

OISE GSA Student Experience Survey

2023-2024



**Zhanina Bregu, Abigail Fisher, Harleen Kundan,
Ernest Obeng, and Justin Patrick**

April 1, 2024

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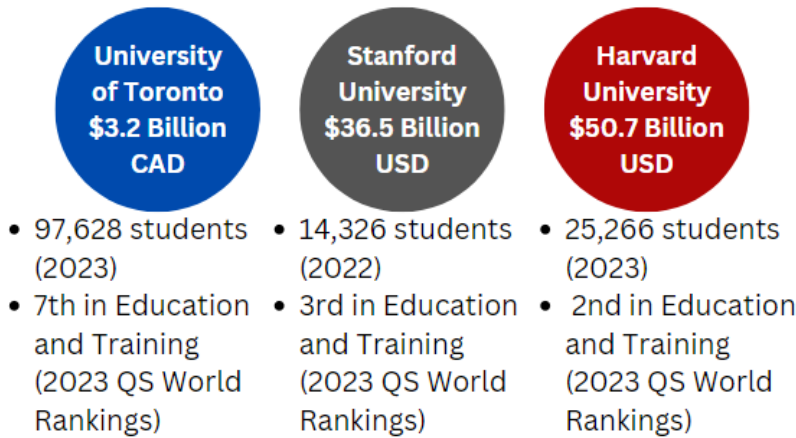
Table of Contents

Introduction	2
Methodology	3
Demographic Information	3
Teaching Experience	5
Quantitative Results	5
Qualitative Results	5
Academic Publishing	12
Quantitative Results	12
Qualitative Results	12
Funding	25
Quantitative	26
Qualitative	27
Supervisors and Students	36
Quantitative	36
Qualitative	36
Diversity, Equity, and Inclusion	47
Quantitative	47
Qualitative	47
Support for Student Governments and Student Organizations in OISE	53
Quantitative	53
Qualitative	54
Facilities	58
Quantitative	58
Qualitative	58
Recommendations	62
Establishing the Foundations of a Community of Practice	62
Alleviating Financial Hardships by Expanding Teaching Opportunities	65
Diversity, Equity and Inclusion	67
Student Governments	67
Conclusion	68
Acknowledgments	68
References	69
Appendix A: Survey Questions	71
Appendix B: Crosstabs	78

Introduction

The Ontario Institute for Studies in Education (OISE) is one of the highest-ranked education faculties in the world (QS World University Rankings for Education & Training 2023, 2023). Given the amount of funding and endowments OISE and the University of Toronto receive in comparison to equivalent institutions for the study of education at other high-ranking universities (Harvard University, 2023; Stanford University, 2023a, 2023b; University of Toronto, 2023a, 2023b), this is an impressive feat. Moreover, the University of Toronto is achieving such accolades with not only less money but must spread its funding among more students than some of its elite competitors.

Endowment Size 2023



However, OISE students still face challenges that impact their success during their studies and post-graduation. We believe that if substantial steps can be taken toward alleviating these challenges, OISE can become the number one education faculty in the world. This report provides a snapshot of what students would like to see for the future of OISE. An overview of challenges facing OISE students are presented, as well as recommendations for ways OISE can innovate to become number one. We write this report in the

spirit of fostering collaboration between OISE students and non-student education stakeholders to achieve this goal. From our consultations with OISE Graduate Students' Association (GSA) constituents, we perceive an interest among OISE students to be an active part of continuous change-making to make OISE the best it can be.

[A similar report](#) was conducted by the OISE GSA during the 2015-2016 academic year and was completed in April 2017 (Alaca et al., 2017). Its main focus was accessibility and equity, and it highlighted multiple pressing issues OISE students were experiencing at the time. While our report in 2023 seeks to identify some potential longitudinal influences and seeks to continue the spirit of its 2017 predecessor, we also acknowledge that since much has changed in the world in the past seven years, student consultations have led us to focus on areas that may differ from the previous report. These student consultations have largely led us to explore additional intersections with equity, wellbeing, and success as applicable to the OISE student experience. Furthermore, we hope to build upon the work of our predecessors to expand analyses further where possible. This expansion involved collecting data for more demographic breakdowns to offer more possibilities to identify and disaggregate perspectives of particular subsets of the OISE student population. The subsets of the 2023 survey range from department, degree type, year of study, and other intricacies of student status to identity-based factors such as race, gender, sexual orientation, and having a disability.

Due to the OISE GSA going inactive from 2019-2023 and some organizational knowledge being lost as a result, we happened to find the 2017 report by chance on Academia.edu after much of the 2023 survey had been planned. However, despite the gap in intra-organizational communication between

students in 2017 and 2023, the themes are eerily similar, which suggests that many of the same issues then were just as foregrounded in OISE students' minds as they are now. Despite this, not all the results in 2023 go in the same direction as similar questions' results did in 2016. In some areas of the 2023 survey, there were reported improvements. In other areas, the same reported issues conveyed through students' quantitative and qualitative contributions suggest that some areas have continued to worsen, and we believe they have become more urgent. Given the areas that have reportedly improved, we are hopeful that if progress can be made in future years toward alleviating the most pressing issues, the number one spot will be within OISE's reach.

Methodology

Survey questions were developed in consultation with OISE students, as well as OISE student governments at departmental and program levels, other OISE student organizations, and OISE administration/faculty. It was submitted to the University of Toronto Research Ethics Board, and they informed us that as this is an organizational report, it did not require a formal ethics protocol. The survey was launched by email on September 4, 2023 and ended on October 2, 2023, giving OISE students 30 days to submit responses. This was similar in duration to the 2016 survey that took place from late March to late April of that year (Alaca et al., 2017). 286 OISE students participated in the survey, which we estimate is a sample size of about 8%. This is a decrease from the 330 students who participated in the 2016 survey when the OISE student population was likely smaller (Alaca et al., 2017). All survey responses were anonymized. Google Forms was used to receive responses.

There are multiple potential influences that may have impacted the survey response rate. The inactivity of the OISE GSA from 2019-2023, the need to rebuild the sense of community among students in the post-pandemic world, and increasing socioeconomic challenges for students that may have further limited the time they have available may be some potential contributors. Another is that students had the option to enter their contact information for a chance to win one of five \$25 Amazon gift cards, information which was not linked to their survey responses, while the 2016 report offered a chance to win one of four \$50 gift cards to a business of the winner's choice (Alaca et al., 2017). The Amazon gift cards were found left over in the OISE Office from 2019 when students regained access to it in 2023 following the OISE GSA's reactivation. Given the OISE GSA's funding limitations, we decided against purchasing prizes to the same extent as had been done in 2016 to preserve funds for other operations and activities (OISE Graduate Students' Association, 2023). Nevertheless, the 2023 sample size provides telling data that helps give us a picture about the current state of the OISE student experience.

The analysis comprises descriptive statistics using various functions in Google Sheets and R. We were able to build upon the methodology of the 2016 report by providing additional breakdowns by department, student status, degree type, and year of study. We have also endeavoured to highlight descriptive statistics by identity-based features such as race, gender, sexual orientation, and ability/disability status. We also have some descriptives for international students. We hope that these additional breakdowns will allow for more focused solutions that cater to students' specific needs.

Demographic Information

Participants spanned all four OISE departments. 112 (39.2%) of participants were from the Department of Curriculum, Teaching and Learning (CTL), 92 (32.3%) were from the Department of Leadership, Higher and Adult Education (LHAE), 55 (19.2%) were from the Department of Applied Psychological and Human Development (APHD), and 27 (9.4%) of participants were from the

Department of Social Justice Education (SJE). 37.5% of participants were PhD students, 5.2% of participants were EdD students, 30.8% were MEd students, 19.2% were MT students, 7.3% were MA students, and 1 (0.3%) was in a dual MA/PhD program. The majority of the students who completed this survey were full-time students (71.3%), but larger percentages of part-time and flex-time students, respectively, participated than in 2016. Students from all years of their program participated in this program from Year 1 to Year 5+. The table below shows these statistics as well as the percentage point change from the demographic breakdowns of the 2016 survey. It is important to note that the 2016 survey's demographic totals did not always add up to 330 in each category, which may have been due to some 2016 participants choosing not to identify and/or identifying as belonging to multiple subcategories.

Category	Subcategory	Total	Percentage	Percentage Point Change from 2016 Survey
Department	APHD	55	19.2	-0.7
	CTL	112	39.2	-1.4
	LHAE	92	32.3	+11.7
	SJE	27	9.4	-4.8
Degree	Doctor of Education (EdD)	15	5.2	+0.7
	Master of Arts (MA)	21	7.3	-6.9
	Master of Education (MEd)	88	30.8	-2.2
	Master of Teaching (MT)	55	19.2	+1.6
	Doctor of Philosophy (PhD)	106	37.5	+9
	Other	1	0.3	+0.1
Status	Flex-Time	36	12.6	+5
	Full-Time	204	71.3	-0.5
	Part Time	46	16.1	+2.2
Year of Study	1	33	11.5	-34.9
	2	134	46.9	+21.4
	3	55	19.2	+8.6

	4	26	9.1	+0.6
	5+	35	12.2	+2.8
	Prefer not to say	3	1	+1

This report builds upon the approach of its 2017 predecessor by providing more demographic questions to allow for disaggregated data analysis based on identity factors. We collected data on respondent ability/disability status, student status, gender, race and/or ethnicity, and subsets of sexual orientation, which received a wide variety of intersectional responses. This data shows that 27 (9.4%) identified as international students and 45 (24.4%) of respondents identified as a person with a disability. Further, 57 (16.4%) identified as being part of the LGBTQ+ community, 217 (75.9%) identified as women and 6 (2.1%) identified as non-binary or gender fluid. The data on race and/or ethnicity showed that 106 (33.97%) of respondents identified as White (Caucasian or family origins in Europe), 58 (18.59%) identified as East Asian (China, Japan, Korea, etc.), 30 (9.62%) identified as South Asian (India, Pakistan, Sri Lanka, etc.), 18 (5.77%) identified as Black, and 18 (5.77%) identified as Latin American. All other categories had less than 3% of respondents identifying with them. We have created an [open source version of our dataset](#) without identifying information (just quantitative responses) in case there is interest in analyzing this data further in the future.

Teaching Experience

Quantitative Results

The majority of participants (51%) disagreed or strongly disagreed with the statement “I have ample opportunities to serve as a teaching assistant”. The APHD department was the most dissatisfied with their opportunities to serve as a teaching assistant with 61.9% of respondents reporting that they strongly disagreed or disagreed with the statement that they had ample opportunities to serve as a teaching assistant. Similarly, EdD students were the most dissatisfied with their teaching opportunities with 73.3% of EdD respondents choosing to strongly disagree or disagree for the same question.

87.4% of participants believe that OISE students should be able to serve as course instructors, even if they have not completed a doctoral degree.

The SJE department had the least confidence in their ability to obtain teaching experience before they graduate (59.2% disagreed or strongly disagreed). Unsurprisingly, participants who had been OISE for 5+ years also had the least confidence in their ability to obtain teaching experience before they graduate (71.5% disagreed or strongly disagreed).

Qualitative Results

Teaching experience remains a severe area of need that represents OISE students’ untapped potential. Despite OISE students being some of the most highly trained and capable educators in the country, opportunities to apply these skills and competencies to gain teaching experience in a higher education context are few and far between. One reason we have heard for the dearth of teaching opportunities in OISE is that because it is composed entirely of graduate students, OISE students cannot evaluate their peers. This was likely exacerbated by the transition of OISE’s teaching program from an undergraduate degree to a master’s level one some years ago. Now, OISE students often have to resort to applying to other faculties and departments at the University of Toronto and beyond, where they are at a disadvantage because those other departments and faculties prioritize their own graduate students. In fact,

other departments and faculties at the University of Toronto guarantee teaching assistant roles for some of their graduate students, but OISE does not.

Student respondents expressed a dire need for teaching experience both as teaching assistants and course instructors.

“There seem to be very few opportunities to teach, and limited for specific departments”

“OISE needs to offer more TA opportunities for PhD students. This is essential for securing academic positions later. Not having an undergraduate program is not a sufficient excuse, PhD students could serve as course instructors or TAs in master's levels classes.”

“It would be great if there were more TA opportunities, or for students to get involved earlier in their degrees”

“Many faculties of education allow PhD candidates to teach as sessionals during their PhD and it is a disadvantage for OISE PhD(c)s to not have the same opportunity. OISE also stands to lose out on its own talent, as many of us work as sessionals for other universities while completing our programs.”

Students expressed frustrations with limitations on which positions they could hold simultaneously as well as with which students are prioritized when applying to teaching opportunities.

“For someone preparing to be both a researcher AND a teacher in the academy, it doesn't make sense that you can't hold a GA and a TA at the same time.”

“There is a pecking order in the opportunities available to teach: part-time students do not have much of a chance to teach, perhaps being able to teach only once. This is not enough if part-time students are trying to move on from their non-teaching careers to teaching careers in academia. This makes privileged straight-A students who go uninterruptedly from high school to undergrad to masters to doctoral studies much more likely to succeed in becoming professors.”

“As a flex time PhD student who had multiple years of teaching and research at the university and been promoted to tenured track faculty in a different country, I never succeeded in any TA applications I tried before. I felt very frustrated, depressed, and even being marginalized in this process.”

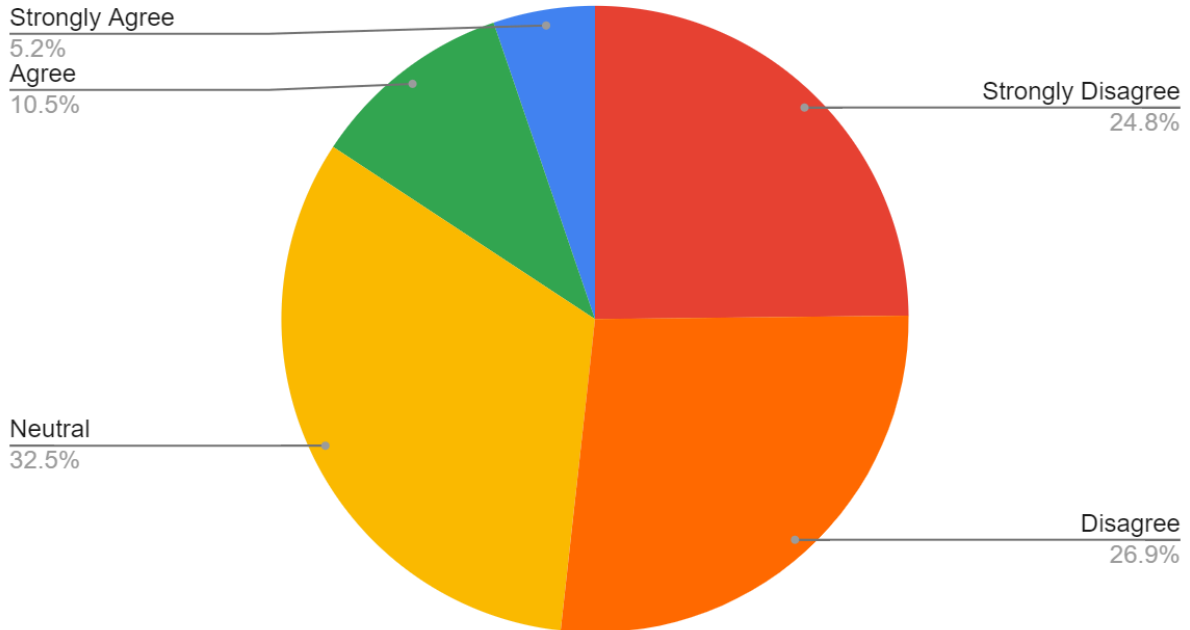
Students also expressed a need for more support to navigate processes surrounding teaching opportunities. Examples of these supports included training sessions about how to be a good TA, as well as resources to inform students about how to find and apply for TA opportunities. Information sessions and/or workshops on these topics would go a long way toward building OISE students' teaching skills and competitiveness in the UofT teaching opportunity job market.

“I still do not know where or how to obtain teaching experience. I have applied to other faculties multiple times but have never been successful. I think that an information session or workshop on how to obtain teaching experience at the university - even if it is only an hour or two would be helpful.”

“There needs to be clearer communication about the possibilities of TAing outside OISE and outside the education faculties at UTM and UTSC. For me, being able to TA at the faculty of architecture, which is my specialization, made a big difference for me, but I only found out about this possibility by coincidence.”

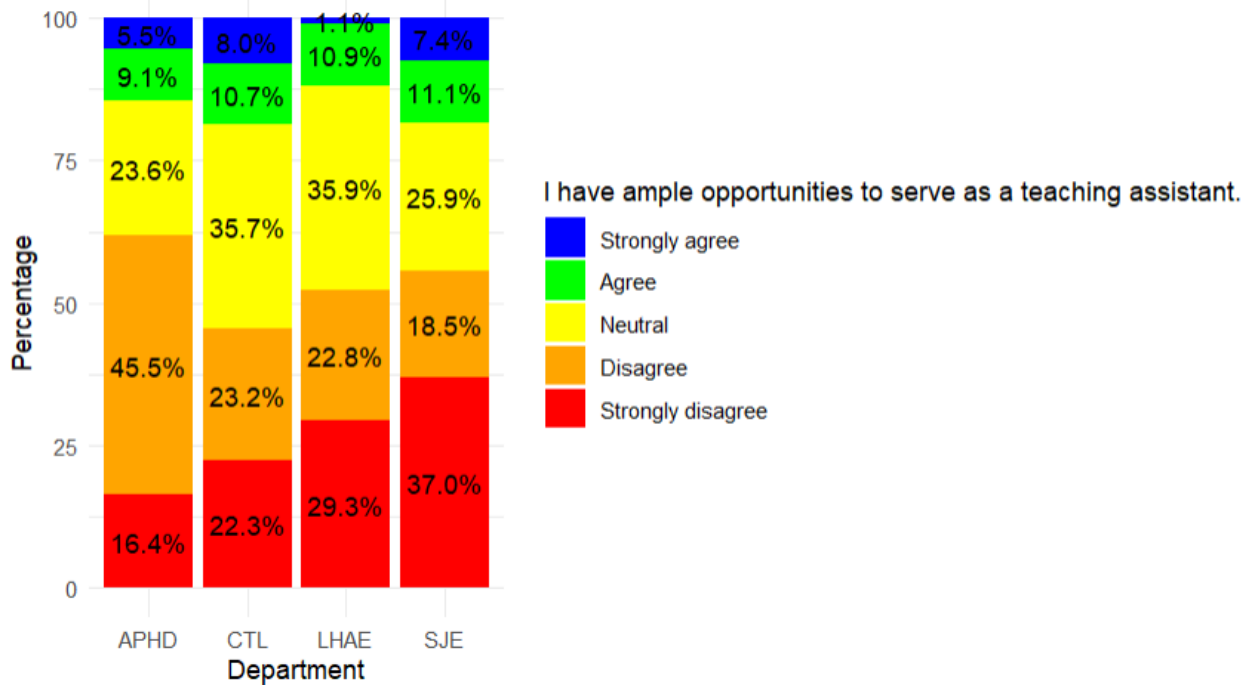
“There should also be co- or extra-curricular opportunities to receive instruction on how to design courses in higher education, based on best available evidence.”

