Canadian Graduate and Professional Student Survey

Comparison of Specific Populations of Graduate Students with Disabilities using 2016 CGPSS Data

Prepared by:
Kathleen Clarke, Ph.D. Candidate
Research Associate, NEADS

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

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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 analyses in which several comparisons are made. For most sections, students with and without disabilities are compared, followed by additional details about specific populations of graduate students with disabilities. This means that if differences do exist between students with and without disabilities, we can then recognize which specific groups of students with disabilities may require the most attention.

Subgroups of Students Examined in this Report

The following sample sizes reflect the total sample for these groups. Note that the number of actual respondents for various questions will often differ from these values, as not all participants respond to every question.

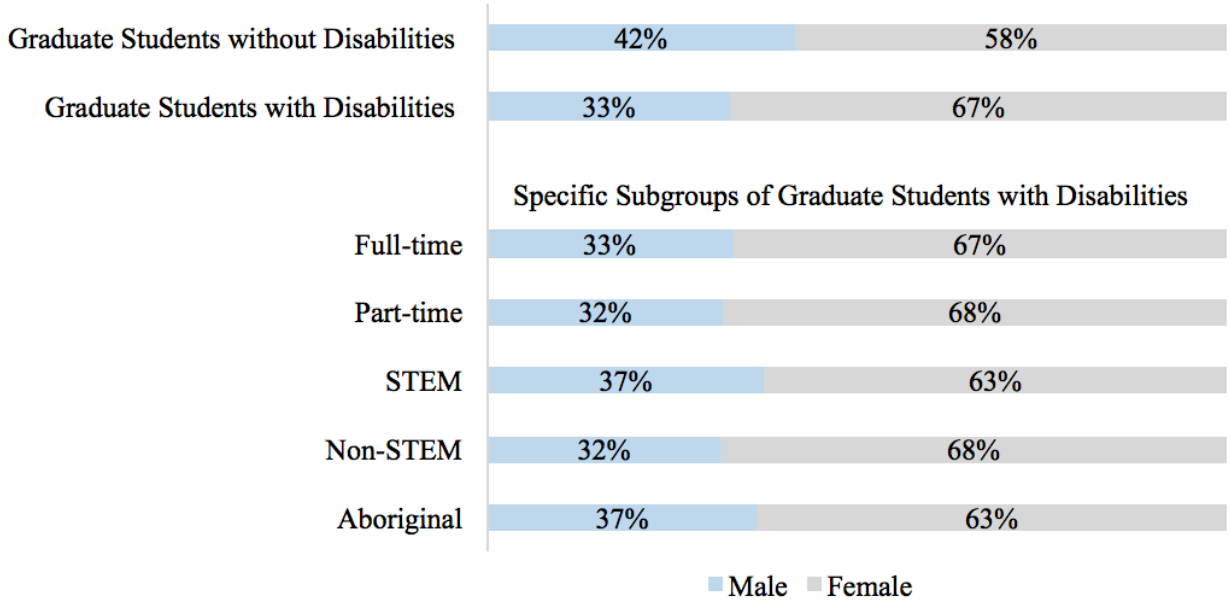
Students without disabilities	n = 45,251
Students with disabilities	n = 2,327
Students with disabilities who also self-identified as Aboriginal	n = 189
Students with disabilities enrolled as full-time status	n = 1,964
Students with disabilities as part-time status	n = 360
Students with disabilities in STEM programs	n = 702
Students with disabilities in non-STEM programs	n = 1,461

SECTION 1: PERSONAL DEMOGRAPHICS

Table 1. *Gender – University Data*

	Male		Female	
	n	%	*n*	%
Graduate Students without Disabilities	17,870	41.63	25,051	58.37
Graduate Students with Disabilities	766	32.93	1,560	67.07
Full-time	651	33.16	1,312	66.84
Part-time	115	31.94	245	68.06
STEM	263	37.46	439	62.54
Non-STEM	462	31.64	998	68.36
Aboriginal	69	36.51	120	63.49

- Noticeable difference for gender when comparing students with and without disabilities. More students with disabilities are female (67%) in comparison to students without disabilities (58%).

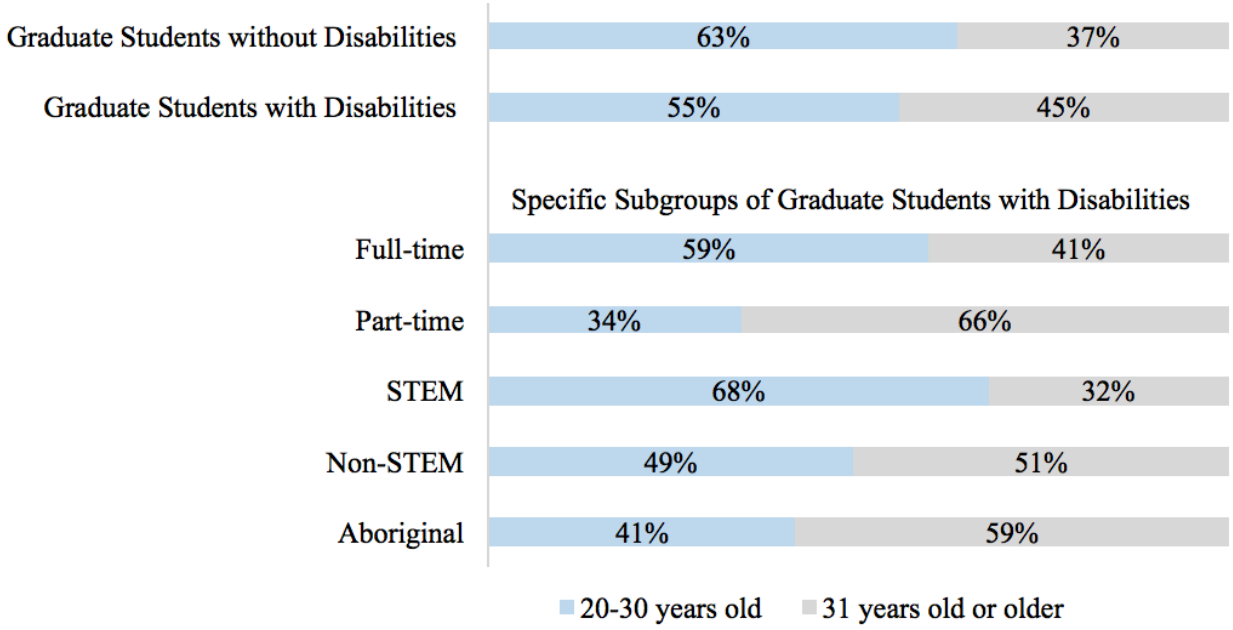


- Values for gender are fairly similar across the specific groups of graduate students with disabilities.
- When comparing the five specific groups, the ratio of males/females in full-time and part-time programs is similar.
- Fewer females are found in STEM programs (63%) in comparison to non-STEM programs (68%).

Table 2. *Age*

	20-30 years old		31 years old and above	
	n	%	*n*	%
Graduate Students without Disabilities	27,142	63.39	15,669	36.60
Graduate Students with Disabilities	1,285	55.41	1,034	44.60
Full-time	1,163	59.43	794	40.57
Part-time	122	33.98	237	66.02
STEM	472	67.53	227	32.48
Non-STEM	717	49.25	739	50.76
Aboriginal	78	41.49	110	58.50

- Noticeable difference in terms of age when comparing students with and without disabilities. Students with disabilities are typically older: While 45% of students with disabilities indicated they were 31 years old or older, only 37% of students without disabilities responded in the same way.



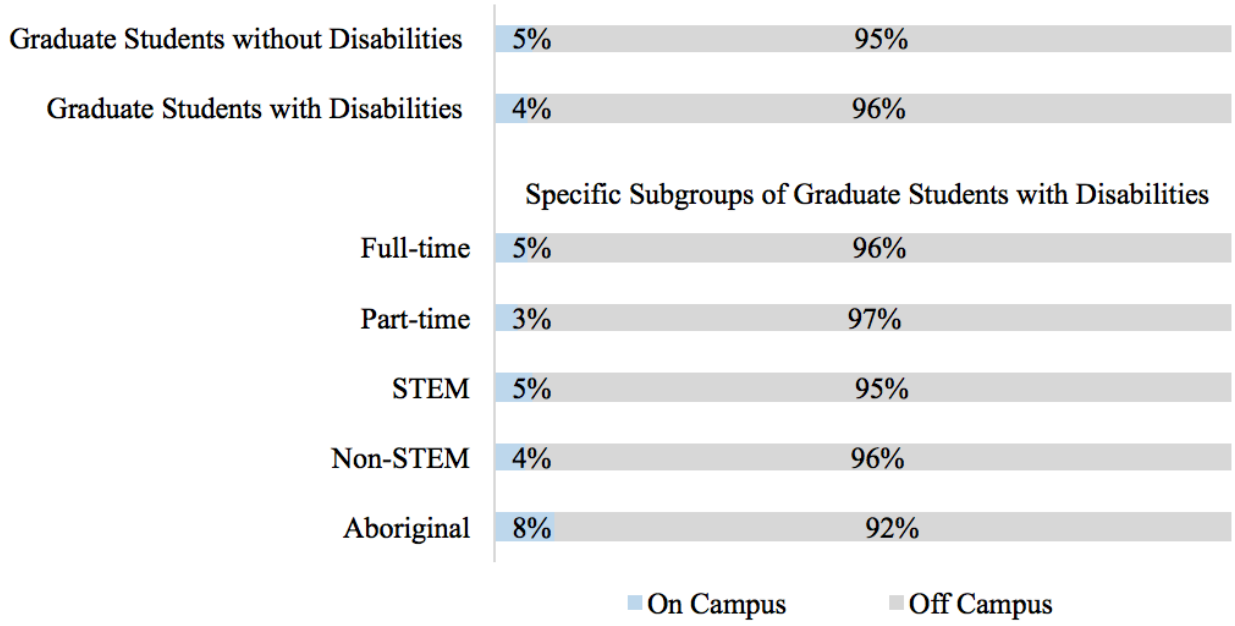
- When looking at the specific groups of graduate students with disabilities, we can clearly see which populations account for the difference between students with and without disabilities.
- The 'youngest' subgroup of students with disabilities is found in STEM programs; 68% of the sample identified as being between the ages of 20 and 30 years old. The next 'younger' group of students is found in full-time time programs, where 59% indicated they were 20-30 years old.

- For the part-time, non-STEM, and Aboriginal groups, at least 50% of the respondents indicated they were 31 years old or older.
- The subgroup of students with disabilities which would be perceived as being the 'oldest' is part-time students, where 66% of part-time students indicated they were 31 years or older.

Table 3. *Current Residence*

	On-Campus		Off-Campus	
	n	%	*n*	%
Graduate Students without Disabilities	2,133	4.99	40,599	95.01
Graduate Students with Disabilities	99	4.27	2,220	95.73
Full-time	88	4.50	1,868	95.50
Part-time	11	3.06	349	96.94
STEM	36	5.13	666	94.87
Non-STEM	57	3.92	1,399	96.08
Aboriginal	15	7.93	174	92.07

- The graph below shows that there were similar rates of students with and without disabilities live in off-campus housing not owned by the university (94% and 93%).

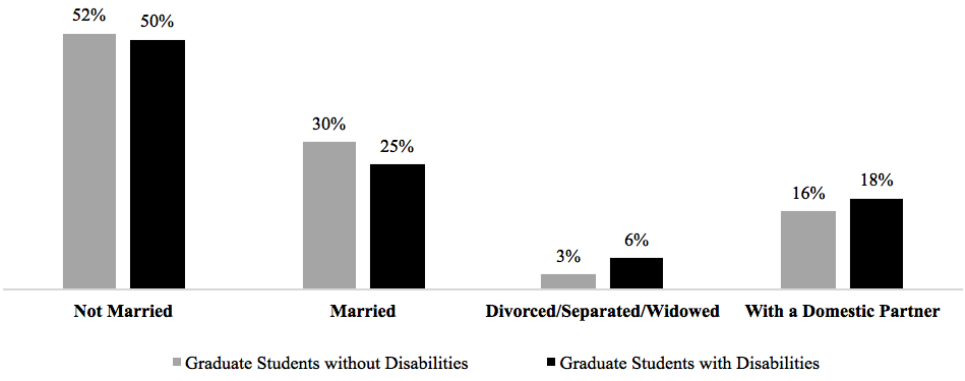


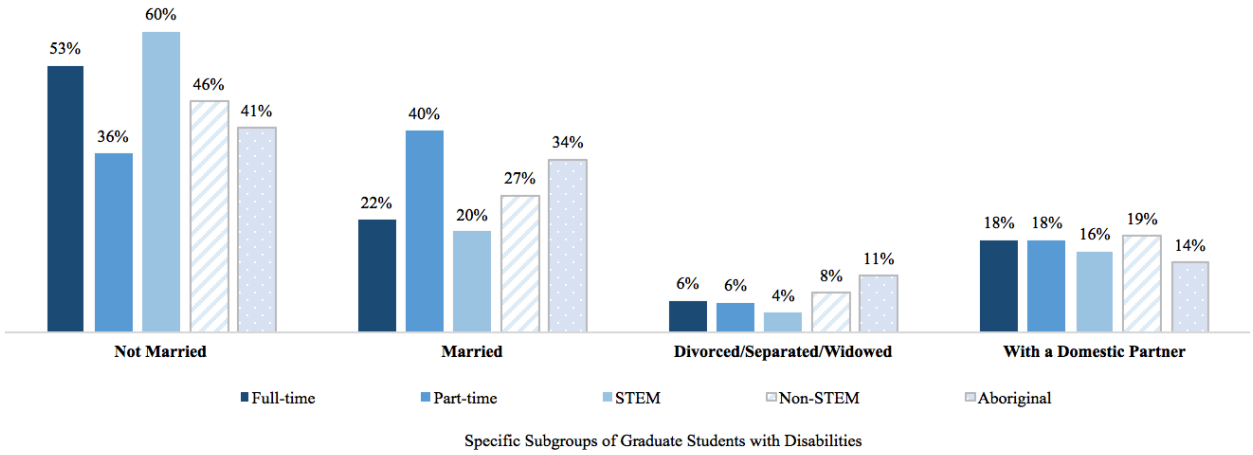
- The graph also shows that the highest rate of on-campus living was found with those who self-identified as Aboriginal (8%).

Table 4. *Marital Status*

	Not Married	Married	Divorced/ Separated/ Widowed	With a Domestic Partner
	% of Respondents			
Graduate Students without Disabilities (*n* = 42,777)	51.79	29.66	2.84	15.7
Graduate Students with Disabilities (*n* = 2,316)	50.47	25.09	6.17	18.26
Full-time (*n* = 1,954)	53.28	22.26	6.19	18.27
Part-time (*n* = 359)	35.65	40.11	5.85	18.38
STEM (*n* = 701)	60.20	19.97	3.71	16.12
Non-STEM (*n* = 1,452)	46.01	27.20	7.64	19.15
Aboriginal (*n* = 189)	40.74	34.49	11.11	13.76

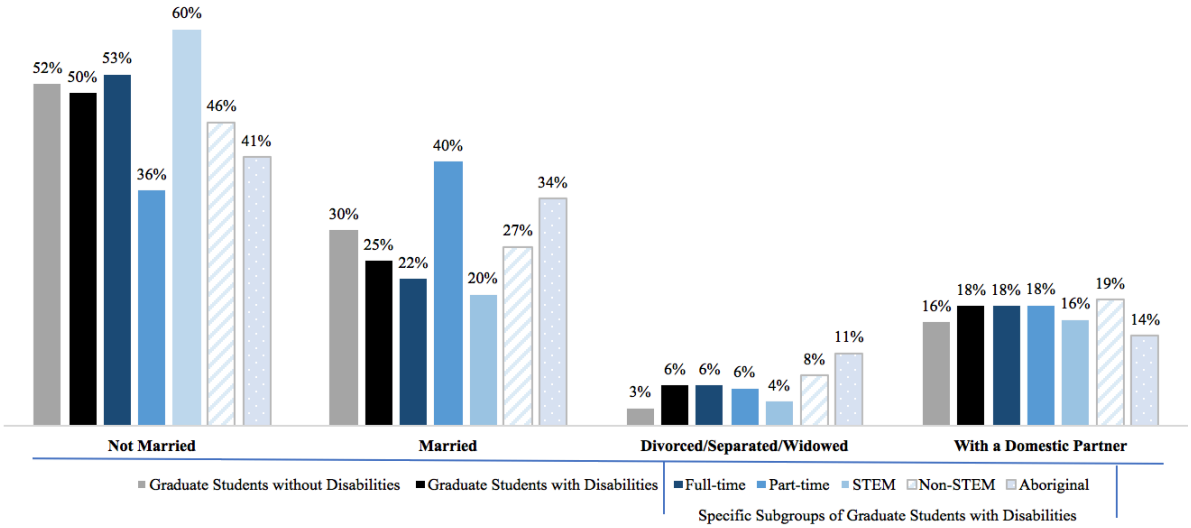
- The graph located below shows similar rates of students with and without disabilities identify as being with a domestic partner (16% of students without disabilities and 18% with disabilities).
- The greatest difference that exists was 5%, when comparing rates of respondents who identified as being married. While 30% of those without disabilities identified as being married, 25% of students with disabilities identified in this way.





- The graph above compares the various marital statuses across the specific subgroups of graduate students with disabilities. A few noticeable differences exist:
    - **Not Married:** The two groups with the lowest number of respondents indicating they were not married was part-time students (36%) and Aboriginal students (41%). The group with the highest rate of respondents for this response option was STEM students (60%).
    - **Married:** Conversely, part-time students (40%) and Aboriginal students (34%) had the highest rate of responses for being married. For this response option, the greatest difference (20%) was between part-time (40%) and STEM (20%) students.

    - For the 'divorced/separated/widowed' response option and 'with a domestic partner' response option,' the differences that do exist were fairly minimal. For example, while 11% of Aboriginal students responded that they were divorced/separated/widowed, only 4% of STEM students responded in this way, a difference of 7%. This was the greatest difference for these two response options.

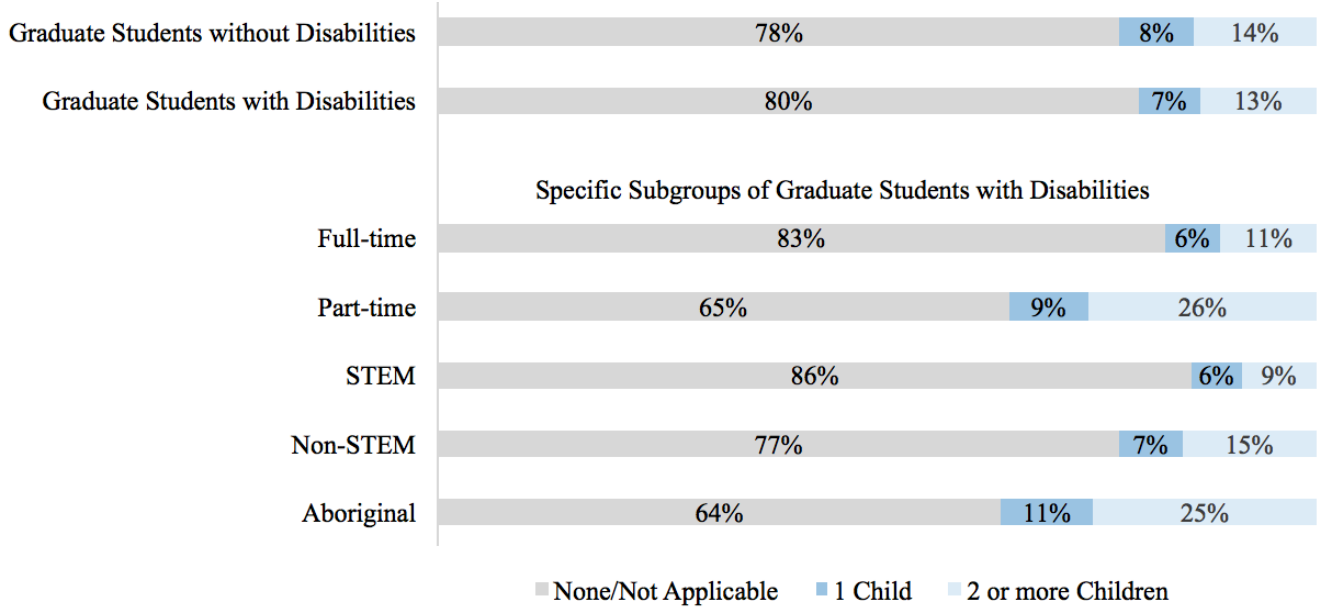


- This graph allows for comparison between students with and without disabilities as well as amongst each of the subgroups. This graph shows how even though there are slight differences between graduate students with and without disabilities, when looking within the graduate student with disabilities group, there are some noticeable differences, as discussed earlier.

Table 5. *Number of Children*

	None/Not Applicable	1 Child	2 or more Children
	% of Respondents		
Graduate Students without Disabilities (n = 42,805)	77.63	8.28	14.09
Graduate Students with Disabilities (n = 2,320)	79.78	6.85	13.36
Full-time (n = 1,958)	82.64	6.38	10.98
Part-time (n = 359)	64.90	9.19	25.91
STEM (n = 701)	85.73	5.71	8.56
Non-STEM (n = 1,455)	77.46	7.29	15.26
Aboriginal (n = 189)	64.02	10.58	25.40

- The graph below shows that similar rates of students with and without disabilities responded they did not have any children or that this question was not applicable to them (78% of those without and 80% of those with disabilities).

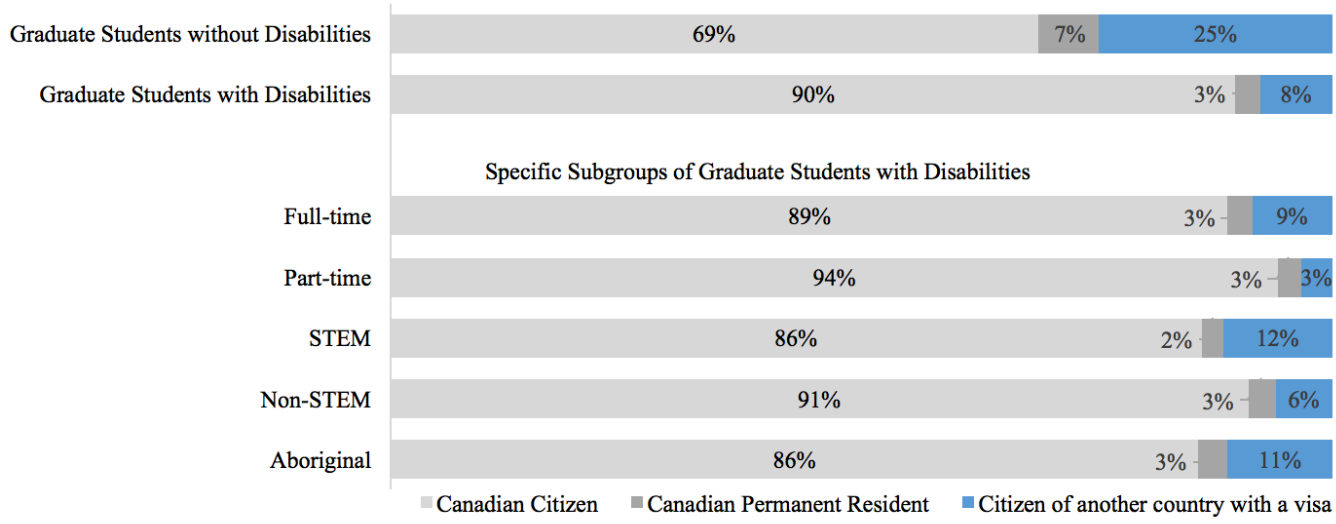


- Even though there are similar rates of having children and the number of children when comparing the graduate students with and without disabilities, the graph also shows that there are several differences when looking within the subgroups of students with disabilities.
    - Students who identify as Aboriginal or those who are in part-time programs appear to be more likely to have children.
    - Full-time students and students in STEM programs appear to be the least likely to have children.

Table 6. *Current Citizenship Status*

	Canadian Citizen	Canadian Permanent Resident	Citizen of another country with a visa
	% of Respondents		
Graduate Students without Disabilities (n = 42,861)	68.66	6.58	24.76
Graduate Students with Disabilities (n = 2,324)	89.72	2.58	7.70
Full-time (n = 1,961)	88.88	2.60	8.52
Part-time (n = 360)	94.17	2.50	3.33
STEM (n = 702)	86.04	2.28	11.68
Non-STEM (n = 1,458)	91.02	2.88	6.10
Aboriginal (n = 189)	85.71	3.17	11.11

- Students with disabilities more likely to be Canadian citizens (90%) in comparison to students without disabilities (69%). Many more students without disabilities responded that they were citizens of another country with a student via or other non-immigrant visa (25%) in comparison to students with disabilities (8%).

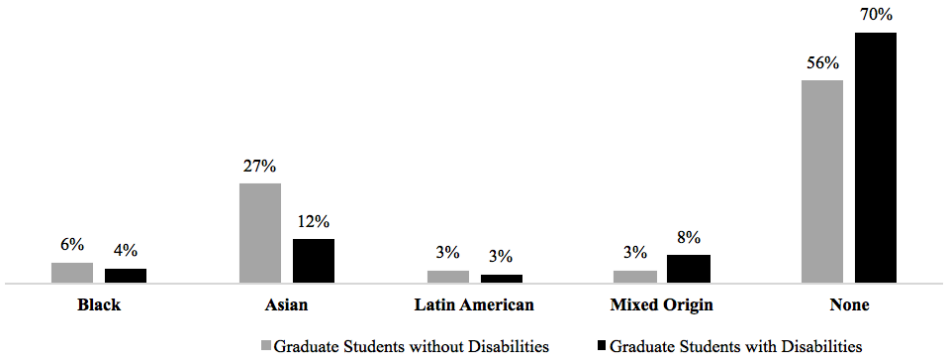


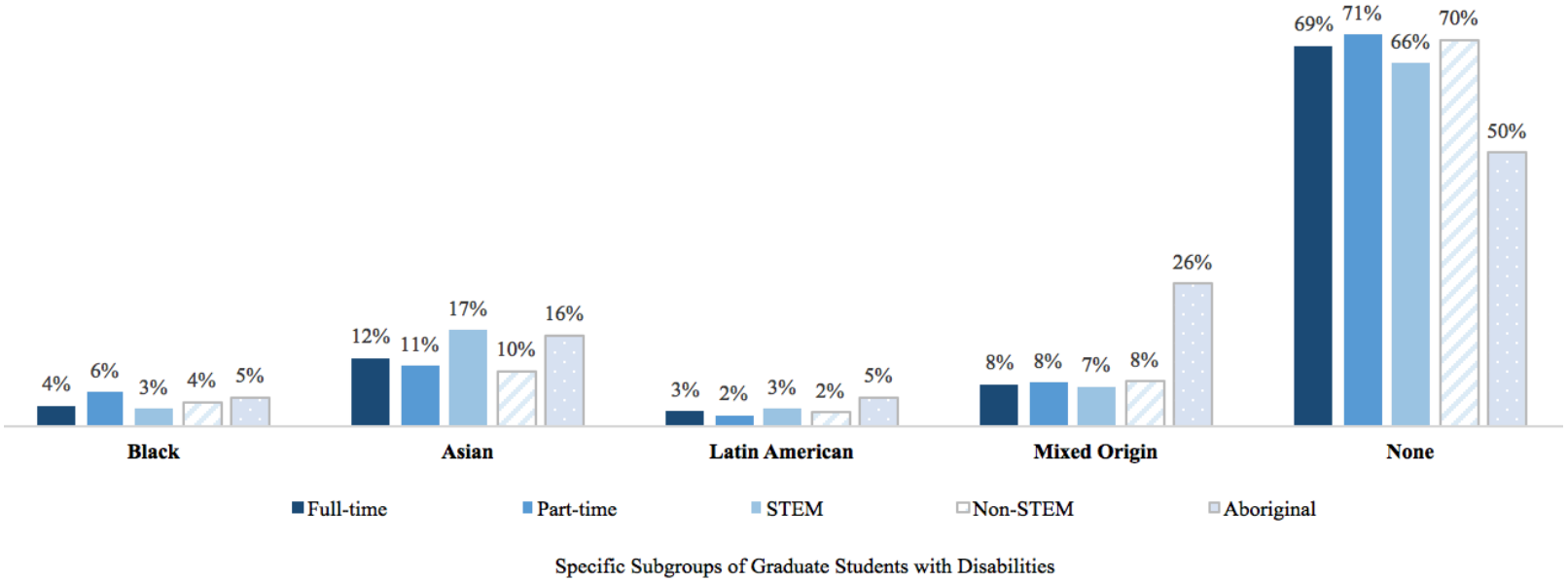
- Based on the graph, we can see that part-time students (94%) have the highest rate of Canadian Citizenship in comparison to the other subgroups.
- An interesting observation is that in general, each of the percentages for the subgroups for the 'Canadian Citizen' are much higher than the percentage of graduate students without disabilities who indicated they were Canadian citizens (69%).

Table 7. *Identifies with Visible Minority Groups*

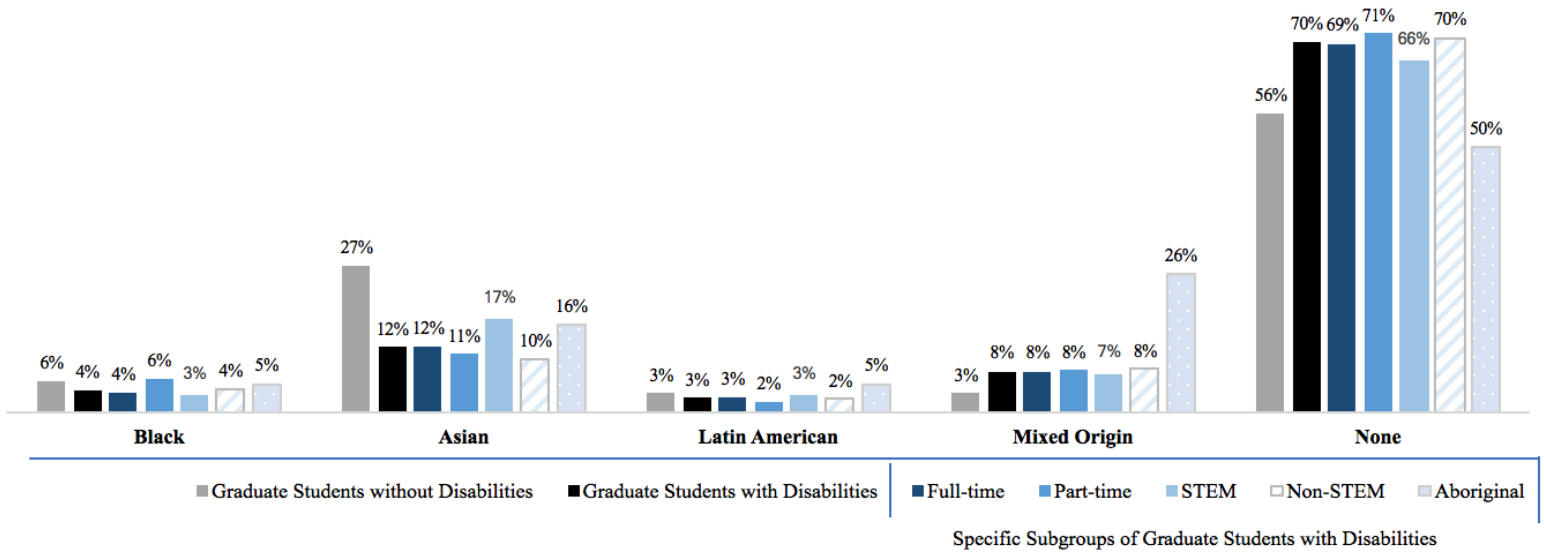
	Black	Asian	Latin American	Mixed Origin	None
	% of Respondents				
Graduate Students without Disabilities (*n* = 41,252)	5.85	27.43	3.44	3.43	55.95
Graduate Students with Disabilities (*n* = 2,231)	4.04	12.12	2.54	7.65	69.53
Full-time (*n* = 1,876)	3.67	12.37	2.65	7.64	69.20
Part-time (*n* = 352)	6.11	10.83	1.94	7.78	71.11
STEM (*n* = 679)	2.99	17.39	3.13	7.26	65.95
Non-STEM (*n* = 1,387)	4.31	9.98	2.33	8.01	70.29
Aboriginal (*n* = 194)	5.29	16.41	5.29	25.93	49.74

- More students with disabilities identified as being 'mixed origin' (8%) in comparison to those without disabilities (3%).
- More students without disabilities identified as Asian (27%) in comparison to those with disabilities (12%).
- While 70% of students with disabilities did not identify with any of the listed minority groups, only 56% of those without disabilities did.





- By looking more specifically at the specific subgroups of students with disabilities, further differences can be found in terms of visible minorities.
    - In relation to the difference that exists between students with and without disabilities for the 'mixed origin' response option, the graph above shows that the high number of Aboriginal students (26%) who identified in this way would be the contributing factor.
    - Even though fewer students with disabilities identified as Asian in comparison to students without disabilities, this graph shows some slight variation between the specific subgroups. Specifically, there is a higher number of students in STEM programs (17%) who identify as Asian in comparison to those in non-STEM programs (10%).
    - In terms of the 'none' response option, it is perhaps not surprising that a much lower number of Aboriginal students selected this response option (50%), when a higher number of Aboriginal students selected 'Mixed origin.'

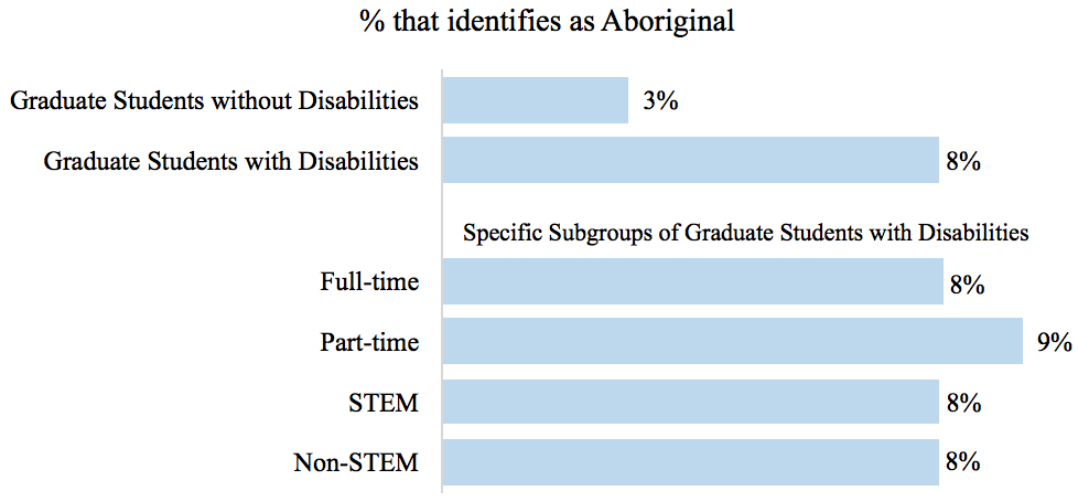


- This graph allows for comparison between students with and without disabilities as well as amongst each of the subgroups. For some response options, the number of graduate students with disabilities responding in a certain way is higher than the number of graduate students without disabilities. In these instances, we can look at the specific subgroups to see which demographics might account for such differences.

Table 8. *Participant Responses: Do you self-identify with, or have ancestry as an Aboriginal person (status or non-status Indian, Métis or Inuit)?*

	No		Yes	
	n	%	*n*	%
Graduate Students without Disabilities	41,477	97.04	1,265	2.96
Graduate Students with Disabilities	2,126	91.84	189	8.16
Full-time	1,798	92.02	156	7.98
Part-time	325	90.78	33	9.22
STEM	642	92.11	55	7.89
Non-STEM	1,335	91.75	120	8.25
Aboriginal			189	100.00

- Eight percent (n = 189) of students with disabilities self-identified as Aboriginal and 3% (n = 1,265) of students without disabilities identified in the same way. The prevalence of students identifying as Aboriginal is slightly higher within the students with disabilities group than in the students without disabilities group



- This graph shows that the prevalence of students who identify as Aboriginal is similar across the subgroups, and regardless of whether enrollment is full-time or part-time, and STEM or non-STEM.

SECTION 2: DISABILITY

Table 9. *Types of Disabilities*

		Specific Subgroups of Graduate Students with Disabilities				
	All Graduate Students with Disabilities (N =2,324)	Full-time (N = 1,964)	Part-time (N = 360)	STEM (N = 702)	Non-STEM (N = 1,461)	Aboriginal (N = 189)
Sensory (vision or hearing)	13.25	12.44	16.43	14.71	12.05	18.52
Mobility	10.97	9.89	16.71	9.86	11.16	16.93
Learning (e.g. ADHD, Dyslexia)	29.82	29.51	30.92	27.14	31.16	31.22
Mental Health (e.g. Depression, Bipolar)	42.64	43.22	34.82	39.00	43.70	40.21
Autism Spectrum (e.g. Autism, Asperger's)	3.44	3.67	2.23	4.00	3.36	5.29
Chronic (e.g. Chron's, Colitis, MS)	17.08	16.31	18.11	16.86	16.16	16.93
A disability or impairment not listed above	14.5	13.86	17.27	12.14	15.62	17.46
Prefer not to respond	6.0	6.07	5.34	5.59	5.97	8.47

Note. Participants could select all that apply.

