



UNIVERSITY OF TORONTO
SCHOOL OF GRADUATE STUDIES

*Canadian Graduate and Professional
Student Survey (CGPSS) 2013*

Aggregate Report

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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 2013 CGPSS in February/March 2013. This report summarizes, without statistical analysis, responses from 6,489 registered graduate students at U of T (46.4% of the graduate student population). Results from the 2013 CGPSS survey are compared with our 2007 and 2010 CGPSS results. Comparisons are also made to CGPSS results of our Canadian peer¹ universities.

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. The ‘Professional’ version excluded a number of research-focused questions and included several new questions geared towards professional skills.

In 2013, a single instrument was used, but with three different streams built in: LONG, MEDIUM, and SHORT. Students were asked a new ‘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, geared toward students in programs that were “mainly course-based.” Doctoral and research master’s students were ushered through the long or medium streams 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. 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.

The overall response rate for the CGPSS 2013 survey was 46.4%, which exceeded those observed at the national and provincial levels, as well as the Canadian peer average, and exceeded last year’s overall response rate of 36.5%.

Email invitations to participate in the CGPSS were sent to 13,984 graduate students; these students were registered in Fall 2012 and Winter 2013 and had valid email addresses on ROSI². The highest number of responses came from doctoral students (2,681; 41.3% of all survey participants), followed by professional master’s students (2,411; 37.2%), and then by research master’s students (1,397; 21.5%). Compared to 2010, a higher proportion of students in all

¹ In 2007 and 2010, Canadian peers were comprised of the G13 (Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montreal, Ottawa, Queen’s, Waterloo, Western). In 2013, Canadian peers were comprised of the U15 (G13 plus Manitoba and Saskatchewan).

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

degree types responded to the survey. Research master's students had the largest increase in response rates (from 39.0% in 2010 to 51.2% in 2013).

Highlights of Survey Results:

The response rate for the 2013 CGPSS was higher than the previous three surveys. Over half of the research master's students who were invited to participate in the survey responded.

Overall, results from 2013 have not changed drastically from those in 2010 and our areas of strength remain well-regarded:

- Most graduate students are pleased with their academic program experience - 91% rated overall experience as 'Excellent', 'Very Good', or 'Good'.
- Over three quarters (78%) 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 show the highest levels of satisfaction with the intellectual quality of faculty members and their fellow students.
- 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 (81.0%) and opportunities for internships, practicums, and experiential learning (72%). As with doctoral stream students, they were least satisfied with the information they received about career options (64%).
- 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, 79.5% rated the experience positively.
- On an array of questions regarding behaviours of their thesis advisors, doctoral students report levels of satisfaction consistently above 80%; thesis advisors' ability to advocate for their students and to provide constructive feedback on their work received particularly high ratings.
- Over one third of respondents report no education-related debt.
- Library facilities remain the highest rated university resource in terms of use and satisfaction. Food services still receive the lowest rating in terms of satisfaction.
- Work and financial commitments is considered to be a major obstacle by 30% 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 report higher satisfaction than doctoral stream students with opportunities for student collaboration or teamwork, and the quality of instruction in their courses. On the other hand, doctoral and research master's students are more

satisfied with opportunities to take coursework outside their departments and the quality of academic advising and guidance.

The University of Toronto opted to ask some supplemental questions pertaining to where students engaged in professional skills development activities on campus, the university's efforts to foster a supportive campus environment as well as programs and communication tools offered by Student Life. The 2013 report includes the results from these supplemental questions.

Conclusions:

With overall results showing little change from 2010, we are encouraged that students continue to show a high level of satisfaction with their academic experience. This is particularly positive in light of recent graduate enrolment expansion. Students are participating in independent research at high levels and ratings of support from thesis advisors remain high. Increased satisfaction and participation in professional skills development activities suggest our Graduate Professional Skills program is being received positively. At the same time, the results renew our resolve to improve in other areas, such as the student life experience. We value the student feedback received from the CGPSS, and look forward to building on our strengths and assessing our response to challenges in the next administration of the survey in 2016.

I. Introduction

In the spring of 2013, the University of Toronto's School of Graduate Studies, along with our Canadian peers³ and 33 other Canadian universities⁴ conducted the Canadian Graduate and Professional Student Survey (CGPSS). This was the fourth time U of T has participated in the survey and the third 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 used, 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 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, 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. 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, which consisted of 108 questions. Six percent of the doctoral students and 22 percent of the research master's students completed the medium stream. Professional master's students were led through the SHORT stream, which consisted of 100 questions. This stream was meant for students in programs which were "mainly course-based." The wording of seven questions for the short stream had been adapted to be more

³ Over the years, the Canadian peers group has changed names and grown. In 2005, the 'G10' included: British Columbia, Laval, McGill, McMaster, Montreal, Ottawa, Queen's, Waterloo and Western. In 2007, the group was known as the 'G13' and included the original 10 universities plus Alberta, Calgary and Dalhousie. In 2013, 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.

specific to professional programs, and a number of questions not pertaining to professional programs were skipped. Table 1 displays the distribution of respondents by survey stream.

**Table 1 CGPSS 2013 Results
Respondents by survey stream**

Stream	Description My program is...	ALL	
		Count	%
Long	Mostly research-based, and I already have a research director/advisor	3,605	56%
Medium	Mostly research-based, but I still do not have a research director/advisor	473	7%
Short	Mainly course-based	2,411	37%
Total		6,489	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 2007 and 2010, including a section on professional skills development and 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). Where possible, 2013 results are compared with results from the 2007 and 2010 CGPSS, and Canadian peer data. While most questions have remained the same since 2007, we compare 2013 data to 2007 and 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 2007 and 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, 99.8% of doctoral students and 88.2% of research master’s students responded ‘yes’). In 2013, the survey asked a newly 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?” In 2013, doctoral stream students were placed into the long stream of the survey if they responded that they have a research director/advisor, or the medium stream if they responded that they still do not have a research director/advisor. 94.0% of doctoral students and 77.7% of research master’s students were placed in the long stream; 6.0% of doctoral students and 22.3% of research master’s students were placed in the medium stream. Survey questions were then based on the streams of the students, and some sections were filtered by stream. 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 2007 and 2010 are filtered differently from 2013.

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. In 2007 and 2010, the U15 was known as the G13, and consisted of Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montreal, Ottawa, Queen’s, Toronto, Waterloo, and Western. In 2013, two universities, Manitoba and Saskatchewan joined the group, and the group was re-named the ‘U15’.

We present no statistical analysis in this report, and 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
- Program/department support
- Financial support
- University resources and student life
- Supportive Campus Environment
- Gradlife Communications and Programming and Grad Escapes
- General assessment

II. Respondent Profile

In February 2013, 13,984 degree-seeking students who were registered in both the Fall 2012 term and Winter 2013 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 ROSI⁷. Students completed the survey online. In total, 6,489 (46.4%) valid responses were collected and these responses form the basis of this report. The highest number of responses came from doctoral students (2,681; 41.3% of all survey participants), followed by professional master's students (2,411; 37.2% of all survey participants), then by research master's students (1,397; 21.5% of all survey participants).

Compared to the three previous surveys, a higher proportion of students in all degree types participated in the survey. Research master's students had the largest increase in response rates (from 39.0% in 2010 to 51.2% in 2013). The participation rate for research master's and professional master's students was higher than the past 3 surveys. The participation rate for doctoral students returned to 2007 levels. Table 2 compares the response rate by degree type for each CGPSS survey.

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

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

U of T's response rates are higher than response rates at the national level (34%), the provincial level (40%), as well as the Canadian peer average (39%).

⁷ Repository of Student Information, University of Toronto's student information system.

Table 3 displays response rates for each faculty.

Table 3 CGPSS 2013 Results
Response rates by faculty, from largest to smallest response rate

	All registered students*	Survey participants	Response rate
University of Toronto Scarborough (UTSC)	97	75	77.3%
Kinesiology and Physical Education	65	40	61.5%
Law	121	74	61.2%
Nursing	279	165	59.1%
Information	557	318	57.1%
Forestry	98	53	54.1%
Social Work	447	239	53.5%
Medicine	2,894	1,537	53.1%
Dentistry	128	63	49.2%
Arts and Science	3,688	1,731	46.9%
Applied Science and Engineering	1,874	849	45.3%
Pharmacy	122	55	45.1%
Architecture, Landscape, and Design	325	136	41.8%
Music	243	95	39.1%
Ontario Institute for Studies in Education (OISE)	1,818	707	38.9%
University of Toronto Mississauga (UTM)			
Professional Graduate Programs Centre	231	88	38.1%
Management	997	264	26.5%
Total	13,984	6,489	46.4%

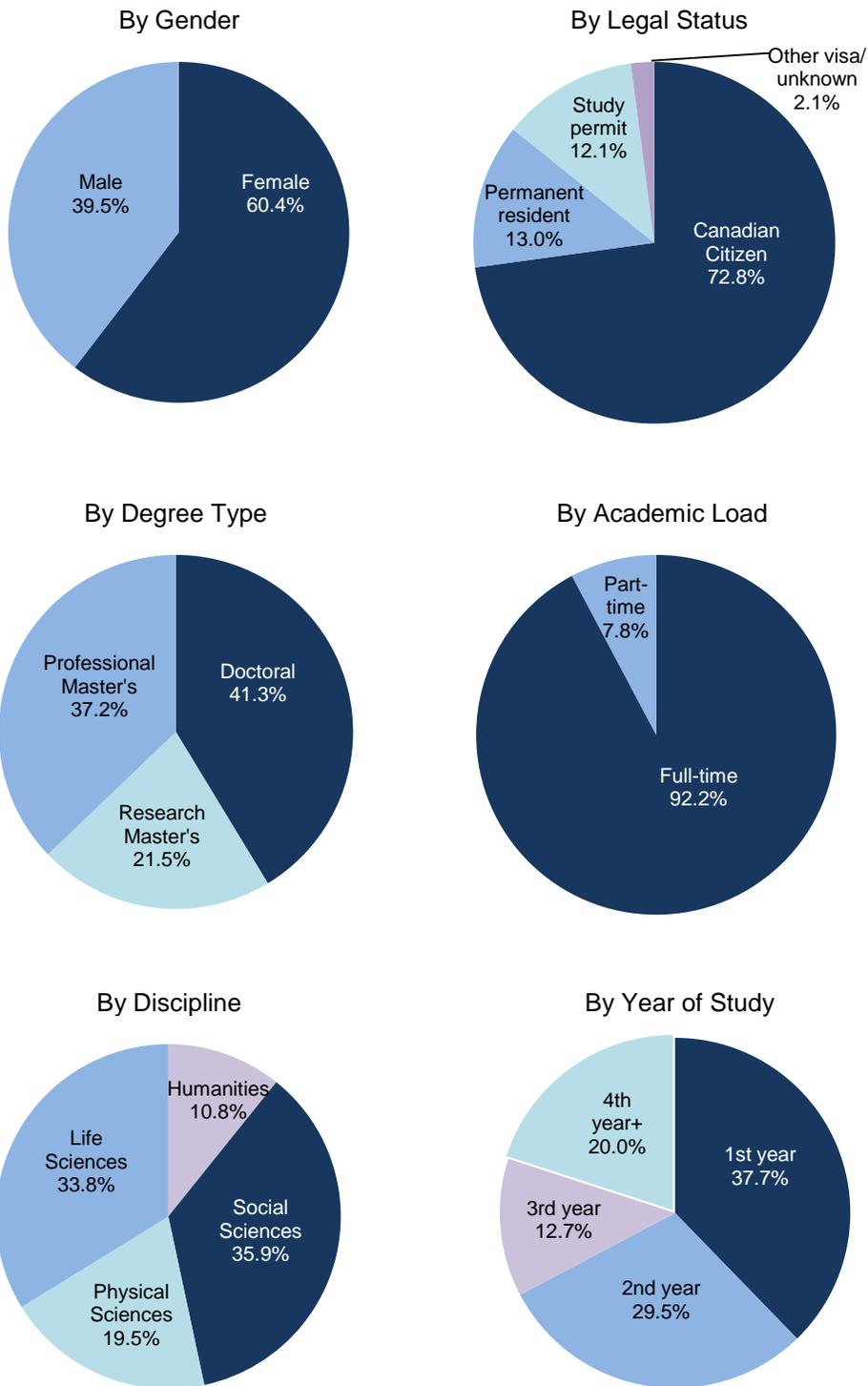
*All doctoral, master's and professional master's students registered in both Fall 2012 and Winter 2013. Excludes students registered in self-funded professional graduate programs, Toronto School of Theology (TST) students, special students, and students in diploma/certificate programs.

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, 37.7% are in their first year of study, 29.5% in their second, 12.7% in their third, and 20.0% 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 2013 survey respondents by characteristic.

