

# Student Wellness and Recreation

UASU/CCR survey, March 28, 2023 (n=423)

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## Key Findings

This survey repeats and expands upon a 2021 UASU/CCR survey. The 2023 survey is somewhat longer, used a similar distribution method, and produced a modestly larger sample (423, up from 375).

- Around 1 out of 8 first-, second-, and third-year students did not know that the fee gives access to campus sport facilities throughout the term. International students, gender-minority students (non-binary or another gender identity), South Asian students, and Black students were all less likely to know that the fee gives access to facilities.
- Compared to 2021, students are now much less likely to know that spin programs, virtual programs, and the Wellness 101 online course are covered by the fee.
- Compared to 2021, students are now much more likely to know that drop-in activities, access to varsity games, and intramural leagues are covered by the fee.
- If money was not an object, students' wish lists often centred around better access (e.g. hours, reduced costs, safety and accommodations, women-only spaces/sessions, beginner-friendly options).
- 47% of respondents cited lack of awareness of availability as a primary reason for not accessing CCR programs and services. Other common reasons included other commitments, friends not being involved, and discomfort due to body image or social anxiety (which impacted 37% of respondents).
- Common requests included women-only classes/spaces.
- Students showed broad interest in experiential learning, especially event-based volunteer opportunities, and desire for practical skills/certification opportunities.
- Looking at CCS, the PSC, and The Landing, service usage is stable or slightly increased compared to 2021.
- Recreation and sport facilities and access to varsity games had the highest rates of use and the highest proportions of significant impact among users. Drop-in activities, club sports, and intramurals were also common and impactful. All offerings were significantly impactful to some proportion of students.
- Reported needs for support across dimensions of wellness are very similar to 2021 in the aggregate, but demographic cross-tabs showed significant changes, especially around gender, disability (largely worsening), and race/ethnicity (largely improving).
- Self-reported financial stability was a major factor in reported need for wellness supports. Highly financially insecure students were highly likely to report need for social and occupational wellness support. Reported need for environmental wellness support increased with financial insecurity.
- Cisgender women and (especially) all gender minority students, financially insecure students, disabled students, and international students are all much less likely to feel safe in campus recreation facilities.



## Development and Distribution

### Software and Distribution

This survey was built in SurveyMonkey, a commonly used tool that meets policy standards for data privacy. The UASU distributed the survey through a semi-monthly newsletter.

> Convenience sample collected through newsletter content.

### Survey Overview

The intent of this survey is to explore student usage and priorities relative to UAlberta Campus and Community Recreation programs, services, and facilities. The UASU co-developed this survey with CCR; an earlier version was released in October/November 2021.<sup>1</sup> Some of the questions also reflected a 2020 version developed by CCR, and a 2020 survey given by CCR to graduate students.

The survey reached 423 unique points of contact: 403 undergraduates, 9 graduate students, and 8 other members of the campus community. 96% were primarily associated with North Campus; most of the rest were from Campus Saint-Jean.

> 423 respondents, primarily undergraduate students.

We anticipate that there is likely some self-selection (i.e. the convenience sample probably focuses on students who are more likely to be interested in a survey about campus and community recreation.) The survey data should be understood with that caveat in mind.

> Likely self-selection bias due to convenience sample of students interested in a wellness/recreation survey.

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<sup>1</sup> The 2021 survey report is available here:

<https://www.su.ualberta.ca/media/uploads/1143/StudentWellnessandRecreationNov2021.pdf>



## "Before today, did you know that the Athletics and Recreation fee grants students access to sports facilities on campus for the duration of the term?"

This was a new question for the 2023 version of the survey. 89% answered yes; 11% answered no.

Responses varied by year of study. First- through third-year students consistently showed 87-88% 'yes'. Fourth- and fifth-year and graduate students were more likely (93-100%) to know the fee gave access to campus sports facilities.

Some demographics were somewhat less likely to say 'yes': Non-binary students or another gender identity (83%), international students (80%), Black students (80%), and South Asian students (83%).

> Around 1 out of 8 first-, second-, and third-year students did not know that the fee gives access to facilities.

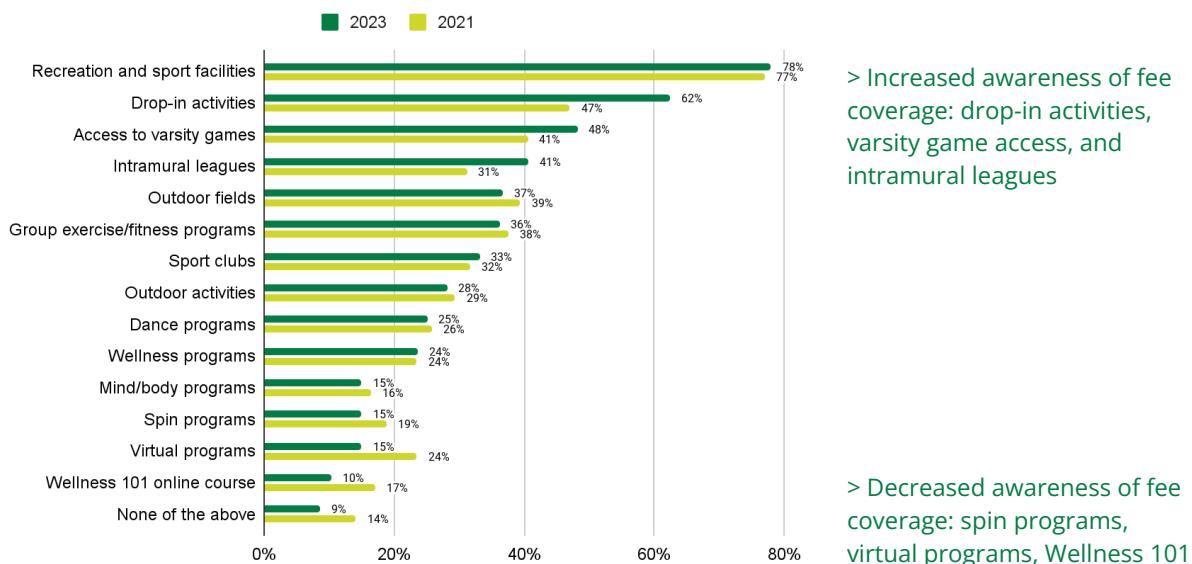
## "The University's Athletics and Recreation Fee supports the following services and activities. From the list of services and activities below, please select those that you ALREADY KNEW are covered by the A&R fee."

