



**UNIVERSITY OF TORONTO**  
**SCHOOL OF GRADUATE STUDIES**

# **Canadian Graduate and Professional Student Survey (CGPSS) 2022**

## **Aggregate Report**

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## Summary

The University of Toronto takes pride in being a global leader in post-secondary education and scholarship. We are committed to maintaining the highest quality of graduate programs for our current and future students, and regular evaluations are a crucial part of this quality assurance process. The University's participation in the **Canadian Graduate and Professional Student Survey (CGPSS)** provides important feedback from our graduates about our strengths and areas where we can improve.

In the spring of 2022, the School of Graduate Studies at U of T conducted the Canadian Graduate and Professional Student Survey (CGPSS), along with our Canadian peers<sup>1</sup> and 54 other Canadian universities<sup>2</sup>. A total of 5,298 registered graduate students at U of T (26.4% of the graduate student population) took part in this survey. This report presents a selection of results collected through the survey and provides a general descriptive summary of institutional results.

Throughout the report, information is disaggregated by the type of degree program: doctoral, research master's, and professional master's programs. Some results, however, are reported for only "doctoral stream" students, which refers to students in doctoral and research master's programs. Where possible, results from the 2022 survey are compared with previous years and other Canadian peer universities.<sup>3</sup>

This report is structured around the arrangement of the survey itself, which is in keeping with past reports and should help facilitate multi-year comparisons.<sup>4</sup> For the 2022 version of the survey a new section of questions was added around the impacts COVID-19 had on students' academic progression and studies during the 2020-21 academic year.

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<sup>1</sup> Over the years, the Canadian peers' group has changed names and grown. In 2005, the 'G10' included: Alberta, British Columbia, Laval, McGill, McMaster, Montreal, Queen's, Waterloo and Western. In 2007, the group was known as the 'G13' and included the original 10 universities plus Calgary, Dalhousie, and Ottawa. In 2013, the group was known as the 'U15' and includes the 'G13' plus Manitoba and Saskatchewan.

<sup>2</sup> An invitation to participate in the CGPSS survey was sent to U15 universities and member institutions of the Canadian Association of Graduate Studies and Council of Ontario Universities.

<sup>3</sup> Aggregated results for Canadian peer universities exclude results for U of T.

<sup>4</sup> The report includes Canadian peer benchmark scores analysis, which is based on work done by the G13 Data Exchange (now the U15) CGPSS data caretaker, University of Laval, and the University of Ottawa. These three benchmarks provide an overview of various aspects of the graduate student experience by combining responses to similar questions in Sections three to seven of the CGPSS.

## Administration:

This was the seventh time that the University of Toronto has participated in the CGPSS survey since the inaugural survey in 2005 (then the GPSS)<sup>5</sup>.

The survey questionnaire was initially developed by the Massachusetts Institute of Technology (MIT) and Duke University, and was based on three pre-existing surveys from Rutgers, the Higher Education Data Sharing (HEDS) Consortium, and the Consortium on Financing Higher Education (COFHE). Some questions were revised in the development of a Canadian version. Following the 2005 administration of the tool, the survey was shortened, and the wording of some questions was changed.

In 2010, two versions of the CGPSS were created to address differences between doctoral stream and professional programs. Apart from some minor wording changes, the version distributed to doctoral stream students was identical to the 2007 CGPSS instrument. The professional program version of the 2010 survey excluded several research-related questions (e.g., presenting at conferences, satisfaction with thesis advisor) and added several questions regarding professional skills development (e.g., opportunities for internships, practicums, and experiential learning).

In 2013, CGPSS returned to a single survey instrument but introduced three different streams – long, medium, and short. Institutions had the option to impose a stream for each respondent to follow. At the University of Toronto, all professional master’s students were led through the short stream path, which was meant for students in programs which were ‘mainly course-based’. Doctoral and research master’s respondents were directed to the long and medium stream surveys based on their response to a new thesis question. Students responding that their program is ‘mostly research-based, and (they) already have a research director/advisor’ were led through the long stream path. Students responding that their program is ‘mostly research-based, but (they) still do not have a research director/advisor’ were led through the MEDIUM stream path.

The 2016, 2019, and 2022 survey instruments retained this format. Table 1 displays the distribution of respondents by survey stream in 2022.

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<sup>5</sup> Other Canadian universities participating in the 2005 GPSS included: British Columbia, Laval, McMaster, McGill, Waterloo, Western, and York. Some US participating institutions in 2005 included: Brown, Duke, Florida, MIT, North Carolina – Chapel Hill, Rice, and Stanford.

**Table 1 CGPSS 2022 Results  
Respondents by survey stream**

Stream	Description	Count	Percent
<b>My program is...</b>			
Long	Mostly research-based, and I already have a research director/advisor	2,920	55%
Medium	Mostly research-based, but I still do not have a research director/advisor	214	4%
Short	Mainly course-based	2,164	41%
<b>Total</b>		<b>5,298</b>	<b>100%</b>

Institutions are given the opportunity to ask supplemental questions. As in previous years, the University of Toronto opted to include supplemental questions. In the 2022 survey, these questions pertained to:

- How prepared students feel for careers in various roles and sectors which they are prioritizing right now,
- How supportive supervisors, professors, and peers were in encouraging the student to complete professional development activities,
- Which factors had a significant influence on the decision to attend professional development opportunities,
- How supported by the University students feel in various professional and personal skill development activities and career preparation activities,
- How prepared students feel for various working positions.

The results for these supplemental questions are reported in Section IV, of this report.

## Highlights of 2022 Survey Results:

Overall, results from 2022 are largely consistent with those in 2019 and the University’s areas of strength remain well-regarded:

- Most graduate students were pleased with their academic program experience: 87% rated their academic experience as ‘excellent’, ‘very good’, or ‘good’. Over three quarters (76%) of respondents indicated that they would ‘definitely’ or ‘probably’ choose the same university if they were to start their graduate/professional career again.
- In evaluating their program, quality of interactions, and coursework, students showed the highest levels of satisfaction with the intellectual quality of faculty members (96% positive), and their fellow students (94% positive).
- As in previous years, some differences are observed in responses by degree type. For instance, professional master’s students reported higher level of satisfaction with opportunities for student collaboration or teamwork (91% of professional master’s students were satisfied compared to 74% of doctoral stream students). On the other hand, doctoral stream students are more satisfied with opportunities to take coursework outside their departments (76% of doctoral stream students were satisfied compared to 67% of professional master’s students).

- Doctoral stream students' participation in conducting independent research continues to be strong. Of the 95% who responded that they conducted research since the start of their graduate program, 79% rated the experience positively.
- On the whole, levels of participation and satisfaction for professional master's students with their professional skills development activities were higher than those observed for doctoral stream students. Professional master's students were most satisfied with advice/workshops on the standards for writing in their profession (81%), and the opportunities for contact with practicing professionals (78%).
- Doctoral stream students were most satisfied with feedback on their research (81%), and advice/workshops/tools on the standards for academic writing in their field (74%).
- Doctoral stream students were least satisfied with advice/workshops/training on the transferability of their professional skills acquired during their graduate studies towards the workforce (46%). In contrast, 70% of professional master's students were satisfied with these types of opportunities.
- Doctoral students reported strong levels (80%+) of satisfaction with their thesis advisors, including 92% positive rating for their ability to provide constructive feedback on their work and advocacy on behalf of their student.
- Library facilities remain the highest rated university resource in terms of use and satisfaction. Of the 78% of respondents that used this facility, 92% were satisfied with the quality. Food services still receive the lowest rating in terms of satisfaction. Of the 47% of respondents that used food services, only 51% were satisfied.
- Only 58% of graduate students are satisfied with the advice they received on the availability of financial support.
- Financial commitments were a major obstacle by 45% of respondents, and a minor obstacle by 39% of respondents.
- After being presented with a list of disabilities and impairments, 21% of respondents self-identified with a mental health disability.
- Doctoral students were most affected by the COVID-19. Two thirds of doctoral students responded that the COVID-19 pandemic delayed the progression of their program or studies compared to 31% of research master's students and 9% of professional master's students.
- Our students continue to report high levels of satisfaction with their academic experience, their overall experience, and their graduate programs. Students indicated a significantly lower level of satisfaction with their student life experience in 2022 than previous years (64% vs. 75% in 2019).

## I. Response Rates and Respondent Profile

In February 2022, 20,084 degree-seeking students who were registered in the Fall 2021 term and registered or invited in the Winter 2022 term were invited by email to participate in the CGPSS. Students registered in self-funded professional graduate programs, Toronto School of Theology (TST) students, special students, and students in diploma/certificate programs were excluded.

Because the distribution of invitations and other information about the survey was web-based, it was necessary that each student have a valid email address recorded in the University’s student information system (ROSI). Students completed the survey online. In total, 5,298 (26.4%) responses were collected, and these responses form the basis of this report.

Overall, response rates for the 2022 survey were lower than in years past. At least part of this seems to be attributable to technological disruptions that prevented students from receiving the initial email invitation to participate.

The overall CGPSS 2022 survey response rate at U of T (26.4%) was lower than the national average (32.0%) and our response rate in 2019 (34.3%).

Figure 1 compares the response rate by degree type for each CGPSS survey year.

**Figure 1 CGPSS 2005, 2007, 2010, 2013, 2016, 2019, 2022 Results**  
**Response rate by degree type**

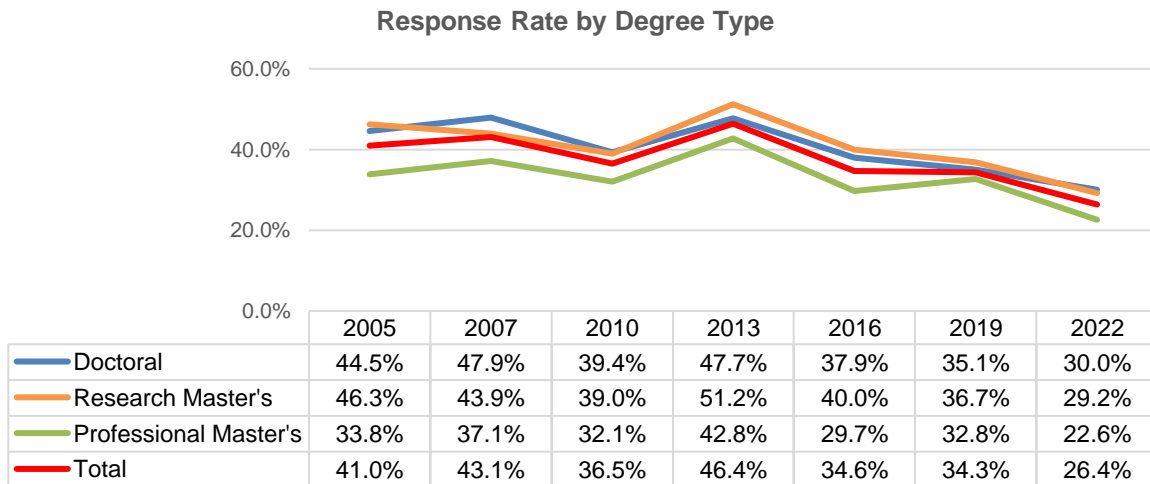


Table 2 presents student response rates by the faculty in which they are registered. The Leslie Dan Faculty of Pharmacy had the highest response rate (34%), followed by the Faculty of Kinesiology and Physical Education (32%), and the Faculty of Arts and Science (30%).

**Table 2 CGPSS 2022 Results**  
**Response rates by faculty, from largest to smallest response rate**

Faculty	All invited students*	Survey Participants	Response rate
Pharmacy	128	44	34.4%
Kinesiology and Physical Education	140	45	32.1%
Arts and Science	4,654	1,400	30.1%
Public Health, Dalla Lana School of	1,207	360	29.8%
Nursing	349	103	29.5%
Information	903	265	29.3%
Law	165	48	29.1%
UTSC	239	66	27.6%
Music	325	88	27.1%
Social Work	537	141	26.3%
Dentistry	115	30	26.1%
Medicine	2,863	734	25.6%
OISE	3,407	855	25.1%
Applied Science and Engineering	2,957	690	23.3%
Architecture, Landscape and Design	436	97	22.2%
Management	1,224	265	21.7%
UTM	435	67	15.4%
<b>Total</b>	<b>20,084</b>	<b>5,298</b>	<b>26.4%</b>

The highest number of responses came from doctoral students (2,279, 43% of all survey participants), followed by professional master's students (2,164, 41% of all survey participants), and research master's students (855; 16% of all survey participants).

Doctoral students also had the strongest response rates (30%), compared to research master's students (29%) and professional master's students (23%).

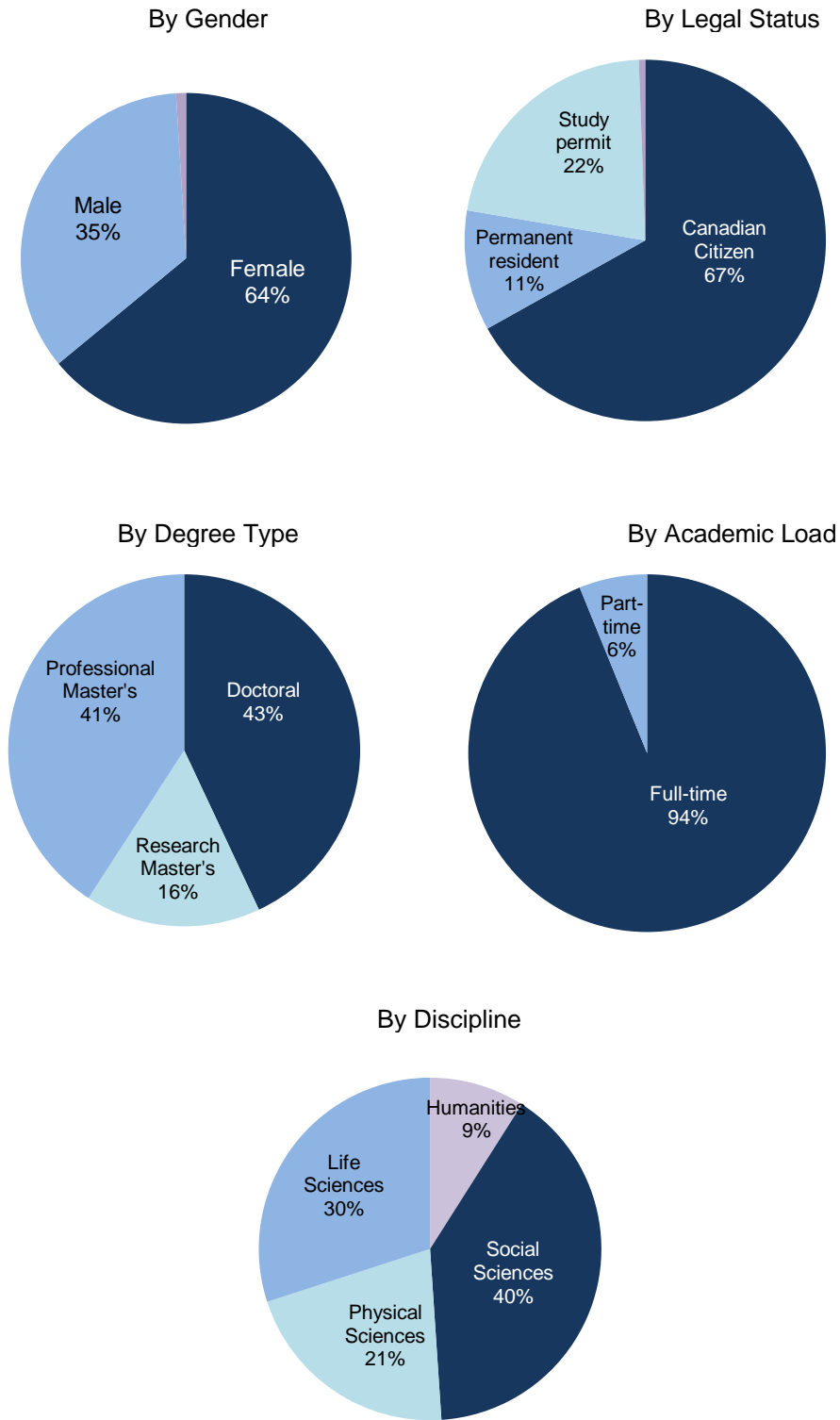
The survey participants are reasonably representative of the population of U of T graduate students in terms of gender, legal status, degree type, enrolment category, and discipline. Table 3 compares the characteristics of survey participants to the graduate student population and offers the response rate by characteristic. Figure 2 offers a visual presentation of the 2022 survey respondents by characteristic.



**Table 3 CGPSS 2022 Results**  
**Comparison of student characteristics between survey participants and the graduate student population, response rate by characteristic**

Characteristic	Category	All invited students		Survey participants		Response rate
		Count	%	Count	%	%
<b>Gender</b>						
	Female	11,793	58.7%	3,392	64.0%	28.8%
	Male	8,111	40.4%	1,854	35.0%	22.9%
	Another/Unreported	180	0.9%	52	1.0%	28.9%
<b>Legal Status</b>						
	Canadian citizen	13,142	65.4%	3,544	66.9%	27.0%
	Permanent resident	2,442	12.2%	571	10.8%	23.4%
	Study permit	4,385	21.8%	1,153	21.8%	26.3%
	Other	115	0.6%	30	0.6%	26.1%
<b>Degree Type</b>						
	Doctoral	7,585	37.8%	2,279	43.0%	30.0%
	Research Master's	2,926	14.6%	855	16.1%	29.2%
	Professional Master's	9,573	47.7%	2,164	40.8%	22.6%
<b>Academic Load</b>						
	Full time	18,589	92.6%	4,972	93.8%	26.7%
	Part time	1,495	7.4%	326	6.2%	21.8%
<b>SGS Division</b>						
	Division I	1,554	7.7%	477	9.0%	30.7%
	Division II	8,308	41.4%	2,116	39.9%	25.5%
	Division III	4,590	22.9%	1,116	21.1%	24.3%
	Division IV	5,632	28.0%	1,589	30.0%	28.2%

**Figure 2 CGPSS 2022 Results**  
**Distribution of survey participants by selection of characteristics**



## II. General Satisfaction

Students were asked to give a general assessment of their experiences with academic programs by answering four overall questions. The results of their responses are in Figure 3 a-d below, contextualized with aggregated results from U of T's Canadian peer universities.

The distinction of 'research masters' and 'professional masters' is not consistent between institutions. This report compares 'master's with thesis' students at Canadian peer institutions with research master's students at U of T, and compares 'master's without thesis' students at Canadian peer institutions with professional master's students at U of T.

Figure 3a shows that a higher proportion of U of T students would choose the same university if they were to start their graduate studies again than their counterparts at other Canadian institutions. Over three quarters of doctoral, research master's, and professional master's students (76% 79% and 75% respectively) would choose U of T again, compared to 68% of doctoral students, 72% of master's with thesis students and 73% of master's without thesis students at Canadian peer institutions.

Figure 3b shows that over three quarters (77%) of doctoral stream and 80% of professional master's students would select the same field of study. The proportion of master's students reflected very similar results to their Canadian peers. However, the proportion of U of T doctoral students who gave a positive rating was slightly lower than at other Canadian peer institutions.

Figure 3c shows that a larger proportion of U of T doctoral stream students would recommend their program than their Canadian peer institution counterparts. In 2022, 76% of doctoral students and 79% of research master's students would recommend their program. This compares to approximately 74% of Canadian peer institution counterparts. Although almost three quarters of U of T professional master's students (74%) gave a positive response, their responses are slightly lower than their Canadian peer institutions (76%).

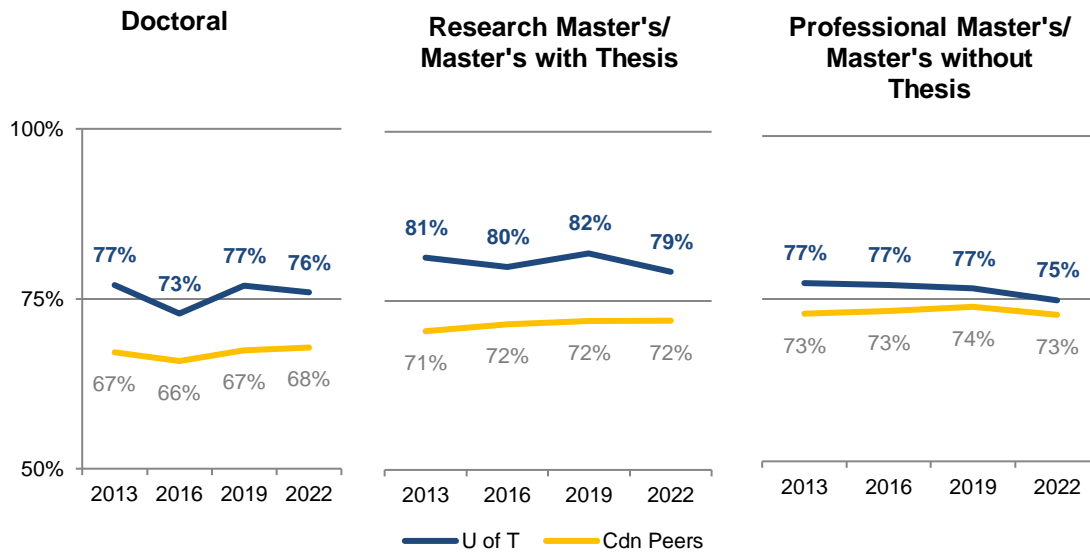
Almost two thirds (63%) of U of T students would recommend this university to someone considering another field. These results are slightly lower than responses in the 2019 survey when the aggregate average was 68% (see Figure 3d for results by degree type).

**Figure 3 CGPSS 2013, 2016, 2019, 2022 Results**

**General satisfaction:**

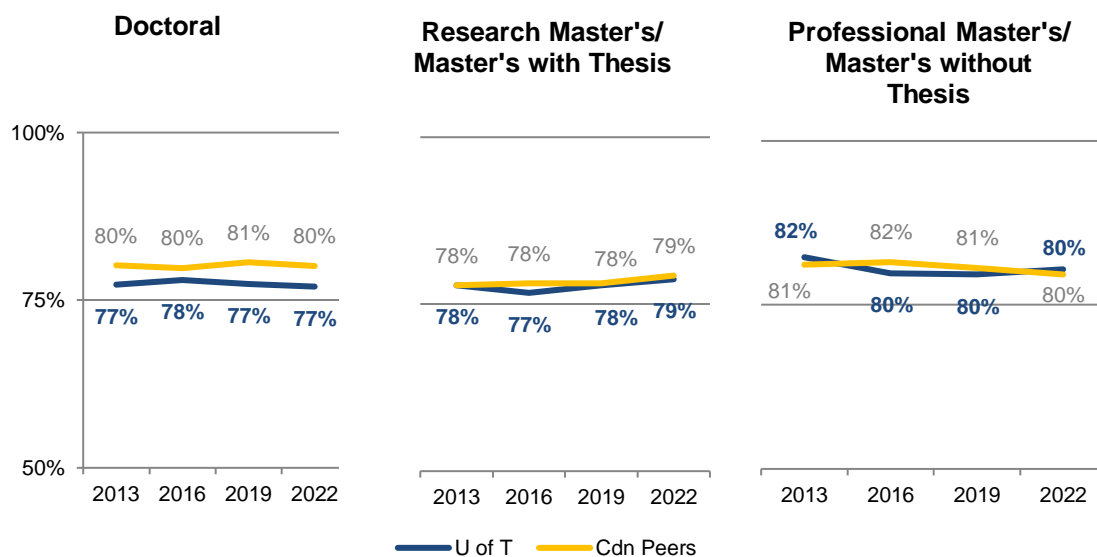
**Proportion of Respondents who answered 'definitely' or 'probably', by degree type, University of Toronto compared to Canadian peers**

**a) If you were to start your graduate/professional career again, would you choose the same university?**



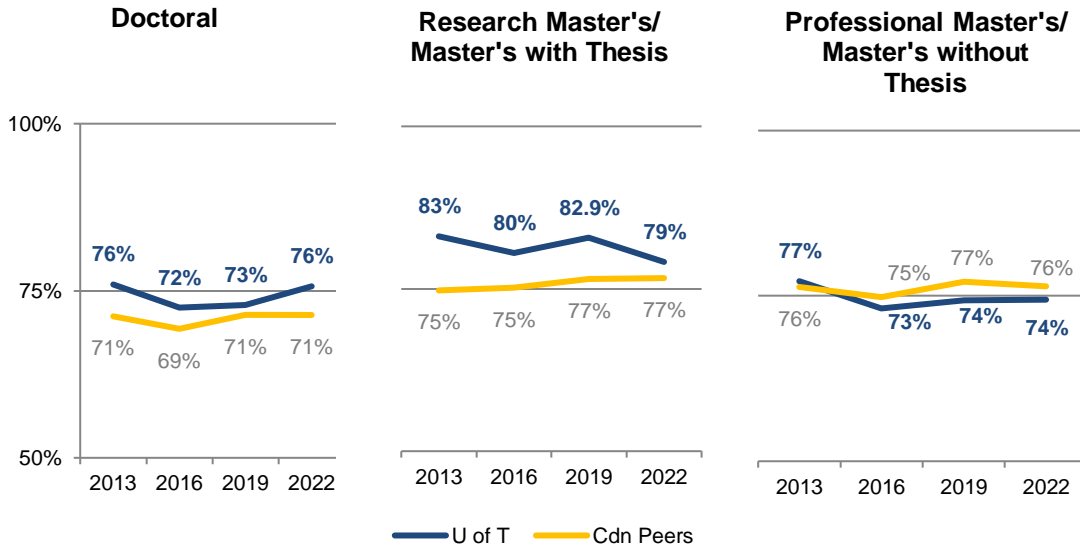
Proportion of respondents who answered 'definitely' or 'probably'  
Canadian peer results exclude U of T.