- Most common was ‘mental health’: 43% (n = 991)
- Second most common was ‘learning disability’: 30% (n = 693)
- Least common was ‘Autism spectrum’: 3.44% (n = 80)

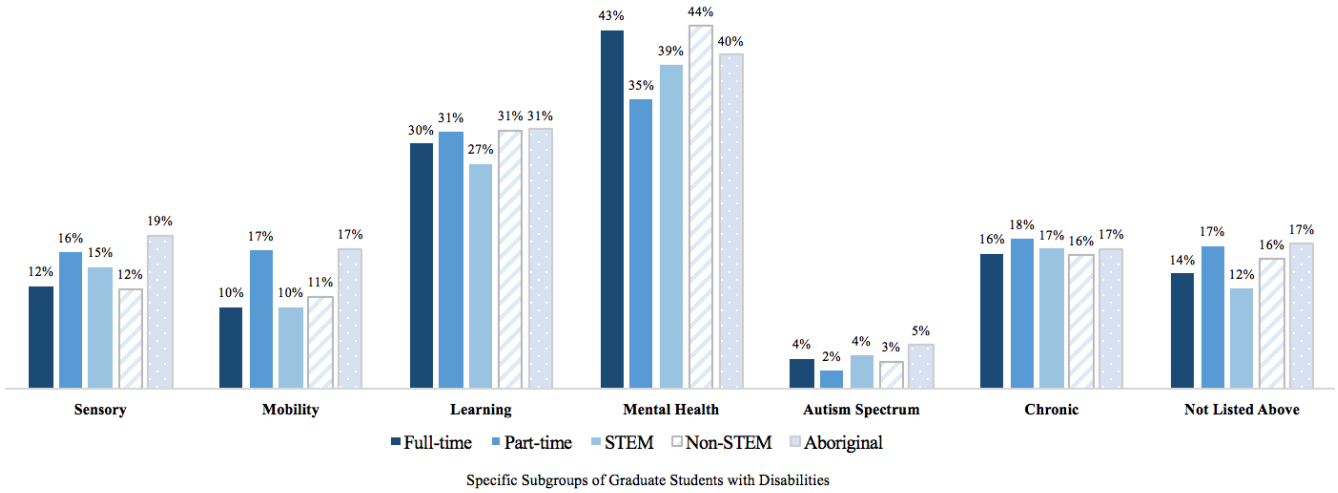
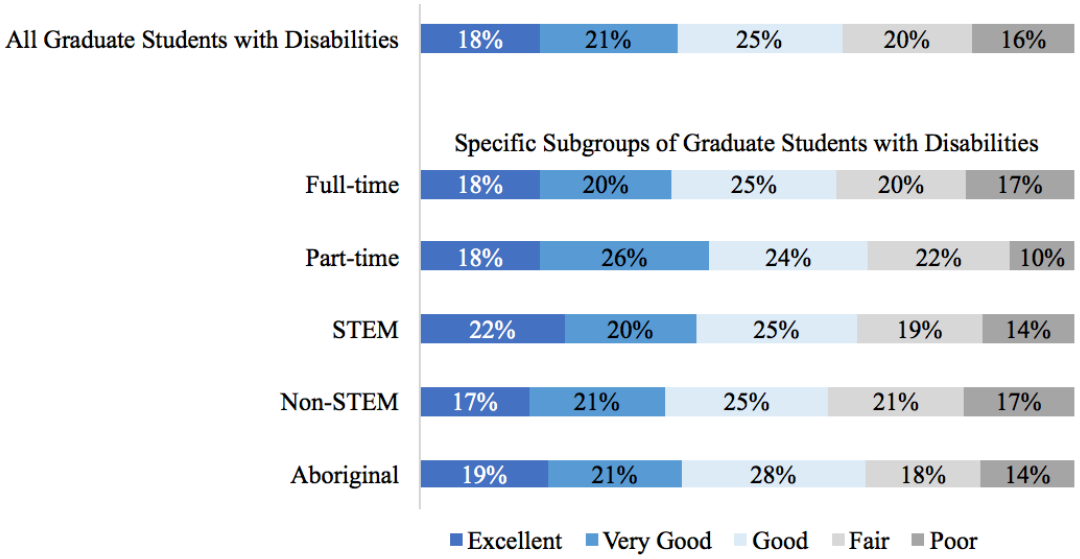


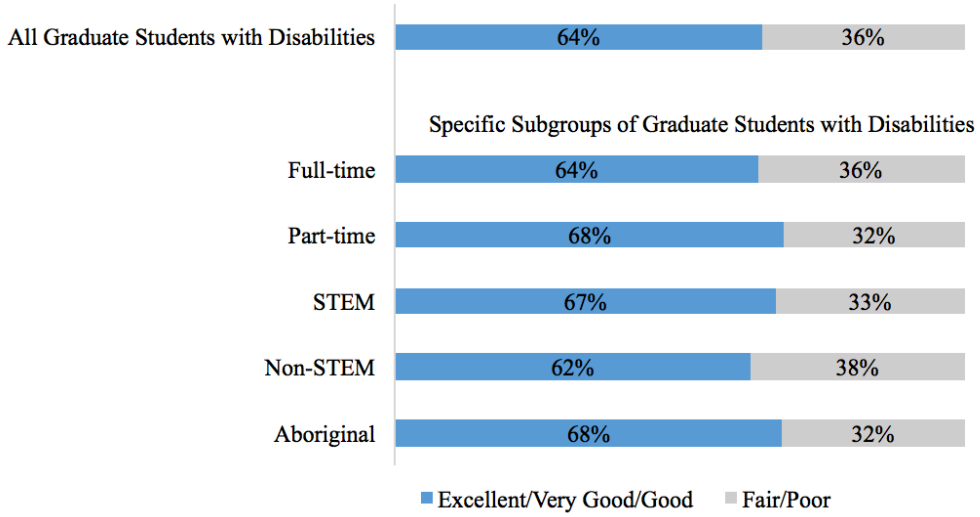
Table 10. *Participants' Responses: How would you rate your institution's efforts to accommodate your disability or impairment in your graduate program?*

	All Graduate Students with Disabilities (*n*=2,177)	Full-time (*n*=1,838)	Part-time (*n*=335)	STEM (*n*=670)	Non-STEM (*n*=1,351)	Aboriginal (*n*=175)
Excellent	18.28	18.28	18.21	22.09	16.58	19.43
Very good	20.99	20.08	25.97	20.00	20.80	20.57
Good	25.17	25.35	24.18	24.78	25.09	28.00
Fair	19.94	19.59	21.79	18.96	20.58	17.71
Poor	15.62	16.70	9.85	14.18	16.95	14.29

- Respondents rated institutional efforts favorably. While 64% rated institutional efforts as Excellent, Very Good, or Good, 36% rated as Fair or Poor.



- Based on responses of 'Excellent/Very Good/Good' there were some slight differences between subgroups. For example, part-time students and Aboriginal students rated the institutional efforts most favourably.
- Based on responses of 'Fair/Poor', full-time students and non-STEM students rated the institutional the least favourably.



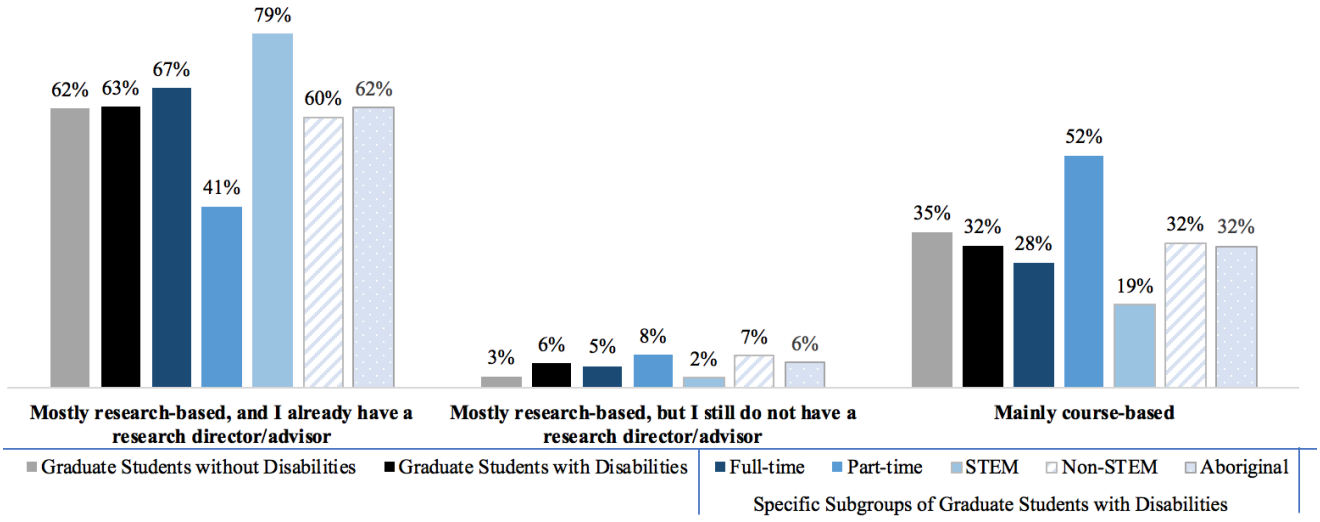
- This graph shows the same data as the previous graph but allows for easier comparison across the groups because the response options are combined into one positive and one negative.

SECTION 3- EDUCATIONAL STATUS

Table 11. *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?

	Mostly research-based, and I already have a research director/advisor	Mostly research-based, but I still do not have a research director/advisor	Mainly course-based
	% of Respondents		
Graduate Students without Disabilities (n = 42,924)	62.37	2.73	34.90
Graduate Students with Disabilities (n = 2,327)	62.74	5.50	31.76
Full-time (n = 1,964)	66.80	5.09	28.11
Part-time (n = 360)	40.56	7.50	51.94
STEM (n = 702)	78.92	2.42	18.66
Non-STEM (n = 1,461)	60.30	7.32	32.38
Aboriginal (n = 189)	62.43	5.82	31.75

- When comparing graduate students with and without disabilities, most students in both groups were in a research-based program and already had a research director/advisor (62% of students without and 63% of students with disabilities). Slightly more students with disabilities still did not have a research director/advisor (6% versus 3%).

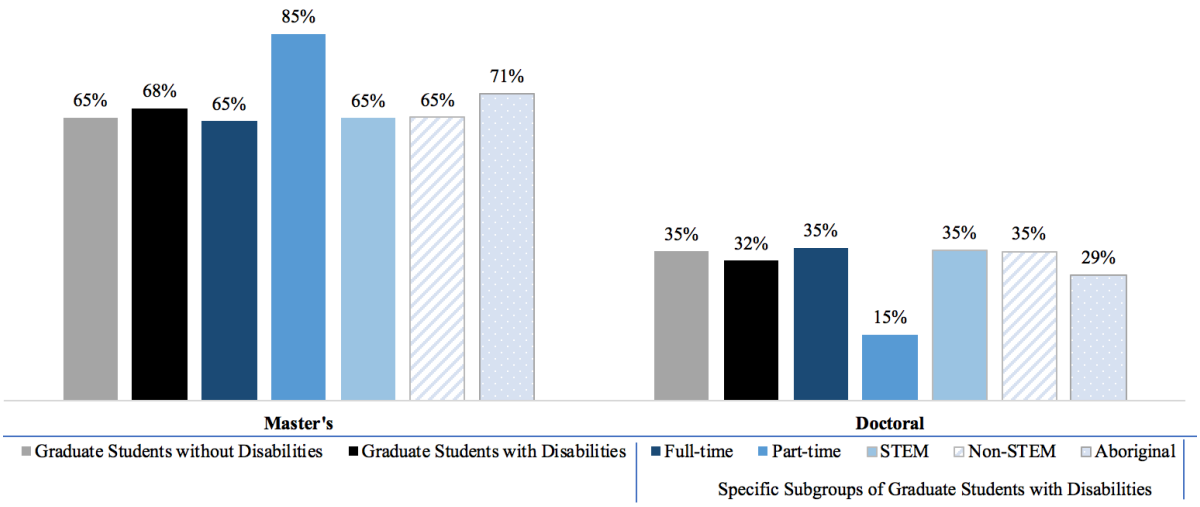


- Although there were only slight differences between graduate students with and without disabilities, some noticeable differences exist when looking at the specific subgroups of students with disabilities.
    - For the ‘mostly research-based – with a research advisor’ response option, there is a very large difference between STEM students and part-time students, where 79% of STEM students and only 41% of part-time students responded in this way.
    - For the ‘mostly research-based – without a research advisor’ response option, the greatest difference is between part-time students (8%) and STEM students (2%).
    - For the ‘mainly course-based’ response option, part-time students had the highest rate of respondents (52%). The lowest rate of respondents for this response option was the STEM group, where only 19% responded in this way.
    - These points suggest that more part-time students are typically in course-based programs, but for those who are in research-based programs, a higher number of them do not have a research advisor, in comparison to the other groups.

Table 12. *Degree Level- University Data*

	Master's		Doctoral	
	n	%	*n*	%
Graduate Students without Disabilities	28,067	65.43	14,826	34.57
Graduate Students with Disabilities	1,573	67.63	753	32.37
Full-time	1,267	64.54	696	35.46
Part-time	305	84.72	55	15.28
STEM	458	65.24	244	34.76
Non-STEM	955	65.41	505	34.59
Aboriginal	134	70.90	55	29.10

- Similar rates of respondent from both groups were in master's (65% without and 68% with disabilities) versus doctoral programs (35% without and 32% with disabilities), according to data provided by participating universities.

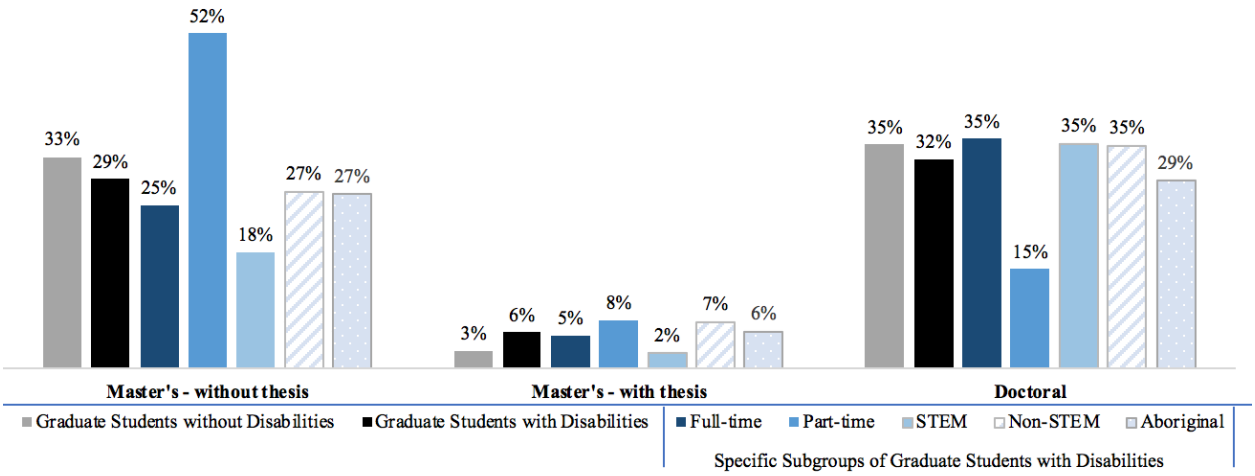


- Even though there were similar rates of master's and doctoral students across the students with and without disabilities, when taking a closer look at students with disabilities there is one noticeably difference:
  - Far more part-time students indicated they were master's students (85%) in comparison to the other groups. This means that at the doctoral level, therefore, the 15% part-time students are not surprising. What this means, however, is that student services groups may be warranted in paying particular attention to part-time students with disabilities at the master's level specifically.
  - The second lowest rate of enrollment at the doctoral level is amongst the Aboriginal subgroup (29%).

Table 13. *Degree Level - Expanded*

	Master's – without thesis	Master's – with thesis	Doctoral
	% of Respondents		
Graduate Students without Disabilities (*n* = 42,924)	32.68	32.78	34.54
Graduate Students with Disabilities (*n* = 2,327)	29.22	38.42	32.36
Full-time (*n* = 1,964)	25.15	39.41	35.44
Part-time (*n* = 360)	51.67	33.06	15.28
STEM (*n* = 702)	17.95	47.29	34.76
Non-STEM (*n* = 1,464)	27.38	38.06	34.79
Aboriginal (*n* = 189)	26.98	43.92	29.10

- Slightly more students with disabilities (38%) were in master's programs with a thesis component, in comparison to students without disabilities (33%).



- As previously mentioned, more part-time students indicated they were in master's programs rather than doctoral programs. Another difference exists, though, when looking at the thesis component, where 52% of part-time students indicated they were in master's programs that did not have a thesis component. Given that on a previous question more part-time students indicated they were enrolled in course-based programs, the finding that few part-time students are in thesis programs is not surprising.

Table 14. *Disciplines*

	Architecture/ Landscape	Arts/Culture	Biological Science	Business/ Management	Education	Engineering	Environmental Science	Finance/ Math/ Computing
	% of Participants							
Students without Disabilities[a]	0.90	0.80	7.33	8.54	9.52	15.32	4.04	0.96
Students with Disabilities[b]	0.78	1.34	5.39	3.71	10.69	5.47	2.89	0.34
Full-time[c]	0.82	1.17	5.98	3.06	8.58	5.57	3.17	0.31
Part-time[d]	0.56	2.23	2.23	7.24	22.01	5.01	1.39	0.56
STEM[e]	0.00	0.00	17.81	0.00	0.00	18.09	9.54	1.14
Non-STEM[f]	1.23	2.12	0.00	5.89	16.97	0.00	0.00	0.00
Aboriginal[g]	0.00	0.54	3.76	2.69	13.98	5.91	5.38	1.08

Note.
$n^a = 42{,}761$
$n^b = 2{,}320$
$n^c = 1{,}958$
$n^d = 359$
$n^e = 702$
$n^f = 1{,}552$
$n^g = 186$

	Fine and Applied Arts	Health Science	Humanities	Journalism	Law	Library and Information Sciences	Other	Physical and Mathematical Sciences
	% of Participants							
Students without Disabilities[a]	2.50	14.22	8.11	0.08	0.58	0.99	5.72	5.79
Students with Disabilities[b]	2.93	11.72	14.78	0.34	0.43	2.41	6.77	4.44
Full-time[c]	3.06	11.80	15.78	0.36	0.15	2.45	6.18	5.06
Part-time[d]	2.23	11.42	9.47	0.28	1.95	2.23	10.03	1.11
STEM[e]	0.00	38.75	0.00	0.00	0.00	0.00	0.00	14.67
Non-STEM[f]	4.65	0.00	23.48	0.55	0.68	3.83	0.00	0.00
Aboriginal[g]	3.76	7.53	12.37	0.00	0.00	1.61	5.91	5.91

Note.
$n^a = 42{,}761$
$n^b = 2{,}320$
$n^c = 1{,}958$
$n^d = 359$
$n^e = 702$
$n^f = 1{,}552$
$n^g = 186$

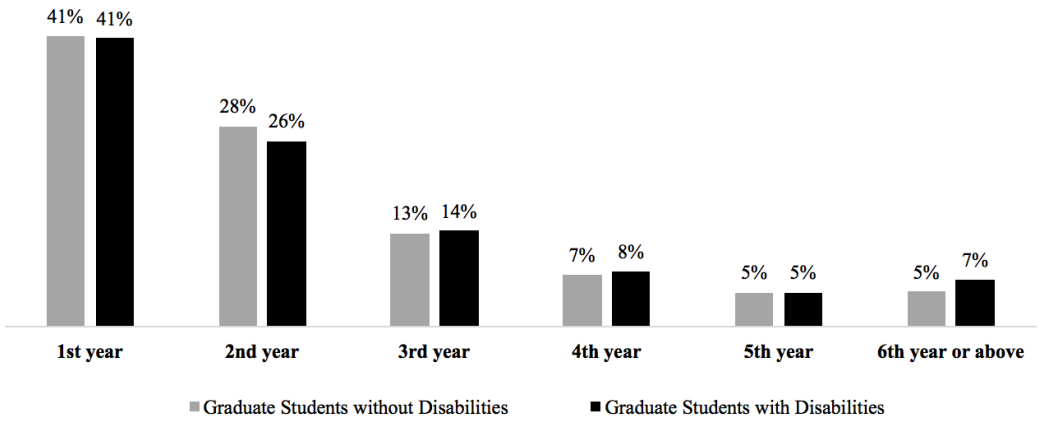
	Public Administration/ Policy	Social Sciences	Social Work
	% of Participants		
Students without Disabilities[a]	1.85	11.37	1.39
Students with Disabilities[b]	1.68	20.13	3.75
Full-time[c]	1.28	21.45	3.78
Part-time[d]	3.90	12.53	3.62
STEM[e]	0.00	0.00	0.00
Non-STEM[f]	2.67	31.96	5.95
Aboriginal[g]	24.73	3.76	5.91

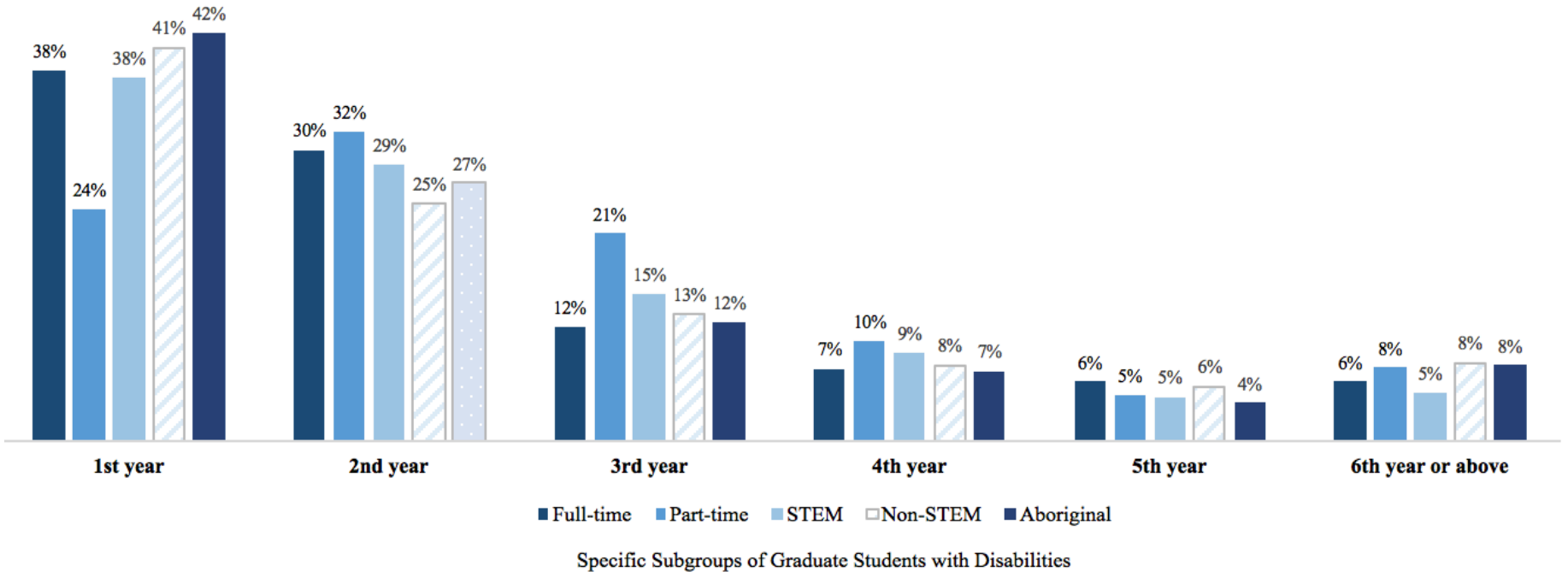
Note.
$n^a = 42{,}761$
$n^b = 2{,}320$
$n^c = 1{,}958$
$n^d = 359$
$n^e = 702$
$n^f = 1{,}552$
$n^g = 186$

Table 15. *Year of Study – University Data*

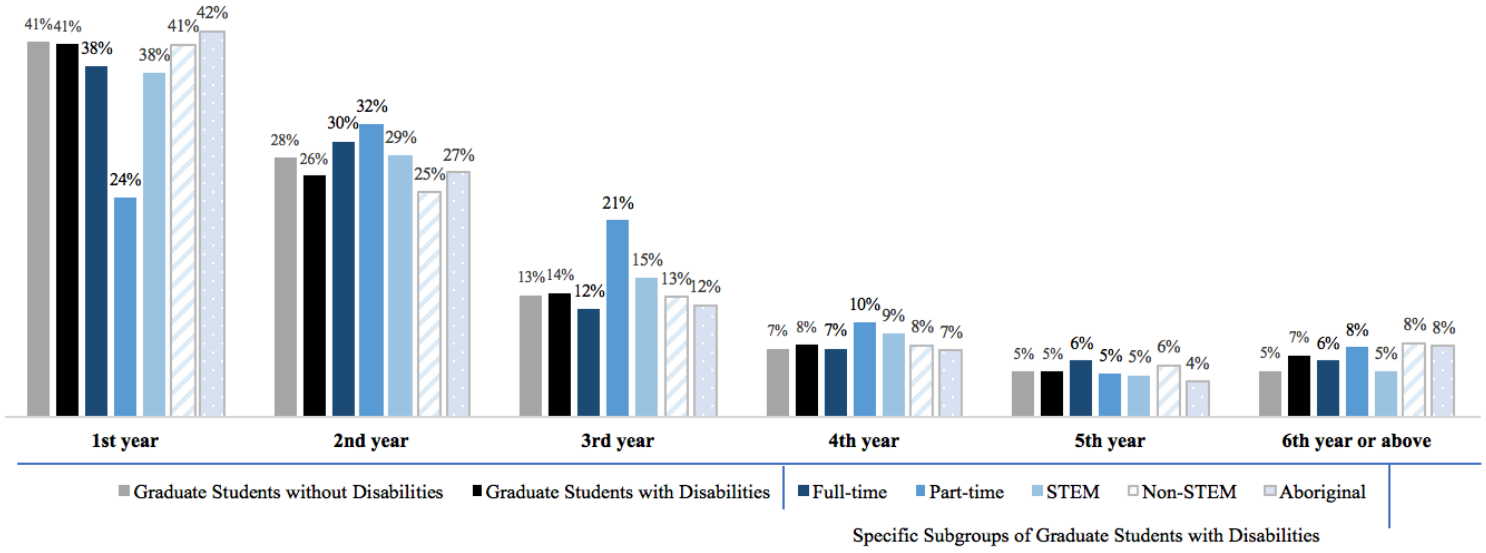
	1st year	2nd year	3rd year	4th year	5th year	6th year or above
	% of Respondents					
Graduate Students without Disabilities (*n* = 42,174)	41.00	28.37	13.28	7.44	4.91	5.01
Graduate Students with Disabilities (*n* = 2,286)	40.73	26.29	13.56	7.83	4.90	6.69
Full-time (*n* = 1,963)	38.41	30.16	11.77	7.49	6.11	6.06
Part-time (*n* = 359)	23.96	32.03	21.45	10.31	4.74	7.52
STEM (*n* = 685)	37.66	28.61	15.18	9.05	4.53	4.96
Non-STEM (*n* = 1,438)	40.75	24.62	13.07	7.86	5.63	8.07
Aboriginal (*n* = 180)	42.22	26.67	12.22	7.22	3.89	7.78

- Most students in both the students with disabilities and without disabilities samples were in 1st year (41% in each group) and 28% of students without disabilities and 26% of students with disabilities were in 2nd year. For students with disabilities, 12% were in 5th year or above, and this value was 10% for students without disabilities.





- This graph allows for comparison across the various specific subgroups of students with disabilities. A few points are worth mentioning with regards to differences in year of study across these groups:
    - The lowest percentage of first year students was amongst the part-time student group, where only 24% were in this year of study. Conversely, when looking at the bars for 2nd, 3rd, 4th, and 6th year or above, the part-time students are one of the highest percentages.
    - Overall, most of the respondents for each of the subgroups were in first or second year.

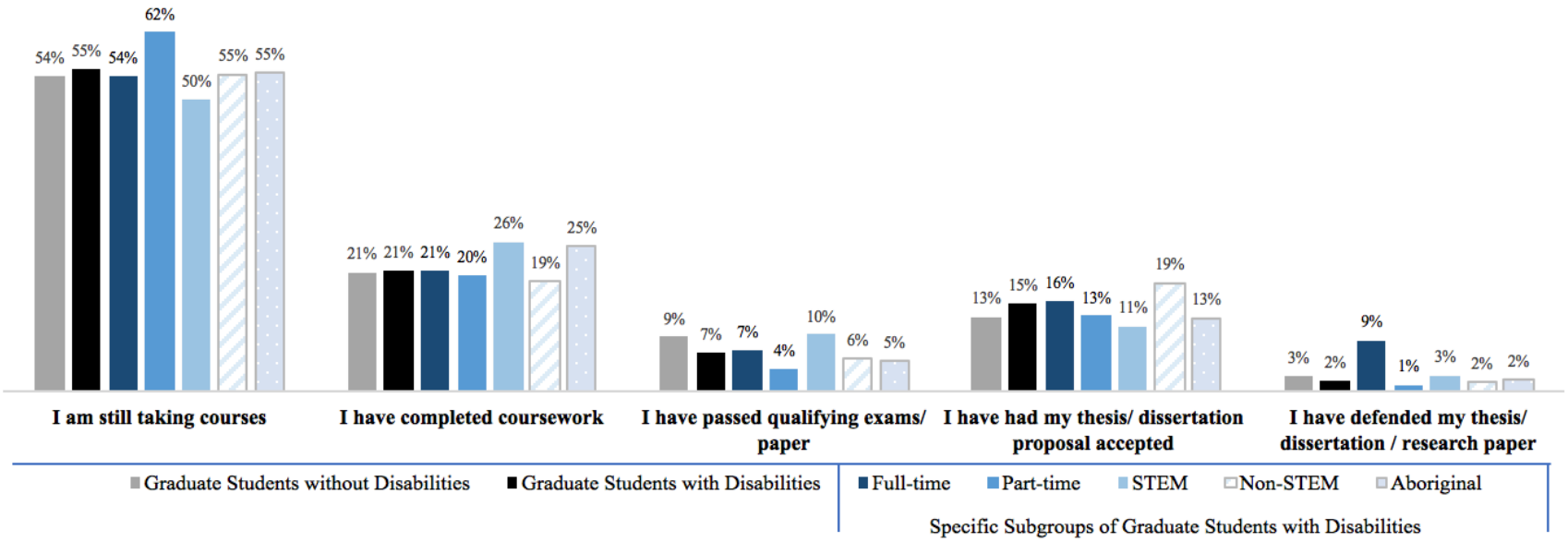


- This graph allows for comparison across the graduate students with and without disabilities samples as well as within the specific subgroups of graduate students with disabilities.

Table 16. *Current Program Status*

	I am still taking courses	I have completed coursework	I have passed qualifying exams/ paper	I have had my thesis/ dissertation proposal accepted	I have defended my thesis/ dissertation / research paper
	% of Respondents				
Graduate Students without Disabilities (*n* = 42,882)	54.10	20.60	9.44	13.04	2.82
Graduate Students with Disabilities (*n* = 2,234)	55.34	20.78	6.67	15.23	1.98
Full-time (*n* = 1,961)	54.26	20.86	7.19	15.60	2.09
Part-time (*n* = 360)	61.67	20.00	3.89	13.06	1.39
STEM (*n* = 701)	50.21	25.82	9.84	11.29	2.85
Non-STEM (*n* = 1,459)	54.56	19.05	5.83	18.78	1.78
Aboriginal (*n* = 188)	54.79	25.00	5.32	12.77	2.13

- Most students in both the graduate students with and without disabilities samples were still taking courses (54% of those and 55% of those with disabilities). For both groups, 21% of the respondents had completed their coursework but had not yet passed their qualifying exams/paper.

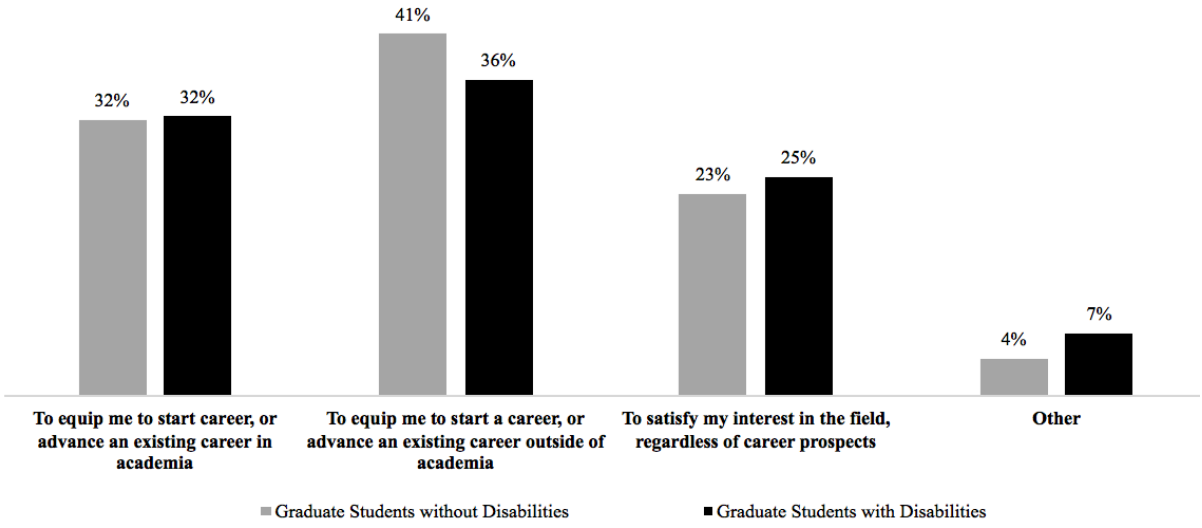


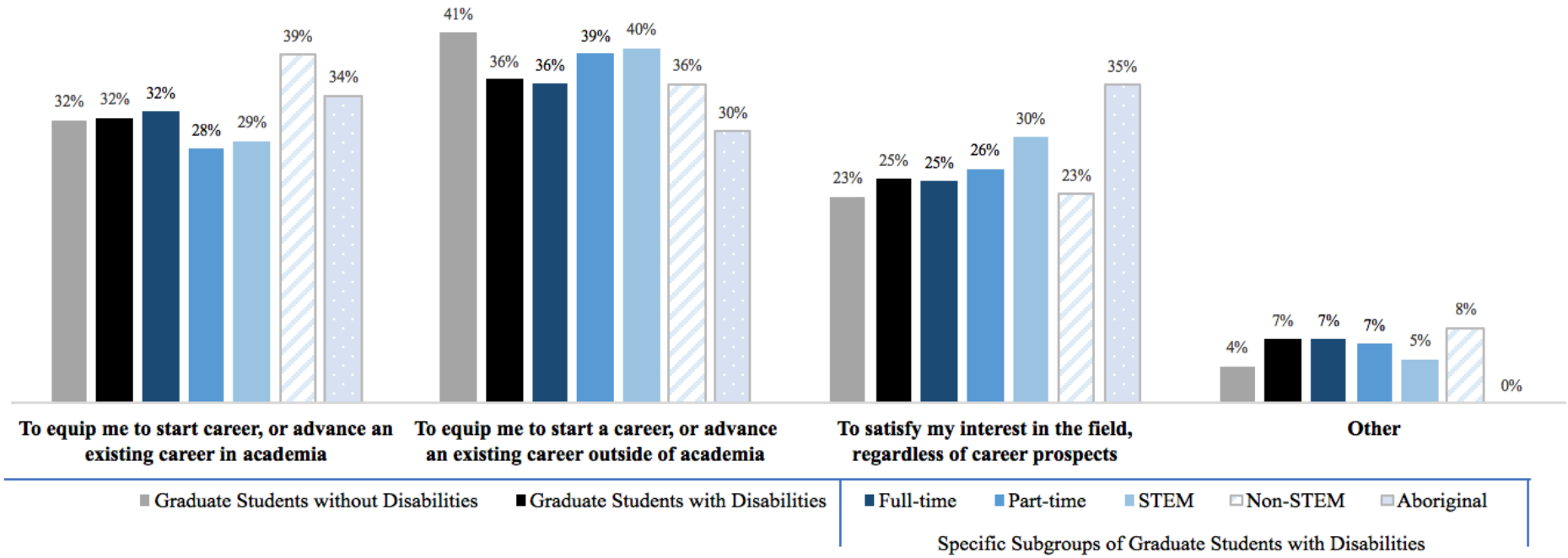
- Even though there were few differences between students with and without disabilities, looking within the graduate students with disabilities subgroup shows some slight differences for several groups.
    - For 'I am still taking courses,' the highest percentage of respondents for this response option was part-time students (62%). This makes sense considering more part-time students are enrolled in strictly course-based programs, as noted earlier.
    - When looking at the 'I have completed coursework' response option, slightly more STEM (26%) and Aboriginal (25%) students responded in this way in comparison to the other groups.
        - For the Aboriginal student sample, given few participants in this sample responded with the remaining response options (passed qualifying, thesis proposal accepted, defended thesis) it would appear that students in this sample were typically post-coursework but had not yet completed the independent research components of their program.
        - For the STEM sample, more respondents in this group indicated they had completed coursework and that they had passed qualifying exams, in comparison to the other subgroups. This means more STEM students were at the thesis stage than other subgroups, which is noteworthy considering when we examined year of study, STEM students were not necessarily in later years.

Table 17. *Reason for Enrolling in Current Program*

	To equip me to start career, or advance an existing career in academia	To equip me to start a career, or advance an existing career outside of academia	To satisfy my interest in the field, regardless of career prospects	Other
	% of Respondents			
Graduate Students without Disabilities (*n* = 42,894)	31.56	41.23	23.05	4.23
Graduate Students with Disabilities (*n* = 2,326)	31.86	36.03	24.98	7.14
Full-time (*n* = 1,963)	32.45	35.56	24.76	7.23
Part-time (*n* = 360)	28.33	38.89	26.11	6.67
STEM (*n* = 702)	29.24	39.58	29.63	4.99
Non-STEM (*n* = 1,460)	38.89	35.60	23.36	8.42
Aboriginal (*n* = 175)	34.29	30.29	35.43	0.00

- For students with and without disabilities, the most common reason for enrolling in the current program was: 'to equip me to start a career, or advance an existing career outside of academia'; 41% of students without disabilities and 36% of students with disabilities recorded this response. The second most common response for both groups was: 'to equip me to start a career, or advance an existing career in academia'; 32% of respondents in both groups recorded this response option.





- This graph allows for comparison across the initial students with and without disabilities groups, as well as within the specific subgroups of students with disabilities.
- The most common response option across the specific subgroups varied from group to group:
    - 'Start a career or advance existing career in academia' was the most common for non-STEM students (39%)
    - 'Start a career or advance existing career outside of academia' was the most common for full-time students (36%), part-time students (39%), and STEM students (40%)
    - 'To satisfy my interest in the field, regardless of career prospects' was the most common response for students who self-identified as Aboriginal (35%).

- **'To equip me to start a career, or advance an existing career in academia' response option:** Even though the same percentages of students with and without disabilities selected this option, if we look at the students with disabilities specifically then we can see differences amongst the subgroups. Specifically, more students in non-STEM programs (39%) responded in this way in comparison to the other subgroups. Additionally, the fewest number of respondents for this response option was with the part-time students (28%).

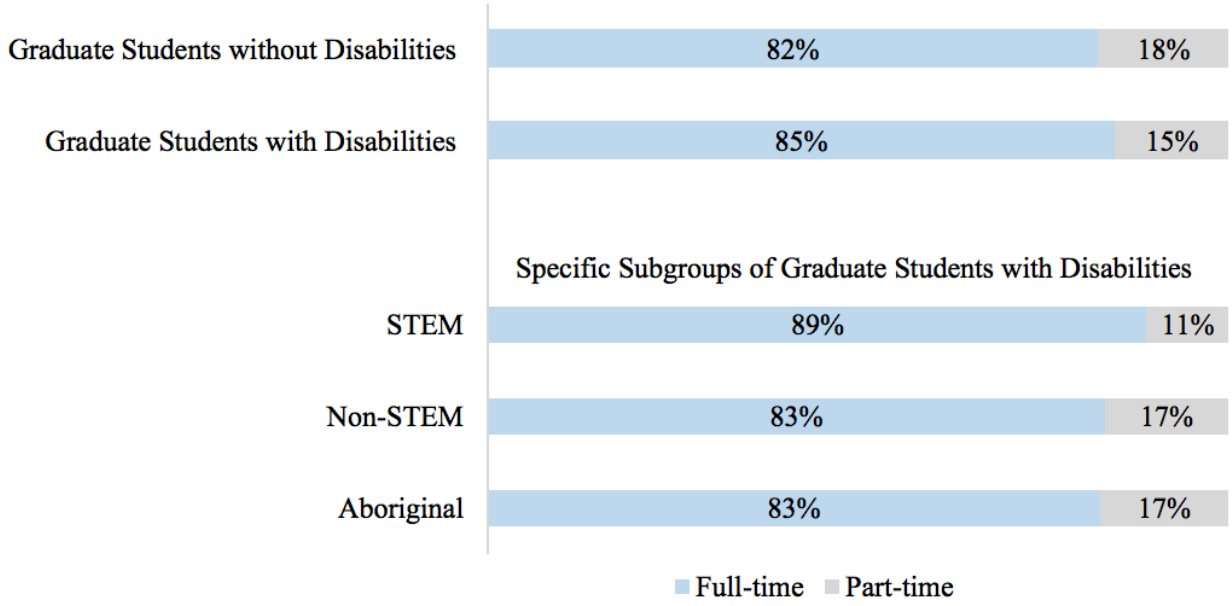
- **‘To equip me to start a career, or advance an existing career outside of academia’** response option: In addition to the 5% difference between students with (36%) and without disabilities (41%), some slight differences also exist between the subgroups. Part-time (39%) and STEM (40%) groups had the greatest number of respondents for this option. At the same time, only 30% of Aboriginal students selected this response option.

- **‘To satisfy my interest in the field, regardless of career prospects’** response option: Even though there was only a 2% difference between students with and without disabilities, there is one very noticeable difference across the subgroups. Specifically, 35% of the Aboriginal students’ group responded in this way, which is drastically higher than the 23% of non-STEM students, for example.

Table 18. *Academic Load*

	Full-time		Part-time	
	n	%	*n*	%
Graduate Students without Disabilities	35,304	82.26	7,611	17.74
Graduate Students with Disabilities	1,964	84.51	360	15.49
Full-time	1,964	100.00	0	0.00
Part-time	0	0.00	360	100.00
STEM	624	88.89	78	11.11
Non-STEM	1,213	83.20	245	16.80
Aboriginal	156	82.54	33	17.46

- Most students in the students with and without disabilities groups were enrolled full-time, with 82% of students without and 85% of students with disabilities indicating this.