This question repeated from the 2021 survey. The answer choices were as follows:

- Student access to regular season and exhibition home varsity athletics games
- Recreation and sport facilities - e.g. Fitness Centre, Climbing Centre, swimming pool
- Sport clubs
- Intramural leagues
- Group exercise/fitness programs
- Dance programs
- Mind/body programs
- Spin programs



- Wellness programs
- Wellness 101 online course
- Virtual programs
- Outdoor fields - e.g. beach volleyball, soccer fields, softball fields
- Outdoor activities - e.g. outdoor fitness stations, table tennis, bean bag toss
- Drop-in activities - e.g. basketball, badminton, soccer
- None of the above



Compared to 2021, students are now much LESS likely to know that these programs and services are covered by the fee they pay:

- Spin programs
- Virtual programs
- Wellness 101 online course

Compared to 2021, students are now much MORE likely to know that these programs and services are covered by the fee they pay:

- Drop-in activities
- Access to varsity games
- Intramural leagues



## "Which of these Campus & Community Recreation (CCR) activities or services have you participated in or visited? Choose all that apply."

This was a new question for the 2023 survey. CCR's preferred envelopes are as follows:

- Intramurals/Club Sports: 32%
- Instructional Recreation/Group Fitness Programs: 25%
- Aquatics/Climbing/Fitness Center: 60%
- Drop-In Programs: 26%

Students could skip this question in lieu of a 'none of the above' choice, and did so: the question had roughly 100 fewer responses than the questions immediately before and after.

Adjusted for those opt-outs, we believe these numbers reflect the proportion of the student body who visited or participated in these envelopes of services/activities.

- Intramurals/Club Sports: 23%
- Instructional Recreation/Group Fitness Programs: 18%
- Aquatics/Climbing/Fitness Center: 43%
- Drop-In Programs: 19%

Note, of course, that 'visited' can mean something very different for each envelope. Visiting an intramural game implies a different level of participation than visiting a fitness program, for example.

> Around  $\frac{1}{4}$  have visited or participated in intramurals or club sports

> Around  $\frac{1}{5}$  have visited or participated in instructional rec or group fitness programs

> Around  $\frac{1}{3}$  have visited or participated in fitness center, climbing, or aquatics activities

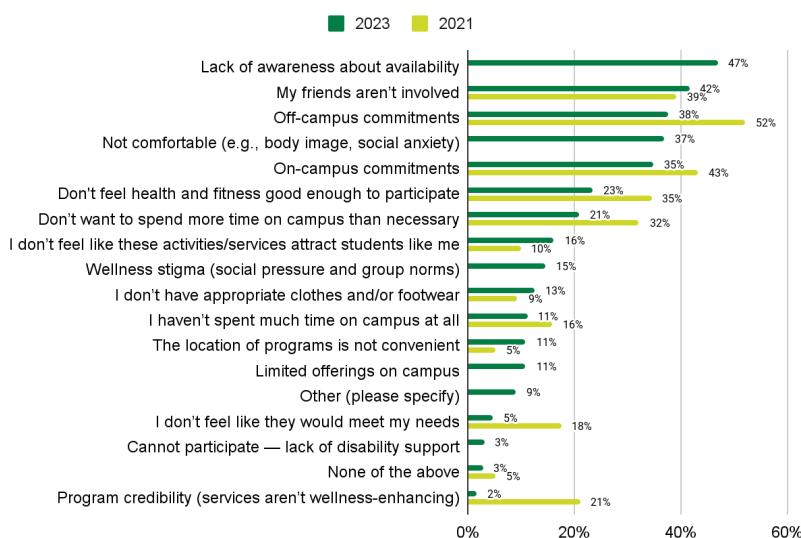
> Around  $\frac{1}{6}$  have visited or participated in drop-in programs



**"Thinking about the CCR activities or services you haven't participated in or visited, what factors (other than COVID-19 restrictions/shutdowns) have been most important?  
Choose all that apply."**

This question repeated from the 2021 survey; answer choices marked with an asterisk in this report are new for the 2023 version. To compensate for distortions from the increased answer set, students were presented with the answer options in randomized order.

- I don't feel like they would meet my needs
- Don't want to spend more time on campus than necessary
- My friends aren't involved
- I don't have appropriate clothes and/or footwear
- I don't feel like my health and fitness condition is good enough to participate
- I have too many other on-campus commitments and obligations (e.g. clubs, student organizations, work)
- I have too many other off-campus commitments and obligations (e.g. family, church, politics, work)
- I don't feel like these activities/services attract students like me
- I haven't spent much time on campus at all
- Program credibility (services aren't wellness-enhancing)
- The location of programs is not convenient
- Lack of awareness about availability of such programs\*
- Limited offerings on campus\*
- Wellness stigma (social pressure and group norms)\*
- I do not feel comfortable participating with other students (e.g., body image, social anxiety)\*
- I cannot participate in programs because of lack of disability support (e.g. accommodation, wheelchair accessibility, etc.)\*
- None of the above
- Other (please specify)\*



Lack of awareness about availability, a new option in the 2023 survey, was the standout leader at 47% of responses. Another new option — students who are not comfortable participating due to body image, social anxiety, etc. — netted 37% of respondents.

Other than inconvenience of location, no obstacles that were measured in both years showed a major increase.

Several obstacles showed a major decrease, but the resulting impression of student welfare is ambiguous. Both on- and off-campus commitments were cited much less frequently as barriers, with potential implications for student involvement.

There is an important intersection between the large share of students who are not comfortable participating with others due to, e.g., body image and social anxiety, and the declining but still significant share of students who don't feel their health and wellness is good enough to participate. Looking solely at the latter group, 61% also expressed discomfort. Looking solely at those who expressed discomfort, 39% said their health and fitness was not good enough to participate. This partial overlap suggests that hundreds of students fall into groups like these:

> Lack of awareness, friends not involved, and other commitments were the top barriers.

> 37% not comfortable participating due to body image, social anxiety, etc.



