

RSP WUSA Yearly Planning Survey Report

June 2024

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Introduction

In the winter 2024 term, 866 undergraduate students signed up to participate in the Representative Survey Platform (RSP). Of those students, 692 participated in the Waterloo Undergraduate Student Association (WUSA) Yearly Planning Survey, resulting in a response rate of 79.9%. The goals of this survey were to:

- Understand student awareness and engagement with WUSA Elections and Governance
- Understand what issues are important to students
- Learn what students see as priorities for WUSA to focus on in the coming year

The survey was live from March 11 to 22, 2024.

Key Findings

Elections

- Most students (86.42%) who completed this survey were aware of the 2024 WUSA General Election and of those students, 62.37% indicated they had voted.
- Most respondents agreed (49%) with feeling knowledgeable enough to make an informed voting decision in the 2024 WUSA General Election.
 - Environment students had the highest agreement rate (60% of respondents)
 - Health students had the lowest agreement rate (only 35% of respondents)
- Lack of time (46.67%) and forgetting when the deadline was (39.11%) were the top two reasons why students did not vote in the 2024 WUSA General Election.
- Most students (57.64%) indicated that they voted because they were interested in winning the MacBook.
 - Of those students, 25% only selected this reason, meaning that they were motivated to vote solely by this incentive.
- Most students (60.03%) found out about the election through a WUSA email followed by posters around campus (50.84%).

Governance & Operations

- Most students were neither comfortable nor uncomfortable (47%) or uncomfortable (26%) with their understanding of how WUSA operates.
- 66.18% of students wished they understood more about WUSA operations.
 - When asked to elaborate on what they would like to better understand about how WUSA operates, students expressed interest in learning about the roles of individuals within WUSA, the overall structure of WUSA, how decisions are made, and WUSA's responsibilities.
- 74.47% of students indicated that they were too busy to attend the General Meeting, followed by 32.22% of students who felt their attendance would not make a difference.

Advocacy & Planning

- Academic workload (89.60%), maintaining a positive mental health (62.57%), and financial challenges (55.92%) were the top stressors for students.
- 65.75% of students indicated that connection to their field of study would encourage them to participate more in advocacy related activities. This was followed by career development (49.86%) and opportunities for networking (46.68%).
- When asked about challenges they had faced when trying to advocate for their needs, students most stated that they found it difficult to understand who to contact regarding their concerns and that in previous attempts to voice their concerns, they did not feel listened to.

- Most students were either somewhat knowledgeable (45.81%) or not knowledgeable at all (40.17%) about the advocacy work that WUSA does on behalf of students.
- Student mental health (68.45%), availability of student jobs and employment (67.58%), and community and belonging on campus (40.67%) were the top three issues students would like to see WUSA advocate on next year.
- Most students would like to engage in WUSA advocacy by attending events related to a specific topic (36.18% of respondents) and providing feedback through research and consultation opportunities (32.27% of respondents).
- Most students would like to stay informed about WUSA advocacy through email updates (66.50% of respondents) and WUSA Instagram (60.98% of respondents)

Recommendations

1. WUSA should include information about how long it takes to vote throughout Get Out the Vote campaigns to enhance voter turnout in the next General Election.
2. WUSA should help students enhance their understanding of the organization by creating campaigns and resources that outline the organization structure and examples of different full-time roles.
3. WUSA should continue to develop advocacy efforts and campaigns that focus on academic workload, mental health, and financial challenges to support students with these top stressors.
4. WUSA should connect advocacy initiatives with career development, networking opportunities and specific fields of study to enhance student engagement in them.
5. WUSA should continue to streamline the process for how and who students can bring concerns to, so they feel listened to.
6. WUSA should develop campaigns that focus on the outcomes of advocacy work so that students can stay updated on progress.
7. WUSA should continue to focus on events and research opportunities when developing opportunities for students to get involved in advocacy.
8. WUSA should focus on email and Instagram when sharing advocacy updates with students.

Elections

Were you aware of the 2024 WUSA General Election that took place in February?

Figure 1: Awareness of the 2024 WUSA General Election

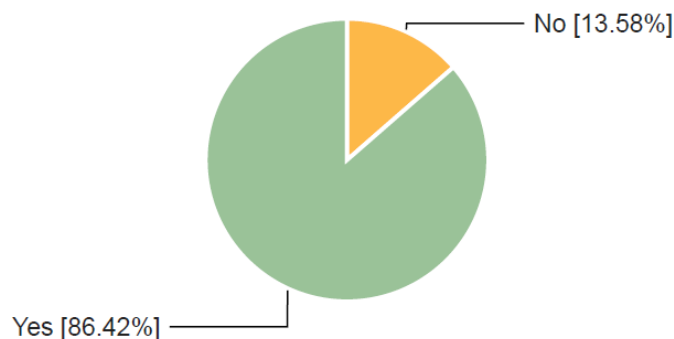
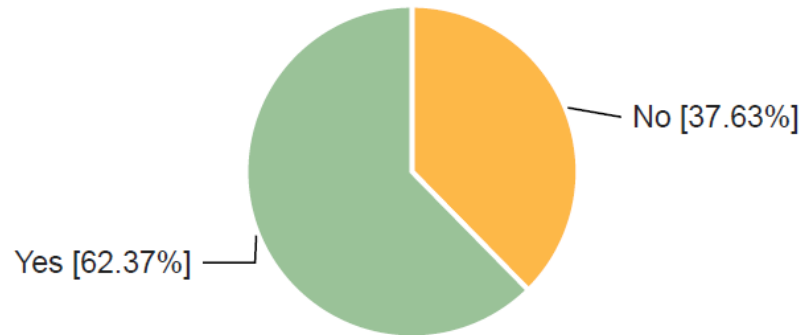


Figure 1 demonstrates that most respondents (86.42%) indicated they were aware of the election, while a smaller percentage of respondents (13.58%) indicated they were unaware of the election.

Did you vote in the 2024 WUSA General Election?

Figure 2: 2024 WUSA General Election Voter Participation



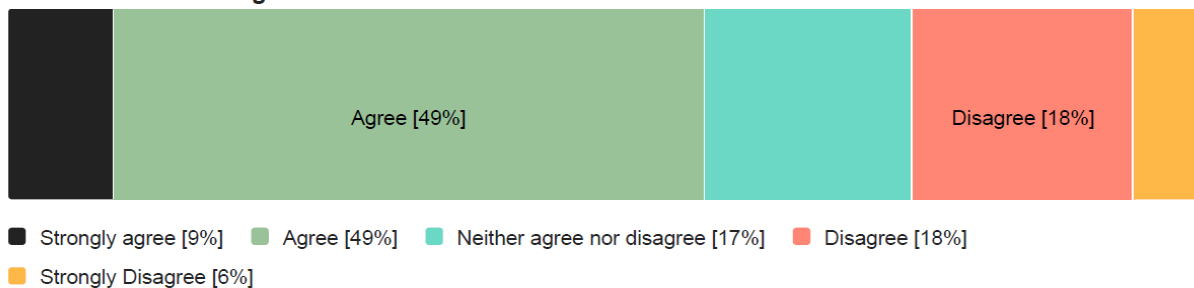
Of the students who were aware of the 2024 WUSA General Election, most respondents (62.37%) selected voted, while 37.63% of respondents did not vote (Figure 2).

Why do you think it is important for students to vote in the annual WUSA General Election?

Most respondents shared that **having their needs adequately represented (n=259)** can be achieved through voting. Many of the respondents further shared that having the opportunity to select a representative whose platform aligns with the values and wishes of the student body is important. Furthermore, students shared that voting allows them to **voice their opinions and concerns directly (n=140)** about how WUSA operates. Respondents also shared that voting directly impacts **students' undergraduate experience (n=52)**. Many described how the outcome of voting allows them to improve their experience on campus and the selected representatives' initiatives will impact them as well. Additionally, students indicated that voting allows students to see **changes made on campus (n=50)**. They shared how the elected representative will be able to create changes based on student concerns. Lastly, students responded that they are **unsure (n=5)** or **disagree that voting in the elections is important (n=18)**. These responses described how in their previous experiences voting, they were left unsatisfied with the outcome. This sentiment stemmed from not seeing any real change made or that voting does not impact things they care about (e.g., tuition costs).

Please indicate your agreement with the following statement: I felt knowledgeable enough to make an informed decision when voting in the 2024 WUSA General Election

Figure 3: Agreement with the statement "I felt knowledgeable enough to make an informed decision when voting in the 2024 WUSA General Election"



As seen in Figure 3, most respondents either strongly agreed (9%) or agreed (49%) with feeling knowledgeable enough to make an informed voting decision in this year’s election. On the other hand, 18% of respondents disagreed, 17% were neutral, and 6% strongly disagreed with the statement.

Figure 4: Agreement with the statement "I felt knowledgeable enough to make an informed decision when voting in the 2024 WUSA General Election" by year of study

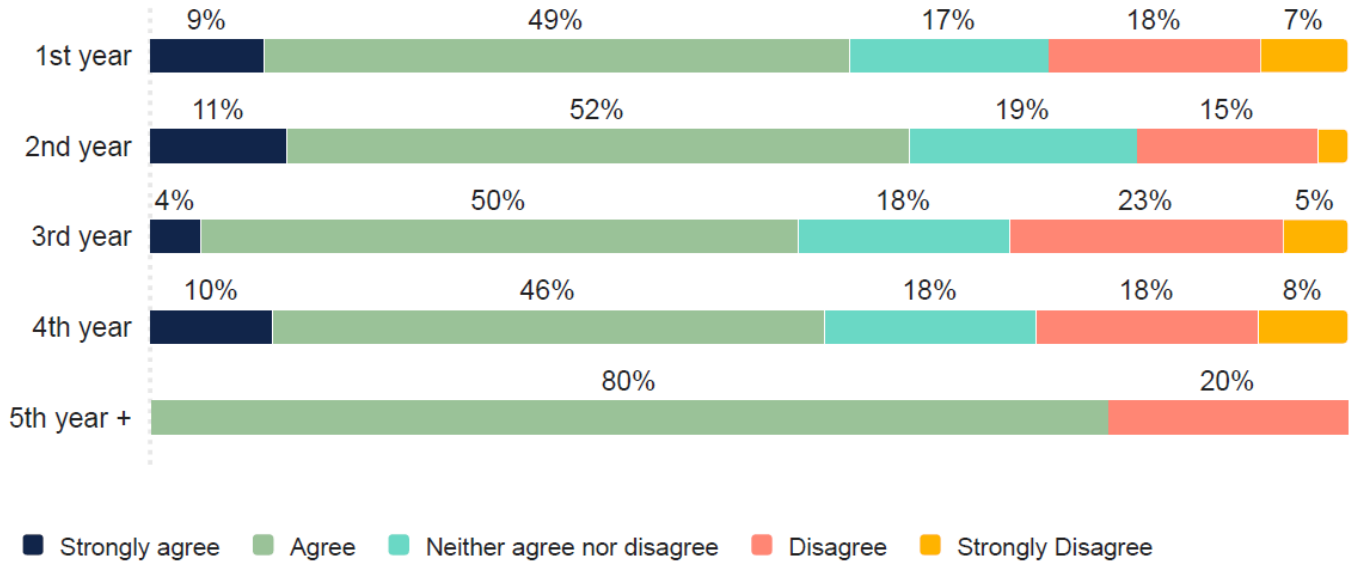


Figure 4 breaks down how knowledgeable students felt making an informed voting decision by year of study. Students in their first, second, and fourth years of study maintained similar agreement percentages with the population. Third-year students had slightly less strong agreement and slightly more disagreement. Notably, fifth-year+ students displayed an 80% agreement rate in feeling knowledgeable enough to come to an informed voting decision. This indicates that students in their fifth year and above felt more knowledgeable than any other year of study. However, it is important to note that the sample size of fifth+ year students was only 12 respondents.