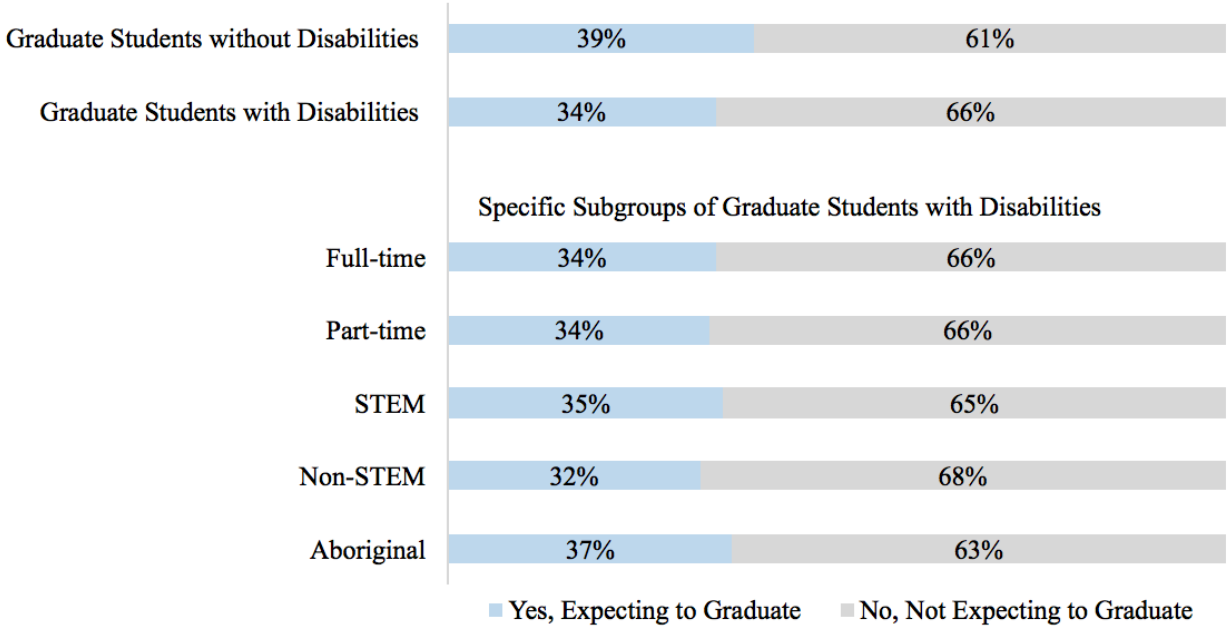


- When looking at the STEM, non-STEM, and Aboriginal subgroups, it is the STEM group (89% full-time) that would account for the difference between the students with and without disabilities that suggests more students with disabilities are full-time.

Table 19. *Expect to Graduate in Next Year*

	Yes		No	
	n	%	*n*	%
Graduate Students without Disabilities	16,866	39.32	26,029	60.68
Graduate Students with Disabilities	797	34.29	1,527	65.71
Full-time	675	34.42	1,286	65.58
Part-time	121	33.61	239	66.39
STEM	248	35.38	453	64.62
Non-STEM	471	32.36	989	67.74
Aboriginal	69	36.51	120	63.49

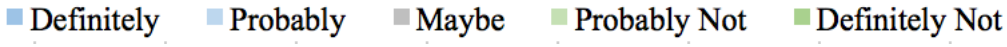
- Students without disabilities were slightly more likely to respond that they were expecting to graduate this year (39%), in comparison to students with disabilities (34%).

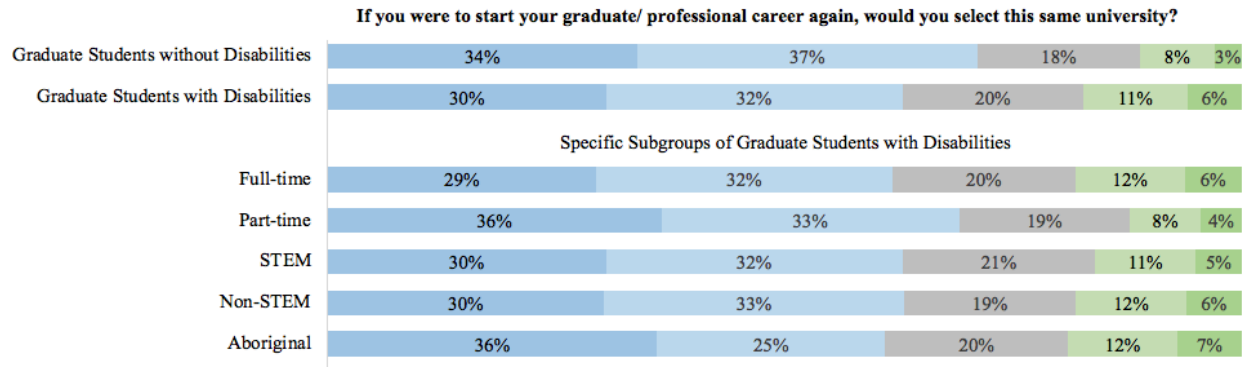


- When looking at the specific subgroups of students with disabilities, only slight differences between the groups can be observed. The greatest difference in terms of expecting to graduate was between Aboriginal and non-STEM students, where 37% of those who self-identified as Aboriginal and 32% of non-STEM students indicated they would graduate.

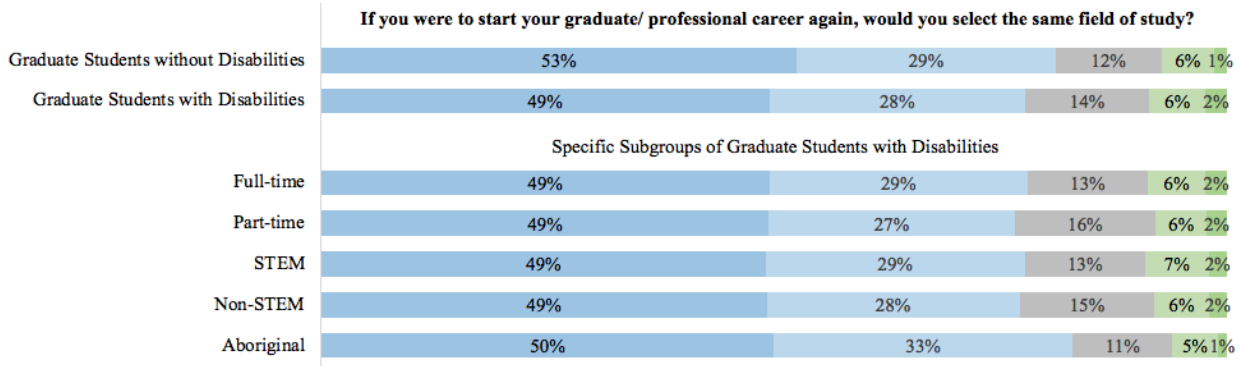
SECTION 4- GENERAL SATISFACTION

Discussion for each of the graphs in this section is located below the individual graphs. The legend for these graphs is the following:



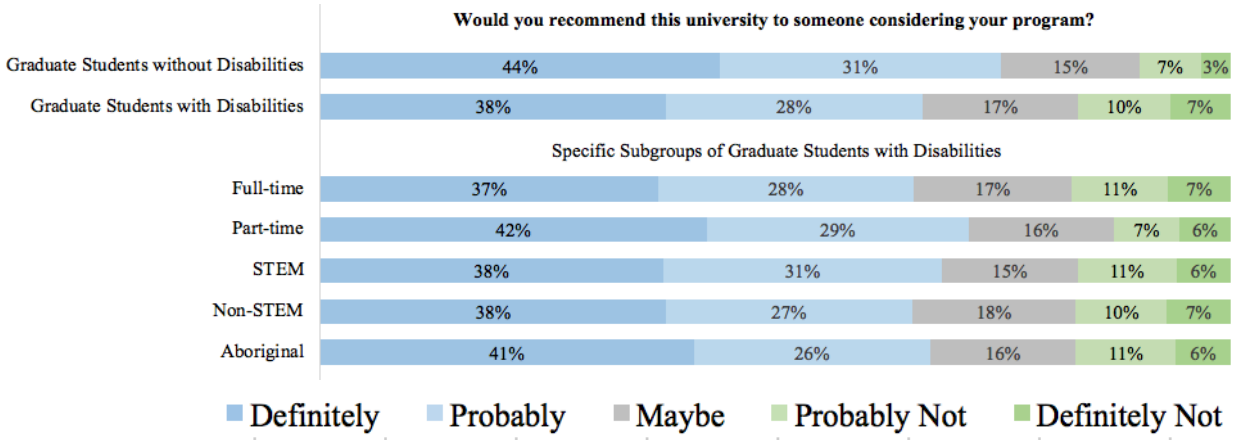


- 71% of students without disabilities and 63% of student with disabilities said they would either ‘Definitely’ or ‘Probably’ select the same university if they started their graduate/professional career again.
- More part-time students said they would ‘definitely’ or ‘probably’ select the same university (69%) in comparison to the other subgroups.
- The smallest percentage of students indicating they would select the same university was amongst the Aboriginal subgroup, where 61% responded in this way.
- Overall, all of the subgroups of students with disabilities had lower responses for ‘definitely’ or ‘probably’ select the same university in comparison to the group of students without disabilities.



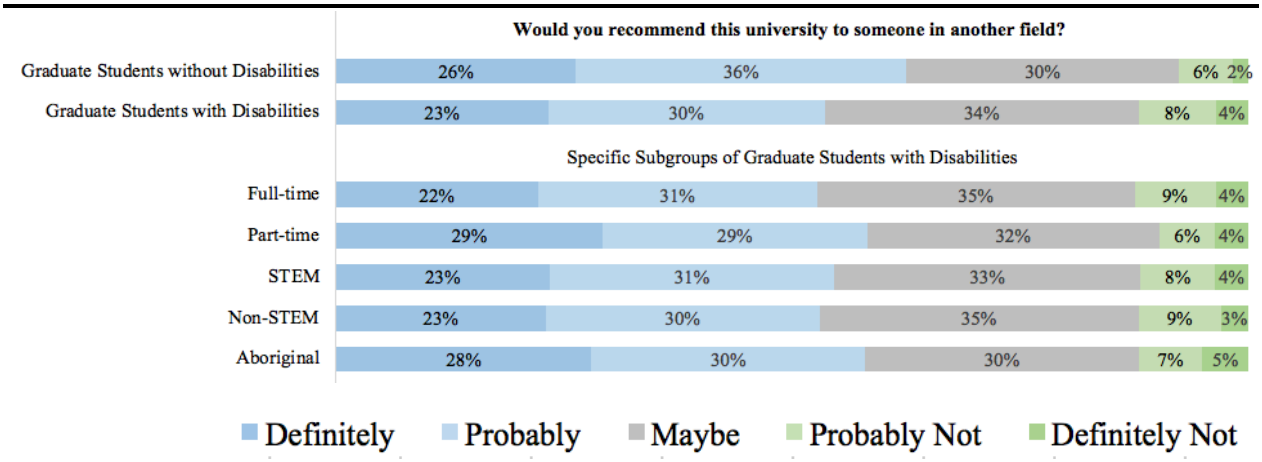
- 82% of students without disabilities and 77% of students with disabilities said they would ‘Definitely’ or ‘Probably’ select the same field of study if they started their graduate/professional career again.

- Across the subgroups of students with disabilities, the rates of responses for the 'definitely' response option were nearly identical (49%). Yet, all were lower than the 53% of the graduate students without disabilities indicating a slight difference between the groups.
- Though there is only a 1% difference on the 'probably' response option between students without and with disabilities, greater differences exist amongst the specific subgroups of students with disabilities. Specifically, while 33% of Aboriginal students responded with 'probably,' only 27% of part-time students responded in the same way, a difference of 6%.
    - This is interesting given the previous discussion regarding reasons for enrollment, and the most common reason for Aboriginal students was their interest in the field. With this group, 83% of students indicated they would 'definitely' or 'probably' select same field of study.



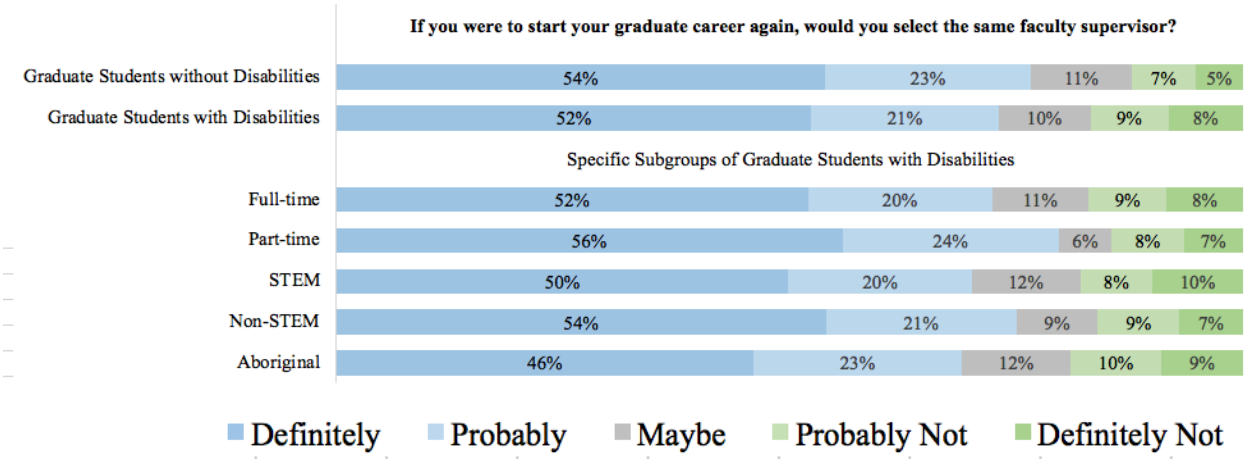
- 74% of students without disabilities and 66% of students with disabilities said they would either 'Definitely or 'Probably' recommend the university to someone considering their program.

- More part-time (42%) and Aboriginal students (41%) responded with 'definitely' than the other subgroups, but this was still not the equivalent to the 44% of students without disabilities that responded in this way.
- With a combined 'definitely' and 'probably' response percentage of 71%, more part-time students indicated they would recommend the university to someone considering their program in comparison to other student with disabilities subgroups. However, this is still lower than the 74% of students without disabilities.
- In general, fewer students with disabilities would recommend the university to someone considering their program, regardless of which subgroups they are part of.



- 62% of students without disabilities and 53% of students with disabilities responded that they would 'Definitely' or 'Probably' recommend the university to someone in another field. This is a fairly large difference.
- One aspect of this graph that makes this question stand out from the others in this section is the percentages for the 'maybe' response option across students with and without disabilities, as well as within the specific subgroups. With percentages at 30% or above, the rates of responses for 'maybe' are much higher than the responses of 'maybe' for each of the other questions in this section. What is unclear, however, is what factors might push a student to recommend the university to someone in another field or not.

- When looking at the specific subgroups of students with disabilities, a few differences stand out:
    - The two subgroups with the highest percentages for 'definitely' or 'probably' recommending the university to someone in another field were part-time students (58%) and Aboriginal students (58%). Even though these were the highest percentages across the subgroups, it is still lower than the 62% of students without disabilities who responded that they would recommend the university to someone in another field.
    - The two subgroups with the lowest percentages for 'definitely' or 'probably' recommending the university to someone in another field were full-time students (53%) and non-STEM students (53%).

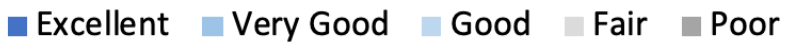


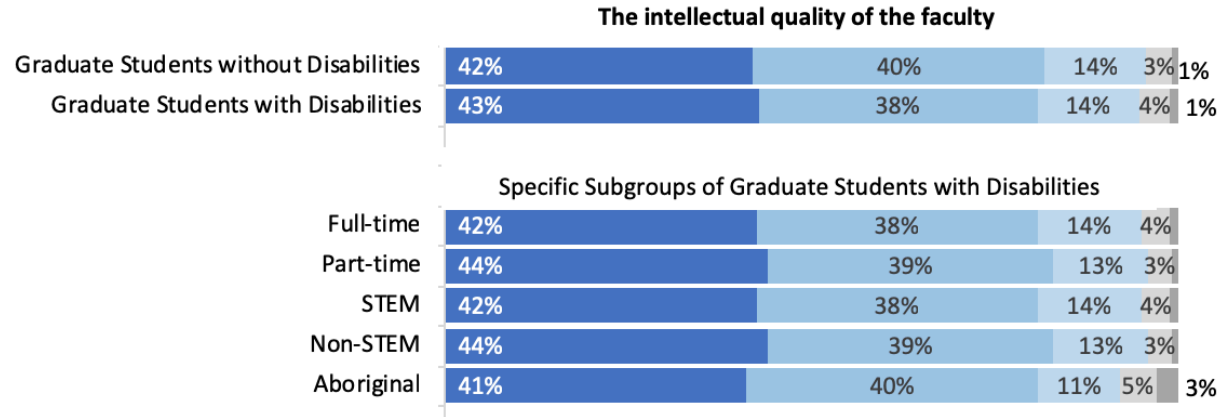
- 77% of students without disabilities and 73% of students with disabilities responded that they would 'Definitely' or 'Probably' select the same faculty supervisor if they started their graduate career again.

- Part-time students appear to be the most content with their faculty supervisors, as this was the highest percentage of students who responded with 'definitely' or 'probably' (80%). This is higher than the 77% of students without disabilities who responded in this way.
- The two subgroups that appear to be impacting the percentages for the overall graduate students with disabilities group are the STEM students and Aboriginal students. For the STEM students, only 70% responded that they would 'definitely' or probably' select the same supervisor. Meanwhile, 69% of Aboriginal students responded in this way. These values are both much lower than the 77% of students without disabilities that responded to the question with 'definitely' or 'probably.'

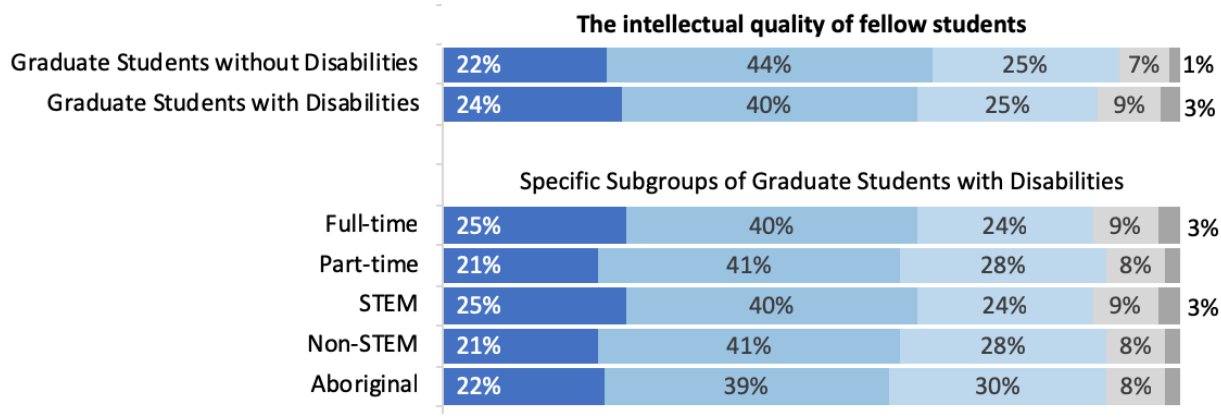
SECTION 5- SATISFACTION WITH PROGRAM, QUALITY OF INTERACTIONS, AND COURSEWORK

Discussion for each of the graphs in this section is located below the individual graphs. The legend for these graphs is the following:

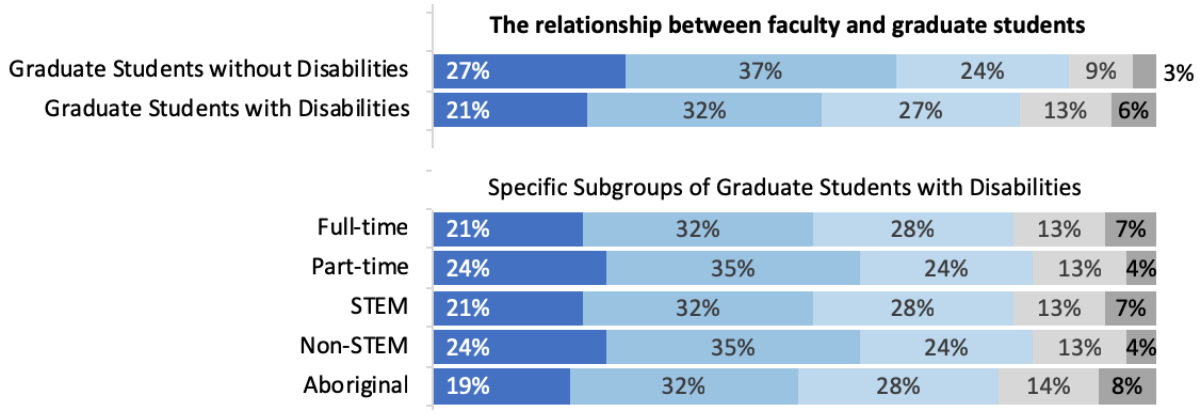




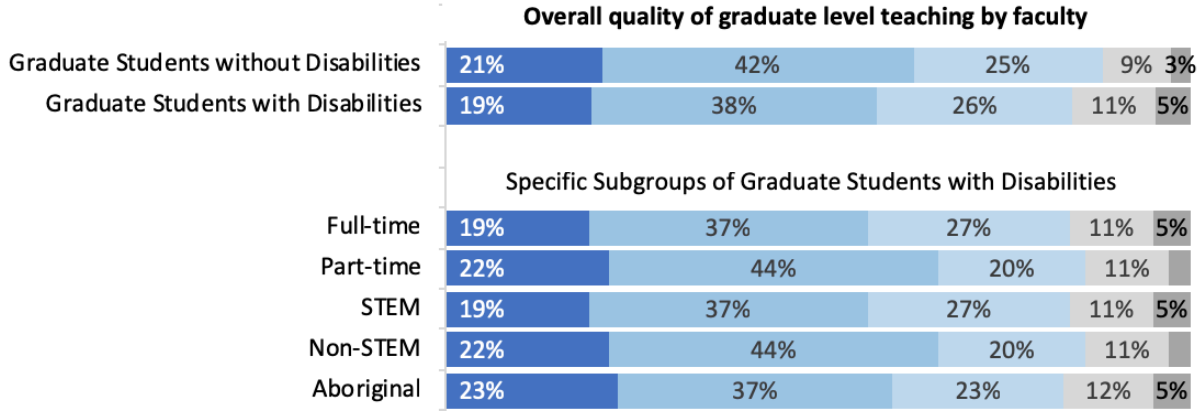
- Similar responses when comparing graduate students with and without disabilities. Overall, item is rated very favourably by both groups
- Slight differences between the subgroups:
    - Part-time and non-STEM students rated slightly more favourably in comparison to the other subgroups



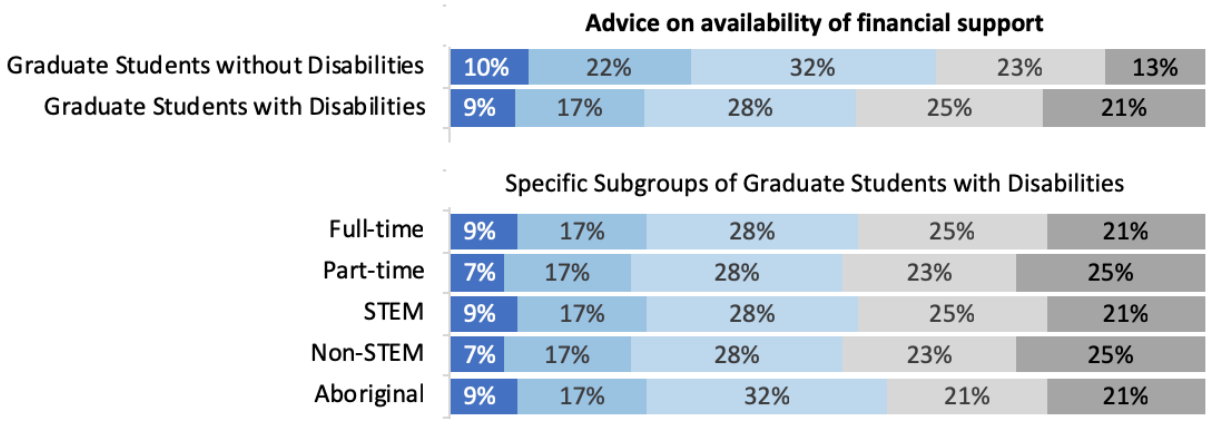
- Similar responses when comparing graduate students with and without disabilities. Overall, item is rated very favourably by both groups
- Slight differences between the subgroups:
    - Based on responses of "Excellent" full-time students and STEM students rated this item slightly more favourably



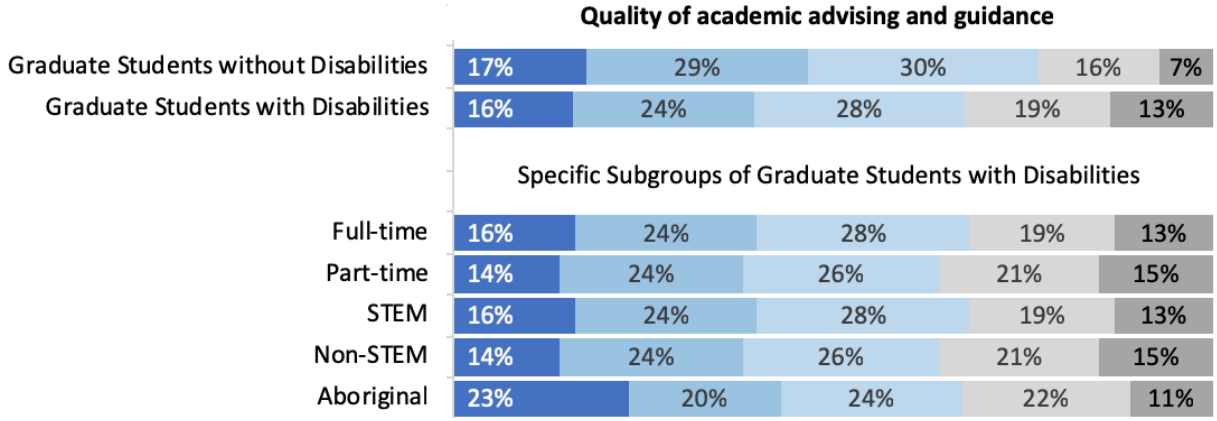
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (88%) in comparison to students with disabilities (80%).
- Fair similar responses across the subgroups



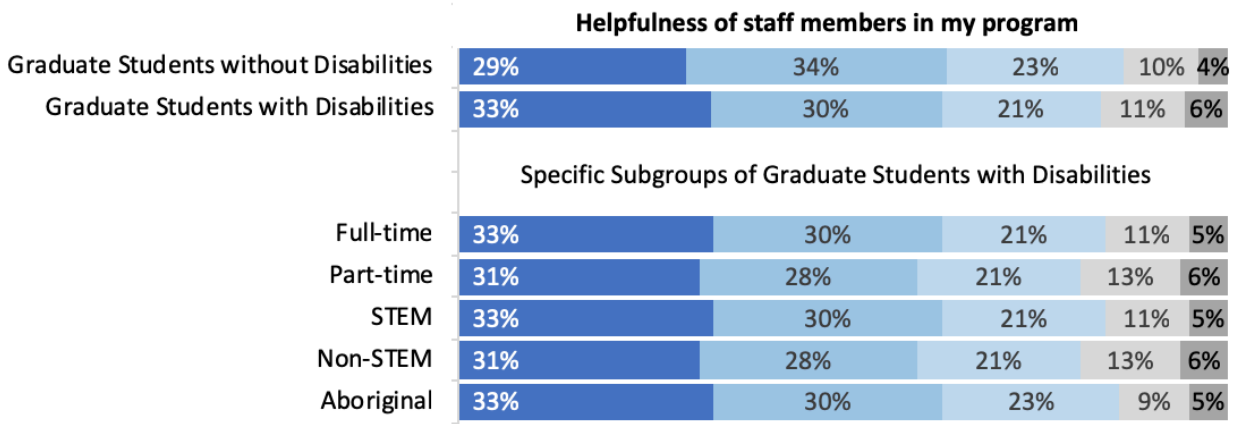
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (88%) in comparison to students with disabilities (83%).
- Slight differences between the subgroups
    - Part-time and non-STEM students rated the item slightly more favourably based on responses of Excellent/Very Good/ Good
    - Looking only at Good responses, 7% more part-time and non-stem students rated the item 'Very Good' in comparison to the other subgroups, while these groups had more students in the 'Good' rating



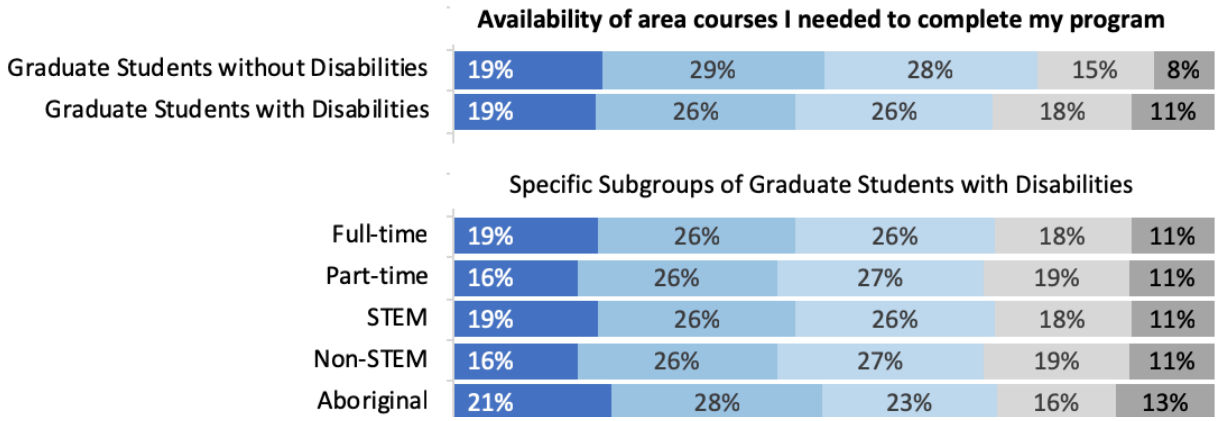
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (64%) in comparison to students with disabilities (54%).
- Part-time and non-STEM students rated the item least favourably (48% for responses of Fair/Poor) in comparison to the other subgroups



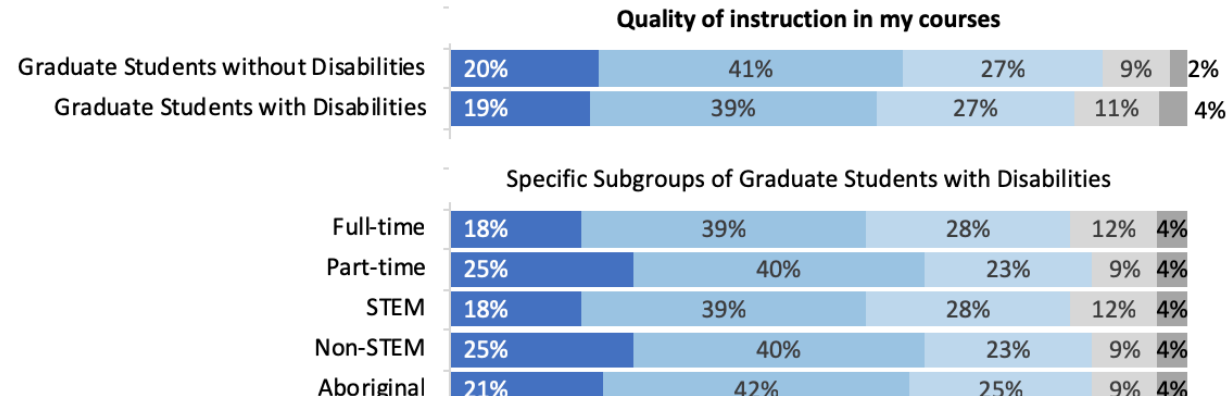
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (76%) in comparison to students with disabilities (68%).
- Differences between the subgroups:
    - More Aboriginal students responded with ‘Excellent’ in comparison to the other subgroups, but fewer responded with Very Good and Good
    - 4% difference between the Full Time / STEM groups and the Part-time / Non-STEM groups based on responses of Excellent/Very Good/Good



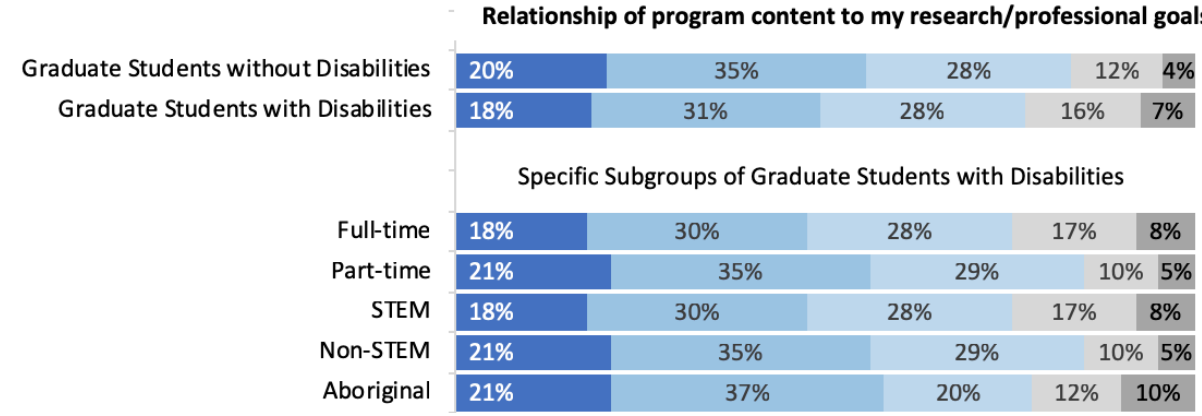
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (86%) in comparison to students with disabilities (84%).
- Differences between the subgroups:
    - Part-time and Non-STEM students rated the item slightly less favourably (19% for responses of Fair/ Poor) than the other subgroups



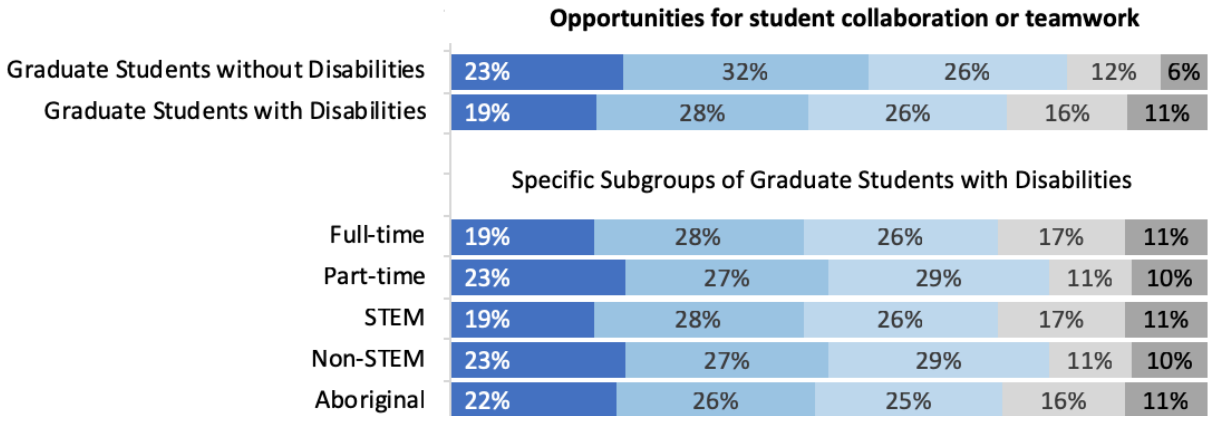
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (76%) in comparison to students with disabilities (71%).
- Similar responses across the subgroups



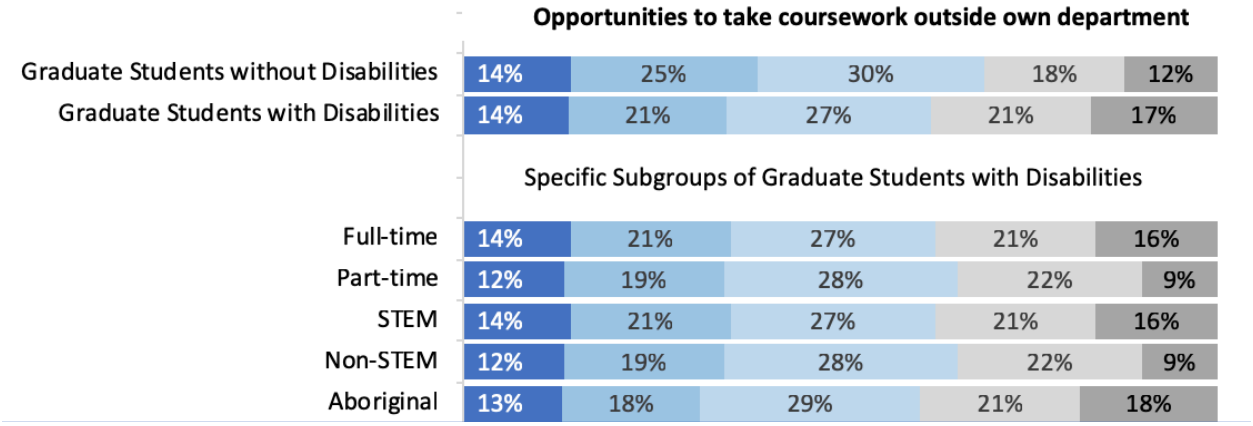
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (86%) in comparison to students with disabilities (84%).
- Differences between the subgroups:
    - Based on responses of Excellent, part-time and non-STEM students rated the item most favourably, with 25% responding in this way
    - With combined responses of Excellent/Very Good/Good, 88% of Part-time, Non-STEM and Aboriginal students responded this way



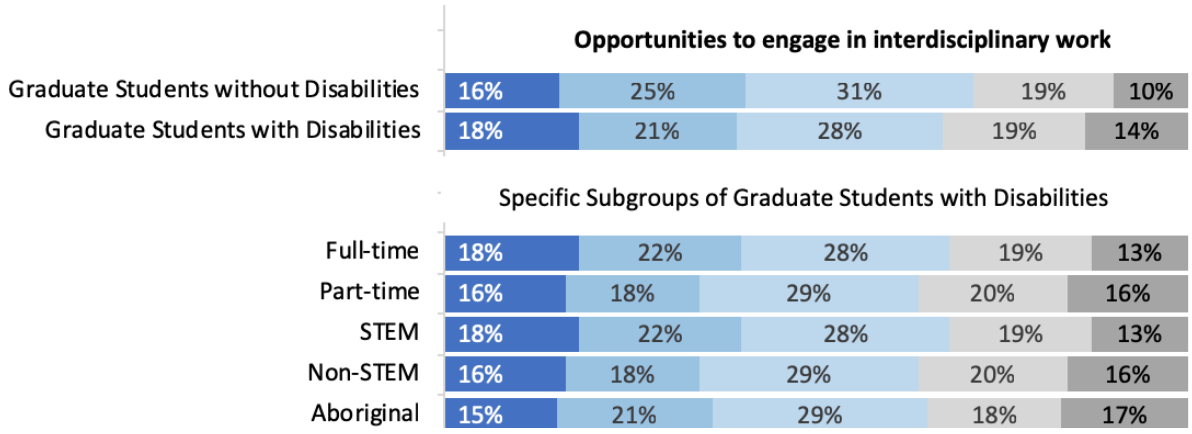
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (86%) in comparison to students with disabilities (84%).
- Differences between the subgroups:
    - Large difference between Full-time/Part-time students and STEM/Non-STEM students.
    - Part-time and Non-STEM students rated the item most favourably 85% Excellent/Very Good/Good



