

SFU

MORRIS J. WOSK  
CENTRE FOR DIALOGUE



STUDENT SUMMARY REPORT

SFU:  
WHAT'S  
NEXT?



## INTRODUCTION

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### SFU: WHAT'S NEXT?

**SFU: What's Next?** is a cross-university collaboration co-led by SFU President Joy Johnson and Provost & Vice-President Academic, pro tem Wade Parkhouse. The initiative is sponsored by the SFU Senior Leadership Team of Vice-Presidents and Deans and Associate Vice-Presidents. As of 2022, the What's Next team has focused primarily on engaging with the SFU community to help gather information that may collectively express SFU's long-term vision, purpose, priorities and commitments. Our goal at this particular time is to develop a framework that will align efforts across the university.

**SFU: What's Next?** was built to be flexible and iterative. It was created to address the diverse needs and preferences of community members. Among many forms of outreach towards the SFU community, the university partnered with the SFU Morris J. Wosk Centre for Dialogue to better engage with SFU students and hear their perspectives through the SFU: What's Next Student Survey.

The survey was shared with students through direct emails, outreach to student groups and organizations, promotion on posters and televisions in high-traffic areas on campus, and through in-person promotion of the survey at popular on-campus events. A detailed description of the outreach process appears in the appendix of this report. Survey responses were collected from August 29 to October 2, 2022.

### STUDENT SURVEY CONTENT

Building on input received from the broader SFU community throughout previous What's Next phases (including the input of students), the student survey provided the opportunity for students to elaborate on issues that were important to them. The survey focussed on five key areas: educational quality, the student experience, the quality of campuses & facilities, student influence, and visions for the future. This survey was also designed to be constructive, providing an opportunity for students to identify potential areas where SFU could improve moving forward.

In the survey, students were asked to both rate and provide one idea each for improving the educational quality, the student experience, and the quality of campuses and facilities at SFU. They were also asked if they wanted to be included in decision-making at the university and, if their answer was yes, were prompted to provide their preferred degree of involvement. Finally, students were asked to identify one thing they would change about SFU if they had a magic wand. The exact phrasing of survey questions appears in the appendices of this report.

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## WHAT WE HEARD: KEY THEMES

### RATING EDUCATIONAL QUALITY, STUDENT EXPERIENCE, AND CAMPUSES & FACILITIES

Generally, students rated the university positively. 78.5% rated educational quality as good or very good, 72.7% rated the student experience as good or very good, and 79.8% rated the quality of their primary campus as good or very good. When asked to provide ways to improve these different areas, and when asked for the one thing they would change about SFU, many students provided comments indicating they were generally happy with the university as is, and did not see any major areas for improvement.

### AREAS FOR IMPROVEMENT

Across questions, however, and even where positive ratings were given, students identified a plethora of aspects about SFU that they would like to see changed. Feedback from students was diverse, mentioning numerous parts of the university as a whole, as well as their individual experiences as students. Also, as one might expect, responses to questions bled into each other significantly, with responses to the question about educational quality touching on the student experience, campuses and facilities, student influence and vice versa. The “one change” students would make to SFU also spanned all of these areas.

Among the many areas for improvement or change identified by students, the most prominent feedback was the desire for a more social and lively student experience, including more events, activities, and clubs. While this sentiment was most prominently referenced in responses on how to improve the student experience (where more than half of the responses touched on this issue), it was also referenced by some students in comments on how to improve educational quality, the campus and facilities, and by many students in identifying the one change they would make to SFU. Similarly, many students indicated that they wanted to be involved in important decisions about the university and its future through dialogue, meetings, and events.

This issue was also campus-specific in important ways. Burnaby students noted that the university was a “commuter campus,” where few students spent time outside of their classes. Overall, students shared a desire for more social spaces on campus including more restaurants and bars, in addition to more public events and activities. Surrey and Vancouver students identified that relatively fewer events and activities occurred at their respective campuses compared to Burnaby. And lastly, students from all campuses identified transportation challenges in reaching Burnaby campus for events, clubs and classes that already occurred there.

Many other themes were identified by students and are discussed in further detail in the sections below.

### STUDENT INFLUENCE

91.8% of students agreed that they would like to be involved in important decision-making in regards to the university and its future. When asked how they would like to be involved, students commented on all formats of involvement and the areas or subjects upon which they want influence. In terms of format, the most common response was through surveys, polls or votes (with 30 specifically citing this What’s Next survey as the kind of format they prefer), but students also identified other formats including dialogues, in person and virtual meetings, public events, and participation in bodies such as committees and unions. In terms of where they want influence, the most common response was on issues that directly impacted student life or the student experience.

## DATA, METHODOLOGY & TERMINOLOGY

The quantitative and qualitative data captures the responses of the 1059 SFU students who took part in the survey. While efforts were undertaken to engage a diverse sample of SFU students across a number of demographics, this is not a scientifically representative sample of SFU students at large. Some quantitative demographic comparisons are made in this report, where sample sizes of demographics are composed of at least 30 students.

As the survey included five, relatively broad open-text questions, there was a significant diversity in the responses received. Below, the responses to these questions are summarized. To support this summarization, all responses to open text questions were coded based on subject matter (e.g. teaching format, tuition & budget etc). Within the responses for each question, all of the responses within these subject matter categorizations are grouped together, and summarized collectively.

No questions in the survey were mandatory. In the analysis below, it will be identified how many students skipped given questions. For open-text questions, some students typed in responses that have been coded as non-answers and excluded from the analysis. This includes responses such as “N/A”, “I don’t know”, “Not sure”, “ - “ or “I just started a

week ago, and I don’t know yet.” This also includes answers coded as jokes. It is important to note that a comment would only be excluded as a joke if it were clearly absurd and/or a non-sequitur to the question. Many substantive responses were included in the analysis that have an element of irony/comedy. Comments were also coded as non-answers if they were unclear.

Where similar feedback is received from multiple responses on a question, the following terminology is employed to give an idea of the scale of similar responses: a “few” indicates 2-9 responses, “some” indicates 10-29, “several” indicates 30-49 responses and “many” indicates 50+. In some cases, the specific number of responses may be given. It is important to note however, that even if many respondents have shared a similar point of view on an issue, that this is not purported to be indicative of the view of the entire sample, nor the student body as a whole.

Some responses will be directly quoted in the report. These will be used for illustrative purposes, and to include some student responses in their own words. Again, however, the inclusion of a quote within this report does not indicate that that quote is representative of the sample, nor the broader student body.



Photo © Simon Fraser University



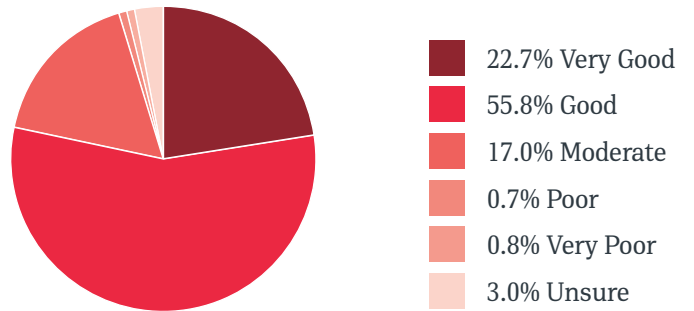
## STUDENT SURVEY: WHAT WE HEARD

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### EDUCATIONAL QUALITY

#### HOW WOULD YOU RATE THE QUALITY OF EDUCATION AT SFU?

**RESPONDED: 1053**  
**SKIPPED: 6**



#### WHAT IS ONE WAY THAT EDUCATIONAL QUALITY COULD BE IMPROVED AT SFU?

##### *Response Rate*

Of the 1059 respondents to the survey, 680 provided a substantive response to this question, 379 wrote in a non-answer or skipped this question.