Figure 5: Agreement with the statement "I felt knowledgeable enough to make an informed decision when voting in the 2024 WUSA General Election" by faculty

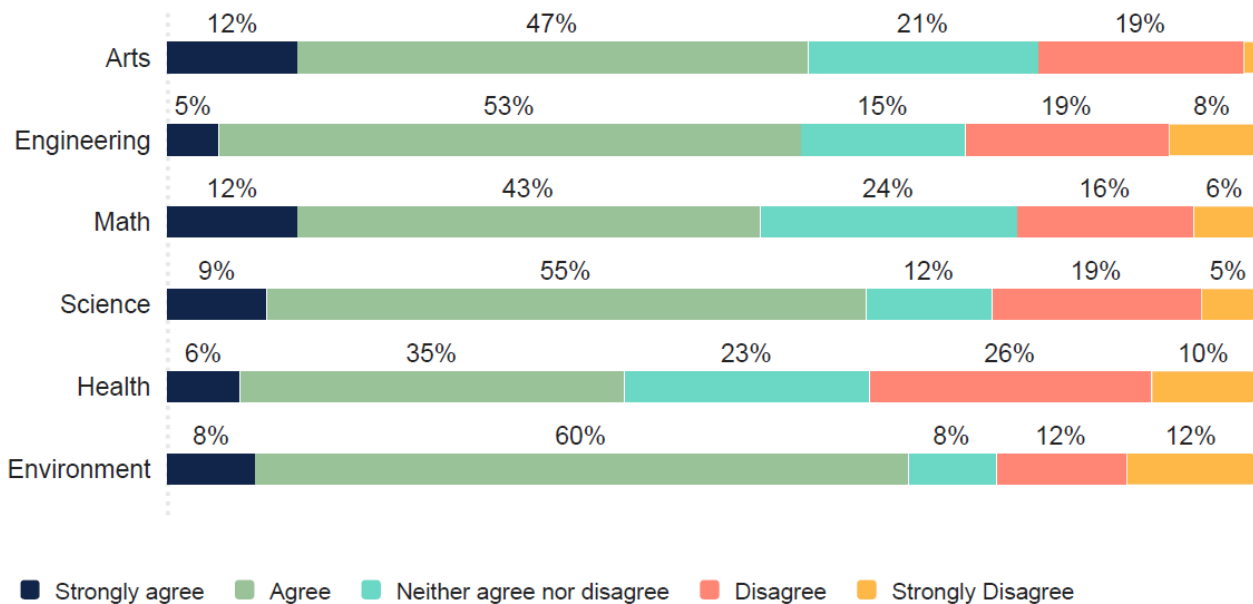
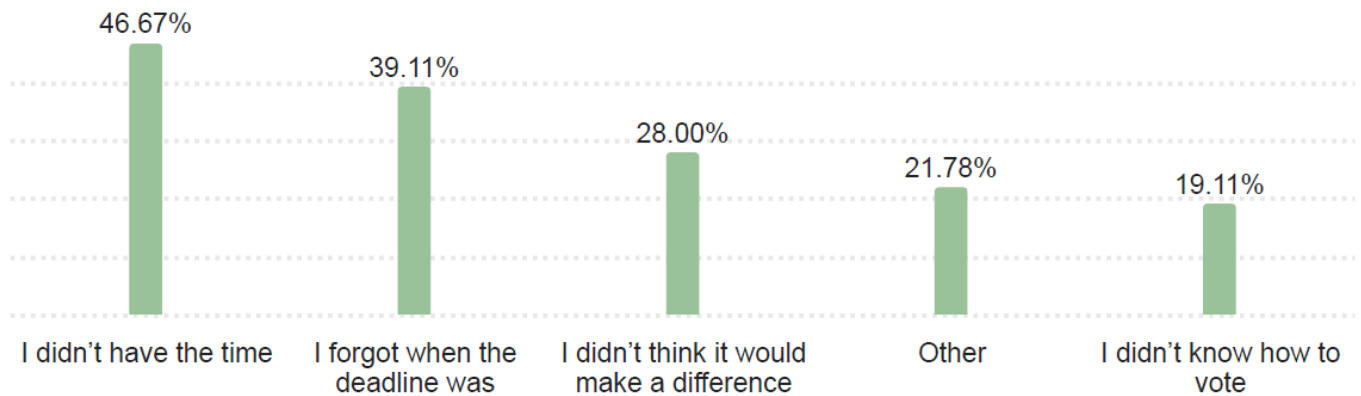


Figure 5 breaks down how knowledgeable students felt in making an informed voting decision by faculty. As depicted in the graph, levels of agreement with the statement were similarly distributed across the Arts, Engineering, Math, and Science faculties, comparable to Figure 3. Noticeable differences were prominent in the lowered agreement rate (35%) and heightened disagreement rate (26%) from respondents in the Health faculty. Additionally, respondents in the Environment faculty had a heightened agreement rate (60%), with lowered neutral (8%) and disagreement rates (12%). This demonstrates that Health students felt less knowledgeable, while Environment students felt more knowledgeable than other faculties in making their voting decisions.

Why did you not vote in the 2024 WUSA General Election?

Figure 6: Reasons for not voting in the 2024 WUSA General Election

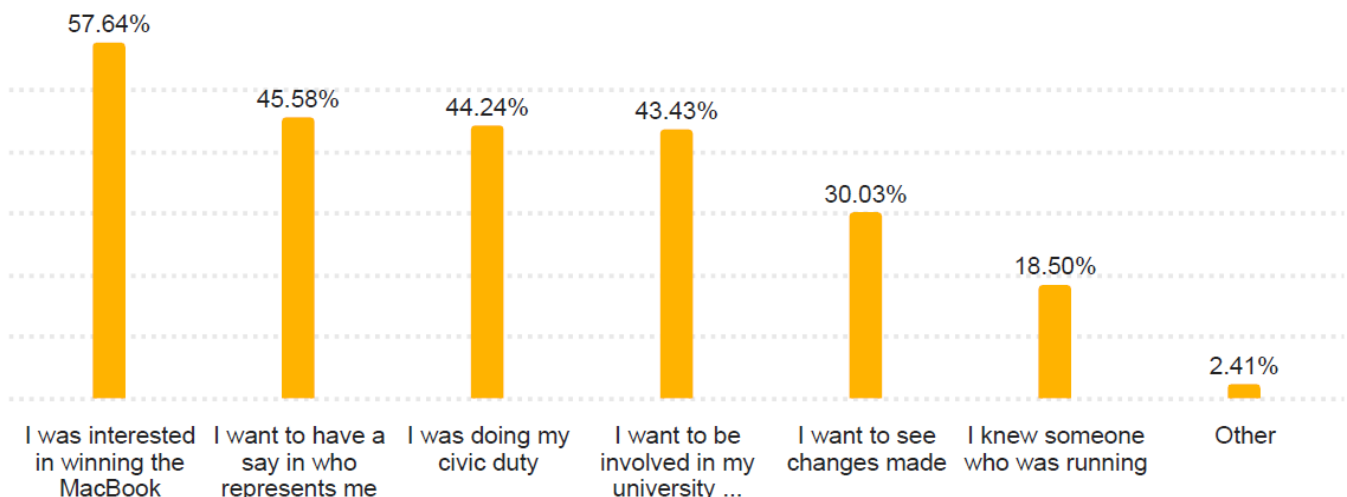


Respondents that confirmed they had not voted in this year's election were prompted to select all the reasons why they came to that decision (Figure 6). The most common reason was not having enough time to vote (46.67%), followed by students having forgotten the voting deadline (39.11%), and students that felt that their vote wouldn't make a difference (28.00%). Furthermore, 19.11% of students didn't know how to vote. Respondents that selected "other" (21.78%) included the following answers:

- Lack of research to come to an informed decision
- Extenuating circumstances (i.e. graduating, exchange student)
- Inadequate campaigns

Why did you vote in the 2024 WUSA General Election?

