

Student Services and Amenities Fee (SSAF) Survey Report: 2023

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Report authors

This report was prepared in consultation with the University of Queensland Union (UQU) and the Student Services and Amenities Fee (SSAF) Advisory Group. The SSAF 2023 data was analysed and reported by:

- Mr Andrew Jell, SSAF Coordinator, Office of Deputy Vice-Chancellor (Academic) (ODVCA)
- Ms Anna Lagos, Associate Director, Strategy, Planning and Improvement, UQ Library
- Mr Nick Fitt, Testing and Analytics Manager, UQ Library
- Ms Elisha Bignell, Data and Evidence Based Practice Manager, UQ Library

Project team

- Mr Andrew Jell, SSAF Coordinator, Office of Deputy Vice-Chancellor (Academic) (ODVCA)
- University of Queensland Union (UQU)

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1. Executive summary

The Student Services and Amenities Fee (SSAF) is a compulsory fee that is used to subsidise, support or fund services for students. Undergraduate, postgraduate, domestic, and international students all pay the fee, although some students are exempt, and others pay SSAF at a discounted rate.

This report outlines the findings of the 2023 annual survey of students regarding SSAF-funded services and amenities (2023 SSAF survey). The survey is administered and reported on by the Strategic Planning team in UQ Library in partnership with the University of Queensland Union (UQU).

This report is intended to provide the Office of the Deputy Vice-Chancellor (Academic), the UQ community and UQU with student perspectives on SSAF-funded services and amenities. The report may inform decision-making on how SSAF funding may be distributed in 2024 and improvements to student services and amenities in line with federal government guidelines.

1.1 Background

The SSAF Survey was conducted in 2016 (3,071 responses), 2019 (3,121 responses), 2021 (2,968 responses) and 2022 (3,098 responses). In 2022, the survey instrument was redesigned to align with the SSAF Service Providers Management Framework as a consultation mechanism with students to obtain input, perceptions and views on the prioritisation and distribution of SSAF. The same survey instrument was utilised again in 2023, with 4233 responses. The survey was open from 13 March until 26 March 2023.

Survey results will influence SSAF expenditure priorities for 2024.

1.2 Methodology

The 2022 SSAF survey questionnaire was re-designed based on consultation with the SSAF Coordinator and UQU representatives. The 2022 project team agreed the focus of the SSAF Survey would be to identify service “priorities” measured by self-reported importance scales. The survey questionnaire was unchanged in 2023, apart from some changes to sub-categories of services as part of question 2. A mixed method analysis examined both the qualitative and quantitative data using a range of statistical tools. The survey questions are listed below.

Survey questions

1. *“Please consider the following services provided at UQ for students. Please indicate the importance for each service to you personally, regardless of whether or not you are currently using it, and then indicate how important you think the services is for the wider student community in general. When indicating importance, 1 = least important and 5 = most important.*

[Condition: each time a student rates a service type in Question1 on their personal importance scale as Most Important (5) or Important (4), Q2 is triggered]

2. *When thinking about [the service category], which of the following are particularly important to you? Please select all that apply.*

(Sub-categories of services under each SSAF service type are listed)

[Condition question: if response is “Yes” then Do you have any other comments about how your SSAF should be spent?

- 3 *Do you have any additional comments on how SSAF could be spent? Please add your comments here?* [Free text response]

The full questionnaire for the 2023 SSAF survey is attached in Appendix A.

Survey sampling and participants

All students enrolled in Semester 1 and Research Quarter 1, 2023 (selected from the UQ Reportal using the ‘Current Student Details – by Program’ report) were invited via email to complete the survey. Email

communications were sent via the CRM to two (2) cohorts – commencing and continuing enrolled students - on 13 March 2023.

A reminder email was sent 22 March. A social media campaign was active while the survey was open. The survey was also promoted using posters, an appspace slide displayed on screens on campuses and via a promotional video recorded and distributed by the UQU.

The 2023 SSAF survey received 4,240 responses, 4233 have been included in the results as valid responses (7 duplicate responses were removed). Of these, 56.86% (n=2,407) were undergraduate student responses and postgraduate coursework students were 30.03% (n=1,271). The remaining responses were from research and non-award students. Responses were received from all faculties. From the undergraduate student responses, the Science at 23.51% (n=564) and Business, Economics and Law (BEL) at 21.72% (n=521) faculties had the highest representation while Health and Behavioural Sciences (HABS) at 15.97% (n=383) and Medicine at 7.99% (n=102) had the lowest representation.

Most respondents (91%) were enrolled at the St Lucia campus with responses from Gatton (6%) slightly over-representative of Gatton's overall representation in the student population (4%) and Herston slightly under-represented (3% responses, 6% overall proportion of the student body.). The majority of survey respondents (87.31%) are enrolled with a study mode of "internal", followed by "multi-modal" at 6.82%. 52.35% of respondents are enrolled as international students, whereas international students comprise 35.65% of the student cohort.

Demographic data was sourced from UQ Reportal and matched to the survey responses. 137 survey respondents were unable to be fully or partially matched therefore demographic data for these 137 respondents has not been included.

Data Analysis

After the 2023 SSAF survey was closed, the evaluation team exported the survey's raw data and imported the data into an access controlled UQ Library PowerBI workspace for descriptive analysis of Questions 1 and 2. Demographic data was imported from UQ Reportal and matched to the survey response data to allow analysis by different demographic groups.

Free text responses were manually coded and a thematic analysis was conducted.

1.3 Key findings by question

1.3.1 "Importance" of SSAF service types (Q1)

- 'Providing food or drinks to students on campus' (Food & drink), 'Helping students obtain employment or advice on careers (Careers) and Promoting the health or welfare of students (Health and welfare) were rated as the top three personally important services.
- The same three services were rated as the most important for the UQ community, with Careers and Health and welfare swapping positions. Top three rated important services for the UQ community were Food and Drink, Health and welfare, and Careers.
- 'Caring for the children of students' (Childcare), 'Supporting debating by students' (Debating) and 'Supporting the production and dissemination to students of student-led media' (Media) were ranked as the least personally important SSAF-funded attributes to students.
- 'Debating', "Media' and 'Supporting the students' artistic activities' (Art) were ranked as the least important SSAF-funded services to the wider UQ community.

1.3.2 "Particularly important" SSAF-funded services (Q2)

Various sub-categories of services under each SSAF service types were rated "particularly important". Based on both personal and community ratings, "particularly important" services were outlined for the top three important SSAF service types in Q1 of the 2023 SSAF survey.

- Under 'Providing food and drinks' (Food & drink), discounted food at outlets on campus were considered more important than other food related services.

- Under ‘Helping students obtain employment or advice about careers’ (Careers), employability/professional development workshops, internship and networking opportunities and support with finding casual employment while studying were rated more important than symposiums and conferences, and digital content library with career advice.
- Under ‘Promoting student health and welfare’ (Health & welfare), all service sub-categories received between 11-15% importance rating, with counselling services rated top.

1.3.3 Analysis of free text for open ended question (Q3)

Question 3 of the 2023 SSAF survey contained two parts:

Part 1- Do you have any additional comments on how SSAF could be spent??

Part 2 - If students answered ‘yes’ to Part 1, a further question was activated which asked to add their comments below.

427 respondents provided further details in response to this question. These comments were analysed manually and grouped into themes. Sixteen common themes with 10 or more similar comments emerged including support for postgraduate students, food, support for non-St Lucia campuses, sport, support for UQ Union, calls to abolish the SSAF, cost of living concerns, support for external students and transport.

Support for postgraduate students had the most comments, with 107 comments such as “Support postgraduates”. There were 42 comments with no further text than “Support postgrads” or “Support postgrad Students” which may indicate a campaign from postgraduate students. The next most common theme was related to food, with 47 comments and services/amenities for non-St Lucia campuses with 38 comments. Comments about food and drink indicate that the importance of this service may be impacted by the current cost of living situation in Australia with comments like “Increased food diversity and reduce food cost” and “Food burns a massive hole in our pockets. Please make food cheaper. Student Union is doing a great job by providing food each day. But the university should do something too.”

1.4 Conclusion

The 2023 SSAF Survey provides insights into how students perceive the importance of SSAF services both personally and from a wider student community perspective.

Students rated Food and drink as the most important service, from both their individual perspective and thinking about the UQ community. Food and drink was the second most commented on service in the free text question (Q3), with some of these responses indicating that the current cost of living situation in Australia influenced these responses.

Health and Welfare and Careers also rated highly from both perspectives.

The most common comment received in the free-text question related to support for postgraduate students.

The consistent student response rates to the five surveys conducted to date suggests students value the opportunity to provide feedback on SSAF. The survey results may inform 2024 SSAF expenditure priorities.

2. Survey Analysis

In 2011, the Australian Parliament passed the *Higher Education Legislation Amendment (Student Services and Amenities) Act 2011* allowing higher education providers to charge a fee for student services and amenities of a non-academic nature (the Student Service and Amenities Fee, or SSAF). Under the Act, the SSAF may be spent on any of 19 legislated services, which span health, welfare, advocacy and career services for students, e.g. food services, sporting and recreational activities, employment, career and financial advice (full list in Table 1).

All students at UQ, except for a small number of exempt students, pay this fee, generating approximately \$12.0 to \$13.5 million per year. As outlined in the Higher Education Support (Student Services, Amenities, Representation and Advocacy) Guidelines 2022, universities are required to consult with all enrolled students, student representatives and major student organisations recognised by UQ regarding the specific uses of SSAF.

The survey was administered online via Checkbox, a UQ-licensed survey system in Semester 1, 2023 (during March 2023). This report provides the university-level analysis of the 2023 SSAF Survey responses.

A mixed-methods methodology was used to undertake the analysis for this report. Standard descriptive statistics and exploratory data analyses were completed for the quantitative data. Open-ended comments were analysed manually and grouped into themes.

2.1 Survey aims

The SSAF Survey is an opportunity for students to provide feedback about how SSAF revenue should be spent.

The 2023 SSAF survey aimed to:

- Examine the 2023 students' perceptions on the importance of SSAF services.
- Identify similarities and differences between students' perception of SSAF services for future planning and improvements.

Table1: Legislated services - full descriptions and abbreviated names

Full-service description	Short name
1. Providing food or drinks	Food & drink
2. Supporting sporting or other recreational activities	Sport & recreation
3. Supporting the administration of clubs and societies	Clubs & societies
4. Providing legal services	Legal
5. Promoting student health and welfare	Health & welfare
6. Childcare	Childcare
7. Helping students secure accommodation	Accommodation
8. Helping students obtain employment or advice about careers	Careers
9. Helping students with their financial affairs	Financial
10. Helping students obtain insurance against personal accidents	Insurance
11. Providing libraries and reading rooms (other than those provided for academic purposes)	Reading rooms
12. Supporting students' artistic activities	Art
13. Supporting students to create and share media (print, audio, or video content)	Media
14. Helping students to develop study skills that are not offered as part of the students' enrolled courses	Study skills
15. Helping students to understand the University's rules and policies	Understand rules
16. Supporting student debating groups	Debating

Full-service description	Short name
17. Advocating or championing students' interests in matters related to the University's rules and policies	Advocate
18. Providing information to help students with orientation	Orientation
19. Helping to meet the specific needs of overseas students relating to their welfare, accommodation, and employment	International

2.2 Respondent profiles

In total, **50,383 students** enrolled in Semester 1, 2023 were surveyed as a census rather than a stratified random sampling. Student lists were extracted from the Current Students Universe in the UQ Reportal and were used to setup broadcasting (bulk-mailing) in the Customer Relation Management (CRM) system.

Within the two-week survey period, 4,233 responses were submitted with a substantial increase of respondents (37%) compared to 2022. Minor changes in the survey population were not significant enough to change reportable percentages (see Table 2). Consequently, no further amendments were made. The total responses (4,233) in the 2023 SSAF Survey yielded an 8.4% response rate, which is a 1.5% increase from the previous iteration in 2022.

A UQ Reportal enrolment report extracted late March 2023 was used to test whether survey responses were accurate representations of the student population. Representativeness of responses by Domestic/International Indicator, Program level, Faculty, Base-campus and Delivery mode are summarised in Table 2 below. Population numbers include student enrolments for Semester 1, 2023 and enrolments for Research Quarter 1, 2023.

Table 1: Representativeness of responses by Domestic/International Indicator, Program Level, Faculty, Campus and Delivery mode

Variable	Strata	2023 SSAF				
		N		%		% diff
		Pop. *	Resp.	Pop.	Resp.	
Domestic/ International Indicator	Domestic	32,420	1,880	64%	46%	-18%
	International	17,963	2,216	36%	54%	18%
Program level	Undergraduate	31,854	2,407	63%	57%	-6%
	Postgraduate Coursework	13,187	1,271	26%	30%	4%
	Postgraduate Research	4,385	359	9%	9%	0%
	Non-Award	957	59	2%	1%	-1%
	Unidentifiable		137		3%	3%
Program Owner Description	Business, Economics & Law	11,366	1,106	23%	26%	3%
	Engineering, Architecture, Engineering & Information Technology	7,825	607	16%	14%	-2%
	Health & Behavioural Sciences	7,635	498	15%	12%	-3%
	Humanities and Social Sciences	7,443	605	15%	14%	-1%
	Medicine	3,797	184	7%	4%	-3%
	Science	7,194	772	14%	18%	4%
	The University of Queensland	741	55	1%	1%	0%

Variable	Strata	2023 SSAF				
		N		%		% diff
		Pop. *	Resp.	Pop.	Resp.	
	UQ Graduate School	4,382	359	9%	8%	-1%
	Unidentifiable		137		3%	3%
Campus	Gatton	1,996	242	4%	6%	2%
	Herston	3,124	127	6%	3%	-3%
	St Lucia	45,263	3,727	90%	91%	1%
Delivery mode	External	4,883	111	10%	3%	-7%
	Internal	40,907	3,696	81%	87%	6%
	Multi-mode	4,593	289	9%	7%	-2%

*No. of Pop. is the count of students enrolled in Semester 1, 2023 and Research Quarter 1, 2023 from the UQ Reportal export.