I have ample opportunities to serve as a teaching assistant.

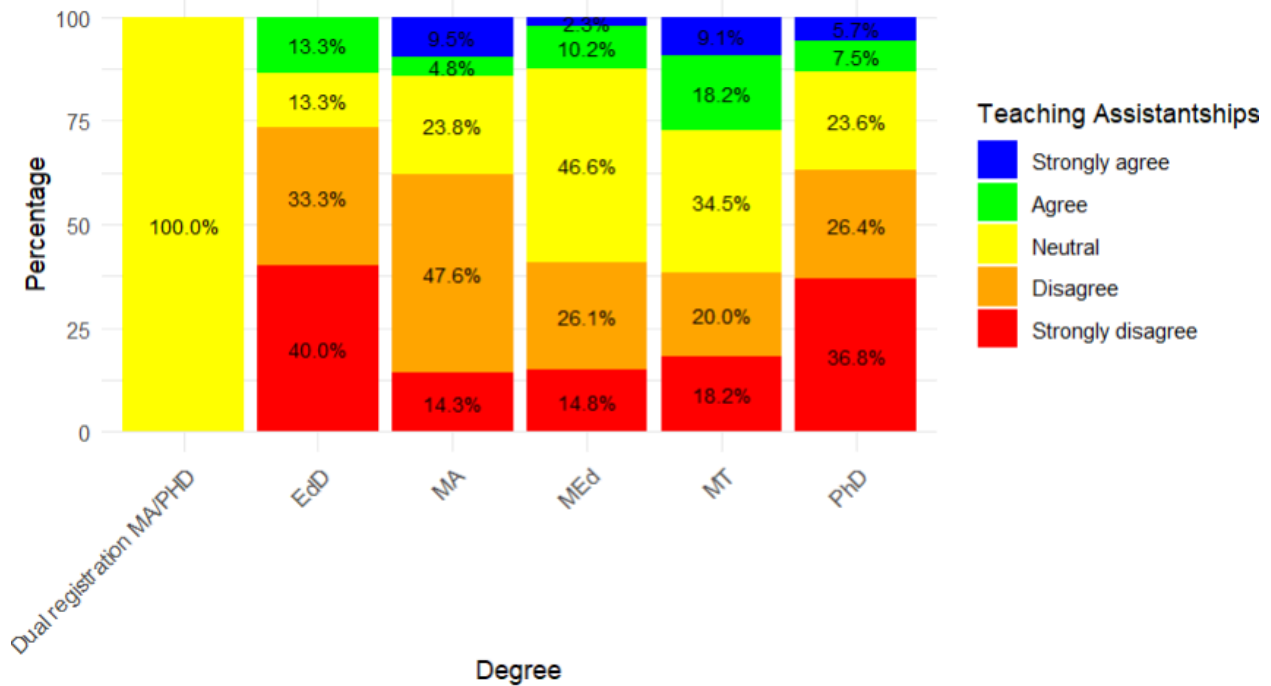


Strongly agree = blue, agree = green, neutral = yellow, disagree = orange, strongly disagree = red

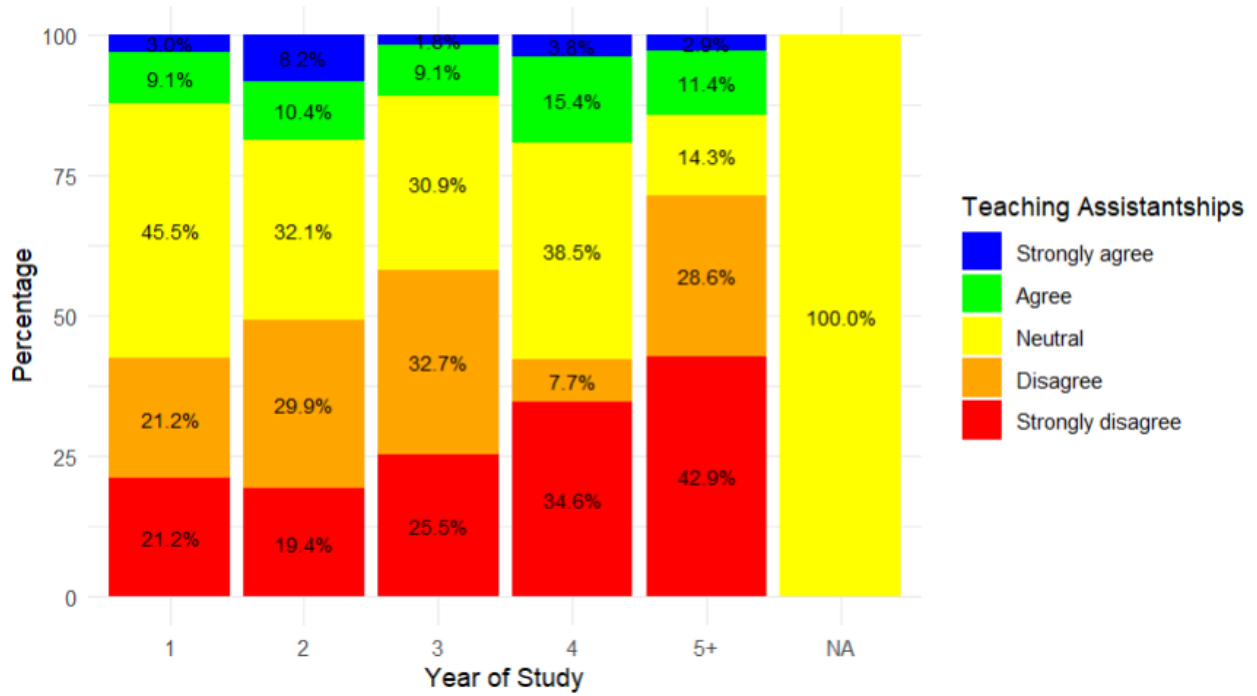
Likert Scale Responses to Teaching Assistant Question by Department



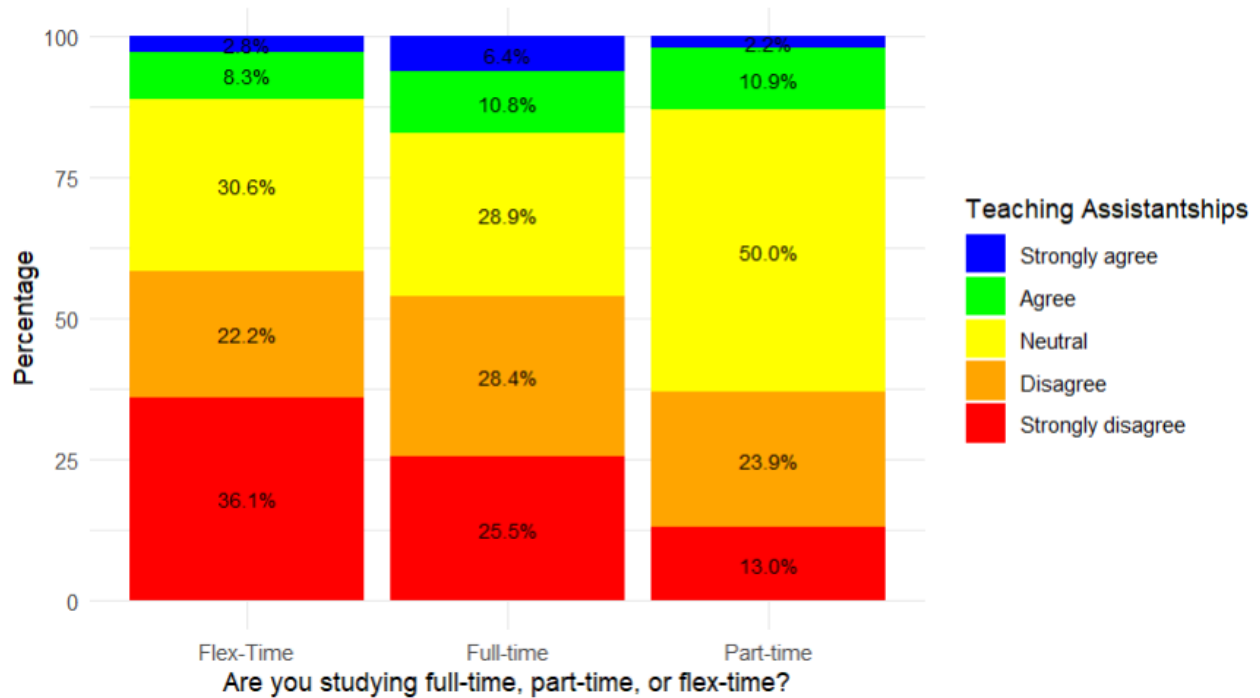
Teaching Assistantships



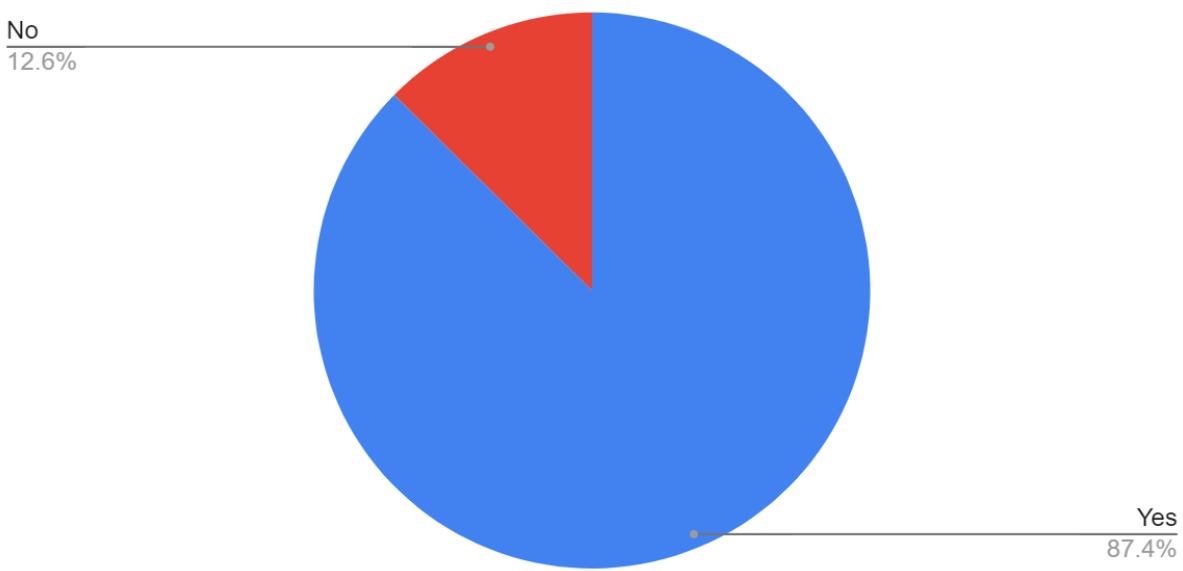
Teaching Assistantships



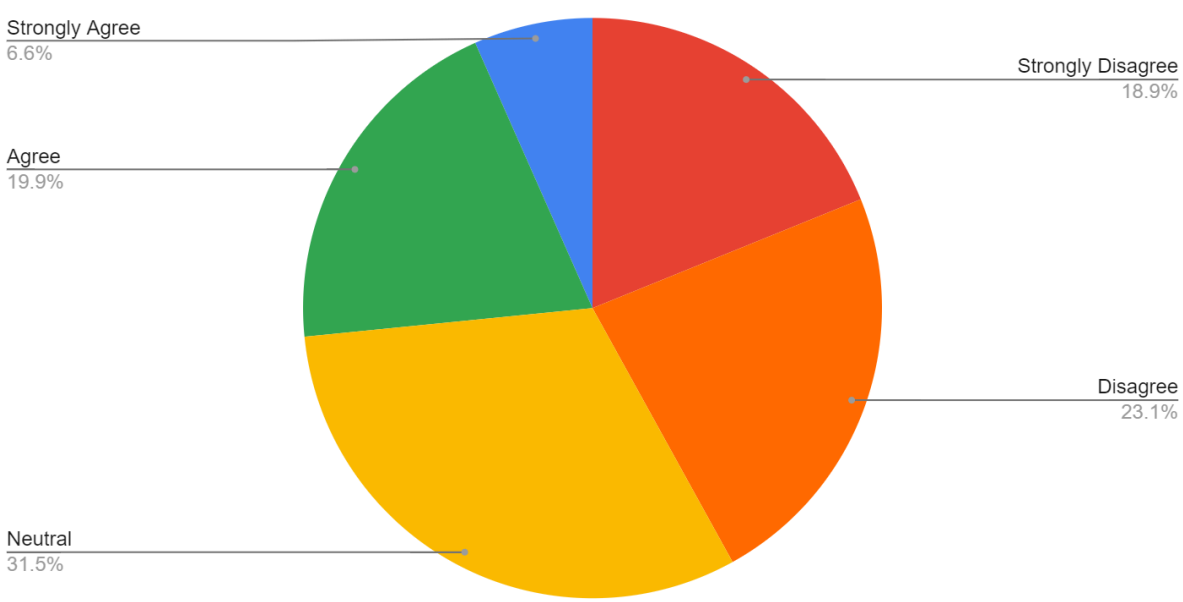
Teaching Assistantships



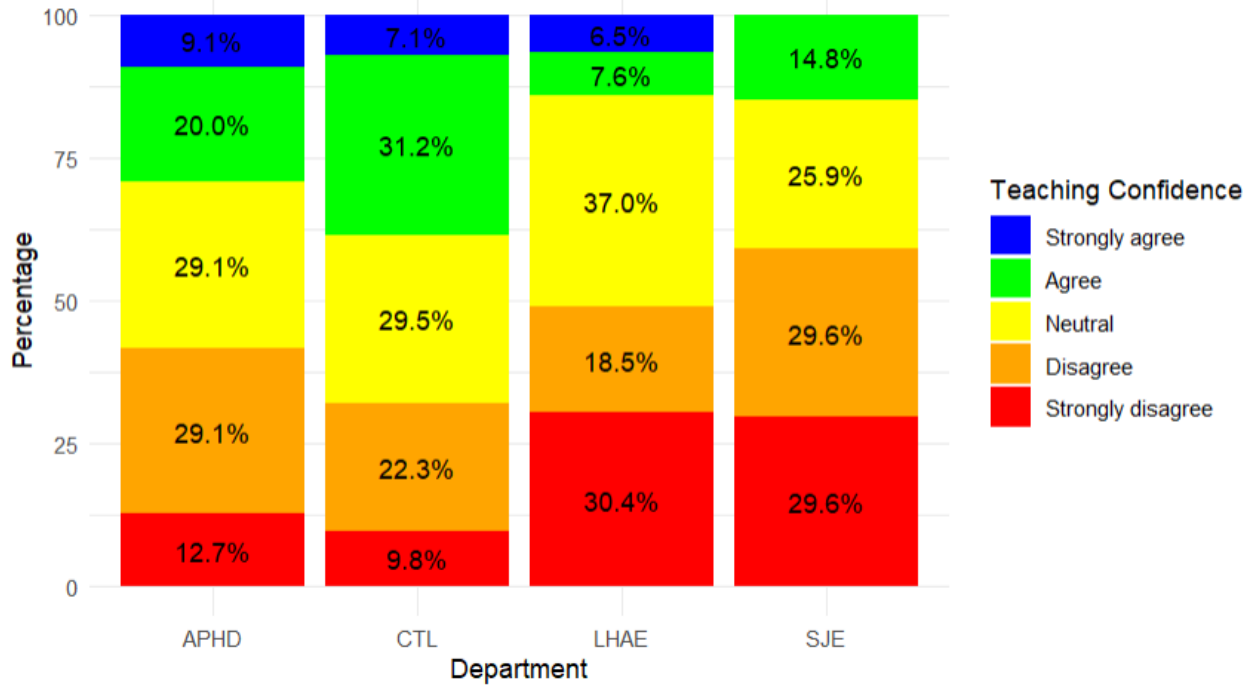
Should OISE students be able to serve as course instructors in and beyond OISE if they are sufficiently qualified, even if they have not completed a doctoral degree?



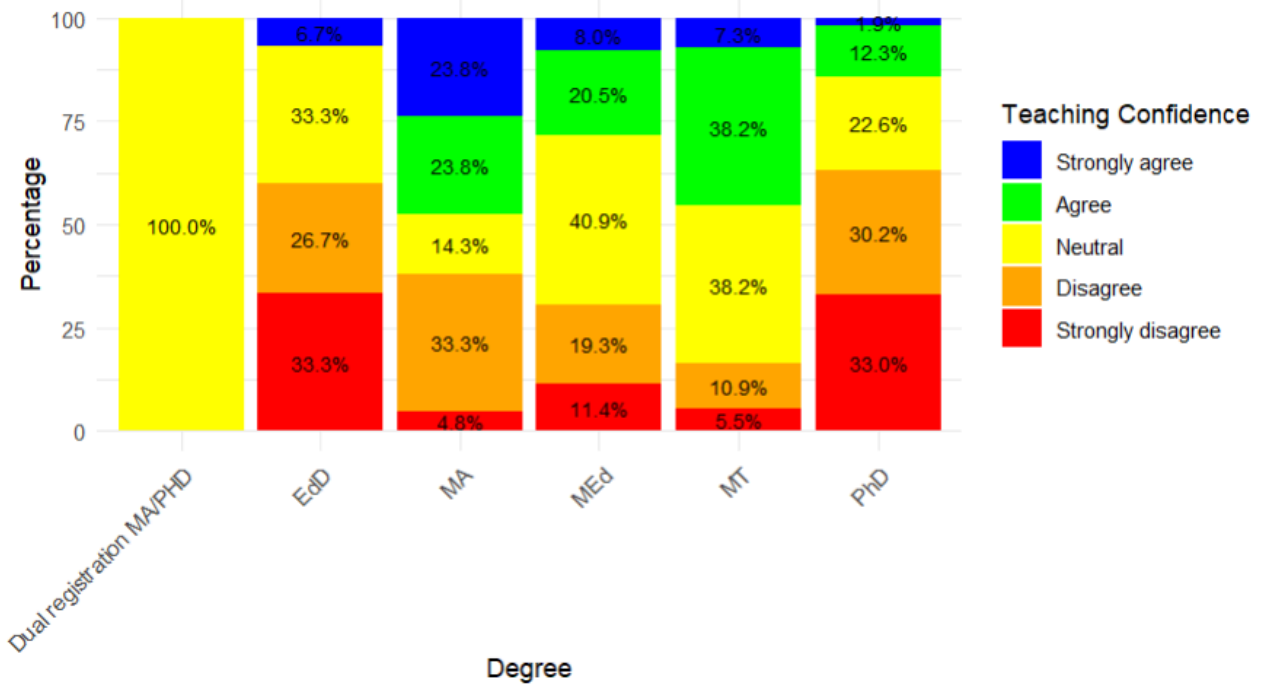
I am confident that thanks to opportunities and supports in OISE to obtain teaching experience, by the time I graduate, my teaching record will be sufficient to obtain my desired position in or outside academia after graduation.



