



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

*Canadian Graduate and Professional
Student Survey (CGPSS) 2016*

Aggregate Report

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Planning & Budget Office

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Summary

The University of Toronto takes pride in being a leader in education and scholarship in Canada. We are committed to maintaining and improving the quality of our graduate programs. Participation in the **Canadian Graduate and Professional Student Survey (CGPSS)** provides us with feedback to assess our strengths and helps us identify areas for improvement.

The University of Toronto conducted the 2016 CGPSS in February and March 2016. This report summarizes, without statistical analysis, responses from 5,513 registered graduate students at U of T (34.6% of the graduate student population). Results from the 2016 CGPSS survey are compared with our 2010 and 2013 CGPSS results. Comparisons are also made to CGPSS results of our Canadian peer¹ universities. The Canadian peer results exclude University of Toronto.

Administration and Response Rates:

In 2010, the CGPSS was administered as two versions. The ‘Regular’ version was essentially identical to the 2007 survey instrument and was sent only to doctoral stream students (doctoral and research master’s students). The ‘Professional’ version excluded a number of research-focused questions and included several new questions geared towards professional skills.

In 2013 and 2016, a single instrument was used, but with three different streams built in: LONG, MEDIUM, and SHORT. Students were asked a ‘thesis’ question at the beginning of the survey, and led through one of the streams based on the response to this question. Institutions were given the option to impose a stream on the students. At the University of Toronto, professional master’s students were only able to answer questions in the short stream path, geared toward students in programs that were “mainly course-based.” Doctoral and research master’s students were ushered through the long or medium stream paths based on their response to the 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 overall response rate for the CGPSS 2016 survey was 34.6%. Although lower than our response rate in 2013 and the provincial average, it still exceeded those observed at the national level, as well as the Canadian peer average, and is similar to the 2010 response rate for U of T.

Email invitations to participate in the CGPSS were sent to 15,930 graduate students; these students were registered in Fall 2015 and registered or invited in Winter 2016 and had valid email addresses in ROSI². The highest number of responses came from doctoral students (2,253; 41% of all survey participants), followed by professional master’s students (2,121; 38%), and then by research master’s students (1,139; 21%). Compared to 2013, a lower proportion of students in all degree types responded to the survey.

¹ In 2010, Canadian peers were comprised of the G13 (Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montreal, Ottawa, Queen’s, Waterloo, and Western). In 2013 and 2016, Canadian peers were comprised of the U15 (G13 plus Manitoba and Saskatchewan).

² Repository of Student Information, University of Toronto’s student information system.

Highlights of Survey Results:

Overall, results from 2016 have not changed drastically from those in 2013 and our areas of strength remain well-regarded:

- Most graduate students are pleased with their academic program experience - 91% rated their academic experience as 'excellent', 'very good', or 'good'.
- Over three quarters (76%) of respondents responded that they will 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 (97% positive) and their fellow students (93% positive).
- 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 the opportunities for contact with practicing professionals (83%) and advice/workshops on the standards for writing in their profession (77%). As with doctoral stream students, they were least satisfied with the information they received about career options (68%).
- Doctoral stream students' participation in conducting independent research continues to be strong. Of the 94% who responded that they conducted research since the start of their graduate program, 80% rated the experience positively.
- On an array of questions regarding behaviours of their thesis advisors, doctoral students reported levels of satisfaction consistently above 82%; thesis advisors' ability to advocate for their students and to provide constructive feedback on their work received particularly high ratings (93% and 91% positive ratings respectively).
- There is one exception to this finding: a new question was added in the 2016 survey asking respondents if they agreed that their advisor encouraged discussions about the current job market and various career prospects. Only two-thirds (66%) of doctoral students responded positively.
- Over 1/3 of respondents (36%) reported that they expect to have no education-related debt at the end of their program.
- Library facilities remain the highest rated university resource in terms of use and satisfaction. Of the 93% of respondents that used this facility, 95% were satisfied with the quality). Food services still receive the lowest rating in terms of satisfaction (45% were satisfied).
- Work and financial commitments is considered to be a major obstacle by 34% of respondents, and a minor obstacle by 41% of respondents.
- Our students continue to report high levels of satisfaction with their academic experience, their overall experience and their graduate programs and lower levels of satisfaction with their student life experience.

As in previous years, some differences are observed in responses from students in different types of programs. For instance, professional master's students reported higher satisfaction than doctoral stream students with opportunities for student collaboration or teamwork (93% 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 (74% of doctoral stream students were satisfied compared to 61% of professional master's students).

There were several questions added to the 2016 CGPSS survey pertaining to:

- networking opportunities and other professional skill opportunities (Section V. Professional Skills Development and Networking Opportunities) ,
- advisory committees (Section VI. Program/Department Support),
- number of students who self-identify with a disability or impairment, type of disabilities and impairments, and satisfaction with accessibility services (IX. Supportive Campus Environment).

The University of Toronto opted to ask some supplemental questions pertaining to:

- how supported by the university students feel in various professional and personal skill development activities and career preparation activities (Section V. Professional Skills Development and Networking Opportunities),
- how prepared they feel for various working positions (Section V. Professional Skills Development and Networking Opportunities),
- how satisfied students feel with various communication tools offered by Student Life and the School of Graduate Studies (Section X. Communication).

The 2016 report includes the results from these supplemental questions.

I. Introduction

In the spring of 2016, the University of Toronto's School of Graduate Studies, along with our Canadian peers³ and 35 other Canadian universities⁴ conducted the Canadian Graduate and Professional Student Survey (CGPSS). This was the fifth time U of T has participated in the survey and the fourth time the survey was hosted in Canada. The initial survey was conducted in 2005 (GPSS) in tandem with other Canadian and US universities⁵. In 2002, some of the questions were asked of students as part of the Higher Education Data Sharing (HEDS) Consortium graduate student survey.

The survey questionnaire was initially developed by the Massachusetts Institute of Technology (MIT) and Duke University, and is 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. With the exception of some minor wording changes, the 'Regular' version of the CGPSS was identical to the 2007 CGPSS instrument and was distributed only to doctoral stream (i.e., doctoral and research master's) students. The 'Professional' version of the survey was only sent to professional master's students. This version excluded a number of research-related questions (e.g., presenting at conferences, satisfaction with thesis advisor) from the 2007 survey instrument and added several questions regarding professional skills development (e.g., opportunities for internships, practicums, and experiential learning).

In 2013, a single instrument was introduced, but with three different streams built in: LONG, MEDIUM, and SHORT. Institutions had the option to impose a stream for each respondent to follow. At the University of Toronto, doctoral and research master's students were asked a new 'thesis' question at the beginning of the survey, and led through either the long or medium stream path of the survey based on the response to the 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, which consisted of 127 questions. Ninety four percent of the doctoral students and 78 percent of the research master's students completed 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, which consisted of 108 questions. Six percent of the doctoral students and 22 percent of the research master's students completed the medium stream path. Professional master's students were led through the short stream path, which consisted of 100 questions. This path was meant for students in programs which were "mainly course-based". The wording of seven questions for

³ 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 and 2016, the group is known as the 'U15' and includes the 'G13' plus Manitoba and Saskatchewan.

⁴ 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.

⁵ 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.

the short stream path had been adapted to be more specific to professional programs, and a number of questions not pertaining to professional programs were skipped.

The 2016 survey retained this format, but added a number of questions related to accessibility, networking and professional skill opportunities, and advisory committees. The LONG stream path consisted of 150 questions (23 more than in 2013). Ninety four percent of the doctoral students and 81 percent of the research master’s students completed the long stream path. The MEDIUM stream path consisted of 126 questions (18 more than in 2013). Six percent of the doctoral students and 19 percent of the research master’s students completed the medium stream path. The SHORT stream path consisted of 117 questions (19 more than in 2013). Table 1 displays the distribution of respondents by survey stream in 2016.

**Table 1 CGPSS 2016 Results
Respondents by survey stream**

Stream	Description My program is...	ALL	
		Count	%
Long	Mostly research-based, and I already have a research director/advisor	3,044	55%
Medium	Mostly research-based, but I still do not have a research director/advisor	348	6%
Short	Mainly course-based	2,121	38%
Total		5,513	100%

This report presents a selection of results collected through the survey and provides a general descriptive summary at the institutional level. To facilitate comparisons with previous survey results, the structure of the report is similar to that produced in 2010 and 2013, including Canadian peer results for three benchmark scores⁶.

For some questions, information is disaggregated by type of degree program (i.e., doctoral program, research master’s program and professional master’s program). Some questions are reported for doctoral stream students. This term refers to doctoral students and research master’s students combined. Where possible, 2016 results are compared with results from the 2010 and 2013 CGPSS, and Canadian peer data. Canadian peer results do not include University of Toronto results.

While most questions have remained the same since 2010, we compare 2013 and 2016 data to 2010 data in a number of sections (professional skills development, research experience, and presentations and publications) cautiously because of the change in the ‘thesis’ question. In 2010, students were asked if their “program includes a thesis, dissertation, or research paper.” Responses to a number of sections (professional skills development, research experience, and presentations and publications) were filtered on this question. Only results of students who responded ‘yes’ to this question were reported (in 2010, 100% of doctoral students and 88% of research master’s students responded ‘yes’). In 2013 and 2016, the survey asked a newly

⁶ Analysis of benchmark scores for the G13 Data Exchange (now the U15) was conducted by the G13 CGPSS data caretaker, University of Laval, and the University of Ottawa. These benchmarks provide an overview of various aspects of the graduate student experience by combining responses to similar questions in Sections 3 to 7 of the CGPSS.

formulated ‘thesis’ question: “Is your program research-based, under the supervision of a research director/advisor, or is it more course-based with no supervisor formally assigned to you?” Doctoral stream students were placed into the long stream path of the survey if they responded that they have a research director/advisor, or the medium stream path if they responded that they still do not have a research director/advisor. 94% of doctoral students and 81% of research master’s students were placed in the long stream path; 6% of doctoral students and 19% of research master’s students were placed in the medium stream path. Survey questions were then based on the survey stream paths of the students, and some sections were filtered by survey stream path. This change in thesis question may have affected the reported results in the above mentioned sections, especially for research master’s responses, as the questions in 2010 are filtered differently from 2013 and 2016.

We present no statistical analysis in this report. Summaries at the faculty and department/program levels will follow. This report represents a first look at a rich source of information, as reported by a substantial proportion of our registered graduate students.

This report is structured around the sections of the CGPSS and covers several important aspects of graduate education:

- Respondent profile
- General satisfaction
- Satisfaction with program, quality of interactions, coursework
- Professional skills development and networking opportunities
- Program/department support
- Financial support
- University resources and student life
- Supportive campus environment
- Communications
- General assessment

II. Respondent Profile

In February 2016, 15,930 degree-seeking students who were registered in the Fall 2015 term and registered or invited in the Winter 2016 term were invited by email to participate in the CGPSS. 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 ROSI. Students completed the survey online. In total, 5,513 (34.6%) valid responses were collected and these responses form the basis of this report. The highest number of responses came from doctoral students (2,253; 40.9% of all survey participants), followed by professional master's students (2,121; 38.5% of all survey participants), then by research master's students (1,139; 20.7% of all survey participants).

Compared to the 2013 survey, a lower proportion of students in all degree types participated in the survey. Research master's students had the largest response rates (40%). The overall participation rate returned to 2010 levels. Table 2 compares the response rate by degree type for each CGPSS survey.

Table 2 CGPSS 2005, 2007, 2010, 2013, 2016 Results
Response rate by degree type

	2005	2007	2010	2013	2016
Doctoral	44.5%	47.9%	39.4%	47.7%	37.9%
Research Master's	46.3%	43.9%	39.0%	51.2%	40.0%
Professional Master's	33.8%	37.1%	32.1%	42.8%	29.7%
Total	41.0%	43.1%	36.5%	46.4%	34.6%

U of T's response rates are higher than response rates at the national level (34.2%), as well as the Canadian peer average (31.5%), but are slightly lower than the provincial level (35.2%).

Table 3 displays response rates for each faculty.

Table 3 CGPSS 2016 Results
Response rates by faculty, from largest to smallest response rate

	All registered students*	Survey Participants	Response rate
UTSC	159	95	59.7%
Kinesiology and Physical Education	97	50	51.5%
Information	577	267	46.3%
Pharmacy	143	64	44.8%
Forestry	103	44	42.7%
Medicine	2,199	895	40.7%
Social Work	457	186	40.7%
Dentistry	106	40	37.7%
Nursing	316	118	37.3%
Arts and Science	4,003	1,473	36.8%
Public Health, Dalla Lana School of	861	297	34.5%
Applied Science and Engineering	2,204	727	33.0%
Law	137	45	32.8%
OISE	2,491	772	31.0%
Music	283	87	30.7%
Architecture, Landscape and Design	292	80	27.4%
UTM	344	85	24.7%
Management	1,158	188	16.2%
Total	15,930	5,513	34.6%

*All doctoral, research master's and professional master's students registered in Fall 2015 and registered or invited in Winter 2016.

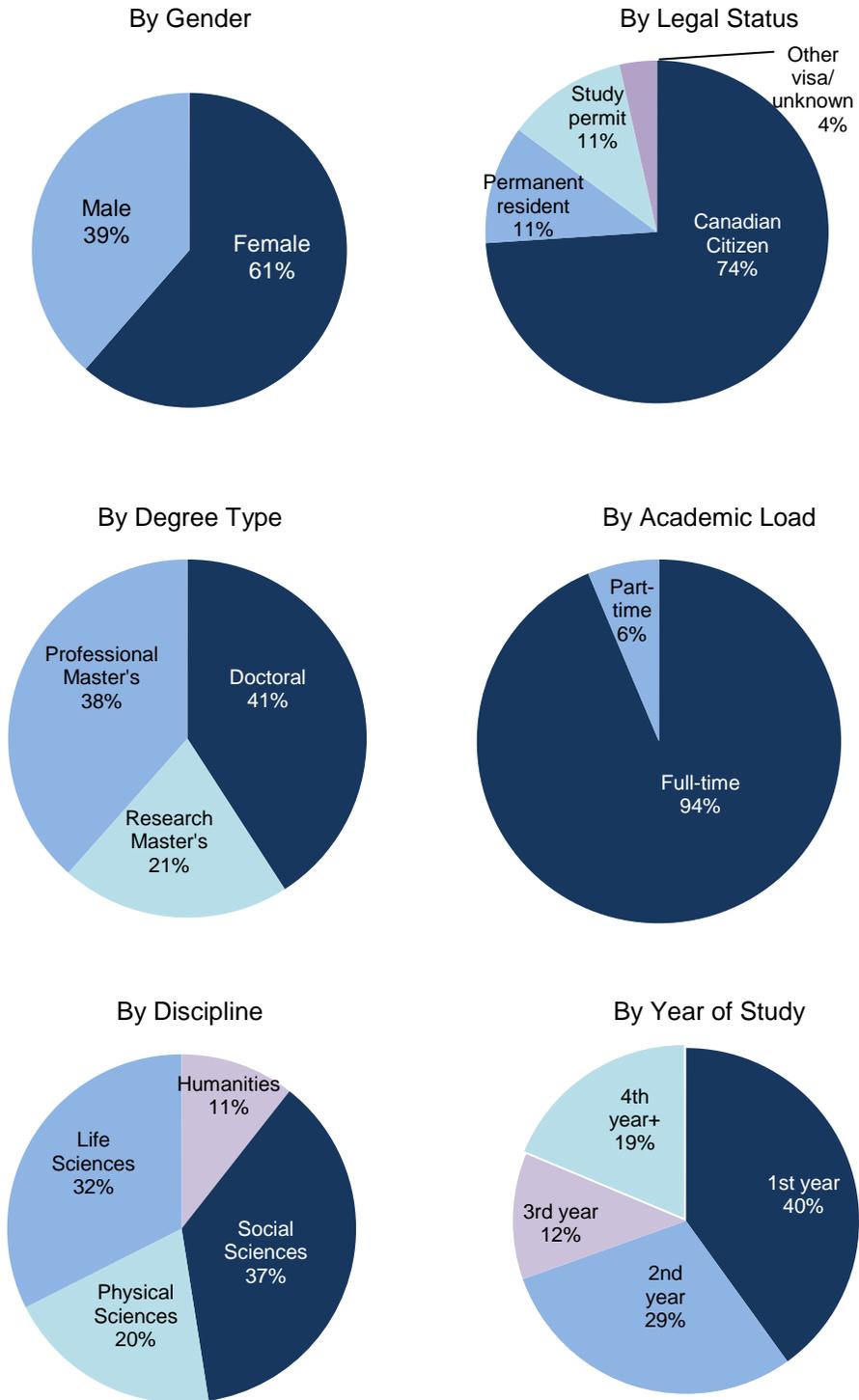
Students registered in self-funded professional graduate programs, Toronto School of Theology (TST) students, special students, and students in diploma/certificate programs are excluded.

