# 2021 Annual Survey

**November 17–December 7, 2021 (n=4,032)**

Prepared by Cameron McCubbing and Jonathan Olfert,
UASU Department of Research and Advocacy

## Key Points

In late Fall 2021, 4,032 students took the 2021 UASU Annual Survey, an 11.8% turnout rate. This is comparable to the 2019 survey and a significant improvement on the 2020 survey. We constructed a 1,500-student Stratified Random Sample (SRS) for a clearer look at several questions, compensating for variation across faculty, gender, and year of study.

**Self-Identified Demographics**
- 2SLGBTQ+ students: 24%
- Transgender students: 3%
- Non-binary students or other gender identity: 5%[1,2]
- Indigenous students: 5% (compared to 4% of undergraduate students)
- Black students: 4%
- BIPOC students: ~35%
- Disabled students: 6%
    - Up from 4% 'differently abled or person with disabilities' in 2018
- International students: 7%
    - Compared to 15% of undergraduate students
    - Shortfall closely linked to difficulty engaging Chinese international students

**Student Spaces**
- Broad interest in Indigenous Celebration Week, especially among international students
- Higher interest in on-campus/in-person involvement opportunities than in remote/online opportunities
- 1/5 of students had zero or near-zero interest in remote/online opportunities
- Breadth of text responses proposing potential Green Fund projects
- Most common reasons for visiting SUB: food vendors (62%), meeting friends (45%), purchasing resources for school (44%), studying (33%), meeting space (23%)
- Most commonly valued amenities in SUB: food court (70%), bookstore (67%), study space (37%), social space (36%), health centre (32%), SUBmart (27%), InfoLink (27%), SUBprint (27%)
- ~40% visited SUB at least once a week during Fall 2021; 9% visited at least four times per week
- Most common reasons for not visiting SUB: class locations far away (58%), too busy (43%), too loud (35%)

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[1] 40% of non-binary/another-gender students self-identified as transgender. Conversely, 75% of transgender students self-identified as non-binary or another gender. We estimate at least 2,000 UAlberta undergraduates belong to one or both of these categories.

[2] Note that the 2021-22 Annual Report on Undergraduate Enrolment reports students' gender as 0.22% 'other,' an approach which, statistically, proves to be othering.

**Student Services**

- 13% of 2SLGBTQ+ respondents in the Stratified Random Sample (SRS) had visited The Landing
- 22% of non-2SLGBTQ+ respondents in the SRS were interested in visiting The Landing
- Nearly identical rates of interest and visitation among 2SLGBTQ+ students compared to 2020 Annual Survey
- 2SLGBTQ+ students were most likely to be interested in The Landing because they were looking for community, friendship, and personal connections
- Non-2SLTBQ+ students were most likely to be interested in The Landing because they wanted to learn how to be an ally, or because of general curiosity about sexual and gender diversity
- 1/3 of respondents in the SRS knew that InfoLink was a UASU service, and another 1/4 thought it might be
- 1/5 of respondents in the SRS would have been involved in a student club/group in Fall 2021 if they had known about a group that interested them
  - Most likely to have been involved if they knew about a group that interested them: Augustana, Education, CSJ, KSR, Nursing
- 15% of respondents in the SRS were very involved in student clubs/groups in Fall 2021
- Most common answers in 9700 words of text responses about interest in low-cost professional development programs: leadership, communication, networking, time management, interview skills, presentations, project management, resume building
- 2.7% of SRS had used the Peer Support Centre in the previous 12 months
- Gender strongly impacts willingness to use the PSC
  - Men 68% more likely than women and gender minorities to say they would not use the PSC
- Groups especially likely to say they would use the PSC: Black students, transgender students, Indigenous students, South Asian students, Southeast Asian students, 2SLGBTQ+ students, and especially international students (49% yes compared to 28% of SRS)
- Two-thirds of Peer Support Centre users found their PSC session(s) useful or very useful on a five-point Likert scale, consistent with previous years
- PSC users were highly likely to experience unsafe housing, food insecurity, and unemployment

**Advocating for Student Needs**

- Looking at comfort accessing student mental health support, faculty played a larger role than personal demographics
  - Least comfortable: Business, Pharmacy, Engineering

- ○ Most comfortable: Native Studies, Law, Augustana, KSR
- Disabled students and international students were especially likely to feel comfortable accessing mental health support
- Proportion of students who experienced these circumstances at some point in the past two years (December 2019-December 2021):
  - ○ Unstable housing situations (e.g. couch-surfing, living in a vehicle, sleeping rough): 3.7%
  - ○ Other unhealthy or unsafe housing situations (e.g. with an abusive partner/family member/roommate): 8.1%
  - ○ Skipping meals at least once a week due to the cost of food: 12.6%
  - ○ Unable to find work: 19.9%
  - ○ Underemployed: 15.0%
- Transgender, disabled, 2SLGBTQ+, and Indigenous students were more likely to experience homelessness-related circumstances, food insecurity, and inability to find work
- Around 7% of students in the SRS report their pronouns as they/them (with or without other pronouns)
- Around 6% of students in the SRS, ⅔ of them cisgender, use two or more types of pronouns (e.g. he/they)
- ⅓ of transgender students, and ⅕ of cisgender students who use 'they/them' (with or without other pronouns), are somewhat or very uncomfortable using their pronouns on campus
- The average student who buys menstrual products pays $18.70 per month
  - ○ 14% pay the bare minimum (around $5 per month) due to some combination of preference, availability, and need
- Around 12% of students feel unsafe due to the recent deployment of plainclothes UAPS officers and around 39% feel safer
  - ○ Demographics much more likely to feel unsafe due to plainclothes UAPS: Indigenous students (21%), Black students (18%), non-binary/other gender (29%), disabled students (23%)
- Pandemic layoffs strongly impacted women and gender minorities and disabled students
  - ○ Disabled women and gender minorities were twice as likely as non-disabled men (30% versus 16%) to be laid off due to the pandemic
  - ○ Students who worked as unpaid caregivers at some point in the past two years were especially likely to have lost their job at some point in the same period
- Demographics had widely different experiences with access to work, e.g.:
  - ○ Indigenous students much more likely to hold full-time work, especially off-campus and government work, than any other demographic — likely related to age and parenthood, as explored in other surveys

- ○ Transgender students much more likely to work as unpaid caregivers (e.g. for dependent family) than any other demographic
- ○ Black and Disabled students much more likely to volunteer than any other demographics
- ○ Women much more likely than men to work part-time or volunteer
- ○ Food-insecure students much more likely to work full-time than the average student
- ○ Women much more likely than men to volunteer for UASU or UAlberta, and more likely to hold paying off-campus jobs
- ○ Black students, transgender students, non-binary students all especially likely to work for the UASU
- ○ International student employment closely confined to campus
- Over half of students have found it difficult to balance work and school over the past two years
  - ○ 'Very difficult': 17% of SRS respondents — a major predictor of precarious housing, precarious employment, and food insecurity
  - ○ Special impacts on diabled, transgender, and Indigenous students, among others
  - ○ Law, Pharmacy, Native Studies, and KSR students were especially likely to have difficulty balancing work and school
- Most students felt more or less neutral regarding satisfaction with their work situation over the past two years
  - ○ Most marginalized demographics were far more likely to have been very dissatisfied

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## Sample Collection

The survey was built in the SurveyMonkey platform. The UASU attempted to contact the entire undergraduate student body (roughly 34,100 students) through various means, including newsletters, the Perks gamification platform, and contact with faculty associations. The survey went out in both French and English.

The survey reached 4,032 points of contact (11.8% of all undergraduates). This represented a significant increase over the 2020 annual survey, and was closely comparable with the 2019 survey (3,944 respondents, 12.3%).

Incentives comprised a modest prize of 500 Perks points (for all students who completed the survey) and a chance to win one of 10 $50 Amazon gift cards. After completing the survey, 1,776 respondents entered the Perks platform to collect their points.

> Unique respondents: 4,032, representing 12% of UAlberta undergraduate students.

## Stratified Random Sampling

Our sample had key demographic distortions, including lower engagement among specific faculties, upper-year students, and men. As detailed in Appendix A, we constructed a Stratified Random Sample (SRS) of 1,500 respondents to compensate for these distortions.

While this report focuses on the full sample, we sometimes reference the SRS, which serves as a baseline that represents results for the entire student body. Unless a statistic is specifically noted as referring to the SRS, it comes from the full sample.

> Stratified random sampling created a secondary sample that more accurately represents the entire student body.

> Corrections for faculty, gender, and year of study.

## Demographics

**Turnout by Faculty**

Participation varied widely by faculty. As in the 2020 survey, we saw high engagement in ALES, Arts, Science, and KSR, and low engagement in Medicine and Dentistry, Engineering, FoPPS (Pharmacy), Nursing, Business, and Open Studies.

| Faculty | Actual percent of FLE undergraduates (calculated from Annual Report on Undergraduate Enrolment 2020-21) | 2021 Annual Survey |
|---|---|---|
| ALES | 4.8% | 6.8% |
| Arts | 18.9% | 22.6% |
| Augustana | 3.0% | 2.7% |
| Business | 6.4% | 5.0% |
| CSJ | 2.3% | 2.4% |
| Education | 9.3% | 9.4% |
| Engineering | 15.6% | 12.1% |
| KSR | 3.2% | 4.4% |
| Law | 1.9% | 1.4% |
| Med & Dent | 3.7% | 1.9% |
| Native Studies | 0.5% | 0.6% |
| Nursing | 4.7% | 3.4% |
| Open Studies | 1.8% | 0.7% |
| PharmSci | 2.0% | 0.9% |
| Science | 21.9% | 25.0% |
| Other | 0% | 0.3% |
| Prefer not to say | | 0.5% |

> High engagement: ALES, Arts, Science, KSR

> Low engagement: Medicine and Dentistry, Engineering, FoPPS, Nursing, Business, Open Studies

See Appendix A for faculty proportions in the SRS.

**Turnout by Year of Study**
This year saw unusually low engagement from upper-year students, and proportionately high engagement from first-year students. The reasons are unknown.

> Unusually low upper-year turnout; unusually high first-year turnout.
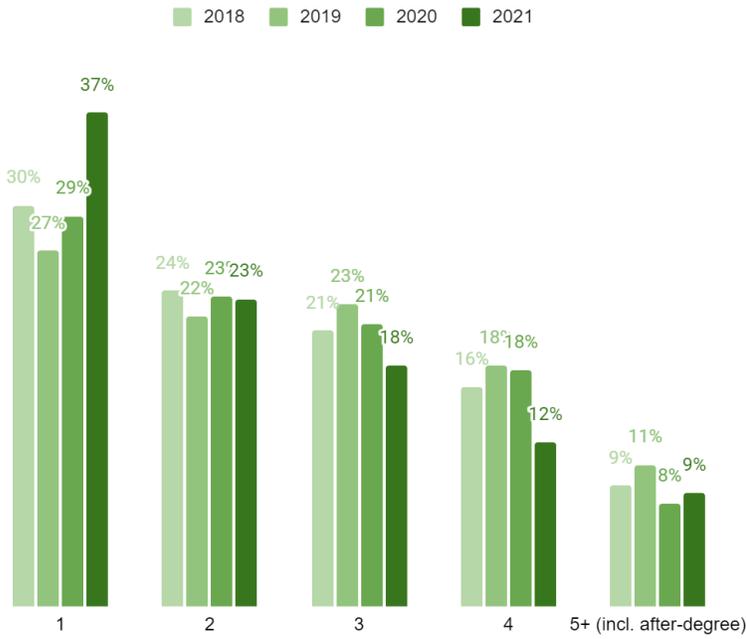


See Appendix A for year of study proportions in the SRS.

## Gender and Sexuality

This survey saw an extremely strong turnout from sexual and gender minority students, broadly comparable to recent external demographic polling.

> 24% of women and 11% of men identified as 2SLGBTQ+.

24.0% identified as 2SLGBTQ+ and 2.9% identified as transgender.

> 3% identified as transgender.

In a separate question, 61.6% identified as women, 30.9% identified as men, and 5.45% identified as non-binary or another gender. As a point of interest, 39.5% of non-binary/other gender identity students self-identified as transgender, and 75% of transgender students self-identified as non-binary/other gender.

> 62% women, 31% men, 5% non-binary/another gender.

Note that the 2020/21 Annual Report on Undergraduate Enrolment[3] classifies the student body's gender distribution as 55% female, 45% male, and 0.1% other. This is problematic for two reasons: 'male/female' refer to sex, not gender, and 'other' is inherently othering, which may drive down self-identification rates. We strongly suspect that our two-question construction comes far closer to an accurate picture than the University's current approach or previous UASU approaches.