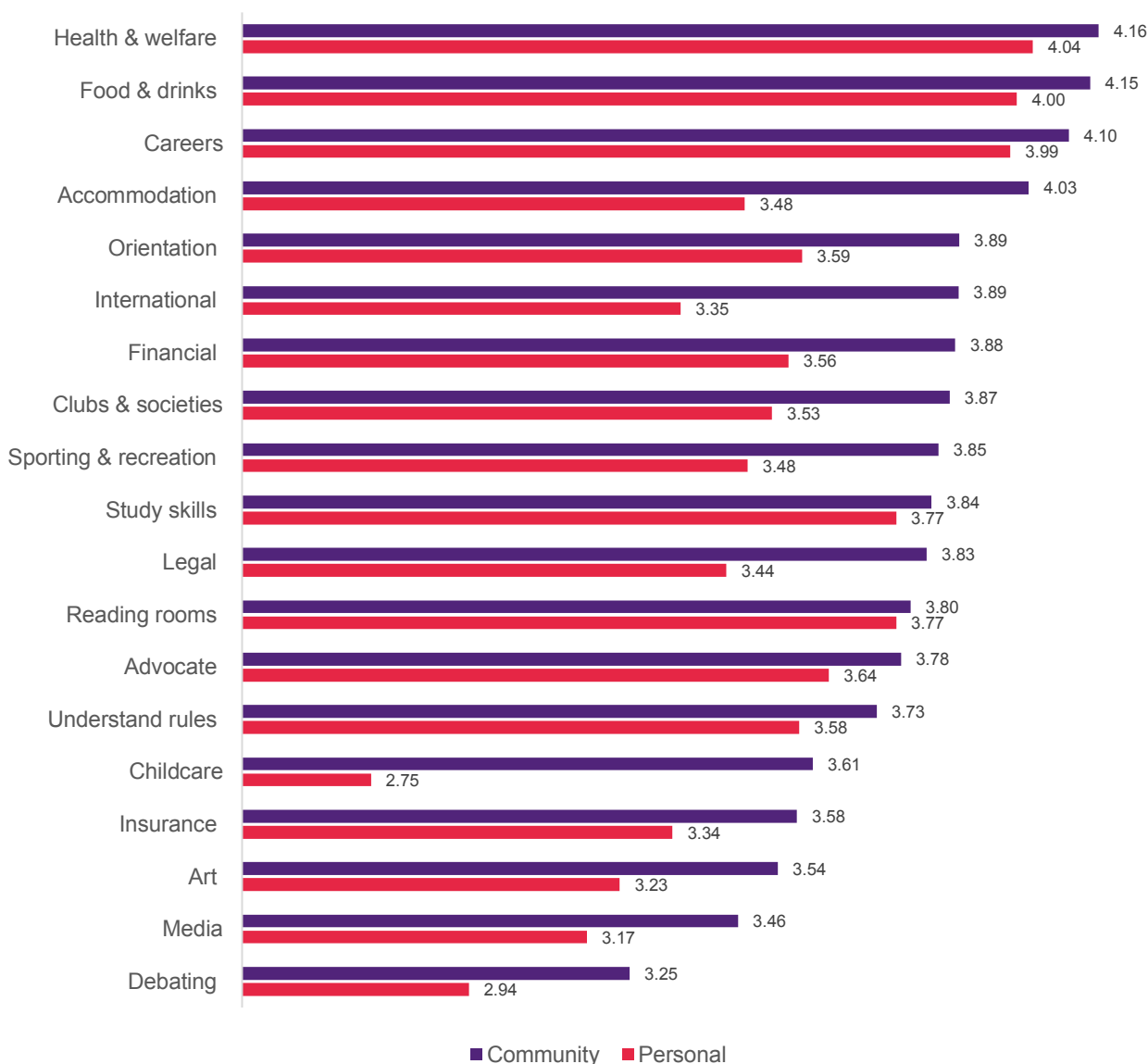
The results of the survey suggest a pattern in terms of over- and under-representation of student voices based on their enrolment information and demographic attributes. The results in Table 2 show that International student respondents are over-represented in the 2023 SSAF survey results.

2.3 Importance of SSAF services

Questions 1 and 2 of the 2023 SSAF survey asked students to rate the importance of SSAF-funded services and select “particularly important” (sub-categories) services under each SSAF service type.

In Question 1, a duo five-point Likert scale was employed to rate personal importance (“the importance of each service type to you personally regardless if you are currently using it”) and community importance (“how important you think the service type is for the wider student community in general”). **Mean values** of Personal and Community importance of SSAF service types are displayed in Figure 1 below. The difference of mean scores between “Personal” and “Community” importance for each category of SSAF services is statistically significant ($p < .001$) and therefore presented as two separate scales. Significant differences were presented in the Childcare (0.86), Accommodation (0.55) and International (0.54), whereas the Reading rooms category received minimal difference (0.03).

Mean values of Personal and Community importance of service types



In parallel with importance ratings of previous iterations of the survey (2022, 2021, 2019), the ratings of personal and community importance by **Median and Mode** values are summarised in Table 3.

Food & drinks, Health & welfare, Accommodation, Careers and Reading rooms are rated as “Important” (median) and “Most important” (mode) service types at personal and community levels. With the exception of Reading rooms, the median and mode values-based analyses are consistent with mean scores based preliminary analyses.

When Median and Mode score is “Important” and/or “Most important”, the cells are shaded in **lighter red colour**, whereas when either Median or Mode scores “Neutral” or less important, the cells are shaded in beige colour. The **colour-shaded service cells** highlight service types that should be prioritised for SSAF funding.

Table 2: Importance ratings of SSAF service types (Median, Mode)

	Funded services Total N ₂₀₂₃ = 4,233 Total N ₂₀₂₂ = 3,097 Total N ₂₀₂₁ = 2,968 Total N ₂₀₁₉ = 3,121		Importance			
			Median (Mode)			
			2023		2022	
	Personal	Community	Personal	Community	2021	2019
Food & drinks	Important (Most important)	Important (Most important)	Important (Most important)	Important (Most important)	Important (Important)	Important (Most important)
Sporting & recreation	Important (Neutral)	Important (Most important)	Neutral (Neutral)	Important (Important)	Important (Important)	Important (Important)
Clubs & societies	Important (Neutral)	Important (Most important)	Neutral (Neutral)	Important (Most important)	Important (Important)	Important (Important)
Legal	Neutral (Neutral)	Important (Most important)	Neutral (Neutral)	Important (Neutral)	Important (Important)	Important (Important)
Health & welfare	Important (Most important)	Important (Most important)	Important (Most important)	Most important (Most important)	Most important ¹ (Most important)	Most important ¹ (Most important)
Childcare	Neutral (Least important)	Important (Neutral)	Least important (Least important)	Neutral (Neutral)		
Accommodation	Important (Most important)	Important (Most important)	Neutral (Most important)	Important (Most important)	Important (Important)	Important (Most important)
Careers	Important (Most important)	Important (Most important)	Most important (Most important)	Most important (Most important)	Most important (Most important)	Important (Most important)
Financial	Important (Neutral)	Important (Most important)	Neutral (Neutral)	Important (Most important)	Important (Important)	Important (Important)
Insurance	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)
Reading rooms	Important (Most important)	Important (Most important)	Important (Most important)	Important (Most important)	Important (Most important)	Important (Most important)
Art	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)
Media	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)
Study skills	Important (Most important)	Important (Neutral)	Important (Most important)	Important (Most important)	Important (Important)	Important (Important)
Understand rules	Neutral (Neutral)	Important (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Important)
Debating	Neutral (Neutral)	Neutral (Neutral)	Less important (Least important)	Neutral (Neutral)	Neutral (Neutral)	Neutral (Neutral)
Advocate	Neutral (Neutral)	Important (Neutral)	Neutral (Neutral)	Important (Neutral)	Important (Important)	Important (Important)
Orientation	Neutral (Neutral)	Important (Most important)	Important (Neutral)	Important (Most important)	Important (Important)	Important (Important)
International	Neutral (Most important)	Important (Most important)	Neutral (Least important)	Important (Most important)	Important (Most important)	Important (Most important)

2.3.1 Q1 Distribution of personal importance of SSAF-funded service types

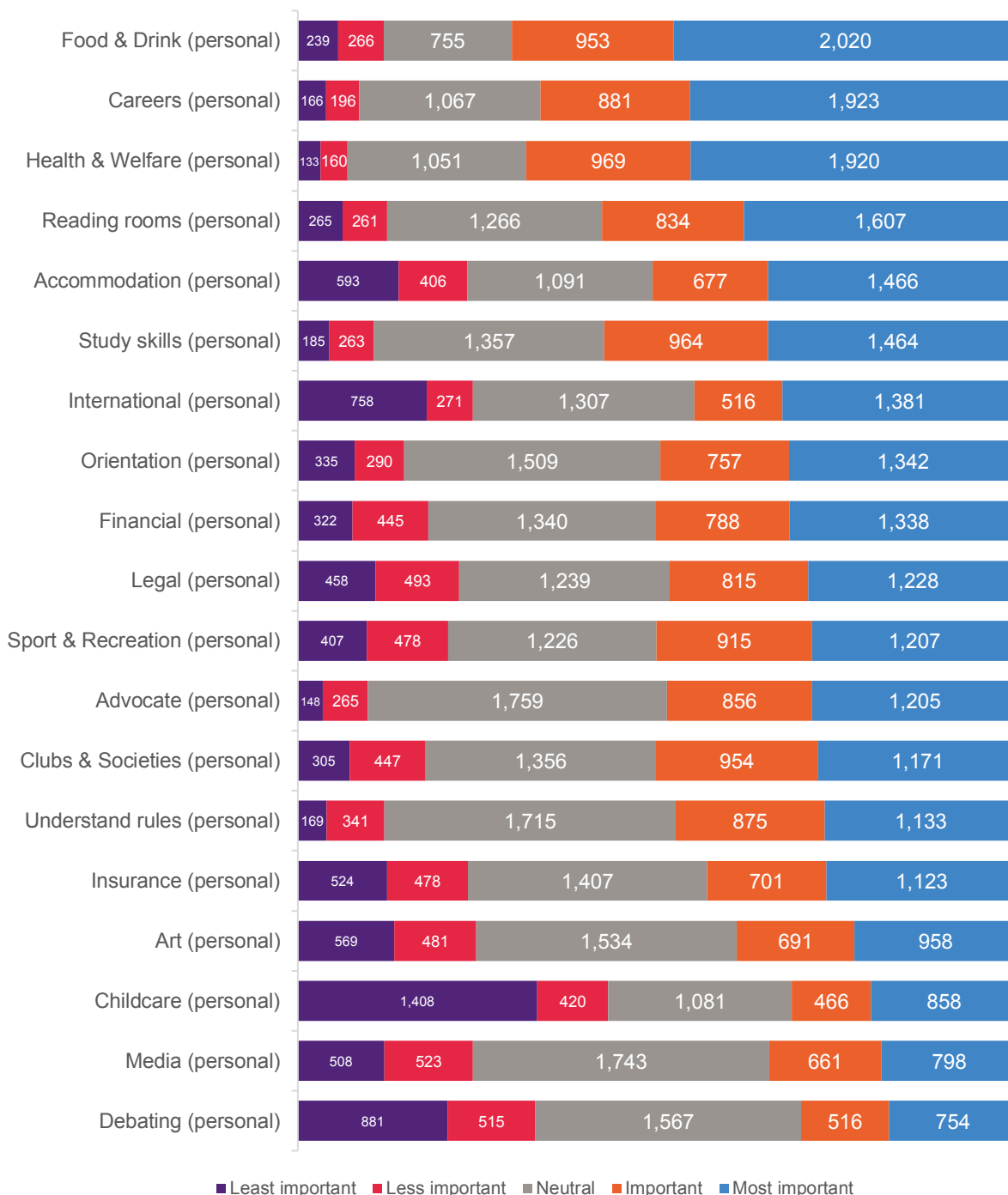
To identify SSAF-funded service priorities, the distribution of personal importance of the main service types across the university are displayed below as well as a comparison to how the categories were ranked in terms of “Most important” in 2022.

¹ Responses to Childcare were grouped together with Health & welfare in the data groups for 2021 and 2019.

The graph below shows the SSAF service types on the Y-axis and are ordered according to the number of responses as “Most important”.

The distribution of Q1 Personal importance (Figure 1) shows that Food & Drink (Providing food or drinks) is the top service that 48% of survey respondents considered “Most important” (n=2,020). Careers (n=1,923) was the second “Most important” service type at the personal level, overtaking health & welfare marginally (n=1,920).