**b) If you were to start your graduate/professional career again, would you select the same field of study?**



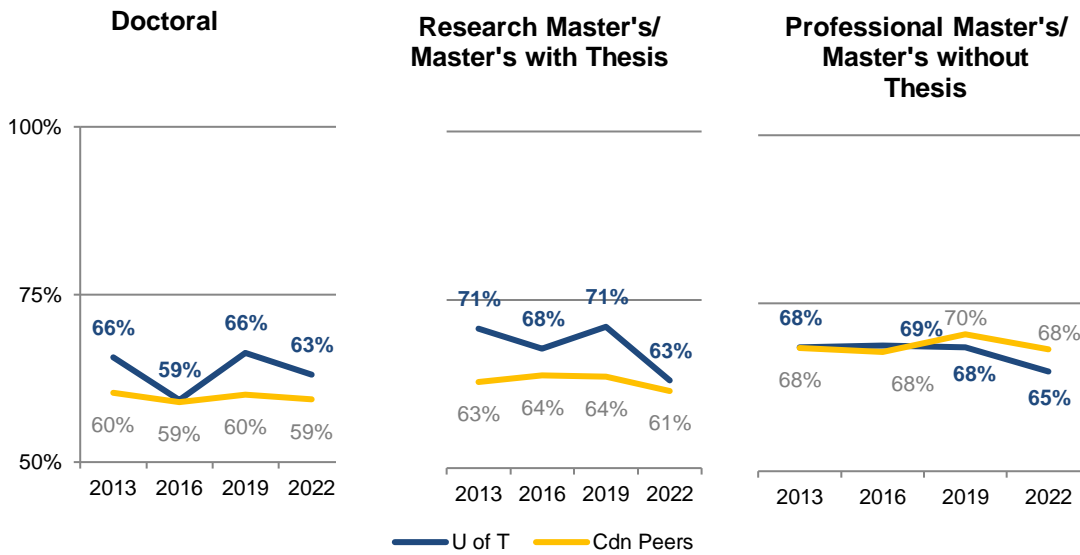
Proportion of respondents who answered 'definitely' or 'probably'  
Canadian peer results exclude U of T.

c) Would you recommend this university to someone considering your program?



Proportion of respondents who answered 'definitely' or 'probably'  
Canadian peer results exclude U of T.

d) Would you recommend this university to someone in another field?



Proportion of respondents who answered 'definitely' or 'probably'  
Canadian peer results exclude U of T.

### III. Satisfaction with Program, Quality of Interactions, and Coursework

Results in this section focus on various dimensions of academic programs, such as academic quality, intellectual environment, program content, and program structure. Table 4 summarizes students' positive responses to these fourteen questions for each of the survey years.

In all years, students reported the greatest satisfaction with the intellectual quality of the faculty and the intellectual quality of their fellow students (90%+). Students reported the least satisfaction with advice on the availability of financial support. Satisfaction for this dimension has fallen from 64% in 2013 to 58% in 2022.

**Table 4 CGPSS 2013, 2016, 2019, 2022 Results All Degree Types**  
**Satisfaction with various program dimensions:**  
**Proportion of Respondents who answered 'excellent', 'very good', or 'good'**

Dimension of program	2013	2016	2019	2022
The intellectual quality of the faculty	97.5%	96.8%	96.1%	96.0%
The intellectual quality of my fellow students	93.5%	92.9%	92.6%	93.7%
Overall quality of my relationship with my supervisor/advisor (New in 2022) *	n/a	n/a	n/a	89.8%
Overall quality of graduate level teaching by faculty	87.0%	86.3%	86.1%	87.1%
Relationship of program content in my research/professional goals	81.4%	81.6%	82.2%	84.4%
The relationship between faculty and graduate students	85.6%	84.4%	83.9%	82.8%
Amount of coursework	83.2%	84.0%	81.5%	81.8%
Availability of area courses I needed to complete my program	77.5%	77.2%	78.3%	81.3%
Opportunities for student collaboration or teamwork	79.4%	79.5%	82.3%	80.7%
Support received from non-academic staff members (Dept/Program admin, tech, etc.)	85.6%	81.0%	83.9%	80.4%
Opportunities to engage in interdisciplinary work	73.7%	71.9%	73.4%	74.9%
Quality of academic advising and guidance	74.2%	74.0%	73.6%	74.4%
Opportunities to take coursework outside my own department	72.6%	68.9%	67.8%	72.1%
Advice on the availability of financial support	64.3%	60.6%	56.5%	57.8%

"%" is the proportion of respondents who responded 'excellent', 'very good', or 'good'.

\*Long stream respondents only.

There are differences between degree types. Table 5 summarizes student's positive responses for each degree type in 2022.

**Table 5 CGPSS 2022 Results**  
**Satisfaction with various program dimensions by Degree Type:**  
**Proportion of Respondents who answered 'excellent', 'very good', or 'good'**

Dimension of program	Doctoral	Research Master's	Prof Master's	All
The intellectual quality of the faculty	96.3%	98.4%	94.7%	96.0%
The intellectual quality of my fellow students	94.2%	96.6%	91.9%	93.7%
Overall quality of my relationship with my supervisor/advisor *	89.0%	92.1%	n/a	89.8%
Overall quality of graduate level teaching by faculty	85.6%	88.9%	87.9%	87.1%
Relationship of program content to my research/professional goals	81.3%	83.7%	87.9%	84.4%
The relationship between faculty and graduate students	80.4%	88.0%	83.2%	82.8%
Amount of coursework	82.7%	83.5%	80.1%	81.8%
Availability of area courses I needed to complete my program	78.0%	80.7%	85.1%	81.3%
Opportunities for student collaboration or teamwork	73.2%	74.8%	91.1%	80.7%
Support received from non-academic staff members (Dept/Program admin, tech, etc.)	81.8%	81.0%	78.6%	80.4%
Opportunities to engage in interdisciplinary work	73.3%	76.6%	75.9%	74.9%
Quality of academic advising and guidance	75.1%	75.5%	73.2%	74.4%
Opportunities to take coursework outside my own department	76.0%	75.2%	66.6%	72.1%
Advice on the availability of financial support	57.2%	61.5%	57.0%	57.8%

"%" is the proportion of respondents who responded 'excellent', 'very good', or 'good'.

\*Long stream respondents only.

Figures 4 to 7 highlight the different experiences of students in doctoral stream and professional programs:

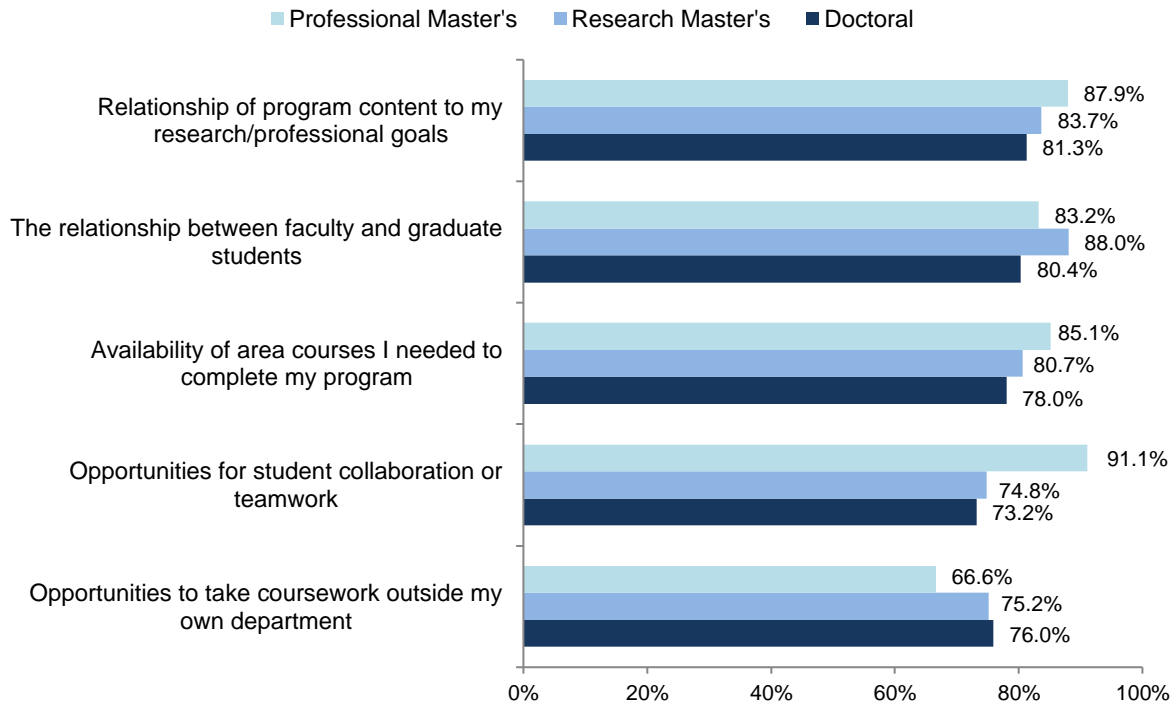
- Professional master's students reported higher levels of satisfaction with the relationship of program content to their research or professional goals than doctoral stream students. Eighty-eight percent of professional masters gave positive responses, compared to 81% of doctoral stream students.
- Research master's students reported higher levels of satisfaction with the relationship between faculty and graduate students than doctoral students and professional master's students: 88% of research master's gave positive responses compared to 80% of doctoral students and 83% of professional master's students.
- Professional master's students reported higher levels of satisfaction with the availability of area courses needed to complete their program than doctoral stream students. Eighty five percent of professional masters compared to 79% of doctoral stream students gave positive responses.
- Professional master's students showed much higher levels of satisfaction with opportunities for student collaboration or teamwork than doctoral stream students. Ninety one percent of professional master's students compared to 74% of doctoral stream students gave positive responses.

- Doctoral stream students reported greater satisfaction than professional master’s students with the opportunities to take coursework outside their own department. Over three quarters (76%) of doctoral stream students compared to two thirds (67%) of professional master’s students gave positive responses.

**Figure 4 CGPSS 2022 Results**

**Rate the following dimensions of your program:**

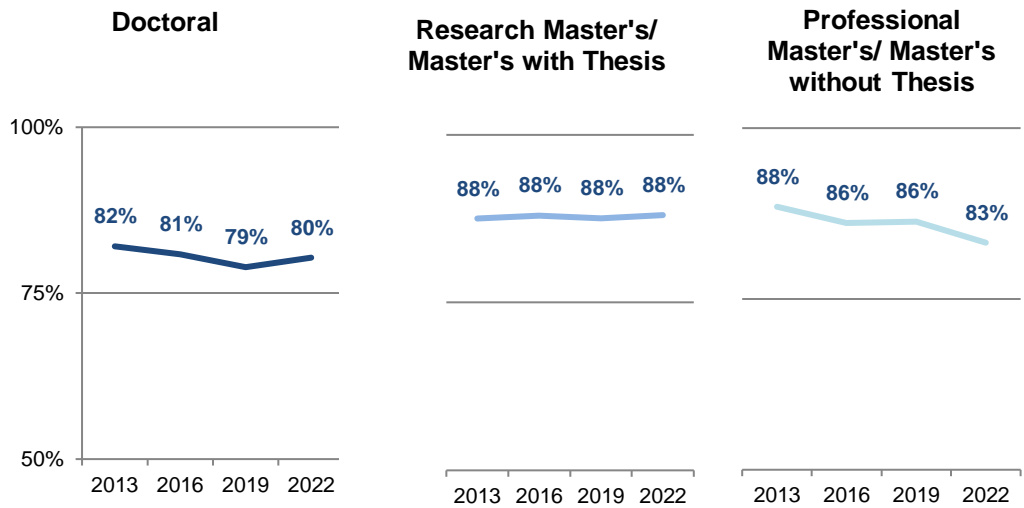
**Proportion of respondents who answered ‘excellent’, ‘very good’, or ‘good’ by degree type**



Student satisfaction with the relationship between faculty and graduate students varies somewhat by degree type. In a pattern consistent since 2013, both research master’s and professional master’s students reported greater satisfaction with their relationship with faculty than did doctoral students (Figure 5). The level of satisfaction reported by research master’s students has stayed consistent over the last four survey periods, however satisfaction reported by professional master’s students has declined slightly since 2013.



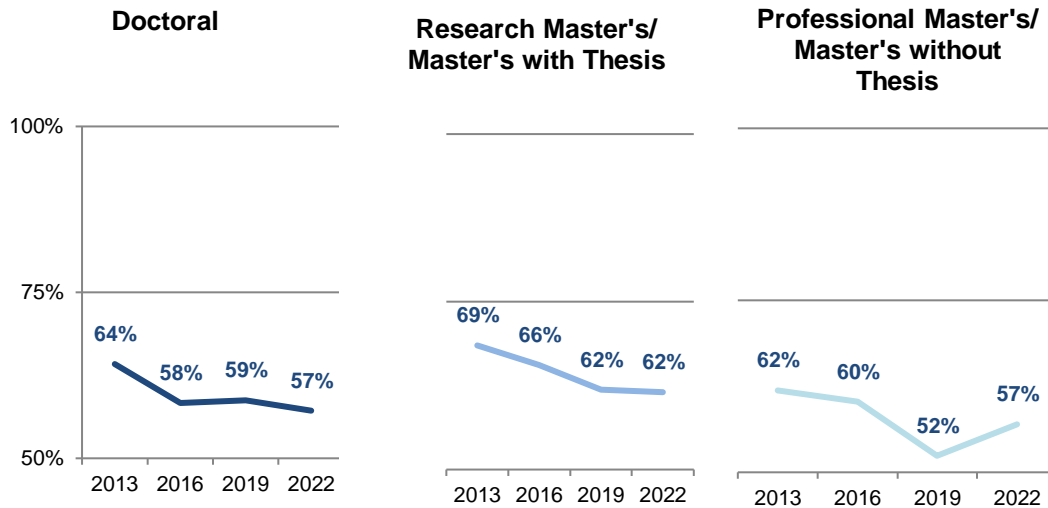
**Figure 5 CGPSS 2013, 2016, 2019, 2022 Results**  
**Rate the relationship between faculty and graduate students:**  
**Proportion of respondents who answered 'excellent', 'very good', or 'good' by degree type**



The proportion of students who were satisfied with the availability of financial support has decreased each survey year since 2013 (Figure 6). In 2013 64% of doctoral students were satisfied with the availability of financial support. In 2022, only 57% of doctoral students reported being satisfied. Similarly, in 2013, 69% of research master’s students and 62% of professional master’s students were satisfied with the availability of financial support. In 2022 only 62% of research master’s students and 57% of professional master’s students gave positive responses to this question.

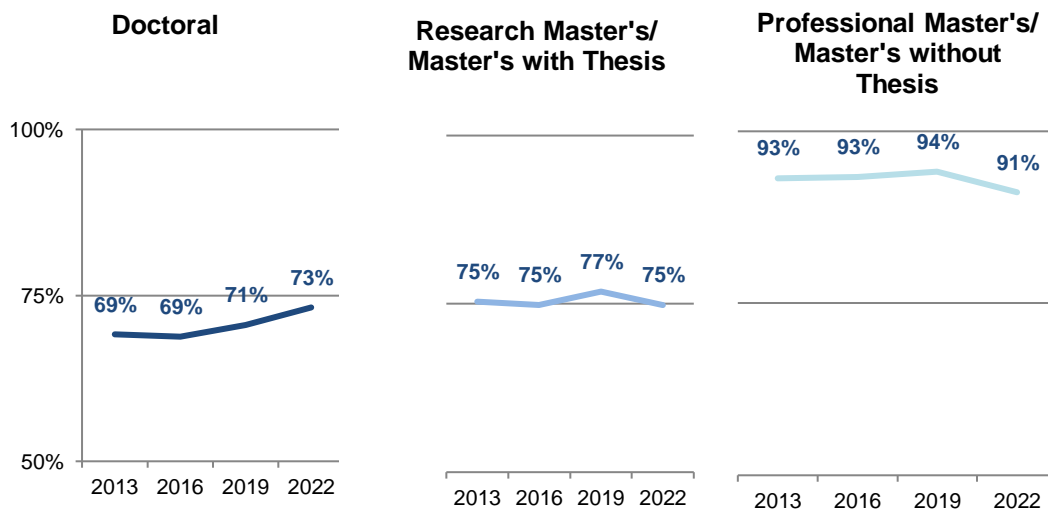
The responses to this question reflect the perceptions students have of the advice they received on the availability of financial support. In 2021-22, the University spent over \$138M on scholarships and bursaries for graduate students, in addition to the \$82M it paid in TA-ships and \$144M they received in external research support.

**Figure 6 CGPSS 2013, 2016, 2019, 2022 Results**  
**Rate the advice on the availability of financial support:**  
**Proportion of respondents who answered 'excellent', 'very good', or 'good' by degree type**



A much larger percentage of professional master's students (91% in 2022) reported being satisfied with opportunities for student collaboration or teamwork than doctoral stream students (75% of research master's, and 73% of doctoral students in 2022) (Figure 7).

**Figure 7 CGPSS 2013, 2016, 2019, 2022 Results**  
**Rate the opportunities for student collaboration or teamwork:**  
**Proportion of respondents who answered 'excellent', 'very good', or 'good' by degree type**



The U15 data exchange developed a benchmark score named ‘Quality of Teaching’.

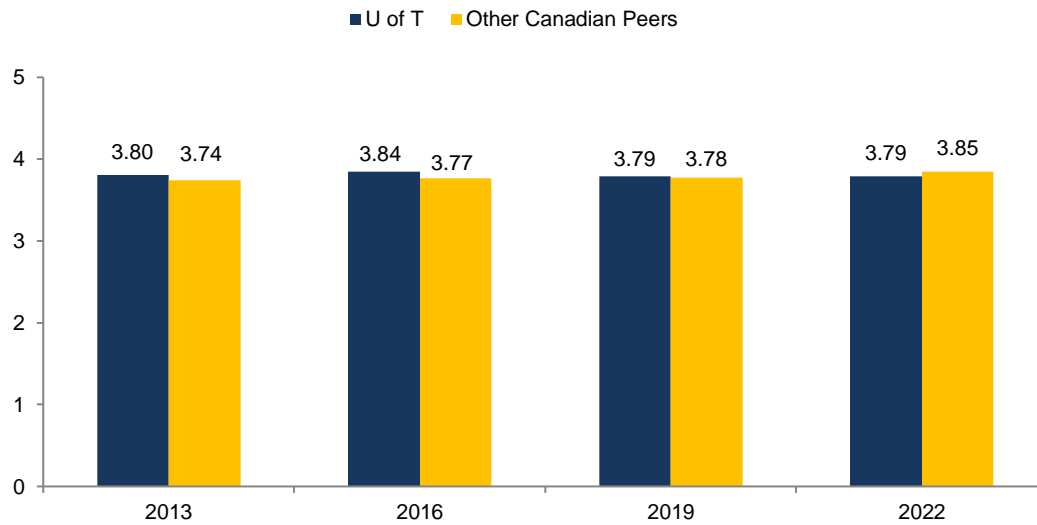
Ratings by doctoral students from the following four survey items were included in the benchmark score:

1. The intellectual quality of the faculty
2. The intellectual quality of my fellow students
3. The relationship between faculty and graduate students
4. Overall quality of graduate level teaching by faculty

where 1 = ‘Poor’, 2= ‘Fair’, 3 = ‘Good’, 4 = ‘Very Good’ and 5 = ‘Excellent’

The results for U of T have remained steady over the last four survey years, with a mean of 3.8 out of 5. This is consistent with our Canadian peers (Figure 8).

**Figure 8 CGPSS 2013, 2016, 2019, 2022 Results, Doctoral Students  
Canadian peer benchmark scores: Quality of teaching**



Canadian peer means exclude U of T.

## IV. Professional Skills Development and Networking Opportunities

The survey asked students to rate the quality of support and training they received in various aspects of their professional skills development. Given the distinctive nature between doctoral stream and professional programs, the questions in this section were tailored for each of these audiences, and the results are reported separately below.

Table 6 displays the participation and satisfaction rates of doctoral stream students across a variety of professional skills development activities. Overall, most students were satisfied with feedback on their research, with 81% of doctoral stream students rating their experience ‘excellent’, ‘very good’, or ‘good’. A large proportion of students also reported satisfaction with ‘advice, workshops, and tools on academic writing standards’ (75%), ‘advice, workshops, and tools about research ethics’, ‘advice, workshops, or tools on writing grant proposals’ (70%), and ‘courses, workshops, or orientation on teaching’ (69%).

The lowest levels of satisfaction were related to career and job preparations. For example, doctoral stream students were least satisfied with ‘advice, workshops, and training on the transferability of their professional skills acquired during their graduate studies towards the workforce (such as management, communication, collaboration etc.)’ (46%). They also reported lower satisfaction levels with ‘opportunities for internships, practicum, and experiential learning as part of the program’ (47%), ‘advice, workshops, tools about career options outside of academia’ (52%), as well as ‘advice, workshops, tools about research positions’ (54%).

In the 2022 survey, doctoral stream students were asked a new question about their satisfaction with the quality of support and training they received in ‘advice, workshops or tools on indigenization or reconciliation with Indigenous people’. Results show that 54% were satisfied with this area.

Participation levels for doctoral stream students in these fifteen activities range from 31% for ‘advice, workshops, or tools about research ethics in the use of animals’ to 92% for ‘feedback on your research’.

**Table 6 CGPSS 2013, 2016, 2019, 2022 Results, Doctoral Stream Students**  
**Professional skills development activities: Participation and satisfaction of doctoral stream students**

Professional skills development activity	Percent Participated				Percent Satisfied			
	2013	2016	2019	2022	2013	2016	2019	2022
Feedback on your research	91.9%	91.6%	93.4%	92.1%	76.7%	77.8%	77.2%	80.6%
Advice/workshops/tools on the standards for academic writing in your field	72.8%	72.4%	75.3%	76.0%	71.2%	69.3%	75.4%	74.4%
Advice/workshops/tools about research ethics in human subject research	55.1%	57.2%	60.7%	58.9%	70.3%	70.5%	72.8%	73.8%
Advice/workshops/tools about research ethics in the use of animals	34.1%	35.8%	36.4%	31.3%	70.6%	70.3%	73.7%	73.7%
Advice/workshops/tools on writing grant proposals	72.8%	70.8%	72.4%	71.0%	68.7%	67.2%	71.4%	69.9%
Courses, workshops, or orientation on teaching	82.9%	83.0%	78.5%	77.3%	74.8%	74.5%	71.5%	68.7%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals (New in 2019)	n/a	n/a	79.7%	79.0%	n/a	n/a	68.9%	66.7%
Advice / workshops / tools on thesis writing process (New in 2022)	n/a	n/a	n/a	66.5%	n/a	n/a	n/a	66.6%
Advice / workshops / tools on EDI* and intercultural competencies (New in 2022)	n/a	n/a	n/a	59.0%	n/a	n/a	n/a	62.2%
Advice/workshops/tools on publishing your work	66.3%	67.2%	69.1%	66.4%	58.0%	57.0%	58.7%	59.5%
Advice/ workshops / tools on intellectual property issues	63.2%	60.7%	56.9%	49.7%	55.5%	56.3%	56.4%	59.4%
Advice/workshops/ tools on career options within academia	71.5%	71.4%	66.2%	68.8%	59.3%	62.7%	56.8%	58.4%
Advice/ workshops/ tools on preparing for candidacy examinations	59.0%	60.1%	62.7%	63.8%	56.8%	61.2%	56.8%	57.6%
Advice/ workshops/ tools on job searching (CV prep, interview skills, etc.)	n/a	63.9%	64.4%	63.6%	n/a	57.9%	58.0%	56.3%
Advice/ workshops/ tools about research positions	67.9%	68.4%	68.7%	67.5%	48.7%	51.0%	53.8%	54.2%
Advice / workshops / tools on indigenization / reconciliation (with Indigenous People) (New in 2022)	n/a	n/a	n/a	56.3%	n/a	n/a	n/a	53.5%
Advice/ workshops/ tools about career options outside academia	71.2%	71.6%	70.0%	69.9%	44.6%	49.7%	51.7%	51.8%
Opportunities for internships, practicum, and experiential learning as part of the program (new in 2019)	n/a	n/a	62.5%	61.1%	n/a	n/a	48.9%	47.0%
Advice / workshops / training on the transferability of your professional skills acquired during your graduate studies, towards the workforce (such as: management, communication, collaboration, etc.) (New in 2022)	n/a	n/a	n/a	67.2%	n/a	n/a	n/a	45.9%

\*EDI stands for "Equity, Diversity, and Inclusion".

'Percent participated' excludes the proportion of valid cases that responded, 'did not participate' or 'not applicable'.

'Percent satisfied' indicates the proportion of students participating in the activity that rated it as 'excellent', 'very good', or 'good'.

Within doctoral stream programs there are differences between doctoral and research master's programs, which can be seen in Table 7.

For instance, almost three quarters of doctoral students responded to the question 'advice, workshops on preparing for candidacy examinations' compared to only 39% of research master's students. Of those students responding to this question, over two thirds of research master's students were satisfied compared to 55% of doctoral students. A larger percentage of master's students (55%) were satisfied with the 'advice, workshops, or training on transferability of their professional skills' compared to doctoral students (43%).

Figure 9 shows participation and satisfaction rates for doctoral students. Doctoral students were most satisfied with 'feedback on their research'. Of the 94% of doctoral students who received this feedback, 80% were satisfied. Doctoral students were least satisfied with 'advice, workshops, and training on the transferability of their professional skills acquired during their graduate studies towards the workforce (such as management, communication, collaboration etc.)', Of the 70% of doctoral students who received this experience, 43% were satisfied.

Figure 10 shows participation and satisfaction rates for research master's students. Research master's students were also most satisfied with 'feedback on their research'. Of the 87% of research master's students who participated in 'feedback on your research', 82% were satisfied. They were least satisfied with 'opportunities for internships, practicums, and experiential learning as part of their program'. Of the 58% of research master's students who participated in received this experience, only 50% were satisfied.