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. Among respondents, 40% are in their first year of study, 29% in their second, 12% in their third, and 19% are in their fourth year of study or above. Table 4 compares the characteristics of survey participants to the graduate student population, and offers the response rate by characteristic. Figure 1 offers a visual presentation of the 2016 survey respondents by characteristic.

Table 4 CGPSS 2016 Results
Comparison of student characteristics between survey participants and the graduate student population, response rate by characteristic

Characteristic	Category	Survey participants		All invited students		Response rate
		Count	%	Count	%	
Gender						
	Female	3,386	61.4%	8,888	55.8%	38.1%
	Male	2,124	38.5%	7,028	44.1%	30.2%
	Unreported	3	0.1%	14	0.1%	21.4%
Legal Status						
	Canadian citizen	4,078	74.0%	11,497	72.2%	35.5%
	Permanent resident	616	11.2%	1,944	12.2%	31.7%
	Study permit	625	11.3%	1,949	12.2%	32.1%
	Other visa	181	3.3%	476	3.0%	38.0%
	Unknown	13	0.2%	64	0.4%	20.3%
Degree Type						
	Doctoral	2,253	40.9%	5,938	37.3%	37.9%
	Research Master's	1,139	20.7%	2,848	17.9%	40.0%
	Professional Master's	2,121	38.5%	7,144	44.8%	29.7%
Academic Load						
	Full time	5,163	93.7%	14,679	92.1%	35.2%
	Part time	350	6.3%	1,251	7.9%	28.0%
SGS Division						
	Division I	584	10.6%	1,585	9.9%	36.8%
	Division II	2,036	36.9%	6,595	41.4%	30.9%
	Division III	1,104	20.0%	3,295	20.7%	33.5%
	Division IV	1,789	32.5%	4,455	28.0%	40.2%

Figure 1 CGPSS 2016 Results
Distribution of survey participants by selection of characteristics



III. General Satisfaction

Students were asked to give a general assessment of their experiences with academic programs by answering four overall questions (Figure 2 a-d). Responses from 2016 generally remain similar to those from previous years in both level of satisfaction and pattern of responses for research master’s and professional master’s students. However the proportion of doctoral students who responded positively was lower in 2016 than in previous years for all questions, with the exception of the question “if you were to start your graduate/professional career again, would you select the same field of study?”.

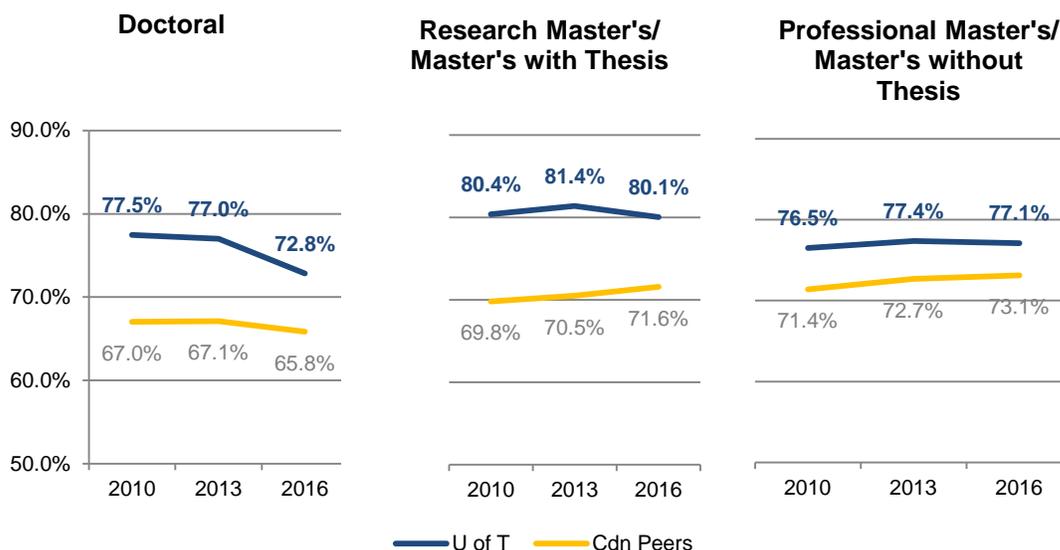
However, despite this decrease, doctoral students’ level of satisfaction at U of T remains higher than those reported by doctoral students at Canadian peer universities, except for the second question, “If you were to start your graduate/professional career again, would you select the same field of study?” A smaller proportion of doctoral students at U of T reported satisfaction to that question than doctoral students at Canadian peer universities.

Figure 2 CGPSS 2010, 2013, 2016 Results

General satisfaction:

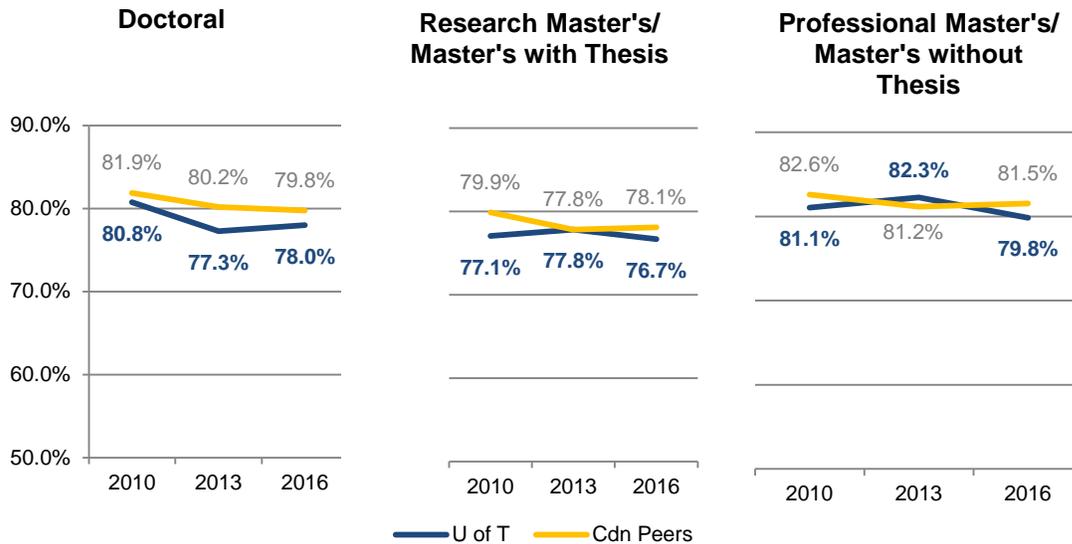
Proportion of Respondents who answered ‘Definitely’ or ‘Probably’, by program type, University of Toronto compared to Canadian peers

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



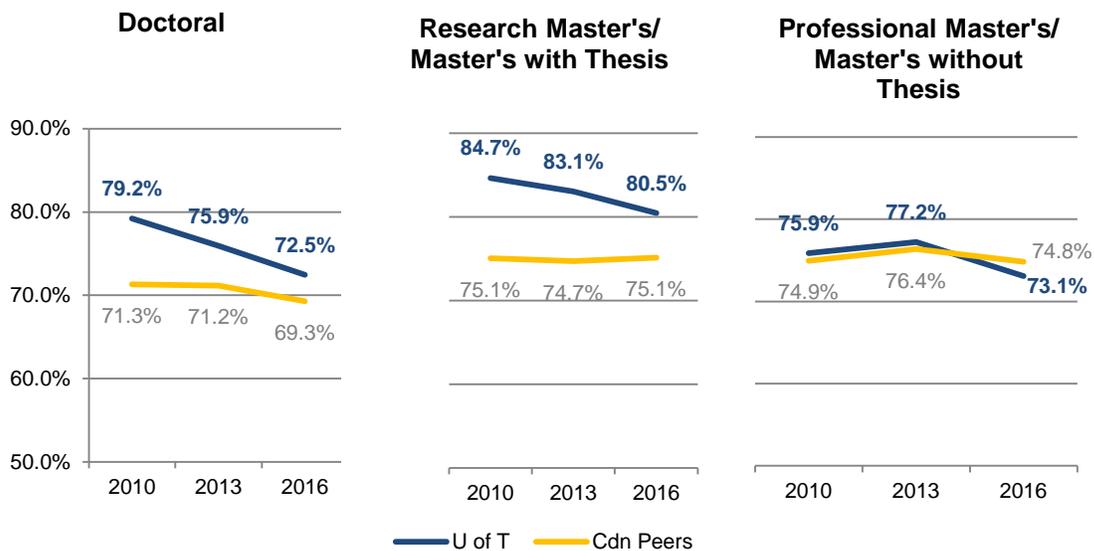
Proportion of respondents who answered ‘Definitely’ or ‘Probably’
 Canadian peer results exclude University of Toronto.
 U of T data labels are written in bold blue; Canadian peer data labels are written in light grey.

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



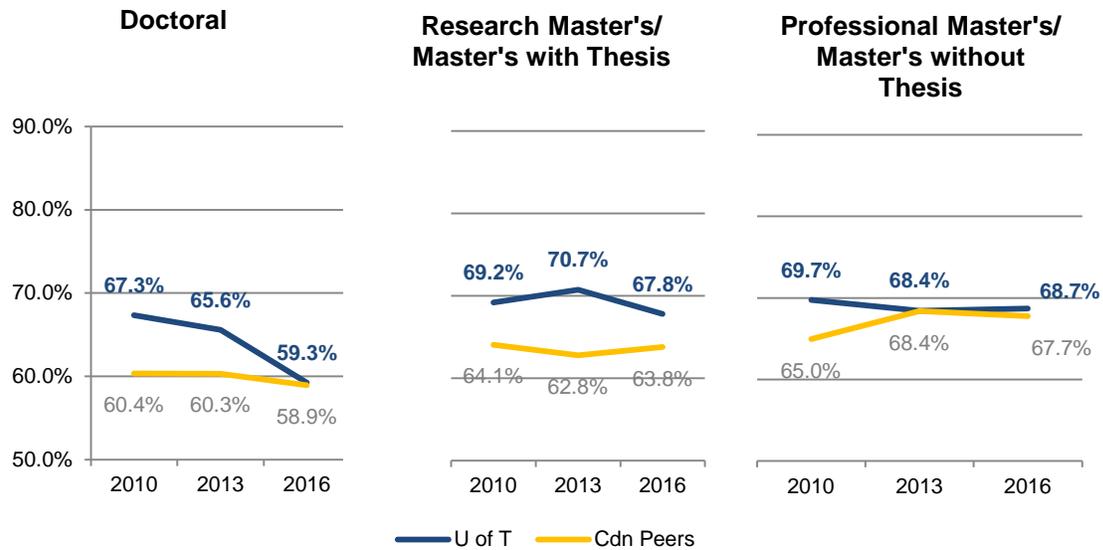
Proportion of respondents who answered 'Definitely' or 'Probably'
 Canadian peer results exclude University of Toronto.
 U of T data labels are written in bold blue; Canadian peer data labels are written in light grey.

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



Proportion of respondents who answered 'Definitely' or 'Probably'
 Canadian peer results exclude University of Toronto.
 U of T data labels are written in bold blue; Canadian peer data labels are written in light grey.

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



Proportion of respondents who answered 'Definitely' or 'Probably'
 Canadian peer results exclude University of Toronto.
 U of T data labels are written in bold blue; Canadian peer data labels are written in light grey.

IV. 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 5 summarizes students' positive responses to these fourteen questions. In all years, students reported the greatest satisfaction with the intellectual quality of the faculty and the intellectual quality of their fellow students, with satisfaction levels for both above 90%. Levels of student satisfaction with other program dimensions remained relatively stable in all years.

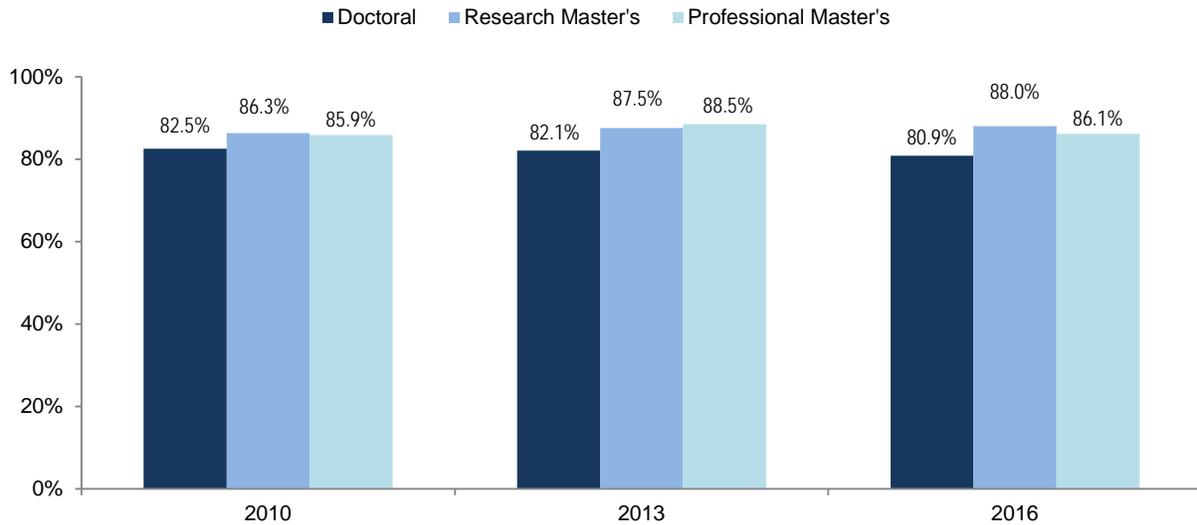
Table 5 CGPSS 2010, 2013, 2016 Results
Satisfaction with various program dimensions:
Number and Proportion of Respondents who answered 'Excellent', 'Very Good', or 'Good'

Dimension of program	2010		2013		2016	
	Count	%	Count	%	Count	%
The intellectual quality of the faculty	4,605	97.1%	6,260	97.5%	5,221	96.8%
The intellectual quality of my fellow students	4,420	93.4%	5,988	93.5%	5,005	92.9%
Quality of instruction in my courses	4,124	87.5%	5,569	86.9%	4,636	86.4%
Overall quality of graduate level teaching by faculty	4,124	87.4%	5,578	87.0%	4,637	86.3%
Helpfulness of staff members in my program	4,039	85.8%	5,474	85.6%	4,578	85.1%
The relationship between faculty and graduate students	3,993	84.5%	5,488	85.6%	4,532	84.4%
Amount of coursework	4,001	85.2%	5,332	83.2%	4,518	84.0%
Relationship of program content in my research/professional goals	3,866	82.1%	5,204	81.4%	4,389	81.6%
Opportunities for student collaboration or teamwork	3,722	79.3%	5,078	79.4%	4,272	79.5%
Availability of area courses I needed to complete my program	3,576	75.9%	4,953	77.5%	4,141	77.2%
Quality of academic advising and guidance	3,422	73.2%	4,728	74.2%	3,968	74.0%
Opportunities to engage in interdisciplinary work	3,483	75.0%	4,677	73.7%	3,847	71.9%
Opportunities to take coursework outside my own department	3,452	74.3%	4,624	72.6%	3,691	68.9%
Advice on the availability of financial support	3,010	64.8%	4,089	64.3%	3,245	60.6%

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

Student satisfaction with the relationship between faculty and graduate students varies somewhat by program type. In a pattern consistent since 2010, both research master's students and professional master's students reported greater satisfaction with their relationships with faculty than did doctoral students (Figure 3).