Figure 7: Reasons for voting in the 2024 WUSA General Election



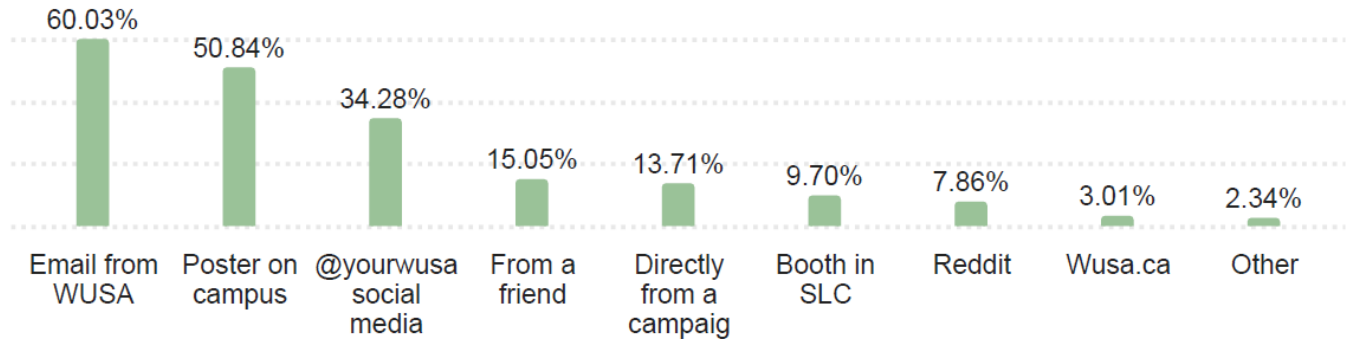
Respondents that confirmed they had voted in this year's election were prompted to select all the reasons that motivated their vote, as illustrated in Figure 7. The most common reason for voting was respondents' interest in winning the MacBook incentive (57.64% of respondents). It is important to note that of the 215 respondents who selected this motivation, 54 (25%) only selected this option, meaning that they were motivated solely by the MacBook incentive.

Other reasons for voting include wanting to have a say in who represents the student body (45.58%), fulfilling civic duties (44.24%), wanting to be involved in the university community (43.43%), wanting to see changes made (30.03%), and knowing someone who was running (18.50%). Respondents who selected "other" (2.41%) included the following answers:

- Friend recommendations
- Social media platforms
- Other incentives at booths such as chocolate bars

How did you find out about the 2024 WUSA General Election?

Figure 8: Method of hearing about the 2024 WUSA General Election



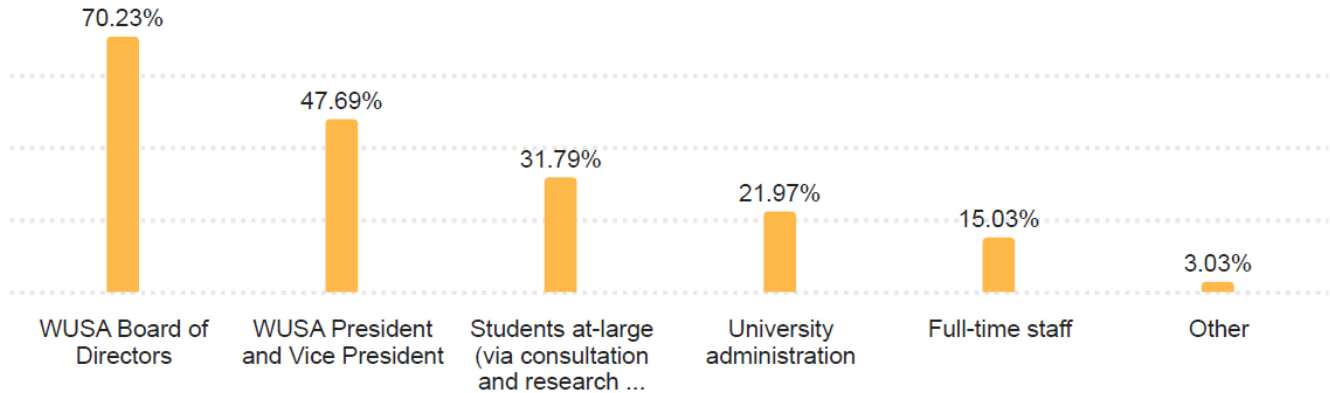
In a select all that apply format, respondents were asked to share how they heard about the 2024 WUSA General Election. As depicted in Figure 8, students were most frequently informed of the election through WUSA emails (60.03%), posters around campus (50.84%), and through @yourwusa social media platforms (34.28%). Respondents that selected "other" (2.34%) included the following answers:

- Professors
- Personal chatting platforms
- Residence announcements

Governance & Operations

Which of the following actors do you believe set the strategic direction for WUSA?

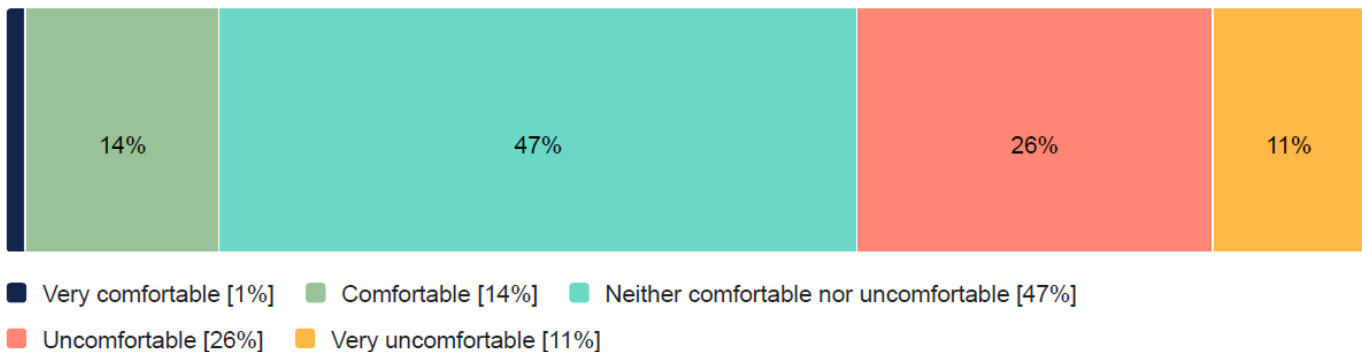
Figure 9: Actors perceived to set the strategic direction for WUSA



While students were presented with multiple options in this question (Figure 9), there are three actors which are considered the correct answers: Board of Directors, WUSA President and Vice President, and students at-large. In a select all that apply format, most students correctly selected these top 3 actors, with the WUSA Board of Directors as their top response (70.23%), followed by the WUSA President and Vice President (47.69%), and students at large (31.79%). Overall, students seem to understand who is responsible for setting the strategic direction at WUSA; however, it may be necessary to increase awareness amongst students as to who is not responsible. Respondents that selected "other" (3.03%) included students who were unsure of the answer and those that considered all options correct.

Are you comfortable with your understanding of how WUSA operates?

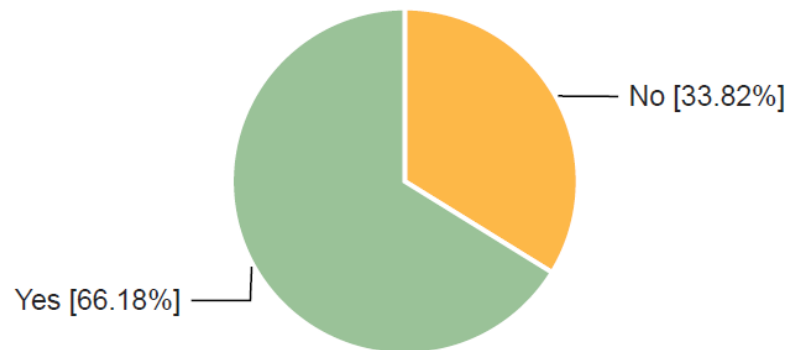
Figure 10: Student comfort with knowledge of WUSA operations



Most respondents selected feeling neither comfortable nor uncomfortable (47%) with their understanding of how WUSA operates. Aside from neutral responses, feelings of discomfort outweighed comfort as 26% of students expressed that they felt uncomfortable, while 11% expressed that they felt very uncomfortable. Of the limited students that expressed comfort, 14% felt comfortable and only 1% felt very comfortable. These results demonstrate an overall lack of student comfort in understanding WUSA's operations, suggesting a need for further engagement with students to enhance their comprehension and comfortability going forward.

Do you wish you had a better understanding of how WUSA operates?

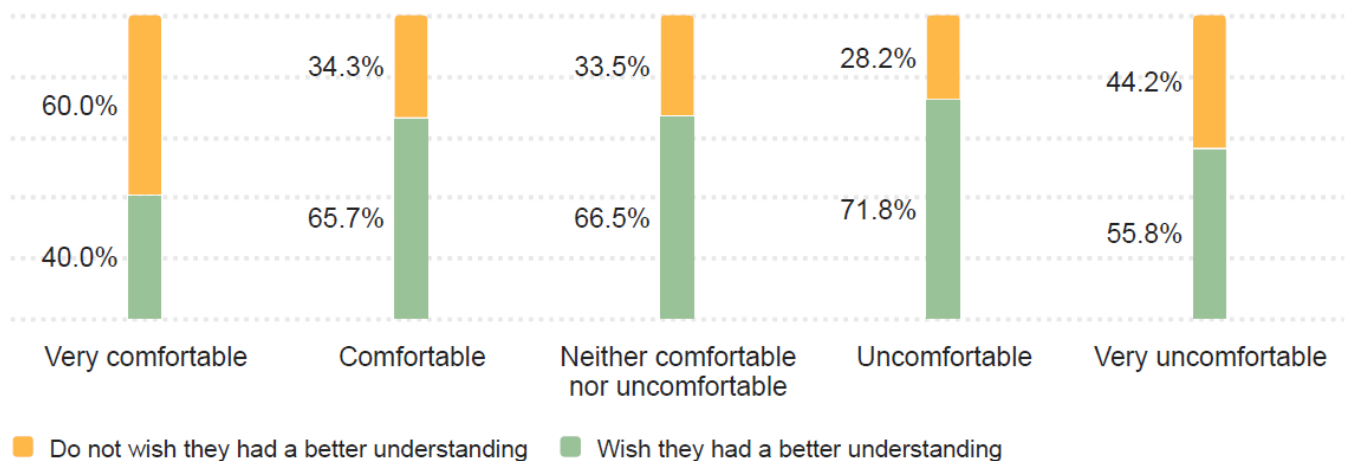
Figure 11: Do you wish you understood more about WUSA operations?



Students were asked if they wished to have a better understanding of how WUSA operates. Most students (66.18%) wished to have an enhanced understanding, while the rest of students (33.82%) did not.

This was compared to students' level of comfort with their knowledge about WUSA (See Figure 10). Regardless of comfort levels, most respondents wanted to have a better understanding of WUSA's operations. The desire for improvement was highest among students who felt uncomfortable (72%), neither comfortable nor uncomfortable (66%), and even students that felt comfortable (66%) with their understanding of WUSA's operations. 60% of students who felt very comfortable did not wish for more information, as they were already satisfied with their knowledge. On the other hand, only 56% of students who felt very uncomfortable wanted to improve their understanding of WUSA's operations. This reveals that while most comfortable and uncomfortable students expressed interest in enhancing their understanding of how WUSA operates, nearly half of the most uncomfortable respondents remained uninterested.