**Table 7 CGPSS 2022 Results, Doctoral Stream students, by Degree Type**  
**Professional skills development activities: Participation and satisfaction**  
**Doctoral Stream by degree type**

Professional skills development activity	Percent Participated		Percent Satisfied	
	Doctoral	Research Master's	Doctoral	Research Master's
Feedback on your research	94.0%	86.9%	80.2%	81.9%
Advice / workshops / tools on standards for academic writing in your field	79.5%	66.5%	74.0%	75.6%
Advice / workshops / tools about research ethics in human subject research	59.1%	58.2%	72.5%	77.6%
Advice / workshops / tools about research ethics in the use of animals	29.7%	35.4%	73.7%	73.7%
Advice/workshops/tools on writing grant proposals	75.4%	58.9%	69.3%	71.7%
Courses, workshops, or orientation on teaching	80.7%	68.1%	67.7%	72.2%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals**	80.1%	76.1%	65.6%	69.8%
Advice / workshops / tools on thesis writing process	69.3%	58.8%	66.3%	67.4%
Advice / workshops / tools on EDI* and intercultural competencies **	61.8%	51.6%	61.7%	63.7%
Advice / workshops / tools on publishing your work	71.9%	51.5%	59.5%	59.6%
Advice / workshops / tools on intellectual property issues	50.0%	48.9%	57.1%	65.7%
Advice / workshops / tools on career options inside academia	72.7%	58.1%	57.5%	61.3%
Advice / workshops / tools on preparing for candidacy examinations	73.0%	38.8%	55.4%	68.9%
Advice / workshops / tools on job searching (CV preparation, interview skills, etc.)	67.4%	53.3%	55.2%	60.3%
Advice / workshops / tools about research positions	70.2%	60.1%	53.3%	57.1%
Advice / workshops / tools on indigenization / reconciliation (with Indigenous People) **	58.5%	50.4%	52.3%	57.6%
Advice / workshops / tools on career options outside academia	73.0%	61.7%	50.1%	57.6%
Opportunities for internships, practicum, and experiential learning as part of the program**	62.1%	58.4%	46.0%	49.9%
Advice / workshops / training on the transferability of your professional skills acquired during your graduate studies, towards the workforce (Such as: management, communication, collaboration, etc.) **	69.6%	60.5%	43.0%	55.1%

\*EDI stands for "Equity, Diversity, and Inclusion".

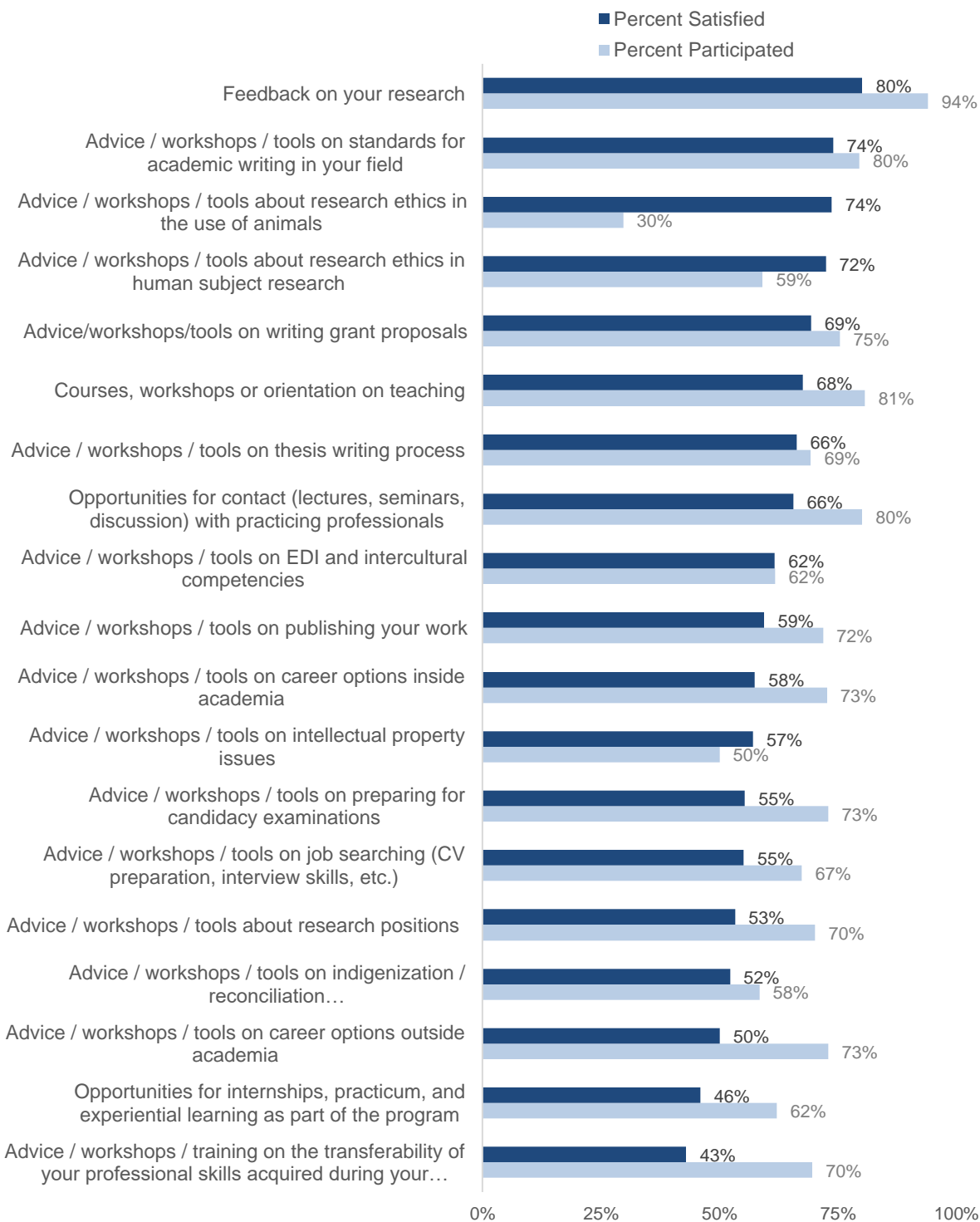
\*\*All streams (Long, medium, and short) were asked this question.

All other questions listed in table 7 were limited to long and medium streams only.

'Percent participated' excludes the proportion of valid cases that responded, 'did not participate' or 'not applicable'.

'Percent satisfied' indicates the proportion of students participating in the activity that rated it as 'excellent', 'very good', or 'good'.

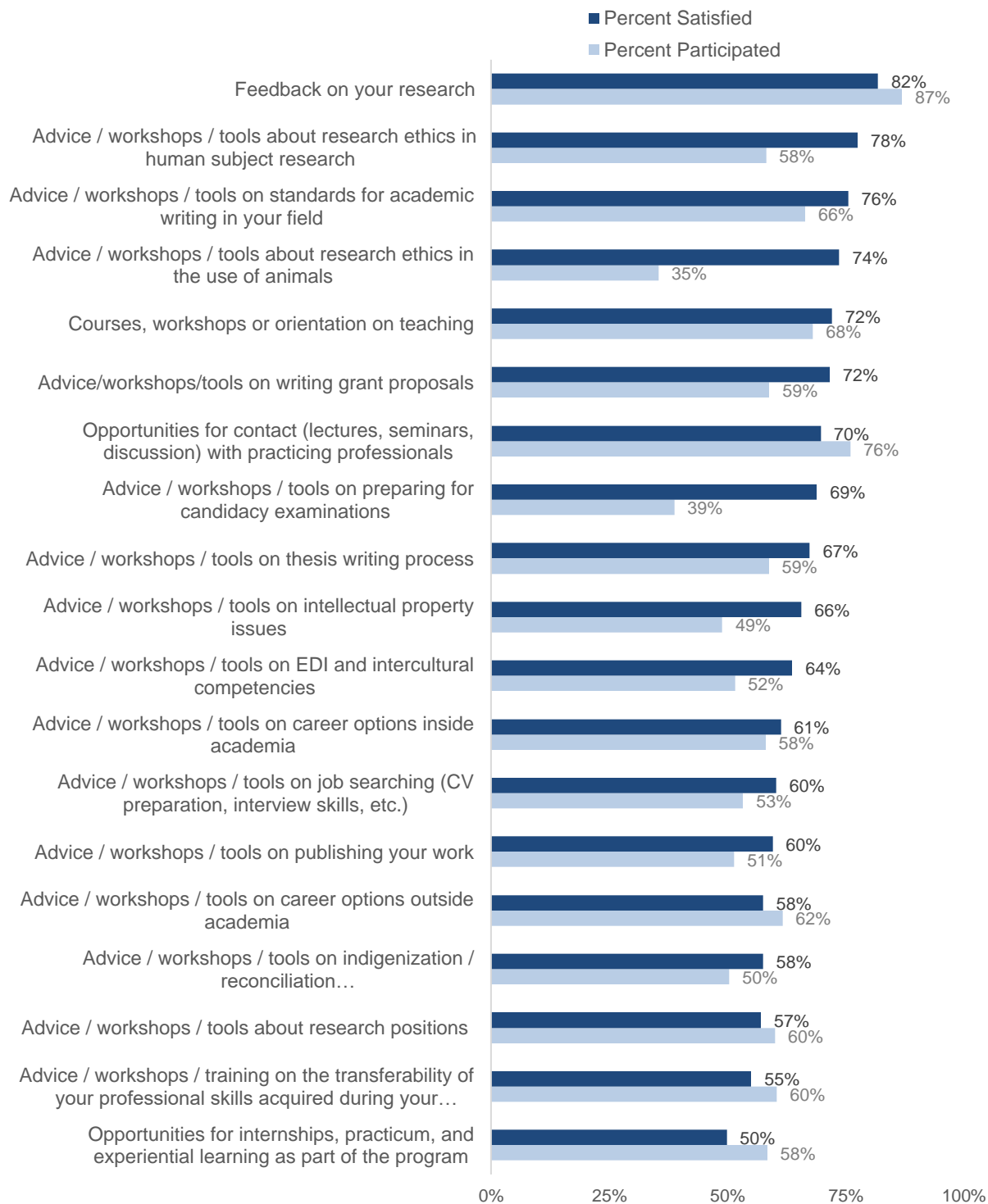
**Figure 9 CGPSS 2022 Results, Doctoral Students**  
**Professional skills development activities:**  
**Satisfaction rates of participating doctoral students**



'Percent participated' excludes the proportion of valid cases that responded, 'did not participate' or 'not applicable'. 'Percent satisfied' indicates the proportion of students participating in the activity that rated it as 'excellent', 'very good', or 'good'.



**Figure 10 CGPSS 2022 Results, Research Master's Students**  
**Professional skills development activities:**  
**Satisfaction rates of participating research master's students**



'Percent participated' excludes the proportion of valid cases that responded, 'did not participate' or 'not applicable'. 'Percent satisfied' indicates the proportion of students participating in the activity that rated it as 'excellent', 'very good', or 'good'.

Table 8 presents levels of participation and satisfaction among professional master’s students for their professional skills development activities, which were generally higher than those among doctoral stream students. Professional master’s students were most satisfied with ‘advice, workshops, and tools on the standards for writing in their profession’ (81%), and ‘opportunities for contact with practicing professionals’ (78%). However, they were least satisfied with the ‘advice, workshops, or tools on indigenization/reconciliation with Indigenous people’ (68%) and ‘advice, workshops, or tools on the transferability of their professional skills acquired during their graduate studies’ (70%).

**Table 8 CGPSS 2013, 2016, 2019, 2022 Results, Professional Master’s Students**  
**Professional skills development activities: Participation and satisfaction of professional master’s students**

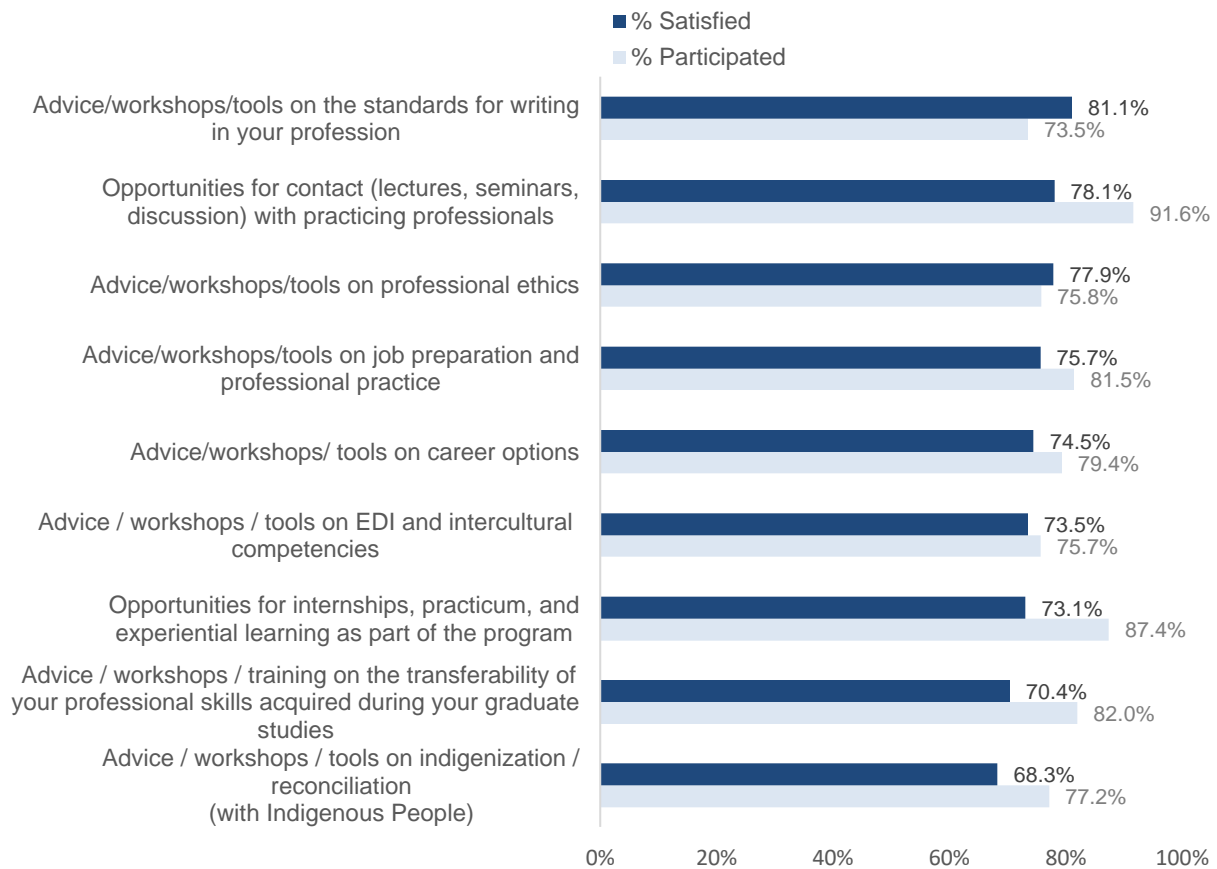
Professional skills development activity	Percent Participated				Percent Satisfied			
	2013	2016	2019	2022	2013	2016	2019	2022
Advice/workshops/tools on the standards for writing in your profession	71.0%	71.5%	74.1%	73.5%	74.9%	77.1%	76.4%	81.1%
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	93.6%	91.5%	92.5%	91.6%	81.0%	83.0%	81.5%	78.1%
Advice/workshops/tools on professional ethics	75.0%	75.9%	78.6%	75.8%	71.1%	75.1%	75.6%	77.9%
Advice/workshops/tools on job preparation and professional practice	80.6%	80.5%	83.3%	81.5%	67.2%	69.4%	71.0%	75.7%
Advice/workshops/tools on career options	78.3%	78.8%	81.3%	79.4%	64.4%	68.4%	68.7%	74.5%
Advice / workshops / tools on EDI* and intercultural competencies (New in 2022)	n/a	n/a	n/a	75.7%	n/a	n/a	n/a	73.5%
Opportunities for internships, practicum, and experiential learning as part of the program	88.1%	87.9%	89.2%	87.4%	71.5%	73.8%	74.7%	73.1%
Advice / workshops / training on the transferability of your professional skills acquired during your graduate studies (New in 2022)	n/a	n/a	n/a	82.0%	n/a	n/a	n/a	70.4%
Advice / workshops / tools on indigenization / reconciliation (with Indigenous People) (New in 2022)	n/a	n/a	n/a	77.2%	n/a	n/a	n/a	68.3%

\*EDI stands for “Equity, Diversity, and Inclusion”.

‘Percent Participated’ excludes the proportion of valid cases that responded, ‘did not participate’ or ‘not applicable’.

‘Percent Satisfied’ indicates the proportion of students participating in the activity that rated it as ‘excellent’, ‘very good’, or ‘good’.

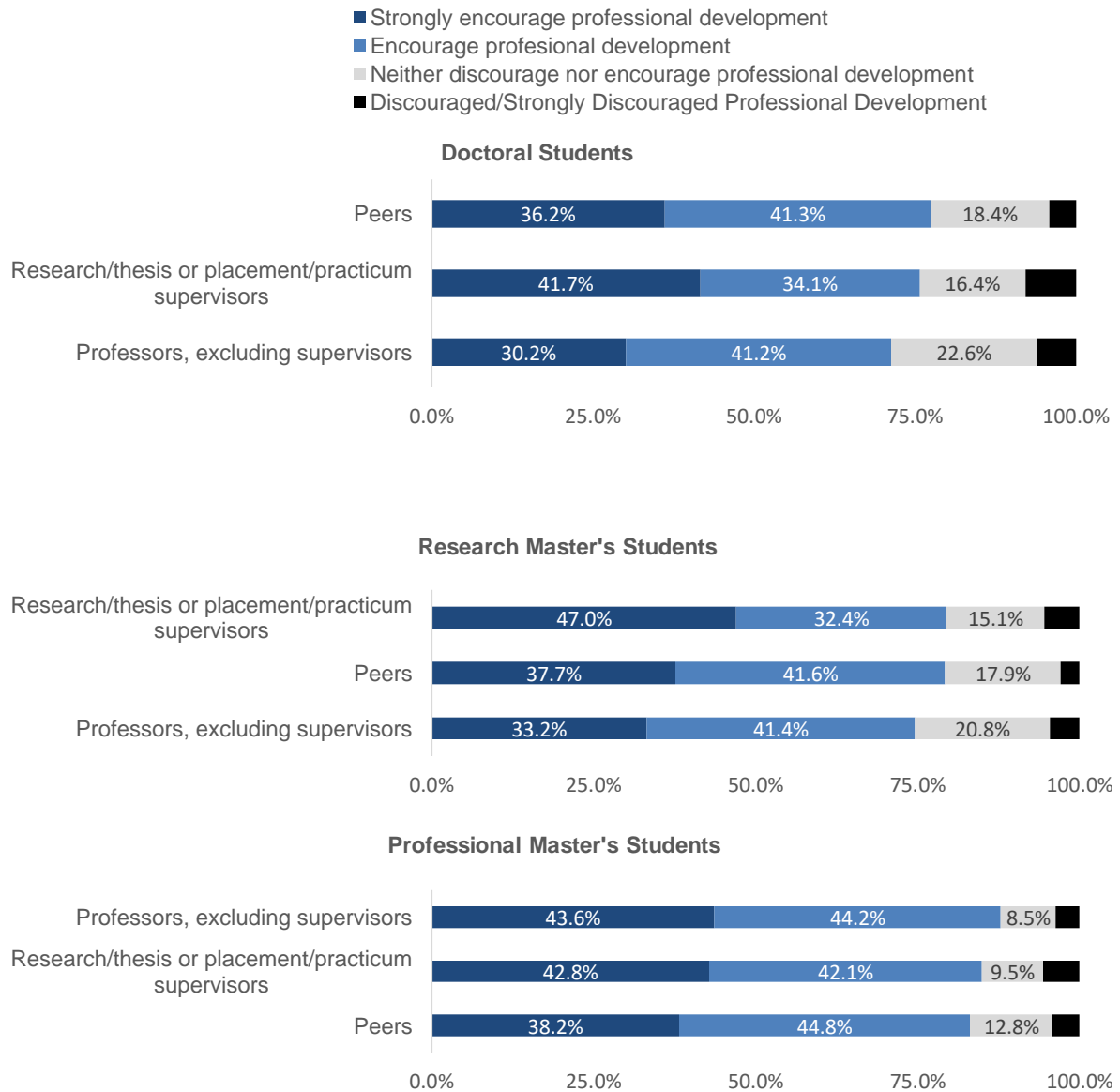
**Figure 11 CGPSS 2022 Results, Professional Master’s Students**  
**Professional skills development activities:**  
**Satisfaction rates of participating professional master’s students**



'Percent participated' excludes the proportion of valid cases that responded, 'did not participate' or 'not applicable'. 'Percent satisfied' indicates the proportion of students participating in the activity that rated it as 'excellent', 'very good', or 'good'.

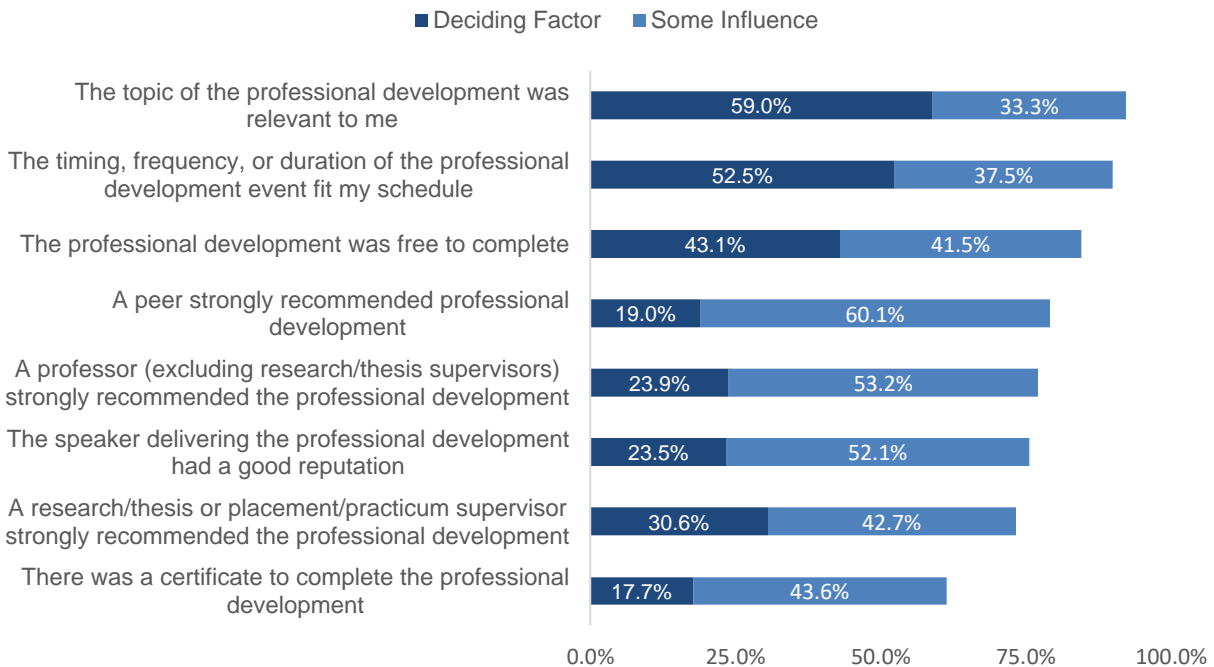
In the 2022 survey, students were asked in a supplemental question how encouraged they felt by their peers, faculty, and supervisors to take part in professional development activities (Figure 12). Doctoral students felt most encouraged by their peers, while research master’s students indicated most encouragement came from their supervisors (75%), and professional master’s students were most encouraged by their professors (88%).

**Figure 12 CGPSS 2022 Results, by Degree Type**  
**Professional skills development activities:**  
**Group of people who encouraged/discouraged completion of professional development activities**



In another supplemental question, students were asked which factors influenced their decision to attend professional skills development activities. The results are presented in Figure 13, which shows that the most influential factor was the topic of the professional development activity (92%) and the timing, frequency, or duration of the professional development event (90%).

**Figure 13 CGPSS 2022 Results, All Degree Types**  
**Professional skills development activities:**  
**Factors which influenced the decision to attend a professional skills development opportunity**



Students were asked about the importance of seven types of networking opportunities and the opportunities available to them during their program (Table 9, Figures 14-15).

Eighty four percent of all respondents felt that opportunities to work or collaborate with other academics or graduate students in other departments or disciplines at the same institution were ‘very important’ or ‘somewhat important’, and 65% had an opportunity to participate in such networking activity.

Similarly, 81% of respondents felt it was important to work or collaborate with other academics or graduate students at other research institutions in Canada. However, only 54% indicated they had an opportunity to participate in this networking activity.

**Table 9 CGPSS 2022 Results, All Degree Types**

**Networking activities: Opportunities to network are available during current program**  
**Proportion of respondents feel it's 'somewhat important' or 'very important' to have the opportunity;**  
**Proportion of respondents who have had an opportunity to participate 'to some extent' or 'to a great extent'**

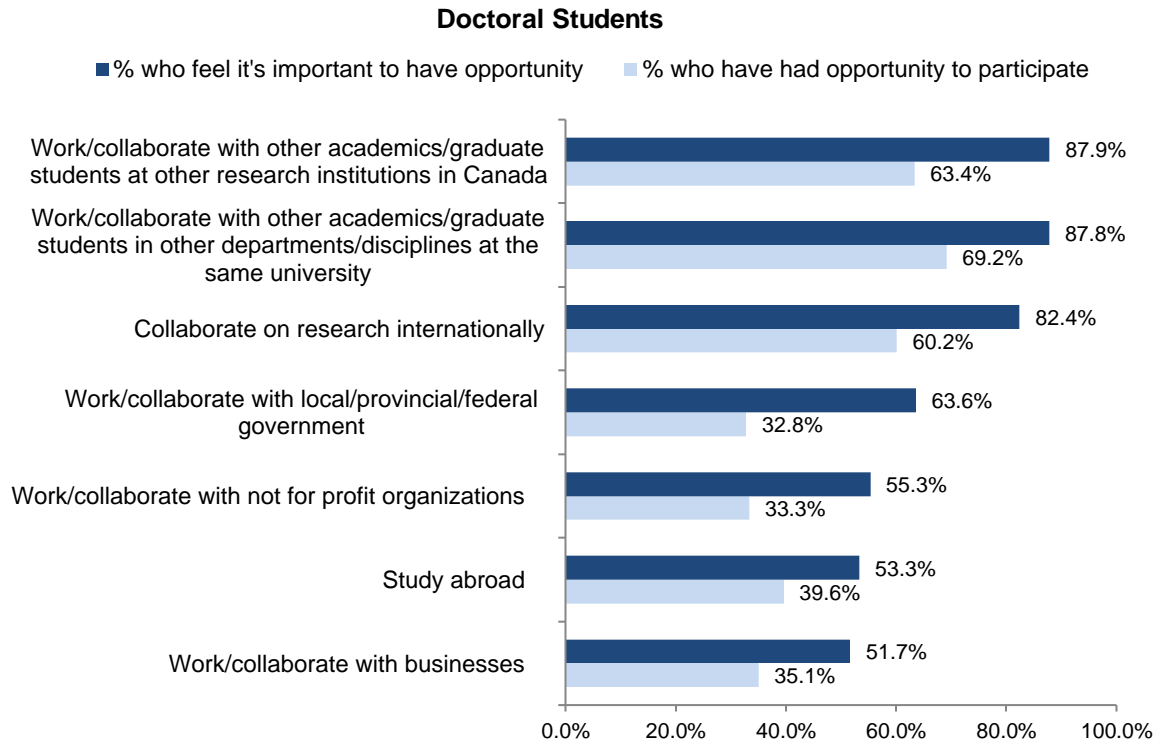
<b>Networking Opportunities</b>	<b>% Who feel it's important to have opportunity</b>	<b>% Who have had opportunity to participate</b>
Work/collaborate with other academics/graduate students in other departments/disciplines at the same university	84.2%	64.5%
Work/collaborate with other academics/graduate students at other research institutions in Canada	81.3%	53.9%
Collaborate on research internationally	72.0%	47.4%
Work/collaborate with local/provincial/federal government	69.9%	38.8%
Work/Collaborate with not-for-profit organizations	62.9%	42.6%
Work/collaborate with businesses	61.0%	44.2%
Study abroad	52.0%	35.7%

'Percent who feel it's important to have an opportunity' indicates the proportion of students who responded 'somewhat important' or 'very important' to have the opportunity to participate.