Table 4 CGPSS 2013 Results
Comparison of student characteristics between survey participants and the graduate student population, response rate by characteristic

Characteristic	Category	Survey participants		All registered students		Response rate
		Count	%	Count	%	
Gender						
	Female	3,921	60.4%	7,734	55.3%	50.7%
	Male	2,565	39.5%	6,243	44.6%	41.1%
	Unreported	3	0.0%	7	0.1%	42.9%
Legal Status						
	Canadian citizen	4,725	72.8%	10,140	72.5%	46.6%
	Permanent resident	841	13.0%	1,941	13.9%	43.3%
	Study permit	788	12.1%	1,651	11.8%	47.7%
	Other visa	12	0.2%	44	0.3%	27.3%
	Unknown	123	1.9%	208	1.5%	59.1%
Degree Type						
	Doctoral	2,681	41.3%	5,618	40.2%	47.7%
	Research Master's	1,397	21.5%	2,727	19.5%	51.2%
	Professional Master's	2,411	37.2%	5,639	40.3%	42.8%
Academic Load						
	Full time	5,986	92.2%	12,664	90.6%	47.3%
	Part time	503	7.8%	1,320	9.4%	38.1%
SGS Division						
	Division I	699	10.8%	1,485	10.6%	47.1%
	Division II	2,328	35.9%	5,529	39.5%	42.1%
	Division III	1,268	19.5%	2,866	20.5%	44.2%
	Division IV	2,194	33.8%	4,104	29.3%	53.5%

Figure 1 CGPSS 2013 Results
Distribution of survey participants by selection of characteristics



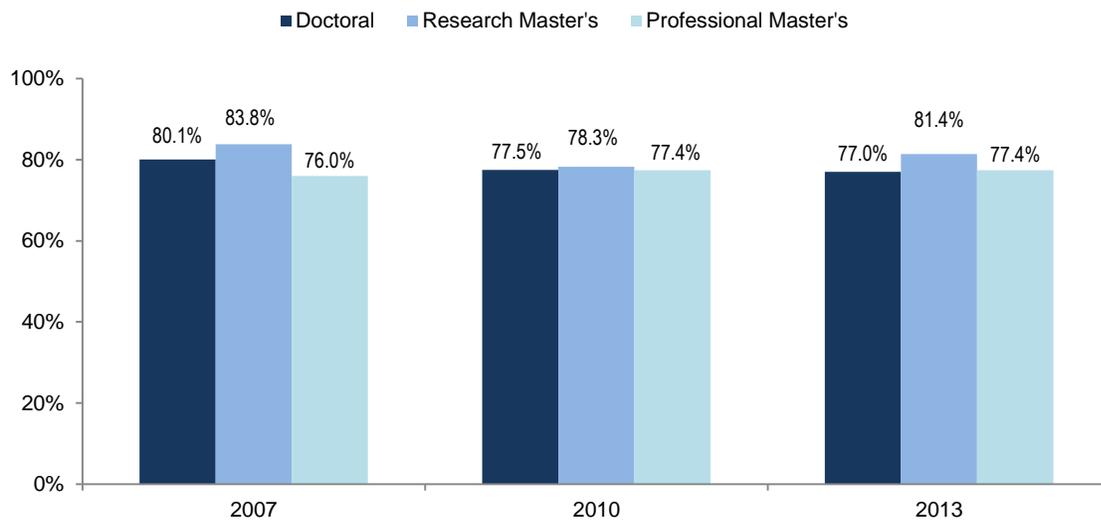
III. General Satisfaction

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 2013 generally remain similar to those from 2007 and 2010 in both level of satisfaction and pattern of responses across type of program, with the exception of doctoral students. The proportion of doctoral students who responded positively was lower in 2013 than in previous years for all questions.

However, despite this decrease, doctoral students' level of satisfaction at U of T remains higher than those reported by doctoral students at the Canadian peer universities (Figure 3). The one exception was to 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 the Canadian peer universities.

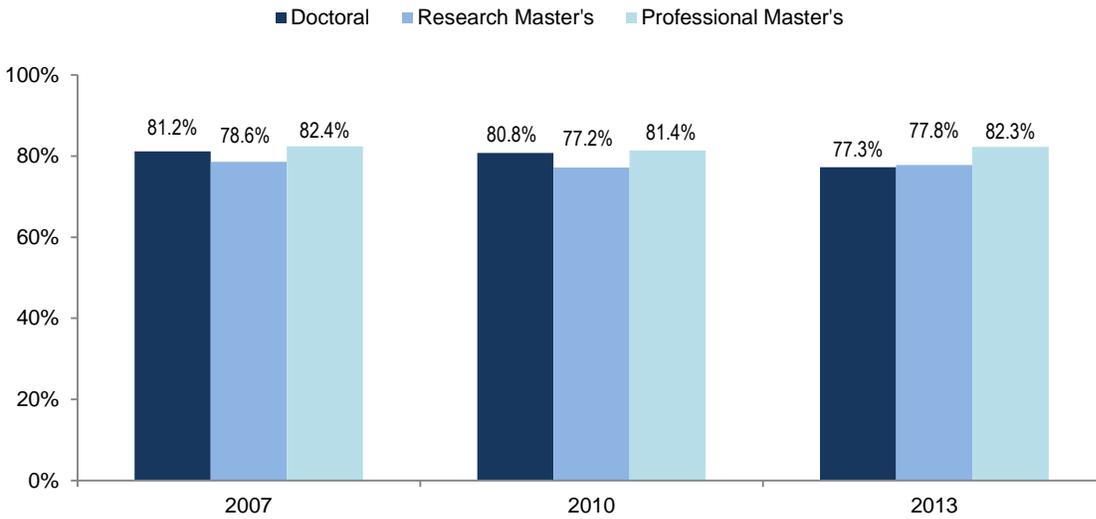
Figure 2 CGPSS 2007, 2010, 2013 Results
General satisfaction
Respondents who answered 'Definitely' or 'Probably', by program type

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



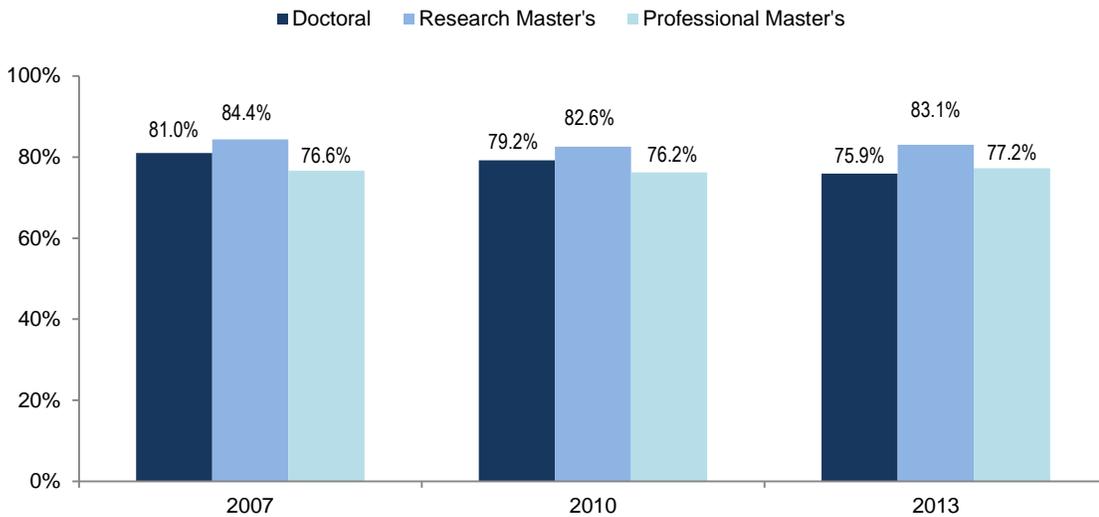
Proportion of respondents who answered 'Definitely' or 'Probably'

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



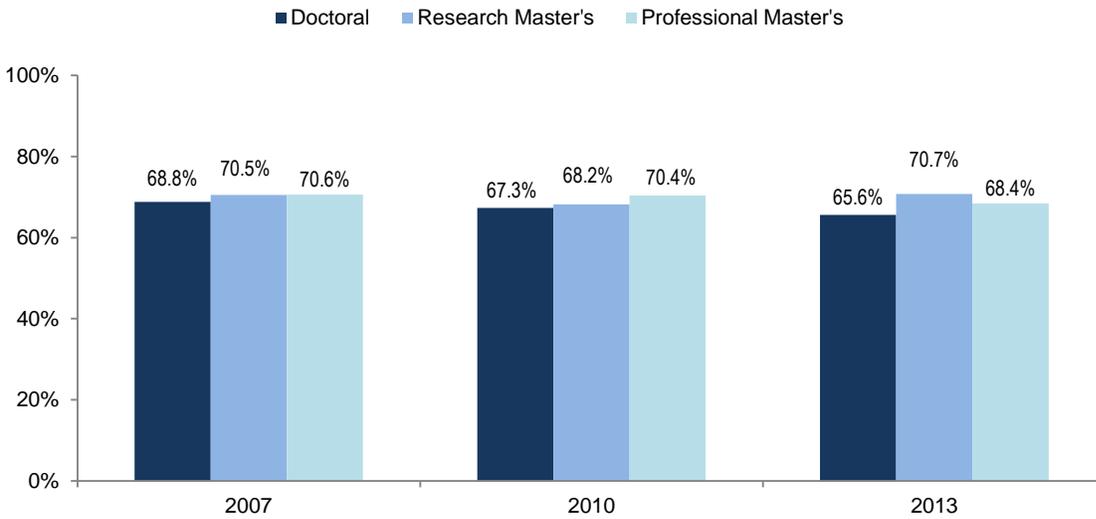
Proportion of respondents who answered 'Definitely' or 'Probably'

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



Proportion of respondents who answered 'Definitely' or 'Probably'

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



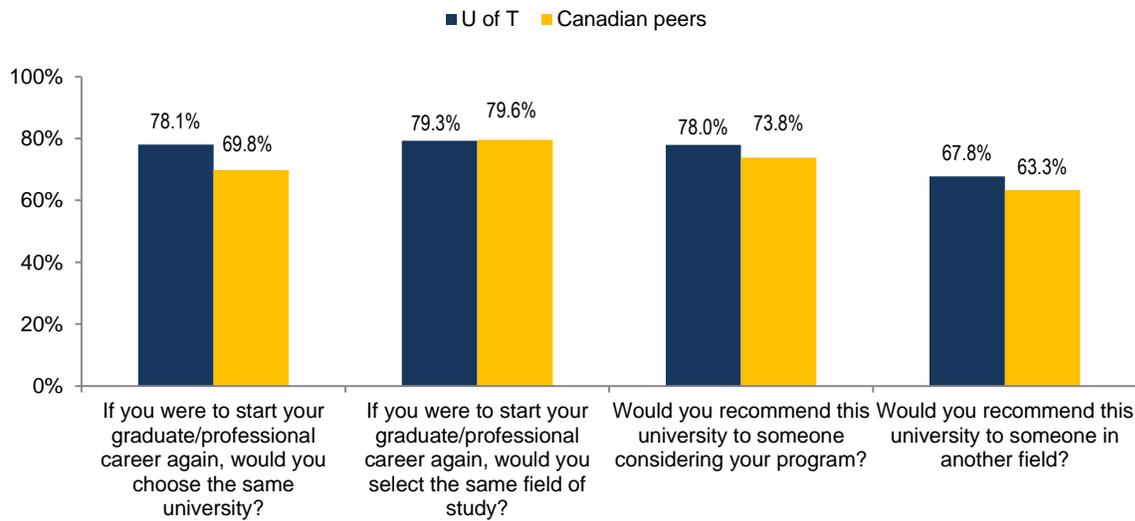
Proportion of respondents who answered 'Definitely' or 'Probably'

Figure 3 CGPSS 2013 Results

U of T doctoral students compared to Canadian peer doctoral students

General satisfaction

Respondents who answered 'Definitely' or 'Probably'



