

The background of the report cover is a photograph of a modern, bright interior space, likely a student lounge or common area. It features long white tables arranged in rows, with blue chairs tucked under them. The ceiling is high with exposed wooden beams and modern lighting fixtures, including several glowing red and white oval-shaped pendant lights. Large windows on the right side offer a view of the outdoors, showing a paved area and some greenery. The overall atmosphere is clean, contemporary, and inviting.

Yearly Planning Report

Waterloo Undergraduate Student Association
August 2025

Jordan Daniels, Research Analyst
Nathan Ermeta, Research Coordinator
Charlie Davis, Research Coordinator

Table of Contents

Introduction	3
Demographics Overview	3
Analysis	3
At a Glance	4
Advocacy and Engagement Barriers	7
Advocacy Awareness and Communication	14
Advocacy Issues: Priorities and Actions	17
Advocacy Issues: Areas of Focus	21
Governance and Operations	25
Conclusion	28
Appendix A: Survey Participant Demographics	29
Appendix B: Survey Questions	33



Introduction

In the winter 2025 term, 1655 undergraduate students signed up to participate in the Representative Survey Platform (RSP). The Waterloo Undergraduate Student Association (WUSA) Yearly Planning survey was live from February 3-14, 2025, and received a total of 1246 responses to the survey. After removing incomplete and invalid responses, 1182 remained for analysis, resulting in a response rate of 71.42%.

The goals of this survey were to:

- Learn about student understanding of WUSA governance and operations
- Understand how students engage in advocacy in general
- Understand how students want to engage with WUSA advocacy in particular
- Learn about what issues students are concerned about and want WUSA to prioritize

Overall, the findings from this survey outlined in the report will inform WUSA's Annual Priorities and guide our advocacy work, programming and communications strategies for the year ahead. To find a list of the survey questions, please see **Appendix B** at the end of the report.

Demographics Overview

Survey participants provide demographics when they sign up to participate in the RSP program. To understand the nuances of their experiences, student responses were analyzed by different demographics throughout the report including gender identity, sexual identity, racial identity, disability status, year of study, faculty, co-op student status, primary campus and visa status. For a full breakdown of participant demographics and the process for recoding variables, please see **Appendix A**.

Analysis

The survey included both closed-ended and open-ended questions. The closed-ended questions were analyzed via SPSS¹ to calculate statistical differences among variables. The purpose of statistical tests is to assess the probability that the differences observed in our data are due to random chance, with low probabilities suggesting that differences are due to other factors, such as demographic differences. A probability of 5%, often written as a 'p value' of .05, is the typical threshold to determine whether a difference is statistically significant. When reporting on statistical differences, we will use '*' to signify a p value of .05, '**' of .01 and '***' of a p value of .001 or less. The open-ended questions were analyzed via NVivo to categorize the responses to see overarching patterns and themes.

¹ SPSS stands for Statistical Package for the Social Sciences and is a software used for statistical analysis.

At a Glance

Key Findings

Advocacy Engagement and Barriers

- When asked how they advocate for their needs, the second most common answer behind voting in elections (41.9%) was “I do not advocate for my needs” (28.2%).
 - The top reason for this is “not having time” (66%), followed by lack of awareness on who to contact (57%).
- Students with disabilities, LGBTQ+² students, and gender diverse³ students are more likely to use multiple avenues to advocate for their needs.
 - They are also more likely to face multiple challenges when advocating for their needs.
- When asked what would encourage them to participate in more advocacy, most students (54%) selected “connection to your field of study”.
- The top way students would like to engage in WUSA advocacy is through online content, resources and articles available to them to access when needed (44%).
 - This aligns with the fact that online resources (e.g., the Housing Playbook) was the specific advocacy opportunity that students indicated the most interest in.

Advocacy Awareness and Communication

- When asked to indicate their level of knowledge of WUSA advocacy work, the response with the highest percentage of responses was “somewhat knowledgeable” (49.5%).
- Most students (65.5%) want to stay informed about WUSA advocacy through Instagram.

Advocacy Issues: Priorities and Actions

- Academic workload is by far the biggest stressor for students, with 90.3% selecting this option
 - Overall, LGBTQ+, racialized and gender diverse students all tend to face more stress compared to their counterparts.
- In general, students are most concerned about (1) affordability and cost of living; (2) co-op and employment; (3) academic and educational quality; (4) mental health and wellness; and (5) housing.
- When asked which issues students want WUSA to address, the top five remained the same but in a slightly different order as follows (1) affordability and cost of living; (2) co-op and employment; (3) housing; (4) mental health and wellness; (5) academics and educational quality.
 - When asked to rank these by level of priority, the advocacy issues appeared in the same order.
 - However, there are differences when looking at the levels of priority by demographic. More detail can be viewed on page 17 of this report.

Governance and Operations

- When asked if they were comfortable with their knowledge of how WUSA operates, the response with the highest proportion was somewhat comfortable (43%) followed by not comfortable at all (38%).
- 63% of students wished they had a better understanding of how WUSA operates.
 - Most students would like to know how decisions are made at WUSA (82%) and the overall structure of WUSA (81%).

² LGBTQ+ is a category created for the purposes of statistical analysis. It includes students who selected one or more of the following sexual identities, ‘asexual’, ‘bisexual’, ‘gay’, ‘lesbian’, ‘pansexual’, ‘queer’, ‘questioning’, ‘another sexual identity.’ Please see Appendix A for more details.

³ ‘Gender Diverse’ is a category created for the purposes of statistical analysis. It includes students who selected one or more of the following identities, ‘gender non-conforming’, ‘non-binary’, ‘agender’, ‘questioning’, ‘trans’, ‘Two-Spirit’, ‘another gender identity.’ Students who selected ‘woman’ or ‘man’ in combination with any of the other gender identities were also included in this category. Please see Appendix A for more details.

Key Considerations

A variety of themes are threaded throughout the report. Broadly, this includes students' lack of time outside of academics, the need for flexible and diverse events that fit students' needs and preferences, the importance of considering experience of students based on different demographic factors, student desire for more accessible and approachable ways to understand what WUSA does and how to get involved. These themes are outlined below within three key areas of consideration: **(1) programming; (2) marketing and communications; and (3) organization-wide systems and supports**. These areas are intended to provide a guide for how to implement the various themes presented throughout the report.

Programming

- The issue of students "not having time" or "being too busy" was evident throughout this survey and is consistent with recent survey findings, such as the F24 RSP Athletics and Events Survey. This makes it imperative to develop programming and events that align both with what students are interested in and their preferred event format.
 - For example, students are interested in stopping at booths, networking events, and drop-in events, specifically those that distract them from school and where they can learn new skills. Thus, planning drop-in events with flexible times and those quick points of contact, such as picking up free food in between classes, would ensure the greatest engagement.
- Moreover, students discussed the need for outreach events to occur in more diverse places across campus such as satellite campuses, and more buildings on the main campus.
- When it comes to advocacy activities broadly, ensuring a clear connection between advocacy work and field of study will be important for motivating students to participate.
- More specifically, continuing to build out an online repository of articles and resources that students can easily access will be important for providing students with crucial information even when they are not able to make it to specific events.
- Demographic differences are evident throughout the findings as well, with racialized students, students with disabilities, gender diverse, and LGBTQ+ students experiencing advocacy differently, both in terms of the type of advocacy they engage in as well as the challenges faced. For example, gender diverse and LGBTQ+ students are more likely to volunteer on campus and in the community, students with disabilities are more likely to feel discouraged due to lack of action and both racialized and international students are more likely to want opportunities for networking.
 - These differences should be closely considered when developing programming, with efforts made to target specific groups of students in the planning and promotion of programs and events.

Marketing & Communications

- Awareness was another important theme throughout the survey, with students sharing their feelings of confusion about how various process operate at WUSA (e.g., elections, advocacy).
- When it comes specifically to advocacy, student knowledge of these efforts has remained low for the past three years which suggests the need for new and innovative ways to increase awareness.
 - Students who want to stay informed highlight WUSA Instagram, email updates, and opt-in monthly newsletter as the top means for this.
 - Moreover, continuing to plan successful programs as outlined above could contribute to increasing awareness of our work if planned intentionally.
- When it comes to awareness of operations for the whole organization, students want to know more about how decisions are made at WUSA and the overall structure at WUSA,
 - Suggestions from students include sharing updates in diverse ways (e.g., beyond social media) and planning events where fun and learning are combined. As such, integrating information about WUSA operations organically into existing engagement opportunities may be an approach to consider.

Organization-Wide Systems & Supports

- Overall, students remain unclear about the “big picture” at WUSA, made evident through various reference by students to confusion around systems and processes.
- When it comes advocacy in particular, the need for clearer process and better supports for engaging in advocacy has been addressed recently through the creation of the [Advocate’s Toolkit](#). This aligns well with student interest in online resources.
- It is worth considering how resources such as this could be implemented throughout the rest of the organization to serve as repositories to access crucial information and enhance student understanding of the major systems and areas of support at WUSA.
- Students also stressed the need for more accessible ways for them to reach out to provide feedback and express their concerns. Thus, not only do students want a better understanding of processes and supports available to them, they also want more clarity around how to be involved and have their voice heard.

Advocacy and Engagement Barriers

How Students Advocate for Their Needs

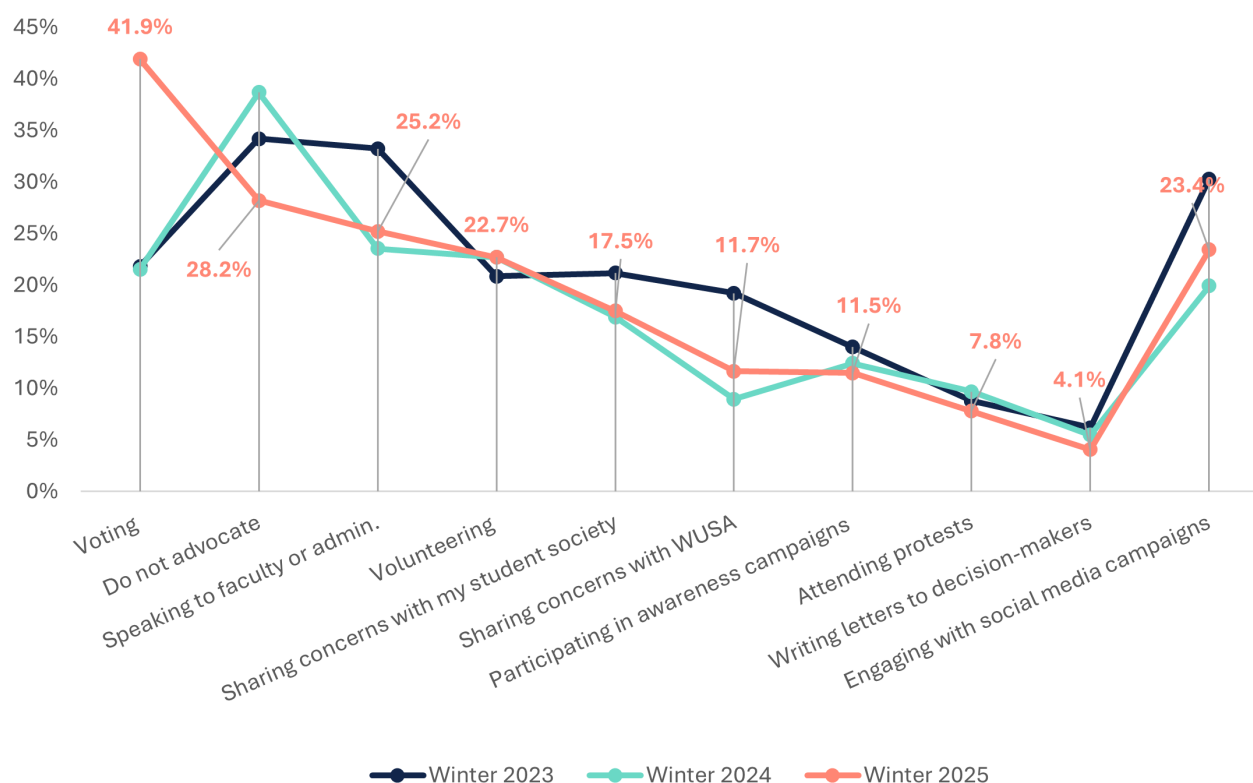
We first asked students how they advocate for their needs, with the top answer being voting in elections (41.9%). This was followed by "I do not advocate for my needs as a post-secondary student" (28.2%). Other top avenues for student advocacy were speaking to faculty or administration (25.35%), engaging with social media campaigns (23.4%) and volunteering on campus/in the community (22.7%). Those who selected "other" described means such as speaking to their don, class representatives, faculty advisors, with friends, and participating in surveys. One student described a challenge they faced:

"There honestly isn't enough support or resources for me to know what I should advocate about or to who. As a student I still don't really understand how the whole WUSA thing works and what their responsibilities are..."