For context, a recent Gallup poll indicated that 'Generation Z' (those born 1997-2002, i.e. the vast majority of undergraduate students) are highly likely to identify as 2SLGBTQ+ (15.9% compared to 9.1% of millennials, 3.8% of Gen X, etc. ) and/or transgender (1.8% compared to 1.2% of millennials, 0.2% of Gen X, etc.). The Gallup poll also found that "Women are more likely than men to identify as LGBT." Our survey notes the same trend: in our sample, 2SLGBTQ+ students comprised 24.3% of women and 10.7% of men.

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[3] Much of this report was drafted with reference to the 2020/21 Annual Report on Undergraduate Enrolment. Since then, the 2021/22 version has become available. In that, 'other' (due to a new write-in option for incoming students) has increased to 0.22%. We anticipate far higher numbers in the future as the University begins to modernize its understanding of gender.

## Race and Ethnicity

*Here in Canada, we have nearly one hundred universities and even more colleges, and yet there's no evidence that we collect race-based data on students, so it's impossible to know how many are visible minorities and what their needs and challenges are.* - Eternity Martis, *They Said This Would Be Fun: Race, Campus Life, and Growing Up* (2020)

This is a sensitive subject, difficult to handle perfectly, and we welcome input on constructing better versions of this survey question in the future.

| Self-identification (choose all that apply, descending order of frequency) | Percent of respondents |
|---|---|
| White | 61.8% |
| East Asian* | 12.2% |
| South Asian | 11.2% |
| Southeast Asian | 8.2% |
| First Nations, Métis, and/or Inuit | 5.0%** |
| Black (African, African-Canadian, Black Indigenous, etc.) | 3.9% |
| Middle Eastern or North African | 3.3% |
| Hispanic or Latino | 1.9% |
| PREFER NOT TO SAY | 2.9% |

> East Asian students were underrepresented.

> Indigenous students were well represented.

*\* Note that, since around 10% of all undergraduates are Chinese international students per the Annual Report on Undergraduate Enrolment, and since international students are heavily underrepresented in this survey, East Asian students likely comprise more than 12% of undergraduates.*
*\*\* By official figures, Indigenous students comprise 4% of undergraduates.*

The most common text responses not included above were Caribbean and Pacific Islander.

Since the term 'BIPOC' is still widely used,[4] we estimate that around 35% of respondents would fall within this envelope.

> Around 35% BIPOC.

### Disability
When asked 'Do you identify as disabled?' 5.8% of respondents answered in the affirmative.

> 6% disabled students, a major increase from 2018 data, which used person-first language.

In keeping with shifting norms,[5] we opted not to default to person-first language (e.g. 'person with a disability') when constructing this question.

For comparison, in our 2018 survey, only 4.2% of respondents answered 'yes' to 'Do you identify as differently abled or a person with disabilities?' Shifting away from person-first language may have played a role in the significantly increased response rate from disabled students.

### International Students
7.0% of respondents were international students, compared to 15% of the actual student body. This low turnout is relatively normal (5.5% in 2020, 7.4% in 2018, 5.4% in 2017). Cross-tabulating with the race/ethnicity question, and comparing the results with the Annual Report on Undergraduate Enrolment, allows us to speculate about which groups of international students may be represented or underrepresented in this survey.

> 7% international students, a major underrepresentation.

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[4] The term 'BIPOC' has been criticized for its tendency to paint a diversity of communities (and their needs and experiences) as homogeneous. Another major point of criticism is that including First Nations, Métis, and Inuit people in categories like 'BIPOC' or 'visible minority' erases their unique relationships with (and claims on) Canadian society, history, and government. In our 2018 annual survey data, fewer than ¼ of Indigenous respondents self-identified as members of a visible minority.

[5] For example: *"In the past, we have encouraged journalists and others to use person-first language (such as, "a person who has Down syndrome" rather than "a Down syndrome person") as a default. Even with the caveat that this does not apply to all, we have heard from many people with disabilities who take issue with that advice...The phrase "disabled people" is an example of identity-first language (in contrast to people-first language). It is the preferred terminology in Great Britain and by a number of U.S. disability activists. Syracuse University's Disability Cultural Center says, "The basic reason behind members of (some disability) groups' dislike for the application of people-first language to themselves is that they consider their disabilities to be inseparable parts of who they are." For example, they prefer to be referred to as "autistic," "blind" or "disabled." Several U.S. disability groups have always used identity-first terms, specifically the culturally Deaf community and the autistic rights community." Disability Language Style Guide*, National Center on Disability and Journalism, Arizona State University

We know, for example, that the top source countries for international students are as follows:
- 61.3% China
- 10.7% India
- 3.7% Nigeria
- 3.3% Bangladesh
- 2.5% Vietnam
- In decreasing order (~1-2% each): South Korea, Pakistan, Kenya, Japan
- 13.4% other

When we look at this survey's race/ethnicity question for international students only, we see that this survey's serious underrepresentation of East Asian international students (22% compared to ~63-65%) distorts the overall international student numbers. It appears that the chronic underrepresentation of international students in large surveys is primarily an issue with engaging East Asian international students.

> East Asian international students were severely underrepresented.

Other groups of international students appear to be participating in UASU annual surveys at proportional rates compared to the full sample — though they are overrepresented within the turnout of international students.

- For example, students from South Asia (India, Bangladesh, Pakistan, etc.) made up roughly 16% of international undergraduates in 2020/21. In the same year, international students comprised 14.5% of undergraduates, making South Asian international students around 2.3% of undergraduates. South Asian international students comprise 2.5% of the 2021 survey sample — and 36.5% of international respondents.

> South Asian international students were proportionately represented.

- As another, far less concrete example, Black students comprise 14.7% of international students in our sample. Among source countries, Nigeria is #3 and Kenya is #8, comprising roughly 5% of international undergraduates. Assuming Black students might also make up as much as ¼ -⅓ of the international students

> Black international students could be proportionately represented or moderately underrepresented.

whose source countries are combined under 'other,' we could make a ballpark estimate that around 7-10% of international students are Black. That would translate to around 1.1-1.5% of undergraduates. Black international students comprise 1.0% of the 2021 survey sample — potentially an underrepresentation, but not nearly as severe as the underrepresentation of East Asian international students.

In short, it appears likely that the vast majority of the underrepresentation of international students in this survey stems from persistent difficulties reaching and engaging East Asian (overwhelmingly Chinese) international students.

## Student Spaces

**"Throughout the 1970s, 1980s, and 1990s, student groups and the University ran Indigenous awareness week events that included talks, performances, and activities. This year, Indigenous students have asked the UASU to run a similar event in partnership with Indigenous student groups and other campus stakeholders. This event will take place early next semester. Are you likely to attend?"**

Admittedly, this question was designed more to inform than to measure. However, some points of interest emerged. International students, for example, were far more likely than most students to plan to attend the then-upcoming Indigenous Celebration Week (March 21-25, 2022). International students' plans closely paralleled Indigenous students' plans to attend.

> Broad interest in the then-upcoming Indigenous Celebration Week, especially among international students.
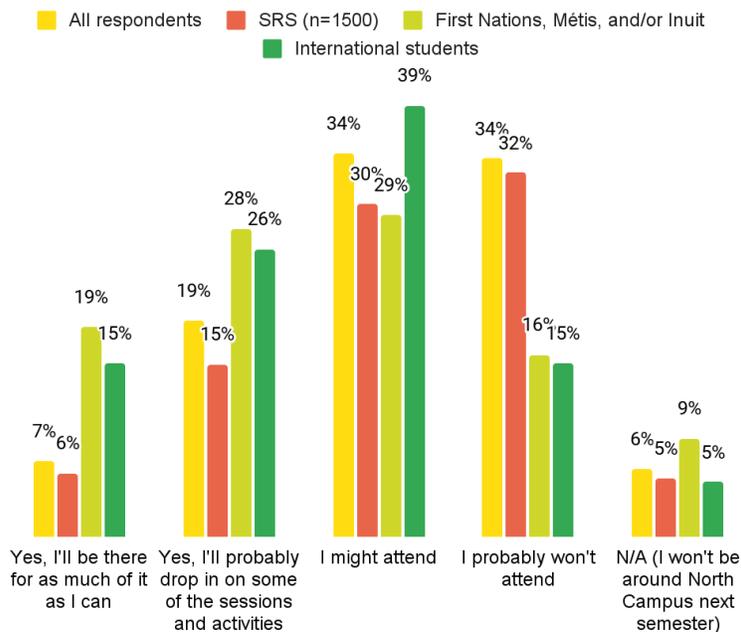
**"Are you interested in on-campus/in-person opportunities to get involved in student life?" AND "Are you interested in remote/online opportunities to get involved in student life?"**

> Higher interest in on-campus/in-person involvement opportunities than in remote/online opportunities.

| | | On-campus/in-person | Remote/online |
|---|---|---|---|
| All respondents | Avg. interest | 57.2 | 41.2 |
| | Modal interest (most frequent response) | 100 | 0 |
| Disabled respondents | Avg. interest | 56.0 | 44.2 |
| | Modal interest (most frequent response) | 100 | 0 |
| SRS (n=1500) | Avg. interest | 55.7 | 39.7 |
| | Modal interest (most frequent response) | 100 | 0 |

> Proportions hold true for disabled students.
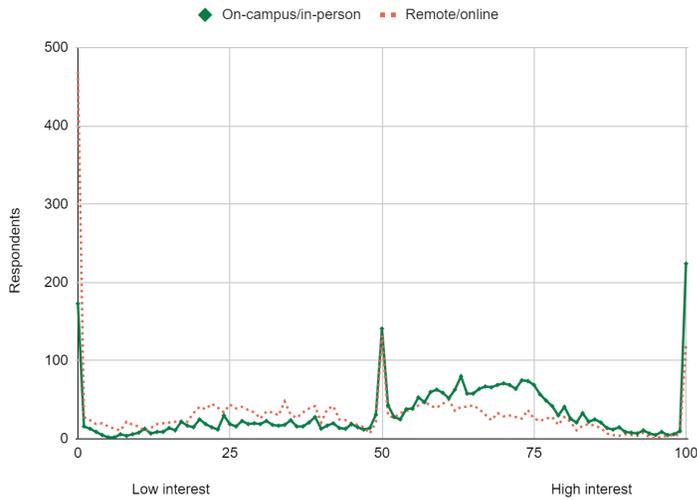


> A large minority of students (15-20%) had essentially zero interest in remote/online opportunities.

Interest in remote/online student life opportunities

Interest in on-campus/in-person student life opportunities

Not interested in student life

Somewhat interested in both

In-person somewhat, remote absolutely not

Very interested in both

In-person yes, remote no
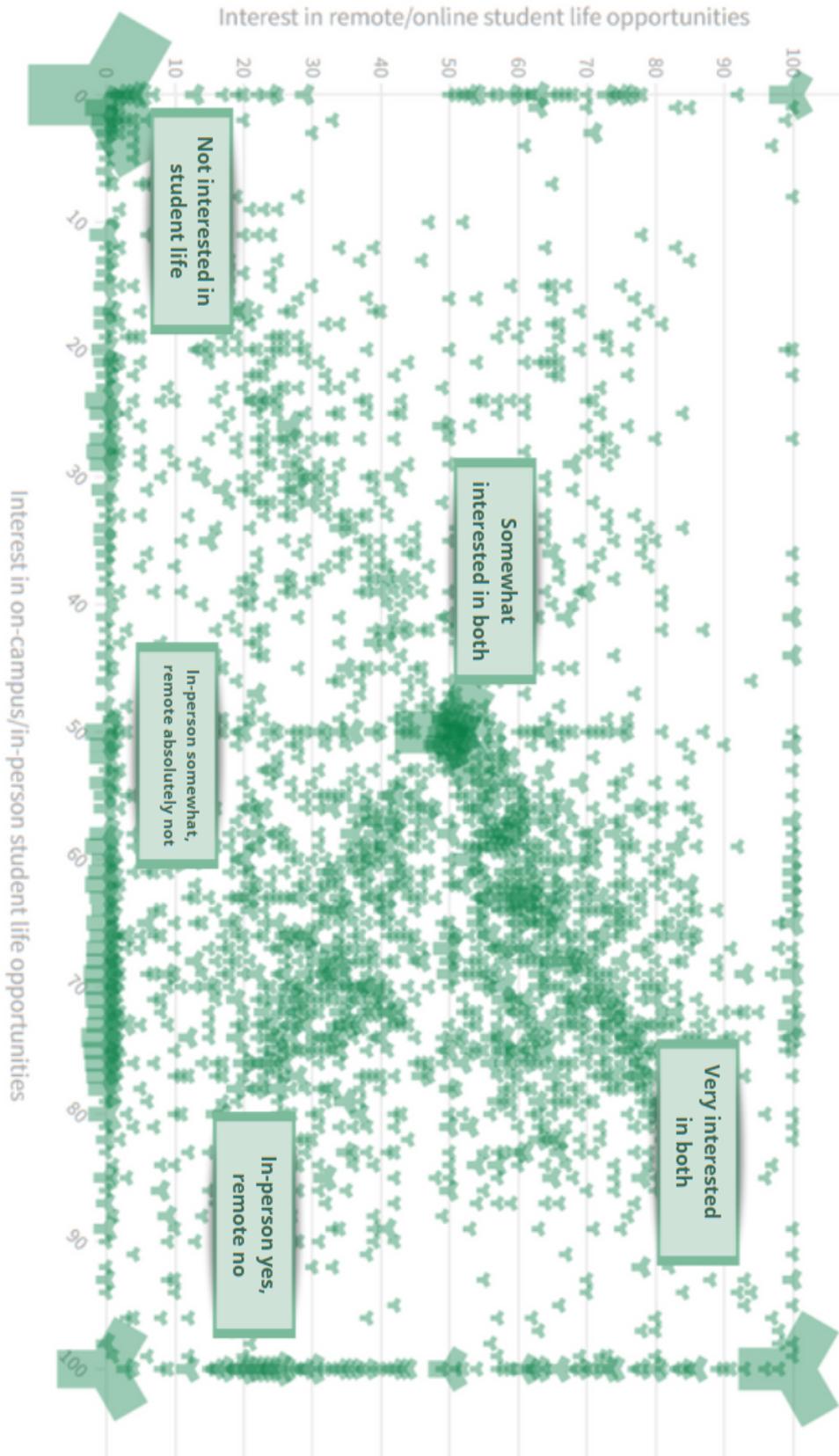
## Interest in student life involvement opportunities