#### GENERAL SATISFACTION WITH EDUCATIONAL QUALITY

As noted in the chart above, nearly 4/5 (78.5%) of students rated the quality of education as good (55.8%) or very good (22.7%), 17.0% rated it a moderate, and only 1.4% rated it as poor (0.7%) or very poor (0.8%). Positive ratings of educational quality remained high across campuses with 78.9% of Burnaby students, 75.8% of Surrey students, and 83.3% of Vancouver students rating it as good or very good.

The proportion of students who rated educational quality as very good was also significantly higher among graduate students (42.6%) than non-graduate students (21.3%), those who did not identify as people of colour (28.7%) than those who did (15.7%), and international students (37.4%) than non-international students (19.0%). The proportion of those who rated educational quality as good or very good was also lower in those who identified as living with a disability (66.7%) than those who did not (79.2%).

While the open text question above invited students to indicate how educational quality could be improved, 10 provided a clear indication that they were satisfied with the level of educational quality with no specific comment on potential improvements. And another 8 wrote in “Nothing”, which could be interpreted as indicating that there is nothing to improve.

## MAJOR THEMES

### *Teaching Format*

#### Online or Hybrid Course Models & Recorded Lectures

Several students identified that educational quality could be improved by an expansion of available online or hybrid courses. They identified benefits including greater accessibility and flexibility of courses and limiting crowding on campuses. A few also specifically identified an interest in online tutorials and student support, as well as interactive functionality for lectures viewed online. A few students, however, also noted the value of in-person learning and an interest in greater focus on in-person classes, rather than online.

Several students indicated that more availability of recorded lectures could improve educational quality. Respondents identified that recorded lectures would allow students to re-watch lectures for general study or knowledge acquisition purposes, that this would support those who may have difficulty focussing or keeping up with a live lecture and taking live notes, and that it would also provide access to the lecture for those who may have been sick or otherwise unable to attend.

**“Its already top notch.”**

**SURREY GRADUATE STUDENT**

#### Pedagogy, Interactivity & Experiential Learning

Several students identified that more discussion, interactivity, engagement<sup>1</sup> and participation opportunities could improve educational quality. Students noted that interacting with subject matter beyond readings and lectures helped them to understand content, and a few specifically identified an interest in more opportunities to discuss content with the professor (not just in tutorials). Students noted that more classes could include tutorials, and that small, intimate tutorials allowed for students to openly express their questions, thoughts or concerns about the course material. One new student also identified that tutorials generally don’t start until a few weeks into the semester, and an earlier introduction to this format could be beneficial.

**“In my experience, I always learned best when professors applied their lessons to stories or demonstrations. That is, they would establish the value of their subject by using stories from their own lives and by encouraging engaging discussion. I typically have trouble learning from text, as I find I often misinterpret, so having that kind of connection to a professor is necessary for me.”**

**BURNABY UNDERGRADUATE STUDENT**

<sup>1</sup> A few students indicated an interest in more ‘engaging lectures’. This has been interpreted as meaning more opportunities for engagement / interactivity, though it could also be interpreted as more compelling / interesting.

Several students indicated that a greater focus on practical application and experiential or hands-on learning could improve educational quality. Students identified an interest in relating theoretical course content to practical, real-world situations including applicability in the work-force. They also indicated that hands-on, experiential opportunities may support better understanding and accommodation of different learning styles. Examples included field trips or studies, exchanges, and work-study programs.

Some students identified other aspects of the pedagogical approach which could improve educational quality. This included a greater focus on the students themselves and their individual learning needs, and similarly a greater diversity of teaching approaches including the integration of Indigenous and non-western learning models. A few students specifically identified moving away from the traditional sharing and “regurgitation” of information in teaching methods and testing. One participant, however, suggested a greater standardization of instruction.

#### Pace, Workload & Grading

Several students identified issues related to pace, complexity, and workload as areas where educational quality could be improved. A few indicated that the overall pace of their learning or workload could be reduced. A few students specifically identified an interest in shorter lectures, or breaks within lectures. A few, however, also identified an interest in longer lectures or longer tutorials. Students noted that different levels of ability and mental health should be considered when designing workload and in providing extensions on assignments. Two students also suggested harder or more “competitive” study.

Some students indicated that changes to grading systems could improve educational quality. Specific comments included a greater focus on learning rather than grades, more consistency in grading across courses and programs and with other universities, removal of grading on a curve, more inclusion of participation marks, and achieving more transparency through percentage grades rather than GPA. A few students also indicated an interest in a greater focus on assignments than exams and fewer bigger assignments rather than many small ones.

**“Give us a reading week in November like every other university in Canada.”**

#### **BURNABY UNDERGRADUATE STUDENT**

##### Class Size

Several students indicated that smaller class sizes could improve educational quality. A few specifically identified that this could allow for more interactivity with professors (as described above) and more personalized teaching and support. One respondent specifically identified that the student to faculty ratio they observed in their first year was not ideal. Three respondents, however, did indicate an interest in bigger class sizes, with one specifically identifying upper year FASS courses.

##### Online Systems

Some students also indicated that online systems, mainly Canvas, could be better organized, easier to navigate and more consistently used across classes and professors. A few students noted significant variation in the ability of professors to use this platform to communicate with students and host course materials. A few students noted that better-consolidated material including lecture





“More cohesive and singular online assignments. Currently we’re in 4 classes and to find all of the homework and announcements we have to check, Webassign, Canvas, Crowdmark, CourSys, Cengage, Email, and CMPT 125 webpage.”

BURNABY UNDERGRADUATE STUDENT



summaries could also be helpful.

### *Course Availability And Diversity*

Many students identified that expanded course availability could improve educational quality. This included a greater range of available time slots (including more evening options) for courses and tutorials. Students said this could help avoid conflicts between courses and build reasonable schedules. Students suggested a greater number of available spots in courses so students can take the courses they prefer and avoid wait lists, and more availability of courses across different semesters (including summer) and campuses. A few respondents also suggested hiring more faculty, which could be interpreted as being intended to

“More proactive course selections in each semester, like knowing that you have X amount of students wanting to do a course previously and increasing capacity for that course.”

BURNABY UNDERGRADUATE STUDENT

support this greater availability.

Some students also indicated that a greater diversity of courses, programs and content could improve educational quality. Specific examples included offering astronomy degrees, design courses integrated into the Marketing Concentration for Beedie, building a medical school, English courses for international students, ASL courses, more options on Asian history, more visual arts courses and mandatory classes on Indigenous history for all degrees. Some general comments were also noted including more emphasis on building communication skills, networking, more Black content and representation, and more focus on content relevant to industry. One student also noted a

general overlap/redundancy in content across many courses which could be avoided to improve efficiency.

Related to course registration, a few students wanted to extend the drop deadline. A few students also wanted more detail on courses at the time of registration including a syllabus and required software or software skills.

### *Teaching Staff*

Several students indicated that better teaching staff could improve educational quality. Specifically, students identified an interest in greater teaching ability among professors, a greater focus on learning, more enthusiasm for teaching and better technological skill among professors. Some



students also suggested that professors could do more to communicate with students about course information, including about required text books, materials and software, and to connect personally with students to accommodate their needs. A few students expressed an interest in more opportunities to provide feedback about professors and the class experience, and for this feedback to be taken seriously. A few comments also noted that the quality and enthusiasm of TAs could be improved.