- Students who are not comfortable doing recreational activities with others — but not because of their fitness level. This can be for any number of reasons. For example, neurodiversity could be a valuable lens to explore in the future.
- Students who do not feel their health or fitness level are sufficient to participate — but do not feel body-image-related discomfort. This, too, can be for any number of reasons.
- Students who do not feel their health or fitness level are sufficient to participate, *do* feel uncomfortable doing recreational activities with others, but may see that discomfort as stemming from a variety of directions. There is an important distinction to be drawn between body image-related shame and apprehension about judgment and/or harassment, for example.

The 'other (please specify)' answer, new to the 2023 survey, produced several substantive text responses:

- [Expressed by multiple students:] Would love women only classes for religious reasons (especially swimming lessons).
- Lockers are expensive and I don't have room in my massive backpack for spare clothes and runners.
- I don't have time to balance it with school.
- It doesn't feel very welcoming to fat people.
- Since I rely on public transportation, and my commute is long, it is hard/inconvenient for me to find the time to use these services (especially ones that are late in the evening or early morning) because I need to factor in commute time which wears away at how much time I later have to do homework or household stuff.
- [Expressed by multiple students:] From what I was aware of all if not most of those programs cost money.

> Very common request for women-only classes/spaces.

> Common observation that wellness/fitness options have additional costs attached, on top of the fee.



## "What types of experiential learning opportunities might interest you?"

This question was new for the 2023 survey. Answer options were as follows:

- Event (Sport, Culture, Tourism) Volunteer Opportunities: 71%
- Practicum Placements: 35%
- Committees/Boards focused on recreation, leisure and sport: 21%
- Other (please specify): 6%

> Broad interest in experiential learning, especially event-based volunteer opportunities.

Substantive text responses:

- Personalized workout planning and designing classes
- Mental Health First Aid
- Training/learning opportunities for beginners to sports
- Certificate opportunities for sport activities/clubs

> Desire for practical skills/certification opportunities.

## "Which of these campus health and wellness services have you visited/used? Choose all that apply."

This question was repeated from the 2021 survey; asterisks mark answer options new to 2023.

> Service usage is stable compared to 2021.

- Counselling & Clinical Services (UAlberta): 21% (stable from 2021)
- Peer Support Centre (UASU): 10% (up from 8%)
- The Landing (UASU): 8% (up from 6%)
- Nutrition/Personal Training: 1.5%\*
- Wellness 101 Course: 1.7%\*
- Workout Buddy Program: 1.5%\*
- None of the above: 67%

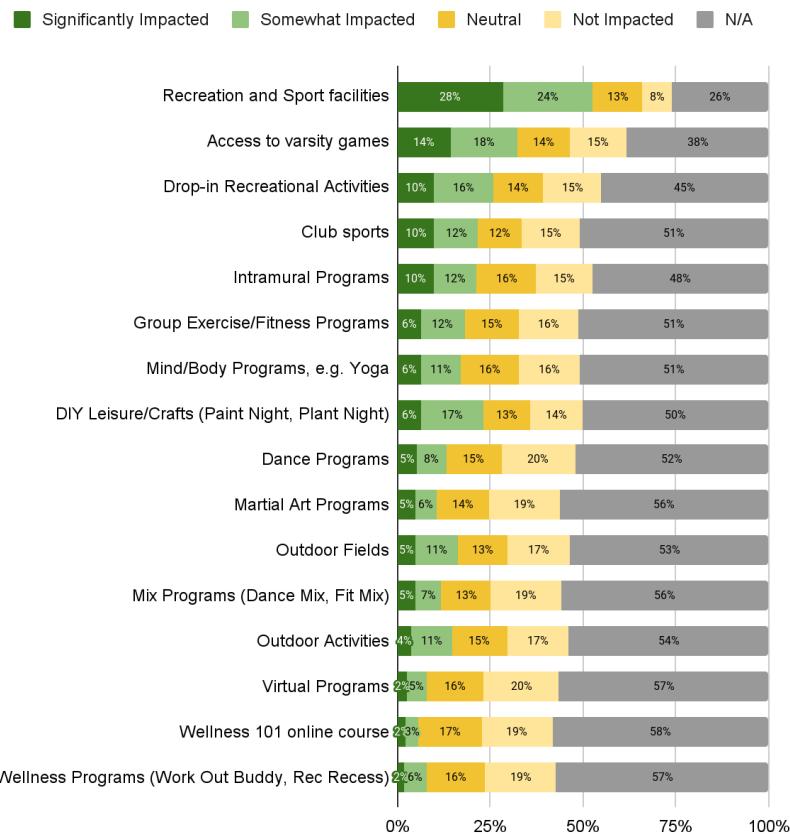
Substantive text responses:

- The Landing is amazing but needs more space.
- La Centrale.
- Tried but was never allotted.



## "Thinking of the Wellness services and CCR activities or services, which of the following did you feel was most impactful to you?"

This question is new, replacing a text question in 2021. The following chart is sorted by rate of significant impact:



These results are comparable with the rates of text responses in the 2021 survey.

Note that, by this point in the survey, participation has fallen to ~320, so the N/A responses may be underrepresented; however, we believe results for each of these activities/services are still comparable with each other.