On-campus/in-person    Remote/online

*Average interest level (0-100)*

61    43    59    39    56    42    53    40    47    36

Year of study: 1, 2, 3, 4, 5+ (including after-degree programs)
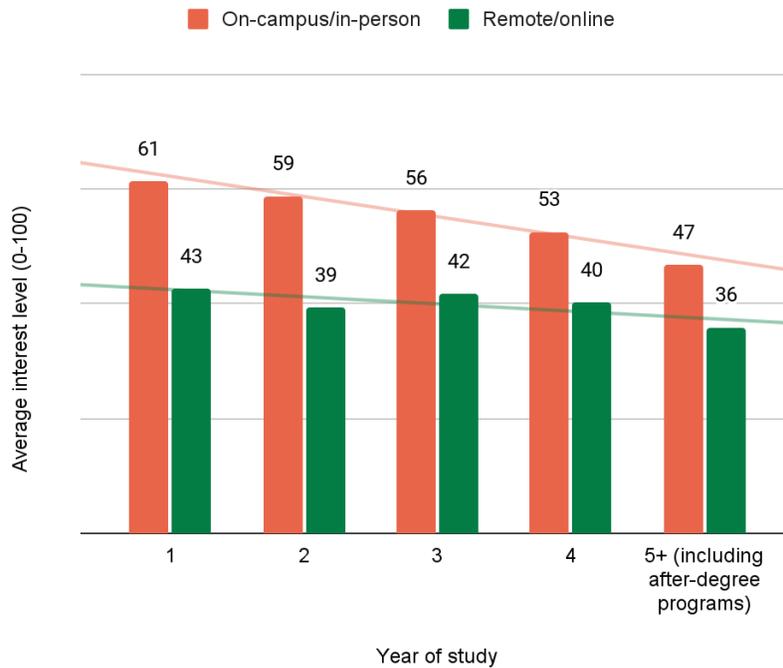
> Interest in on-campus/in-person student life declined with year of study, but interest in remote/online (while lower) stayed relatively stable.

**"With grants of up to $10,000, the Green Fund supports student-driven projects that make our campuses more sustainable. If you had the time, what kinds of sustainability projects would you create? What needs might you try to fill?"**

Representative or noteworthy responses:
- Making animal beds, toys etc. to help animals at shelters or on the streets.
- Create motion sensor lights that turn off when no one is using the room.
- Filtered water bottle filling stations all throughout campus.
- More waste sorting stations in areas lacking them (e.g. Van Vliet locker rooms, Chemistry building, etc.).
- Community gardens.
- Solar power on campus.

- Initiatives to encourage more of the campus population to wear reusable masks over disposable ones.
- How's our compost system? Do people know that they can compost paper coffee cups?
- I would work to create outlets connected to bike pedals that charge your phone or devices while sitting in public places like the library, foyer, ect. The students' need for charging their devices in a greener way while being able to get exercise would be very beneficial to improve, physical and mental health, and our environment.
- Insulate buildings so they use less energy overall. (Seriously CCIS is fucking cold in the winter.)
- A "value village." Rent/borrow what you need space.
- I'd love to investigate a campus-wide composting program. They have one at UCalgary, I think - we could use them as a model.
- A better recycling system on campus and residence - including teaching how to recycle properly and providing easy ways to recycle.
- A bike rent system to get around campus easier, like Citi bikes in other countries.
- I'd like to see a place where we can get together and speak Cree. Because of the pandemic I don't have anyone to converse with to help me solidify my Oral Cree. It would be great if this could be available both in person and in Google Meets for those who don't feel comfortable attending in person. Access to more ceremonies would be fantastic also.
- Add compost bins in the residence since there are many students who throw food out in the trash.
- A clothing swap, upcycling event.
- I think that a program to encourage wildlife on campus would be excellent; there are a lot of squirrels but that seems to be it.
- A way to reuse grey water. Like use the water from the sinks and filter it to go into the toilets.
- Green spaces and sustainable buildings (i.e. green inside and on roofs).

- I really believe there should be free coffee stations throughout the campus for students with reusable bottles/cups. The coffee could be totally shitty, but it would still sway students who buy multiple coffees a day and then create waste.
- Permanent Onecards.
- I would try to contact pavegen, and implement energy creating tiles in foot heavy traffic areas around campus.
- I would create a butterfly garden that worked as a relaxing study space in the winter and just a nice place to go to to take in nature and relax.
- An electrical power meter for each dorm in residence which would allow everyone to be aware of their daily electrical demands.
- I might be interested in educational programs to spot "greenwashing" and things that companies say to make them sound more sustainable than they really are, so people can have the knowledge to actually make informed choices.
- I noticed that some bathrooms on campus have special handles to reduce water consumption. I think it would be great to extend that to all bathrooms on campus.
- Campus Compost Week in the Fall. Faculty competition to see which Faculty recycles the most. Bottle drives.
- Push for more multipurpose green spaces.
- I don't feel as though I have the time. But would like to see more tech free spaces. Like quiet places where you can unplug from technology.
- More gardens (preferably for native plants) in empty spaces on campus, getting students involved and learning about the beautiful species that grow here.
- I believe that the U of A should start a reuse store to minimize the amount of things thrown in the trash. The number of computer monitors, fitness equipment, and other material the university throws out is appalling. Just because something is "upgraded" does not mean the previous thing is useless.

- An energy awareness project. I studied at campus in the late evening this semester and it was incredible how many lights are left on overnight.
- I would be interested in creating a food forest on campus. This would help teach students/staff about biodiverse ecosystems, provide free food that could be harvested by the SU, create beauty and would create an ecosystem on campus for pollinators to live. Smaller scale idea would be to add more wildflower beds.
- Bike storage that bikes won't get stolen from. I had two bikes stolen in 3 years...I feel like I can't bike to school anymore and it sucks. To encourage sustainable transportation (and student physical activity via active transportation), I would like to see you invest in secure bike storage (i.e., not just locked up outside, with security cameras, potentially with someone there checking your identity when you take your bike).
- Community garden somewhere more central or closer to FAB or SUB on like a rooftop somewhere. The things we have like that are way on the other side of campus.
- Awareness of fast-fashion's impact on the environment, clothing repair workshops with repair kits, unused clothing donation-exchange programs (most clothing donated to thrift stores are discarded).
- Can we spend that 10 grand on a couple solar panels? That's probably a reasonably efficient use of money.
- Why not plant actual vegetables in some green spaces?
- More clean drinking water fountains around campus.
- Perhaps a way for students to get groceries more sustainably that is not as expensive. For example selling local products in bulk.
- The plastic waste problem from vendors on campus.
- Melting cans and other metal disposable containers down into bars to be used by the arts students in metalwork projects.
- I would build a tiny house using as many re-used/salvaged materials as possible. I want to show just how much waste there is in construction, enough for entire other houses to be built.

- There's a lot of construction on campus, maybe implementing recycled materials into this? (Mount Royal has done this with a wall made of recycled skateboards. I thought it was neat.)
- Taking recycled materials and turning them into furniture or displays for on campus areas.
- The university should have a nuclear SMR Small Modular Reactor.  We have the fuel in Alberta. We have the technology. We have the educated personal. We have an entire engineering Faculty.  A University-Run SMR could not only power the entire campus, it could provide revenue for the university by selling excess electricity into the grid.
- The « green furniture » thing going on at the SU building is kind of ridiculous, buying things is not green.  The need I would like to see filled is that the U of A needs more  water bottle refill stations that properly filter the water they dispense (tap water is gross on campus). That would help students buy fewer bottled drinks and stay more hydrated.

The full set of anonymous text responses to this question is available on request.

## "What are your primary reasons for visiting SUB?"

> Most common reasons for visiting SUB: food, meeting friends, purchasing resources for school, studying.

Note: This chart uses only the 1500-respondent Stratified Random Sample.

| | |
|---|---|
| Food vendors | 62% |
| Meet with friends | 45% |
| Purchase resources for school | 44% |
| Study | 33% |
| Meeting space | 23% |
| Health and wellness services | 19% |
| Quiet space | 14% |
| Academic services | 13% |
| Attend an event | 12% |
| Student group activities | 8% |
| Attend an online class | 6% |
| Sleep | 3% |
| First Peoples resources | 2% |
| Prayer space | 2% |
| N/A (I don't visit SUB) | 11% |

A few dozen short text responses added items like 'work,' 'microwave my food,' 'to pick up print jobs,' 'warming up/resting,' and 'walk through to access other buildings.'

## "Which of the following amenities in SUB do you value? (Check all that apply.)"

Note: This chart uses only the 1500-respondent Stratified Random Sample.

| Amenity | % |
|---|---|
| Food court | 70% |
| Bookstore | 67% |
| Study space | 37% |
| Social space | 36% |
| Health centre | 32% |
| SUBmart | 27% |
| InfoLink services (ticketing, OneCard, etc.) | 27% |
| SUBprint | 27% |
| Meeting spaces | 25% |
| Outlet access | 24% |
| RATT | 20% |
| ATM | 19% |
| Myer Horowitz Theatre | 12% |
| Dinwoodie Lounge | 8% |
| Student office space | 7% |
| First Peoples House | 6% |
| Prayer space | 5% |
| SUBstage | 5% |
| N/A (I don't visit SUB) | 7% |
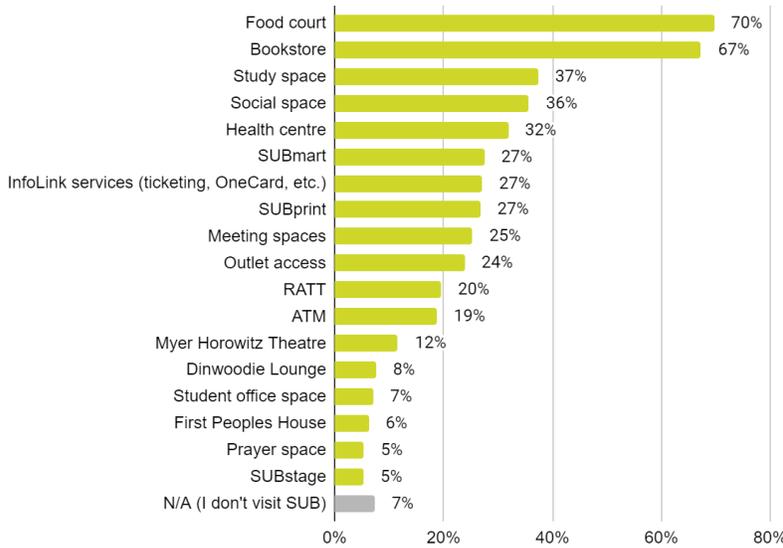
> Most commonly valued amenities in SUB: food court, bookstore, study space, social space, health centre, SUBmart, InfoLink, SUBprint.

A few dozen short text responses added items like 'Academic Success Centre,' 'The Daily Grind,' 'the couch,' and 'I'd love to be able to actually access the resources my tuition goes to! But alas, I guess not.'

## "How many times each week do you visit the Students' Union Building (SUB)?"

Note: This chart uses only the 1500-respondent Stratified Random Sample.

| Frequency | % |
|---|---|
| More than 10 times per week | 1% |
| 7-10 times per week | 2% |
| 4-6 times per week | 6% |
| 1-3 times per week | 30% |
| At least once a month, but less than once a week | 31% |
| Less than once a month | 22% |
| Never | 8% |
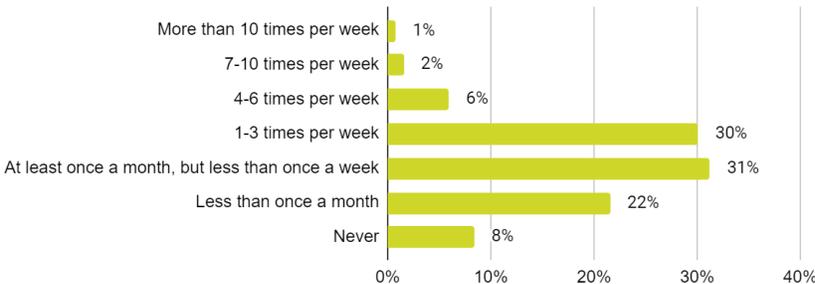
> Around 40% of students (polled at the end of Fall 2021) visited SUB at least once a week.

