

Canadian Graduate and Professional Student Survey

A Snapshot of the Experiences of Graduate Students with Disabilities who identify as Aboriginal



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NEADS

**National Educational Association
of Disabled Students**
Association nationale des étudiant(e)s
handicapé(e)s au niveau postsecondaire

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Executive Summary

- This report provides a snapshot of the experiences of graduate students who identify as Aboriginal and is part of a larger research initiative called “The Landscape of Accessibility and Accommodation for Students with Disabilities in Canadian Post-Secondary Education: 2016 – 2018.”
- The focus of this report is secondary analyses that was completed on all questions of the 2016 Canadian Graduate and Professional Student Survey (CGPSS).
- Of the 2,327 participants who identified as having a disability, 189 self-identified as Aboriginal. This equates to 8% of the sample of students with disabilities.

➤ Demographics

- 63% identified as female
- 41% were between the ages of 21 and 30
- 90% of the sample lived off-campus
- 41% of the sample was not-married
- 64% had no children
- Mental health disability was the most common type of disability.
- 68% of the sample rated institutional efforts to accommodate their disability as Excellent/Good/Fair.
- 68% of the sample was in a research-based program and 71% were in a masters program
- The most frequently reported discipline was social sciences (25%).
- 83% of the sample said they were enrolled full-time.
- Most students (71%) were in a master’s program, with the remaining in doctoral programs.

Examples of Items Rated Most Favourably

- ‘If you were to start your graduate/professional career again, would you select the same field of study?’ was rated very favourably, with 83% of respondents indicating they Definitely/Probably would.
- ‘The intellectual quality of fellow students’ was rated very favourably, with 91% of the sample responding with Excellent/Very Good/Good.
- Respondents rated the quality of support and training they received for ‘Feedback on research’ most favourably. 61% of the sample reported the feedback they received on their research was ‘Excellent’, ‘Very Good’, or ‘Good.’

Examples of Items Rated Least Favourably

- 19% of participants responded with Probably Not/Definitely Not for two items, including ‘if you were to start your graduate career again, would you select the same university’ and ‘if you were to start your graduate career again, would you select the same faculty advisor.’
- Advice on the availability of financial support: 42% of the sample rated this item as ‘Fair’ or ‘Poor’
- Opportunities to take coursework outside my department: 39% of the sample rated this item as ‘Fair’ or ‘Poor’

Financial Support

- **Top 5 sources:** (1) Loans, savings, or family assistance (48%); (2) Graduate teaching assistantship (35%); (3) University-funded bursary (33%); (4) Graduate research assistantship (24%); (5) Full tuition scholarships or waivers (16%)
- In comparing amount of debt at each level of education, while 42% of students said they have no debt after undergraduate education, this amount drops to 32% at the graduate level. So, graduate school resulted in at least some debt for a number of students who didn't have debt at the undergraduate level.

Other Noteworthy Findings

- While 73% of the sample said that 'seminars/colloquia at which students present their research' occurred in their department, the responses were closer to 50% for 'departmental funding for students to attend national/regional meetings' and 'attend national scholarly meetings.'
- In terms of co-authoring in journals with faculty, 44% (n = 50) of respondents indicated this occurred, while 40% (n = 45) indicated publishing as a sole/first author occurred.
- Biggest Obstacle to Academic Progress: The greatest obstacle for students (based on percentages for 'a major obstacle') was 'work/financial commitments.'

Introduction

The Landscape of Accessibility and Accommodation Project

The Landscape research project is an examination of the current landscape of accessibility, services, accommodations, technical equipment and supports for students with disabilities at publicly-funded post-secondary institutions across Canada.

The objectives of the overall 18-month project include:

1. an assessment of the landscape of academic accommodations;
2. an assessment of the landscape of co-curricular and experiential learning accommodations;
3. an assessment of the landscape of accessibility and accommodation practices in transitional spaces;
4. an assessment of the evolution toward the principles of accessibility and universal design;
5. an understanding of trends in accessibility and accommodation within Canadian postsecondary education;
6. identification of best practices and benchmarks; and
7. establishment of a national collaborative network.

One of the components of the research project involves secondary analyses of existing datasets. The research team examined various outlets such as professional organizations and Statistics Canada for datasets that focused on the post-secondary student population and which asked demographic questions concerning disabilities. The objective was to analyze these datasets and use these findings to supplement the primary data collection that was being done as part of the Landscape project. The research team was granted access to several datasets, one of which was the Canadian Graduate and Professional Student Survey, which is organized and run by the Canadian Association of Graduate Studies (CAGS).

The Canadian Graduate and Professional Student Survey (CGPSS)

Various institutions across Canada disseminated the CGPSS in 2007, 2010, 2013, and 2016. The purpose of the survey is to obtain information about graduate student satisfaction and the student experience. In Canada, it is the largest and most comprehensive source of data concerning these topics. More information about the CGPSS can be found on the website for CAGS (http://www.cags.ca/cgpss_home.php)

Institutional participation in the survey increased from 38 universities in 2010 to 50 in 2016. As participation in data collection has grown, the survey instrument has also undergone several changes. Most relevant to the current analyses is that for the first time since its inception, the 2016 CGPSS survey included questions concerning disability. These inclusions mean that these data are now the biggest source of data about Canadian graduate students with disabilities. Analyses of these data allow for a more comprehensive understanding of this specific population of students.

This Report

This report shares descriptive data concerning participants who identified as Aboriginal. Of the 2,327 participants who identified as having a disability, 189 self-identified as Aboriginal. This equates to 8% of the sample of students with disabilities.

In this report, a description of the findings for each section is provided first. Following this, tables and figures presenting the data are then provided.

Findings

SECTION 1: PERSONAL DEMOGRAPHICS

(Pages 10-11)

- **Gender:** 63% (n = 120) of the sample identified as female and 37% identified as male.
- **Age:** None of the participants in the sample identified as being 20 years of age or younger. 41% of sample indicated they were between the ages of 21 and 30, with the remainder indicating they were older than 31.
- **Current Residence:** Most (90%) of the sample responded that they lived in off-campus housing not owned by the university.
- **Marital Status:** Most participants in this group identified as ‘not married’ (41%) or ‘married’ (34%). 14% of the sample said they were with a domestic partner.
- **Number of Children:** 64% (n = 121) of the sample said they had no children or that this question was not applicable to them. 11% indicated they had 1 child and 10% indicated they had 2 children.
- **Citizenship Status:** While most (86%) participants said they were Canadian citizens, a small number (n = 21; 11%) responded as ‘Citizen of another country with a student visa or other non-immigrant visa.’
- **Self-identification with Visible Minority Groups.** 50% of the sample identified with none of the listed visible groups. At the same time, 26% identified as mixed origin. These were the two most common responses.

SECTION 2: DISABILITY

(Page 12)

- **Type of Disability:**
 - Most common was ‘mental health’: 40% (n = 76).
 - Second most common was ‘learning disability’: 31% (n = 59)
 - Least common was ‘Autism spectrum’: 5.29% (n = 10)
- **Institutional Efforts to Accommodate:** Respondents rated institutional efforts favorably. While 68% rated institutional efforts as Excellent, Very Good, or Good, 32% rated as Fair or Poor.

SECTION 3- EDUCATIONAL STATUS

(Pages 13-15)

- **Type of Program:**
- Most students (62%) were in a research-based program and they already have a research advisor. Only a small number (n = 6%) of students said they were in a research-based program but did not yet have a research advisor.
- **Degree Level:** Most students (71%) were in a master’s program, with the remaining in doctoral programs.
- **With and Without Thesis:** More students were in a master’s program with a thesis (44%) in comparison to the number of students in a master’s program without a thesis (27%).
- **Discipline:**
 - **Most frequently reported disciplines:** Social sciences (24.73%); Education (14%); Humanities (12%); Health Science (8%)

- **STEM Fields:** 30% of the sample was in a STEM field (Biological sciences, 3.76%; Engineering, 5.91%; Environmental Science, 5.38%; Finance/Mathematics/Computing, 1.08%; Health Science, 7.53%; Physical and Mathematical Sciences, 5.91%).
- **Year of Study:** 42% of the sample was in 1st year, 27% was in 2nd year. 12% were in 5th year or above.
- **Program Status:** 55% of the sample was still taking courses and 25% said they had completed all coursework. Most students, therefore, were either completing or had completed coursework, but had not yet completed the qualifying exams/paper yet.
- **Reason for Enrolling:** For each of the three reasons for enrolling in their program, there was approximately one third of respondents. ‘To satisfy my interest in the field, regardless of career prospects’ was a slight favourite amongst respondents with 35% indicating this was the reason they enrolled.
- **Academic Load:** Most students (83%) (n = 156) indicated they were enrolled full-time.
- **Expect to Graduate:** 37% of students expect to graduate this year.

SECTION 4- GENERAL SATISFACTION

(Pages 16-17)

- **Rated Most Favourably:** ‘If you were to start your graduate/professional career again, would you select the same field of study?’ was rated most favourably, with 83% of respondents indicating they Definitely/Probably would.
- **Rated Least Favourably:** 19% of participants responded with Probably Not/Definitely Not for two items, including ‘if you were to start your graduate career again, would you select the same university’ and ‘if you were to start your graduate career again, would you select the same faculty advisor.’
- **‘Maybe’ Response:** For the item ‘would you recommend this university to someone in another field,’ 30% of participants said ‘Maybe’ which was much higher than the number of responses for ‘Maybe’ with the other items.

SECTION 5- SATISFACTION WITH PROGRAM, QUALITY OF INTERACTIONS, AND COURSEWORK

(Pages 18-20)

- **Rated Most Favourably:** Based on responses of ‘Excellent,’ the item that rated most favourably was ‘The intellectual quality of the faculty’ where 41% of the sample responded in this way. Another item, ‘helpfulness of staff members in my program’ was rated as ‘Excellent’ by 33% of the sample.
 - When taking the ‘Very Good’ and ‘Good’ responses into consideration in addition to responses of ‘Excellent’, ‘The intellectual quality of fellow students’ was rated very well, with 91% of the sample responding in this way.
- **Rated Least Favourably:** Based on responses of ‘Fair’ and ‘Good,’ the items rated least favourably were ‘Advice on the availability of financial support,’ ‘opportunities to take coursework outside my department,’ and ‘opportunities to engage in interdisciplinary work.’
 - **Advice on the availability of financial support:** 42% of the sample rated this item as ‘Fair’ or ‘Poor’
 - **Opportunities to take coursework outside my department:** 39% of the sample rated this item as ‘Fair’ or ‘Poor’

- **Opportunities to engage in interdisciplinary work:** 35% of the sample rated this item as ‘Fair’ or ‘Poor.’