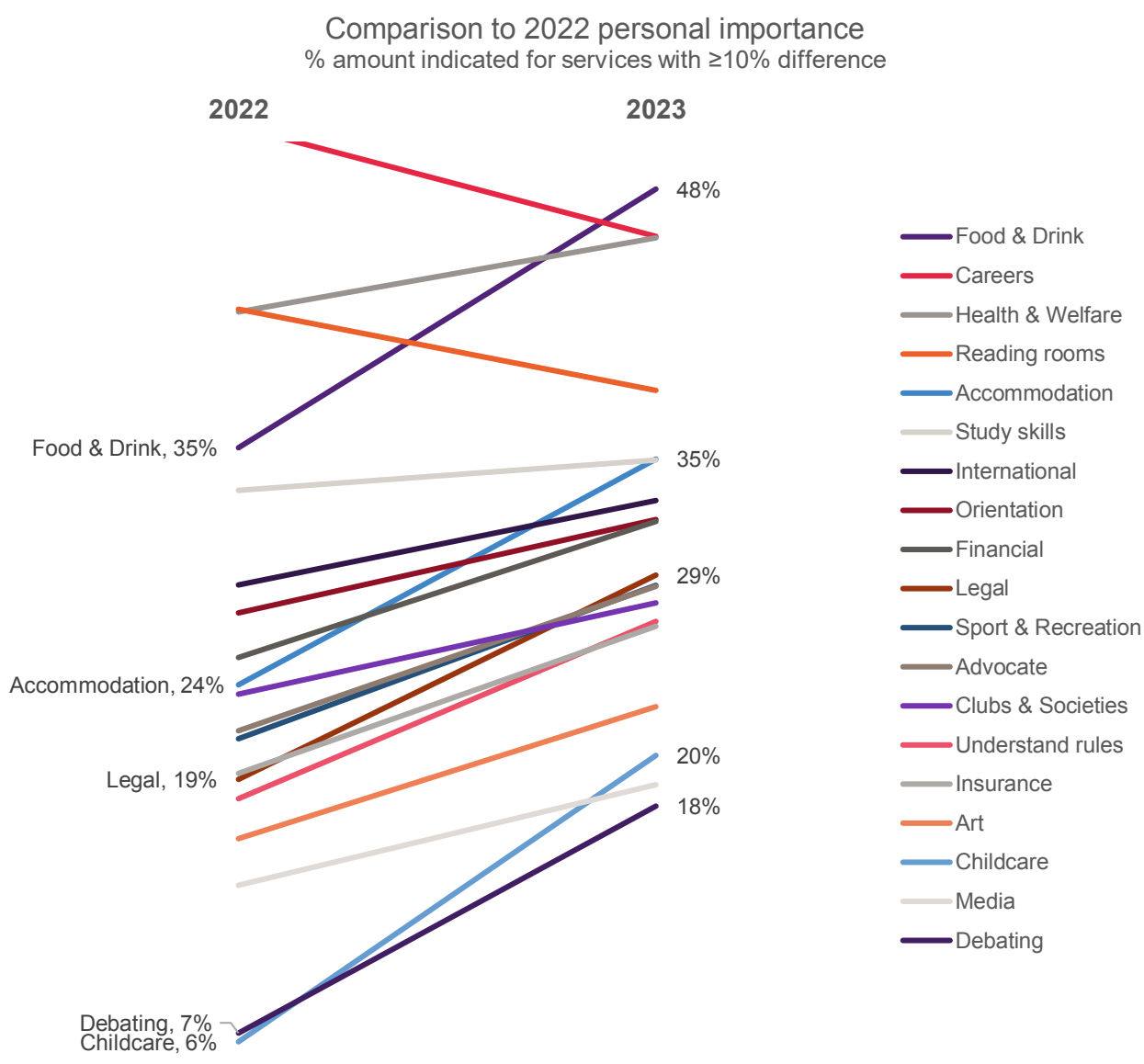
Q1 Distribution of personal importance of SSAF service types



The table and graph below compares the differences in service categories considered ‘Most important’ in terms of personal importance between 2022 and 2023. Childcare had the greatest increase (14%), followed by Food and Drink (13%), Accommodation (11%), Debating (11%) and Legal (10%).

Table 4: Comparison between 2022 and 2023 of service categories considered 'Most Important' personally

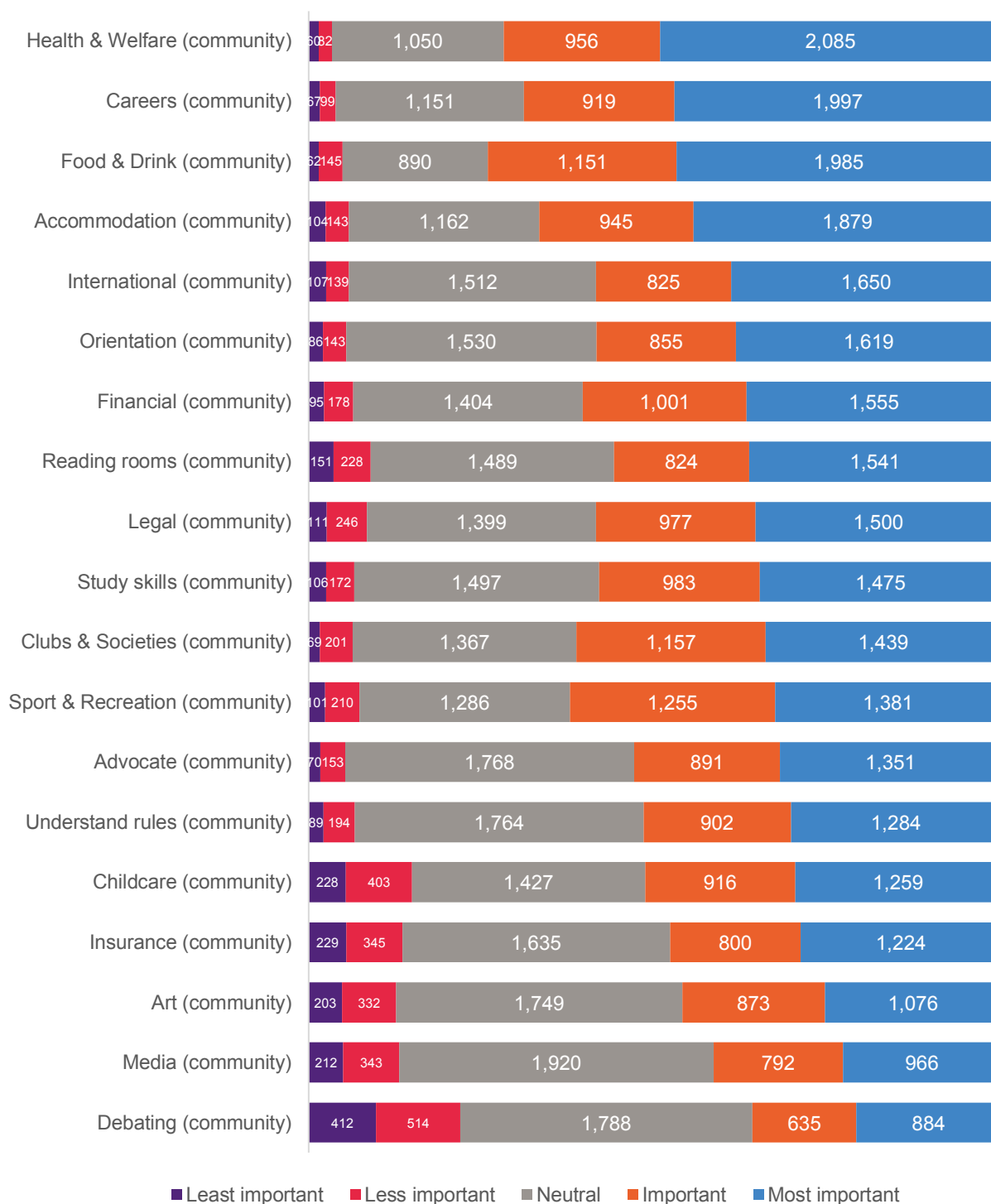
Service category	2022	2023	Difference between 2022-2023	
Food & Drink	35%	48%	13%	▲
Careers	51%	45%	-5%	▼
Health & Welfare	42%	45%	4%	▲
Reading rooms	42%	38%	-4%	▼
Accommodation	24%	35%	11%	▲
Study skills	33%	35%	1%	▲
International	29%	33%	4%	▲
Orientation	27%	32%	5%	▲
Financial	25%	32%	7%	▲
Legal	19%	29%	10%	▲
Sport & Recreation	21%	29%	7%	▲
Advocate	21%	28%	7%	▲
Clubs & Societies	23%	28%	4%	▲
Understand rules	18%	27%	9%	▲
Insurance	19%	27%	7%	▲
Art	16%	23%	6%	▲
Childcare	6%	20%	14%	▲
Media	14%	19%	5%	▲
Debating	7%	18%	11%	▲



2.3.2 Q1 Distribution of community importance of SSAF-funded service types

In relation to the distribution of community importance, Health & welfare (Promoting student health and welfare), Careers, and Food & drink were rated as the top three “Most Important” service types. Accommodation (Helping students secure accommodation) became the 4th “most important” SSAF-funded service type with 44% of respondents (n=1,879) rating “Helping students secure accommodation” as “Most important” to the wider student community in general. Following Accommodation, in sequence, International, Orientation, Financial, Reading rooms, Legal and Study skills made up the top 10 “Most important” service types to the wider student community.

Q2 Distribution of community importance of SSAF service types



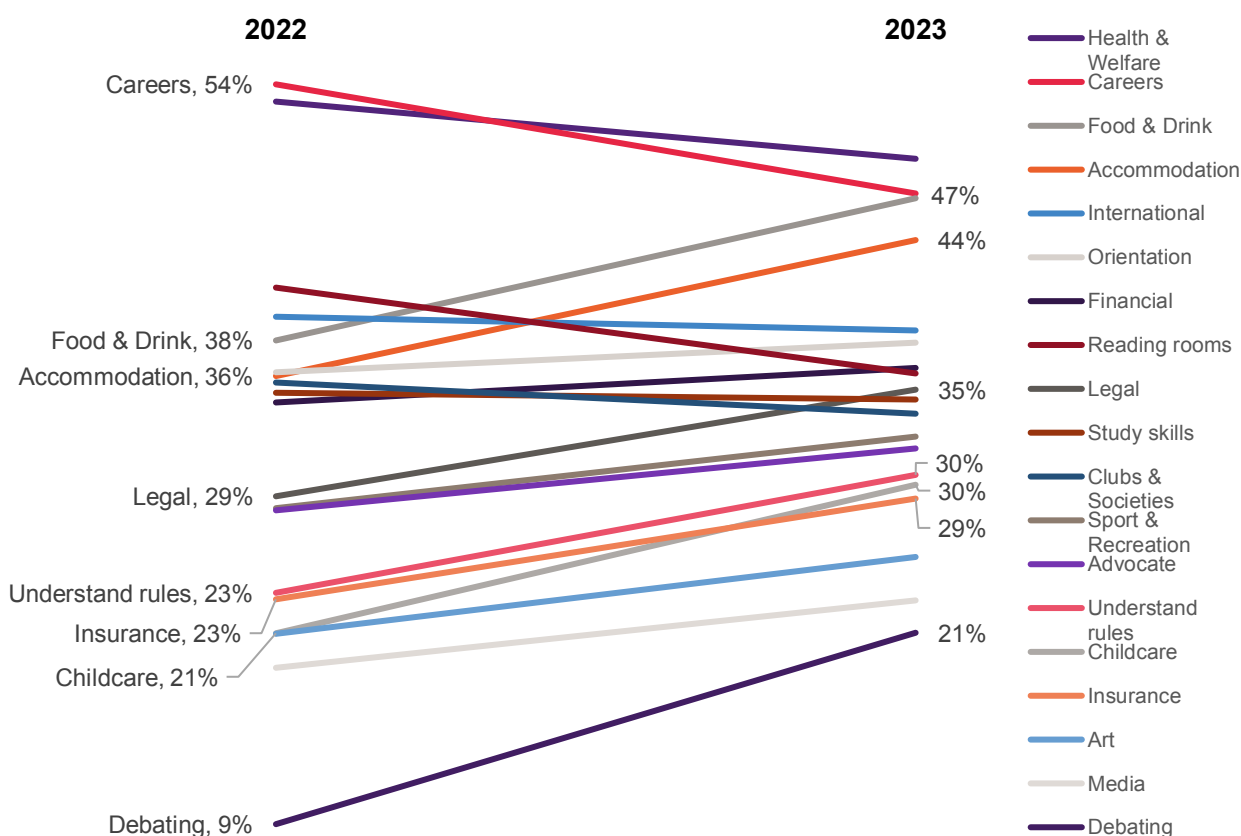
The table and graph below compares the differences in service categories considered 'Most important' in terms of community importance between 2022 and 2023. Debating had the greatest increase (11%) followed by Food & Drink (9%), Childcare (9%) and Accommodation (8%). Careers decreased in community importance by 7%.

Table 5: Comparison between 2022 and 2023 of service categories considered 'Most Important' for community

Service Category	2022	2023	Difference between 2022-2023	
Health & Welfare	53%	49%	-3%	▼
Careers	54%	47%	-7%	▼

Food & Drink	38%	47%	9%	▲
Accommodation	36%	44%	8%	▲
International	40%	39%	-1%	▼
Orientation	36%	38%	2%	▲
Financial	35%	37%	2%	▲
Reading rooms	42%	36%	-5%	▼
Legal	29%	35%	6%	▲
Study skills	35%	35%	0%	↔
Clubs & Societies	36%	34%	-2%	▼
Sport & Recreation	28%	33%	4%	▲
Advocate	28%	32%	4%	▲
Understand rules	23%	30%	7%	▲
Childcare	21%	30%	9%	▲
Insurance	23%	29%	6%	▲
Art	21%	25%	5%	▲
Media	19%	23%	4%	▲
Debating	9%	21%	11%	▲

Comparison to 2022 community importance
% amount indicated for services with >5% difference



[Appendix B](#) displays percentage of importance rating (personal and community) of SSAF-funded service types by selected student demographics.