**"If you don't visit SUB (or visit less than once per week), why not? (Check all that apply.)"**

Note: This chart uses only the portion of the 1500-respondent Stratified Random Sample who visited SUB less than once a week.
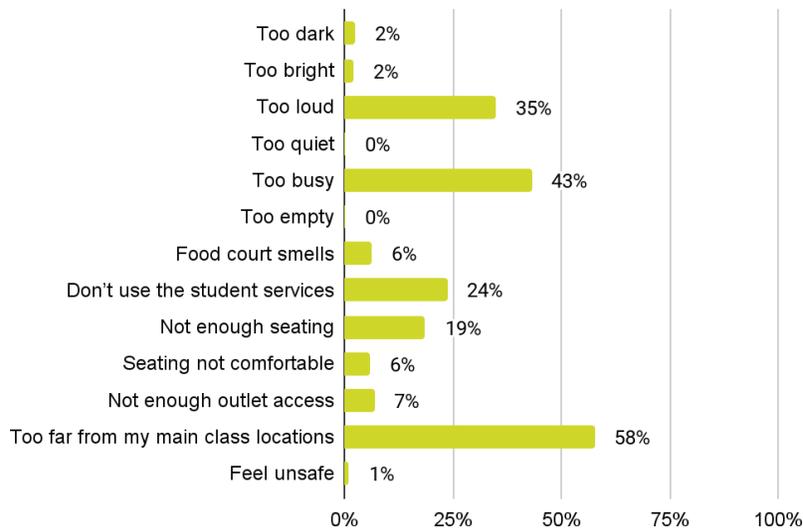
> Other than class locations that are far from SUB, the most common reasons were 'too busy' (43% of students who visit less than once a week) and 'too loud' (35%). 51% of students who visited SUB less than once a week gave one or both of these answers.

| Category | Percentage |
|---|---|
| Too dark | 2% |
| Too bright | 2% |
| Too loud | 35% |
| Too quiet | 0% |
| Too busy | 43% |
| Too empty | 0% |
| Food court smells | 6% |
| Don't use the student services | 24% |
| Not enough seating | 19% |
| Seating not comfortable | 6% |
| Not enough outlet access | 7% |
| Too far from my main class locations | 58% |
| Feel unsafe | 1% |

Some representative or noteworthy responses to an 'other' option, apart from comments about COVID-19 public health restrictions:
- Too busy, too loud, never anywhere to sit, 10000 better places to find to study or work or find food.
- Onecard cash is being used less and less in SUB.
- Not many friends meet there between/after classes, most preferring to leave campus immediately.
- I have so little time, my home is nice and that is where my peeps hang out. I have no need for a study or meeting space.
- I don't come to campus very often anyways. However, when I am on campus I tend to go areas that are near the multi-faith prayer space in Hub (like Rutherford library), since as a Muslim I have to pray 5 times a day and it's easier to go there when it is time for prayer. That being said, now that I know that there is a prayer space in SUB, I intend to visit SUB more often. :)

Other than class locations that are far from SUB, the most common reasons were 'too busy' and 'too loud.' Half of respondents who visited SUB less than once a week (viewed either through the SRS or in the full sample) gave one or both of these answers.
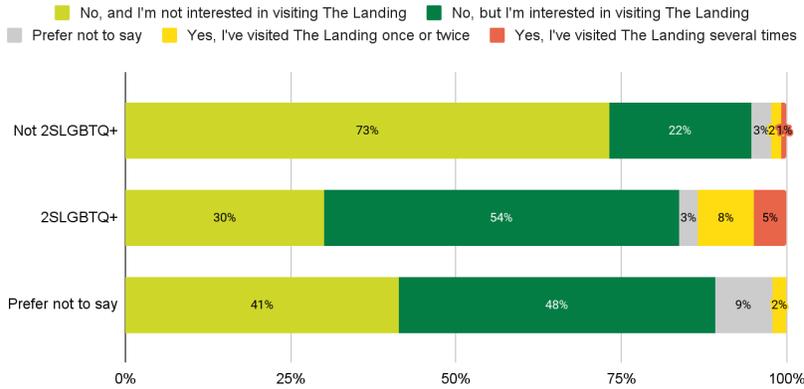
The 'LOUD/BUSY' subset (gave one or both responses AND visited SUB less than once a week) comprised 31% of the SRS respondents who had made it to that question in the survey.

# Student Services

## "Have you visited The Landing (0-68A SUB), a community space and resource centre for sexual and gender diversity?"

> 13% of 2SLGBTQ+ respondents in the SRS had visited The Landing.

Note: This chart uses only the 1500-respondent Stratified Random Sample.

- No, and I'm not interested in visiting The Landing
- No, but I'm interested in visiting The Landing
- Prefer not to say
- Yes, I've visited The Landing once or twice
- Yes, I've visited The Landing several times

| | | |
|---|---|---|
| Not 2SLGBTQ+ | 73% 22% 3% 2% 1% | |
| 2SLGBTQ+ | 30% 54% 3% 8% 5% | |
| Prefer not to say | 41% 48% 9% 2% | |

0%   25%   50%   75%   100%

Note: For comparison with the 2020 annual survey data, this chart uses the full sample and excludes Prefer Not to Say.

- No, and I'm not interested in visiting The Landing
- No, but I'm interested in visiting The Landing
- Yes, I've visited The Landing once or twice
- Yes, I've visited The Landing several times

| | | |
|---|---|---|
| 2SLGBTQ+ (2021) | 25% 61% 9% 4% | |
| 2SLGBTQ+ (2020) | 22% 62% 12% 4% | |

0%   25%   50%   75%   100%
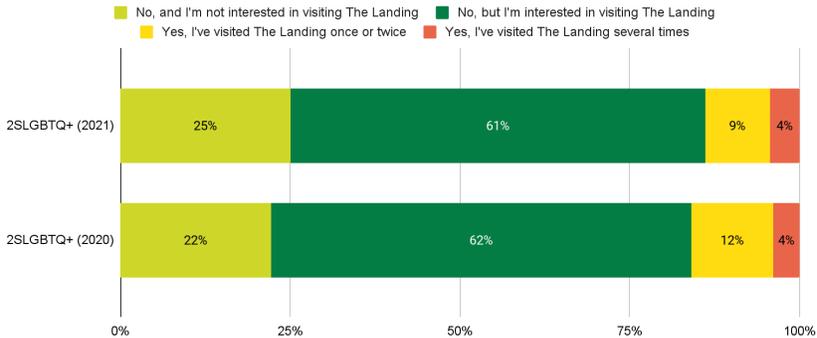
> Comparing the full sample with last year's data showed that 2SLGBTQ+ students have similar, slightly reduced, rates of visitation and interest between late Fall 2020 and late Fall 2021.

**"What interests you about visiting The Landing? (Choose all that apply.)"**

Note: This chart uses only the 1500-respondent Stratified Random Sample.
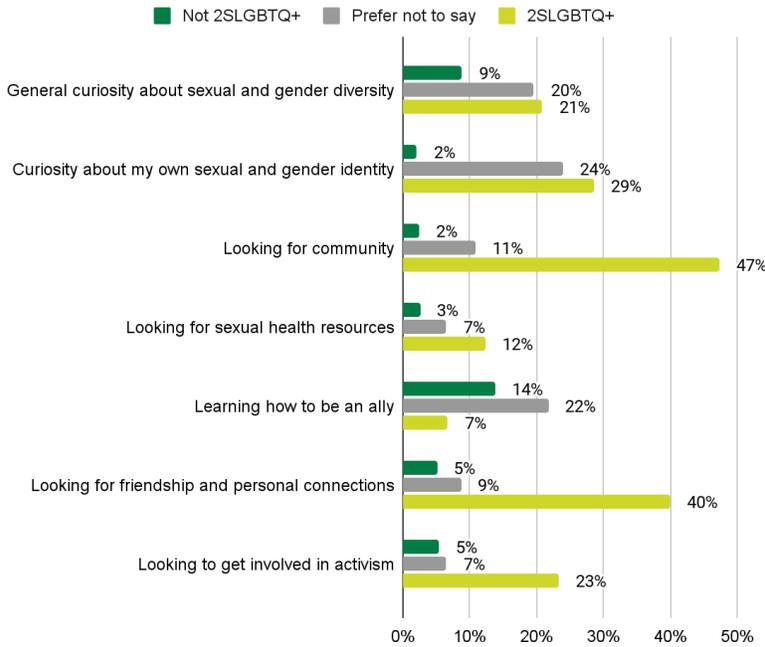


> 2SLGBTQ+ students were most likely to be interested in The Landing because they were looking for community, friendship, and personal connections. Curiosity about their own sexual and gender identity was another common response.

> Non-2SLTBQ+ students were most likely to be interested in The Landing because they wanted to learn how to be an ally, or because of general curiosity about sexual and gender diversity.

Note that a very small number of text responses expressed explicitly transphobic criticism of The Landing. These respondents also selected 'I am not interested in visiting The Landing.'

**"The UASU runs InfoLink, a student-led information network dedicated to your campus experience. At multiple locations across North Campus, a team of student staff can help connect you to academic, student life, and campus resources. Before you read this, were you aware that InfoLink was a UASU service?"**

> 1/3 of respondents knew that InfoLink was a UASU service. Another 1/4 thought it might be.

> 1/4 of respondents didn't know who ran InfoLink. 1/10 thought the University ran InfoLink.



| | |
|---|---|
| Yes, definitely | 36% |
| No, I didn't know who ran InfoLink | 26% |
| I thought it might be | 24% |
| No, I thought the University ran InfoLink | 11% |
| No, I thought someone other than the UASU or the University ran InfoLink | 2% |
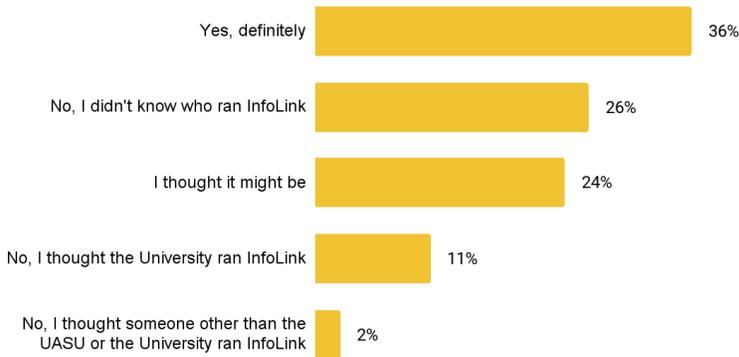
This chart came from the full sample; note that the SRS produced nearly identical values.

**"The UASU supports a diverse ecosystem of clubs and other student groups. BearsDen lists almost 400 of them. Have you been involved in student groups this semester?"**

> 1/5 of respondents would have been involved in a student club/group in Fall 2021 if they'd known about a group that interested them.

Note: This chart uses only the 1500-respondent Stratified Random Sample.



| | |
|---|---|
| No, couldn't find the time | 30% |
| Yes, a little involved | 25% |
| No, but I would have been involved if I'd known about a group that interested me | 19% |
| Yes, very involved | 15% |
| No, not interested | 12% |
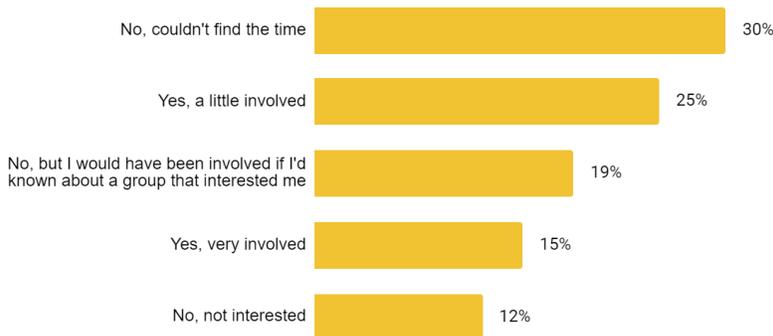
The SRS diverged significantly from the full sample on this question, suggesting that clubs involvement could vary by the

demographics that the SRS controls for. To explore this question, we examined the full sample by gender and faculty, two of the primary elements in creating the SRS. Women were slightly more likely to be involved in clubs/groups than men: 39.3% involved ('very + a little') versus 36.3%. Faculties varied widely.