IV. Satisfaction with Program, Quality of Interactions, and Coursework

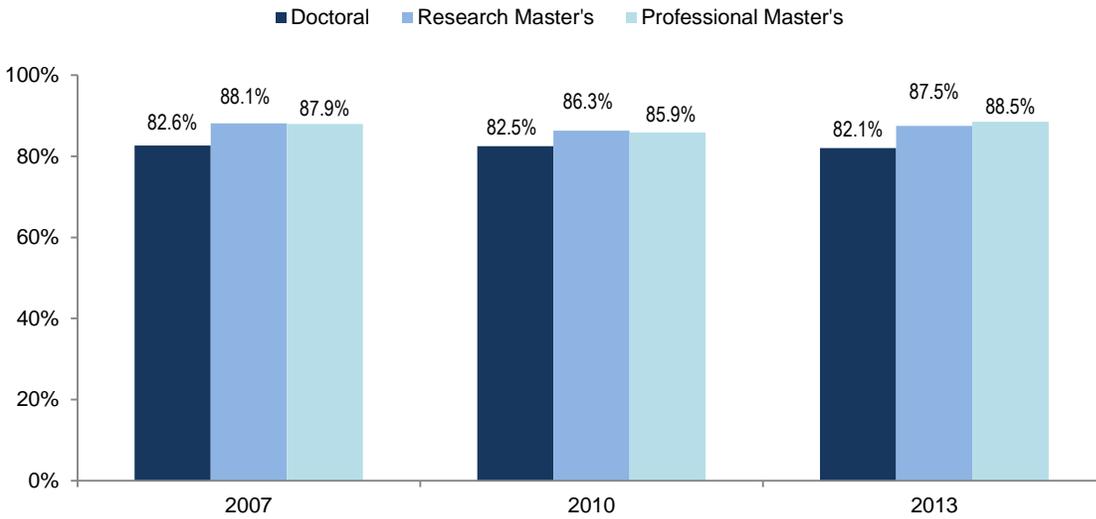
Results in this section focus on various dimensions of academic programs, such as academic quality, intellectual environment, program content, and program structure. Table 5 summarizes students' positive responses to fourteen questions that were asked in 2007, 2010 and 2013. In all years, students reported 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 2007, 2010, 2013 Results
Satisfaction with various program dimensions:
Students who responded 'Excellent', 'Very Good', or 'Good'

Dimension of program	2007		2010		2013	
	Count	%	Count	%	Count	%
The intellectual quality of the faculty	4,971	97.5%	4,605	97.1%	6,260	97.5%
The intellectual quality of my fellow students	4,822	94.7%	4,420	93.4%	5,988	93.5%
The relationship between faculty and graduate students	4,353	85.5%	3,993	84.5%	5,488	85.6%
Overall quality of graduate level teaching by faculty	4,444	87.4%	4,124	87.4%	5,578	87.0%
Advice on the availability of financial support	3,322	66.5%	3,010	64.8%	4,089	64.3%
Quality of academic advising and guidance	3,747	74.4%	3,422	73.2%	4,728	74.2%
Helpfulness of staff members in my program	4,350	85.8%	4,039	85.8%	5,474	85.6%
Availability of area courses I needed to complete my program	3,905	77.3%	3,576	75.9%	4,953	77.5%
Quality of instruction in my courses	4,431	87.3%	4,124	87.5%	5,569	86.9%
Relationship of program content to my research/professional goals	4,238	83.7%	3,866	82.1%	5,204	81.4%
Opportunities for student collaboration or teamwork	3,929	77.9%	3,722	79.3%	5,078	79.4%
Opportunities to take coursework outside my own department	3,824	76.3%	3,452	74.3%	4,624	72.6%
Opportunities to engage in interdisciplinary work	3,766	75.7%	3,483	75.0%	4,677	73.7%
Amount of coursework	4,311	85.3%	4,001	85.2%	5,332	83.2%

Student satisfaction with the relationship between faculty and graduate students varies somewhat with program type. In a pattern consistent since 2007, both research master's and professional master's students report greater satisfaction with their relationships with faculty than do doctoral students (Figure 4).

Figure 4 CGPSS 2007, 2010, 2013 Results
Rate the relationship between faculty and graduate students:
Proportion of respondents who answered 'Excellent', 'Very Good', or 'Good' by program type

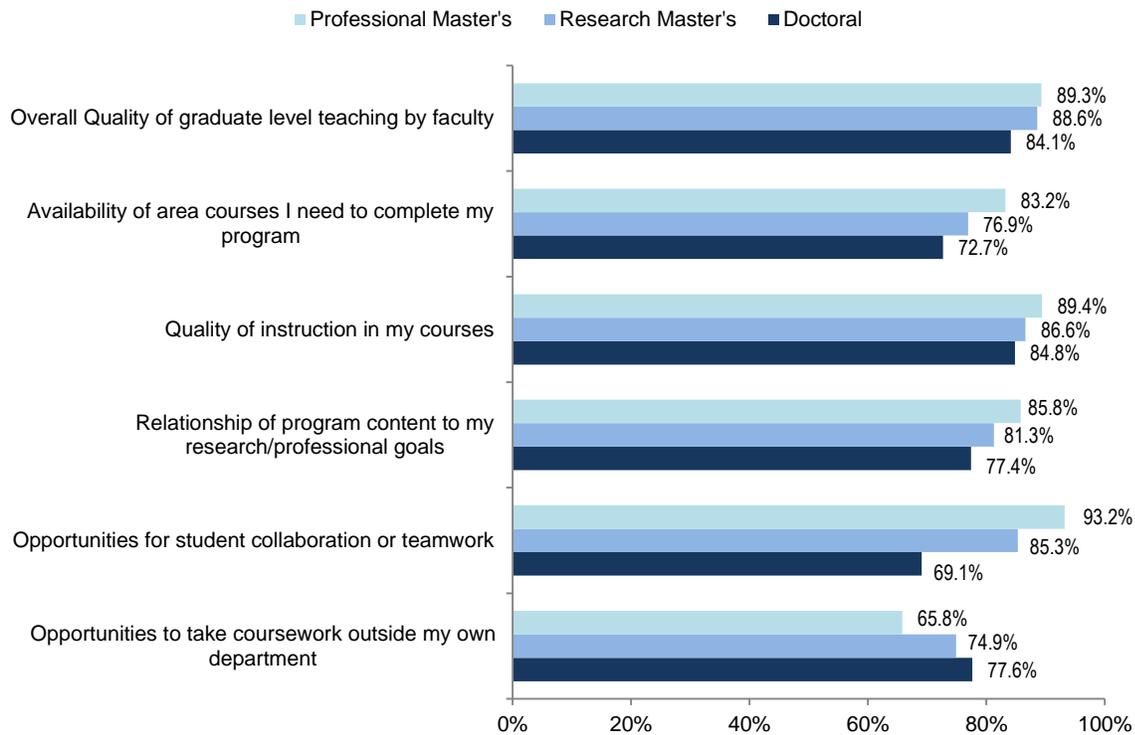


Other questions in this section of the survey also highlight the different experiences of students in doctoral stream and professional programs (Figure 5). Professional master's students report higher levels of satisfaction with the dimensions relating to course work and teaching (overall quality of graduate level teaching, availability of area courses, quality of instruction) than doctoral and research master's students. They also show higher levels of satisfaction with the relationship of their program content to their research and professional goals, and opportunities for student collaboration or teamwork, again compared to doctoral and research master's students. However, doctoral and research master's students report greater satisfaction than professional master's students with the opportunities to take coursework outside their own department.

Figure 5 CGPSS 2013 Results

Rate the following dimensions of your program:

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



Although doctoral and research master's students have generally reported higher levels of satisfaction to the 'advice on the availability of financial support' each year, there is a downward trend in the proportion of satisfied doctoral students, and an upward trend in the proportion of satisfied professional master's students (Figure 6).

In 2013, professional master's students reported a slightly higher level of satisfaction with the quality of academic advising and guidance (Figure 7).

A much larger percentage of professional master's students reported being satisfied with opportunities for student collaboration or teamwork than doctoral stream students (Figure 8).

In 2013, 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 9).

Figure 6 CGPSS 2007, 2010, 2013 Results
Rate the advice on the availability of financial support:
Proportion of respondents who answered 'Excellent', 'Very Good', or 'Good' by program type

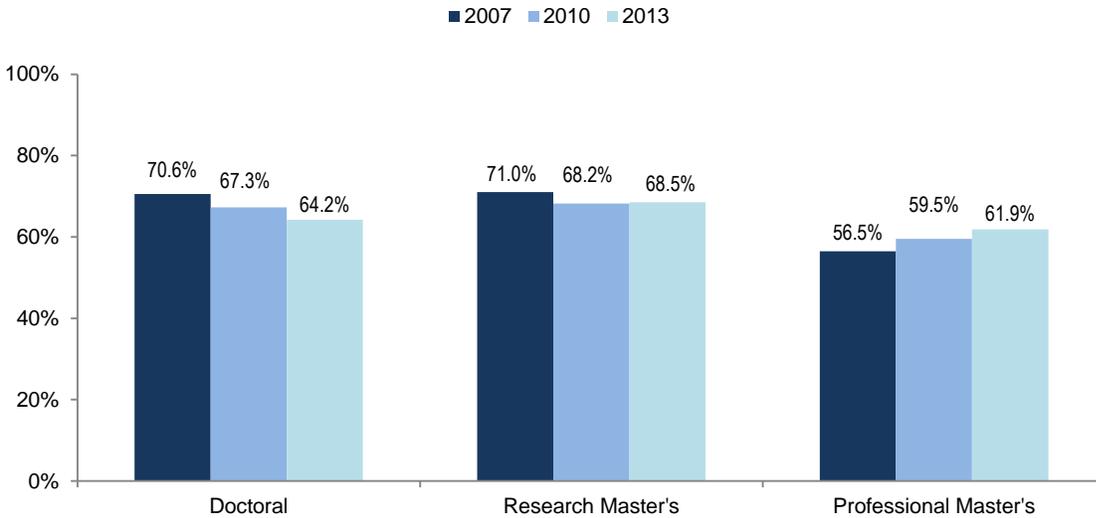


Figure 7 CGPSS 2007, 2010, 2013 Results
Rate the quality of academic advising and guidance:
Proportion of respondents who answered 'Excellent', 'Very Good', or 'Good' by program type

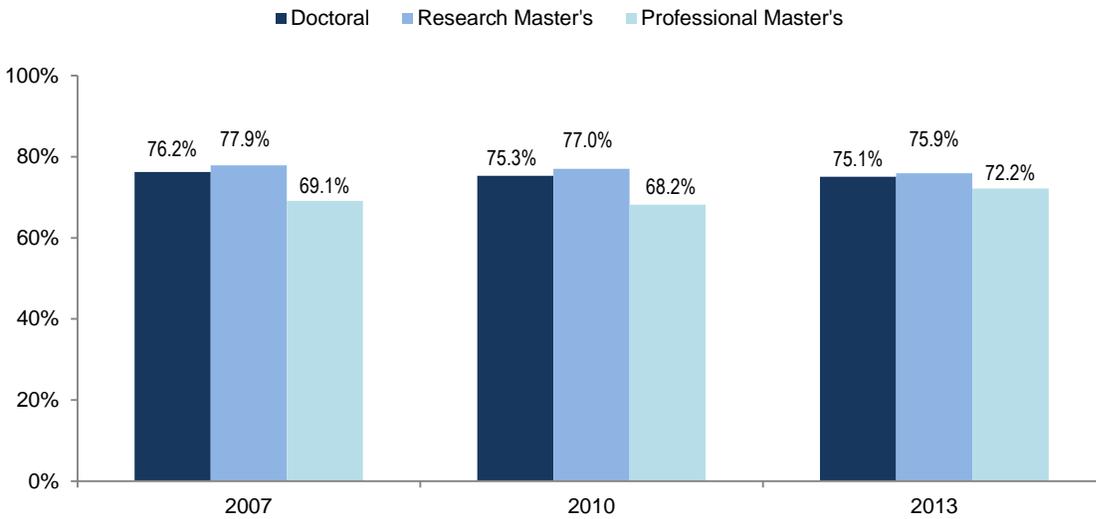


Figure 8 CGPSS 2007, 2010, 2013 Results
Rate the opportunities for student collaboration or teamwork:
Proportion of respondents who answered 'Excellent', 'Very Good', or 'Good' by program type

