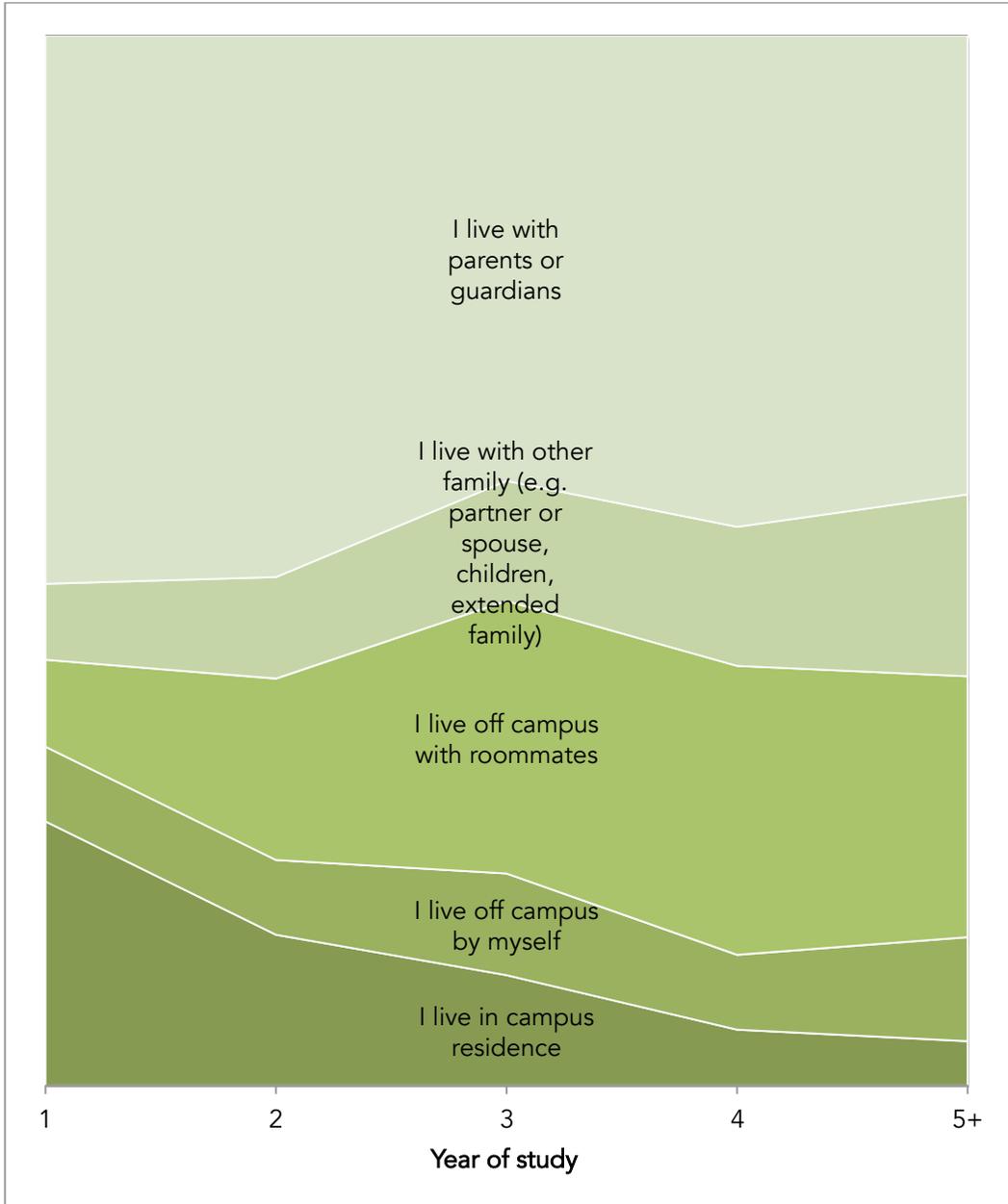


Figure 46: Mode of residence by year of study

Clearly, many students move out by third or fourth year, generally to live with roommates. Some populations were especially likely or unlikely to remain with parents or guardians by fourth year. Contributing factors might include family expectations/environment or financial security.

POPULATION	% LIVING WITH PARENTS/GUARDIANS IN FOURTH YEAR
All Students	43%
Faculty of Business	56%
Faculty of KSR	53%
Faculty of Education	27%
FNMI/Indigenous	13%
Visible Minority	55%
LGBTQ2S+	37%
LGBTQ2S+ and Visible Minority	45%
Non-binary	29%
Students with Disabilities	24%
Atheist	48%
Buddhist	54%
Catholic	49%
Non-Catholic Christian	38%
Hindu	48%
Indigenous Belief Systems	29%
Muslim	51%

Figure 47: Percent of fourth-year students living with parents or guardians

5.2.4 Residence Patterns: FNMI/Indigenous Students

The most dramatic number above is clearly the 13% of FNMI/Indigenous students who live with parents or guardians by fourth year. In early 2019, the SU's Aboriginal Relations and Reconciliation Committee (ARRC) identified housing as an issue of special concern to FNMI/Indigenous students. Guided by that priority and by our findings, we opted to investigate FNMI/Indigenous student housing trends in greater depth.

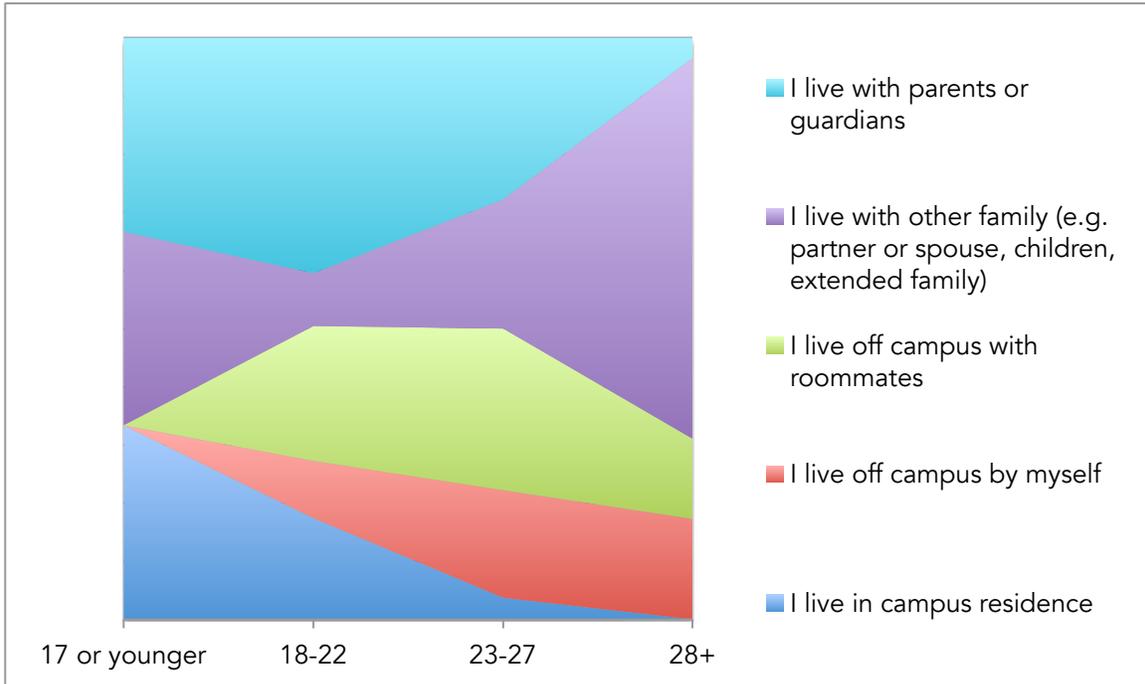


Figure 48: Mode of residence by age (FNMI/Indigenous only, n~230)

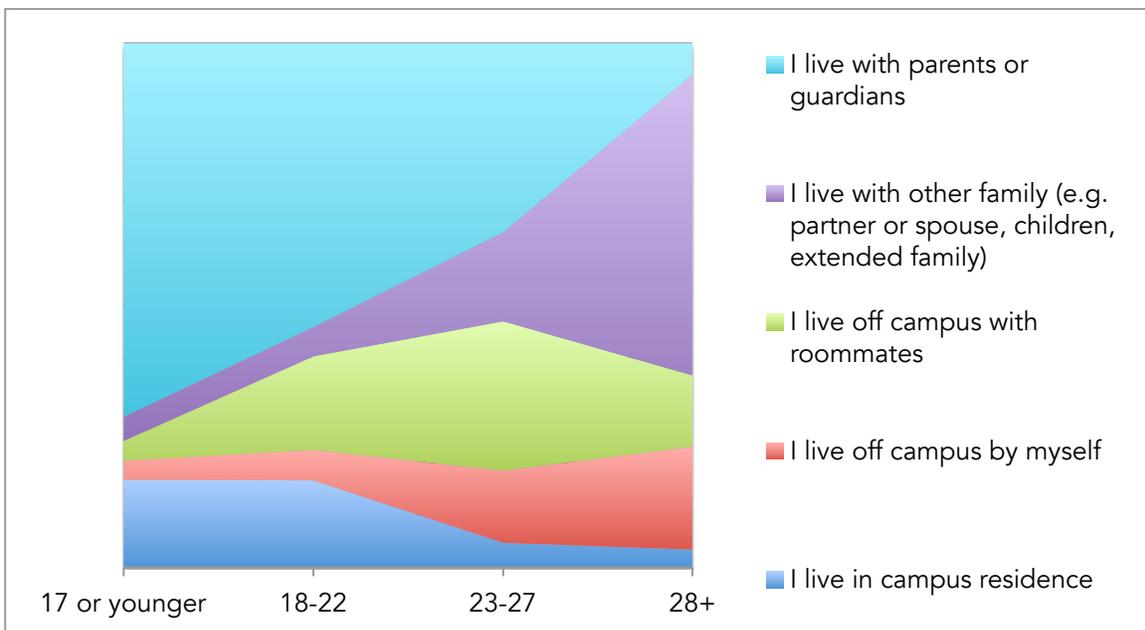


Figure 49: Mode of residence by age (stacked, NON-FNMI/Indigenous only)

FNMI/Indigenous students tend to be older; are more likely to live with partner/spouse, children, or extended family; are less likely to live with parents or guardians at any age; and are more likely to live alone off campus. For reference, the 2017 Annual Survey found that “FNMI/Indigenous respondents were far less likely to live with family (37.7% vs. 57.5%) and almost twice as likely to live alone (21.3% vs. 12.3%).”

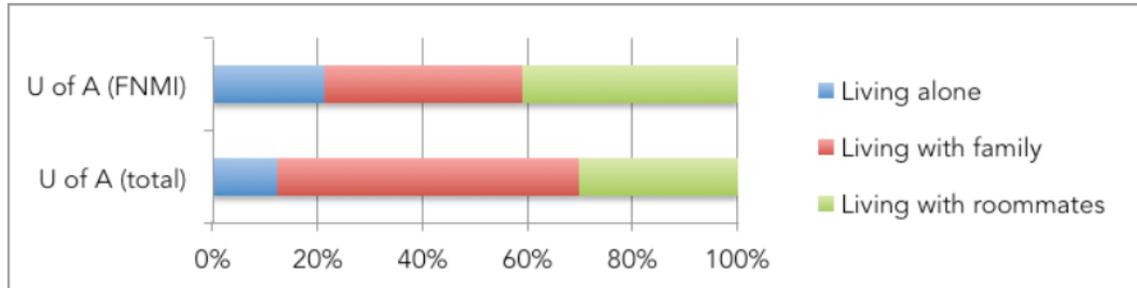


Figure 50: Mode of residence, FNMI/Indigenous students (Source: 2017 Annual Survey Report)

A basic geographic filter indicates that FNMI/Indigenous students are especially likely to live in or around the provincial ridings of Edmonton-Centre, Edmonton-Riverview (i.e. on/near campus), Edmonton-Strathcona, Edmonton-Mill Creek, and St. Albert.

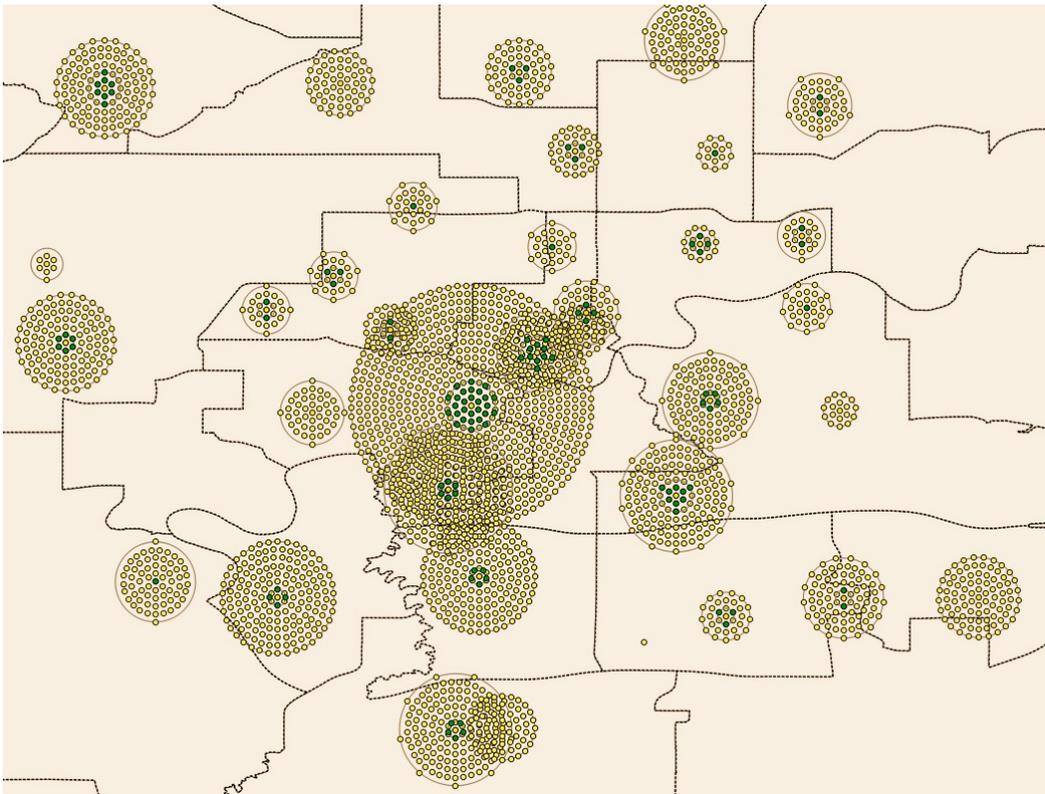


Figure 51: Map of Edmonton provincial electoral districts: FNMI/Indigenous students (green) overlaid on non-FNMI/Indigenous students (yellow)

5.3 Financial Security

5.3.1 Student Homelessness

By far the most common homelessness-related indicators are:

- Being evicted or forced to leave their residence.
- 'Couch-surfing' or staying with friends without paying formal rent (so-called 'hidden homelessness').
- Sleeping on campus (other than at the Commuter Study Hostel) because they had nowhere else to go.

Even these relatively commonplace behaviours are linked with greatly increased risk of food insecurity.

This survey also assessed whether students had stayed in cars, abandoned buildings, or other places not meant for housing. The survey explicitly framed questions on homelessness and food insecurity in the context of students' time at the University of Alberta.

Gender and orientation proved to be vital factors in risk of homelessness. Students who identify as LGBTQ2S+ are three times more likely to be evicted or forced to leave their residence, and significantly more likely to couch-surf, identify as homeless, and sleep on campus because they have nowhere else to go. The 40+ students who listed their gender as 'non-binary or other,' meanwhile, experienced radically higher rates of all homelessness indicators.

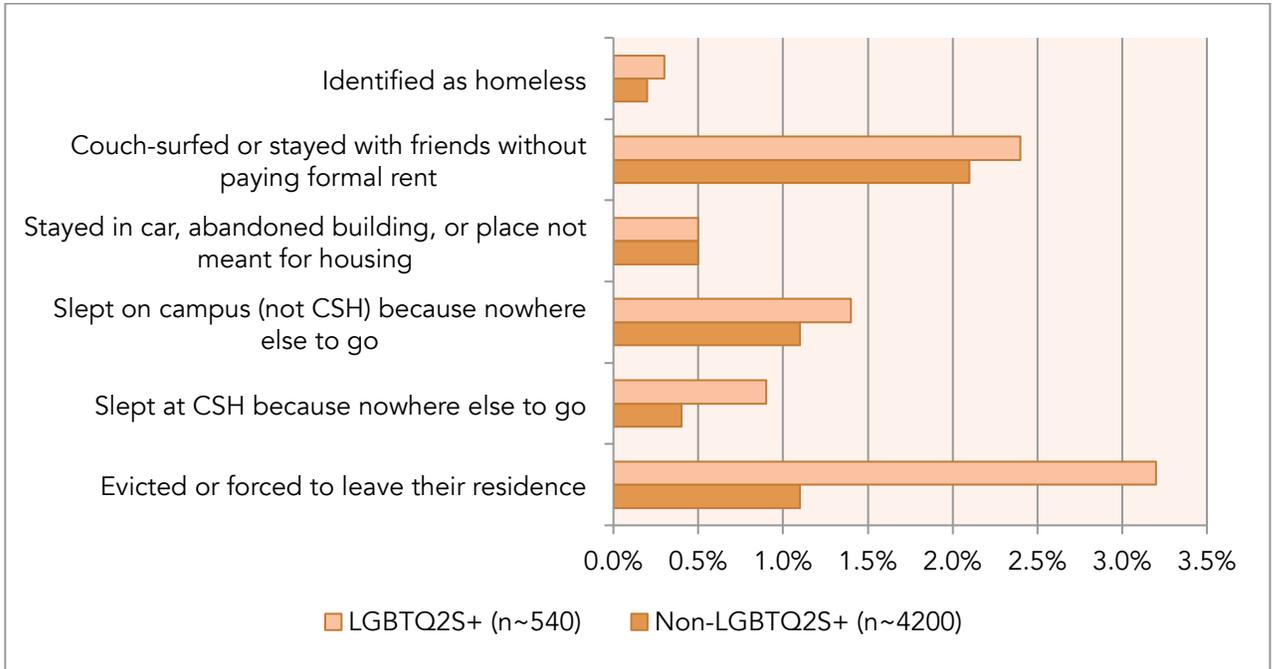


Figure 52: Student homelessness indicators by LGBTQ2S+ identity

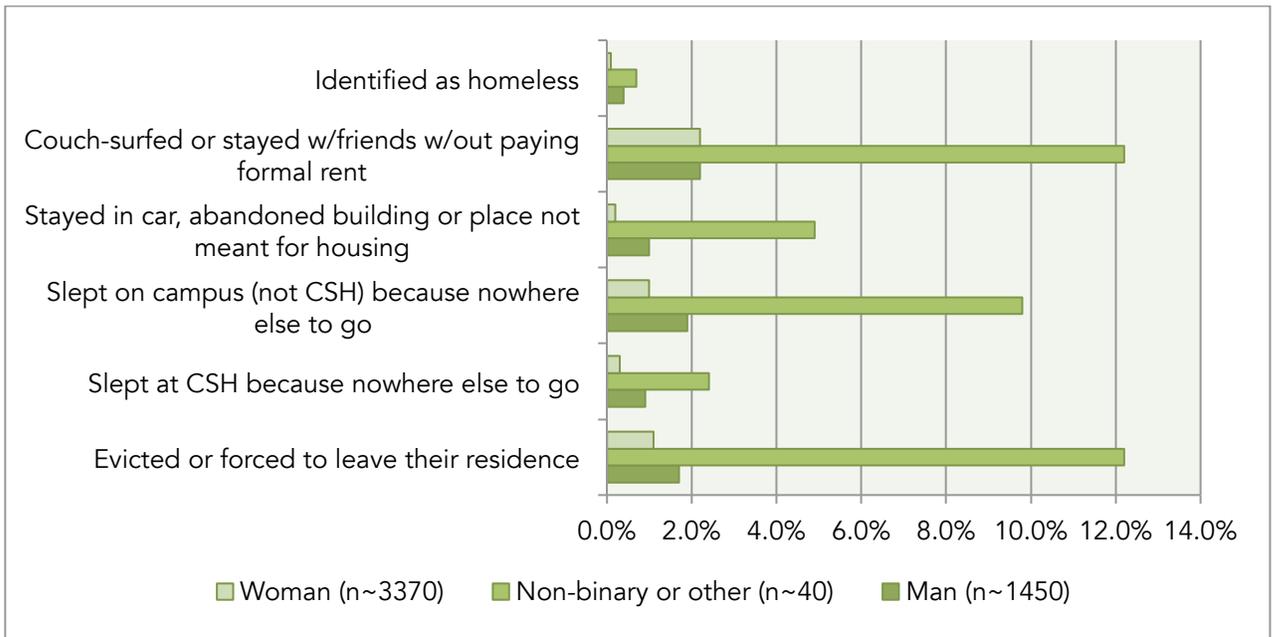


Figure 53: Student homelessness indicators by gender

Men were much more likely than women to be evicted or forced to leave; to sleep on campus; to stay in a place not meant for housing; and to identify as homeless. It seems clear that women who have precarious housing situations put a higher premium on sleeping in an actual residence (rather than on campus or in an unsafe location). Further research could examine how women avoid or address precarious housing situations, if not via the options listed above.

Exploring the homelessness-related experiences of populations of interest proved challenging, as some of the numbers involved did not meet the threshold for safe disclosure. (For example, if only four students from group X had experienced homelessness indicator Y, that number would not meet the threshold; a zero, however, would be marked as a zero.)

Despite these challenges, some key points emerged:

- Every homeless indicator included students from many of our populations of interest (FNMI/Indigenous, students who parent, international students, LGBTQ2S+ students, and students with disabilities).
- Many students, including over three dozen international students and over a dozen students who parent, selected 'prefer not to answer.' There may be perceived or real international student visa implications.
 - Over 8% of students who parent and 10% of international students selected 'prefer not to answer.'
- FNMI/Indigenous students (like other populations of interest) appear to face a significant risk of being evicted or forced from their residence. This result is consistent with the ARRC Recommendations, which note that culturally sensitive housing opportunities are a priority for FNMI/Indigenous students. It is also concerning in light of the high proportion of FNMI/Indigenous students who parent.

	Intern. (n~370)	FNMI/Indig. (n~230)	LGBTQ2S+ (n~540)	Parents (n~160)	With disab. (n~200)
Prefer not to answer	37	8	17	13	11
Been evicted etc.	10	10	17	8	9
Slept at the CSH	7	*	5	*	5
Slept on campus	11	6	17	*	8
Stayed in car etc.	*	*	*	*	*
Couch-surfed	10	10	23	*	12
Identified as homeless	*	*	5	*	6

Figure 54: Homelessness factors in populations of interest (*non-zero, but does not meet threshold for safe disclosure)

5.3.2 Student Financial Security

51% of respondents (55% of women, 59% of non-binary/other, and 41% of men) reported holding at least some paid employment during the school year. This survey did not address causality, i.e. desire to work or availability of work opportunities. As women were more likely to work during the school year than men, note that the woman-to-man ratio is significantly higher than in the broader sample at several points (e.g. 15 hours or 20 hours).

For the sake of clarity, the high proportion of students who answered '0' has been removed from some graphs on student employment.

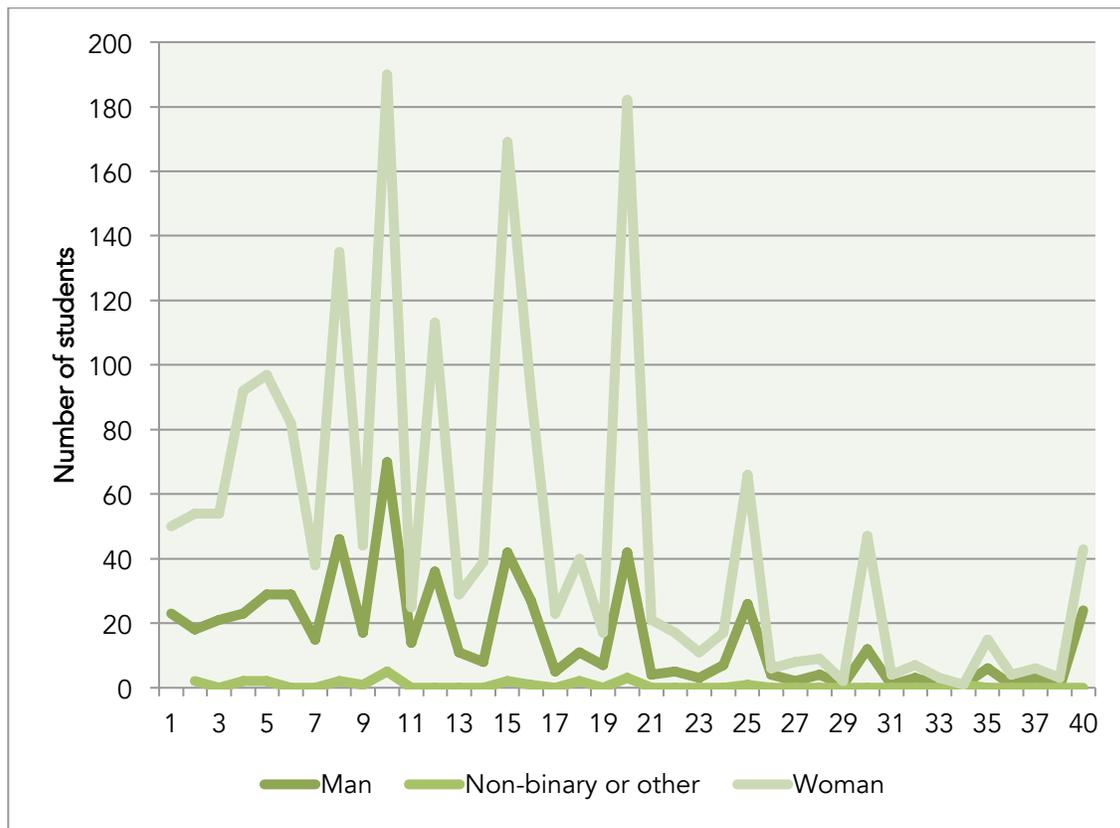


Figure 55: Hours worked during school year (1-40+ hours only) by gender

A Pearson test found a statistically significant absence of correlation (-0.114) between hours worked and sense of financial security. In other words, holding a job and working increased hours per week does not mean a given student will feel better about their financial security.