SECTION 6- PROFESSIONAL SKILLS DEVELOPMENT (Pages 21-26)

Page 17

- **Rated Most Favourably:** Respondents rated the quality of support and training they received for ‘Feedback on research’ most favourably. 61% of the sample reported the feedback they received on their research was ‘Excellent’, ‘Very Good’, or ‘Good.’
- **Rated Least Favourably:**
 - The item rated least favourably was ‘Advice/workshops on publishing your work,’ where 42% of respondents indicated the support/training for this was ‘Fair’ or ‘Poor’.
- **‘Did not participate’ Response Option:** Approximately 20% of the sample indicated they did not participate for five of the seven examined items including advice/workshops about: ‘preparing for candidacy,’ ‘standards for academic writing in your field,’ ‘standards for writing grant proposals,’ ‘publishing your work,’ and ‘job searching’.

Page 19

- **Rated Most Favourably:** Respondents rated the quality of support and training they received for ‘research ethics in human subject research’ most favourably. 47% of the sample indicated this support was ‘Excellent,’ ‘Very Good,’ or ‘Good.’
- **Rated Least Favourably:** The item rated least favourably was ‘Advice/workshops on career options outside of academia,’ where 44% of participants said this support was ‘Fair’ or ‘Poor.’
- **‘Did not participate’ Response Option:** Between 16%-23% of the sample indicated they did not participate in the various workshops.
- **‘Not applicable’ Response Option:** One item stands out for this response: ‘Advice/workshops about research ethics in the use of animals’ where 45% indicated it was not applicable.

Page 21

- **Rated Most Favourably:** Respondents rated the quality of support and training they received for ‘professional ethics’ most favourably. 65% of the sample responded that this training was ‘Excellent,’ ‘Very Good,’ or ‘Good’.
- **Rated Least Favourably:** The item rated least favourable was ‘Advice/workshops on career options’ where 29% of the sample responded with ‘Fair’ or ‘Poor.’
- **‘Did not participate’ Response Option:** Percentages for this option ranged from 6% (opportunities for contact with practicing professionals) to 25% (advice/workshops on the standards for writing in your profession).

SECTION 7- RESEARCH EXPERIENCE

(Pages 29-32)

- **Rated Most Favourably:** The items rated most favourably for each of the graphs were ‘Faculty guidance in formulating a research topic’ and ‘Research collaboration with one or more faculty members.’
 - **Faculty guidance in formulating a research topic:** 62% of the sample responded with either Excellent, Very Good, or Good.
 - **Research collaboration with one or more faculty members:** 53% of the sample responded with either Excellent, Very Good, or Good.
- **Rated Least Favourably:** The items rated least favourably for each of the graphs were ‘Training in research methods before beginning own research’ and ‘Collaboration with faculty in writing a grant proposal.’
 - **Training in research methods before beginning own research:** 36% of the sample responded that this was ‘Fair’ or ‘Poor’
 - **Collaboration with faculty in writing a grant proposal:** 27% of the sample responded that this was ‘Fair or ‘Poor’

SECTION 8- PRESENTATIONS AND PUBLICATIONS

(Pages 29-32)

- While 73% of the sample said that ‘seminars/colloquia at which students present their research’ occurred in their department, the responses were closer to 50% for ‘departmental funding for students to attend national/regional meetings’ and ‘attend national scholarly meetings.’
 - For each of these items, respondents 20%-30% of respondents indicated they occurred only once.
- In terms of co-authoring in journals with faculty, 44% (n = 50) of respondents indicated this occurred, while 40% (n = 45) indicated publishing as a sole/first author occurred.

SECTION 9- ADVISOR AND THESIS/DISSERTATION/RESEARCH PAPER

(Pages 33-39)

- **Level of Agreement with Advisor Behaviours:** Respondents typically responded with ‘Strongly Agree’ or ‘Agree’ on the examined behaviours.
 - The item with the highest percentage (90%) was ‘my advisor gave me constructive feedback on my work.’
 - The item with the lowest percentage (67%) of agreement was ‘My advisor encouraged discussions about current job market and various career prospects.’
- **Meeting and Communicating with Advisor:**
 - Overall, it appears that students typically meet with their advisor more often to discuss ongoing research and results in comparison to how often they meet to discuss writing of the dissertation.
 - **Ongoing research results:** Of the 109 responses for this item, 50% of them indicated they meet/communicate with their dissertation advisor one to three times (at least once a month) to discuss ongoing results.

- **Writing of the dissertation draft:** Of the 102 responses for this item, 45% of them indicated they meet/communicate one to three times (at least once a month) to discuss writing of the dissertation.
- **Advisory Committee:**
 - **Existence of Committee:** Though 77 students did not respond to the question about the existence of a committee, 53 students indicated they did not have a committee and 59 indicated they did.
 - **Committee expectations:** Of those with an advisory committee, 29 said their committee expects to receive a written progress report at least once a year. In terms of an annual meeting, 28 students indicated this was an expectation.

SECTION 10- FINANCIAL SUPPORT

(Pages 40-42)

- **Sources of Financial Support:**
 - **Top 5 sources of financial support:** (1) Loans, savings, or family assistance (48%); (2) Graduate teaching assistantship (35%); (3) University-funded bursary (33%); (4) Graduate research assistantship (24%); (5) Full tuition scholarships or waivers (16%)
- **Amount of Education Debt:**
 - In comparing amount of debt at each level of education, while 42% of students said they have no debt after undergraduate education, this amount drops to 32% at the graduate level. So, graduate school resulted in at least some debt for a number of students who didn't have debt at the undergraduate level.
 - **Undergraduate:** Only 8% of respondents had undergraduate debt totaling \$60,000 or more.
 - **Graduate:** 30% of respondents indicated they had between \$1-19,999 in debt. The percentages begin to lower after this and at the other levels of debt.

SECTION 11- UNIVERSITY RESOURCES AND STUDENT LIFE

(Pages 43-48)

- **Rating Quality of Services:**
 - **Services that few students reported using:** Child care services; services to international students attending this university; services to students attending this university but studying abroad; ombudsperson's office.
 - **Services rated most favourably (based on responses of Excellent/Very Good/Good:** Library facilities (83%), Bookstore (64%)
 - **Services rated least favourably (based on responses of Fair/Poor):** Food services (36%); Registrar processes (29%)
 - Note that the inclusion of responses for 'did not participate' and 'not applicable' could result in some services appearing to be rated unfavorably
 - **Disability/Access Services Office:** 43% responded with Excellent/Very Good/or Good, and 16% responded with Fair/Poor. Interestingly, 24% said they did not use this service, and 18% said it did not apply to them.

- **Location of Offices:**
 - For most services, students typically responded that they used the Central Office. The two items that were exceptions to this were “Graduate student work/study space” and ‘research laboratories’ where higher percentages of students indicated they used the Local Office for these services.

SECTION 12- SOCIAL LIFE

(Pages 49-51)

- **Availability Social Events:**
 - ‘University-wide social activities’ and ‘social activities within the department’ were the most frequently reported activities with 27% and 23% responding they occurred ‘Frequently’.
 - 40% of respondents said organized social activities within their advisor/research group ‘Never’ occurred.
 - ‘Within your residence’ had 72% of students indicating these activities ‘never’ occurred.
- **Attending Social Events:**
 - The most commonly attended event were those organized within the department and those organize within the advisor/research group.
- **Presence on campus:** 73% (n = 134) of respondents said they were typically physically present on campus.

SECTION 13- GENERAL ASSESSMENT

(Pages 52-56)

- **Quality Rating:**
 - **Highest Rating:** Based on responses of ‘Excellent’, ‘Very Good,’ and ‘Good,’ the item that was rated most favourably was ‘your experience at this university (81%)’
 - **Lowest Rating:** Based on responses of ‘Fair’ and ‘Poor’, the item rated least favourably was ‘your student life experience at this university (36%)’.
- **Obstacles to Academic Progress:**
 - **Biggest Obstacle:** The greatest obstacle for students (based on percentages for ‘a major obstacle’) was ‘work/financial commitments.’
 - **Not an Obstacle:** 90% of respondents indicated ‘immigration laws/regulations’ were not an obstacle.
- **Importance of Various Opportunities:**
 - **Most important:** Having opportunities to network with local/provincial/federal government was ‘Very Important’ to 49% of the respondents.
 - **Least important:** ‘Study abroad’ was the least important item for both groups, with 40% of respondents indicating it was ‘not important.’

SECTION 1: PERSONAL DEMOGRAPHICS

Table xx

Participant Profiles

	Aboriginal Students with a Disability	
	<i>n</i>	%
Gender –University Data		
Male	69	36.51
Female	120	63.49
Age		
20 or younger	0	0.00
21-25	40	21.28
26-30	38	20.21
31-35	33	17.55
36-40	23	12.23
41-45	10	5.32
Over 45	44	23.40
Current Residence		
On-campus student housing (no resident assistant/dorm responsibilities)	8	4.23
On-campus student housing (with resident assistant/dorm responsibilities)	7	3.70
Off-campus housing owned by this university	3	1.59
Off-campus housing not owned by this university	171	90.48
Marital Status		
Not married	77	40.74
Married	65	34.39
Divorced	12	6.35
Separated	9	4.76
Widowed	0	0.00
With domestic partner	26	13.76
Number of Children		
None/Not applicable	121	64.02
1 child	20	10.58

	Aboriginal Students with a Disability	
	<i>n</i>	%
2 children	19	10.05
3 children	13	6.88
4 or more children	16	8.47
Current Citizenship Status		
Canadian Citizen	162	85.71
Canadian Permanent Resident	6	3.17
Citizen of another country with a student visa or other non-immigrant visa	21	11.11
Identifies with visible minority group(s) Responses of 'Yes'		
Black (e.g. African, African American, African Canadian, Caribbean)	10	5.29
East Asian (e.g. Chinese, Japanese, Korean, Polynesian)	16	8.47
South Asian (e.g. Indian, Pakistani, Sri Lankan, Bangladeshi)	3	1.59
Southeast Asian (e.g. Burmese, Cambodian, Filipino, Laotian, Malaysian, Thai, Vietnamese)	3	1.59
West Asian (e.g. Arabian, Armenian, Iranian, Israeli, Lebanese, Palestinian, Syrian, Turkish)	9	4.76
Latin American (e.g. Mexican, Indigenous Central and South American)	10	5.29
Mixed origin, please specify	49	25.93
None	94	49.74

SECTION 2: DISABILITY

Table xx

Types of Disabilities

	Aboriginal Students with a Disability	
	<i>n</i>	%
Sensory (vision or hearing)	35	18.52
Mobility	32	16.93
Learning (e.g. ADHD, Dyslexia)	59	31.22
Mental Health (e.g. Depression, Bipolar)	76	40.21
Autism Spectrum (e.g. Autism, Asperger's)	10	5.29
Chronic (e.g. Chron's, Colitis, MS)	32	16.93
A disability or impairment not listed above	33	17.46
Prefer not to respond	16	8.47

Note. Participants could select all that apply. N = 189.