2.3.3 Q2 “Particularly important” services of each SSAF-funded service type

Question 2 of the SSAF survey was designed as a conditional question. When a survey respondent selected “Important” or “Most important” in the personal importance scale (Q1) for a SSAF service type, Question 2 was activated and asked students to select particularly important “sub-categories” of services.

The table below shows the spread of “particularly important” sub-categories selected for each service category.

Table 6: “particularly important” sub-categories for each service category

Service number of respondents	Service sub-category	% in service category
Food & Drink 2,973	Discounted food at outlets on campus	20%
	Free snacks and drinks at exam support stalls	17%
	Free evening meals for students	17%
	Cheap food staples and supplies	16%
	Free morning meals for students	15%
	Food vouchers/gift cards for students in need	15%
Careers 2,889	Employability/professional development workshops	25%
	Internship and networking opportunities	24%
	Support with finding casual employment while studying	22%
	Digital content library with career advice	16%
	Symposiums and conferences	13%
Health & welfare 2,804	Counselling services	15%
	Free period products	13%
	Connecting with external psychology/therapy services	13%
	Mental/physical health workshops	13%
	Free and confidential STI testing	12%
	Awareness days	12%
	Interactive/social & fun/mental health support activities	11%
	Welfare/financial assistance services	11%
Reading rooms 2,441	Access-controlled 24-hour rooms	22%
	Access to power points for laptop/phone charging	21%
	Quiet rooms or working spaces for students	20%
	Chill out study areas	20%
	Informal learning spaces	17%
Accommodation 2,428	Finding affordable rental accommodation	33%
	Emergency accommodation	26%
	Resolving disputes with landlord/flatmates	22%
	Finding flatmates	19%
Study skills 2,143	Essay writing, time management, referencing, and effective note taking sessions	24%
	Specific study skills for students with ADHD or a learning disability	16%
	Communication skills workshops	16%
	Proofreading service for publications	16%
	Language support services	15%
	Conference attendance support	13%
Sports & recreation 2,126	Discounted facility access on campus	20%
	Social sporting/recreational activities	18%
	Cultural workshops/festivals	13%
	Competitive sporting events	13%
	Cohort-specific events	13%
	University-wide events	12%
	Interfaculty sports	10%
Understand rules 2,125	University policy and rules interpretation assistance	37%
	Advisors independent from schools and faculties	34%

Service number of respondents	Service sub-category	% in service category
Advocate 2,122	Policy guides made available online	29%
	Assistance with submitting appeals and grievances	36%
	Access to policy interpretation and support	33%
	Identification of possible problems with policies/processes	32%
Clubs & societies 2,099	Networking opportunities for students	24%
	Opportunities to understand and organise club sponsorships, budgets and event planning	20%
	The chance to connect with other students with shared interests	20%
	Funding grants for clubs	20%
	Club conferences/award nights	15%
Legal 2,061	Visa and migration assistance	22%
	Help with rental and tenancy disputes	21%
	Understanding your rights at work	21%
	Criminal and civil disputes	13%
	Motor vehicle accidents	12%
	Family disputes	11%
Orientation 2,043	Free orientation information packs/bags	20%
	An orientation information website	18%
	University-wide orientation welcome activities	18%
	Faculty-led orientation events	16%
	Opportunities to meet others and make new friends	15%
	National and global experience expos	13%
International 2,008	Advice on employment rights for international students	20%
	Help with finding accommodation and your rights as a tenant	19%
	Free visa/migration advice	18%
	Advice on scholarships to study in regional Australia	17%
	Financial hardship support and advice on university fees	15%
	English language assistance	12%
Financial 1,897	Financial support for students	32%
	Support regarding financial/credit concerns	23%
	Financial planning advice	23%
	Centrelink advice/support	22%
Insurance 1,824	A university insurance advisor	55%
	Support finding personal injury insurance	45%
Art 1,649	Art workshops	24%
	Art exhibitions	23%
	Arts and crafts sessions during exams	19%
	More showcase of musical talent	18%
	Art competitions	16%
Childcare 1,459	On-campus childcare places	39%
	Subsidised childcare	32%
	Parents feeding rooms/facilities	29%
Media 1,324	Digital magazine/newspaper	26%
	Printed student magazine	25%
	Website with student news	25%
	Student-led podcasts	24%
Debating 1,270	Debating workshops and mentoring programs	28%
	Debating between faculties/schools	27%

Service number of respondents	Service sub-category	% in service category
	Debating within faculties/schools	26%
	Competitive debating	19%

Graphs for each service sub-category in in [Appendix C](#).

2.4 Q3 Free-text comments

As noted in section 1.3.3, 427 students provided comments for part 2 of Question 3 which asked: Do you have any additional comments on how SSAF could be spent?

The 427 comments were read individually and grouped into themes. Sixteen common themes with 10 or more similar comments shown in Table 4 emerged including support for postgraduate students, food, support for non-St Lucia campuses, sport, support for UQ Union, calls to abolish the SSAF, cost of living concerns, support for external students and transport. These themes include some matters unrelated to the 19 SSAF services.

The most commented on theme relates to support for postgraduate students, with 107 comments. There were 42 comments with no further text than "Support postgrads" or "Support postgrad Students" which may indicate a campaign from postgraduate students during the period of time the survey was open.

The main themes with sample comments are shown in Appendix D.

Table 7: Common Themes with 10 or more similar comments

Main Theme	Total Comments	Most Frequent topics
Support for postgraduate students	107	a. Request for extra/specific support for postgraduate students/
Food	47	a. Reduced cost b. Free food c. More options d. Extended hours
Services for campuses other than St Lucia	38	a. Range of events, services and facilities available at other campuses (Gatton, Herston PACE, Long Pocket) b. Transport between campuses
Sport	30	a. Funding for the UQ Interfaculty Competition b. Reducing or eliminating the cost of UQ Sports c. Providing casual or social sport events
Support for the UQ Union	24	a. Give more fund to UQU b. More funding to allow UQU to expand their services c. 2 request to use funding to provide oversight for how UQU spend funds
Abolish the SSAF	19	a. Calls to abolish or reduce the cost b. University already costs enough c. Make the fee voluntary
Space	19	a. Improve the available amenities (bathrooms, microwaves, water, storage lockers, air conditioning) b. More seating
Housing	17	a. Provision of on-campus accommodation b. Accommodation options for students with families c. Subsidised accommodation d. Helping students find affordable accommodation in a rental crisis
Parking	17	a. More parking b. Cheaper parking
Wellbeing	17	a. Improve and expand counselling services b. Wellbeing events e. Mental health support
Cost of Living	16	a. Increased support to manage the cost of living issues, including additional subsidies, discounts b. Support for students on placement
Services for external students	15	a. Different services for students studying externally, or reducing the SSAF for external students
Additional services	15	a. Various additional service requests including organised social outings, enrolment assistance, teaching students about fundraising, driving lessons

Support for diverse student cohorts	13	a. Additional support for Queer Collective, Disability Collective, Goorie Collective
Support for international students	10	a. Social events for international students to meet each other. b. Cultural events c. Support with visa process
Transportation	10	a. Free public transport b. Better public transport services c. Shuttle bus between UQ Lakes and Chancellors place

3. Limitations of 2023 SSAF survey

While surveys have been the standard institutional approach to the collection of SSAF data, some generic limitations associated with cross-sectional survey design exist. Firstly, cross-sectional survey design is unable to provide any evidence to establish possible causal links. In other words, cross-sectional surveys can provide “what it is/was” but cannot explain “what caused it”. 2023 SSAF survey data was analysed by students’ demographics, but these disaggregated analyses do not provide evidence to explain the reason for the importance rating at personal and community levels. Focus groups would be complementary to the survey and the combination of both components would constitute a mixed method design.

Secondly, students’ rating of importance this year and of their experience previously are bound with point-based Likert scale measurement. As a mitigation strategy, the 2023 SSAF survey included one open-ended question (Q3. Is there any other comments you would like to make about how the SSAF is spent). This enabled the identification of service types which are “important” but outside the remit of SSAF funded services. Another suggested change for 2024 would be to indicate that a rating of ‘0’ on the Likert scale indicated that funding should not be allocated to this service in future.

Thirdly, potential survey fatigue imposes additional limitations. The SSAF survey has become one of several important survey instruments targeting the whole UQ student population. To minimise survey fatigue, the survey was scheduled with knowledge of other survey timing, to try to avoid fatigue.

Finally, there is the opportunity for different groups to campaign during the period the survey is open. In 2023, an email was sent to students encouraging them to rank particular services higher in their survey responses. The evaluation team reviewed responses before and after this email had been sent and determined it had minimal impact. Appendix E shows the importance rankings of five SSAF-fund services before and after the email had been issued. Several free-text responses received in 2023 included the exact response “support postgrads” indicating that this may be the result of a separate campaign to influence the survey results.

4. Conclusions

Survey responses for Question 1 where students were asked to indicate the importance of services for them personally and from a community perspective were analysed.

For all values, Food & drink (Providing food and drinks) rated highest, clearly indicating this service is a priority for students. Other services rated highly include Careers and Health and welfare.

Media and Debating are two of the lowest rated services.

Although only 427 out of 4,233 respondents provided free-text comments, students were most vocal about postgraduate services, food, facilities and services for campuses other than St Lucia and sport.

Appendix A: 2023 SSAF Questionnaire

(screenshots from Checkbox)



Student Services and Amenities Fee (SSAF) Survey 2023

This survey will ask you to consider the importance of various SSAF related services. You will be asked to indicate how important each service is to you personally, as well as how important you think each service is to the wider student community. Your responses will help inform SSAF service providers about which services are most important to students, and in turn may influence how SSAF funding at UQ is allocated in accordance with national [Student Services, Amenities, Representation and Advocacy Guidelines](#).

We expect this survey will take around 5-10 minutes to complete, depending on your responses. We recommend you use a desktop computer to maximise the quality of the survey's display.

This survey is confidential. This means your identity is known by the University Survey Administrators, but is managed confidentially. Your name will not be linked to your reported responses.

In accordance with [NHMRC guidelines](#), completion of this survey will be considered consent for us to record your individual identifying information. This will occur if you proceed to the survey questions.

Should you wish to withdraw your consent later, email feedback@library.uq.edu.au to advise us that you want to opt-out. We will permanently delete your responses and login information.

To proceed, please click the **Next** button.

Next

Please consider the following services provided at UQ for students.

Please indicate the importance of each service to you **personally**, regardless of whether you are currently using it, and then indicate how important you think the service is for the **wider** student community in general.

When indicating importance, 1 = least important and 5 = most important.

	Important for me (1=least, 5=most)	Important for the student community (1=least, 5=most)
1a. Providing food or drinks to students on campus	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1b. Supporting sporting or other recreational student activities	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1c. Supporting the administration of student-led clubs	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1d. Caring for the children of students	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1e. Providing legal services to students	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1f. Promoting the health or welfare of students	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1g. Helping students secure accommodation	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>
1h. Helping students obtain employment or advice on careers	<div><div></div><div></div><div></div><div></div><div></div></div>	<div><div></div><div></div><div></div><div></div><div></div></div>

1i. Helping students with their financial affairs	1	5	1	5
1j. Helping students obtain insurance against personal accidents	1	5	1	5
1k. Supporting debating by students	1	5	1	5
1l. Providing reading rooms and libraries (of non-academic purposes)	1	5	1	5
1m. Supporting students' artistic activities	1	5	1	5
1n. Supporting the production and dissemination to students of student-led media	1	5	1	5
1o. Helping students develop skills for study, outside of their enrolled courses of study	1	5	1	5
1p. Advising students on matters arising under UQ's rules	1	5	1	5
1q. Advocating students' interests in matters arising under UQ's rules	1	5	1	5
1r. Giving students information to help them in their orientation (e.g. O-week)	1	5	1	5
1s. Helping meet the specific needs of international students (e.g. welfare, accommodation and employment)	1	5	1	5



2a. When thinking about 'Providing food or drinks to students on campus', which of the following are particularly important to you?

Please select all that apply:

- ☐ Discounted food at outlets on campus
- ☐ Free evening meals for students
- ☐ Free morning meals for students
- ☐ Free snacks and drinks at exam support stalls
- ☐ Food vouchers/gift cards for students in need
- ☐ Cheap food staples and supplies
- ☐ Other suggestions:

2b. When thinking about 'Supporting sporting or other recreational student activities', which of the following are particularly important to you?

Please select all that apply:

- ☐ Discounted facility access on campus (e.g. pool, fitness centre)
- ☐ Social sporting/recreational activities (e.g. football, Great Court party)
- ☐ Competitive sporting events (e.g. clubs)
- ☐ Cohort-specific events (e.g. student balls/parties)
- ☐ University-wide events (e.g. Great Court Race)
- ☐ Interfaculty sports
- ☐ Cultural workshops/festivals (e.g. Wellness Festival, Cultural Fiesta)
- ☐ Other suggestions:

2c. When thinking about 'Supporting the administration of student-led clubs', which of the following are particularly important to you?

Please select all that apply:

- ☐ Networking opportunities for students
- ☐ Funding grants for clubs
- ☐ Opportunities to understand and organise club sponsorships, budgets and event planning
- ☐ Club conferences/award nights
- ☐ The chance to connect with other students with shared interests
- ☐ Other suggestions:

2d. When thinking about 'Caring for children of students', which of the following are particularly important to you?

Please select all that apply:

- ☐ Subsidised childcare
- ☐ On-campus childcare places
- ☐ Parents feeding rooms/facilities
- ☐ Other suggestions:

2e. When thinking about 'Providing legal services to students', which of the following are particularly important to you?