Some relationships emerged on closer examination, as shown in the following scatterplot. Most students who hold paid employment work 20 hours or less, and trend

toward feeling financially stable. Students who work full-time are equally likely to feel financially stable or unstable.

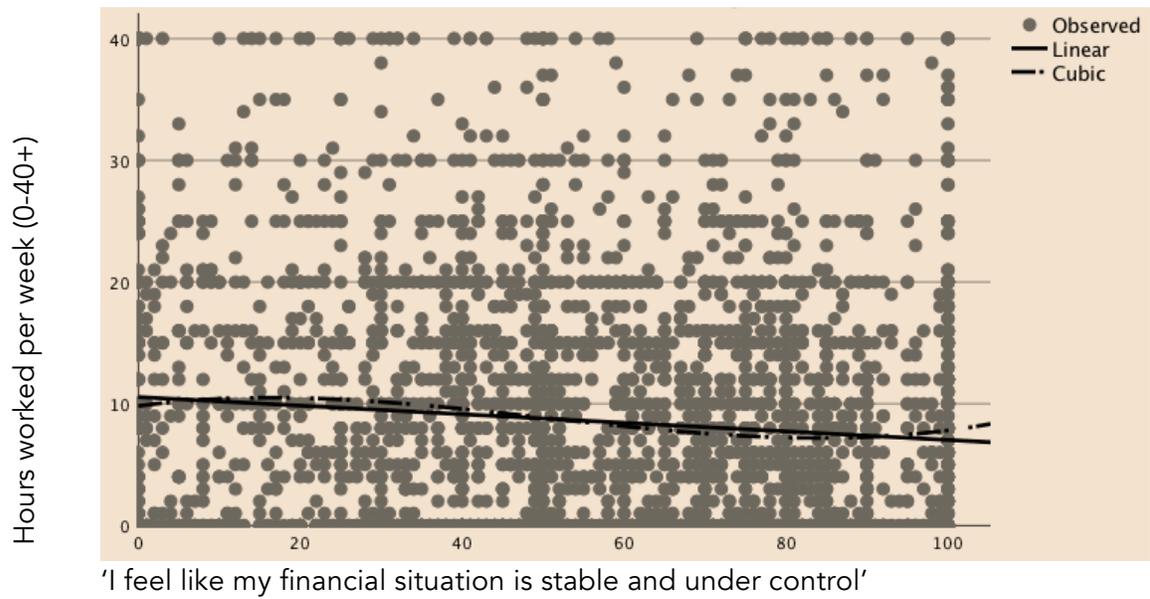


Figure 56: Hours worked during school year (0-40+ hours) versus feelings of financial stability

5.3.3 Student Food Insecurity

This survey did not attempt a formal measurement of food insecurity for two reasons.

- Validated government instruments, the accepted standard for measuring food insecurity, would have made this already-long survey significantly longer.
- An informal but thorough environmental scan suggested that validated government instruments may not be completely suitable for measuring food insecurity among undergraduate students, for any purpose other than apples-to-apples comparability with non-student populations.

This survey included one question on food insecurity, sourced from previous internal research: *“Do you skip meals due to the cost of food?”* [No / Yes, once or twice a month / Yes, once or twice a week / Yes, more than twice a week / Prefer not to say.]

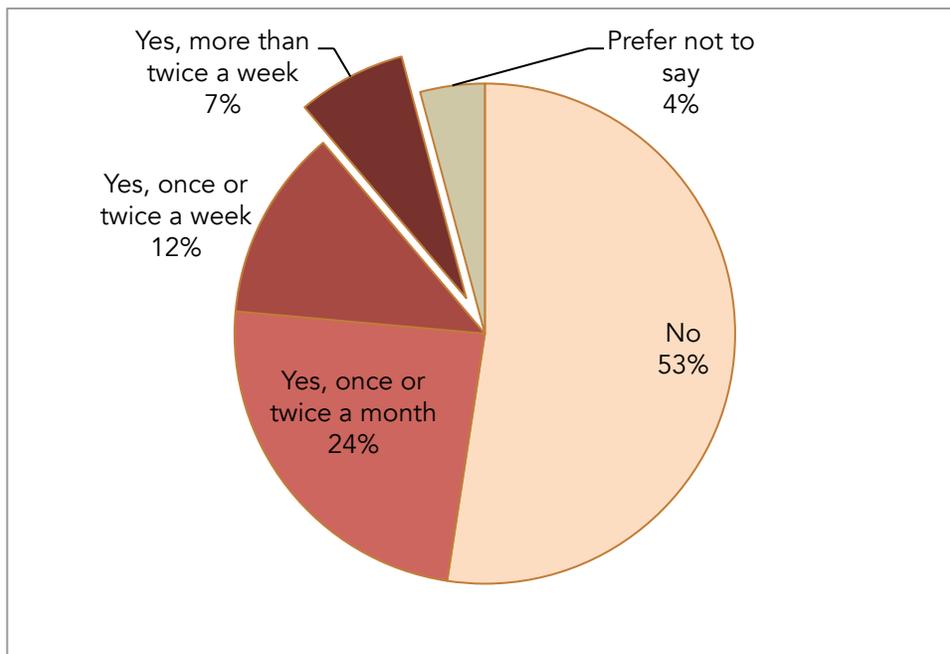


Figure 57: "Do you skip meals due to the cost of food?"

Appendix F contains a thorough breakdown of food insecurity responses among various populations. Some groups stood out as especially likely to experience food insecurity:

- 14% of first-generation students skip meals due to the cost of food once or twice a week, while only 9% of other students do so.
- While 46% of all students answered 'no,' only 10% of non-binary students did so.

- Food insecurity increases between first and second year, potentially due to transitions out of on-campus residence.⁵
- Faculties at special risk include Arts, Business, Open Studies, and Native Studies.
- 12% of international students skip meals more than twice a week due to the cost of food, compared to 6% of domestic students.
- 9% of students who self-identify as visible minorities skip meals more than twice a week due to the cost of food, compared to 5% of other students.
- 16% of FNMI/Indigenous students skip meals once or twice a week due to the cost of food, compared to 11% of non-Indigenous students.
- 9% of students who self-identify as LGBTQ2S+ skip meals more than twice a week due to the cost of food, compared to 6% of other students.
- Students who parent ('SWP') face a mildly increased risk of food insecurity.
- 17% of students with disabilities skip meals once or twice a week due to the cost of food, compared to 11% of other students.

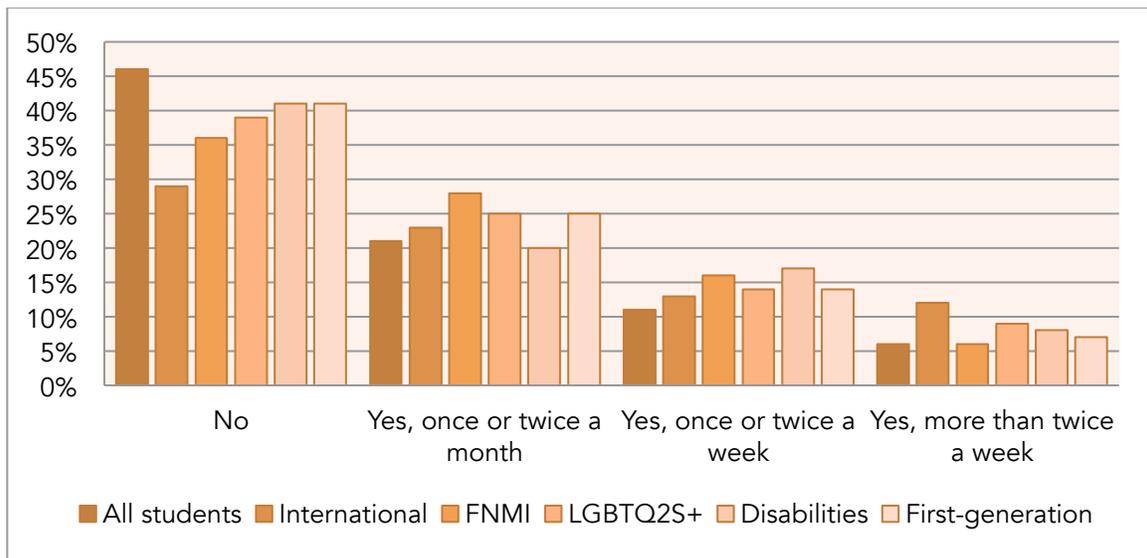


Figure 58: “Do you skip meals due to the cost of food?” (by population of interest)

⁵ For example, as noted by a recent piece in the Chronicle of Higher Education, a meal plan “can mask food insecurity because most people are not directly paying for food day to day. A lot of people don’t define themselves as food insecure until they become aware that they don’t have the finances to afford food without the meal plan.” For more information, see: <https://www.chronicle.com/article/In-Dealing-With-Campus-Hunger/245707>

- Students who experience potential homelessness indicators are proportionally far more likely to skip meals frequently due to the cost of food. This is true even for relatively commonplace indicators like 'couch-surfing,' staying with friends without paying formal rent, or being evicted or forced to leave one's residence.

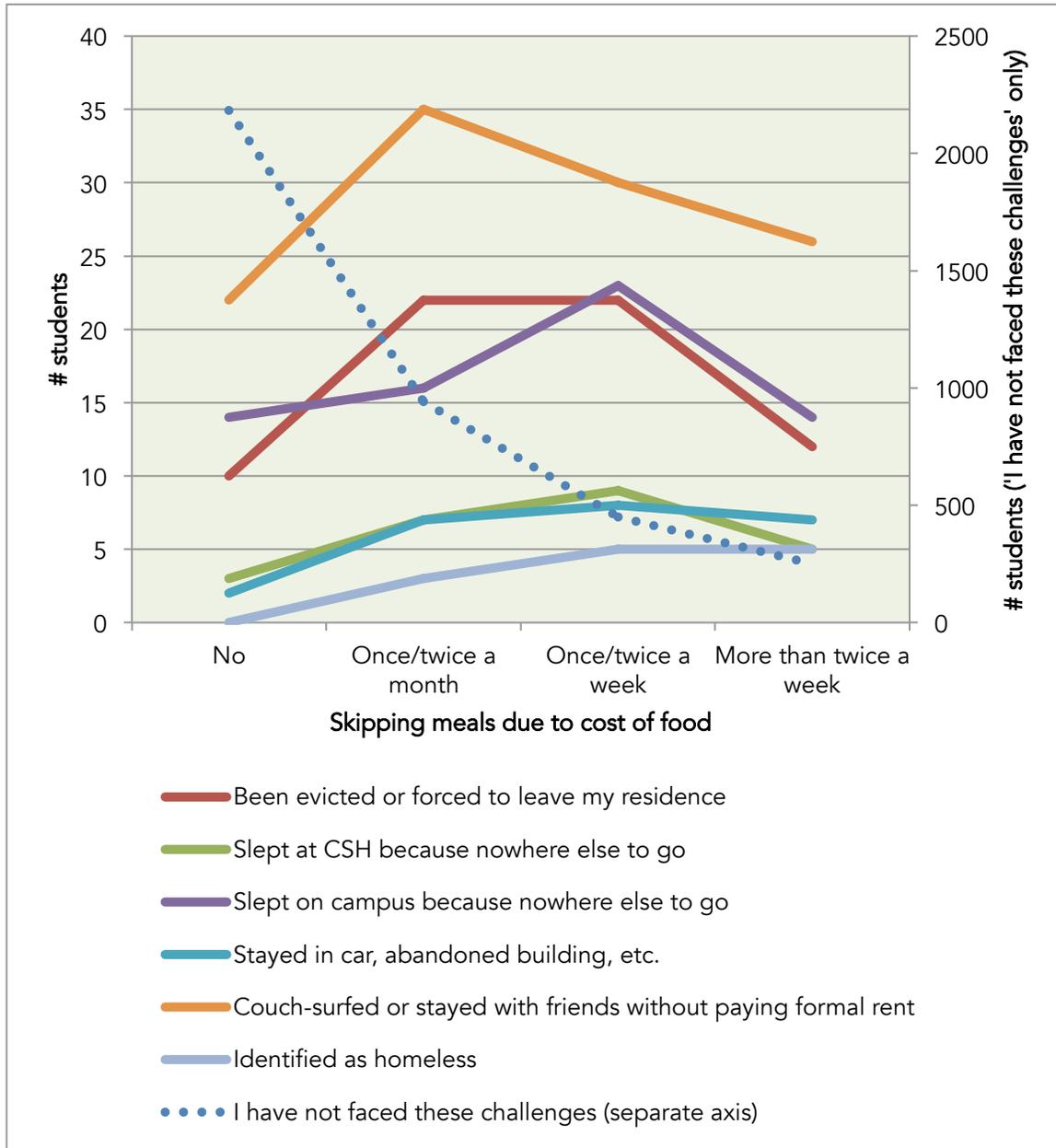


Figure 59: "Do you skip meals due to the cost of food?" versus potential homelessness indicators

5.3.4 Career Prospects

Students pursue post-secondary education because they hope to find rewarding, stable careers. We believe students should have access to valuable work-integrated learning opportunities like co-ops and internships. Whenever possible, students should have work experience when they graduate, and should have the in-demand soft skills to succeed in the full-time workforce. These priorities are especially vital in the current economic climate of high youth unemployment and growing demand for employees with a post-secondary credential.

Naturally, students place a high premium on skills and experiences that will help them find satisfying employment after graduation. As seen in section 2.3, students value professional development and clubs related to their field of study above all other involvement opportunities.

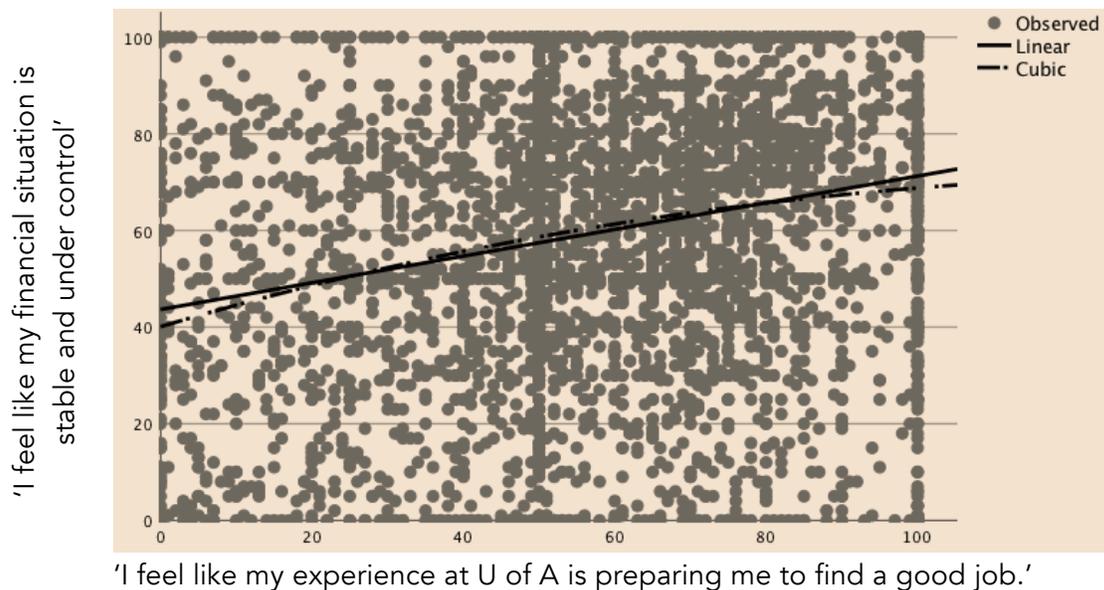
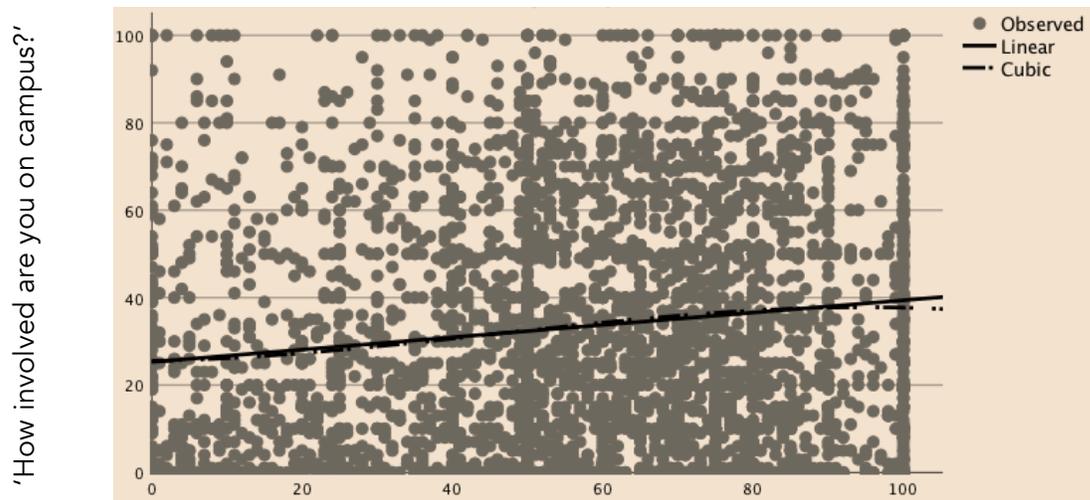


Figure 60: Workforce preparation optimism versus feelings of financial stability

By and large, students who feel a sense of financial stability are more likely to feel like their experience at U of A is preparing them to find a good job. As seen in the section on financial security, students often feel more secure and in control when working ~15-20 hours a week during the school year than when working longer hours. We infer that access to good student jobs is an important factor in whether students feel prepared for the workforce – and whether they feel their experience at U of A has value.



'I feel like my experience at U of A is preparing me to find a good job.'

Figure 61: Workforce preparation optimism versus campus involvement

Note that the vast majority of students who get significantly involved on campus (50% involvement or higher) believe that their experience at U of A is preparing them to find good jobs (see top right quadrant).

We infer that campus involvement, especially professional development and extracurricular opportunities related to field of study, can play an important role in students' sense of the value of their U of A experience.

Recent legislative changes force any student employed by the University to disclose and gain permission for, often in advance, any other employment or self-employment (except in certain sectors like hospitality and food service). Out of the 338 students who reported working for U of A (6.7% of all respondents, representing roughly 2100 students across campus), many also held other jobs during the school year:

- 25 worked for the SU
- 21 worked for businesses on campus
- 88 worked for businesses off campus
- 12 worked for government
- 22 were self-employed
- 17 were working in a practicum or similar professional placement

As this was a 'choose all that apply' question, adding those numbers would not give an accurate total of the number of University-employed students who hold other jobs. However, we can determine that the 338 student respondents employed by U of A held a total of 185 other jobs.

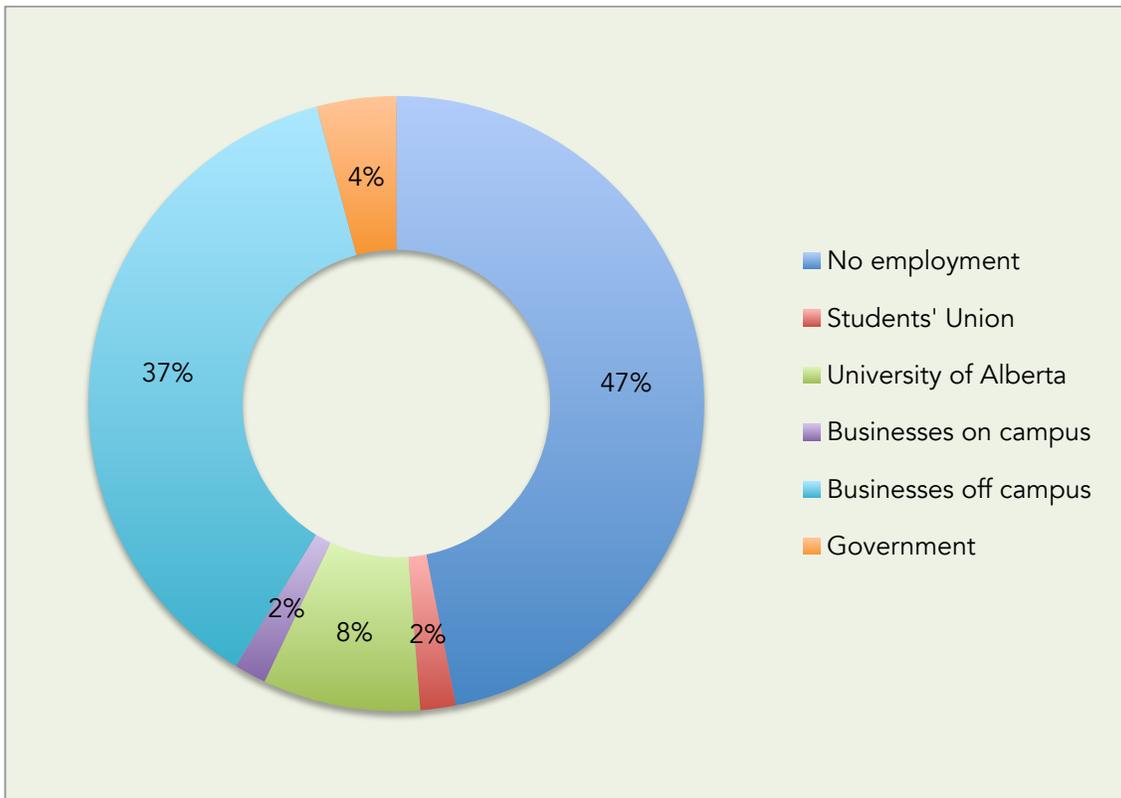


Figure 62: Employers of students

5.3.5 Student Employment at the SU

As a note, the above chart may not accurately represent the number of students employed by the Students' Union. As with the election response rates in previous sections, this is one area where self-selection bias prevents generalizability: We employ around 250-350 part-time students per year, but 2% of the entire undergraduate population would be over 650 individuals. SU employees were more likely than other students to take the survey, probably due to their greater familiarity with the SU. Roughly 80-90 SU student employees took the survey, a significant fraction of our organization's operational staff.

High uptake among SU employees is especially valuable through an Equity, Diversity, and Inclusion (EDI) lens, within the small numbers available.

POPULATION	% OF ALL RESPONDENTS	% OF SU EMPLOYEE RESPONDENTS (n~80)
Men	29%	29%
Women	67%	67%
Non-binary	1%	<5%*
FNMI/Indigenous	5%	<5%*
LGBTQ2S+	11%	13%
Students with disabilities	4%	9%
Visible minorities	27%	38%

Figure 63: EDI demographics of students employed by the Students' Union (n~80) (*non-zero, but does not meet threshold for safe disclosure)

Based on the admittedly small samples here, it appears that visible minority students, students with disabilities, and students who self-identify as LGBTQ2S+ are very well represented among SU employees. Gender parity appears to reflect the larger sample.

By percent, FNMI/Indigenous students are roughly at parity within the sample of SU employees and the broader survey sample, or somewhat underrepresented. (Due to the small numbers involved, reporting an exact percentage would not meet the threshold for safe disclosure.) We found this result somewhat concerning: other populations of interest are very strongly represented within the SU, but Aboriginal students appear slightly underrepresented. In keeping with ARRC's recommendation that the SU re-examine how many FNMI/Indigenous students it hires and how well the SU supports them, we see a need for stronger Indigenous recruitment.