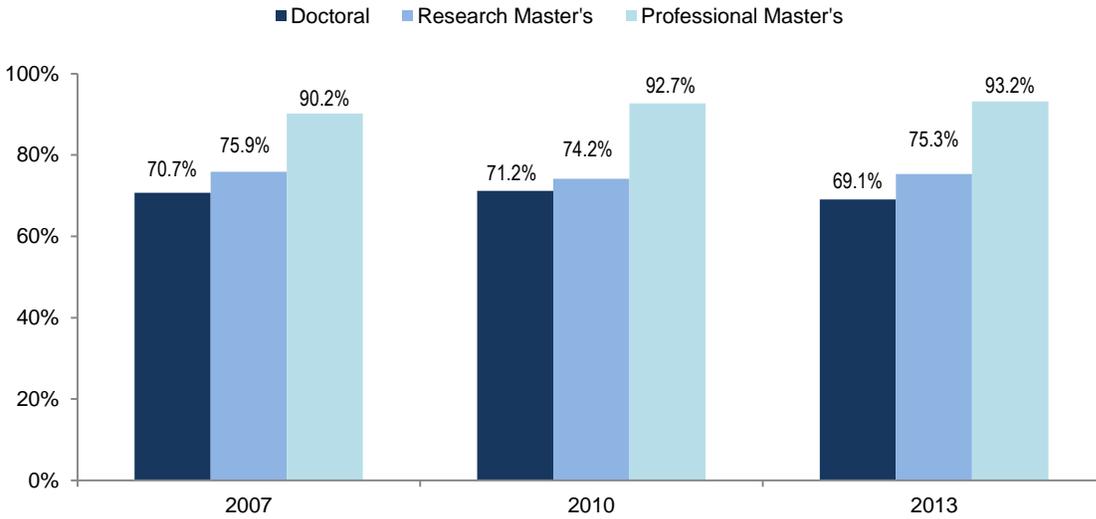
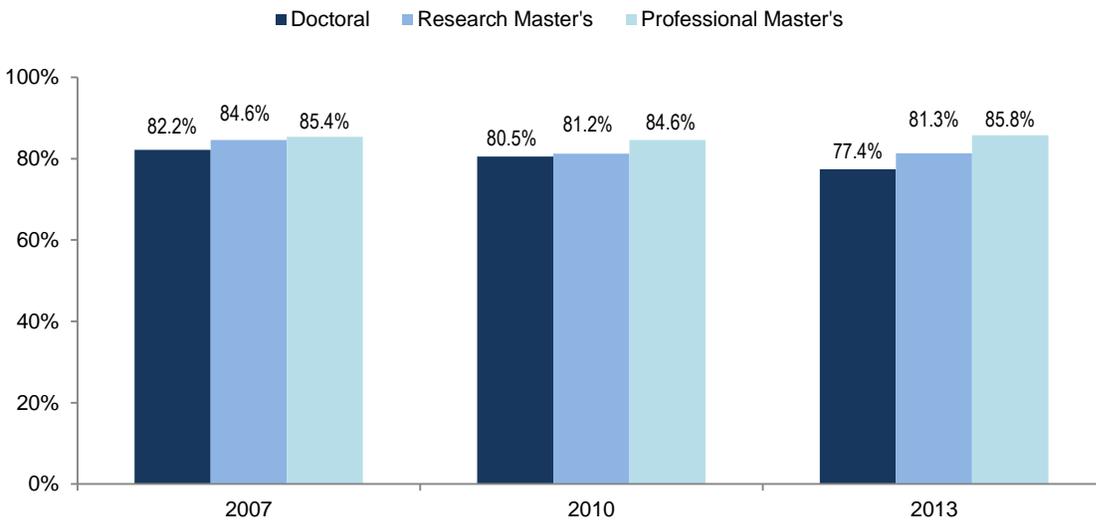


Figure 9 CGPSS 2007, 2010, 2013 Results
Rate the relationship of program content to my research/professional goals:
Proportion of respondents who answered 'Excellent', 'Very Good', or 'Good' by program type

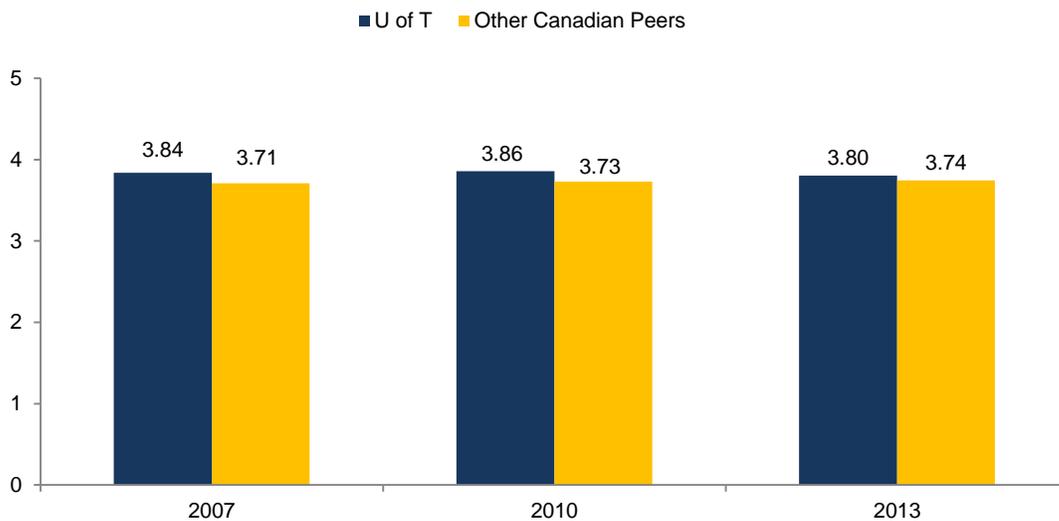


Doctoral students rate the quality of teaching at U of T more positively than do their counterparts at our Canadian peer institutions. Benchmark scores for the ‘Quality of Teaching’ were slightly higher at U of T than at Canadian peer institutions. This pattern is observed in 2007, 2010, and 2013 (Figure 10).

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 10 CGPSS 2007, 2010, 2013 Results
Canadian peer⁸ benchmarks scores: Quality of teaching (doctoral students only)



⁸ In 2007 and 2010, Canadian peers comprised of the G13 (Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montreal, Ottawa, Queen’s, Waterloo, Western). In 2013, Canadian peers comprised of the U15 (G13 plus Manitoba and Saskatchewan).

V. Professional Skills Development

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 2007 and 2010, the doctoral stream results summarized below were limited to a subset of students who indicated that their program includes a thesis, dissertation, or research paper (98% of doctoral students and 88.2% of research master's students in 2010). In 2013, the thesis question was changed, so responses of all doctoral stream respondents in the long and medium stream are included below.

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 2013, 76.2% of doctoral students and 77.5% of research master's students gave ratings of 'Excellent', 'Very Good', or 'Good'). A large proportion of students also reported satisfaction with courses, workshops, and orientation on teaching (72.6% of doctoral students and 79.4% of research master's students), and advice and workshops on academic writing standards (70.2% of doctoral students and 73.4% of research master's students). Figure 11 shows participation and satisfaction rates for doctoral students. Figure 12 shows participation and satisfaction rates for research master's students.

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 both within and outside academia, as well as research positions. In particular, doctoral students reported the lowest levels of satisfaction regarding information about career options outside of academia.

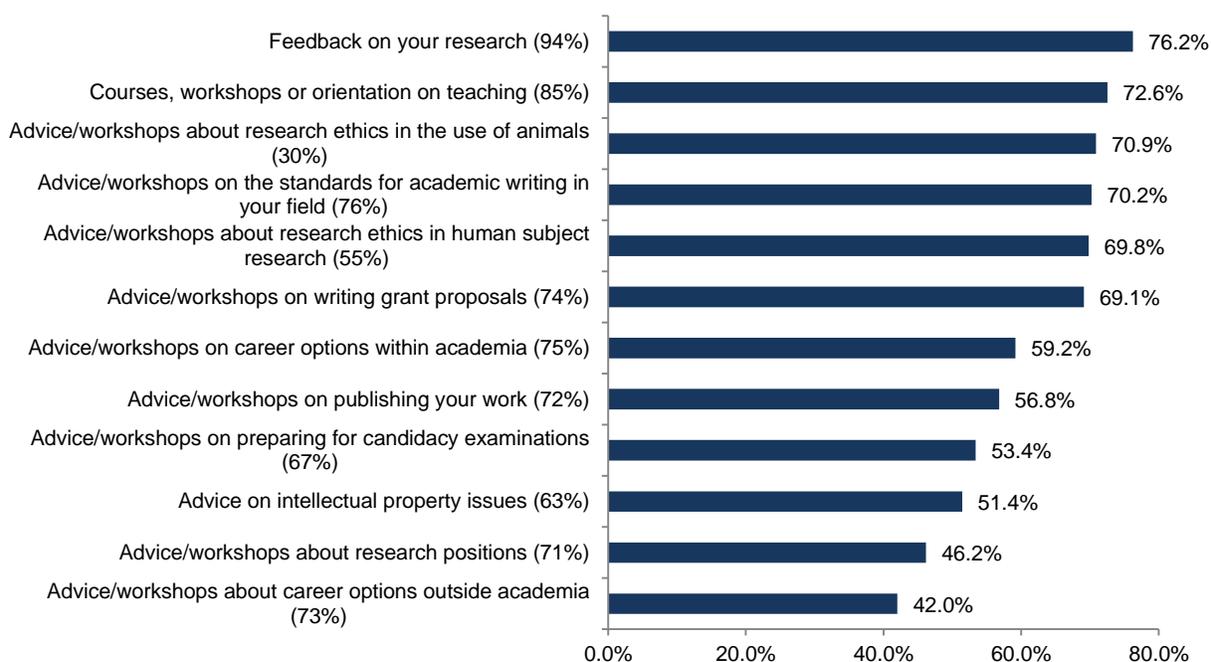
Participation levels for doctoral stream students in these activities range from 34.1% for 'advice/workshops about research ethics in the use of animals; to 91.9% for 'feedback on your research.'

Table 6 CGPSS 2007, 2010, 2013 Results
Professional skills development activities: Participation and satisfaction of doctoral stream
(doctoral and research master's) students

Professional skills development activity	Percent participated			Percent satisfied		
	2007	2010	2013	2007	2010	2013
Courses, workshops, or orientation on teaching	76.5%	79.8%	82.9%	77.6%	77.9%	74.8%
Advice/workshops on preparing for candidacy examinations	56.6%	57.9%	59.0%	60.3%	59.5%	56.8%
Feedback on your research	92.3%	92.7%	91.9%	80.1%	78.8%	76.7%
Advice/workshops on the standards for academic writing in your field	69.7%	70.2%	72.8%	70.1%	75.6%	71.2%
Advice/workshops on writing grant proposals	66.5%	70.2%	72.8%	65.6%	73.9%	68.7%
Advice/workshops on publishing your work	66.1%	66.8%	66.3%	59.8%	63.8%	58.0%
Advice/workshops on career options within academia	66.4%	68.2%	71.5%	59.9%	58.1%	59.3%
Advice/workshops about career options outside academia	63.8%	68.4%	71.2%	46.6%	45.1%	44.6%
Advice/workshops about research positions	64.9%	66.6%	67.9%	52.5%	50.2%	48.7%
Advice/workshops about research ethics in human subject research	53.1%	56.7%	55.1%	72.5%	73.5%	70.3%
Advice/workshops about research ethics in the use of animals	29.6%	30.8%	34.1%	70.3%	72.2%	70.6%
Advice on intellectual property issues	60.1%	60.6%	63.2%	54.5%	57.5%	55.5%

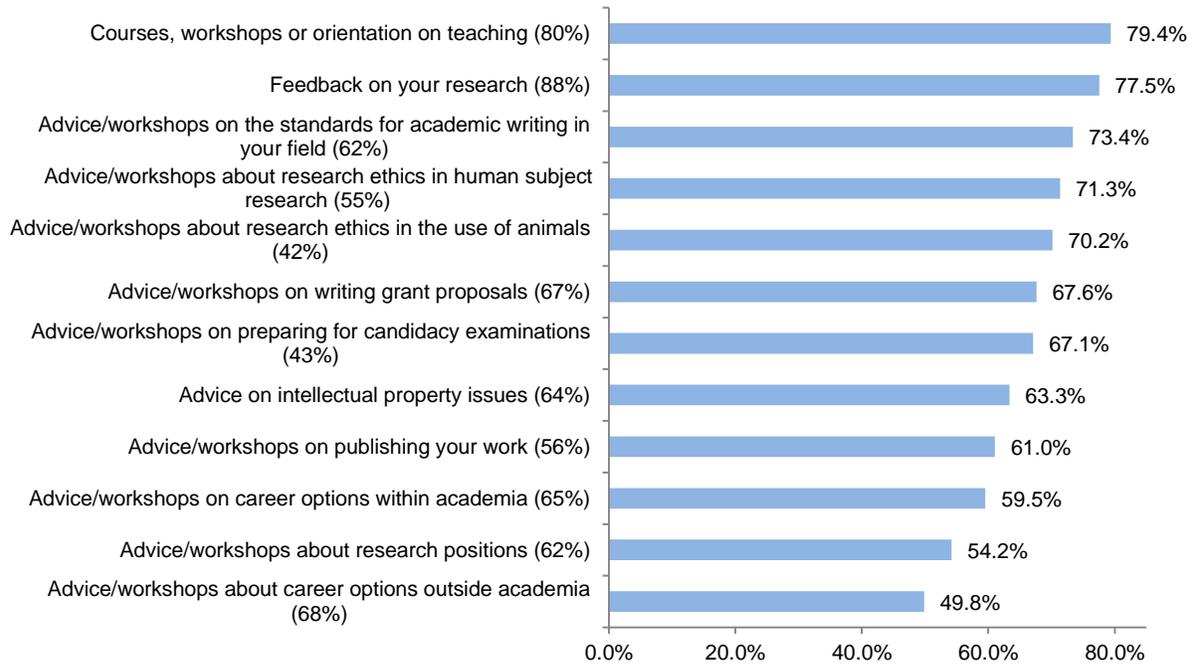
Note: 'Percent participated' excludes the proportion of valid cases that responded 'did not participate' or 'not applicable'.
'Percent satisfied' indicates the proportion of students participating in the activity that rated it as 'Excellent', 'Very Good', or 'Good'.