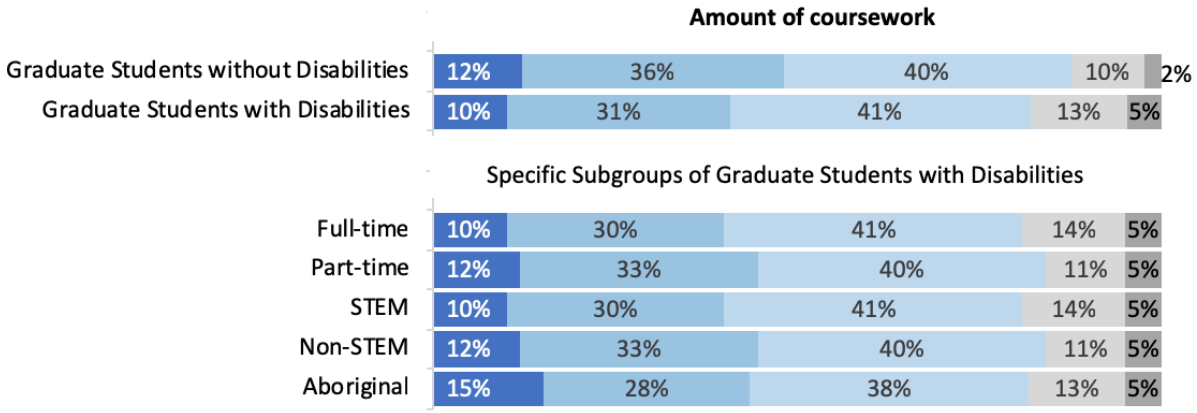
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (86%) in comparison to students with disabilities (84%).
- Differences between the subgroups:
    - Part-time and non-STEM students rated slightly more favourably based on Excellent/Very Good/Good (79%)



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (86%) in comparison to students with disabilities (84%).
- Differences between the subgroups:
    - Part-time and non-STEM students rated slightly more favourably based on Excellent/Very Good/Good (59%)



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (86%) in comparison to students with disabilities (84%).
- Differences between the subgroups:
    - Full-time and STEM students rated slightly more favourably based on Excellent/Very Good/Good (68%)

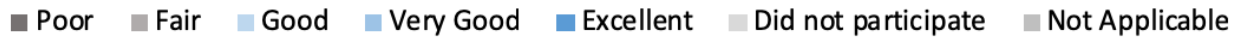


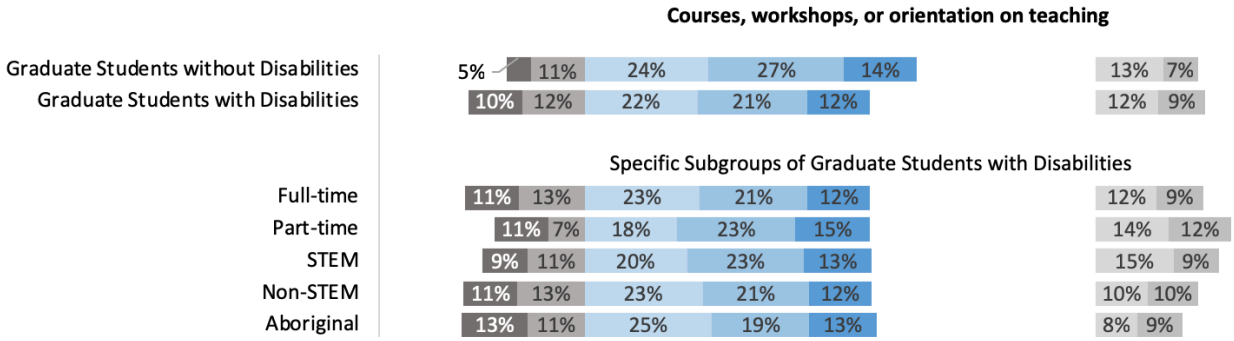
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (86%) in comparison to students with disabilities (84%).
- Differences between the subgroups:
    - Part-time and non-STEM students rated slightly more favourably based on Excellent/Very Good/Good (85%)

SECTION 6- PROFESSIONAL SKILLS DEVELOPMENT

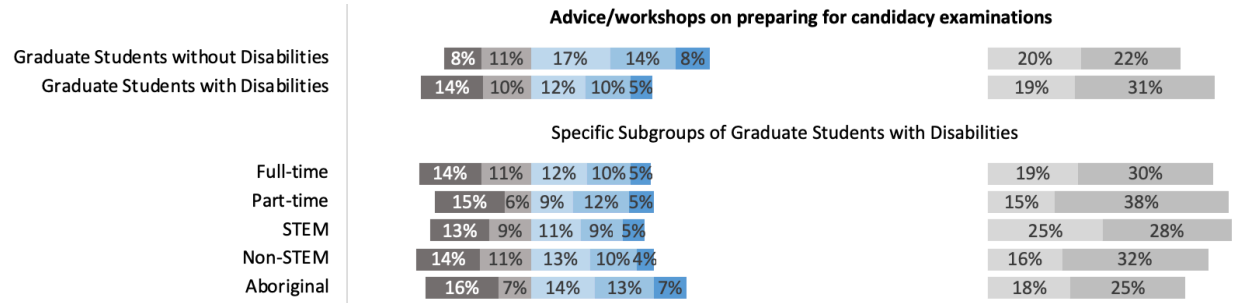
Participants' Responses: How would you rate the quality of the support and training you received in these areas? (Long and Medium Streams only)

Discussion for each of the graphs in this section is located below the individual graphs. The legend for these graphs is the following:

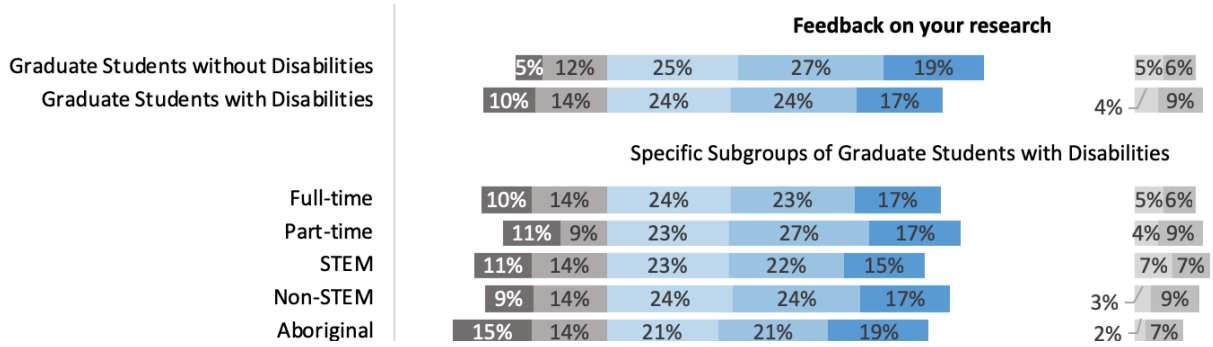




- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (65%) in comparison to students with disabilities (55%).
- Differences between the subgroups:
  - More part-time students responded with 'Did not participate' and 'Not applicable' in comparison to the other groups
  - Based on responses of Excellent/Very Good/Good, participants in the subgroups responded in similar ways



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (39%) in comparison to students with disabilities (27%).
- Differences between the subgroups:
  - More Aboriginal students responded with Excellent/Very Good/Good (34%) in comparison to the other subgroups.
  - More part-time and STEM students responded with 'Did not participate' and 'Not applicable' in comparison to the other subgroups



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (71%) in comparison to students with disabilities (65%).
- Differences between the subgroups:
    - Part-time students (67%) rated the item more favourably than the other subgroups

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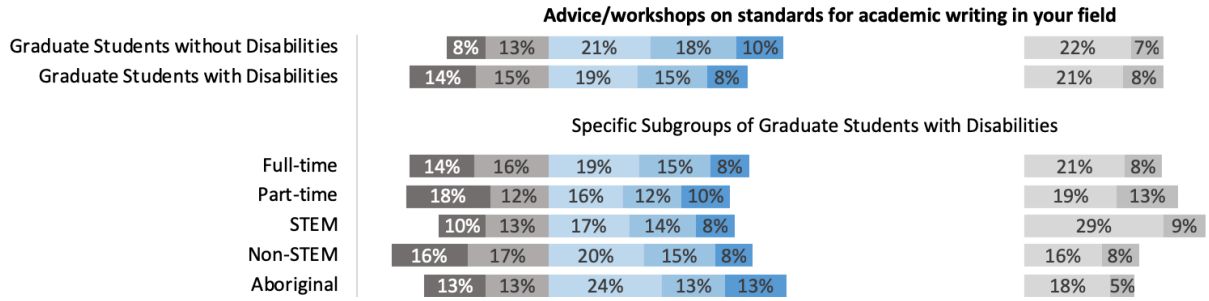

- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (49%) in comparison to students with disabilities (42%).
- Differences between the subgroups:
    - Non-STEM students rated the item the least favourably, with 33% of respondents in this group rating it as Poor/Fair
    - 29% of STEM students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups
    - Aboriginal students rated the item most favourably with 50% responding with Excellent/Very Good/Good

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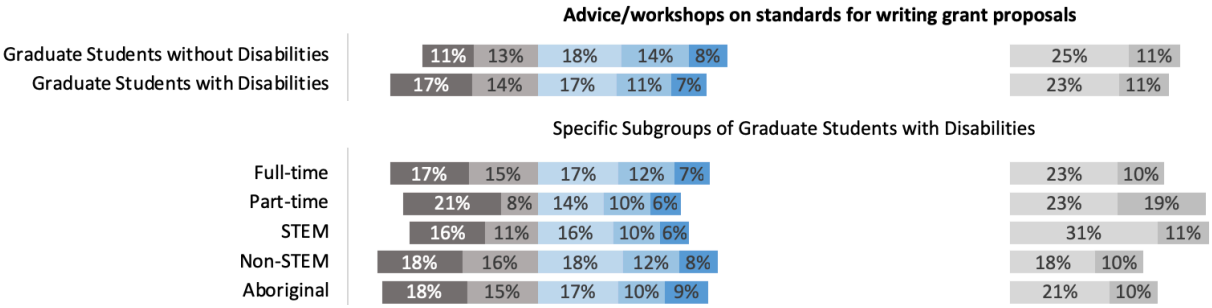
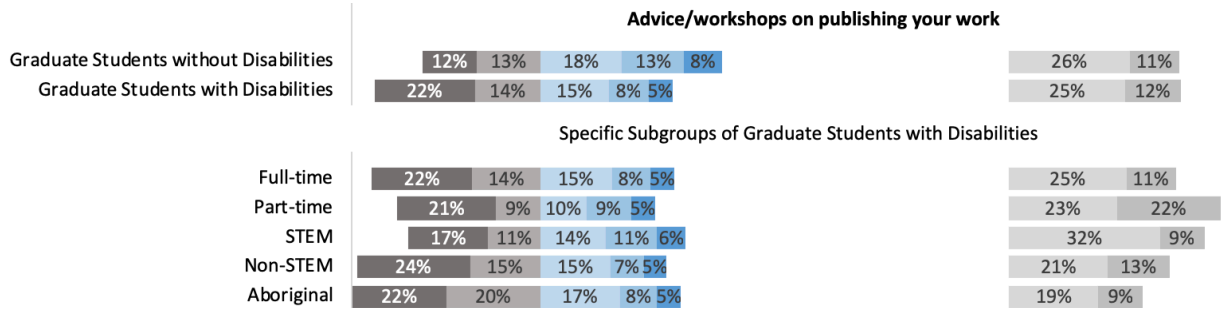
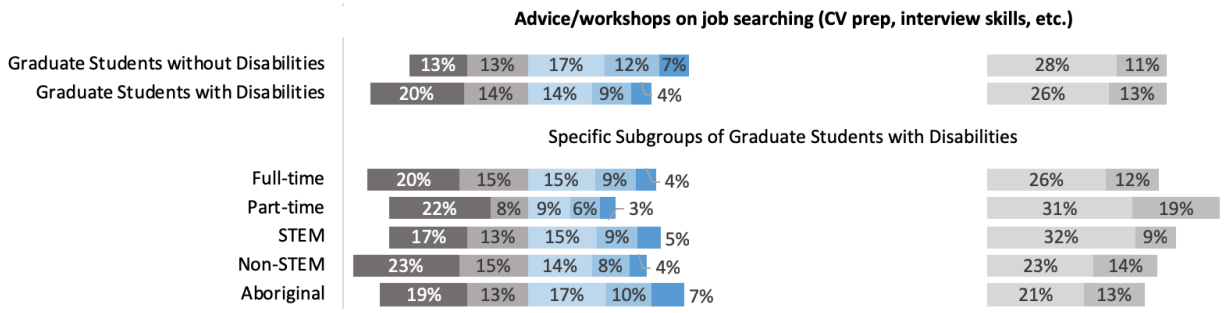


- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (40%) in comparison to students with disabilities (35%).

- Differences between the subgroups:
  - 31% of STEM students responded with ‘Did not participate,’ the highest non-participation rate amongst the subgroups
  - 19% of part-time students responded with ‘Not applicable,’ the highest rate amongst the subgroups
  - Non-STEM students rated the item the most favourably with 38% of participants in this group responding with Excellent/Very Good/Good



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (39%) in comparison to students with disabilities (28%).
- Differences between the subgroups:
  - 32% of STEM students responded with ‘Did not participate,’ the highest non-participation rate amongst the subgroups
  - 22% of part-time students responded with ‘Not applicable,’ the highest rate amongst the subgroups
  - Aboriginal students rated the item the least favourably with 42% of participants responding with Poor/Fair

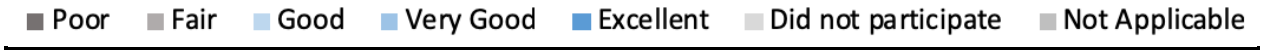


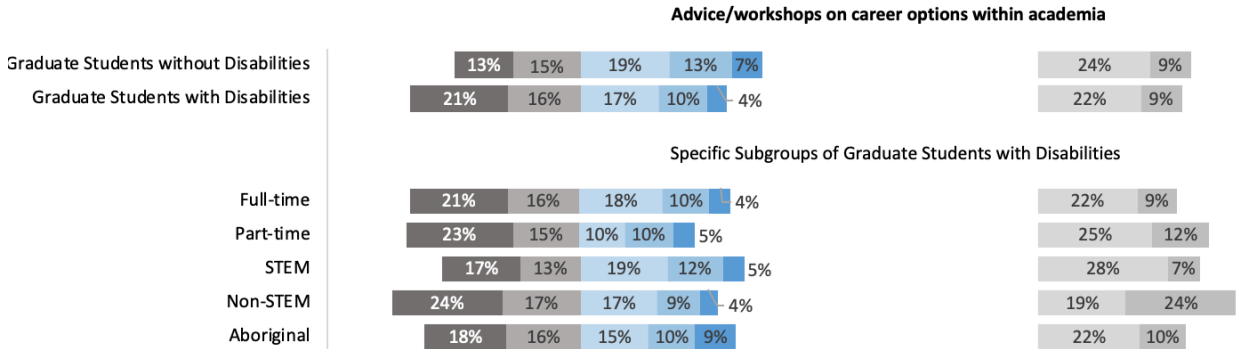
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (36%) in comparison to students with disabilities (27%).
- Differences between the subgroups:
  - 32% of STEM students responded with ‘Did not participate,’ the highest non-participation rate amongst the subgroups
  - 19% of part-time students responded with ‘Not applicable,’ the highest rate amongst the subgroups

- Non-STEM students rated the item the least favourably with 38% of participants responding with Poor/Fair

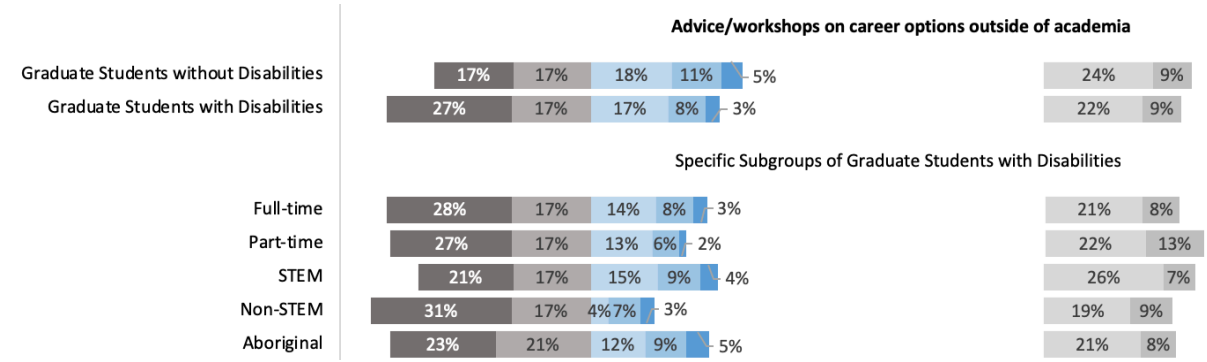
Participants' Responses: How would you rate the quality of the support and training you received in these areas? (Long and Medium Streams only)

Discussion for each of the graphs in this section is located below the individual graphs. The legend for these graphs is the following:



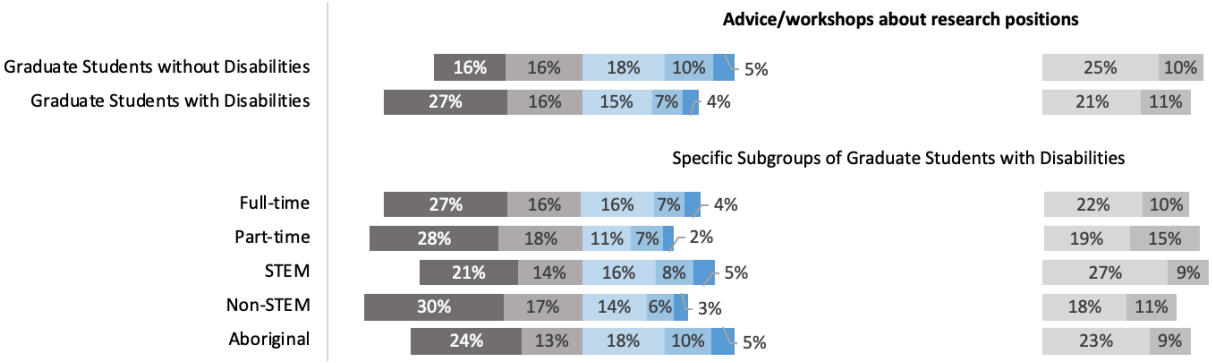


- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (39%) in comparison to students with disabilities (31%).
- Differences between the subgroups:
  - 28% of STEM students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups
  - 24% of Non-STEM students responded with 'Not applicable,' the highest rate amongst the subgroups
  - Non-STEM students rated the item the least favourably with 41% of students rating it with Fair/Poor

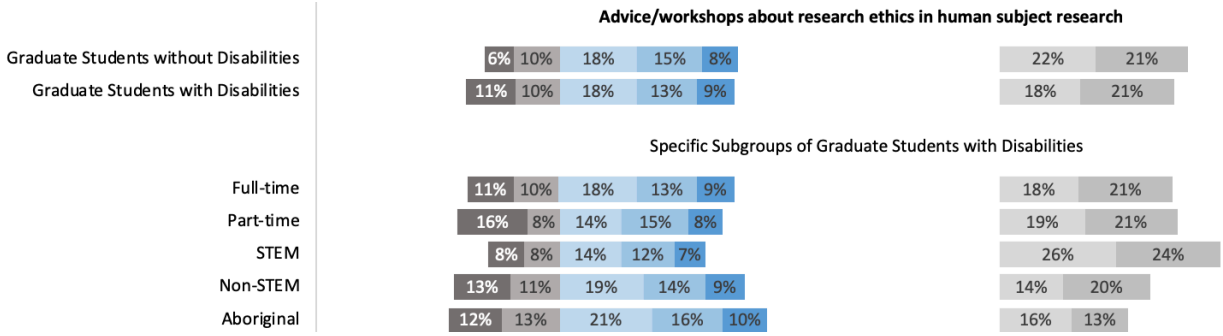


- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (34%) in comparison to students with disabilities (28%).
- Differences between the subgroups:
  - 26% of STEM students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups

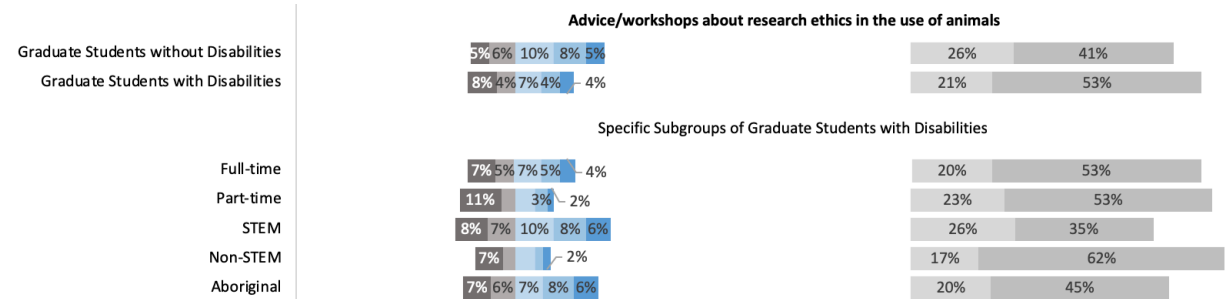
- 13% of Part-time students responded with 'Not applicable,' the highest rate amongst the subgroups
- Non-STEM students rated the item the least favourably with 48% of students rating it with Fair/Poor



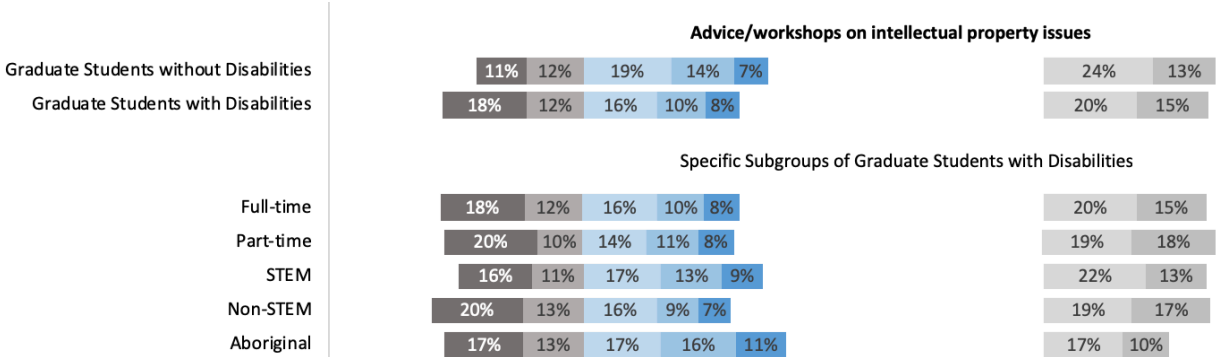
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (33%) in comparison to students with disabilities (26%).
- Differences between the subgroups:
  - 27% of STEM students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups
  - 15% of Part-time students responded with 'Not applicable,' the highest rate amongst the subgroups
  - Non-STEM students rated the item the least favourably with 47% of students rating it with Fair/Poor



- Based on responses of Excellent/Very Good/Good, graduate students with and without disabilities rated the item similar with 41% of students without and 40% of students with disabilities responding in this way
- Differences between the subgroups:
  - 26% of STEM students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups
  - 24% of STEM students responded with 'Not applicable,' the highest rate amongst the subgroups
  - Aboriginal students rated the item the most favourably with 47% of students rating the item as Excellent/Very Good/Good



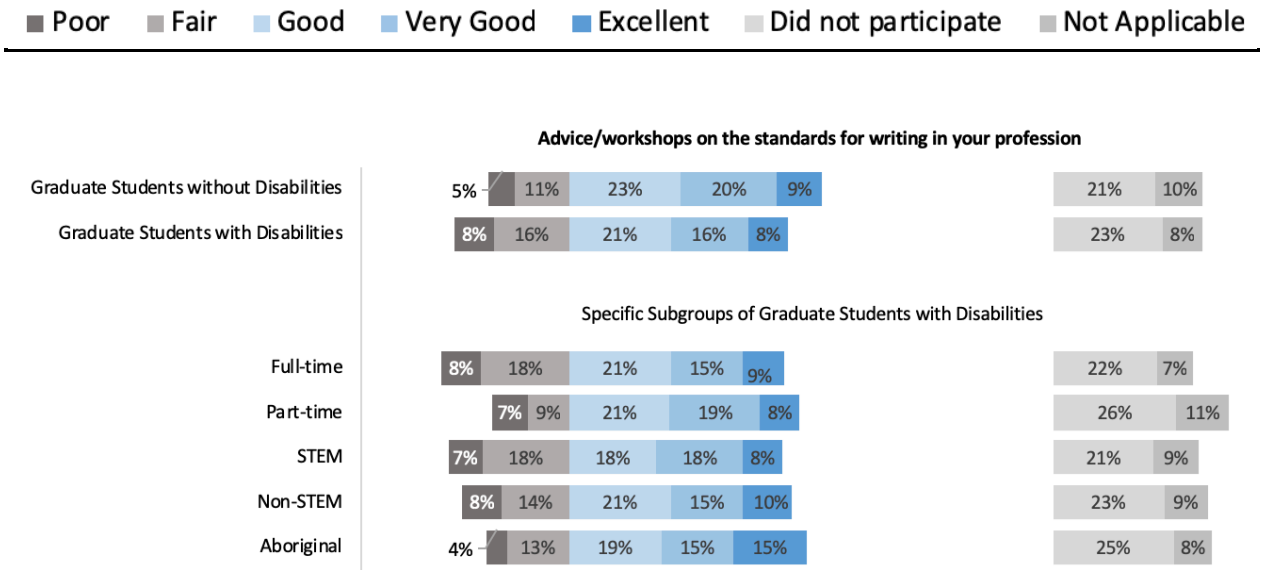
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (23%) in comparison to students with disabilities (15%).
- More graduate students with disabilities responded that they either 'Did not participate' or that the item was 'Not applicable' in comparison to students without disabilities
- Differences between the subgroups:
    - 26% of STEM students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups
    - 62% of Part-time students responded with 'Not applicable,' the highest rate amongst the subgroups
    - More STEM students (24%) rated the item with Excellent/Very Good/Good in comparison to the other groups



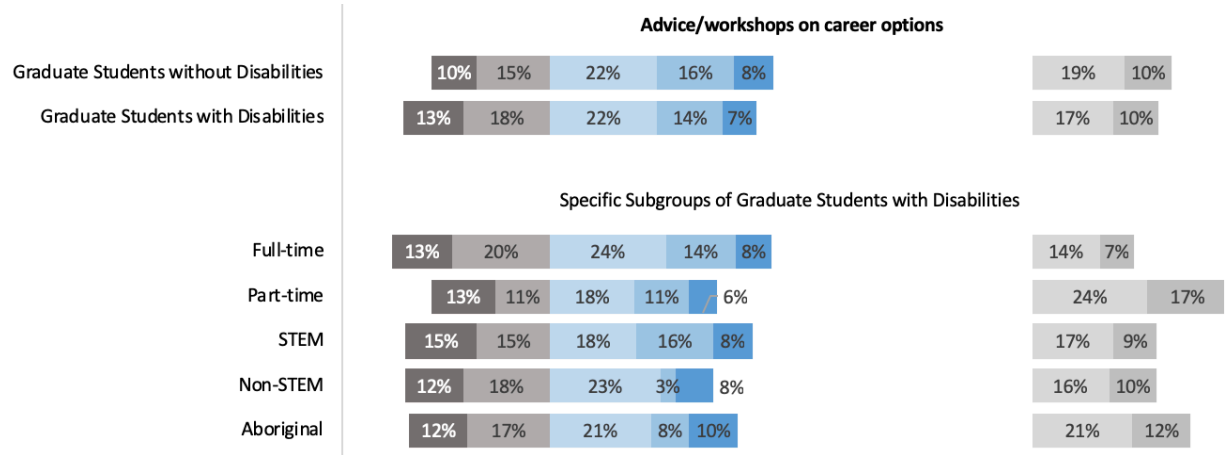
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (40%) in comparison to students with disabilities (34%).
- Differences between the subgroups:
    - 22% of STEM students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups. However, it was only slightly higher than the other groups, which ranged from 17-20%
    - 18% of Part-time students responded with 'Not applicable,' the highest rate amongst the subgroups.
    - Non-STEM students rated the item the least favourably with 33% of students rating it with Fair/Poor
    - Aboriginal students rated the item the most favourably with 44% of students rating it with Excellent/Very Good/Good

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

Discussion for each of the graphs in this section is located below the individual graphs. The legend for these graphs is the following:



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (52%) in comparison to students with disabilities (45%).
- Differences between the subgroups:
    - 26% of Part-time students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups. Percentages for other groups rated from 21%-25%.
    - 11% of Part-time students responded with 'Not applicable,' the highest rate amongst the subgroups. However, this is only slightly higher than the percentages for the other groups.
    - Full-time students rated the item least favourably with 26% of respondents rating it as Fair/Poor
    - Aboriginal students rated the item most favourably with 49% of respondents rating it as Excellent/Very Good/Good



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item slightly more favourably (46%) in comparison to students with disabilities (43%).
- Differences between the subgroups:
    - 24% of par-time students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups
    - 17% of part-time students responded with 'Not applicable,' the highest rate amongst the subgroups
    - Full-time students rated the item the least favourably with 33% of students rating it with Fair/Poor

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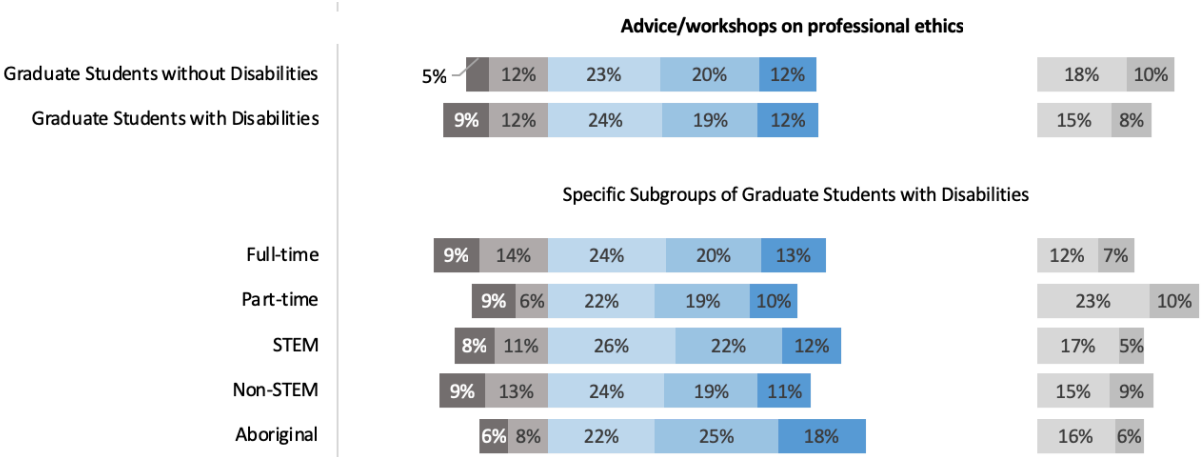
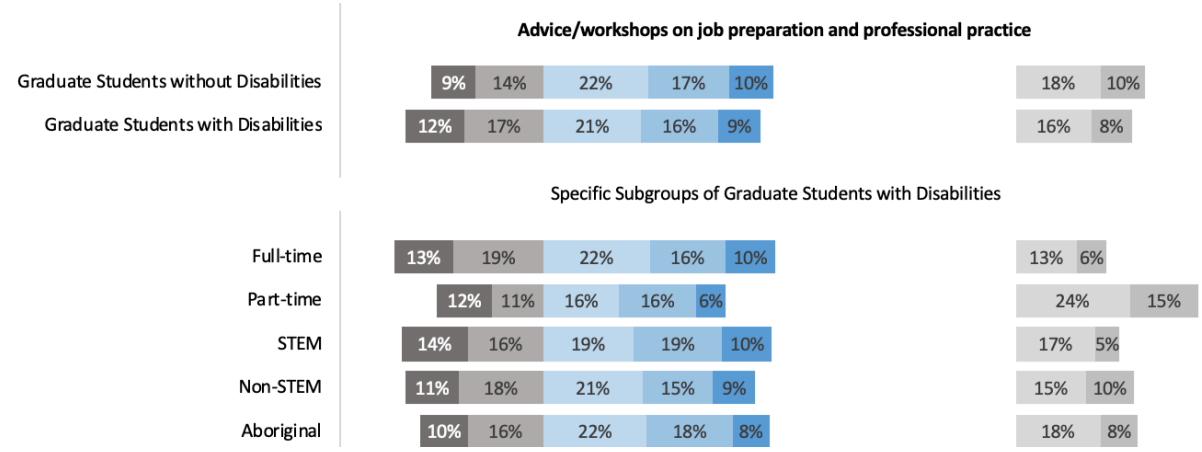
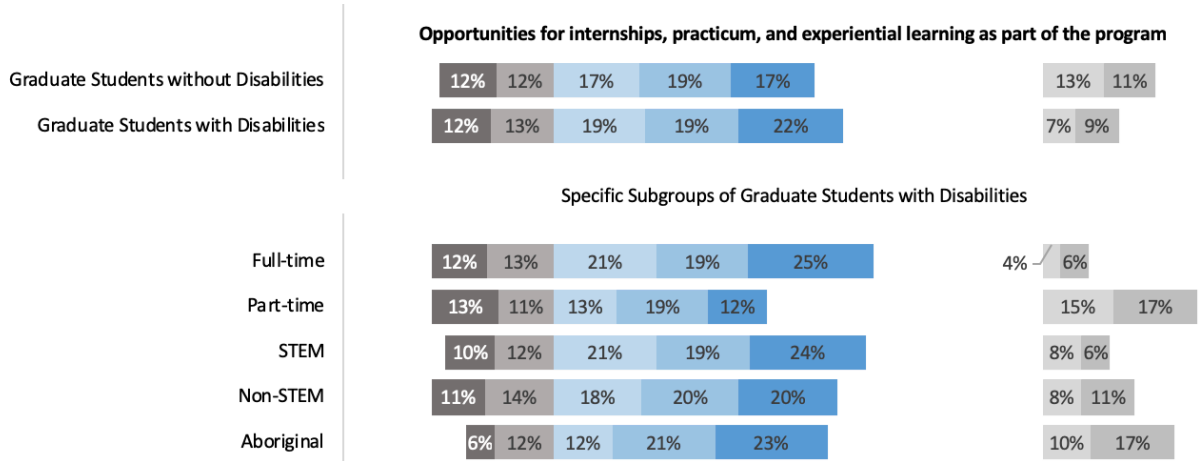


- Based on responses of Excellent/Very Good/Good, graduate students with and without disabilities rated the item similarly, with 55% of respondents from each group responding in this way
- Despite the similarities across the students with and without disabilities, there were some slight differences between the subgroups of students with disabilities:
    - 23% of part-time students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups
    - 10% of Part-time students responded with 'Not applicable,' the highest rate amongst the subgroups

- Full-time students rated the item the least favourably with 23% of students rating it with Fair/Poor
- Aboriginal students rated the item most favourably with 65% of students rating the item as Excellent/Very Good/Good

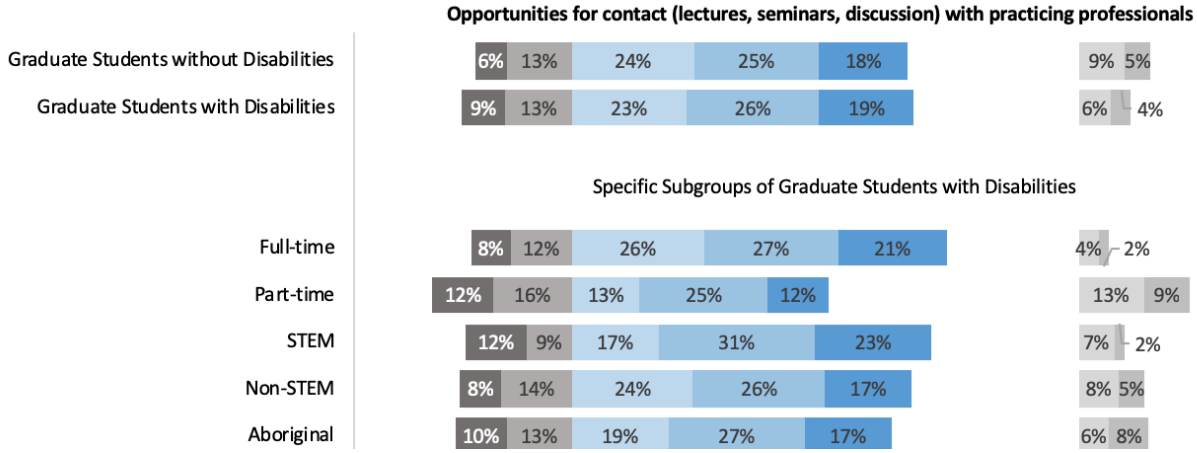


- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item slightly more favourably (49%) in comparison to students with disabilities (46%).
- Differences between the subgroups:
  - 24% of part-time students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups
  - 15% of Part-time students responded with 'Not applicable,' the highest rate amongst the subgroups
  - Full-time students rated the item the least favourably with 32% of students rating it with Fair/Poor



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (53%) in comparison to students with disabilities (60%).