5.3.6 Work-Integrated Learning

Work-integrated learning ('WIL') refers to opportunities like internships, co-ops, field experience, student teaching, or clinical placements. We asked students to tell us about their experiences with WIL in a 'choose all that apply' question. Respondents showed a universal hunger for, and interest in, WIL.

WIL experience correlated strongly with students' confidence that their time at U of A would help them find a good job after graduation. Students who do not plan to participate in WIL, or have not decided, are much less likely to feel this level of confidence.

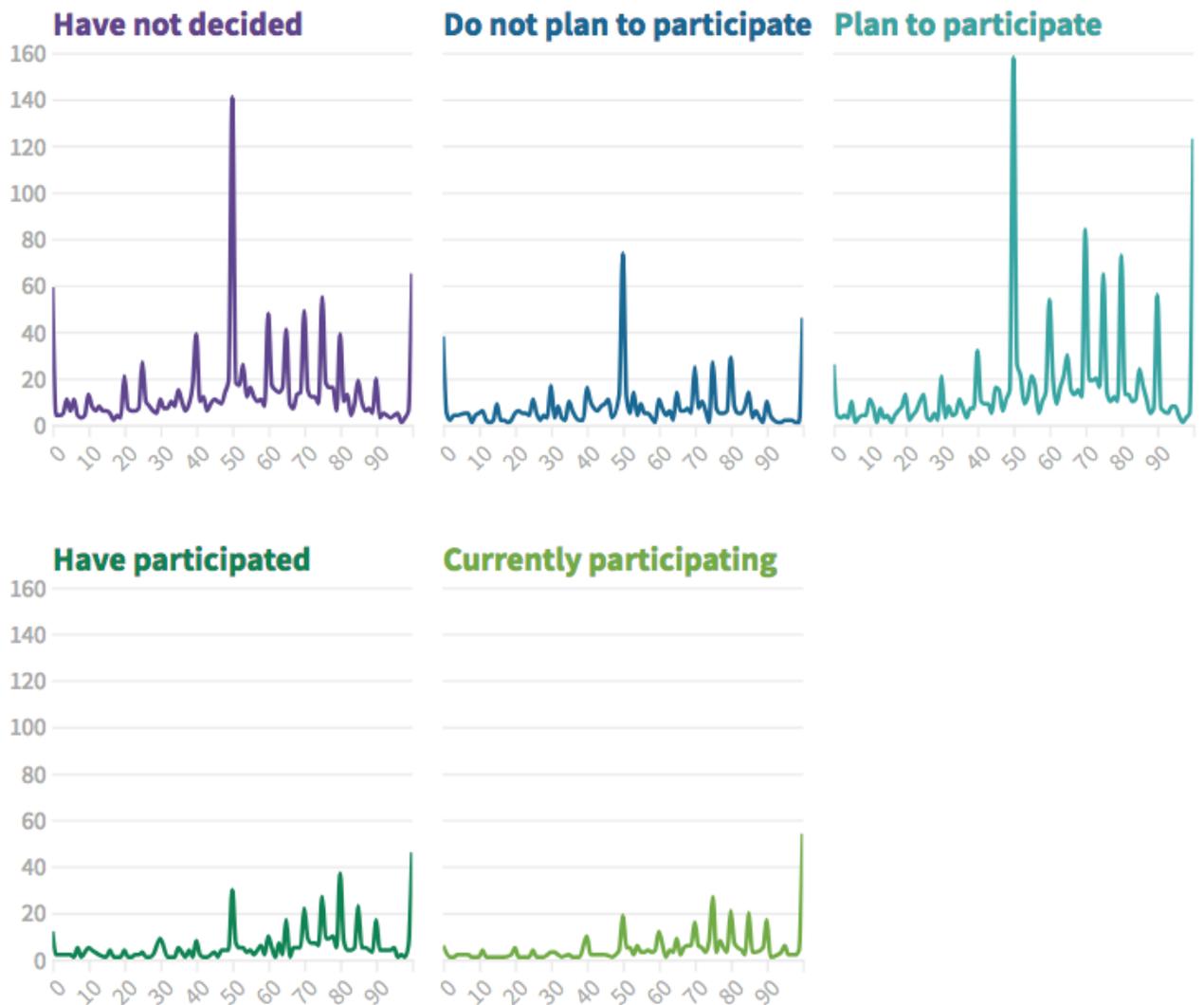


Figure 64: Work-integrated learning experiences: Workforce preparation optimism (x) by number of students (y)

The data implies that some groups may not have equal access to the opportunities they want. International students, for example, are the most likely group to plan to find a WIL position, but the least likely to actually find one (as measured by past and current participation). A gender lens is also useful. Non-binary students appear quite successful at finding WIL positions. Meanwhile, men outpace women both for current participation (10% vs. 8%) and past participation (12% vs. 10%), even though women have identical or higher rates of interest.

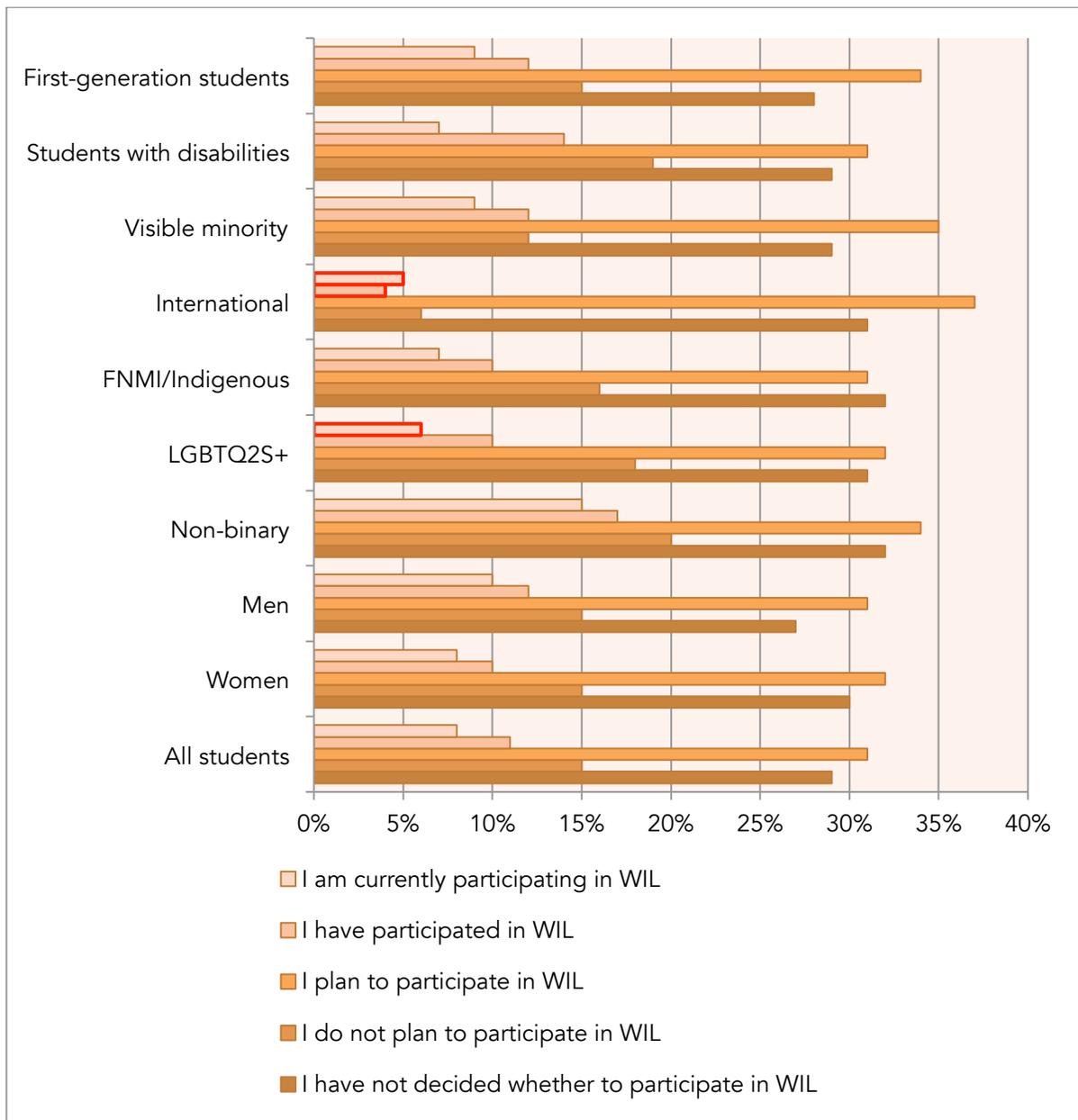


Figure 65: Work-integrated learning experiences by gender and populations of interest

5.4 Final Word: Student Challenges

Respondents were asked about the greatest challenge they faced on campus, outside the classroom. It is important to understand challenges in three ways: As deeply personal and individualized; as common within a given group; and as common across the student body, regardless of identity. Within that context of balance, we have chosen to select from the thousands of responses in this section based partially on identity. Even so, we find that students of all identities face universal concerns.

Due to the huge volume of student voices involved, we have selected representative or noteworthy responses. For simplicity's sake, responses appear only once, even though many students fall within multiple categories.

5.4.1 Non-Binary Students

- Finding funding for summer research projects, support for entering grad school. I'm just overall lost as to where I can find resources to help me find a good grad school, apply to it, finding good references, etc.
- Managing work, school commitments and personal time. I am a student leader, I work four jobs, and I take a full course load during the semester. All of these things are important to me and are necessary for me to make it through each semester and to have a CV that makes me stand out.
- Not being able to find job -> not enough money for the semester -> unable to buy food, pay bills, etc.

5.4.2 FNMI/Indigenous Students

- Balancing child care/spending time with my daughter and being able to do all of the academic things I need to do and being able to support ourselves.
- When meeting new friends in classes and volunteering positions, I'm not always certain if they are open-minded towards gay people so I often stay closeted.
- Systemic anti-indigenous racism, post-colonial lip service, conciliatory lip-service.
- The French campus has little food and study space.
- Having an invisible disability, some days are much harder than others and I find that I miss school, am too tired to LRT and walk, too tired to get across campus, etc.
- Seating. It's impossible to find someplace to sit sometimes that has access to an outlet. These areas are usually taken very quickly.
- Financial support, working full time and trying to pay for school while supporting my family.

- Augustana does not provide as many opportunities to become involved in UofA events....segregated to a smaller campus and smaller community
- Often feel tokenized by my faculty as an Indigenous student.
- No hot water in ECHA.
- I've faced a lot of racism when I was younger, so whenever I go into the stores inside SUB or at HUB Mall, I feel as though I am being watched by not only the store keeper but by other students. I think it might be just me but that's just how I feel, and sometimes it is true. I feel like I'm being judged for being indigenous.
- Not being able to go home often, because of living in St. Albert.
- People walking five abreast down narrow hallways.

5.4.3 LGBTQ2S+ Students

- Ableist discrimination from other students (although this is frequently in the classroom as well), finding study space, finding computers to use so I can print stuff, and making time for all of the appointments with Accessibility Resources and Counseling Services, etc.
- Being accepted for who I am, as well as feeling safe using my preferred washroom on campus.
- Finding a place for a quick safe quiet nap.
- When you have no one else beside yourself. This is the biggest challenge that I face so far. Thanks to my roommates here in [specific residence], I feel so much home when I'm in our residence unit.
- Cigarette, weed, and vape pollution.
- Finding decent food on campus that is close by to where I study. HUB Mall is the most accessible food place for me, but it doesn't have the same healthy options as SUB or even CAB.
- There is an overwhelming difference between the main campus and the French campus of Saint-Jean. I feel like that it is very welcoming in French campus perhaps because it is smaller. But on the main campus, it is hard to discuss with people because everyone is so focused on themselves and their studies.
- Financial crisis with loans, unemployment currently, stress with schoolwork and disrespectful treatment from others.
- Rampant homophobia, racism, ableism, and sexism from floormates.
- Finding a free plugin.
- I've got a chronic illness that sometimes leaves me in stupid amounts of pain, so I'm often in need of a place to lie down. There's lots of seating on campus, which is great, but not a lot of great places for someone to lie down if they need

to. Probably not a common problem, but maybe a nap space could be equally useful for healthy people and unhealthy people alike?

- Financial issues, not able to buy food, not able to buy daily essentials, [specific, diagnosed mental health concerns], and harassment walking to and from class.
- Campus is huge and I have real difficulty figuring out where stuff is. The campus map is useless (poor programming) and looking at it on a mobile device is worse.
- No matter how much studying I do, it seems impossible to maintain a high GPA or 4.0. I want to get into graduate school and it might not happen because of this.
- The toilets in FAB don't flush and back up all the time. FAB in general is just a mess. It should be called DRAB not FAB. Disappointingly Ragged Arts Building.
- Trying to manage my meals and sleep schedule. It's hard to get time to buy ingredients and cook meals when I have so much academic work to manage.

5.4.4 International Students

- Not sure what to expect when I'm stepping into a work environment.
- As an exchange student, it is really hard to make long-term friends on campus. Even though I participate in the social events like provided by peer-program, the friends that I made there are kinda temporary relationships.
- Getting advisors to actually help instead of just giving you a link.
- Financially, due to the increase in my tuition from 27,000 to 34,000.
- Being able to integrate myself in a different culture.
- I would love to take dance lessons and sports but there's really no time. People say that as you proceed in university you learn to balance things, but I don't really know about that. Sometimes I see an event that's coming up, and I sign up for it. By the time the day of the event arrives, I have an impromptu school-related activity to take care of.
- I feel like my voice and my opinions aren't heard. Nor by the SU or by the university. Also, it gets cold bruv.
- It is soooo hard to find an internship.
- [Translated.] The language and being so far from my family.
- Language – my poor English made me very difficult to make friends who speak English.
- NO ROCKETRY CLUB. PLEASE JUST PASS ME THE LIST. I WILL NOT DISAPPOINT.

- Finding part time job experience or internship experience to get involved in the industry which might be my future career. Exploring my path to career is really hard because it is not easy for me sometime. Peer pressure is also a thing.
- Sometimes hard to understand or communicate with others and a little bit difficult to finish exams.
- Anxiety. Having left my country to come here for university.

5.4.5 Students with Disabilities

- Mental health. Not being listened to when I tried to go for help at the psychologists centre in SUB.
- Evening hours of access. Whatever it is. Food, transit, study space. U of A is not a 24 hour campus.
- Having access to programs. Far too many programs for career prep and career training are really expensive and I am unable to afford it because of my financial situation. I feel like I am at a disadvantage in comparison to my more well-off peers. The financial stress makes it difficult to function at times.
- Finding other students in similar situations to mine. I'm a mature student with two kids, and I'm usually the only parent in my classes. I've found it difficult to create meaningful relationships because of this. Our priorities are just too different. It would be really great if there were more resources for students who parent and a way to meet others!
- Honestly, I'd like it if the sidewalks and roads were regularly monitored to prevent ice. Cause I walk from res and I have to cross a parking lot and the transit centre because it is glare ice and it's scary because I'm worried I might slip and fall most of the time.
- Finding quiet places to study and finding places to work on assignments/study as a group. Never enough tables and chairs. And if there are they're always in the noisiest/highest traffic places on campus.
- I don't really know where to find opportunities for "work intergrated-learning" on campus. Also after the WOW, it was hard for me to find the clubs to find more info about them. It's my personal fault I didn't pay attention, but some kind of bulletin board or info center designed for clubs and opportunities would be very helpful.
- Access to a microwave that works. I try to pack lunches when possible to save money and eat well but it's hard when microwaves are not easily accessible or do not work.
- Finding a plugin so I am able to do my homework.
- 1. Being a first-generation student 2. Financial balance and stability.

- Feeling safe in public spaces in the evenings, from uncomfortable encounters with loitering non-students.
- A study space that is clean and quiet, the ones present are always so full.
- Events are not well advertised in ECHA. If students do not physically leave the building, they miss out on a lot.
- Finding food I can eat (celiac); finding a comfortable and safe, private place to be when I am very sad/anxious (I deal with a mental illness on a daily basis).
- Accessing services in HUB/SUB (wellness services, OneCard, etc.) when all of my classes as a nursing student are in ECHA.
- Finances. I am a medical student and am in my clerkship training and this means that I have lots of expenses (travel, parking, accommodations) but little income and no time to do paid work.
- Being a Muslim during the current political climate is difficult and I often feel like I am always on the defense, especially in the classroom. I have been in a lot of seminar-based classes and unfortunately I have had to defend my faith many times. It is unfortunate that this is the situation in 2018, especially in a generation of millennials that is characterized with things like acceptance and solidarity.
- Balancing work/life. My colleagues are good in that they understand what I'm going through study-wise. However, they don't know the challenges of being LGBTQ in my program of study. I have friends outside of school that understand some of the LGBTQ challenges, but they don't get what it's like to be in my program.
- Commuting, since I'm from St Albert it's a long way to go for me. Either I learn how to drive, buy a car and pay for parking (not really an option because of money), I move closer to campus (I'm trying to avoid taking out loans but I might do it because of this) or I spend over an hour going to school and back everyday, regularly staying at my friends' place without paying them formal rent which is what I do now.
- Augustana is terrible with dealing with racism and there's nowhere to report it, nobody gets held accountable when you make an official complaint. I don't think people realize here how rampant it is and how much it actually affects people. Not only that, but the cafeteria workers are rude, and if you have a special diet, they make a lot of rude side remarks. After confronting the head, still nothing gets done. Worst is, that main campus doesn't care, and there's no way to actually hold these people accountable for their actions.
- Childcare costs.
- Airborne allergies to tree nuts.

- Everything feels really segregated. The Science people and the Arts people are all doing their own thing and it never feels like we do campus wide stuff.
- Commuting to school (45+ drive), paying for parking because I live in the country and can't take city transit, and the gym is usually crowded so I can't work out when stressed.
- Stress over not getting a job, which is mostly due to personal doubts rather than a reflection of what I've learned in university. I graduate in April (in engineering) and am pretty stressed that after all this work, I won't land a job in my field and wish there was more time and activities I could have done to prepare myself and become more hire-able (but I've done my best).
- Anxiety and burnout, transit struggles with the loss of north-side access to the university unless you take the LRT.

5.4.6 First-Generation Students

- Balancing social, work, and school life. It's just such a huge transition coming straight out of high school to a university like the U of A as I'm sure many students would agree.
- How competitive grad school is and the ability to find profs to get me reference letters (I don't even know how to do it).
- I wish the campus was more vibrant in the winter, more fairs, people handing out hot beverages, just something that doesn't make it feel so bleak during the colder months.
- Time management, especially not needing to use this skill in high school at all, really.
- Having to navigate the UofA calendar or the website in general to find information about courses or to find the right person/place to ask questions. When I do find an advisor, they say to refer to the website (If I understood your website, would I be here?) They don't seem to be sure either about their own requirements (Education after degree for example), so I have to go on a circular hunt for different faculties who refer me back to the place I started.
- Getting mental health support in a timely fashion as seeing a psychologist for crisis intervention not related to suicide can take weeks.
- Parking. (I am constantly running out of change or maxing out my credit card, then receiving parking violation tickets when I cannot pay, which greatly add to my financial burden and place holds on my student account.)
- Making meaningful connections. Understanding different aspects of my degree, what to do for a graduate studies program or how to get into/prepared for research, where to volunteer for my degree.

- Keeping up with studying, I have no time for myself barely even to exercise which is something I used to enjoy doing. If I want to keep my GPA up, it is what I need to do, as going back to school after a long time I feel takes that extra mental/emotional capacity.
- There is a serious lack of coaching/assistance with advisors/career centre. There are very few opportunities to work after you graduate or even during your undergrad if you want research experience.
- My [expletive] [expletive] commute kills me. The Groat Road bridge project is ruining my life. Not being dramatic.
- Some instructors purposely confuse students to keep their class at a low average. I don't like being at U of A at the moment. I have a lot going on outside of school. Moving back to my parents' home is more stressful than I thought it would be.
- Transportation and residence for my one month at the University before having a regional placement practicum.
- The biggest challenge I've faced recently is trying to sit down with an academic advisor in my faculty.
- Practical hands-on projects. Most classes are theory based and it's difficult to translate words in a textbook to a substantial real life event.
- Taking care of my kids while trying to do all my homework.
- Talking to people outside my nationality.
- Place to study. There are many places you can go, but not with adequate arrangements. Mainly, no tables to write/type at that are at a usable height. All they are good for is putting your feet up, or to set your stuff down on a surface that isn't the floor.
- The upcoming bus route closure of route 130 is really going to affect my commute to school. This is quite frustrating because one of the reasons I selected my apartment was the easy access to the university on this bus route. Some more warning (like in the summer when I could have considered moving) would have been nice. I know that this is mainly a City issue.
- Typically it's buying food/coffee, I'll have to stay on campus late which forces me to buy food or coffee. Also assignments and finding tutors/reliable help outside of office hours is difficult.
- Most of my challenges are being in facilities that are not well maintained (particularly the Fine Arts Building & Convocation Hall). Outdated learning facilities have an effect on our studies.
- Tutors or writing help is always too booked for me to use that service.

5.4.7 Students who Parent

- Balancing schoolwork and family. I have two kids and a husband I barely see. And I live over an hour away. Juggling has been very hard to keep my grades up and spending time with my family.
- Trying to find a place I can bring my kids when they visit, e.g. play area.
- The entirety of law school does not support emotional or mental health.
- I keep kosher (religious dietary restriction) and there is NOWHERE for me to get lunch on campus.
- That some of my mandatory classes are only offered as evening classes. My daughter's daycare closes at 5:30 and my fiancée often works until 7 pm. I have to find and pay for a babysitter. If I can't then I cannot attend the class.
- Few resources for part-time students (financial, counselling).
- Sometimes finding adequate study space but mostly its the commute and managing my family and finances.
- Balancing child care/spending time with my daughter and being able to do all of the academic things I need to do and being able to support ourselves.

5.4.8 Further Responses from the Entire Sample

- Getting around quickly, between classes, or finding a table to study at can be tough.
- Bathrooms are disgusting and there is not much seating in quiet areas, not including libraries.
- Mainly stress from work that ties into my anxieties around schoolwork. I am not good at seeking help and often try to solve problems by myself, which I need to work on.
- Work experience and finding things to fill my time that isn't just about University. I would like to do an activity not involving school but I can never find the time.
- Sexism and the low respect some male students have towards women. Cat-calling is a constant pain!
- Writing exams in the test centre. There is not enough room for the number of students enrolled.
- Not having appropriate access to mental health resources - student counselors are oversubscribed and inaccessible, StudentCare plan only covers enough for students to visit external psychologists once every two months, does not cover anxiety medication.
- Security. I do not feel safe when I'm at Cameron library early morning or late at night nor in my commute to and from the library

- Students are often rude and can be homophobic. That said, every challenge outside the classroom absolutely pales in comparison to the challenges we face inside the classroom.
- This is a commuter campus...there is little reason to get 'involved' on campus. Also, it takes a considerable more amount of time to arrive here from the suburbs, so it's about a 50-60 minute bus drive while if I had lived closer into the city that time would be halved. It also means that I have to take classes later in the day just to accommodate for time it takes to get here. This means that there is less of an opportunity, and reason, to get to be involved and meet people.
- Mental health 90%, financial struggles 10%.
- Spaces that I fit in. Most chairs/desks/tables are uncomfortable or unfit for me. I'm only 6'2"-6'3". This is not an uncommon complaint. Even now, in Rutherford South, my legs are uncomfortably rammed up against the underside of the table. Unspecified hours for buildings when doors lock.
- Taking ahold of the various opportunities presented to me based upon a tentativeness to enter and involve myself in spaces where I don't know what to expect.
- The distance I live from campus and the disconnection I feel as a result. I feel like if you live off campus you are kind of forgotten about and you never hear about events, opportunities, clubs or anything like that which just further disconnects off-campus students.
- Stress management and finding affordable food. Don't jack the prices up just because students don't have time to go to cheaper competition. It's not about money, it's about caring for students' needs.
- Fearful of graduating and not finding a job, and not having enough money.
- Sensory issues (linked to ASD) due to lack of sensory friendly locations.
- Rude people who work in the higher floors of ECHA and do not value first year students quietly studying and minding their own business.
- The heating fluctuations in the music practice rooms at Augustana.
- Mental health issues. Suicide ideation due to an eating disorder, depression, stress, and [specific diagnosis].
- The restrictions placed within the University. If you make one mistake, essentially it dictates your entire academic career at the school. Also, while some departments are very willing to help with student situations, others are not. The communications between the department is far from cohesive and departments are blinded from understanding how others function. So receiving accurate information from throughout the university is difficult.

- Walking with a torn ACL from the LRT to Business.
- Getting everywhere on time when it's freezing rain outside and everything is slippery.
- Stress. Every company wants good grades and extracurricular involvement. Engineering is a heavy program so how am I supposed to have time to take care of myself?
- Stressed about whether I will be able to find a job once I graduate with my degree. Not sure of what to do.