A few students identified job-related conditions for professors, TAs and RAs as areas that could improve educational quality. Specifics included generally improved working conditions, and better compensation to attract more qualified candidates and encourage better student support. Closer monitoring/assessment of professors was also suggested including personal behaviour, email responsiveness, and regulation of exam quality.

Other comments related to teaching staff included the suggestion of more visiting professors, and one student who wanted less political activism from teachers.

### *Support and Accessibility*

Several students indicated that better academic and personal support could improve educational quality. Specific examples included more peer mentorship, tutoring, career-related workshops, advertising for study groups, tutorials and TA support for more classes, more time with counsellors, more mindfulness of student mental health, more office hours including online office hours, and practice homework with answer keys. A few students also stated that they would like better general communication from the university.

A few students indicated that better accessibility of teaching could improve educational quality. Specific comments included more inclusive policies for students living with disabilities, easier processes to receive accommodation and better promotion of accommodation services, course formats that can accommodate chronically ill students, plain language-use by professors, and live transcription for lectures that do not require the borrowing of a shared laptop.

Some students also identified that efforts towards inclusion could improve educational quality. Specific examples

**“STOP reproducing supremacist systems: institutions (policies), attitudes (covert & overt) & behaviors (epistemic violence) NOW! The learner does not exist for the benefit of the Academy. Hospice current paradigm. START operating from Indigenous & subaltern knowledge (QTBIPOC) paradigms, practices instead of settler Whiteness. Consider that the Academy exists for the benefit of the learner and the community! Continue with programs like Community Capacity Building, the Center for Dialogues field placements (although the Center is a bit high on itself. It could learn from experiential learning models like canadaworldyouth.org’s bilateral YLA where the world was the classroom). Learning is a human right and common good, not a commodity. It should be free and accessible for all.”**

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REMOTE LEARNING STUDENT

included more diversity among professors including more BIPOC and Queer representation, and reducing bias and system barriers towards students of colour.

### *Facilities, Transportation, Parking And Architecture*

While students were asked specifically for feedback on campuses and facilities later in the survey, many indicated that improvements to campuses & facilities could improve educational quality. Examples included more study areas, upgraded classrooms including comfier seats and more desk space, more space in classrooms, fewer classroom tech issues (such as with projectors), better air conditioning and ventilation, better WIFI and cell services, greater wheelchair accessibility, more nap rooms, more power outlets in lecture halls, facilitated access to empty or unused classrooms to practice presentations, free or more available parking, better transportation to and between facilities, more interesting architecture, and longer bookstore hours.

### *Cost*

Several students identified that lowering costs of tuition, text books and additional required software could improve educational quality. A few pointed to more opportunities for scholarships or funding, free tuition, loans for international students, and the opportunity to opt out of student fees for services they do not use. A few students also wanted free food, drinks and “stuff.”

### *Events, Activities and Socializing*

Some students identified more events, activities and opportunities for socializing among students and the school community as something that could improve educational quality. Specific examples included more HIVE-like events, career workshops, faculty-specific fairs and info sessions, and student-focused/academic lectures, conferences and events. A few also noted that existing opportunities could be better communicated to students.

### *Other Comments*

Other comments which did not fit in to the above categories included providing prior language training for international students, a quieter library, more collaboration among labs and grad students and more politeness and respectfulness

“Foster intellectual community for students with public lectures, conferences, and events that are academic. Most organized events across faculties seem always geared toward public dialogue and community engagement which means they feature business people or local politicians rather than world-class academics. Community engagement and dialogue are crucial, yes—but building a real scholarly community should also be part of the university experience.”

**BURNABY GRADUATE STUDENT**

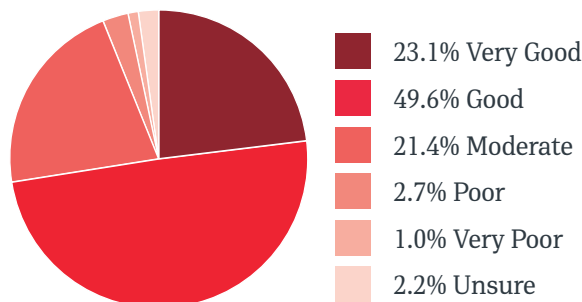


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## STUDENT EXPERIENCE

### HOW WOULD YOU RATE THE STUDENT EXPERIENCE AT SFU?

**RESPONDED: 1048**  
**SKIPPED: 11**



### WHAT IS ONE WAY THE STUDENT EXPERIENCE COULD BE IMPROVED AT SFU?

#### *Response Rate*

Of the 1059 respondents to the survey, 669 provided a substantive response to this question, 390 wrote in a non-answer or skipped this question.

### GENERAL SATISFACTION WITH STUDENT EXPERIENCE

As noted in the chart above, 72.7% of students rated the student experience as good (49.6%) or very good (23.1%), 21.4% rated it a moderate, and 3.7% rated it as poor (2.7%) or very poor (1.0%). Across campuses, 73.3% of Burnaby students, 71.5% of Surrey students, and 72.7% of Vancouver students rated it as good or very good.

The proportion of those who rated the student experience as very good was also significantly higher among graduate students (39.7%) than non-graduate students (21.9%), those who did not identify as people of colour (29.3%) than people who did (15.9%), and international students (30.8%) than non-international students (21.1%). The proportion that rated it as poor or very poor was also higher among those who identified as living with a disability (15.8%) than those who did not (3.0%).

While the open text question above invited students to indicate how the student experience could be improved, 45 provided a clear indication that they were satisfied with the quality of the student experience with no specific comment on potential improvements. Another 7 wrote in “Nothing,” which could be interpreted as indicating that there is nothing to improve.

**“I think it is quite good already. Many people are very welcoming and nice.”**

**BURNABY UNDERGRADUATE STUDENT**

## MAJOR THEMES

### *Lively Campus*

340 responses to this question from across all campuses (as well as many more in response to other questions) pointed to an interest in a more lively campus and more opportunities for students to socialize including more and better events, activities, and clubs. 285 responses referenced events and general activities, and 36 specifically referenced clubs or sports. Some additional comments also generally called for more engagement, involvement, or participation. Some students specifically identified that additional events could be available throughout the year, across all semesters including the summer and during exam times, as well as at different times in the week including evenings, weekends, and throughout the day or between classes to accommodate different schedules. A few students also simply indicated that they wanted more fun and a better student or campus life.

Specific examples of events students want include cultural events, fairs, school spirit events, festivals, carnival days, faculty versus faculty competitions, Frosh week, Convocation Mall yoga, fundraisers and charity events related to specific faculties, concerts, as well as events similar to those that already exist on campus such as Streetfest, and First Friday BBQ. 12 students indicated a specific interest in a more lively nightlife. Across campuses, some students expressed a general interest in improved social life, noting that students don't tend to stay on campus after classes. One student suggested more "anti-social activities."

While it is assumed that many students were referring to their own campus when responding to this question, some students from Vancouver and Surrey campuses explicitly indicated their desire for more activity on those campuses. Also, a few respondents from Burnaby campus specifically noted that the social experience in Burnaby was challenged by it being a "commuter school." One Burnaby student noted that evening events, activities or clubs would need to be supported by evening transportation to allow for attendance.

Students also identified that events could encourage socialization amongst particular groups including residences/floors, across faculties, within faculties/

programs, between older and newer students, for grad students specifically, among students' HIVE and for exchange students. Some students also specifically referenced more/better orientation and first-year activities, recognizing the challenge for new students to meet new people and the opportunity in that moment to build community. One student also suggested a welcome day for each semester.