Please select all that apply:

- ☐ Visa and migration assistance
- ☐ Help with rental and tenancy disputes
- ☐ Understanding your rights at work
- ☐ Family disputes
- ☐ Criminal and civil disputes
- ☐ Motor vehicle accidents
- ☐ Other suggestions:

2f. When thinking about 'Promoting the health and welfare of students', which of the following are particularly important to you?

Please select all that apply:

- ☐ Awareness days (e.g. R U OK, anti-sexual violence, body affirmation)
- ☐ Counselling services
- ☐ Connecting with external psychology/therapy services
- ☐ Free and confidential STI testing
- ☐ Free period products
- ☐ Mental/physical health workshops
- ☐ Interactive/social & fun/mental health support activities
- ☐ Welfare/financial assistance services
- ☐ Other suggestions:

2g. When thinking about 'Helping students secure accommodation', which of the following are particularly important to you?

Please select all that apply:

- ☐ Finding affordable rental accommodation
- ☐ Emergency accommodation
- ☐ Resolving disputes with landlord/flatmates
- ☐ Finding flatmates
- ☐ Other suggestions:

2h. When thinking about 'Helping students obtain employment or advice on careers', which of the following are particularly important to you?

Please select all that apply:

- ☐ Employability/professional development workshops
- ☐ Digital content library with career advice
- ☐ Support with finding casual employment while studying
- ☐ Internship and networking opportunities
- ☐ Symposiums and conferences
- ☐ Other suggestions:

2i. When thinking about 'Helping students with their financial affairs', which of the following are particularly important to you?

Please select all that apply:

- ☐ Financial support for students (e.g. bursaries/scholarships)
- ☐ Centrelink advice/support
- ☐ Support regarding financial/credit concerns
- ☐ Financial planning advice
- ☐ Other suggestions:

2j. When thinking about 'Helping students obtain insurance against personal accidents', which of the following are particularly important to you?

Please select all that apply:

- ☐ A university insurance advisor
- ☐ Support finding personal injury insurance
- ☐ Other suggestions:

2k. When thinking about 'Supporting debating by students', which of the following are particularly important to you?

Please select all that apply:

- ☐ Debating within faculties/schools
- ☐ Debating between faculties/schools (e.g. BEL vs. HABS)
- ☐ Debating workshops and mentoring programs
- ☐ Competitive debating
- ☐ Other suggestions:

2l. When thinking about 'Providing reading rooms and libraries (of non-academic purposes)' which of the following are particularly important to you?

Please select all that apply:

- ☐ Access-controlled 24-hour rooms
- ☐ Informal learning spaces
- ☐ Access to power points for laptop/phone charging
- ☐ Chill out study areas (e.g. couches and lazy chairs)
- ☐ Quiet rooms or working spaces for students
- ☐ Other suggestions:

2m. When thinking about 'Supporting students' artistic activities' which of the following are particularly important to you?

Please select all that apply:

- ☐ Art workshops
- ☐ Art exhibitions
- ☐ Arts and crafts sessions during exams
- ☐ Art competitions
- ☐ More showcase of musical talent
- ☐ Other suggestions:

2n. When thinking about 'Supporting the production and dissemination to students of student-led media' which of the following are particularly important to you?

Please select all that apply:

- ☐ Printed student magazine
- ☐ Student-led podcasts
- ☐ Digital magazine/newspaper
- ☐ Website with student news
- ☐ Other suggestions:

2o. When thinking about 'Helping students develop skills for study, outside of their enrolled courses of study' which of the following are particularly important to you?

Please select all that apply:

- ☐ Essay writing, time management, referencing, and effective note taking sessions
- ☐ Conference attendance support
- ☐ Specific study skills for students with ADHD or a learning disability
- ☐ Language support services
- ☐ Proofreading service for publications
- ☐ Communication skills workshops
- ☐ Other suggestions:

2p. When thinking about 'Advising students on matters arising under UQ's rules' which of the following are particularly important to you?

Please select all that apply:

- ☐ Advisors independent from schools and faculties
- ☐ University policy and rules interpretation assistance
- ☐ Policy guides made available online
- ☐ Other suggestions:

2q. When thinking about 'Advocating students' interests in matters arising under UQ's rules' which of the following are particularly important to you?

Please select all that apply:

- ☐ Assistance with submitting appeals and grievances
- ☐ Access to policy interpretation and support
- ☐ Identification of possible problems with policies/processes
- ☐ Other suggestions:

2r. When thinking about 'Giving students information to help them in their orientation (e.g. O-week)' which of the following are particularly important to you?

Please select all that apply:

- ☐ An orientation information website
- ☐ University-wide orientation welcome activities
- ☐ Free orientation information packs/bags
- ☐ National and global experience expos
- ☐ Faculty-led orientation events
- ☐ Opportunities to meet others and make new friends
- ☐ Other suggestions:

2s. When thinking about 'Helping meet the specific needs of international students (e.g. welfare, accommodation, employment)' which of the following are particularly important to you?

Please select all that apply:

- ☐ Advice on employment rights for international students
- ☐ Help with finding accommodation and your rights as a tenant
- ☐ Advice on scholarships to study in regional Australia
- ☐ Free visa/migration advice
- ☐ Financial hardship support and advice on university fees
- ☐ English language assistance
- ☐ Other suggestions:

Next

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Phone: **3365 3333**



Do you have any additional comments on how SSAF could be spent?

- ☐ Yes
- ☐ No

Please add your comments here:

50 word limit

Finish

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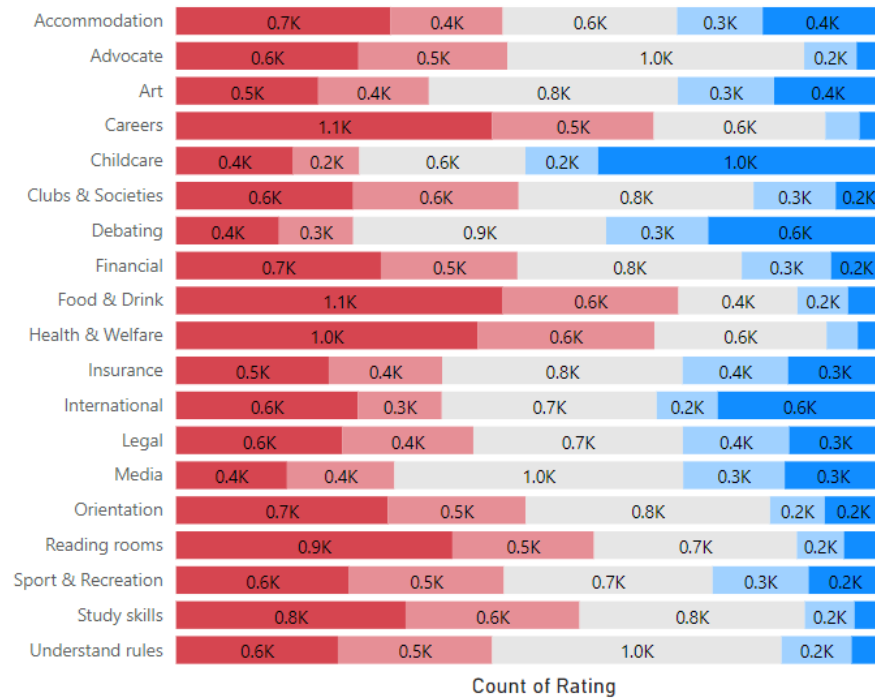
Emergency
Phone: **3365 3333**

Appendix B: Percentage of importance rating (personal and community) of SSAF-funded service types

Importance ratings by students enrolled in Bachelor programs (n=2,398)

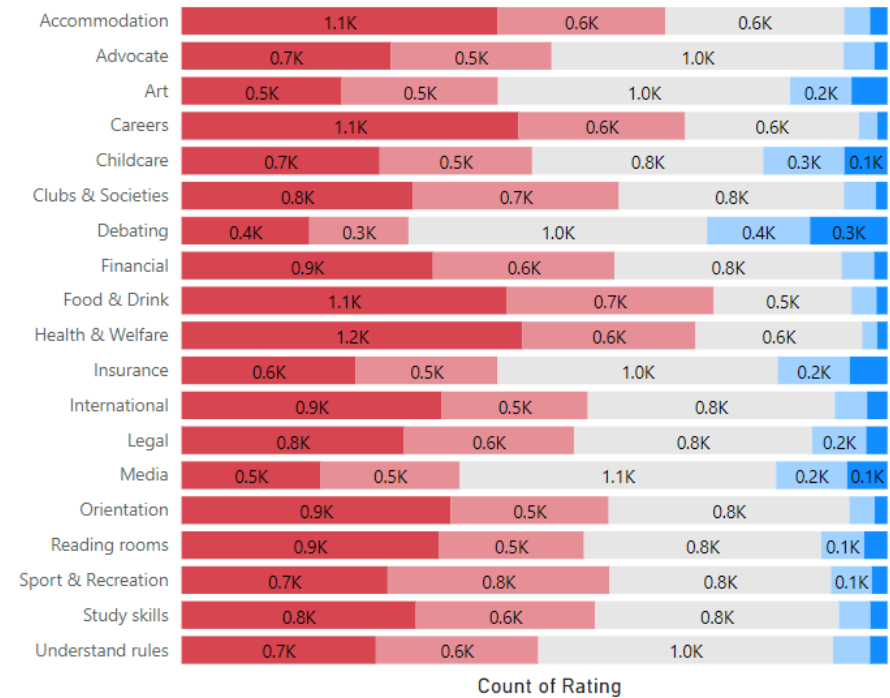
Importance rankings for "me"

● Most important ● Important ● Neutral ● Less important ● Least important



Importance rankings for the UQ community

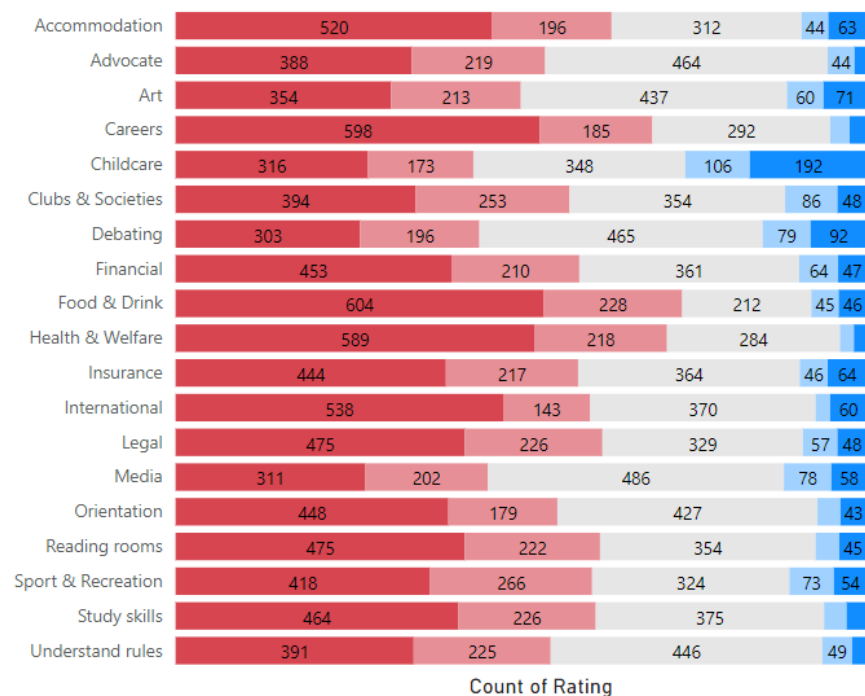
● Most important ● Important ● Neutral ● Less important ● Least important



Ratings by students enrolled in Masters by Coursework (n=1,135)

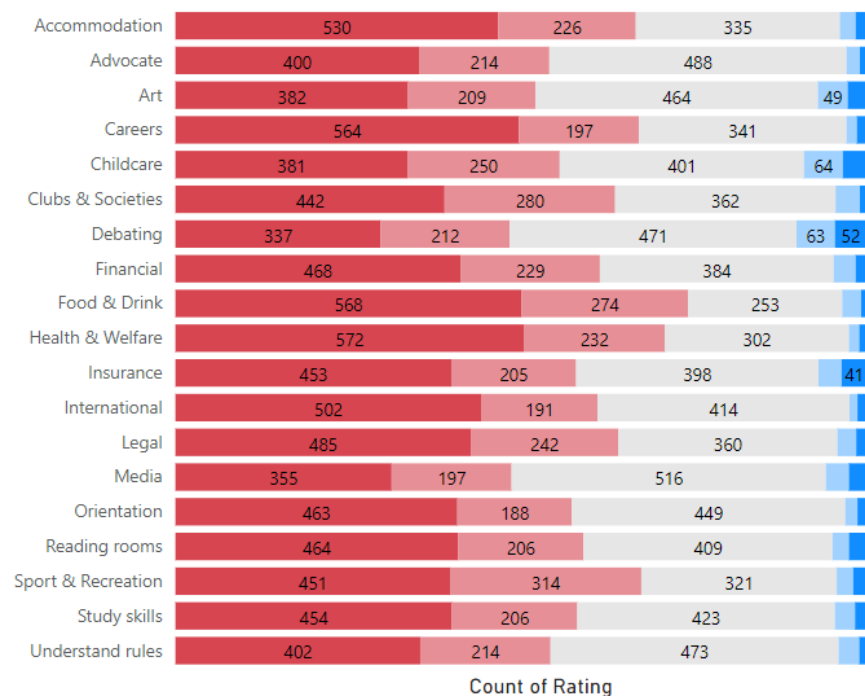
Importance rankings for "me"