APPENDIX A: CHARTS ON STUDENT INVOLVEMENT OPPORTUNITIES

By Faculty

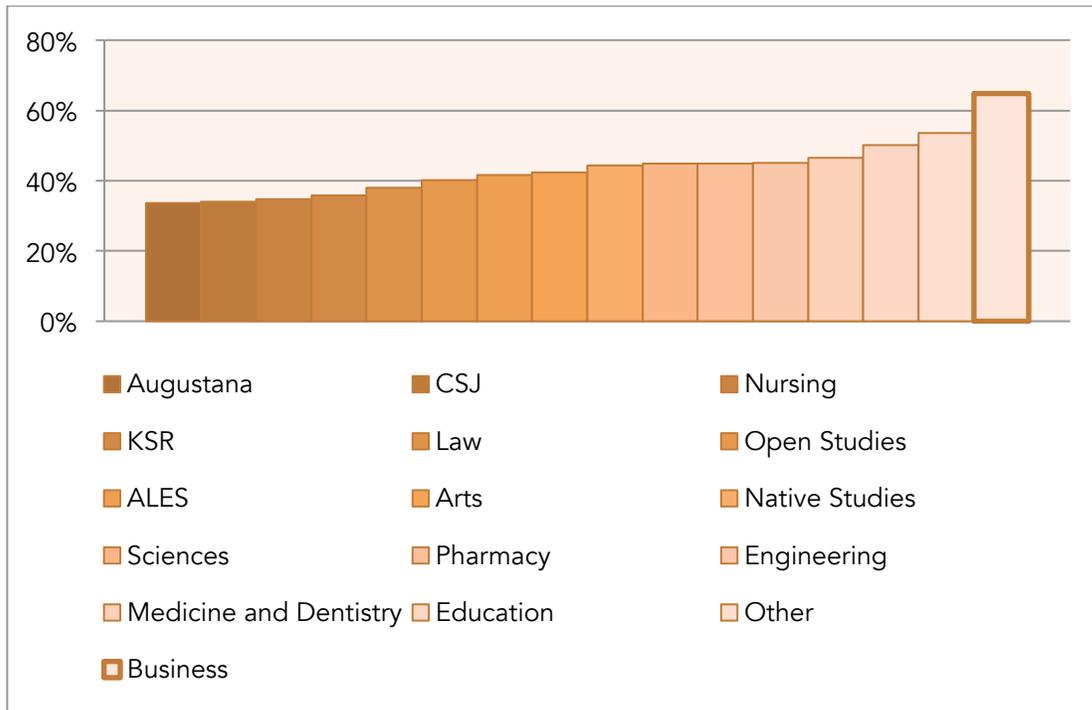


Figure 66: Desire for professional development opportunities by faculty

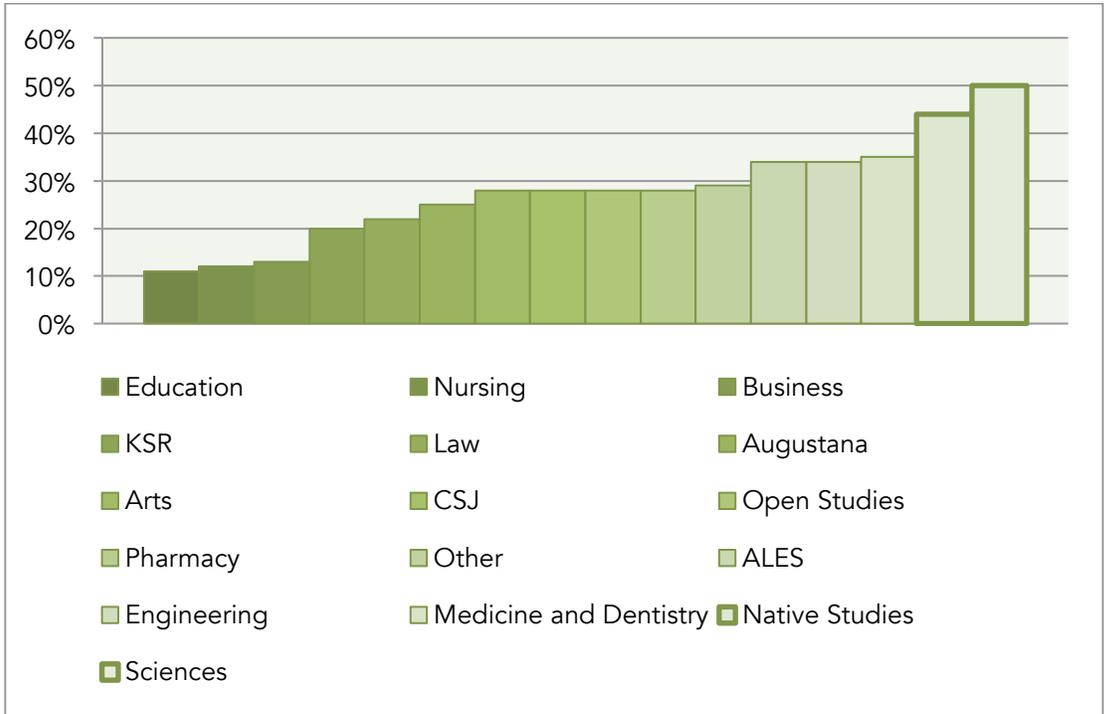


Figure 67: Desire for research opportunities by faculty

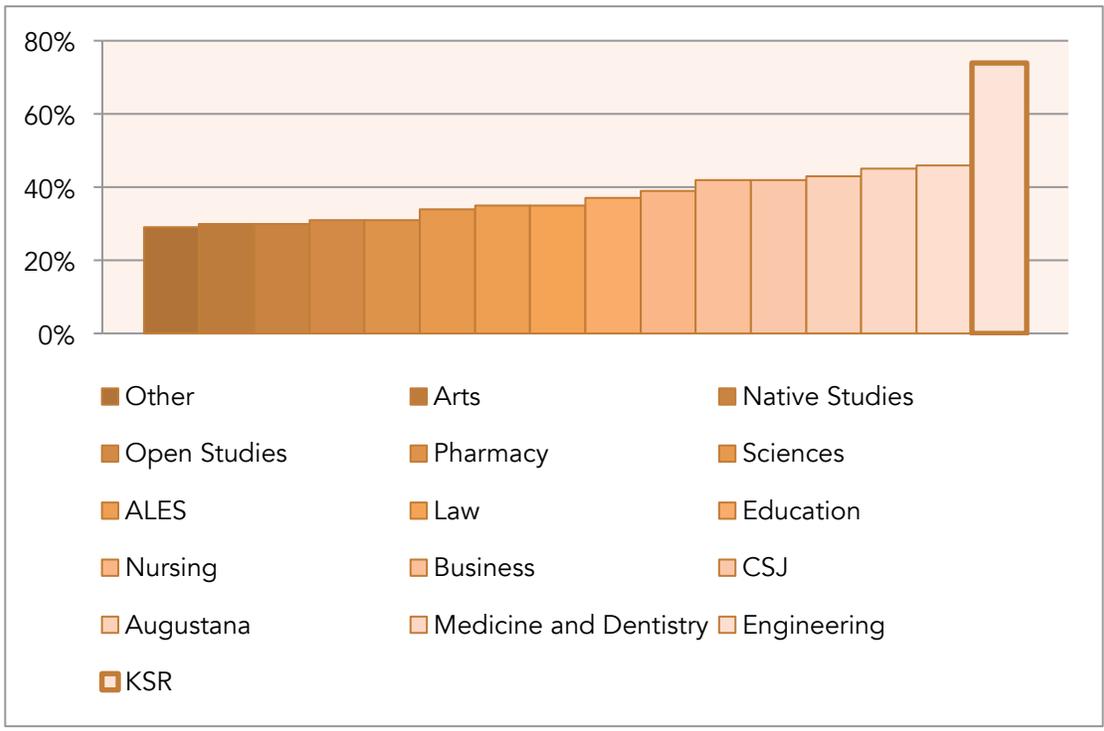


Figure 68: Desire for campus recreation and sports opportunities by faculty

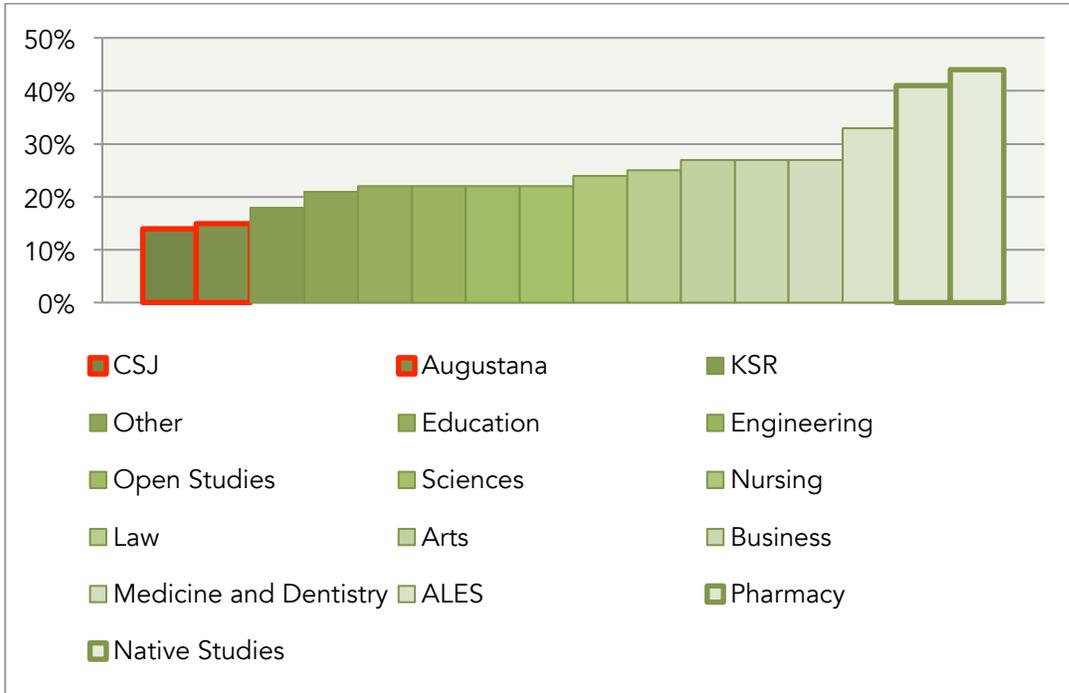


Figure 69: Desire for faculty/department association opportunities by faculty

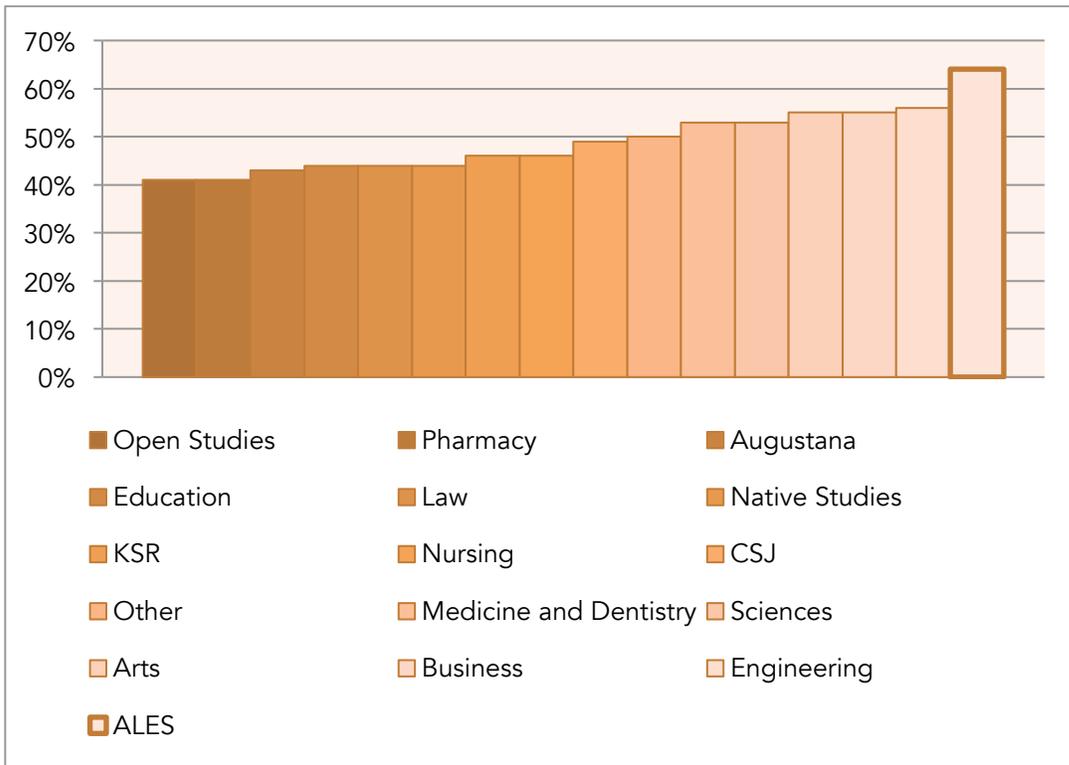


Figure 70: Desire for club opportunities related to field of study, by faculty

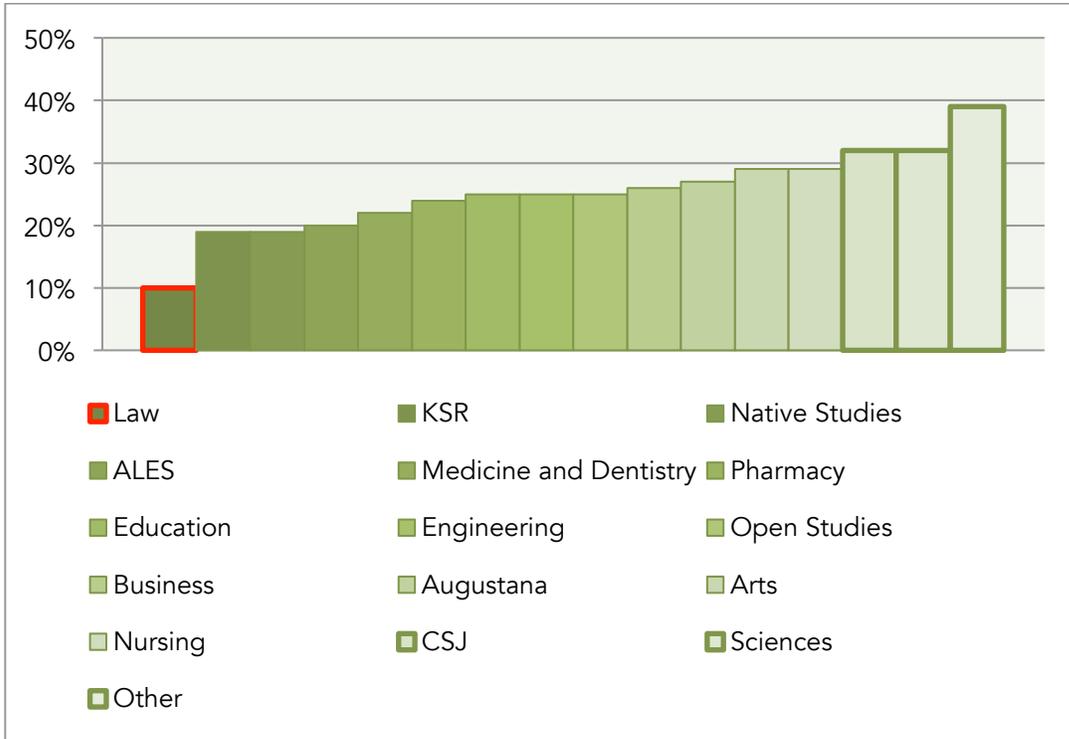


Figure 71: Desire for club opportunities unrelated to field of study, by faculty

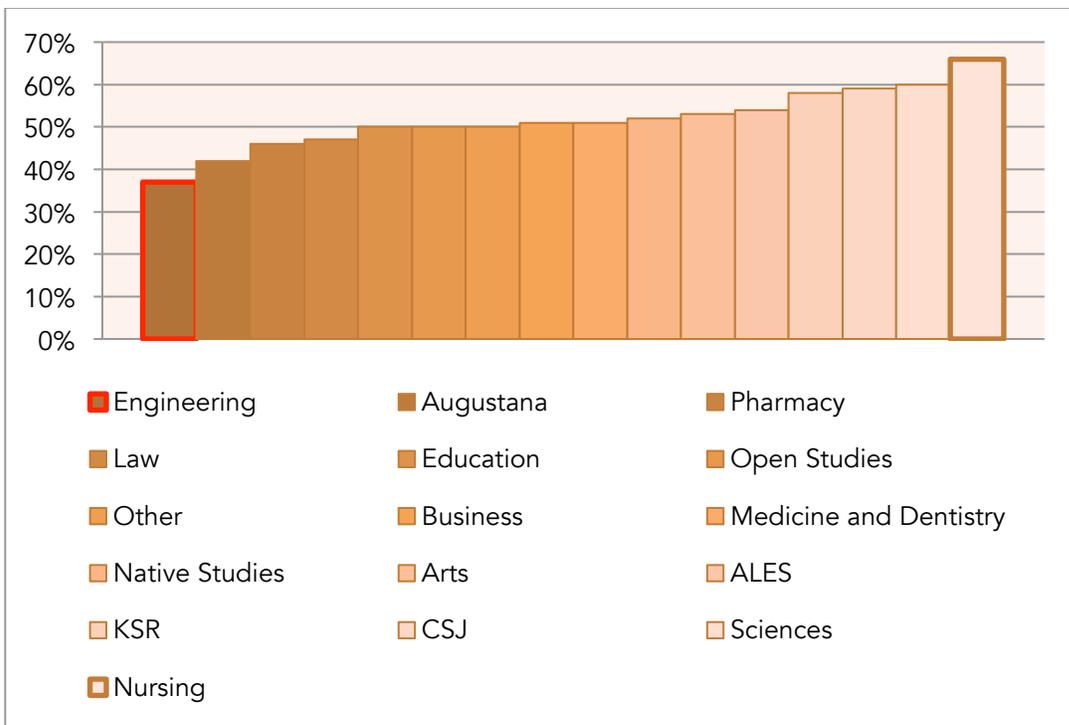


Figure 72: Desire for volunteer opportunities by faculty

By Population of Interest

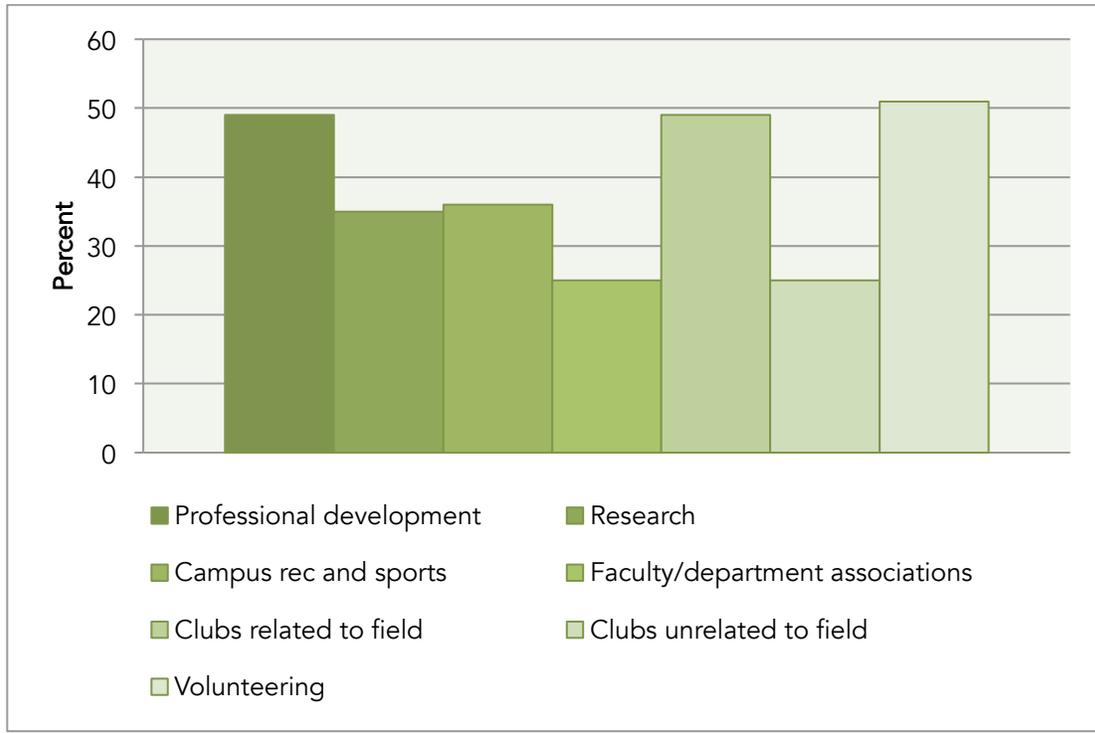


Figure 73: Desire for involvement opportunities (international students)

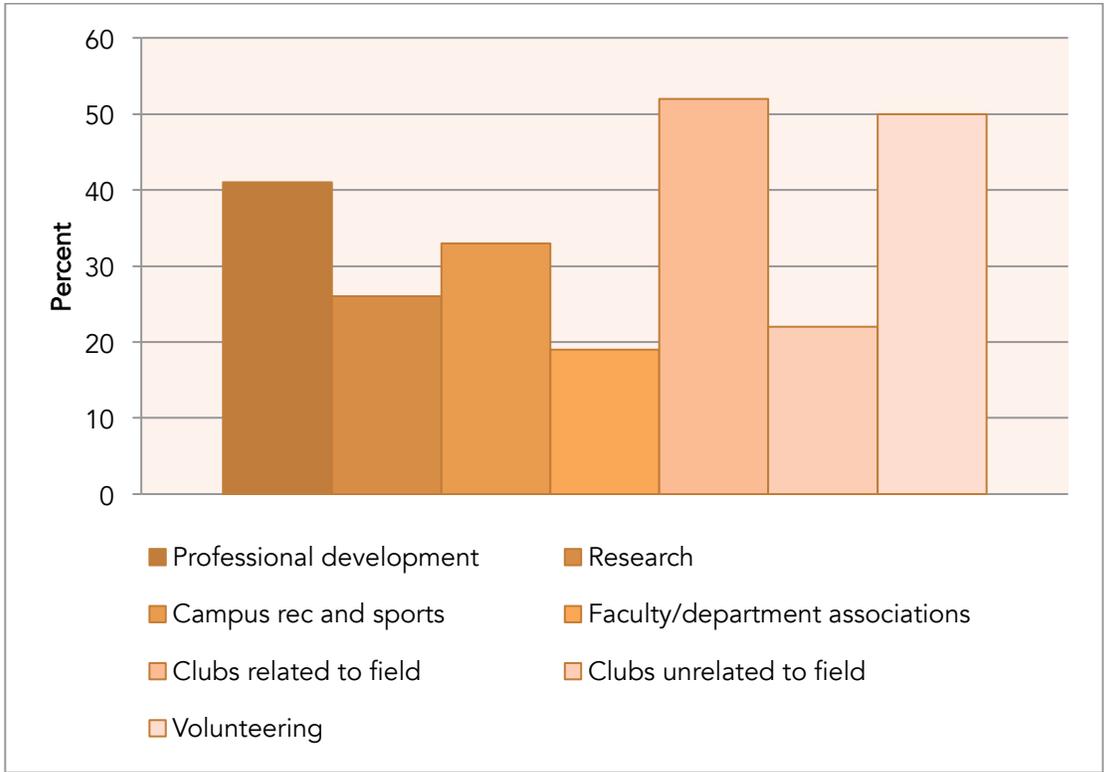


Figure 74: Desire for involvement opportunities (FNMI/Indigenous students)