Figure 11 CGPSS 2013 Results
Professional skills development activities:
Satisfaction rates of participating doctoral students



Note: (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, 94% of doctoral students participated in the activity 'feedback on your research'. Of the students who participated in the activity, 76.2% were satisfied.

Figure 12 CGPSS 2013 Results
Professional skills development activities
Satisfaction rates of participating research master's students



Note: (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, 80% of research master's students participated in the activity 'courses, workshops, or orientation on teaching'. Of the students who participated in the activity, 79.4% were satisfied.

On the whole, levels of participation and satisfaction for professional master's students with their professional skills development activities (Table 7) were higher than those observed for doctoral stream students. Professional master's students were most satisfied with the opportunities for contact with practicing professionals (82.1% in 2010 and 81.0% in 2013) and opportunities for internships, practicums, and experiential learning (70.6% in 2010 and 71.5% in 2013). However, similar to doctoral stream students, they were least satisfied with the information they received about career options (61.7% in 2010 and 64.4% in 2013). This is still a higher level of satisfaction compared to doctoral and research master's students.

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

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

Note: '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 13 CGPSS 2013 Results
Professional skills development activities:
Satisfaction rates of participating professional master's students



Note: (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, 94% of professional master's students participated in the activity 'opportunities for contact with practicing professionals'. Of the students who participated in the activity, 81.0% were satisfied.

In a supplemental question, students were asked where they engaged in professional skills development on campus. A larger proportion of doctoral stream students (38.8% of doctoral students and 33.2% of research master's students) used the English Language and Writing Support Office to engage in professional skills development than professional master's students (15.8%). A larger proportion of doctoral students (23.0%) utilized the Graduate Professional Skills program compared to both research master's students (15.8%) and professional master's students (8.0%). The Career Centre was used by just over a third of all respondents (30.0% doctoral students, 36.1% research master's students and 38.4% professional master's students). A third of all respondents (31.3% doctoral, 28.1% research master's, 36.2% professional master's) use the Libraries to engage in Professional Skills Development. A larger proportion of professional master's students participated in the Work Study program (18.2%) than doctoral stream students (6.4% doctoral students, 10.3% research master's students).

Table 8 CGPSS 2013 Results

Supplemental question: Where have you engaged in professional skills development on campus?

Doctoral		Research Master's		Professional Master's	
English Language and Writing Support Office	38.8%	Career Centre	36.1%	Career Centre	38.4%
Libraries	31.3%	English Language and Writing Support Office	33.2%	Libraries	36.2%
Career Centre	30.0%	Libraries	28.1%	Work study	18.2%
Graduate Professional Skills (GPS) Program	23.0%	Graduate Professional Skills (GPS) Program	15.8%	Employment	18.0%
Employment	17.5%	Hart House	13.4%	English Language and Writing Support Office	15.8%
Student organizations (i.e. clubs)	15.2%	Student organizations (i.e. clubs)	13.2%	Student organizations (i.e. clubs)	15.2%
Hart House	14.1%	Employment	12.4%	Hart House	10.3%
Graduate Students' Union	13.0%	Work study	10.3%	Graduate Professional Skills (GPS) Program	8.0%
Centre for Teaching Support & Innovation (CTSI)	10.6%	Graduate Students' Union	10.3%	Grad Room	7.4%
Grad Room	9.6%	Grad Room	8.7%	Student government	5.5%
Student government	9.1%	Centre for International Experience	6.8%	Graduate Students' Union	4.1%
Centre for International Experience	6.8%	Student government	5.6%	Centre for International Experience	3.7%
Work study	6.4%	Centre for Teaching Support & Innovation (CTSI)	3.3%	Leadership for Grads workshop	2.4%
Leadership for Grads workshop	3.7%	Grad Escapes	3.1%	Organizational Development Learning Centre (ODLC)	1.7%
Grad Escapes	3.5%	Leadership for Grads workshop	2.7%	Centre for Community Partnerships	1.3%
Centre for Community Partnerships	1.6%	Centre for Community Partnerships	1.4%	Grad Escapes	1.2%
Organizational Development Learning Centre (ODLC)	0.3%	Organizational Development Learning Centre (ODLC)	0.9%	Centre for Teaching Support & Innovation (CTSI)	1.2%

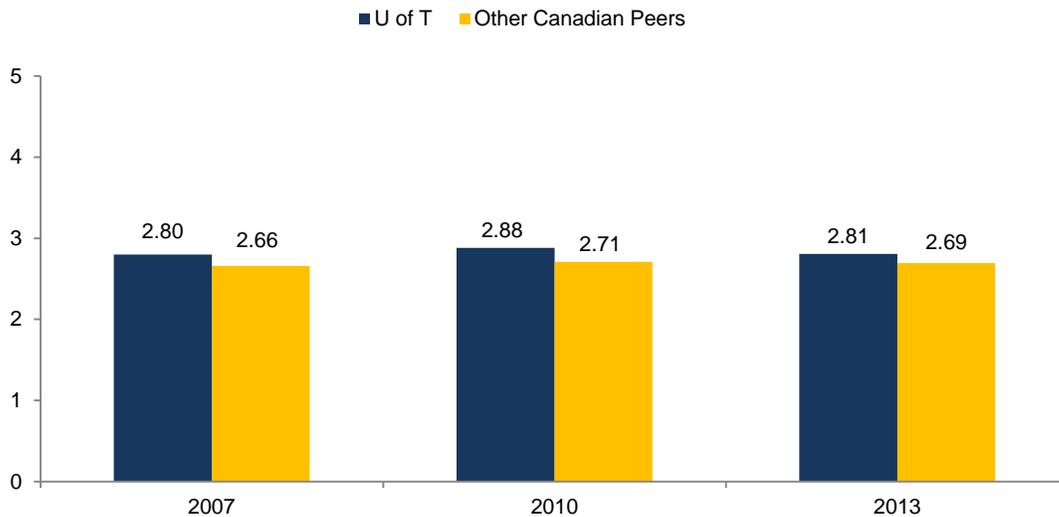
Note: Students were able to check all applicable responses

U of T doctoral students are, on the whole, more satisfied with training in research activities and career information than doctoral students at our Canadian peer institutions. Figure 14 shows benchmark scores for 2007, 2010, and 2013 for ‘Research Training and Career Orientation’. In all years, ratings for U of T were higher than for our Canadian peer institutions.

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 14 CGPSS 2007, 2010, 2013 Results
Canadian peer⁹ benchmark scores: Research training and career orientation (doctoral students only)



⁹ In 2007 and 2010, Canadian peers comprised of the G13 (Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montreal, Ottawa, Queen's, Waterloo, Western). In 2013, Canadian peers comprised of the U15 (G13 plus Manitoba and Saskatchewan).

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 2007 and 2010 who had indicated that their program includes a thesis, dissertation or research paper (99.8% of doctoral students, 86.8% of research master's, and 29.8% of professional master's in 2007, and 99.8% doctoral students, 88.2% research master's students, and 0% professional master's in 2010). In 2013, the thesis question changed. The 2013 responses below include everyone in the long stream and medium stream of the survey, which encompasses all doctoral stream students. As a result, any comparisons to data from the 2007 and 2010 aggregate reports should be made with caution.

In 2013, 93.8% of all doctoral stream students reported that they have conducted independent research since starting their graduate programs, with 79.5% rating their experience as 'Excellent', 'Very Good', or 'Good' (Table 9). High proportions of doctoral (93.1%) and research master's students (89.3%) report that they had received training before beginning their own research. A larger percentage of doctoral students (83.2%) reported that they have conducted research in collaboration with one or more faculty members than research master's students (73.0%), and 75.6% of these doctoral students and 77.6% of these research master's students rate the experience positively. More doctoral stream students are also participating in collaborations with faculty to write grant proposals (62.3% compared to 52.1% of research master's), and 59.2% of these doctoral students and 64.2% of the research master's students rate their experience positively. Figure 15 shows participation and satisfaction rates for doctoral students. Figure 16 shows participation and satisfaction rates for research master's students.

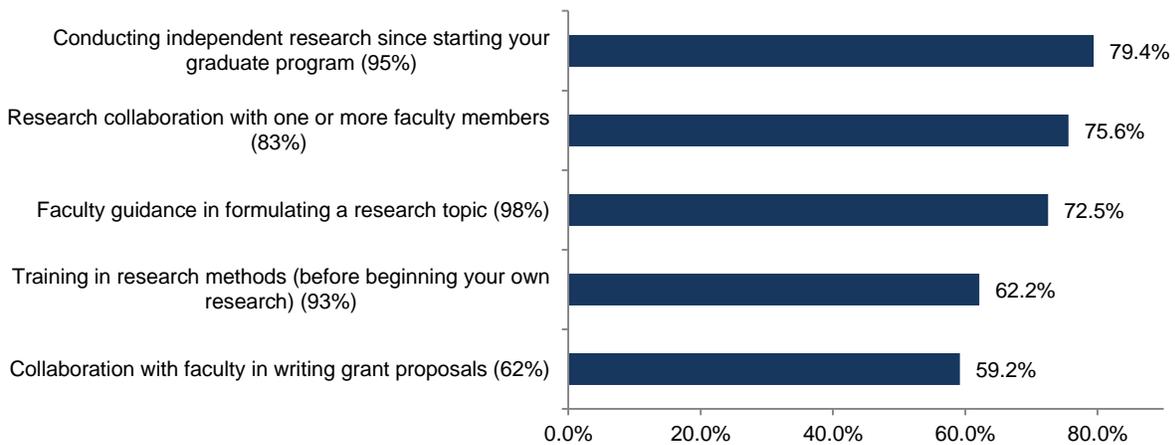
Table 9 CGPSS 2007, 2010, 2013 Results
Research experience
Participation and satisfaction of doctoral stream students (doctoral and research master's)

Research activity	Percent participated			Percent satisfied		
	2007	2010	2013	2007	2010	2013
Faculty guidance in formulating a research topic	97.1%	97.1%	95.7%	74.8%	76.1%	73.4%
Conducting independent research since starting your graduate program	94.5%	95.3%	93.8%	84.3%	83.8%	79.5%
Training in research methods (before beginning your own research)	92.3%	92.7%	91.8%	63.4%	64.8%	62.4%
Research collaboration with one or more faculty members*	82.6%	82.5%	79.7%	74.7%	74.9%	76.2%
Collaboration with faculty in writing grant proposals*	56.5%	58.6%	58.8%	60.7%	61.9%	60.7%

*In 2013, long stream respondents only.

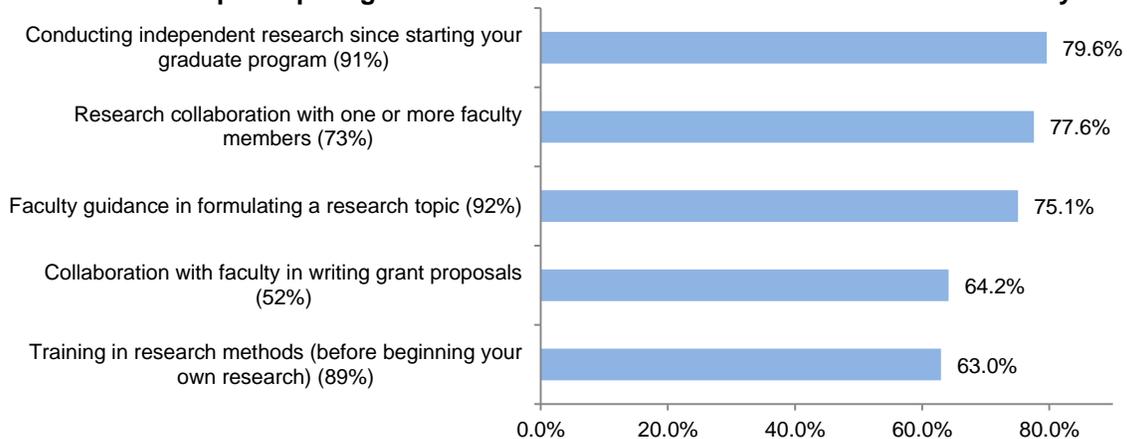
Note: 'Percent participated' excludes the proportion of valid cases that responded 'did not participate' or 'not applicable'.
 'Percent satisfied' indicates the proportion of students participating in the activity that rated it as 'Excellent', 'Very Good', or 'Good'

Figure 15 CGPSS 2013 Results
Research experience
Satisfaction rates of participating doctoral students with each research activity



Note: (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% of doctoral students participated in the activity 'conducting independent research since starting your graduate program'. Of the students who participated in the activity, 79.4% were satisfied.

Figure 16 CGPSS 2013 Results
Research experience
Satisfaction rates of participating research master's students with each research activity



Note: (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% 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, 79.6% were satisfied.

Table 10 shows doctoral student participation in publication and presentation activities, and Table 11 shows research master's student participation. Most students who indicate involvement in these activities are doctoral students. It was most common that doctoral stream students participated in seminars/colloquia at which students present their research (83.5% of doctoral students and 73.6% of research master's had participated in that activity in 2013). In 2013, 43.9% of research master's students reported co-authoring publications.