Figure 3 CGPSS 2010, 2013, 2016 Results
Rate the relationship between faculty and graduate students:
Proportion of respondents who answered 'Excellent', 'Very Good', or 'Good' by program type



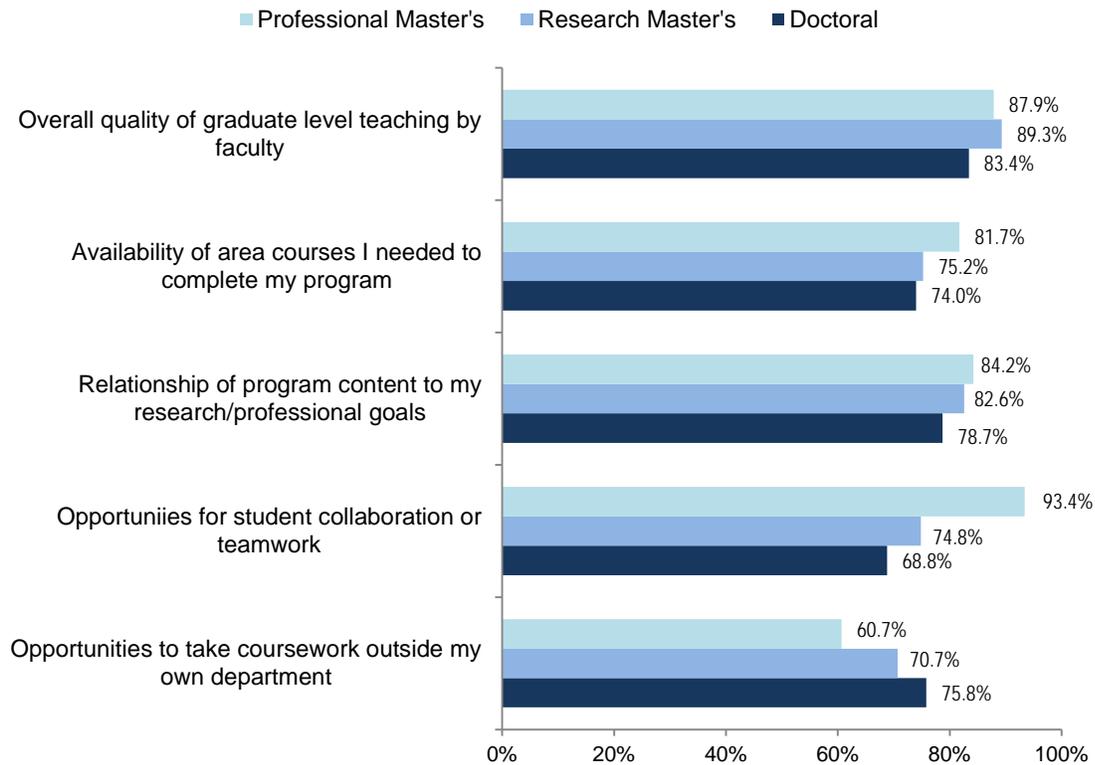
Other questions in this section of the survey also highlight the different experiences of students in doctoral stream and professional programs (Figure 4).

- Research and Professional master’s students reported higher levels of satisfaction with the overall quality of graduate teaching by faculty than doctoral students. Eighty nine percent of research master’s, 88% of professional master’s gave positive responses compared to only 83% of doctoral students.
- Professional master’s students reported higher levels of satisfaction with the availability of area courses than doctoral stream students. Eighty two percent of professional masters compared to only 74% of doctoral stream students gave positive responses.
- They also showed higher levels of satisfaction with opportunities for student collaboration or teamwork than doctoral stream students. Ninety three percent of professional master’s students compared to only 71% of doctoral stream students gave positive responses.
- However, doctoral stream students reported greater satisfaction than professional master’s students with the opportunities to take coursework outside their own department. Close to three quarters (74%) of doctoral stream students compared to 61% of professional master’s students gave positive responses.

Figure 4 CGPSS 2016 Results

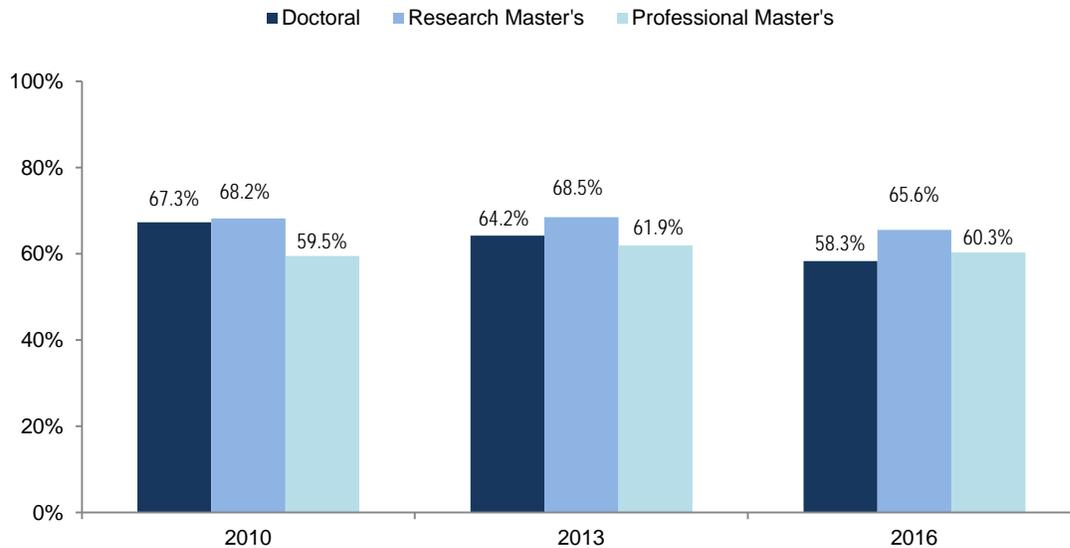
Rate the following dimensions of your program:

Proportion of respondents who answered ‘Excellent’, ‘Very Good’, or ‘Good’ by program type



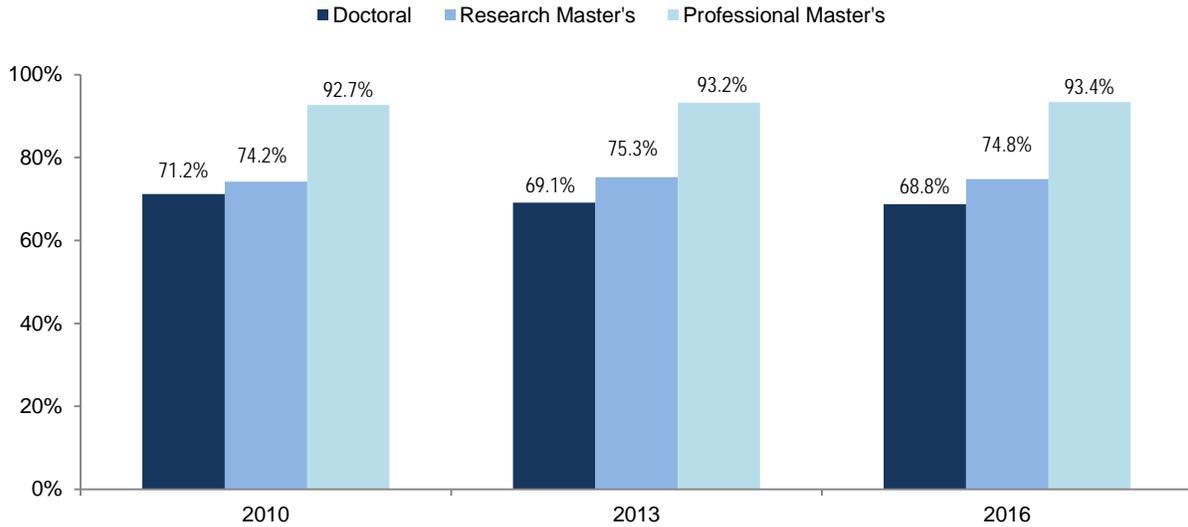
In 2010 and 2013, doctoral stream students reported higher satisfaction levels with the ‘advice on the availability of financial support’ than professional master’s students. However, there has been a downward trend in the proportion of satisfied doctoral students (Figure 5). In 2010 67% of doctoral students were satisfied with advice on the availability of financial support. In 2016, only 58% of doctoral students reported being satisfied.

Figure 5 CGPSS 2010, 2013, 2016 Results
Rate the advice on the availability of financial support:
Proportion of respondents who answered ‘Excellent’, ‘Very Good’, or ‘Good’ by program type



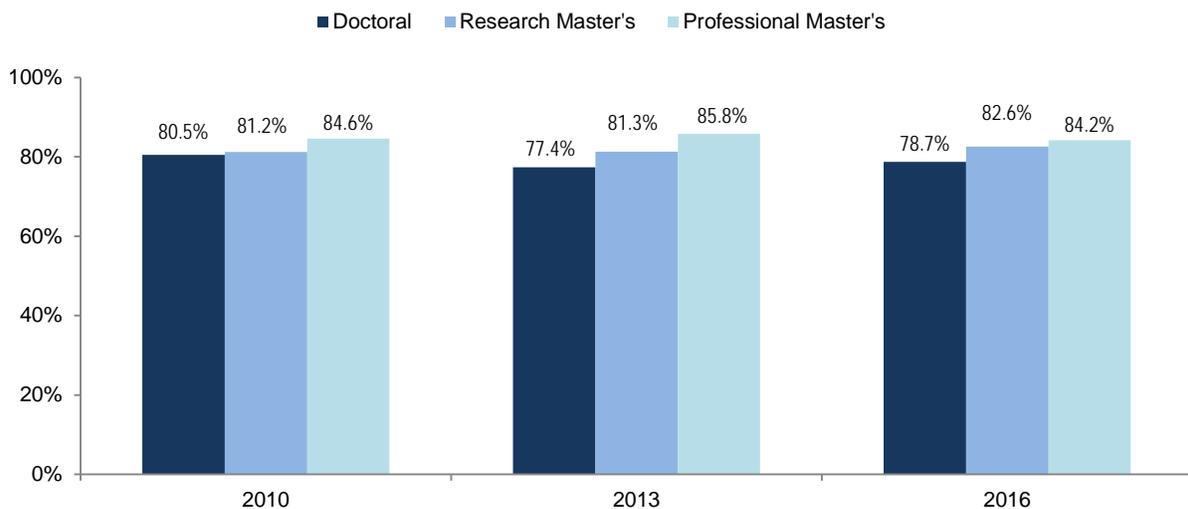
A much larger percentage of professional master's students reported being satisfied with opportunities for student collaboration or teamwork than doctoral stream students (Figure 6).

Figure 6 CGPSS 2010, 2013, 2016 Results
Rate the opportunities for student collaboration or teamwork:
Proportion of respondents who answered 'Excellent', 'Very Good', or 'Good' by program type



In 2016, professional master's students reported slightly higher satisfaction levels with the relationship of their program content to their research and professional goals than did doctoral stream students (Figure 7).

Figure 7 CGPSS 2010, 2013, 2016 Results
Rate the relationship of program content to my research/professional goals:
Proportion of respondents who answered 'Excellent', 'Very Good', or 'Good' by program type

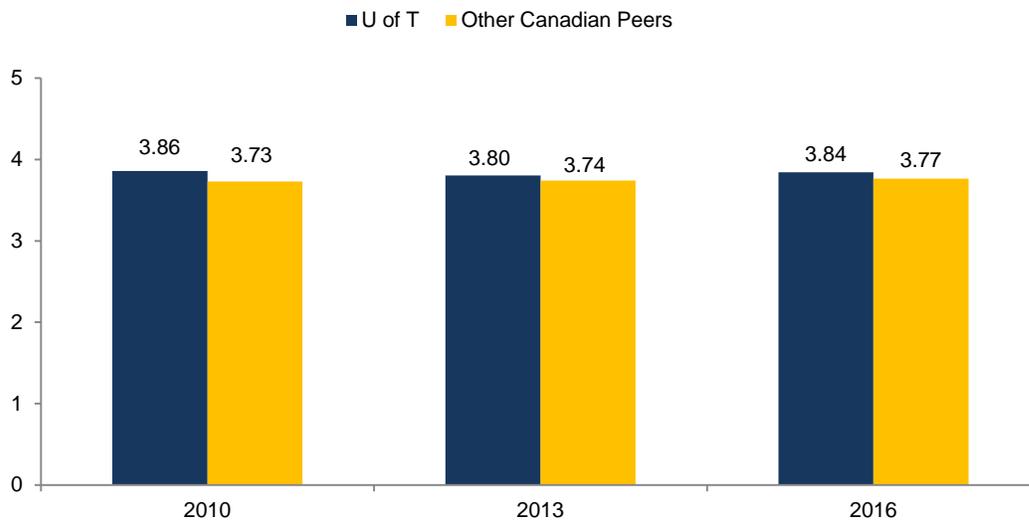


Doctoral students rated the quality of teaching at U of T more positively than do their counterparts at our Canadian peer institutions. Benchmark scores for the ‘Quality of Teaching’ were slightly higher at U of T than at Canadian peer institutions. This pattern was observed in 2010, 2013 and 2016 (Figure 8).

Ratings from the following three survey items were included in the benchmark scores (where 1 = ‘Poor’ and 5 = ‘Excellent’):

1. The intellectual quality of the faculty
2. Overall quality of graduate level teaching by faculty
3. Quality of instruction in my courses

Figure 8 CGPSS 2010, 2013, 2016 Results
Canadian peer benchmarks scores: Quality of teaching (doctoral students only)



Canadian peer means exclude University of Toronto.

V. Professional Skills Development and Networking Opportunities

The survey asked students to rate their satisfaction with various aspects of their professional skills development. Given the distinct nature of doctoral stream and professional programs, the questions in this section were tailored for each of these audiences, and the results are reported separately below.

In 2010, results of doctoral stream students were limited to a subset of students who indicated that their program includes a thesis, dissertation, or research paper (100% of doctoral students and 88% of research master's students). In 2013, the thesis question was changed, and all doctoral students and research master's students followed either the long or medium stream paths of the survey. As a result, all responses from doctoral stream students are included below for the 2013 and 2016 results.

Table 6 displays the participation rate and satisfaction rate of doctoral stream students in a variety of professional skills development activities. The majority of students were satisfied with feedback on their research. In 2016, 78% of doctoral stream students gave ratings of 'excellent', 'very good', or 'good'. A large proportion of students also reported satisfaction with courses, workshops, and orientation on teaching (75%), advice/workshops about research ethics (71% in human subject research and 70% in the use of animals), and advice and workshops on academic writing standards (69%).

The lowest levels of satisfaction were related to career and job preparations. All doctoral stream students were least satisfied with information provided about career options outside academia (50%), as well as research positions (51%). In 2016, a new question was added to this section, asking respondents if they participated in advice/workshops on job searching, and, if they participated, how satisfied they were. Of the 64% of doctoral stream students who participated in job searching advice/workshops, 58% were satisfied.

Participation levels for doctoral stream students in these activities range from 36% for 'advice/workshops about research ethics in the use of animals'; to 92% for 'feedback on your research'.