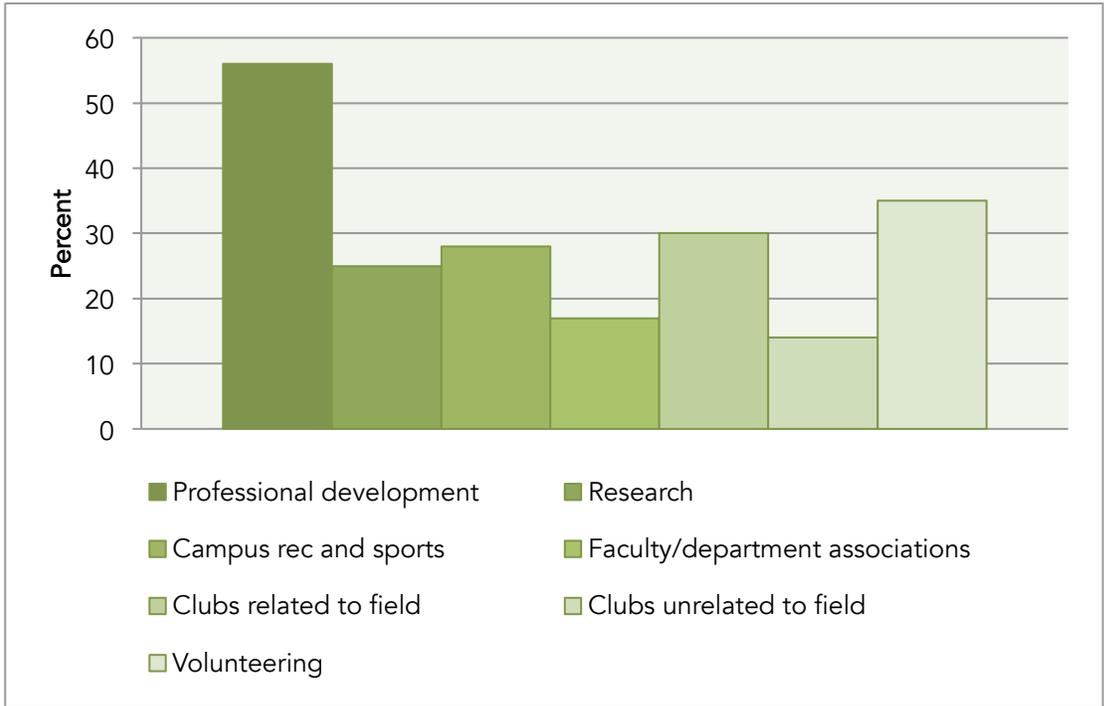


Figure 75: Desire for involvement opportunities (students who parent)

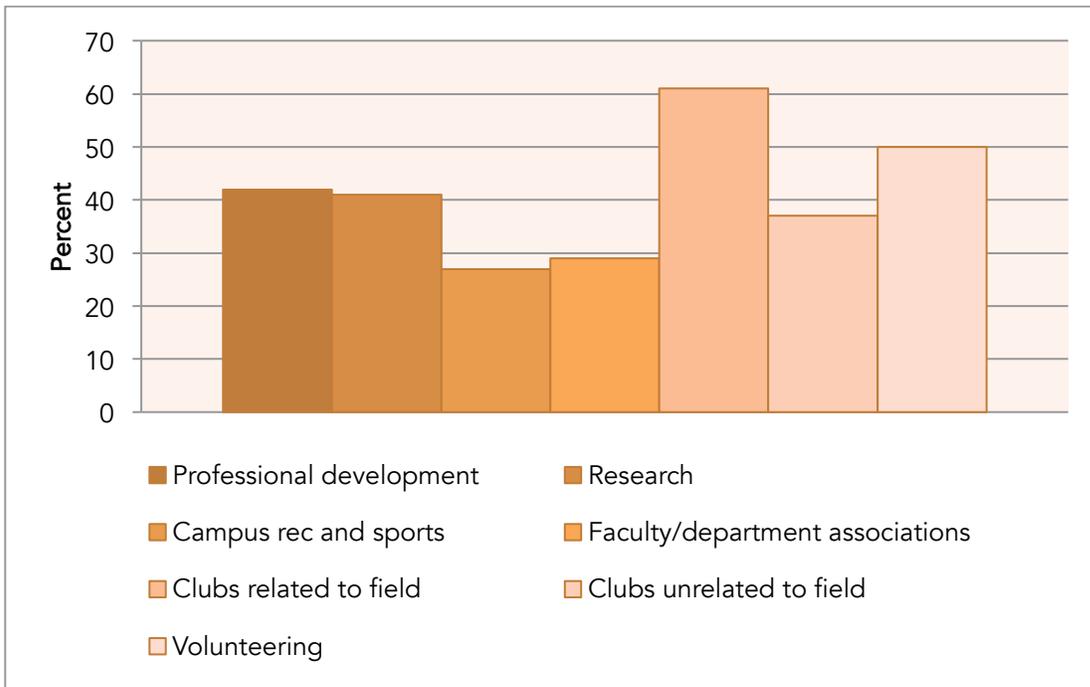


Figure 76: Desire for involvement opportunities (LGBTQ2S+ students)

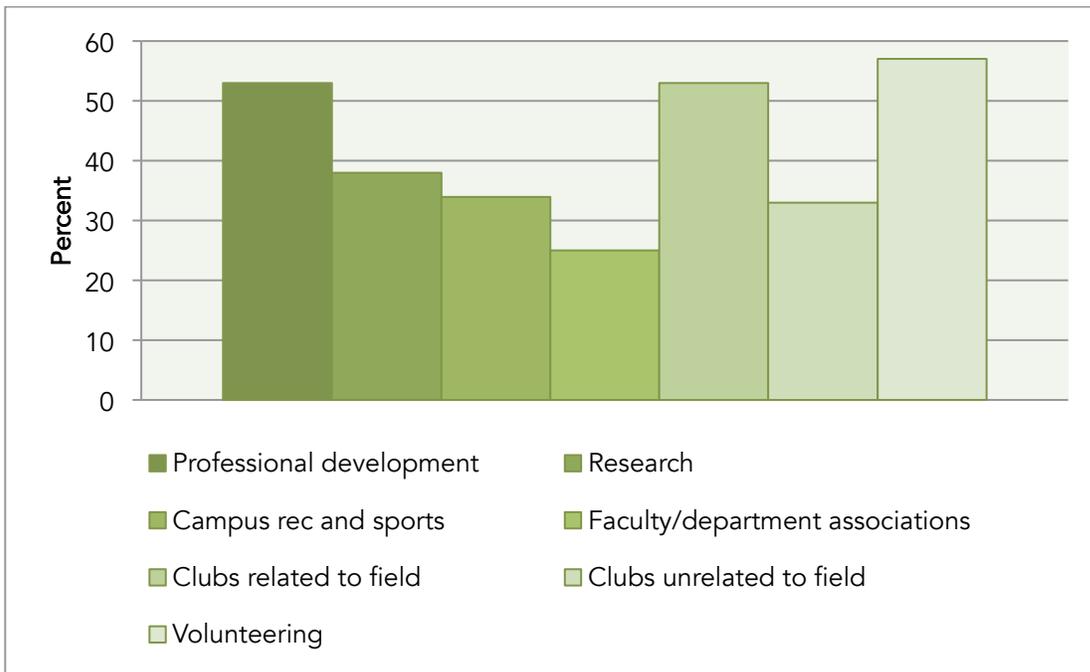


Figure 77: Desire for involvement opportunities (students with disabilities)

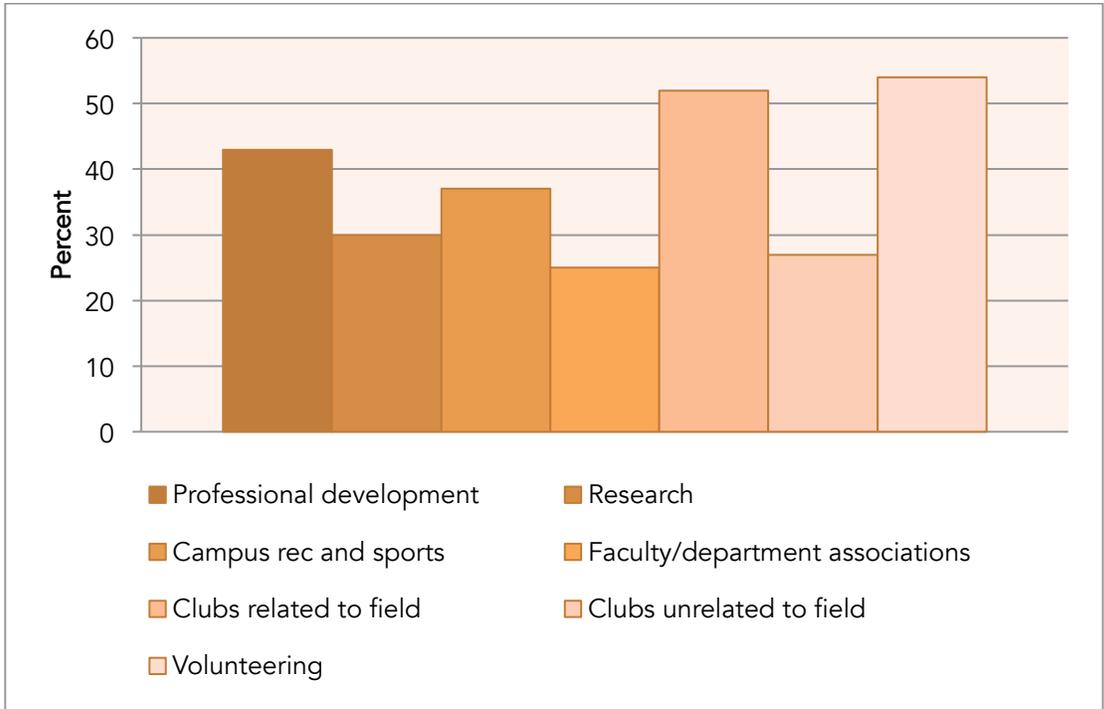


Figure 78: Desire for involvement opportunities (first-generation students)

APPENDIX B: CHARTS ON SUB USAGE

By Gender

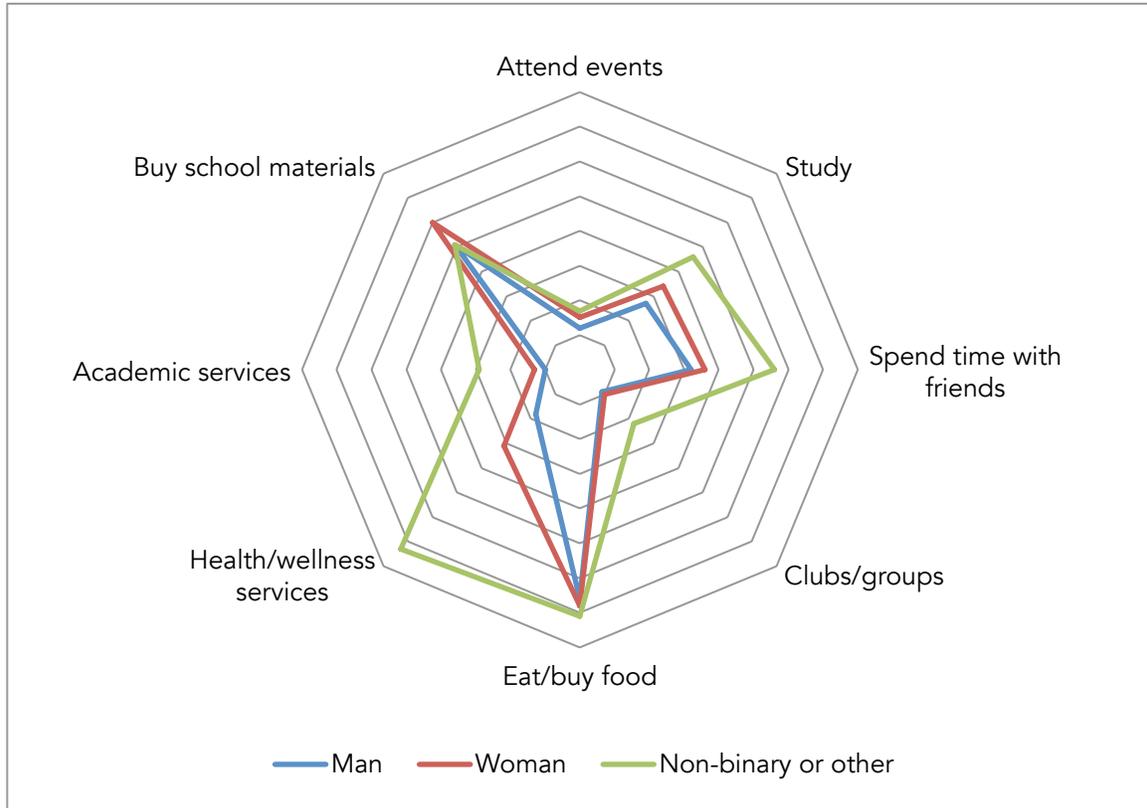


Figure 79: SUB usage by gender

- Non-binary students are far more likely to use the health and wellness services in SUB, or use SUB to study or spend time with friends.
- Women are significantly more likely than men to use health and wellness services, or study in SUB.

By Faculty

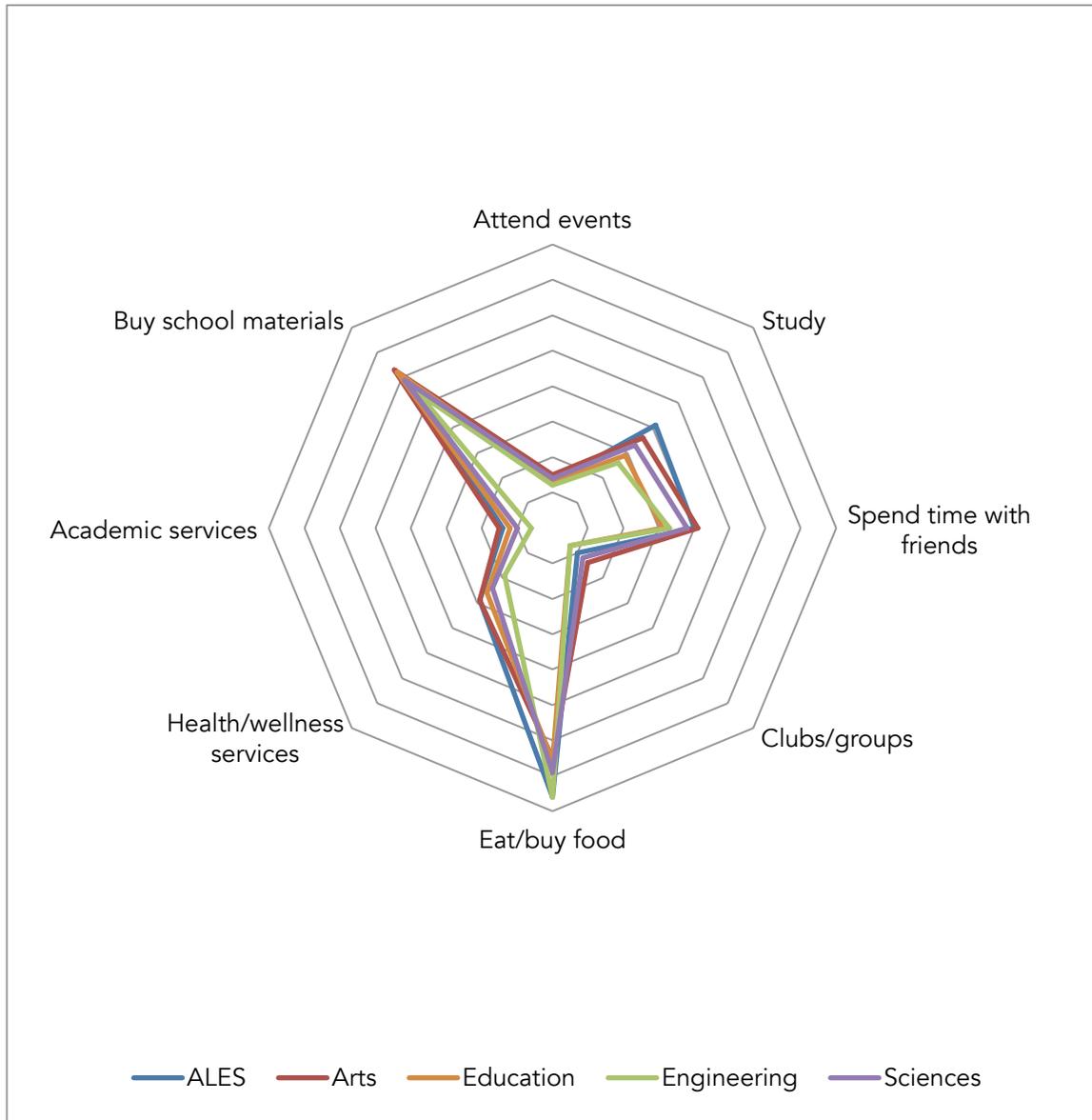


Figure 80: SUB usage by faculty (large faculties)

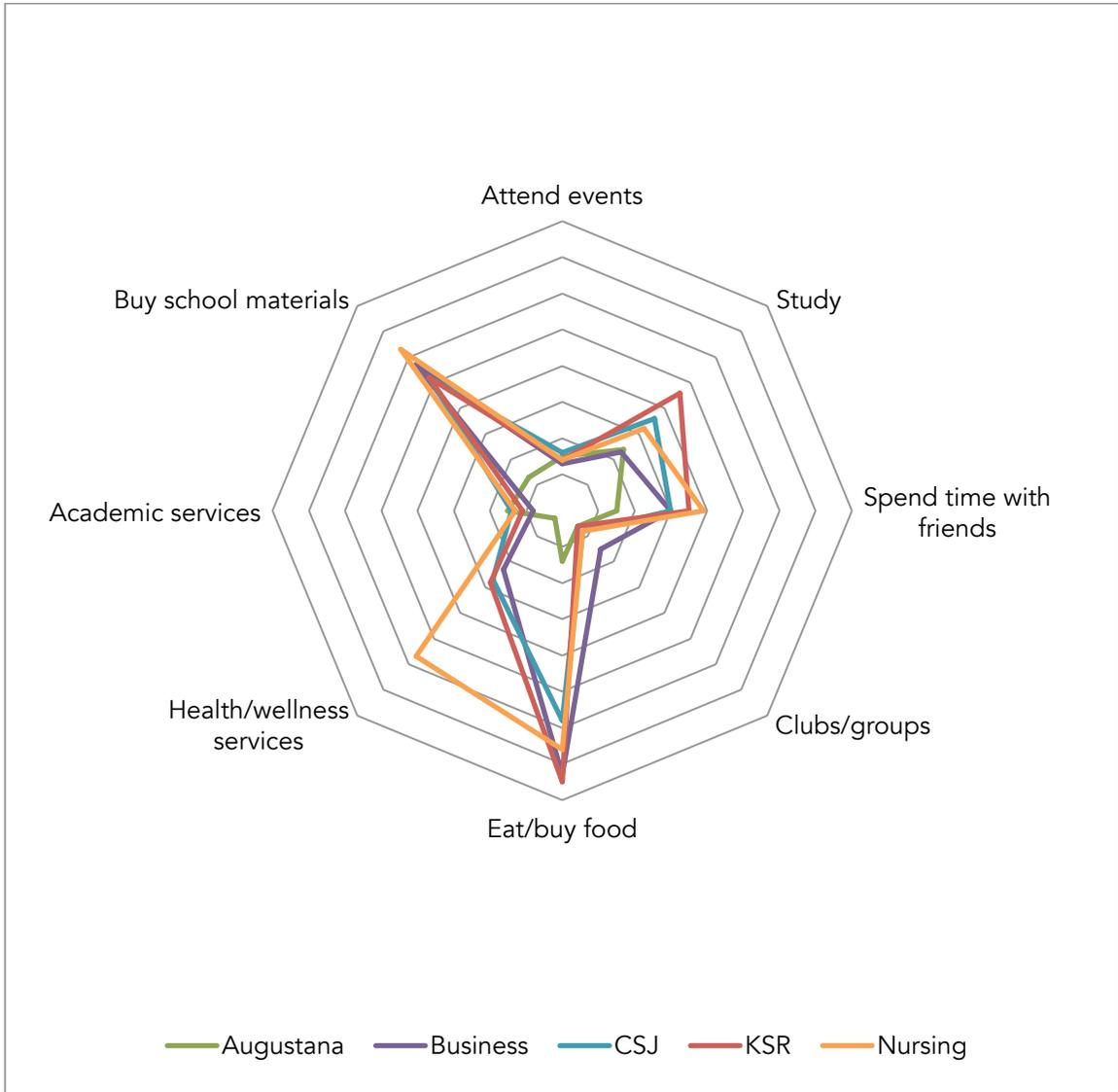


Figure 81: SUB usage by faculty (medium-sized faculties)

- SUB is a popular study space for the Faculty of Kinesiology, Sport, and Recreation.
- Nursing students are radically more likely to use health and wellness services.

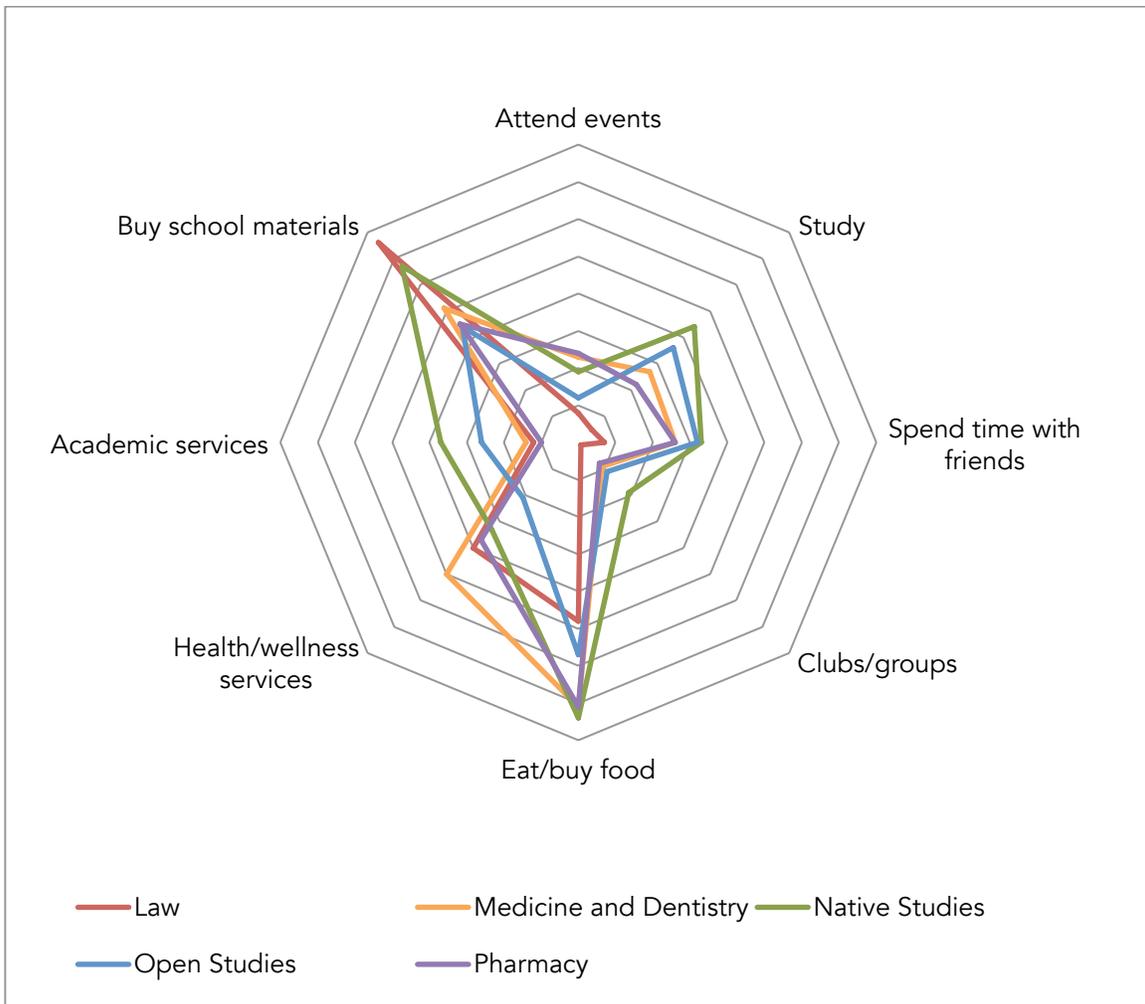


Figure 82: SUB usage by faculty (small faculties)

- Native Studies students are more likely than any other faculty to use the academic services in SUB.
- The faculties of Medicine and Dentistry, Native Studies, and Law are especially likely to use the health and wellness services in SUB.