Figure 12: Participant inclination to better understand WUSA operations vs. level of comfort



What would you like to better understand about how WUSA operates?

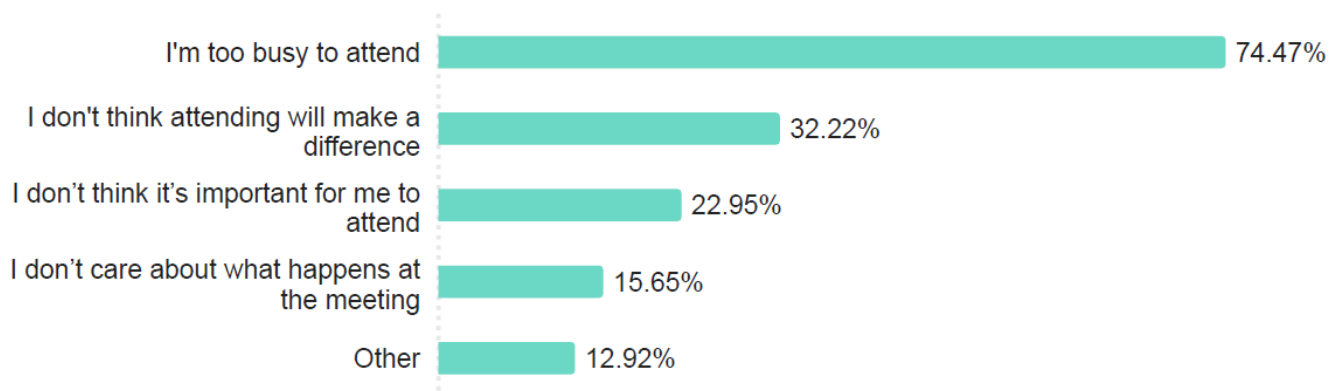
Respondents were asked what they would like to better understand about how WUSA operates. Many respondents shared that they want to **understand the roles of individuals within WUSA (n=65)**. Some respondents further shared that they want to know more about what the Board of Directors does, as well

as full-time and part-time staff. Students also shared how they would like to understand **WUSA's overall structure (n=52)**, including the hierarchy of roles within WUSA and how these roles are organized and operate. Furthermore, students shared that they would like to understand **how decisions are made within WUSA (n=50)**. Students shared that understanding both the process of how decisions are made and who makes them within WUSA would be beneficial. Students also shared that they would like to know about **WUSA's responsibilities (n=45)**. Many described how they are unaware of what WUSA can directly impact and how much of WUSA's responsibilities are dependent on the institution. Additionally, students shared that they would like to know **what WUSA does in general (n=32)**. Many shared how they are mostly unaware of what WUSA is and how it operates and therefore, would benefit from a general overview of the association. Lastly, respondents would like to better understand **funding distribution (n=31)**. Many responses described they are unaware of what the WUSA fee supports and how funding allocation is decided. Some respondents also included suggestions to increase awareness regarding WUSA's operations using the following means:

- Monthly or annual reminders of what to expect from WUSA.
- Updates on a month-to-month basis of what was achieved and what is currently in progress.
- More advertising on how WUSA operates as opposed to just for events.
- An email breakdown of WUSA operations.
- Having a yearly plan of what students can expect for the upcoming year (e.g., events, initiatives)

Why do you not plan to attend the WUSA General Meeting?

Figure 13: Reasons for not planning to attend the WUSA General Meeting



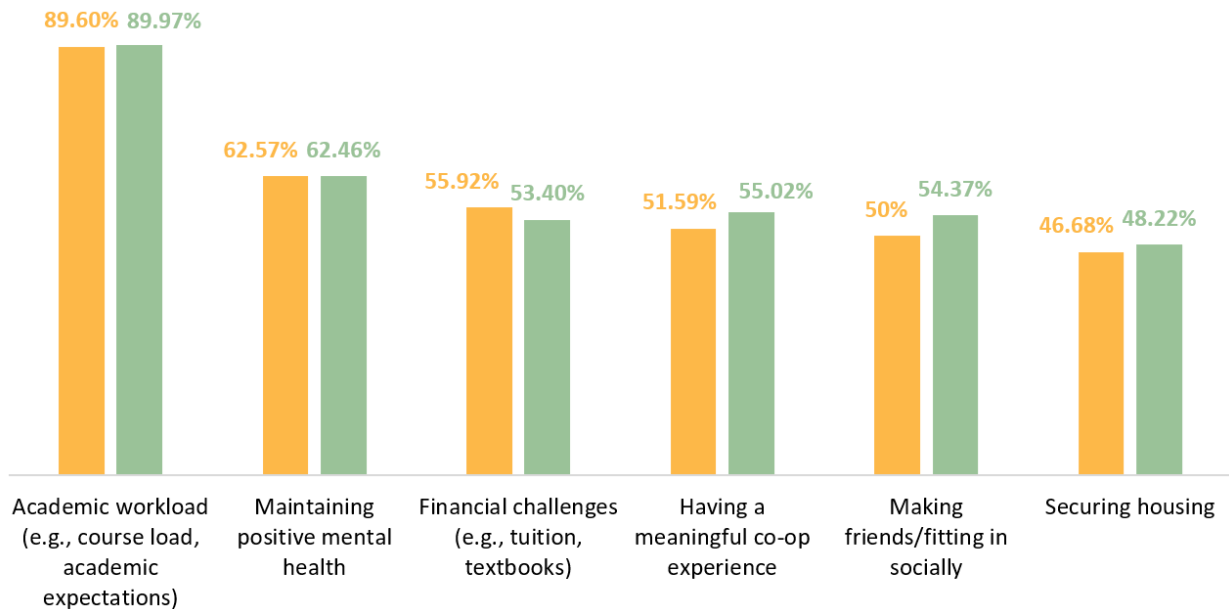
Students were asked about their awareness of and plans to attend the WUSA General Meeting taking place in March 2024. In a select all that apply format, students who were unsure or stated that they did not have intentions to attend the WUSA General Meeting were asked to share why they were unlikely to attend. As shown in Figure 13, most students (74.47%) indicated that they were too busy to attend the meeting. Other students noted that they felt their attendance would not make a difference (32.22%), their attendance was unimportant (22.95%) or had a general disinterest in what happens at the meeting (15.65%), Respondents that selected "other" (12.92%) included the following answers:

- Being located off campus (i.e. living outside the region, satellite campuses)
- On their co-op term
- Extenuating circumstances (i.e. graduating, exchange student)
- Exam/ assignment deadline conflicts

Advocacy & Annual Planning

Which of the following are stressors for you as a post-secondary student?

Figure 14: Student Stressors (Winter 2023 vs. Winter 2024)

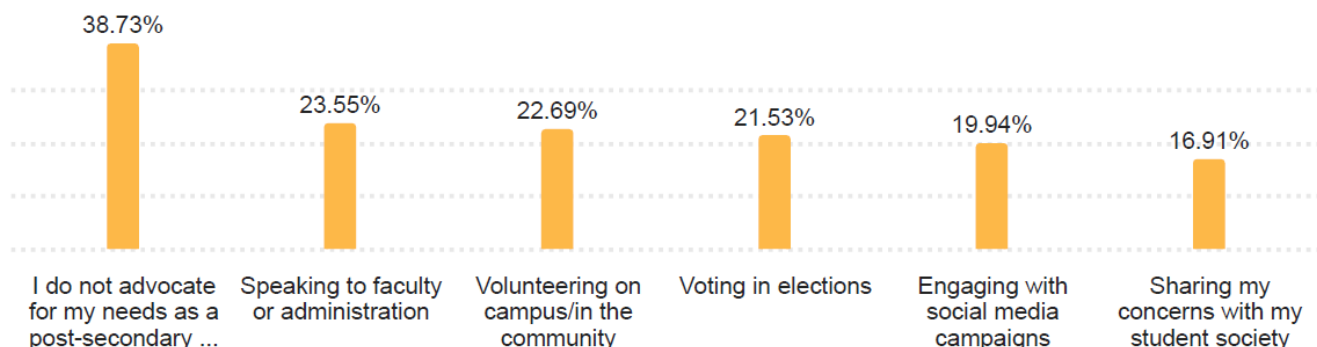


Overall, the most selected stressor for students was academic workload, with 89.60% of respondents selecting this option (Figure 14). On the other hand, 62.57% of students stated that maintaining a positive mental health is a stressor, while 55.92% of students selected financial challenges (e.g., tuition, textbooks). **Compared to last year's [RSP Advocacy Survey](#), these responses are all aligned both in terms of the percent of students that selected each option and the order of frequency.** Respondents who selected "other" included the following answers:

- Extracurriculars
- Having a fun and meaningful university experience
- Preparation for work or post-graduate education

How do you currently advocate for your needs as a post-secondary student?