'Percent who had an opportunity to participate' indicates the proportion of students who responded 'yes, to a great extent' or 'yes, to some extent' to the question 'to date, as it relates to your current program, have opportunities been available to (participate in the network activity)'.

Student perceptions about networking opportunities and their importance varied by the type of degree program. Figure 14 shows the proportion of doctoral students who believe it is important to have the opportunity to participate in each networking activity (upper bar) compared to the percentage of doctoral students who have had an opportunity to participate in the networking activity. As an example, this figure illustrates that 88% of doctoral students feel that it is important to work or collaborate with other academics or graduate students at other research institutions in Canada, though only 64% reported having the opportunity to do so.

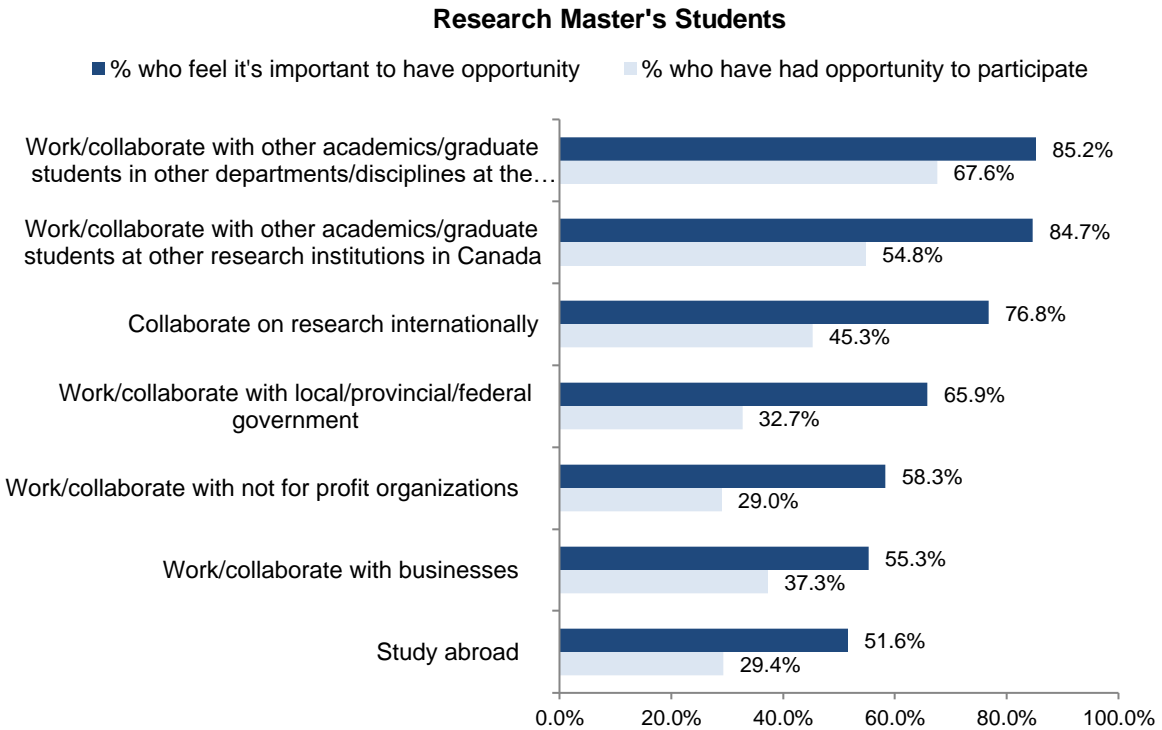
**Figure 14**  
**CGPSS 2022 Results, Doctoral Students**  
**Networking activities: Proportion of respondents who feel it is important to have the opportunity to participate (upper bar) compared to Proportion of respondents who have had opportunities to participate (lower bar)**



'Percent who feel it's important to have an opportunity' indicates the proportion of students who responded 'somewhat important' or 'very important' to have the opportunity to participate.  
 'Percent who had an opportunity to participate' indicates the proportion of students who responded 'yes, to a great extent' or 'yes, to some extent' to the question 'to date, as it relates to your current program, have opportunities been available to (participate in the network activity)'.

Similar information is shown for research master's students in figure 15. As an example, 85% of research master's students feel that it is important to work or collaborate with other academics or graduate students in other departments or disciplines at the same university, however only 68% have had an opportunity to do so during their graduate program.

**Figure 15**  
**CGPSS 2022 Results, Research Master's Students**  
**Networking activities: Proportion of respondents who feel it is important to have the opportunity to participate (upper bar) compared to Proportion of respondents who have had opportunities to participate (lower bar)**

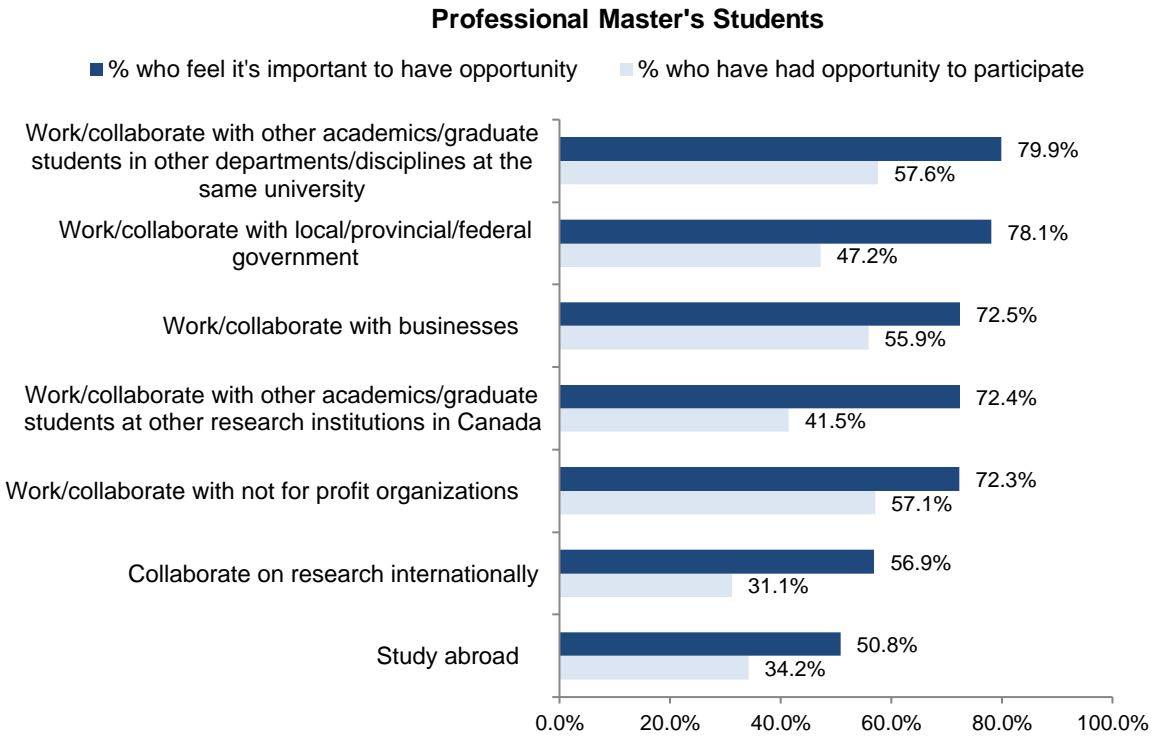


'Percent who feel it's important to have an opportunity' indicates the proportion of students who responded 'somewhat important' or 'very important' to have the opportunity to participate.  
 'Percent who had an opportunity to participate' indicates the proportion of students who responded 'yes, to a great extent' or 'yes, to some extent' to the question 'to date, as it relates to your current program, have opportunities been available to (participate in the network activity)'.

Figure 16 shows information for professional master's students. As an example, 78% of professional master's students feel that it is important to work or collaborate with local provincial or federal governments, however only 47% have had an opportunity to do so during their graduate program.



**Figure 16**  
**CGPSS 2022 Results, Professional Master's Students**  
**Networking activities: Proportion of respondents who feel it is important to have the opportunity to participate (upper bar) compared to Proportion of respondents who have had opportunities to participate (lower bar)**



'Percent who feel it's important to have an opportunity' indicates the proportion of students who responded 'somewhat important' or 'very important' to have the opportunity to participate.

'Percent who have had an opportunity to participate' indicates the proportion of students who responded 'yes, to a great extent' or 'yes, to some extent' to the question 'to date, as it relates to your current program, have opportunities been available to (participate in the network activity).'

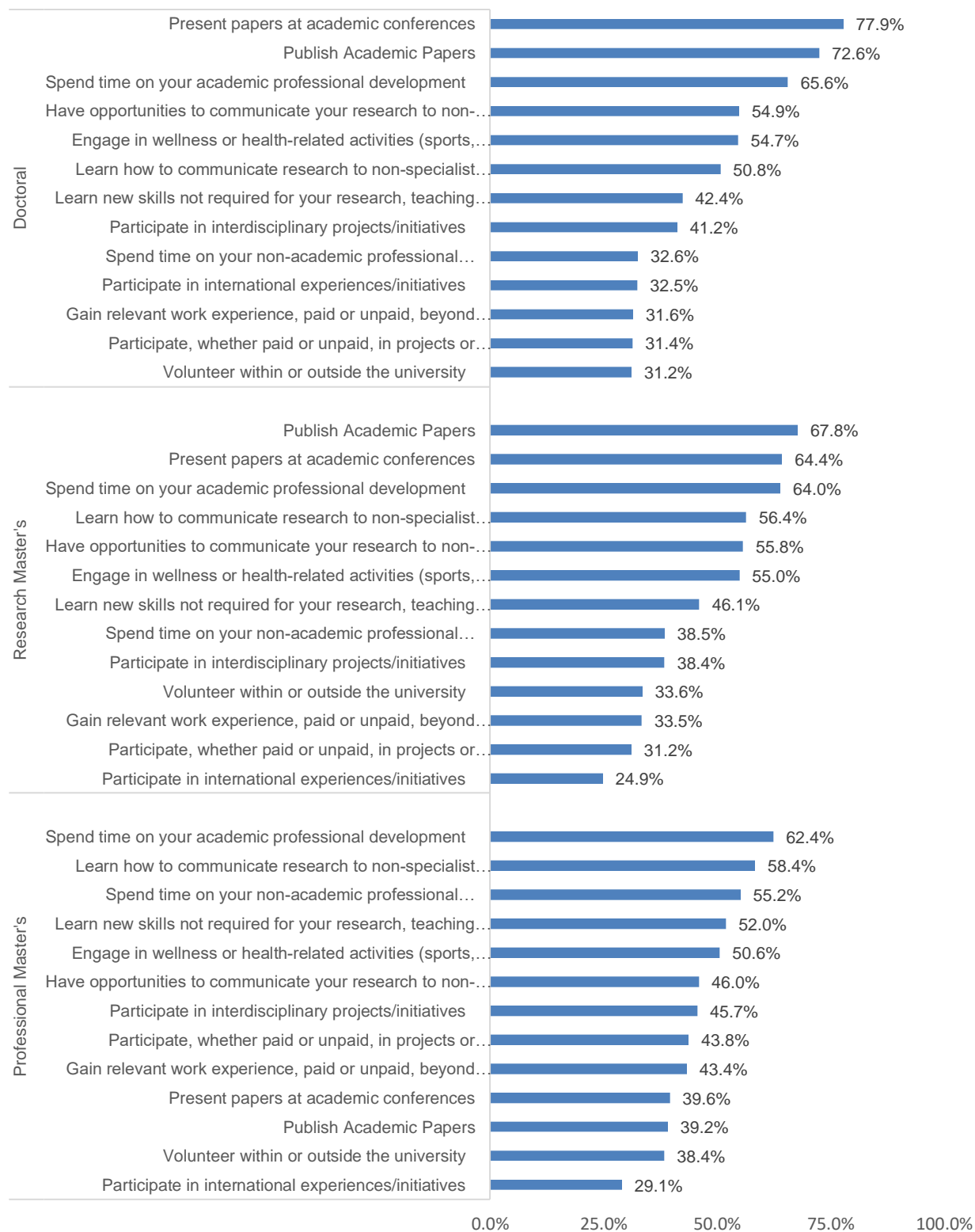
In a third supplemental question, students were asked how supported they feel by the University in a variety of personal and professional skills development and career preparation areas. All students ‘strongly agreed’ or ‘agreed’ that U of T supported them in spending time on their academic professional development (66% doctoral, 64% research master’s, and 62% professional master’s). However, responses to other areas varied by degree type. For instance, over 78% of doctoral students ‘strongly agreed’ or ‘agreed’ that U of T supported them in presenting papers at academic conferences, compared to 65% of research master’s students and 40% of professional master’s students. Table 10 shows the results by degree type for each question (sorted by overall positive responses).

**Table 10, CGPSS 2022 Results, by Degree Type**  
**Supportive environment: Feel supported by the University in the following personal, professional skills development or career preparation areas**  
**Proportion of respondents who answered, ‘strongly agree’, or ‘agree’ by degree type**

Personal or Professional Skills Development / Career Preparation Areas	Doctoral	Research Master's	Professional Master's	All
Spend time on your academic professional development	65.6%	64.0%	62.4%	64.2%
Present papers at academic conferences	77.9%	64.4%	39.6%	63.7%
Publish Academic Papers	72.6%	67.8%	39.2%	61.5%
Learn how to communicate research to non-specialist audiences	50.8%	56.4%	58.4%	54.4%
Engage in wellness or health-related activities (sports, yoga, etc.)	54.7%	55.0%	50.6%	53.1%
Have opportunities to communicate your research to non-specialist audiences (Three Minutes Thesis, Investor Pitches, Interdepartmental Discussions)	54.9%	55.8%	46.0%	52.4%
Learn new skills not required for your research, teaching, or lab work	42.4%	46.1%	52.0%	46.6%
Participate in interdisciplinary projects/initiatives	41.2%	38.4%	45.7%	42.4%
Spend time on your non-academic professional development	32.6%	38.5%	55.2%	42.2%
Gain relevant work experience, paid or unpaid, beyond RA-ships or TA-ships	31.6%	33.5%	43.4%	36.0%
Participate, whether paid or unpaid, in projects or internships not directly part of your research program	31.4%	31.2%	43.8%	35.9%
Volunteer within or outside the university	31.2%	33.6%	38.4%	34.3%
Participate in international experiences/initiatives	32.5%	24.9%	29.1%	30.0%

Figure 17 shows the responses by degree type. Whereas doctoral stream students feel well supported in academic areas such as presenting papers at academic conferences (78% doctoral students, 65% research master’s students) and publishing academic papers (73% doctoral students, 68% research master’s students), professional master’s students feel well supported in professional development activities such as spending time on their academic professional development (62%) and learning how to communicate research to non-specialist audiences (58%).

**Figure 17, CGPSS 2022 Results, by Degree Type**  
**Supportive environment: Feel supported by the University in the following personal, professional skills development or career preparation areas**  
**Proportion of respondents who answered, 'strongly agree', or 'agree'**



In a fourth supplemental question, students were asked how well prepared they felt to succeed in specific roles if they were to begin a new job tomorrow. Responses varied by degree type. For example, 80% of doctoral students felt ‘prepared’ or ‘very prepared’ for work as a researcher in their field at a post-secondary institution, compared to 69% of research master’s students 49% of professional master’s students. Table 12 shows the results by degree type for each question. Figure 18 show results by degree type.

**Table 11 CGPSS 2022 Results, by Degree Type**  
**If you were to begin a new job tomorrow, how well prepared do you feel to succeed in the following roles...**  
**Proportion of respondents who answered ‘very prepared, or ‘prepared’ by degree type**

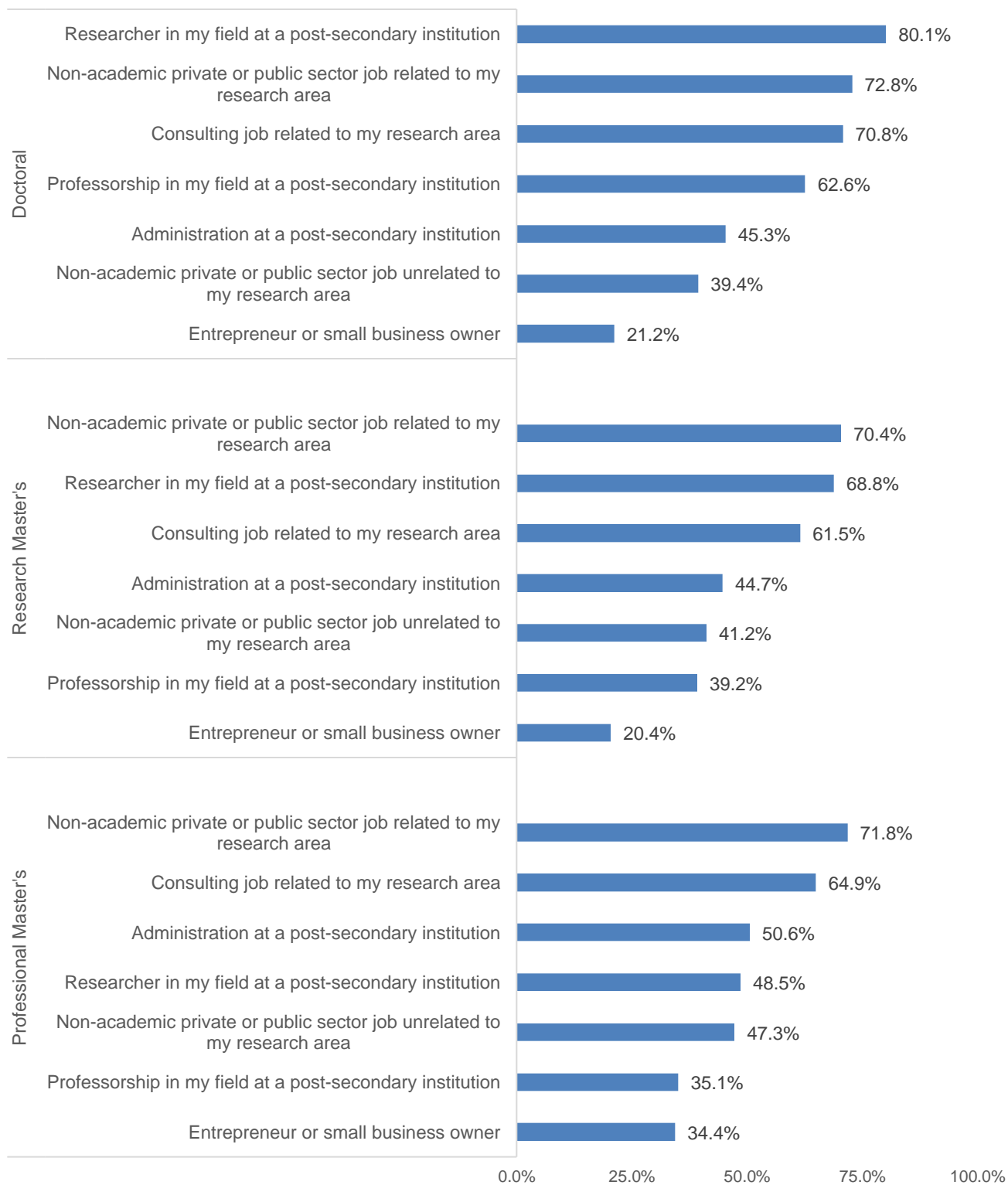
Job Roles	Doctoral	Research Master's	Professional Master's	All
Non-academic private or public sector job related to my research area	72.8%	70.4%	71.8%	72.0%
Consulting job related to my research area	70.8%	61.5%	64.9%	67.0%
Researcher in my field at a post-secondary institution	80.1%	68.8%	48.5%	67.0%
Professorship in my field at a post-secondary institution	62.6%	39.2%	35.1%	49.0%
Administration at a post-secondary institution	45.3%	44.7%	50.6%	47.2%
Non-academic private or public sector job unrelated to my research area	39.4%	41.2%	47.3%	42.7%
Entrepreneur or small business owner	21.2%	20.4%	34.4%	26.1%

Excludes respondents who chose ‘not applicable’

**Figure 18 CGPSS 2022 Results**

**If you were to begin a new job tomorrow, how well prepared do you feel to succeed in the following roles...**

**Proportion of respondents who answered 'very prepared, or 'prepared' by degree type**



Students were also asked in a separate supplementary question how prepared they felt to succeed in careers that they are prioritizing as they complete their programs (Table 12, Figure 19).

Many doctoral students, prioritize a career as a faculty member, and of these 68% reported feeling ‘prepared’ or ‘very prepared’ for such a career. Similarly, many students in master’s programs are interested in careers in the private sector or industry, and of these 72% of professional master’s students and 60% of research master’s students felt ‘prepared’ or ‘very prepared’ to take on these roles. Students who reported that they are not prioritizing this role were excluded from the results below.

**Table 12 CGPSS 2022 Results by Degree Type**  
**Some graduate and professional students enter their program with a singular career focus while others have multiple career interests.**  
**For the careers that you are prioritizing right now, how well prepared do you feel to succeed in the following roles or sectors...**  
**Proportion of respondents who answered ‘very prepared, or ‘prepared’**

Careers	Doctoral	Research Master's	Professional Master's	All
Private Sector or Industry	55.2%	59.6%	71.7%	62.8%
Professor or Faculty	67.7%	54.0%	50.2%	60.8%
Government or Public Sector	50.8%	49.3%	68.3%	57.8%
Post-Secondary Education – Staff or Administrator	56.1%	47.9%	24.7%	57.0%
Non-Government Organization or Non-Profit Organization	46.7%	47.6%	68.2%	55.9%
Entrepreneur or Self-Employed	32.2%	36.1%	44.1%	37.8%

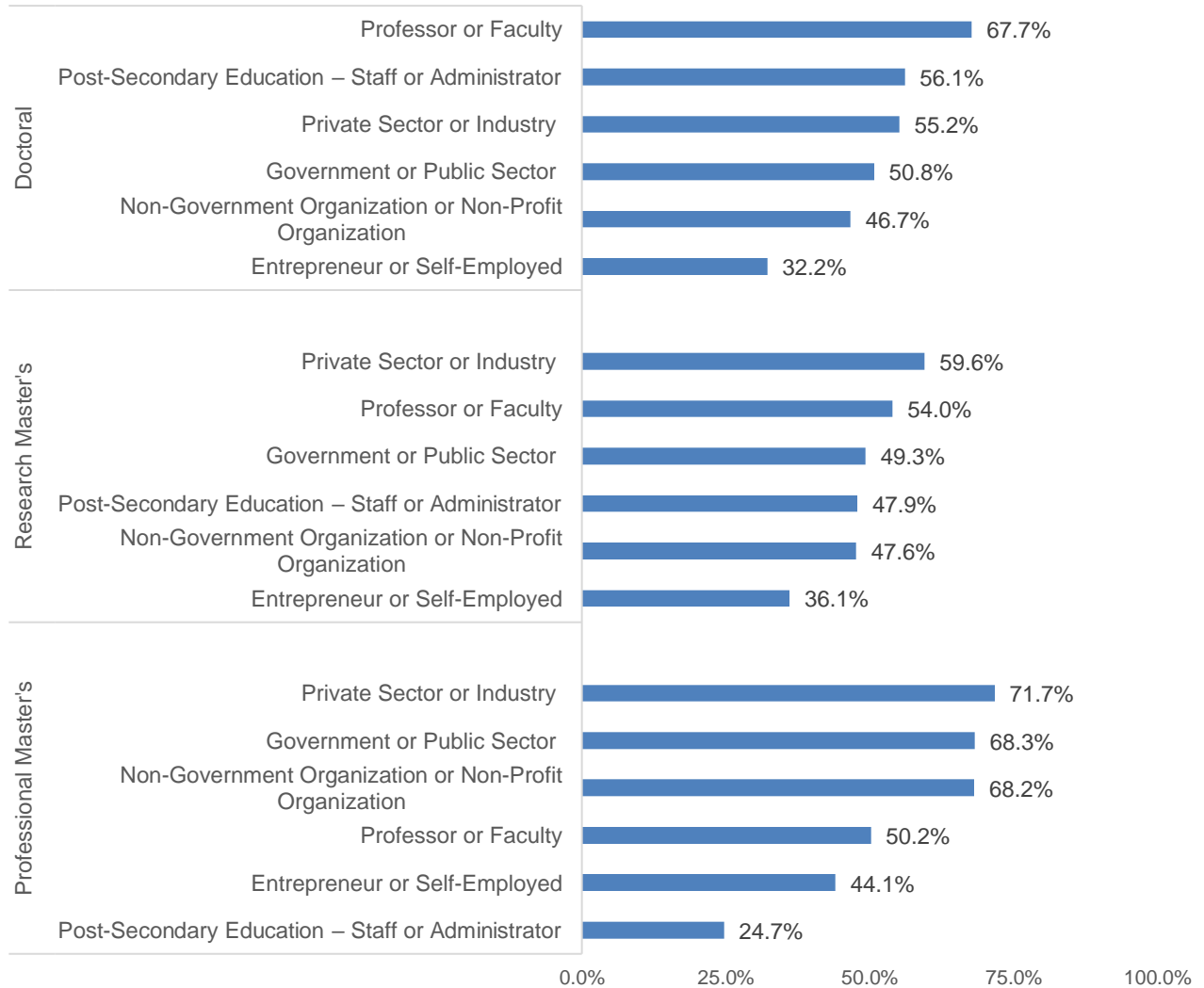
Excludes 'not a career that I am prioritizing'.