Table xx

Participants' Responses: How would you rate your institution's efforts to accommodate your disability or impairment in your graduate program?

	<i>n</i>	%
Excellent	34	19.43
Very good	36	20.57
Good	49	28.00
Fair	31	17.71
Poor	25	14.29

Note. N = 175.

SECTION 3- EDUCATIONAL STATUS

Table xx

Participants' Responses: Is your program research-based, under the supervision of a research director/advisor, or is more course-based without the same level of supervision?

	<i>n</i>	%
Student Response		
Mostly research-based, and I already have a research director/advisor	118	62.43
Mostly research-based, but I still do not have a research director/advisor	11	5.82
Mainly course-based	60	31.75

Note. N = 189.

	<i>n</i>	%
Degree Level- University Data		
Master's	134	70.90
Doctoral	55	29.10
Program/Degree Level (calculated using combined data)		
Master's – without thesis	51	26.98
Master's- with thesis	83	43.92
Doctoral	55	29.10
Academic Load		
Full-time	156	82.54
Part-time	33	17.46
Discipline		
Architecture/Landscape/Urban Design/Planning	0	0.00
Arts and Culture	1	0.54
Biological Science	7	3.76
Business/Management	5	2.69
Education	26	13.98
Engineering	11	5.91
Environmental Science	10	5.38
Finance/Mathematics/Computing	2	1.08
Fine and Applied Arts	7	3.76
Health Science	14	7.53
Humanities	23	12.37
Journalism	0	0.00
Law	0	0.00
Library and Information Sciences	3	1.61
Physical and Mathematical Sciences	11	5.91
Public Administration/Public Policy/International Relations	2	1.08
Social Sciences	46	24.73
Social Work	7	3.76
Other	11	5.91
Year of Study- University Data		
1 st year	76	42.22
2 nd year	48	26.67
3 rd year	22	12.22
4 th year	13	7.22
5 th year	7	3.89
6 th year or above	14	7.78
Current Program Status		

	<i>n</i>	%
I am still taking courses (All streams)	103	54.79
I have completed coursework (All streams)	47	25.00
I have passed qualifying exams/paper (Long & Medium)	10	5.32
I have had my thesis/dissertation proposal accepted (Long & Medium)	24	12.77
I have defended my thesis/dissertation/research paper (Long & Medium)	4	2.13
Reason for Enrolling in Current Program		
To equip me to start a career, or advance an existing career in academia	60	34.29
To equip me to start a career, or advance an existing career outside of academia	53	30.29
To satisfy my interest in the field, regardless of career prospects	62	35.43
Expect to Graduate in Next Year		
Yes	69	36.51
No	120	63.49

SECTION 4- GENERAL SATISFACTION

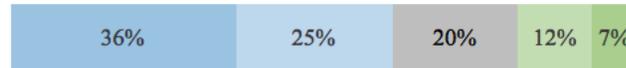
Table xx

Participants' Responses: Please select your response to the following.

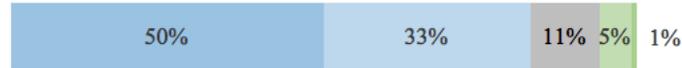
	Definitely	Probably	Maybe	Probably not	Definitely not	# of Respondents
If you were to start your graduate/professional career again, would you select this same university?	35.64	25.00	20.21	12.23	6.91	188
If you were to start your graduate/professional career again, would you select the same field of study?	49.74	32.80	11.11	5.29	1.06	189
Would you recommend this university to someone considering your program?	40.74	25.93	16.40	11.11	5.82	189
Would you recommend this university to someone in another field?	28.04	29.63	29.63	7.41	5.29	189
If you were to start your graduate career again, would you select the same faculty supervisor? (Long stream only)	46.43	23.21	11.61	9.82	8.93	112

Note. Values represent percentages of respondents.

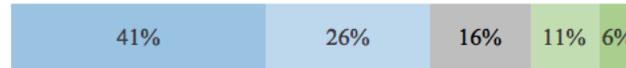
If you were to start your graduate/
professional career again, would you
select this same university?



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



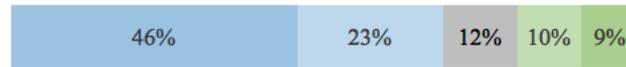
Would you recommend this university
to someone considering your program?



Would you recommend this university
to someone in another field?



If you were to start your graduate
career again, would you select the same
faculty supervisor? (Long stream only)



■ Definitely ■ Probably ■ Maybe ■ Probably Not ■ Definitely Not

SECTION 5- SATISFACTION WITH PROGRAM, QUALITY OF INTERACTIONS, AND COURSEWORK

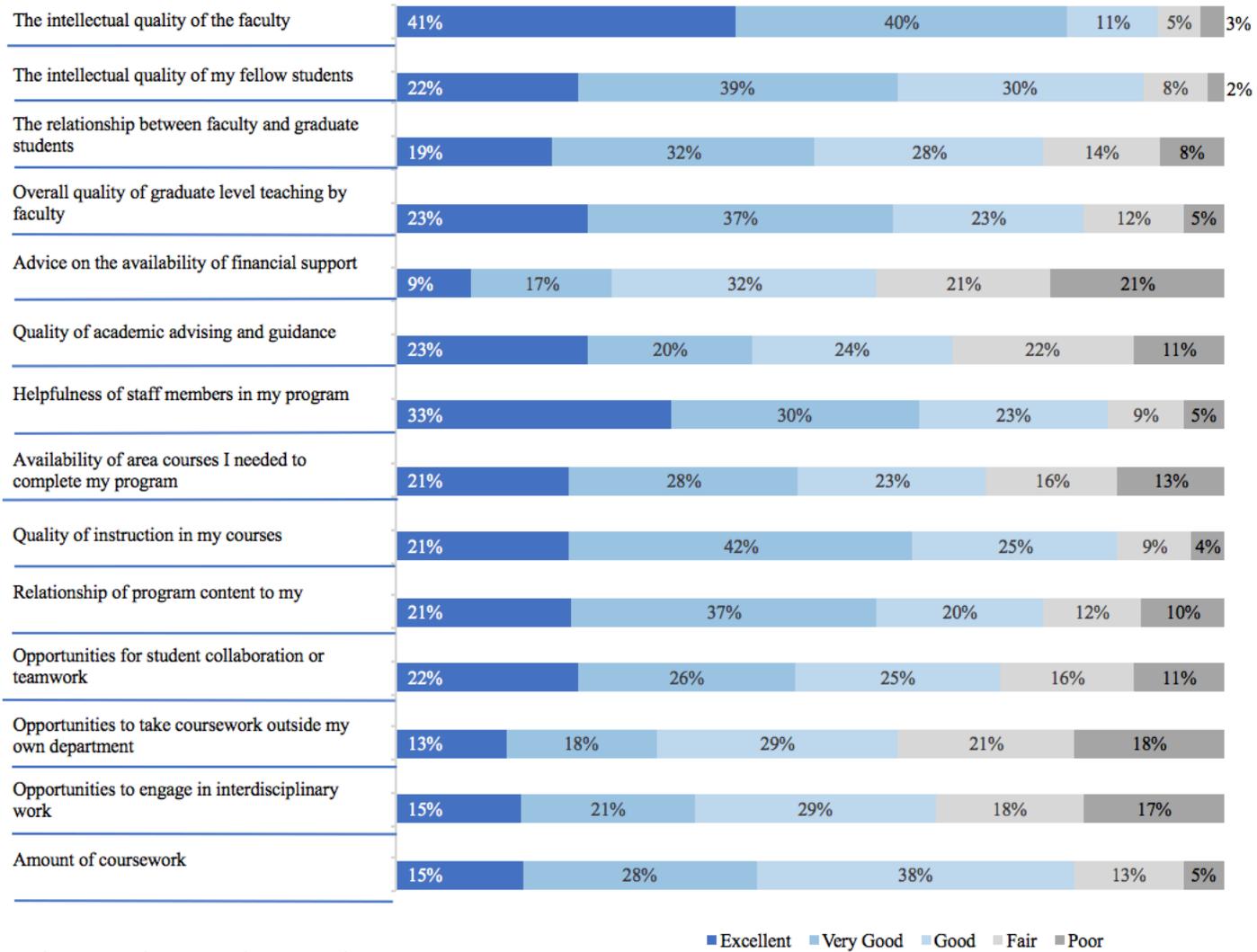
Table xx

Participants' Responses: Please rate the following dimensions of your program.

	Excellent	Very Good	Good	Fair	Poor	# of Respondents
The intellectual quality of the faculty	41.49	39.89	10.64	4.79	3.19	188
The intellectual quality of my fellow students	21.51	38.71	29.57	8.06	2.15	186
The relationship between faculty and graduate students	18.62	31.91	27.66	13.83	7.98	188
Overall quality of graduate level teaching by faculty	23.28	37.04	23.28	11.64	4.76	189
Advice on the availability of financial support	9.19	16.76	31.89	20.54	21.62	185
Quality of academic advising and guidance	22.58	20.43	23.66	22.04	11.29	186
Helpfulness of staff members in my program	32.80	30.16	22.75	8.99	5.29	189
Availability of area courses I needed to complete my program	20.63	28.04	22.75	15.87	12.70	189
Quality of instruction in my courses	20.86	41.71	24.60	8.56	4.28	187
Relationship of program content to my research/professional goals	20.74	37.23	20.21	12.23	9.57	188
Opportunities for student collaboration or teamwork	22.04	25.81	25.27	16.13	10.75	186
Opportunities to take coursework outside my own department	13.37	18.18	29.41	20.86	18.18	187
Opportunities to engage in interdisciplinary work	14.92	20.99	29.28	17.68	17.13	181

	Excellent	Very Good	Good	Fair	Poor	# of Respondents
Amount of coursework	15.05	28.49	37.63	13.44	5.38	186

Note. Values represent percentages of respondents.