● Most important ● Important ● Neutral ● Less important ● Least important



Importance rankings for the UQ community

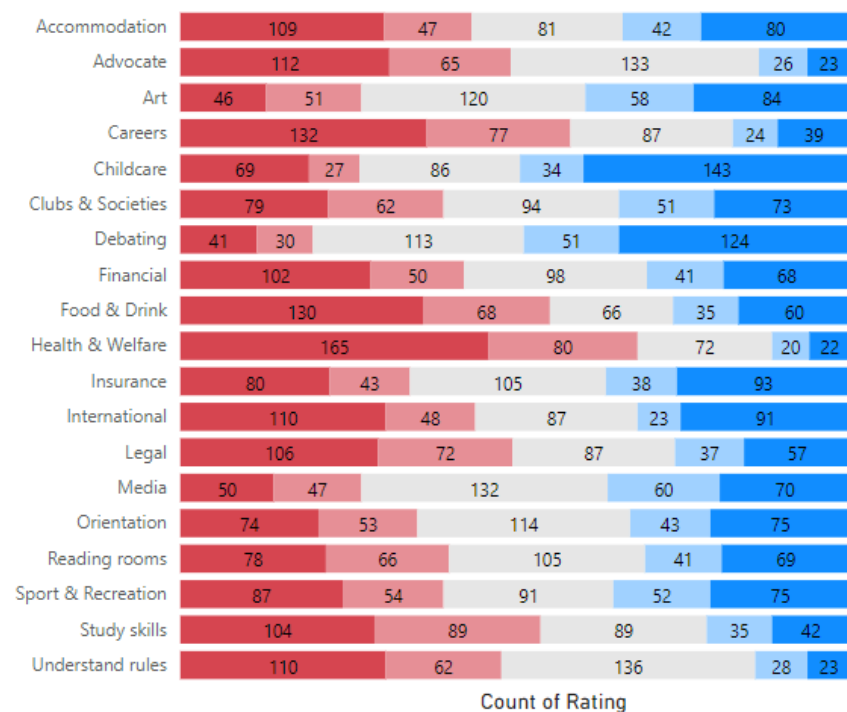
● Most important ● Important ● Neutral ● Less important ● Least important



Ratings by student enrolled in Postgraduate Research programs (Doctorate by Research, Masters by Research) (n=359)

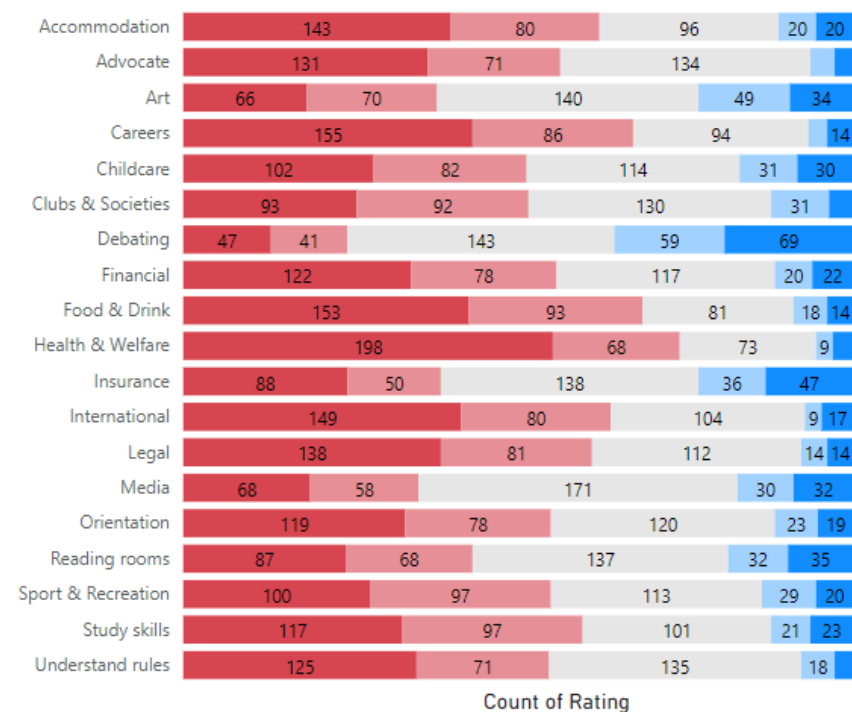
Importance rankings for "me"

● Most important ● Important ● Neutral ● Less important ● Least important



Importance rankings for the UQ community

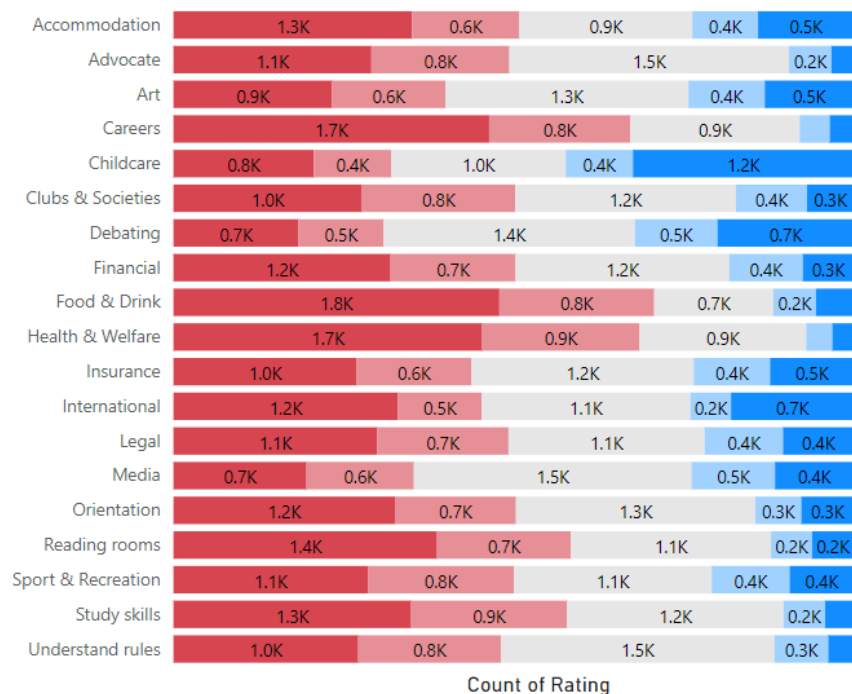
● Most important ● Important ● Neutral ● Less important ● Least important



Ratings by students attending St Lucia campus (n=3,727)

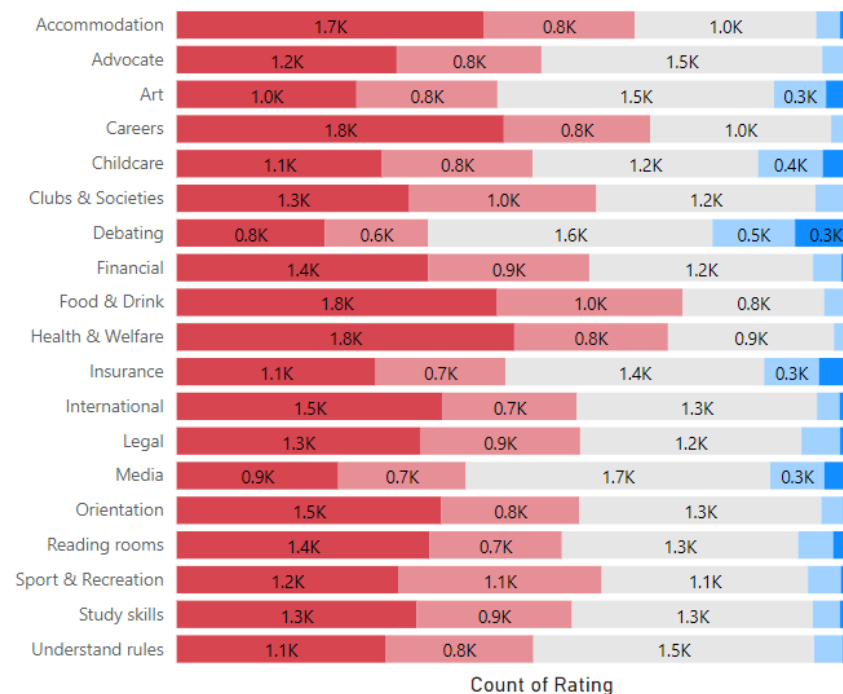
Importance rankings for "me"

● Most important ● Important ● Neutral ● Less important ● Least important



Importance rankings for the UQ community

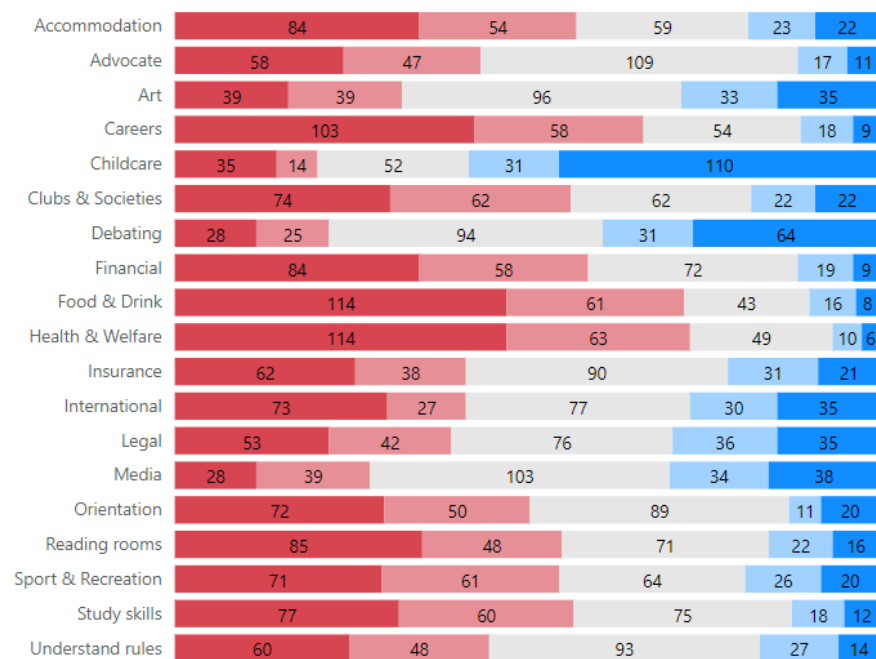
● Most important ● Important ● Neutral ● Less important ● Least important



Ratings by students attending Gatton campus (n=242)

Importance rankings for "me"

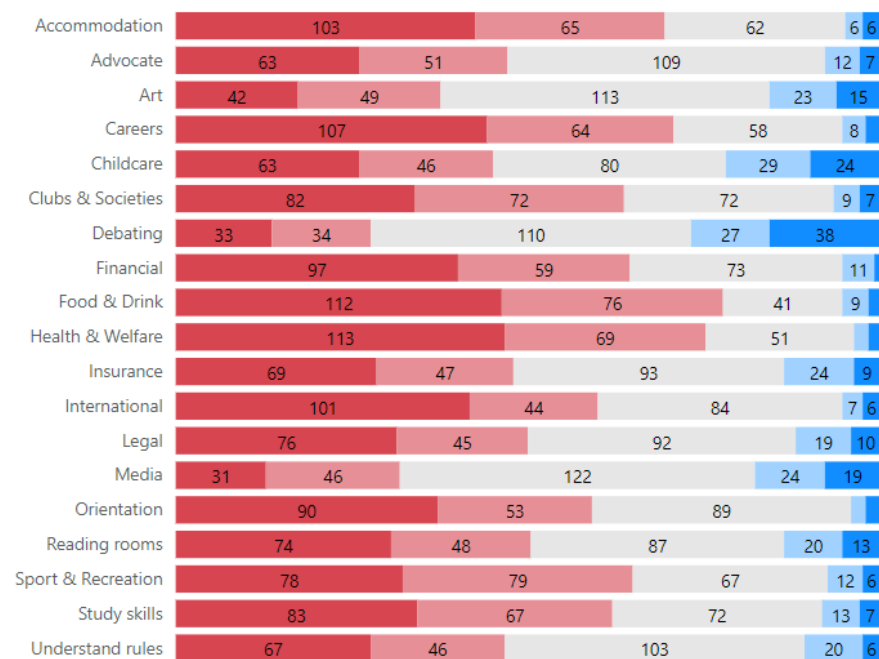
● Most important ● Important ● Neutral ● Less important ● Least important



Count of Rating

Importance rankings for the UQ community

● Most important ● Important ● Neutral ● Less important ● Least important

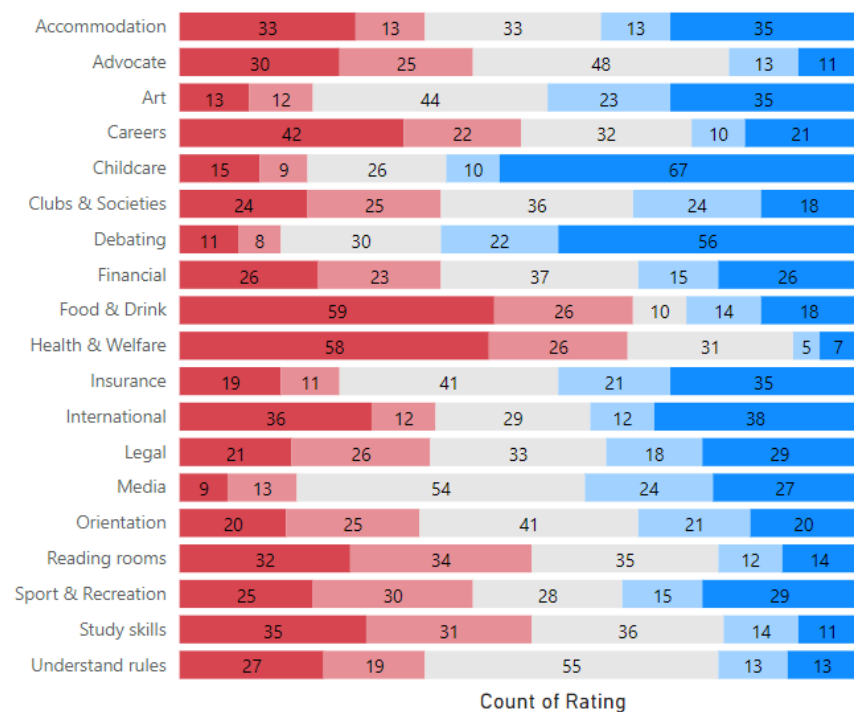


Count of Rating

Ratings by students attending Herston campus (n=127)