**Figure 19 CGPSS 2022 Results by Degree Type**

**Some graduate and professional students enter their program with a singular career focus while others have multiple career interests.**

**For the careers that you are prioritizing right now, how well prepared do you feel to succeed in the following roles or sectors...**

**Proportion of respondents who answered ‘very prepared, or ‘prepared’**



The U15 data exchange developed a benchmark score named ‘Research Training and Career Orientation’.

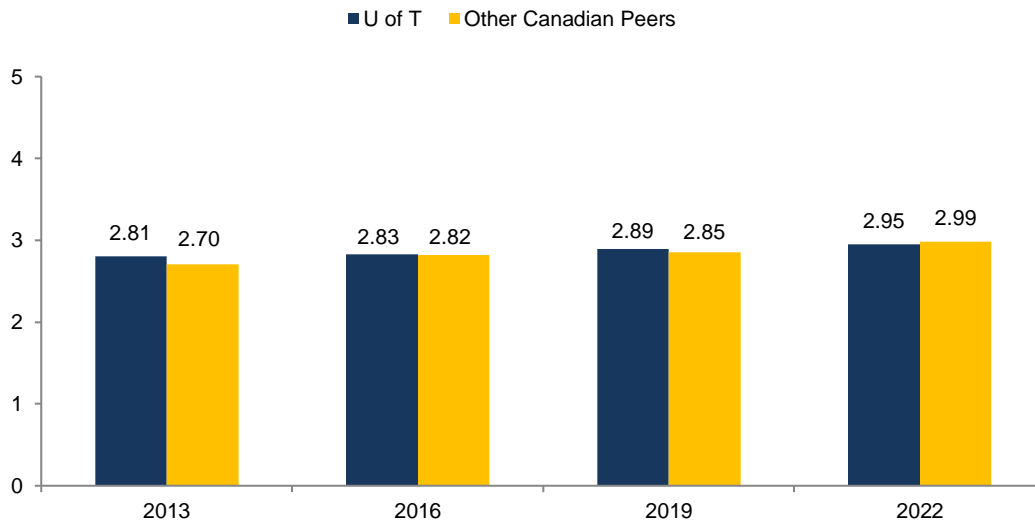
Data from nine CGPSS items were included in calculations for this benchmark score:

1. Advice/workshops on the standards for academic writing in your field
2. Advice/workshops on writing grant proposals
3. Advice/workshops on publishing your work
4. Advice/workshops on career options within academia
5. Advice/workshops on career options outside academia
6. Advice/workshops about research positions
7. Advice/workshops about research ethics in human subject research
8. Advice/workshops about research ethics in the use of animals
9. Advice/workshops on intellectual property issues

where 1 = ‘Poor’, 2= ‘Fair’, 3 = ‘Good’, 4 = ‘Very Good’ and 5 = ‘Excellent’

U of T doctoral students were, overall, just as satisfied with training in research activities and career information as doctoral students at our Canadian peer institutions. Figure 20 shows benchmark scores for 2013, 2016, 2019, and 2022 for ‘Research Training and Career Orientation’.

**Figure 20 CGPSS 2013, 2016, 2019, 2022 Results, Doctoral Students**  
**Canadian peer benchmark scores: Research training and career orientation**



Canadian peer means exclude U of T.



## V. Program/Department Support

This section of the report includes results about students' involvement in research, presentations and publications, and their satisfaction with thesis advisors.

In 2022, 95% of all doctoral stream students conducted independent research since starting their graduate program, with 81% rating their experience as 'excellent', 'very good', or 'good' (Table 13). Over three quarters of doctoral stream students were satisfied with the guidance they received from faculty in formulating a research topic and roughly the same proportion were satisfied with their collaborations with faculty members. New in the 2022 survey, students were asked about training and support with research tools specific to their research topic: 94% reported participating in such training and 68% reported being satisfied.

**Table 13 CGPSS 2013, 2016, 2019, 2022 Results, Doctoral Stream Students**

**Research experience:**

**Participation and satisfaction rates of doctoral stream students (doctoral and research master's)**

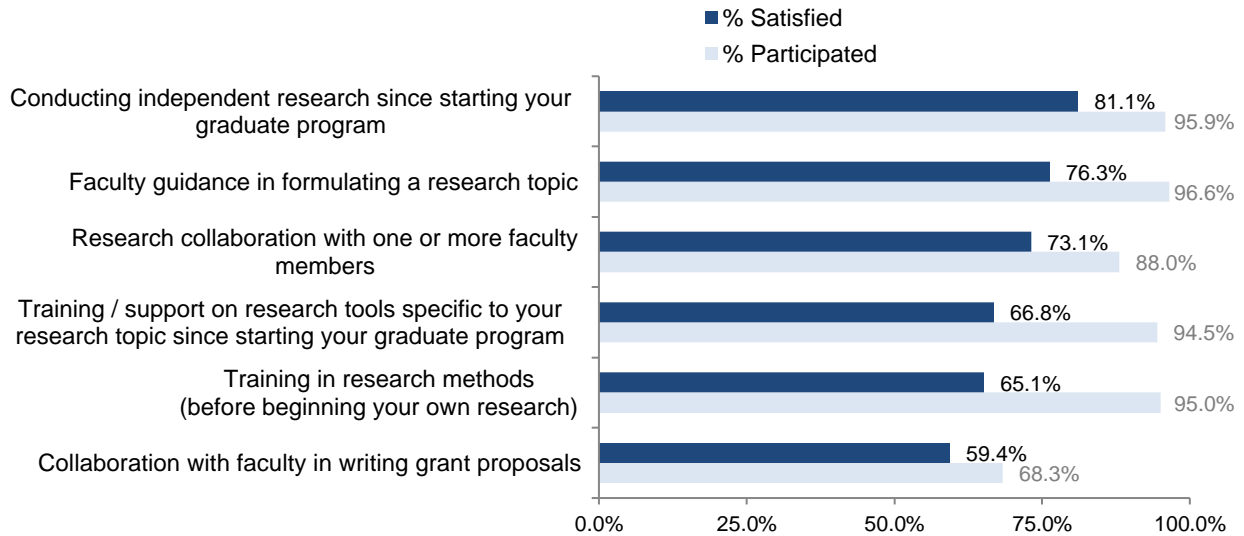
Research activity	Percent Participated				Percent Satisfied			
	2013	2016	2019	2022	2013	2016	2019	2022
Conducting independent research since starting your graduate program	93.8%	93.7%	94.3%	94.9%	79.5%	79.5%	81.8%	81.0%
Faculty guidance in formulating a research topic	95.7%	96.0%	96.0%	95.2%	73.4%	72.8%	74.4%	76.9%
Research collaboration with one or more faculty members	79.7%	80.7%	87.5%	86.0%	76.2%	74.8%	73.9%	74.0%
Training / support on research tools specific to your research topic since starting your graduate program (New in 2022)	n/a	n/a	n/a	93.7%	n/a	n/a	n/a	67.5%
Training in research methods (Before beginning your own research)	91.8%	91.9%	93.3%	94.0%	62.4%	61.8%	65.7%	66.0%
Collaboration with faculty in writing grant proposals	58.8%	60.5%	66.8%	64.9%	60.7%	60.6%	60.3%	61.2%

'Percent participated' excludes the proportion of valid cases that responded, 'did not participate' or 'not applicable'. 'Percent satisfied' indicates the proportion of students participating in the activity that rated it as 'excellent', 'very good', or 'good'.

Figures 21 and 22 disaggregate the participation and satisfaction results by doctoral and research master’s students.

Figure 21 shows participation and satisfaction rates for doctoral students. Of the 96% of doctoral students who participated in the activity ‘conducting independent research since starting your graduate program’, 81% were ‘satisfied’ or ‘very satisfied’.

**Figure 21 CGPSS 2022 Results, Doctoral Students**  
**Research experience:**  
**Satisfaction rates of participating doctoral students with each research activity**



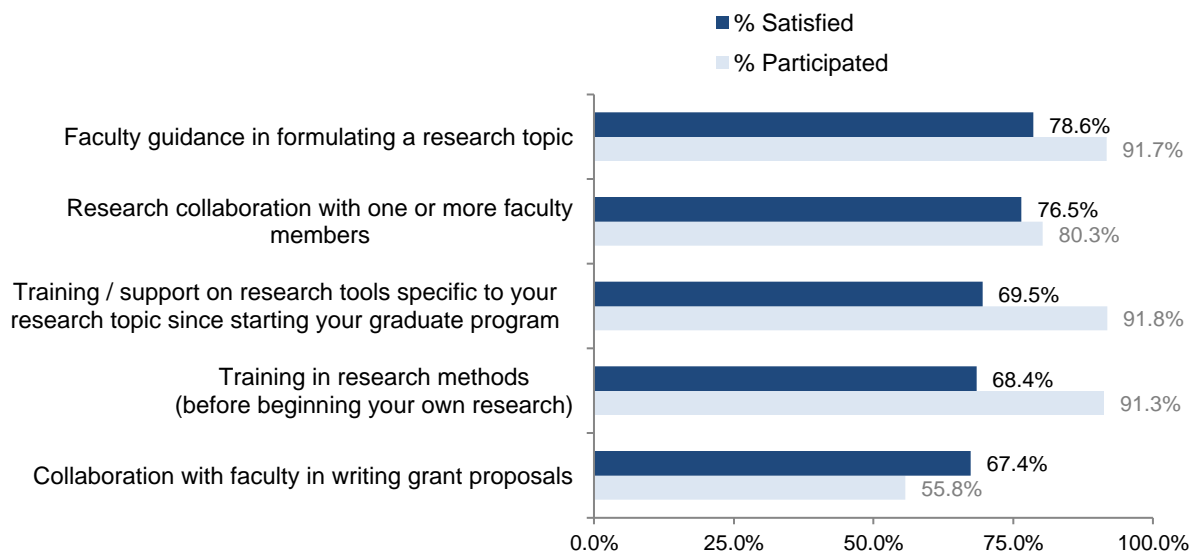
‘Percent participated’ excludes the proportion of valid cases that responded, ‘did not participate’ or ‘not applicable’. ‘Percent satisfied’ indicates the proportion of students participating in the activity that rated it as ‘excellent’, ‘very good’, or ‘good’.

Figure 22 shows participation and satisfaction rates for research master’s students. Of the 92% of research master’s students who participated in the activity ‘Faculty guidance in formulating a research topic’, 79% were ‘satisfied’ or ‘very satisfied’.

**Figure 22 CGPSS 2022 Results, Research Master's Students**

**Research experience:**

**Satisfaction rates of participating research master's students with each research activity**



'Percent participated' excludes the proportion of valid cases that responded, 'did not participate' or 'not applicable'. 'Percent satisfied' indicates the proportion of students participating in the activity that rated it as 'excellent', 'very good', or 'good'.

Professional master's students also responded to a sub-set of research-related questions. Given the purpose and design of these programs, participations rates are unsurprisingly lower than students in doctoral stream programs.

Table 14 compares results from the current survey year, and three previous survey years. Figure 23 offers results for the current survey year.

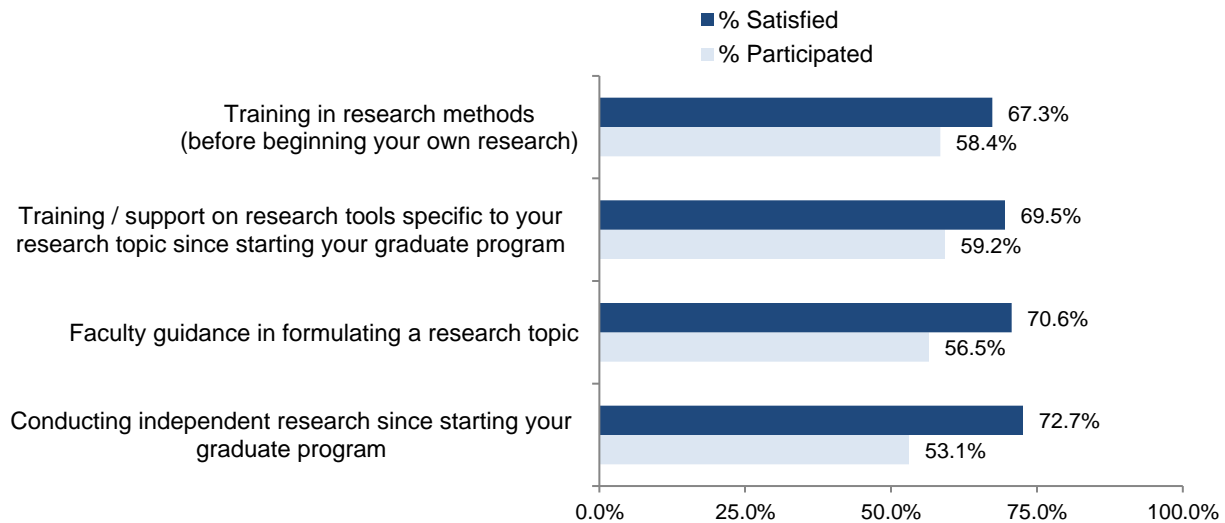
Of the 53% of professional master's students who participated in the research activity 'conducting independent research since starting (their) graduate program', 73% were 'satisfied' or 'very satisfied'.

**Table 14 CGPSS 2013, 2016, 2019, 2022 Results, Professional Master's Students**  
**Research experience:**  
**Participation and satisfaction rates of professional master's students**

Research activity	Percent Participated				Percent Satisfied			
	2013	2016	2019	2022	2013	2016	2019	2022
Conducting independent research since starting your graduate program	46.7%	49.8%	50.6%	53.1%	67.8%	66.6%	68.2%	72.7%
Faculty guidance in formulating a research topic	49.9%	53.7%	54.2%	56.5%	66.9%	63.4%	65.3%	70.6%
Training / support on research tools specific to your research topic since starting your graduate program (NEW question)	n/a	n/a	n/a	59.2%	n/a	n/a	n/a	69.5%
Training in research methods (before beginning your own research)	52.7%	56.0%	57.1%	58.4%	63.7%	63.6%	61.9%	67.3%

'Percent participated' excludes the proportion of valid cases that responded, 'did not participate' or 'not applicable'. 'Percent satisfied' indicates the proportion of students participating in the activity that rated it as 'excellent', 'very good', or 'good'.

**Figure 23 CGPSS 2022 Results, Professional Master's Students**  
**Research experience:**  
**Satisfaction rates of participating research master's students with each research activity**



'Percent participated' excludes the proportion of valid cases that responded, 'did not participate' or 'not applicable'. 'Percent satisfied' indicates the proportion of students participating in the activity that rated it as 'excellent', 'very good', or 'good'.

Students were asked about the prevalence of various activities relating to publications and presentations within their departments. Types of activities include attendance at scholarly meetings, and publishing or presenting research. Students who responded that a particular activity occurred in their department were then asked how many times they participated in the activity.

There were three activities that only long stream respondents were asked to respond to: ‘deliver any papers or present a poster at national scholarly meetings’, ‘co-authored in refereed journals with your program faculty’ and ‘published as sole or first author in a refereed journal’. Long stream respondents are primarily in doctoral stream programs and already have a research director or advisor. Students in the medium stream (research-based programs don’t yet have a research director or advisor) or short stream (mainly course-based) were not asked about these activities.

Students reporting that activities occurred in their department were asked how many times they were involved in this activity. A larger proportion of doctoral students participated at least once in these activities than research master’s or professional master’s students. For instance, 86% of doctoral students participated in ‘seminars/colloquia at which students present their research’ compared to 78% of research master’s and 61% of professional master’s. Table 15 compares results by degree type for the most current survey year.

**Table 15 CGPSS 2022 Results, by Degree Type**  
**Publications and presentations:**  
**Proportion of respondents that indicated that this activity occurred in their department**  
**Proportion of respondents that indicated they have participated at least once in the following activities (if it occurred in their department)**

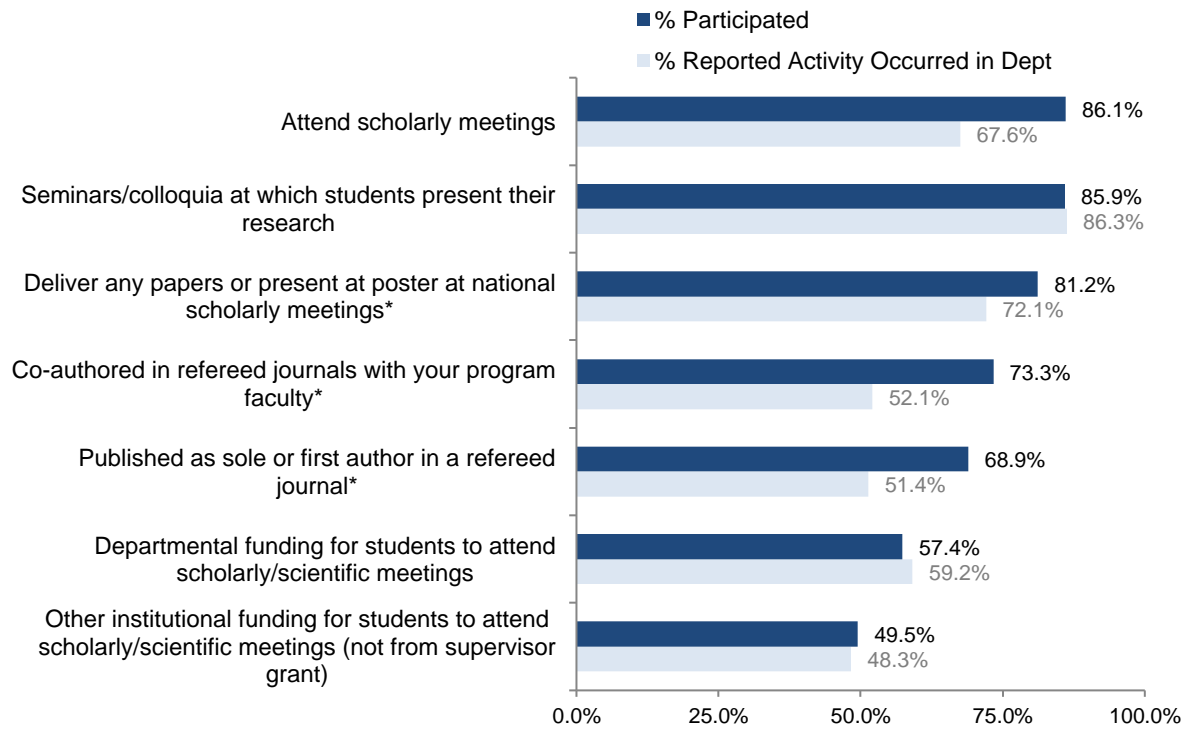
Presentations and Publications	Occurs in my Department			Percent Participated		
	Doctoral	Research Master's	Professional Master's	Doctoral <sup>2</sup>	Research Master's <sup>3</sup>	Professional Master's <sup>4</sup>
Seminars/colloquia at which students present their research	86.3%	77.3%	44.3%	85.9%	77.5%	61.0%
Deliver any papers or present a poster at national scholarly meetings*	72.1%	53.0%	NA	81.2%	63.1%	NA
Attend scholarly meetings	67.6%	52.9%	26.8%	86.1%	74.0%	51.0%
Co-authored in refereed journals with your program faculty*	52.1%	35.4%	NA	73.3%	56.2%	NA
Published as sole or first author in a refereed journal*	51.4%	30.4%	NA	68.9%	36.2%	NA
Departmental funding for students to attend scholarly/scientific meetings	59.2%	41.4%	22.5%	57.4%	32.4%	28.8%
Other institutional funding for students to attend scholarly/scientific meetings (not from supervisor grant)	48.3%	34.2%	18.0%	49.5%	28.6%	23.9%

\*Long stream respondents only.

Figures 24 to 26 present the participation rates for publications and presentations by degree type.

Figure 24 shows the proportion of doctoral students who participated in publication and presentation activities if it occurred in their department. Of the two thirds of doctoral students who reported that attendance at scholarly meetings occurred in their department, 86% participated.

**Figure 24 CGPSS 2022 Results, Doctoral Students**  
**Publications and presentations:**  
**Proportion of doctoral students that indicated they have participated at least once in the following activities (if it occurred in their department)**

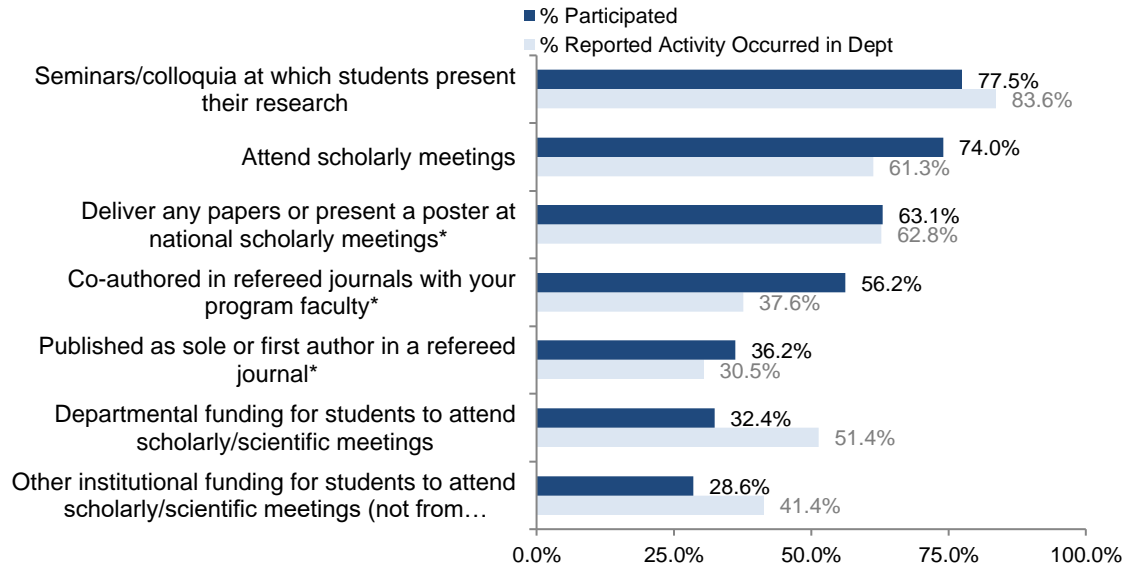


\*Long stream respondents only.

'Percent participated' indicates the proportion of students who responded 'yes, this activity occurs in my department', and responded that they participated one or more times in that activity.

Figure 25 shows the proportion of research master’s students who participated in publication and presentation activities if it occurred in their department. Of the 84% of research master’s students who reported that seminars or colloquia where students presented their research occurred in their department, 78% participated.

**Figure 25 CGPSS 2022 Results, Research Master’s Students**  
**Publications and presentations:**  
**Proportion of research master’s students that indicated they have participated at least once in the following activities (if it occurred in their department)**

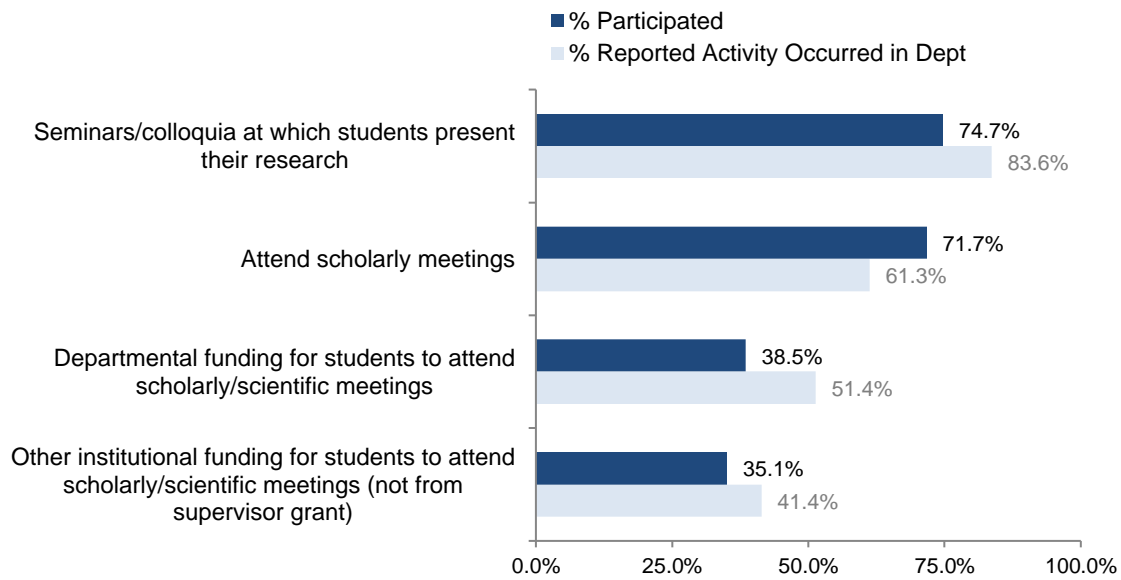


\*Long stream respondents only.

'Percent participated' indicates the proportion of students who responded 'yes, this activity occurs in my department', and responded that they participated 1 or more times in that activity.

Figure 26 shows the proportion of professional master’s students who participated in publication and presentation activities if it occurred in their department. Of the 84% of research master’s students who reported that seminars or colloquia where students presented their research occurred in their department, 75% participated.