Figure 15: Methods students use to advocate for themselves

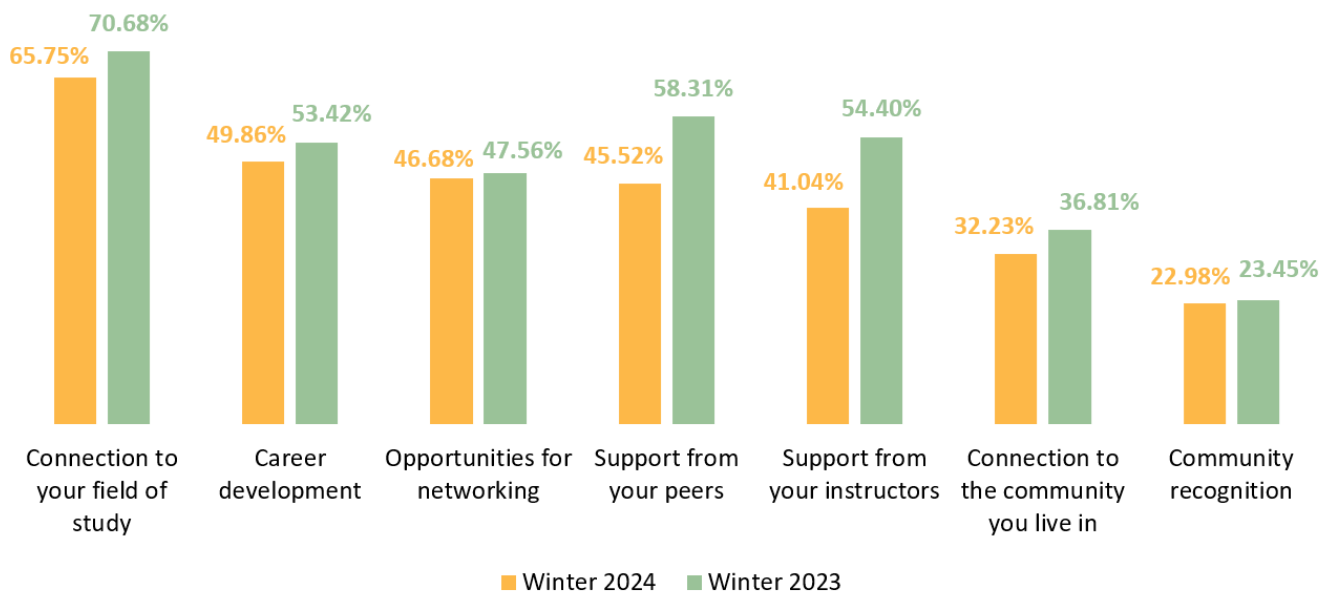


Although students were presented with various options to choose from, only the top six are included in the graph (Figure 15). Most students do not advocate for their needs as a post-secondary student with 38.73% of respondents selecting this option. On the other hand, 23.55% of students stated they speak to faculty or administration while 22.69% of students selected volunteering on campus/in the community. Respondents who selected "other" included the following answers:

- Participating in surveys
- Not having time to engage in the presented options

Which of the following would encourage you to participate more in advocacy related activities?

Figure 16: Motivators to participate in advocacy related activities (Winter 2023 vs. Winter 2024)



Overall, the most selected option that would encourage respondents to participate more in advocacy related activities was connection to their field of study, with 65.75% of respondents selecting this option (Figure 16). Moreover, 49.86% of students stated that career development would encourage them to participate in advocacy related activities, while 46.68% of students selected opportunities for networking. **Compared to last year's [RSP Advocacy Survey](#), connection to field of study was also the top response but with 4.93% less students selecting it.** Last year, however, support from peers was second and it was fourth this year. Moreover, support from instructors was third last year, although it was only fifth this year. Thus, it seems that student motivations for engaging in advocacy have shifted to career and professional development rather than support through personal relationships. Respondents who selected "other" included the following answers:

- Knowing that participation would be beneficial
- Free food available
- Opportunity to support others

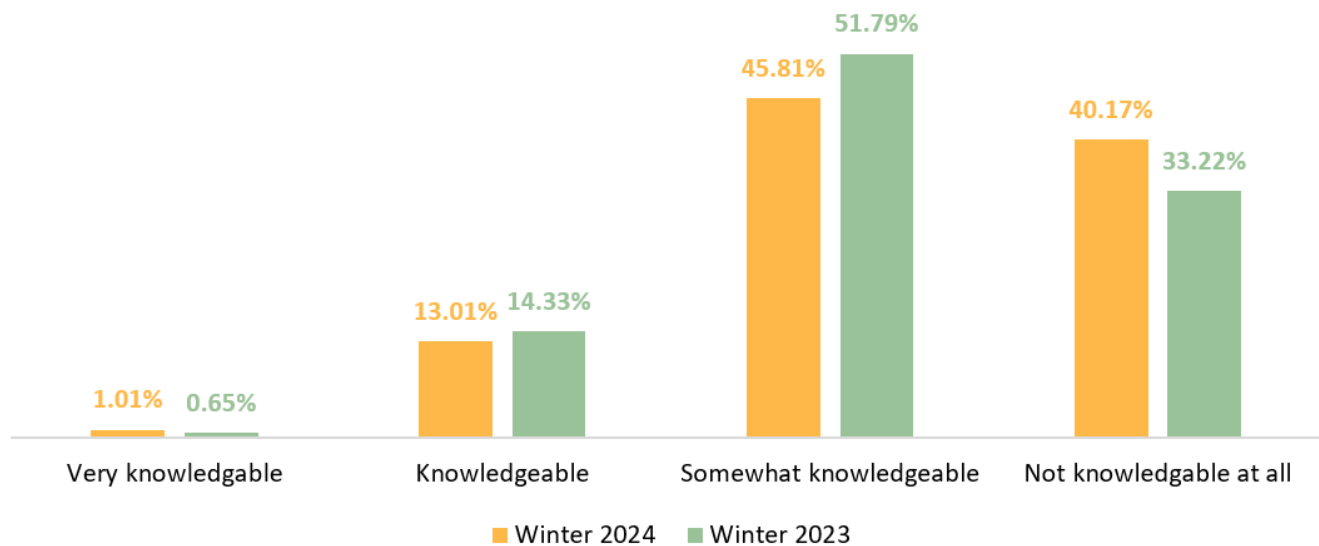
What are some of the challenges you face when advocating for your needs as a post-secondary student?

Respondents were asked to describe some of the challenges they face when advocating for their needs as post-secondary students. The majority of respondents shared that they had difficulty understanding **who to contact** (n=78) regarding their concerns. Many of the respondents further shared that the information

on what resources are available for advocacy needs and contact information for support is inaccessible to them. Furthermore, **being listened to** (n=52) is a common challenge they face. Students shared that during their previous attempts to voice concerns surrounding advocacy they felt they were not taken seriously, they never received a response, or that they will not be listened to if only one person raises concern. Responses shared that seeing **action being taken** (n=33) is another challenge faced. Many described previous experiences of speaking on advocacy needs and finding that no true solution was created, and students could not see if advocating for their needs truly accomplished anything. Additionally, students shared that advocating for their needs inflicts **fear or anxiety** (n=18). They described how the current methods in which they can provide feedback can be uncomfortable to some, such as focus groups, or methods where identifying information is necessary (e.g., sending emails). Lastly, students shared it is not feasible for them to advocate for their needs due to being **too busy** (n=30) and the process to do so **takes too long** (n=11). These responses included students sharing how, due to their already overwhelming academic schedule, they do not have the time to advocate for themselves due to the lengthy process, and some students even stated these stressors outweigh their want to advocate.

How knowledgeable are you about the advocacy work WUSA does on behalf of students?

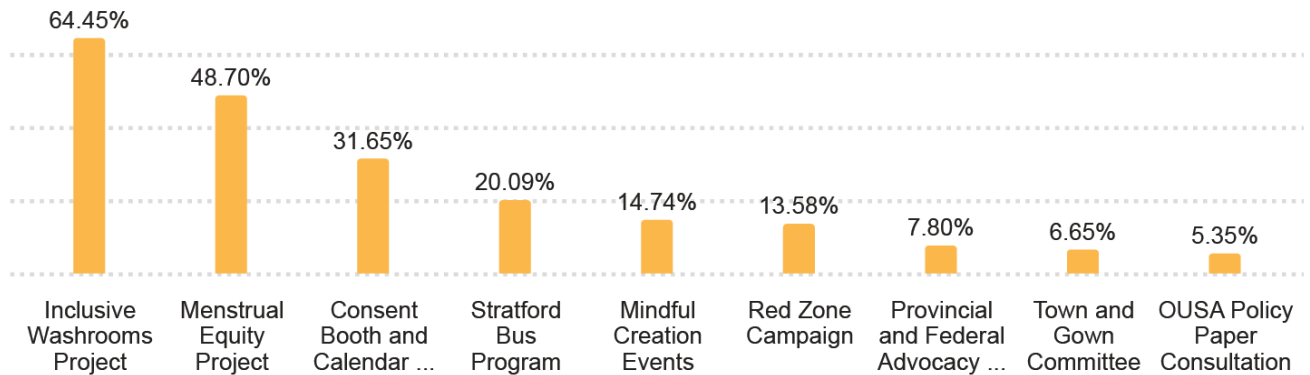
Figure 17: Knowledge of advocacy work WUSA does (Winter 2023 vs. Winter 2024)



Most respondents selected that they were somewhat knowledgeable about advocacy work WUSA does on behalf of students with 45.81% selecting this option (Figure 17). This was followed by 40.2% of students who selected not knowledgeable at all, 13% who selected knowledgeable and 1.0% who selected very knowledgeable. **Compared to last year's [RSP Advocacy Survey](#), somewhat knowledgeable was also the most selected option, although to a greater degree, as 52% selected this option.** Moreover, not knowledgeable at all was also the second most selected option last year but to a lesser degree, with 33% selecting this option. Thus, more students were less knowledgeable about WUSA advocacy work last year compared to this year.

Which of the following WUSA advocacy efforts from this past year are you aware of?

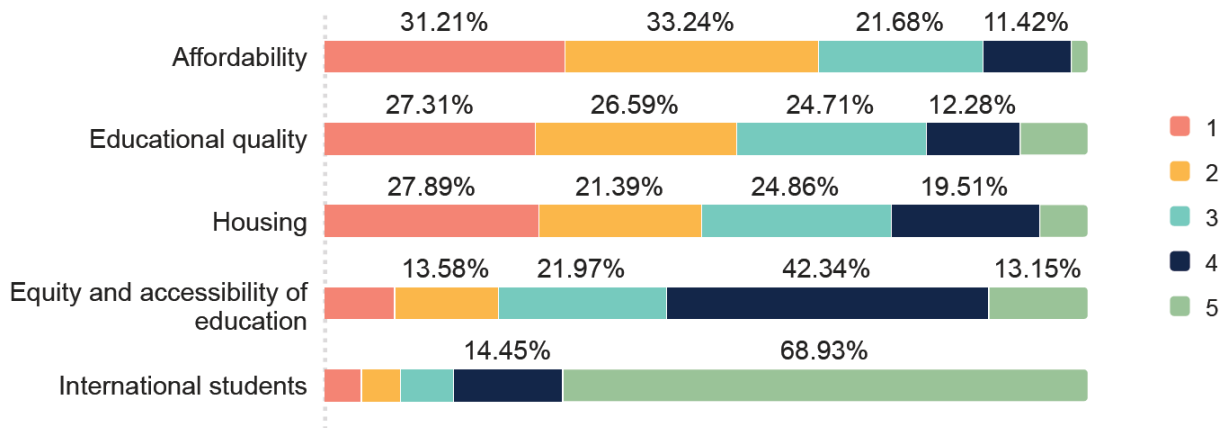
Figure 18: Awareness of WUSA advocacy efforts from this past year