Table 6 CGPSS 2010, 2013, 2016 Results
Professional skills development activities: Participation and satisfaction of doctoral stream students

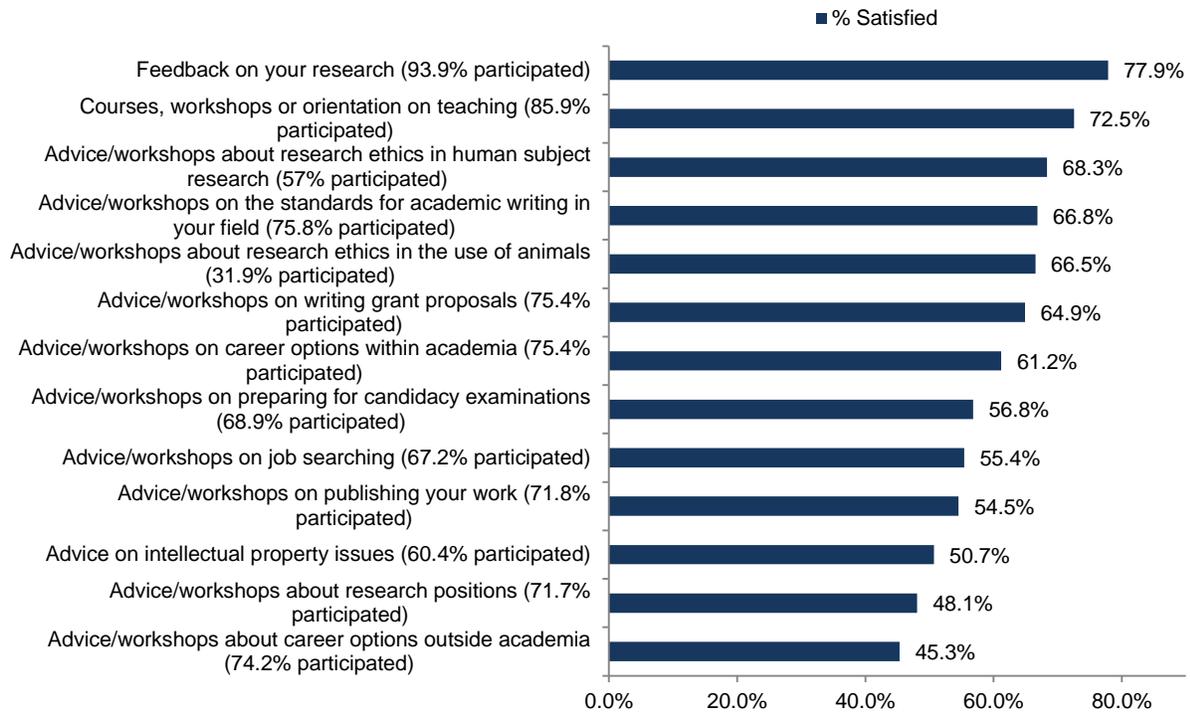
Professional skills development activity	Percent Participated			Percent Satisfied		
	2010	2013	2016	2010	2013	2016
Feedback on your research	92.7%	91.9%	91.6%	78.8%	76.7%	77.8%
Courses, workshops or orientation on teaching	79.8%	82.9%	83.0%	77.9%	74.8%	74.5%
Advice/workshops about research ethics in human subject research	56.7%	55.1%	57.2%	73.5%	70.3%	70.5%
Advice/workshops about research ethics in the use of animals	30.8%	34.1%	35.8%	72.2%	70.6%	70.3%
Advice/workshops on the standards for academic writing in your field	70.2%	72.8%	72.4%	75.6%	71.2%	69.3%
Advice/workshops on writing grant proposals	70.2%	72.8%	70.8%	73.9%	68.7%	67.2%
Advice/workshops on career options within academia	68.2%	71.5%	71.4%	58.1%	59.3%	62.7%
Advice/workshops on preparing for candidacy examinations	57.9%	59.0%	60.1%	59.5%	56.8%	61.2%
Advice/workshops on job searching (CV prep, interview skills, etc.)	New Question		63.9%	New Question		57.9%
Advice/workshops on publishing your work	66.8%	66.3%	67.2%	63.8%	58.0%	57.0%
Advice on intellectual property issues	60.6%	63.2%	60.7%	57.5%	55.5%	56.3%
Advice/workshops about research positions	66.6%	67.9%	68.4%	50.2%	48.7%	51.0%
Advice/workshops about career options outside academia	68.4%	71.2%	71.6%	45.1%	44.6%	49.7%

'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'.

There are some differences in the participation rates and satisfaction rates between doctoral students and research master’s students. Figure 9 shows participation and satisfaction rates for doctoral students. For example, of the 94% of doctoral students who received feedback on their research, 78% were satisfied. Of the 74% of doctoral students who received advice or participated in workshops about career options outside academia, only 45% were satisfied.

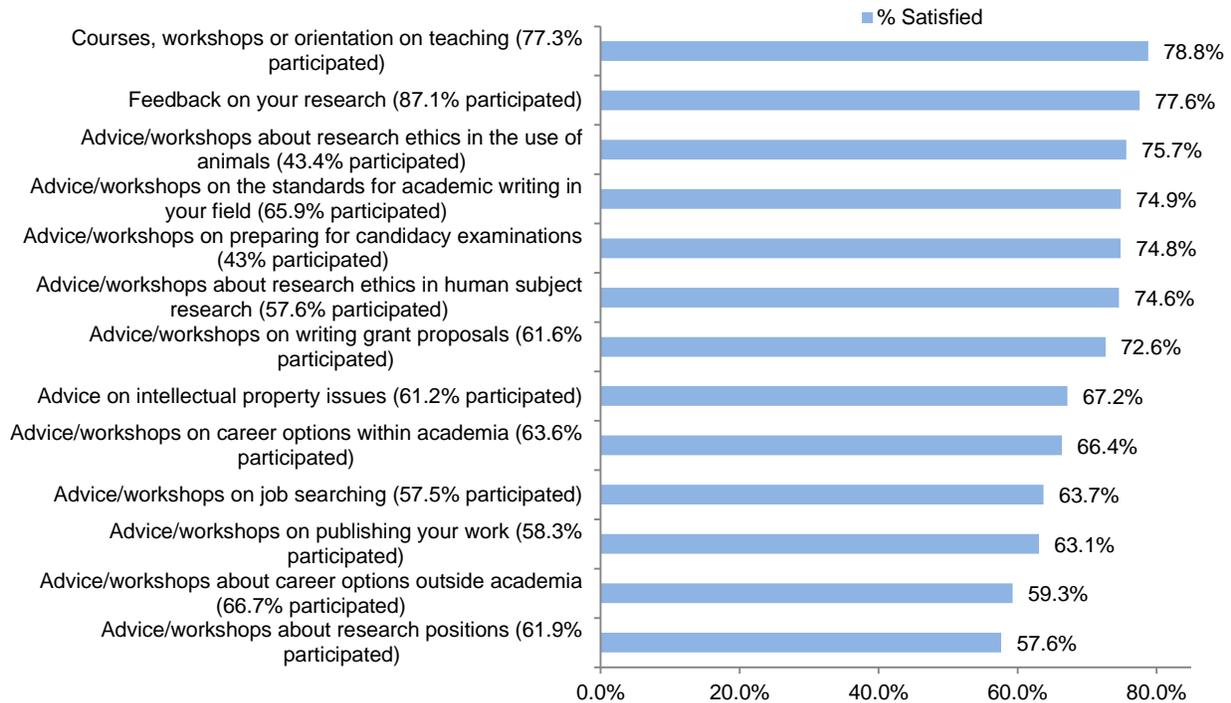
Figure 9 CGPSS 2016 Results
Professional skills development activities:
Satisfaction rates of participating doctoral students



(n%) to the right of each activity label on the vertical axes indicates the percent of respondents who reported they participated in the activity; n% reported to the right of the bar indicates the proportion of students participating in the activity that rated it as 'excellent', 'very good', or 'good'. For example, 93.9% of doctoral students participated in the activity 'feedback on your research'. Of the students who participated in the activity, 77.9% were satisfied.

Figure 10 shows participation and satisfaction rates for research master’s students. Of the 78% of research master’s students who participated in courses, workshops or orientation on teaching, 79% were satisfied. Of the 62% of research master’s students who received advice or participated in workshops about research positions, only 58% were satisfied.

Figure 10 CGPSS 2016 Results
Professional skills development activities:
Satisfaction rates of participating research master’s students



(n%) to the right of each activity label on the vertical axes indicates the percent of respondents who reported they participated in the activity; n% reported to the right of the bar indicates the proportion of students participating in the activity that rated it as ‘excellent’, ‘very good’, or ‘good’. For example, 77.3% of research master’s students participated in the activity ‘courses, workshops, or orientation on teaching’. Of the students who participated in the activity, 78.8% were satisfied.

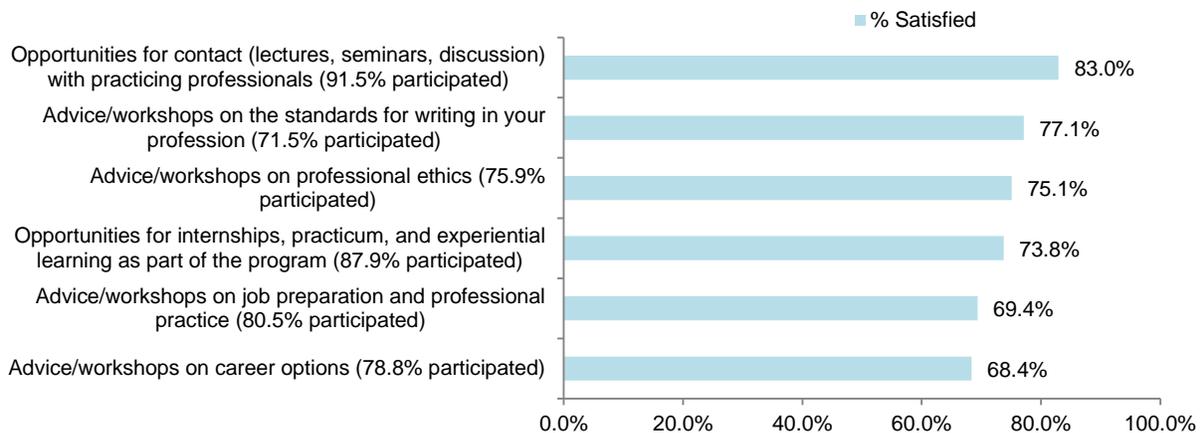
On the whole, levels of participation and satisfaction for professional master’s students with their professional skills development activities were higher than those observed for doctoral stream students (Table 7). Professional master’s students were most satisfied with the opportunities for contact with practicing professionals (83%) and advice/workshops on the standards for writing in their profession (77%). However, similar to doctoral stream students, they were least satisfied with the information they received about job preparation and professional practice (69%) and career options (68%). This is still a higher level of satisfaction compared to doctoral and research master’s students.

Table 7 CGPSS 2010, 2013, 2016 Results
Professional skills development activities: Participation and satisfaction of professional master's students

Professional skills development activity	Percent Participated			Percent Satisfied		
	2010	2013	2016	2010	2013	2016
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	92.9%	93.6%	91.5%	82.1%	81.0%	83.0%
Advice/workshops on the standards for writing in your profession	76.3%	71.0%	71.5%	71.1%	74.9%	77.1%
Advice/workshops on professional ethics	76.8%	75.0%	75.9%	71.2%	71.1%	75.1%
Opportunities for internships, practicum, and experiential learning as part of the program	86.6%	88.1%	87.9%	70.6%	71.5%	73.8%
Advice/workshops on job preparation and professional practice	78.6%	80.6%	80.5%	65.1%	67.2%	69.4%
Advice/workshops on career options	79.2%	78.3%	78.8%	61.7%	64.4%	68.4%

'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 2016 Results
Professional skills development activities:
Satisfaction rates of participating professional master's students



(n%) to the right of each activity label on the vertical axes indicates the percent of respondents who reported they participated in the activity;

n% reported to the right of the bar indicates the proportion of students participating in the activity that rated it as 'excellent', 'very good', or 'good'.

For example, 91.5% of professional master's students participated in the activity 'opportunities for contact with practicing professionals'. Of the students who participated in the activity, 83.0% were satisfied.

In the 2016 survey, a new set of questions was introduced which focused on networking opportunities. Students were asked how important it was to take part in five types of networking opportunities, and whether these networking opportunities have been available to them during their program.

Both doctoral students and research master's students believe that opportunities to collaborate on research internationally are 'very important' or 'somewhat important' (86% of doctoral students and 80% of research master's students). However, only 66% of doctoral students and 60% of research master's students have had an opportunity to participate in international research collaboration during their program.

Similarly, 85% of professional master's students believe it is important to work or collaborate with local, provincial or federal government. However, only 54% of professional master's students have had an opportunity to work or collaborate with any level of government during their program.

Table 8 CGPSS 2016 Results

Networking activities: Importance of having an opportunity to participate
Proportion of respondents who answered 'Very important' or 'Somewhat important' by program type

Doctoral		Research Master's		Professional Master's	
Collaborate on research internationally	86.1%	Collaborate on research internationally	79.5%	Work/collaborate with local/provincial/federal government	85.2%
Work/collaborate with local/provincial/federal government	73.6%	Work/collaborate with local/provincial/federal government	74.7%	Network with businesses	81.8%
Study abroad	62.6%	Network with businesses	69.7%	Network with not for profit organizations	77.7%
Network with businesses	60.3%	Network with not for profit organizations	62.7%	Collaborate on research internationally	60.2%
Network with not for profit organizations	60.2%	Study abroad	57.9%	Study abroad	57.7%

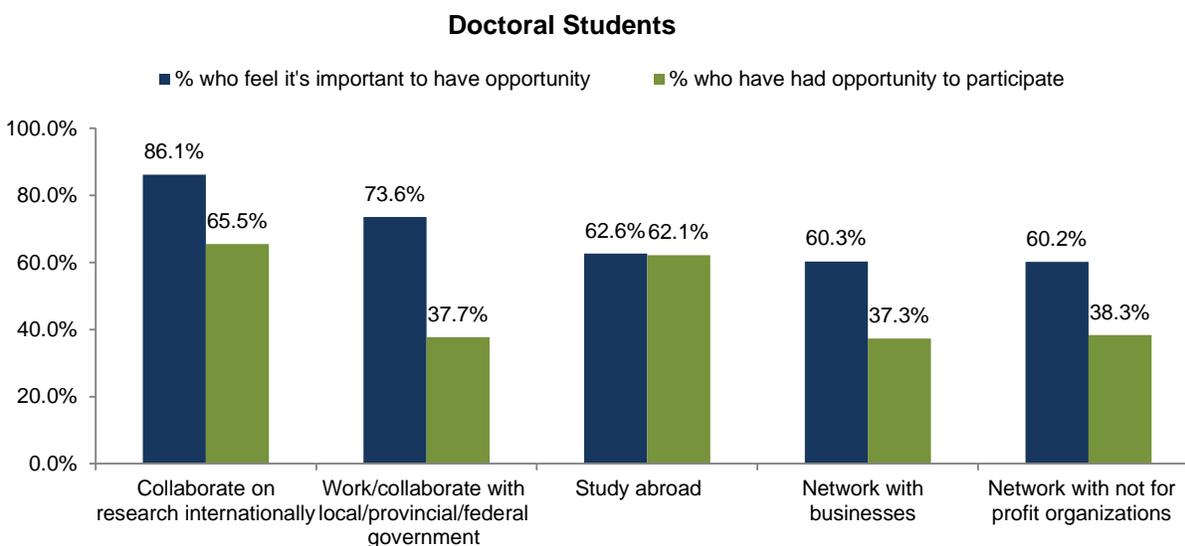
Table 9 CGPSS 2016 Results

Networking activities: Opportunities to network are available during current program
Proportion of respondents who answered ‘Yes, to a great extent’, or ‘Yes, to some extent’ by program type

Doctoral		Research Master's		Professional Master's	
Collaborate on research internationally	65.5%	Collaborate on research internationally	59.9%	Network with not for profit organizations	66.3%
Study abroad	62.1%	Study abroad	53.6%	Network with businesses	62.4%
Network with not for profit organizations	38.3%	Network with businesses	43.7%	Study abroad	59.0%
Work/collaborate with local/provincial/federal government	37.7%	Work/collaborate with local/provincial/federal government	41.0%	Work/collaborate with local/provincial/federal government	53.5%
Network with businesses	37.3%	Network with not for profit organizations	37.4%	Collaborate on research internationally	41.2%

Figure 12 shows the proportion of doctoral students who believe it is important to have the opportunity to participate in each networking activity (left 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 although 74% of doctoral students feel that it is important to work or collaborate with any level of government, only 38% have had an opportunity to do so during their graduate program. Similar information is shown for research master’s and professional master’s students in figures 13 and 14.