This student emphasizes the need for more resources to understand how to advocate and how WUSA is involved with advocacy. Both ideas will be explored further later in the report.

Figure 1 compares this year's data with the previous two years and demonstrates that this year saw increased student engagement with voting in elections, which is likely due to the Ontario provincial election and the federal Election in early 2025. There is also a lower proportion of students who do not advocate for their needs (28.2% compared to 34.2% in 2023 and 38.7% in 2024).

Figure 1: How Students Advocate For Their Needs, Three Year Comparison



When examining how students advocate for their needs by various demographic factors, we found that:

- Arts, Environment, Math, and Science students are more likely to volunteer on campus and in the community. Engineering students are more likely to share concerns with their student society while Health students are more likely to engage with social media campaigns.
- Gender diverse students are more likely to advocate for their needs as well as volunteer on campus and in the community. Moreover, women are more likely to engage with social media campaigns.
- LGBTQ+ students are more likely to advocate for their needs. They are also more likely to engage with social media campaigns and volunteer on campus and in the community.

Number of Advocacy Avenues Used

In addition to understanding the proportion of students who have used specific advocacy avenues mentioned above (e.g., voting, volunteering, attending protests) we also wanted to examine the number of different avenues students used. To do so, we grouped responses into the following use categories: 0, 1-3, 4-6 and 7-9 advocacy avenues used. Table 1 outlines the frequencies, broken down by demographics.

Table 1: Number of Advocacy Avenues Used, Demographic Breakdown

	0	1-3	4-6	7-9
Sexual Identity				
Heterosexual/ Straight	31.6%	60.3%	9.7%	0.4%
LGBTQ+	23.5%	62.1%	11.9%	2.5%
Gender Identity				
Man	35.1%	57.1%	6.8%	0.9%
Woman	26.5%	62.3%	10.2%	1%
Gender Diverse	20.8%	58.5%	20.8%	0
Faculty				
Health	30.9%	55.7%	12.4%	1%
Arts	26.9%	63.6%	7.5%	2%
Engineering	31.2%	59.9%	8.6%	0.4%
Environment	15.6%	72.9%	8.3%	3.1%
Math	38.5%	55.2%	6.3%	0
Science	25.2%	59.3%	15%	0.4%
Disabilities				
Students with Dis- abilities	20.3%	59.3%	17.8%	2.5%
Students without Disabilities	30.5%	60.5%	8.2%	0.8%

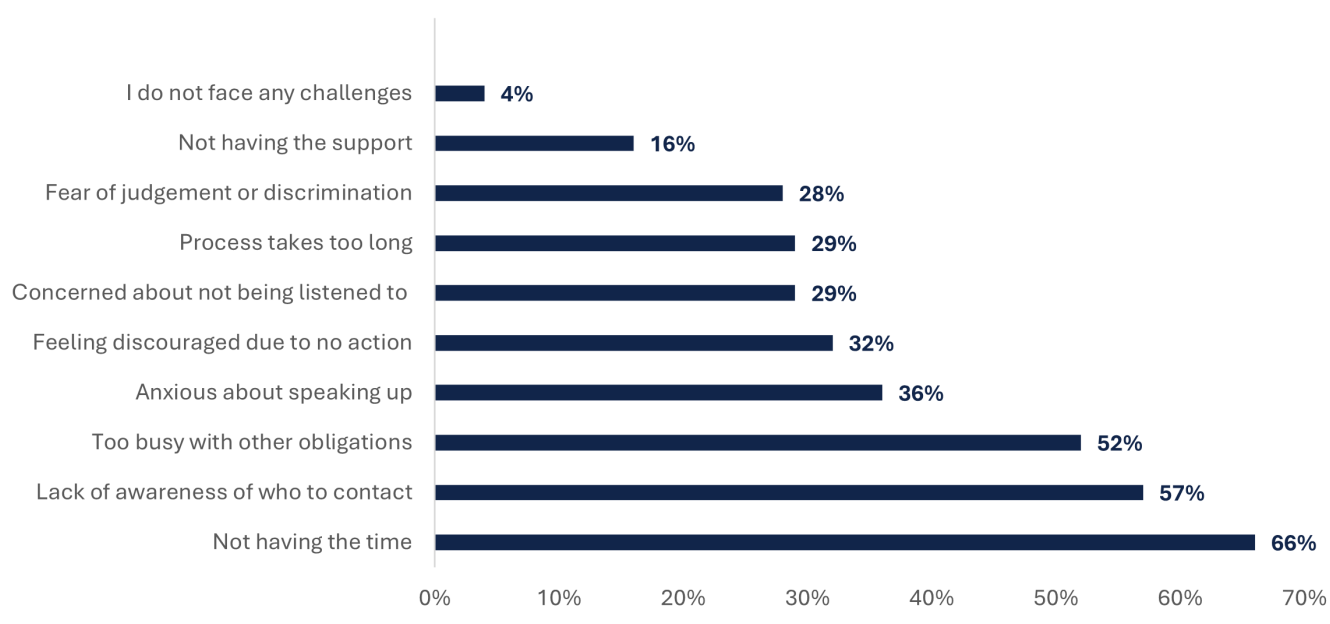
Overall, Table 1 demonstrates that:

- Students with disabilities are more likely to use multiple avenues to advocate for their needs***.
- LGBTQ+ students are more likely to use multiple avenues of advocacy***.
- Gender diverse students are more likely to use multiple avenues of advocacy compared to men and women. Moreover, women are more likely to advocate for their needs than men**.
- Environment students are most likely to use multiple avenues of advocacy while Math students are least likely***.

Challenges Faced When Advocating

When asked what challenges they face when advocating for their needs, the most common response from students was “not having time” (66%) (Figure 2). The idea of being too busy or not having time is consistent across other surveys on a variety of topics such as attending events. Following this, students indicated that they lacked awareness on who to contact (57%) and that they were too busy with other obligations (52%). Only 4% of students indicated that they did not face any challenges. Students who selected the “other” text box indicated that better processes and supports were needed or that they don’t think change is possible.

Figure 2: Challenges Students Face When Advocating



When examining the challenges that students face by various demographic factors, we found that:

- Students with disabilities are more likely to feel discouraged due to the lack of action in the past. They are also more concerned about not being listened to or taken seriously.
- Arts students are more likely to feel fear of judgement or discrimination and to feel discouraged due to the lack of action in the past. In addition, Engineering students are more likely to feel like the process takes too long. Similarly, Health and Math students are more likely to feel like the process takes too long and to feel concerned about not being listened to or taken seriously.
- LGBTQ+ students are more likely to feel discouraged due to the lack of action in the past and to feel concerned about not being listened to or taken seriously.
- Gender diverse students are more likely to lack awareness of who to contact, to feel discouraged due to the lack of action in the past, and to feel concerned about not being listened to or taken seriously.

Number of Challenges Faced

In addition to understanding the proportion of students who have faced challenges, we also wanted to examine the number of different challenges students faced. To do so, we grouped responses into the following categories: 0, 1-3, 4-6 and 7-9 challenges faced (Table 2).

Table 2: Number of Challenges Faced, Demographic Breakdown

	0	1-3	4-6	7-9
Sexual Identity				
Heterosexual/ Straight	33.4%	41.6%	22.6%	2.4%
LGBQ+	24.2%	41.9%	31%	2.9%
Gender Identity				
Man	39%	45.8%	13.7%	1.5%
Woman	28.6%	39.7%	28.9%	2.9%
Gender Diverse	24.5%	27.7%	30.2%	7.5%
Faculty				
Health	30.9%	38.1%	25.8%	5.2%
Arts	29.2%	42.3%	26.5%	2%
Engineering	35.7%	46.5%	17.2%	0.7%
Environment	20.8%	49%	30.2%	0
Math	41.2%	35.7%	19.9%	3.2%
Science	26.8%	36.2%	31.7%	5.3%
Disabilities				
Students with Dis- abilities	23.7%	37.3%	33.1%	5.9%
Students without Disabilities	33%	41.7%	23%	2.3%

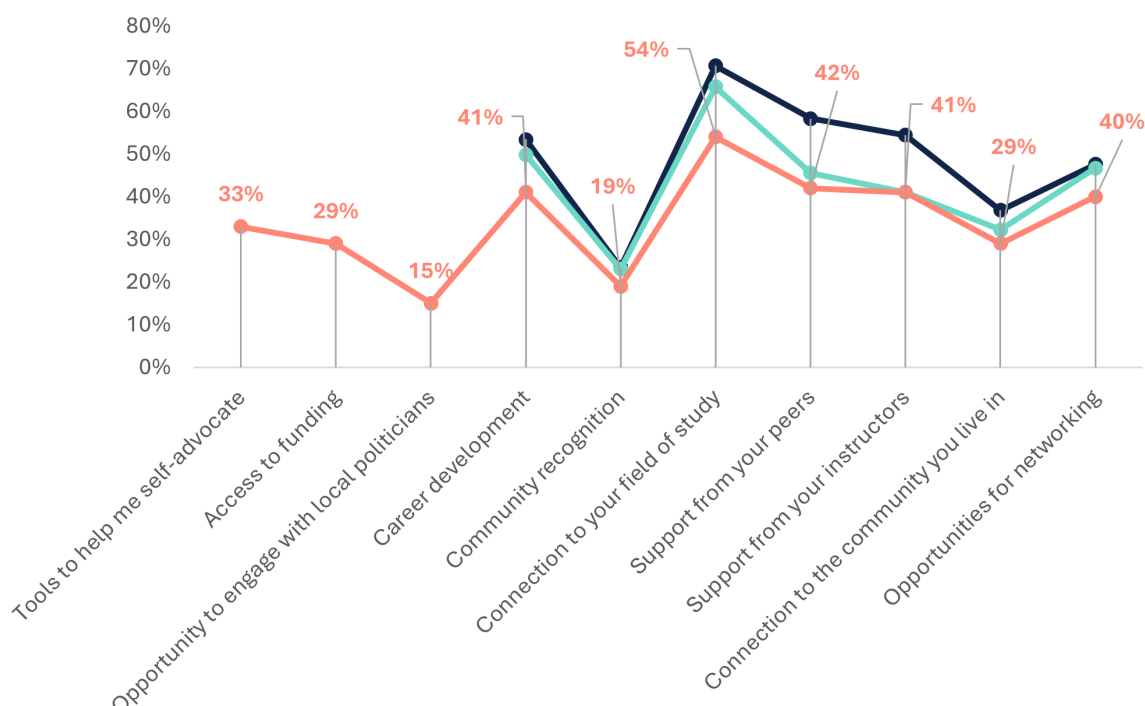
Overall, Table 2 demonstrates that some groups experience multiple challenges (e.g., not having time, lack of awareness, anxious about speaking up, feeling discouraged) more than others:

- Students with disabilities are more likely to face challenges when advocating for their needs**.
- Science students are the most likely to face challenges when advocating for their needs while Engineering students are the least likely***.
- LGBQ+ students are more likely to face challenges when advocating for their needs**.
- Gender diverse students face more challenges advocating for their needs than men and women. Moreover, women face more challenges than men***.

Motivators to Participate in Advocacy Activities

We asked students what would encourage them to participate in more advocacy activities, and the most selected option was “connection to your field of study” (54%). This was followed by support from peers (42%), career development (41%), support from instructors (41%), and opportunities for networking (40%). Interestingly, these top responses all seem to focus on academic- and career-based factors, while factors such as community seem to be emphasized less (Figure 3). For the 15 students who submitted a response in the “other” text box, some (n=6) expressed they would want to know that change would actually happen, while others mentioned the need for anonymity and the importance of having the right tools and something to advocate for. When compared to previous years, while a smaller percentage of students selected each option this year, connection to field of study remains the most selected option across all years. Community recognition remains the least selected option across all years.