- Most involved: Law (64%), Pharmacy (53%), ALES (48%), Science (47%).
- Least involved: CSJ (24%), Education (25%), Native Studies (22%), Nursing (28%).
- Most UNinterested: Augustana (19%), Education (17%), Native Studies (22%).
- Least likely to be able to find the time: CSJ (43%), Native Studies (39%), Engineering (36%).
- Most likely to have been involved if they'd known about a group that interested them: Augustana (30%), Education (25%), CSJ (24%), KSR (23%), Nursing (23%).

> Engagement with clubs and student groups varied widely by faculty.

> Most likely to have been involved if they knew about a group that interested them: Augustana, Education, CSJ, KSR, Nursing.

**"If you were going to join a low-cost professional/leadership development program, what kinds of skills would you want to learn?"**
Respondents offered 9700 words across 1800 text responses. By far the most common answer (more than 230 mentions) was public speaking. Other common answers:
- Leadership
- Communication
- Networking
- Time management
- Interview skills
- Presentations
- Project management
- Resume building
- Mental health
- Teamwork
- Spreadsheets
- Conflict resolution

The full corpus of text responses is available by request.

**"The Peer Support Centre (2-707 SUB, or available online) offers a free, confidential place to talk with trained volunteers about the stress and challenges you face. Is this something you think you might use?"**

Note: Except for the SRS line, this chart uses the full sample.
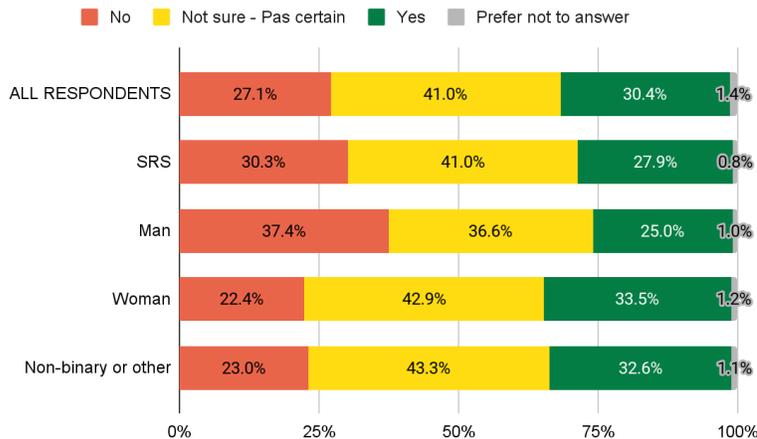


As in previous years, gender emerged as a major predictor of students' willingness to use the Peer Support Centre. Men were 68% more likely than women or gender minorities to say they did not think they would use the PSC.

Other groups especially likely to use the PSC:
- Black students (33%)
- Transgender students (35%)
- Indigenous students (36%)
- South Asian students (40%)
- Southeast Asian students (33%)
- 2SLGBTQ+ students (36%)
- International students (49%)

> International students, disabled students, sexual and gender minorities, and South Asian students were especially likely to visit the Peer Support Centre.

Other groups especially likely to NOT use the PSC:
- Engineering students (39%)
- Law students (38%)
- Medicine and Dentistry students (47%)
- Middle Eastern or North African students (38%)

3.5% of the full sample and 2.7% of the SRS had used the PSC in the previous 12 months. These respondents received two follow-up questions.

Of the 108 respondents who had used the PSC in the previous 12 months, some demographics were strongly represented.

| Demographic | "Have you used the Peer Support Centre...?" | |
| --- | --- | --- |
| | Demographic as % of 'Yes' respondents | Demographic as % of 'No' respondents |
| Non-binary/other gender | 10.2% | 5.7% |
| South Asian | 14.8% | 10.7% |
| Disabled | 6.0% | 11.1% |
| 2SLGBTQ | 35.2% | 24.5% |
| International | 16.7% | 6.4% |
| Transgender | 5.6% | 2.9% |

**"Was your Peer Support Center session useful to you?"**
This question was a slider scale (1-5 with 1 as 'not at all useful' and 5 as 'very useful'), starting in the centre with numerical values hidden. 114 respondents answered this question. The average response was 3.6.

> 66% of PSC visitors found the session useful or very useful on a five-point Likert scale.
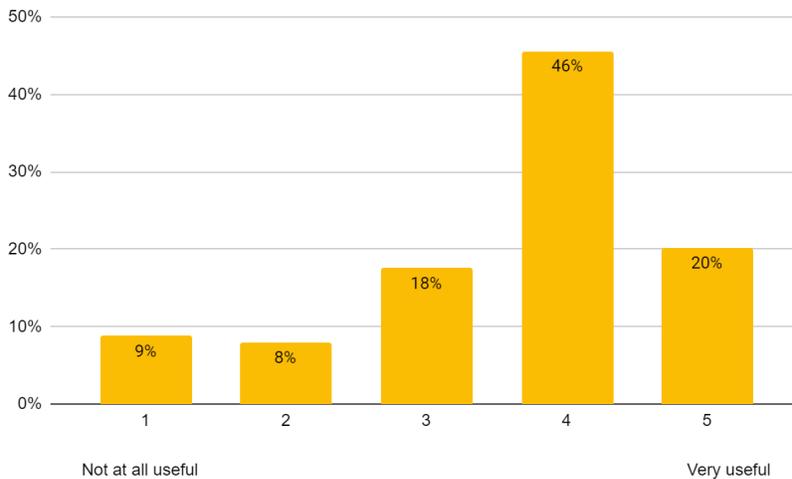


This pattern is consistent with previous surveys of PSC visitors.

**"Did you receive the support you needed?"**
A few dozen students offered substantive responses to this question. All responses above the level of 'yes' or 'no' are included here.

- I did, but it did end abruptly with the end of the school term. A better transition would have been helpful.
- I just found it to be a space where they check if I need to go to clinical services or not! I don't think they are there to support, based on my experience.
- I needed help but they weren't the right fit for me
- I received some support, but instead of trying to find ways to deal with my anxiety, they were more inclined to just give me pamphlets and make me figure it out myself. I do understand that it's not a full therapist option though.
- I wish there was more time/ more sessions to talk.
- I've just recently started/not done yet.
- It was nice to talk to someone, but at the end of the day I still had to deal with my problems on my own.
- Not particularly, I felt like I had to lead a lot of the conversation, but it was online so it was more difficult.
- Somewhat, definitely nice to just talk to someone though.
- The first time I went it was wonderful and really helpful. The next time I went it was about neutral. The last time I went the guy was kinda cold and rude to me and I haven't gone since.
- The first time I went, I did. The second time i did not and left feeling worse
- Yes, I found ways to handle my anxiety and depression
- Yes, it's a helpful resource
- Yes, much more than expected
- Yes. I am a volunteer for another on-campus service, and I was looking for mental health resources that are available to international students (some services are only available to people living in Alberta). I asked the PSC volunteer to help me look up which resources are available to everyone, and they were very helpful. I received excellent, efficient, and practical support.

- Yes. I was experiencing a panic attack and needed a quiet place to ride through it, and they provided that to me, no questions asked. They even brought me candy, which was very sweet.
- Yes. I was stressed out about starting at a new university after transferring (this was 2019 after I transferred here from MacEwan) and the Center really helped calm me down.

# Advocating for Student Needs

**"How comfortable are you with accessing student mental health support?"**
This question was a 0-100 slider scale with a mean response of 51.4 (50.5 for the SRS).
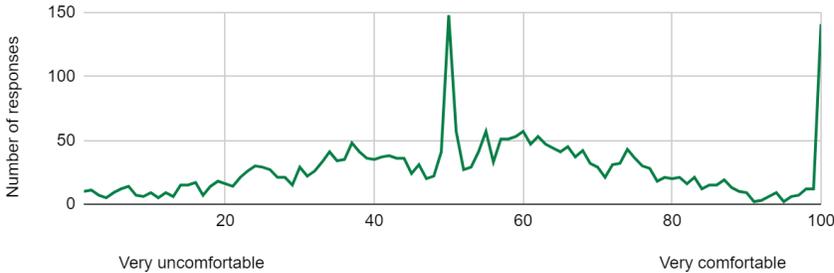


The most impactful factor proved to be a respondent's faculty.
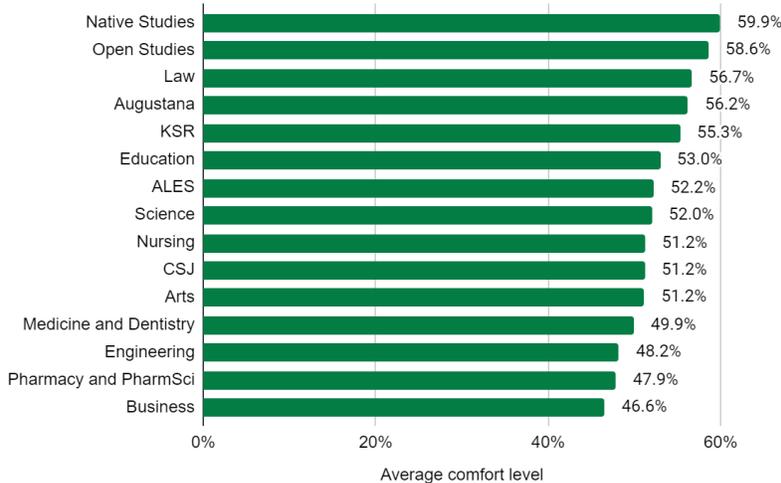


> Business, Pharmacy, and Engineering students were least likely to feel comfortable accessing mental health support.

Average comfort level did not vary significantly by year of study, gender, transgender identity, 2SLGBTQ+ identity, or race or ethnicity. South Asian students were somewhat more likely to feel comfortable accessing these supports.  Disabled students were somewhat more likely than other students (55.6% versus 51.4%) to feel comfortable, as did international students compared to domestic students (60.4% versus 50.8%). As a point of interest, Peer Support Centre users had an average comfort level of 66%.

> No demographics were especially likely to feel uncomfortable.

> Disabled students and international students were especially likely to feel comfortable.

**"Have you found yourself in any of these circumstances in the last two years? Choose all that apply."**
Some crucial demographic differences emerged here: transgender, disabled, and Indigenous students face a high risk of homelessness-related circumstance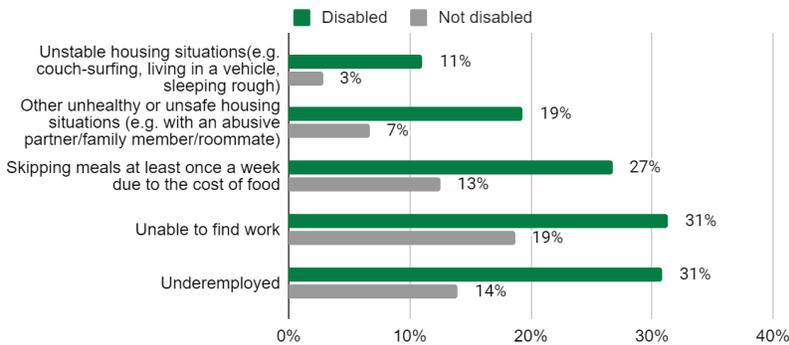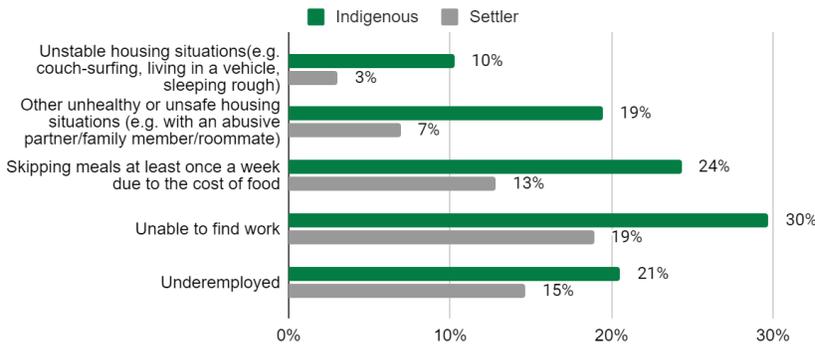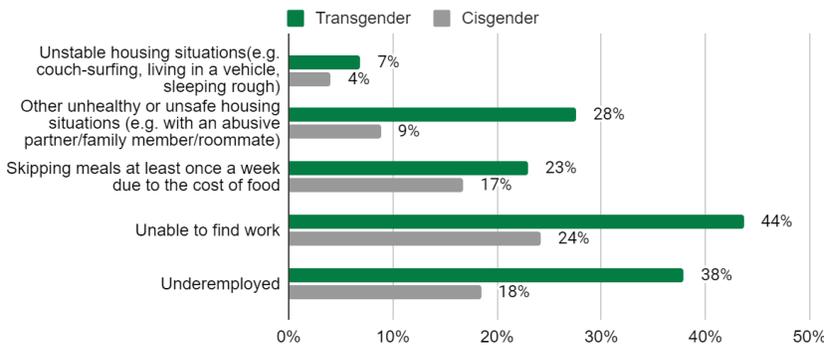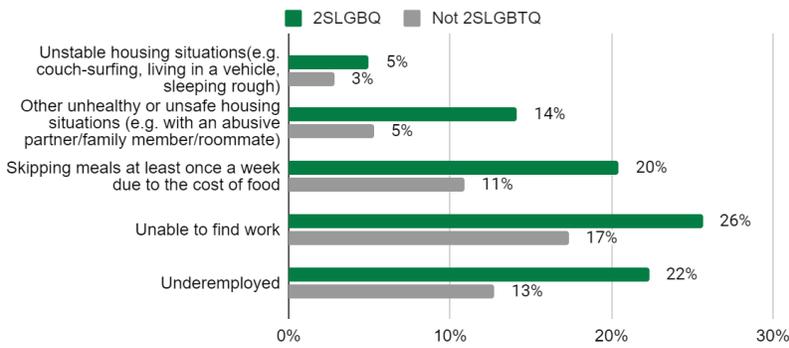s, unsafe living situations, food insecurity, unemployment, and underemployment. 2SLGBTQ+ students displayed many of these risks too.