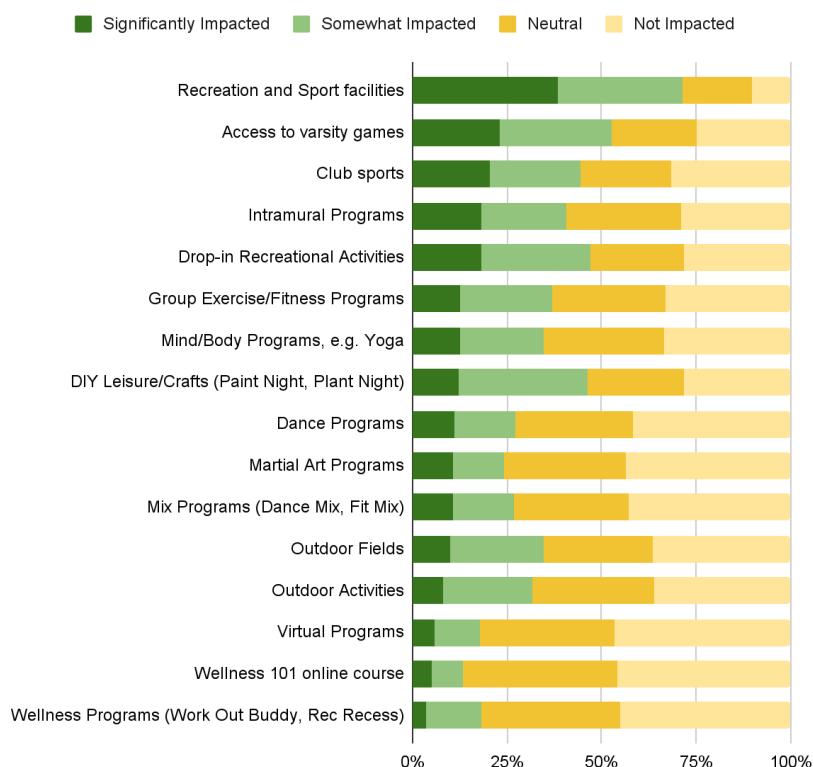
> Recreation and sport facilities and access to varsity games had the highest rates of use and the highest proportions of significant impact among users.

> Drop-in activities, club sports, and intramurals were also common and impactful.

> All offerings were significantly impactful to some proportion of students.



Removing N/A responses lets us take a closer look at which activities/services have been most impactful for the students who have tried them. The order ranking winds up looking identical, except for club sports, which goes from fourth-ranked in the above chart to third-ranked. Out of the students who tried club sports, around  $\frac{1}{6}$  found them significantly impactful, a proportion that's comparable to varsity game access.

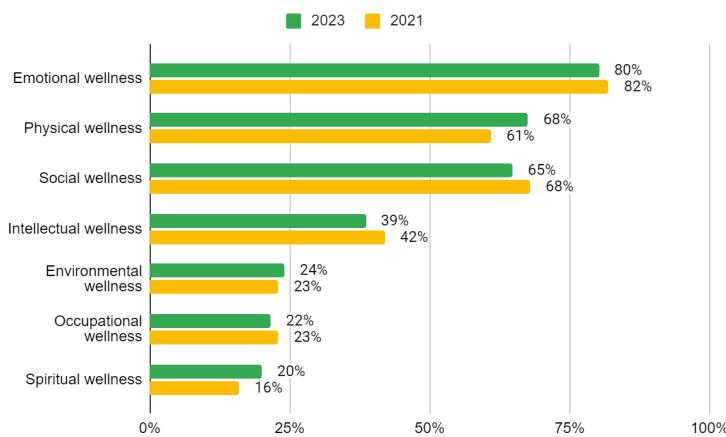




## "Thinking about students like you, where will they need the MOST support for the 2023-24 academic year? (Choose all the components of wellness that apply.)"

Results for this question were virtually identical to the 2021 survey, except that social wellness is somewhat less of a concern and physical wellness is somewhat more common.

> Results were virtually identical to the 2021 survey; physical wellness somewhat more common, social wellness somewhat less.



The 2021 survey noted extreme variation by gender. (Again, these are categories related to how much help respondents believe students like them will need.) This year, cisgender women and all gender minority students (including a wide range of gender identities and/or transgender students) were all (while still more likely than cisgender men) were less likely than in 2021 to believe students like them would need this support.

> Women and gender minority students show less demand for emotional wellness support than 2021, though still more than cisgender men.

Need most support for EMOTIONAL wellness	2021	2023
Cisgender men	66%	64%
Cisgender women	92%	84%
All gender minorities (non-binary and/or transgender)	100%	86%



The chart above showed a modest decrease in the rate of respondents who believe students like them will need support for intellectual wellness. That decrease appears to be centred on cisgender men. Gender-minority students saw something of an increase.

Need most support for INTELLECTUAL wellness	2021	2023
Cisgender men	62%	39%
Cisgender women	41%	40%
All gender minorities (non-binary and other gender identities and/or transgender)	17%	24%

> Cisgender men show much reduced demand for intellectual wellness support.

Likewise, when looking at a perceived need for support in occupational wellness, gender-minority students' results are higher this year, cisgender men's results are markedly lower, and cisgender women's results are stable.

Need most support for OCCUPATIONAL wellness	2021	2023
Cisgender men	32%	17%
Cisgender women	22%	22%
All gender minorities (non-binary and other gender identities and/or transgender)	17%	28%

> Cisgender men show reduced demand for occupational wellness support.

> Gender-minority students show increased demand for occupational wellness support.

A new gender-based disparity emerged: this year, cisgender men were more likely than cisgender women, not less, to believe students like them need support for physical wellness. Results for cisgender women and gender minority students were stable.



Need most support for PHYSICAL wellness	2021	2023
Cisgender men	65%	75%
Cisgender women	69%	68%
All gender minorities (non-binary and other gender identities and/or transgender)	42%	41%

> Cisgender men show increased demand for physical wellness support.

Cisgender men and cisgender women reported modestly reduced need for environmental wellness support; gender-minority students saw the opposite.

Need most support for ENVIRONMENTAL wellness	2021	2023
Cisgender men	27%	20%
Cisgender women	26%	23%
All gender minorities (non-binary and other gender identities and/or transgender)	17%	34%

> Cisgender men and cisgender women show reduced demand for environmental wellness support, but all gender minority students show increased demand for this.

Need for spiritual wellness support was basically stable by gender.

Need most support for SPIRITUAL wellness	2021	2023
Cisgender men	16%	19%
Cisgender women	18%	21%
All gender minorities (non-binary and other gender identities and/or transgender)	8%	14%



The cross-tabulations that follow should be taken with a grain of salt due to the low numbers of students involved.

In the 2021 survey, international students were especially likely to feel a need for intellectual wellness support. While that disparity holds true in the 2023 survey, the rate of perceived needs fell somewhat for both international and domestic students.

Need most support for INTELLECTUAL wellness	2021	2023
International students	56%	52%
Domestic students	45%	38%

> While all students show reduced demand for intellectual wellness supports, international students still show higher demand than domestic.

We also saw some movement in the spiritual wellness category: international students are seeing a heightened need for spiritual wellness support.