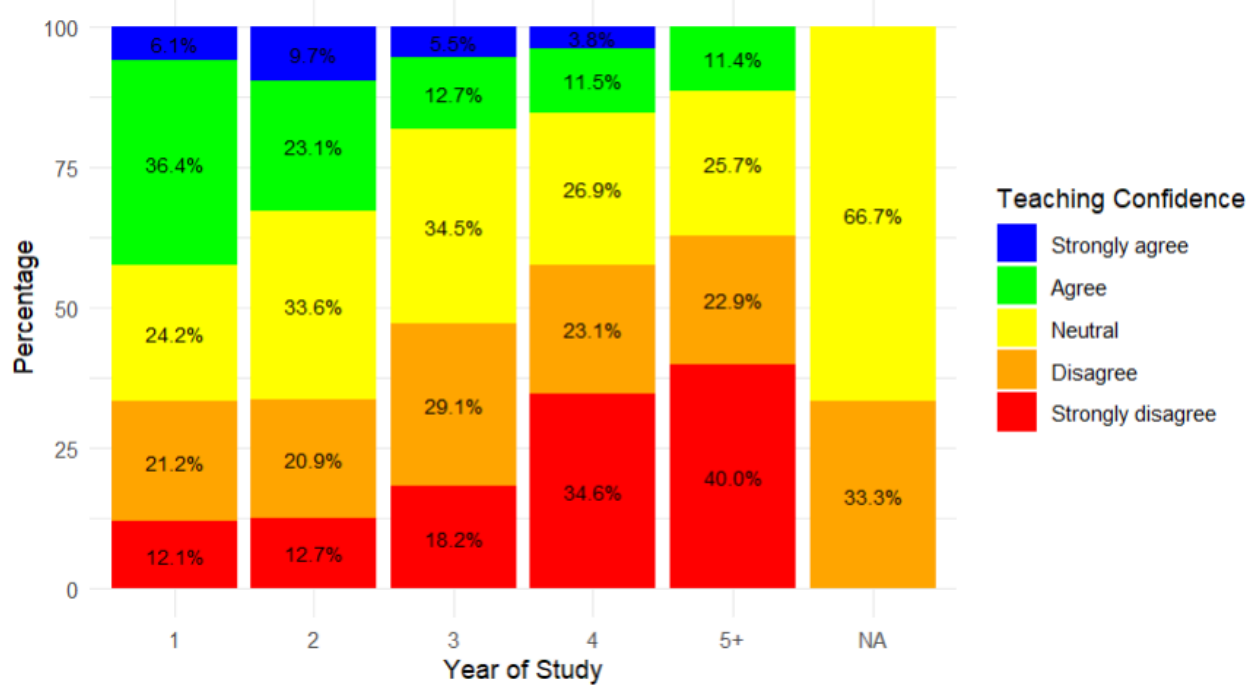
Teaching Confidence



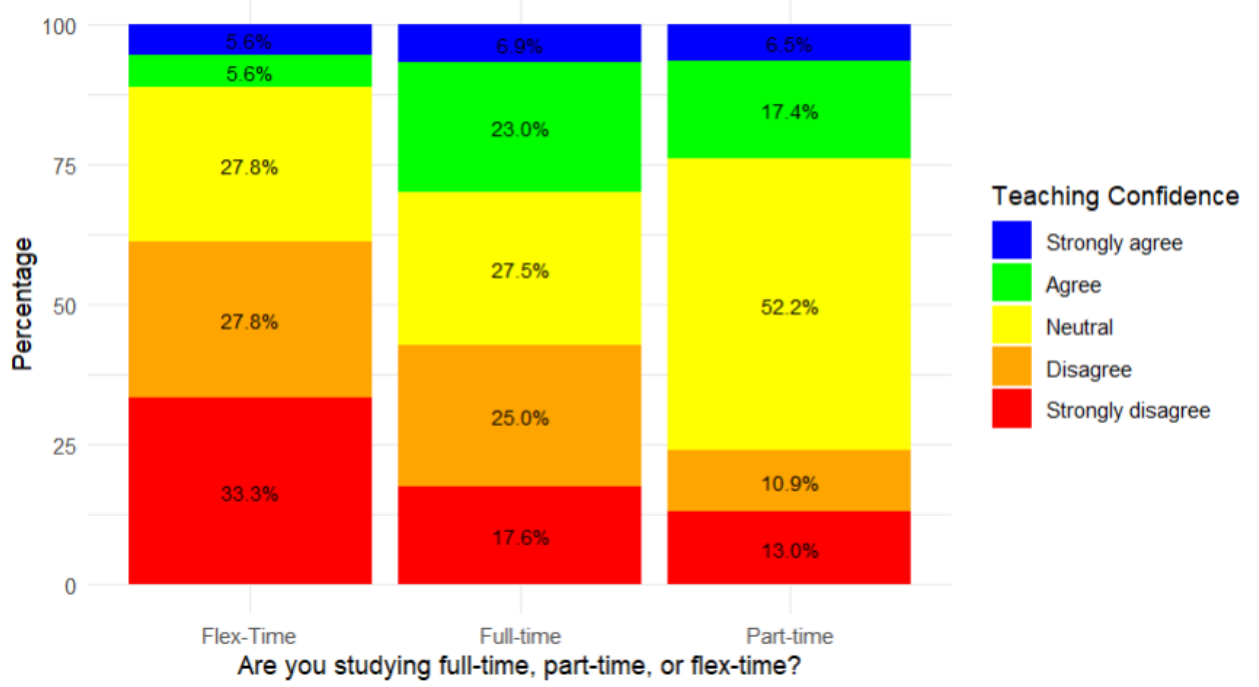
Teaching Confidence



Teaching Confidence



Teaching Confidence



Academic Publishing

Quantitative Results

CTL, EdD, and Flex-Time had the most participants report that they disagreed or strongly disagreed with the statement “I have ample opportunities to publish with professors” (44.7%, 60% and 47.3% respectively). The majority of all respondents also disagreed or strongly disagreed with the statement that they had ample opportunities to co-publish with other students (42.6%). The majority of students agreed or strongly agreed that they had ample opportunities to be a RA (36.0%). However, the majority of SJE and EdD respondents strongly disagreed or disagreed with the statement that they had ample opportunities to be a RA (59.9% and 73.3% respectively). SJE and EdD students also seemed to disagree or strongly disagree with the statement that they had ample opportunities to join a research lab (62.9% and 80.0% respectively).

Qualitative Results

The most prominent themes that students reported was a lack of support from OISE staff and faculty when it came to research and academic publishing. Some students noted that due to their program, they lacked opportunities to participate in academic publishing as compared to other programs which are afforded more research opportunities (such as GA/RA positions). Students recommend that faculty invite more students from diverse programs to collaborate on their research projects.

“Faculty should more proactively recruit students to publish with them. There should be more guidance with academic publishing, because it seems like OISE students are largely on their own in this area and have to learn the hidden curriculum aspects of academic publishing for themselves”

Some students that did have the opportunity to publish an academic paper reported that a supportive supervisor was necessary for their success.

“My experience so far is that OISE profs have been supportive of my goals related to publishing...”

Other students have been able to publish on their own efforts, despite getting little to no support from the institution.

“I’m a flex time student. I’ve had to take on publishing as my own personal project. I’m trying to find ways to write and submit papers almost entirely on my own. My greatest support has been my non-OISE mentor that I got paired with in the mentor/mentee thing I signed up for in my first year. He’s been great, although even then mostly a cheerleader (and gave some advice on where to submit). I wish I could be publishing more.”

“I publish a lot on my own, but never with encouragement from OISE faculty. In fact, my supervisor has encouraged me to turn down writing opportunities and focus on my research [...]. I’ve turned a few of my OISE term papers into peer reviewed journal articles entirely on my own initiative. Classmates have reached out to me to inform them of the publishing process, and judging by their questions, they haven’t had any guidance from their supervisors either. It’s just so happenstance; I think it should be somewhere in the curriculum for all to access.”

Overall students highlighted a lack of avenues for learning about the publishing process. Many suggest implementing workshops and centralized information on how to publish in academic journals.

“It would be great to have workshops or seminars on how to submit to journals/how to write a strong

My ability to continue working on a research team has been contingent on my supervisor having SSHRC funds to pay me as an RA (I also hold a TA, so I do not have a GA position). This feels like a significant inequity for other people.”

“As someone who is interested in getting published, I don't even know the first step to looking for these types of opportunities. Although I am only pursuing an MEd, publishing opportunities should be available to all students no matter their status or the degree they are pursuing. Publishing opportunities should be advertised either on the OISE website or in the OISE building in public areas.”

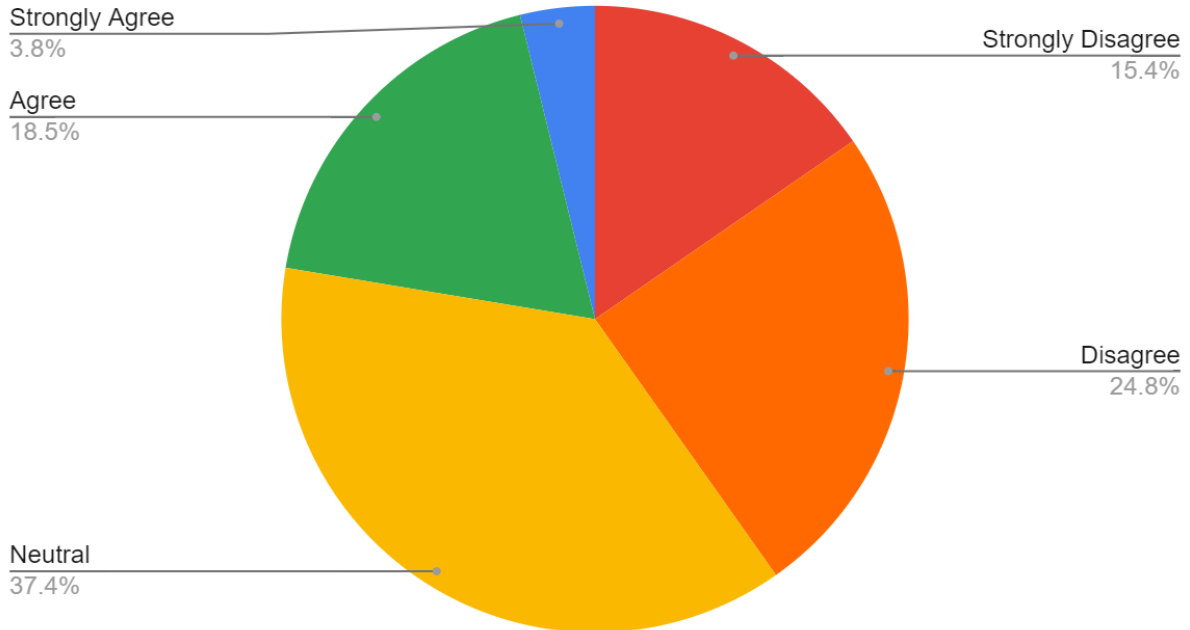
“Opportunities for academic publishing should be part of each course and discussed with students. I am almost done my program and have not been exposed to such opportunities”

“Academic publishing information is not accessible to all students. This information should be talked about more, in order to grant a diverse body of students to contribute to academia.”

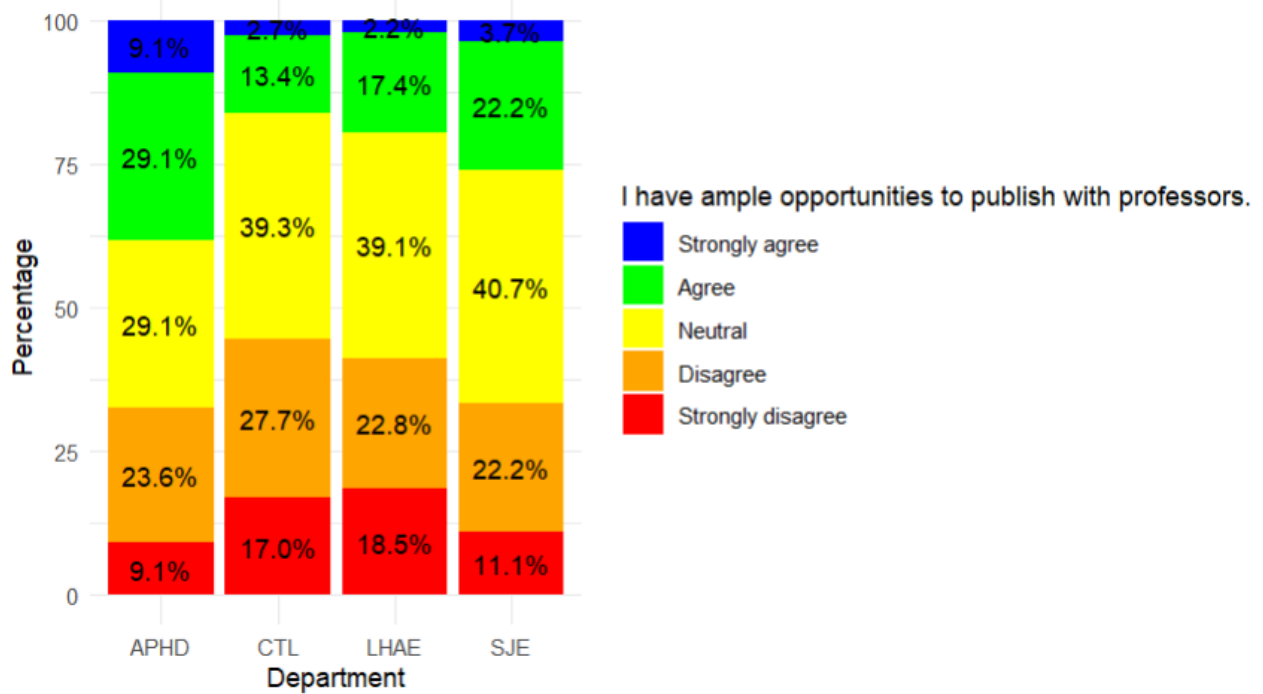
“I don't feel that information is shared about this. [...] I think some labs require such an extensive and unsustainable amount of work from students in order to participate that it is impossible (people working 60 hours a week in a lab and not on their own work to get authorship). If your supervisor is not engaged with a lab and actively pursuing publication then the opportunities do not happen and I wish I had known that before I came to pursue my PhD.”

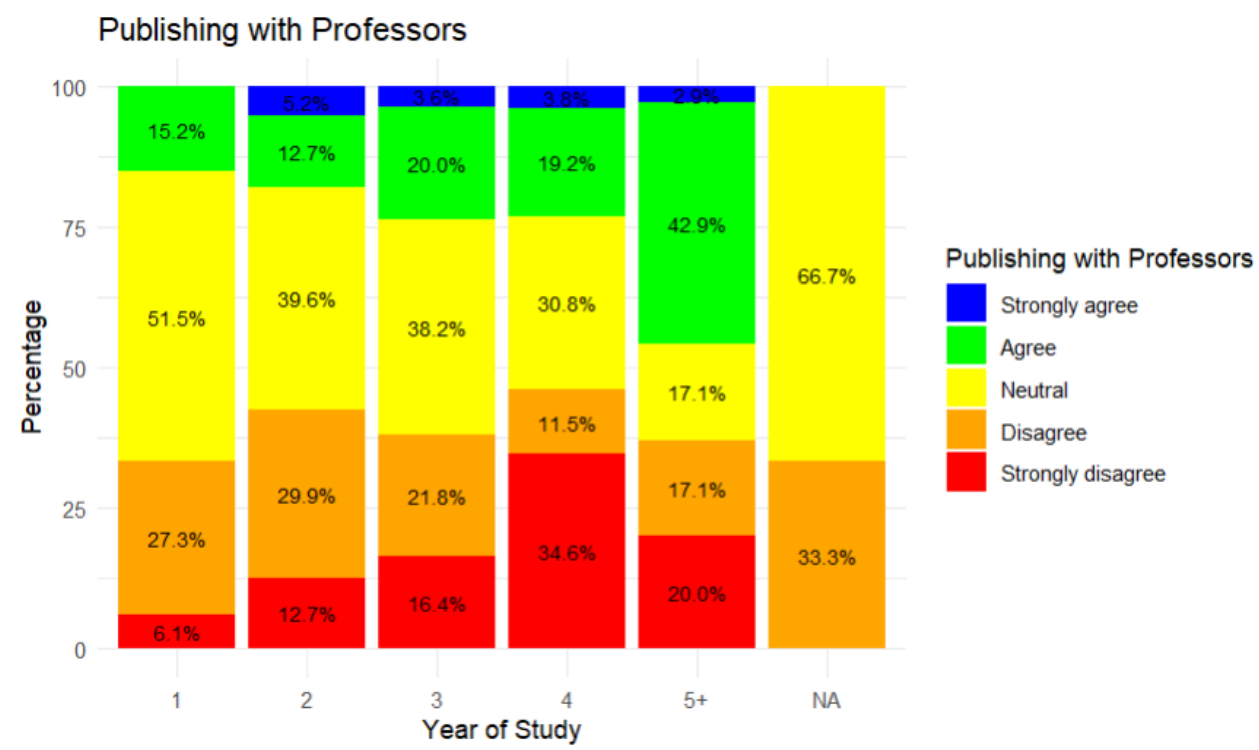
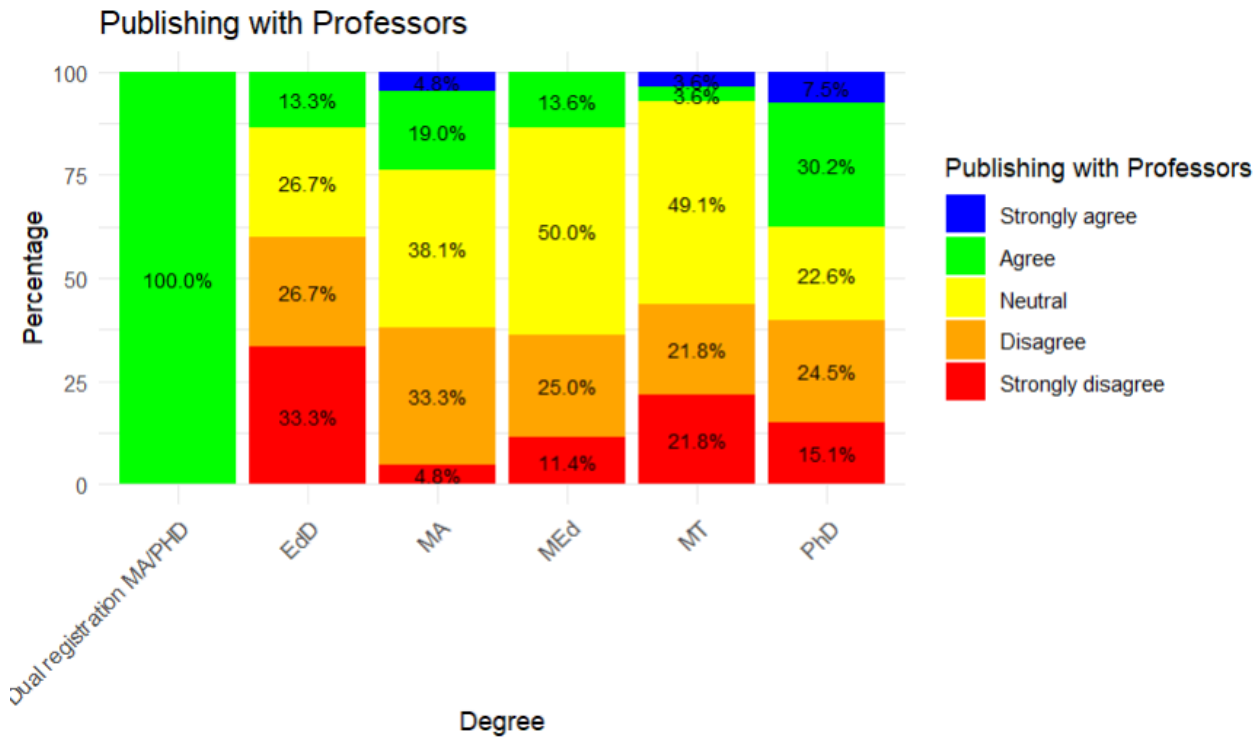
“There`s no support (e.g. workshops, co-writing labs, in-OISE courses) for us to publish. As a non Canadian student I don't even know how the process works here and it was never something talked about in any of my courses.”