**"I think student experience can be improved by creating more campus activities. When convocation hall is filled with music and games, I feel that students enjoy the vibes more."**

**BURNABY UNDERGRADUATE STUDENT**

**"Provide or encourage more student experiences across all campuses equally — for example, the Vancouver campus does not have clubs days (unlike the Burnaby and Surrey campuses) nor does the SFSS or any clubs really engage with students who study outside the Burnaby campus."**

**VANCOUVER UNDERGRADUATE STUDENT**

“Social events are a big part of university for a lot of people, and they give students a chance to network while receiving a fun break from their studies. I feel that if SFU could host more frequent events that engage the entirety of the student community, students will have healthier mindsets to explore other aspects of university than just sitting at home studying and stressing over assignments at all hours of the day.”

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SURREY UNDERGRADUATE STUDENT

“The student experience can be improved by allowing for more social events and gatherings to occur among students. I believe that events that are unrelated to field of study are just as important as the ones which are and while SFU is great at organizing the latter, the former category can be worked on. Events that allow students to socialize in a relaxed environment are something that can majorly improve the student experience.”

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BURNABY UNDERGRADUATE STUDENT

“I feel that we should have bonded more with our HIVE because just introducing ourselves through a discussion forum wasn’t enough and didn’t really help us build sustained connections with our peers. I also feel that our HIVEs should be people with the same classes as us because just having common majors as them really doesn’t help us feel less scared to go to class since we didn’t know anyone. where as if the people in our HIVE were also in our classes, we could coordinate sitting together or already knowing people in our class in general is less intimidating and helps us feel more comfortable and less anxious, especially for us first years entering a space so foreign and new to us.”

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SURREY UNDERGRADUATE STUDENT

### *Campus, Facilities & Transportation*

Students identified a number of changes to campus and facilities that could improve the student experience. This included more and better food options (particularly on the Burnaby campus, including comments asking for a sit down restaurant and bar), more student housing and residences on all campuses, more study areas at the Burnaby campus, more comfortable social spaces, better WIFI, better air conditioning or temperature control, more and cheaper parking, nap rooms, and better accessibility for students living with disabilities.

A few Burnaby students also indicated that the campus is confusing, or that signage and maps could be improved. Some students noted that more frequent or better

coordinated transit routes to and from Burnaby campus could improve the student experience. A few Surrey students noted an interest in having comparable facilities at Surrey to the Burnaby campus including a 'Maker Space' like the one at Burnaby library.

Other campus and facilities-related comments included a desire for more housing, more or better facilities including an expanded gym, more on-campus entertainment venues, more modern buildings, a more colourful campus, cleaner bathrooms and study spaces, less construction and moving ping-pong tables indoors. A few also commented on wanting generally expanded operating hours or expanded hours for the gym and student union building.



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Photo © Simon Fraser University

### *Costs & Services*

Several students indicated that the student experience could be improved by mitigating costs or expanding services for students. This included lower tuition for domestic and international students and more and easier access to financial support. It also included access to free services, events, food and other items, plus more funding for clubs.

Several students indicated an interest in more robust or better consolidated academic and personal services and resources. Specific examples included more advisors and councillors, better orientation for new international students, peer mentoring, mental and physical health, settlement and employment services, parental support and better communication with university administration. A few students also suggested more opportunities for student feedback.

### *Teaching Format*

Some students identified a variety of ways to improve student experience related to teaching formats. Specific examples included more online or hybrid class options, smaller classes, shorter classes, more interactive classes, reduced workloads, the removal of bell curve grading, better and more understanding professors, practical application of learning, more learning-centred education and expanded opportunities to participate in academic research and other initiatives with tangible results. Group work was supported by a few students, but opposed by a few others. A few students also made comments on course selection and available subjects including a request to extend the drop deadline and to limit spots available in courses, more flexibility in offerings both in timing, and for hybrid or online, and more available subjects including a minor in Italian.



### *Ethics & Equity*

Some students identified issues of ethics and equity at the university that could improve the student experience. Specific examples included greater inclusivity, developing a serious strategy to address systemic racism, treating mature students as equal to other students, greater freedom of expression in class discussions, and more meaningful support for Vancouver Pride. One student also indicated that as a woman, they were opposed to the Student Union Building being closed on International Women's Day.

### *Other*

Other comments that did not fit in categories above included more support for student groups that consist of people outside of SFU, better volunteering opportunities, less politics or drama in SFSS, more collaboration

among unions and clubs, more friendliness, politeness, patience and inclusion, more outreach to mature students, and more, "high end funding in departments that want to expand."

Several students also indicated that communication could be improved to more effectively notify students about events, activities and clubs, available services and supports, and student job opportunities.

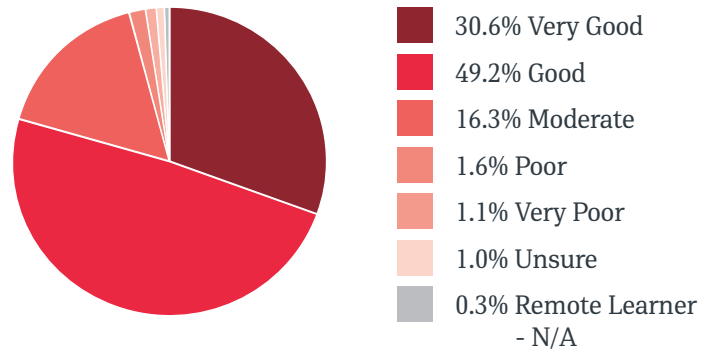
A few students also made comments on electronic resources including technical or navigation issues with the SFU website and SFU Snap app, getting rid of multi-factor authentication, more consistency in the use of Canvas between courses, discomfort with the tracking of user activity on Canvas site, an easier interface for the goSFU website, and a desire for an app for SFU mail and Canvas.

## CAMPUS & FACILITIES

### HOW WOULD YOU RATE THE CAMPUS AND FACILITIES AT YOUR PRIMARY SFU CAMPUS?

**RESPONDED: 1045**

**SKIPPED: 14**



### WHAT IS ONE WAY THAT THE CAMPUS AND FACILITIES COULD BE IMPROVED AT SFU?

#### *Response Rate*

Of the 1059 respondents to the survey, 572 provided a substantive response to this question, 487 wrote in a non-answer or skipped this question.

While the open text question above invited students to indicate how campuses and facilities could be improved, 51 provided a clear indication that they were satisfied with the quality of campuses and facilities with no further comment on potential improvements and another 13 wrote in “Nothing”, which could be interpreted as indicating that there is nothing to improve.

### GENERAL SATISFACTION WITH CAMPUS AND FACILITIES

As noted in the chart above, 4/5 (79.8%) of students rated the student experience as good (49.2%) or very good (30.6%), 16.3% rated it a moderate, and 2.7% rated it as poor (1.6%) or very poor (1.1%). While rating remained high for Burnaby and Vancouver campuses, they were markedly lower among Surrey students with 68.3% rating it as good or very good compared to 81.8% of Burnaby students and 81.8% of Vancouver students.

**“I think the facilities are very good. I’m surprised by everything offered at SFU.”**

**BURNABY UNDERGRADUATE STUDENT**

The proportion of those who rated campus and facilities as very good was also significantly higher among graduate students (42.6%) than non-graduate students (29.8%), those who did not identify as people of colour (36.1%) than those who did (24.3%), and international students (43.4%) than non-international students (27.4%). The proportion who rated it as poor or very poor was also higher among students who identified as living with a disability (12.3%) than those who did not (2.1%).

## KEY THEMES

### *Architecture & Renovations*

Several students identified that campus architecture could be improved. 15 responses specifically criticized the abundant concrete, and the lack of colour to some Burnaby campus buildings, though a few students noted an appreciation for other, more modern buildings. Students suggested renovations for older buildings, more green spaces or gardens, more art, more modern architecture including more windows and natural light, taking more advantage of Burnaby mountain in the design, and being considerate of the embodied carbon associated with new building design and renovations.