Need most support for SPIRITUAL wellness	2021	2023
International students	19%	32%
Domestic students	17%	19%

> International students show increased demand for spiritual wellness supports.

In the 2021 survey, disabled students were more likely to report a need for occupational wellness support. That disparity held true in the 2023 survey.

Need most support for OCCUPATIONAL wellness	2021	2023
Disabled students	35%	32%
Students who are not disabled	23%	20%

> Disabled students continue to show higher demand for occupational wellness supports.



As with international students, we also saw some movement in the spiritual wellness category: disabled students are seeing a heightened need for spiritual wellness support.

Need most support for SPIRITUAL wellness	2021	2023
Disabled students	20%	32%
Students who are not disabled	17%	19%

> Disabled students show increased demand for spiritual wellness supports.

We saw a new and marked increase in perceived need for environmental and physical wellness supports among disabled students.

Need most support for ENVIRONMENTAL wellness	2021	2023
Disabled students	20%	50%
Students who are not disabled	26%	22%

> Disabled students show increased demand for environmental wellness supports.

Need most support for PHYSICAL wellness	2021	2023
Disabled students	60%	71%
Students who are not disabled	67%	68%

> Disabled students show increased demand for physical wellness supports.

In the 2021 survey, LGBTQ2S+ students were more likely to feel a need for emotional wellness support, and less likely to feel a need for physical wellness support. Both of those trends held true this year.

In a significant departure, LGBTQ2S+ students went from especially likely to report a need for intellectual wellness support, to especially unlikely.



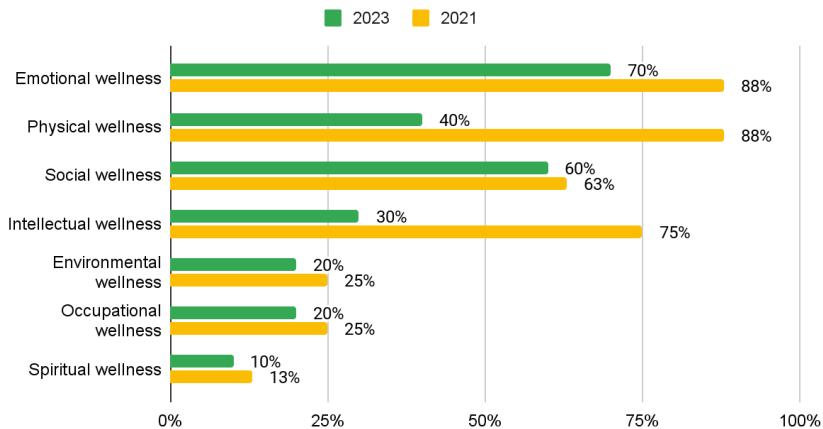
Need most support for INTELLECTUAL wellness	2021	2023
LGBTQ2S+ students	48%	30%
Students who are not LGBTQ2S+	39%	43%

> LGBTQ2S+ students show much-reduced demand for intellectual wellness supports.

The 2021 survey found that BIPOC students, broadly defined, were more likely to report a need for physical wellness support, and that Black students were more likely to report a need for intellectual and physical wellness supports; these disparities did not appear in the 2023 data. Notably, Black students' rates of reported need were close to the average for all types of wellness support this year.

> BIPOC students more likely to show demand for physical wellness support.

#### Wellness support need trends — Black students



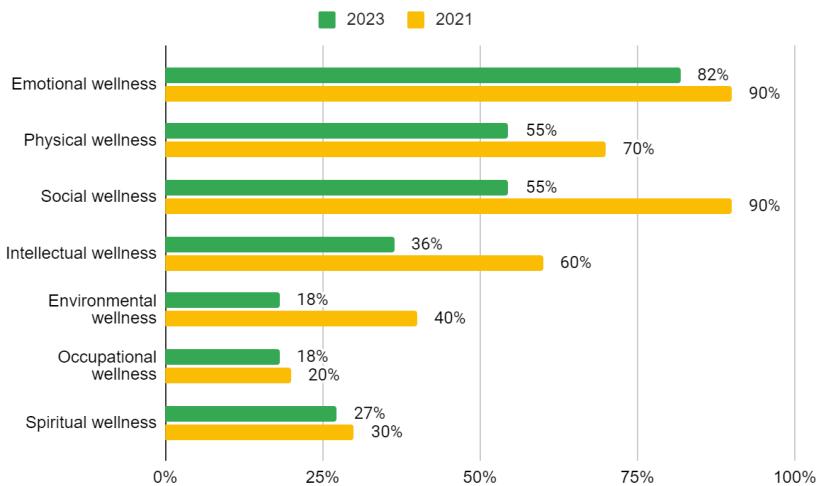
> Black students' responses close to the average this year, showing sharp reductions in reported need since 2021.

The 2021 survey found that Indigenous students were more likely to report needs for social, spiritual, and environmental wellness supports. These disparities don't appear in the 2023 data.

> Similar improvements for Indigenous students.

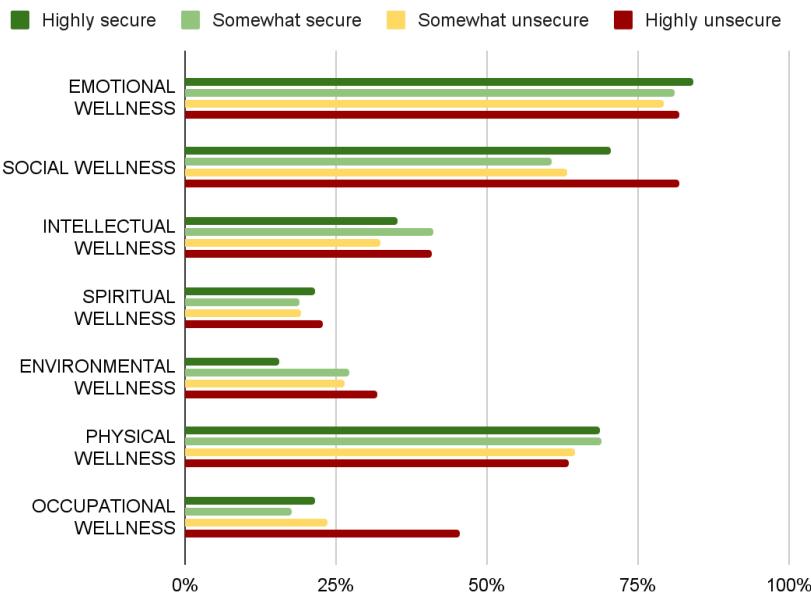


The following chart shows the perceived wellness support needs specific to First Nations, Métis, and/or Inuit students for both years, including sharp reductions in multiple categories.