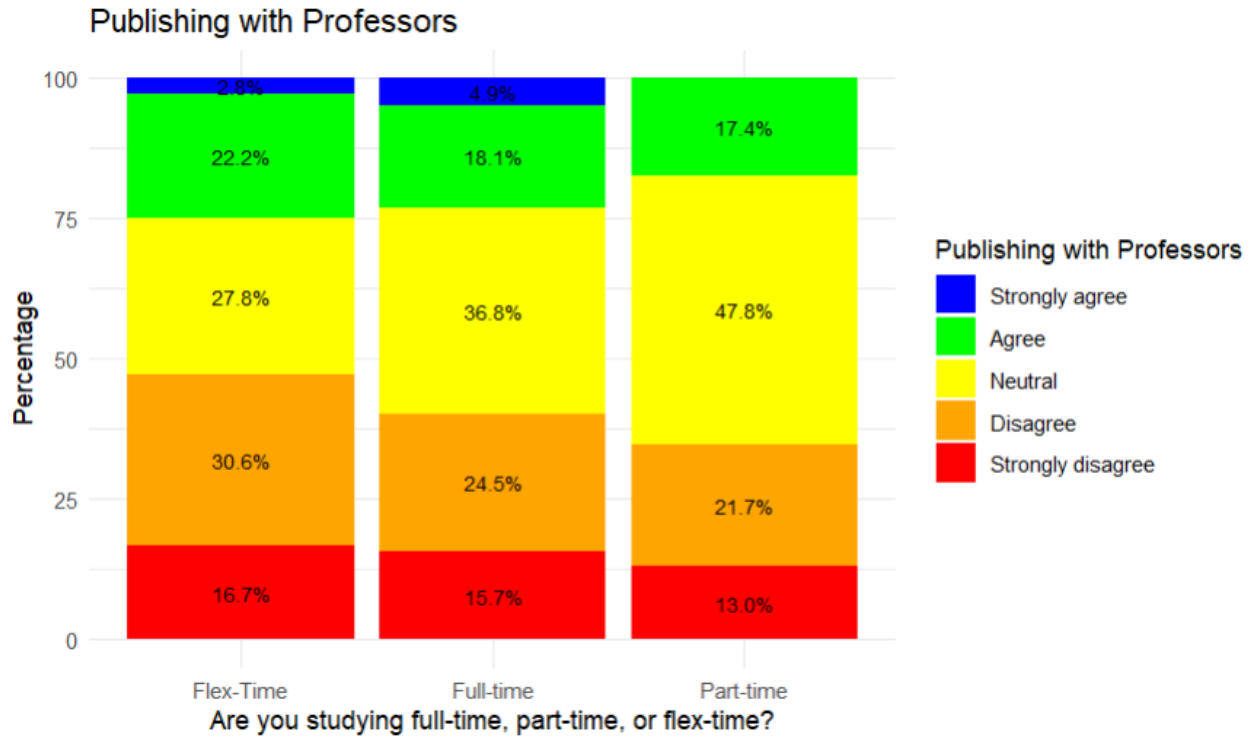
I have ample opportunities to publish with professors.



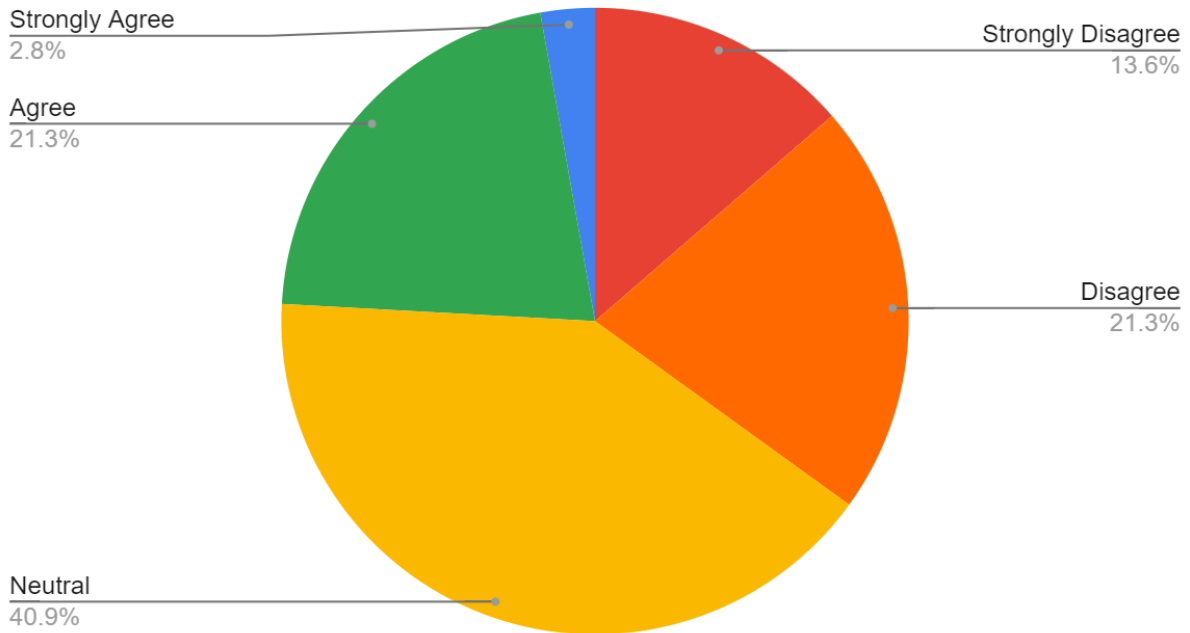
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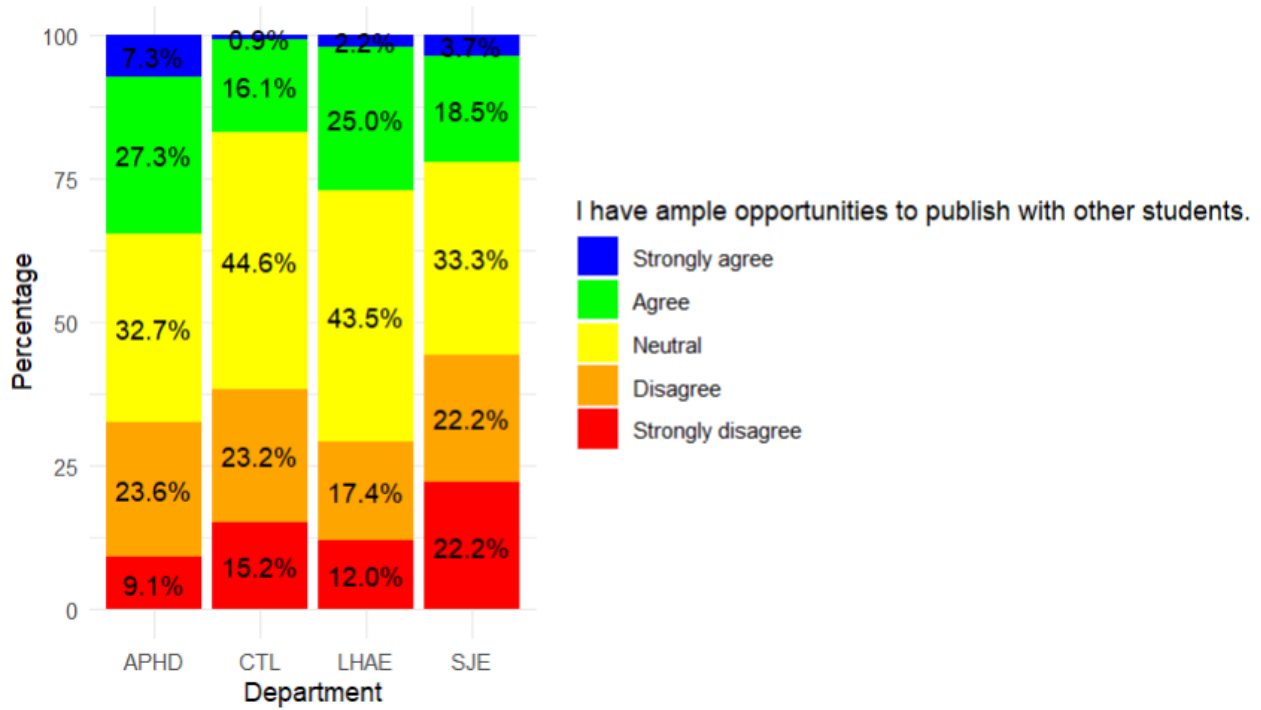




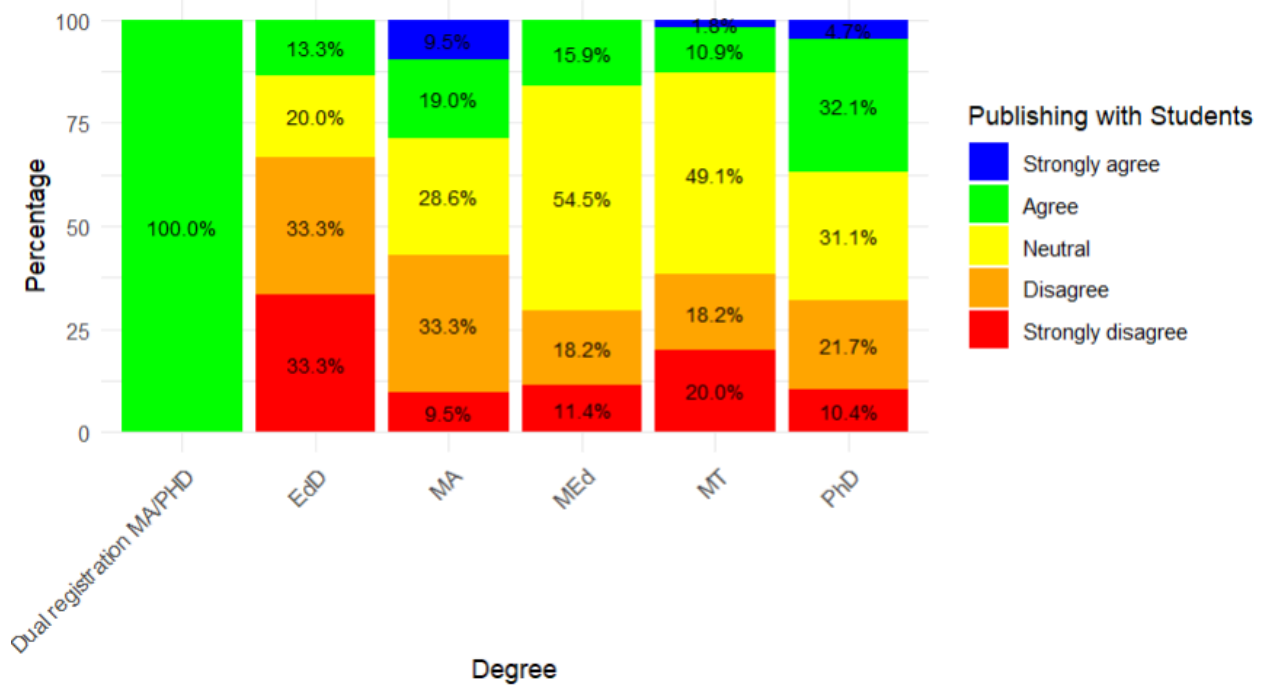
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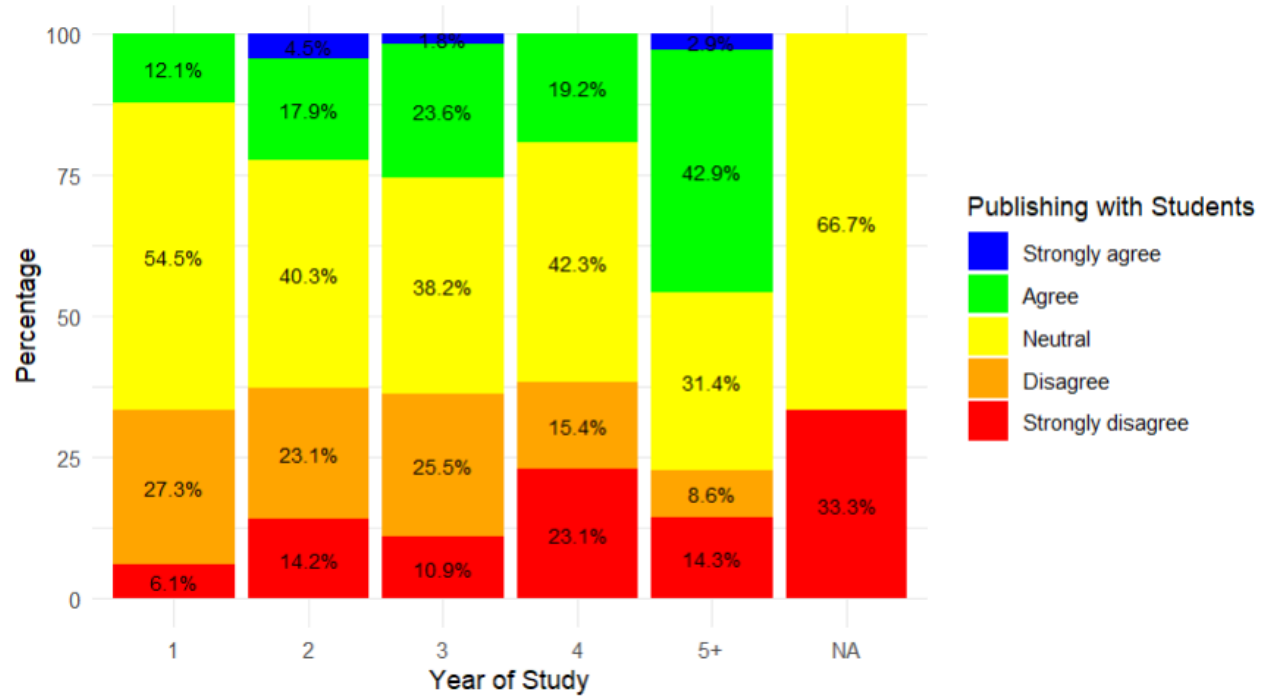
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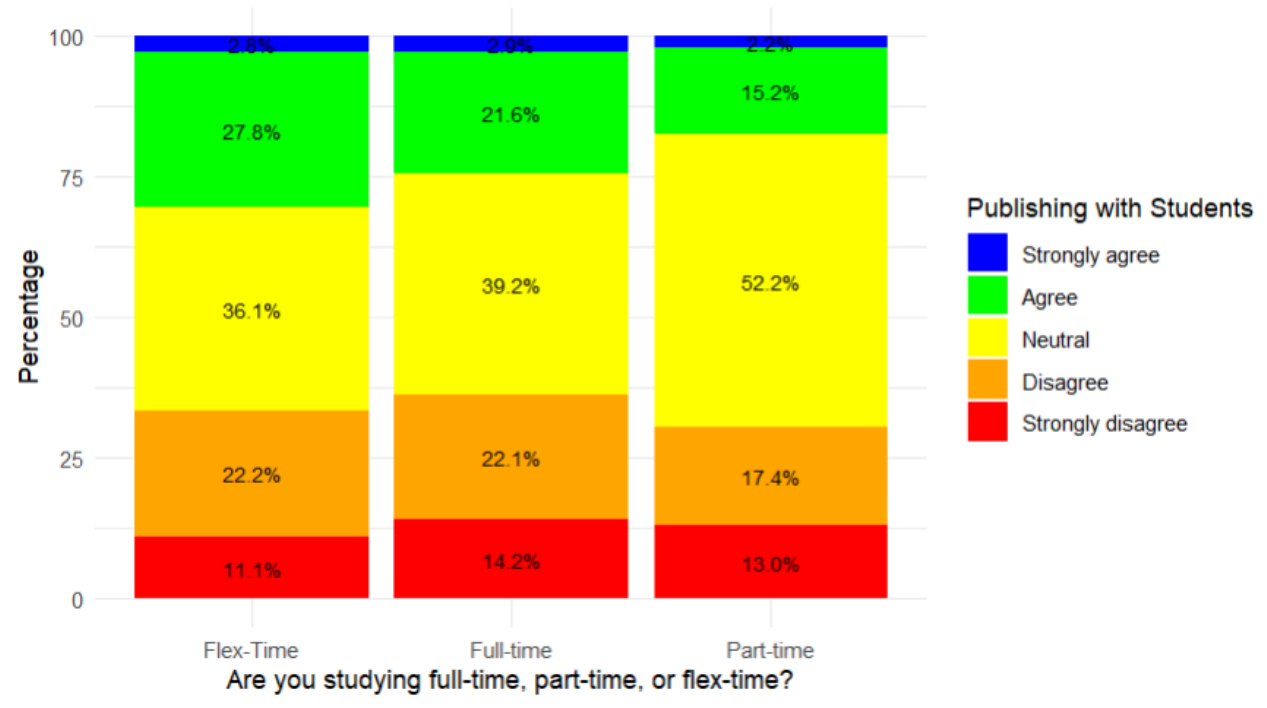
Publishing with Students