APPENDIX C: CHARTS ON VOTING BEHAVIOUR

By Faculty

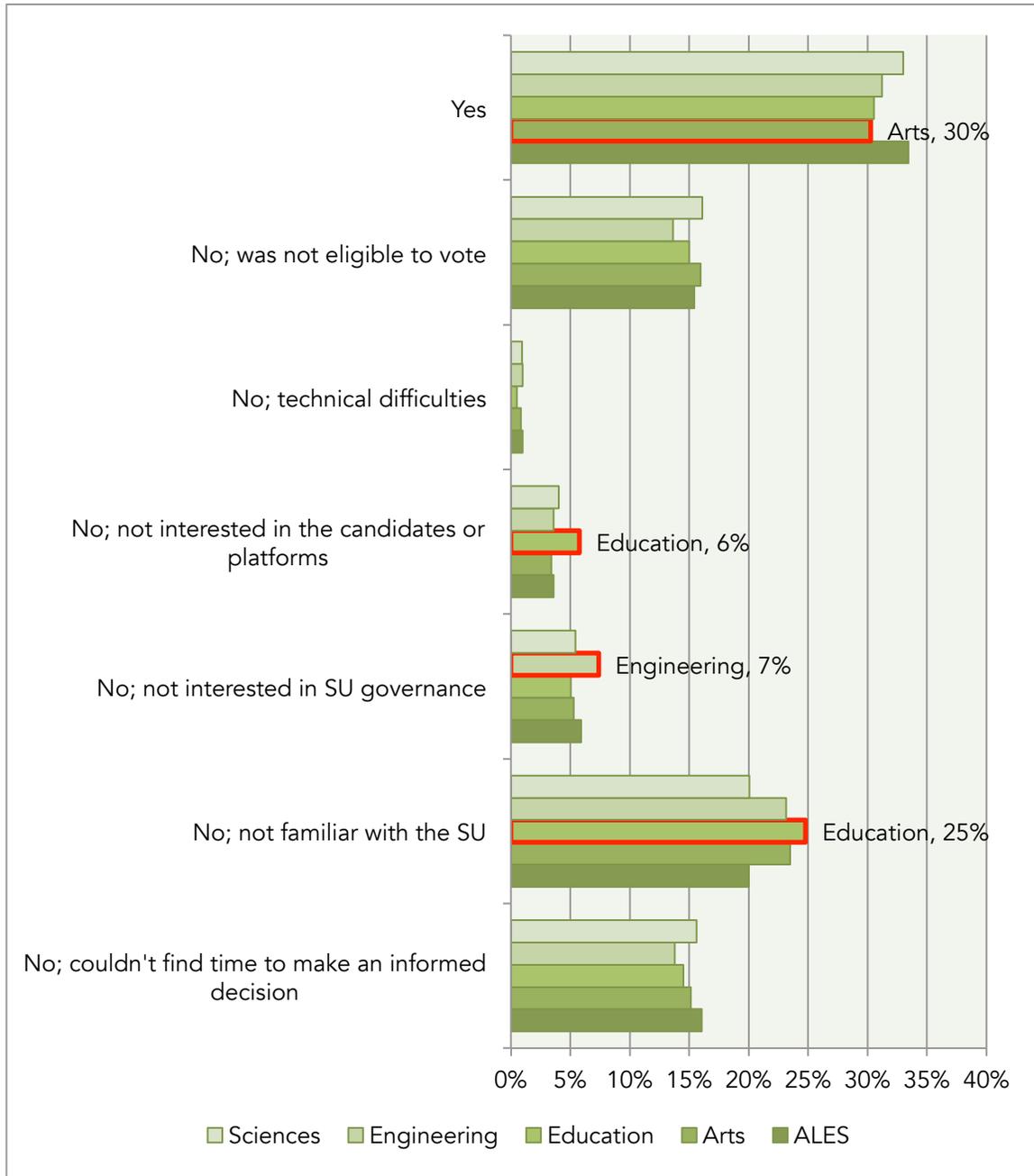


Figure 83: Voting behaviour by faculty (large faculties)

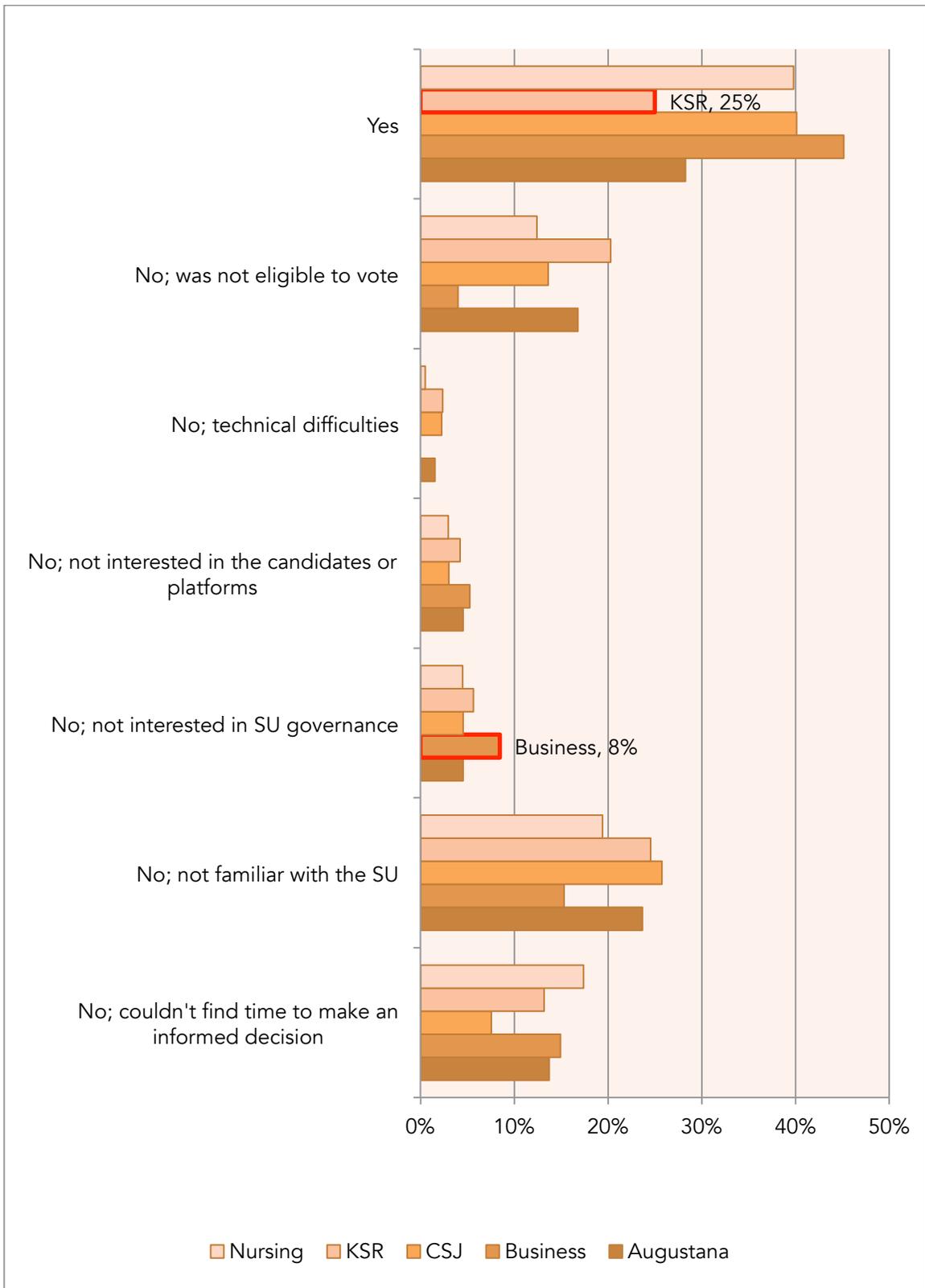


Figure 84: Voting behaviour by faculty (medium-sized faculties)

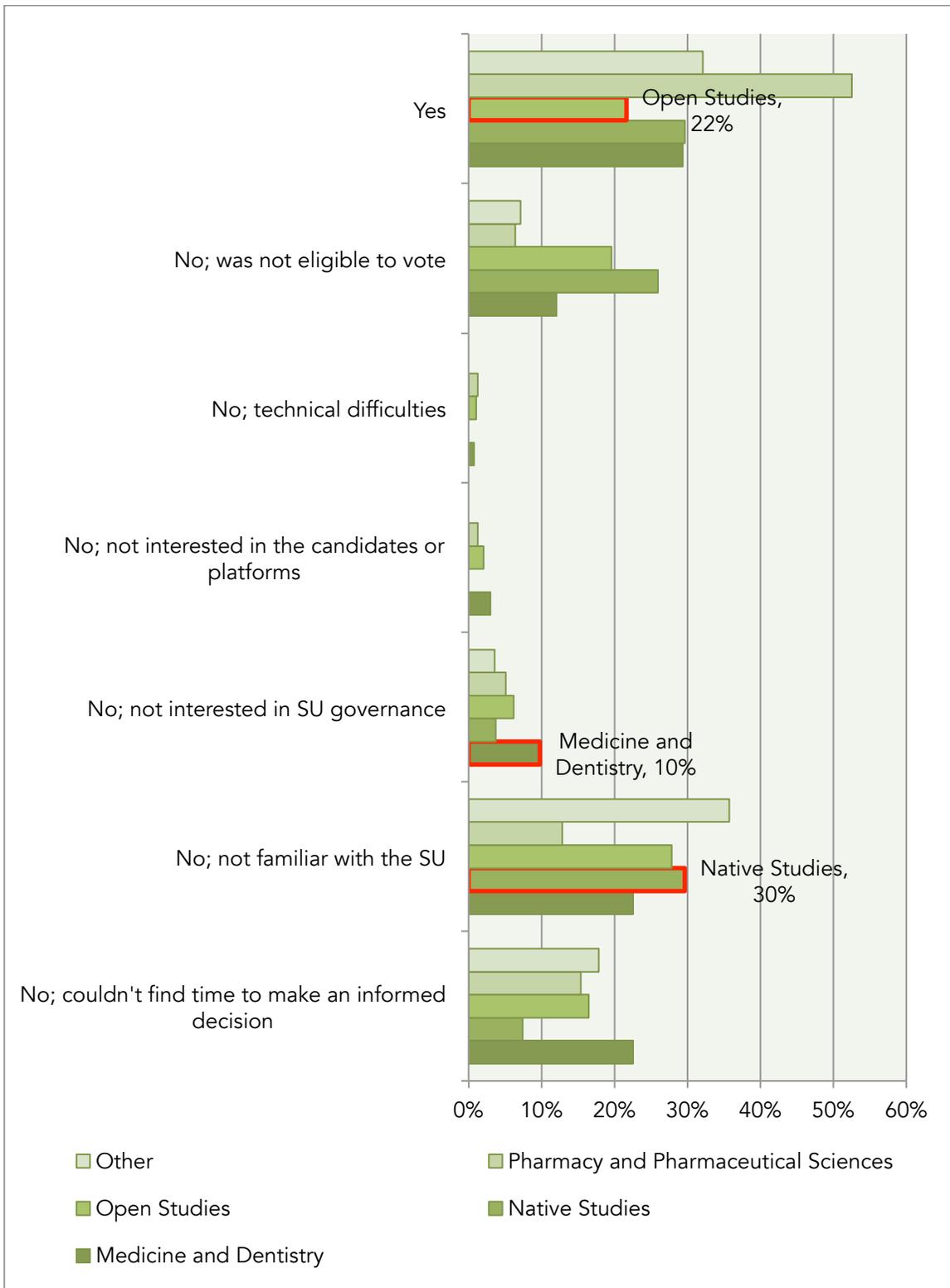


Figure 85: Voting behaviour by faculty (small faculties)

APPENDIX D: REFERENCE CHARTS ON STUDENT EMPLOYMENT

By Faculty

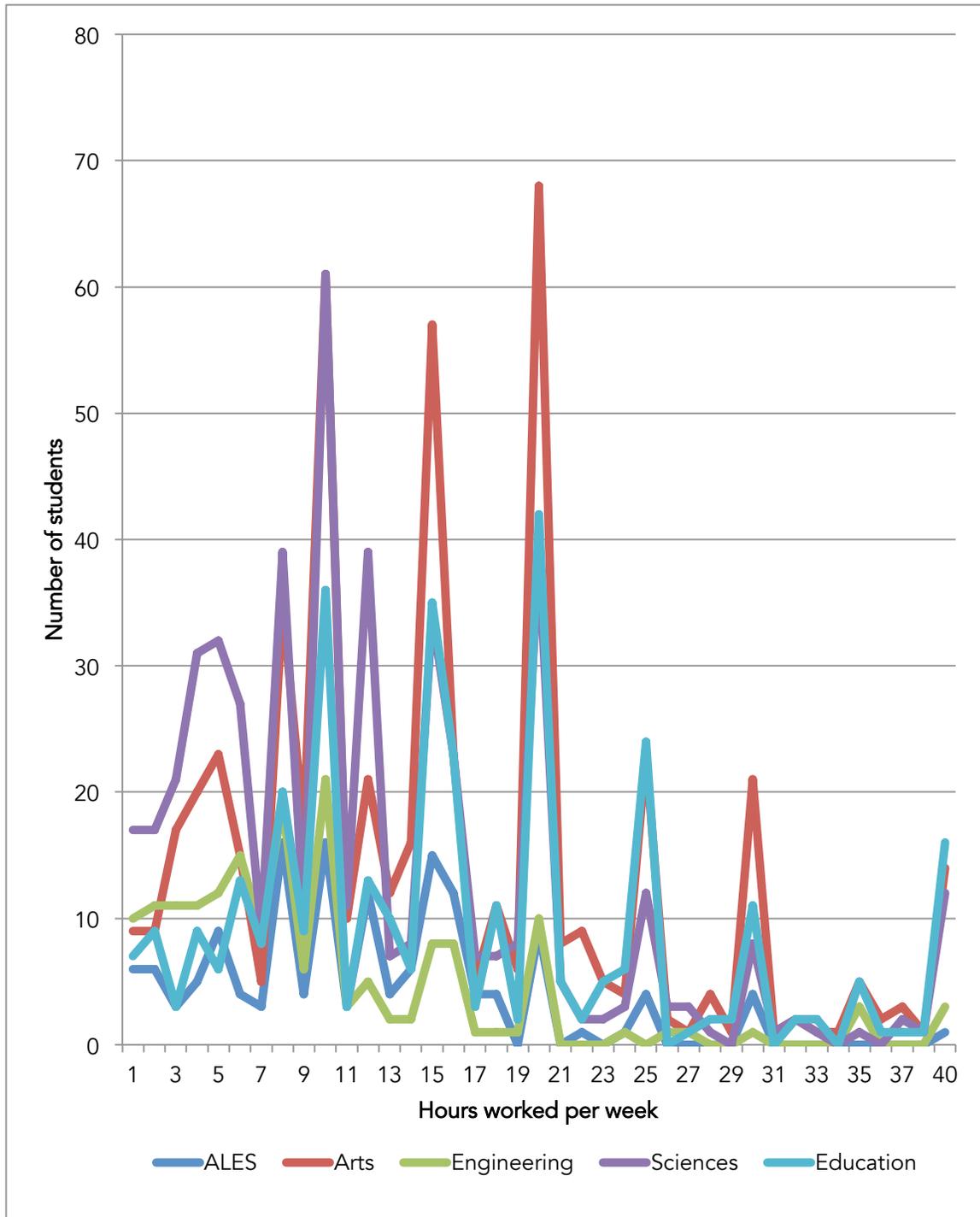


Figure 86: Weekly hours worked during the school year (1-40+ hours only, large faculties)

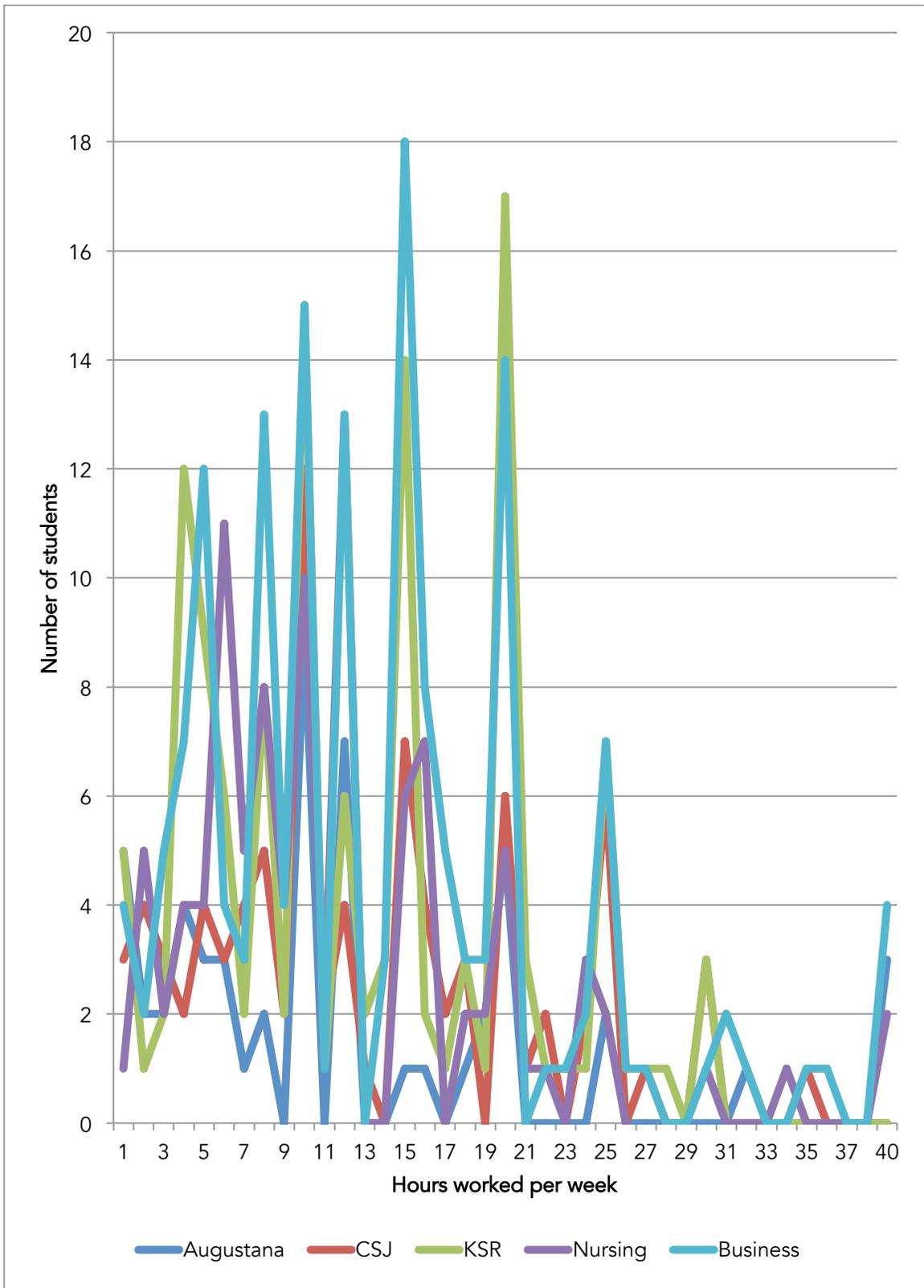


Figure 87: Weekly hours worked during the school year (1-40+ hours only, medium-sized faculties)

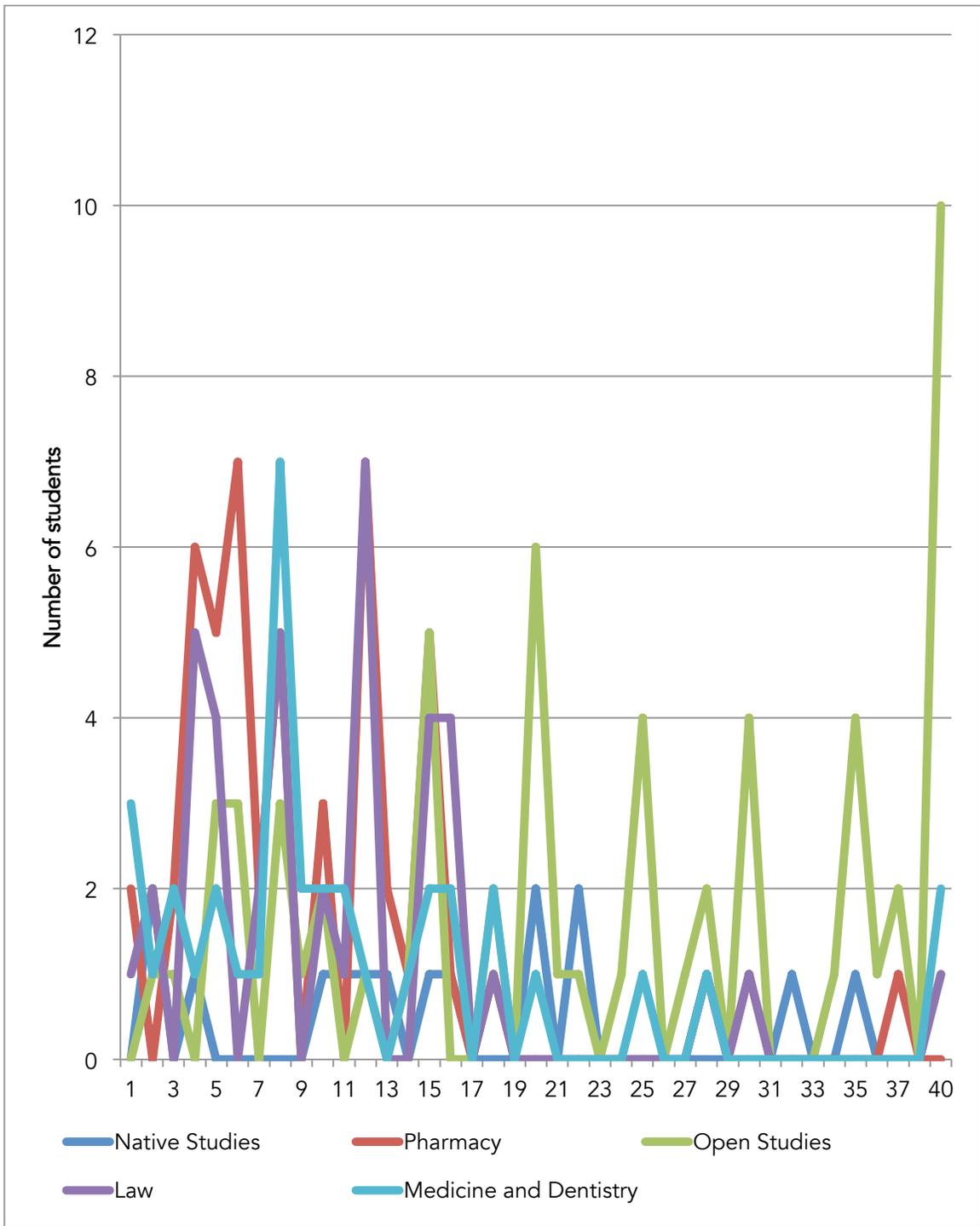


Figure 88: Weekly hours worked during the school year (1-40+ hours only, small faculties)

By Population of Interest

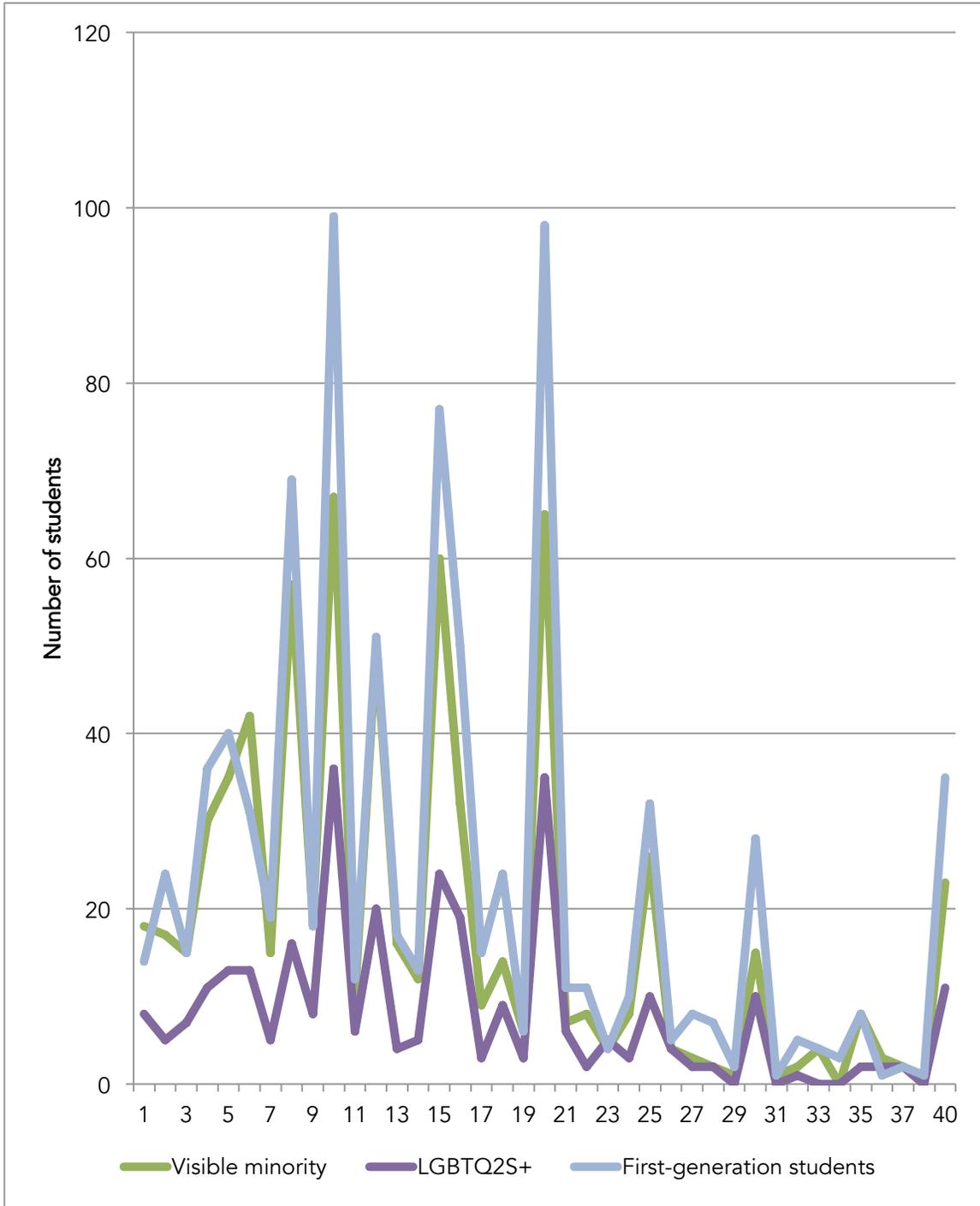


Figure 89: Weekly hours worked during the school year (1-40+ hours only, some populations of interest)