**Table 10 CGPSS 2007, 2010, 2013 Results
Publications and presentations
Participation and satisfaction of doctoral students**

	Doctoral		
	2007	2010	2013
Seminars/colloquia at which students present their research	85.3%	86.3%	83.5%
Deliver any papers or present a poster at national scholarly meetings*	75.7%	77.2%	79.9%
Attend national scholarly (/professional) meetings	76.9%	78.7%	74.7%
Co-authored in refereed journals with your program faculty*	64.0%	63.5%	69.4%
Published as sole or first author in a refereed journal*	63.1%	62.8%	66.0%
Departmental funding for students to attend national (or regional meetings)	63.0%	65.7%	64.0%

*In 2013, long stream respondents only.

**Table 11 CGPSS 2007, 2010, 2013 Results
Publications and presentations
Participation and satisfaction of research master's students**

	Research Master's		
	2007	2010	2013
Seminars/colloquia at which students present their research	75.2%	79.8%	73.6%
Deliver any papers or present a poster at national scholarly meetings*	44.3%	47.4%	48.9%
Co-authored in refereed journals with your program faculty*	33.6%	38.7%	43.9%
Attend national scholarly (/professional) meetings	48.0%	50.3%	43.4%
Departmental funding for students to attend national (or regional meetings)	40.9%	41.4%	38.2%
Published as sole or first author in a refereed journal*	27.4%	25.1%	29.7%

*In 2013, long stream respondents only.

The proportion of doctoral students who participated in publication and presentation activities is very similar to doctoral students in our Canadian peer institutions. A slightly larger percentage of doctoral students at U of T (69.4%; average 1.42 times) co-authored in refereed journals than doctoral students at our Canadian peer institutions (67.0%; average 1.37 times). Although the proportion of respondents who published as a sole or first author in a refereed journal at least once is very similar between doctoral students at U of T (66.0%) and doctoral students at our peer institutions (66.5%), doctoral students at our peer institutions did publish slightly more often (average 1.21 times) than doctoral students at U of T (average 1.13 times).

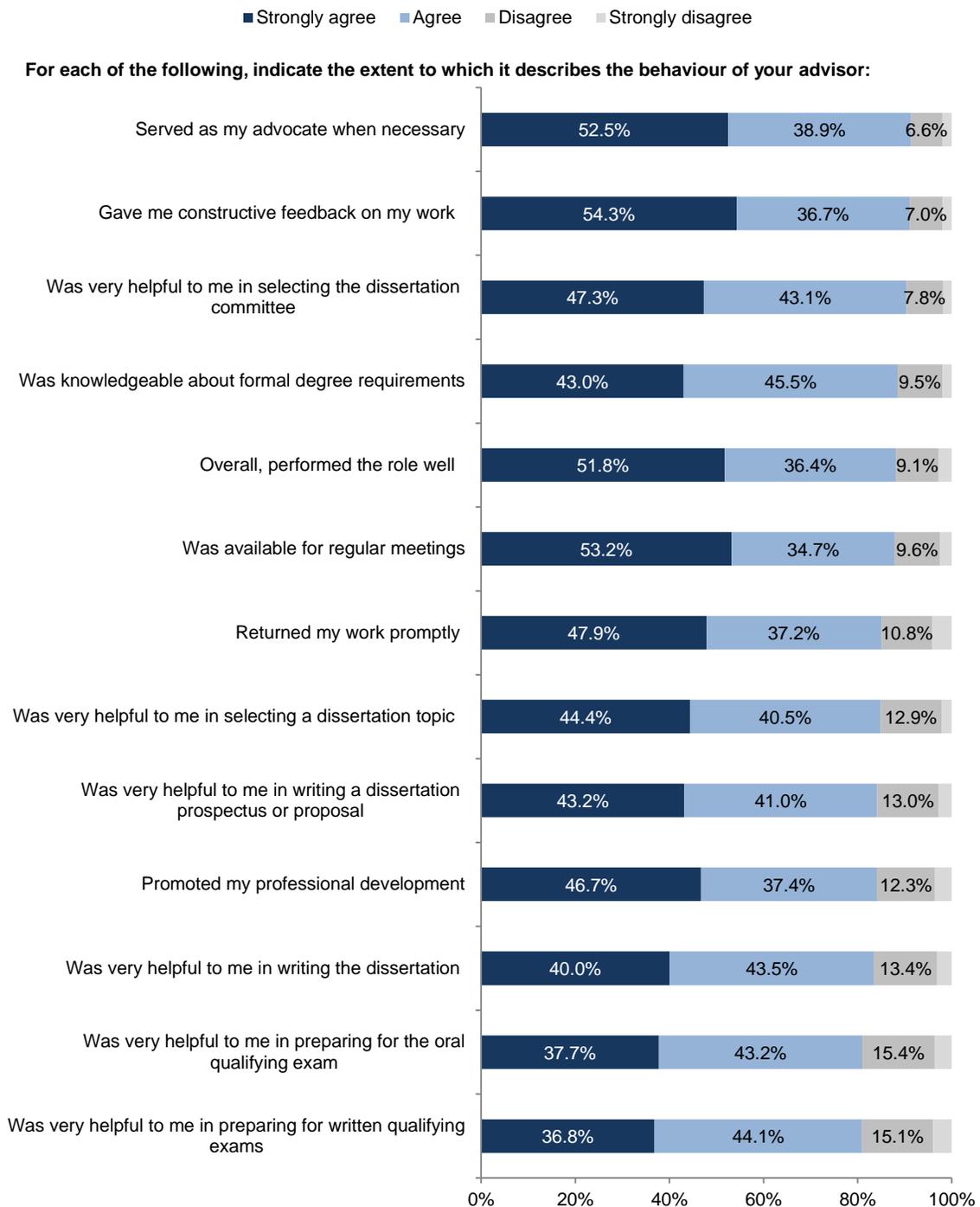
Table 12 CGPSS 2013 Results
U of T compared to Canadian peers
Proportion of respondents indicating they have participated at least once in the following activities (if it occurred in your dept.), and the mean number of times they participated, doctoral students only

	Percent participated		Mean number of times	
	U of T	Canadian peers	U of T	Canadian peers
Deliver any papers or present a poster at national scholarly meetings*	79.9%	79.6%	1.98	1.99
Attend national scholarly (/professional) meetings	74.7%	74.7%	1.87	1.98
Co-authored in refereed journals with your program faculty*	69.4%	67.0%	1.42	1.37
Published as sole or first author in a refereed journal*	66.0%	66.5%	1.13	1.21
Departmental funding for students to attend national (or regional meetings)	64.0%	65.1%	1.32	1.33

*In 2013, 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 17). Doctoral students were most satisfied with how their thesis advisor acted as an advocate for them and with the feedback provided on their work. Of those surveyed, 88.1% of doctoral respondents ‘Strongly Agree’ or ‘Agree’ that overall, their advisor performed the role well.

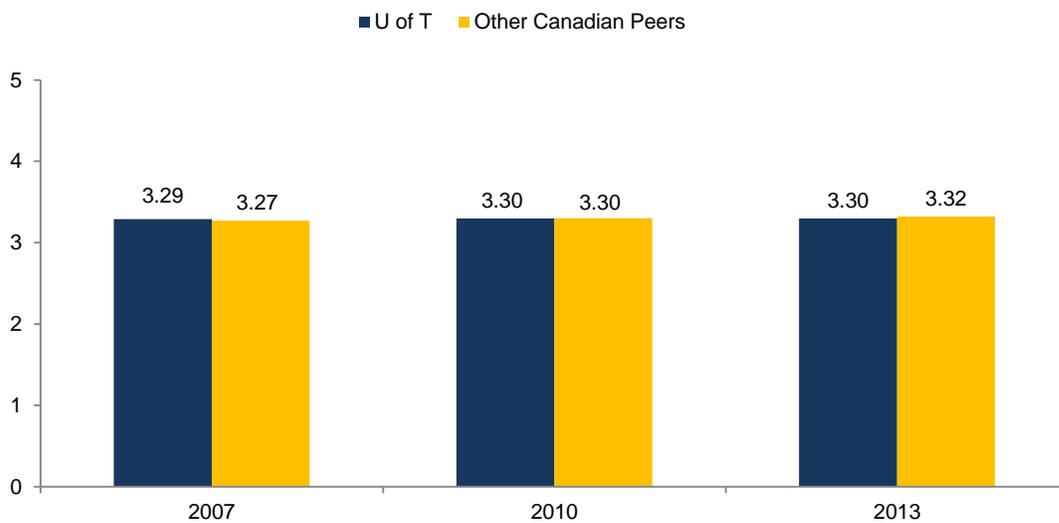
Figure 17 CGPSS 2013 Results
Advisor and dissertation: Responses of doctoral students (long stream only)



U of T's doctoral students were just as satisfied with the support they receive from their dissertation advisor in 2013 as they were in 2010. Benchmark scores for 'Supportive Dissertation Advisor' are displayed in Figure 18 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 18 CGPSS 2007, 2010, 2013 Results
Canadian peer¹⁰ benchmark scores: Supportive dissertation advisor (doctoral students only)



¹⁰ In 2007 and 2010, Canadian Peers comprised of the G13 (Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montreal, Ottawa, Queen's, Waterloo, Western). In 2013, Canadian peers comprised of the U15 (G13 plus Manitoba and Saskatchewan).

VII. Financial Support

Several survey questions inquire about the kinds of financial support that have been received by graduate students, the amount of undergraduate and graduate educational debt, and student satisfaction with advice on the availability of financial support. Among doctoral students, 33.9% have received federal granting council scholarships/fellowships, compared to 16.2% of research master's students and 5.8% of professional master's students. Similarly, 34.9% of doctoral students have received provincial government scholarships/fellowships, compared to 17.0% of research master's students and 15.8% of professional students. Other major forms of financial support include university funded fellowships (65.4% for doctoral students, 45.9% for research master's students, and 13.3% for professional master's students); graduate teaching assistantships (62.4% for doctoral, 39.0% for research master's students, and 8.2% for professional master's students); and graduate research assistantships (53.7% for doctoral, 36.6% for research master's students, and 5.2% for professional master's students.) Professional master's students report the highest reliance on loans, savings or family assistance (63% compared to 27.1% of doctoral students and 29.2% of research master's students), university-funded bursaries (34.9% compared to 13.7% of doctoral students and 17.1% of research master's students), off-campus employment (28.7% compared to 15.1% of doctoral students and 10.6% of research master's students), partial tuition scholarships and waivers (16.6% compared to 6.3% of doctoral students and 4.6% of research master's students) and employee benefit or employer funding (10.2% compared to 3.3% of doctoral students and 3.8% of research master's students).

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 had completed their graduate program. Table 13 summarizes the proportion of respondents who will have no debt, both undergraduate and graduate debt, of one or the other kinds of debt when they complete their graduate degree. These combinations of debt vary by degree type. In 2013 46.2% of doctoral students reported they will have neither undergraduate nor graduate debt at the time of completion, compared to only 42.6% of research master's students and 24.7% of professional master's students. A decreasing number of research master's students reported that they will have no debt (47% in 2007 compared to 42.6% in 2013).

Levels of reported indebtedness are measured in categories that have not been adjusted for inflation (Table 14). Debt levels differ for doctoral stream and professional master's students. While proportions of students carrying undergraduate debt are similar between students in different program types, the proportion of students reporting graduate debt are much lower for doctoral stream students; 59.0% of doctoral students and 60.3% of research master's students report having no graduate debt, while only 27.4% of professional master's students report the same.

Table 13 CGPSS 2007, 2010, 2013 Results
Combinations of undergraduate and graduate debt by degree type

	Doctoral			Research Master's			Professional Master's		
	2007	2010	2013	2007	2010	2013	2007	2010	2013
Neither undergraduate debt nor grad debt	45.3%	45.7%	46.2%	47.0%	43.7%	42.6%	26.1%	28.0%	24.7%
No undergraduate debt but grad debt	22.9%	23.2%	21.4%	15.5%	15.7%	16.2%	39.0%	37.7%	36.8%
Undergraduate debt but no grad debt	12.6%	13.7%	12.9%	16.2%	18.5%	17.8%	3.8%	3.9%	2.6%
Both undergrad and grad debt	19.1%	17.4%	19.4%	21.3%	22.0%	23.4%	31.1%	30.4%	35.8%

Table 14 CGPSS 2007, 2010, 2013 Results
Educational debts upon graduation by degree type

Debt amount	Doctoral			Research Master's			Professional Master's		
	2007	2010	2013	2007	2010	2013	2007	2010	2013
Undergraduate debt									
\$0	68.2%	68.9%	67.8%	62.2%	59.4%	59.0%	64.9%	66.1%	61.4%
\$1 - \$19,999	16.3%	15.7%	14.2%	19.3%	15.9%	17.6%	17.3%	15.5%	16.7%
\$20,000 - \$39,999	11.2%	11.2%	12.6%	13.6%	18.9%	16.5%	12.7%	12.4%	14.7%
\$40,000 - more	4.4%	4.3%	5.4%	4.8%	5.7%	6.9%	5.2%	6.0%	7.2%
Graduate debt									
\$0	57.5%	59.0%	59.0%	62.8%	61.2%	60.3%	29.4%	29.7%	27.4%
\$1 - \$19,999	25.7%	24.4%	24.9%	27.3%	28.6%	30.1%	36.8%	36.4%	33.2%
\$20,000 - \$39,999	10.1%	10.6%	10.0%	6.8%	6.9%	5.7%	16.9%	17.7%	22.9%
\$40,000 - more	6.7%	6.0%	6.1%	3.1%	3.4%	3.9%	17.0%	16.2%	16.5%

Table 15 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 will have neither undergraduate debt nor graduate debt at the end of their programs (37.3%, all programs) is lower than students at our Canadian peer institutions (42.3%, all programs). A smaller proportion of U of T professional master's students (24.7%) will be free of debt at the end of their programs compared to their Canadian peer counterparts (35.6%).