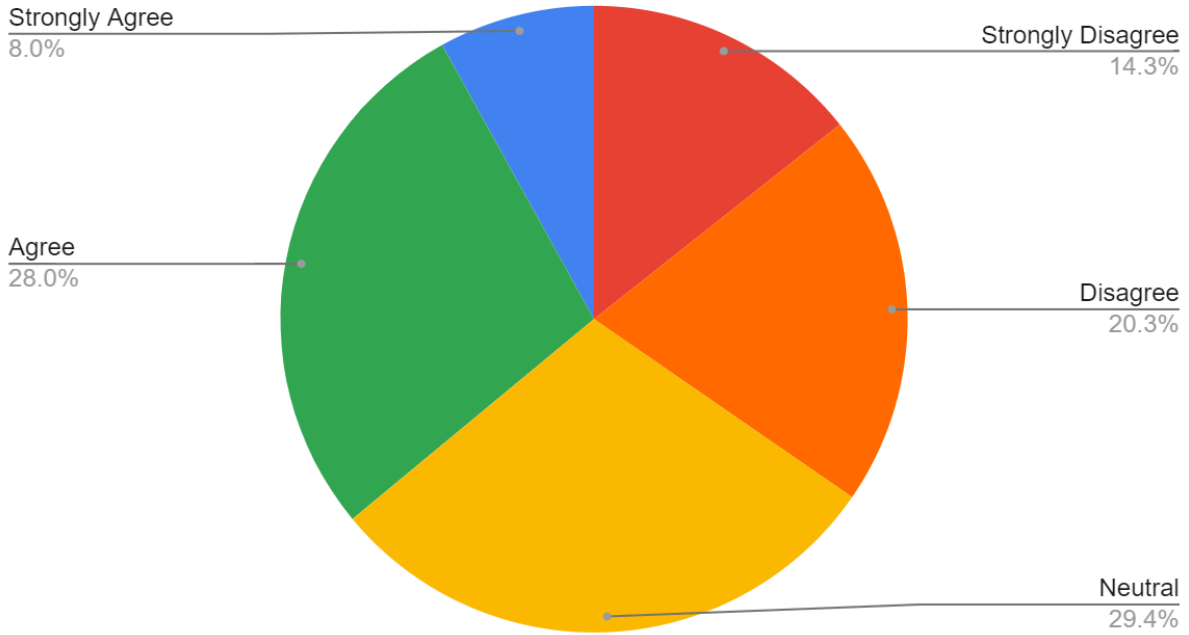
Publishing with Students



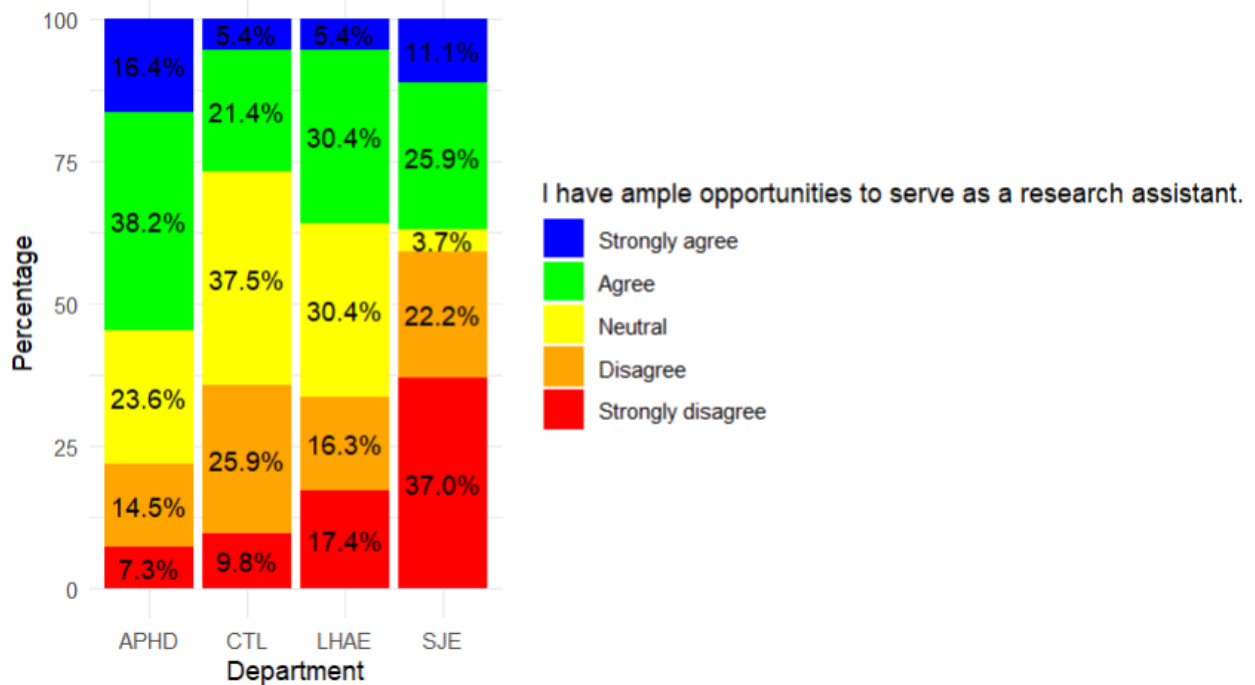
Publishing with Students

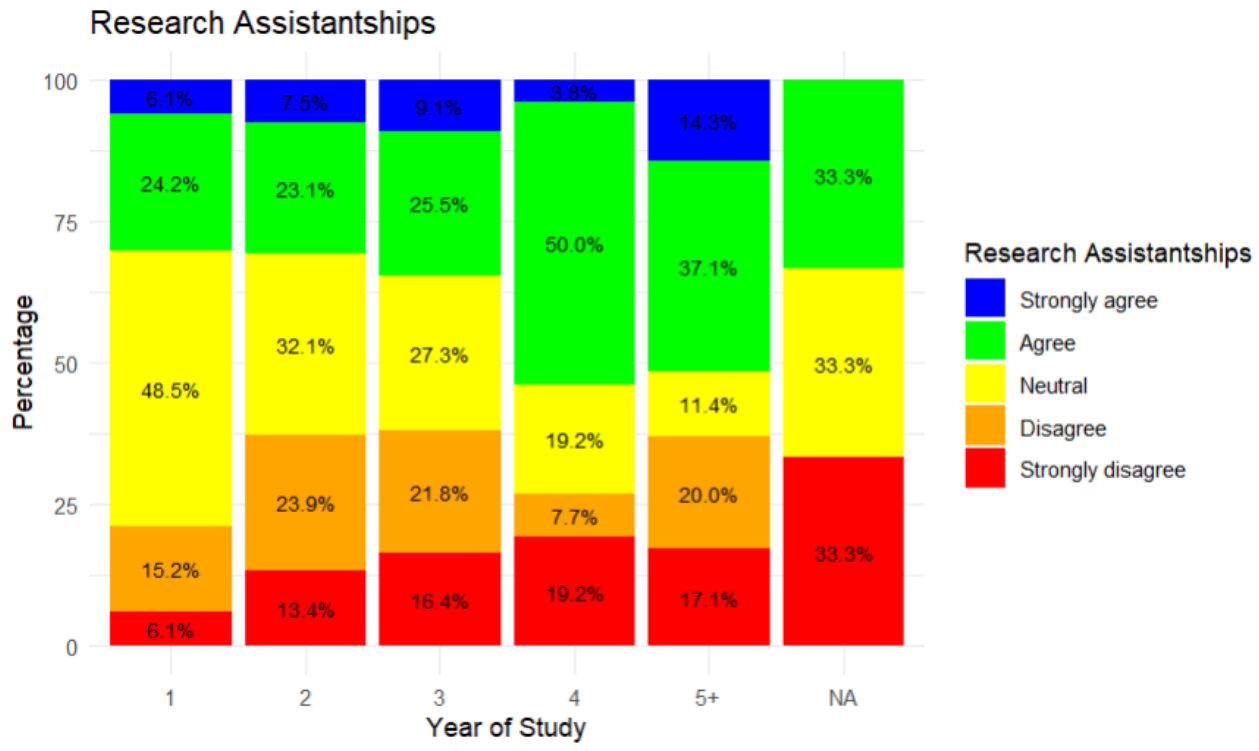
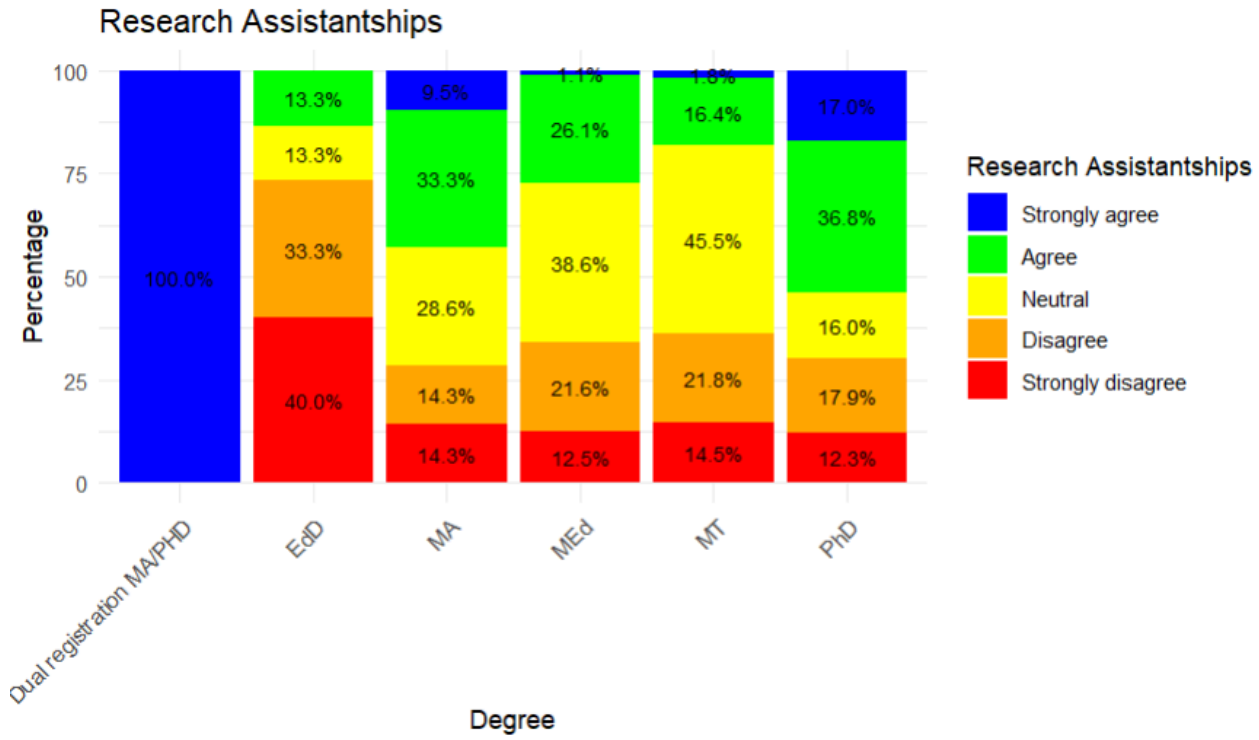


I have ample opportunities to serve as a research assistant.

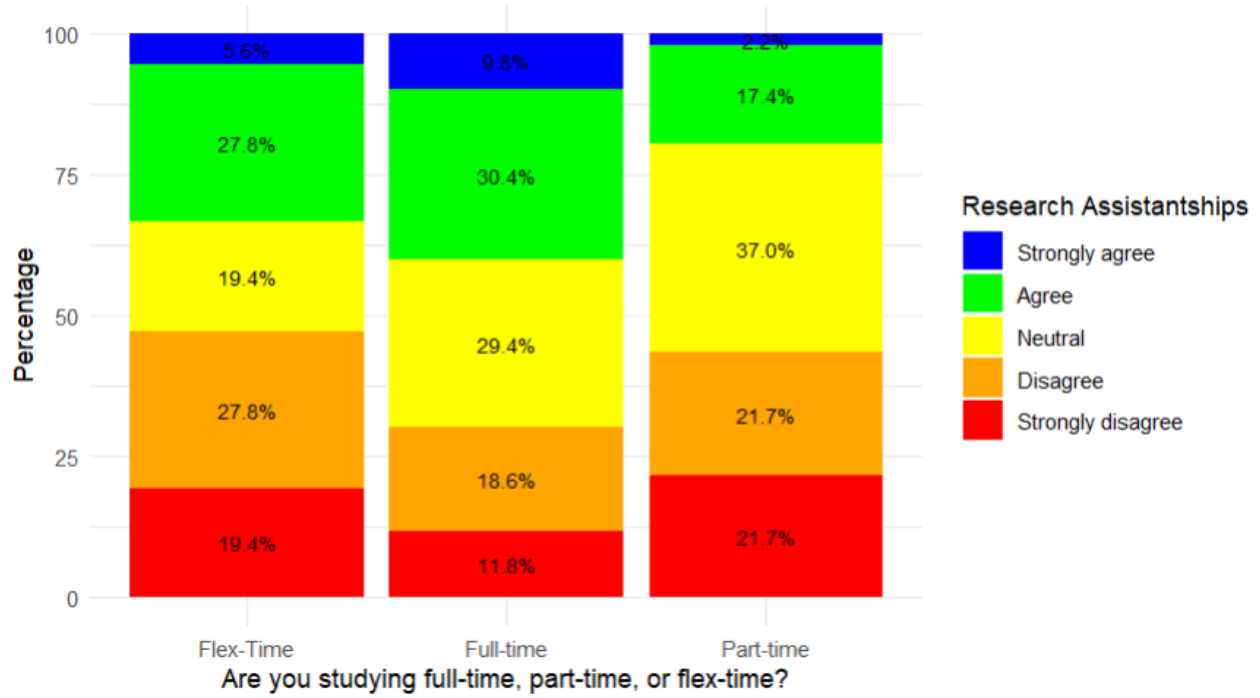


I have ample opportunities to serve as a research assistant.