Figure 3: Motivators to Participate in Advocacy Activities, Three Year Comparison



When motivators to participate in advocacy activities was broken down by various demographic differences, we found that:

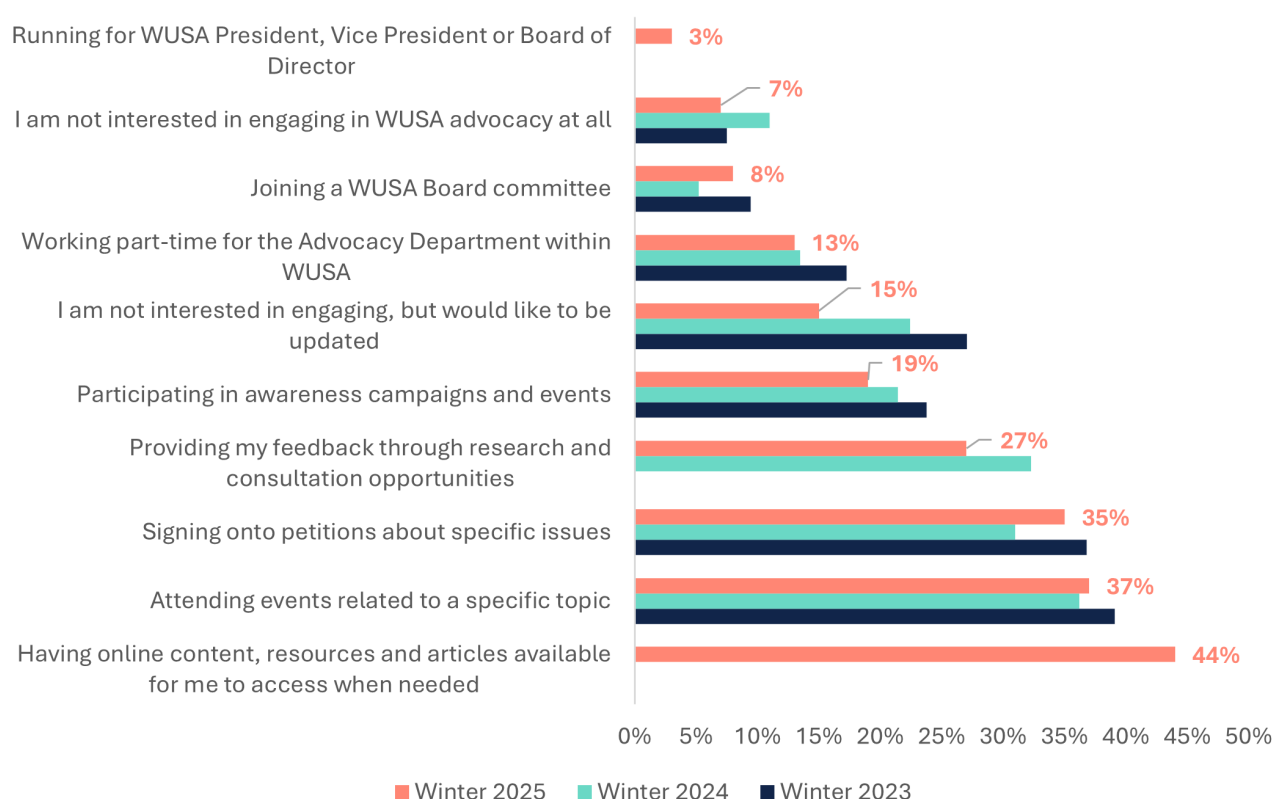
- First-year students are more likely to want opportunities for networking, suggesting an opportunity to include this type of activity during new student transition.
- Upper year students (specifically third- and fourth-years) are more likely to want support from their instructors.
- LGBTQ+ students are more likely to want support from their instructors and more likely to want access to tools to help them self-advocate.
- Both racialized students and international students are more likely to want opportunities for networking.
- Both gender diverse students and students with disabilities are more likely to want access to tools to help them self-advocate.
- Arts students are more likely to want opportunities for networking. Environment students are more likely to want access to tools to help them self-advocate, while Health students are more likely to want support from their instructors.

Advocacy Engagement Interest

When students were asked how they would like to engage in WUSA advocacy, the top answer was “having online content, resources and articles available for me to access when needed” with 44% of students selecting this option. This was followed by attending events related to a specific topic (37%), signing petitions about specific issues (35%) and providing feedback through research and consultation opportunities (27%).

When compared to previous years “attending events related to a specific topic” remains the most selected option from students (Figure 4). However, it is also important to note that although “having online content, resources...” was only included in the 2025 survey, it was the option with the highest percentage of students to select it, compared to all options and across all years.

Figure 4: How Students Want to Engage in WUSA Advocacy, Three Year Comparison



We then asked students about their interest in specific types of opportunities. The scale was transformed numerically so that the higher the mean, the more interest from students. Table 3 demonstrates that the advocacy opportunities with the most interest are online resources (e.g. housing playbook), stopping by booths in the SLC, and in-person networking events with campus partners. The opportunities with the least amount of interest from students are WUSA roundtables and in-person presentations/speaker series.

Advocacy Opportunities	Mean
Online resources (e.g. Housing Playbook)	2.66
Stopping by a booth in the SLC	2.64
In-person networking events with campus partners	2.47
In-person drop-in programming	2.25
Online presentation/speaker series	2.19
In-person presentation/speaker series	2.1
In-person opportunities to share your feedback at WUSA roundtables	2

We asked students how likely they were to attend various event types. The scale was transformed such that the higher the mean, the more likely students are to attend. The events with the most interest are those where students can be distracted from school, learn and develop new skills, and drop-in events. Events with the least amount of interest are those with limited spots and events where students are passive participants (e.g., listening to a speaker).

Table 4: Likelihood of Students Attending Various Advocacy Event Types

Advocacy Events	Means
Events where I can relax and be distracted from school	3
Events where I am learning and developing new skills	2.87
Drop-in events	2.86
Events where I can increase my awareness of a certain topic	2.65
Events where I am an active participant (e.g., doing an activity or task)	2.53
Events where I am a passive participant (e.g., listening to a speaker)	2.42
Events with limited spots, RSVP required	1.92

We asked students if there was anything else they would like to share about how WUSA can advocate for their needs. Of the 177 students who responded, most (n = 122) indicated that they had nothing else to share. For students who did share more, 21 mentioned the fact that WUSA needs better promotion. As one student explained:

"Better and more clear communication. I've been at the university for a while (not a first-year) and me and all my friends STILL don't understand how WUSA, the whole election system in WUSA and how advocacy works. Its so confusing and no one understands or explains it well."

Some specific suggestions that students provided were making sure that updates are shared in diverse ways (e.g., beyond social media), collaborating with other University of Waterloo departments to increase reach, and making announcements in lectures.

Students (n=15) also shared that they would like to see more outreach events such as information sessions, opportunities for students to share their needs, networking events, student consultations, drop in events in the SLC, options to connect directly with advocacy staff. Students emphasized the importance of combining eye-catching events with opportunities to learn. As one student shared:

"I think WUSA should continue doing events like taco Tuesday that would grab the attention of students while also making them learn about things."

Moreover, students discussed the need for outreach events to occur in more diverse places across campus such as satellite campuses, and more buildings on the main campus.

Finally, some students (n=12) mentioned the need for clearer processes and better supports for engaging in advocacy, for example, providing more accessible ways for students to reach out to provide feedback and express concerns. Students also mentioned a lack of clarity around what advocacy is, let alone how WUSA engages in it. A few students also mentioned feeling unsure about what they should advocate for or how to do it. One student suggested developing a resource about how students can effectively advocate. At the time of writing, the [Advocate's Toolkit](#) is now available for students which can address many of the above concerns. In addition, the [Change Engine](#) exists as a means for students to lead advocacy initiatives at WUSA.

Students also mentioned that they would appreciate additional resources including,

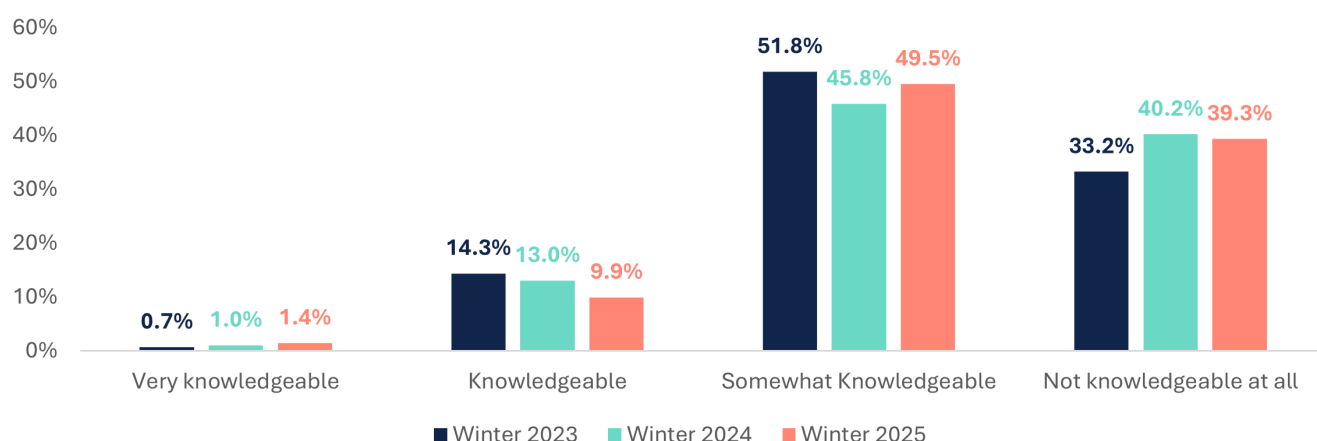
- WUSA's accomplishments and goals that have been met
- Action items and follow up
- A breakdown of how WUSA Membership Fees are used
- Allowing student-run services to advocate
- Support for dealing with hate speech

Advocacy Awareness and Communication

Knowledge of WUSA Advocacy Work

We asked students to indicate their knowledge of WUSA advocacy work. Most students (49.5%) were somewhat knowledgeable, followed by not knowledgeable at all (39.3%), knowledgeable (9.9%) and very knowledgeable (1.4%). Compared to 2024, we can see a slight decrease in the proportion of students that selected not knowledgeable at all, although 2023 remains the lowest of the three years (Figure 5).

Figure 5: Knowledge of WUSA Advocacy Work, Three Year Comparison



Awareness of Specific WUSA Advocacy Efforts

Students were provided with a list of various advocacy efforts from throughout 2024-2025 and asked to indicate which ones they were aware of. Most students (41%) indicated that they were not aware of any advocacy efforts (Figure 6). The advocacy efforts with the most awareness this year were Fries for FRIES and Housing Legal Sessions (27% each).

Figure 6: Student Awareness of WUSA Advocacy Efforts



When awareness of specific WUSA advocacy efforts was broken down by various demographic differences, we found that:

- Both international students and LGBTQ+ students are more likely to be aware of Housing Legal Sessions. They are also more likely to be aware of WUSA advocacy efforts.
- Gender diverse students are more likely to be aware of the Financial Literacy Workshop and the Red Zone Campaign. They are also more likely to be aware of WUSA advocacy efforts.

Number of Advocacy Efforts Students Are Aware Of

In addition to understanding the proportion of students who are aware of particular advocacy efforts, we also examined the number of different advocacy efforts student were aware of. To do so, we grouped responses into the following categories: 0, 1-3, 4-6 and 7-9 advocacy efforts students are aware of (Table 5).