> Transgender, disabled, 2SLGBTQ+, and Indigenous students were more likely to experience homelessness-related circumstances, food insecurity, and inability to find work.

**Transgender / Cisgender**

| | Transgender | Cisgender |
|---|---|---|
| Unstable housing situations (e.g. couch-surfing, living in a vehicle, sleeping rough) | 7% | 4% |
| Other unhealthy or unsafe housing situations (e.g. with an abusive partner/family member/roommate) | 28% | 9% |
| Skipping meals at least once a week due to the cost of food | 23% | 17% |
| Unable to find work | 44% | 24% |
| Underemployed | 38% | 18% |

**Indigenous / Settler**

| | Indigenous | Settler |
|---|---|---|
| Unstable housing situations (e.g. couch-surfing, living in a vehicle, sleeping rough) | 10% | 3% |
| Other unhealthy or unsafe housing situations (e.g. with an abusive partner/family member/roommate) | 19% | 7% |
| Skipping meals at least once a week due to the cost of food | 24% | 13% |
| Unable to find work | 30% | 19% |
| Underemployed | 21% | 15% |

**Disabled / Not disabled**

| | Disabled | Not disabled |
|---|---|---|
| Unstable housing situations (e.g. couch-surfing, living in a vehicle, sleeping rough) | 11% | 3% |
| Other unhealthy or unsafe housing situations (e.g. with an abusive partner/family member/roommate) | 19% | 7% |
| Skipping meals at least once a week due to the cost of food | 27% | 13% |
| Unable to find work | 31% | 19% |
| Underemployed | 31% | 14% |

Other demographics did not display this kind of variation. We also note that students who had visited the Peer Support Centre in the previous 12 months were far more likely than other students to be experiencing unstable housing situations (14% versus 4%), other unhealthy or unsafe living situations (22% versus 9%), food insecurity (34% versus 16%), unemployment (34% versus 24%), and underemployment (37% versus 18%).

**"What are your pronouns among trusted family/friends? Choose all that apply."**
This chart should be read as 'X% of [row] students use [column] pronouns.'

| Demographic | He/him/il | She/her/elle | They/them | Two or more |
|---|---|---|---|---|
| Stratified Random Sample | 36.9% | 61.1% | 7.2% | 6.0% |
| Transgender | 29.9% | 36.8% | 74.7% | 35.6% |
| Non-binary or other gender | 21.3% | 48.3% | 82.2% | 51.2% |

> Around 7% (likely around 2500 students on campus) report their pronouns as they/them (with or without other pronouns).

> Around 6%, ⅔ of them cisgender, use two or more types of pronouns (e.g. comhe/they).

While an 'other' option was provided, very few responses emerged, mostly non-substantive (e.g. a handful of objections to the concept of pronouns). Substantive responses included fae/faer, it/its, and ze/zir. Overwhelmingly, 'they/them' (alone or in combination with other pronouns, e.g. 'he/they') is the most common choice of pronoun outside the strict gender binary. ⅔ of respondents who use 'they/them' (alone or in combination) did not self-identify as transgender.

## "How comfortable do you feel when using your pronouns on campus?"

> ⅓ of transgender students are somewhat or very uncomfortable using their correct pronouns on campus.
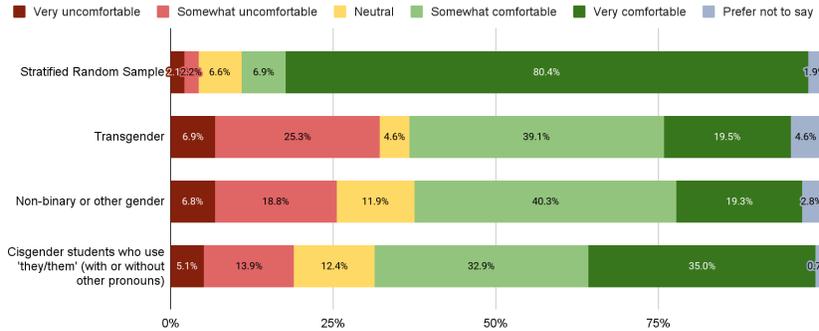


One-third of transgender students, and one-fifth of cisgender students who use 'they/them' (with or without other pronouns), are somewhat or very uncomfortable using their pronouns on campus.

## "How much do you pay per month, on average, for menstrual products? (If you do not buy menstrual products, skip this question.)"

The average student who buys menstrual products pays around $18.70 per month. This stayed essentially stable (within the $17-$20 range) by year of study, faculty, and demographic. Around 14% pay the bare minimum (the $5 bucket).

> The average student who buys menstrual products pays $18.70 per month.

> 14% pay around $5 per month.
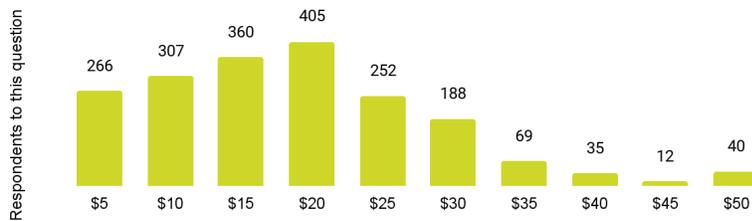
**"This year, UAPS (campus security) deployed plainclothes (non-uniformed) officers with de-escalation training. Does this make you feel safer or less safe?"**

This chart uses the SRS = 1196



> Around 12% of students felt less safe due to plainclothes UAPS officers. Around 39% felt safer.
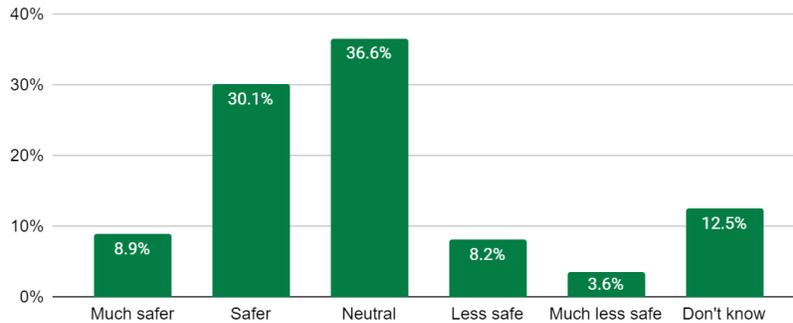
> Indigenous and Black students were more likely (21% and 18%, respectively) to feel unsafe due to plainclothes UAPS deployment.

Broadly speaking, students feel neutral or a little safer. However, it is vital to understand that the proportion of less/much less safe responses rises sharply by demographic. Around ⅛ of Black and Indigenous respondents feel less safe knowing that plainclothes UAPS officers are on campus. Indigenous students were also the least likely (27% versus 37%) to feel neutral about the question.
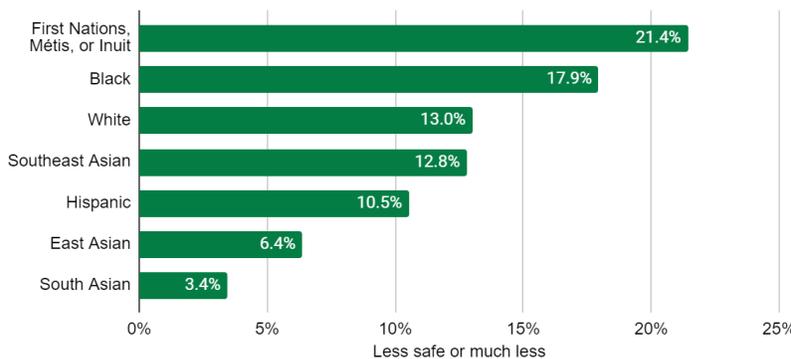


Partially due to a strong turnout from South Asian international students, international students averaged out as being somewhat less likely than domestic students to feel unsafe due to plainclothes UAPS officers, and twice as likely (19% versus 9%) to feel much safer.

| | Much less safe | Less safe | Neutral | Safer | Much safer | Don't know |
|---|---|---|---|---|---|---|
| Man | 5% | 7% | 42% | 24% | 10% | 11% |
| Non-binary or other | 12% | 17% | 30% | 21% | 7% | 12% |
| Woman | 2% | 6% | 34% | 34% | 11% | 13% |
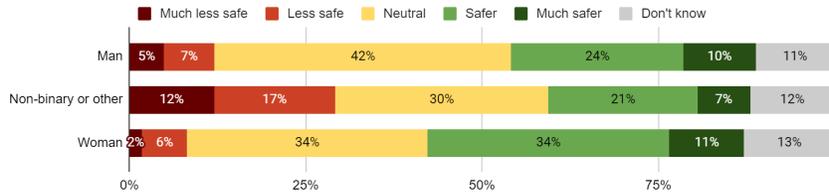
> Women tended to feel safer about plainclothes UAPS deployment than men.

Women were most likely to say they feel safer with plainclothes officers, while men were more likely to report feeling neutral. Students who identified as non-binary/other were most likely to feel less safe and much less safe than the other groups. Non-binary students were roughly three times as likely as other students (29%) to feel unsafe.

Individuals who identified as members of the 2SLGBTQ+ community were twice as likely to report feeling less/much less safe with plainclothes officers on campus (17% versus 9% of non-2SLGBTQ+ students).

> Sexual and gender minorities (2SLGBTQ+, non-binary, and transgender students) were far more likely to feel unsafe.
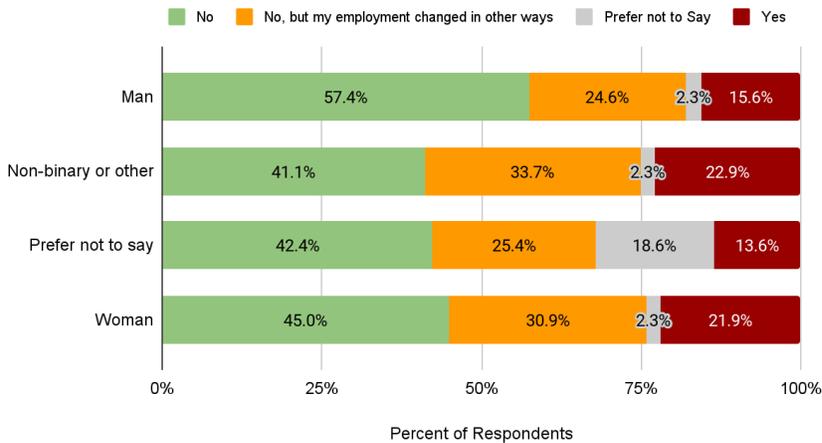
Transgender students were four times more likely than cisgender students to feel much less safe (13% versus 3%).

Students who identified as disabled were twice as likely (23% versus 11%) to indicate feeling less or much less safe about plainclothes UAPS officers on campus than those who identified as not disabled.

> Disabled students were twice as likely as other students to feel unsafe.
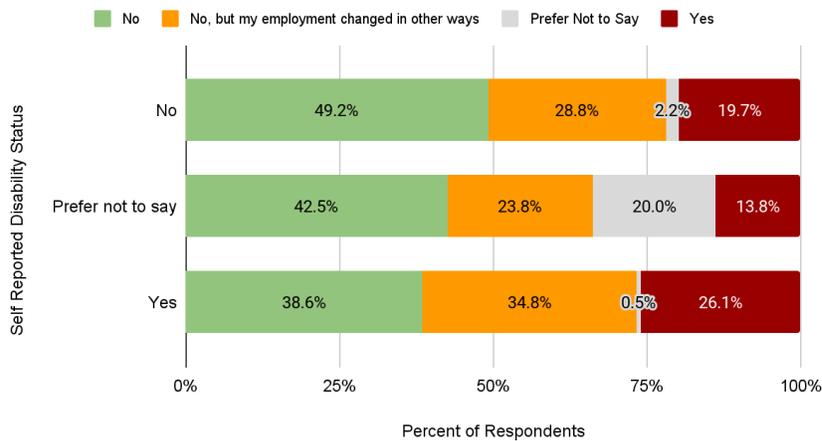
## "Did you get laid off due to the pandemic?"