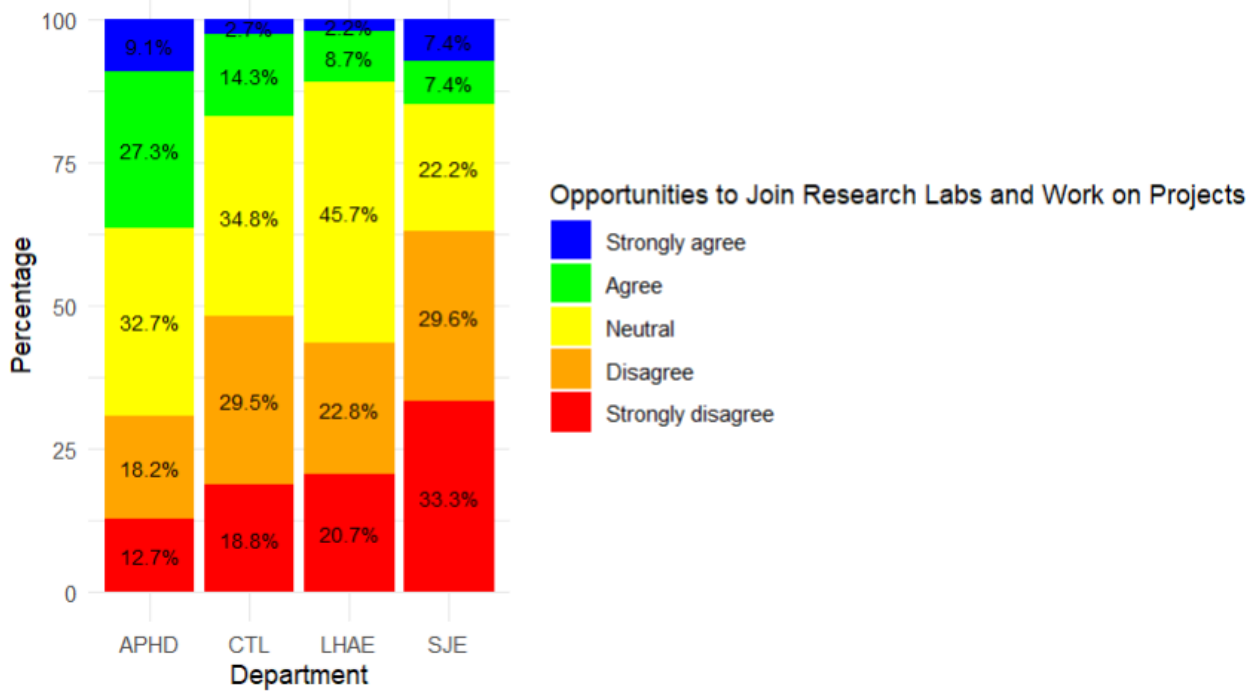


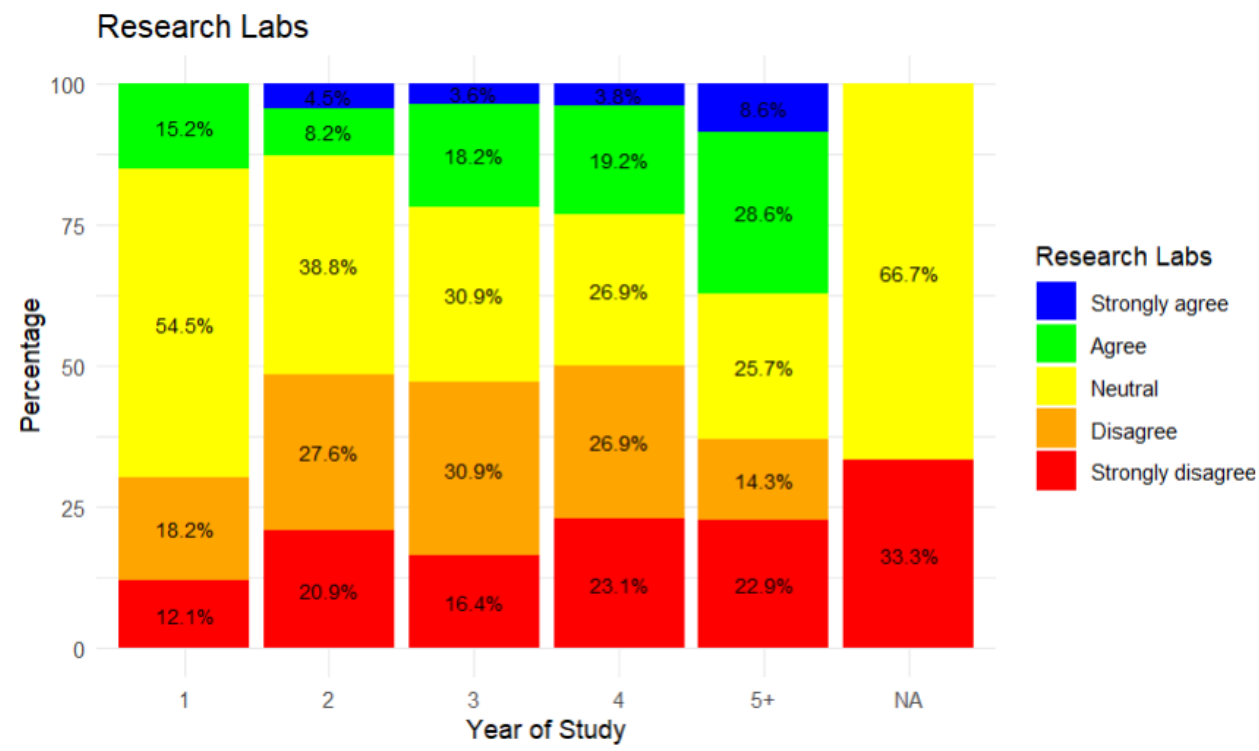
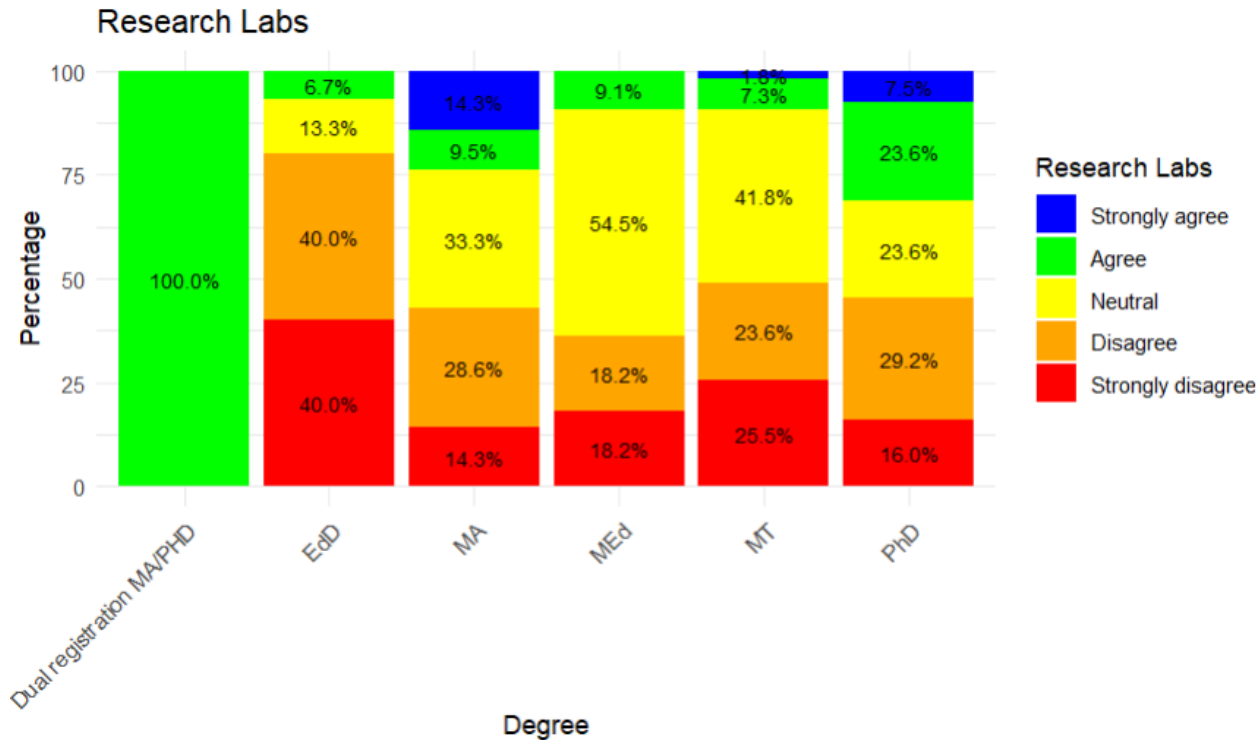


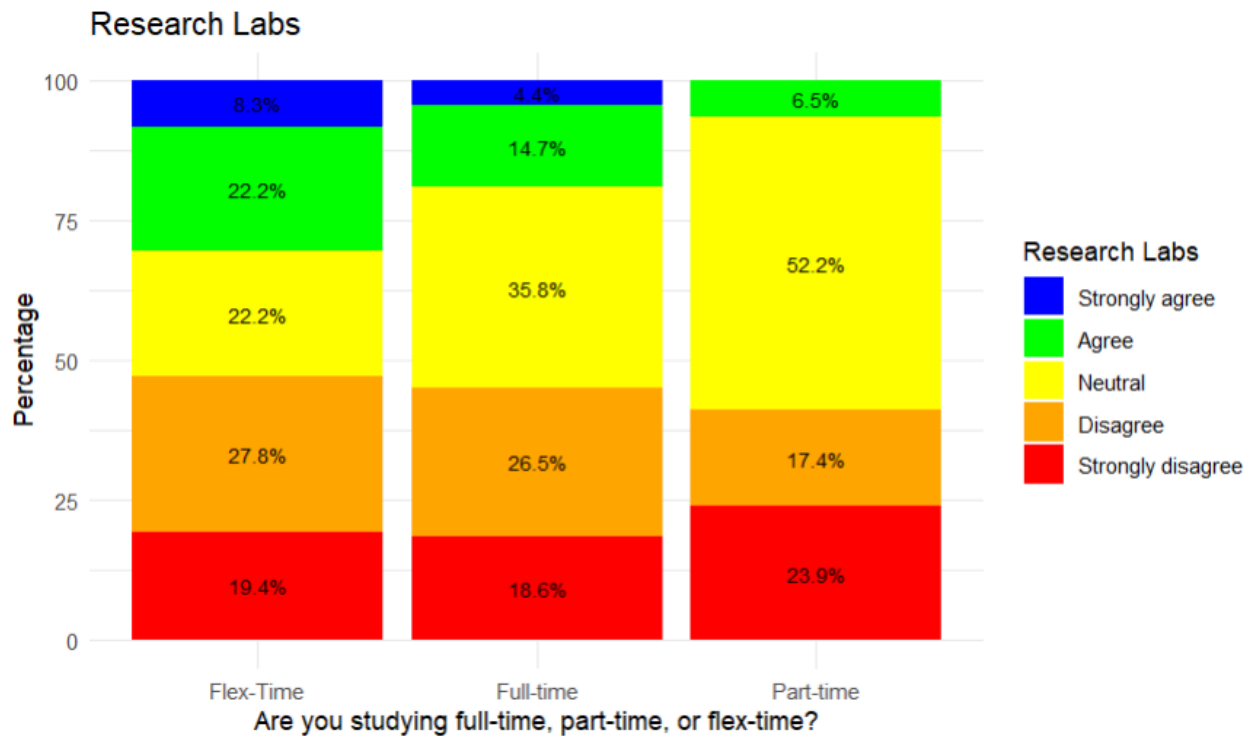
Research Assistantships



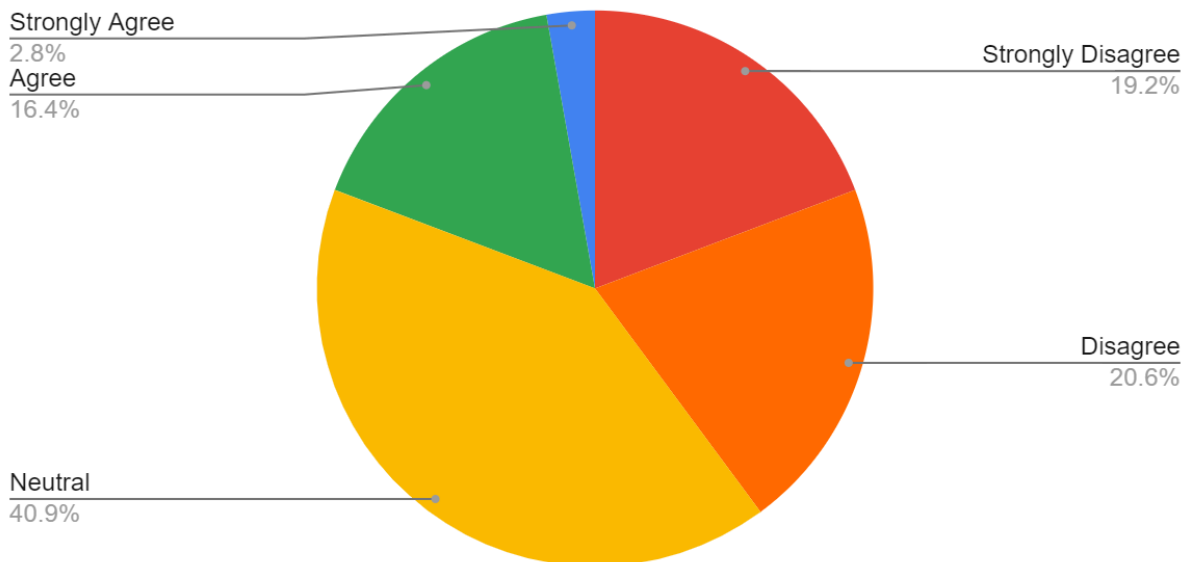
Opportunities to Join Research Labs and Work on Projects

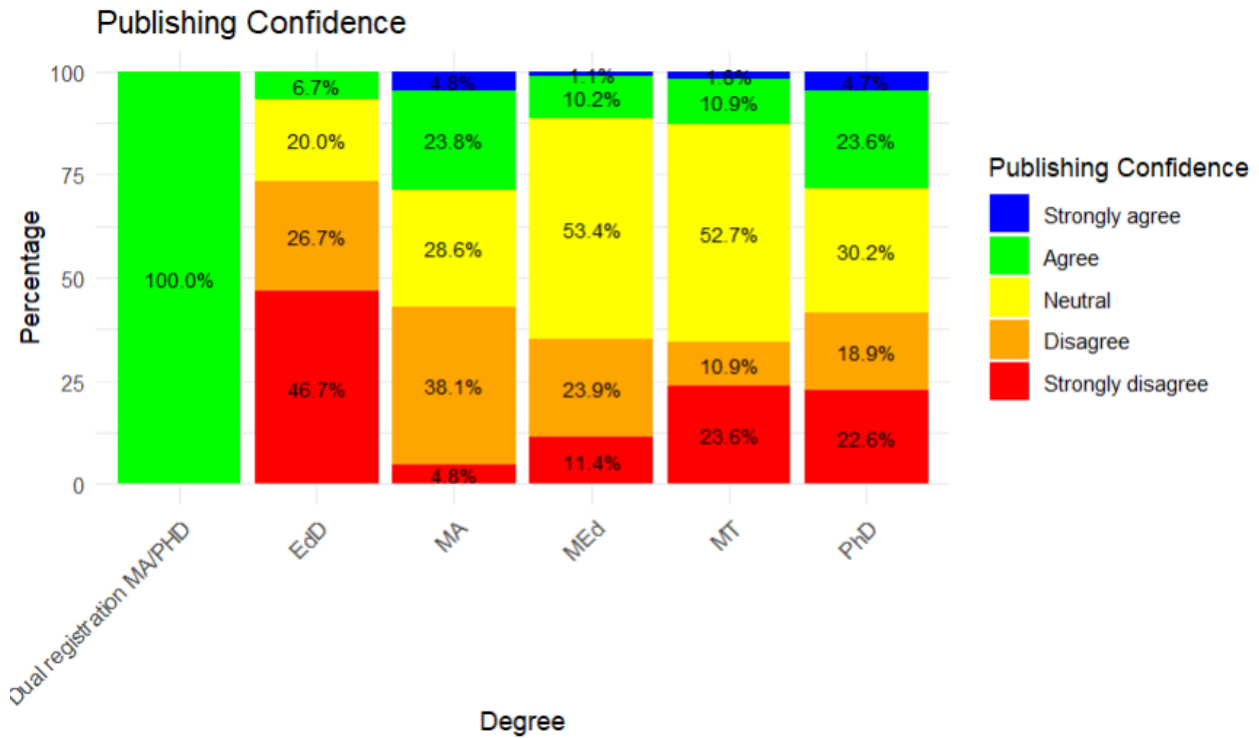
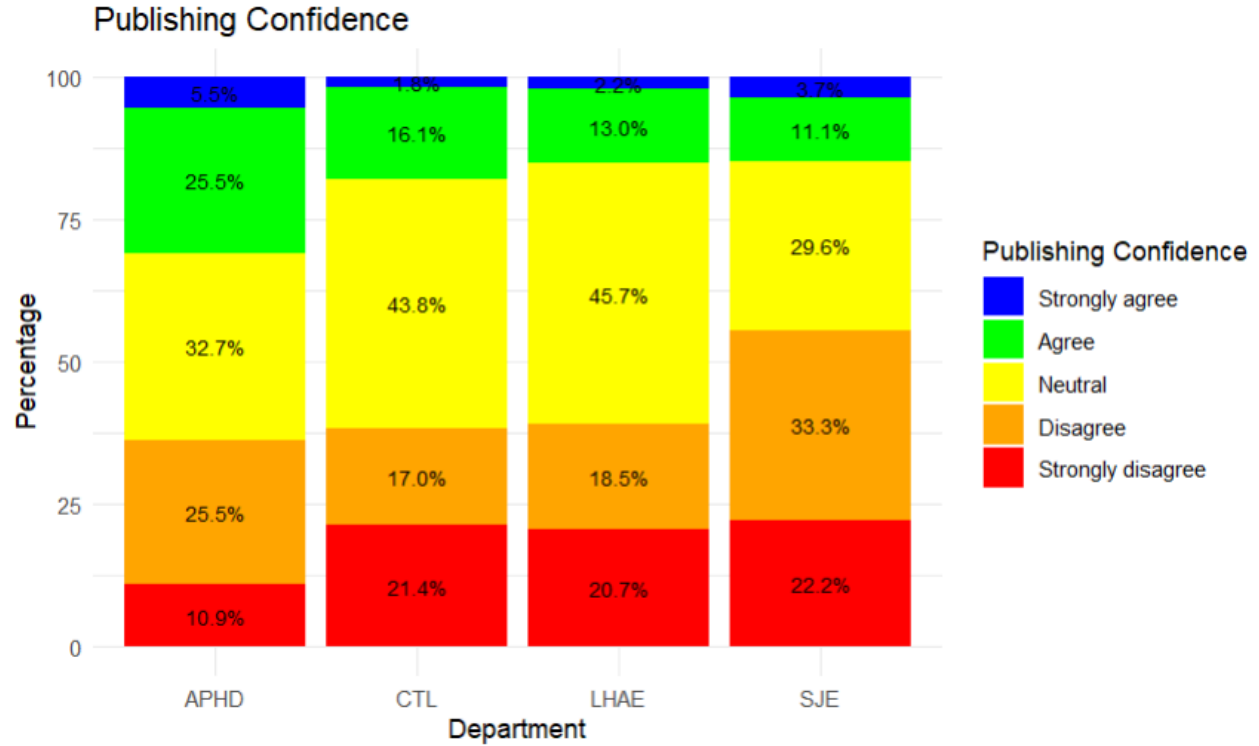


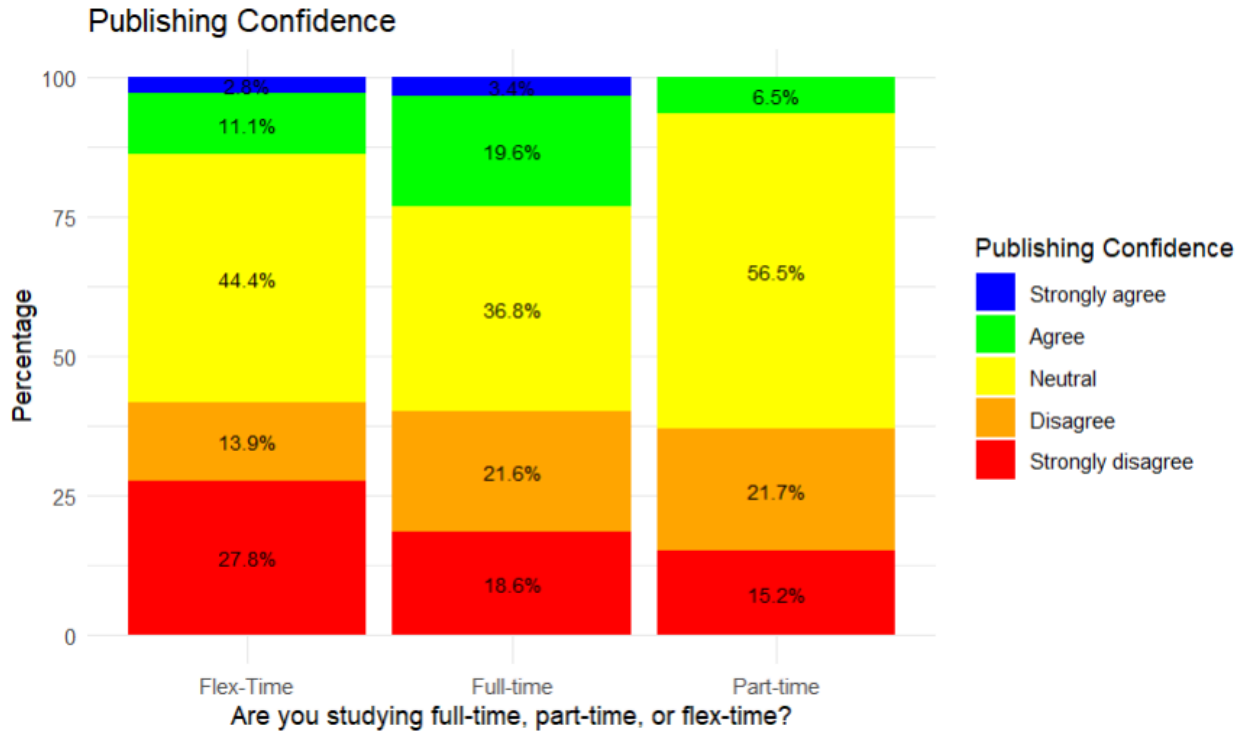
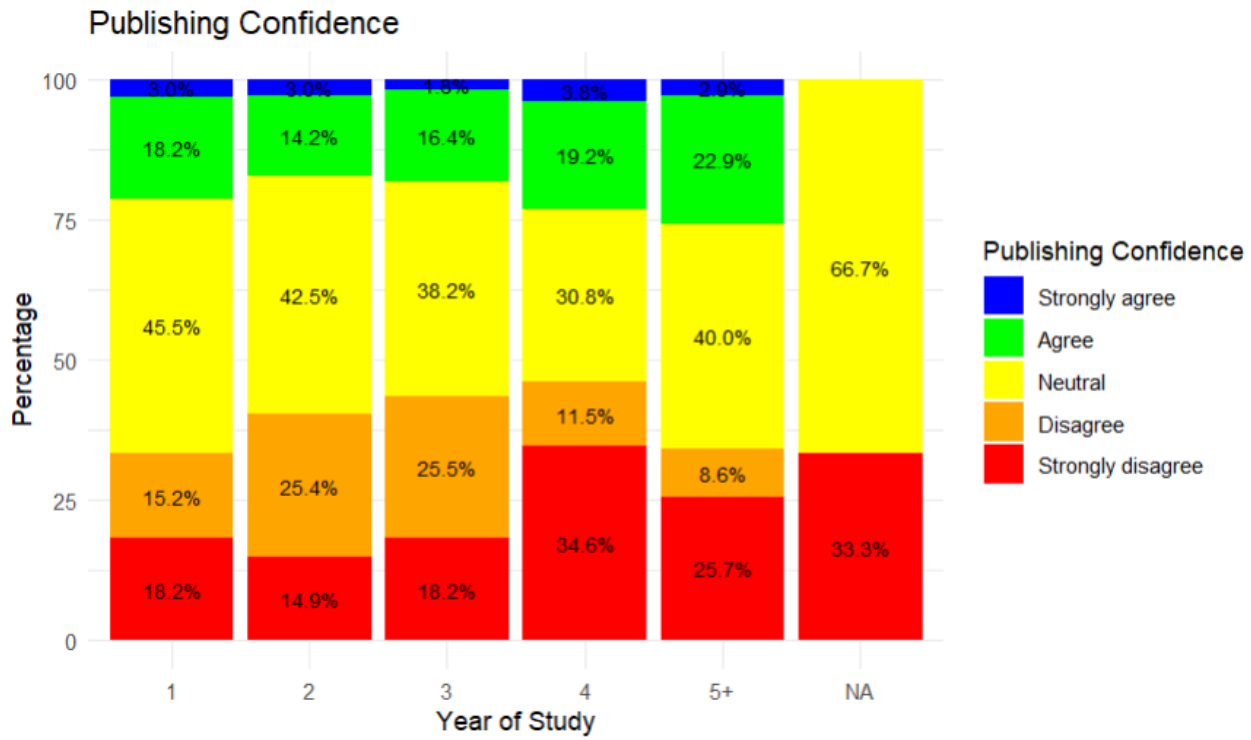