The 2023 survey included a new demographic lens: self-reported financial stability. Students suffering from serious financial insecurity were highly likely to feel that students like them needed extra support for social and occupational wellness. Need for environmental wellness support, notably, scaled quite smoothly by financial insecurity.

> Highly financially insecure students very likely to show demand for social and occupational wellness supports.



> Demand for environmental wellness supports increases with financial insecurity.

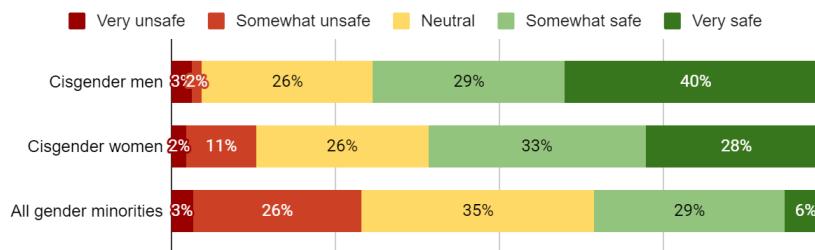
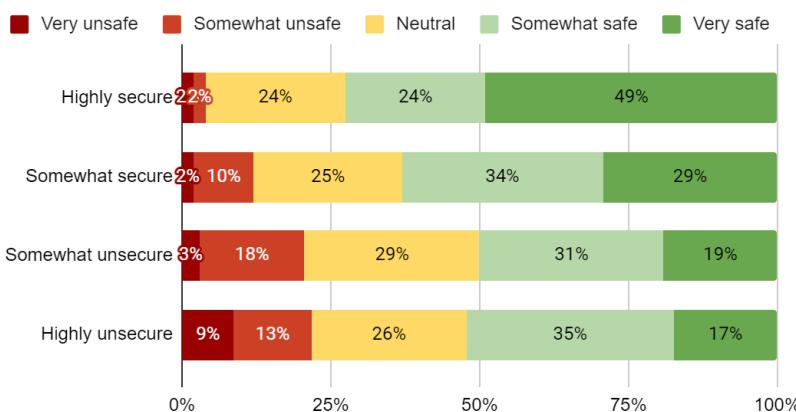


## "Do you tend to feel safe when accessing campus recreation facilities (e.g. gym, pool, change rooms)?"

This is a partial repeat of the 2021 survey. The original question used a numerical sliding scale; the 2023 version uses a standard five-point Likert scale.

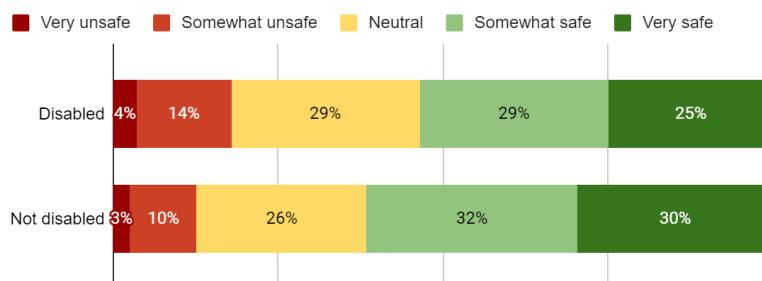
> Financially insecure students are much less likely to feel safe in campus recreation facilities.

Feelings of safety in campus recreation facilities varied widely, most notably by financial security, gender, and disability:



> Cisgender women are less likely to feel safe in campus recreation facilities.

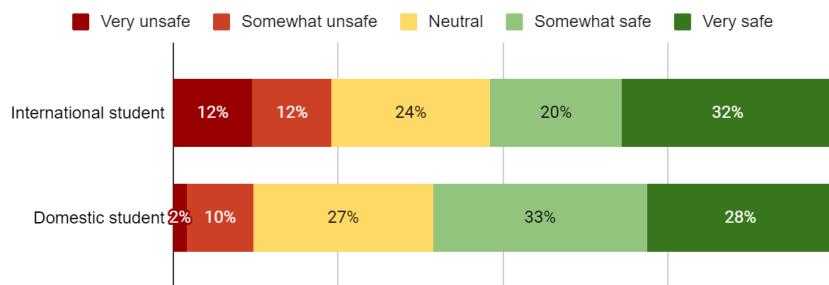
> All gender minority students are much less likely to feel safe in campus recreation facilities.



> Disabled students are less likely to feel safe in campus recreation facilities.

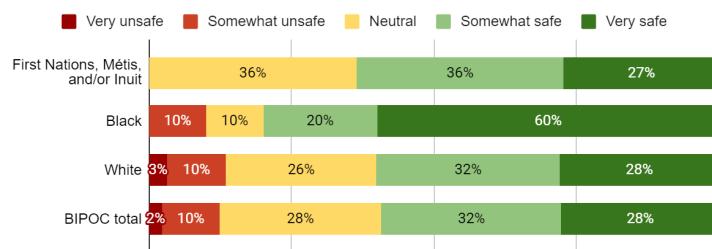


We also saw similar anxieties among international students:



> International students are less likely to feel safe in campus recreation facilities.

Looking at race and ethnicity, Indigenous students, Black students, BIPOC students writ large, and white students all had comparable responses to this question, with Black students most likely to feel safe.



## "Why do you feel less safe?"

Some representative or noteworthy responses. A very small number of transphobic comments were also present.

- Worried about being judged because of my gender, appearance, disabilities.
- Walking to and from those areas later at night when it's dark out. I would have participated in intramurals this year but I didn't want to have to walk back to my dorm on east campus late at night by myself.
- Too many dangerous homeless people on campus, in LRT stations and on public transit.
- There is theft sometimes, or just because it's a vulnerable space.
- There are creeps everywhere, I know one in particular frequents the VVC.