SECTION 6- PROFESSIONAL SKILLS DEVELOPMENT

Table xx

Participants' Responses: How would you rate the quality of the support and training you received in these areas? (Long and Medium Streams only)

	Excellent	Very Good	Good	Fair	Poor	Did not Participate	Not Applicable	# of Respondents
Courses, workshops, or orientation on teaching	13.43	19.40	25.37	11.19	13.43	8.21	8.96	134
Advice/workshops on preparing for candidacy examinations	7.35	13.24	13.97	6.62	16.18	17.65	25.00	136
Feedback on your research	19.12	21.32	21.32	13.97	15.44	2.21	6.62	136
Advice/workshops on standards for academic writing in your field	12.59	13.33	24.44	13.33	13.33	17.78	5.19	135
Advice/workshops on standards for writing grant proposals	8.82	9.56	16.91	15.44	18.38	21.32	9.56	136
Advice/workshops on publishing your work	5.15	8.09	16.91	19.85	22.06	19.12	8.82	136
Advice/workshops on job searching (CV prep, interview skills, etc.)	6.62	9.56	16.91	13.24	19.12	21.32	13.24	136

Note. Values represent percentages of respondents.

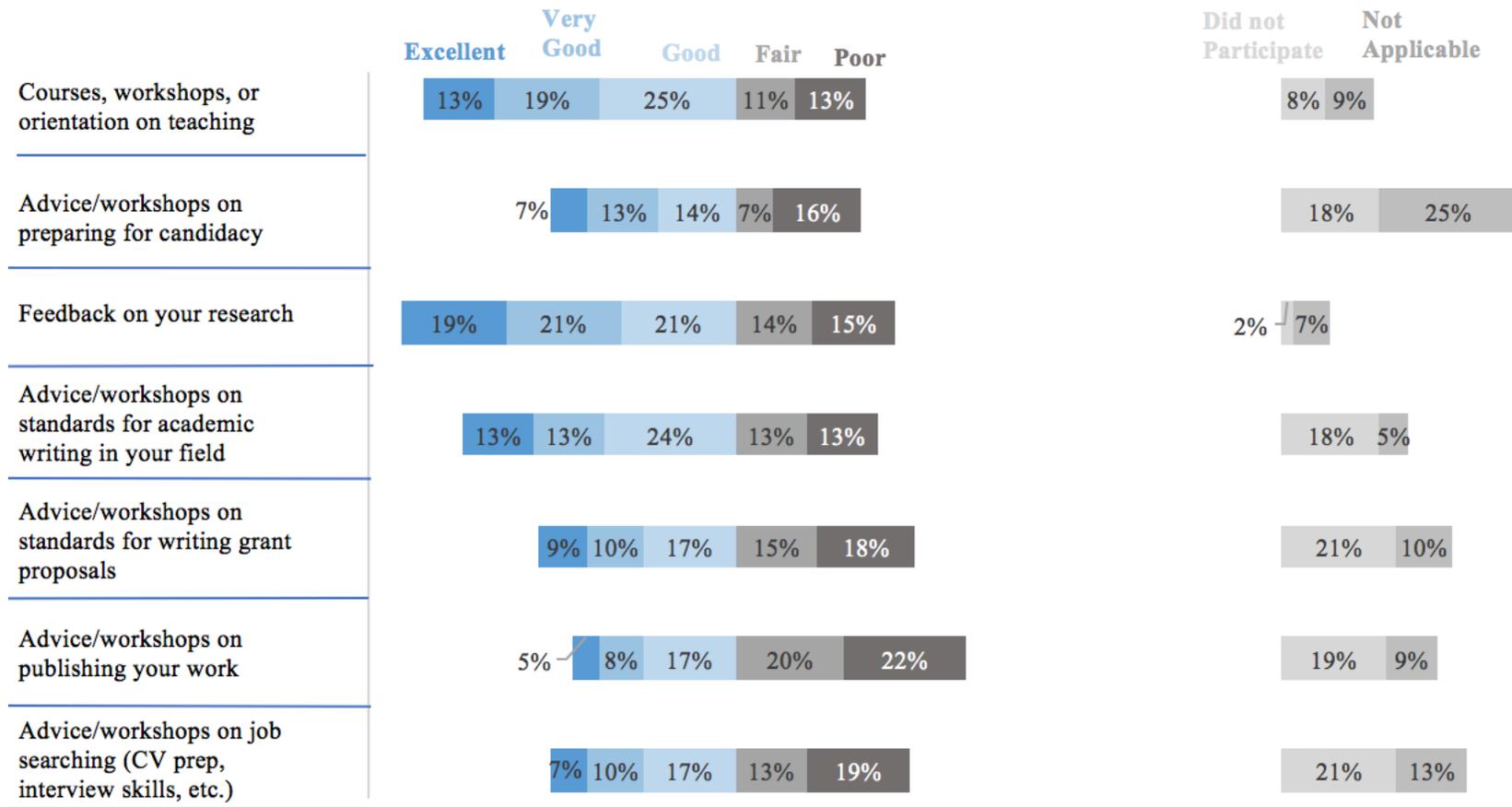


Table xx

Participants' Responses: How would you rate the quality of the support and training you received in these areas? (Long and Medium Streams only)

	Excellent	Very Good	Good	Fair	Poor	Did not Participate	Not Applicable	# of Respondents
Advice/workshops on career options within academia	8.82	9.56	15.44	16.18	18.38	22.06	9.56	136
Advice/workshops on career options outside of academia	5.19	8.89	11.85	21.48	22.96	21.48	8.15	135
Advice/workshops about research positions	5.15	9.56	17.65	12.50	23.53	22.79	8.82	136
Advice/workshops about research ethics in human subject research	10.37	15.56	21.48	12.59	11.85	15.56	12.59	135
Advice/workshops about research ethics in the use of animals	5.93	8.15	7.41	5.93	7.41	20.00	45.19	135
Advice/workshops on intellectual property issues	11.03	16.18	16.91	12.50	16.91	16.91	9.56	136

Note. Values represent percentages of respondents.

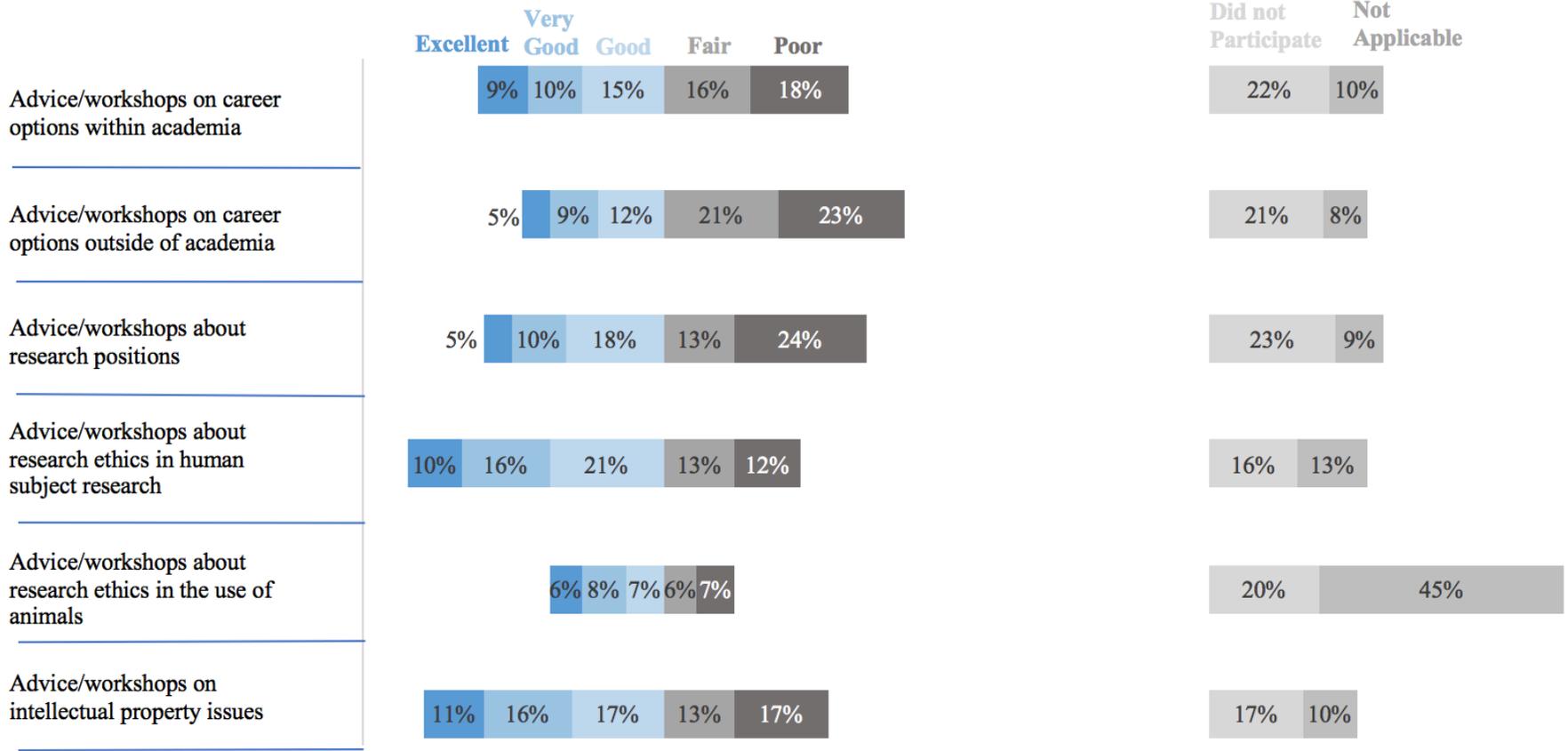
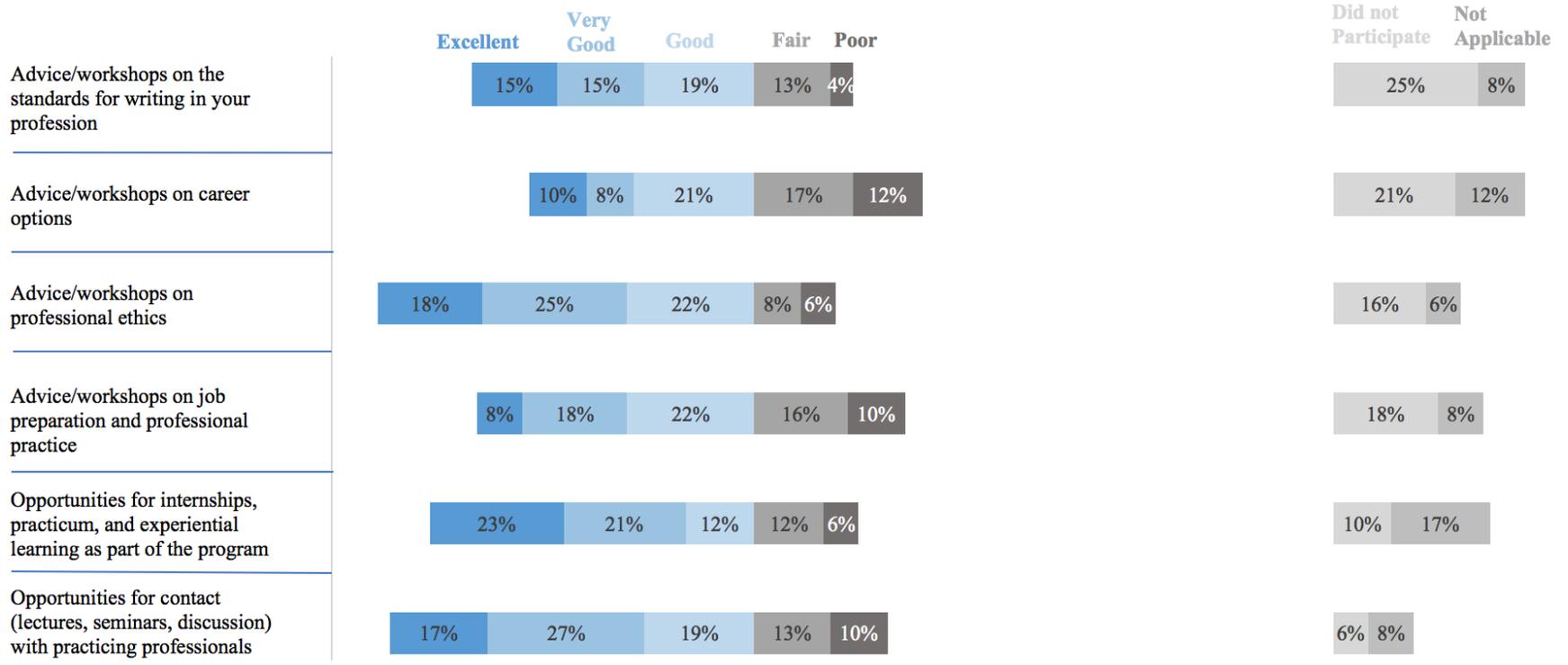