I am confident that thanks to opportunities and supports in OISE to publish, by the time I graduate, my publication record will be sufficient to obtain my desired position in or outside academia after graduation.







Funding

As the data in this section illustrates, students at OISE are consistently struggling with having enough money to meet their needs. Low graduate funding levels are a large contributor to this problem.

Base funding for a PhD student at OISE is currently \$25,213 per year (OISE, 2024). To put this into perspective, Maytree noted that as of 2022 the poverty threshold in Toronto was an annual income of about \$27,343 (Tabbara & Koor, 2023). This puts OISE base funding thousands of dollars below the poverty threshold in the city. When we consider that tuition for PhD students is about \$8,000 per year (OISE, 2024) the effective base funding drops to about \$17,200 which is below the deep poverty threshold of \$20,508 (Tabbara & Koor, 2023). These estimates are determined with individuals in mind and do not reflect the experiences of students who are in caregiving roles and have to financially support family members. There is no doubt that this situation negatively impacts current students. It is important to consider the accessibility implications of this system. Who is being left out of pursuing graduate school because they cannot afford to place themselves into this precarious financial situation? Even if OISE students are able to enter the program and survive on a bare bones budget, how can they be expected to engage in all the areas of the graduate student experience necessary for success in academic and/or professional job markets after graduation? OISE needs to follow in the steps of other University of Toronto faculties like the Temerty Faculty of Medicine which, in recognition of the rising cost of living, has increased Master's and PhD funding by 10% every year for the past three years (Livingstone, 2023).

The issues with adequate funding are inextricably linked to the issue of insufficient teaching opportunities. Providing students with teaching opportunities to supplement their base funding could make a tangible difference in their ability to afford living in this city. Current teaching assistant rates are \$47.17 per hour (CUPE Local 3902, 2023), and will be raised to \$51.93 per hour following the recent negotiations between CUPE 3902 and the University of Toronto (CUPE 3902, 2024). Teaching Assistantships like the UTM Intro EDS 100 course provide 95 hours of work over a 12 week semester, which averages about to just under 8 hours a week. Giving students access to enough TAship opportunities to amount to 20 hours of work per week, would provide students with an additional \$12,400 in funding per semester. This would bring their yearly income to about \$29,600 (not including tuition), which is just above the poverty threshold. At these rates, if OISE were to provide students with this same level of guaranteed Teaching Assistantship opportunities across three semesters per year, this would total to an approximate \$37,200 in additional funding. Bringing total income per year to a much more reasonable and liveable \$57,700.

Further endeavors could see OISE creating undergraduate education courses across different departments wherein OISE students would hold Course Instructorships and Teaching Assistantships. In addition to providing crucial teaching opportunities for students and improving their financial situations, this approach would also cultivate important partnerships between OISE and other university departments. These opportunities would need to be coupled with workshops and resources on how to succeed in taking on these opportunities, ensuring that students would succeed in these roles.

Quantitative

Most respondents (62.3%) disagreed or strongly disagreed with the statement that their graduate funding is sufficient. Similarly participants across all departments did not think that there were sufficient opportunities for bursaries, grants, and scholarships (61.5% disagreed or strongly disagreed). The EdD students had the most respondents report that they either disagreed or strongly disagreed with the statement that there are sufficient opportunities for bursaries, grants, and scholarships (93.3%). Respondents from the SJE department did not believe that the funding available to travel to academic conferences were sufficient with 67.3% either disagreeing or strongly disagreeing.

Qualitative

As the cost of living is on the rise in Toronto and the surrounding greater Toronto areas (GTA), students do not feel that the funding opportunities they receive are sufficient enough to thrive. Students who are funded feel that their funding needs to increase to match the rising cost of living.

“The funding is absolutely not enough to survive in Toronto. Most students have to work outside of OISE. That is discouraged, but it is literally impossible to survive if you are living in Toronto without working to earn extra money. Most of my anxiety comes from financial challenges and my busy schedule due to the fact that I have to work on top of a packed school/research/practicum schedule...”

“Funding package is not reflective of rising costs in Toronto. Living wage in Toronto is approximately around \$45,000 per year. A requirement of funding package is not to work a full-time job, and yet the amount in the package barely covers half of living wage, let alone academic expenses.”

“What can we say - the cost of living in GTA is skyrocketing (especially if you have children or dependents) and many expenses OISE doesn't factor in to their cost of living. It is really hard to make ends meet and most of us (including FT students) take on multiple jobs to make money. We're not supposed to take on more than 10 hours of paid work, but no one can actually live off of that amount”

Students who have family members to support are particularly marginalized by the funding situation.

“I have three children, and the options to combine funding and income are slim; I either pay more than I can afford to keep working full time, or in the funded cohort, receive less than I need to support my family. I have had to stay my own business, among other major creative undertakings just to secure funds and income for my family while working part-time in Toronto.”

Students also suggest removing the rule that prohibits students from holding a federal or provincial government grant and a GAship at the same time to allow students to keep up with the cost of living.

“OISE encourages students to apply for major external funding. Once offered, students get penalized because they lose not only more than 80% of the financial supports from OISE but also the opportunities to work as a GA or TA. Most of the students still need to work for their labs, unpaid, because they are not eligible for a GA. Worst of all, most of the students who get external funding do not get more financial supports. They still sadly live with the amount of around CA\$25,000. The major external funding students secure helps OISE to save money and unfund students. Students don't get any financial benefits because of the external funding. What they earn is the invisible honor and a new line in the CV.”

Students from unfunded programs such as EdD, Flex-time PhD, MT, MEd, and part-time students report that they have insufficient opportunities for funding. Some students suggest creating more funding opportunities based on academic merit.

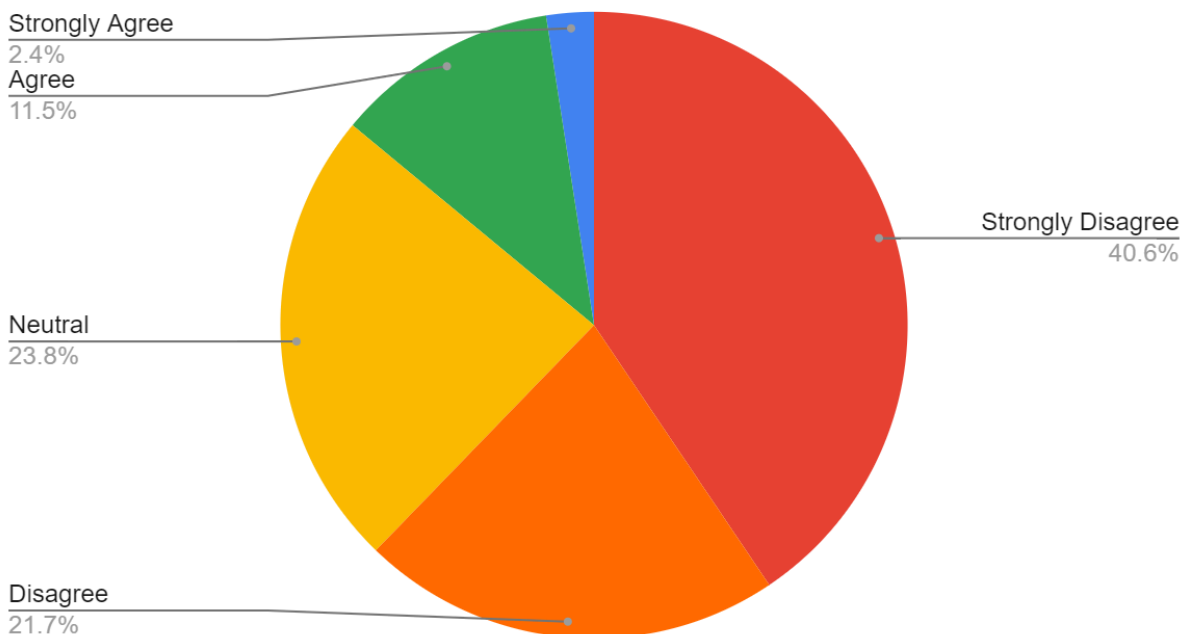
“M.Ed students have far fewer funding opportunities, despite completing the same coursework. There is an assumption that all (or most) M.Eds are already employed and sponsored in their degrees”

“Funding is absolutely insufficient and nearly non-existent for part-time students. We study part-time because we have other responsibilities, not because we do not take grad studies as seriously as full-time students. There needs to be a review and equitable lens applied to funding opportunities.”

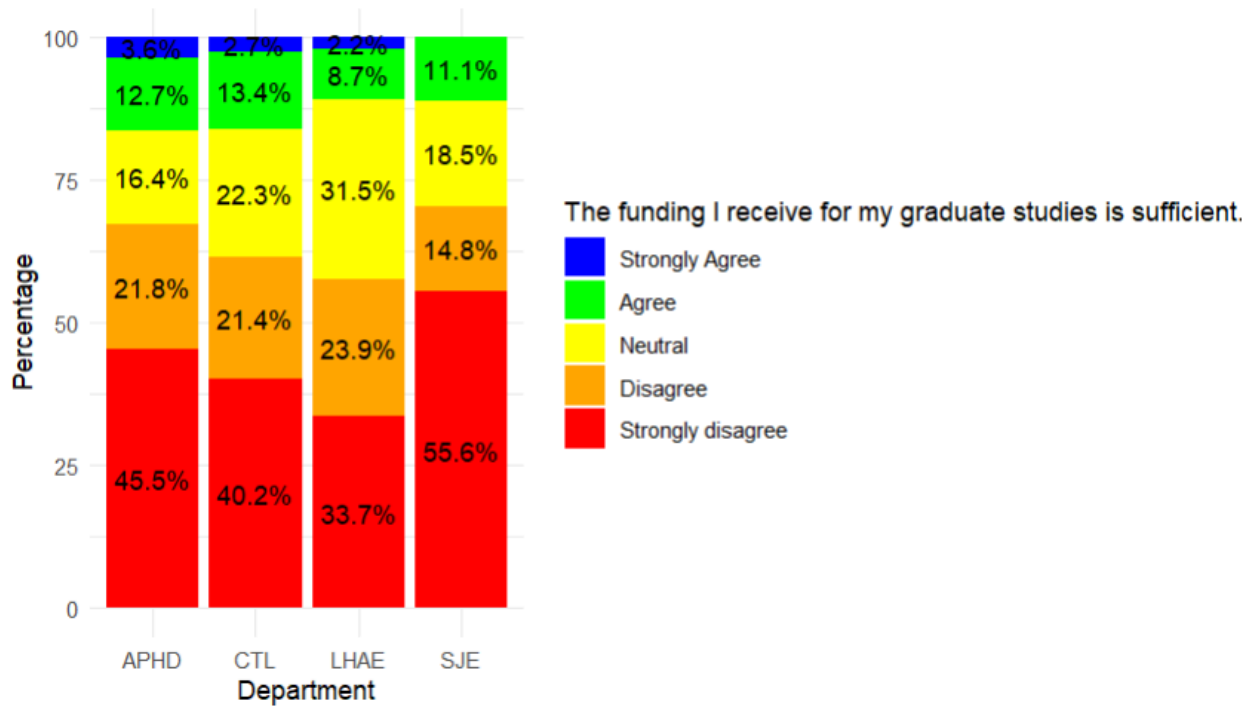
Students are also concerned about the unaffordability of conferences. Some students report not being able to go to conferences due to the lack of conference grants or due the conference reimbursements taking too long to process. Students suggest an increase in conference funds to reflect the increasing costs of traveling.

“There is not enough funding for students who need to live in Toronto and pay those expenses. I also travelled to a conference in Europe this summer and received all the possible grants/funding, but still had to pay quite a bit of money out of pocket.”

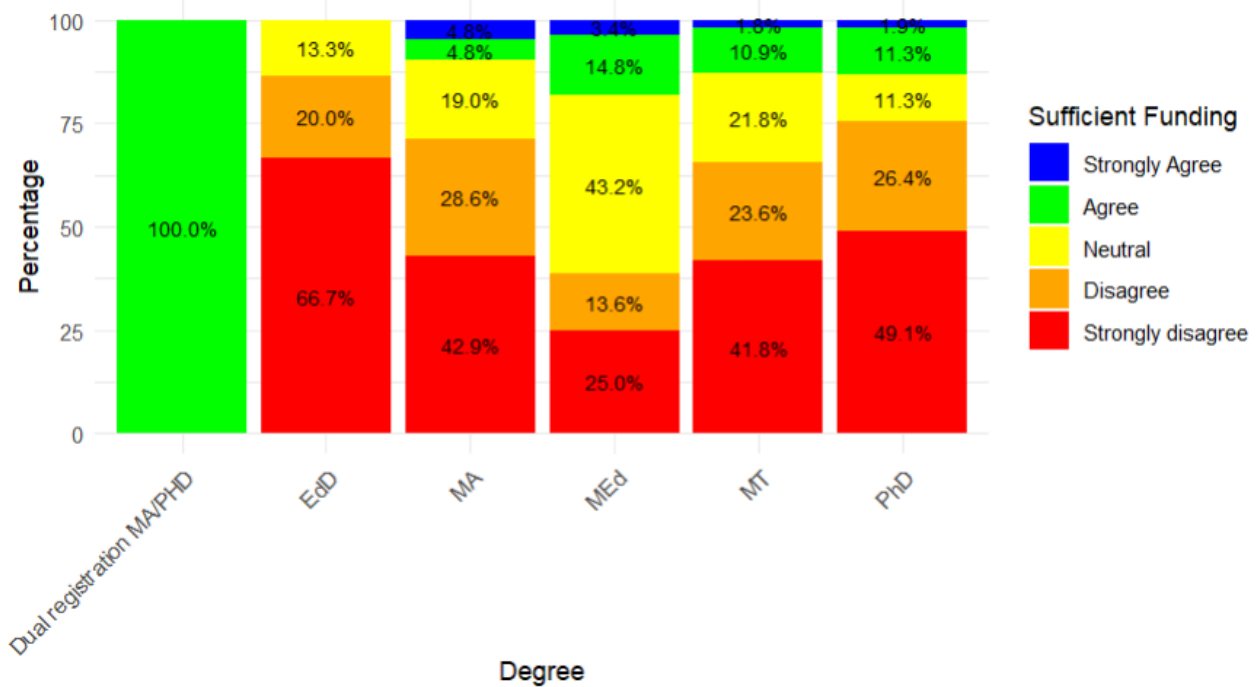
The funding I receive for my graduate studies is sufficient.