- Slightly more students with disabilities (7%) responded that they 'did not participate' in these types of initiatives in comparison to the 13% of students without disabilities who responded in this way.
- Differences between the subgroups:
    - 15% of part-time students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups
    - 17% of Part-time and Aboriginal students responded with 'Not applicable,' the highest rate amongst the subgroups
    - Full-time students rated the item most favourably with 65% of students rating it with Excellent/Very Good/Good

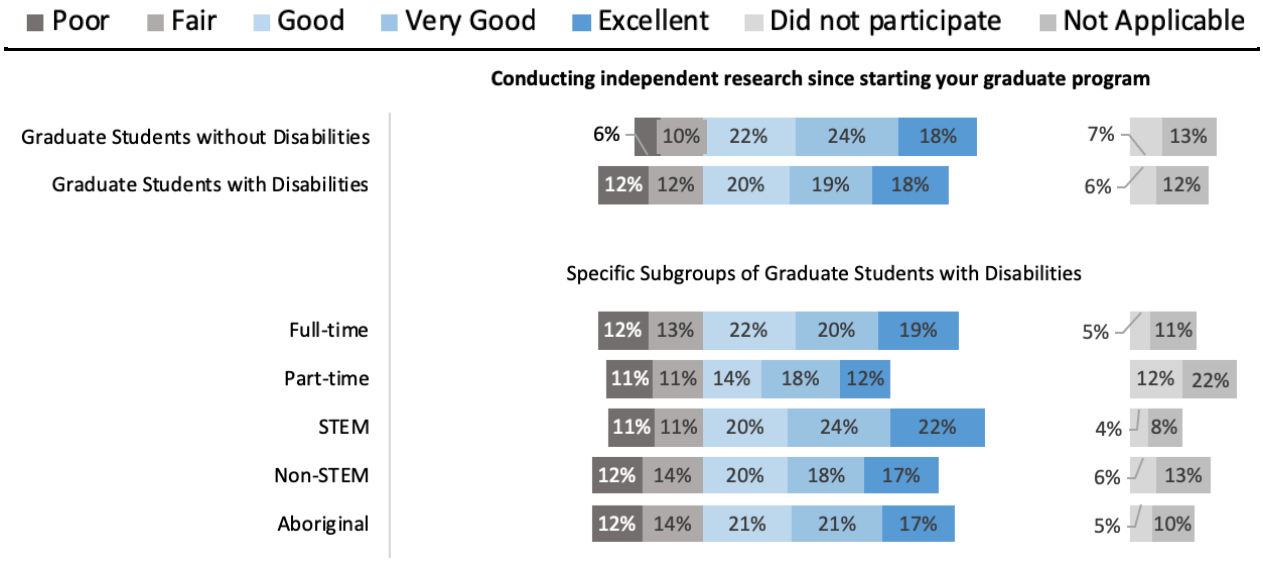


- Based on responses of Excellent/Very Good/Good, graduate students with and without disabilities rated the item similarly with (67%) of those without disabilities and (68%) of those with disabilities responding in this way.
- Differences between the subgroups:
    - 13% of part-time students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups
    - 9% of part-time students responded with 'Not applicable,' the highest rate amongst the subgroups
    - Full-time students rated the item most favourably with 74% of students rating it with Excellent/Very Good/Good

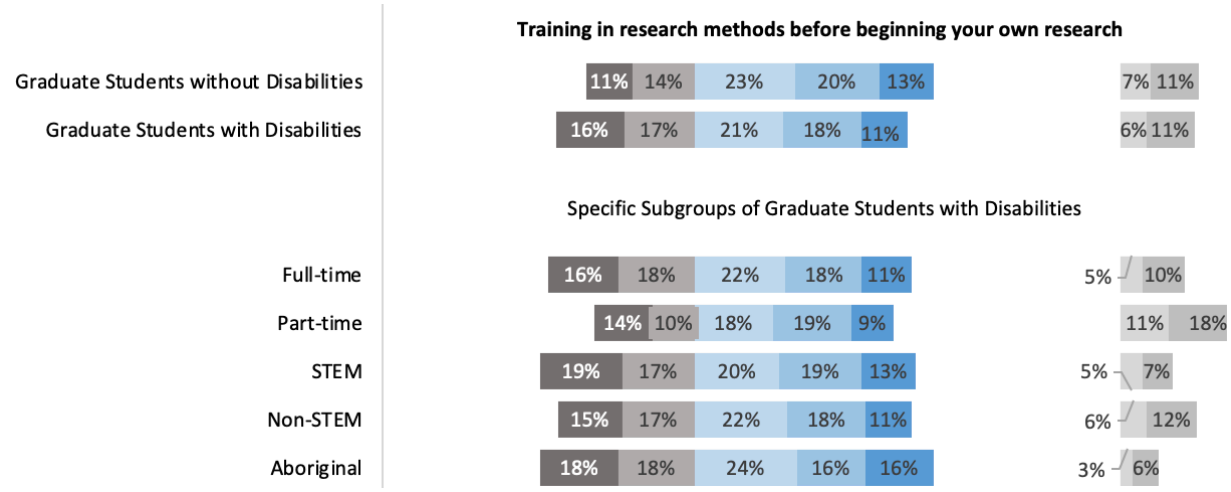
SECTION 7- RESEARCH EXPERIENCE

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

Discussion for each of the graphs in this section is located below the individual graphs. The legend for these graphs is the following:



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (64%) in comparison to students with disabilities (57%).
- Differences between the subgroups:
  - 12% of part-time students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups; higher than the 4-6% of the other subgroups
  - 22% of part-time students responded with 'Not applicable,' the highest rate amongst the subgroups, which ranged from 8-11%
  - STEM students rated the item most favourably with 88% of students rating it with Excellent/Very Good/Good



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (56%) in comparison to students with disabilities (50%).
- Differences between the subgroups:
    - 11% of part-time students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups, which ranged from 3%-6%
    - 18% of part-time and students responded with 'Not applicable,' the highest rate amongst the subgroups, which ranged from 6%-12%
    - STEM and Aboriginal students rated the item least favourably with 36% of students rating it with Fair/Poor

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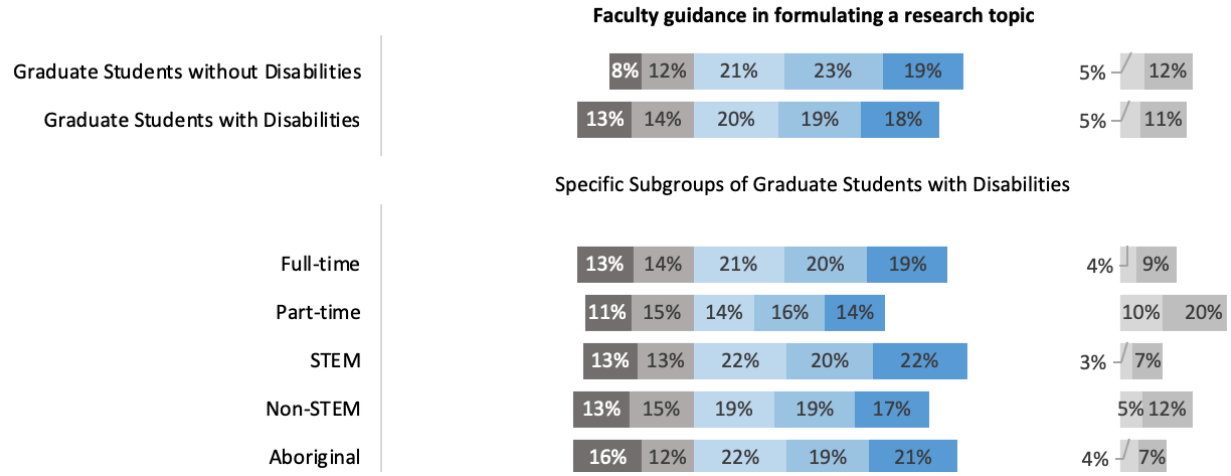
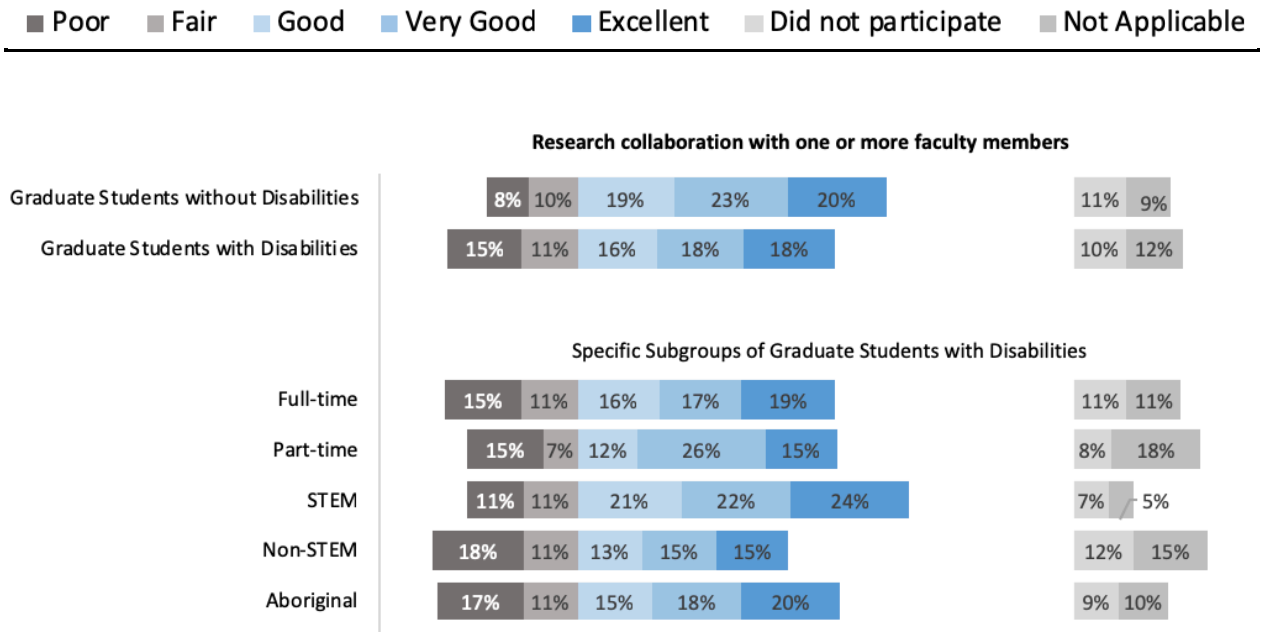


- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (63%) in comparison to students with disabilities (57%).
- Differences between the subgroups:
    - 10% of part-time students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups, which ranged from 3%-5%
    - 20% of part-time and students responded with 'Not applicable,' the highest rate amongst the subgroups, which ranged from 7%-12%

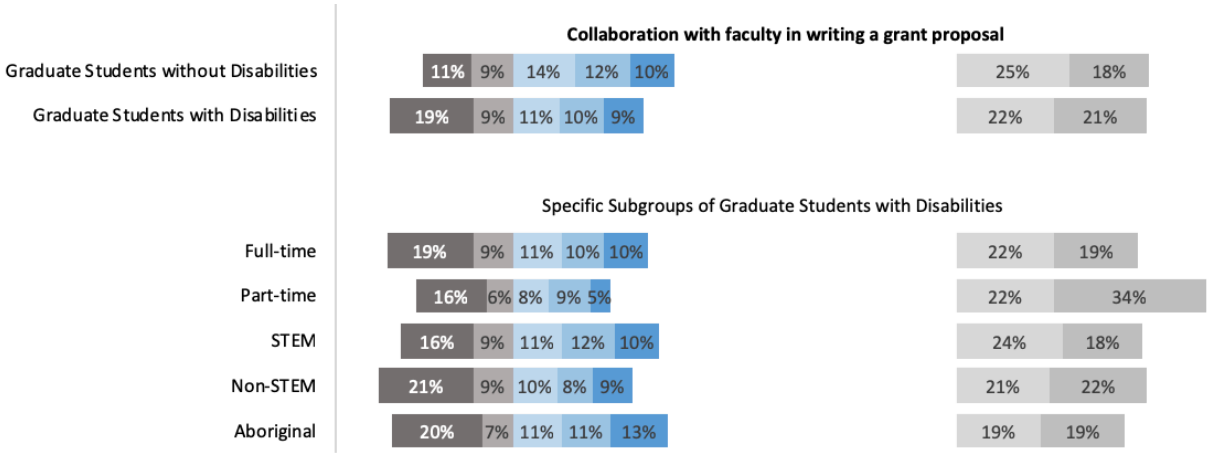
- Based on responses of ‘Fair’ and ‘Poor,’ the subgroups rated the items similarly.
- Based on responses of Excellent/Very Good/Good, STEM students rated the item the most favourably, with 64% of participants responding in this way.

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

Discussion for each of the graphs in this section is located below the individual graphs. The legend for these graphs is the following:



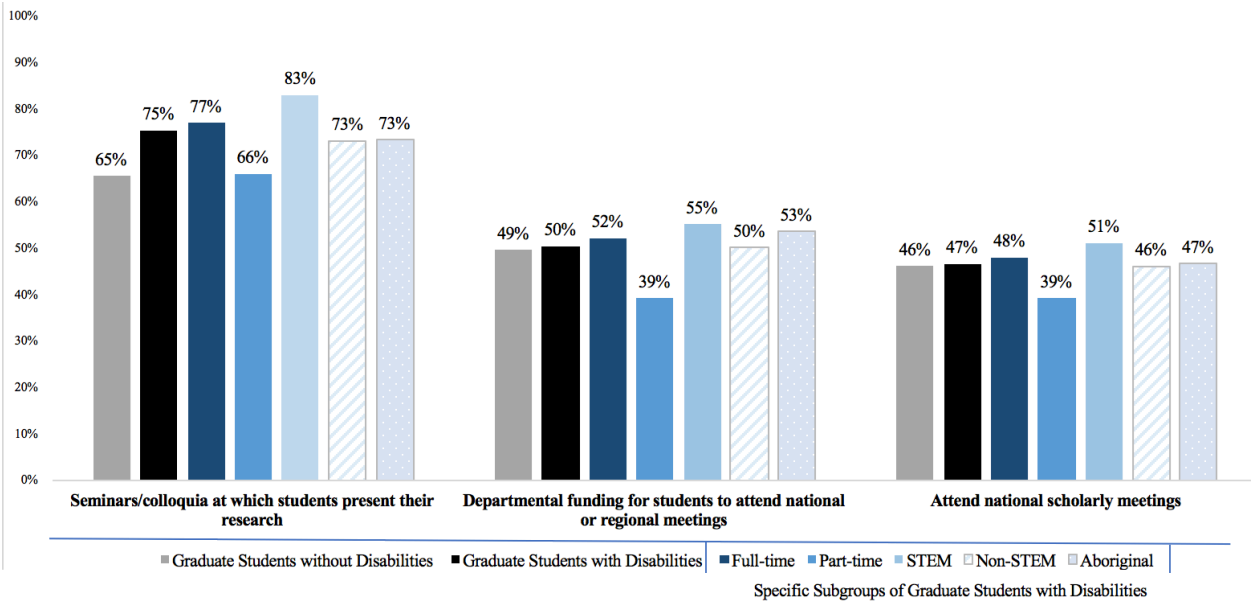
- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (62%) in comparison to students with disabilities (52%).
- Differences between the subgroups:
  - 12% of non-STEM students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups, which ranged from 7%-11%
  - 18% of part-time and students responded with 'Not applicable,' the highest rate amongst the subgroups, which ranged from 5%-18%
  - Based on responses of 'Fair' and 'Poor,' non-STEM students rated the item least favourably, with 29% of participants responding this way
  - Based on responses of Excellent/Very Good/Good, STEM students rated the item the most favourably, with 67% of participants responding in this way.



- Based on responses of Excellent/Very Good/Good, graduate students without disabilities rated the item more favourably (36%) in comparison to students with disabilities (30%).
- Differences between the subgroups:
    - 24% of STEM students responded with 'Did not participate,' the highest non-participation rate amongst the subgroups, which ranged from 19%-22%.
    - 34% of part-time and students responded with 'Not applicable,' the highest rate amongst the subgroups, which ranged from 18%-22%
    - Based on responses of 'Fair' and 'Poor,' non-STEM students rated the item least favourably, with 30% of participants responding this way
    - Based on responses of Excellent/Very Good/Good, Aboriginal students rated the item the most favourably, with 35% of participants responding in this way.

SECTION 8- PRESENTATIONS AND PUBLICATIONS

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



Seminars/Colloquia at which students present their research

- 10% difference between students with and without disabilities: More students with disabilities feel these initiatives take place in their department
- Two main differences within the subgroups of students with disabilities:
    - Only 66% of part-time students feel these activities take place in their department, much lower than the 73%-83% of the other groups.
    - 83% of STEM students felt these activities took place and this was the group with the highest percentage.
- All of the subgroups had percentages that were higher than the students without disabilities

Departmental funding for students to attend national or regional meetings

- Only a 1% difference between graduate students with and without disabilities
- Despite the similarity in the overall number of students with disabilities and without disabilities, looking within the subgroup reveals one main difference:
    - Only 39% of part-time students felt that departmental funding was provided, which is 10-15% lower than the other subgroups

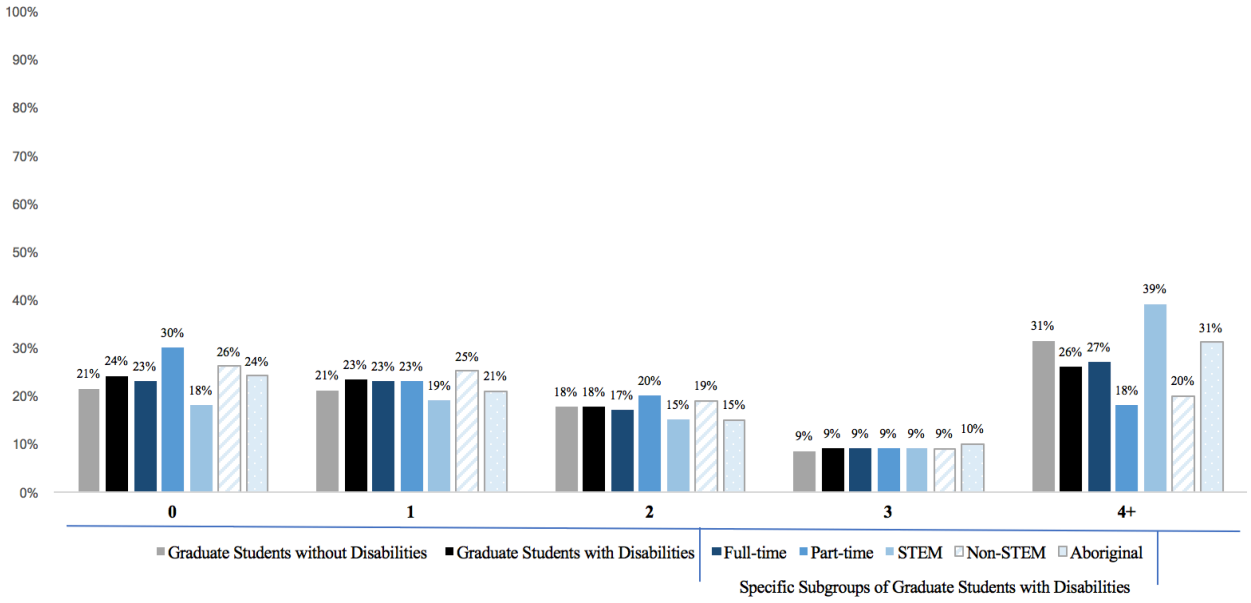
Attend national scholarly meetings

- Only a 1% difference between graduate students with and without disabilities
- Despite the similarity in the overall number of students with disabilities and without disabilities, looking within the subgroup reveals several differences:

- Only 39% of part-time students felt that students attend national meetings, the lowest percentage amongst the subgroups
- 51% of STEM students felt this occurred, which was the highest

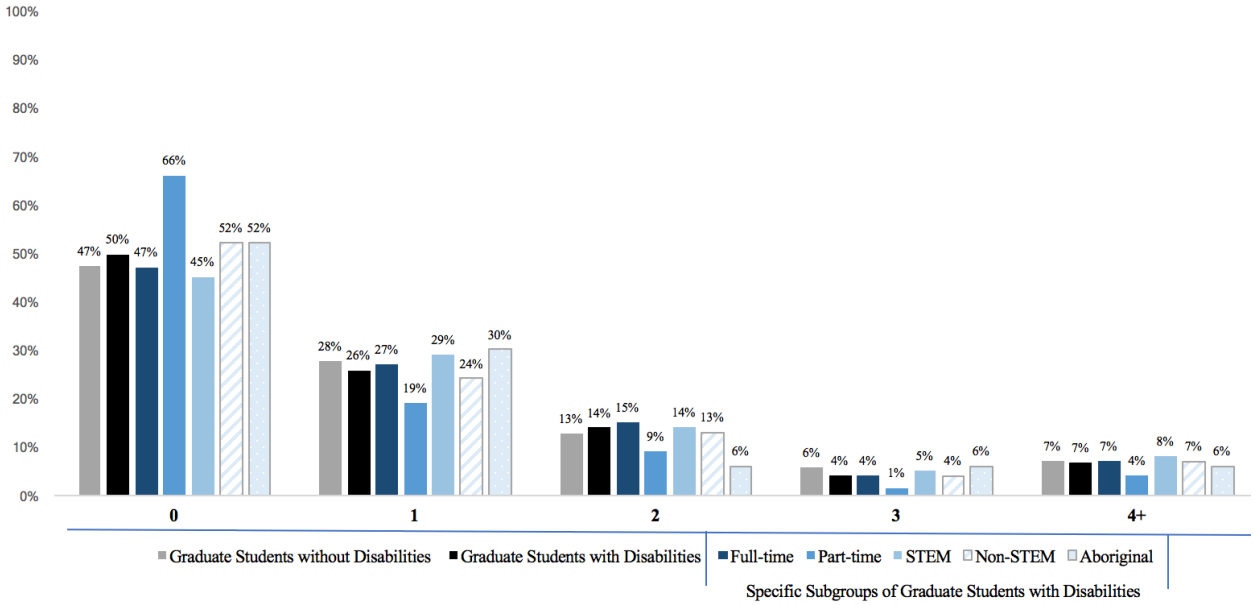
If participants responded 'Yes' they were then asked to provide the number of occurrences.

Seminars/colloquia at which students present their research



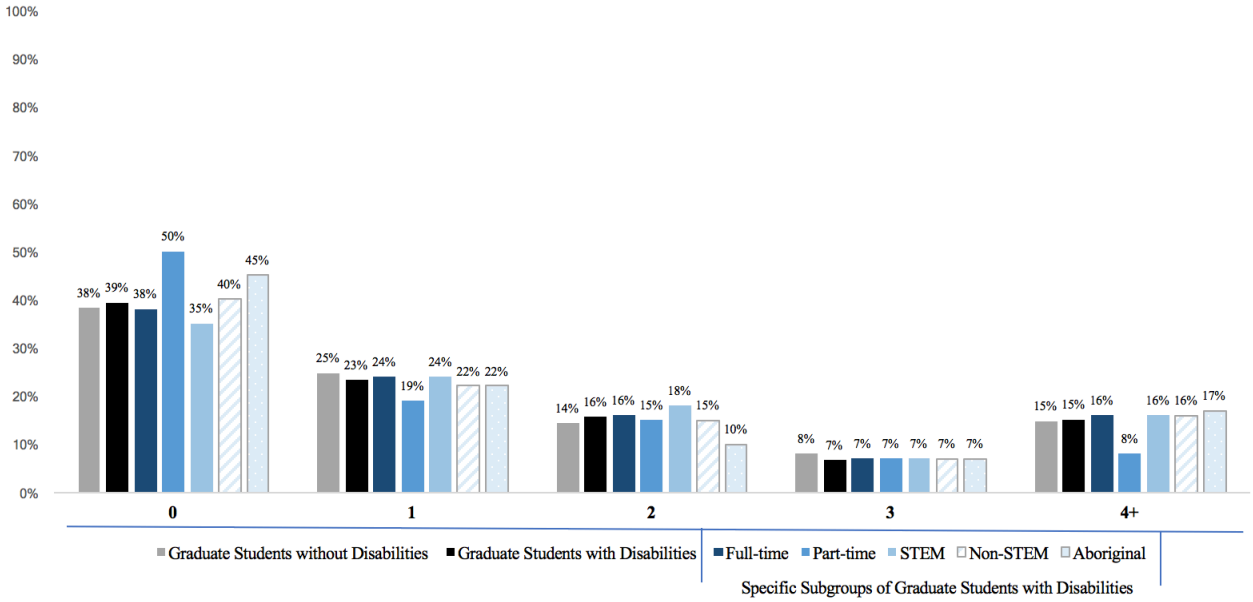
- Graduate students with disabilities felt these initiatives took place less frequently in comparison to graduate students without disabilities
- Overall, the part-time students with disabilities were the group that felt these initiatives took place the least often. Only 18% of them said they took place 4 times or more, and 30% of them said they did not take place.
- STEM students with disabilities felt they took place often, with 39% responding that they occurred 4 times or more. This was in stark contrast to the 20% of non-STEM students

Departmental funding for students to attend national or regional meetings



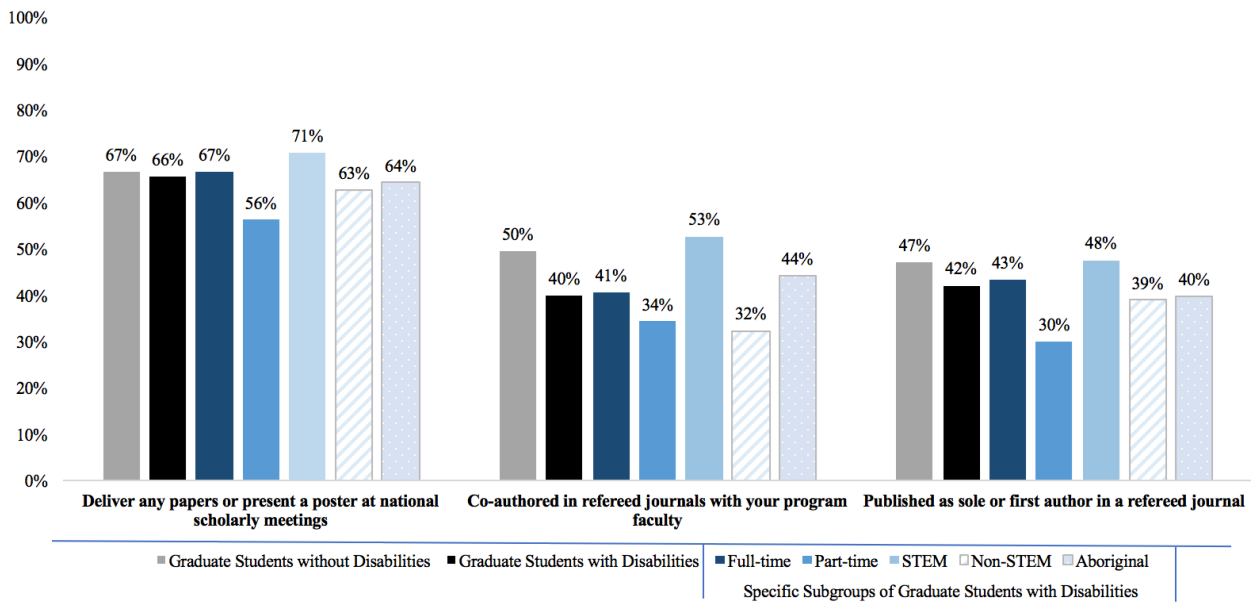
- Graduate students with and without disabilities responded in similar ways. 47% of students without disabilities and 50% of those with disabilities said departmental funding did not occur.
- Overall, the part-time students with disabilities were the group that felt that no funding was provided, where 66% of them responded this way. This is quite higher than the 47% of full-time students.
- Outside of the differences with part-time students, the other subgroups responded in similar ways.

Attend national scholarly meetings



- Graduate students with and without disabilities responded in similar ways. 38% of students without disabilities and 39% of those with disabilities said they did not attend national scholarly meetings.
- Overall, the part-time students with disabilities where a high portion of respondents did not attend scholarly meetings, with 50% of them responded this way. This is quite higher than the 38% of full-time students.
- Aboriginal students also appear to not attend these meetings very often. 45% of those who identified as Aboriginal said they never attended. Again, this is higher than the 35% of STEM students, for example.

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



Deliver any paper or present a poster at national scholarly meetings

- Similar responses between graduate students with (66%) and without (67%) disabilities.
- Two main differences within the subgroups of students with disabilities:
    - Only 56% of part-time students feel these activities take place in their department, much lower than the 67% of full-time students
    - 71% of STEM students felt these activities took place and this was the group with the highest percentage.

Co-authored in refereed journals with your program faculty

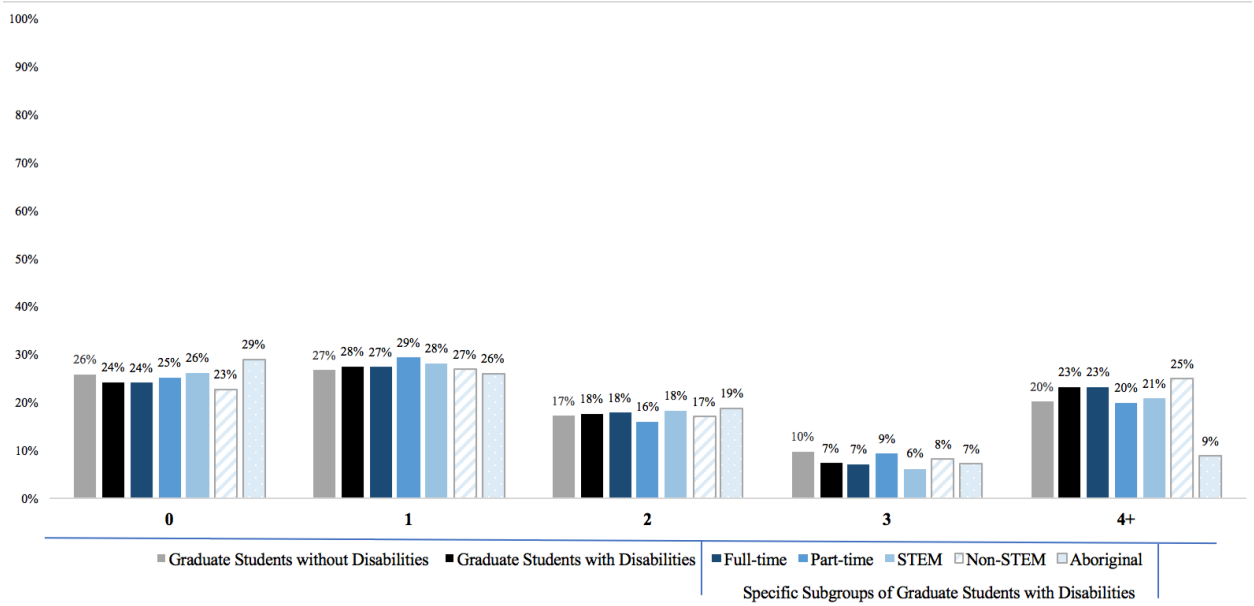
- 10% difference between students with and without disabilities: More students without disabilities feel these take place, in comparison to students with disabilities
- There is a lot of variation when looking at the responses within the subgroups of students with disabilities.
    - The group with the highest percentage was STEM students (53%), and this value would account for the large difference between students with and without disabilities. This is much different than the 32% of non-STEM students. STEM students were the only group that had a higher percentage than the overall graduate students without disabilities percentage (50%).

Published as sole or first author in a refereed journal

- 5% difference between students with and without disabilities: More students without disabilities felt this took place
- Some variation in the subgroups: only 30% of part-time students felt this occurred, much lower than the 43% of full-time students, 48% of STEM students, 39% of non-STEM students, and 40% Aboriginal students.

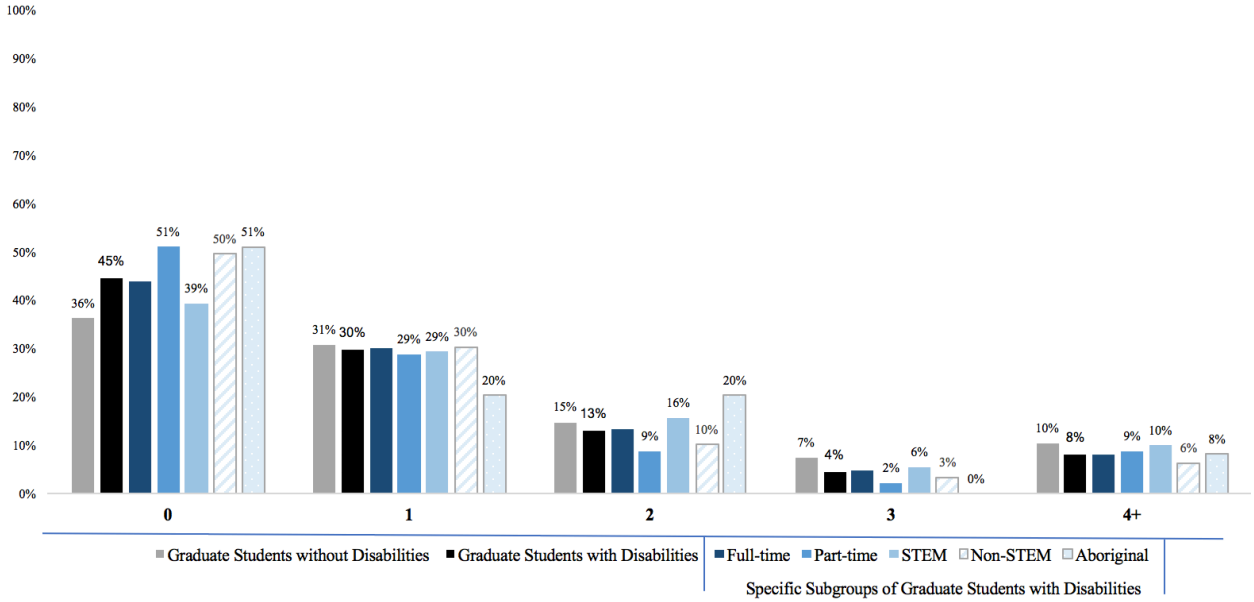
If participants responded 'Yes' they were then asked to provide the number of occurrences.

Deliver any papers or present a poster at national scholarly meetings



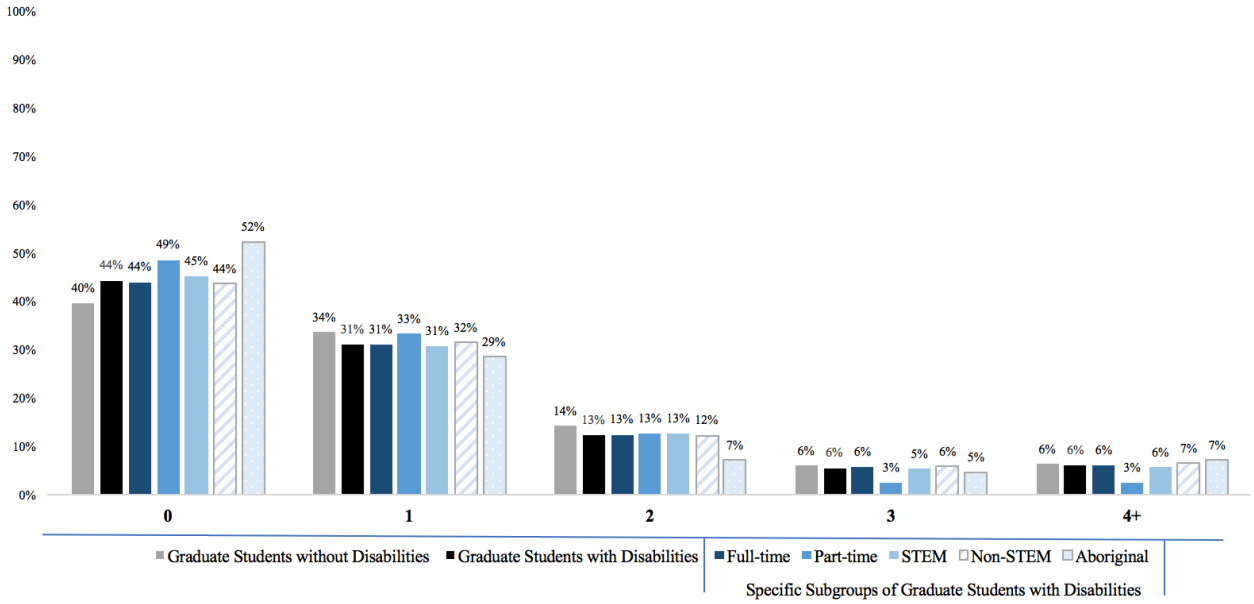
- Graduate students with and without disabilities responded in similar ways
- Overall, there were some slight differences between the subgroups.
    - Students who identified as Aboriginal typically felt these opportunities occurred less frequently in comparison to students in other groups
    - Students in non-STEM programs typically felt these opportunities occurred more frequently in comparison to those in other groups

Co-authored in refereed journals with your program faculty



- Graduate students with disabilities felt these opportunities happened fewer times in comparison to students without disabilities. While 36% of students without disabilities felt this never occurred, 45% of students with disabilities felt this way
- Overall, there were some slight differences between the subgroups.
    - Part-time students typically felt there were fewer opportunities to co-author

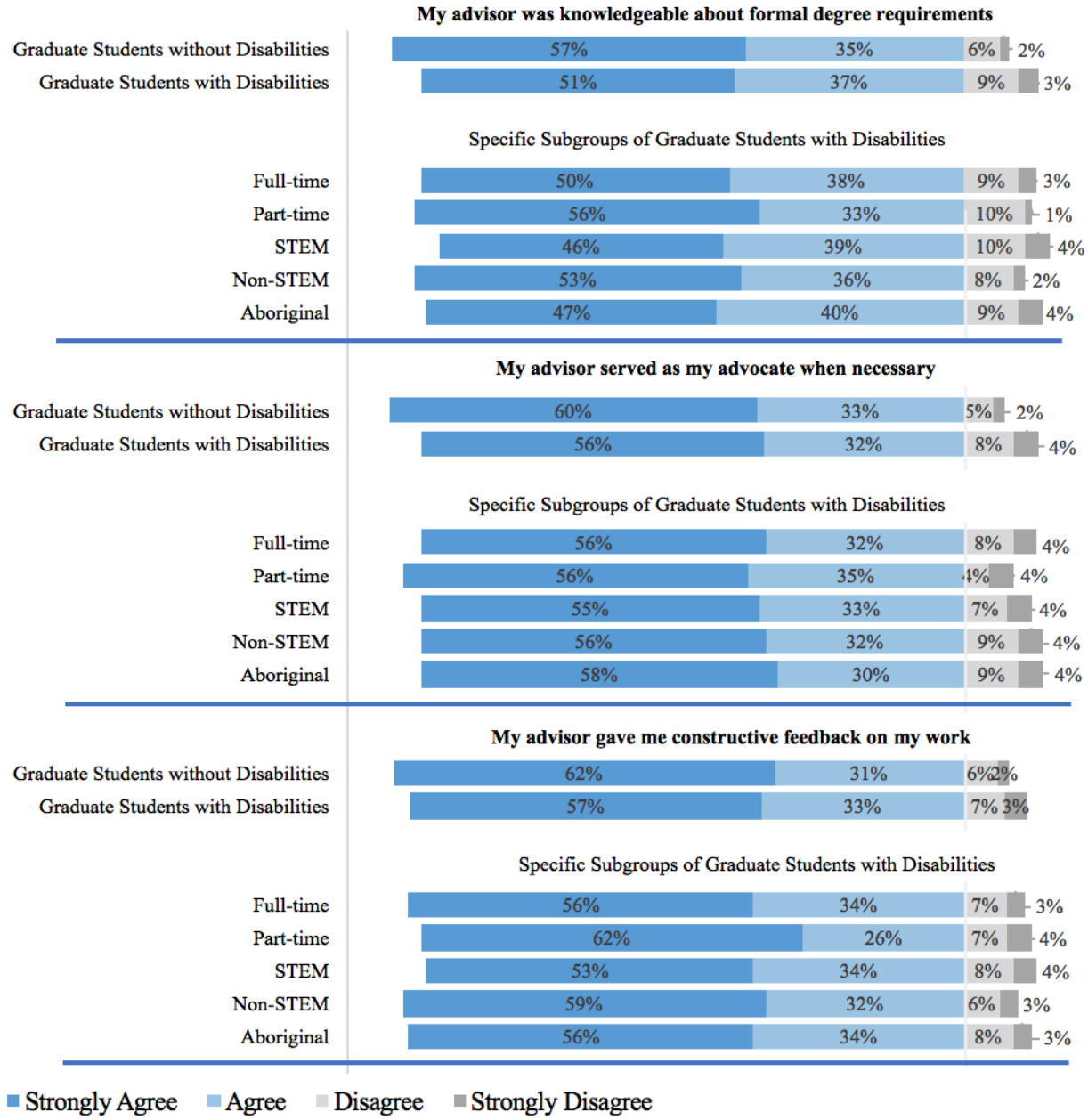
Published as sole or first author in a refereed journal