Table 15 CGPSS 2013 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 grad debt	46.2%	42.6%	24.7%	48.6%	40.7%	35.6%
No undergraduate debt but grad debt	21.4%	16.2%	36.8%	22.7%	21.1%	30.3%
Undergraduate debt but no grad debt	12.9%	17.8%	2.6%	9.3%	9.8%	4.4%
Both undergrad and grad debt	19.4%	23.4%	35.8%	19.4%	28.4%	29.8%

Table 16 CGPSS 2013 Results

Educational debts upon graduation, U of T compared to Canadian peers

Debt amount	U of T			Canadian peers		
	Doctoral	Master's with thesis	Master's without thesis	Doctoral	Master's with thesis	Master's without thesis
Undergraduate debt						
\$0	67.8%	59.0%	61.4%	71.3%	61.9%	65.9%
\$1 - \$19,999	14.2%	17.6%	16.7%	14.9%	21.4%	19.1%
\$20,000 - \$39,999	12.6%	16.5%	14.7%	9.0%	11.8%	10.1%
\$40,000 - more	5.4%	6.9%	7.2%	4.8%	4.9%	4.9%
Graduate debt						
\$0	59.0%	60.3%	27.4%	57.7%	50.2%	40.0%
\$1 - \$19,999	24.9%	30.1%	33.2%	25.1%	35.5%	36.4%
\$20,000 - \$39,999	10.0%	5.7%	22.9%	10.0%	10.5%	15.8%
\$40,000 - more	6.1%	3.9%	16.5%	7.3%	3.8%	7.8%

Note: Canadian peer values exclude U of T

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. Professional master's students report the lowest satisfaction with only 61.9% rating it as 'Excellent', 'Very Good', or 'Good'. Doctoral and research master's students are more satisfied, with 64.2% of doctoral students and 68.5% of research master's students giving favourable ratings.

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 17). Students are more likely to participate in department-organized and advisor/research group-organized social activities, with 83.8% and 90.2% of students frequently or occasionally attending them, respectively. Almost two-thirds of advisor/research groups are reported to organize social activities (61.8%). Of the students who report that their residence organizes social activities, almost two-thirds attend (62.6%). Students express less interest in university-wide activities, which are attended frequently or occasionally by only 38.8% of students. A smaller proportion of respondents attended social events in 2013 than in 2010.

Table 17 CGPSS 2010, 2013 Results
Social activities: Occurrence and participation in social activities on campus

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

Students rated their satisfaction with 19 specific university facilities and services (Table 18). Some university resources are used frequently and are rated highly by graduate students (e.g. library, university bookstore). Others are used less frequently, but are still evaluated positively by the students who use them (e.g. ombudsperson's office). Facilities and services that rate the lowest in terms of satisfaction are food services and housing assistance.

In 2013, students were asked to distinguish between resources or services that are offered by a 'local office' (e.g. based in a school, department or faculty), as opposed to a 'central office' location offering their services campus-wide. They 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 graduate student work/study space and research laboratories. The majority of respondents were referring to a central office when they rated their satisfaction with the university bookstore, athletic facilities, health care services, campus transportation service, the student government office, housing assistance, and services to international students attending this university. There was less of a distinction in the distribution of responses by location of offices for the rest of the facilities and services.

Table 18 CGPSS 2013 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	Distribution of responses by location of office			Quality of experience: 'Excellent', 'Very Good', or 'Good'			
		Local	Central	Both	Local	Central	Both	Overall
Responses referring primarily to 'local' office								
Graduate student work/study space	75.0%	75%	11%	15%	68.7%	62.6%	63.3%	67.4%
Research laboratories	49.6%	78%	10%	13%	84.1%	79.3%	83.6%	83.4%
Responses referring primarily to 'central' office								
University bookstore	84.9%	16%	69%	15%	70.0%	73.7%	76.2%	73.5%
Athletic facilities	68.1%	16%	68%	16%	84.8%	87.6%	87.9%	87.0%
Health care services	60.0%	18%	69%	13%	79.2%	81.4%	80.0%	80.7%
Campus transportation service	48.7%	18%	61%	22%	63.8%	62.8%	64.1%	63.2%
Student government office	27.9%	28%	48%	24%	68.9%	66.3%	71.6%	68.3%
Housing assistance	24.7%	21%	64%	15%	64.0%	56.2%	59.1%	57.9%
Services to international students attending this university	20.8%	25%	54%	21%	74.2%	64.6%	69.4%	68.5%
Mixed Distribution of Responses by location of office								
Library facilities	94.4%	23%	34%	43%	93.4%	95.4%	96.3%	95.3%
Registrarial processes	78.3%	39%	34%	27%	73.0%	70.2%	71.1%	71.5%
Information technology services	78.0%	37%	31%	31%	75.9%	77.0%	78.4%	77.1%
Food services	73.0%	26%	44%	30%	47.3%	43.4%	46.7%	45.3%
Career services	43.5%	36%	44%	19%	66.4%	64.7%	59.7%	64.5%
Financial aid office	42.4%	30%	49%	21%	66.0%	58.4%	65.8%	62.3%
Student counselling and resource center	36.0%	30%	52%	18%	71.6%	67.9%	73.4%	70.1%
Services to students from this university studying abroad	13.7%	33%	46%	21%	71.3%	62.3%	68.6%	67.6%
Child care services	9.9%	34%	48%	19%	73.8%	64.5%	75.5%	69.5%
Ombudsperson's office	9.9%	30%	51%	19%	73.3%	67.1%	79.8%	71.8%

In a supplemental question, students were asked which student services they have made use of during their graduate program (Table 19). Approximately two-thirds of doctoral stream students and half of professional master's students made use of Hart House. The Athletics Centre (60%), Food Services (45%), Career Centre (28%), and Health and Wellness Centre (26%) were also used by graduate students.

Table 19 CGPSS 2013 Results

University facilities and services:

Student services that respondents made use of during their graduate program, by degree type

Doctoral	Made use of	Research Master's	Made use of	Professional Master's	Made use of
Facility or Service		Facility or Service		Facility or Service	
Hart House	68.2%	Hart House	62.7%	Athletic Centre	54.0%
Athletic Centre	65.1%	Athletic Centre	60.1%	Hart House	50.2%
Food Services	48.6%	Food Services	40.8%	Food Services	44.3%
Health & Wellness	32.7%	Career Centre	25.8%	Career Centre	31.5%
Career Centre	26.0%	Health & Wellness	24.2%	Health & Wellness	19.8%
Counselling & Psychological Services	18.5%	Varsity Centre	14.4%	Varsity Centre	13.6%
Varsity Centre	17.7%	Housing Services	12.5%	Counselling & Psychological Services	11.0%
Housing Services	16.7%	Centre for International Experience (i.e. UHIP)	10.3%	Academic Success Centre	9.5%
Centre for International Experience (i.e. UHIP)	16.7%	Counselling & Psychological Services	8.8%	Centre for International Experience (i.e. UHIP)	7.9%
Academic Success Centre	8.5%	Academic Success Centre	7.4%	Housing Services	7.5%
Family Care Office	7.6%	Multi-Faith Centre	5.0%	Accessibility Services	5.0%
Multi-Faith Centre	7.1%	Leadership & Campus Groups	3.6%	Multi-Faith Centre	4.2%
Leadership & Campus Groups	5.2%	Accessibility Services	2.8%	Leadership & Campus Groups	3.4%
Accessibility Services	3.2%	Family Care Office	1.7%	Family Care Office	2.8%
Sexual & Gender Diversity Office	2.1%	First Nations House	1.3%	Mentorship Resource Centre	2.3%
First Nations House	1.9%	Sexual & Gender Diversity Office	0.9%	First Nations House	1.4%
Centre for Community Partnerships	1.1%	Centre for Community Partnerships	0.6%	Sexual & Gender Diversity Office	1.2%
Mentorship Resource Centre	0.5%	Mentorship Resource Centre	0.5%	Centre for Community Partnerships	0.7%

IX. Supportive Campus Environment

As a supplemental question, University of Toronto students were asked to rate U of T's efforts to foster a supportive campus environment for graduate students (Figure 19). Professional master's students were the most satisfied, with 80.5% responding 'Excellent', 'Very Good', or 'Good'. Doctoral students were the least satisfied, with only 74.1% responding 'Excellent', 'Very Good' or 'Good'.

Figure 19 CGPSS 2013 Results
Supportive campus environment



Students were asked what dimensions positively contribute to the campus environment (Table 20). Quality interactions/relations with faculty (73.1%) and peers (66.9%) were selected by the largest proportion of respondents, followed by academic support (61.1%).

Table 20 CGPSS 2013 Results
Dimensions that positively contribute to the campus environment for graduate students

	Doctoral	Research Master's	Professional Master's	All
Quality interactions/relationships with faculty	75.5%	72.7%	70.8%	73.1%
Quality interactions/relationships with peers	65.3%	66.5%	68.8%	66.9%
Academic support	63.2%	61.5%	58.7%	61.1%
Social events & opportunities	26.0%	33.3%	31.8%	29.7%
Quality interactions/relationships with staff	26.1%	24.6%	23.0%	24.6%
Co-curricular opportunities	20.5%	22.8%	23.4%	22.1%
Assistance with non-academic responsibilities	15.0%	13.3%	16.2%	15.1%

When students were asked where they found community on campus (Table 21), doctoral and research master’s students reported finding community in their graduate department/unit (59.4% and 54.8%, respectively). Over a third of professional master’s students (39.0%) found community in study groups. Just over a quarter of respondents felt that they found community at Hart House (29% of doctoral students, 30.2% of research master’s students, and 23.9% of professional master’s students). Research master’s students were mostly likely to find community at the Grad Room (16.1% compared to 11.4% doctoral students and 12.7% professional master’s students).

Table 21 CGPSS 2013 Results
Where respondents have found community on campus

Doctoral		Research Master's		Professional Master's	
Graduate department/unit	59.4%	Graduate department/unit	54.8%	Study groups	39.0%
Hart House	29.0%	Hart House	30.2%	Graduate department/unit	35.1%
Study groups	20.4%	Athletics – Intramural	20.8%	Hart House	23.9%
Athletics – Intramural	17.4%	Study groups	19.1%	Social Media	17.6%
Employment	15.2%	Grad Room	16.1%	Athletics – Intramural	16.2%
Student organizations	14.3%	Student organizations	14.3%	Employment	16.1%
Graduate Students’ Union	13.7%	Graduate Students’ Union	13.6%	Student organizations	13.9%
Grad Room	11.4%	Employment	12.5%	Grad Room	12.7%
Residence	9.1%	Social Media	9.2%	Graduate Students’ Union	8.5%
Social Media	7.1%	Residence	8.6%	Residence	7.2%
Athletics – Varsity	6.3%	Gradlife	7.9%	Gradlife	6.5%
Student government	5.7%	Athletics – Varsity	6.6%	Student government	5.5%
Gradlife	5.7%	Grad Escapes	5.9%	Athletics – Varsity	5.1%
Grad Escapes	5.5%	Student government	4.5%	Religious or faith-based organization	3.8%
Religious or faith-based organization	5.2%	Religious or faith-based organization	4.1%	Grad Escapes	2.9%

X. Gradlife Communications and Programming, and Grad Escapes

As a supplemental question, students were asked whether they were familiar with various forms of Gradlife Communications and Programming (Table 22). Students who indicated that they were aware of these forms of communications were asked to rate their level of satisfaction. Students were most familiar with the Gradlife e-newsletter (42.4% of doctoral students, 32.9% of research master's students, and 32.5% of professional master's students). A larger percentage of doctoral students were familiar with Grad Escapes (38.7%) than research master's (24.7%) or professional master's students (19.9%). This was true for the Gradlife Website as well (31.2% of doctoral students were familiar compared to 25.9% of research master's and 25.6% of professional master's students). A larger percentage of master's students were familiar with the Essential Grad Guide (25.4% research master's and 22.0% professional master's compared to 14.4% doctoral students). Less than 10% of respondents were familiar with Gradlife Social Media (Gradlife Blog, Facebook and Twitter).