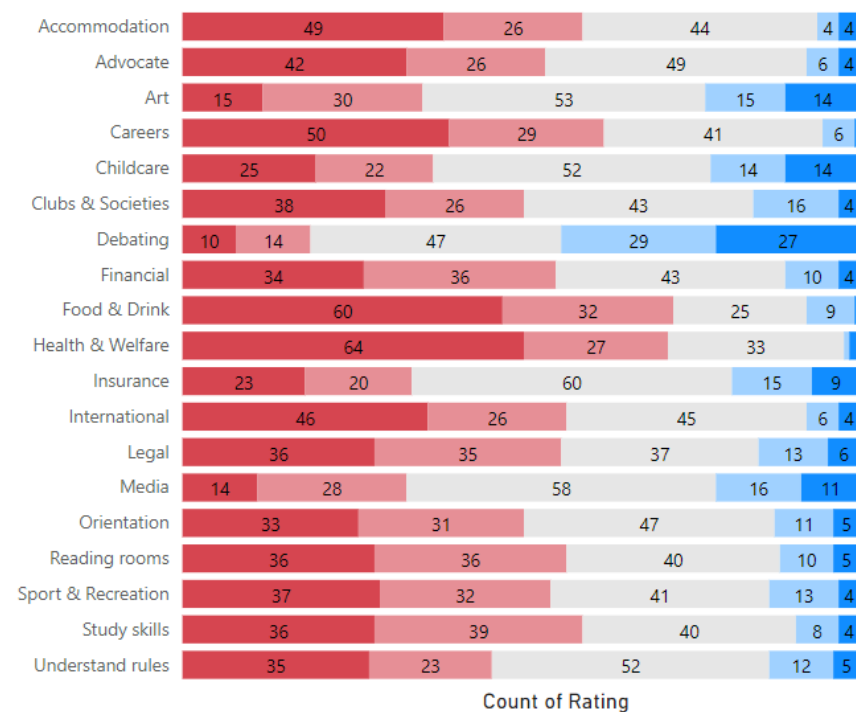
Importance rankings for "me"

● Most important ● Important ● Neutral ● Less important ● Least important

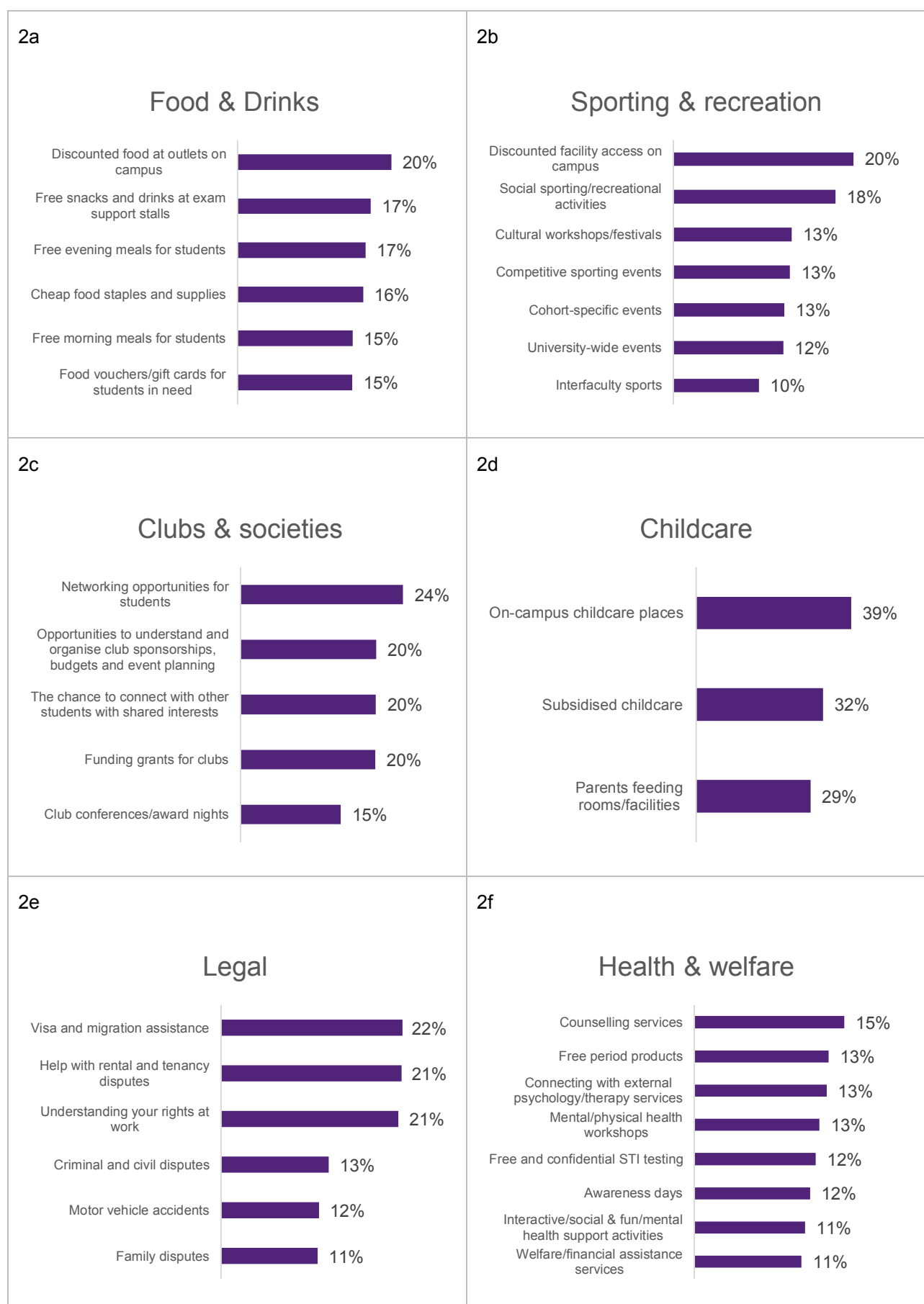


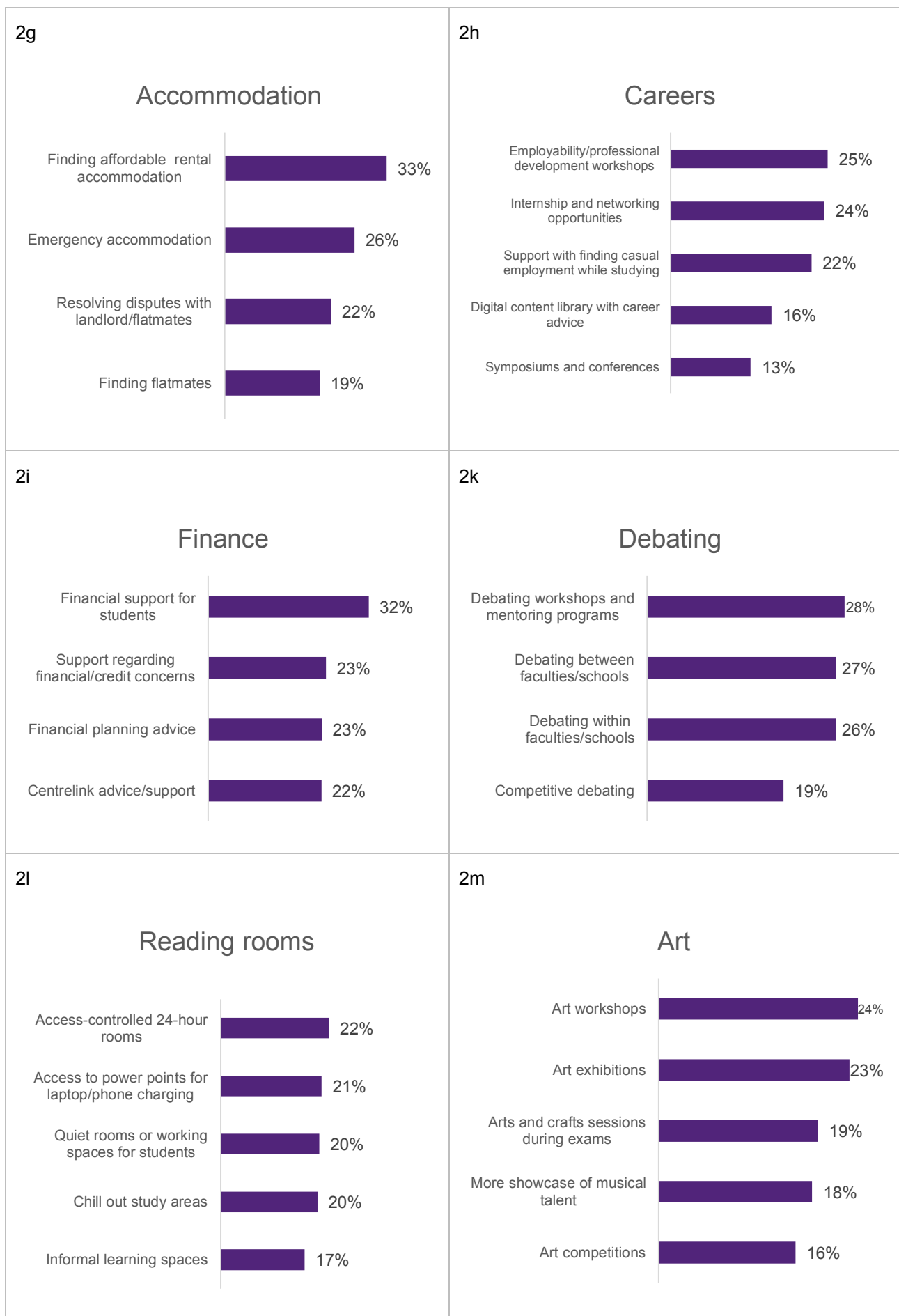
Importance rankings for the UQ community

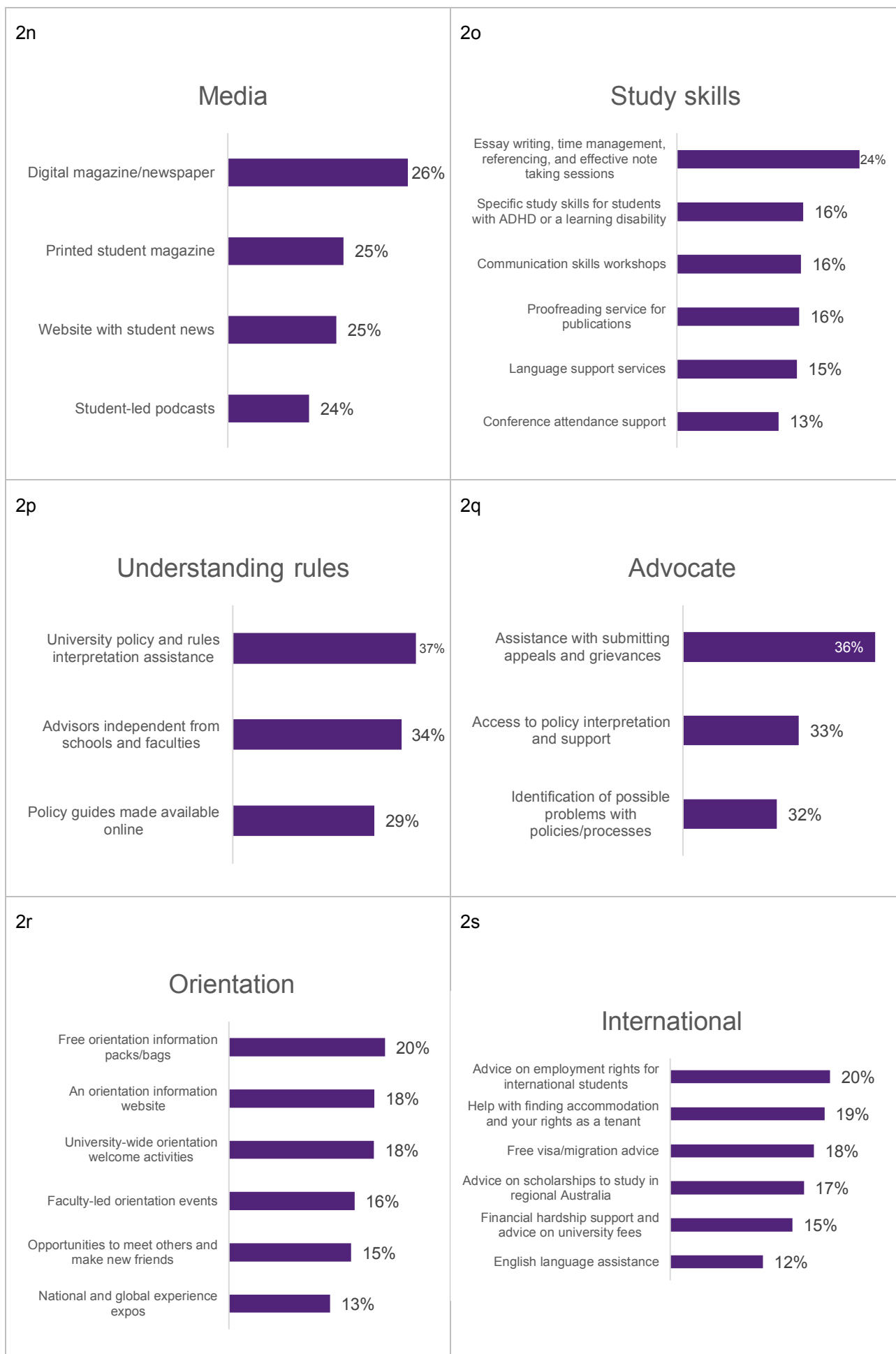
● Most important ● Important ● Neutral ● Less important ● Least important