### *Facilities*

Several students from across campuses suggested more and varied food and drink options with expanded hours, including affordable options, plus a bar. Other specific comments included a dining hall for non-residence students, adding a cafeteria to the Surrey campus, more kitchen facilities with microwaves, more water stations, and more vending machines.

Several students indicated more study spaces were desirable. Students noted that many seating areas on campus were not quiet enough to study. A few also suggested more comfortable seating, appropriate for many hours of studying, as well as more opportunities for the



Photo © Simon Fraser University

booking of private spaces. Across study spaces, classrooms, and other common areas, some students also wanted more available outlets. Some students suggested more seating areas, common areas and tables for communal purposes or without specifying that they were for studying purposes exclusively. One Burnaby student, however, suggested less “unnecessary seating.”

Some students indicated that athletic facilities could be improved. This included expanding or renovating the Burnaby campus gym (including bathrooms and showers), and renovating the pool. One student requested a women-only gym. A few students requested for a gym to be added to the Surrey campus, and for more flexibility in access to facilities across campuses.

Students provided a variety of comments on the quality and availability of different facilities on campus. Some Burnaby students suggested better WIFI and cell reception. Some indicated discomfort with the air conditioning, heating and ventilation, including in dorms. Some students from across all campuses suggested parking could be improved. A few suggested more washrooms, improved washroom facilities, and more gender neutral washrooms.

Other suggestions included more nap spaces, expanded general facility hours, improved lighting, bigger classrooms, better availability of first aid boxes, fixing the pianos, moving ping-pong tables indoors, more recreational amenities like pool tables and fire pits, and to add a bookstore to the Surrey campus. A few also indicated an interest in new residence buildings closer to each of the campuses, and more campus housing for international students. More collaborative spaces and open work spaces or labs were also suggested.

Several students indicated that the cleanliness and the frequency of cleaning could be improved across campuses and facilities. 26 comments, almost all from Burnaby campus students, specifically referenced bathroom cleanliness and a need to fix bathroom facilities, including in residences. One Burnaby student also indicated that there were not enough trash cans.

### *Services*

Students suggested a number of ways that campuses and facilities could be improved through services. A few students across campuses expressed safety concerns and a desire for more security, particularly at night. A few students suggested improving personal and academic resources and supports including more provision of feminine hygiene products, inclusive and culturally sensitive health and counselling services, more health professionals to reduce wait times, more counselling services, and better service at facilities services. One student suggested a separate facilities department for residences. A few students indicated that existing services across campuses could be better advertised.

### *Transportation and Directions*

Several students, primarily from the Burnaby campus, indicated problems with wayfinding or locating classes. Specific suggestions included more and clearer maps and signage (including for washrooms and elevators), and more reliability from the SFU Snap app including clearer directions to specific floor and locations of rooms or facilities, not just the building where they exist.

Some students, primarily from Burnaby campus, raised issues related to transportation to and from campus, and within campus. A few indicated a desire for better bus frequency, more rapid buses, shuttle services between campuses, and better general accessibility of the campus. Other comments included better foot traffic flow between classes, shorter distances to cover between classes, more bike storage on campus, and a suggestion to have available bikes or scooters on campus. A few students noted that the commute required to access the Burnaby campus limited their access to or disincentivized their participation in courses and events only available at Burnaby. A few Burnaby students complained about there being too much construction on campus.

### *Accessibility & Accommodation*

Some students indicated that physical accessibility and accommodation for those with a physical disability could be improved at SFU, and the Burnaby campus in particular. Respondents noted that there were too many stairs, that elevators were hard to find, in inconvenient places or out of service at times, and more elevators or escalators to navigate campus would be helpful. One student noted that many doors require a lot of force to open, particularly at WAC Bennet Library.

**“There are too many stairs and not enough accessible spaces for folks who can’t use their legs well or are immobile. I tore my MCL a week before coming to classes... it was extremely difficult waiting for elevators and sometimes they were crowded with people who didn’t NEED to use the elevator. I am finding it very difficult to accommodate all of the stairs.... theres even an elevator that doesnt work. it needs to be fixed. i feel really badly for folks with mobility issues having to attend sfu burnaby campus. i would not attend sfu if i had further mobility issues. way too many stairs and the elevators are ancient.”**

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**BURNABY UNDERGRADUATE STUDENT**

### *Other*

Students made other comments that did not fit into the above categories. A few additional comments related to costs and spending, including a desire for free items such as tea bags, more funding for applied sciences, lower tuition and free access to Adobe software. A few comments touched on workplace conditions including requests for better education for staff and security on professional behaviour and discrimination training, improved working conditions for food service and cleaning workers, and fewer strikes from the student society.

A few comments related to course selection and scheduling, including suggestions for more class availability more remote options, more co-ops, more time between classes, and less pre-requisites for courses. Students made comments on technological resources suggesting improvements to Canvas and the SFU website and having an app for Canvas and SFU Email. More opportunities for student feedback was also suggested.

Specific maintenance requests were made including fixing the door to GCA 2270 and updating the scissor lift in the Wong Theatre. Other specific comments included a request for clearer instructions for ordering in the dining hall, and for some residences to have pet allowances.

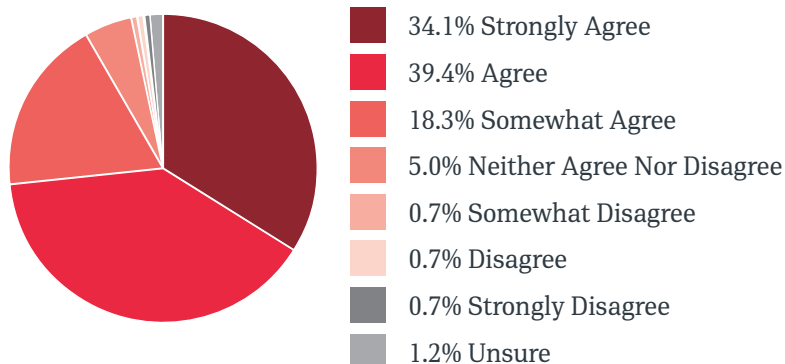
Similar to responses about improving the student experience, several students across campuses indicated a desire for more events, activities, clubs and socialization, and shared that existing opportunities could be better communicated to students.

## STUDENT INVOLVEMENT

**TO WHAT EXTENT DO YOU AGREE WITH THE FOLLOWING STATEMENT? “AS A STUDENT, I WANT TO BE INVOLVED IN IMPORTANT DECISIONS ABOUT THE UNIVERSITY AND ITS FUTURE.”**

**RESPONDED: 1036**

**SKIPPED: 23**



### AS A STUDENT, HOW WOULD YOU LIKE TO BE INVOLVED IN IMPORTANT DECISIONS ABOUT THE UNIVERSITY AND ITS FUTURE?

#### Response Rate

Of the 1059 respondents to the survey, 650 provided an answer to this question, and 409 wrote in a non-answer or skipped this question.

### GENERAL INTEREST IN INVOLVEMENT

As noted in the chart above, a vast majority of students want to be involved. 91.8% of students somewhat agreed (18.3%), agreed (39.4%), or strongly agreed (34.1%) that they would like to be involved in important decisions about the university and its future. 5.0% neither agreed nor disagreed. 2.0% also somewhat disagreed (0.7%), disagreed (0.7%), or strongly disagreed (0.7%).