Table 22 CGPSS 2013 Results
Percent familiar with Gradlife communications and programming, and percent satisfied

	Percent familiar				Percent satisfied			
	Doctoral	Research Master's	Professional Master's	All	Doctoral	Research Master's	Professional Master's	All
Gradlife e-newsletter	42.4%	32.9%	32.5%	36.7%	83.1%	85.9%	85.1%	84.3%
Grad Escapes	38.7%	24.7%	19.9%	28.7%	83.4%	82.6%	82.4%	83.0%
Gradlife Website	31.2%	25.9%	25.6%	27.9%	87.5%	90.1%	87.6%	88.0%
Essential Grad Guide	14.4%	25.4%	22.0%	19.6%	86.9%	90.1%	84.8%	86.9%
Gradlife Blog	8.9%	7.4%	7.8%	8.2%	79.7%	87.0%	83.2%	82.4%
Gradlife Facebook	5.5%	7.2%	8.0%	6.8%	83.0%	90.4%	83.7%	85.0%
Gradlife Twitter	4.1%	3.9%	4.4%	4.2%	79.7%	83.8%	84.1%	82.4%

In an additional supplemental question, students were asked how many times they took part in a Grad Escapes activity. Only 10.9% responded that they participated one or more times. Students were asked what types of Grad Escapes activities they would be interested in attending. The most popular response was Professional Development (47.5%) followed by Fitness (44.7%), Museum and Galleries (43.2%), Cinema (41.1%), and Music (40.3%). When students were asked how much they would feel comfortable spending on a Grad Escape activity, the average response fell between \$10 and \$20.

XI. General Assessment

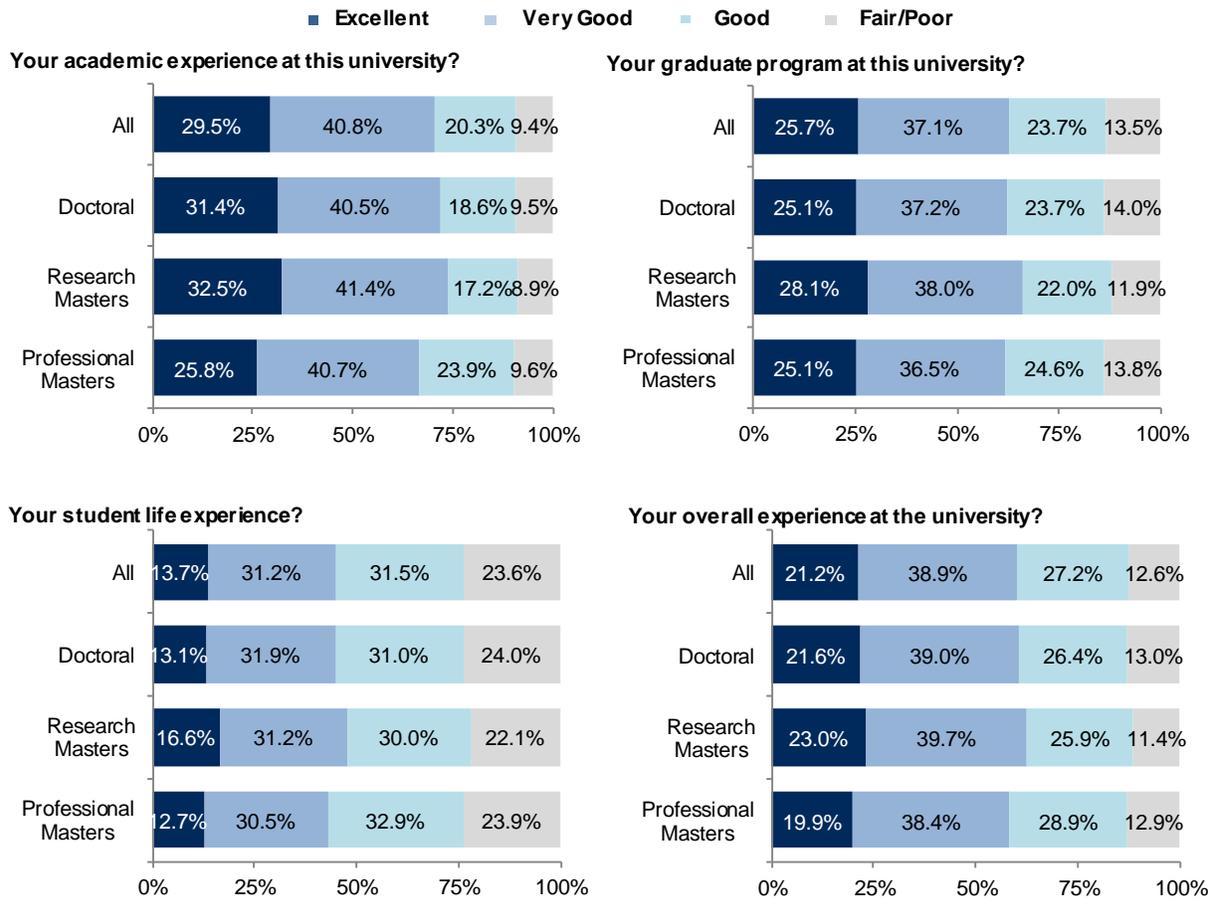
The final section of the survey asked questions about students' general satisfaction with their graduate school experience and about obstacles to their academic progress. Students from all program types rated work/financial commitments as the largest obstacle to their academic progress, but this was particularly so for professional master's students. Family obligations were noted as the second largest obstacle for doctoral stream 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 23). Note that 8.8% of respondents indicated that all the suggested factors are 'not an obstacle' to their academic progress.

Table 23 CGPSS 2013 Results
Major obstacles to students' academic progress
Respondents who rated the factor as 'a major obstacle' to their academic progress

Doctoral		Research Master's		Professional Master's	
Work/financial commitments	29.6%	Work/financial commitments	21.8%	Work/financial commitments	36.7%
Family obligations	14.4%	Program structure or requirements	8.8%	Course scheduling	15.3%
Program structure or requirements	9.5%	Family obligations	8.4%	Program structure or requirements	15.1%
Availability of faculty	8.6%	Course scheduling	7.7%	Family obligations	14.2%
Course scheduling	6.9%	Availability of faculty	6.8%	Availability of faculty	4.8%
Immigration laws or regulations	4.9%	Immigration laws or regulations	3.0%	Immigration laws or regulations	2.1%

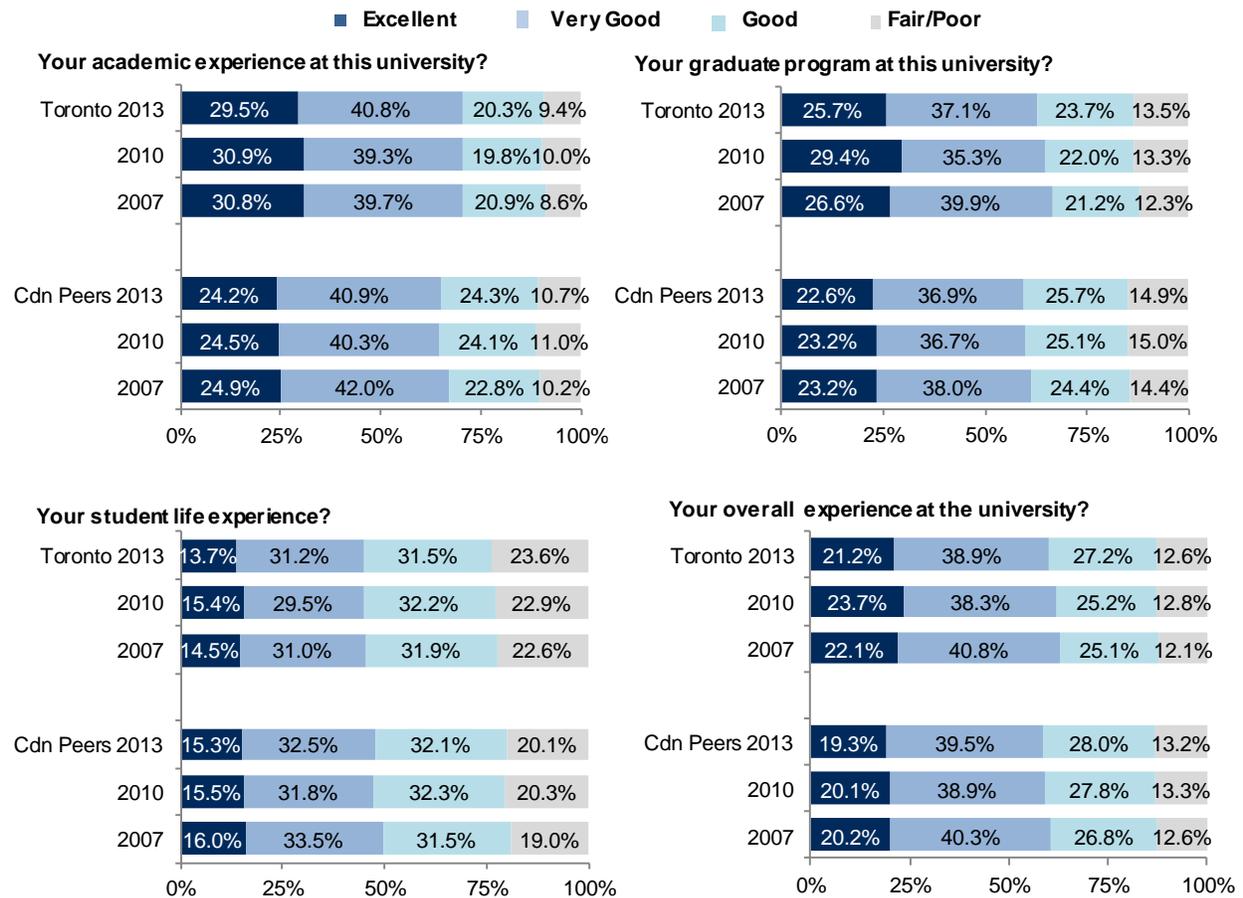
Students also rated their satisfaction with the quality of their academic experience, student life experience, graduate program, and overall experience at the university (Figure 20). In general, students rated their experiences very positively. In 2013, results were very similar across the degree types. Students showed the highest levels of satisfaction with the academic experience; 90.6% of students considered it to have been 'Excellent', 'Very Good', or 'Good'. The majority of students were also satisfied with their graduate/professional program (86.5%) and their experience overall (87.4%), but as in previous years, rate their student life experience less favourably (76.4%).

Figure 20 CGPSS 2013 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 in other U15 institutions. These results are similar to those from previous survey results; only 77.4% in 2007 (compared to 81.0% U15), 77.1% in 2010 (compared to 79.7% U15) and 76.4% in 2013 (compared to 79.9% U15) rated their student life experience at U of T as ‘Excellent’, ‘Very Good’, or ‘Good’.

Figure 21 CGPSS 2007, 2010, 2013 Results
General assessment: Comparison with averages from Canadian peer¹¹ universities.



¹¹ In 2007 and 2010, Canadian peers were comprised of the G13 (Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montreal, Ottawa, Queen’s, Waterloo, Western). In 2013, Canadian peers were comprised of the U15 (G13 plus Manitoba and Saskatchewan).

XII. Conclusions

This report places the 2013 CGPSS results into context with results from 2010 and 2007. The new method of directing students into three separate streams has increased specificity for questions asked of our doctoral stream and professional master's students, but has limited some comparisons to previous years' data.

Nevertheless, with current results showing few major changes since 2010, we are pleased to know that our students remain satisfied with their educational experience at U of T. We continue to perform better than our Canadian peers in students' satisfaction with their academic experience, graduate program and overall experience. In 2013, we also received higher ratings than our Canadian peers on the 'Quality of Teaching' and 'Research Training and Career Orientation' benchmark scores. 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. It seems reasonable to attribute at least part of this increase to the initiation of the Graduate Professional Skills (GPS) program in Fall 2009. The GPS allows graduate students to participate in workshops that develop transferable skills for academia and beyond (e.g., writing grant proposals, delivering presentations, and teaching). We look forward to seeing the positive effects of this program grow in future years.

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. This motivates us to renew our commitment to enhancing our student life initiatives, such as the establishment of the Grad Room work/study space and the Graduate Student Initiative (GSI). We will continue to look for new ways to improve our students' university experience outside the classroom.

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. In recent years, we have started to publish a summary of graduate funding structures on the SGS website and U of T's grad school website, and will make a point to advertise its existence to students more widely.

With feedback from a substantial proportion of our graduate student population, we value the information we have received from the CGPSS 2013 and look forward to building on our strengths and assessing our response to challenges in the next administration of the survey in 2016.