Figure 12
CGPSS 2016 Results Doctoral Students
Networking activities: Proportion of respondents who feel it is important to have the opportunity to participate (bar to the left) compared to Proportion of respondents who have had opportunities to participate (bar to the right)



‘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 13
CGPSS 2016 Results Research Master's Students
Networking activities: Proportion of respondents who feel it is important to have the opportunity to participate (bar to the left) compared to Proportion of respondents who have had opportunities to participate (bar to the right)

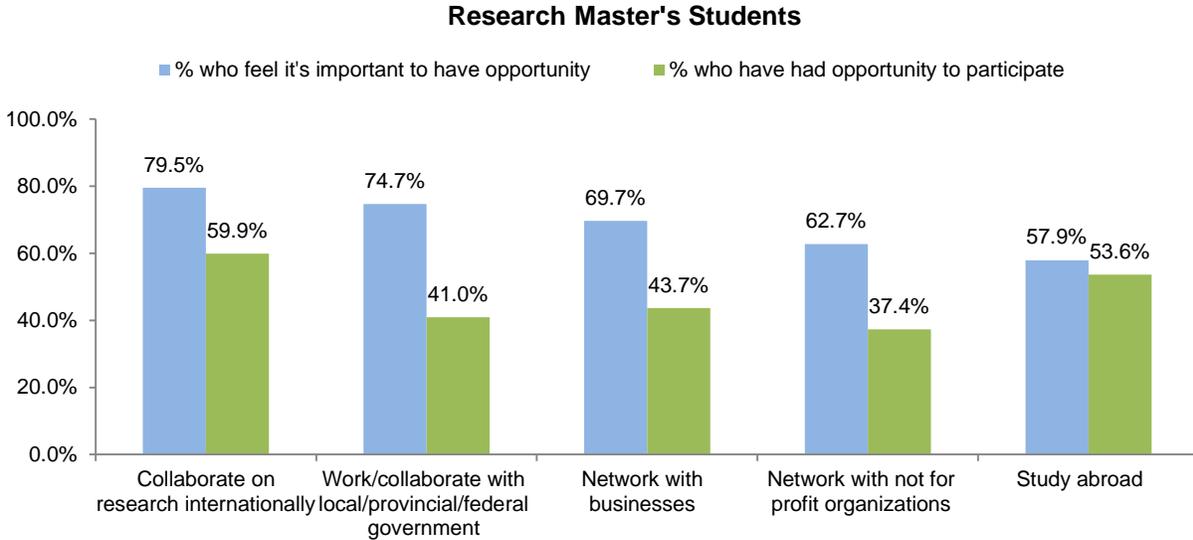
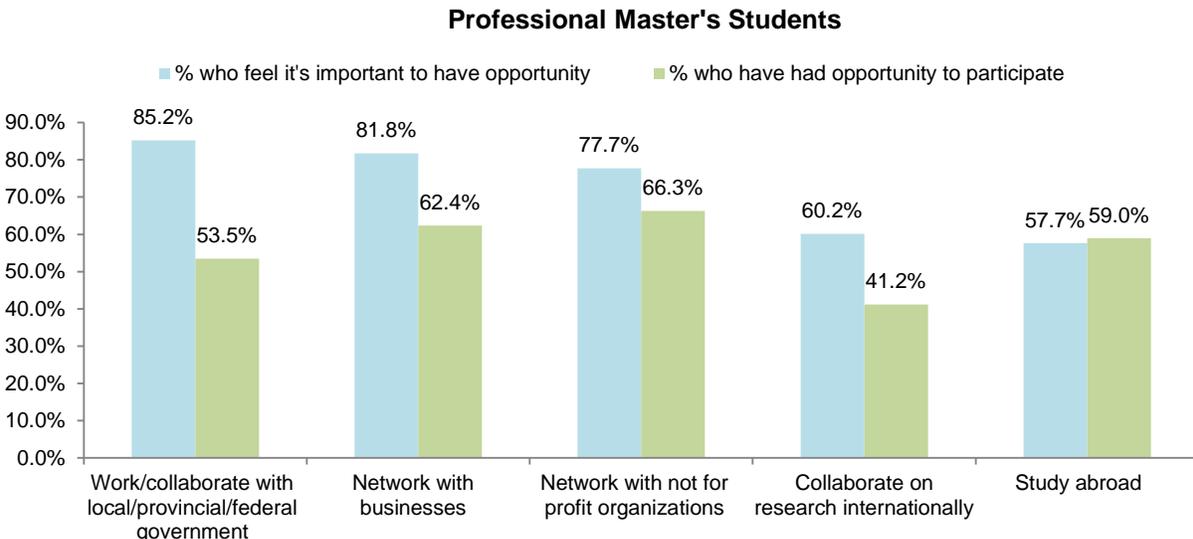


Figure 14
CGPSS 2016 Results Professional Master's Students
Networking activities: Proportion of respondents who feel it is important to have the opportunity to participate (bar to the left) compared to Proportion of respondents who have had opportunities to participate (bar to the right)



'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 supplemental question, students were asked how supported they feel by the University of Toronto in a variety of personal and professional skills development and career preparation areas. Close to three quarters of respondents (74%) ‘strongly agreed’ or ‘agreed’ that U of T supported them in their health-related activities, and two-thirds ‘strongly agreed’ or ‘agreed’ that U of T supported them in their academic professional development (67%). Over half of respondents responded positively that U of T supported them in having opportunities to communicate their research to non-specialist audiences (53%) and learning new skills not required for their research, teaching or lab work (51%). Table 10 shows the results by degree type.

Table 10 CGPSS 2016 Results

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 program type

	Doctoral	Research Master's	Professional Master's	All
Engage in wellness or health-related activities (sports, yoga, etc.)	73.3%	76.4%	73.3%	74.0%
Spend time on your academic professional development	64.3%	68.5%	69.9%	67.3%
Have opportunities to communicate your research to non-specialist audiences (Three Minutes Thesis, Investor Pitches, Interdepartmental Discussions)	57.3%	56.3%	41.7%	52.9%
Learn new skills not required for your research, teaching or lab work	46.9%	51.5%	55.6%	51.1%
Gain relevant work experience, paid or unpaid, beyond R.A.ships or T.A.ships	41.3%	42.7%	53.7%	46.3%
Participate in interdisciplinary projects/initiatives	40.3%	42.2%	48.2%	43.7%
Volunteer within or outside the university	40.0%	45.2%	46.6%	43.6%
Spend time on your non-academic professional development	36.1%	43.1%	51.1%	43.3%
Participate in international experiences/initiatives	39.8%	35.2%	34.8%	37.1%

In a second supplemental question, students were asked how well prepared they feel to succeed in a number of specified roles if they were to begin a new job tomorrow. Close to three quarters (74%) of respondents replied that they would feel ‘very prepared’ or ‘somewhat prepared’ to work in a non-academic private or public sector job related to their research. Two thirds felt that they would feel ‘very prepared’ or ‘prepared’ to be a researcher in their field at a post-secondary institution (68%) or work in a consulting job related to their research area (67%). Only a quarter (26%) felt that they were ‘very prepared’ or ‘prepared’ to be an entrepreneur or small business owner. Table 11 shows the results by degree type.

Table 11 CGPSS 2016 Results
Prepared for Work: 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 program type

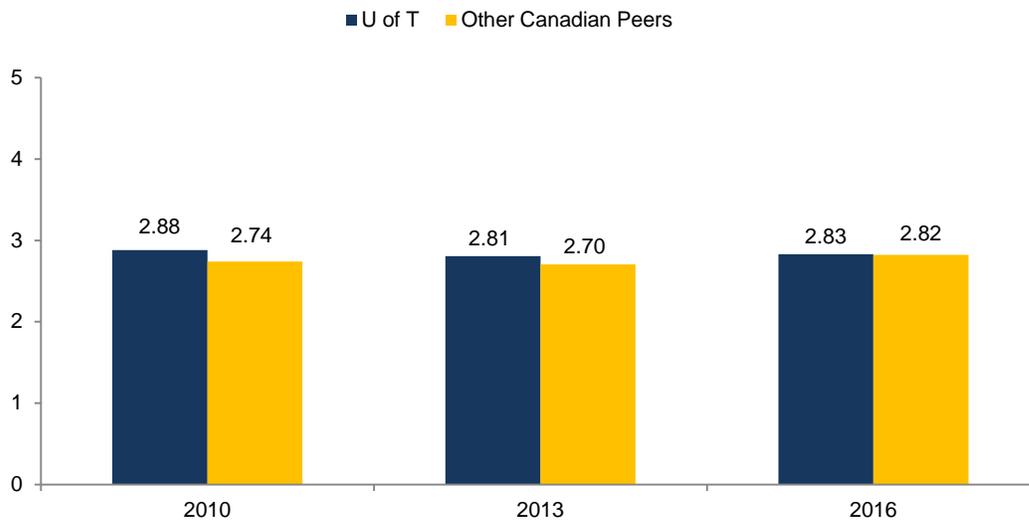
Doctoral	Research Master's	Professional Master's
Researcher in my field at a post-secondary institution 82.2%	Non-academic private or public sector job related to my research area 72.3%	Non-academic private or public sector job related to my research area 73.7%
Non-academic private or public sector job related to my research area 75.4%	Researcher in my field at a post-secondary institution 64.7%	Consulting job related to my research area 64.7%
Consulting job related to my research area 71.3%	Consulting job related to my research area 61.8%	Administration at a post-secondary institution 56.7%
Professorship in my field at a post-secondary institution 68.7%	Administration at a post-secondary institution 47.2%	Researcher in my field at a post-secondary institution 52.6%
Administration at a post-secondary institution 52.4%	Non-academic private or public sector job unrelated to my research area 44.5%	Non-academic private or public sector job unrelated to my research area 52.5%
Non-academic private or public sector job unrelated to my research area 44.8%	Professorship in my field at a post-secondary institution 35.2%	Professorship in my field at a post-secondary institution 34.3%
Entrepreneur or small business owner 22.8%	Entrepreneur or small business owner 20.6%	Entrepreneur or small business owner 32.9%

In 2010 and 2013, U of T doctoral students were, on the whole, more satisfied with training in research activities and career information than doctoral students at our Canadian peer institutions. In 2016, U of T doctoral students were just as satisfied as their counterparts in our Canadian peer institutions. Figure 15 shows benchmark scores for 2010, 2013, and 2016 for ‘Research Training and Career Orientation’.

Data from nine CGPSS items were included in calculations for these benchmark scores:

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

Figure 15 CGPSS 2010, 2013, 2016 Results
Canadian peer benchmark scores: Research training and career orientation
(doctoral students only)



Canadian peer means exclude University of Toronto.

VI. Program/Department Support

This section of the report combines results regarding students' involvement in research, presentations and publications, and their satisfaction with thesis advisors. As in the preceding section, the following data summary is limited to respondents in 2010 who had indicated that their program includes a thesis, dissertation or research paper (100% doctoral students and 88% research master's students). In 2013 the thesis question changed. The 2013 and 2016 responses below include all doctoral stream students, as they all would have been led through the long stream path or medium stream path of the survey. As a result, any comparisons to data from the 2010 aggregate report should be made with caution.

In 2016, 96% of all doctoral stream students reported that they have received faculty guidance in formulating a research topic, with 73% rating their experience as 'excellent', 'very good', or 'good' (Table 12).

Table 12 CGPSS 2010, 2013, 2016 Results

Research experience:

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

Research activity	Percent Participated			Percent Satisfied		
	2010	2013	2016	2010	2013	2016
Faculty guidance in formulating a research topic	97.1%	95.7%	96.0%	76.1%	73.4%	72.8%
Conducting independent research since starting your graduate program	95.3%	93.8%	93.7%	83.8%	79.5%	79.5%
Training in research methods (before beginning your own research)	92.7%	91.8%	91.9%	64.8%	62.4%	61.8%
Research collaboration with one or more faculty members	82.5%	79.7%	80.7%	74.9%	76.2%	74.8%
Collaboration with faculty in writing grant proposals	58.6%	58.8%	60.5%	61.9%	60.7%	60.6%

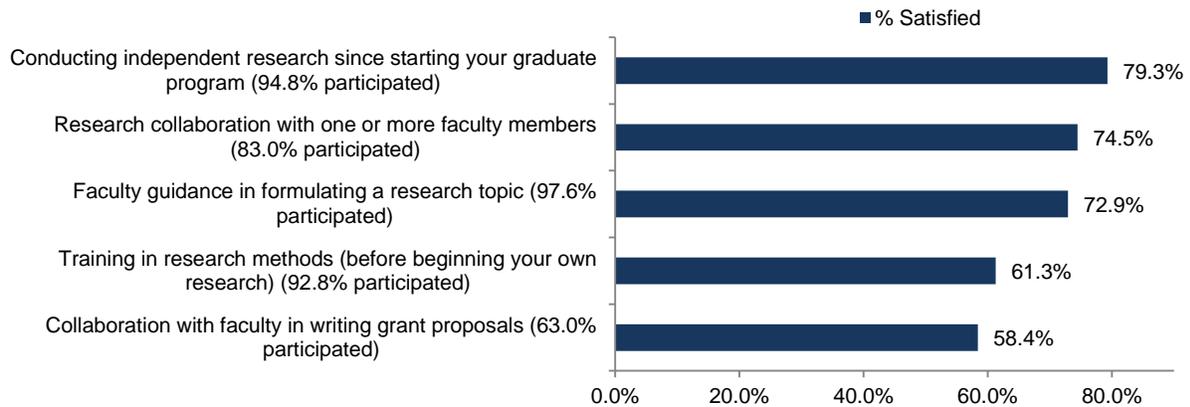
'Percent participated' excludes the proportion of valid cases that responded 'did not participate' or 'not applicable'. 'Percent satisfied' indicates the proportion of students participating in the activity that rated it as 'excellent', 'very good', or 'good'.

There are some differences between doctoral students and research master's students. For example, a larger percentage of doctoral students (83%) reported that they have conducted research in collaboration with one or more faculty members than research master's students (76%). Three quarters of doctoral stream students (75% of doctoral students and 76% of research master's students) rated the experience positively. More doctoral students reported that they participated in collaborations with faculty to write grant proposals (63% of doctoral students compared to 56% of research master's students), however a larger proportion of research master's students rated their experience positively than doctoral students (66% of research master's students compared to 58% of doctoral students). Figure 16 shows participation and satisfaction rates for doctoral students. Figure 17 shows participation and satisfaction rates for research master's students.

Figure 16 CGPSS 2016 Results

Research experience:

Satisfaction rates of participating doctoral students with each research activity

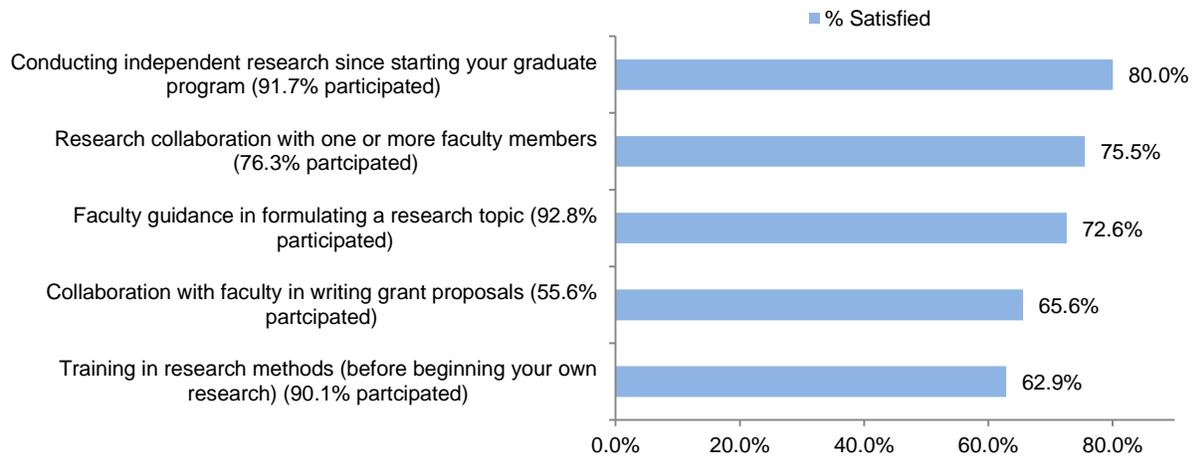


(n%) to the right of each activity label on the vertical axes indicates the percent of respondents who reported they participated in the activity; n% reported to the right of the bar indicates the proportion of students participating in the activity that rated it as 'excellent', 'very good' or 'good'. For example, 95.2% of doctoral students participated in the activity 'conducting independent research since starting your graduate program'. Of the students who participated in the activity, 79.3% were satisfied.

Figure 17 CGPSS 2016 Results

Research experience:

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



(n%) to the right of each activity label on the vertical axes indicates the percent of respondents who reported they participated in the activity; n% reported to the right of the bar indicates the proportion of students participating in the activity that rated it as 'excellent', 'very good', or 'good'. For example, 91.7% of research master's students participated in the activity 'conducting independent research since starting your graduate program'. Of the students who participated in the activity, 80.0% were satisfied.

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, publishing, and presenting research. Students who responded that a particular activity occurred in their department were then asked how many times they participated in the activity. Table 13 shows the proportion of doctoral student who participated in publication and presentation activities, and Table 14 shows research master's student participation rates. A larger proportion of doctoral students indicated involvement in these activities than research master's students. For instance, a larger proportion of doctoral students participated in seminars/colloquia at which students present their research than research master's students. Eighty five percent of doctoral students compared to only 72% of research master's had participated in that activity in 2016.