As demonstrated in Figure 18, most respondents selected that they are aware of the Inclusive Washroom Project from this past year, with 64.45% of respondents selecting this option. This was followed by Menstrual Equity (48.70%), Consent Booth and Calendar (31.65%) and Stratford Bus Program (20.09%).¹

WUSA identified five main advocacy priorities in their 2020-2025 Long Range Plan. Please rank the importance of them to you (1 = most important, 5 = least important)

Figure 19: WUSA's five main advocacy priorities ranked by importance (1 = most important, 5 = least important)

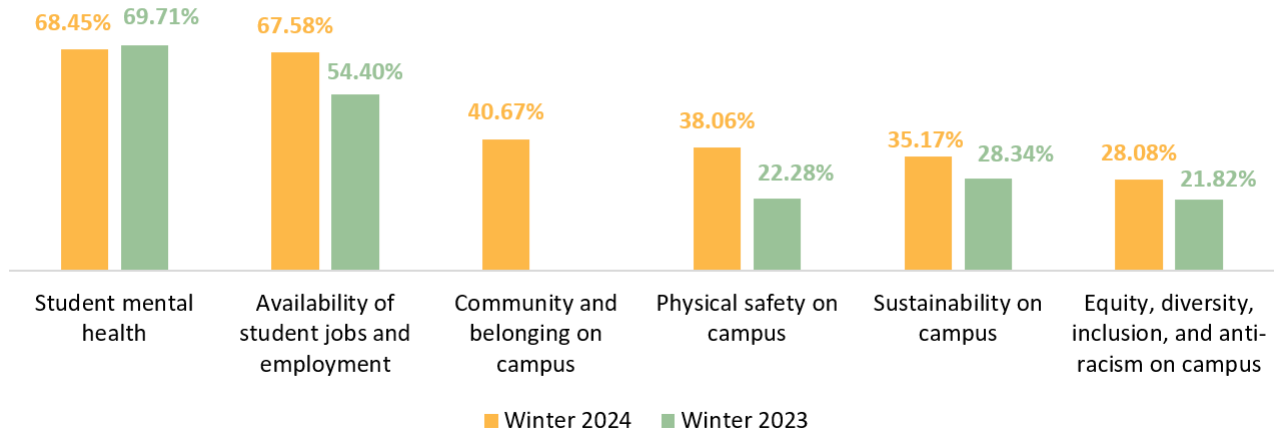


Students ranked WUSA's five main advocacy priorities with 1 being the most important (Figure 19). In addition to the distribution presented in the graph, the means for each priority were calculated with the lowest mean indicating the most important. The calculated means show that affordability is the most important advocacy priority, with a mean of 2.2. This was followed by educational quality (2.5), housing (2.6), equity and accessibility of education (3.4) and international students (4.4). **This order of importance was the same when compared to last year's [RSP Advocacy Survey](#).**

¹ It is important to note that the Stratford Bus Program was not widely promoted due to it only being available for Global Business and Digital Arts (GBDA) students.

In addition to the five main advocacy priorities, please pick the top two issues that you would most like to see WUSA advocate on next year:

Figure 20: Top Issues WUSA should advocate on (Winter 2023 vs. Winter 2024)

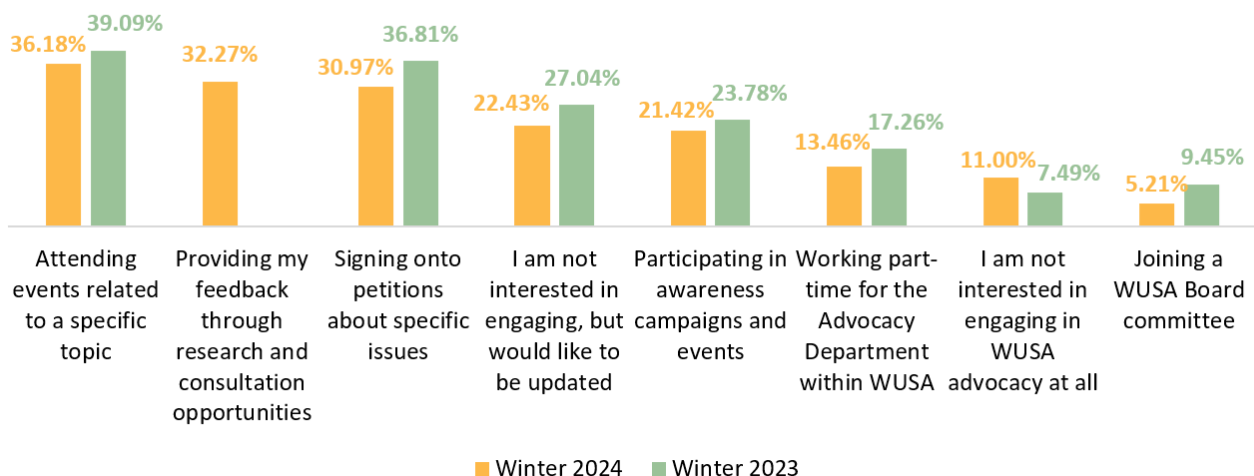


Overall, the most selected issue students would most like to see WUSA advocate for next year was student mental health, with 68.45% of respondents selecting this option, followed by availability of student jobs and employment (67.58%), and community and belonging on campus (40.67%). **The top two options were the same as last year's [RSP Advocacy Survey](#) although 13.58% more students selected availability of jobs this year compared to last year.** It is also worth noting that "Community and belonging on campus" was not an option last year. Moreover, sustainability on campus increased by 7.17% and physical safety on campus increased by 16.06% compared to last year, the latter of which could be a result of increased student awareness of safety on campus in the wake of the hate-motivated attack related to gender expression and gender identity on campus last June. Respondents who selected "other" included the following answers:

- Increased support for satellite campuses
- Wanting WUSA to focus on more priorities
- Advocacy and support for Palestinian students

Please complete the following sentence: I would like to engage in WUSA advocacy by...

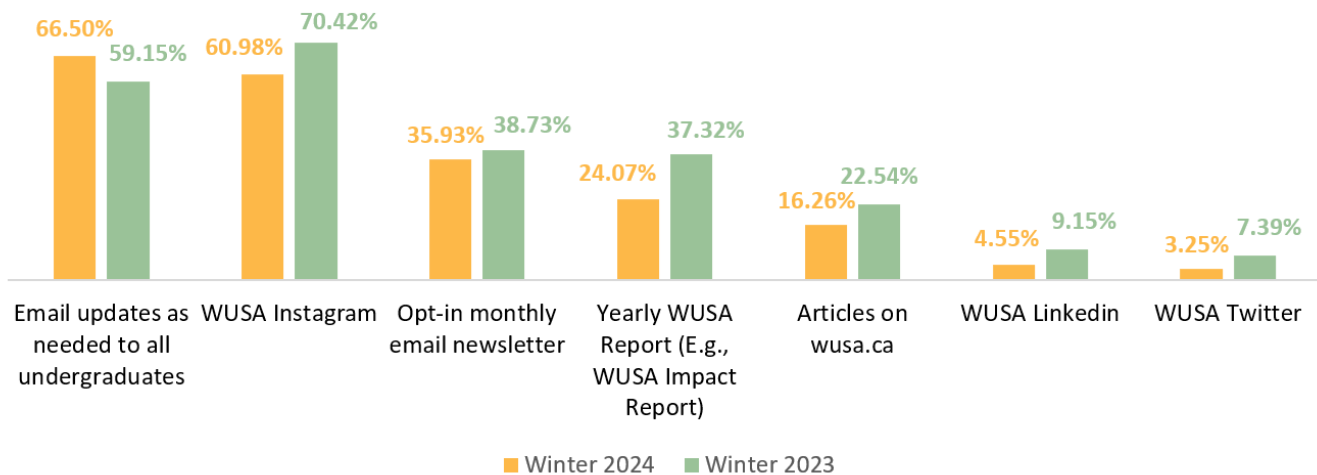
Figure 21: How students would like to engage in WUSA advocacy (Winter 2023 vs. Winter 2024)



As demonstrated in Figure 21, the most selected option was attending events related to a specific topic, with 36.18% of respondents selecting this option. Following this, 32.27% of students selected providing feedback through research and consultation opportunities. It is worth noting that this was not an option in the [RSP Advocacy Survey](#). **Compared to last year's RSP survey, attending events related to a specific topic was also the most selected choice followed by signing petitions about specific issues.**

How would you like to stay informed about the progress and outcomes of WUSA advocacy?

Figure 22: How students would like to stay informed about WUSA advocacy (Winter 2023 vs. Winter 2024)



As seen in Figure 22, the most selected option was email updates as needed to all undergraduates, with 66.50% of respondents selecting this option. Following this, 60.98% of students selected WUSA Instagram. Lastly, 35.93% of students selected opt-in monthly email newsletter. **Compared to last year's [RSP Advocacy Survey](#), WUSA Instagram was the most selected option followed by email updates as needed.** Respondents who selected "other" included the following answers:

- Posting on Reddit
- Department led emails get more engagement

Is there anything else you would like to share about how WUSA can advocate for your needs?

Respondents were given the opportunity to share any last remarks related to advocacy. Due to the broad nature of the question, responses were limited and varied (n=41). Some common themes included students wanting it to be **easier to engage with and advocate to WUSA** (n=6). Students stated that actively demonstrating the work the organization is doing in an accessible way would be beneficial. This also connects to another theme students shared around being **unsure of how to interact with WUSA** due to not being aware of what the organization is responsible for. In both cases, greater awareness is needed among students as to what WUSA does and how to engage. Furthermore, students emphasized that they would benefit from receiving **email updates** directly from WUSA (n=7) to keep themselves informed on advocacy efforts. Some other common themes include:

- The need to include more diverse perspectives when approaching advocacy efforts
- Difficulties surrounding the Inclusive Washroom Project
- Providing additional support to advocacy-based student-run services
- Advocating for student needs surrounding cost of living (i.e., tuition, housing, parking).

Conclusion

Overall, this report has demonstrated student behaviours and preferences when it comes to engaging in WUSA elections, governance and advocacy work, and the ways in which engagement in these areas of WUSA can be enhanced moving forward.