The proportion who strongly agreed was also significantly higher among graduate students (54.4%) than non-graduate students (32.6%), international students (46.5%) than non-international students (30.9%), and those who did not identify as living with a disability (34.6%) than those who did (24.6%)

In the open-text question about how they would like to be involved, certain responses from students just provided further comment on their general interest in being involved in decisions. Many expressed a clear interest in sharing their opinion or being involved in decisions, and having more opportunities to be involved (e.g. “I’d like to have my voice heard”). A few expressed only a moderate interest (e.g. “Moderately involved.”) Several also indicated that they were not interested (e.g. “I’m happy to let other advocate for me. I’m not too bothered by university politics.”)

## MAJOR THEMES

### *Surveys, Polls, Votes & Degree of Influence*

308 students indicated that they would like to be involved through surveys, polls or votes. Collectively, these were the primary ways in which students preferred to take part in decisions. 193 responses referenced surveys, forms, quizzes, or questionnaires and 23 referenced polls (including 30 which specifically identified the What's Next student survey as an example of the format they prefer). 125 referenced voting, referenda, or elections.

The degree to which students distinguished between the terms “survey”, “poll”, and “vote” is somewhat unclear. The term “survey” is perhaps more inclusive of open-text input methods whereas “poll” and “vote” seem to suggest more discrete, multiple choice options and/or a specific set of proposals to be decided upon. It is also unclear the extent to which “vote” refers to voting for representatives, proposals, or more generally about preferences. The extent to which “voting” implies a binding result of that vote is also unclear.

For the purposes of this report, each of these terms have been interpreted in the most general sense unless otherwise specified. This suggests students want to give feedback through some combination of open-text questions and multiple choice including feedback on specific proposals, where possible. Respondents noted the ease and simplicity of such formats as an appealing factor. An additional 16 students also said that they would like to be involved “by email,” though the content and substance of such email involvement is unclear. One student suggested an anonymous feedback box.

Some students, however, did provide some specificity about the degree of influence they would like to have. A few indicated that they would like to see student feedback clearly impacting the outcome of decisions and voiced frustration with student views being ignored. A few others indicated they wanted student views taken into account on important decisions or to be given the opportunity to brainstorm and contribute ideas.

### *Dialogue, Engagement, Unions & Clubs*

Many students also specified that they would like to be involved through dialogue and engagement including opportunities to discuss issues and hear from other students as well as faculty and staff. This included meetings, events, town halls, focus groups and info sessions, either online or in-person, as well as social media discussions.

In addition, many students said they would like to be involved in ongoing opportunities such as through unions, student government, committees and clubs including alumni groups. A few students specifically indicated that they would like an option involving less commitment than being on council or apart from the SFSS. Also, a few students indicated that they would like to see a better functioning, more transparent, and more open SFSS.

Some students said they would like to be involved in important decisions through “volunteering.” It is somewhat unclear what this volunteering entails, but these responses may be alluding to volunteering for committees or decision-making bodies noted above. Similarly, a few students expressed an interest in being involved through employment or co-ops.



Photo © SFU's Morris J. Wosk Centre for Dialogue



“I feel that the student unions and programs that exist at SFU are a big part of projecting the voice students have; I also find that talking to professors or the advisors one might have is extremely beneficial as they can relay information and the opinions of students onwards for the better. There’s power in numbers and voice, so if students have opportunities like these to connect and share their thoughts, it would benefit not only student satisfaction, but the entire university system too.”

**SURREY UNDERGRADUATE STUDENT**

“1) Surveys and ‘deeper’ engagement opportunities like the dialogues mentioned 2) Opportunities for students to join committees and working groups 3) Commitments to informing students as ideas are formed - while making it clear that what is presented are ‘living documents’ 4) Commitments to change when students request where it makes sense (it’s not fun to share your opinions and feel unheard)”

**BURNABY UNDERGRADUATE STUDENT**



### Communication

Many students indicated that they would like to be better informed about decisions that are taking place and opportunities to participate in them in advance of the decision being taken. Suggestions for communicating this information included the use of emails, social media, videos, and info sessions. A few students wanted better transparency about final decision-making rationale and how money is budgeted.

### Areas of Influence

Many students indicated particular subject areas or kinds of decisions where they would like to be involved. Some indicated that they would like to be involved in important decisions and decisions that directly effect current and future students including the enhancement of the student experience. Some also indicated they would like to be involved in decisions about tuition, fees and spending, with a few specifically noting tuition for international students. Some wanted to be involved in decisions about course content or feedback on courses and teaching staff. A few wanted to be involved in decisions related to events, clubs and sports available on campus. Other areas included the campus itself, including design, safety and transportation, housing, and diversity and equity.



“I think voting on any new facilities could be a good idea, at least for the recreational ones. That way, students can decide on what they’d actually use or not.”

BURNABY UNDERGRADUATE STUDENT

“I would like to be involved in brainstorming how to create an even better place for my fellow peers to create memories, learn, and be successful and create their life journeys.”

BURNABY UNDERGRADUATE STUDENT

“I think there needs to be more accessibility to the information about decision making at sfu. it’s very difficult to obtain information on senate, board of governors, etc. i would like to see improvement on the distribution of this information first and foremost.”

VANCOUVER UNDERGRADUATE STUDENT

## ONE THING YOU WOULD CHANGE



### IF YOU HAD A MAGIC WAND, WHAT IS ONE THING YOU WOULD CHANGE ABOUT SFU?

#### *Response Rate*

Of the 1059 respondents to the survey, 693 wrote in substantive answers to this question, and 366 wrote in non-answers or skipped this question.

### GENERAL SATISFACTION WITH SFU

While the open text question above invited students to indicate how they would change SFU, 8 provided a clear indication that they were satisfied with the and would not change anything and another 25 wrote in “Nothing”, which could be interpreted as indicating that no changes were needed.

#### *Location & Transportation*

Many students indicated they would change the inter-related issues of the location of campuses and/or the transportation services to and from those campuses. Many specifically indicated they would change the location of

the campus including some who indicated they would like for the campus to be closer to their home/residence, a few wanted it closer to downtown Vancouver, and some who specifically indicated they would like it if the Burnaby campus were not on top of a mountain.

Similarly, many indicated they would like a faster commute to campus (mainly from Burnaby students or comments about the Burnaby campus), closer proximity to a SkyTrain station and/or better frequency of public transit including later in the evening. Some specifically referenced an interest in the completion of the Burnaby campus gondola. Some students also wanted faster transit between campuses and/or more shuttles between campuses. A few students also suggested that campuses should be consolidated.

Several students from across campuses also indicated an interest in more parking, and/or cheaper or free parking. One student suggested giving students an option between a UPASS or a parking pass. A few also indicated they would improve directional signage/maps on campus.

### Campus & Facilities

Many students said they would change various aspects of respective campuses and facilities. This included some who wanted more effective air conditioning/temperature control/ventilation, some from across all campuses who wanted a bigger campus and/or more general campus amenities (and one Burnaby student who wanted a smaller campus), and some who wanted more study spaces. Some students from across campuses also wanted more a more varied restaurant and food options (including a dining hall at Surrey campus), including cheaper options or free meals. Some also wanted expanded on-campus student housing across all campuses, including affordable student housing.

A few who wanted more and more comfortable seating in classrooms/lecture halls, a few who wanted easier intra-campus commutes between classes including in bad weather, better WIFI, a few who wanted more recreation areas on campus including an arcade, a few who wanted a bigger library and a few who wanted more general seating/socializing areas. A few students also suggested expanded athletic facilities including adding a gym to both the Vancouver and Surrey campuses, and other facilities such as 50m competition pool, water slide, BMX track, and climbing wall.