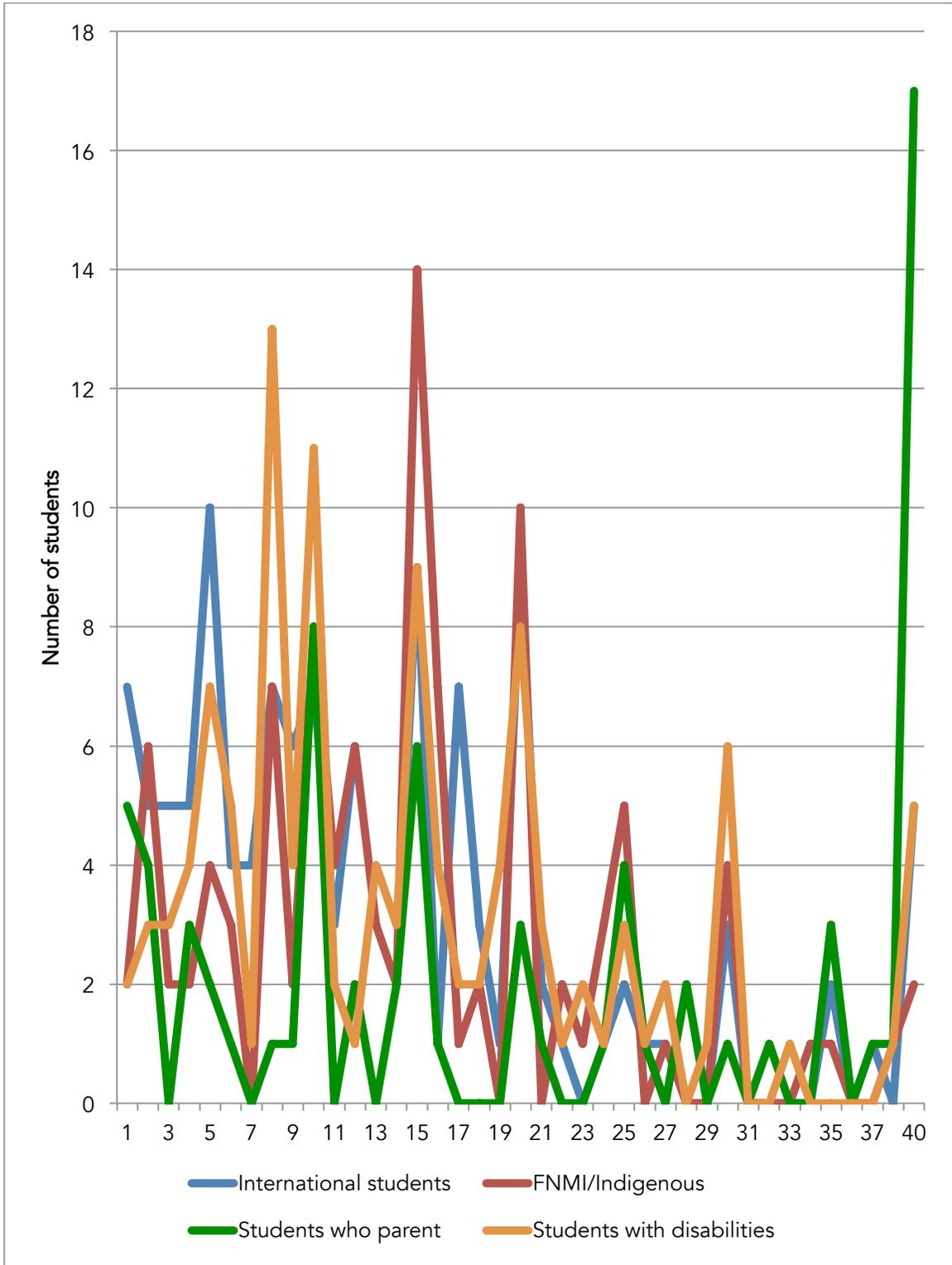


Figure 90: Weekly hours worked during the school year (1-40+ hours only, some populations of interest)

- Indigenous students tend to gravitate toward jobs in the 15- to 20-hour-per-week range.

- Students who parent commonly work full-time during the school year. While only 1.4% of other students work 40 hours per week or more, 14% of students who parent do so.
- Students with disabilities tend to work 8-10 hours per week.
- Relatively few international students hold jobs. 37% of domestic students and 55% of international students reported working zero paid hours during the school year.

APPENDIX E: CHARTS ON THE FOOD BANK

Note that the faculties of Education, Open Studies, Native Studies, and Medicine and Dentistry were selected because they deviated most significantly from the average. The satellite campuses (Augustana and Campus Saint-Jean) also deviated significantly but were not plotted.

By Population of Interest and Other Factors

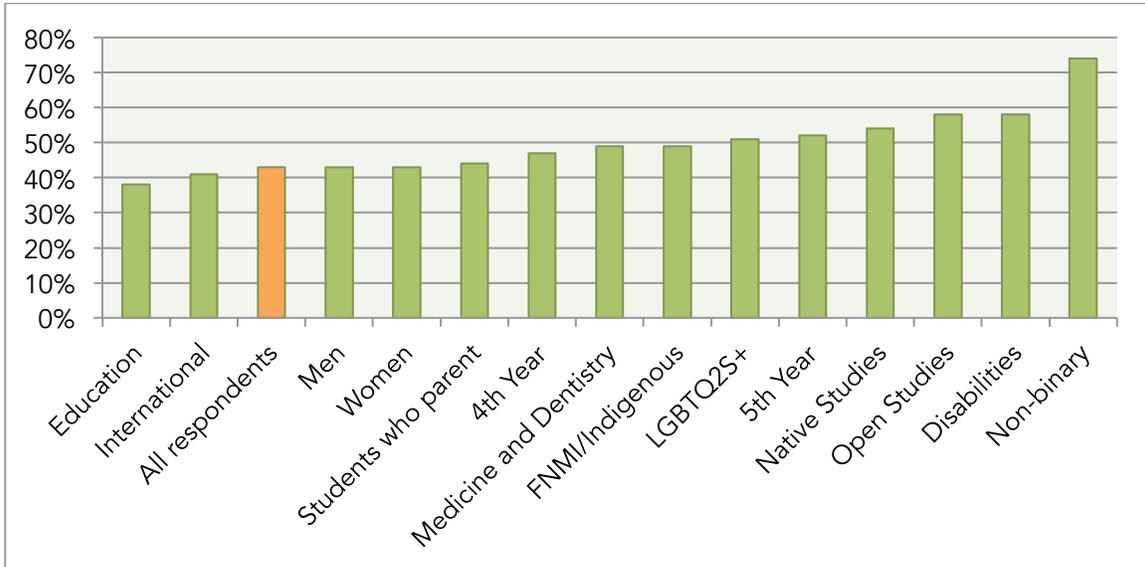


Figure 91: "Would you use the Campus Food Bank if you needed it? ('Yes' only)

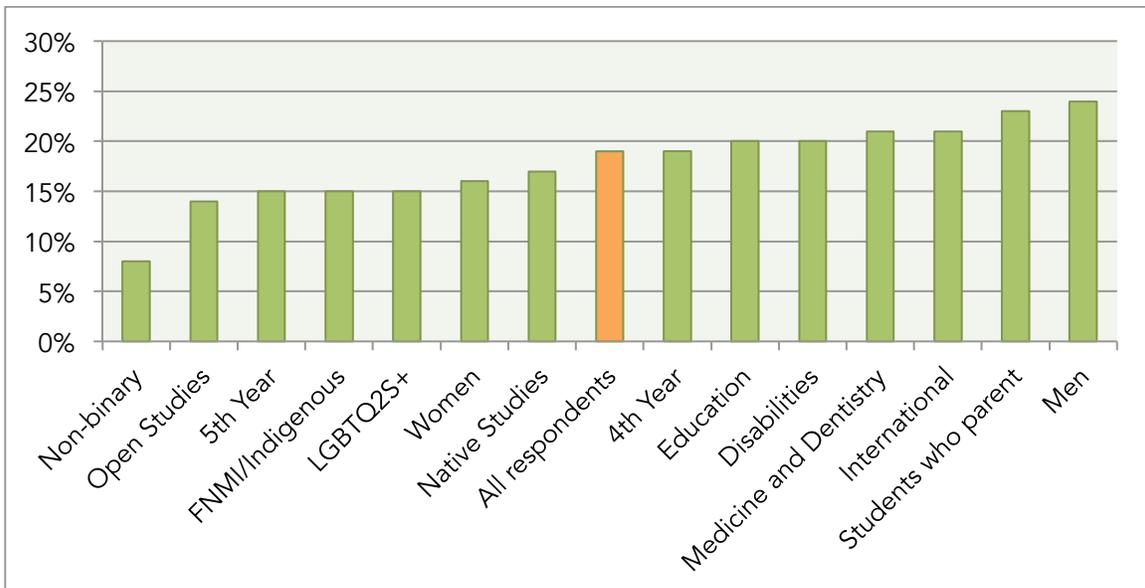


Figure 92: Would you use the Campus Food Bank if you needed it? ('No' only)

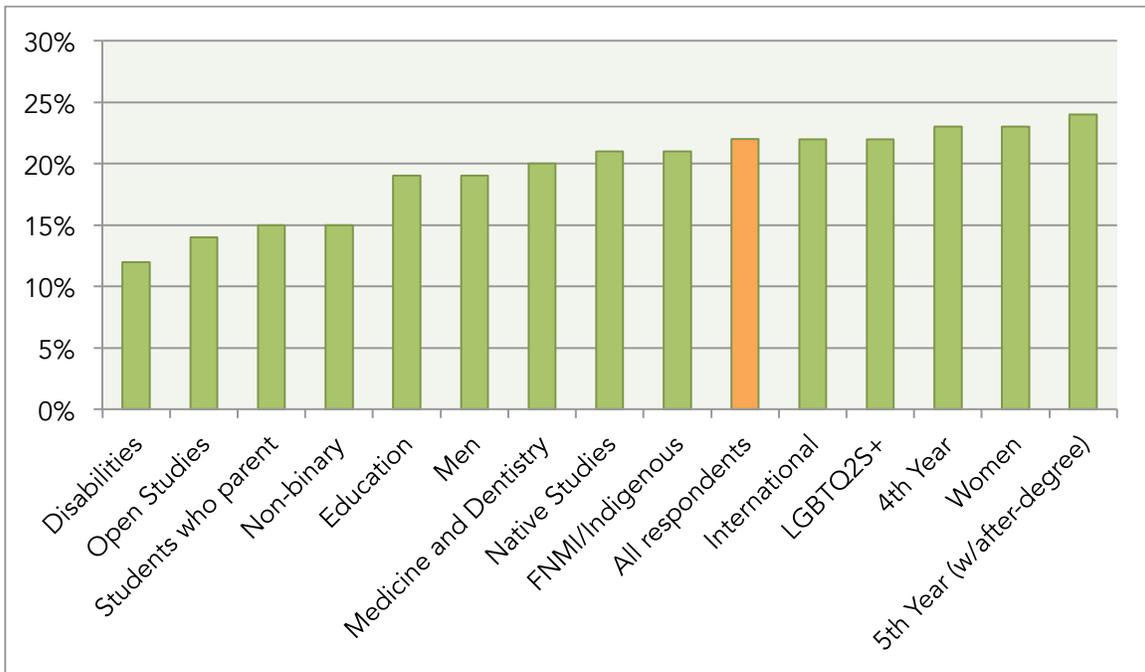


Figure 93: "Would you use the Campus Food Bank if you needed it?" ('Not Sure' only)

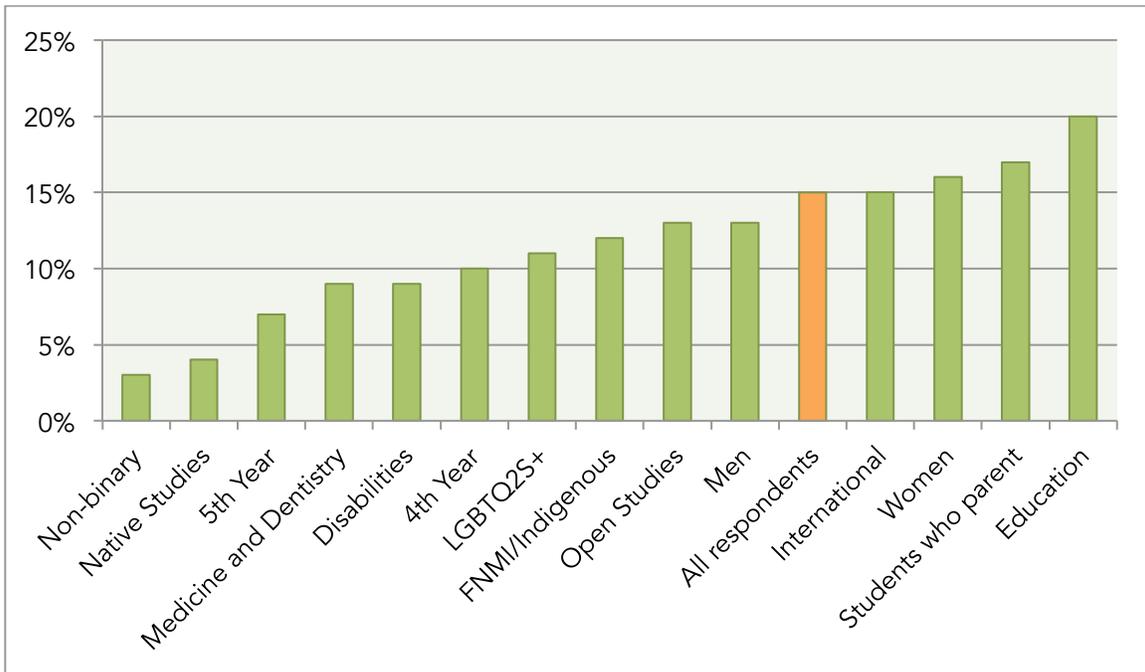


Figure 94: "Would you use the Campus Food Bank if you needed it?" ('Did not know it existed' only)

By Mode of Residence

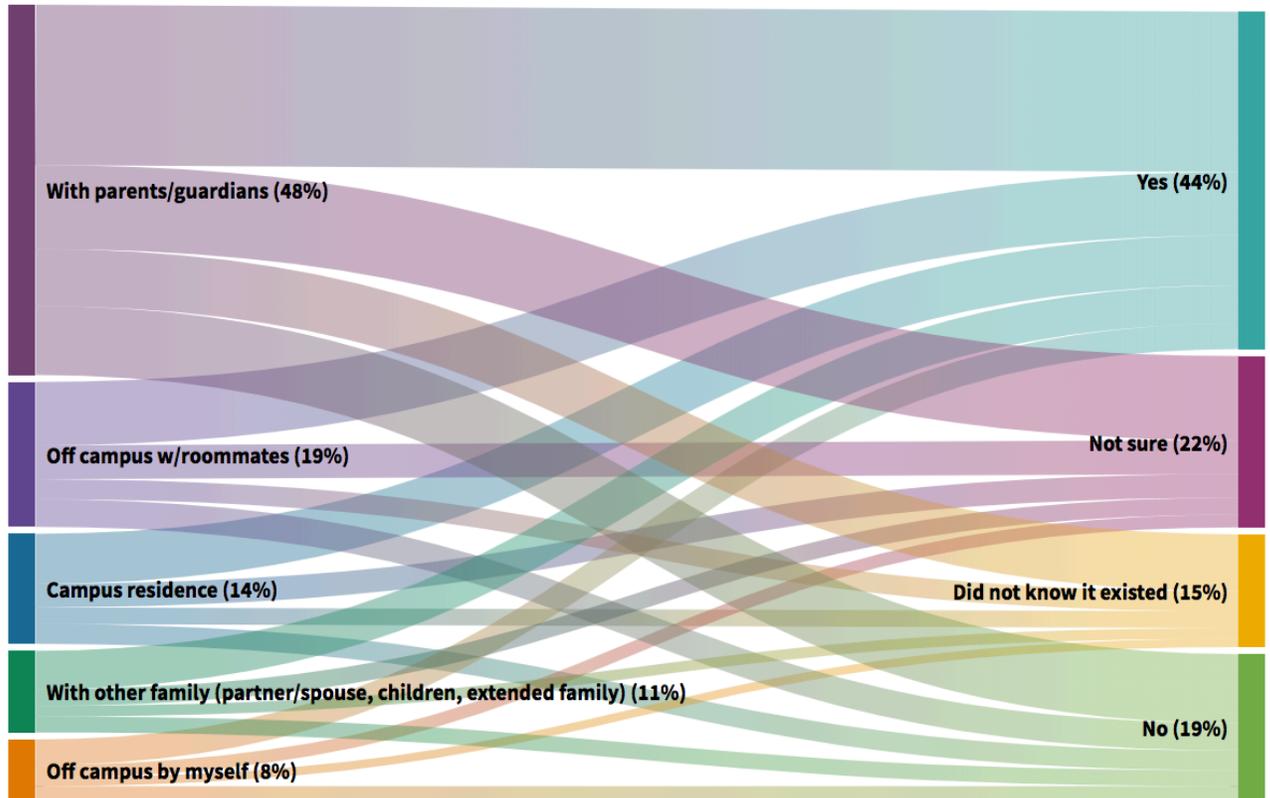


Figure 95: "Would you use the Campus Food Bank if you needed it?" (by mode of residence)

APPENDIX F: CHARTS ON FOOD INSECURITY

By Gender and Year of Study

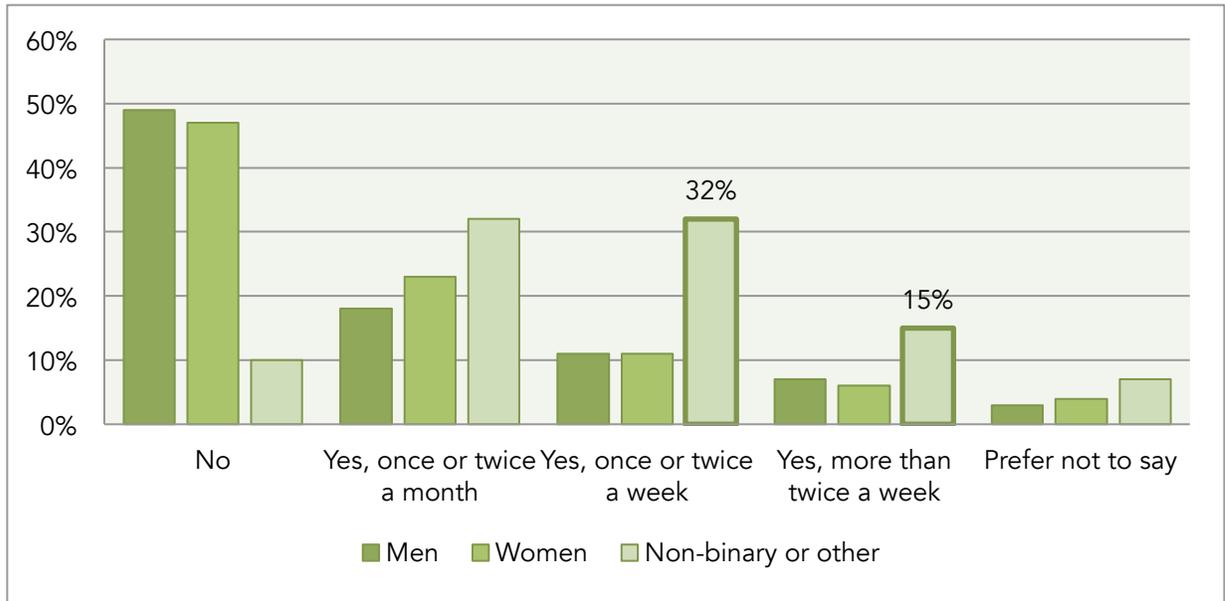


Figure 96: "Do you skip meals due to the cost of food?" (by gender)

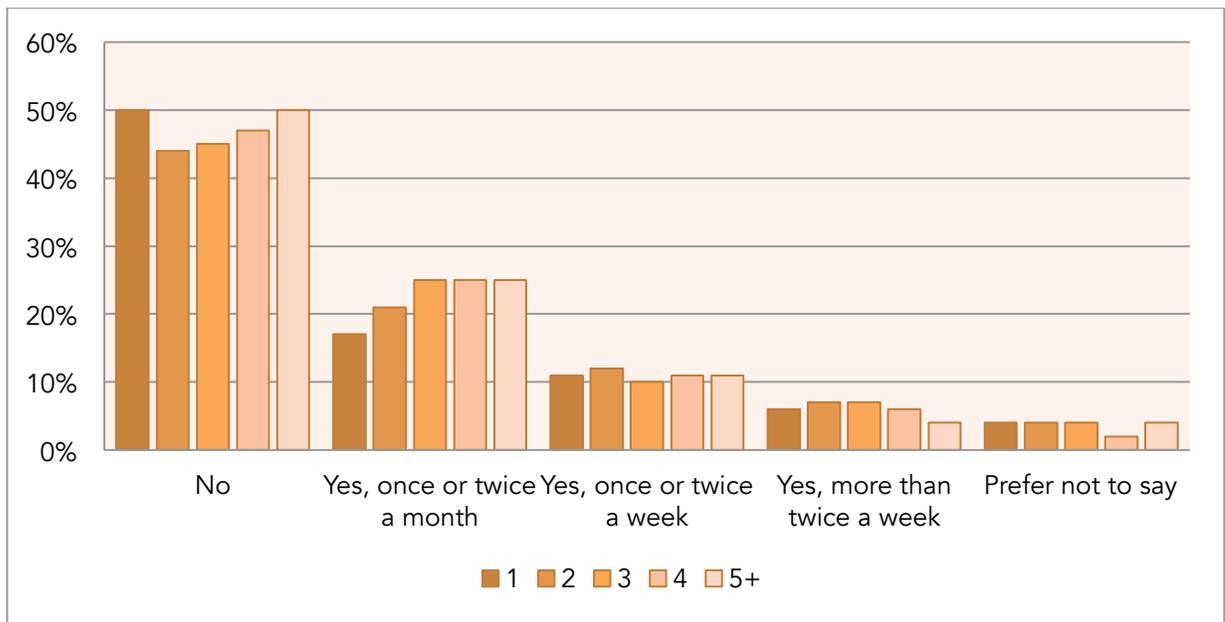


Figure 97: "Do you skip meals due to the cost of food?" (by year of study)

By Faculty

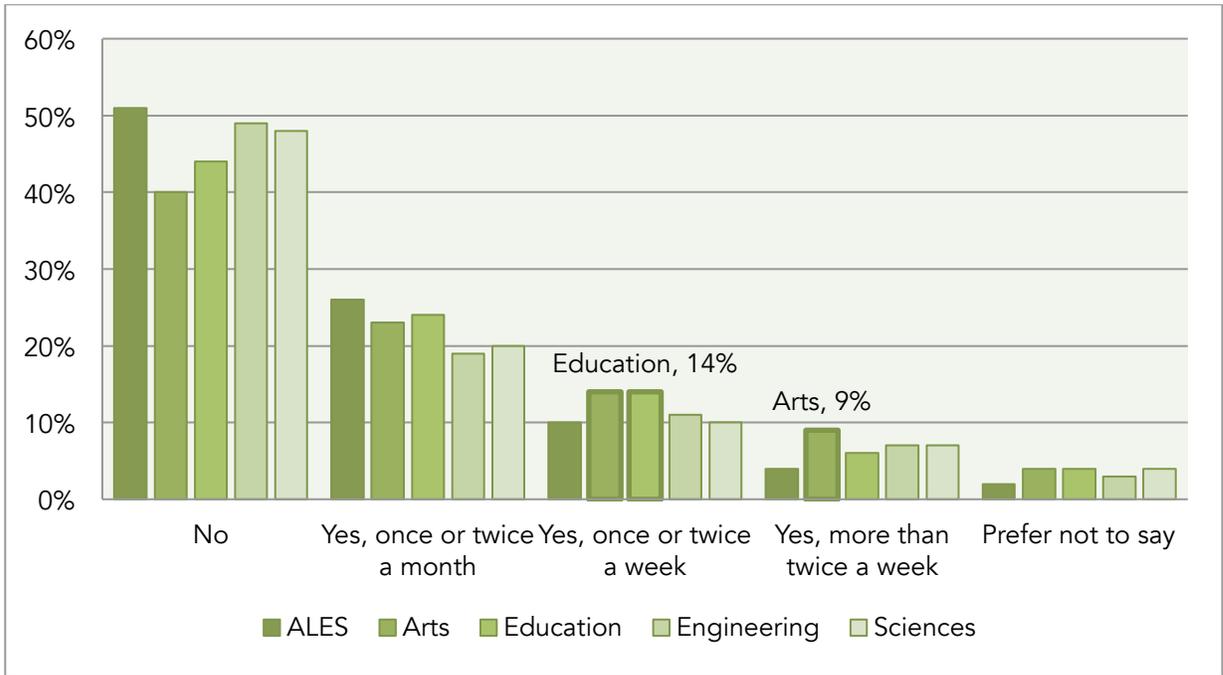


Figure 98: "Do you skip meals due to the cost of food?" (large faculties)