When it comes to the WUSA General Election, most students who participated in the survey were aware of for the 2024 year and had voted. Moreover, most felt knowledgeable enough to make an informed decision, although this did vary slightly when looking at faculty. Most students indicated that they had voted because of the MacBook prize, so it would make sense to continue with this type of incentive to enhance engagement moving forward, while also ensuring that keeping students knowledgeable enough to make an informed decision is also emphasized as well. Most students who didn't vote indicated that the reason for this was lack of time, making it important to include campaigns around how long it takes to vote to enhance engagement moving forward. Moreover, since most students learned about the election through emails and campus posters, these methods should continue to be prioritized in future advertising.

Strikingly, the number of students who felt comfortable with their understanding of how WUSA operates was low and a majority indicated that they wished they understood more about WUSA operations. When asked to elaborate on what they would like to better understand about how WUSA operates, students expressed interest in learning about the roles of individuals within WUSA, the overall structure of WUSA, how decisions are made and WUSA's responsibilities. There could be opportunity here to enhance this understanding amongst students by creating campaigns and resources that outline our organizational structure and provide examples of the daily work being done by staff.

Stressors that students face remain unchanged compared to last year, with academic workload, maintaining a positive mental health and financial challenges taking the top. As such, WUSA should continue to develop campaigns in those areas. Moreover, student mental health, availability of student jobs and community, and belonging on campus were the top three issues students want to see WUSA advocate on this year, which aligns with their stressors. When it comes to engaging in advocacy, we saw a shift this year towards student interest in engaging in activities that connect to their field of study, career development and networking opportunities. Choosing to build these components into WUSA advocacy work, specifically through events and research opportunities, would enhance student engagement. In terms of how to communicate these opportunities with students, email updates and WUSA Instagram continue to be the preferred methods.

Demographic Comparison

Demographic information is collected from RSP respondents when they sign up to participate. The following graphs show the demographic breakdown of students who participated in this survey. This participant data is also compared to the actual University of Waterloo student population data available through. This comparison data includes co-op, international students, faculty and year of study.

Figure 23: Do you consider yourself to be a person with a disability?

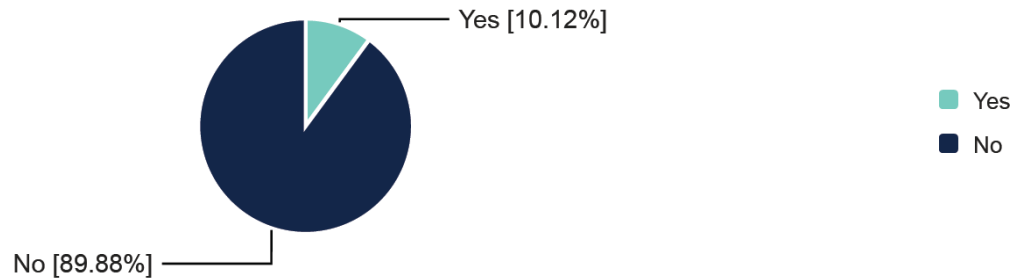


Figure 24: Are you a co-op student?

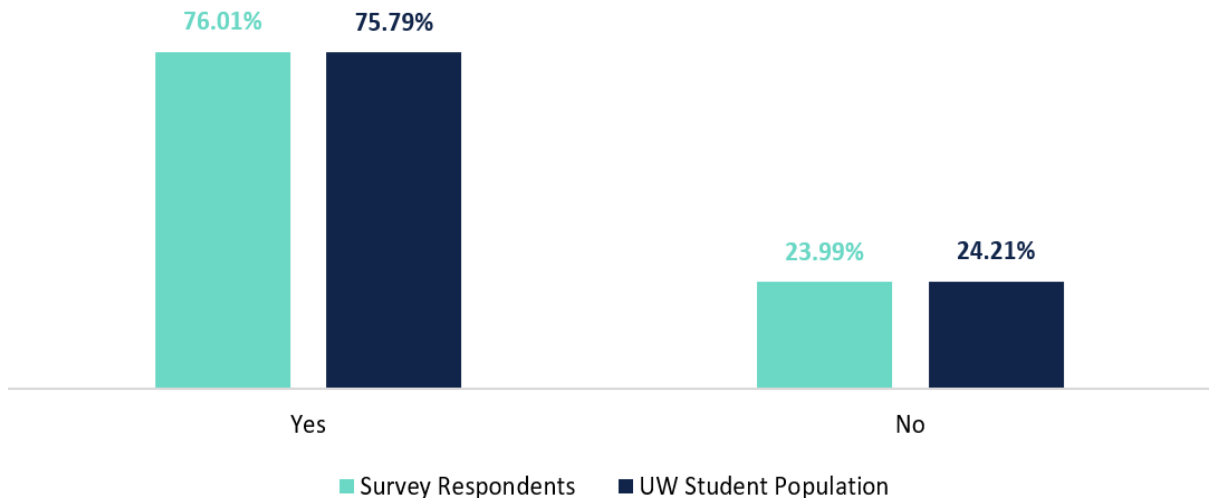


Figure 24 demonstrates that we slightly over selected co-op students.

Figure 25: What is your gender identity?

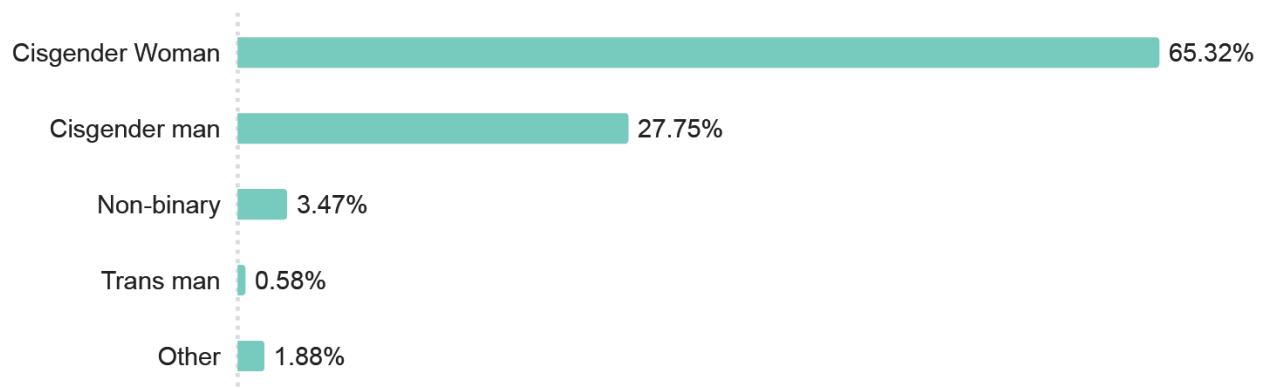
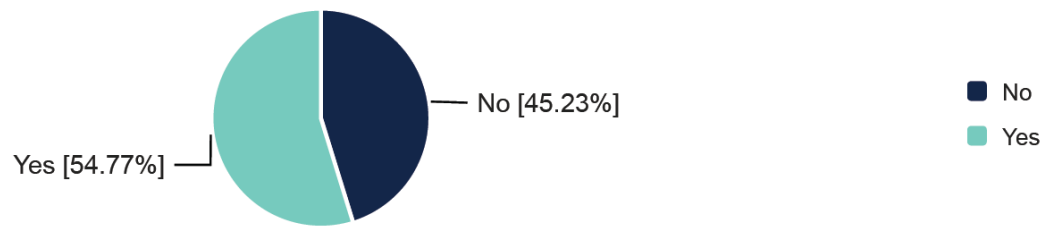
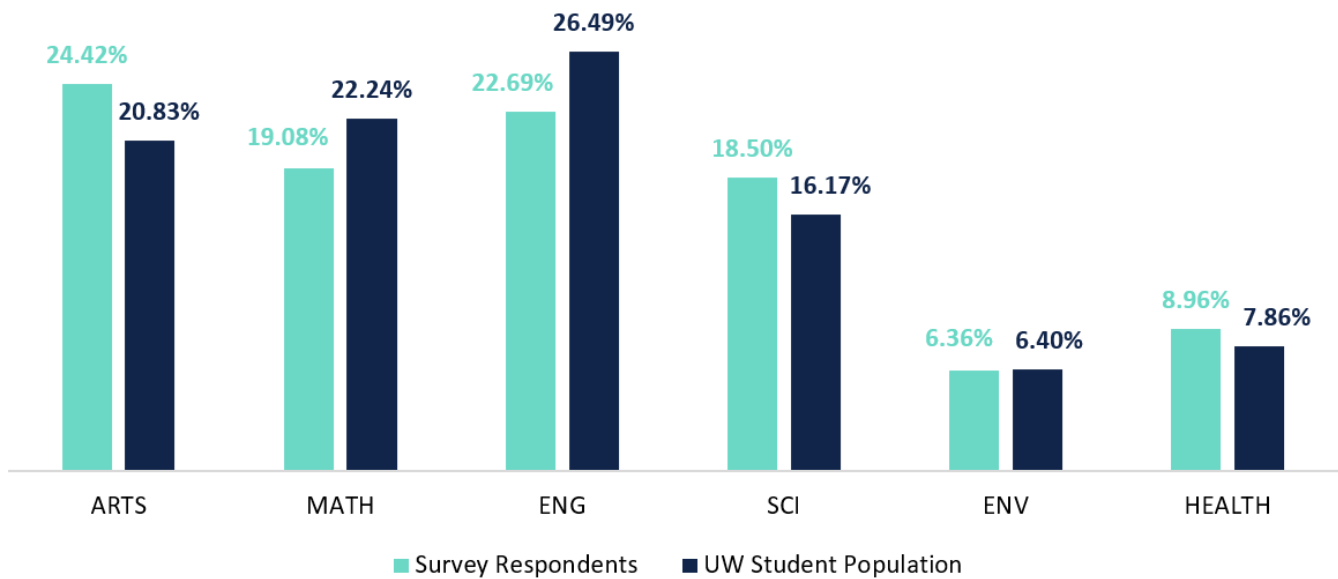


Figure 26: Do you identify as a member of a racialized group?**Figure 27: Faculty**

As seen in Figure 27, we over selected Art, Science, and Health students and under selected Math, Engineering, and Environment students.