Table 5: Number of Advocacy Efforts Students Are Aware Of, By Demographics

	0	1-3	4-6	7-9
Sexual Identity				
Heterosexual/Straight	348 (43.9%)	372 (47.2%)	62 (7.8%)	9 (1.1%)
LGBTQ+	87 (31.4%)	144 (52%)	38 (13.7%)	8 (2.9%)
Gender Identity				
Man	163 (48.5%)	135 (40.2%)	35 (10.7%)	2 (.6%)
Woman	292 (38.1%)	399 (52.1%)	63 (8.2%)	12 (1.6%)
Gender Diverse	15 (28.3%)	29 (54.7%)	5 (9.4%)	4 (7.5%)
International Students				
Yes	27 (29.3%)	55 (59.8%)	7 (7.6%)	3 (3.3%)
No	459 (42.1%)	515 (47.2%)	101 (9.3%)	15 (1.4%)

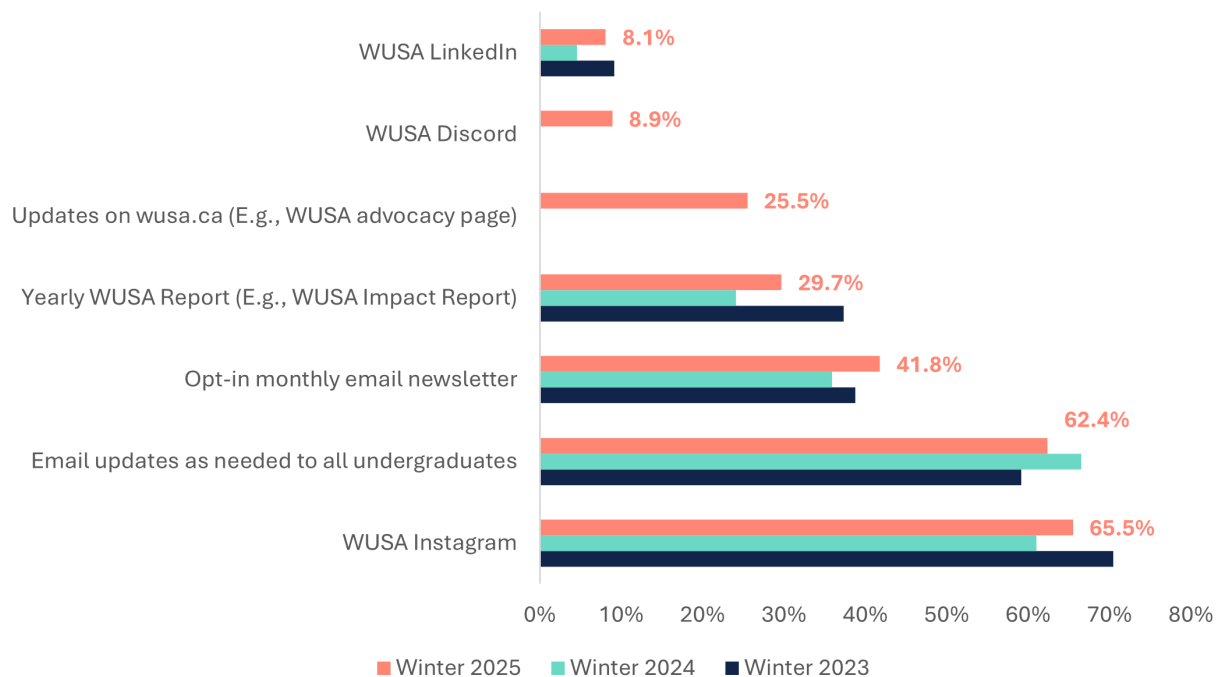
Overall, Table 3 demonstrates the following:

- International students are aware of more WUSA advocacy efforts from the past year (i.e., the 2024-2025 governing year) compared to domestic students*.
- LGBTQ+ students are aware of more WUSA advocacy efforts from the past year compared to heterosexual/straight students***.
- Gender diverse students are aware of more WUSA advocacy efforts from the past year compared to men and women. Moreover, women are aware of more efforts than men***.

Staying Informed About WUSA Advocacy

Most students (65.5%) want to stay informed about WUSA advocacy through Instagram. This was followed by email updates as needed to all undergraduates (62.4%) and an opt-in monthly newsletter (41.8%). Across all three years, WUSA Instagram, email updates as needed to all undergraduates, opt-in monthly newsletter and yearly WUSA Report remain the top four ways in which students would like to stay informed about WUSA advocacy (Figure 7). The new additions of “updates on wusa.ca” and WUSA Discord were selected more often by students than WUSA LinkedIn learning across all years.

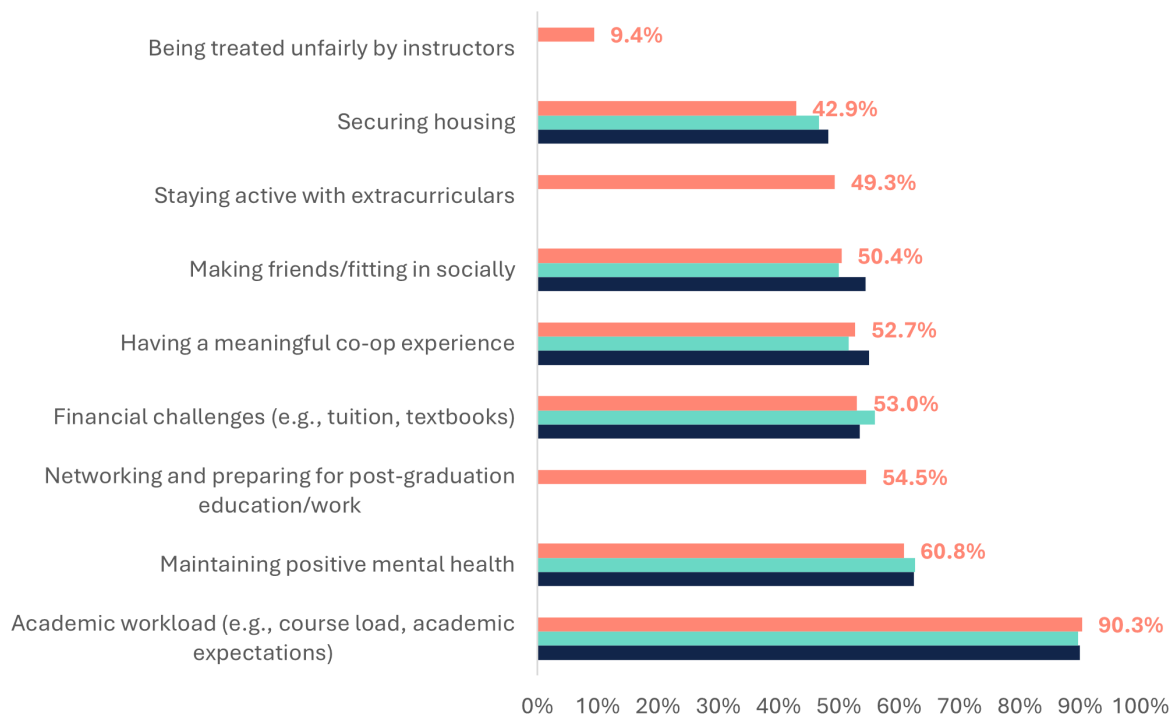
Figure 7: How Students Would Like to Stay Informed About WUSA Advocacy, Three Year Comparison



Advocacy Issues: Priorities and Actions

We asked students which stressors they had as post-secondary students, and the top answer was academic workload with 90.3% of students selecting this option. Students were also concerned about maintaining positive mental health (60.8%) and networking and preparing for post-graduation work (54.5%). It is important to note that all the options presented to students received a response of over 40%, besides “being treated unfairly by instructors” (9.4%). This indicates that the stressors students face are widespread. In terms of “other” responses provided by students, they shared that physical disability and health, commuting, working full-time, securing co-op jobs, and food security were some additional stressors they faced. When compared to previous years, the proportion of students who selected each option only differ by a few percentage points for each (Figure 8).

Figure 8: Student Stressors, Three Year Comparison



We also found the following demographic differences:

- LGBTQ+ students are more concerned about making friends/fitting in socially.
- Racialized students are more concerned about maintaining positive mental health and about networking and preparing for post-graduate education/work.
- Gender diverse students are more concerned about making friends/fitting in socially. Moreover, women are more concerned about staying active with extracurriculars.

Number of Stressors Students Face

We also looked at the number of stressors (e.g., academic workload, mental health, financial challenges) that students faced (Table 6) and found the following demographic differences:

- LGBTQ+ students tend to face more stressors than heterosexual/straight students**.
- Racialized students tend to face more stressors than non-racialized students***.
- Gender diverse students tend to face more stressors than men and women. Moreover, women face more stressors than men***.

Table 6: Number of Stressors Students Face, By Demographics

	0	1-3	4-6	7-9
Sexual Identity				
Heterosexual/Straight	32.6%	51.4%	14%	2%
LGBTQ+	21.3%	58.5%	18.1%	2.2%
Gender Identity				
Man	43.3%	43.6%	10.7%	2.4%
Woman	25%	56.2%	16.5%	2.4%
Gender Diverse	20.8%	52.8%	24.5%	1.9%
International Students				
Yes	32.7%	56.7%	9.4%	1.2%
No	28.7%	50.7%	17.6%	2.9%

Student Level of Concern About Advocacy Issues

We then asked students about their level of concern related to specific advocacy issues. The scale was transformed numerically such that the higher the mean, the more concern from students (Table 7). The top 5 issues of concern for students are affordability and cost of living (mean of 3.1), co-op and employment (2.9), mental health and wellness (2.6), academics and educational quality (2.6), and housing (2.5).

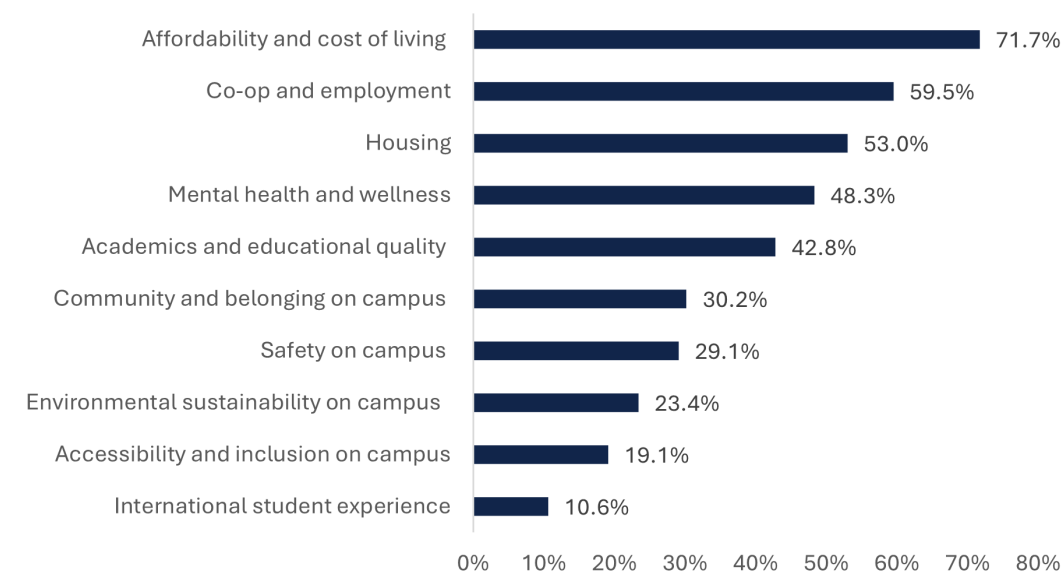
Table 7: Student Level of Concern for Various Advocacy Issues

Advocacy Issues	Means
Affordability and Cost of Living	3.1
Co-op and Employment	2.9
Academic and Educational Quality	2.6
Mental Health and Wellness	2.6
Housing	2.5
Environmental Sustainability	2.2
Community and Belonging	2.1
Accessibility and Inclusion	2.08
Safety on Campus	1.9
International Student Experience	1.7

Advocacy Issues Students Want WUSA to Address

Using the same options as the previous question, but in a select all that apply format, students were asked to indicate which issues they specifically wanted to see WUSA address. Figure 9 demonstrates that the advocacy issue that students want WUSA to address the most is affordability and cost of living (71.7%) followed by co-op and employment (59.5%), and housing (53%). Compared to the previous question, affordability and co-op and employment remain the top two issues. However, housing, community and belonging and safety on campus all increase in ranking while academics and educational quality, environmental sustainability and accessibility on campus all decrease in ranking for issues students want WUSA to address.