Table xx

Participants' Responses: How would you rate the quality of the support and training you received in these areas? (Short Stream only)

	Excellent	Very Good	Good	Fair	Poor	Did not Participate	Not Applicable	# of Respondents
Advice/workshops on the standards for writing in your profession	15.38	15.38	19.23	13.46	3.85	25.00	7.69	52
Advice/workshops on career options	9.62	7.69	21.15	17.31	11.54	21.15	11.54	52
Advice/workshops on professional ethics	17.65	25.49	21.57	7.84	5.88	15.69	5.88	51
Advice/workshops on job preparation and professional practice	8.00	18.00	22.00	16.00	10.00	18.00	8.00	50
Opportunities for internships, practicum, and experiential learning as part of the program	23.08	21.15	11.54	11.54	5.77	9.62	17.31	52
Opportunities for contact (lectures, seminars, discussion) with practicing professionals	17.31	26.92	19.23	13.46	9.62	5.77	7.69	52

Note. Values represent percentages of respondents.



SECTION 7- RESEARCH EXPERIENCE

Table xx

Participants' Responses: How would you rate the quality of the support and opportunities you received in these areas?

	Excellent	Very Good	Good	Fair	Poor	Did not Participate	Not Applicable	# of Respondents
Conducting independent research since starting your graduate program	16.58	20.86	20.86	14.44	11.76	5.35	10.16	187
Training in research methods before beginning your own research	16.04	16.04	23.53	17.65	17.65	3.21	5.88	187
Faculty guidance in formulating a research topic	20.86	18.72	21.93	12.30	15.51	3.74	6.95	187

Note. Values represent percentages of respondents

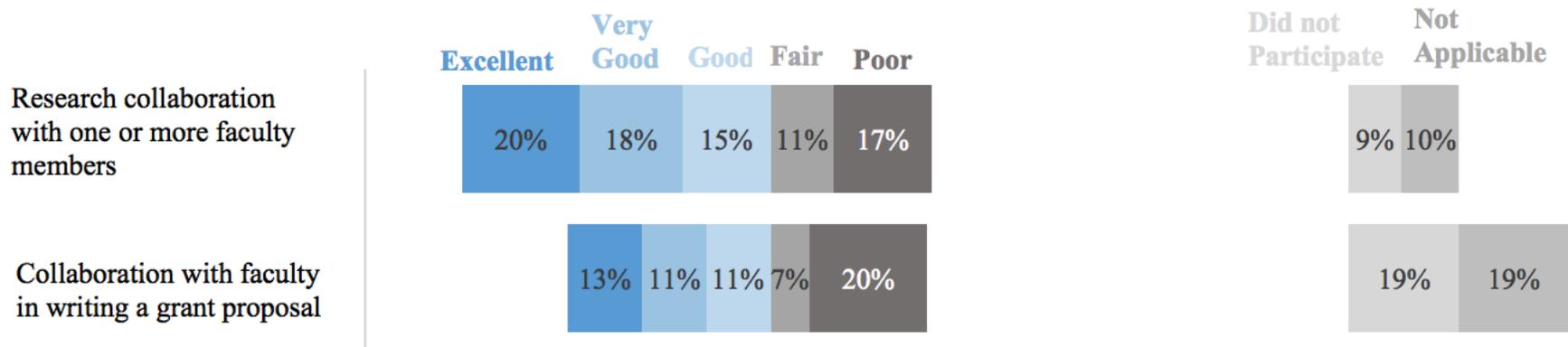


Table xx

Participants' Responses: How would you rate the quality of the support and opportunities you received in these areas? (Long and Medium Streams only)

	Excellent	Very Good	Good	Fair	Poor	Did not Participate	Not Applicable	# of Respondents
Research collaboration with one or more faculty members	20.15	17.91	14.93	10.45	17.16	8.96	10.45	134
Collaboration with faculty in writing a grant proposal	12.50	11.03	11.03	7.35	19.85	19.12	19.12	136

Note. Values represent percentages of respondents.



SECTION 8- PRESENTATIONS AND PUBLICATIONS

Table xx

Participants' Responses: Please select if the following occurs in your department.

	No		Yes	
	<i>n</i>	%	<i>n</i>	%
Seminars/colloquia at which students present their research	50	26.74	137	73.26
Departmental funding for students to attend national or regional meetings	87	46.52	100	53.48
Attend national scholarly meetings	100	53.48	87	46.52

If participants responded 'Yes' they were then asked to provide the number of occurrences.

Seminars/colloquia at which students present their research	<i>n</i>	%
0	31	23.66
1	28	21.37
2	19	14.50
3	13	9.92
4+	40	30.53

Note. N = 131

Departmental funding for students to attend national or regional meetings	<i>n</i>	%
0	50	51.55
1	29	29.90
2	6	6.19
3	6	6.19
4+	6	6.19

Note. N = 97

Attend national scholarly meetings	<i>n</i>	%
0	37	44.58
1	18	21.69
2	8	9.64
3	6	7.23
4+	14	16.87

Note. N = 83

Table xx

Participants' responses: Please select if the following occurs in your department (Long Stream only)

	No		Yes	
	<i>n</i>	%	<i>n</i>	%
Deliver any papers or present a poster at national scholarly meetings	40	35.71	72	64.29
Co-authored in refereed journals with your program faculty	63	55.74	50	44.25
Published as sole or first author in a refereed journal	68	60.18	45	39.82

If participants responded 'Yes' they were then asked to provide the number of occurrences.

Deliver any papers or present a poster at national scholarly meetings	<i>n</i>	%
0	20	28.99
1	18	26.09
2	13	18.84
3	5	7.25
4+	13	18.84

Note. N = 69

Co-authored in refereed journals with your program faculty	<i>n</i>	%
0	25	51.02
1	10	20.41
2	10	20.41
3	0	0.00
4+	4	8.16

Note. N = 49

Published as sole or first author in a refereed journal	<i>n</i>	%
0	22	52.38
1	12	28.57
2	3	7.14
3	2	4.76
4+	3	7.14

Note. N = 42

SECTION 9- ADVISOR AND THESIS/DISSERTATION/RESEARCH PAPER (Long Stream Only)

Table xx

Participants' responses: Thesis/Dissertation advisors engage in a variety of mentoring activities. For each of the following statements, indicate the extent that it DESCRIBES THE BEHAVIOUR of your advisor.

	Strongly Agree	Agree	Disagree	Strongly Disagree	# of Respondents
My advisor was knowledgeable about formal degree requirements	46.90	39.82	8.85	4.42	113
My advisor served as my advocate when necessary	57.66	29.73	9.01	3.60	111
My advisor gave me constructive feedback on my work	55.75	33.63	7.96	2.65	113
My advisor returned my work promptly	52.68	29.46	10.71	7.14	112
My advisor promoted my professional development	44.25	38.94	11.50	5.31	113
My advisor overall, performed the role well	50.45	30.63	12.61	6.31	111
My advisor was available for regular meetings	56.25	28.57	8.04	7.14	112
My advisor was very helpful to me in preparing for written qualifying exams	46.94	29.59	15.31	8.16	98

	Strongly Agree	Agree	Disagree	Strongly Disagree	# of Respondents
My advisor was very helpful to me in preparing for the oral qualifying exam	45.92	30.61	14.29	9.18	98
My advisor was very helpful to me in selecting a dissertation topic	47.22	29.63	17.59	5.56	108
My advisor was very helpful to me in writing a dissertation prospectus or proposal	44.66	33.01	16.50	5.83	103
My advisor was very helpful to me in writing the dissertation	45.74	32.98	13.83	7.45	94
My advisor was very helpful to me in selecting the dissertation committee	50.00	36.00	10.00	4.00	100
My advisor encouraged discussions about current job market and various career prospects	37.25	29.41	18.63	14.71	102