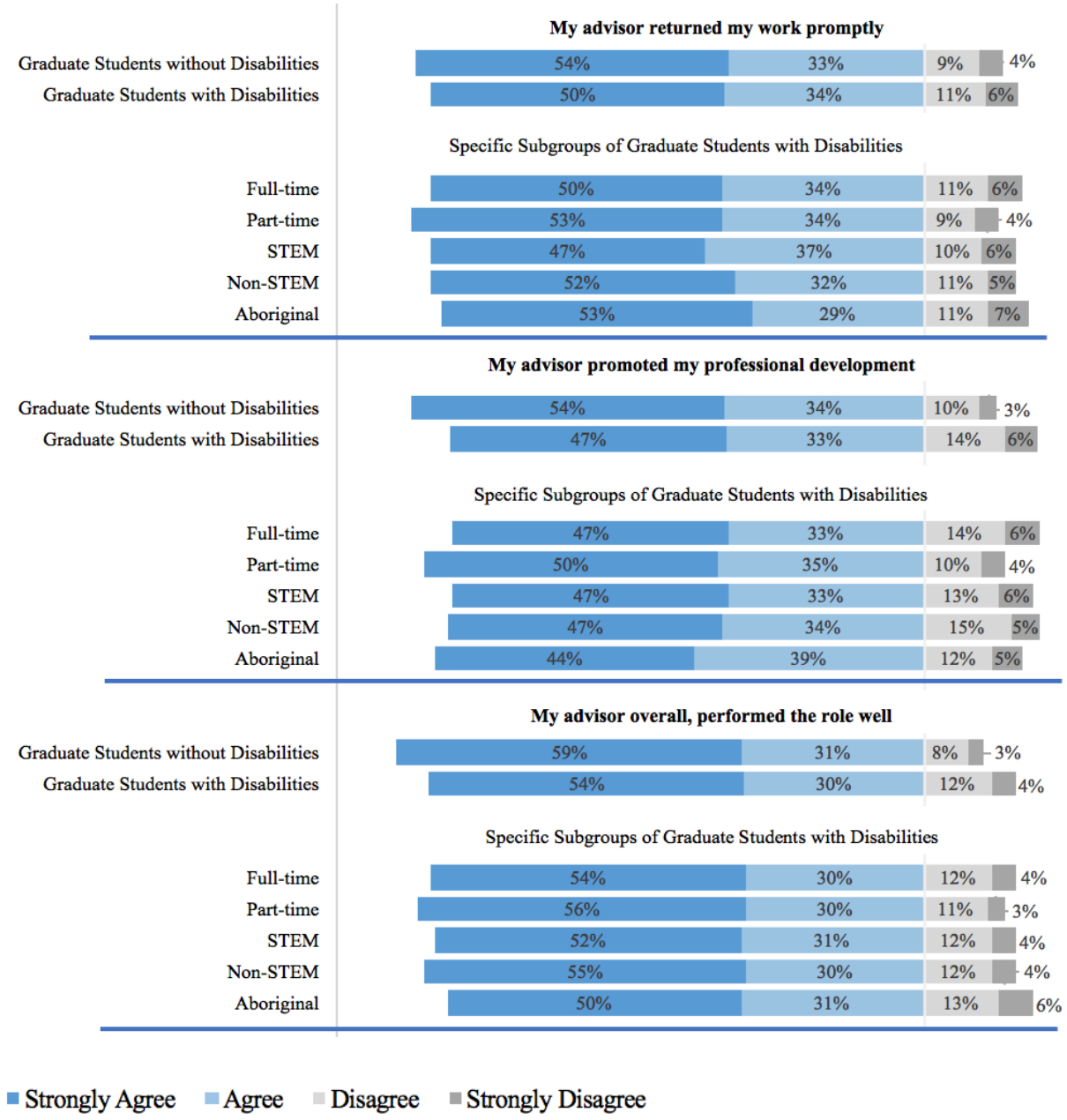


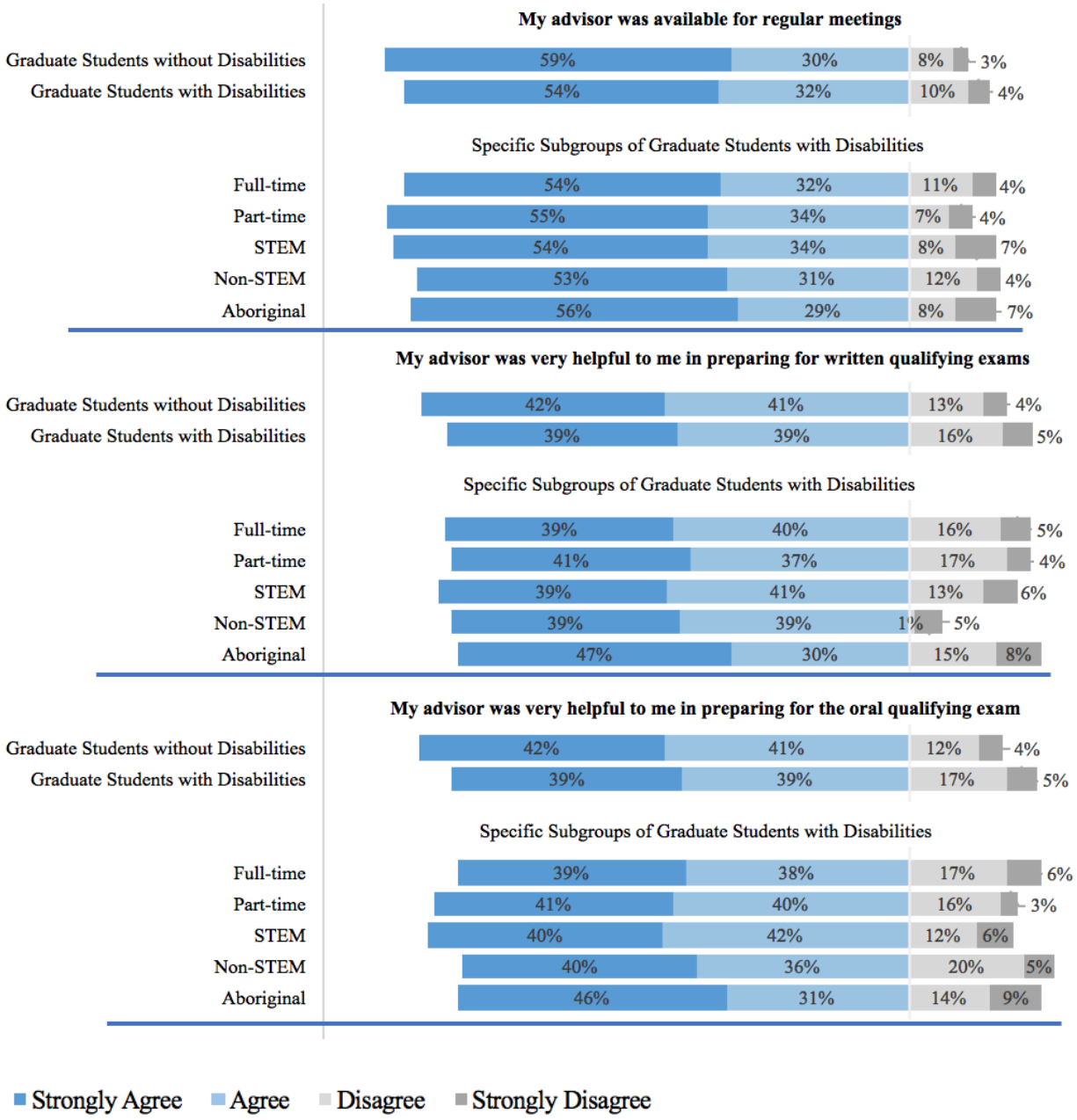
- Only a slight difference between students with and without disabilities in terms of there being no opportunities to publish as sole author or for it to occur once.
- Overall, there were some slight differences between the subgroups.
    - Aboriginal students typically felt this happened less frequently in comparison to other groups

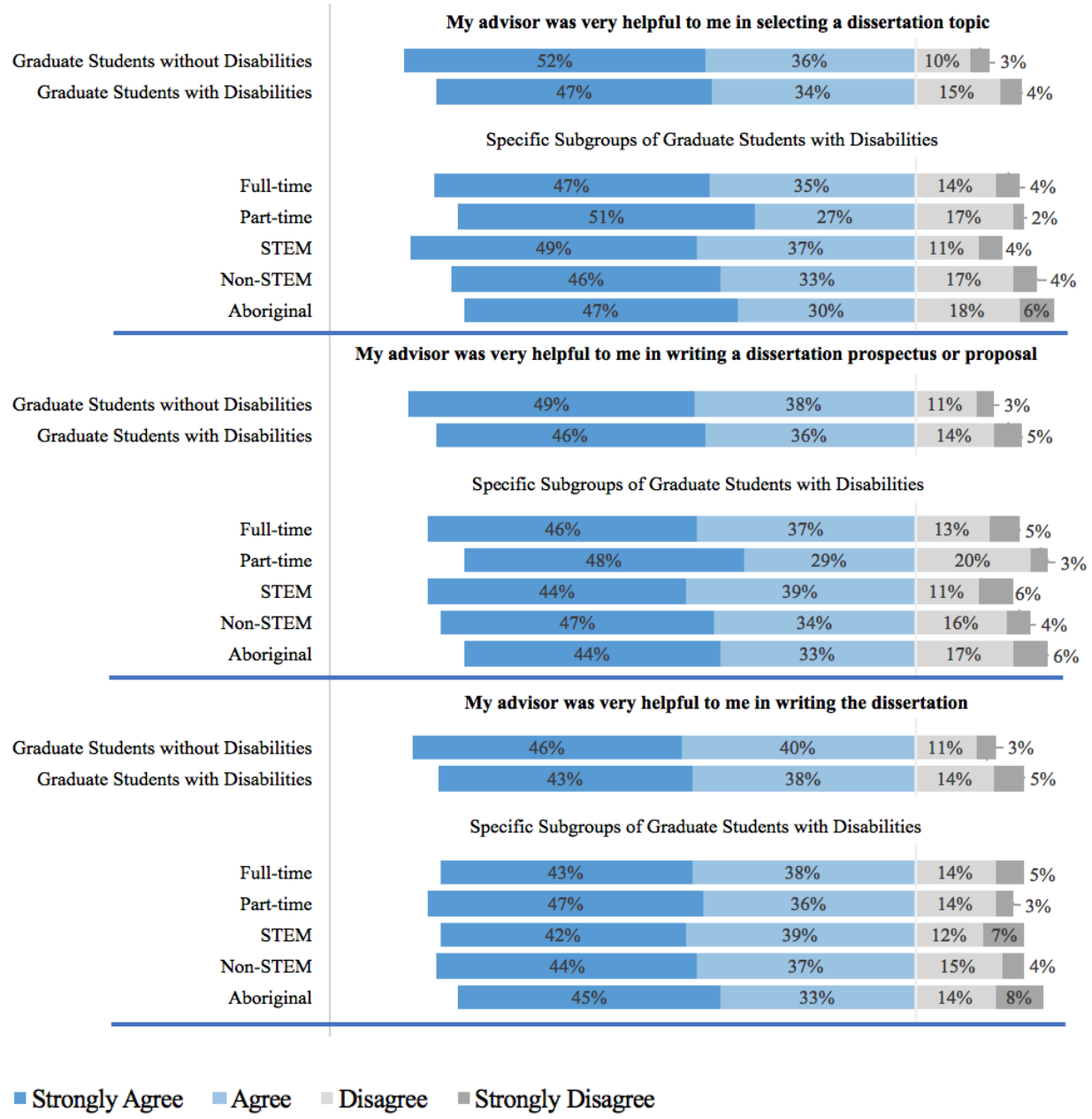
SECTION 9- ADVISOR AND THESIS/DISSERTATION/RESEARCH PAPER (Long Stream Only)

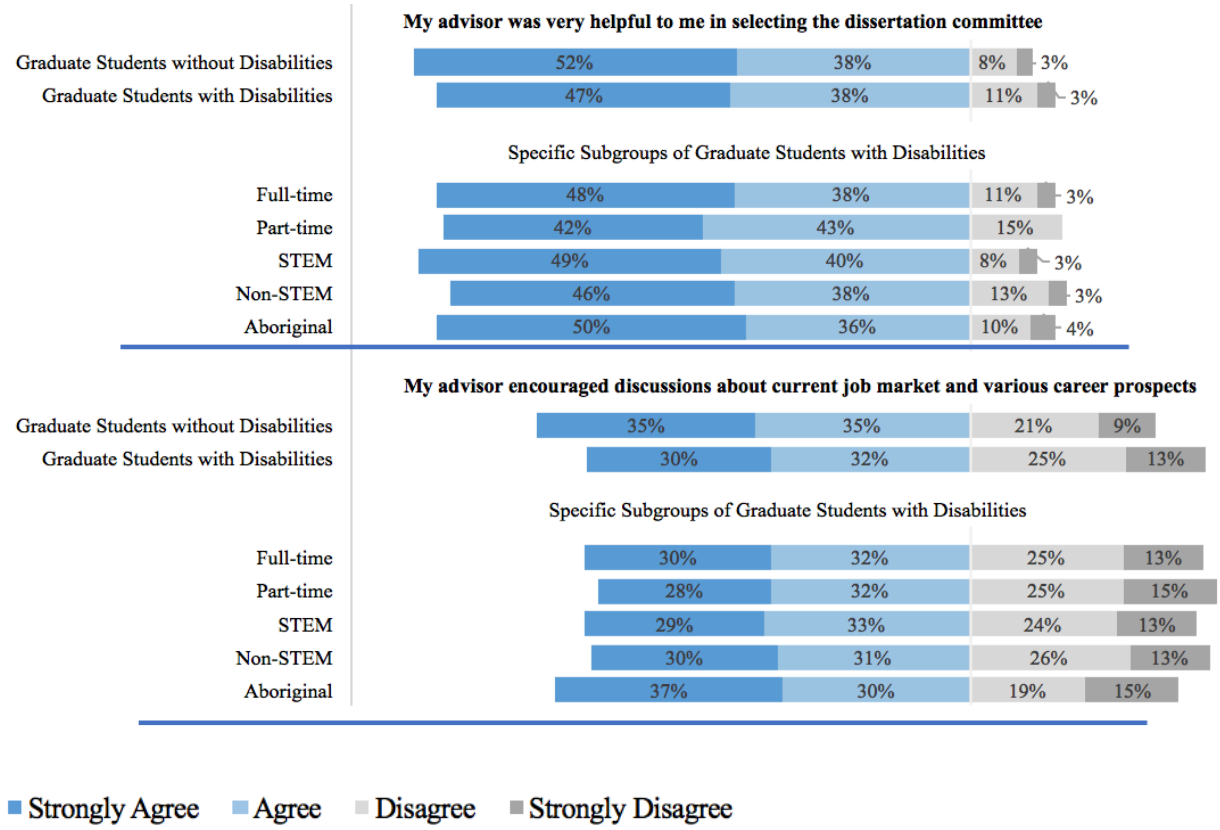
Participants' responses: Thesis/Dissertation advisors engage in a variety of mentoring activities. For each of the following statements, indicate the extent that it DESCRIBES THE BEHAVIOUR of your advisor.




My advisor returned my work promptly
Graduate Students without Disabilities
54%
33%
9%
4%
Graduate Students with Disabilities
50%
34%
11%
6%
Specific Subgroups of Graduate Students with Disabilities
Full-time
50%
34%
11%
6%
Part-time
53%
34%
9%
4%
STEM
47%
37%
10%
6%
Non-STEM
52%
32%
11%
5%
Aboriginal
53%
29%
11%
7%
My advisor promoted my professional development
Graduate Students without Disabilities
54%
34%
10%
3%
Graduate Students with Disabilities
47%
33%
14%
6%
Specific Subgroups of Graduate Students with Disabilities
Full-time
47%
33%
14%
6%
Part-time
50%
35%
10%
4%
STEM
47%
33%
13%
6%
Non-STEM
47%
34%
15%
5%
Aboriginal
44%
39%
12%
5%
My advisor overall, performed the role well
Graduate Students without Disabilities
59%
31%
8%
3%
Graduate Students with Disabilities
54%
30%
12%
4%
Specific Subgroups of Graduate Students with Disabilities
Full-time
54%
30%
12%
4%
Part-time
56%
30%
11%
3%
STEM
52%
31%
12%
4%
Non-STEM
55%
30%
12%
4%
Aboriginal
50%
31%
13%
6%
Strongly Agree
Agree
Disagree
Strongly Disagree

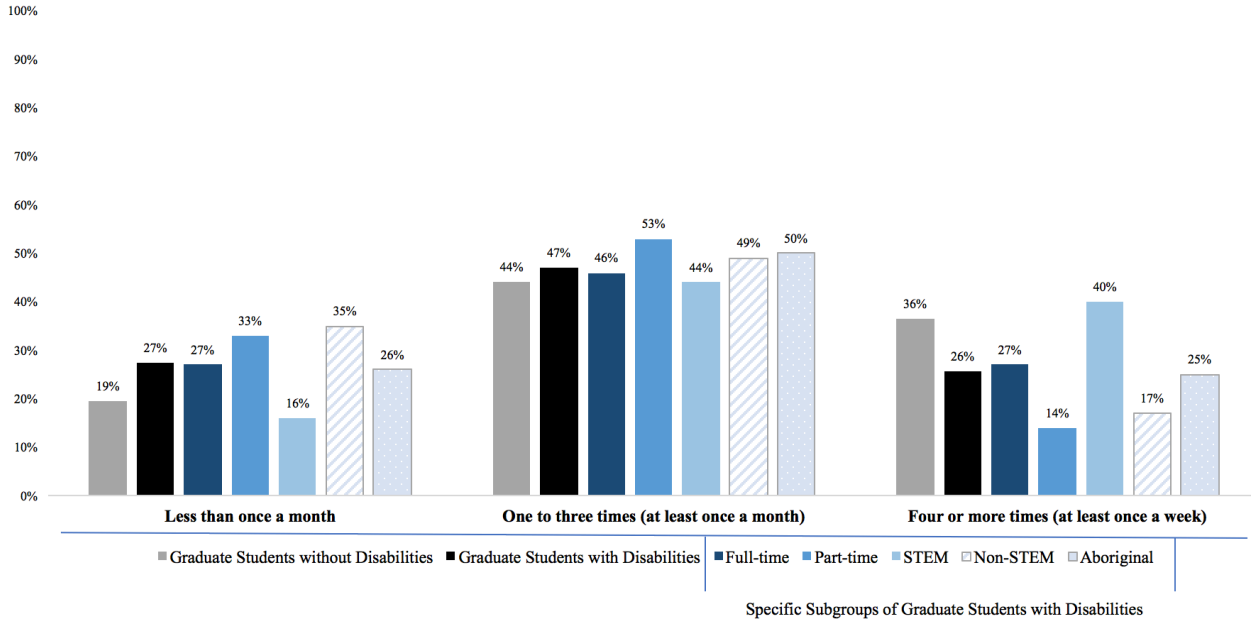

My advisor was available for regular meetings
Graduate Students without Disabilities
59%
30%
8%
3%
Graduate Students with Disabilities
54%
32%
10%
4%
Specific Subgroups of Graduate Students with Disabilities
Full-time
54%
32%
11%
4%
Part-time
55%
34%
7%
4%
STEM
54%
34%
8%
7%
Non-STEM
53%
31%
12%
4%
Aboriginal
56%
29%
8%
7%
My advisor was very helpful to me in preparing for written qualifying exams
Graduate Students without Disabilities
42%
41%
13%
4%
Graduate Students with Disabilities
39%
39%
16%
5%
Specific Subgroups of Graduate Students with Disabilities
Full-time
39%
40%
16%
5%
Part-time
41%
37%
17%
4%
STEM
39%
41%
13%
6%
Non-STEM
39%
39%
1%
5%
Aboriginal
47%
30%
15%
8%
My advisor was very helpful to me in preparing for the oral qualifying exam
Graduate Students without Disabilities
42%
41%
12%
4%
Graduate Students with Disabilities
39%
39%
17%
5%
Specific Subgroups of Graduate Students with Disabilities
Full-time
39%
38%
17%
6%
Part-time
41%
40%
16%
3%
STEM
40%
42%
12%
6%
Non-STEM
40%
36%
20%
5%
Aboriginal
46%
31%
14%
9%
Strongly Agree
Agree
Disagree
Strongly Disagree


My advisor was very helpful to me in selecting a dissertation topic
Graduate Students without Disabilities
52%
36%
10%
3%
Graduate Students with Disabilities
47%
34%
15%
4%
Specific Subgroups of Graduate Students with Disabilities
Full-time
47%
35%
14%
4%
Part-time
51%
27%
17%
2%
STEM
49%
37%
11%
4%
Non-STEM
46%
33%
17%
4%
Aboriginal
47%
30%
18%
6%
My advisor was very helpful to me in writing a dissertation prospectus or proposal
Graduate Students without Disabilities
49%
38%
11%
3%
Graduate Students with Disabilities
46%
36%
14%
5%
Specific Subgroups of Graduate Students with Disabilities
Full-time
46%
37%
13%
5%
Part-time
48%
29%
20%
3%
STEM
44%
39%
11%
6%
Non-STEM
47%
34%
16%
4%
Aboriginal
44%
33%
17%
6%
My advisor was very helpful to me in writing the dissertation
Graduate Students without Disabilities
46%
40%
11%
3%
Graduate Students with Disabilities
43%
38%
14%
5%
Specific Subgroups of Graduate Students with Disabilities
Full-time
43%
38%
14%
5%
Part-time
47%
36%
14%
3%
STEM
42%
39%
12%
7%
Non-STEM
44%
37%
15%
4%
Aboriginal
45%
33%
14%
8%
Strongly Agree
Agree
Disagree
Strongly Disagree


My advisor was very helpful to me in selecting the dissertation committee
Graduate Students without Disabilities
52%
38%
8%
3%
Graduate Students with Disabilities
47%
38%
11%
3%
Specific Subgroups of Graduate Students with Disabilities
Full-time
48%
38%
11%
3%
Part-time
42%
43%
15%
STEM
49%
40%
8%
3%
Non-STEM
46%
38%
13%
3%
Aboriginal
50%
36%
10%
4%
My advisor encouraged discussions about current job market and various career prospects
Graduate Students without Disabilities
35%
35%
21%
9%
Graduate Students with Disabilities
30%
32%
25%
13%
Specific Subgroups of Graduate Students with Disabilities
Full-time
30%
32%
25%
13%
Part-time
28%
32%
25%
15%
STEM
29%
33%
24%
13%
Non-STEM
30%
31%
26%
13%
Aboriginal
37%
30%
19%
15%
Strongly Agree
Agree
Disagree
Strongly Disagree

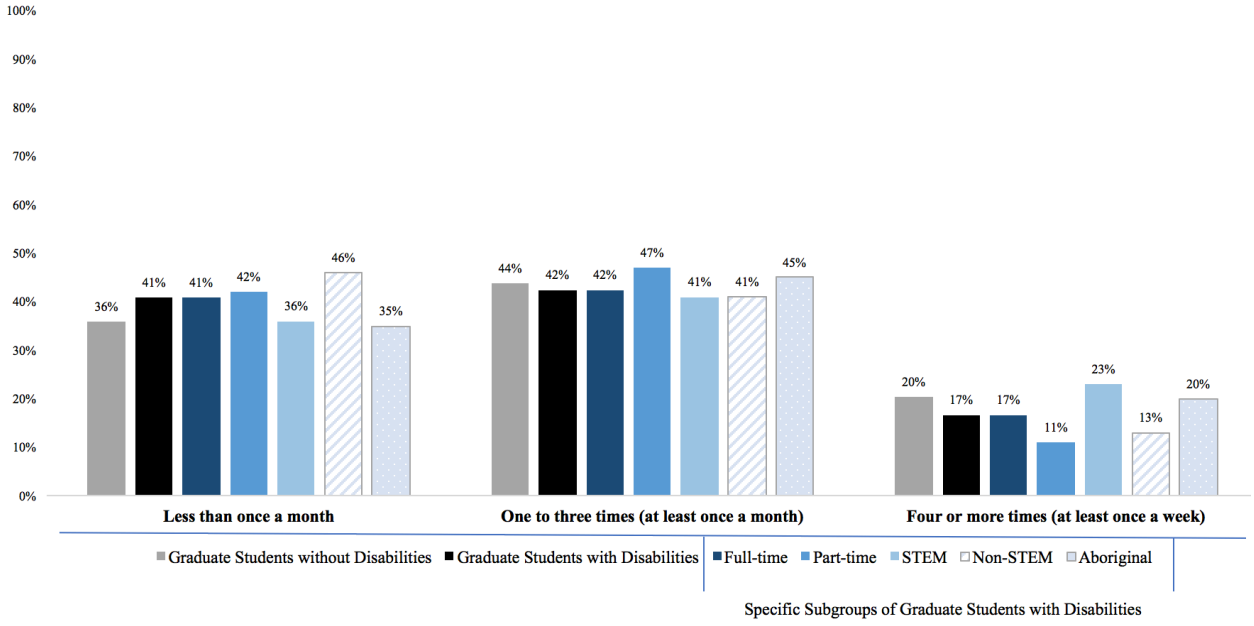
Participants responses: On average, how often per month do you meet or communicate with your dissertation advisor about:

Your ongoing research and results



- More graduate students without disabilities (36%) met with their advisor four or more times per month in comparison to students with disabilities (26%).
- Part-time students and non-STEM students responded that they did not meet with their advisor as frequently as full-time and STEM students.

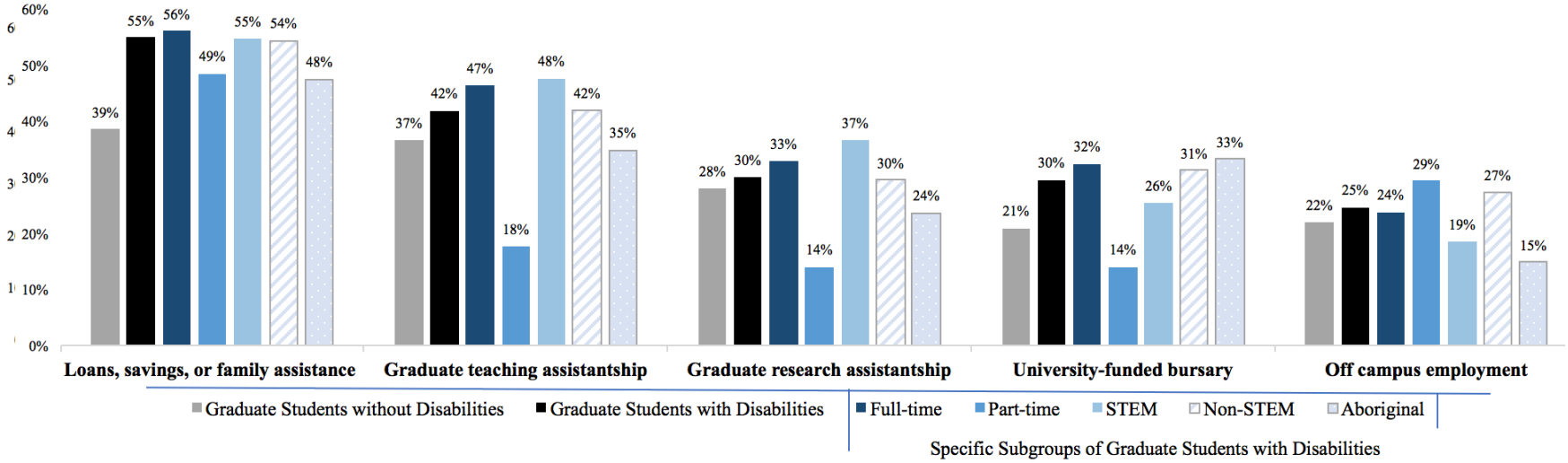
Your writing of the dissertation draft



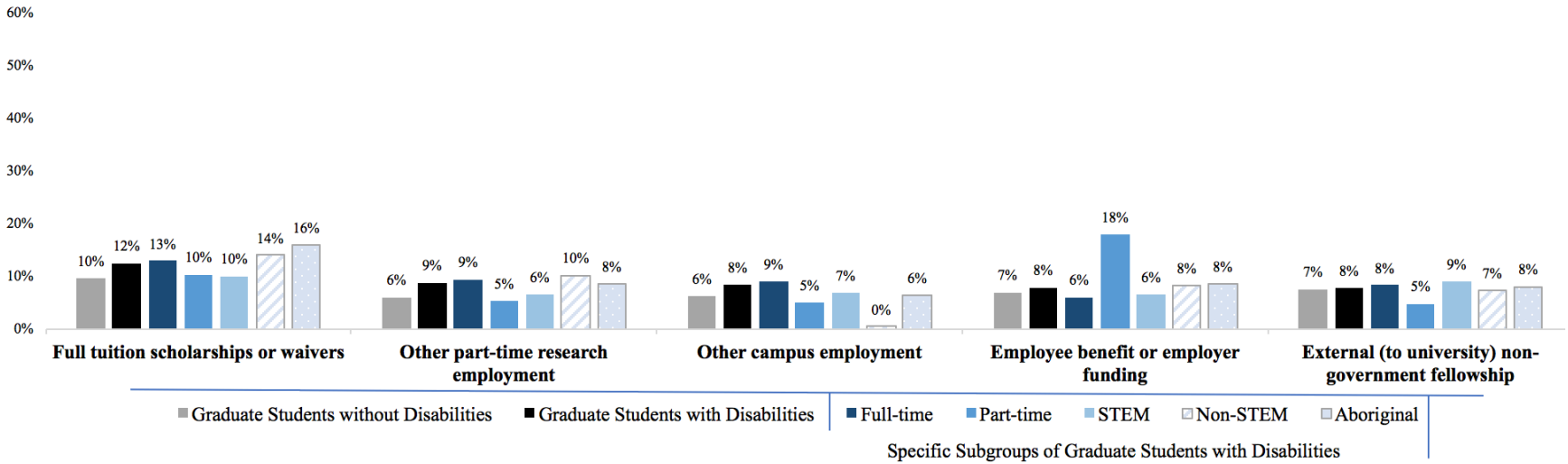
- Slight differences between graduate students with and without disabilities. Students with disabilities typically meet with their advisor less frequently in comparison to students without disabilities
- Slight differences between the subgroups of students: Non-stem students meet less frequently in comparison to the other groups

SECTION 10- FINANCIAL SUPPORT

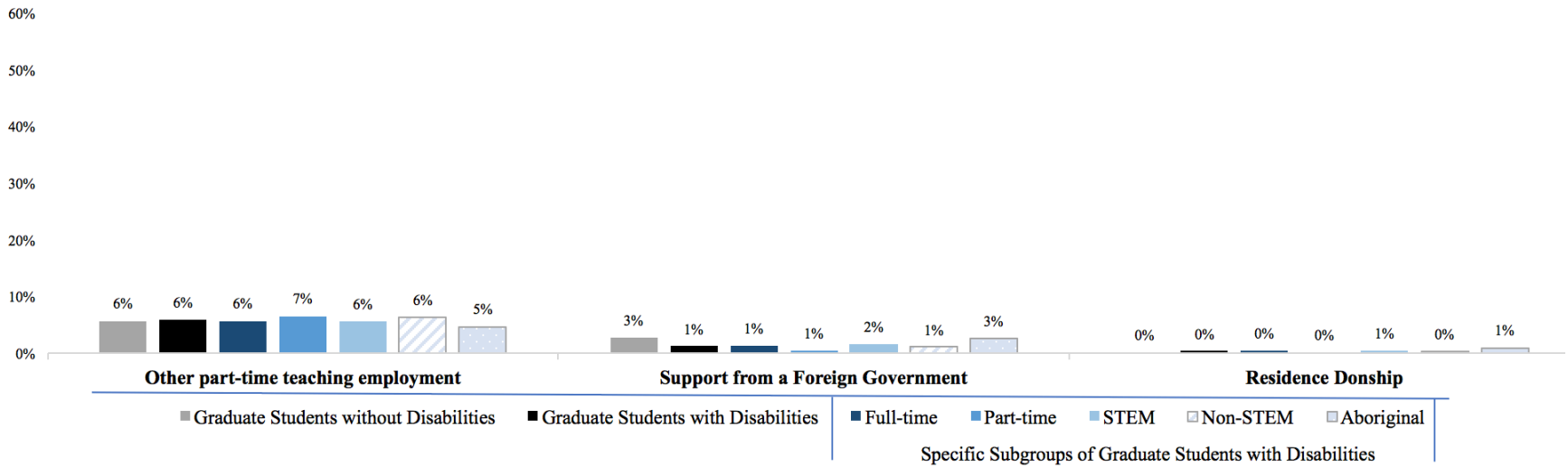
Participants' responses: Please check all of the following forms of support you received.



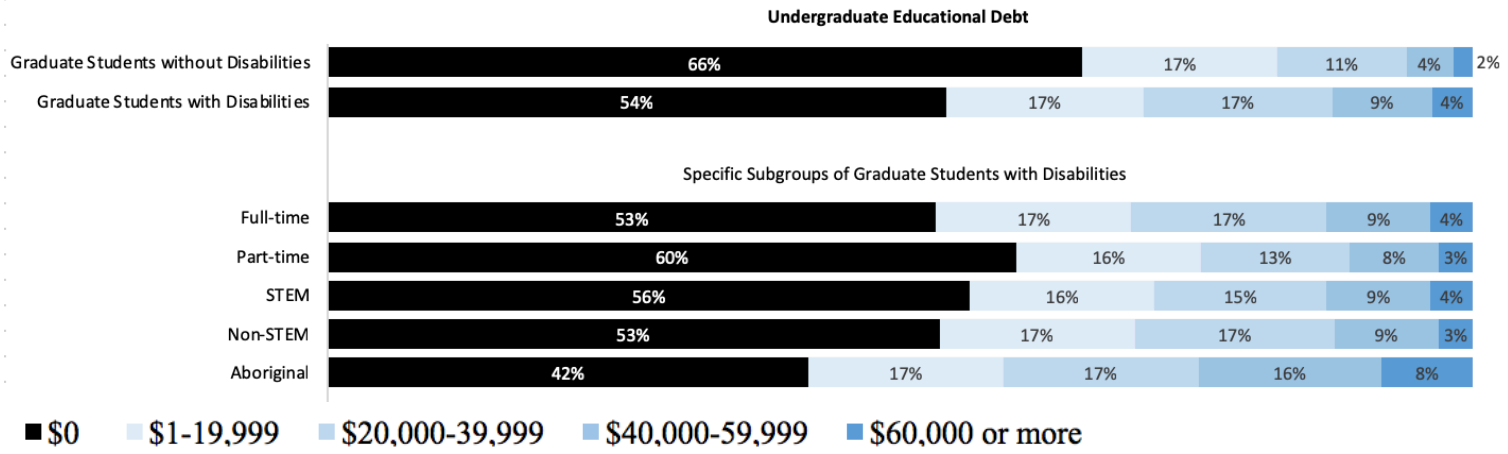
- For the items in the above diagram, more students with disabilities reported using all items in comparison to students without disabilities
- Fewer part-time students relied on these sources of financial support in comparison to the other groups
- The only item where more Aboriginal students reported the item in comparison to the other subgroups was '*University-funded bursary'*



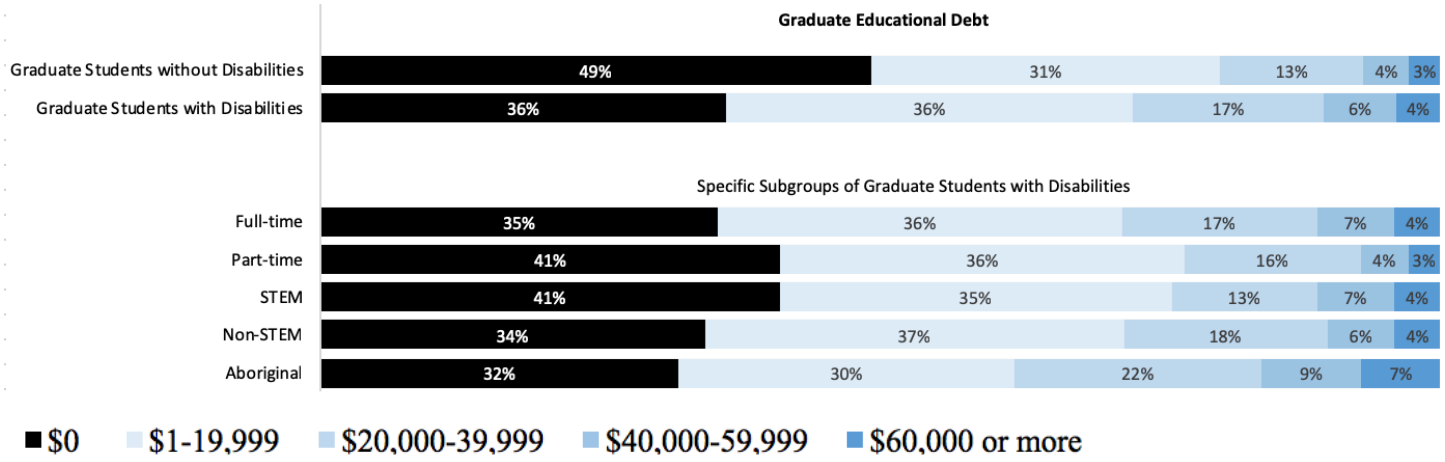
- Slightly more graduate students with disabilities reported using these sources of income in comparison to students without disabilities
- Overall, most of the subgroups answered in similar ways for each of these sources, with a few exceptions:
    - More Aboriginal students were reliant on full tuition scholarships and waivers in comparison to the other subgroups
    - Part-time students were more reliant on employee benefits/employer funding



- These sources of support were not used by very many participants
- Similar responses across all groups



- Graduate students with disabilities have more undergraduate education debt in comparison to those without disabilities
- Part-time students with disabilities reported the least amount of undergraduate debt and Aboriginal students reported the most

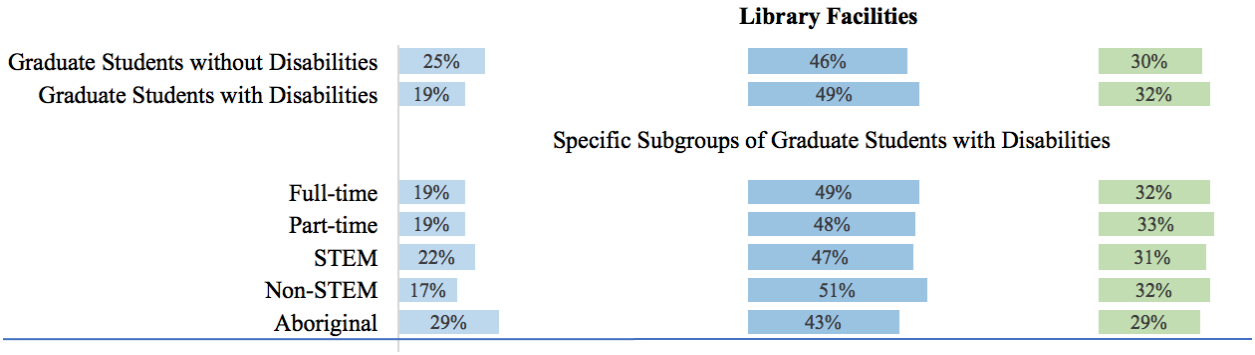


- Graduate students with disabilities have more graduate education debt in comparison to those without disabilities
- Part-time and STEM students reported the least amount of graduate debt and Aboriginal students reported the most

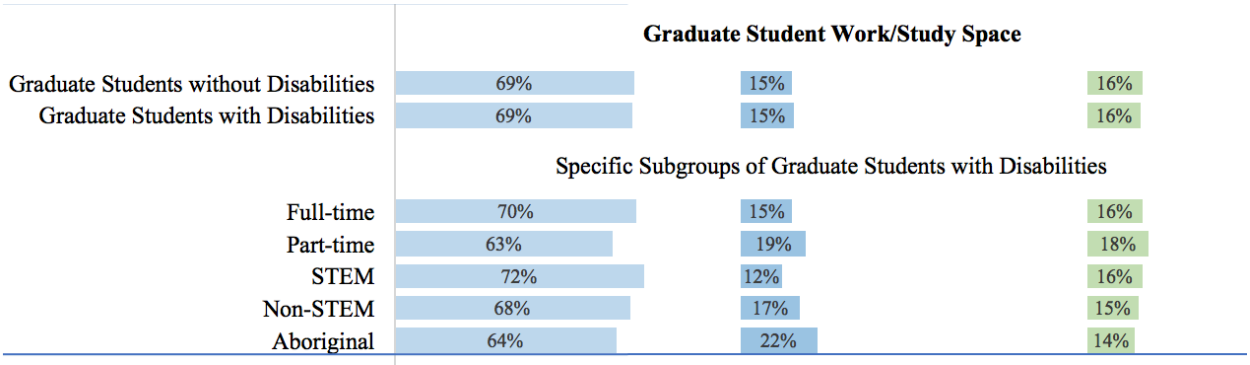
SECTION 11- UNIVERSITY RESOURCES AND STUDENT LIFE

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).