Figure 9: Advocacy Issues Students Want WUSA to Address



Advocacy Issues Students Want WUSA to Address: Order of Priority

Finally, students were again asked to rank various advocacy issues. Students were only shown and only able to rank an advocacy issue if they selected it in the previous question. Rankings could range from 1-10, depending on how many issues they selected previously, with 1 being the highest priority and 10 being the lowest priority. The responses were recoded so that a higher mean equates to a higher priority.

Table 8: Advocacy Issues Students Want WUSA to Address in Order of Priority

Advocacy Issues	Means ⁴
Affordability and Cost of Living	5.02
Co-op and Employment	4.16
Housing	3.50
Mental Health and Wellness	3.26
Academics and Educational Quality	2.84
Community and Belonging	2.10
Safety on Campus	2.0
Environmental Sustainability	1.25
Accessibility and Inclusion	1.09
International Student Experience	0.48

⁴ It is important to note that if a student did not select an issue as important for WUSA to address, they were automatically given a rank of 0 for that issue in the ranking component. This explains why the means are relatively low despite 10 being the highest possible.

As displayed in Table 8, the top 3 issues of importance to students are affordability and cost of living (5.02), co-op and employment (4.16), and housing (3.5). The issue that is ranked the lowest is international student experience with an average ranking of .48. These findings are consistent with Figure 9 in that the options selected most frequently also had the highest level of priority from students.

Demographic Differences

We also broke down students' advocacy priorities based on demographics. We found differences in the following groups.

International Students

- Less likely to prioritize the advocacy issue of co-op and employment compared to domestic students (mean of 4.33 compared to 4.49).
- More likely to prioritize the advocacy issue of accessibility and inclusion compared to domestic students (mean of 3.19 compared to 2.55).
- More likely to prioritize the advocacy issue of international student experience compared to domestic students (mean of 3.6 compared to 0.22).

LGBQ+ Students

- More likely to prioritize the advocacy issue of accessibility and inclusion compared to heterosexual students (mean of 1.8 compared to 0.81)
- More likely to prioritize the advocacy issue of mental health and wellness compared to heterosexual students (mean of 4.45 compared to 2.87)
- More likely to prioritize the advocacy issue of environmental sustainability compared to heterosexual students (mean of 1.91 compared to 0.99)

Racialized Students

- More likely to prioritize the advocacy issue of co-op and employment compared to non-racialized students (mean of 4.74 compared to 2.84)
- More likely to prioritize the advocacy issue of international student experience compared to non-racialized students (mean of 0.62 compared to 0.14)
- Less likely to prioritize the issue of mental health and wellness compared to non-racialized students (mean of 3.12 compared to 3.7)
- Less likely to prioritize the advocacy issue of environmental sustainability compared to non-racialized students (mean of 0.97 compared to 1.93)

Gender Diverse Students

- More likely to prioritize the advocacy issue of safety (2.8) compared to women (2.3) and men (1.1)
- More likely to prioritize the advocacy issue of accessibility and inclusion (3.1) compared to men (0.7) and women (1.1)
- More likely to prioritize the advocacy issue of mental health and wellness (3.5) compared to men (2.1) but not women (3.8)

Students with Disabilities

- More likely to prioritize the advocacy issue of community and belonging compared to students without disabilities (2.74 compared to 1.98)
- More likely to prioritize the advocacy issue of accessibility and inclusion compared to students without disabilities (2.79 compared to 0.86)
- More likely to prioritize the advocacy issue of mental health and wellness compared to students without disabilities (4.18 compared to 3.1)
- More likely to prioritize the advocacy issue of environmental sustainability compared to students without disabilities (1.69 compared to 1.16)

Advocacy Issues: Areas of Focus

Finally, for the advocacy issues that students selected previously, they were asked which areas of focus within each advocacy topic⁵ should be prioritized. Students were able to select from the options of high priority, medium priority, low priority, or not a priority for each area of focus. The options were numerically recoded such that the higher the mean, the higher the priority. The following results appear in order of priority, not how they appeared in the survey.

Advocacy Priority 1: Affordability and Cost of Living

Within the broad area of affordability and cost of living, students' top three priorities were cost of essentials, tuition cost, and scholarship and bursary availability (Table 9).

Table 9: Affordability and Cost of Living Priority Areas

Areas of Focus	Mean
Cost of essentials (e.g., groceries, transportation, rent)	3.65
Tuition cost	3.62
Scholarship and bursary availability	3.52
Cost of textbooks	3.01
Budgeting resources	2.9
Cost of extracurriculars (e.g., social and wellness activities)	2.74

Advocacy Priority 2: Co-op & Employment

Within the broad category of co-op and employment, the top three priority areas were co-op experience with employers, availability of student jobs off campus and salary and living wage (Table 10). We also separated the responses to compare co-op students and non-co-op students. We found that:

- Non-co-op students ranked availability of student jobs off campus, salary and living wage, preparing for post-graduation, and availability of student jobs on campus as higher than their co-op counter parts.
- On the other hand, co-op students ranked co-op experience with employers, overall co-op cycle and timeline for recruiting term, and experience with Co-operative and Experiential Education as higher than their counterparts. This makes sense given that they are all very co-op specific areas of focus

⁵ Note that we did not ask students about areas of focus related to environmental sustainability as this was already covered in an RSP Survey in Fall 2024.

Table 10: Co-op and Employment Priority Areas

Areas of Focus	Overall Mean	Co-op Students	Non-Co-op Students
Co-op experience with employers	3.64	3.68	3.31*
Availability of student jobs off campus	3.61	3.59	3.82*
Salary and living wage	3.57	3.55	3.69
Overall co-op cycle and timeline for re-cruiting term	3.47	3.5	3.12*
Preparing for post-graduation	3.46	3.44	3.65*
Co-op experience with Co-operative and Experiential Education	3.30	3.31	3.16
Availability of student jobs on campus	3.24	3.2	3.53*

Advocacy Priority 3: Housing

When it comes to housing, cost of rent and availability of housing are the two most prioritized areas of focus. It is important to note that cost of rent as the highest priority aligns with the top overall advocacy priority of affordability and cost of living (Table 11).

Table 11: Housing Priority Areas

Areas of Focus	Mean
Cost of rent	3.8
Availability of housing	3.72
Quality of housing	3.58
Frauds and scams	3.47
Legal issues/landlord disputes	3.24
Subletting	3.22

Advocacy Priority 4: Mental Health and Wellness

Within the broad area of mental health and wellness, cost of services and wait times were the top two prioritized areas for students. Again, cost of services aligns with students' number one overall advocacy priority of affordability and cost of living (Table 12).

Table 12: Mental Health and Wellness Priority Areas

Areas of Focus	Mean
Cost of services	3.5
Wait times for appointments	3.48
Availability of crisis services	3.45
Culturally competent counselors	3.42
Variety of services provided	3.41
Supports for racialized and 2SLGBTQIA+ students	3.17

Although supports for racialized and 2SLGBTQIA+ was ranked as the lowest priority area, we also examined this specific variable by different demographics and found the following:

- LGBQ+ students ranked supports for racialized and 2SLGBTQIA+ students as a higher priority (mean of 3.46) compared to heterosexual/straight students (3)***.
- Gender diverse students ranked supports for racialized and 2SLGBTQIA+ students as a higher priority (3.65) compared to both men (2.79) and women (3.22)***.

Advocacy Priority 5: Academics and Educational Quality

For academics and educational quality, students prioritized collaboration with faculties and instructors and skills for academic success as the top two areas of focus (Table 13).

Table 13: Academics and Educational Quality Priority Areas

Areas of Focus	Mean
Collaboration with faculties and instructors	3.45
Skills for academic success	3.38
Academic accommodations	3.18
Online and digital learning	3.08
Technology and artificial intelligence (AI) in education	2.87

Advocacy Priority 6: Community and Belonging

Within the broad topic of community and belonging, students prioritized opportunities to build connections with other students and opportunities to build connections with faculty and staff as their top two areas of focus (Table 14).

Table 14: Community and Belonging Priority Areas

Areas of Focus	Means
Opportunities to build connections with other students	3.74
Opportunities to build connections with faculty and staff	3.33
Freedom of expression	3.22
Mentorship opportunities	3.1
Diversity and inclusion content in courses	2.9

Advocacy Priority 7: Safety on Campus

Personal safety and gender-based sexual violence prevention and response were the top two areas of focus when it comes to safety on campus (Table 15).

Table 15: Safety on Campus Priority Areas

Areas of Focus	Mean
Personal safety (e.g., freedom from physical harm and harassment)	3.7
Gender based sexual violence prevention response	3.39
Awareness of emergency and safety procedures	3.3
Campus infrastructure (e.g., lighting, help buttons)	3.27
Emotional safety (e.g., feeling of belonging and acceptance of who you truly are)	3.19

Advocacy Priority 8: Accessibility and Inclusion on Campus

Within the broad topic of Accessibility and Inclusion on campus, physical accessibility, anti-racism and Accessibility for Ontarians with Disabilities Act (AODA) compliance were the top three areas of focus for students (Table 16).

Table 16: Accessibility and Inclusion on Campus Priority Areas

Areas of Focus	Mean
Physical accessibility on campus	3.66
Anti-racism	3.63
AODA compliance	3.63
Truth & Reconciliation and Indigenization	3.54
2SLGBTQIA+ student support and programs	3.4
Religious Accommodations	3.26

Although 2SLGBTQIA+ student supports and programs was ranked as one of the lowest priority areas, we also examined this specific variable by different demographics (Table 17). We found that LGBTQ+ students ranked 2SLGBTQIA+ student supports and programs higher than heterosexual/straight students (3.72 compared to 3.2) ***. Moreover, gender diverse students ranked 2SLGBTQIA+ student supports and programs higher (3.85) than both men (3) and women (3.44) ***.

Table 17: 2SLGBTQIA+ Student Supports and Programs, Demographic Breakdown

Demographics	Mean
Overall Population	3.4
Sexual Identity	
Heterosexual/straight	3.2
LGBTQ+	3.72
Gender Identity	
Man	3
Woman	3.44
Gender Diverse	3.85

Advocacy Priority 9: International Students

With the broad topic of international students, equitable, and predictable tuition was the most prioritized area of focus (Table 18).

Table 18: International Students Priority Areas

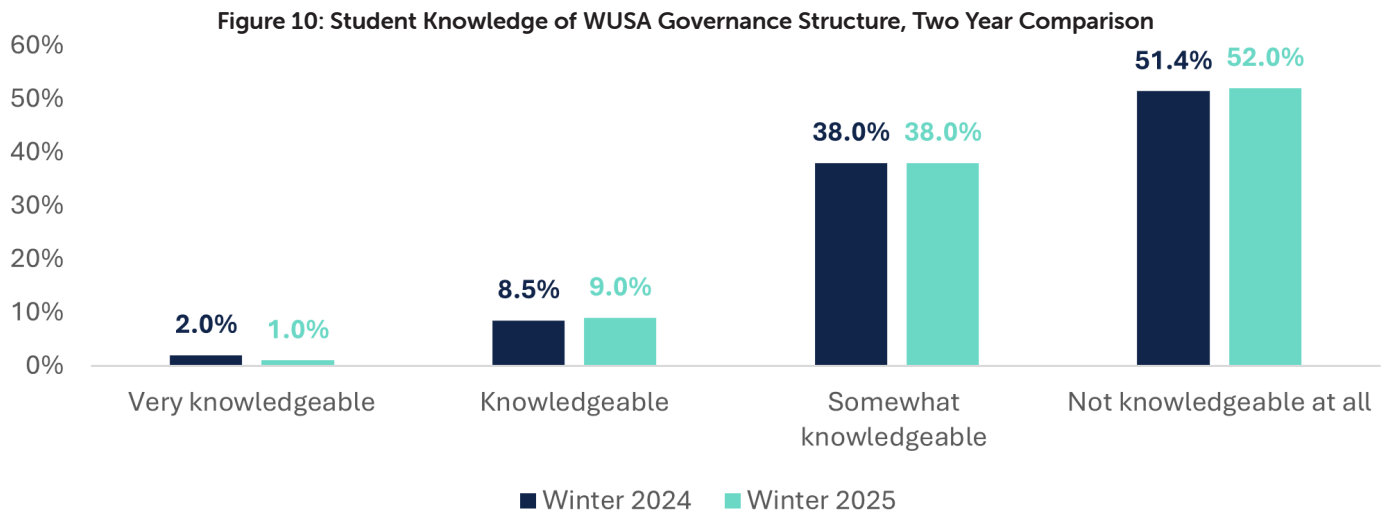
Areas of Focus	Means
Equitable and predictable tuition	3.7
Pathways to permanent residency	3.5
Supports to help with your transition to post-secondary education	3.49

Finally, students were asked if they had anything else to share about how WUSA should prioritize advocacy issues. Of the 125 students who responded to this question, most (91) indicated that they did not have anything else to share. For those who did share, some emphasized the importance of making sure that surveys are continued as a mechanism to gather anonymous feedback on student needs and priorities. Other students took the opportunity to reiterate the importance of finances and affordability, especially as it intersects with other advocacy priorities, such as mental health.