Appendix C: “Particularly important” services of SSAF-funded service types







Appendix D: Question 3 – sample free-text comments

Main Theme	Total Comments	Random Sample Comments (quoted verbatim)
Support for postgraduate students	107	<ul style="list-style-type: none"> • Support HDR students. Stop spending the money in superfluous parties and address real necessities of lower income students from regional areas and other countries. Most HDR Students live with less than minimum wage and have family to support. There are real necessities in terms of gender that also need to be addressed (like supporting and encouraging women and LGBTIQ+ in all disciplines). • Could you please focus on more PhD and research HDR student? Especially mental wellness, financial and study extension request. • Support post graduate society! • Supporting post-grad students & parents (not parents of students, students that are parents). I have not been able to find any support groups or information/assistance in regards to post-grad study whilst parenting at UQ despite this surely being such a common experience • Postgraduate students and particularly HDR students are largely excluded from SSAF. I've been told that postgrad students make up close to 40% of the UQ student cohort, but receive only 5% of the total SSAF! <p>As a remote based HDR student I wouldn't have a clue where this money goes and how what I pay comes back to me in any way. HDR students are given a tiny stipend and we all rely on our partners and savings accounts to get through it. When we're doing fieldwork we can only access a research budget to a maximum of \$3,500. We pay so much of our own money to make it all happen and then asked to pay SSAF so that the university can fund undergraduate activities. Plus we are a major contributor to the research that keeps UQ in the world top 50. It's ridiculous.</p> <ul style="list-style-type: none"> • Postgrads pay these fees over 4 years and don't get much out of them as student events are normally geared towards undergraduates (and a lot of parties which postgrad students are not interested in). It would be good to make use of the money to in a better way: specific postgrad events such as writing retreats; giving some of it for postgrad led initiatives in the schools and institutes; scholarships for conference attendance. • More support for HDR/PhD students please - more in-person training/workshops/sessions and specific support for mental health and welfare. More support for the APS and postgrad societies (they do it tough!) particularly in Communication and Arts.
Food	47	<ul style="list-style-type: none"> • more discounted food and drinks on campus • more free snacks • The free breakfast and dinner menus are great. They provide meat as well as a vegetarian menu. However, it would be better if the manpower is added due to the long line up, especially for dinner time. • Reduce cost of food services on campus. So expensive. The Fees dont seem to be helping. Also more variety.

		<ul style="list-style-type: none"> • Recently completed an exchange. Incredible on campus subsidised food service. The one on offer (a shadow of its former self) has terrible food and is expensive • Please keep campus kitchen every weekday night. One bit of feedback for campus kitchen is that they really need to cook more rice. Portion sizes could easily be increased with more rice and it costs next to nothing compared to the meats. • Increased food diversity and reduce food cost
Services for campuses other than St Lucia	38	<ul style="list-style-type: none"> • More money for students on other campuses than St Lucia as it often feels like that's where all the money is going and for someone not based there it feels like my SSAF money isn't benefitting me. • You make everyone at PACE pay and give us nothing. We are not on St Lucia, we do not have access. We have asked for some money to be spent at PACE but it is always just given to St Lucia. • The Gatton campus is a satellite campus which requires as much support as possible to make this campus a safe and comfortable environment. Providing free/discounted food products from a variety of places as well as better mental health support is vital for the students well-being out here. • Please don't forget about the Gatton campus. Although we may have just a fraction of the students St. Lucia does, they are still students wanting a similar experience of university, and who deserve a good time while studying at UQ. If not possible to have more resources on the Gatton campus, at least increase the ability for students on this campus to make it out to St. Lucia. It is unfair for events and services to be advertised here with no safe, secure, and more frequent access to transportation for us to be able to attend. • Please consider being more inclusive of medical students and the implication of their academic calendar being out of sync with the remainder of the UQ student body. We pay the same fee but often can't access services and events due to location/timings. If we can access it then we often don't have as much disposable time to line up as other students and end up missing out.
Sport	30	<ul style="list-style-type: none"> • Competitive sports clubs at UQ are expensive. Please invest into competitive sporting clubs so that they do not need to charge so much. Thankyou 🙏 • Would love to be able to play interfaculty sports year-round without having to pay a lot for every season. • UQ to fund UQ Interfaculty Competitions Social Sport directly. • Sport activities should be free. They are part of the formation of students and they be free. Lacrosse, netball, volleyball, etc. • Improving the UQ gym facilities and flow of students through the gym
Support for the UQ Union	24	<ul style="list-style-type: none"> • More oversight on UQ Union expenditure. • This student money should ultimately be put back in the hands of students by giving more to the UQ Union. • More money should be given to the UQ Union because it is the only body that truly represents students.

		<ul style="list-style-type: none"> • The Union should not change their path due to the results of this survey because it only takes in a limited perspective. • The Union should have the ability to be flexible based on evolving student needs. • I think it should be spent on the programs ran by UQ Union • A higher share should be given to the Union, as they have always used it in a way that actually enfranchises students and represents students' interests.
Reduce or abolish the SSAF	19	<ul style="list-style-type: none"> • This is a superfluous student tax. The university makes billions in profit each year - perhaps they can be more student focussed and pay this fee for the government. • The lower the ssaf, the better. Would prefer a ssaf. cut than an equivalent subsidy • SSAF should be voluntary like any other union movement, which is all SSAF is setup to fund. • Simply put, I don't think the university should overinflate their role in day-to-day activities of students lives. There is a very exciting world and community that exists outside the uni, and there's no reason communities inside the university can't take a bit of independence. The less the uni spends, the cheaper it is for students to study here. • Charge one fee! Every course costs like \$2000 why is the \$40 necessary?
Space	19	<ul style="list-style-type: none"> • Please upgrade the general amenities like the toilets, microwaves facilities and taps. Amenities like these are often found not functioning or out of order for months on end • Seating! There is like 3 tables to each lunch at, everything else is a seat or the ground where you have to use one hand to hold your food. • I would really appreciate more quiet study spaces and more parking spaces. It is very difficult to find a quiet, air-conditioned study space that isn't completely full by midday. • More seating outside. More microwaves in buildings. More quiet spaces. More seating in libraries.
Housing	17	<ul style="list-style-type: none"> • On-campus accommodation • Please help us find more flexible, reliable, trusted, cheap accomodations, rome renting is really running tight in the city, and if possible, more on campus accomodations please. • Hope the school can provide secure accommodations with reasonable price, especially when it comes to a sudden policy change which has a impact on Chinese student community.
Parking	17	<ul style="list-style-type: none"> • Making parking/public transport more affordable and accessible to students. • Discounted parking/ public transport • More parking or cheaper parking. • Parking seems to be a big issue between 8:30am and 12pm. There are many times I have arrived on campus and could not find a parking space

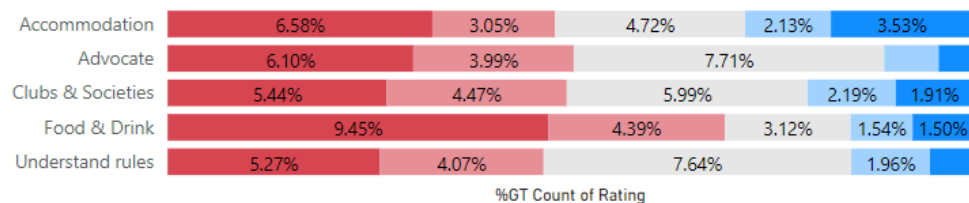
		<p>which lead to me missing a class. I also think the parking is crazy expensive but I don't mind this in comparison to simply not being able to attend class due to lack of parking during certain times.</p>
Wellbeing	17	<ul style="list-style-type: none"> Organize more well-being workshops, such as arts and crafts, and offer more on-campus support on food and study materials (printing, stationeries etc.) More funding for student counsellors. They are lifesavers and it is extremely difficult to get appointments. improve and expand counselling services
Cost of Living	16	<ul style="list-style-type: none"> Additional help for students undergoing financial hardship, especially right now. More free meals/groceries, more psychologists available for counselling. The cost of living is one of the biggest issues students face, particularly domestic students. Food, accomodation, health and wellbeing should be high on the priority list for the budget. It seems way too much money is spent on sport. Myself and a lot of my peers are living in relative poverty at the moment. At the moment it would be great to see more of an emphasis on basic services like food relief, bursaries, accommodation help, discounts, and assistance finding part time employment. Community and social events are great, but they don't help much if you can't afford a bus fare to campus. I think the biggest thing that is of concern is being financially stable, study and go on extended placement (plus maintain good mental health) Fund initiatives designed to make it easier for students to survive in these economically tumultuous times.
Services for external students	15	<ul style="list-style-type: none"> Discounted rates if you are studying remotely / not on campus. Personally, I have to work quite a lot for financial reasons, so I'm not able to attend any non-compulsory classes on campus. Therefore, I don't benefit from any of the on-campus initiatives, but would benefit from practical, employment, and financial supports. I appreciate that there is occasionally free food on campus, but it is rare, and doesn't help those of us that have to study after-hours or online due to work or other commitments. I think that there should be reductions in SSAF for students who do not utilise services because they work remotely from campus.
Additional services	15	<ul style="list-style-type: none"> Provide extra her first driving students from abroad Students should be encouraged to learn about fundraising. SSAF could be spent on special info services like assistance in enrolment process, to avoid late enrolment as my experience; some students are shy to call for help. Free period product at every building so that all the students can have access to it whenever and wherever.
Support for diverse student cohorts	13	<ul style="list-style-type: none"> More support to people with disabilities is required, both physical access and for neurodiverse folks (adhd, ocd, autism), more support services,

		<p>elevators, funding to student services is needed to support our increasing disabled student population</p> <ul style="list-style-type: none"> • I strongly support the work that the UQ Union does, especially the Queer, Disability, APS, women, and Goorie collectives. • Give more funds to the UQ queer collective so they can provide more resources to help LGBTQ students • Expand the program for neurodiverse students to encompass continuing students as well as new students
Support for international students	10	<ul style="list-style-type: none"> • More cultural events for domestic and international students so that they may connect with various cultures but also allows students to reconnect to their own cultures whilst being away from home • It would be great if there is a compulsory all paid for event for all international students to meet the students from the same country and another event for all students to meet one another. • Initiatives to allow international students and domestic students to interact could be nice? There tends to be a large social divide in a lot of spaces.
Transportation	10	<ul style="list-style-type: none"> • Free public transport and safety bus at night for ALL student • Intercampus bus on the weekend • A shuttle that runs around UQ, particularly between UQ chancellor's place and UQ Lakes. Would also function as a shuttle for people who have to park far away from uni due to inadequate parking. • Transport services such as bikes/scooters to cover vast areas of the campus quicker and coming to class in a less flustered/hot state.

Appendix E: Impact of union email on Q1 ratings

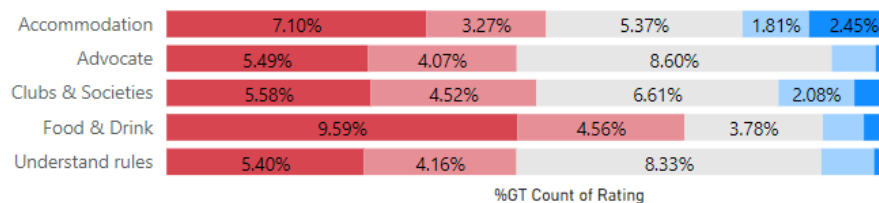
Importance rankings for "me" - PRE-union email

● Most important ● Important ● Neutral ● Less important ● Least important



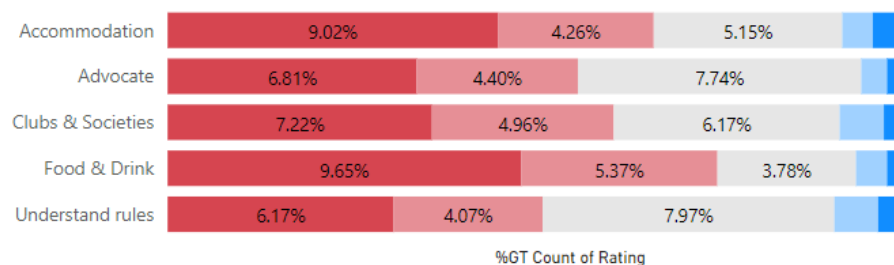
Importance rankings for "me" - POST-union email

● Most important ● Important ● Neutral ● Less important ● Least important



Importance rankings for the UQ community PRE-union email

● Most important ● Important ● Neutral ● Less important ● Least important



Importance rankings for the UQ community POST-union email

● Most important ● Important ● Neutral ● Less important ● Least important