The response options for these questions: Local Office Central Office Both

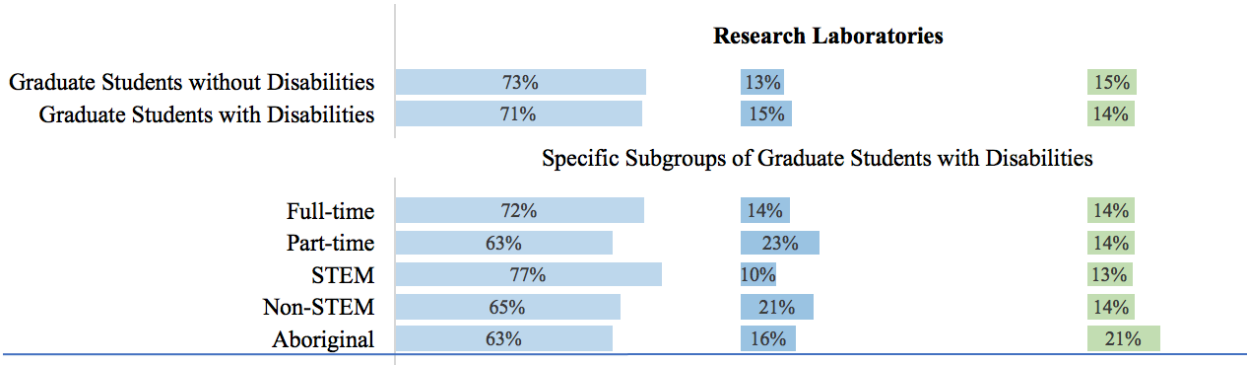


- Slightly more graduate students without disabilities used the local office while slightly more students with disabilities used the central office or both
- More Aboriginal students (29%) responded that they used the central office in comparison to the other subgroups.
- More Non-STEM students (51%) used the central office in comparison to the other subgroups

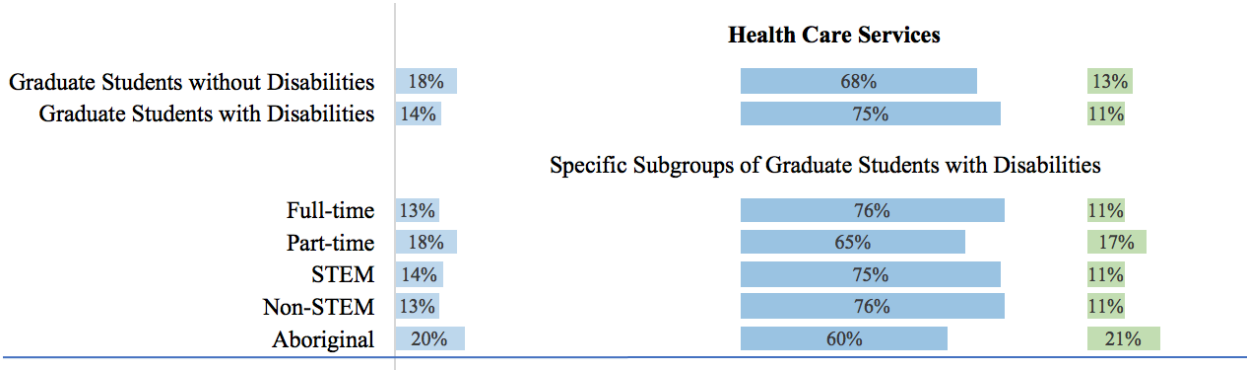


- Similar responses when comparing graduate students with and without disabilities. Most students (69%) from both groups use the local services
- More STEM students (72%) responded that they used the central office in comparison to the other subgroups.

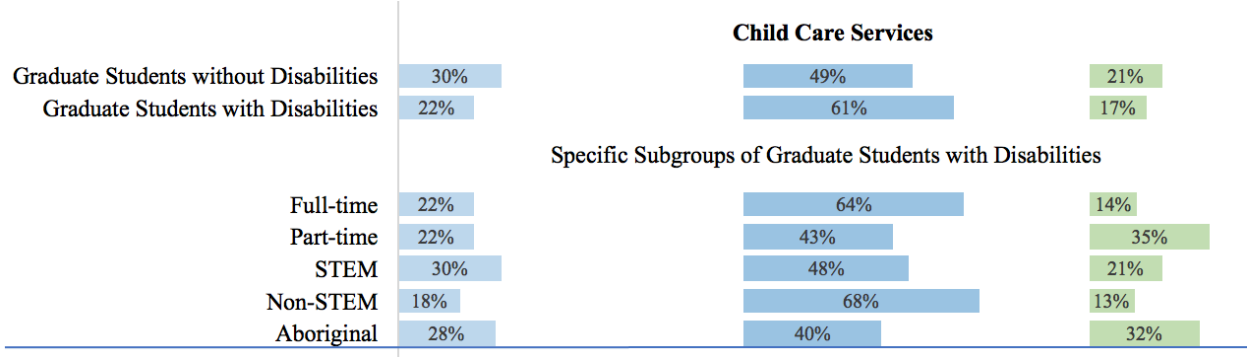
- More Aboriginal students (22%) used the central office in comparison to the other subgroups



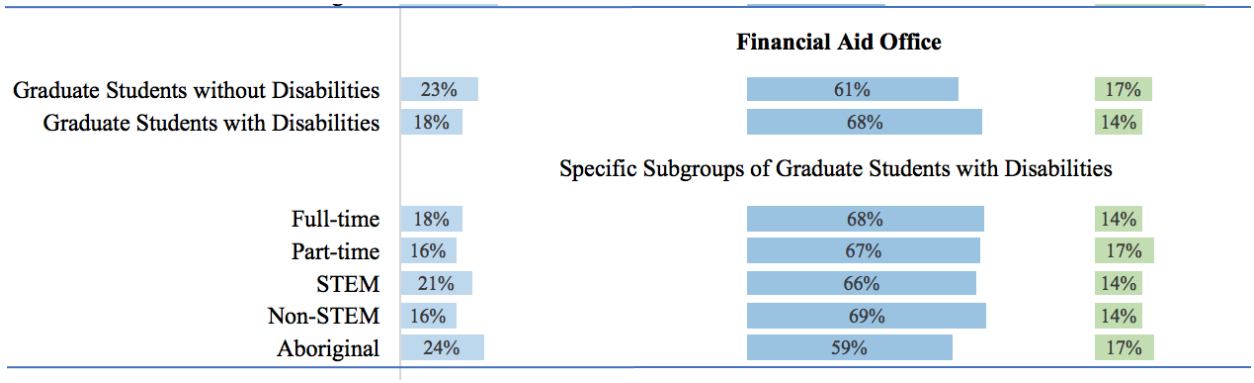
- Similar responses when comparing graduate students with and without disabilities
- More full-time and STEM students use the local services while more part-time and non-STEM students use the central services
- More Aboriginal students used both local and central services



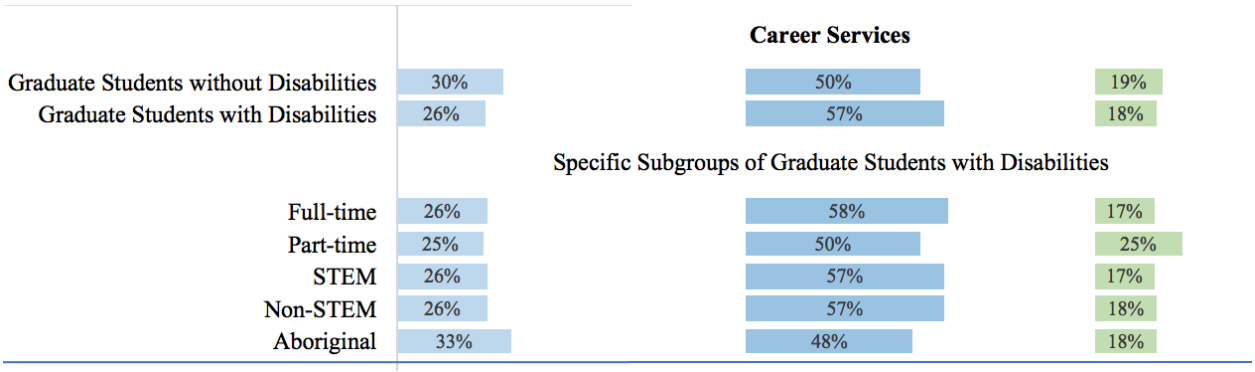
- More graduate students without disabilities use the local office or both the local and central office while more students with disabilities used the central office
- More Aboriginal students used the local or both local/central office in comparison to the other subgroups



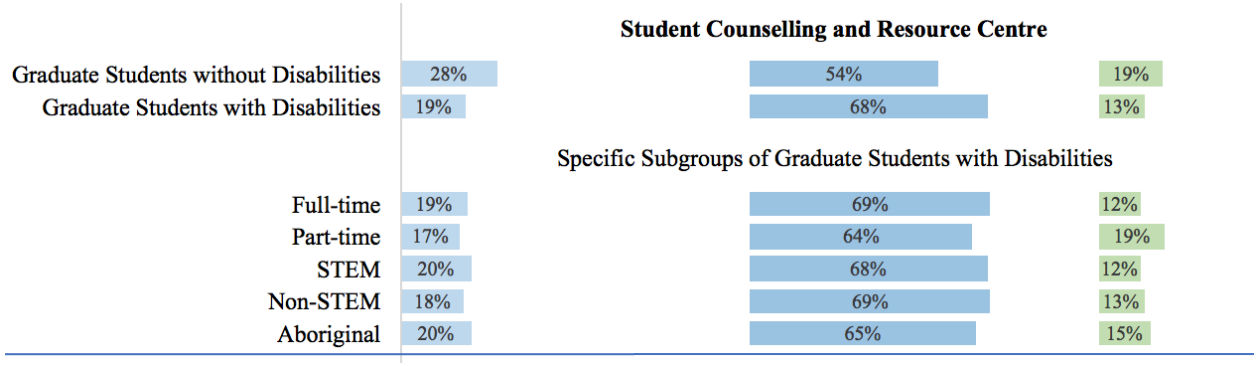
- More students without disabilities responded that they used the local office or both local/central offices while more students with disabilities used the central services
- More full-time and non-STEM students said they used the central office while more part-time and Aboriginal students used both local and central offices



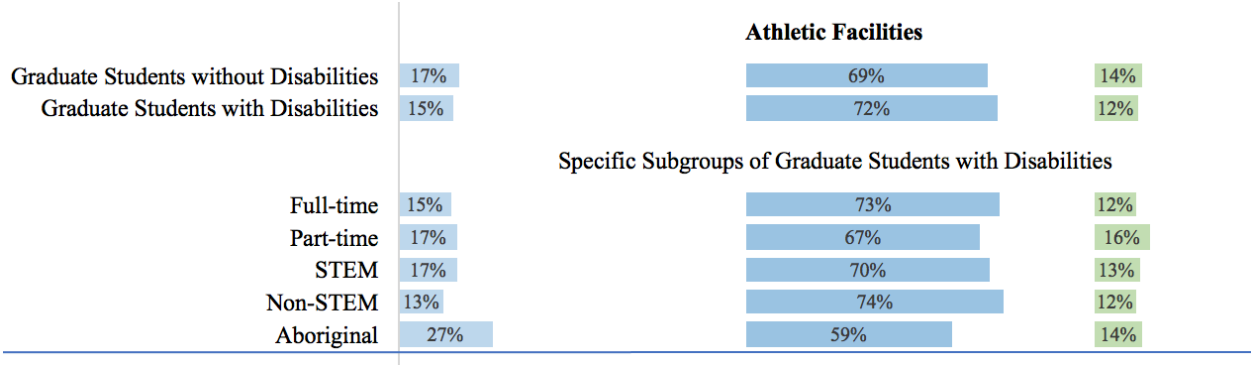
- More students with disabilities used the central office, while students without disabilities used the local and local/central office
- More Aboriginal students said they used the local office and fewer said they used the central office



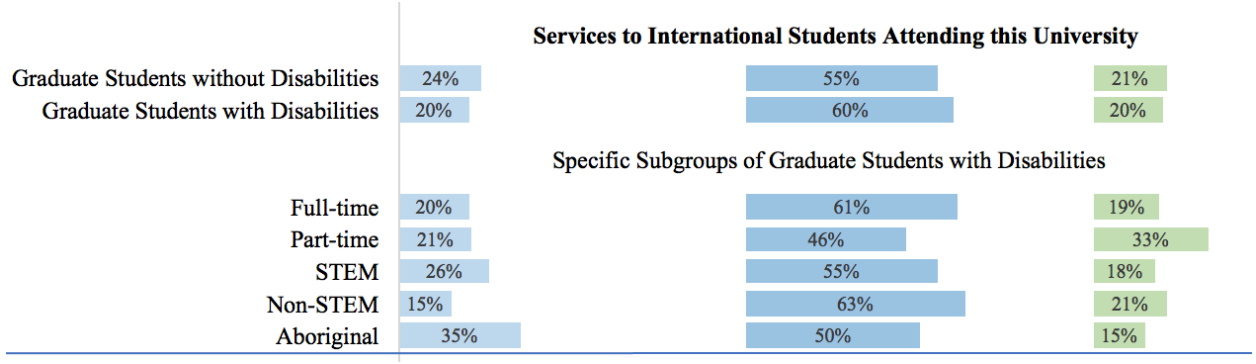
- More students without disabilities responded that they used the local office while more students with disabilities said they used the central office
- For the local/central office response option, the highest percentage was 25% for part-time students.
- More Aboriginal students said they used the local office in comparison to other groups



- More students without disabilities responded that they used the local office or both local/central offices while more students with disabilities used the central services
- Similar responses across the subgroups
- Overall, similar responses across the subgroups

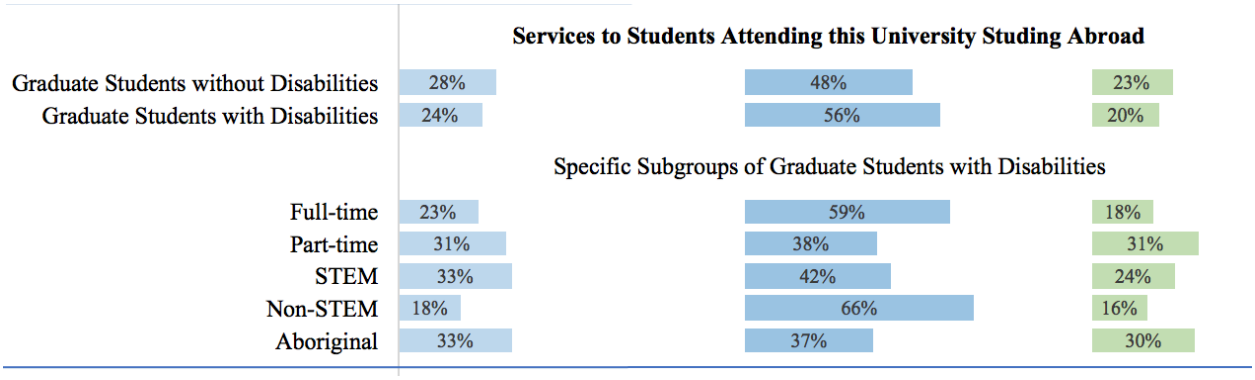


- Similar responses when comparing the students with and without disabilities
- More Aboriginal students said they used the local offices in comparison to the other groups
- Overall, similar responses across the subgroups

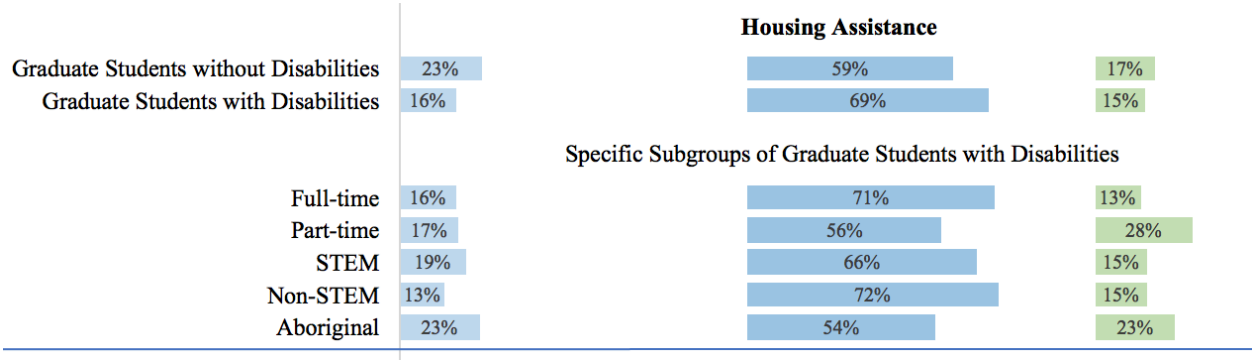


- Slightly more students without disabilities used the local office while more students with disabilities used the central office
- More Aboriginal students said they used the local office in comparison to the other groups
- More part-time students responded that they used both the local/central office in comparison to the other groups

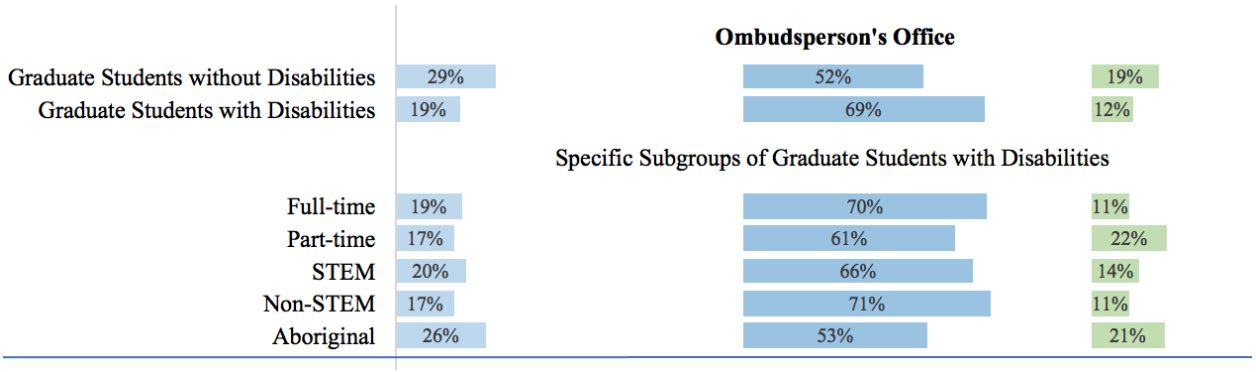
- Overall, quite a bit of variation across the subgroups



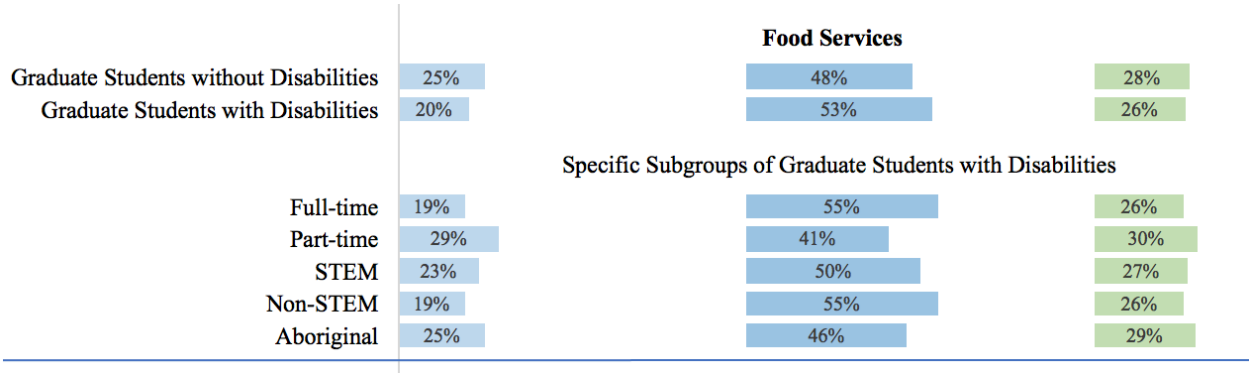
- Slightly more students without disabilities said they used the local office while more students with disabilities used the central office
- More full-time and non-STEM students used the central office in comparison to the other groups
- More part-time and STEM students responded they used both local/central services



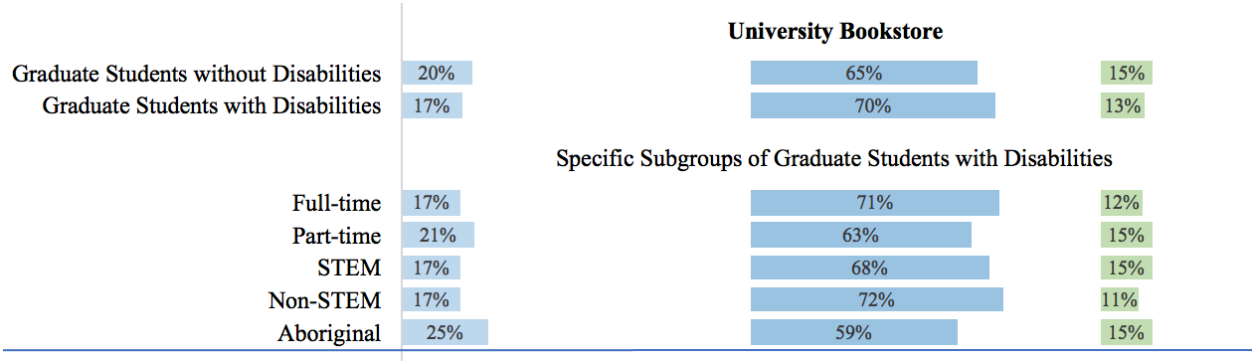
- More students without disabilities responded that they used the local office while more students with disabilities used the central services
- For central office, more full-time and non-STEM students responded they used this type of office in comparison to the other groups
- For both local/central office, more part-time and Aboriginal students responded they used these in comparison to the other groups



- More students without disabilities used the local office and both the local/central office while more students with disabilities said they used the central office
- More Aboriginal students said they used the local office in comparison to other groups
- Overall, slight variations across the subgroups

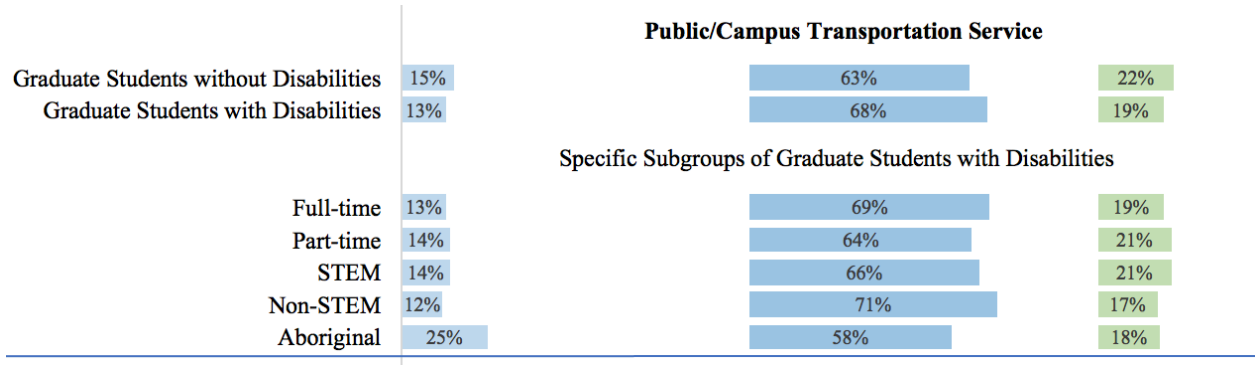


- Slightly more students without disabilities said they used local services and more students with disabilities said they used central services
- More part-time students said they used local services
- Some variation for *central office* response: more full-time and non-STEM students responded they used this type of service in comparison to the other subgroups

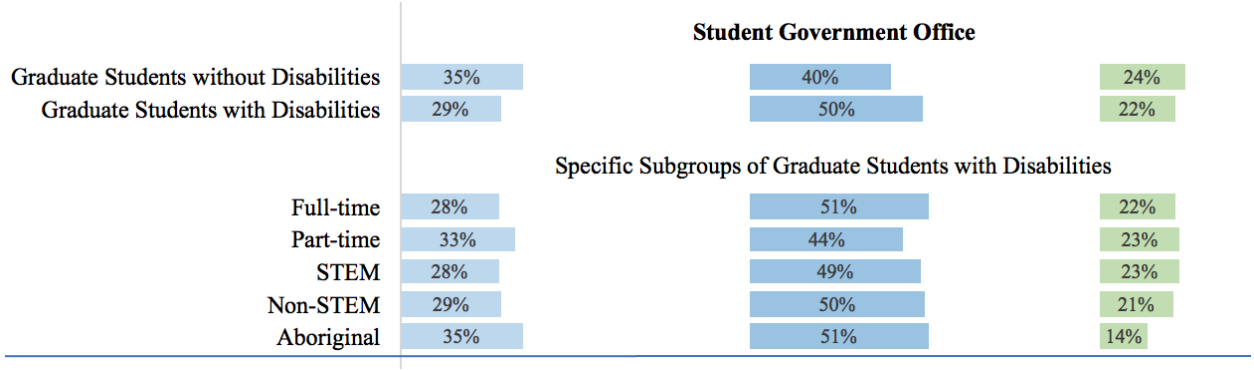


- Slightly more students without disabilities said they used local services and more students with disabilities said they used central services

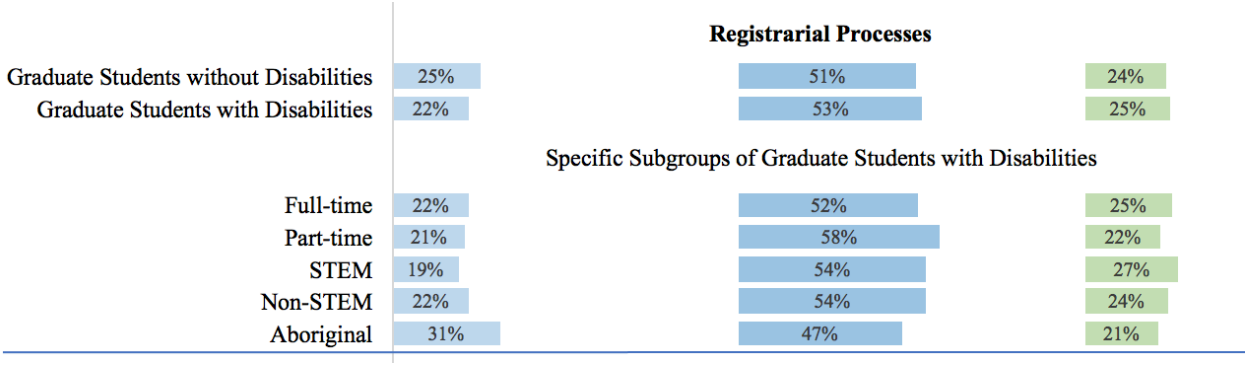
- More Aboriginal students said they used the local services
- More full-time and non-stem students said they used the central services



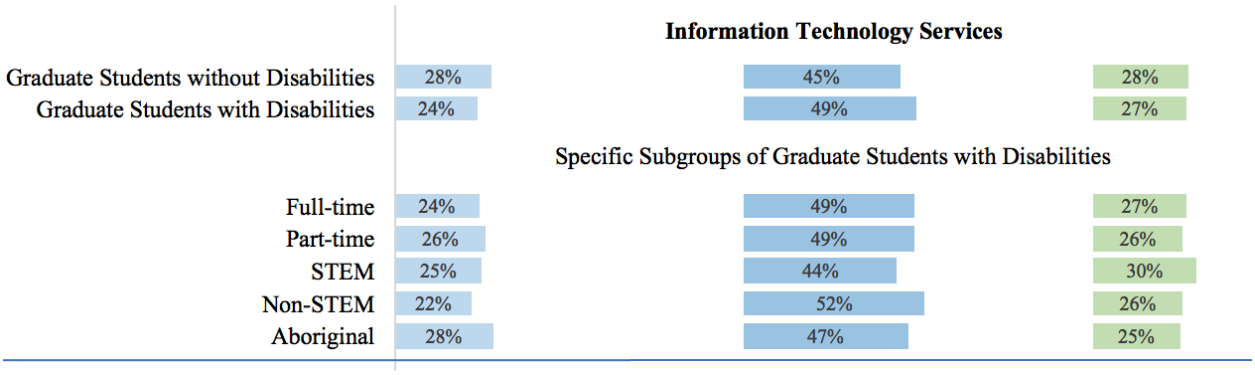
- Slightly more students without disabilities said they used local services and more students with disabilities said they used central services
- Slightly more non-stem students said they used the central services in comparison to the other groups
- More Aboriginal students said they used the local services



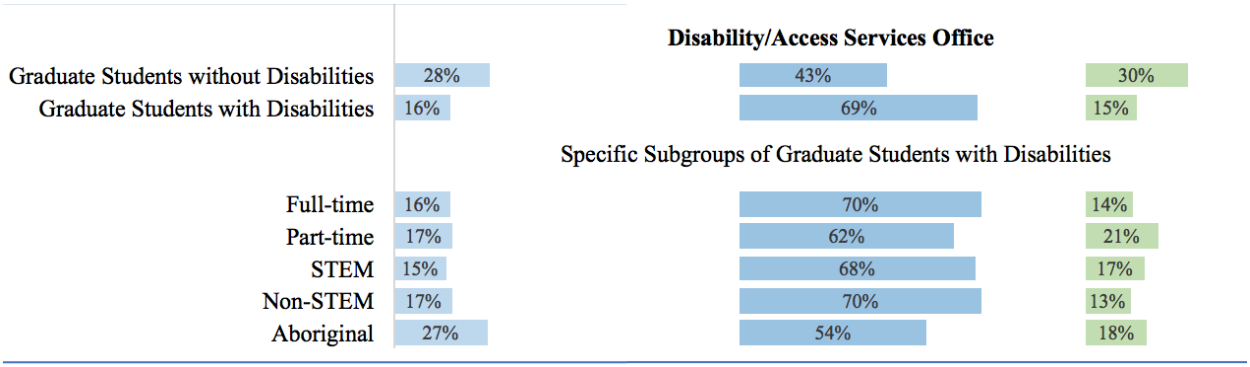
- Slightly more students without disabilities said they used local services and more students with disabilities said they used central services
- More Aboriginal students said they used the local services
- Fewer part-time students said they used the central services in comparison to the other subgroups



- Slightly more students without disabilities said they used local services and more students with disabilities said they used central services
- More Aboriginal students said they used the local services
- More STEM students said they used both local/central services



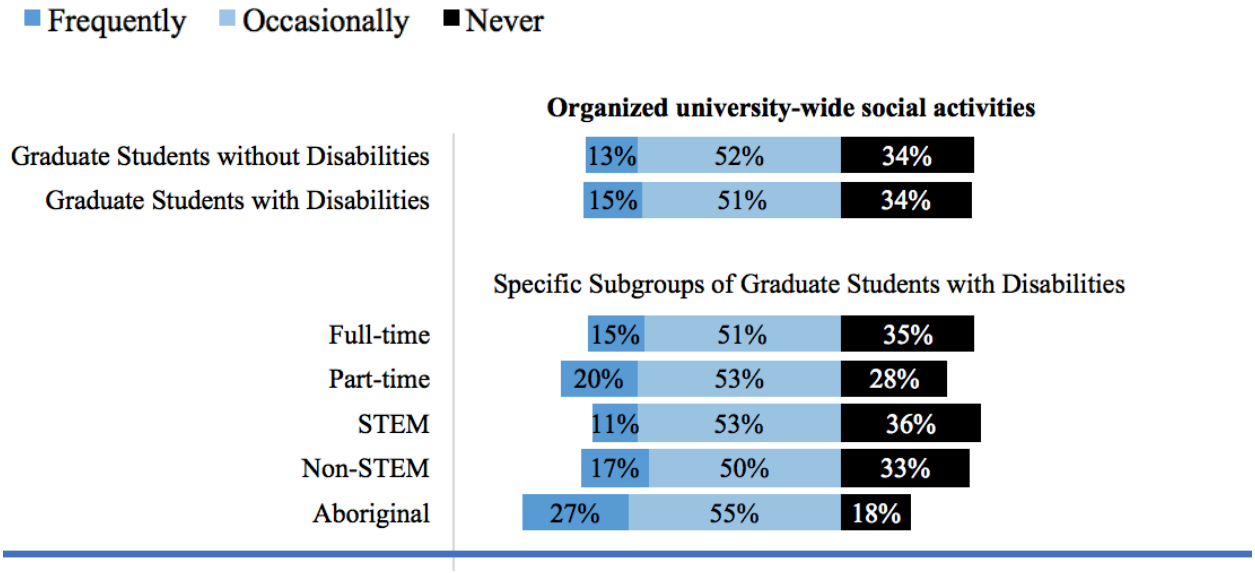
- Slightly more students without disabilities said they used local services and more students with disabilities said they used central services
- More Aboriginal students said they used the local services



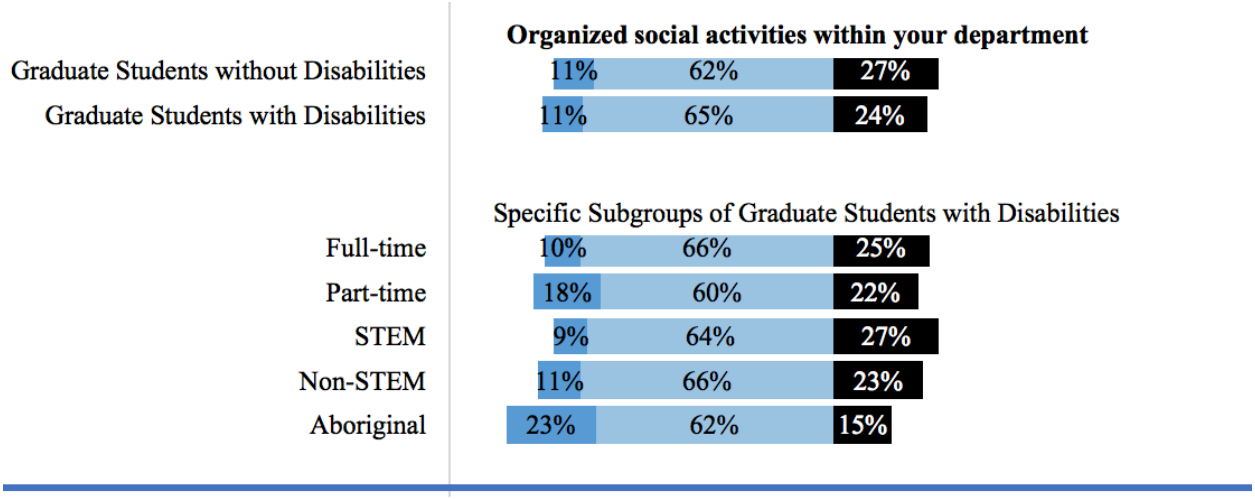
- Large difference between students with and without disabilities – more students with disabilities said they used the central office or both the local/central office
- More Aboriginal students said they used the local services
- More part-time students said they used the local/central services

SECTION 12- SOCIAL LIFE

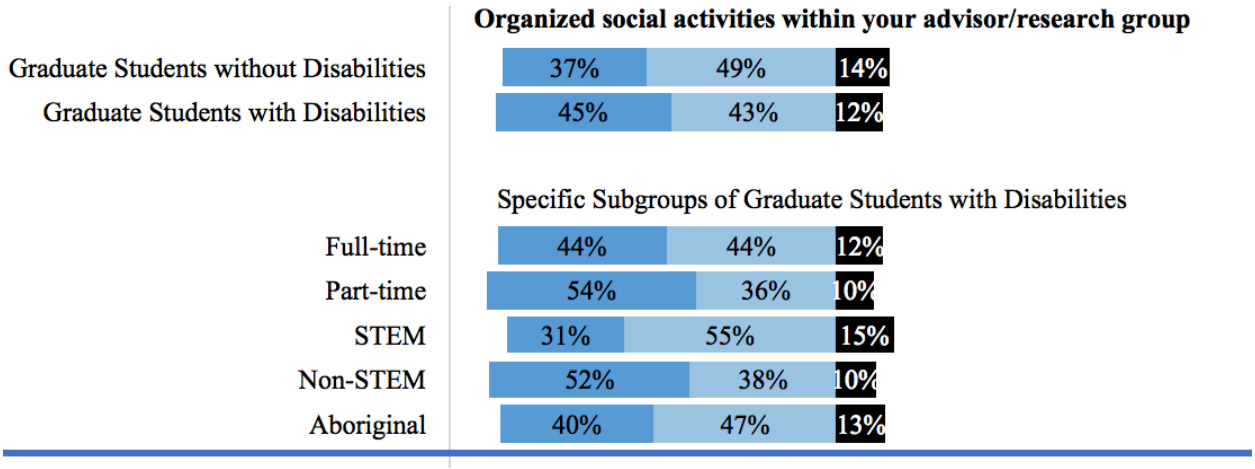
Participants responses: How often do the following social activities occur on campus?