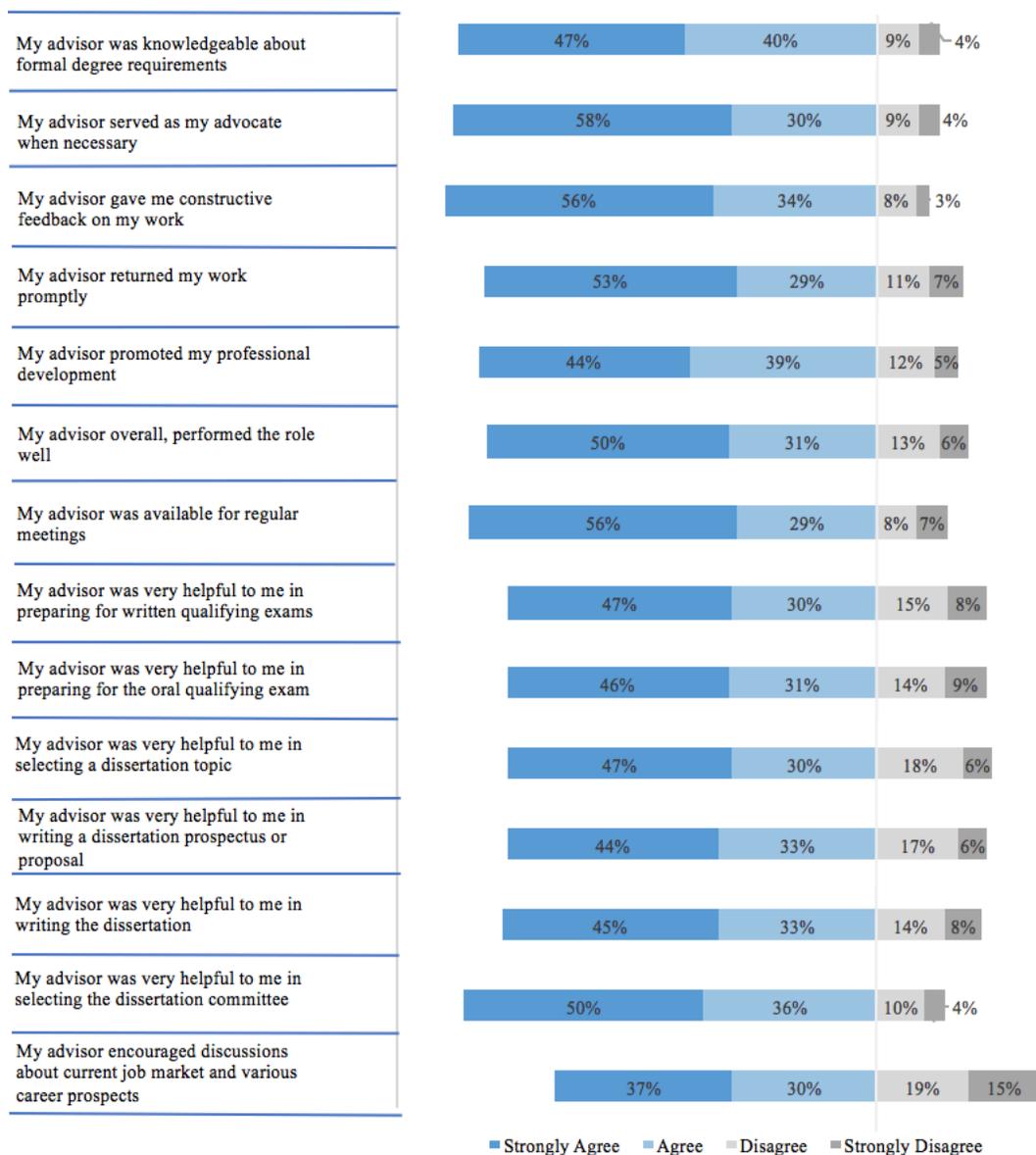


Table xx

Participants responses: On average, how often per month do you meet or communicate with your dissertation advisor about:

	Four or more times (at least once a week)		One to three times (at least once a month)		Less than once a month	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Your ongoing research and results	27	24.77	54	49.54	28	25.69
Your writing of the dissertation draft	20	19.61	46	45.10	36	35.29

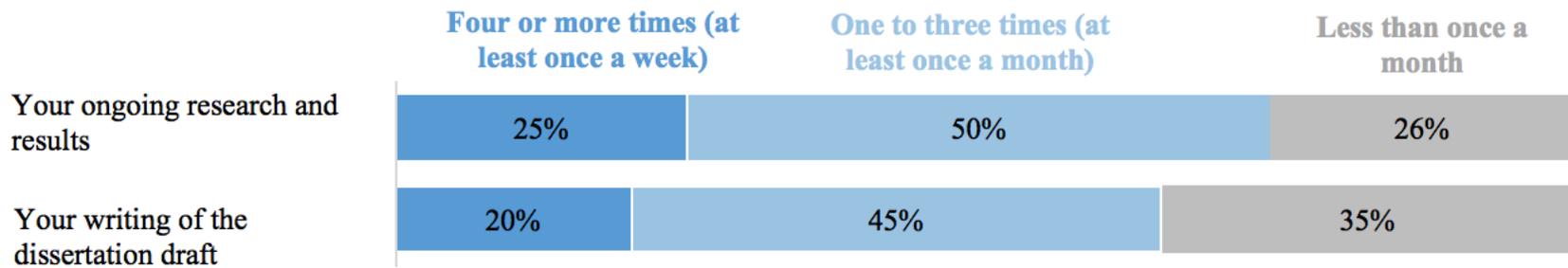


Table xx

Participants' responses: Do you have an advisory committee?

	<i>n</i>	%
Yes	59	31.22
No	53	28.04
Not Answered/Not Available	77	40.74

Table xx

Participants' responses: Do you have an advisory committee?

	<i>n</i>	%
Yes	53	47.32
No	59	52.68

The following table represents responses of only those whom responded with a 'yes' to having a thesis advisory committee.

Table xx

Participants responses: Please specify with statement(s) best describe your situation (check all that apply).

	<i>n</i>	<i>%</i>
My advisory committee expects to receive from me a written progress report, at least once a year	29	49.15
I am expected to meet at least annually with my advisory committee	28	47.46
I have already interacted at least once with my advisory committee	44	74.58

If participants responded, 'I have already interacted at least once with my advisory committee' they were asked the following question.

Table xx

Participants responses: How have you interacted with your advisory committee?

	<i>n</i>	<i>%</i>
In a formal meeting	36	81.82
Through email or telephone contact (no formal meeting)	8	18.18

If participants responded, 'I have already interacted at least once with my advisory committee' they were asked the following question.

Participants' responses: Up to now, I have found my advisory committee's feedback constructive and useful.

	<i>n</i>	%
Strongly agree	22	50.00
Agree	20	45.45
Disagree	2	4.55
Strongly disagree	0	0.00

SECTION 10- FINANCIAL SUPPORT

Table xx

Participants' responses: Please check all of the following forms of support you received while you have been enrolled in your program. Please check if you received support from this source:

	(N = 189)	
	<i>n</i>	%
Federal Granting Council Scholarship/Fellowship	28	14.91
Provincial Government Scholarship/ Fellowship	27	14.29
Support from a Foreign Government	5	2.65
External (to university) non-government fellowship	15	7.94
Provincial bursary (non-refundable)	22	11.64
University-funded bursary	63	33.33
University-funded fellowships	31	16.40
Full tuition scholarships or waivers	30	15.87
Partial tuition scholarships or waivers	25	13.23
Graduate research assistantship	45	23.81
Graduate teaching assistantship	66	34.92
Other part-time research employment	16	8.47
Other part-time teaching employment	9	4.76
Residence Donship	2	1.06
Other campus employment	12	6.35
Off campus employment	28	14.81
Employee benefit or employer funding	16	8.47
Loans, savings, or family assistance	90	47.62

Sources of Financial Support Used by Aboriginal Students with Disabilities

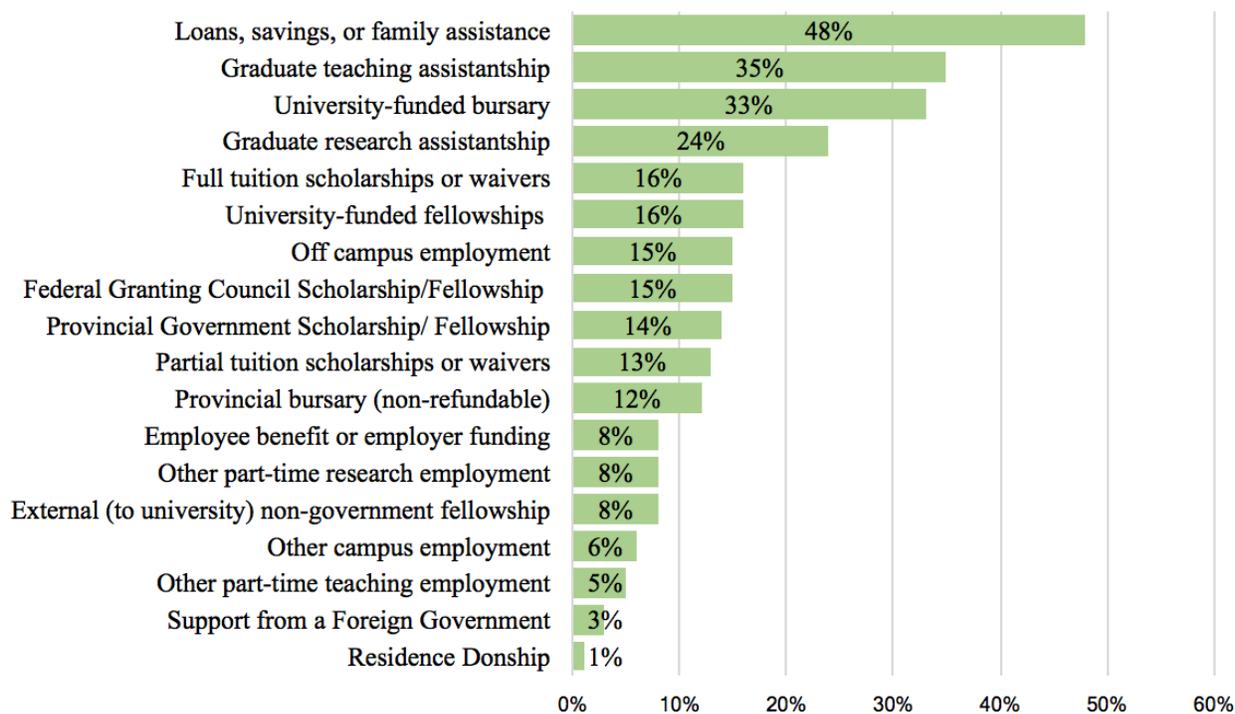


Table xx

*Participants responses: Please estimate the amount of **undergraduate** educational debt, if any, you will have to repay when you have completed your graduate degree here.*