**Figure 26 CGPSS 2022 Results, Professional Master’s Students**  
**Publications and presentations:**  
**Proportion of professional master’s students that indicated they have participated at least once in the following activities (if it occurred in their department)**



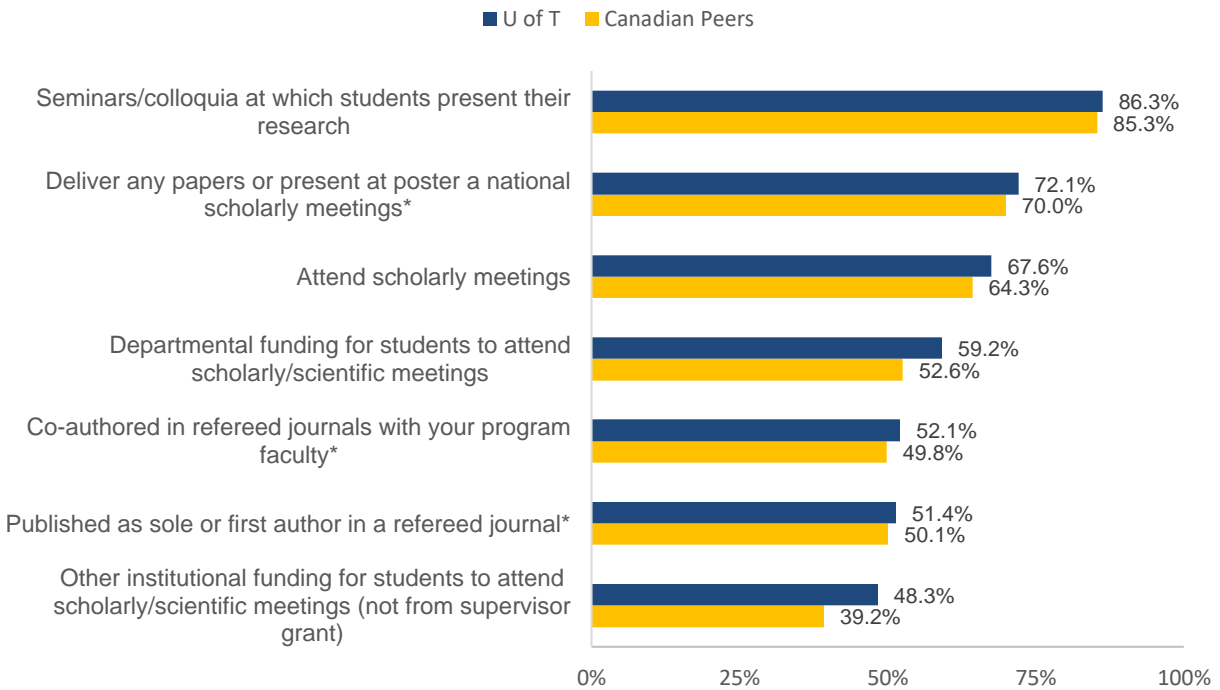
'Percent participated' indicates the proportion of students who responded 'yes, this activity occurs in my department', and responded that they participated 1 or more times in that activity.

In comparison with doctoral students at Canadian peer institutions, U of T students have similar opportunities to participate in publication and presentation activities such as seminars or colloquia at which student present their research (86% of U of T doctoral student say this occurs in their department compared to 85% of doctoral students at Canadian peer institutions).

Figure 27 presents results from U of T students with their peers at other Canadian institutions. Students at U of T indicate having comparable opportunities to participate in publication and presentation activities as their peers at other Canadian institutions. There are some instances of divergence between U of T and Canadian peers. For example, 59% of U of T doctoral students indicated that there was departmental funding for them to attend national or regional meetings compared to 53% of their Canadian peer counterparts.



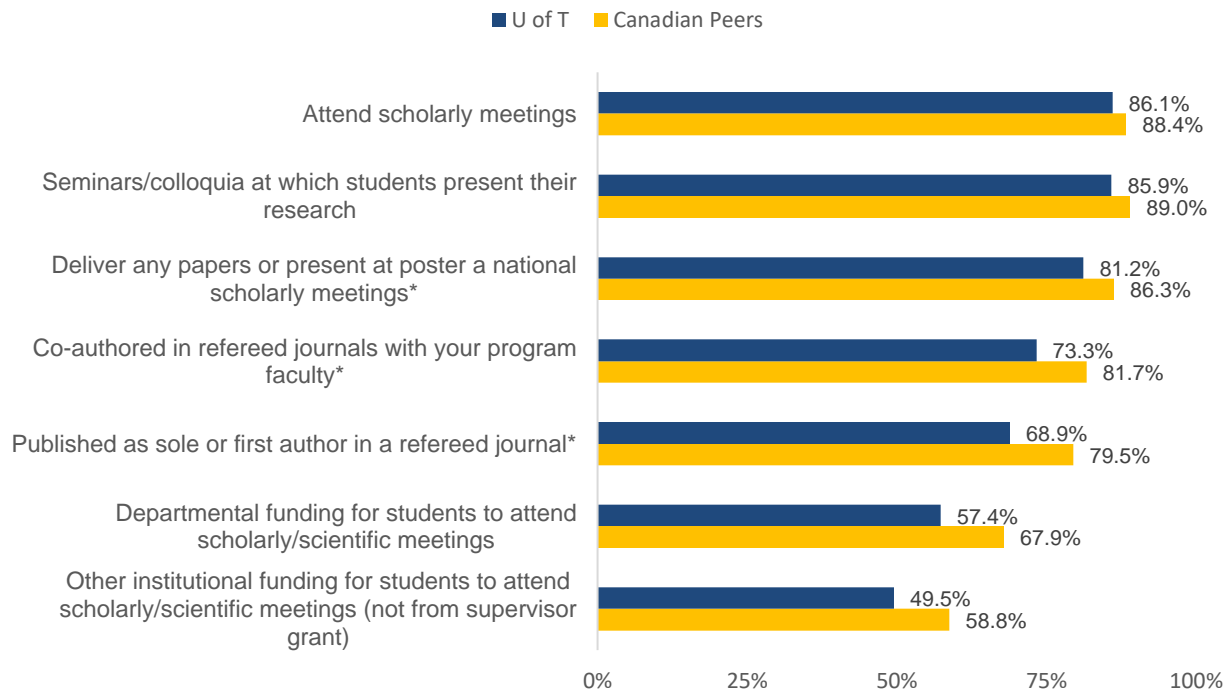
**Figure 27 CGPSS 2022 Results Doctoral students  
Publications and Presentations:  
U of T compared to Canadian peers  
Proportion of respondents that indicated that this activity occurred in their department**



\*Long stream respondents only.

Eighty-six percent of doctoral students at U of T and 88% of Canadian peer institutions attended scholarly meetings at least once where the opportunity existed. Doctoral students at Canadian peer institutions participated slightly more than doctoral students at U of T in various activities if they had an opportunity to do so. For instance, 69% of U of T doctoral students published as sole or first author in a refereed journal at least once, compared to 80% of doctoral students at Canadian peer institutions (Figure 28).

**Figure 28 CGPSS 2022 Results Doctoral students  
Publications and presentations:  
U of T compared to Canadian peers  
Proportion of respondents who indicated that they have participated at least once in the following activities (if it occurred in their department)**



\*Long stream respondents only.

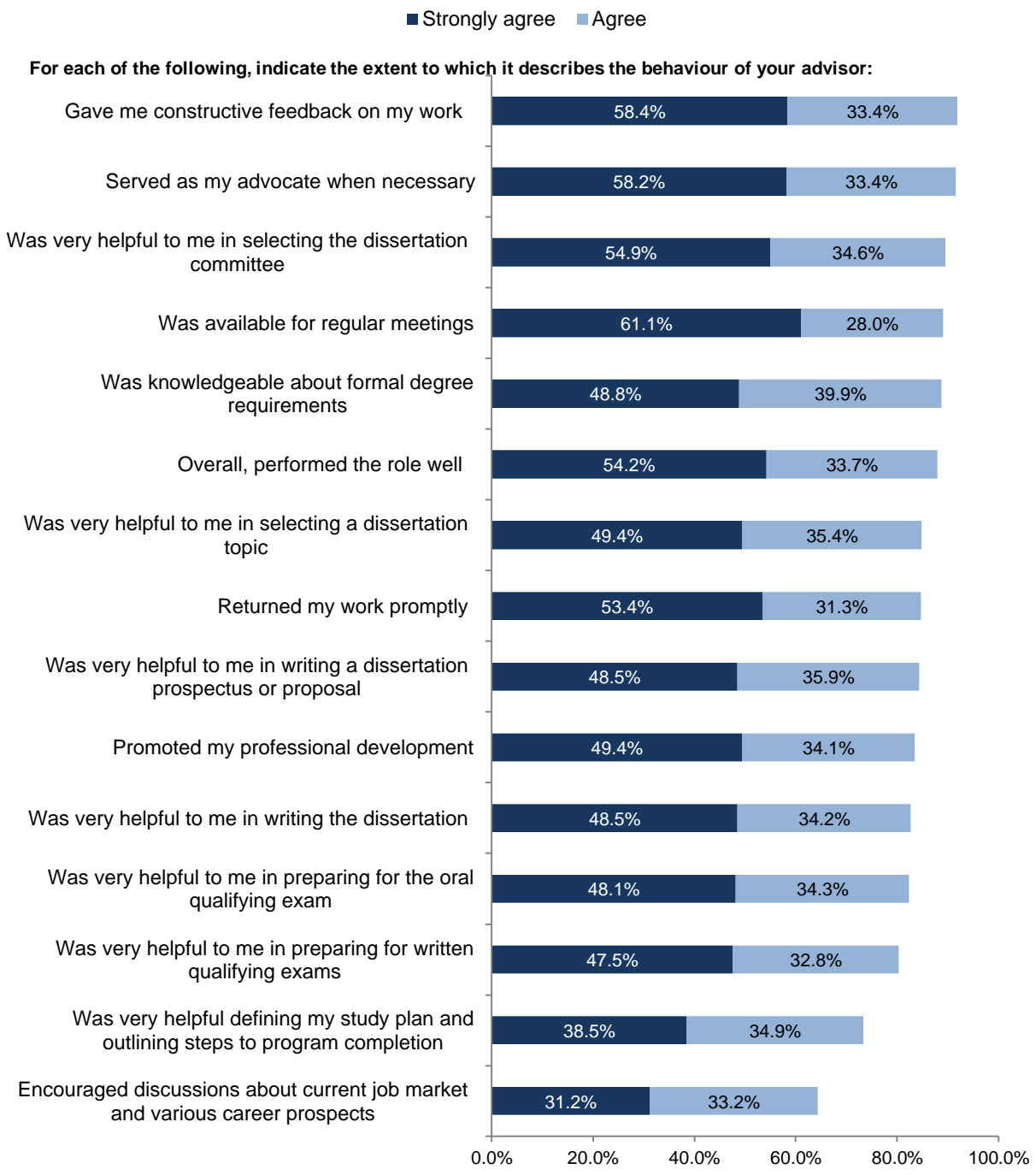
Consistent with previous results, doctoral students gave very positive assessments to the performance of their dissertation supervisor in a variety of mentoring activities (Figure 29).

Doctoral students were most satisfied with how their thesis advisor gave constructive feedback on their work, and with how their thesis advisor served as their advocate when necessary (92% both questions).

Of those surveyed, 88% of doctoral respondents ‘strongly agree’ or ‘agree’ that overall, their advisor performed the role well.

Students were least satisfied with their advisor’s discussions about the current job market and career prospects (64%).

**Figure 29 CGPSS 2022 Results, Doctoral Students**  
**Advisor and dissertation: Positive responses of doctoral students (long stream only)**



The U15 data exchange developed a benchmark score for the ‘Supportive Dissertation Advisor’.

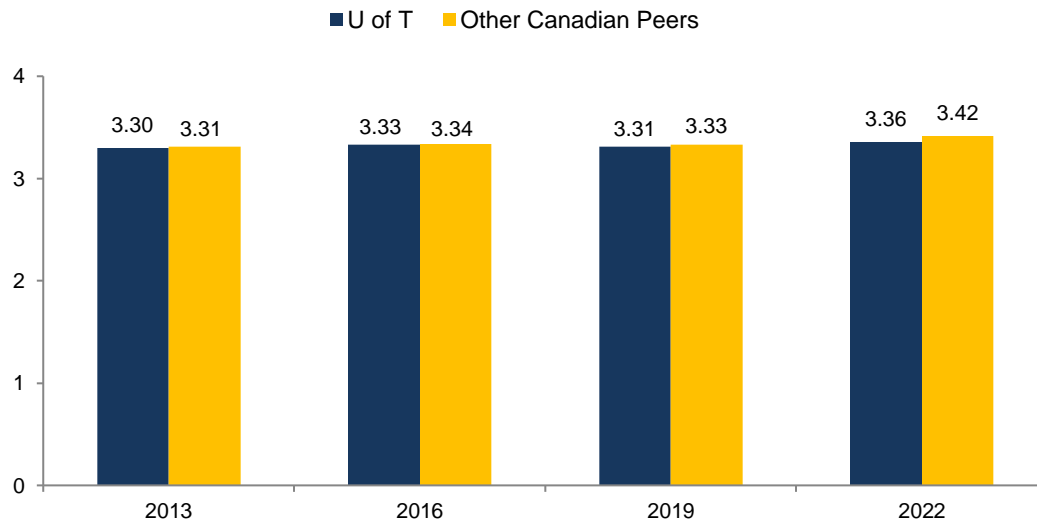
Ratings by doctoral students from the following twelve survey items were included in the benchmark score:

1. Served as my advocate when necessary
2. Gave me constructive feedback on my work
3. Returned my work promptly
4. Promoted my professional development
5. Overall, performed the role well
6. Was available for regular meetings
7. Was very helpful to me in preparing for written qualifying exams
8. Was very helpful to me in preparing for the oral qualifying exam
9. Was very helpful to me in selecting a dissertation topic
10. Was very helpful to me in writing a dissertation prospectus or proposal
11. Was very helpful to me in writing the dissertation
12. Was very helpful to me in selecting the dissertation committee

where 1 = ‘Strongly disagree’, 2= ‘Disagree’, 3 = ‘Agree’, and 4 = ‘Strongly agree’

Benchmark scores for ‘Supportive Dissertation Advisor’ are displayed in Figure 30. U of T’s doctoral students were just as satisfied with the support they receive from their dissertation advisor as their Canadian peers.

**Figure 30 CGPSS 2013, 2016, 2019, 2022 Results, Doctoral Students  
Canadian peer benchmark scores: Supportive dissertation advisor**



Canadian peer means exclude University of Toronto.

In 2022, doctoral students were asked whether they had an advisory committee. Almost 78% said they did, and almost 80% of respondents who had an advisory committee had already interacted with them at least once.

The vast majority (93%) interacted in a formal meeting, as opposed to through email or telephone contact.

Over 93% agreed with the statement ‘up to now, I have found my advisory committee’s feedback constructive and useful.’

## **VI. Financial Support**

Several questions inquired about the kinds of financial support that graduate students had received, and the amount of undergraduate and graduate educational debt they expected to have by the end of their program.

Students were asked to select all the different forms of support they received while they were enrolled in their program. The responses varied greatly by degree type.

Among doctoral students, graduate teaching assistantship (62%), University funded fellowships (59%), and graduate research assistantships (53%) were the most common forms of support.

Among research master's students, University funded fellowships (43%), graduate teaching assistantship (41%), and loans, savings, or family assistance (35%) were the most common forms of support.

Professional master's students indicated that loans, savings, or family assistance was the most common form of support (59%), followed by off-campus employment (30%), and University-funded bursaries (27%).

Table 16 shows the different forms of support, for each degree type. Respondents were able to choose multiple forms of support.

**Table 16 CGPSS 2022 Results**  
**Financial Support by Degree Type**

<b>Doctoral</b>		<b>Research Master's</b>		<b>Professional Master's</b>	
<b>Forms of Support</b>	<b>% Who received this form of support</b>	<b>Forms of Support</b>	<b>% Who received this form of support</b>	<b>Forms of Support</b>	<b>% Who received this form of support</b>
Graduate teaching assistantship	62.1%	University funded fellowships	43.1%	Loans, savings, or family assistance	58.6%
University funded fellowships	59.2%	Graduate teaching assistantship	40.9%	Off campus employment	30.4%
Graduate research assistantship	53.4%	Loans, savings, or family assistance	34.7%	University funded bursary	26.8%
Full tuition scholarships or waivers	37.2%	Graduate research assistantship	30.4%	Partial tuition scholarships or waivers	17.2%
Provincial Government Scholarship / Fellowship	33.0%	University funded bursary	27.7%	Provincial Government Scholarship / Fellowship	13.9%
University funded bursary	30.8%	Full tuition scholarships or waivers	24.4%	Provincial bursary (non-refundable)	13.1%
Loans, savings, or family assistance	30.2%	Federal Granting Council Scholarship / Fellowship	20.8%	Other on-campus employment	12.6%
Federal Granting Council Scholarship / Fellowship	29.6%	Off campus employment	16.6%	Graduate teaching assistantship	7.7%
Travel financial support for academic activities	25.6%	Provincial Government Scholarship / Fellowship	15.1%	Employee benefit or employer funding	7.3%
Off campus employment	17.4%	Partial tuition scholarships or waivers	8.2%	Federal Granting Council Scholarship / Fellowship	6.2%
Other part-time research employment	12.5%	External (to university) non-government fellowship	7.3%	University funded fellowships	5.9%
External (to university) non-government fellowship	11.7%	Other part-time research employment	5.5%	Graduate research assistantship	5.3%
Other part-time teaching employment	10.2%	Travel financial support for academic activities	5.2%	Other part-time research employment	5.0%
Partial tuition scholarships or waivers	7.9%	Provincial bursary (non-refundable)	4.9%	External (to university) non-government fellowship	3.2%
Other on-campus employment	6.3%	Other on-campus employment	4.6%	Other part-time teaching employment	2.9%
Provincial bursary (non-refundable)	4.8%	Employee benefit or employer funding	2.5%	Full tuition scholarships or waivers	2.7%
Employee benefit or employer funding	4.5%	Other part-time teaching employment	2.4%	Support from a Foreign Government	1.6%
Support from a Foreign Government	2.3%	Support from a Foreign Government	1.1%	Travel financial support for academic activities	0.8%
Residence Don-ship	0.3%	Residence Don-ship	0.5%	Residence Don-ship	0.6%

Note: Respondents were able to choose multiple forms of support.

Respondents were asked to estimate the amount of undergraduate educational debt, if any, and the amount of graduate educational debt, if any, they would have to repay once they complete their graduate program.

Table 17 summarizes the results, which vary by degree type. In 2022, 57% of doctoral students and 48% of research master’s students expected to graduate without any undergraduate or graduate debt, compared to 30% of professional master’s students.

An increasing number of all students reported that they expect to have neither undergraduate nor graduate debt upon graduation debt (57% of doctoral students in 2022 compared to 46% in 2013; 48% research master’s students in 2022 compared to 43% in 2013; 30% professional master’s students in 2022 compared to 25% in 2013).

**Table 17 CGPSS 2013, 2016, 2019, 2022 Results**  
**Combinations of undergraduate and graduate debt that respondents expect to have by the time they finish their graduate program by degree type**

Doctoral Students	2013	2016	2019	2022
Neither undergraduate debt nor grad debt	46.2%	44.1%	47.7%	57.2%
No undergraduate debt but grad debt	21.4%	23.0%	23.7%	17.9%
Undergraduate debt but no grad debt	12.9%	14.3%	12.1%	11.5%
Both undergrad and grad debt	19.4%	18.5%	16.4%	13.3%

Research Master's Students	2013	2016	2019	2022
Neither undergraduate debt nor grad debt	42.6%	41.1%	42.0%	47.7%
No undergraduate debt but grad debt	16.2%	13.8%	15.8%	12.5%
Undergraduate debt but no grad debt	17.8%	17.9%	15.7%	19.6%
Both undergrad and grad debt	23.4%	27.2%	26.6%	20.2%

Professional Master's Students	2013	2016	2019	2022
Neither undergraduate debt nor grad debt	24.7%	26.1%	21.5%	30.3%
No undergraduate debt but grad debt	36.8%	34.7%	40.4%	35.8%
Undergraduate debt but no grad debt	2.6%	1.7%	1.5%	2.6%
Both undergrad and grad debt	35.8%	37.4%	36.6%	31.3%

Where a student reported expecting some level of debt upon graduation, they were also asked to estimate the level of debt within several broad ranges. Note that levels of expected indebtedness are measured in categories that have not been adjusted for inflation (Table 18).

While proportions of students who expect to carry undergraduate debt are similar across degree types, the proportion of students expecting to carry graduate debt are much lower for doctoral stream students; 68% of doctoral students and 67% of research master’s students expect to have no graduate debt, while 32% of professional master’s students expect the same.



**Table 18 CGPSS 2013, 2016, 2019, 2022 Results**  
**Expected educational debts upon graduation by degree type (unadjusted for inflation)**

**Doctoral Students**

Expected Debt amount	2013	2016	2019	2022
<b>Undergraduate debt</b>				
\$0	67.8%	67.2%	71.4%	75.1%
\$1 - \$19,999	14.2%	13.8%	10.9%	8.0%
\$20,000 - \$39,999	12.6%	12.1%	10.7%	9.8%
\$40,000 - more	5.4%	6.9%	7.0%	7.1%
<b>Graduate debt</b>				
\$0	59.0%	58.4%	59.2%	68.2%
\$1 - \$19,999	24.9%	24.4%	22.6%	17.1%
\$20,000 - \$39,999	10.0%	9.6%	10.2%	7.8%
\$40,000 - more	6.1%	7.6%	8.0%	6.8%

**Research Master's Students**

Expected Debt amount	2013	2016	2019	2022
<b>Undergraduate debt</b>				
\$0	59.0%	55.1%	57.7%	60.1%
\$1 - \$19,999	17.6%	17.4%	13.9%	14.7%
\$20,000 - \$39,999	16.5%	18.8%	18.9%	16.2%
\$40,000 - more	6.9%	8.7%	9.5%	9.0%
<b>Graduate debt</b>				
\$0	60.3%	58.6%	57.2%	66.7%
\$1 - \$19,999	30.1%	29.9%	32.3%	24.2%
\$20,000 - \$39,999	5.7%	7.6%	7.4%	6.3%
\$40,000 - more	3.9%	3.9%	3.1%	2.8%

**Professional Master's Students**

Expected Debt amount	2013	2016	2019	2022
<b>Undergraduate debt</b>				
\$0	61.4%	60.7%	61.8%	66.0%
\$1 - \$19,999	16.7%	15.8%	14.2%	13.1%
\$20,000 - \$39,999	14.7%	16.0%	16.2%	13.1%
\$40,000 - more	7.2%	7.6%	7.8%	7.9%
<b>Graduate debt</b>				
\$0	27.4%	27.8%	22.2%	31.6%
\$1 - \$19,999	33.2%	32.6%	30.0%	26.5%
\$20,000 - \$39,999	22.9%	23.7%	25.4%	24.3%
\$40,000 - more	16.5%	15.8%	22.3%	17.6%

Table 19 presents the expected undergraduate debt and graduate debt of U of T students compared to our Canadian peers.

The proportion of U of T students who expect to have neither undergraduate debt nor graduate debt at the end of their programs (44%, all degree types) is lower than students at our Canadian peer institutions (49%, all degree types).

The biggest difference is between professional master’s students. A smaller proportion of U of T professional master’s students (30%) expect to be free of debt at the end of their programs compared to their Canadian peer counterparts (40%).

**Table 19 CGPSS 2022 Results**  
**Combinations of expected undergraduate and graduate debt, U of T compared to Canadian peers**

	U of T			Canadian peers		
	Doctoral	Research Master's	Professional Master's	Doctoral	Masters with thesis	Masters without thesis
Neither undergraduate debt nor grad debt	57.2%	47.7%	30.3%	56.3%	48.3%	40.3%
No undergraduate debt but grad debt	17.9%	12.5%	35.8%	20.6%	19.4%	32.3%
Undergraduate debt but no grad debt	11.5%	19.6%	2.6%	7.8%	8.7%	4.0%
Both undergrad and grad debt	13.3%	20.2%	31.3%	15.3%	23.6%	23.4%

Canadian peer values exclude U of T

Table 20 compares the level of indebtedness self-reported by U of T students compared to their Canadian peers (unadjusted for inflation). Doctoral students at U of T bring comparable (low) levels of debt into their graduate programs as their Canadian peers. However, over two-thirds of U of T doctoral stream students report expecting \$0 graduate debt upon graduation, compared to roughly one-third among their Canadian peers.

On the other hand, a larger proportion of U of T professional master’s students expect to have \$20,000 or more in graduate debt (42%) than their Canadian counterparts (28%).