- Graduate students with and without disabilities responded similarly.
- Slight differences between the subgroups:
  - More Aboriginal students felt these activities occurred *frequently* or *occasionally* in comparison to the other subgroups.
  - STEM students had the highest percentage for the '*never*' response option

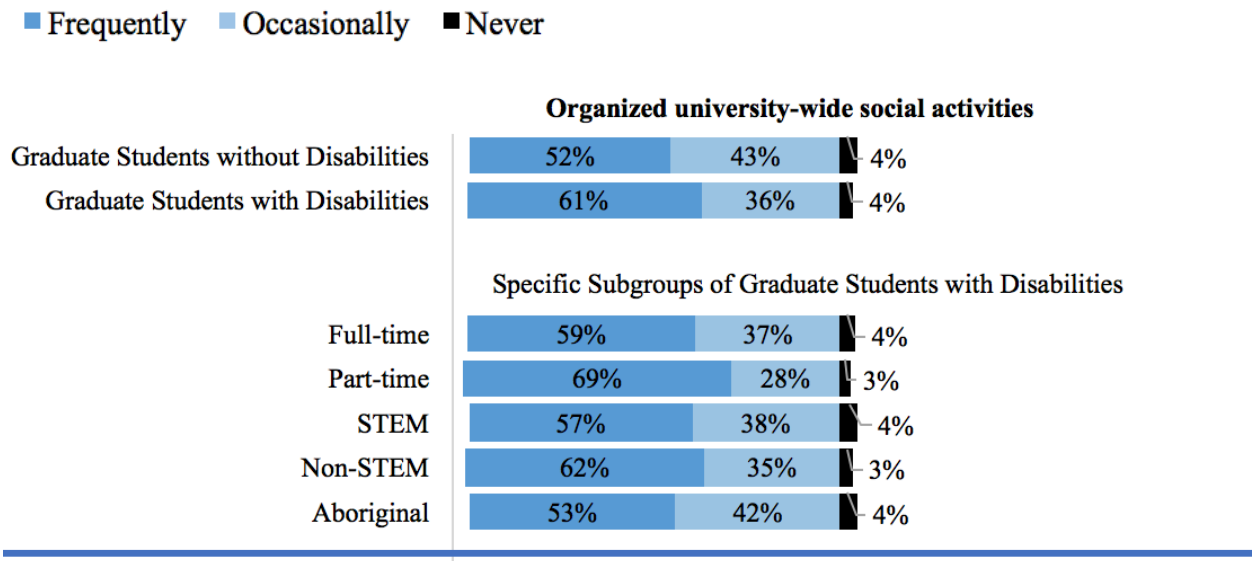


- Graduate students with and without disabilities responded similarly, with slightly more students without disabilities responding that these activities did not occur
- Slight differences between the subgroups:
  - More Aboriginal students felt these activities occurred *frequently* or *occasionally* in comparison to the other subgroups.
  - STEM students had the highest percentage for the '*never*' response option

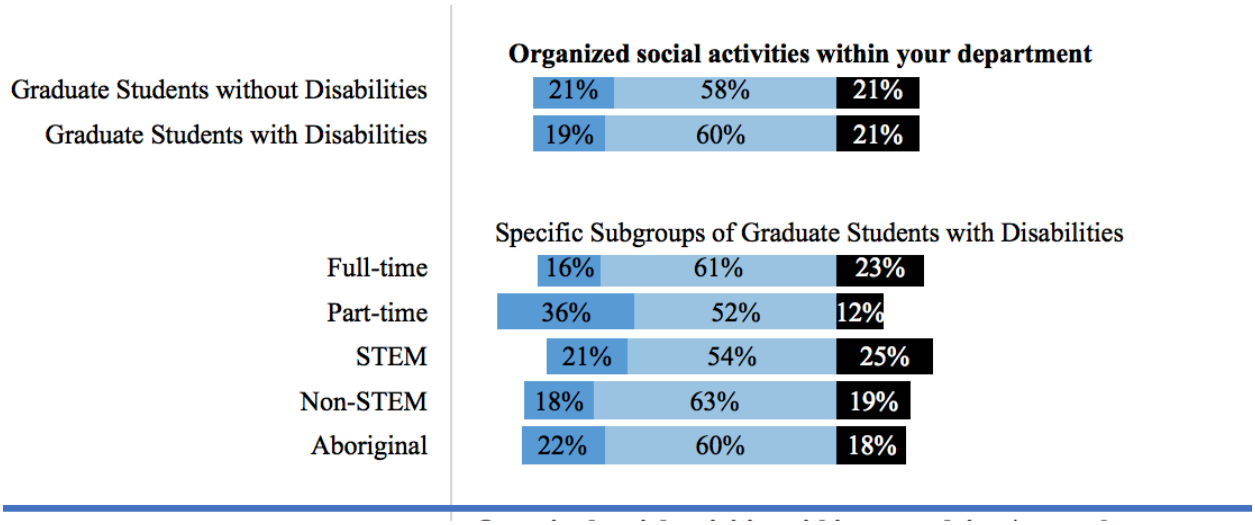


- More graduate students with disabilities felt these activities occurred *frequently*, while more students without disabilities responded with *occasionally*
- Slight differences between the subgroups:
    - STEM students had the highest percentage for the '*never*' response option (15%)
    - More part-time students felt these activities occurred *frequently* in comparison to the other groups (54%)
    - Based on the occasionally response option, STEM students had the highest percentage (55%)

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



- More graduate students with disabilities responded that they frequently attend these events in comparison to students without disabilities
- 69% of part-time students said they frequently attend these events, the highest percentage across the groups
- 53% of Aboriginal students responded with *frequently*, and more of them responded with occasionally in comparison to the other groups

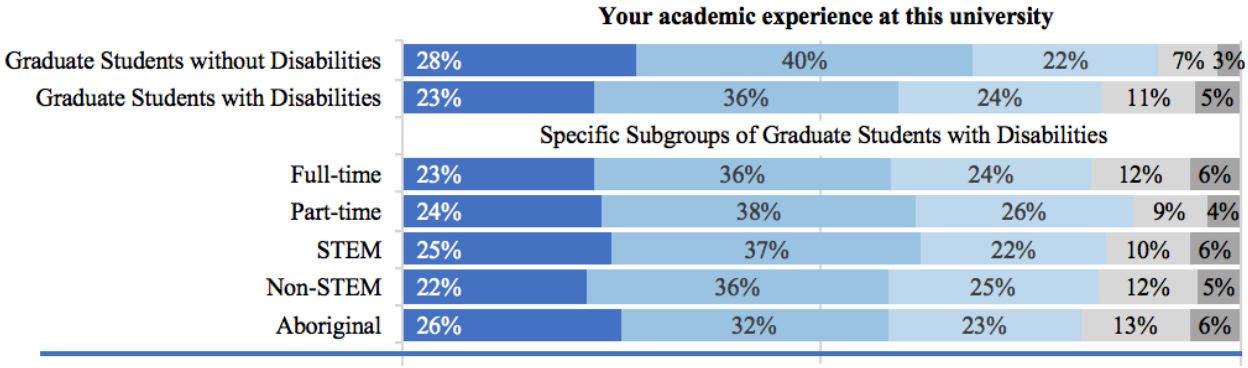


- Graduate students with and without disabilities responded in similar ways
- More full-time and STEM students responded they never attended these events in comparison to the other groups

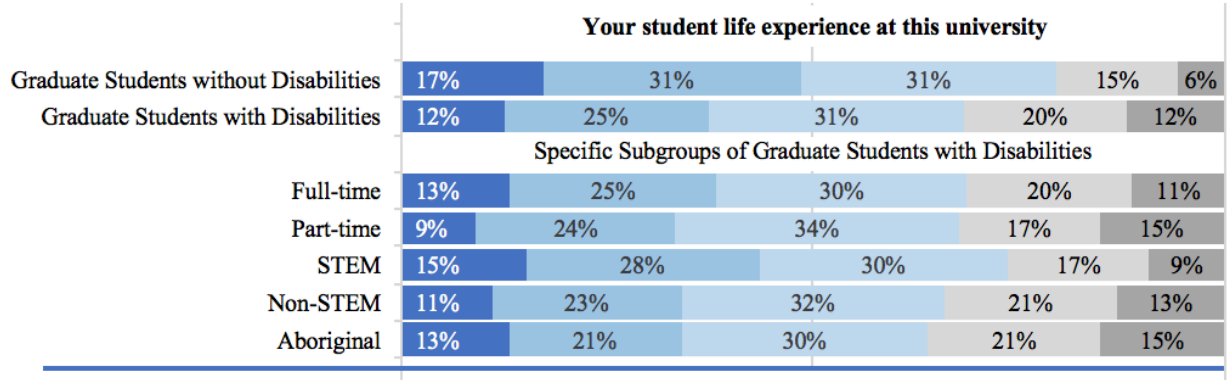
SECTION 13- GENERAL ASSESSMENT

■ Excellent ■ Very Good ■ Good ■ Fair ■ Poor

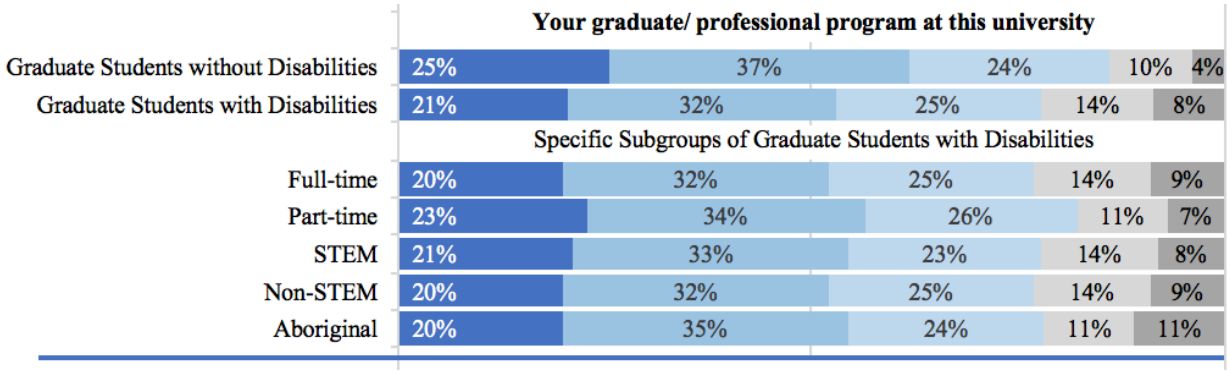
Participants' responses: Overall, how would you rate the quality of:



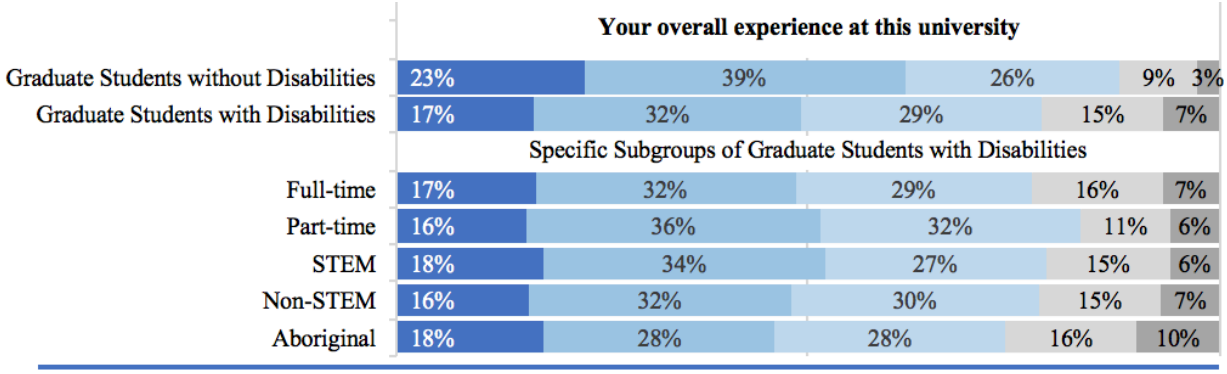
- Students without disabilities rated this item more favourably than students without disabilities. Based on responses of Excellent/Very Good/Good, 90% of students without disabilities responded in this way in comparison to 83% of students with disabilities.
- Slight differences between the subgroups of students with disabilities:
    - Part-time students rated the item most favourably, with 88% of respondents rating it as Excellent/Very Good/Good



- Students without disabilities rated this item more favourably than students without disabilities. Based on responses of Excellent/Very Good/Good, 79% of students without disabilities responded in this way in comparison to 68% of students with disabilities.
- Slight differences between the subgroups of students with disabilities:
    - STEM students rated the item most favourably, with 73% of respondents rating it as Excellent/Very Good/Good
    - Students who identified as Aboriginal rated this the least favourably with 64% of participants rating it as Excellent/Very Good/Good



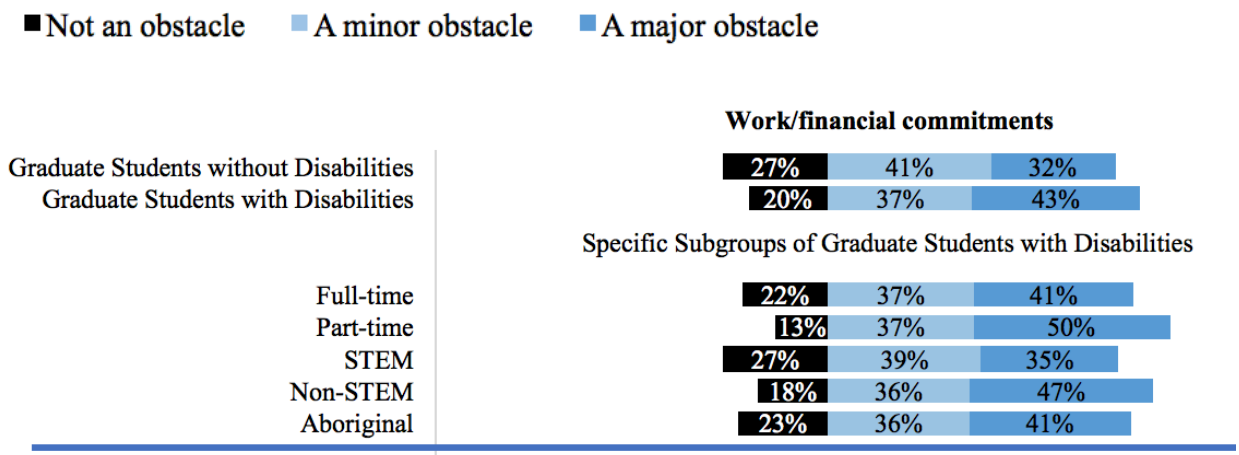
- Students without disabilities rated this item more favourably than students without disabilities. Based on responses of Excellent/Very Good/Good, 86% of students without disabilities responded in this way in comparison to 78% of students with disabilities.
- Slight differences between the subgroups of students with disabilities:
    - Part-time students rated the item most favourably, with 83% of respondents rating it as Excellent/Very Good/Good



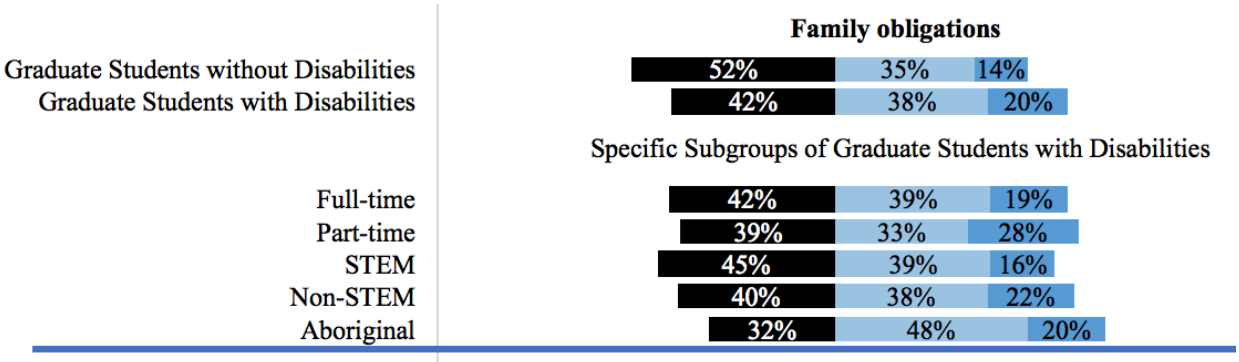
- Students without disabilities rated this item more favourably than students without disabilities. Based on responses of Excellent/Very Good/Good, 88% of students without disabilities responded in this way in comparison to 78% of students with disabilities.
- Slight differences between the subgroups of students with disabilities:
    - Part-time students rated the item most favourably, with 84% of respondents rating it as Excellent/Very Good/Good
    - Students who identified as Aboriginal rated this the least favourably with 74% of participants rating it as Excellent/Very Good/Good

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

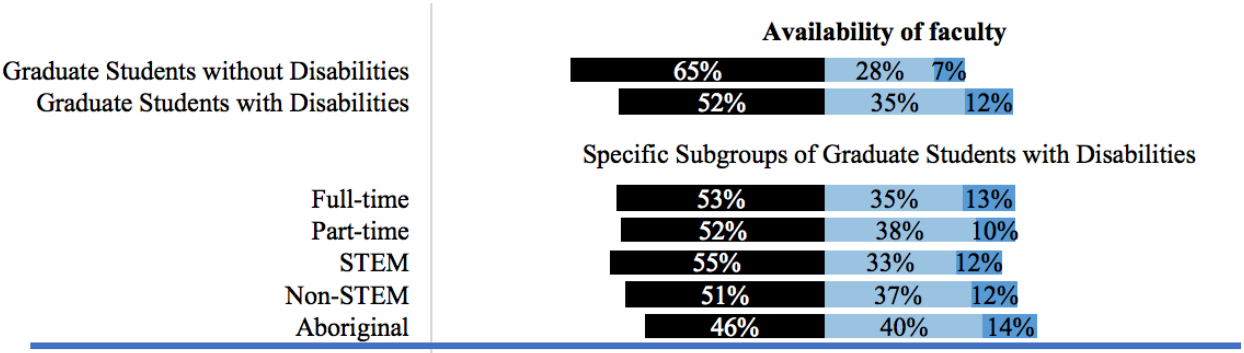
The scale that was used for the following items was:



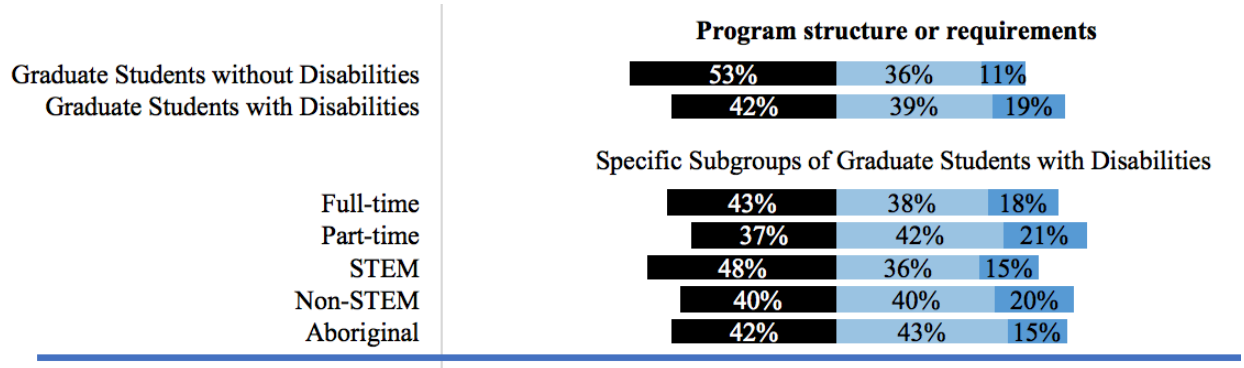
- Overall, more graduate students with disabilities felt this was a minor or major obstacle. While 43% of students with disabilities felt it was a major obstacle, only 32% of those without disabilities responded in this way.
- Several differences between the subgroups:
    - More STEM students (27%) indicated this was a not an obstacle in comparison to the other subgroups, which ranged from 13% (Part-time) – 23% (Aboriginal)
    - Based on combined responses of Minor/Major obstacles, more part-time students (87%) felt this was an obstacle in comparison to the other groups



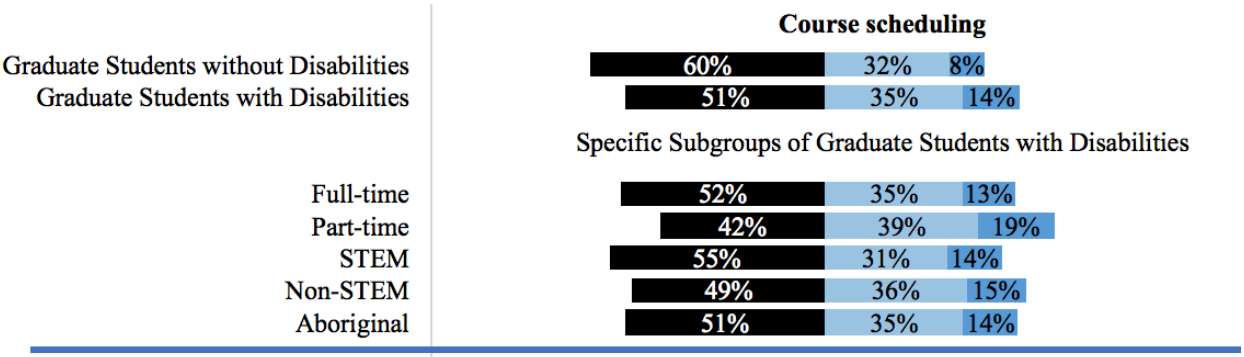
- Overall, more graduate students with disabilities felt this was a minor or major obstacle. While 58% of students with disabilities felt it was a minor or major obstacle, only 49% of those without disabilities responded in this way.
- Several differences between the subgroups:
    - More STEM students (45%) indicated this was a not an obstacle in comparison to the other subgroups, which ranged from 32% (Aboriginal) – 42% (Full-time)
    - Based on combined responses of Minor/Major obstacles, more Aboriginal students (68%) felt this was an obstacle in comparison to the other groups



- Overall, more graduate students with disabilities felt this was a minor or major obstacle. While 47% of students with disabilities felt it was a minor or major obstacle, only 35% of those without disabilities responded in this way.
    - Only some slight differences between the subgroups:
        - Fewer STEM students appear to perceive this item as a minor or major obstacle (45%) in comparison to the other subgroups
        - The subgroup that perceives this item is the greatest obstacle is Aboriginal students (54%).



- Overall, more graduate students with disabilities felt this was a minor or major obstacle. While 58% of students with disabilities felt it was a minor or major obstacle, only 47% of those without disabilities responded in this way.
- Several differences between the subgroups:
    - More STEM students (48%) indicated this was a not an obstacle in comparison to the other subgroups, which ranged from 37% (Part-time) – 43% (Full-time)
    - Based on combined responses of Minor/Major obstacles, more part-time students (63%) felt this was an obstacle in comparison to the other groups.



- Overall, more graduate students with disabilities felt this was a minor or major obstacle. While 49% of students with disabilities felt it was a minor or major obstacle, only 40% of those without disabilities responded in this way.
- Several differences between the subgroups:
    - More STEM students (55%) indicated this was a not an obstacle in comparison to the other subgroups, which ranged from 42% (Part-time) – 52% (Full-time)
    - Based on combined responses of Minor/Major obstacles, more part-time students (58%) felt this was an obstacle in comparison to the other groups.
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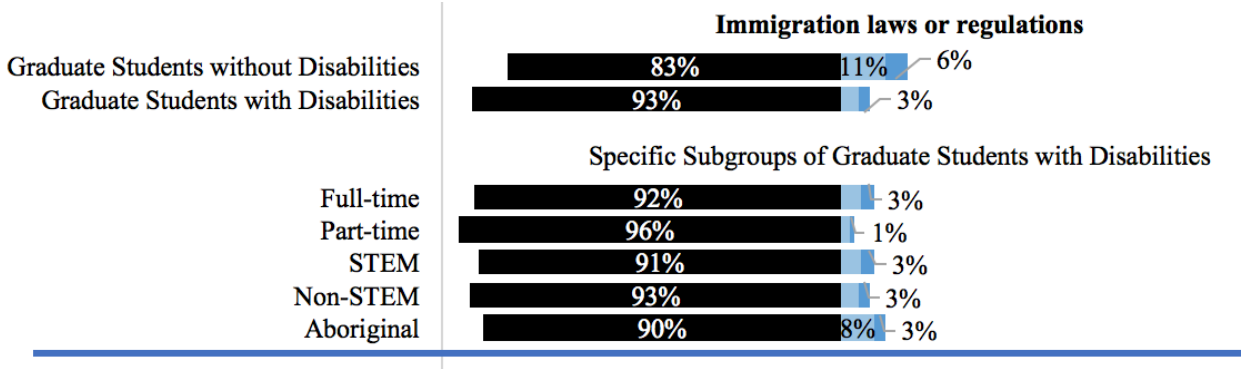
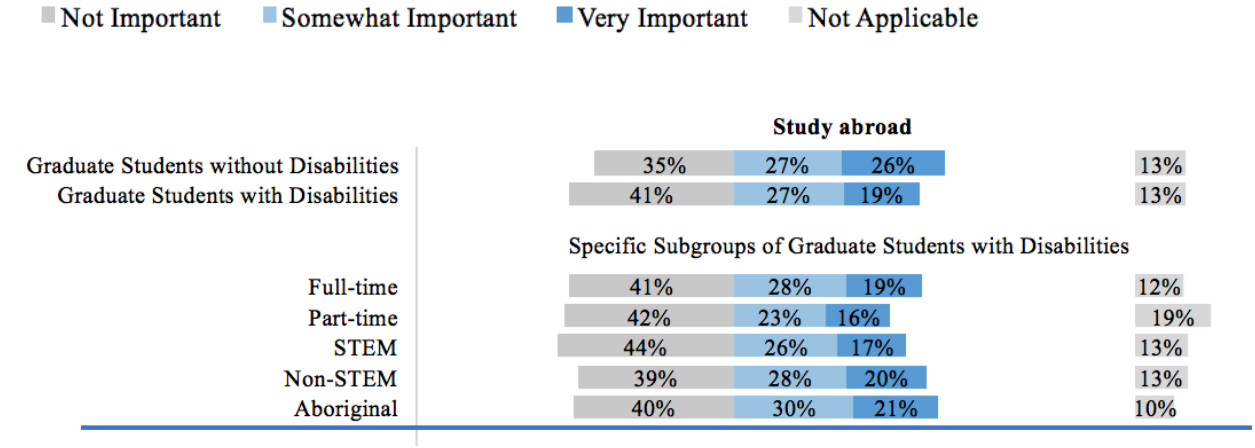


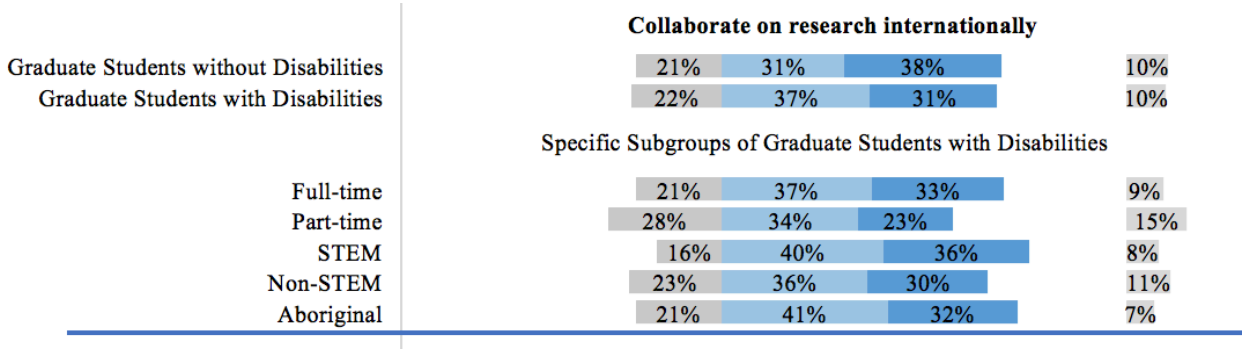
- Overall, more graduate students without disabilities felt this was a minor or major obstacle.
- Only slight differences between the subgroups

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

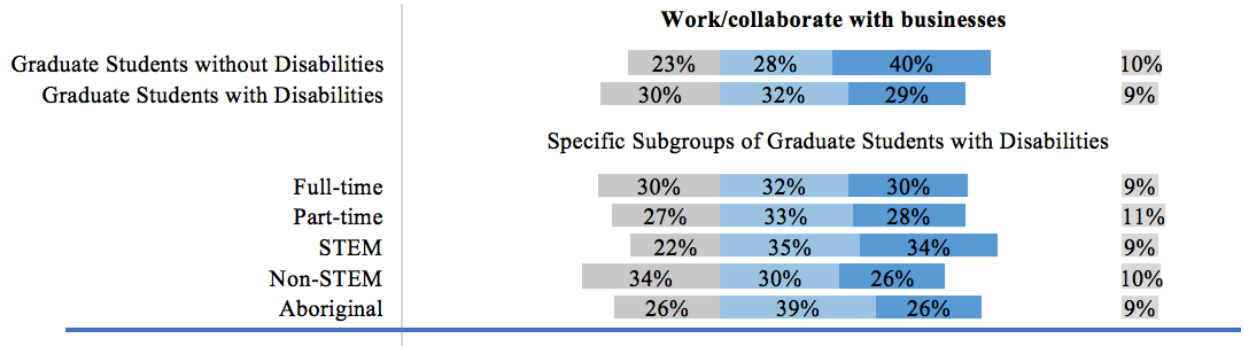
Scale for these questions:



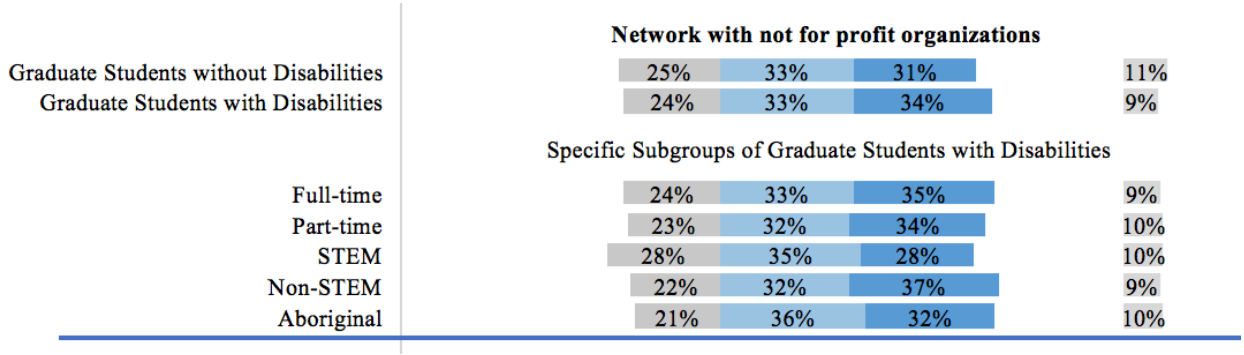
- Overall, more students without disabilities felt these opportunities were somewhat/very important in comparison to students with disabilities
- Differences amongst the subgroups:
    - 19% of part-time students felt this question was not applicable to them. This was the highest percentage for this response option
    - 51% of Aboriginal students felt these opportunities were somewhat/very important, the highest percentage across the subgroups



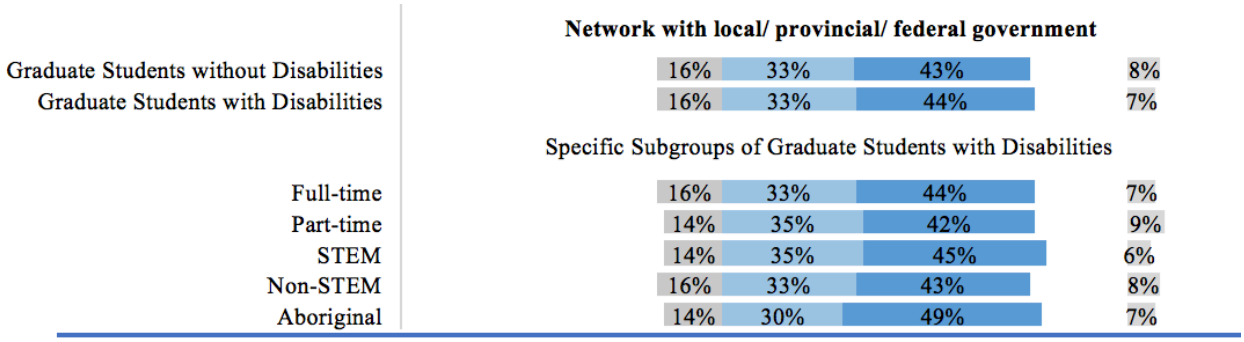
- More students without disabilities responded that these opportunities were very important (38%) in comparison to students with disabilities (31%). Conversely, more students with disabilities responded that they were somewhat important.
- Differences amongst the subgroups:
    - 19% of part-time students felt this question was not applicable to them. This was the highest percentage for this response option
    - 51% of Aboriginal students felt these opportunities were somewhat/very important, the highest percentage across the subgroups



- More students without disabilities responded that these opportunities were very important (40%) in comparison to students with disabilities (29%). Conversely, more students with disabilities responded that they were somewhat important (32%) and not important (30%).
- Differences amongst the subgroups:
    - 34% of non-STEM students felt these opportunities were not important. This was the highest percentage across the subgroups for this response option.
    - These opportunities were the most important to STEM students, where 69% of respondents in this subgroup responded with *somewhat important* or *very important*.



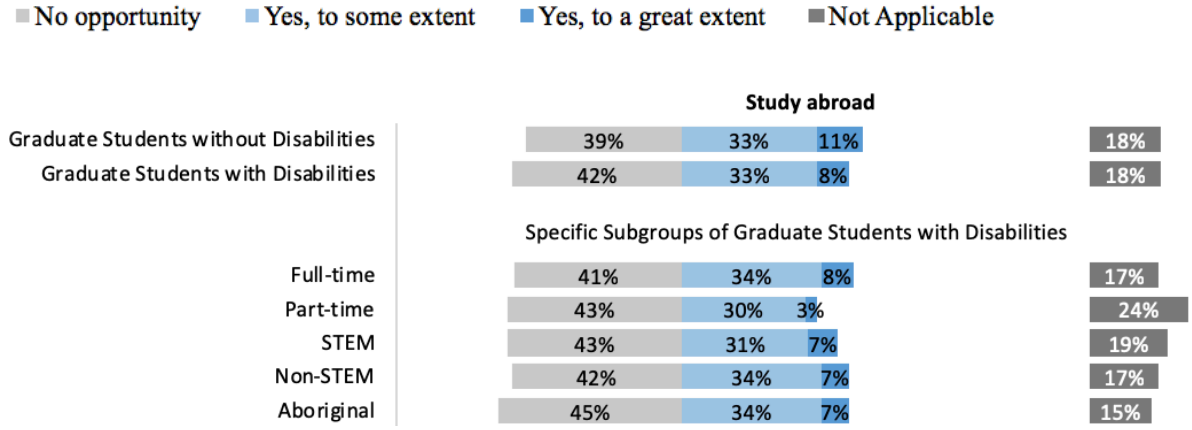
- Only a slight difference between students with and without disabilities. While 34% of students with disabilities said these opportunities were *very important*, 31% of students without disabilities responded in this way.
- Differences amongst the subgroups:
    - Based on the *very important* response option, Non-STEM students felt this item was the most important
    - Based on the *not important* response option, more STEM students felt this item was not important in comparison to the other groups



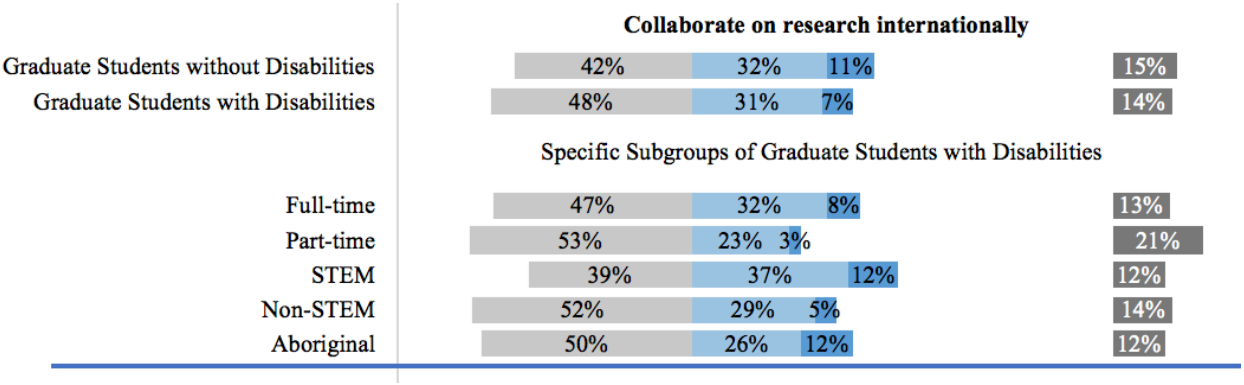
- Similar responses across graduate students with and without disabilities
- Only slight differences across the subgroups of students with disabilities. About 40% of participants in each subgroup felt these opportunities were *very important*.

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

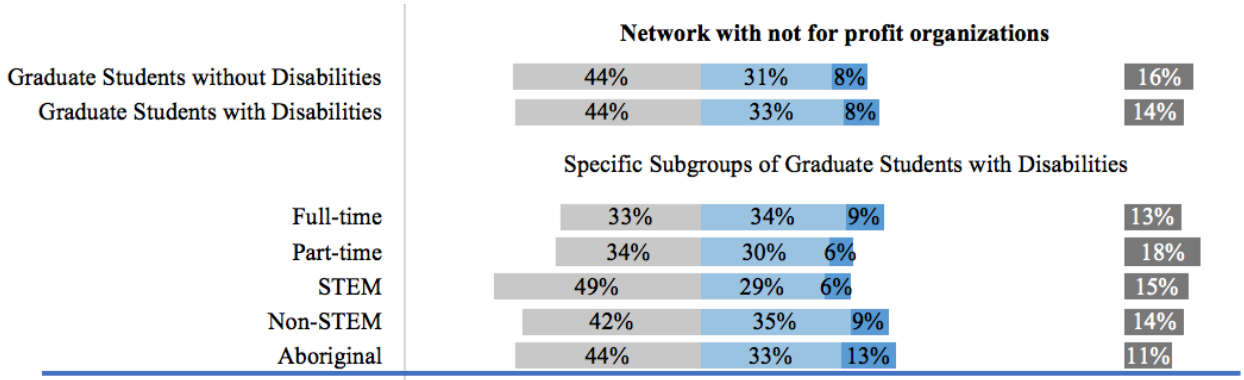
Scale for these questions:



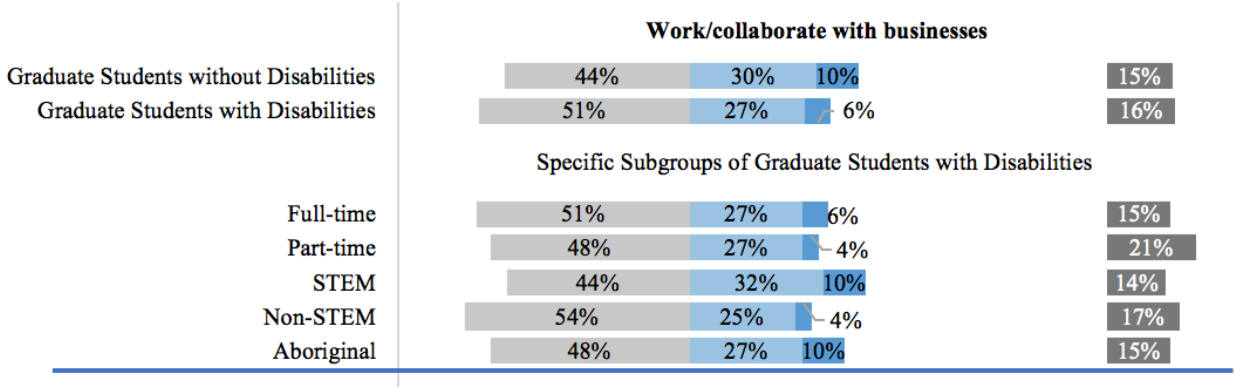
- Slightly more graduate students without disabilities felt there were opportunities to study abroad
- 24% of part-time students felt that this wasn't applicable to them – the highest percentage across the subgroups
- Similar responses across the subgroups, with slightly more Aboriginal students indicating there were no opportunities for study abroad



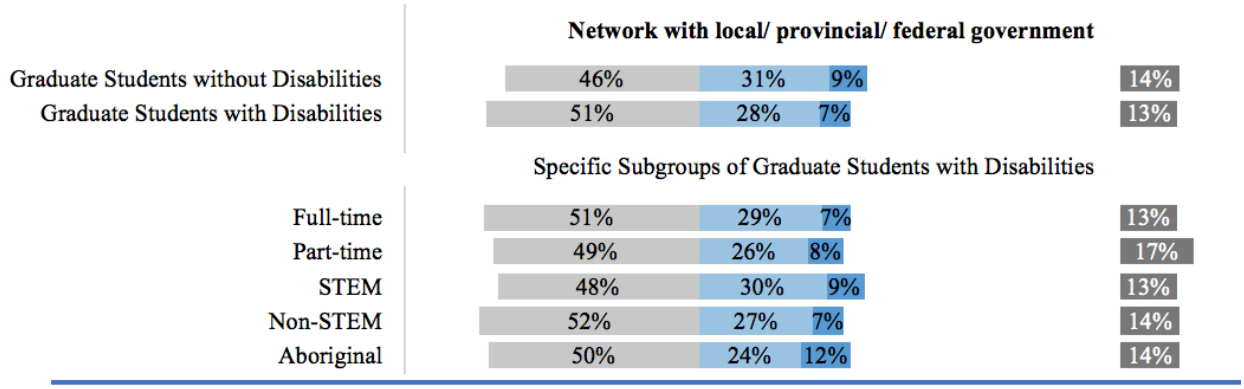
- More graduate students with disabilities felt there were no opportunities to collaborate on research internationally (48%), in comparison to those without disabilities (42%)
- 21% of part-time students felt that this wasn't applicable to them – the highest percentage across the subgroups
- In terms of not having opportunities to collaborate on research internationally, more part-time students selected this response option (53%) in comparison to the other subgroups
- The subgroup with the most participants indicating they had opportunities to collaborate on research were STEM students, with 37% saying they had opportunities to some extent and an additional 12% saying they had opportunities to a great extent



- Similar responses when comparing graduate students with and without disabilities, with 39% of those without and 41% of those with disabilities responding with *some extent* or *great extent*
- 18% of part-time students felt that this wasn't applicable to them – the highest percentage across the subgroups
- In terms of not having opportunities to network with not for profit organizations, more STEM students selected this response option (49%) in comparison to the other subgroups
- The subgroup with the most participants indicating they had opportunities to network with not for profit organizations were Aboriginal students, with 33% saying they had opportunities to some extent and an additional 13% saying they had opportunities to a great extent



- More graduate students without disabilities felt they had opportunities to work/collaborate with businesses, with 40% of those without disabilities and 33% of those with disabilities indicating they had opportunities to some/great extent
- 21% of part-time students felt that this wasn't applicable to them – the highest percentage across the subgroups
- In terms of not having opportunities to work/collaborate with business, more non-STEM students selected this response option (54%) in comparison to the other subgroups
- The subgroup with the most participants indicating they had opportunities to work/collaborate with businesses were STEM students, with 32% saying they had opportunities to some extent and an additional 10% saying they had opportunities to a great extent



- More graduate students without disabilities felt they had opportunities to network with government, with 40% of those without disabilities and 35% of those with disabilities indicating they had opportunities to some/great extent
- 17% of part-time students felt that this wasn't applicable to them – the highest percentage across the subgroups
- In terms of not having opportunities to network with government, slightly more non-STEM students selected this response option (52%) in comparison to the other subgroups
- The subgroup with the most participants indicating they had opportunities to network with government were STEM students, with 30% saying they had opportunities to some extent and an additional 9% saying they had opportunities to a great extent