Governance and Operations

Knowledge of WUSA Governance Structures

We asked students about their level of knowledge about WUSA's governance structure. Most students (52%) indicated that they were not knowledgeable at all followed by somewhat knowledgeable (38%), knowledgeable (8.5%) and very knowledgeable (2%). When compared to last year, there are only very slight (less than 1%) differences for each option (Figure 10).



We also numerically recoded the variables such that the higher the mean, the more knowledge of WUSA's governance structure. We used the means to compare different demographics (Table 19) and found the following:

- Students with disabilities are more knowledgeable about WUSA's governance structure.
- Racialized students are more knowledgeable about WUSA's governance structure.
- Gender diverse students are more knowledgeable about WUSA's governance structure than men and women. Men are also slightly more knowledgeable than women.

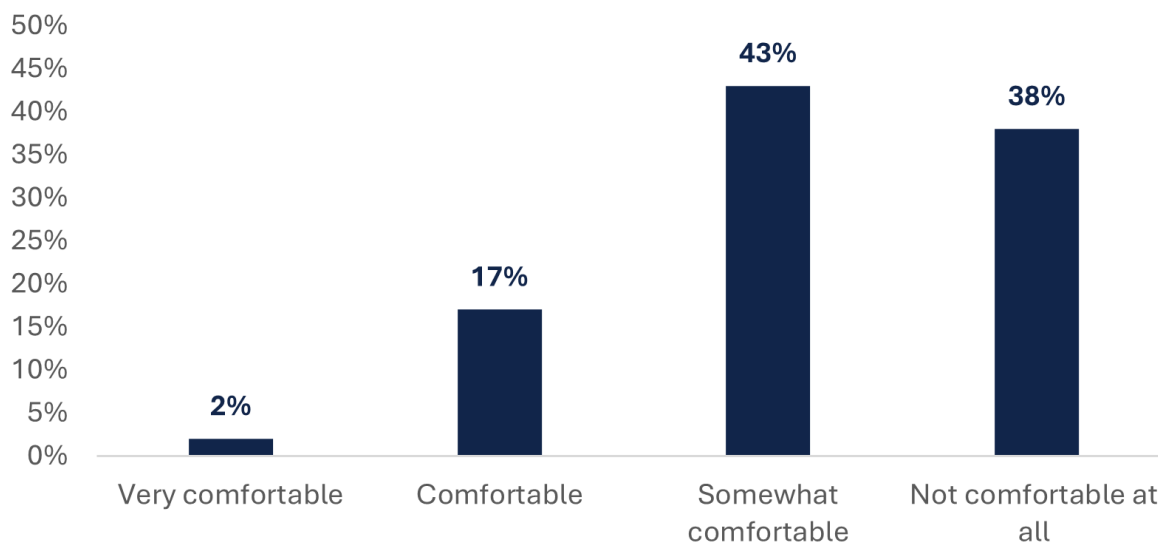
Table 19: Student Knowledge of WUSA Governance Structure, Demographic Breakdown

Demographics	Mean
Overall	1.58
Disability	
Students with disabilities	1.74
Students without disabilities	1.56
Racial Identity	
Racialized	1.62
Non-racialized	1.51
Gender Identity	
Man	1.63
Woman	1.56
Gender Diverse	1.79

Knowledge of How WUSA Operates

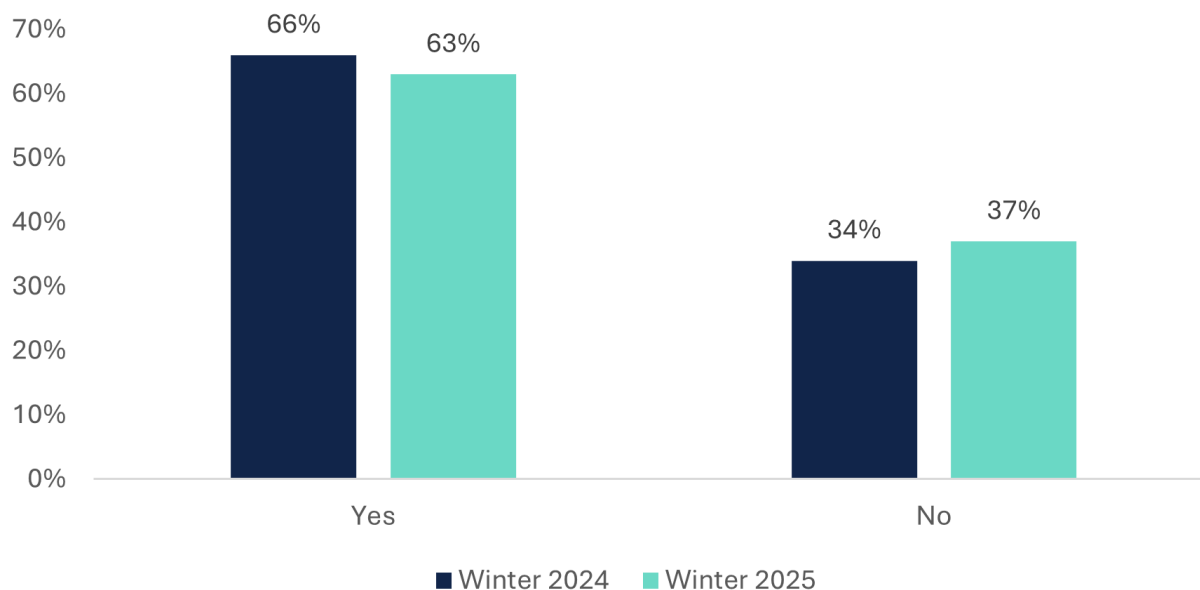
Most students (43%) indicated that they were somewhat comfortable with their knowledge of how WUSA operates, followed by not comfortable at all (38%), comfortable (17%) and very comfortable (2%) (Figure 11). We asked students the same question in Winter 2024 but also included a neither comfortable nor uncomfortable option which the highest proportion of students (47%) selected.

Figure 11: Student Comfort with Knowledge of How WUSA Operates



We also asked students if they wished they had a better understanding of how WUSA operates, to which 63% said yes and 37% said no. Compared to last year, a slightly lower proportion of students wished they had a better understanding of how WUSA operates (Figure 12).

Figure 12: Do you wish you had a better understanding of how WUSA operates?



When this question was broken down by demographics (Table 20), we found that:

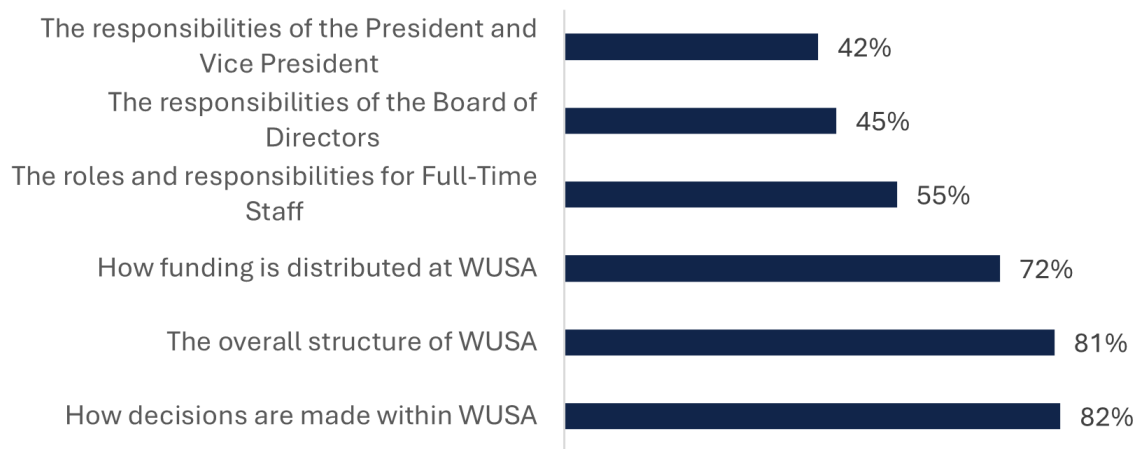
- International students are more likely to wish they knew more about how WUSA operates**.
- Women and gender diverse students are slightly more likely to wish they knew more about how WUSA operates than men*.

Table 20: Do you wish you had a better understanding of how WUSA operates? Demographic Breakdown

	I wish I knew more about how WUSA operates	I do not wish I knew more about how WUSA operates
Overall	747 (63%)	435 (37%)
International Status		
International Student	71 (77%)	21 (23%)
Domestic Student	676 (62%)	414 (38%)
Gender Identity		
Man	195 (58%)	141 (42%)
Woman	505 (65.9%)	261 (34.1%)
Gender Diverse	34 (64.2%)	19 (35.8%)

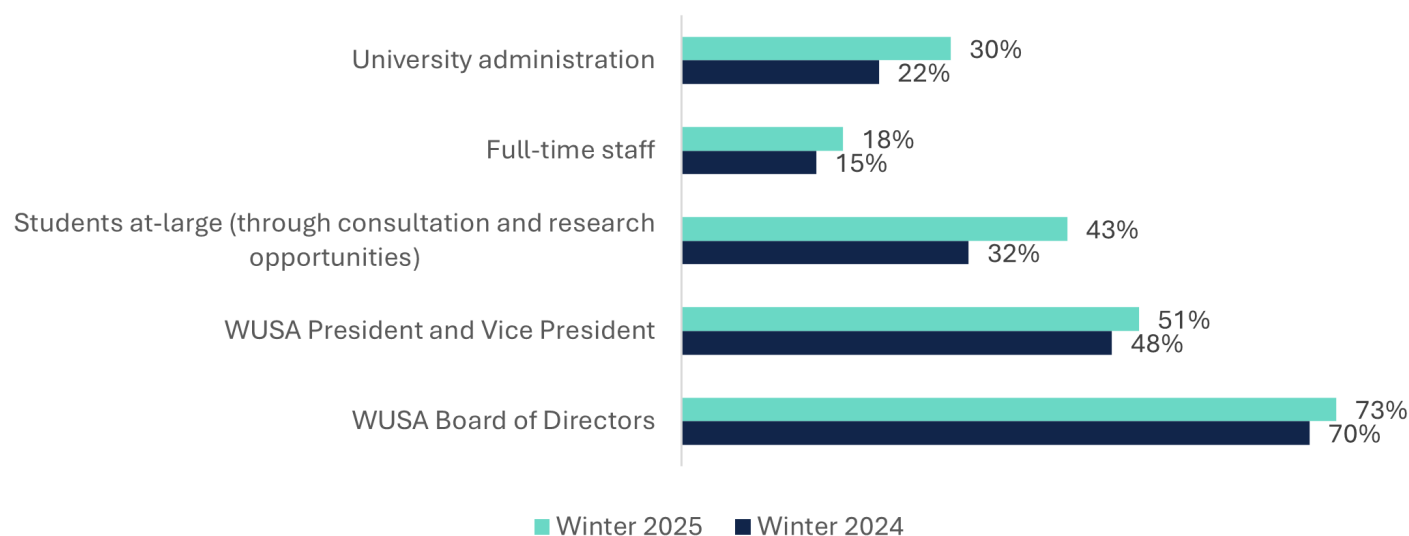
The specific areas of WUSA operations that students would like to understand are how decisions are made within WUSA (82%) and the overall structure of WUSA (81%) (Figure 13). Those who selected the “other” option and provided a response shared that they would like to know about meetings and decisions, future goals, and fee allocation. One student suggested that an Instagram series would be helpful explain the different roles at WUSA.