**Table 20 CGPSS 2022 Results**  
**Expected Educational debt upon graduation, U of T compared to Canadian peers**

Debt amount	U of T			Canadian Peers		
	Doctoral	Research Master's	Professional Master's	Doctoral	Masters with Thesis	Masters Without Thesis
<b>Undergraduate debt</b>						
\$0	75.1%	60.1%	66.0%	76.9%	67.6%	72.5%
\$1 - \$19,999	8.0%	14.7%	13.1%	10.5%	15.5%	13.8%
\$20,000 - \$39,999	9.8%	16.2%	13.1%	7.5%	10.5%	8.9%
\$40,000 - more	7.1%	9.0%	7.9%	5.1%	6.4%	4.7%
<b>Graduate debt</b>						
\$0	68.2%	66.7%	31.6%	29.3%	39.2%	26.8%
\$1 - \$19,999	17.1%	24.2%	26.5%	38.5%	43.3%	45.4%
\$20,000 - \$39,999	7.8%	6.3%	24.3%	16.0%	10.7%	18.2%
\$40,000 - more	6.8%	2.8%	17.6%	16.2%	6.8%	9.7%

Canadian peer values exclude U of T

## **VII. University Resources and Student Life**

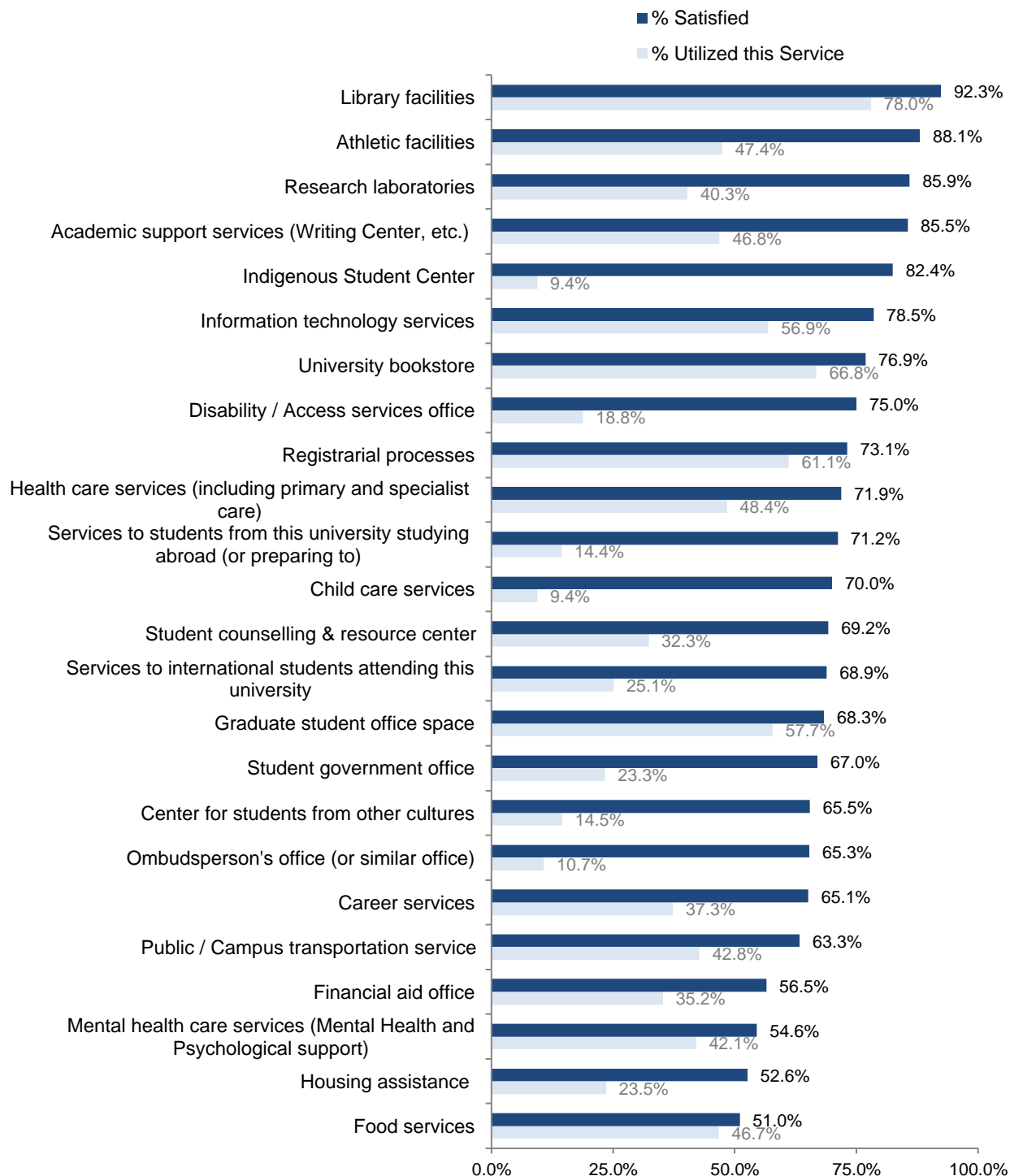
Students were asked for feedback on their satisfaction with university facilities and services, as well as their satisfaction with on-campus social activities.

Students rated their satisfaction with 24 specific university facilities and services (Figure 31). Some university resources are used frequently and are rated highly by graduate students. For instance, of the 78% of respondents who reported using the library facilities, 92% were satisfied with their experience. Of the 67% of respondents who reported using the university bookstore, 77% were satisfied with their experience.

Other resources were used less frequently but were still evaluated positively by the students who used them. For instance, although only 9% of respondents used the Indigenous Student Centre, 82% of these users were satisfied with their experience.

Facilities and services which were rated the lowest in terms of satisfaction were food services (51% satisfied) and housing assistance (53% satisfied).

**Figure 31 CGPSS 2022 Results, All Degree Types**  
**University facilities and services:**  
**Participation and satisfaction with quality of experience**



'Percent utilized this service' excludes the proportion of valid cases that responded, 'did not participate' or 'not applicable'.

'Percent satisfied' indicates the proportion of students rating the university resources as 'excellent', 'very good', or 'good'.

Students were asked to indicate whether their rating applied to services received from a ‘local office’, from a ‘central office’ or ‘both’ (Table 21).

Many respondents were referring to a local office when they rated their satisfaction with research laboratories, graduate student work/study space, and career services.

Many respondents were referring to a central office when they rated their satisfaction with athletic facilities, academic support services, the University bookstore, the disability/access services office, health care services, services to students from this university studying abroad, public/campus transportation service, mental health care services, services to international students attending this university, and housing assistance and food services.

Many respondents were referring to ‘both’ when they rated their satisfaction with library facilities.

There was less of a distinction in the distribution of responses by location of offices for the rest of the facilities and services.

**Table 21 CGPSS 2022 Results, All Degree Types**

**University facilities and services:**

**Participation and satisfaction with quality of experience by location of office**

Bold percentages indicate where the location refers to the majority (>50%) of respondents

Black percentages indicate where a location is referred to by 30% or more of respondents

Grey percentages indicate where a location is referred to by less than 30% of respondents

Facility or service	Rating applies to services received from a 'local office', 'central office' or 'both'			% Satisfied by location of services			% Satisfied Overall
	Local	Central	Both	Local	Central	Both	
<b>Responses referring primarily to 'local' office</b>							
Research laboratories	<b>69.2%</b>	10.9%	19.9%	<b>86.9%</b>	83.0%	88.2%	85.9%
Graduate student office space	<b>65.7%</b>	12.0%	22.4%	<b>67.7%</b>	68.2%	71.0%	68.3%
Career services	<b>41.0%</b>	28.5%	30.5%	<b>66.4%</b>	63.9%	65.8%	65.1%
<b>Responses referring primarily to 'central' office</b>							
Athletic facilities	18.3%	<b>59.1%</b>	22.7%	87.6%	<b>88.1%</b>	88.8%	88.1%
Academic support services (Writing Center, etc.)	29.9%	<b>41.5%</b>	28.6%	86.0%	<b>85.6%</b>	86.5%	85.5%
University bookstore	18.3%	<b>61.4%</b>	20.3%	75.8%	<b>77.6%</b>	77.3%	76.9%
Disability / Access services office	22.7%	<b>44.0%</b>	33.3%	74.1%	<b>74.1%</b>	77.8%	75.0%
Health care services (including primary and specialist care)	19.6%	<b>56.8%</b>	23.7%	71.7%	<b>71.1%</b>	76.1%	71.9%
Services to international students attending this university	22.2%	<b>45.9%</b>	31.9%	69.1%	<b>66.3%</b>	71.8%	68.9%
Public / Campus transportation service	18.3%	<b>51.7%</b>	30.0%	61.4%	<b>64.0%</b>	63.6%	63.3%
Mental health care services (Mental Health and Psychological support)	21.8%	<b>51.1%</b>	27.1%	58.7%	<b>50.7%</b>	59.9%	54.6%
Housing assistance	20.1%	<b>54.0%</b>	25.9%	67.2%	<b>45.2%</b>	56.3%	52.6%
Food services	25.8%	<b>41.2%</b>	32.9%	49.9%	<b>50.4%</b>	51.0%	51.0%
<b>Mixed Distribution of Responses by location of office</b>							
Library facilities	22.8%	35.1%	<b>42.2%</b>	92.0%	92.2%	<b>93.3%</b>	92.3%
Indigenous Student Center	28.5%	33.8%	<b>37.7%</b>	83.3%	82.6%	<b>83.0%</b>	82.4%
Information technology services	32.3%	33.2%	<b>34.5%</b>	81.8%	76.9%	<b>77.7%</b>	78.5%
Registrarial processes	<b>35.9%</b>	31.8%	32.3%	<b>73.4%</b>	72.4%	74.0%	73.1%
Services to students from this university studying abroad (or preparing to)	25.9%	<b>39.1%</b>	35.0%	74.8%	<b>63.9%</b>	74.6%	71.2%
Childcare services	27.8%	<b>37.2%</b>	35.0%	70.0%	<b>63.4%</b>	77.8%	70.0%
Student counselling & resource center	30.4%	<b>36.8%</b>	32.8%	74.2%	<b>63.0%</b>	73.4%	69.2%
Student government office	29.0%	<b>35.8%</b>	35.2%	69.5%	<b>59.0%</b>	73.3%	67.0%
Center for students from other cultures	25.0%	36.6%	<b>38.4%</b>	70.0%	59.0%	<b>67.4%</b>	65.5%
Ombudsperson's office (or similar office)	27.4%	35.2%	<b>37.4%</b>	71.4%	59.7%	<b>67.3%</b>	65.3%
Financial aid office	34.0%	<b>35.7%</b>	30.3%	61.2%	<b>50.6%</b>	58.8%	56.5%

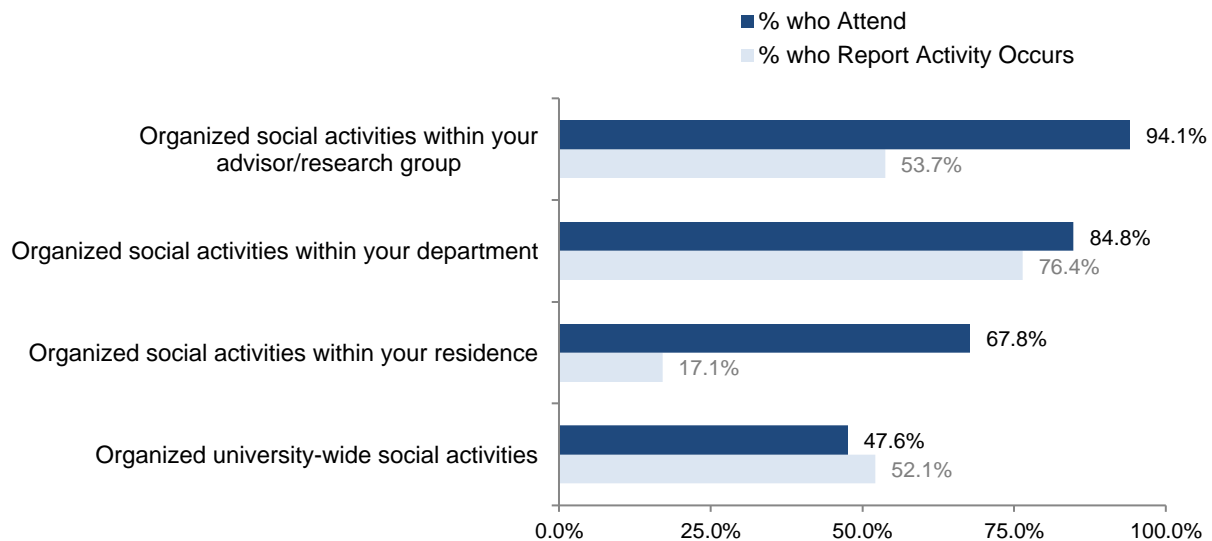
Students were asked whether social functions linked to their graduate studies occurred, and if so, if they attended these functions (Figure 32). Students were more likely to participate in social activities organized by their advisor/research group or within their department. Of the students who reported that their advisor/research group organized social activities, 94% attended ‘frequently’ or ‘occasionally’.

Of the students who reported that their department organized social activities, 85% attended ‘frequently’ or ‘occasionally’.

Students expressed less interest in university-wide activities. Although 52% of respondents acknowledged that university wide social activities occurred, only 48% of respondents attended.

A very limited number of students reported that social activities occurred within their residence (17%). Of the students who responded, over two thirds (68%) attended.

**Figure 32 CGPSS 2022 Results, All Degree Types**  
**Social activities: Occurrence and participation in social activities on campus**



‘Percent who report that activity occurs’ refers to the proportion of respondents who answered that this activity occurs ‘frequently’ or ‘occasionally’;  
 ‘Percent who attend’ refers to the proportion of respondents who answered that they attended these events ‘frequently or occasionally’.



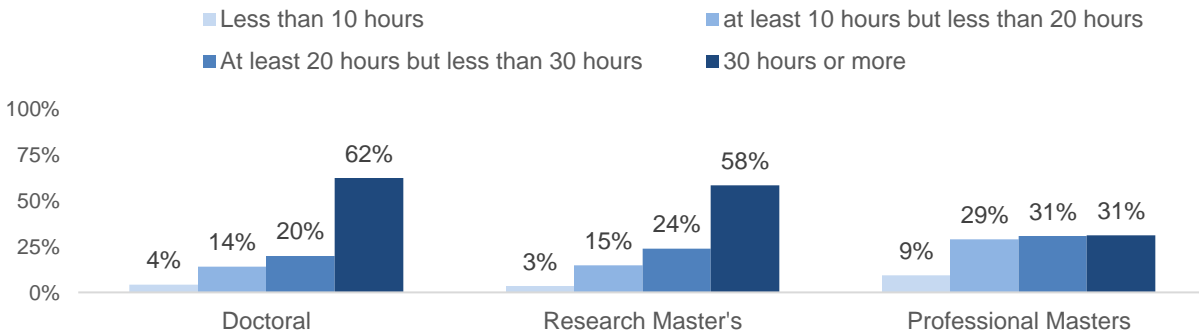
Respondents were asked if they were physically present on campus on a regular basis or had been away most of the time (e.g., out of town, out of the country, field work, distance program, working at a separate location, or prevented due to COVID-19 health restrictions). Half the respondents reported being physically present on campus, a noticeable drop compared to 2016 and 2019 survey results, due to COVID-19 health restrictions.

**Table 22 CGPSS 2016, 2019, 2002 Results, All Degree Types**  
**In the current academic year, when allowed, have you been physically present on campus on a regular basis, or have you been away most of the time?**

	2016	2019	2022
Physically present	86.3%	86.1%	49.8%
Away most of the time	13.7%	13.9%	50.2%

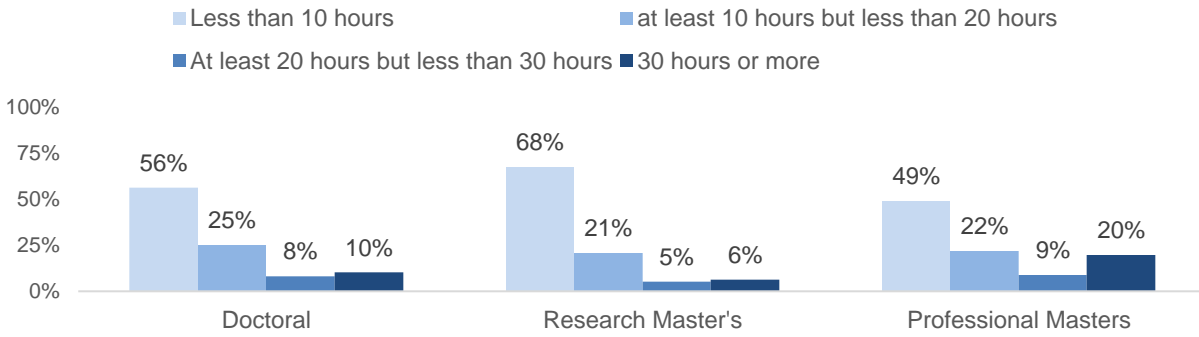
Respondents were asked how many hours on average they spend working on their studies and/or research (Figure 33). Sixty-two percent of doctoral students, 58% of research master’s students, and 31% of professional master’s students reported spending 30 or more hours working on their studies and/or research.

**Figure 33 CGPSS 2022 Results, by Degree Type**  
**Average Hours spent each week on studies and/or research**



Respondents were also asked how many hours on average they spent each week doing paid work (with little or no connection to studies or research) (Figure 34). Sixty eight percent of research master's students, 56% of doctoral stream students and 49% of professional master's students spent less than 10 hours on paid work unrelated to their studies or research.

**Figure 34 CGPSS 2022 Results, by Degree Type**  
**Average Hours spent each week on paid work unrelated to studies and/or research**



## VIII. Supportive Campus Environment

This section concentrates on the students' feeling of well-being and sense of belonging on campus.

After reviewing a list of disabilities or impairments and seeing examples, respondents were asked to specify any disabilities or impairments they self-identify with. Just over a quarter (28%) selected one or more disabilities or impairments.

Please note, the way this question was presented to respondents in the 2022 survey differed from the way it was presented in the 2016 and 2019 surveys. As such, it would be inappropriate to compare this year's results with previous survey years.

Table 27 shows responses by degree type. Twenty-one percent of respondents self-identified as having a mental health disorder, 12% of respondents self-identified having a sensory disorder, and 7% of respondents self-identified having a learning or other neurodevelopmental disorder. Students were able to choose multiple responses.

**Table 27 CGPSS 2022 Results**  
**Type of Disability or Impairment**  
**Respondents who specified they self-identified with one or more disability or impairment**

Disability or Impairment	Doctoral	Research Master's	Professional Master's	Total
Mental health (e.g., Depression, Bipolar, Post-Traumatic Syndrome disorder, Obsessive compulsive disorder, Generalized anxiety disorder)	21.0%	21.0%	20.7%	20.9%
Learning and other neurodevelopmental (e.g., ADHD, Dyslexia)	5.8%	7.1%	7.3%	6.6%
Chronic (e.g., Crohn's, Colitis, Multiple Sclerosis)	4.7%	3.1%	2.8%	3.7%
Sensory (vision or hearing)	11.8%	15.8%	10.0%	11.7%
A disability or impairment not listed above (please specify)	2.3%	1.9%	1.1%	1.8%
Autism spectrum (e.g., Autism, Asperger's)	2.1%	2.0%	0.8%	1.5%
Mobility	1.1%	1.1%	0.6%	0.9%
I do not self-identify with any disability or impairment	62.7%	62.3%	65.1%	63.6%
I prefer not to respond	8.2%	8.2%	8.1%	8.2%

**Respondents could choose multiple responses**

Disability or Impairment Summary	Doctoral	Research Master's	Professional Master's	Total
Percentage who self-identified with one or more disabilities or impairments (calculated field) *	29.1%	29.5%	26.8%	28.2%
Percentage who stated they do not self-identify with any disability or impairment	62.7%	62.3%	65.1%	63.6%
Percentage who preferred not to respond	8.2%	8.2%	8.1%	8.2%

\* Distinct count of students who responded, 'yes' to 'Mental Health' and/or 'Learning and other neurodevelopmental' and/or 'Chronic' and/or 'Sensory' and/or 'Autism spectrum' and/or 'Mobility' and/or 'other'.

Students who self-identified with one or more disability or impairment were asked how satisfied they were with the institution’s efforts to accommodate their disability or impairment in their graduate program. Fifty eight percent of respondents were satisfied with the institution’s efforts to accommodate their disability or impairment in their graduate program.

In the 2022 survey, students were asked three new questions related to their well-being and sense of belonging. Figure 35 shows the results by degree type.

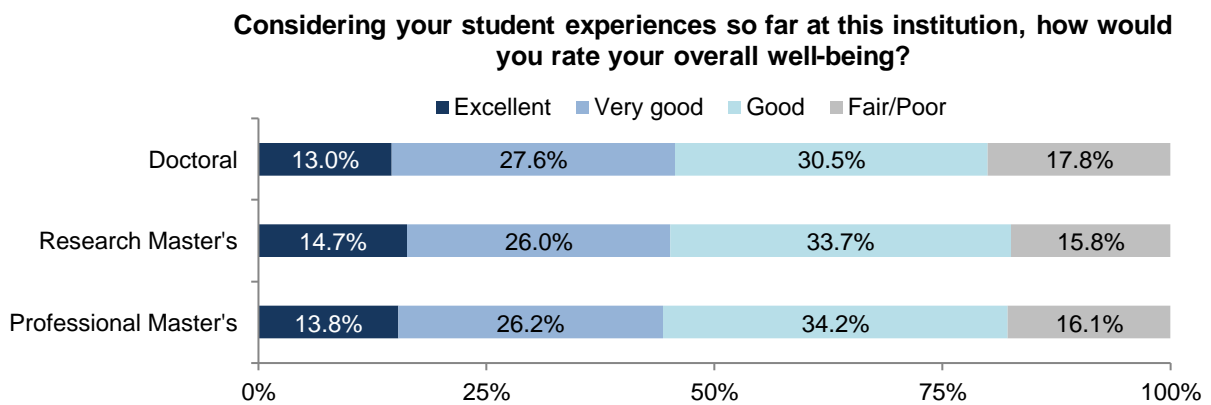
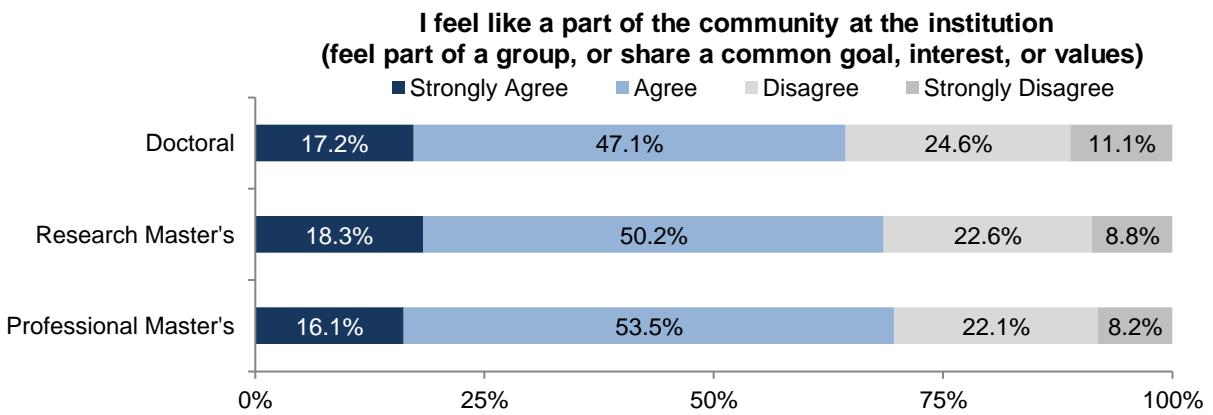
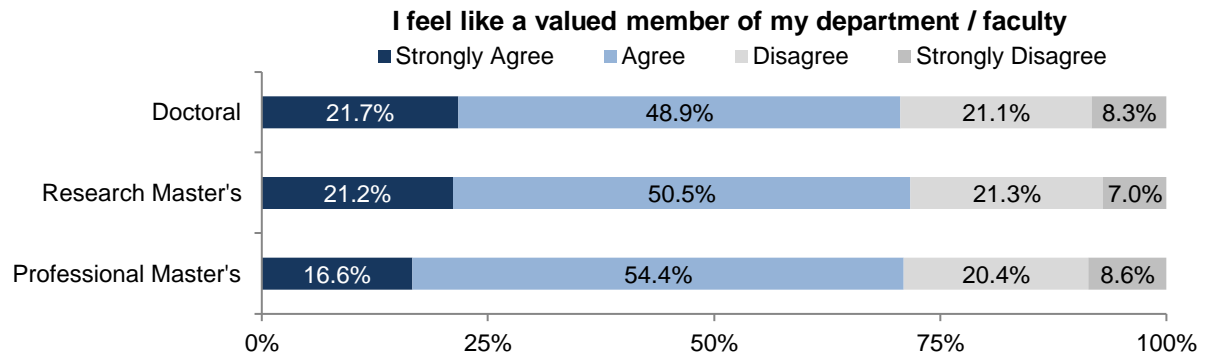
Almost three-quarters (71%) of respondents ‘agreed’ or ‘strongly agreed’ that they felt like a valued member of their department or faculty. This sentiment was consistent over all degree types.

Over two-thirds (67%) of respondents felt like a part of the community at the institution.

Students were asked how they would rate their overall well-being, considering their student experiences so far at the institution. Almost three quarters of respondents (72%) rated their experience as ‘excellent’, ‘very good’ or ‘good’.

**Figure 35, CGPSS 2022 Results, by Degree Type**  
**Sense of belonging and overall well-being**

Please indicate your level of agreement or disagreement with the following statements...



## **IX. COVID-19 Situation**

In March 2020, University of Toronto quickly pivoted to on-line learning in response to the COVID-19 pandemic. In Fall 2021 the University opened to more in-person activities but needed to temporarily revert to a remote model for learning and work between the period of December 2021 and the start of February 2022 due to the Omicron variant wave. The CGPSS survey was administered at U of T from February to March 2022, amidst the backdrop of the Omicron wave. Public health measures such as masking mandates, vaccine requirements and travel restrictions were still in place. This section asks students questions about the impact of COVID-19 on their academic progression and studies during the 2020-21 academic year.

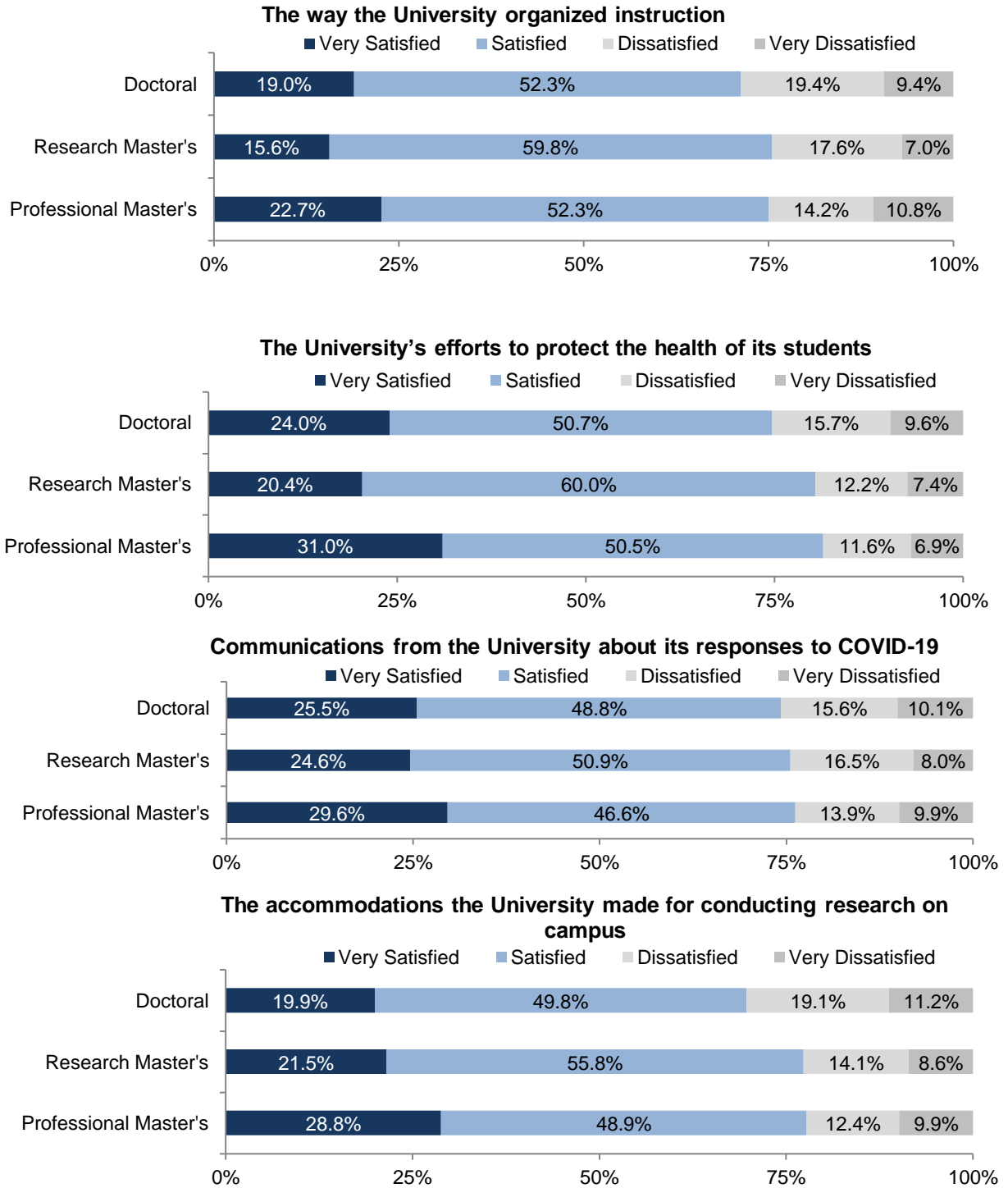
Overall, almost three quarters of respondents (74%) reported being ‘very satisfied’ or ‘satisfied’ with the university’s response to the COVID-19 pandemic during the 2020-21 academic year. Over three-quarters of all students were likewise ‘very satisfied’ or ‘satisfied’ with the University’s efforts to protect the health of its students (78%).