This chart uses the full sample

Legend: No | No, but my employment changed in other ways | Prefer not to Say | Yes

| Gender | No | No, but my employment changed in other ways | Prefer not to Say | Yes |
|--------|------|------|------|------|
| Man | 57.4% | 24.6% | 2.3% | 15.6% |
| Non-binary or other | 41.1% | 33.7% | 2.3% | 22.9% |
| Prefer not to say | 42.4% | 25.4% | 18.6% | 13.6% |
| Woman | 45.0% | 30.9% | 2.3% | 21.9% |

Percent of Respondents

> Pandemic layoffs strongly impacted women and gender minorities.

Women and gender minorities were much more likely than men to get laid off due to the pandemic, or to experience other employment changes. Disability was also strongly associated with these employment impacts: students who identified as disabled indicated losing their jobs due to covid more than those who did not identify as disabled.

This chart uses the full sample

Legend: No | No, but my employment changed in other ways | Prefer Not to Say | Yes

Self Reported Disability Status

| Disability Status | No | No, but my employment changed in other ways | Prefer Not to Say | Yes |
|--------|------|------|------|------|
| No | 49.2% | 28.8% | 2.2% | 19.7% |
| Prefer not to say | 42.5% | 23.8% | 20.0% | 13.8% |
| Yes | 38.6% | 34.8% | 0.5% | 26.1% |

Percent of Respondents

> Pandemic layoffs strongly impacted disabled students

> At the intersection of gender and disability, disabled women and gender minorities were twice as likely as non-disabled men (30% versus 16%) to be laid off due to the pandemic.

When cross-referenced against the next question (types of work in the past two years), a pattern emerged: students who were financially able to take unpaid internships and volunteer tended to be less likely than other students to lose their jobs during the pandemic.

Conversely, students who worked as unpaid caregivers at some point in the past two years were especially likely to have lost their job at some point in the same period. This speaks directly to the impact of gender on both employment and layoffs.
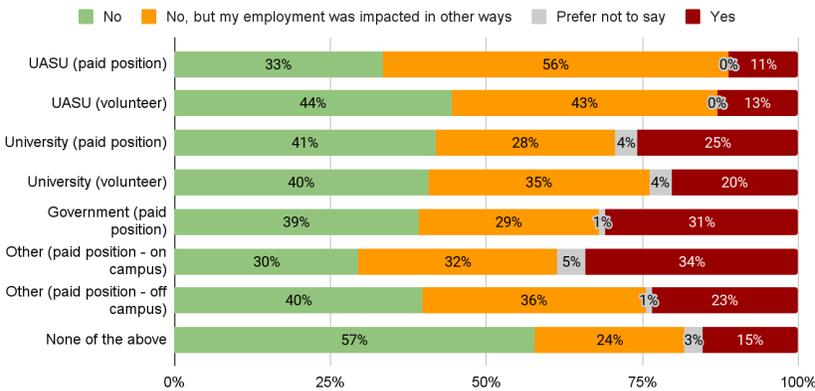
This chart uses the SRS = 1196

**Legend:** No | No, but my employment was impacted in other ways | Prefer not to say | Yes

**Have done this type of work in past two years**

| Type | No | No, but impacted | Prefer not to say | Yes |
|------|-----|------|------|-----|
| Co-op/practicum/clinical placement | 41% | 34% | 1% | 23% |
| Part-time employment | 41% | 34% | 1% | 24% |
| Full-time employment | 36% | 39% | 1% | 24% |
| Paid internship | 41% | 28% | 3% | 28% |
| Unpaid internship | 37% | 39% | 5% | 20% |
| Volunteer position | 47% | 31% | 2% | 19% |
| Unpaid caregiver | 33% | 26% | 6% | 35% |
| None of the above | 80% | 6% | 6% | 4% |

> Students who had worked as unpaid caregivers or paid interns in the past two years were much more likely to have experienced pandemic layoffs.

This chart uses the SRS = 1196

**Legend:** No | No, but my employment was impacted in other ways | Prefer not to say | Yes

| Type | No | No, but impacted | Prefer not to say | Yes |
|------|-----|------|------|-----|
| UASU (paid position) | 33% | 56% | 0% | 11% |
| UASU (volunteer) | 44% | 43% | 0% | 13% |
| University (paid position) | 41% | 28% | 4% | 25% |
| University (volunteer) | 40% | 35% | 4% | 20% |
| Government (paid position) | 39% | 29% | 1% | 31% |
| Other (paid position - on campus) | 30% | 32% | 5% | 34% |
| Other (paid position - off campus) | 40% | 36% | 1% | 23% |
| None of the above | 57% | 24% | 3% | 15% |

> Students who had worked or volunteered for the UASU in the past two years were much less likely to have experienced pandemic layoffs.

> Students who had worked for the University, the government, or other on-campus employers in the past two years were much more likely to have experienced pandemic layoffs.

We found that students who had held paid positions with the University and the government in the past two years were especially likely to have been laid off due to the pandemic, and those who worked for the UASU were especially unlikely to have been laid off. **Note, however, that the relationship between these two questions can vary widely (e.g. perhaps a given student held this type of work before the layoff, or after, or both).**

**"During the past two years, have you done any of the following types of work?"**
This table should be read as 'percent of [row/group] who have done [column] work in the past two years.'

| | Practicum/ clinical/co-op | Part-time work | Full-time work | Paid intern | Unpaid intern | Volunteer position | Community organizing and mutual aid | Unpaid caregiver (e.g. for dependents) |
|---|---|---|---|---|---|---|---|---|
| Average | 10.1% | 67.2% | 32.7% | 5.8% | 3.4% | 45.9% | 5.8% | 6.0% |
| Man/woman split | 11.3%/9.8% | 56.8%/ 72.7% | 32.0%/ 33.9% | 5.9%/ 5.6% | 2.2%/ 4.2% | 35.4%/ 51.1% | 4.8%/5.5% | 3.4%/6.7% |
| NB or other gender | 4.0% | 71.4% | 27.4% | 5.1% | 1.7% | 47.4% | 13.1% | 12.0% |
| Transgender | 3.4% | 67.8% | 23.0% | 5.7% | 3.4% | 43.7% | 16.1% | 17.2% |
| Black | 9.3% | 61.1% | 19.4% | 9.3% | 7.4% | 51.9% | 12.0% | 6.5% |
| Indigenous | 12.1% | 64.4% | 48.3% | 6.7% | 3.4% | 39.6% | 8.7% | 12.1% |
| Disabled | 6.5% | 67.9% | 39.7% | 7.1% | 3.3% | 53.3% | 12.0% | 12.5% |
| International | 3.0% | 39.9% | 9.1% | 9.6% | 6.6% | 40.4% | 7.6% | 4.0% |
| Skipped meals due to cost in past two years | 10.8% | 72.2% | 41.2% | 7.7% | 4.7% | 52.3% | 9.1% | 12.2% |

Women were far more likely than men to do part-time work, take unpaid internships, take volunteer positions, and work as unpaid caregivers.

Non-binary/other gender students were far less likely than the average to find practicum/co-op/clinical positions, somewhat less likely to find full-time work, less likely to find unpaid internships, far more likely to participate in community organizing and mutual aid, and far more likely to work as unpaid caregivers.

Transgender students were far less likely than the average to find practicum/co-op/clinical positions, far less likely to find full-time work, far more likely to participate in community organizing and mutual aid, and far more likely to work as unpaid caregivers. In fact, out of all the demographics we examined, transgender students (around 90

individuals by this point in the survey)) were by far the most likely to have recently worked as an unpaid caregiver (e.g. for dependents/family/friends). One out of six transgender students had done this kind of work in the previous two years.

Black students were especially unlikely to find full-time work (19% versus 33%), especially likely to find internships (both paid and unpaid), and especially likely to volunteer and do community organizing and mutual aid.

Indigenous students were especially likely to be working full-time (48% versus 33%), somewhat less likely to volunteer, very likely to do community organizing and mutual aid, and especially likely to work as unpaid caregivers. Much of this likely has to do with the fact that, in previous surveys, Indigenous students have tended to be older and much more likely to be parents with dependent children.

Disabled students were less likely to find practicum/clinical/co-op positions, but especially likely to engage with other types of work across the board.

International students, being in a different and tightly constrained legal context so far as work is concerned, are unsurprisingly far less likely to find practicum/clinical/co-op, part-time, or full-time work. They are especially likely to take internships and to engage in community organizing and mutual aid.

Food-insecure students (which we defined as those who had skipped meals due to the cost of food in the past two years) had high rates of engagement across the board, including high likelihood of working full-time, working as an unpaid caregiver (e.g. for family), and volunteering.

**"Have you worked for any of the following in the past two years?"**
As with the previous question, this table should be read as 'percent of [row/group] who have done work for [column] in the past two years.'

| | UASU paid position | UASU volunteer | UAlberta paid position | UAlberta volunteer | Gov't paid position | Other paid position on campus | Other paid position off campus |
|---|---|---|---|---|---|---|---|
| Average | 1.1% | 4.3% | 10.5% | 8.7% | 7.8% | 3.6% | 41.0% |
| Man/woman split | 1.0%/0.9% | 2.8%/5.0% | 9.4%/11.1% | 6.1%/10.1% | 7.8%/7.9% | 3.1%/3.7% | 35.4%/43.8% |
| NB or other gender | 2.9% | 5.1% | 9.7% | 8.0% | 8.6% | 4.0% | 44.0% |
| Transgender | 3.4% | 4.6% | 8.0% | 11.5% | 9.2% | 2.3% | 35.6% |
| Black | 4.6% | 2.8% | 16.7% | 18.5% | 10.2% | 1.9% | 34.3% |
| Indigenous | 0% | 2.7% | 6.7% | 4.0% | 15.4% | 4.7% | 45.0% |
| Disabled | 1.6% | 6.0% | 14.1% | 12.0% | 13.6% | 7.1% | 39.7% |
| International | 3.0% | 6.1% | 16.7% | 14.6% | 1.0% | 7.1% | 19.2% |
| Skipped meals due to cost in past two years | 1.8% | 6.7% | 11.4% | 11.2% | 6.9% | 4.1% | 42.4% |

Women were more likely than men to volunteer for the UASU and/or for UAlberta. (Compare the previous question, where they were much more likely than men to volunteer for anything.) They were also much more likely to hold paying off-campus jobs. Otherwise, results for men and women were quite similar.

Non-binary/other gender students were highly likely to work for the UASU. Otherwise, their employment landscape (in this question) looked quite similar to the average.

Transgender students were even more likely to work for the UASU. They were somewhat likely to volunteer for the University, but somewhat unlikely to find work with the University. They tended not to find off-campus work.

Black students were also especially likely to work for the UASU. They were also very highly likely to work or volunteer for the University. They were somewhat unlikely to find off-campus jobs.

No Indigenous students who took this survey (around 150 individuals by this point in the survey) had worked for the UASU in the past two years, and they were somewhat unlikely to have volunteered for the UASU. They were also very unlikely to work or volunteer with the University. However, they were especially likely to hold government jobs and other jobs off campus. As with the previous question, we suspect these results go hand in hand with Indigenous students being older and more likely to be parenting dependent children.

Disabled students were especially likely to volunteer for the UASU or the University, to work for the University, to work for the government, or to otherwise work on campus. We compare this result to the previous question, where disabled students were especially likely to work full-time in general.

International students were especially likely to work or volunteer for the UASU or the University, or otherwise work on campus. They were extremely unlikely to work for the government or work off campus.

Food-insecure students (which we defined as those who had skipped meals due to the cost of food in the past two years) rated as average or a little above average likelihood of working in all categories. In combination with the previous question, we suggest that the food insecurity landscape extends across types of employer and types of work, at least at the level we have measured. There was no obvious 'smoking gun' in these two questions.

**"During the past two years, how easy or difficult has it been to balance work and school?"**

This chart uses the SRS

| Very difficult | Somewhat difficult | Neither easy nor difficult | Somewhat easy | Very easy |
|---|---|---|---|---|

| 16.8% | 37.0% | 24.4% | 15.9% | 5.8% |

> 54% had found it somewhat or very difficult to balance work and school. 22% had found balance somewhat or very easy.
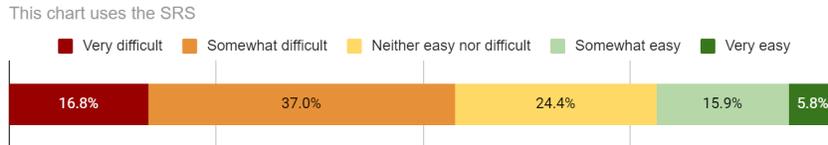
The average student has found it difficult to balance work and school. These proportions stayed essentially the same when filtering for the SRS and for students in second year or higher (i.e. when asking only students who had been in university for at least two years). Difficulty rose significantly for specific demographics.