Table 13 CGPSS 2010, 2013, 2016 Results

Publications and presentations:

Proportion of doctoral students that indicated they have participated at least once in the following activities (if it occurred in their dept.)

	Doctoral		
	2010	2013	2016
Seminars/colloquia at which students present their research	86.3%	83.5%	84.6%
Deliver any papers or present at poster at national scholarly meetings	77.2%	79.9%	81.0%
Attend national scholarly (/professional) meetings	78.7%	74.7%	73.2%
Co-authored in refereed journals with your program faculty*	63.5%	69.4%	69.6%
Published as sole or first author in a refereed journal *	62.8%	66.0%	67.9%
Departmental funding for students to attend national (or regional meetings)	65.7%	64.0%	64.0%

*In 2013 and 2016, long stream respondents only.

Table 14 CGPSS 2010, 2013, 2016 Results

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 dept.)

	Research Master's		
	2010	2013	2016
Seminars/colloquia at which students present their research	79.8%	73.6%	72.4%
Deliver any papers or present at poster at national scholarly meetings*	47.4%	48.9%	50.5%
Co-authored in refereed journals with your program faculty*	38.7%	43.9%	45.8%
Attend national scholarly (/professional) meetings	50.3%	43.4%	41.1%
Departmental funding for students to attend national (or regional meetings)	41.4%	38.2%	37.0%
Published as sole or first author in a refereed journal *	25.1%	29.7%	25.6%

*In 2013 and 2016, long stream respondents only.

The proportion of doctoral students who participated in publication and presentation activities is very similar to doctoral students at our Canadian peer institutions; however the mean number of times U of T students participated in each activity is lower than their Canadian peer counterparts. For instance, although the proportion of respondents who presented their research at a seminar/colloquium at least once is very similar between doctoral students at U of T (85%) and doctoral students at our peer institutions (86%), doctoral students at our peer institutions presented their data slightly more often (average 2.5 times) than doctoral students at U of T (average 2.4 times). A smaller proportion of doctoral students at U of T published as sole or first author in a refereed journal (68%) than their Canadian peer counterparts (72%).

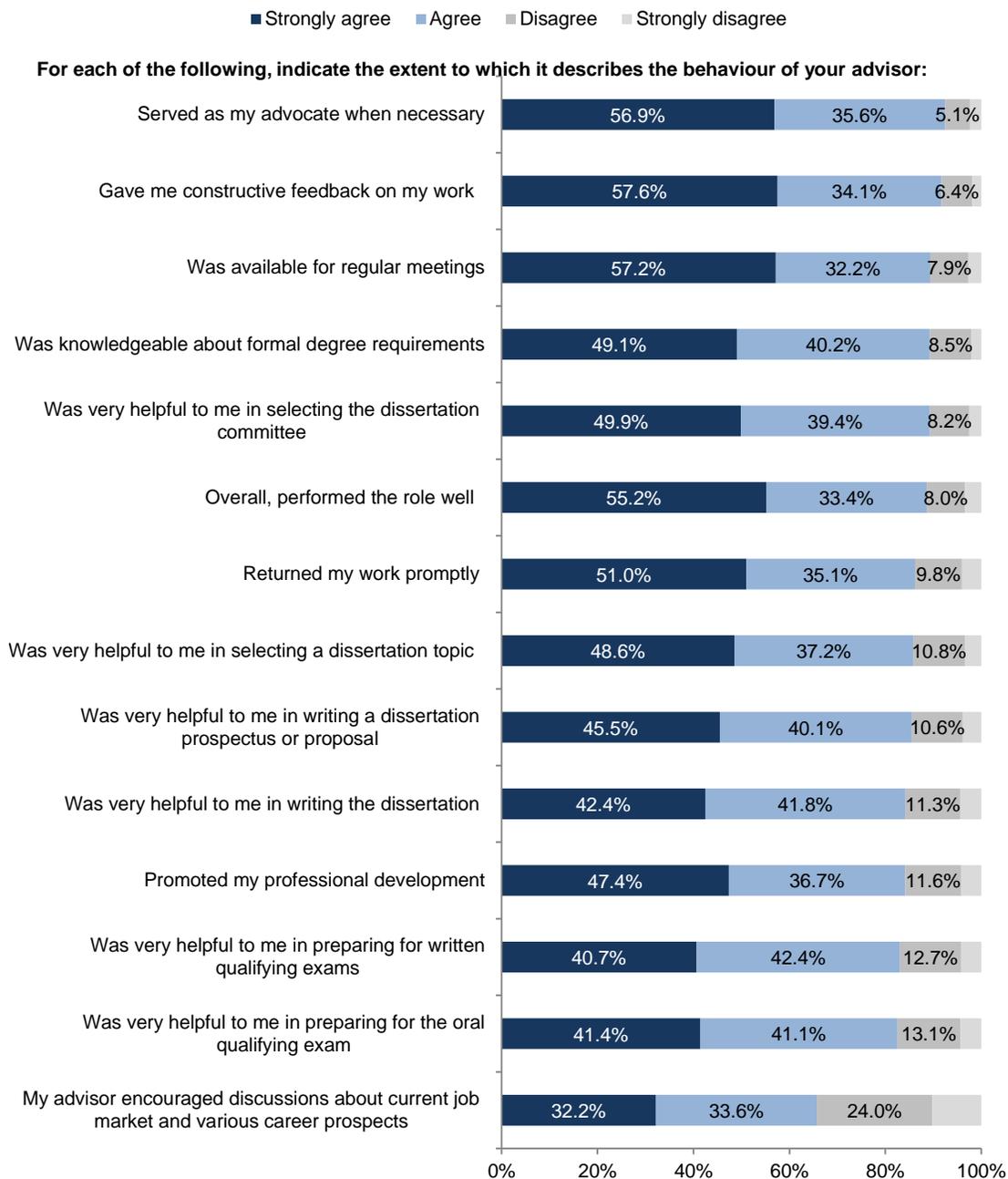
**Table 15 CGPSS 2016 Results Doctoral students only
Publications and Presentations:
U of T compared to Canadian peers
Proportion of respondents that indicated they have participated at least once in the following activities (if it occurred in their dept.), and the mean number of times they participated**

	Percent participated		Mean number of times participated	
	U of T	Canadian Peers	U of T	Canadian Peers
Seminars/colloquia at which students present their research	84.6%	85.9%	2.37	2.47
Deliver any papers or present a poster at national scholarly meetings*	81.0%	81.9%	2.10	2.10
Attend national scholarly (/professional) meetings	73.2%	77.2%	1.84	1.93
Co-authored in refereed journals with your program faculty *	69.6%	72.9%	1.44	1.58
Published as sole or first author in a refereed journal*	67.9%	72.2%	1.21	1.36
Departmental funding for students to attend national (or regional meetings)	64.0%	67.3%	1.31	1.36

*In 2013 and 2016, 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 18). Doctoral students were most satisfied with how their thesis advisor acted as an advocate for them (93%) and with the feedback provided on their work (92%). Of those surveyed, 87% of doctoral respondents ‘strongly agree’ or ‘agree’ that overall, their advisor performed the role well. In 2016, a new question was added to this section. Students were asked whether their advisor encouraged discussions about the current job market and various career prospects. This question received the least positive responses, with only 66% of doctoral students replying positively.

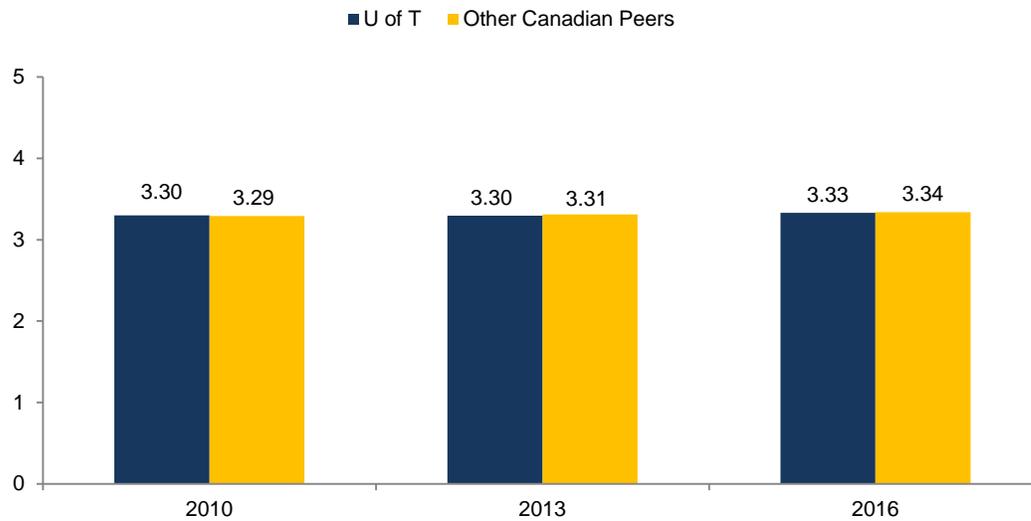
Figure 18 CGPSS 2016 Results
Advisor and dissertation: Responses of doctoral students (long stream only)



U of T's doctoral students were just as satisfied with the support they receive from their dissertation advisor in 2016 as they were in 2010 and 2013. Benchmark scores for 'Supportive Dissertation Advisor' are displayed in Figure 19 and consist of 12 items from the CGPSS:

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

Figure 19 CGPSS 2010, 2013, 2016 Results
Canadian peer benchmark scores: Supportive dissertation advisor (doctoral students only)



Canadian peer means exclude University of Toronto.

In 2016, doctoral students were asked if they had an advisory committee. Almost 80% said they did, and over three quarters (79%) had already interacted at least once with their advisory committee. The vast majority (93%) interacted in a formal meeting, as opposed to through email or telephone contact. Over ninety percent of doctoral students strongly agree or agree with the statement “up to now, I have found my advisory committee’s feedback constructive and useful.”

VII. Financial Support

Several survey questions inquire about the kinds of financial support that graduate students have received, the amount of undergraduate and graduate educational debt students expect to have by the end of their program, and student satisfaction with advice on the availability of financial support.

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 (61%) and University funded fellowships (56%) were the most common forms of support. Both research master's students and professional master's students indicated that loans, savings or family assistance was the most common form of support (44% of research master's, 70% of professional master's). Table 16 shows the different forms of support, ordered by most to least common form of support, for each degree type.

Table 16 CGPSS 2016 Results
Financial Support by Degree Type

Doctoral	% who received this form of support	Research Master's	% who received this form of support	Professional Master's	% who received this form of support
Forms of Support		Forms of Support		Forms of Support	
Graduate teaching assistantship	61.1%	Loans, savings, or family assistance	43.8%	Loans, savings, or family assistance	69.5%
University funded fellowships	55.8%	Graduate teaching assistantship	40.0%	University-funded bursary	37.3%
Graduate research assistantship	49.7%	University funded fellowships	37.7%	Off campus employment	28.4%
Loans, savings, or family assistance	39.0%	Graduate research assistantship	34.0%	Partial tuition scholarships or waivers	15.6%
Provincial Government Scholarship/Fellowship	34.4%	University-funded bursary	26.9%	Provincial Government Scholarship/Fellowship	14.3%
Federal Granting Council Scholarship/Fellowship	32.6%	Federal Granting Council Scholarship/Fellowship	19.6%	Provincial bursary (non-refundable)	10.7%
Full tuition scholarships or waivers	27.4%	Full tuition scholarships or waivers	18.4%	Other campus employment	10.1%
University-funded bursary	26.8%	Provincial Government Scholarship/Fellowship	15.3%	University funded fellowships	8.5%
Off campus employment	17.4%	Off campus employment	14.2%	Employee benefit or employer funding	7.6%
External (to university) non-government fellowship	15.5%	External (to university) non-government fellowship	9.6%	Graduate teaching assistantship	6.4%
Other part-time research employment	11.8%	Partial tuition scholarships or waivers	8.2%	Federal Granting Council Scholarship/Fellowship	5.2%
Other part-time teaching employment	8.2%	Other campus employment	5.5%	Other part-time research employment	4.7%
Partial tuition scholarships or waivers	6.8%	Other part-time research employment	4.3%	Graduate research assistantship	4.6%
Other campus employment	6.8%	Provincial bursary (non-refundable)	3.2%	External (to university) non-government fellowship	3.9%
Employee benefit or employer funding	4.4%	Employee benefit or employer funding	3.2%	Full tuition scholarships or waivers	3.4%
Support from a Foreign Government	4.1%	Other part-time teaching employment	2.8%	Other part-time teaching employment	1.9%
Provincial bursary (non-refundable)	2.7%	Support from a Foreign Government	1.5%	Support from a Foreign Government	1.3%
Residence Donship	1.1%	Residence Donship	1.2%	Residence Donship	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 proportion of respondents who estimate that they will have no debt, both undergraduate and graduate debt, or either only undergraduate debt or only graduate debt when they complete their graduate program. These combinations of debt

vary by degree type. In 2016 44% of doctoral students and 41% of research master's students expected that they will have neither undergraduate nor graduate debt at the time of completion, compared to only 26% of professional master's students. An increasing number of research master's and professional master's students reported that they expect to have both undergraduate and graduate debt (22% of research master's in 2010 compared to 27% in 2016; 30% of professional master's in 2010 compared to 37% in 2016).

Table 17 CGPSS 2010, 2013, 2016 Results
Combinations of undergraduate and graduate debt that respondents expect to have by the time they finish their graduate program by degree type

	Doctoral			Research Master's			Professional Master's		
	2010	2013	2016	2010	2013	2016	2010	2013	2016
Neither undergraduate debt nor graduate debt	45.7%	46.2%	44.1%	43.7%	42.6%	41.1%	28.0%	24.7%	26.1%
No undergraduate debt but graduate debt	23.2%	21.4%	23.0%	15.7%	16.2%	13.8%	37.7%	36.8%	34.7%
Undergraduate debt but no graduate debt	13.7%	12.9%	14.3%	18.5%	17.8%	17.9%	3.9%	2.6%	1.7%
Both undergraduate and graduate debt	17.4%	19.4%	18.5%	22.0%	23.4%	27.2%	30.4%	35.8%	37.4%

Levels of expected indebtedness are measured in categories that have not been adjusted for inflation (Table 18). Expected debt levels differ for doctoral stream and professional master's students. While proportions of students who expect to carry undergraduate debt are similar between students in different program types, the proportion of students expecting to carry graduate debt are much lower for doctoral stream students; 58% of doctoral students and 59% of research master's students expect to have no graduate debt, while only 28% of professional master's students expect the same.

Table 18 CGPSS 2010, 2013, 2016 Results
Expected Educational debts upon graduation by degree type

Debt amount	Doctoral			Research Master's			Professional Master's		
	2010	2013	2016	2010	2013	2016	2010	2013	2016
Undergraduate debt									
\$0	68.9%	67.8%	67.2%	59.4%	59.0%	55.1%	66.1%	61.4%	60.7%
\$1 - \$19,999	15.7%	14.2%	13.8%	15.9%	17.6%	17.4%	15.5%	16.7%	15.8%
\$20,000 - \$39,999	11.2%	12.6%	12.1%	18.9%	16.5%	18.8%	12.4%	14.7%	16.0%
\$40,000 - more	4.3%	5.4%	6.9%	5.7%	6.9%	8.7%	6.0%	7.2%	7.6%
Graduate debt									
\$0	59.0%	59.0%	58.4%	61.2%	60.3%	58.6%	29.7%	27.4%	27.8%
\$1 - \$19,999	24.4%	24.9%	24.4%	28.6%	30.1%	29.9%	36.4%	33.2%	32.6%
\$20,000 - \$39,999	10.6%	10.0%	9.6%	6.9%	5.7%	7.6%	17.7%	22.9%	23.7%
\$40,000 - more	6.0%	6.1%	7.6%	3.4%	3.9%	3.9%	16.2%	16.5%	15.8%

Table 19 compares combinations of 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 (36%, all degree types) is lower than students at our Canadian peer institutions (43%, all degree types). The biggest difference is between professional master's students. A smaller proportion of U of T professional master's students (26%) expect to be free of debt at the end of their programs compared to their Canadian peer counterparts (37%).