Three quarters of all students were ‘very satisfied’ or ‘satisfied’ with communications from the University about its responses to COVID-19.

Over three quarters of master’s students (78% professional master’s and 77% research master’s) were very satisfied or satisfied with the accommodations the University made for conducting research on campus, compared to only 70% of doctoral students. Figure 36 shows the results by degree type.

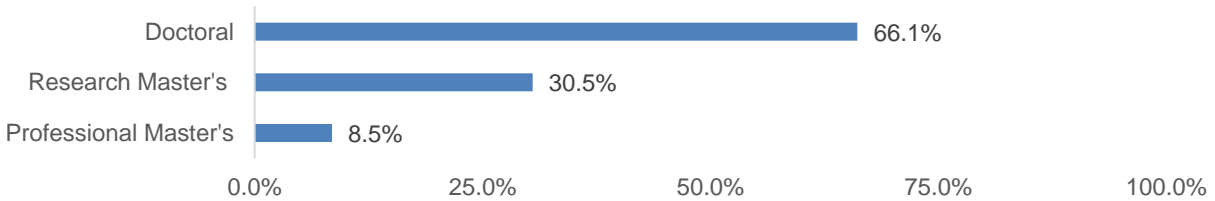
**Figure 36 CGPSS 2022 Results, by Degree Type**  
**Satisfaction with how the university responded to the COVID-19 pandemic during the 2020-21 academic year**

**To what extent are you satisfied or dissatisfied with the following aspects of how your university responded to the COVID-19 pandemic during the 2020-2021 academic year?**



The academic progression of doctoral students was most affected by the pandemic. Two thirds (66%) of doctoral students responded that the COVID-19 pandemic delayed the progression of their program or studies, compared to 31% of research master’s and 9% of professional master’s students (Figure 37).

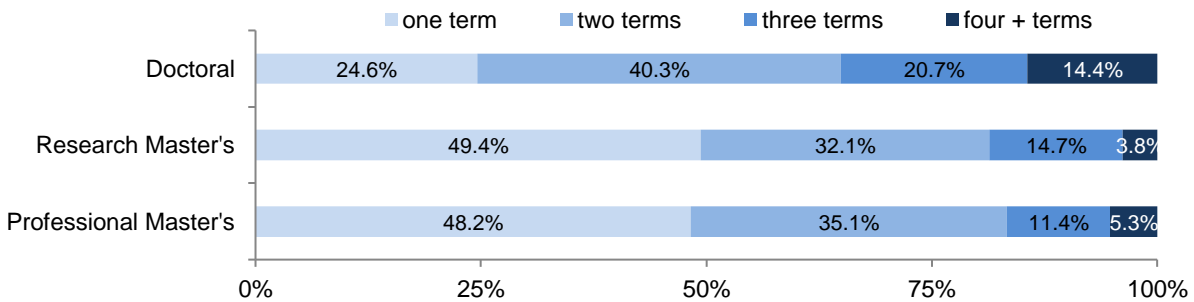
**Figure 37 CGPSS 2022 Results, by Degree Type**  
**Percentage who responded, ‘yes’ to “Has the COVID-19 pandemic delayed the progression of your program or studies?”**



Excludes respondents who chose “don't know/not applicable”

Students who indicated that COVID-19 had disrupted their studies were also asked to estimate how many terms they were delayed. Three-quarters of doctoral students who indicated a delay estimated that their program was delayed by 2 or more terms; the comparable proportions for research master’s and professional master’s were 51% and 52%, respectively (Figure 38).

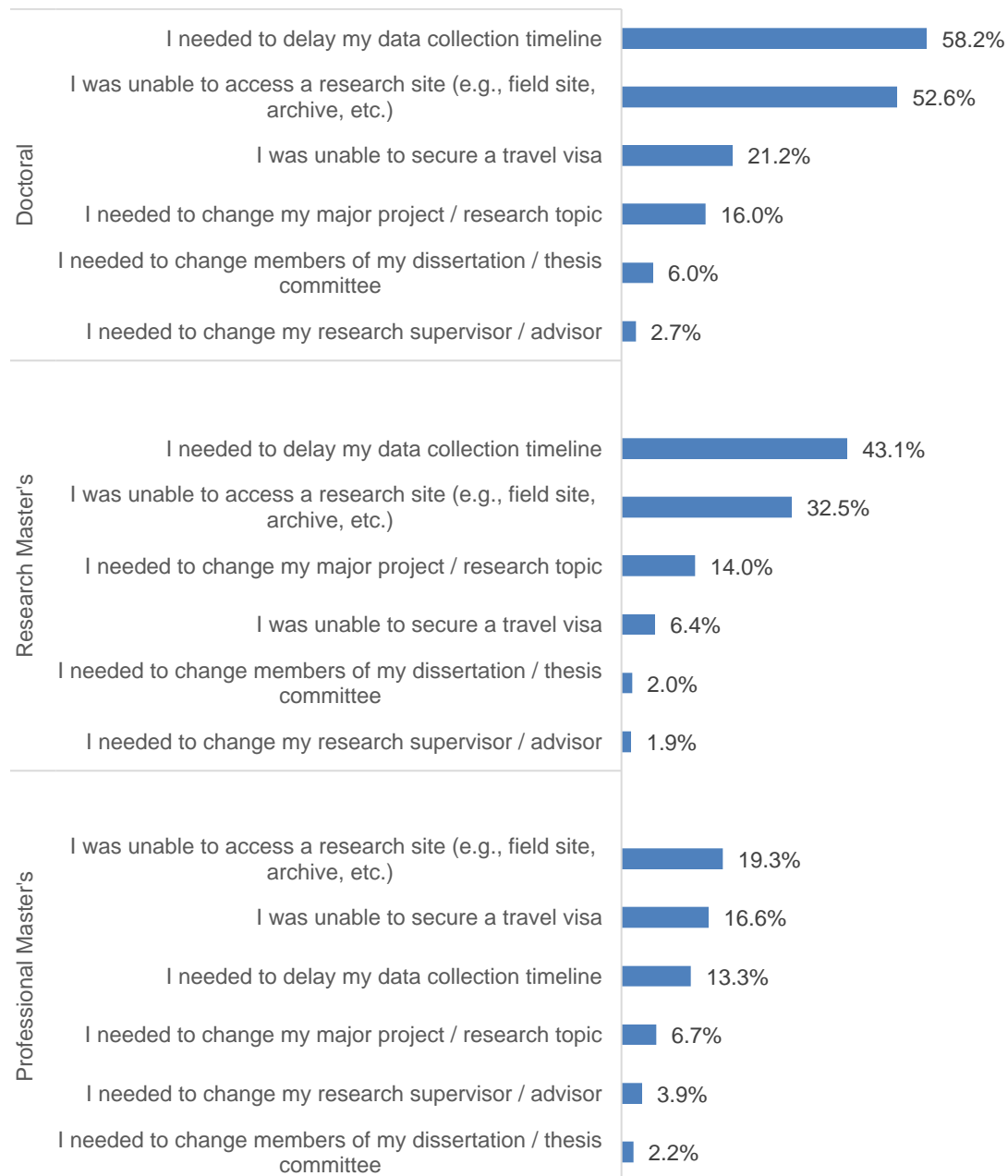
**Figure 38 CGPSS 2022 Results, by Degree Type**  
**The COVID-19 delayed your program by how many terms?**  
**Those who responded, ‘yes’ to the previous question**



In response to questions about how their program progression was delayed by COVID-19, 58% of doctoral students and 43% of research master’s students reported needing to delay their data collection timeline. Fifty-three percent of doctoral students, 33% of research master’s students, and 19% of professional master’s students were unable to access a research site such as a field site or archive. Twenty percent of doctoral students, 17% of professional master’s students and 6% of research master’s students were unable to secure a travel visa. Figure 39 provides results by degree type.



**Figure 39 CGPSS 2022 Results, by Degree Type**  
**In which of the following ways was the progression of your program or studies affected by the COVID-19 pandemic?**



## X. General Assessment

The final section of the survey asked students about their general satisfaction with their graduate school experience and about obstacles to their academic progress.

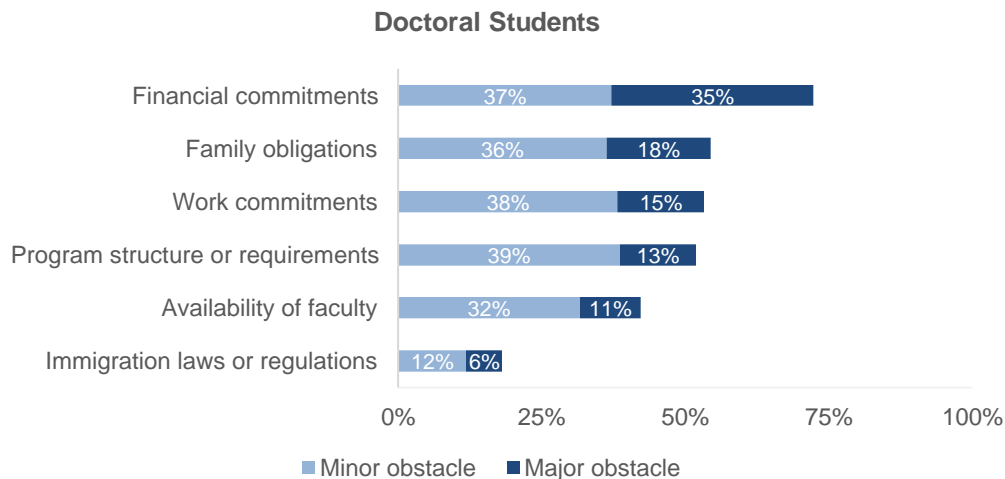
When asked about whether certain factors are a ‘major obstacle’ or ‘minor obstacle’ to their academic progress, respondents from all degree types rated ‘financial commitments’ as the largest obstacle to their academic progress. This was particularly so for professional master’s and doctoral students (72% of both degree types indicated this as a minor or major obstacle).

Work commitments were noted as the second largest obstacle for professional master’s students (62%) and were the third largest obstacle for doctoral students (53%) and research master’s student (43%).

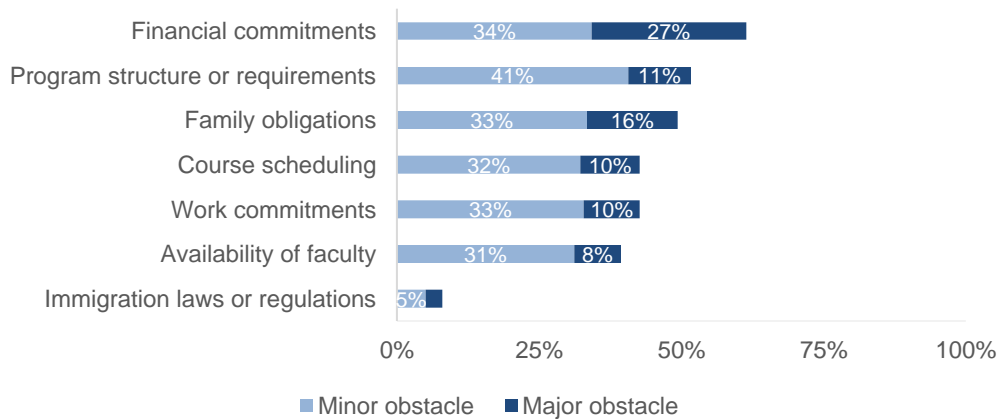
Family obligations were noted as the second largest obstacle for doctoral students (54%) and were also considered obstacles for professional master’s students (54%) and research master’s (49%).

Research master’s students indicated program structure or requirements were the second largest obstacle (52%) and were also considered an obstacle for 60% of professional master’s students and 52% of doctoral students. Figure 40 provides results by degree type.

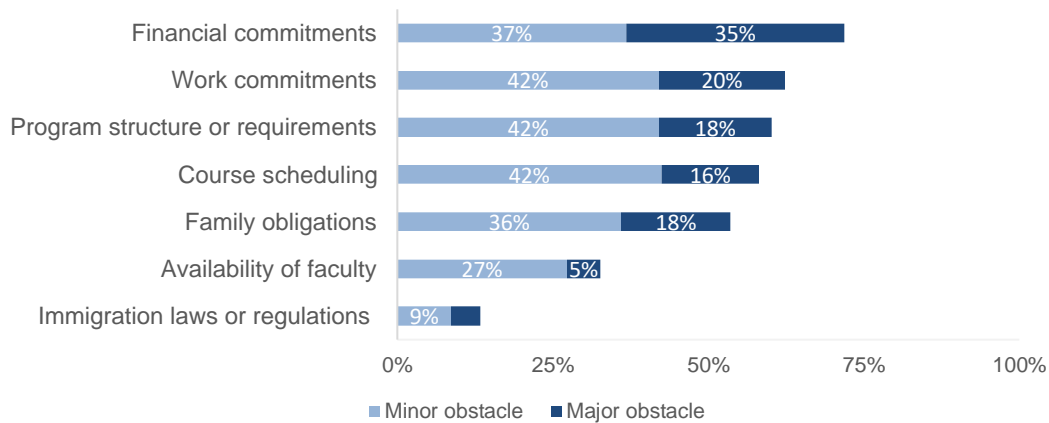
**Figure 40 CGPSS 2019 Results, by Degree Type**  
**Minor and Major obstacles to students’ academic progress**  
**Respondents who rated the factor as ‘a minor obstacle’ or ‘a major obstacle’ to their academic progress**



### Research Master's Students



### Professional Master's Students

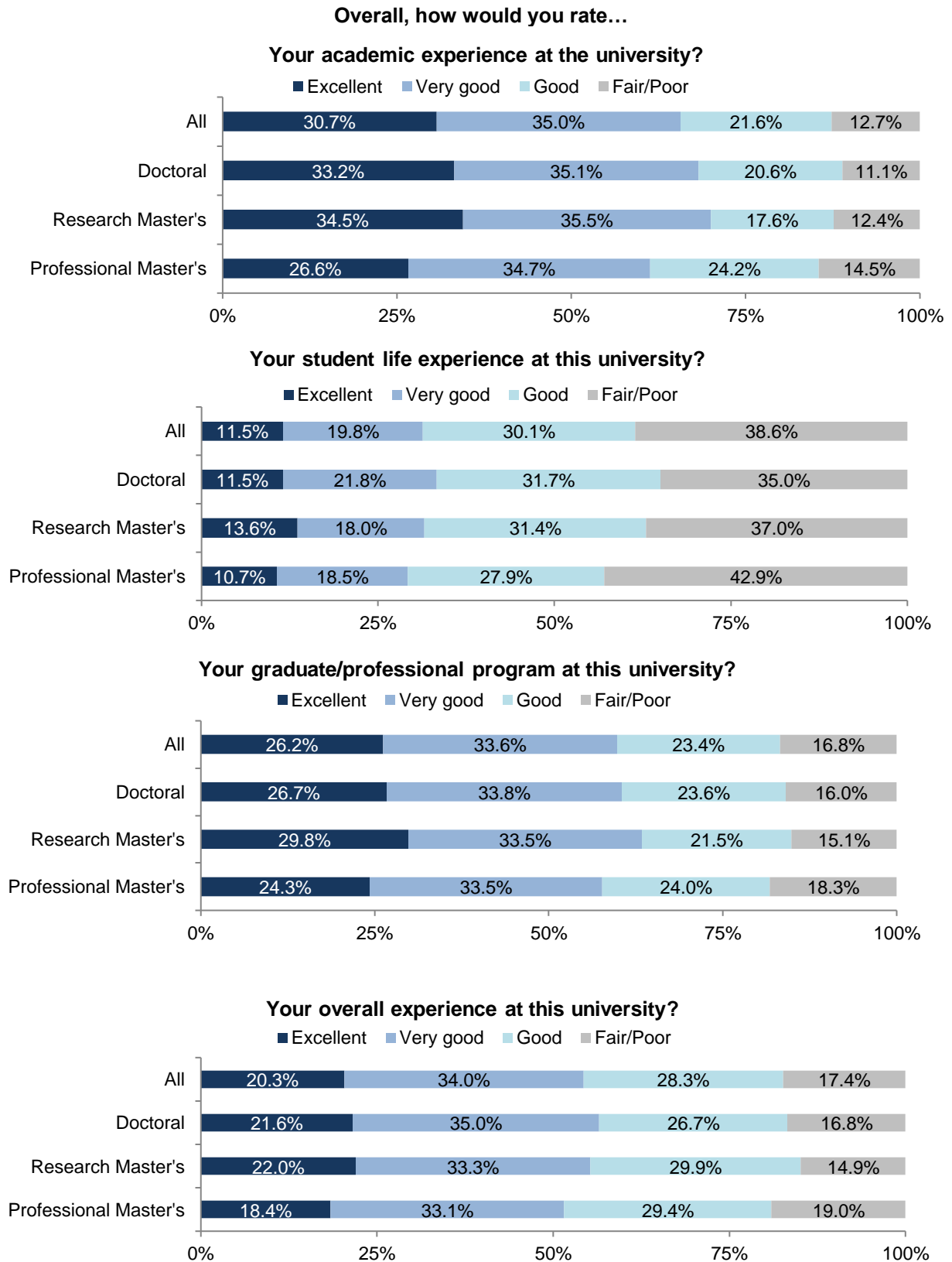


Students also rated their satisfaction with the quality of their academic experience, student life experience, graduate program, and overall experience at the University. In general, students rated their experiences very positively, although there are differences across the degree types (Figure 41).

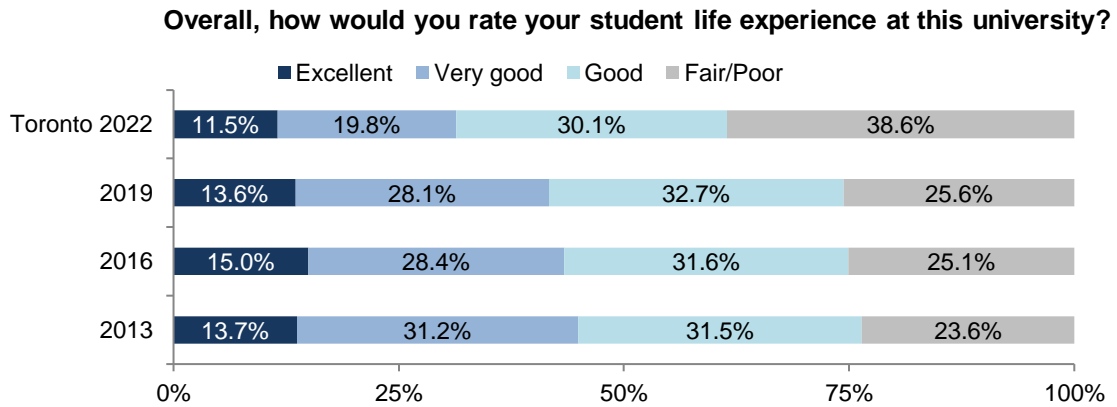
For example, 89% of students rated their overall academic experience as ‘excellent’, ‘very good’, or ‘good’. Students were also satisfied with their graduate/professional program (83%) and their experience overall (83%).

As in previous years, students rated their student life experience less favourably (61%), and the level of satisfaction among 2022 survey participants is lower than in previous years. Figure 42 compares 2022 survey results to previous years’ results.

**Figure 41 CGPSS 2022 Results, by degree type**  
**General assessment**

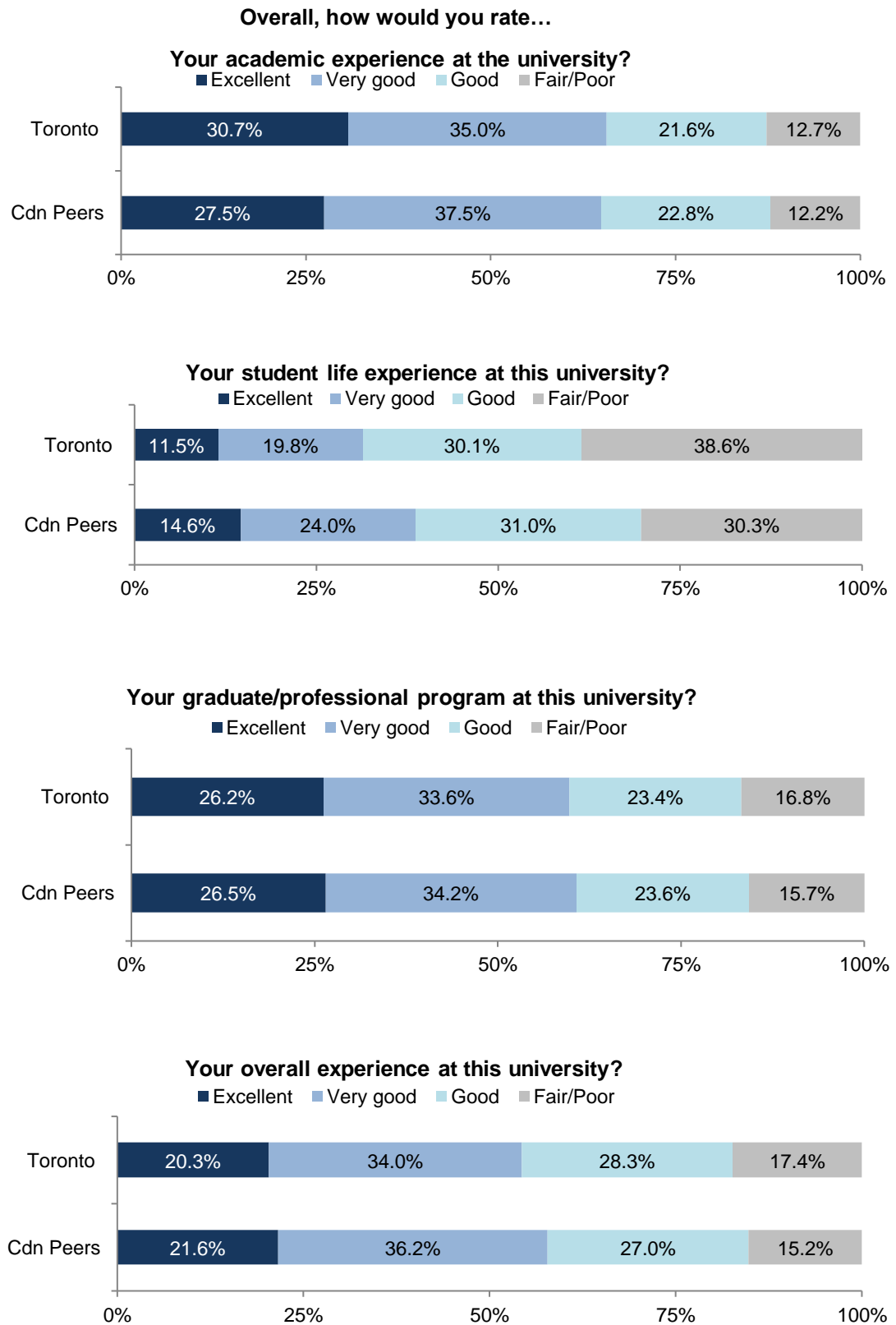


**Figure 42 CGPSS 2013, 2016, 2019, 2022, All degree types**  
**Satisfaction with student life experience at the university**



University of Toronto graduate students generally indicated levels of satisfaction with their experience comparable to those of their Canadian peers (Figure 43). The noteworthy exception is that whereas 61% of U of T students rated their student life experience ‘good’ or higher, the comparable figure for Canadian peers was 70%.

**Figure 43 CGPSS 2022 Results All degree types**  
**General assessment: Comparison to Canadian peer universities**



## **XI. Conclusions**

This report places the 2022 CGPSS results into context with results from 2013, 2016, and 2019.

We are pleased to report that our students remain satisfied with their educational experience at U of T, despite the effects of the COVID-19 pandemic. We continue to perform the same or better than our Canadian peers in students' satisfaction with their academic experience, graduate program, and overall experience. Our students highly value the intellectual quality of faculty and their fellow students. The high proportion of doctoral stream students participating in independent research continues to grow and overall, doctoral students are very satisfied with the support they receive from their thesis advisors.

It is also encouraging to know that graduate students continue to show satisfaction with many professional skills development activities.

The CGPSS results inform us that our professional master's students are highly engaged and satisfied with their professional skills development, particularly in opportunities for contact with practicing professionals. Satisfaction levels for professional master's students also exceed those for doctoral stream students regarding the relationship of their program content to their professional goals, and to opportunities for student collaboration and teamwork.

However, the survey results also identify several areas that still require improvement. While our students are satisfied with their academic experience, their satisfaction with their student life experience lags.

Both doctoral stream and professional students also expressed lower levels of satisfaction with the advice they received about career options and information on the availability of financial support.

With feedback from a substantial proportion of our graduate student population, we value the information we have received from the CGPSS 2022 and look forward to building on our strengths and assessing our response to challenges in the next administration of this survey in 2025.