- Strange people in the buildings. Friends telling stories of harassments in the locker rooms. Worried personal belongings in the lockers might go missing.
- Poor body image, anxiety making me think everyone is judging me, and knowing that as a 20 year old female I am just less safe anywhere I go.
- Over crowded and people fight there a lot.
- Not great accessibility, lack of gender neutral spaces so I feel I could be harassed as I'm transitioning.
- Most of the private changing stalls (especially in the west pool's universal changeroom) do not lock properly (loose or missing latches, ill-fitting doors).
- I've heard accounts of photos being taken in change rooms in Van Vliet and in other gyms.
- I'm very anxious about my appearance and am unable to attend any public gyms because of it. I feel like I'm being watched constantly.
- I also see a significant number of people who do not abide by universal changeroom etiquette (specifically the "no bare bums" rules).
- Heavy presence of men. Sometimes there someone hanging around the doors of the entrance and they harass you.
- Due to improper lighting and the lack of other people I know.
- As a disabled and trans student, I am very aware and concerned about how others view me, especially when straining myself to do activities most people would probably do as barely a warm up. I know most people don't care but I still worry about it.
- I do not feel that crossing the hallway to the women's changeroom is a viable option as my club practices in the pool end late at night and I do not feel safe crossing the hall in a swimsuit.
- I am bisexual and nonbinary, and I feel as though people involved in athletics tend to be less accepting of the 2SLGBTQIA+ community.
- I feel that someone like me can't participate in these programs and I will be judged that I don't know how equipment works



## Financial Stability and Demographics

Given that this survey collects both demographic and (qualitative) financial information, we have an opportunity to compare them in ways that may prove valuable.

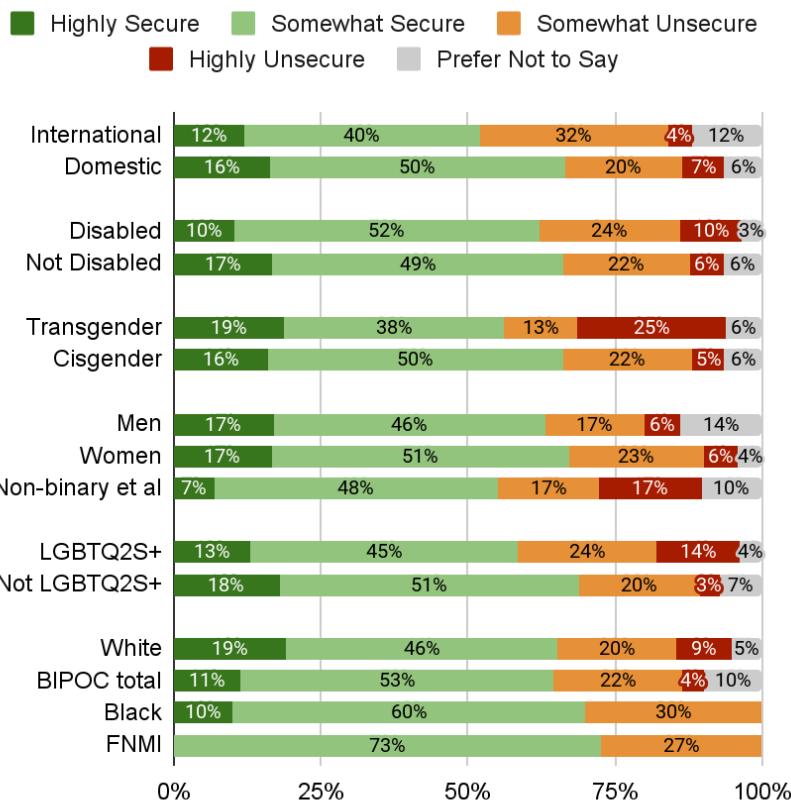
We find that international students, disabled students, transgender students, gender-minority students, LGBTQ2S+ students, and many racialized students are all less likely to be financially stable, within the limits of this survey's ability to measure. These findings have serious equity implications around cost of services, student aid, etc. — most notably, that increased costs may have disproportionate impacts on many marginalized students.

> Demographics less likely to be financially secure:

- International students
- Disabled students
- Transgender students
- Non-binary students and other gender identities
- LGBTQ2S+ students
- BIPOC students (in total)
- Black students
- Indigenous students

> Increased costs may have disproportionate impacts on many marginalized students.

### Financial Security by Demographic





## "If you had a strong budget to support wellness on campus, and full creative freedom, what kinds of programs, services, activities, or initiatives would you create?"

This question repeated from the 2021 survey; interestingly, it received two and a half times more responses, in wide variety. Some representative or noteworthy responses:

- [Expressed by multiple students:] Pet therapy
- [Expressed by multiple students, though very infrequently in combination with transphobic sentiments:] More women-only lessons
- More frequent drop-in skating hours at Clare Drake
- Slightly more affordable climbing programs
- Beginner gym classes designed to help people who don't know where to start in the gym.
- More events like red eye. (Just not all nighters.) Team based competitions.
- Organized friendly competition for basketball or volleyball with varying skill levels.
- More self care programs. Pottery nights!
- Space for people with social anxiety.
- Personal trainer 2 free hours for undergrad students as well as masters students
- I would like more martial arts, and artistic type initiatives like pottery, painting, etc.
- [Expressed by multiple students:] River valley walks/hikes
- Follow along Bob Ross paint night with snacks
- Dancing, open to all students
- Accessibility to enter VVC (ramp by SUB is way too steep)
- Maker-related activities (paint night, pottery night, learning skills like woodworking, sewing, etc)
- Better promotion of intramural teams (FB groups and Instagram posts)
- Free yoga classes, training on how to use facilities, personal trainers for using the gym, drop in gym games, and advertising and communicating this all super well
- Accommodation and support for every student.
- Mental health and wellness clubs and mini get togethers.
- The ones that are already here are good, but if we don't already have them I think archery, fencing, and open-ice (like public skating) for the general public (like classes and drop-ins instead of necessarily official teams) would be cool.
- More drop-in hours.
- [Expressed by multiple students:] More mental health supports - actually good psychologists (and enough of them for all students)
- I'd aim more resources at inclusivity for marginalized students.
- Nutrition education
- Student co-op grocery store