Table 19 CGPSS 2016 Results
Combinations of undergraduate and graduate debt, U of T compared to Canadian peers

	U of T			Canadian peers		
	Doctoral	Master's with thesis	Master's without thesis	Doctoral	Master's with thesis	Master's without thesis
Neither undergraduate debt nor graduate debt	44.1%	41.1%	26.1%	49.4%	40.5%	36.5%
No undergraduate debt but graduate debt	23.0%	13.8%	34.7%	22.1%	20.7%	30.2%
Undergraduate debt but no graduate debt	14.3%	17.9%	1.7%	8.5%	8.9%	4.5%
Both undergraduate and graduate debt	18.5%	27.2%	37.4%	20.0%	29.8%	28.8%

Canadian peer values exclude U of T

Table 20 CGPSS 2016 Results
Expected Educational debt upon graduation, U of T compared to Canadian peers

Debt amount	U of T			Canadian Peers		
	Doctoral	Masters with Thesis	Masters Without Thesis	Doctoral	Masters with Thesis	Masters Without Thesis
Undergraduate debt						
\$0	67.2%	55.1%	60.7%	71.5%	61.0%	66.6%
\$1 - \$19,999	13.8%	17.4%	15.8%	13.2%	19.8%	17.0%
\$20,000 - \$39,999	12.1%	18.8%	16.0%	9.5%	12.1%	10.9%
\$40,000 - more	6.9%	8.7%	7.6%	5.8%	7.2%	5.5%
Graduate debt						
\$0	58.4%	58.6%	27.8%	57.6%	49.1%	40.7%
\$1 - \$19,999	24.4%	29.9%	32.6%	23.7%	35.4%	34.2%
\$20,000 - \$39,999	9.6%	7.6%	23.7%	10.7%	11.3%	16.8%
\$40,000 - more	7.6%	3.9%	15.8%	8.0%	4.2%	8.2%

Canadian peer values exclude U of T

The mean expected debt of students was calculated based on the midrange dollar value estimate. Only those who reported that they expect to have debt (undergraduate, graduate or both) were included in the mean calculation. The calculation has not been adjusted for inflation. In 2016, the average expected debt load of doctoral students at U of T (\$33,081) was slightly less than that of their Canadian peers (\$34,433). The average expected debt load of research master's students at U of T (\$33,862) was slightly more than that of their Canadian peers (\$30,360). There is a much larger difference between professional master's students at U of T (\$41,639) and their Canadian peers (\$32,035).

Table 21 CGPSS 2016 Results
Mean debt upon graduation (Undergraduate, Graduate or both),
U of T compared to Canadian peers

Expected Debt amount	U of T			Canadian Peers		
	Doctoral	Masters with Thesis	Masters Without Thesis	Doctoral	Masters with Thesis	Masters Without Thesis
2010	\$29,514	\$30,064	\$37,629	\$28,875	\$25,487	\$30,695
2013	\$31,459	\$30,725	\$41,336	\$31,600	\$27,627	\$31,078
2016	\$33,081	\$33,862	\$41,639	\$34,433	\$30,360	\$32,035

*Only those who report that they expect to have some debt (undergraduate, graduate or both) are included in the mean calculation.
 Canadian peer values exclude U of T.

As seen in section IV (Satisfaction with Program, Quality of Interactions, and Coursework), professional master's students and doctoral stream students have slightly different levels of satisfaction with the advice they receive on the availability of financial support. Figure 5 on p. 19 of this report shows the results of this question by degree type and year.

In 2016, doctoral students reported the lowest satisfaction with only 58% rating it as 'excellent', 'very good', or 'good'. Research master's and professional master's students were more satisfied, with 66% of research master's students and 60% of professional master's students giving favourable ratings.

There has been a noticeable decline in doctoral students' satisfaction on the availability of financial support. In 2010 67% of doctoral students gave a positive response to this question. In 2016, only 58% of doctoral students gave a positive response.

VIII. University Resources and Student Life

Students were asked whether social functions linked to their graduate studies occurred, and if so, if they attended these functions (Table 22). Students were more likely to participate in social activities organized by their advisor/research group (87% ‘frequently’ or ‘occasionally’ attended) or their department (83% ‘frequently’ or ‘occasionally’ attended). Almost two-thirds (64%) of respondents reported that their advisor/research groups organized social activities. Of the students who reported that their advisor/research group organized social activities, 87% attended ‘frequently’ or ‘occasionally’. Students expressed less interest in university-wide activities. Although 85% of respondents acknowledged that university wide social activities occurred, only 41% of respondents attended. Awareness of social events has increased each year. A larger proportion of respondents in 2016 reported that each event occurred than in 2010 and 2013.

Table 22 CGPSS 2010, 2013, 2016 Results
Social activities: Occurrence and participation in social activities on campus

Social Activity	Percent who report that activity occurs			Percent who attend		
	2010	2013	2016	2010	2013	2016
Organized social activities within your department	90.6%	93.8%	94.4%	89.0%	83.8%	82.8%
Organized university-wide social activities	70.0%	81.6%	84.7%	47.4%	38.8%	40.7%
Organized social activities within your advisor/research group	62.4%	61.8%	63.7%	94.4%	90.2%	86.6%
Organized social activities within your residence	24.5%	29.0%	31.3%	75.3%	62.6%	55.4%

‘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’.

In 2016, respondents were asked if they were physically present on campus on a regular basis, or have been away most of the time (e.g. out of town, out of the country, field work, distance program, working at a separate location). The majority of respondents (86%) reported being physically present on campus. A larger proportion of doctoral students (18%) reported being away, followed by professional master’s students (12%) and research master’s students (10%).

Students rated their satisfaction with 20 specific university facilities and services (Table 23). Some university resources are used frequently and are rated highly by graduate students. For instance, of the 93% of respondents that reported they used the library facilities, 95% were satisfied with their experience. Of the 82% of respondents that reported they used the university bookstore, 75% were reported with their experience. Other resources are used less frequently, but are still evaluated positively by the students who use them. For instance, although only 9% of respondents used the ombudsperson's office, 75% of these users were satisfied with their experience. Facilities and services which were rated the lowest in terms of satisfaction are food services (45% satisfied) and housing assistance (58% satisfied).

Students were asked to indicate whether their rating applied to services received from a 'local office', from a 'central office' or 'both'. The majority of respondents were referring to a local office when they rated their satisfaction with research laboratories and graduate student work/study space. The majority of respondents were referring to a central office when they rated their satisfaction with athletic facilities, the disability/access services office, health care services, the University bookstore, services to students from this university studying abroad, services to international students attending this university, public/campus transportation service, and housing assistance. There was less of a distinction in the distribution of responses by location of offices for the rest of the facilities and services.

Table 23 CGPSS 2016 Results
University facilities and services:
Participation and satisfaction with quality of experience by location of office

Bold percentages indicate the location which the majority of respondents are referring to
Black percentages indicate a location where 30% or more of respondents are referring to
Grey percentages indicate a location where 29% or less of respondents are referring to

Facility or service	Participation rate*	Rating applies to services received from a 'local office', 'central office' or 'both'			Quality of Experience: "Excellent", "Very Good" or "Good"
		Local	Central	Both	Overall
Responses referring primarily to 'local' office					
Research laboratories	47.0%	74%	9%	16%	82.8%
Graduate student work/study space	72.7%	71%	11%	18%	67.2%
Responses referring primarily to 'central' office					
Athletic facilities	68.1%	17%	64%	19%	90.9%
Disability/Access services office	15.1%	25%	46%	28%	78.8%
Health care services	59.2%	18%	67%	15%	77.6%
University bookstore	81.5%	17%	67%	16%	75.4%
Services to students from this university studying abroad	16.0%	24%	50%	25%	70.7%
Services to international students attending this university	20.3%	26%	48%	26%	69.9%
Public/Campus transportation service	50.1%	16%	58%	26%	61.4%
Housing assistance	24.1%	20%	62%	18%	58.4%
Mixed Distribution of Responses by location of office					
Library facilities	92.8%	23%	33%	44%	95.1%
Information technology services	68.3%	39%	31%	30%	79.9%
Ombudsperson's office	8.9%	31%	43%	26%	74.6%
Registrarial processes	75.8%	40%	32%	28%	72.6%
Child care services	9.4%	31%	41%	27%	70.8%
Student counselling and resource center	35.8%	32%	47%	21%	68.5%
Student government office	26.9%	30%	43%	27%	67.1%
Career services	43.7%	41%	37%	22%	66.2%
Financial aid office	42.2%	31%	45%	24%	62.3%
Food services	71.1%	26%	43%	31%	45.3%

IX. Supportive Campus Environment

In a supplemental question, when University of Toronto students were asked where they found community on campus (Table 24), the largest proportion of students in all degree types reported finding community in their graduate department/unit (48% of doctoral students, 47% of research master's students, and 28% of professional master's students). Almost a quarter of professional master's students reported that they have not found community (22%).

Table 24 CGPSS 2016 Results
Places on campus where respondents have found community

Doctoral		Research Master's		Professional Master's	
Graduate department/unit	48.0%	Graduate department/unit	46.6%	Graduate department/unit	28.1%
Research Team/Group	32.2%	Research Team/Group	35.6%	Athletics & Recreation	25.3%
Athletics & Recreation	24.8%	Athletics & Recreation	31.4%	I have not found community	22.2%
Student organizations	16.4%	Student organizations	19.0%	Student organizations	18.3%
Hart House	15.6%	Hart House	16.5%	Hart House	16.7%
I have not found community	14.3%	I have not found community	14.1%	Social Media	15.8%
Study/Writing groups	13.6%	Graduate Students' Union	12.5%	Employment	13.7%
Graduate Students' Union	11.3%	Social Media	11.2%	Study/Writing groups	12.9%
Employment	10.6%	Employment	10.3%	Other	9.7%
Other	9.4%	Grad Room/GPS Program	9.6%	Graduate Students' Union	9.3%
Grad Room/GPS Program	8.2%	Study/Writing groups	7.4%	Grad Room/GPS Program	8.0%
Social Media	7.2%	Residence	6.9%	Research Team/Group	8.0%
Residence	6.8%	Student government	6.3%	Student government	5.9%
Student government	5.2%	Other	4.6%	Residence	5.2%
Gradlife	4.1%	Gradlife	4.5%	Gradlife	4.9%
Religious or faith-based organization	3.8%	Religious or faith-based organization	3.4%	Religious or faith-based organization	3.2%
Grad Escapes	3.7%	Grad Escapes	3.1%	Grad Escapes	2.6%
Grad Minds	1.8%	Grad Minds	2.4%	Grad Minds	1.9%

Respondents were able to choose multiple responses.

In a second supplemental question, U of T students were asked which support offices they were aware of. Health and Wellness Services and Accessibility Offices were recognized by the majority of respondents (85% and 65% respectively).

Table 25 CGPSS 2016 Results
Proportion of Respondents who are aware of Support Offices

	Doctoral	Research Master's	Professional Master's
Health and Wellness Services	85.1%	86.5%	84.2%
Accessibility Offices	67.0%	58.4%	66.5%
Multifaith Centre	49.7%	48.2%	40.6%
Family Care Office	48.7%	36.3%	37.1%
Equity & Diversity Offices	39.9%	34.4%	42.0%
Sexual Harassment Office	37.0%	34.8%	29.5%
Community Safety Office	34.3%	27.3%	29.8%
First Nations House	27.0%	22.0%	26.8%
Conflict Resolution Centre (Grad 2 Grad)	19.3%	20.7%	18.9%

Respondents could choose multiple responses

Students were then asked which support offices they have accessed (table 26). Over three quarters of all respondents accessed Health and Wellness Services. A larger proportion of doctoral students (16%) accessed the Family Care Office than professional master's students (9%) or research master's students (5%). This can be related to the proportion of respondents who have children. Eighteen percent of doctoral students have one or more children compared to only 11% of professional master's students and 5% of research master's students.

Table 26 CGPSS 2016 Results
Proportion of Respondents who accessed Support Offices

Doctoral		Research Master's		Professional Master's	
Health and Wellness Services	80.4%	Health and Wellness Services	81.2%	Health and Wellness Services	74.2%
Family Care Office	16.0%	Multifaith Centre	16.5%	Accessibility Offices	18.2%
Multifaith Centre	12.7%	Accessibility Offices	11.2%	Multifaith Centre	14.0%
Accessibility Offices	11.9%	Family Care Office	4.6%	Family Care Office	8.7%
Community Safety Office	5.6%	Community Safety Office	3.6%	First Nations House	4.4%
Equity & Diversity Offices	3.4%	Equity & Diversity Offices	2.8%	Equity & Diversity Offices	4.1%
First Nations House	3.4%	Conflict Resolution Centre (Grad 2 Grad)	1.8%	Community Safety Office	3.7%
Sexual Harassment Office	1.9%	First Nations House	1.8%	Conflict Resolution Centre (Grad 2 Grad)	1.4%
Conflict Resolution Centre (Grad 2 Grad)	0.8%	Sexual Harassment Office	1.0%	Sexual Harassment Office	0.9%

Respondents could choose multiple responses

A larger proportion of professional master’s students (18%) accessed accessibility offices than doctoral students (12%) or research master’s students (11%). This can be related to the proportion of respondents who self-identify with a disability or impairment. Seven percent of professional master’s students self-identified with a disability or impairment, compared to 6% of doctoral students and 4% of research master’s students.

Of the 6% of all respondents who self-identified with a disability or impairment, almost half (49%) specified that they had a mental health-related disability, over a quarter (28%) specified that they had a learning disability, and 18% specified that they had a chronic condition such as Crohn’s disease, Colitis or Multiple Sclerosis. Table 27 shows responses by degree type.

Table 27 CGPSS 2016 Results
Type of Disability or Impairment
Respondents who answered ‘Yes’ to ‘Do you self-identify with any disability or impairment?’

Doctoral (5.6% self-identified with a disability or impairment)		Research Master's (3.7% self-identified with a disability or impairment)		Professional Master's (6.5% self-identified with a disability or impairment)	
Mental Health (e.g. Depression, Bipolar)	44.7%	Mental Health (e.g. Depression, Bipolar)	54.3%	Mental Health (e.g. Depression, Bipolar)	51.7%
Chronic (e.g. Crohn's, Colitis, MS)	23.3%	Learning (e.g. ADHD, Dyslexia)	22.9%	Learning (e.g. ADHD, Dyslexia)	37.5%
Learning (e.g. ADHD, Dyslexia)	17.5%	Chronic (e.g. Crohn's, Colitis, MS)	17.1%	Chronic (e.g. Crohn's, Colitis, MS)	13.3%
Sensory (vision or hearing)	15.5%	Sensory (vision or hearing)	14.3%	Sensory (vision or hearing)	11.7%
Mobility	11.7%	Mobility	11.4%	Mobility	9.2%
A disability or impairment not listed above, please specify	7.8%	A disability or impairment not listed above, please specify	11.4%	A disability or impairment not listed above, please specify	9.2%
Autism spectrum (e.g. Autism, Asperger's)	6.8%	Autism spectrum (e.g. Autism, Asperger's)	0.0%	Autism spectrum (e.g. Autism, Asperger's)	3.3%

Respondents could choose multiple responses
 Only responses from respondents that self-identified with any disability or impairment (5.5% of total respondents) are included.

Students who self-identified with a disability or impairment were asked how satisfied they were with the institution’s efforts to accommodate their disability or impairment in their graduate program. Professional master’s students were the most satisfied, with 61% giving a rating of ‘excellent’, ‘very good’, or ‘good’, followed by doctoral students (58%) and research master’s students (56%).

X. Communication

As a supplemental question, U of T students were asked to rate the relevance of the information they receive from various forms of communication (Table 28). The majority of respondents (84%) rated the information they received from their department as ‘excellent’, ‘very good’ or ‘good’. Two thirds rated the information from the School of Graduate Studies e-mails (67%) and Graduate Student Association (67%) positively. Table 28 shows results by degree type.