Figure 13: What Students Would like to better understand about WUSA



Finally, students were asked which actors set the strategic direction at WUSA. While students were presented with multiple options in this question (Figure 14), there are three actors which are considered correct: 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 three actors, with WUSA Board of Directors as the top response (73%), followed by WUSA President and Vice President (51%) and students-at-large (43%). It is interesting, however, that 30% and 18% of students believe that university administration and full-time staff set the strategic direction of WUSA, respectively, which is a higher proportion than last year (Figure 14). This suggests the need for awareness among students to be enhanced in this area.

Figure 14: Actors Students Think Set the Strategic Direction at WUSA, Two Year Comparison



Conclusion

This report has covered student understanding and awareness of WUSA governance, operations and advocacy, with a particular emphasis placed on how students want to see WUSA prioritize initiatives in these areas moving forward. Overall, the results encompassed themes relating to how busy students are, the need for more awareness amongst students about WUSA, and student desire for a better understanding of the overall “big picture” of WUSA systems and processes. These themes have the potential to be implemented through three broad areas of consideration: programming, marketing and communications, and organization-wide systems and supports.

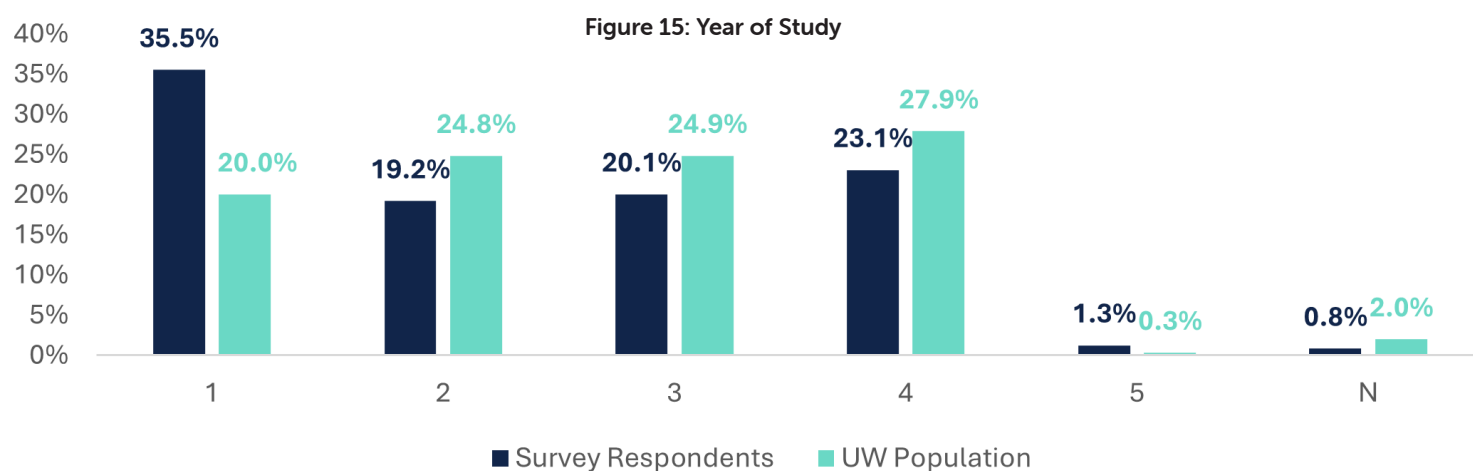
Appendix A: Survey Participant Demographics

Table 21: Survey Participant Demographics

	N	%
Overall	1182	100
Year		
First	420	35.53%
Second	227	19.20%
Third	237	20.05%
Fourth	273	23.10%
Fifth+	15	1.27%
NL	10	0.85%
Faculty		
Health	97	8.21%
Arts	253	21.40%
Engineering	269	22.76%
Environment	96	8.12%
Math	221	18.70%
Science	246	20.81%
Primary Campus (N = 1179)		
Cambridge	14	1.19%
Kitchener	15	1.27%
Stratford	10	0.85%
Waterloo	1140	96.69%
Co-op Program		
No	310	26.23%
Yes	872	73.77%
Disability		
Disabled	118	9.98%
Non-disabled	997	84.35%
I prefer not to answer	67	5.67%
Gender Identity (N = 1181)		
Gender Diverse	53	4.49%
Woman	766	64.86%
Man	336	28.45%
I prefer not to answer	26	2.20%

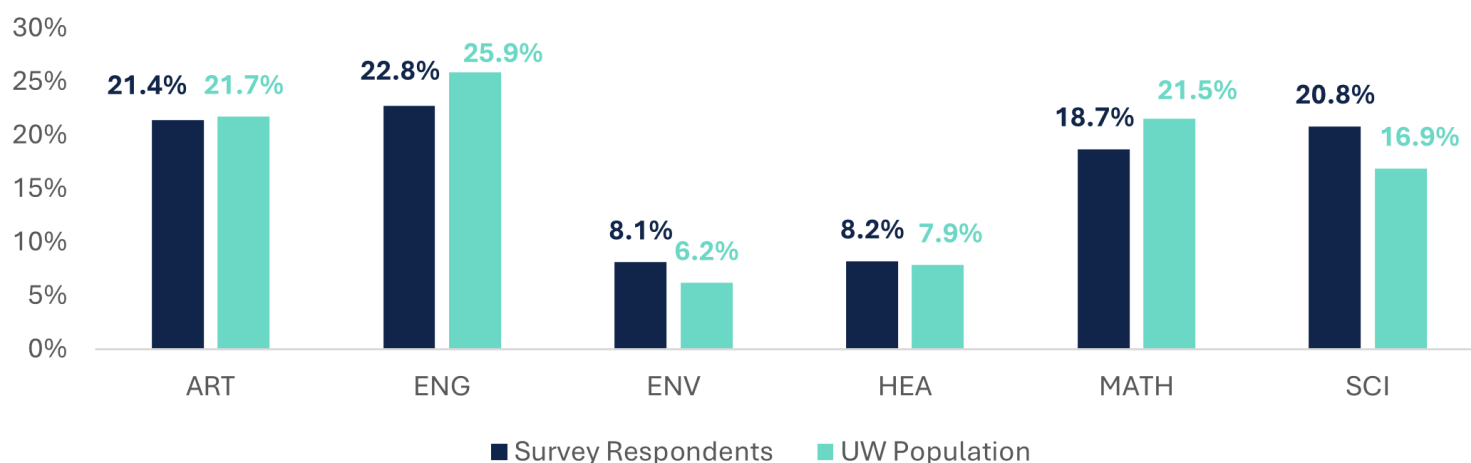
	N	%
Sexual Identity (N = 1163)		
LGBQ+	277	23.82%
Straight	793	68.19%
I prefer not to answer	93	8.00%
Racial Identity (N = 1180)		
Racialized	800	67.80%
Non-Racialized	344	29.15%
I prefer not to answer	36	3.05%
International Student		
International	92	7.78%
Domestic	1090	92.22%

As demonstrated in Table 21, most students (84.35%) indicated that they did not have a disability, compared to 9.98% who did. Moreover, most students indicated that their primary campus was Waterloo (96.69%), with only 1.27%, 1.19% and 0.85% of students indicating that their primary campus was Kitchener, Cambridge and Stratford, respectively.



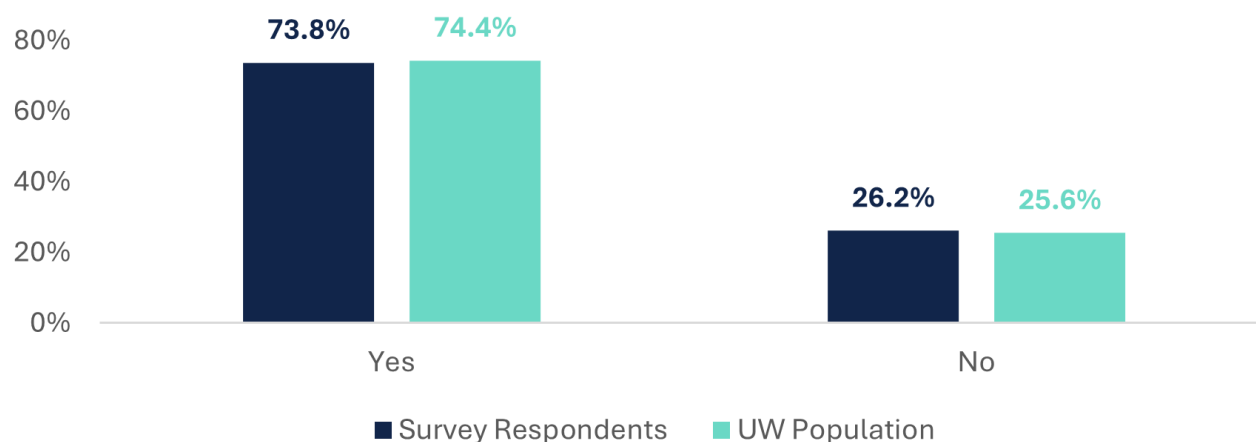
First year students (35.53%) make up the largest portion of respondents to the survey. This is followed by fourth year students (23.10%), third year students (20.05%), second year students (19.20%), students in fifth year or above (1.27%) and students categorized as NL (0.85%). Compared to the actual student population for the winter 2025 term, we over selected first years and under selected second, third and fourth years (Figure 15).

Figure 16: Faculty



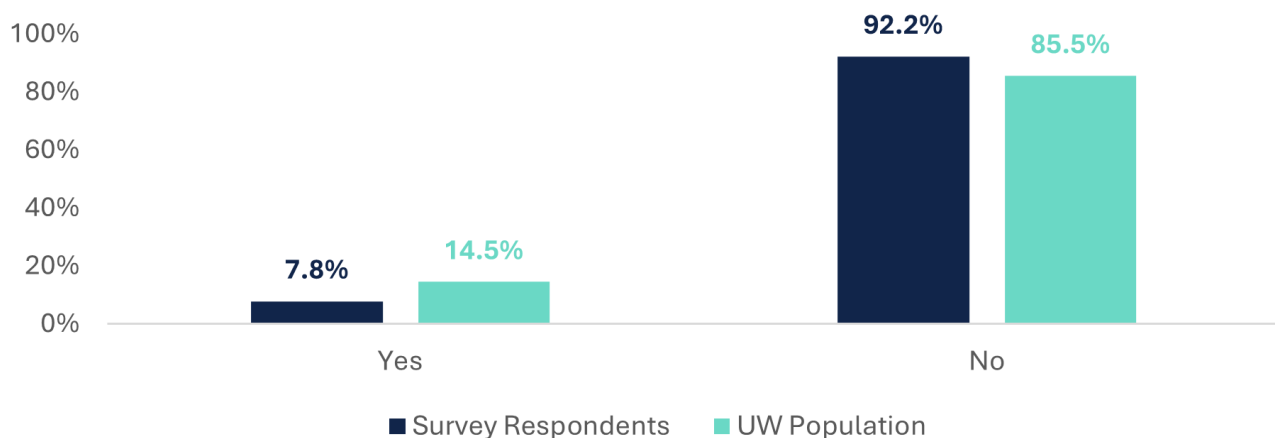
When it comes to faculty, 22.76% of survey respondents were in engineering, followed by Arts (21.40%), Science (20.81%), Math (18.70%), Health (8.21%) and Environment (8.12%). Compared to the actual student population, we under selected Art, Engineering and Math students and over selected Environment, Health and Science students (Figure 16).

Figure 17: Co-op Status



When it comes to co-op, most students indicated that they were in the co-op program (73.77%) compared to 26.23% of students who were not. Compared to the actual student population, we slightly under selected co-op students (Figure 17).

Figure 18: International Student Status



Most students indicated they were not international students (92.22%) compared to 7.78% who were. Compared to the actual student population, we under selected international students (Figure 18).

Students were asked which racial categories they primarily identify with. Students were able to 'select all that apply' to the following: 'Black', 'East Asian', 'Latine', 'Middle Eastern', 'South Asian', 'Southeast Asian', 'White', 'Mixed', 'Biracial', 'Another racial category' or 'I prefer not to answer'. Students who selected 'White' were categorized as 'non-racialized' (29.15%). Students who selected one or more racial categories other than 'White' were categorized as 'Racialized' (67.80%). Students who selected 'I prefer not to answer', regardless of whether they selected another racial category, were categorized as 'I prefer not to answer' and excluded from race-related analyses.