- Cover shoe rental costs at the climbing centre
- Better, safer gyms
- [Expressed by multiple students:] One-time personal trainer consultations to give students w/ no gym experience a personalized fitness routine to start off with (see single-session therapy and the service model of Counseling and Services)
- Spin, HIIT, row, yoga
- [Expressed by multiple students:] Body positive/inclusive workout programs. A lot of us feel pressured by others to look a certain way, we just want to be comfortable and healthy.
- More take-home fitness supplies for people who don't have the time/comfort level to go to the gym.
- Support student groups in amplifying their successful wellness events.
- Self defence class for women, minorities and other groups of people.
- More unique offerings for beginners that are relatively cheap. Ex: rock climbing, fencing, etc...
- If I were to start an initiative it would be to give the option for students to opt out of paying for fitness services in tuition because some of the people I know are paying for their own gym membership somewhere else on top of the recreational fees and it doesn't make sense for people to pay for a service that they don't use. But I also think it is important to offer recreational services to students and enjoy the recreation centre regularly.
- Yoga or Zumba classes.
- More financial support for students in practicums (making students do an unpaid full time job for WEEKS to graduate blows my mind, who's paying my bills?).
- Make VVC gym open 24/7 by having one-cards open the outside doors.
- Omnikin team, great sport since most people will be on the same level (not often played in highschool) + just fun
- I think I would put more emphasis on swimming and aquatic programs...it's such an important skill for life. Also dance and music-based programs. Also just walking. Easy things to do that are still exercise and good for your health.
- 24/hr gym, yoga in an immersion studio like MRU.
- Just make them all from this decade. The climbing center is in especially poor shape.
- I would extend drop in hours beyond the normal work day so that students on work terms could actually participate.
- I would create programs and services geared towards actually proactively helping students with financial burdens, issues with professors/academic staff and processes, and real practical skills. In other words, instead of supporting students after things go wrong with finances/university/etc., I would make services that ensure those issues don't happen in the first place.
- I think that there is nothing wrong with the currently available wellness supports, so I think I'd want to dedicate more of the budget to getting students involved with



these supports and expanding the capability of students to participate (for instance, I wanted to join a club this year but was not able to make it to any of the designated times that this club is available on any day of the week).

- Cultural celebration fairs of each culture with their traditional food, art, music, to celebrate the diversity on campus and also educate people from different cultures while making those in that particular culture feel included and celebrated.
- I think a better job of showing what you can partake in when it's nice out... use main quad to your advantage! Set up volley ball nets, spike ball, badminton for pick up games... people that partake want to find friends and resources have an elective out there to explain.
- Personally I think the UofA offers great programs. However I would spend loads of time and money actually advertising it in all the class really showing students all the options and what they offer. On top of that I think it's important to not be so lifeless and straight forward explaining it. Make people excited to want to go and play.
- I would create more easy to access clubs for sports so that more people can easily fit exercise into their routine. More initiatives to ensure everyone feels safe and comfortable accessing the fitness and recreation services.
- Some more programming for obscure sports, like a pentathlon club, or ultimate ball/frisbee.
- Video game service open to lonely gamers like myself to relieve stress. Something like a gaming cafe.
- Skills competitions for a variety of disciplines (like Oilers skills competition).
- An aquafit class (if there isn't one already) for those who need to go easy on their joints.
- Therapy for all students on a continuing, non-temporary basis at a full coverage.
- Not having to pay for climbing equipment rentals if you are already paying the fitness fee (and other such equipment rentals/fees outside of climbing activities).
- I would make all intramural sports much cheaper and expand the leagues so that more students and groups can get involved.
- None, I should not have to pay the Rec fee if I am not planning to use any of the facilities / activities. Fees should NOT be forced mandatorily on students, if it serves no purpose to them.
- Yoga, badminton, dance- multitask program where you can switch activities and relax.
- Providing weekly yoga and stretching classes, visiting the Saville gymnastics gym, increased pool drop in times to reduce crowdedness, or sharing workout routines for different levels.
- Combination mental health physical health programs using specific exercise fields? Also, neurodivergent, queer, and BIPOC specific programs.



- Exercise/gym buddies program, more creative nights like the ones offered pre-COVID (paint night, terrarium night), more challenges (like the Bingo one in the Wellness newsletter), days to sample/try out certain activities for free.
- A group fitness program where you can decide what date and time to take a class with friends so that it falls in everyone's schedule.
- Workout tips, and classes that teach you different types of exercises (with equivalent alterations that accommodate physical ability and disabilities) and how to design your own workout routine. Safety tips.
- Soup suppers.
- The university definitely needs more pedways or even underground tunnels (as long as they still look nice and are safe) to get from building to building. Most of the year in Edmonton is frigid, and there is a large number of students from outside Edmonton who are not used to it at all. Similarly, there should be access to coats, gloves, and hats for students who can't afford them but need to keep warm.
- I would initiate a program to help people who want to get in shape but feel pressured by social stigmas like they are too over/under normal weights. People could be paired with a partner to work out together and keep encouraging each other to reach fitness goals.
- More free programs, we shouldn't have to pay for learning fitness activities like we do. We already pay enough.
- More big campus-wide events like a dodgeball tournament in the Winter semester.
- Places inside most visited (but not too busy) learning building dedicated to short sport activities or for resting, like soft chairs in the SUB.
- Free locker rentals (of course, student ID needed).
- Free recreation games/teams. Activities like the dodgeball tournament are super interesting but when you are dead ass broke, the fee is super dissuading.
- [Expressed by several students:] Honestly we need like summer camp vibes where you could sign up to a group and your group meets regularly and gets to do fun silly games and crafts and stuff. Adults deserve fun camp vibes too!
- Climbing wall rental fees are a significant barrier. I would like to go more often but it's financially unsustainable and the cost would add up quickly. I already pay >\$90 per semester, so why this isn't included I don't know.
- Around campus in all buildings, more filtered and automatic bottle filling stations throughout buildings (exactly like the kind in SUB).
- More standing desks (sitting is awful and wrecks the back of many - students sit in class, while commuting on transit or by car, while studying, at home, etc...) and more treadmill desks.
- A pool geared to sport/event use (25m by 50m, minimum depth 3m with a dive tower), more opportunity/awareness of joining sports clubs as a novice, and a multi sport league or event where people can try out some of the less well-known clubs and classes that the university has.