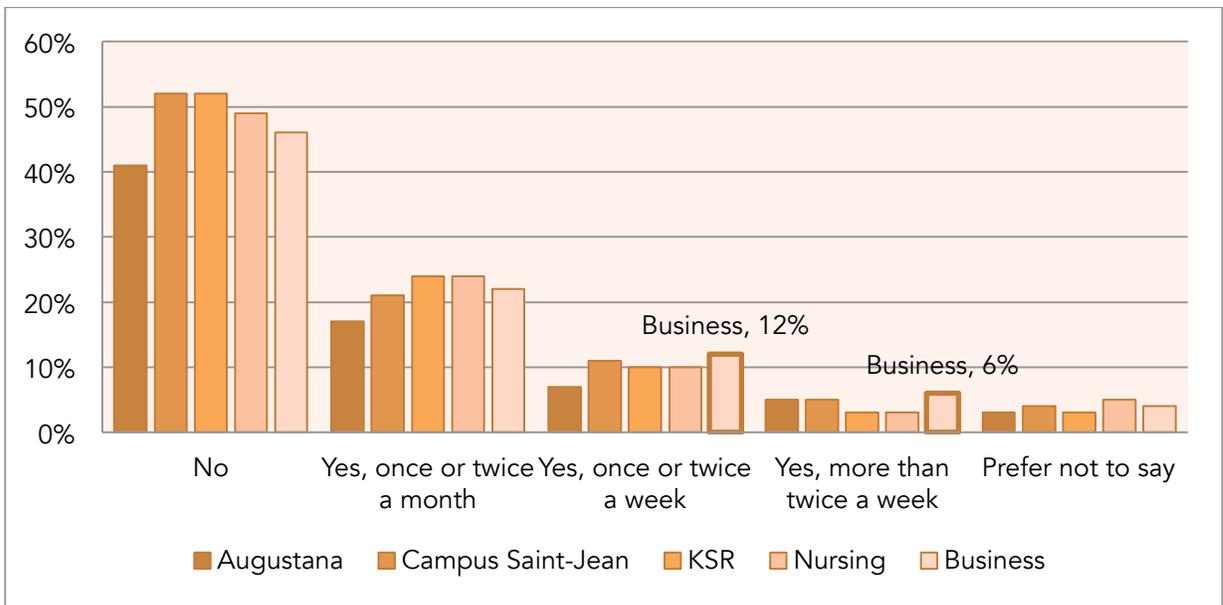


Figure 99: "Do you skip meals due to the cost of food?" (medium-sized faculties)

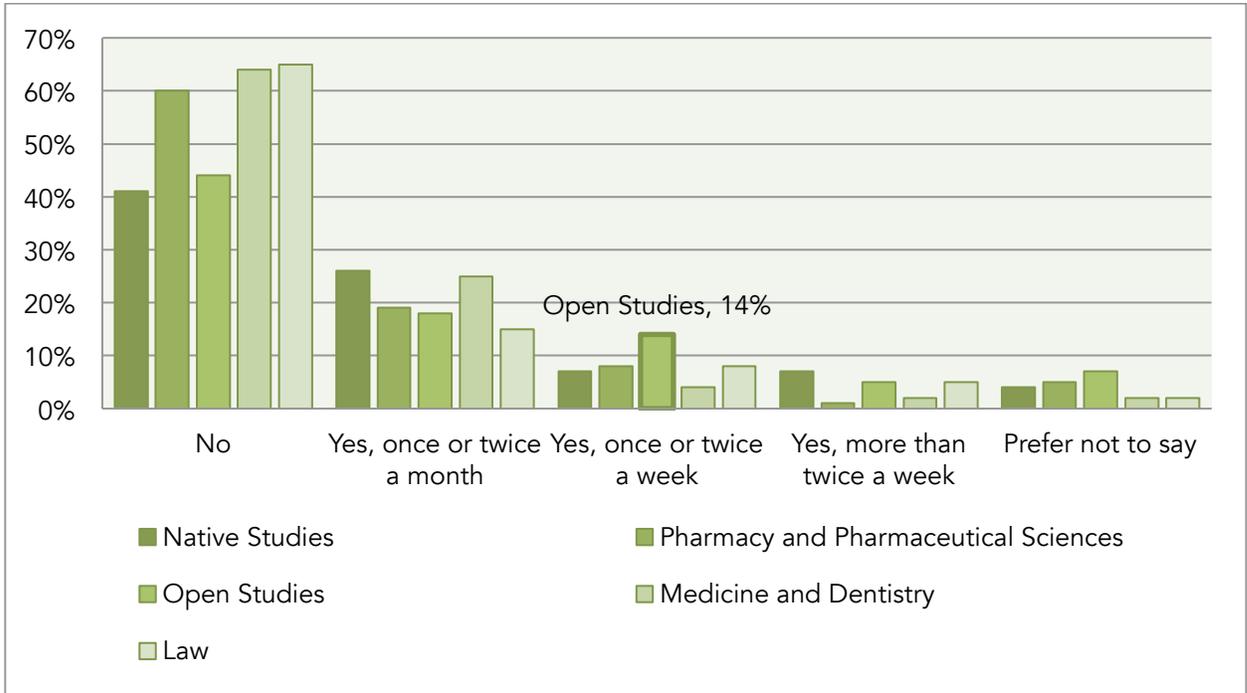


Figure 100: "Do you skip meals due to the cost of food?" (small faculties)

By Population of Interest

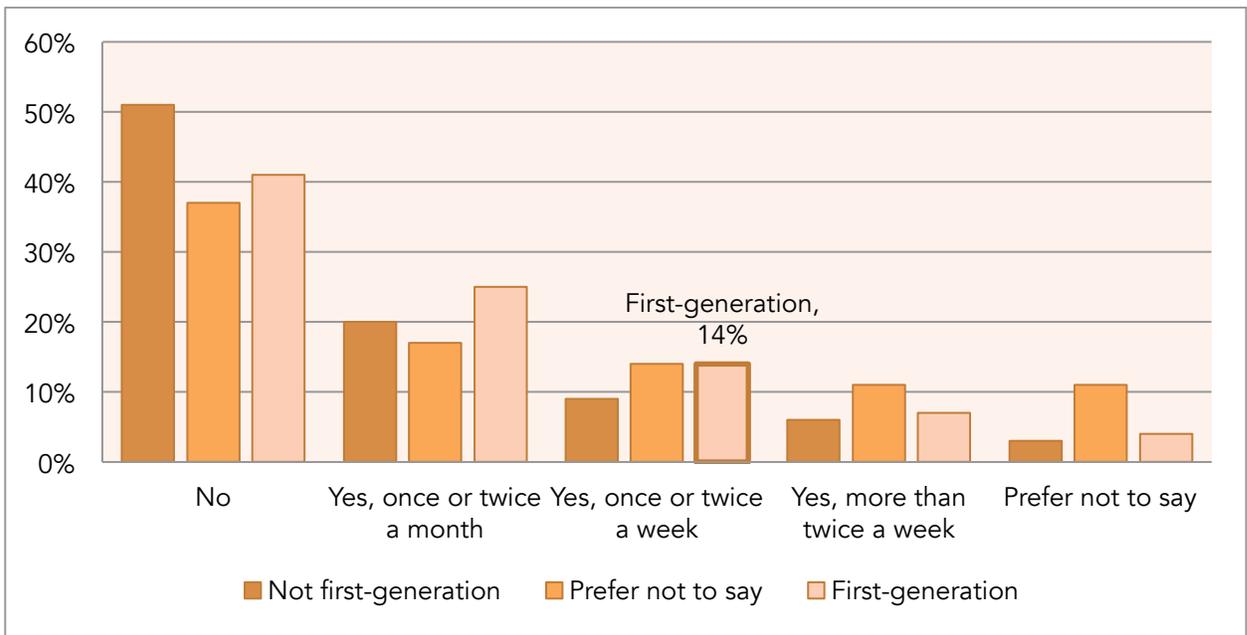


Figure 101: "Do you skip meals due to the cost of food?" (first-generation students)

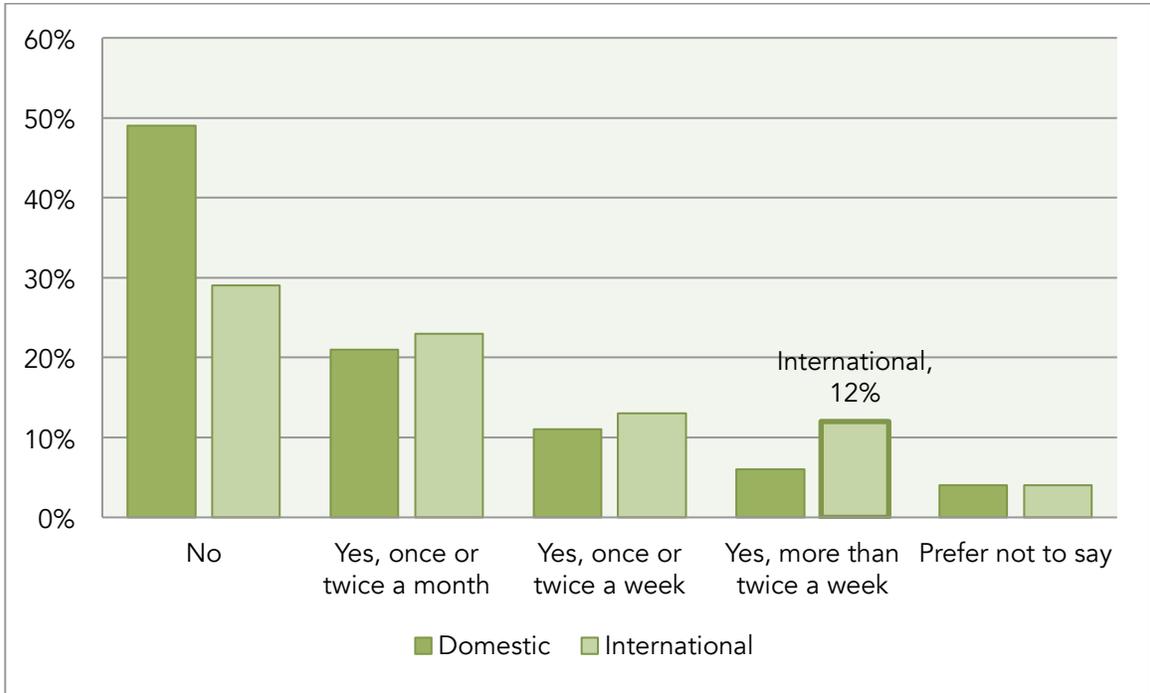


Figure 102: "Do you skip meals due to the cost of food?" (international students)

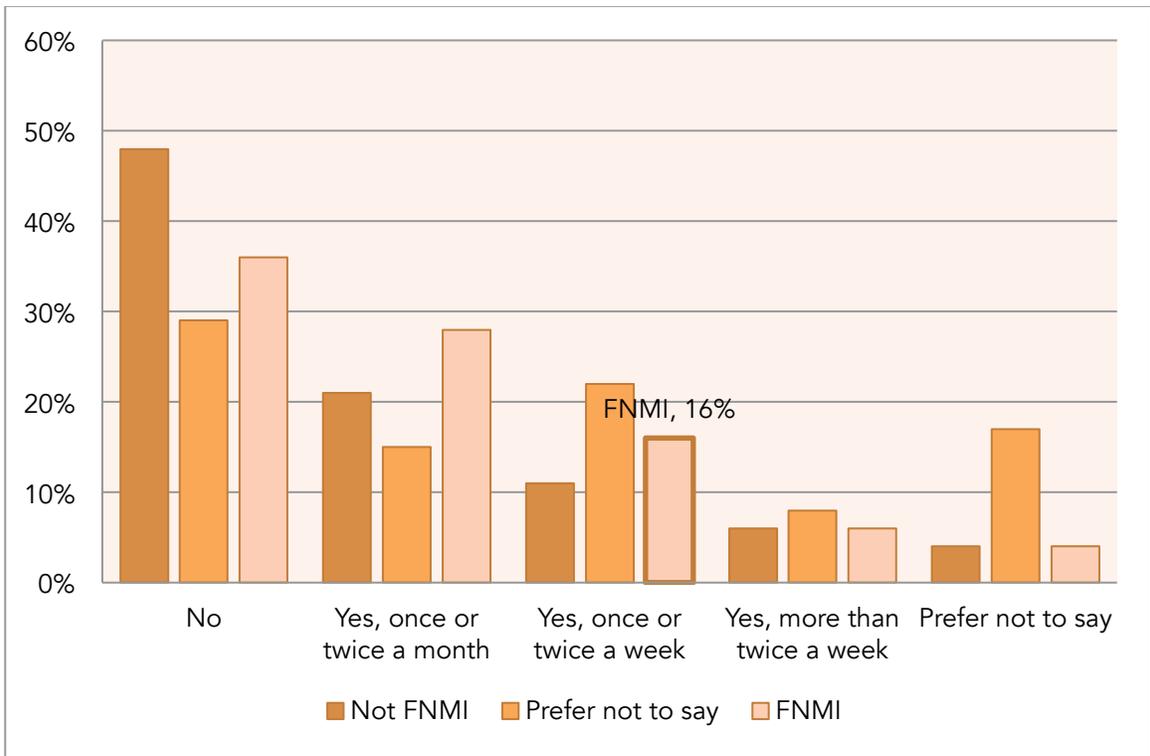


Figure 103: "Do you skip meals due to the cost of food?" (FNMI/Indigenous students)

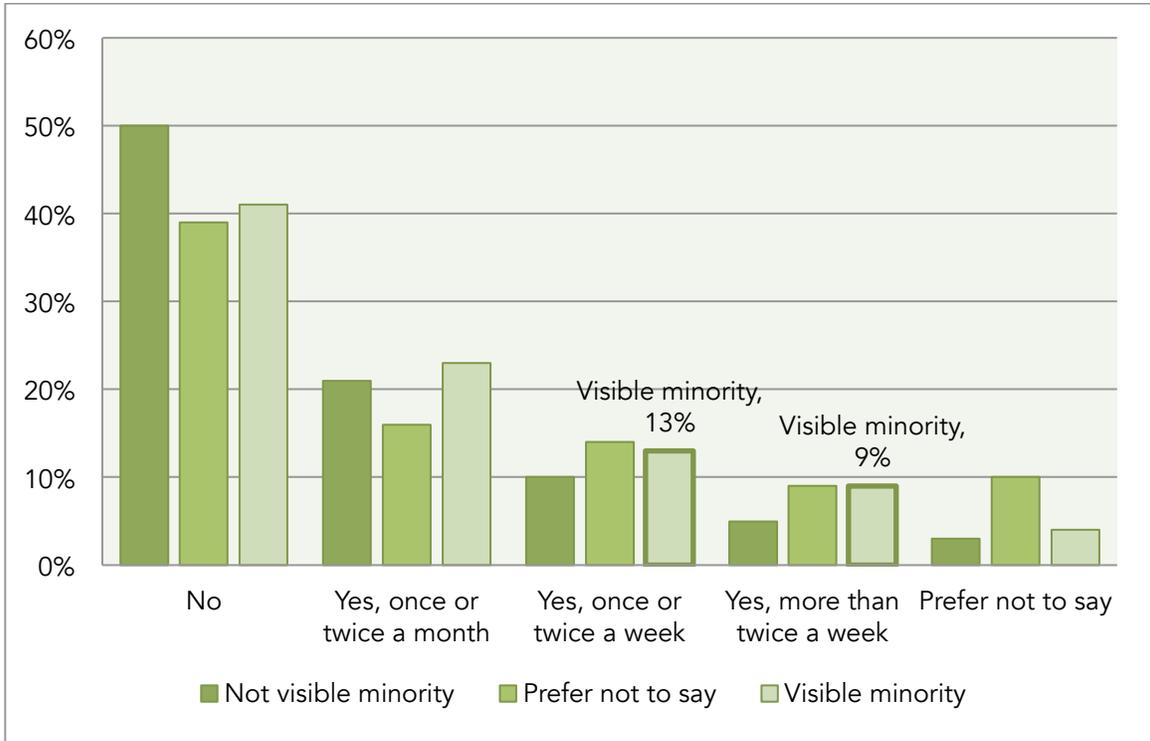


Figure 104: "Do you skip meals due to the cost of food?" (visible minority students)

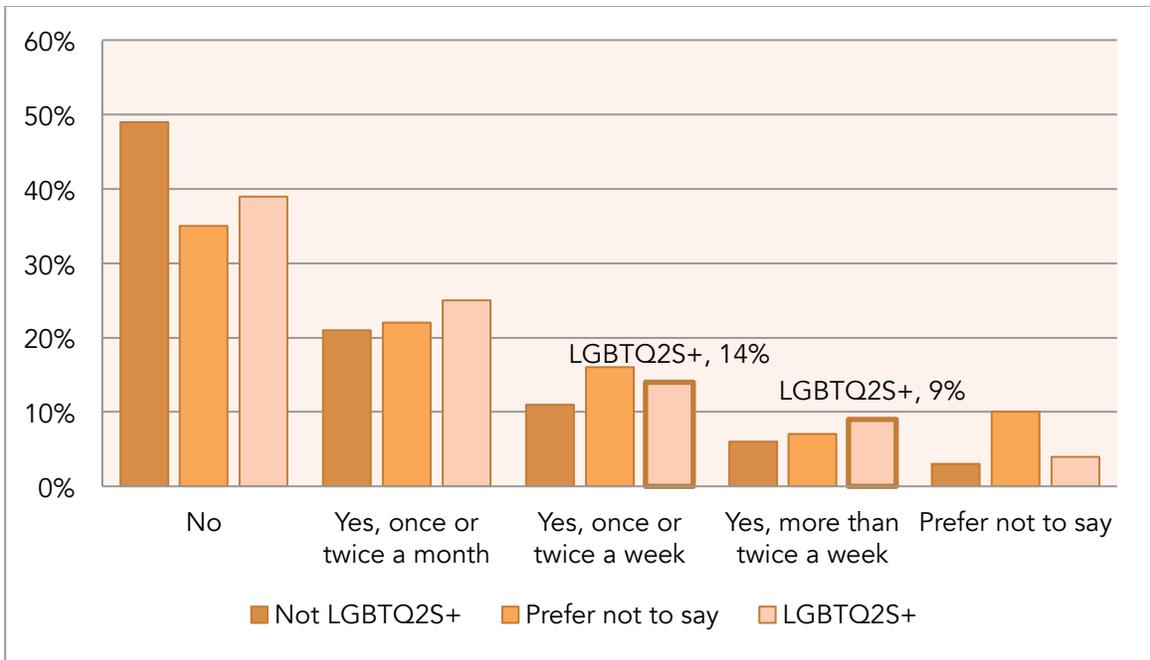


Figure 105: "Do you skip meals due to the cost of food?" (LGBTQ2S+ students)

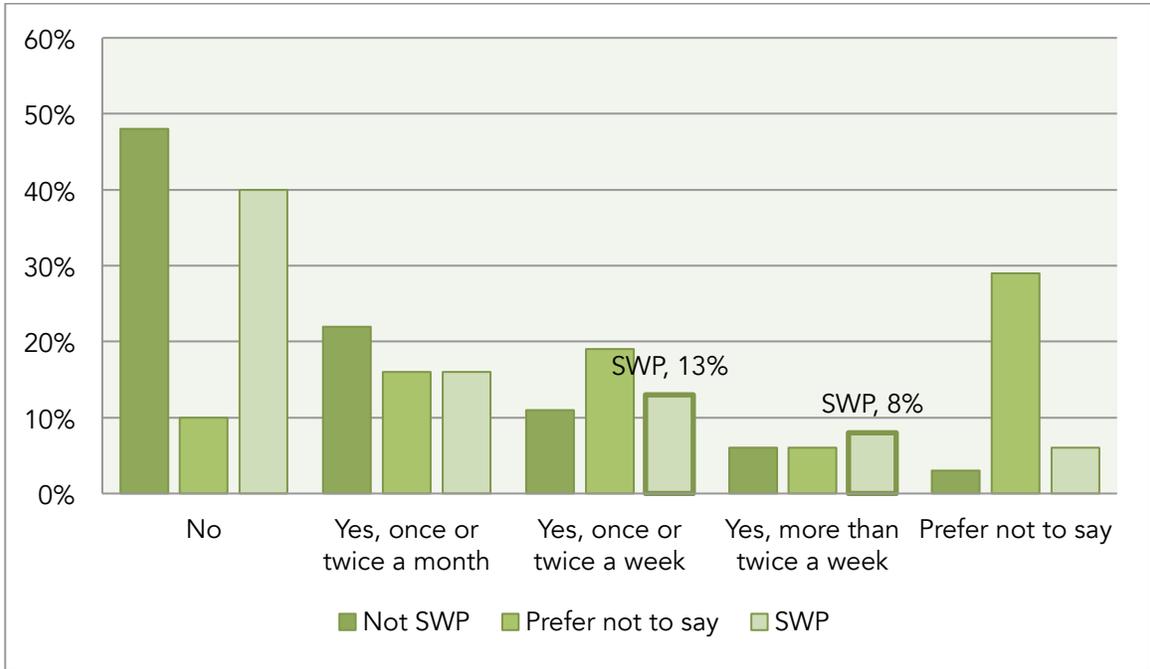


Figure 106: "Do you skip meals due to the cost of food?" (students who parent ('SWP'))

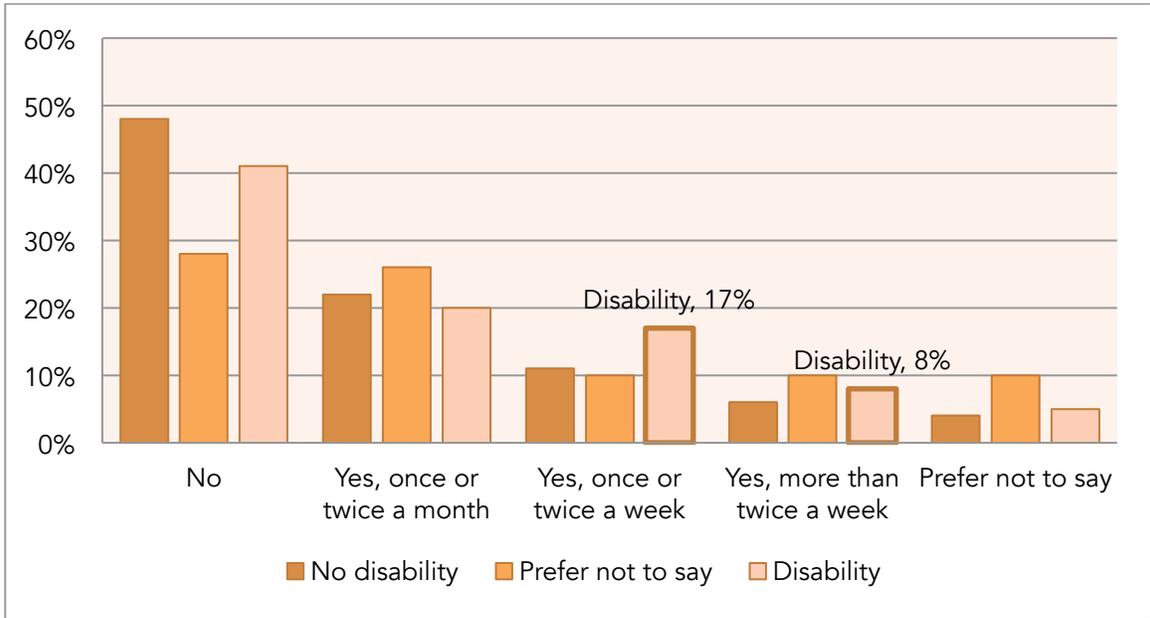


Figure 107: "Do you skip meals due to the cost of food?" (students with disabilities)