*Notable 'very difficult' responses by demographic (from full sample):*

- Non-binary students or other gender: 24.1%
- Transgender students: 28.6%
- Black students: 21.2%
- Indigenous students: 25.2%
- Disabled students: 29.1%
- 2SLGBTQ+ students: 21.7%
- Faculty of Native Studies: 27.8%
- Faculty of Nursing: 22.3%

> Special impacts on diabled, transgender, and Indigenous students, among others.

This question showed significant variation across faculties. Since faculty size and survey turnout varied, we opted to present this data in two forms: standard stacking, and stacking to 100%. Both charts are sorted by 'very+somewhat difficult.'
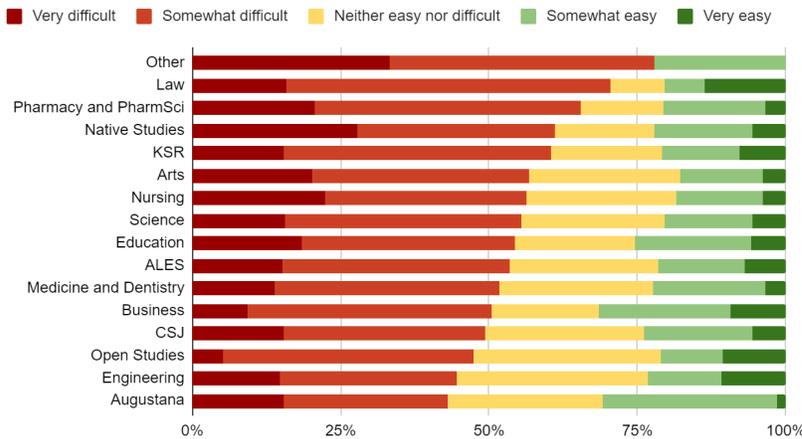
> Law, Pharmacy, Native Studies, and KSR students were especially likely to have difficulty balancing work and school.
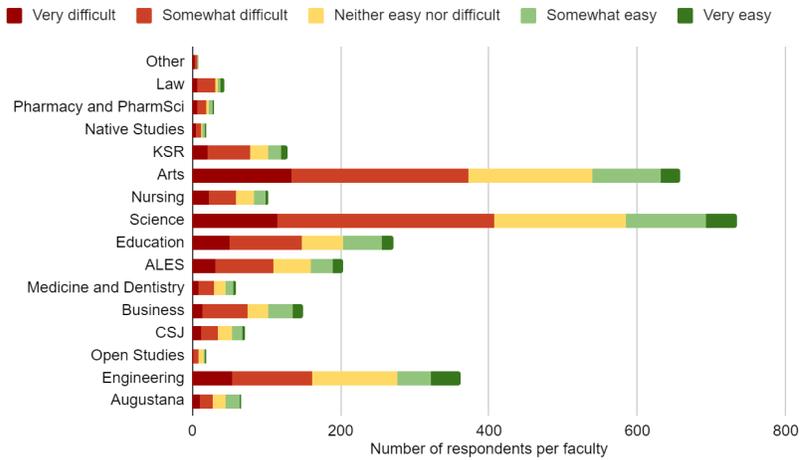


> Thousands of Arts, Science, Engineering, and Education students had difficulty balancing work and school.

Even in faculties like Engineering, Business, CSJ, and Augustana — where students are less likely to report trouble with work/school balance — roughly half of students found that balance somewhat or very difficult.

We found this question very closely associated with responses to *"Have you found yourself in any of these circumstances in the last two years?"* The 'very difficult' responses (16.8% of the SRS) rose to:

- 30.2% who had skipped meals at least once per week due to cost of food at some point in the past two years.
- 39.5% of those who had been in unstable housing situations (e.g. couch-surfing, living in a vehicle, sleeping rough) at some point in the past two years.
- 30.8% of those who had been in other unhealthy or unsafe housing situations (e.g. with an abusive

> Students who had difficulty balancing work and school were also 1.8 to 2.4 times more likely than the average to report precarious or dangerous housing and food insecurity.

partner/family member/roommate) at some point in the past two years.

- 22.6% of those who had been unable to find work at some point in the past two years.
- 25.8% of those who had been underemployed at some point in the past two years.

Conversely, our data suggests that difficulty balancing work and school can be a major indicator of problems related to homelessness, unemployment, and food insecurity.
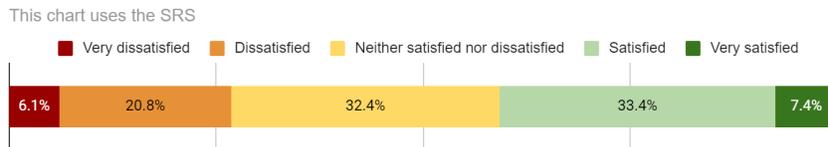
This table should be read as 'of the students who have found it [degree of difficulty] to balance work and school in the past two years, their likelihood of having experienced [column] at some point in the same time period was X%.'

| Rows: Difficulty balancing work and school | Unstable housing incl. homelessness | Other unhealthy/ unsafe housing | Skipping meals at least weekly due to cost of food | Unable to find work | Under-employed |
|---|---|---|---|---|---|
| Very difficult | 10.3% | 17.8% | 31.0% | 33.6% | 29.6% |
| Somewhat difficult | 3.7% | 8.8% | 18.3% | 26.5% | 22.0% |
| Neither easy nor difficult | 2.4% | 7.7% | 12.4% | 23.0% | 12.6% |
| Somewhat easy | 3.5% | 7.3% | 10.2% | 17.5% | 14.2% |
| Very easy | 2.2% | 6.6% | 8.2% | 14.2% | 10.9% |

> Difficulty balancing work and school is a strong indicator of potential housing instability, food insecurity, and un- or under-employment.

Students who had found balancing work and school very difficult over the past two years were (compared to the average) four times more likely to experience unstable housing (including homelessness), more than twice as likely to experience other unhealthy or unsafe housing, almost three times as likely to experience food insecurity, more likely to have been unable to find work, and more than twice as likely to have been underemployed.

**"During the past two years, how satisfied have you been with your work situation?"**

This chart uses the SRS

■ Very dissatisfied ■ Dissatisfied ■ Neither satisfied nor dissatisfied ■ Satisfied ■ Very satisfied

| 6.1% | 20.8% | 32.4% | 33.4% | 7.4% |

> Most students felt more or less neutral regarding satisfaction with their work situation over the past two years.

Work satisfaction crowded toward middle-of-the-road answers: the vast majority of respondents felt somewhat satisfied, somewhat dissatisfied, or somewhere in between. Since students could easily hold several positions over the course of two years, we opted not to compare this question to the questions about types of work.

Across the board, marginalized populations were more likely to experience strong dissatisfaction with their work situation throughout the past two years. International students were an exception: as usual, international students are not a monolith, and their access to the work they want appears to vary widely.

> Most marginalized demographics were far more likely to have been very dissatisfied.

*Notable 'very dissatisfied' responses by demographic (from full sample):*

- 13.3% of non-binary students and other gender identities.
- 13.1% of transgender students.
- 11.4% of Black students.
- 13.7% of Indigenous students.
- 10.9% of disabled students.
- 6.1% of international students.

# APPENDIX A: STRATIFIED RANDOM SAMPLE CONSTRUCTION

**Step 1: Creating n2=2000 (Faculty)**

We used a randomization function to select 2000 respondents based on the faculty proportions found in the Registrar's 2020-21 Annual Report on Undergraduate Enrolment. We identified 2000 as the largest sample size that would allow a very close approximation of true faculty proportions.

Note that the full sample did not include enough respondents from a few faculties to get an exactly equivalent proportion. For example, by official figures, Medicine and Dentistry students make up 3.7% of undergraduates, which would have equated to 74/2000. However, only 70 substantive responses in the full sample came from Medicine and Dentistry. Similar distortions apply in Open Studies and Pharmacy and Pharmaceutical Sciences. Overall, however, the n2 SRS substantively represents the proportions of the undergraduate student body at a faculty level.

**Step 2: Creating n3=1800 (Year of Study)**

First-year students were heavily overrepresented (37% of both the full sample and n2). To compensate without exaggerating other distortions and underrepresentations, we A) randomly ordered respondents within n2, B) gave a 'pass' to respondents who also fit key underrepresented demographics (international, non-binary gender, FNMI, Black, or East Asian, and gender in some faculties as appropriate), and then C) removed 200 resulting first-year respondents, distributing the 'cuts' proportionately across faculties so as not to undermine the faculty rebalancing.

The result (n3=1800) is reasonably consistent with previous annual surveys' turnout by year of study. First-year students comprised 30% of n3.

**Step 3: Creating n4=1500 (Gender)**

Due to per-faculty differences in gender ratios, correcting for faculty over/underrepresentation made some progress toward correcting another of the largest distortions — the low turnout of men. Men make up approximately 42-44% of undergraduates, but only 31% of the sample.

The previous steps in creating the SRS made progress toward a representative sample. Men comprised 32.4% of n2 and 29.2% of those not selected for n2. 34.3% of n3 were men, compared to 27.8% of total non-n3 respondents. However, we had hoped that these steps would make greater progress.

To finish compensating for the low turnout of men, we removed 300 women and non-binary respondents at random. Calculating n4 approximately preserved the appropriate faculty proportions.

| Gender | Estimated actuals | 2021 full sample | n4=1500 |
|---|---|---|---|
| Men | 42-44% | 30.9% | 41.5% |
| Women | 52-55% | 61.6% | 51.2% |
| Non-binary or other | 2-5% | 5.5% | 5.2% |
| Prefer not to say | N/A | 2.1% | 2.1% |

| Faculty | Actual percent of FLE undergraduates (calculated from Annual Report on Undergraduate Enrolment 2020-21) | 2021 full sample | n4=1300 |
|---|---|---|---|
| ALES | 4.8% | 6.8% | 5.3% |
| Arts | 18.9% | 22.6% | 20.8% |
| Augustana | 3.0% | 2.7% | 2.8% |
| Business | 6.4% | 5.0% | 5.8% |
| CSJ | 2.3% | 2.4% | 2.6% |
| Education | 9.3% | 9.4% | 9.2% |
| Engineering | 15.6% | 12.1% | 13.8% |
| KSR | 3.2% | 4.4% | 3.8% |
| Law | 1.9% | 1.4% | 1.5% |
| Med & Dent | 3.7% | 1.9% | 3.2% |
| Native Studies | 0.5% | 0.6% | 0.7% |
| Nursing | 4.7% | 3.4% | 4.3% |
| Open Studies | 1.8% | 0.7% | 1.1% |
| PharmSci | 2.0% | 0.9% | 1.1% |
| Science | 21.9% | 25.0% | 24.0% |
| Other | 0% | 0.3% | 0% |
| Prefer not to say | N/A | 0.5% | 0% |

Calculating n4 also largely preserved n3's year of study adjustments. First-year students comprised 29.3% of n4. Second-year students were slightly overrepresented, and fourth-year students were slightly underrepresented.
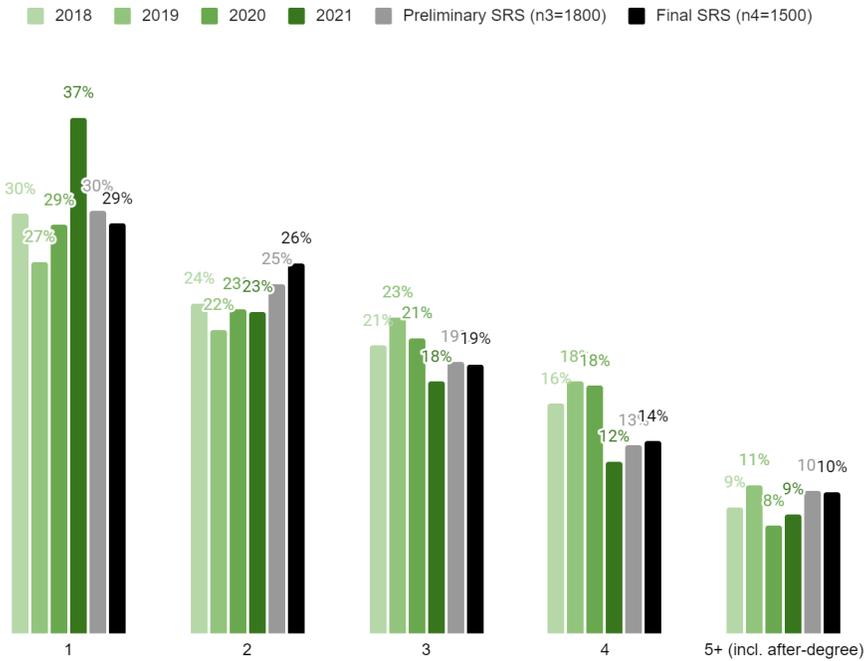


We set n4=1500 as our final stratified random sample (SRS).