	<i>n</i>	%
\$0	78	42.16
\$1-\$9,999	14	7.57
\$10,000-19,999	18	9.73
\$20,000-29,999	18	9.73
\$30,000-\$39,999	13	7.03
\$40,000-\$49,999	20	10.81
\$50,000-\$59,999	10	5.41
\$60,000-\$69,999	6	3.24
\$70,000-\$79,999	1	0.54
\$80,000 or more	7	3.78

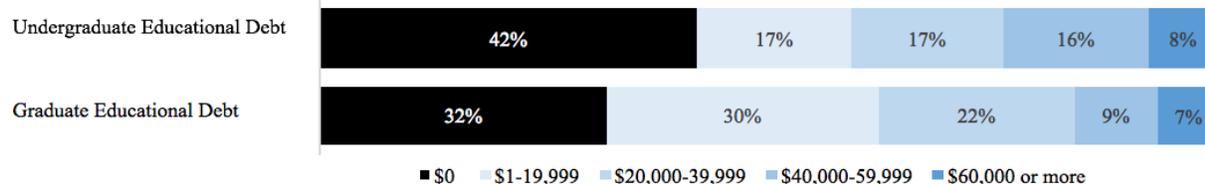
Note. N=185

Table xx

*Participants responses: Please estimate the amount of **graduate** educational debt, if any, you will have to repay when you have completed your graduate degree here.*

	<i>n</i>	%
\$0	60	32.43
\$1-\$9,999	30	16.22
\$10,000-19,999	25	13.51
\$20,000-29,999	25	13.51
\$30,000-\$39,999	15	8.11
\$40,000-\$49,999	12	6.49
\$50,000-\$59,999	5	2.70
\$60,000-\$69,999	5	2.70
\$70,000-\$79,999	2	1.08
\$80,000 or more	6	3.24

Note. N=185.



SECTION 11- UNIVERSITY RESOURCES AND STUDENT LIFE

Table xx

Participants' Responses: Please rate the following university resources based on the quality you have experienced while using them. Please answer regarding your most recent year's experience in the graduate school at this university.

	Excellent	Very Good	Good	Fair	Poor	Did not Participate	Not Applicable	# of Respondents
Library facilities	32.09	30.48	21.39	6.95	4.81	3.74	0.53	187
Graduate student work/study space	16.85	11.80	24.16	11.80	15.17	11.24	8.99	178
Research laboratories	7.57	10.27	14.59	6.49	3.78	20.54	36.76	185
Health care services	12.50	13.64	14.20	14.20	6.25	24.43	14.77	176
Child care services	2.26	2.82	3.39	1.69	5.08	36.16	48.59	177
Financial aid office	7.10	9.29	14.21	13.66	10.38	30.60	14.75	183
Career services	4.37	4.92	10.93	10.93	8.20	41.53	19.13	183
Student counselling & resource center	7.07	11.96	12.50	10.33	10.87	37.50	9.78	184
Athletic facilities	10.67	12.92	15.17	7.30	3.93	33.15	16.85	178
Services to international students attending this university	4.37	3.28	5.46	3.83	2.19	27.86	53.01	183

	Excellent	Very Good	Good	Fair	Poor	Did not Participate	Not Applicable	# of Respondents
Services to students attending this university studying abroad	3.80	4.89	3.26	1.63	2.72	33.15	50.54	184
Housing assistance	5.06	2.25	4.49	2.81	6.18	38.20	41.01	178
Ombudsperson's office	4.89	3.80	4.89	2.72	3.26	45.65	34.78	184
Public/Campus transportation service	10.23	11.93	15.91	17.61	5.68	17.61	21.02	176
Food services	4.52	11.30	25.42	22.03	14.12	14.69	7.91	177
University bookstore	9.50	16.20	37.99	18.44	7.26	5.03	5.59	179
Student government office	4.95	8.24	12.64	8.79	6.59	40.66	18.13	182
Registrarial processes	8.79	24.18	27.47	18.13	10.99	5.49	4.95	182
Information technology services	12.97	18.38	24.86	16.76	6.49	14.05	6.49	185
Disability/Access services office	14.75	13.66	14.75	7.65	7.65	23.50	18.03	183

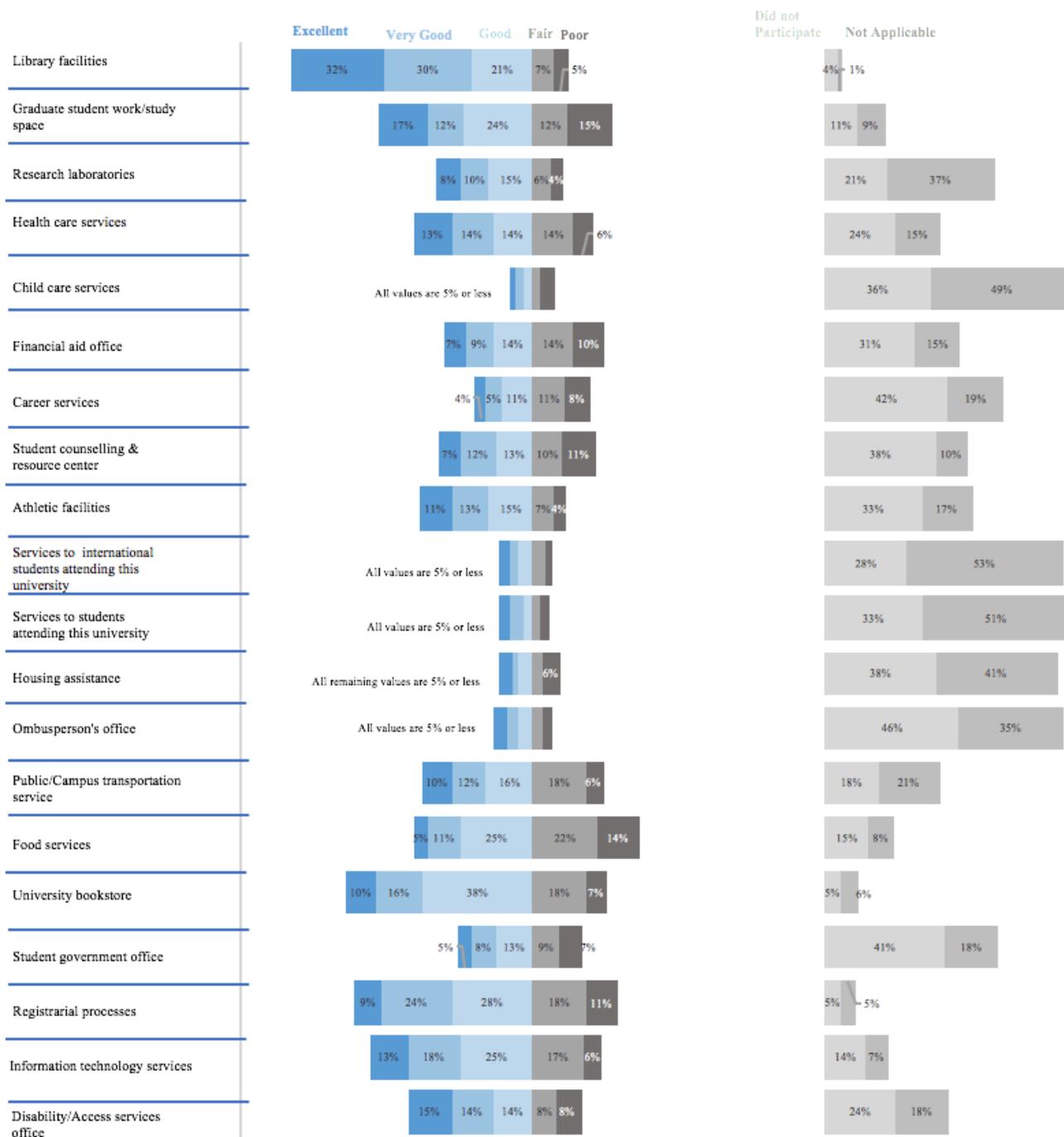


Table xx

Participants responses: In some universities, resources are offered in multiple locations. To distinguish between resources or services that are offered by a "local office", for example based in a school, department or faculty, as opposed to a "central office" location offering their services campus-wide, please indicate if your rating applies to services received from a "local office" or from a "central office", or applies to both. Please answer regarding your most recent year's experience in the graduate school at this university. (Data collected only if item was ranked in previous question).

	Local Office		Central Office		Both	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Library facilities	48	28.57	72	42.86	48	28.57
Graduate student work/study space	88	64.23	30	21.90	19	13.87
Research laboratories	46	63.01	12	16.44	15	20.55
Health care services	20	19.61	61	59.80	21	20.59
Child care services	7	28.00	10	40.00	8	32.00
Financial aid office	23	23.96	57	59.38	16	16.67
Career services	22	33.33	32	48.48	12	18.18
Student counselling & resource center	18	20.22	58	65.17	13	14.61
Athletic facilities	23	26.74	51	59.30	12	13.95

Services to international students attending this university	12	35.29	17	50.00	5	14.71
Services to students attending this university studying abroad (or preparing to)	9	33.33	10	37.04	8	29.63
Housing assistance	8	22.86	19	54.29	8	22.86
Ombudsperson's office	9	26.47	18	52.94	7	20.59
Public/Campus transportation service	25	24.51	59	57.84	18	17.65
Food services	33	25.19	60	45.80	38	29.01
University bookstore	39	25.49	91	59.48	23	15.03
Student government office	24	34.78	35	50.72	10	14.49
Registrarial processes	48	31.17	73	47.40	33	21.43
Information technology services	39	28.06	65	46.76	35	25.18
Disability/Access services office	28	27.18	56	54.37	19	18.45

	Local Office	Central Office	Both
Library	29%	43%	29%
Graduate student work/study	64%	22%	14%
Research laboratories	63%	16%	21%
Health care services	20%	60%	21%
Child care services	28%	40%	32%
Financial aid office	24%	59%	17%
Career services	33%	48%	18%
Student counselling &	20%	65%	15%
Athletic facilities	27%	59%	14%
Services to international	35%	50%	15%
Services to students attending university studying abroad	33%	37%	30%
Housing assistance	23%	54%	23%
Ombudsperson's office	26%	53%	21%
Public/Campus transportation service	25%	58%	18%
Food services	25%	46%	29%
University bookstore	25%	59%	15%
Student government office	35%	51%	14%
Registrarial processes	31%	47%	21%
Information technology services	28%	47%	25%
Disability/Access services office	27%	54%	18%

SECTION 12- SOCIAL LIFE

Table xx

Participants responses: How often do the following social activities occur on campus?