Table 28 CGPSS 2016 Results

Percent satisfied with the relevance of the information received from various forms of communication

Proportion who responded ‘Excellent’, ‘Very Good’, or ‘Good’

	Doctoral	Research Master's	Professional Master's	All
Your Department	82.5%	88.4%	83.3%	84.0%
School of Graduate Studies Emails	66.3%	68.6%	67.2%	67.1%
Graduate Student Association (UTGSU)	66.3%	66.9%	67.5%	66.9%
GPS Newsletter	60.1%	61.6%	62.0%	61.1%
Essential Grad Guide	52.9%	58.5%	61.0%	57.4%
Gradlife enewsletter	56.9%	53.6%	59.7%	57.2%
Gradlife website	55.8%	51.7%	57.4%	55.6%
Gradlife Social Media (Blog, Facebook, Twitter)	49.3%	47.7%	56.6%	51.9%

XI. General Assessment

The final section of the survey asked questions about students' general satisfaction with their graduate school experience and about obstacles to their academic progress. Students from all program types rated work/financial commitments as the largest obstacle to their academic progress, but this was particularly so for professional master's and doctoral students. Family obligations were noted as the second largest obstacle for doctoral students; professional master's students indicated difficulty with course scheduling. Several other factors are also regarded as 'a major obstacle' to students' academic progress (Table 29).

Table 29 CGPSS 2016 Results
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

Work/financial commitments	Doctoral	Research Master's	Professional Master's	All
A minor obstacle	36.8%	42.8%	43.2%	40.6%
A major obstacle	37.9%	22.6%	35.5%	33.8%
Total	74.7%	65.5%	78.7%	74.4%

Program structure or requirements	Doctoral	Research Master's	Professional Master's	All
A minor obstacle	35.8%	37.0%	41.6%	38.4%
A major obstacle	10.0%	8.9%	17.3%	12.7%
Total	45.8%	45.9%	58.9%	51.1%

Family obligations	Doctoral	Research Master's	Professional Master's	All
A minor obstacle	35.8%	34.8%	36.2%	35.7%
A major obstacle	14.8%	9.6%	13.2%	13.1%
Total	50.6%	44.3%	49.3%	48.8%

Course scheduling	Doctoral	Research Master's	Professional Master's	All
A minor obstacle	33.9%	38.0%	41.8%	37.9%
A major obstacle	5.9%	8.1%	16.1%	10.4%
Total	39.8%	46.1%	57.9%	48.4%

Availability of faculty	Doctoral	Research Master's	Professional Master's	All
A minor obstacle	32.7%	31.9%	28.4%	30.8%
A major obstacle	10.8%	6.3%	4.9%	7.5%
Total	43.5%	38.3%	33.4%	38.4%

Immigration laws or regulations	Doctoral	Research Master's	Professional Master's	All
A minor obstacle	10.1%	5.7%	5.6%	7.4%
A major obstacle	4.5%	4.2%	2.6%	3.7%
Total	14.5%	9.9%	8.2%	11.0%

Other	Doctoral	Research Master's	Professional Master's	All
A minor obstacle	8.0%	4.2%	5.7%	6.2%
A major obstacle	17.2%	11.3%	9.3%	12.7%
Total	25.2%	15.5%	15.0%	18.9%

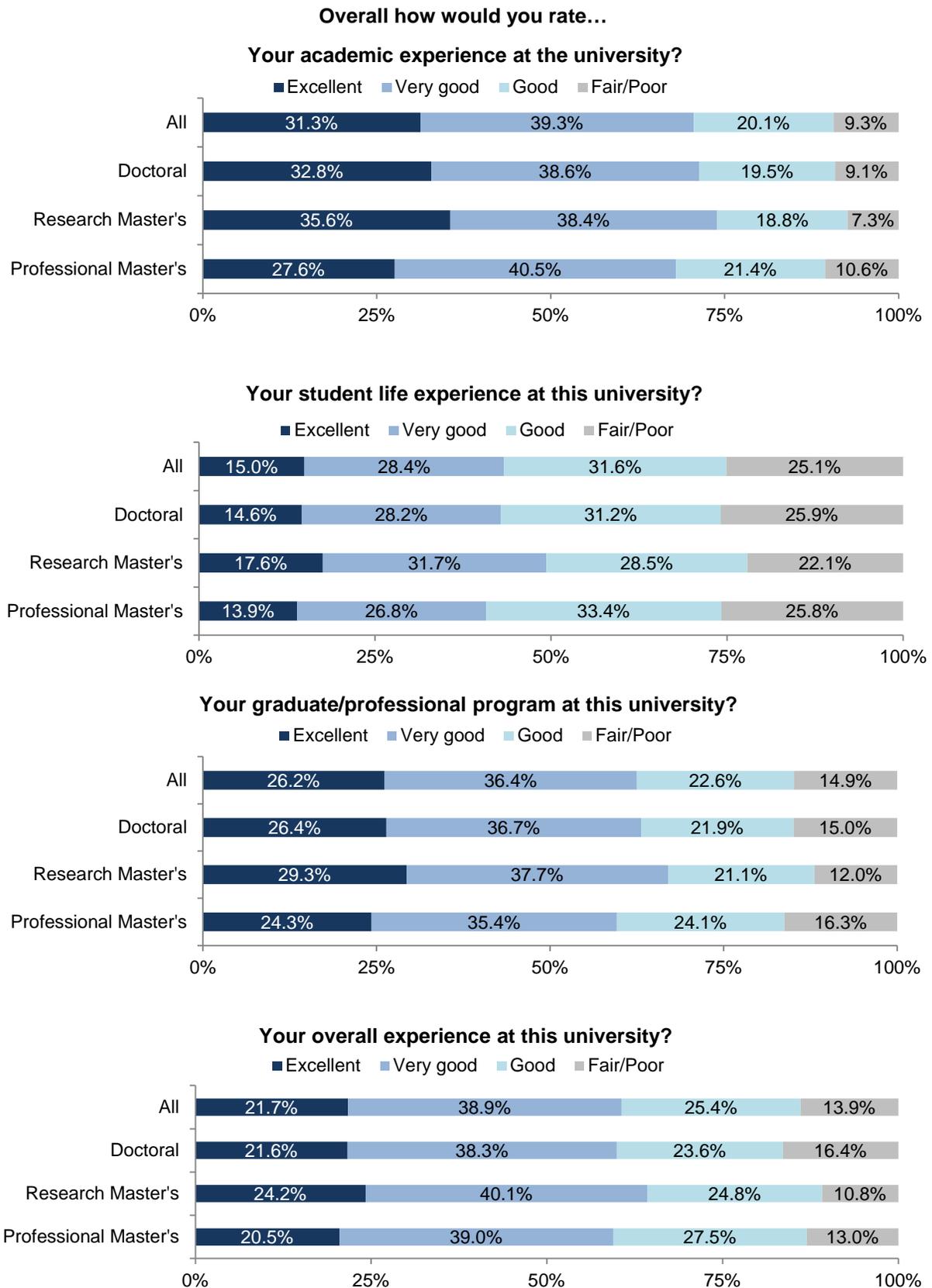
Respondents who marked 'other' as an obstacle were asked to specify the obstacle in an open question format. Some of the responses, grouped into categories, included:

- funding, financial, housing and cost of living issues,
- physical or mental health issues, accommodation issues,
- commuting,
- difficulties with their supervisor or advisory committee,
- coursework or course selection, availability of on-line courses,
- program structure,
- workload or work life balance,
- departmental organization,
- attitudes of central administration, program administration or faculty members,
- relationships within the department or program,
- research issues,
- accessibility or quality of labs, equipment, or facilities,
- availability or quality of non-academic services or facilities,
- availability or quality of volunteer, practicum or internship opportunities,
- issues arising from arbitration and the strike in 2015,
- cultural differences and difficulty adapting,
- employment counselling, network, and
- communication issues.

A smaller proportion of respondents in 2016 indicated that all the suggested factors are 'not an obstacle' to their academic progress than in previous years. In 2016, only 5.4% of respondents reported having no obstacles, compared to 8.4% in 2010 and 8.8% in 2013.

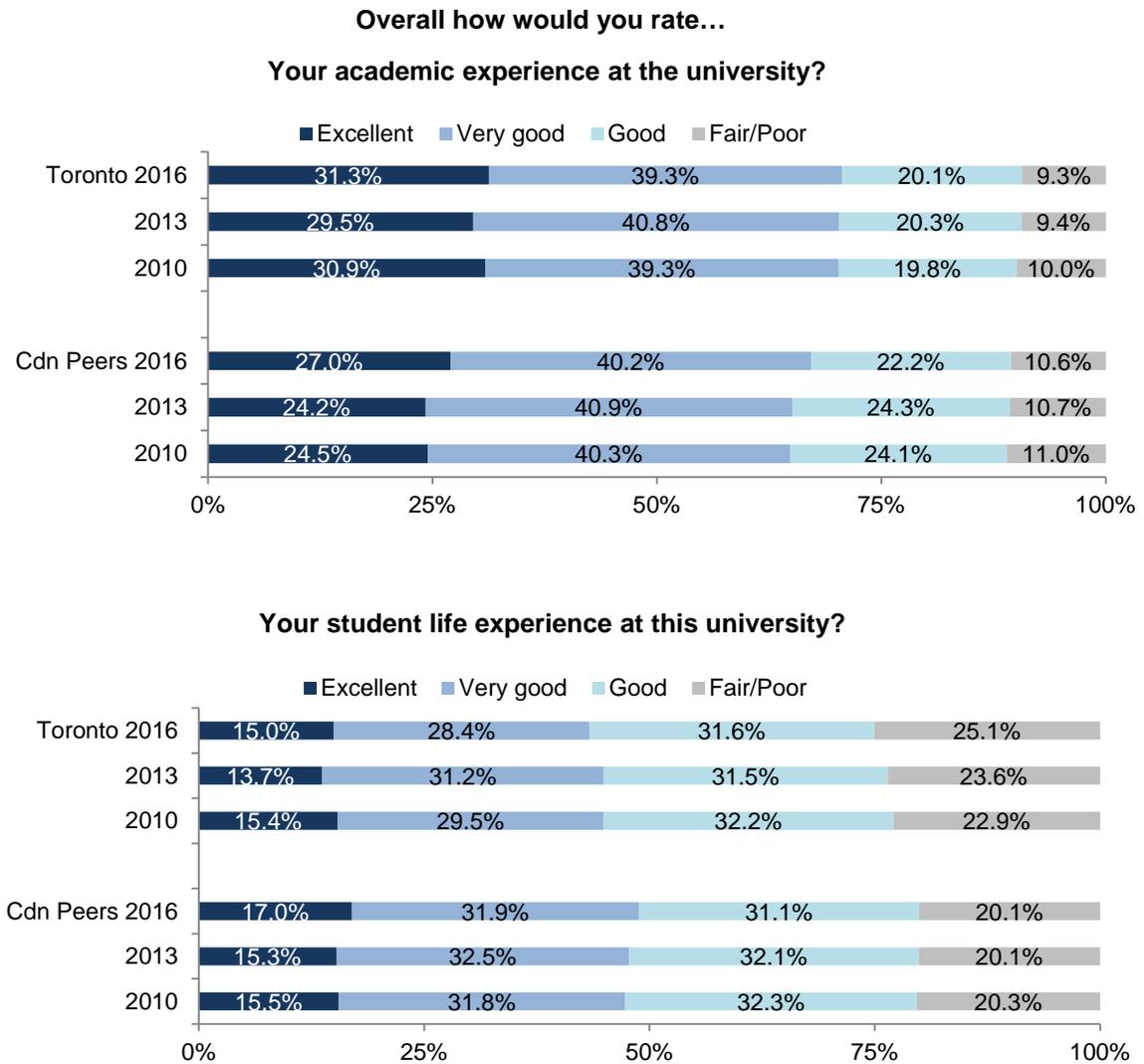
Students also rated their satisfaction with the quality of their academic experience, student life experience, graduate program, and overall experience at the University (Figure 20). In general, students rated their experiences very positively. Results were very similar across the degree types. Students showed the highest levels of satisfaction with the academic experience; 91% of students considered it to have been 'excellent', 'very good', or 'good'. The majority of students were also satisfied with their graduate/professional program (85%) and their experience overall (86%), but as in previous years, rate their student life experience less favourably (75%).

Figure 20 CGPSS 2016 Results
General assessment by program type

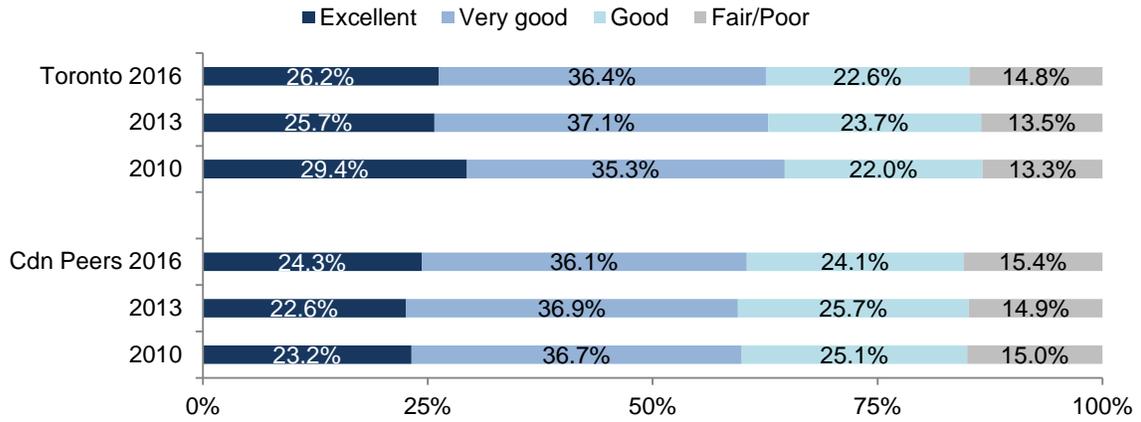


With respect to satisfaction with the academic experience, graduate program and overall experience, U of T graduate students responded more positively than students at our Canadian peer institutions (Figure 21). It is only in the area of ‘student life’ that our graduate students responded less favourably than students at our Canadian peer institutions. Only three quarters (77% in 2010, 76% in 2013 and 75% in 2016) rated their student life experience as ‘excellent’, ‘very good’, or ‘good’ compared to 80% of our Canadian peers in each year.

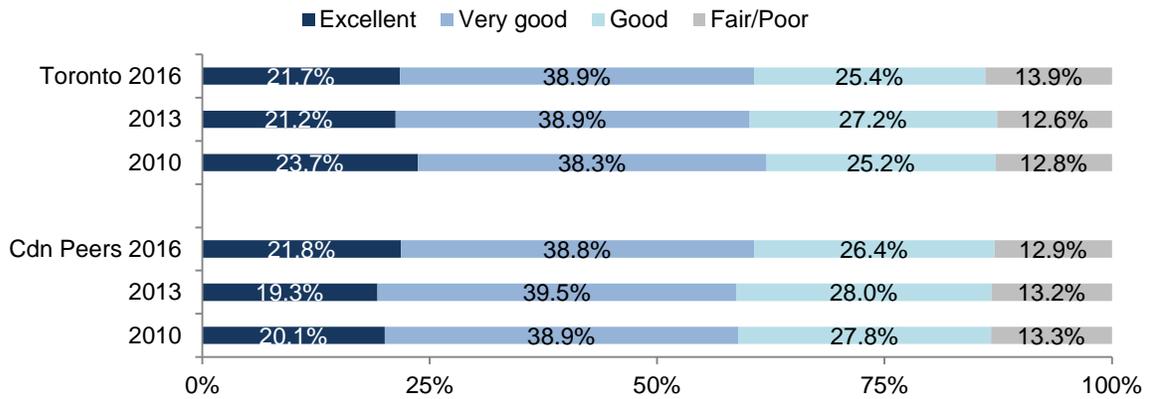
Figure 21 CGPSS 2010, 2013, 2016 Results
General assessment: Comparison with averages from Canadian peer universities.



Your graduate/professional program at this university?



Your overall experience at this university?



XII. Conclusions

This report places the 2016 CGPSS results into context with results from 2010 and 2013. The new method of directing students into three separate survey stream paths has increased specificity for questions asked of our doctoral stream and professional master's students, but has limited some comparisons to 2010 data.

Nevertheless, with current results showing few major changes since 2013, we are pleased to know that our students remain satisfied with their educational experience at U of T. 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 value highly the intellectual quality of faculty and their fellow students. The high proportion of doctoral stream students participating in independent research continues to grow and on the whole, 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 in regards to the relationship of their program content to their professional goals, and to opportunities for student collaboration and teamwork.

However, the survey results also identify a number of areas that still require improvement. While our students are satisfied with their scholastic experience, their satisfaction with their student life experience lags behind.

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 2016 and look forward to building on our strengths and assessing our response to challenges in the next administration of the survey in 2019.