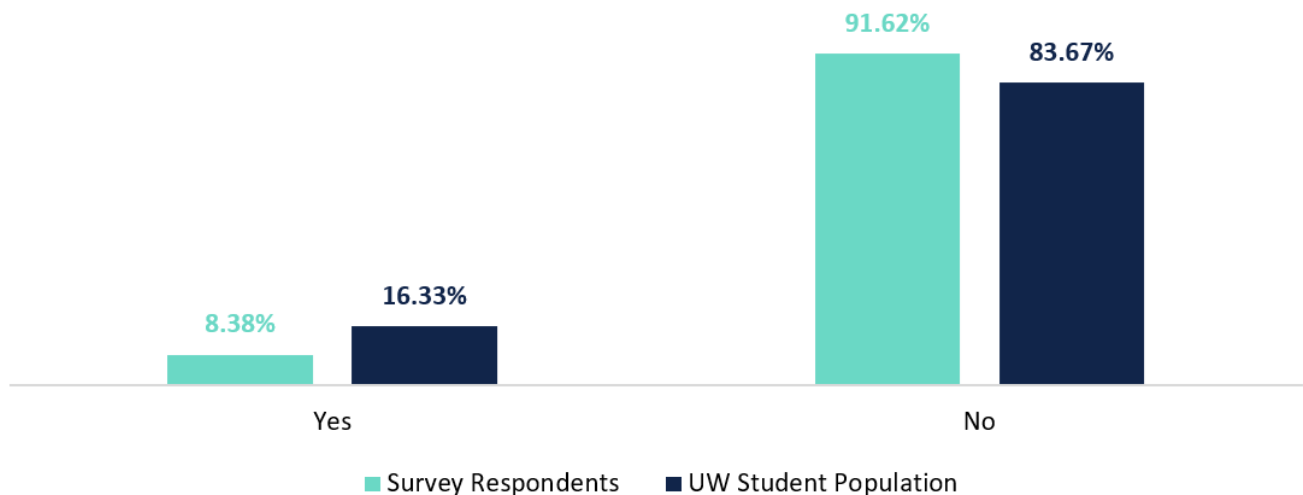
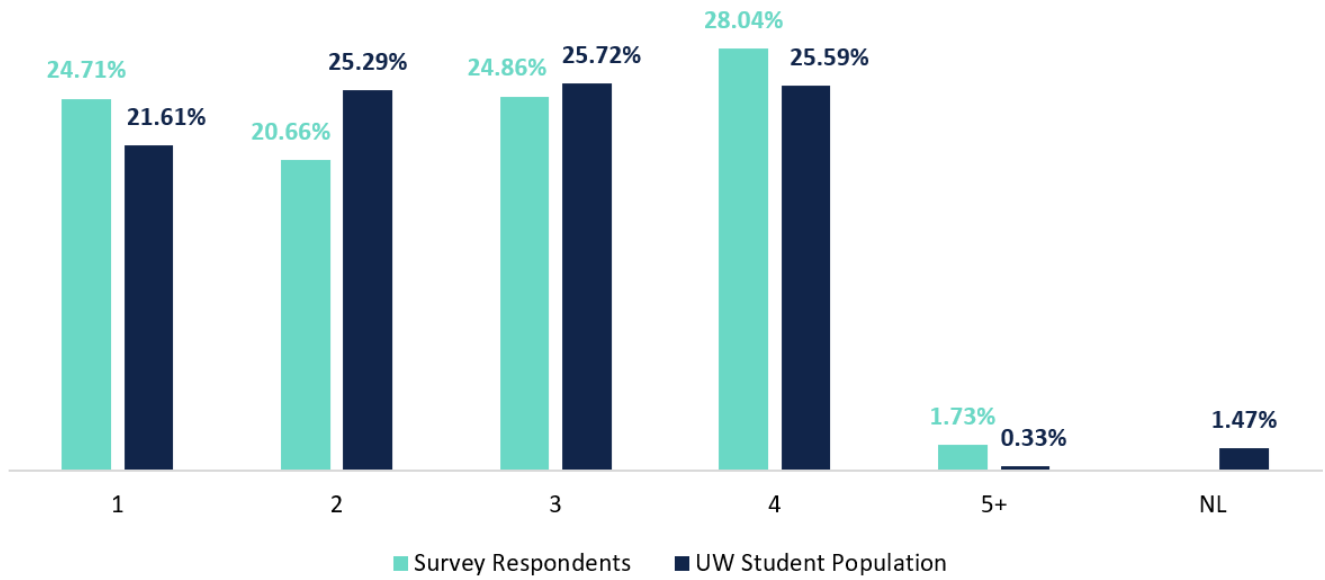
Figure 28: Are you an international student?

Figure 28 demonstrates that we under selected international students.

Figure 29: Year of Study

As seen in Figure 29, we over selected first year, fourth year and fifth+ year students and under selected second and third year students.

Appendix: Survey Questions

1. Were you aware of the 2024 WUSA General Election that took place in February? [MC – Select One]
 - Yes
 - No

2. Did you vote in the 2024 WUSA General Election? [MC – Select One]
 - Yes
 - No

3. Why do you think it is important for students to vote in the annual WUSA General Election? Please indicate your agreement with the following statement: I felt knowledgeable enough to make an informed decision when voting in the 2024 WUSA General Election [MC – Select One – Display only if 2a is selected]
 - Strongly agree
 - Agree
 - Neither agree or disagree
 - Disagree
 - Strongly disagree

4. Why did you not vote in the 2024 WUSA General Election? [MC – Select all that apply]
 - I didn't think it would make a difference
 - I didn't have the time
 - I forgot when the deadline was
 - I didn't know how to vote
 - Other

5. Why did you vote in the 2024 WUSA General Election? [MC – Select all that apply]
 - I knew someone who was running
 - I want to see changes made
 - I was doing my civic duty
 - I want to be involved in my university community
 - I want to have a say in who represents me
 - I was interested in winning the MacBook
 - Other

6. How did you find out about the 2024 WUSA General Election? [MC – Select all that apply]
 - Email from WUSA
 - Booth in SLC
 - @yourwusa social media
 - Poster on campus
 - From a friend
 - Reddit
 - Directly from a candidate campaign
 - Wusa.ca
 - Other

7. How knowledgeable are you about WUSA's governance structure? [MC – Select One]
 - Very knowledgeable
 - Knowledgeable
 - Somewhat knowledgeable
 - Not knowledgeable at all

9. Which of the following actors do you believe set the strategic direction for WUSA? [MC – Select all that apply]
- WUSA Board of Directors
 - WUSA President and Vice President
 - Students at-large (through consultation and research opportunities)
 - Full-time staff
 - University administration
 - Other [Text box]
10. Are you comfortable with your understanding of how WUSA operates? [MC – Select One]
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
11. Do you wish you had a better understanding of how WUSA operates? [MC – Select One]
- Yes
 - No
12. What would you like to better understand about how WUSA operates? [Textbox – Display only if 11a is selected]
-
13. Every March, WUSA hosts a General Meeting where all undergraduates can participate to hear about the organization's yearly performance and vote on issues at hand. Have you ever attended a WUSA General Meeting? [MC – Select One]
- Yes
 - No
14. This year the WUSA General Meeting is happening on March 27, 2024. Do you plan to attend? [MC – Select One]
- Yes
 - No
 - Unsure
15. Why do you not plan to attend the WUSA General Meeting? [MC – Select all that apply – Display only if 14b or c is selected]
- I don't think it's important for me to attend
 - I don't care about the General Meeting
 - I'm too busy to attend
 - Other

16. Which of the following are stressors for you as a post-secondary student? [MC – Select all that apply]

- Academic workload (e.g., course load, academic expectations)
- Making friends/fitting in socially
- Financial challenges (e.g., tuition, textbooks)
- Securing housing
- Having a meaningful co-op experience
- Maintaining positive mental health
- Other

17. How do you currently advocate for your needs as a post-secondary student? [MC – Select all that apply]

- Sharing my concerns with WUSA
- Sharing my concerns with my student society
- Participating in awareness campaigns and events
- Speaking to faculty or administration
- Voting in elections
- Attending protests and marches
- Volunteering on campus/in the community
- Writing letters to decision-makers (i.e., university administration, politicians)
- Engaging with social media campaigns
- I do not advocate for my needs as a post-secondary student
- Other

18. What are some of the challenges you face when advocating for your needs as a post-secondary student?

19. Which of the following would encourage you to participate more in advocacy related activities? [MC - Select all that apply]

- Opportunities for networking
- Career development
- Community recognition
- Connection to your field of study
- Support from your peers
- Support from your instructors
- Connection to the community you live in
- Other

20. How knowledgeable are you about the advocacy work WUSA does on behalf of students? [MC – Select one]

- Very knowledgeable
- Knowledgeable
- Somewhat Knowledgeable
- Not knowledgeable at all

21. Which of the following WUSA advocacy efforts from this past year are you aware of? [MC – Select all that apply]

- Menstrual Equity Project
- Inclusive Washrooms Project
- Red Zone Campaign
- Consent Booth and Calendar Initiative
- Mindful Creation Events
- OUSA Policy Paper Consultations
- City of Waterloo Town and Gown Committee
- Stratford Bus Program
- Participating in Provincial and Federal Advocacy weeks

22. WUSA identified five main advocacy priorities in their 2020-2025 Long Range Plan. Please rank the importance of them to you (1 = most important, 5 = least important) [Rank Order]

- Housing
- International students
- Equity and accessibility of education
- Affordability
- Educational quality

23. In addition to the five main advocacy priorities, please pick the top two issues that you would most like to see WUSA advocate on next year: [MC – select two]

- Student mental health
- Physical safety on campus
- Equity, diversity, inclusion, and anti-racism on campus
- Sustainability on campus
- Community and belonging on campus
- Availability of student jobs and employment
- Other

24. Please complete the following sentence: I would like to engage in WUSA advocacy by... [MC – Select all that apply]

- Attending events related to a specific topic
- Joining a WUSA Board committee
- Participating in awareness campaigns and events
- Signing onto petitions about specific issues
- Providing my feedback through research and consultation opportunities
- Working part-time for the Advocacy Department within WUSA
- I am not interested in engaging in WUSA advocacy at all
- I am not interested in engaging, but would like to be updated

25. How would you like to stay informed about the progress and outcomes of WUSA advocacy? [MC – Select all that apply – DO NOT display if 24g is selected]

- Email updates as needed to all undergraduates
- Opt-in monthly email newsletter
- Yearly WUSA Report (E.g., WUSA Impact Report)
- Articles on wusa.ca
- WUSA Instagram
- WUSA Twitter
- WUSA LinkedIn
- Other

26. Is there anything else you would like to share about how WUSA can advocate for your needs? [Text box]