Students were asked which sexual identities they identify with. Students were able to 'select all that apply' to the following: 'asexual', 'bisexual', 'gay', 'heterosexual/straight', 'lesbian', 'pansexual', 'queer', 'questioning', 'another sexual identity' or 'I prefer not to answer'. Students who selected 'heterosexual/straight' were categorized as 'straight' (68.19%). Students who selected one or more of the sexuality identities other than 'heterosexual/straight' were categorized as 'LGBQ+' (23.82%). Any students who selected 'I prefer not to answer', regardless of whether they selected another sexual identity, were categorized as 'I prefer not to answer' and excluded from sexuality-related analyses.

Students were asked which gender identity they identify with. Students were able to 'select all that apply' to the following: 'woman', 'man', 'gender non-conforming', 'non-binary', 'agender', 'questioning', 'trans', 'Two-Spirit', 'another gender identity', or 'I prefer not to answer'. Students who exclusively selected 'woman' or 'man' were categorized as 'woman' (64.86%) or 'man' (28.45%), respectively. Students who selected 'woman' or 'man' in combination with any of the other gender identities were categorized as 'gender diverse' (4.49%). Students who selected one or more of the following identities, 'gender non-conforming', 'non-binary', 'agender', 'questioning', 'trans', 'Two-Spirit', 'another gender identity' were categorized as 'gender diverse'. Any students who selected 'I prefer not to answer', regardless of whether they selected another gender identity, were categorized as 'I prefer not to answer' and excluded from gender-related analyses.

Appendix B: Survey Questions

Advocacy Engagement

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

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

2. What are some of the challenges you face when advocating for your needs as a post-secondary student? [MC – all that apply – DO NOT display if 1j is selected]

- a. Lack of awareness of who to contact
- b. Not having the time
- c. Not having the support
- d. Fear of judgement or discrimination
- e. Feeling discouraged due to the lack of action in the past
- f. Concerned about not being listened to or taken seriously
- g. Anxious about speaking up
- h. Too busy with other obligations
- i. Process takes too long
- j. Other [Text box]

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

- a. Opportunities for networking
- b. Access to funding
- c. Opportunity to engage and connect with local politicians
- d. Career development
- e. Community recognition
- f. Connection to your field of study
- g. Support from your peers
- h. Support from your instructors
- i. Connection to the community you live in
- j. Having access to tools to help me self-advocate
- k. Other [Text box]

- 4. How knowledgeable are you about the advocacy work WUSA does on behalf of students? [MC – Select one]**
- a. Very knowledgeable
 - b. Knowledgeable
 - c. Somewhat Knowledgeable
 - d. Not knowledgeable at all
- 5. Which of the following WUSA advocacy efforts from this past year are you aware of? [MC – Select all that apply]**
- a. Red Zone Campaign
 - b. Art Hive
 - c. OUSA Policy Paper Consultations
 - d. City of Waterloo Town and Gown Committee
 - e. Participating in Provincial and Federal Advocacy weeks
 - f. Chapters for Change Event
 - g. Jack.org talk
 - h. Fries for FRIES
 - i. Housing Legal Sessions
 - j. Financial literacy workshop
 - k. The Change Engine
 - l. Self-advocacy resource
- 6. Please complete the following sentence: I would like to engage in WUSA advocacy by... [MC – Select all that apply]**
- a. Attending events related to a specific topic
 - b. Having online content, resources and articles available for me to access when needed
 - c. Joining a WUSA Board committee
 - d. Running for WUSA President, Vice President or Board of Director
 - e. Participating in awareness campaigns and events
 - f. Signing onto petitions about specific issues
 - g. Providing my feedback through research and consultation opportunities
 - h. Working part-time for the Advocacy Department within WUSA
 - i. I am not interested in engaging in WUSA advocacy at all [Make exclusive – skip to Q10]
 - j. I am not interested in engaging, but would like to be updated [Make exclusive – skip to Q9]
- 7. How interested are you in engaging with the following advocacy opportunities? [Matrix with options for very interested, interested, somewhat interested, not interested at all]**
- a. Online resource (e.g., [Housing Playbook](#))
 - b. In-person presentation/speaker series
 - c. Online presentation/speaker series
 - d. In-person opportunities to share your feedback at WUSA roundtables
 - e. In-person drop-in programming (e.g., Art Hive)
 - f. Stopping by a booth in the Student Life Centre (SLC)
 - g. In-person networking events with campus partners

- 8. How likely are you to attend the following types of advocacy events? [Matrix with options for very likely, likely, somewhat likely, not likely at all]**
- a. Events with limited spots where you need to RSVP in advance
 - b. Events that are drop in, where I can come and go as I please
 - c. Events where I can increase my awareness of a certain topic
 - d. Events where I am learning and developing new skills
 - e. Events where I can relax and be distracted from school
 - f. Events where I am an active participant (e.g., doing an activity or task)
 - g. Events where I am a passive participant (e.g., listening to a speaker)
- 9. How would you like to stay informed about the progress and outcomes of WUSA advocacy? [MC – Select all that apply]**
- a. Email updates as needed to all undergraduates
 - b. Opt-in monthly email newsletter
 - c. Yearly WUSA Report (E.g., [WUSA Impact Report](#))
 - d. Updates on wusa.ca (E.g., [WUSA advocacy page](#))
 - e. WUSA Instagram
 - f. WUSA LinkedIn
 - g. WUSA Discord
 - h. Other [Text box]
- 10. Is there anything else you would like to share about how WUSA can advocate for your needs? [Text box]**

Advocacy Priorities

- 11. Which of the following are stressors for you as a post-secondary student? [MC – Select all that apply]**
- a. Academic workload (e.g., course load, academic expectations)
 - b. Making friends/fitting in socially
 - c. Financial challenges (e.g., tuition, textbooks)
 - d. Securing housing
 - e. Staying active with extracurriculars
 - f. Having a meaningful co-op experience
 - g. Maintaining positive mental health
 - h. Networking and preparing for post-graduation education/work
 - i. Being treated unfairly by instructors
 - j. Other [Text box]
- 12. How concerned are you about the following issues? [Matrix with options for very concerned, concerned, somewhat concerned, slightly concerned, not concerned at all]**
- a. Safety on campus
 - b. Community belonging on campus
 - c. Co-op and employment
 - d. Housing
 - e. Affordability and cost of living
 - f. Academics and educational quality
 - g. Accessibility and inclusion on campus
 - h. Mental health and wellness
 - i. Environmental sustainability on campus
 - j. International student experience

13. Which of the following issues would you like to see WUSA address in the coming year(s)? [MC – select all that apply]

- a. Safety on campus
- b. Community and belonging on campus
- c. Co-op and employment
- d. Housing
- e. Affordability and cost of living
- f. Academics and educational quality
- g. Accessibility and inclusion on campus
- h. Mental health and wellness
- i. Environmental sustainability on campus
- j. International student experience

14. Based on your choices above, please rank how you would like WUSA to prioritize these advocacy issues, with 1 being the highest priority [Rank Order]

- a. Selected options carried forward from Q13

15. Within the topic of safety on campus, how would you prioritize the following areas of focus? [Matrix with options high priority, medium priority, low priority, not a priority – DISPLAY ONLY IF 13a is selected]

- a. Personal safety (e.g., freedom from physical harm and harassment)
- b. Emotional safety (e.g., feeling of belonging and acceptance of who you truly are)
- c. Campus infrastructure (e.g., lighting, help buttons)
- d. Gender based sexual violence prevention and response
- e. Awareness of emergency safety procedures

16. Within the topic of community and belonging on campus, how would you prioritize the following areas of focus? [Matrix with options high priority, medium priority, low priority, not a priority – DISPLAY ONLY IF 13b is selected]

- a. Freedom of expression
- b. Opportunities to build connections with other students
- c. Opportunities to build connections with faculty and staff
- d. Diversity and inclusion content in courses
- e. Mentorship opportunities

17. Within the topic of co-op and employment, how would you prioritize the following areas of focus? [Matrix with options high priority, medium priority, low priority, not a priority – DISPLAY ONLY IF 13c is selected]

- a. Availability of student jobs on campus
- b. Availability of student jobs off campus
- c. Co-op experience with employers
- d. Co-op experience with Co-operative and Experiential Education
- e. Overall co-op cycle and timeline for recruiting term
- f. Preparing for post-graduation
- g. Salary and living wage

18. Within the topic of housing, how would you prioritize the following areas of focus? [Matrix with options high priority, medium priority, low priority, not a priority – DISPLAY ONLY IF 13d is selected]

- a. Cost of rent
- b. Availability of housing
- c. Quality of housing
- d. Frauds and scams
- e. Subletting
- f. Legal issues/landlord disputes

19. Within the topic of affordability and cost of living, how would you prioritize the following areas of focus? [Matrix with options high priority, medium priority, low priority, not a priority – DISPLAY ONLY IF 13e is selected]

- a. Tuition cost
- b. Cost of essentials (e.g., groceries, transportation, rent)
- c. Cost of textbooks
- d. Cost of extracurriculars (e.g., social and wellness activities)
- e. Budgeting resources
- f. Scholarship and bursary availability

20. Within the topic of academics and educational quality, how would you prioritize the following areas of focus? [Matrix with options high priority, medium priority, low priority, not a priority – DISPLAY ONLY IF 13f is selected]

- a. Academic accommodations
- b. Technology and artificial intelligence (AI) in education
- c. Online and digital learning
- d. Skills for academic success
- e. Collaboration with faculties and instructors

21. Within the topic of accessibility and inclusion on campus, how would you prioritize the following areas of focus? [Matrix with options high priority, medium priority, low priority, not a priority – DISPLAY ONLY IF 13g is selected]]

- a. Anti-racism
- b. Truth & Reconciliation and Indigenization
- c. 2SLGBTQIA+ student support and programs
- d. Accessibility for Ontarians with Disabilities Act (AODA) compliance
- e. Religious accommodations
- f. Physical accessibility on campus

22. Within the topic of mental health and wellness, how would you prioritize the following areas of focus? [Matrix with options high priority, medium priority, low priority, not a priority – DISPLAY ONLY IF 13h is selected]]

- a. Wait times for appointments
- b. Variety of services provided
- c. Culturally competent counselors
- d. Availability of crisis services
- e. Supports for racialized and 2SLGBTQIA+ students
- f. Cost of services

- 23. Within the topic of international student experience, how would you prioritize the following areas of focus? [Matrix with options high priority, medium priority, low priority, not a priority – DISPLAY ONLY IF 13j is selected]**
- a. Equitable and predictable tuition
 - b. Pathways to permanent residency
 - c. Supports to help with your transition to post-secondary education

24. Is there anything else you would like to share about how WUSA should prioritize advocacy issues? [Text box]

Governance and Operations

25. How knowledgeable are you about WUSA's governance structure? [MC – Select One]

- a. Very knowledgeable
- b. Knowledgeable
- c. Somewhat knowledgeable
- d. Not knowledgeable at all

26. Are you comfortable with your understanding of how WUSA operates? [MC – Select One]

- a. Very comfortable
- b. Comfortable
- c. Uncomfortable
- d. Very uncomfortable

27. Do you wish you had a better understanding of how WUSA operates? [MC – Select One]

- a. Yes
- b. No

28. What would you like to better understand about how WUSA operates? [MC – Select all that apply - Display only if 27a is selected]

- a. The roles and responsibilities for Full-Time Staff
- b. The overall structure of WUSA
- c. How decisions are made within WUSA
- d. How funding is distributed at WUSA
- e. The responsibilities of the Board of Directors
- f. The responsibilities of the President and Vice President
- g. Other [Text box]

29. Which of the following actors do you believe set the strategic direction for WUSA? [MC – Select all that apply]

- a. WUSA Board of Directors
- b. WUSA President and Vice President
- c. Students at-large (through consultation and research opportunities)
- d. Full-time staff
- e. University administration
- f. Other [Text box]

30. Did you know that WUSA's Annual General Election for Board of Directors is taking place now (February 3-9)? [MC – Select One]

- a. Yes
- b. No