Many students also indicated that they would change the architecture and appearance of campus. Several students, all from the Burnaby campus or specifically commenting about the Burnaby campus, said they would like it to be more colourful and/or that there was too much concrete/grey appearance. Some students said they would add more green spaces and/or gardens. Some students also expressed a desire for newer or renovated spaces/buildings, and a few specifically suggested more natural light in indoor spaces. A few Burnaby students also wanted less construction on campus.

**“I would make it more colourful. Campus is very dull and dreary which kinda bums people out, it needs a little more sparkle in order to make the aura better.”**

**BURNABY UNDERGRADUATE STUDENT**



Photo © Simon Fraser University

Several Burnaby students also said they would change the abundant stairs and/or improve the physical accessibility of campus including more and/or better operating elevators.

### *Lively Campus*

Many students from across campuses said they would make changes related to the liveliness of the campus. Several specifically indicated they would like SFU to be a more social place and/or noted challenges meeting people and making friends, including a few Burnaby students who wanted to make it less of a “commuter campus.” Some students also wanted to generally improve the student experience, student life, engagement and/or school spirit. Some students from across campuses wanted more and varied events and activities including a few who specifically wanted more parties. A few also wanted more available clubs and sports.

### *Tuition and Cost*

Many students also said they would make school more affordable for students through reduced tuition, fees, text book costs and/or greater availability of scholarships. A few students suggested free tuition and/or free text books. 11 respondents also specifically referenced reducing tuition fees for international students.

### *Education*

Several students would change aspects of the teaching format. Some would increase online and hybrid options with a few noting that this would increase access to courses and time-slots. A few also noted that they would have lectures recorded. A few indicated they would make classes smaller, reduce workloads, and provide more breaks during lectures. One student also wanted courses to cover more material. A few students said they would improve the teaching ability, technical ability and attitude of some professors. A few also suggested the removal of tenure. A few students also suggested changes to course grading including more weight on assignments, eliminating bell-curve grading, presenting GPA as a percentage and having GPA carried over when transferring colleges.

Several students also indicated that they would change aspects of available courses, programs and course selection. Some students suggested improved course enrolment

including wider availability of courses across terms, campuses, and time-slots. A few students suggested changes to scheduling including tutorials on the same day as lectures, mid-term exams occurring in the same time slot as classes, longer breaks between back to back classes and a preference to avoid classes starting as early as 8:30am or ending as late as 9:30pm. Students also identified subject matter/programs they would like to see including more exchange programs, co-ops, more clear paths to creating double majors, more minors instead of electives, more professional programs, a doctoral chiropractic program, more philosophy courses beyond ethics, courses on Indigenous issues for all degrees and adding a medical school. One student also wanted to remove the “pseudo sciences.”

### *Supports for Students*

Some students suggested improved academic and personal supports for students including access to accommodations for disabled students, supports for international students, better mental health services including therapy and dog therapy, and better counselling and health services.

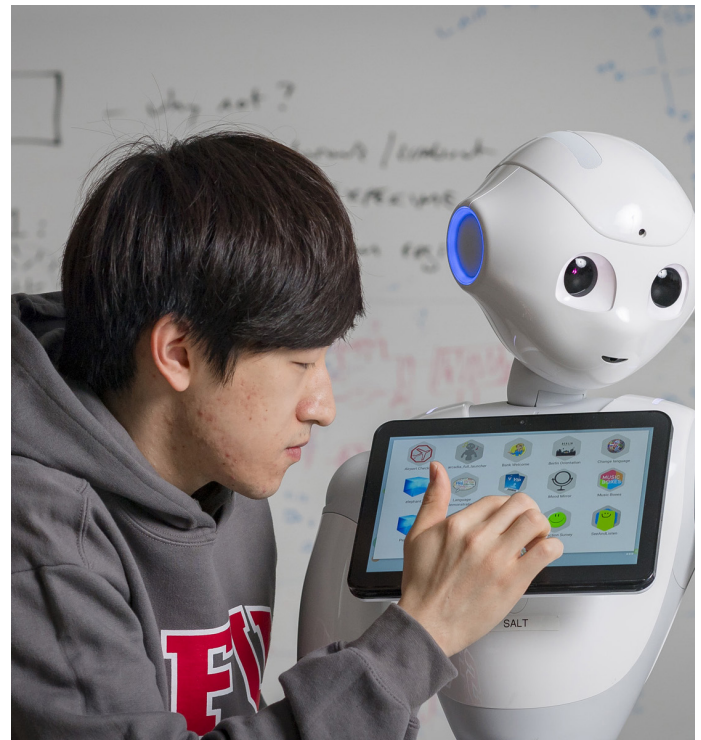


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### *Ethics & Equity*

A few students also indicated changes they would make to aspects of university ethics & equity. This included a realization of reconciliation, more diversity amongst faculty, more involvement with people of colour, changing the name of the university and White supremacist culture, reducing racism, creating systemic change to improve the quality of life for disabled, LGBTQ+ and BIPOC students, treatment of mature students as equal to other students, carbon neutrality, opposition to the trans-mountain pipeline and more accountability for those in power. One student also suggested a removal of political bias from the university to foster debate. One student also suggested a greater focus on education and a reduced focus on political correctness.

### *Other*

Students also made additional comments that did not fit into the categories above. These included a few who wanted to improve SFU's ranking among universities, a few who wanted improved technological systems including an SFU email app, a better GPS on SFU Snap, and an online system to book lockers, a few who wanted generally better organization, and a few divergent comments on the SFSS wanting it eliminated, restarted, or strengthened.

Further desired changes included changing the team name (noting Black voices were not included in the decision on the recently updated name), creating a mascot, creating an anonymous box for student feedback, addressing the impersonal disconnect between departments, increasing the impact or changes resulting from course feedback surveys, encouraging more commitment from students, bring more attention to eliminating “scammers or pyramid schemers” that appear on campus and try to take advantage of first year students, making the student experience at the Surrey campus the same as at Burnaby, creating a safer community outside of campus, changing the board of governors, having better communication about events, having pet supplies available for purchase, better instructions for new students and providing more free stuff. A few students wanted less rain and better weather in general.



Photo © Simon Fraser University



## APPENDIX

Photo © Simon Fraser University

### STUDENT SURVEY OUTREACH

The outreach process for the student-focused phase of the SFU: What's Next project was multi-pronged and occurred in multiple phases. The outreach process was designed to ensure that feedback was received from a large and diverse sample of SFU students.

Outreach began primarily online. The student survey was shared through social media posts across SFU channels. A myriad of clubs, societies, organizations and faculties connected to the university were engaged and provided with a communications kit to amplify the initiative via their own account. Over 100 student groups were also personally emailed, inviting their group members to share their perspectives through the survey. Survey responses with diverse perspectives were sought through intentional outreach to groups of various cultural backgrounds, ages, interests, and more.

The survey was also promoted in physical spaces throughout campus. Posters that shared QR code links to the survey were placed throughout Surrey, Burnaby

and Vancouver SFU campuses in areas known to have high traffic and digital banners were shared with the SFU Library as well. Popcorn for SFU Burnaby's Movie Night on September 9th was sponsored by the What's Next initiative, creating further visibility for the QR code and survey.

Student Ambassadors for the What's Next project also led in-person engagement through activation in public spaces and events on campus. They were present at the SFU Burnaby Services Fair on September 7th at Convocation Mall, an SFU: What's Next table was maintained by Student Ambassadors on September 16th at SFU Burnaby's StreetFest, and ambassadors engaged students at the Burnaby campus firepit events on Monday, September 26th, Wednesday, September 28th and Thursday, Sept. 29th. At the firepit events, Student Ambassadors encouraged visitors to fill out the survey whilst making complimentary S'mores. President Joy Johnson visited the fire pits to engage in more intimate conversations with willing students.