	Frequently		Occasionally		Never	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Organized university-wide social activities	32	17.88	99	55.31	48	26.82
Organized social activities within your department	27	14.92	113	62.43	41	22.65
Organized social activities within your advisor/research group	72	40.22	84	46.93	23	12.85
Organized social activities within your residence	120	72.29	32	19.28	14	8.43

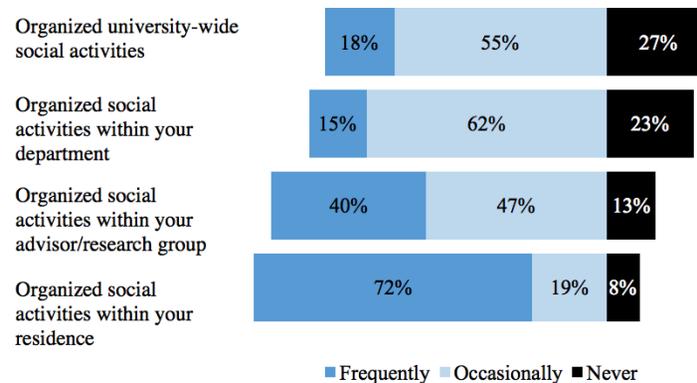


Table xx

Participants responses: How often do you attend these social events?

	Frequently		Occasionally		Never	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Organized university-wide social activities	73	53.28	58	42.34	6	4.38
Organized social activities within your department	31	21.68	86	60.14	26	18.18
Organized social activities within your advisor/research group	22	22.92	49	51.04	25	26.04
Organized social activities within your residence	20	50.00	14	35.00	6	15.00

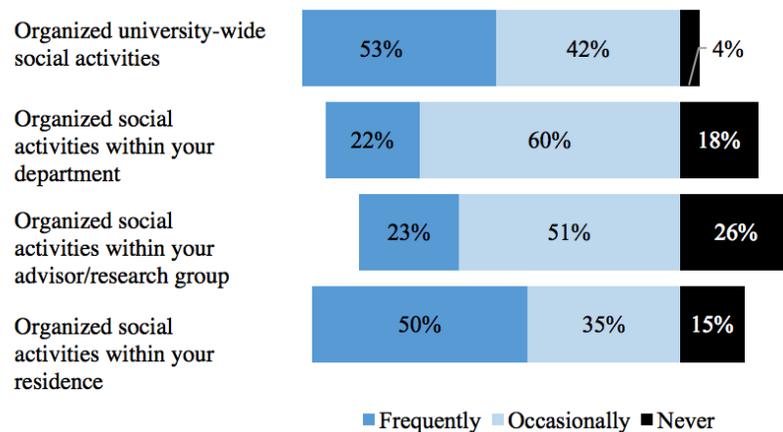


Table xx

Participants responses: In the current academic year, have you been physically present on campus (or affiliated institute) on a regular basis, or have you been away most of the time (out of town, out of the country, field work, distance program, working at a separate location, etc.)?

	<i>n</i>	%
Physically present	134	73.22
Away most of the time	49	26.78

SECTION 13- GENERAL ASSESSMENT

Table xx

Participants' responses: Overall, how would you rate the quality of:

	Excellent	Very Good	Good	Fair	Poor
Your academic experience at this university	26.06	31.91	22.87	12.77	6.38
Your student life experience at this university	13.30	20.74	29.79	21.28	14.89
Your graduate/ professional program at this university	19.79	34.76	23.53	11.23	10.70
Your overall experience at this university	18.18	28.34	28.34	15.51	9.63

Note. Values represent percentages of respondents. N= 187-188.

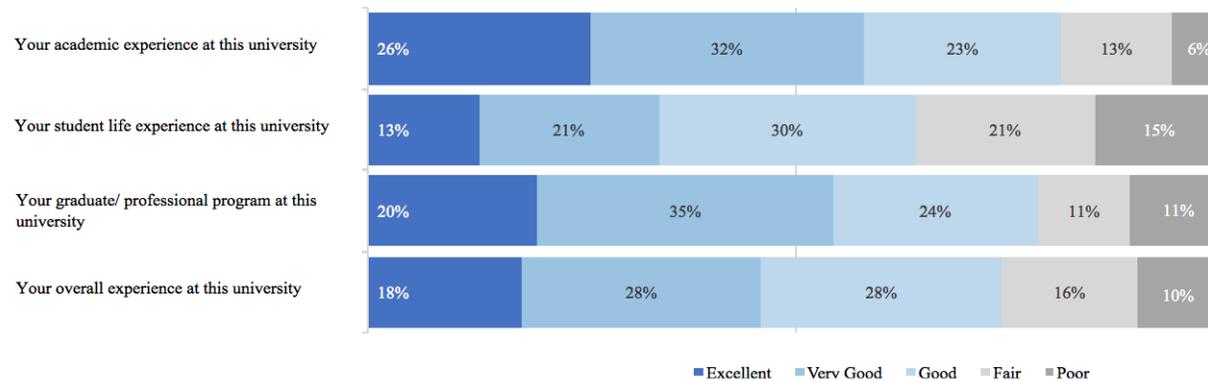


Table xx

Participants responses: Rate the extent to which the following factors are an obstacle to your academic progress.

	Not an obstacle		A minor obstacle		A major obstacle	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Work/financial commitments	42	22.58	67	36.02	77	41.40
Family obligations	60	32.26	89	47.85	37	19.89
Availability of faculty	86	45.99	75	40.11	26	13.90
Program structure or requirements	77	41.85	79	42.93	28	15.22
Course scheduling	94	51.09	64	34.78	26	14.13
Immigration laws or regulations	165	89.67	14	7.61	5	2.72
Other (specified)	65	52.42	14	11.29	45	36.29

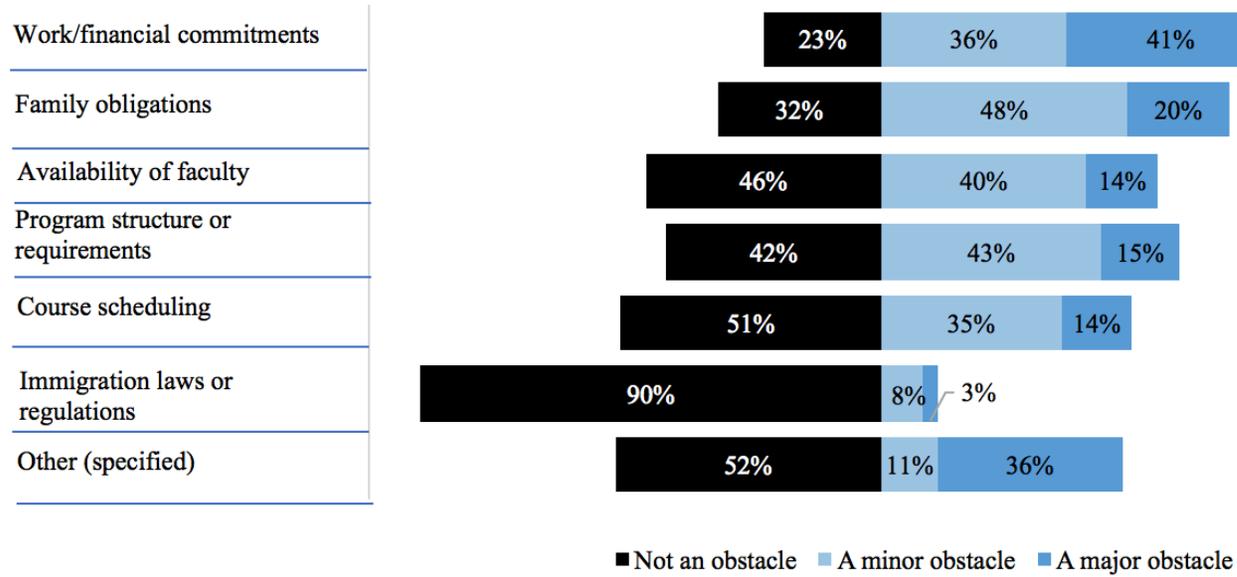


Table xx

Participants' responses: As it relates to your current program, how important is it to have the opportunity to ...

	Very important	Somewhat important	Not important	Not applicable
Study abroad	20.86	29.41	40.11	9.63
Collaborate on research internationally	31.52	40.76	21.20	6.52
Network with not for profit organizations	32.07	36.41	21.20	10.33
Work/collaborate with businesses	26.34	38.71	26.34	8.60
Network with local/ provincial/ federal government	49.19	30.27	13.51	7.03

Note. Values represent percentages of participants. N= 184-186.

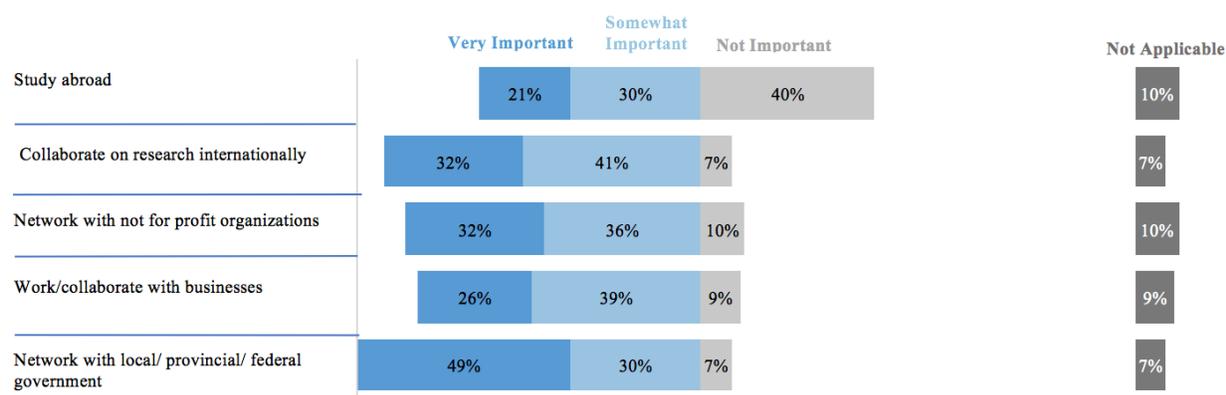


Table xx

Participants' responses: As it relates to your current program, have opportunities been available to...

	Yes, to a great extent	Yes, to some extent	No opportunity	Not applicable
Study abroad	7.03	33.51	44.86	14.59
Collaborate on research internationally	12.02	25.68	50.27	12.02
Network with not for profit organizations	12.57	32.79	43.72	10.93
Work/collaborate with businesses	9.89	26.92	47.80	15.38
Work/collaborate with local/ provincial/ federal government	11.60	23.76	50.28	14.36

Note. Values represent percentages of participants. N= 181-185