The SFU Surrey Services Fair on the 8th of September was another event where Student Ambassadors were involved and stationed within the Mezzanine area. Students were encouraged to fill out the survey for prizes on this date, as well as during SFU Surrey's Clubs Week on September 20th and 21st. Lastly, ambassadors participated in the Welcome Back BBQ on September 15th at the Vancouver campus by hosting a What's Next booth outside of the Woodward's Building.

Throughout the process, the Centre's Student & Faculty Engagement Team worked closely with SFU Central's Communications Team to ensure that a wide breadth of groups were contacted and encouraged to fill out the survey, both in person and virtually.

## SURVEY QUESTIONS

### DEMOGRAPHIC QUESTIONS

1. Which of the following best describes your status as a student? (select one)
  - Undergraduate
  - Graduate
  - Continuing studies
  - Other (please specify)
2. Which of the following is your primary campus at SFU? (select one)
  - Burnaby
  - Surrey
  - Vancouver
  - Remote Learner
  - Other (please specify)
3. Which best describes your gender identity? (select one)
  - Male
  - Female
  - Non-Binary
  - Prefer not to answer
  - Other (please specify)
4. Do you identify as any of the following? (check all that apply)
  - Black
  - Indigenous
  - 2SLGBTQIA+
  - Person of colour
  - Person with a disability
  - International student
  - None of the above
  - Prefer not to answer



## CONTENT QUESTIONS

5. How would you rate the quality of education at SFU?

(select one)

- Very good
- Good
- Moderate
- Poor
- Very poor
- Unsure

6. What is one way that educational quality could be improved at SFU? (open text)

7. How would you rate the student experience at SFU?

(select one)

- Very good
- Good
- Moderate
- Poor
- Very poor
- Unsure

8. What is one way that the student experience could be improved at SFU? (open text)

9. How would you rate the campus and facilities at your primary SFU campus? (select one)

- Very good
- Good
- Moderate
- Poor
- Very poor
- Unsure
- Remote learner - N/A

10. What is one way that the campus and facilities could be improved at SFU? (open text)

11. To what extent do you agree with the following statement: "As a student, I want to be involved in important decisions about the university and its future." (select one)

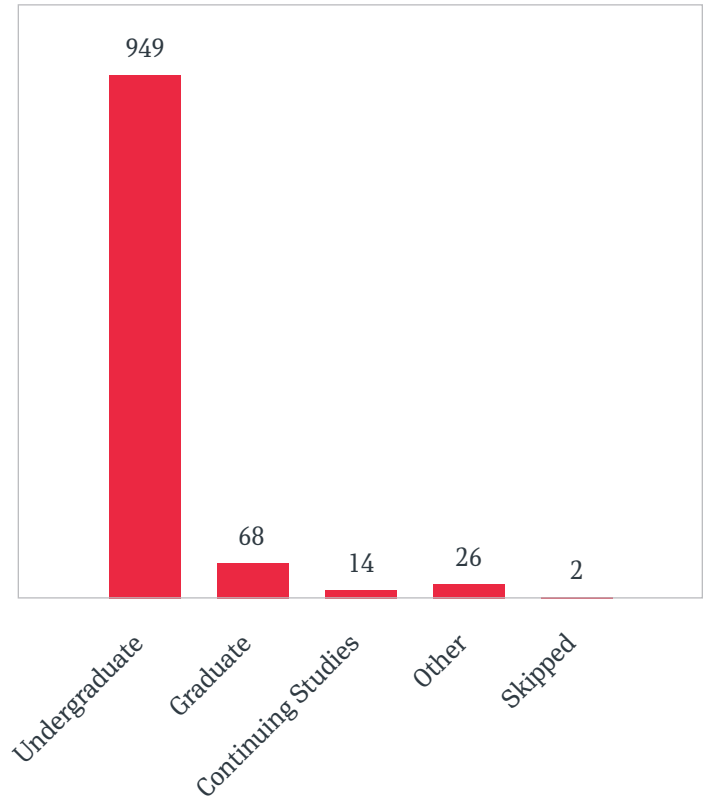
- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
- Unsure

12. As a student, how would you like to be involved in important decisions about the university and its future? (open text)

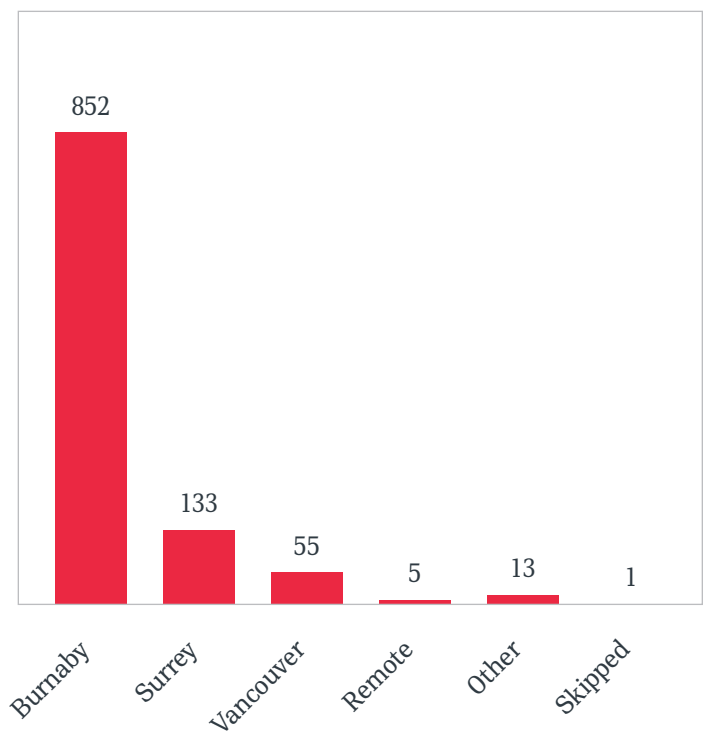
13. If you had a magic wand, what is one thing you would change about SFU? (open text)

## RESPONDENT DEMOGRAPHICS

WHICH OF THE FOLLOWING BEST DESCRIBES YOUR STATUS AS A STUDENT? (SELECT ONE)



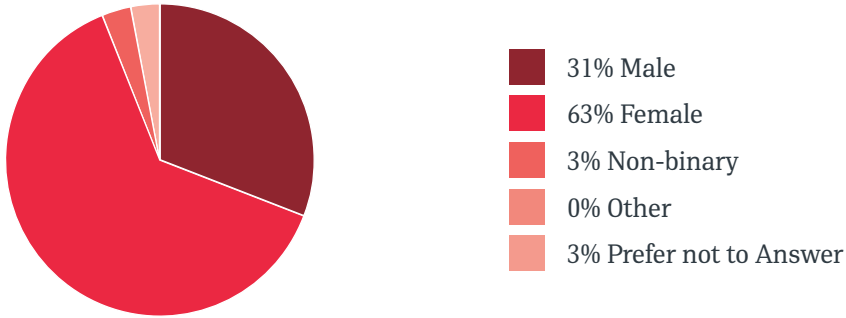
WHICH OF THE FOLLOWING IS YOUR PRIMARY CAMPUS AT SFU? (SELECT ONE)



## WHICH OF THE FOLLOWING BEST DESCRIBES YOUR GENDER IDENTITY? (SELECT ONE)

RESPONDED: 1053

SKIPPED: 6



## DO YOU IDENTIFY AS ANY OF THE FOLLOWING? (CHECK ALL THAT APPLY)