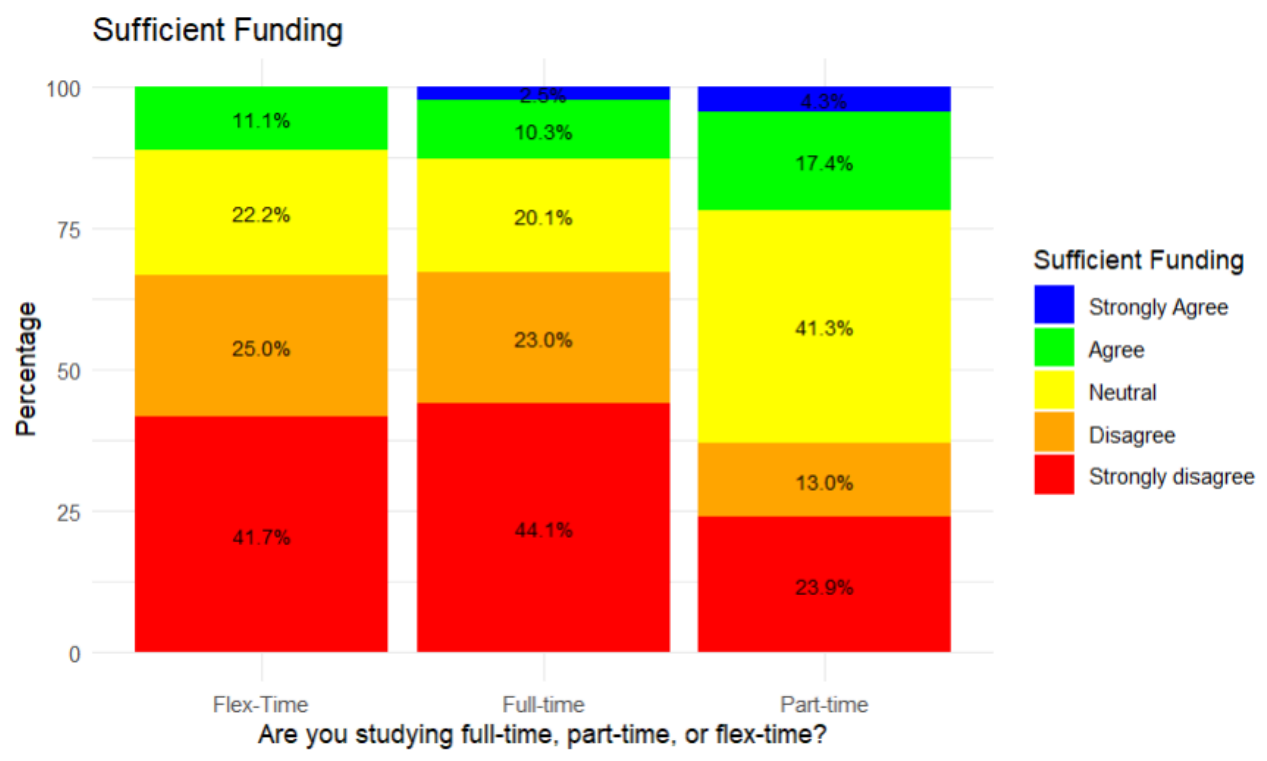
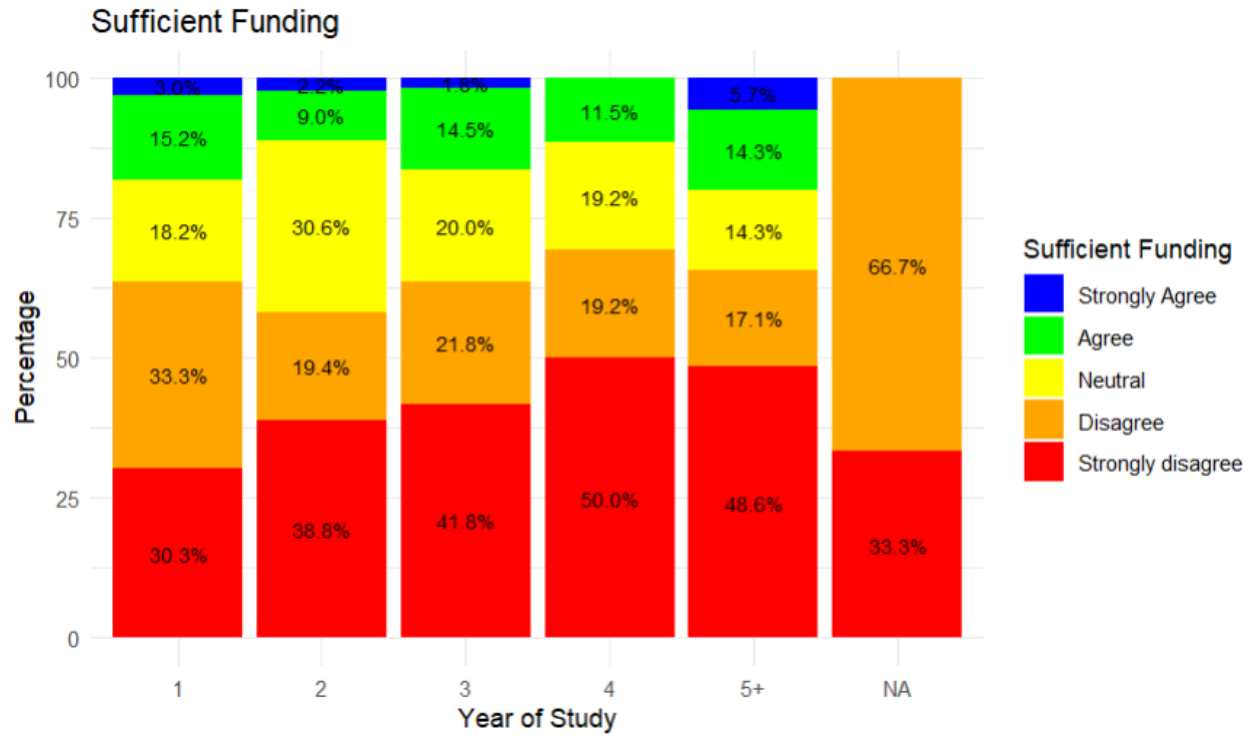


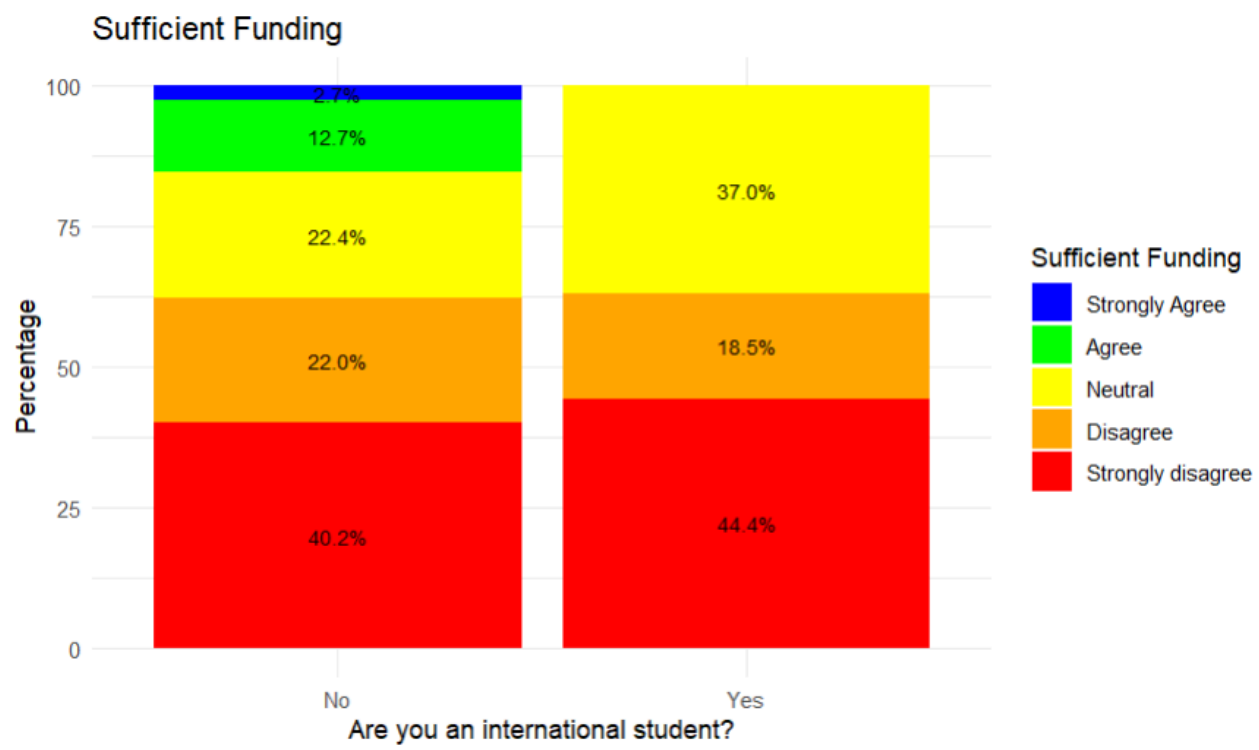
The funding I receive for my graduate studies is sufficient.



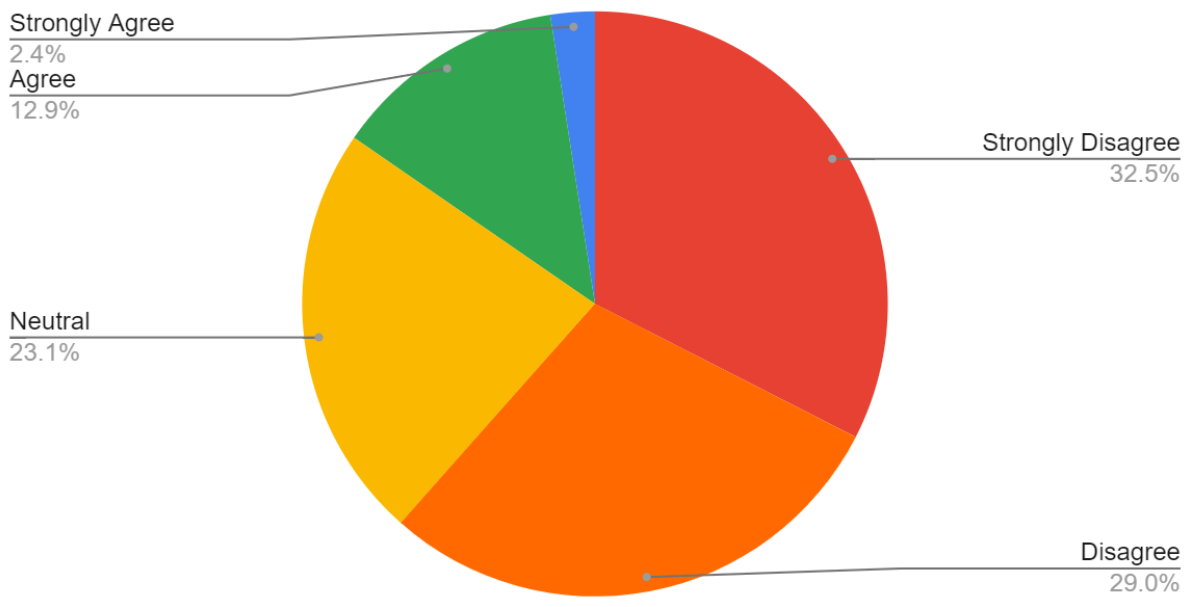
Sufficient Funding

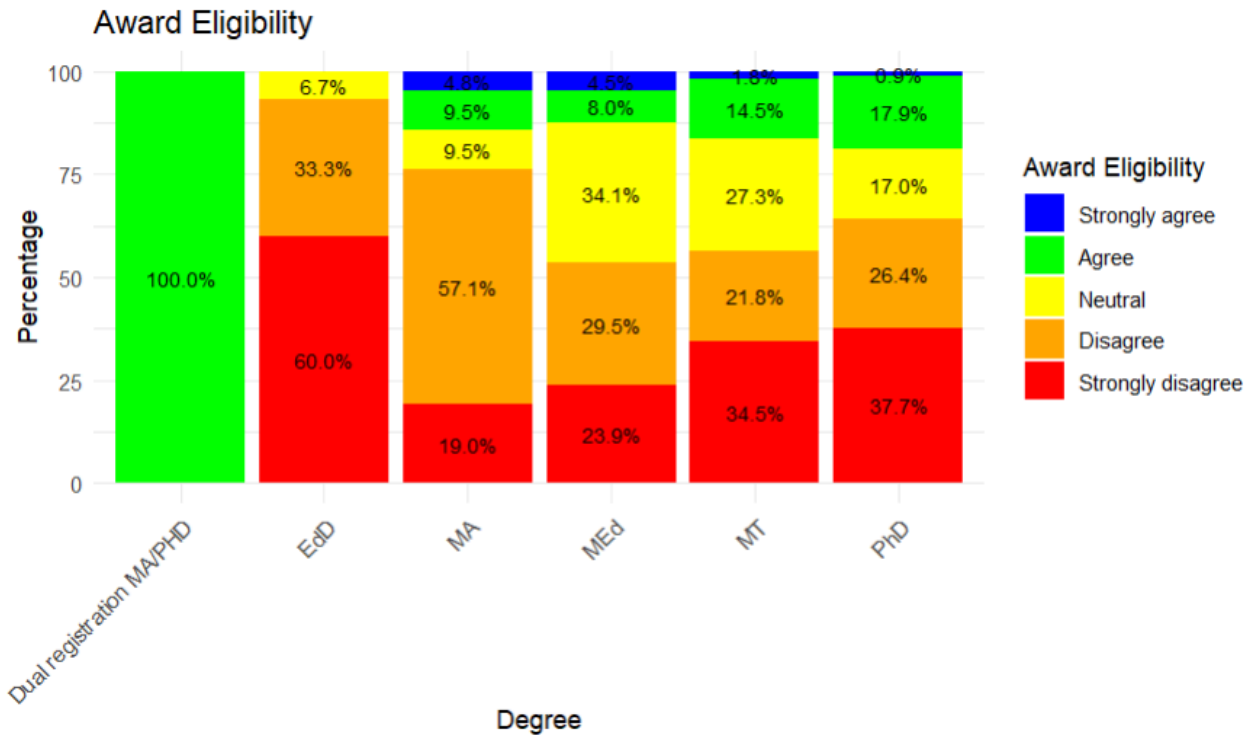
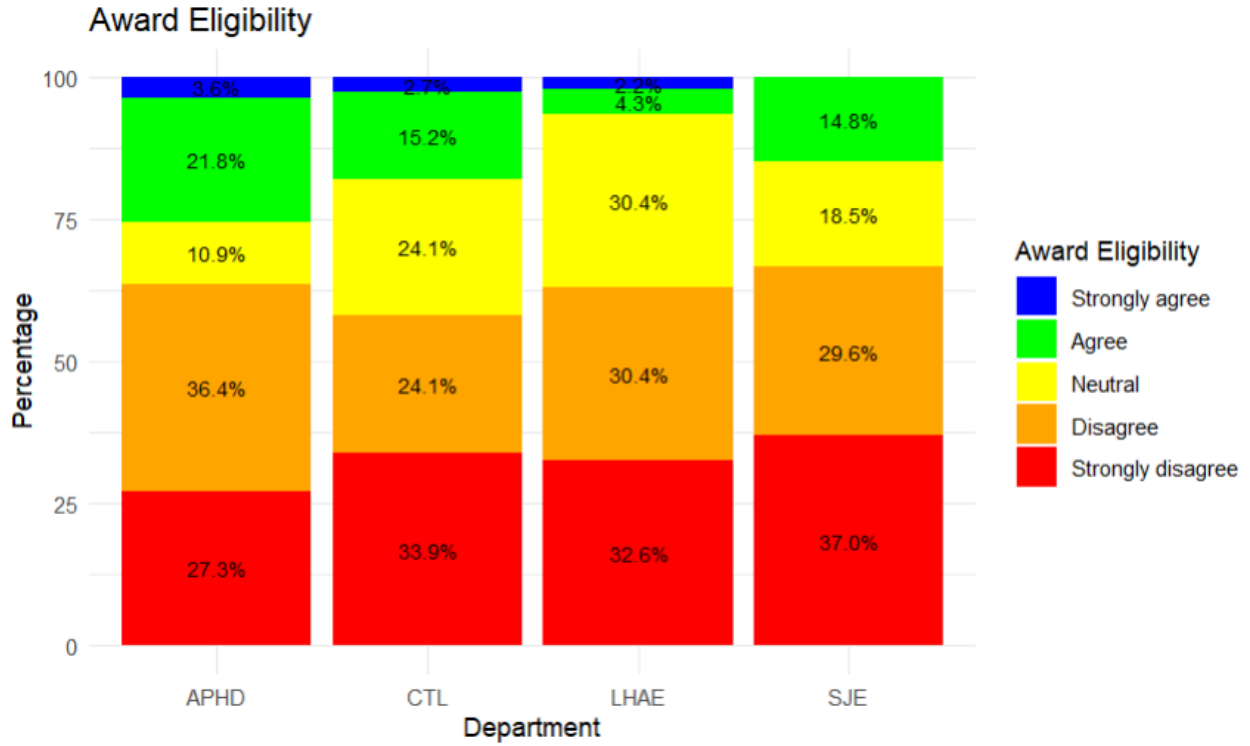




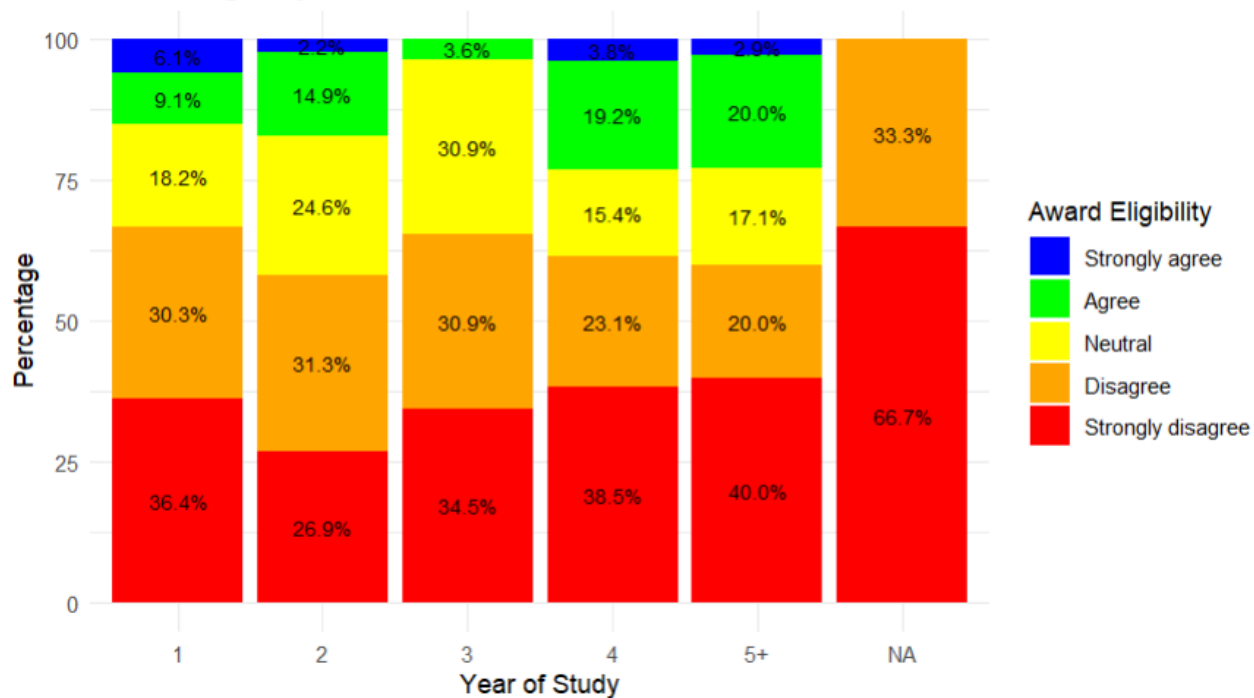


There are sufficient opportunities for bursaries, grants, and scholarships that I am eligible for.

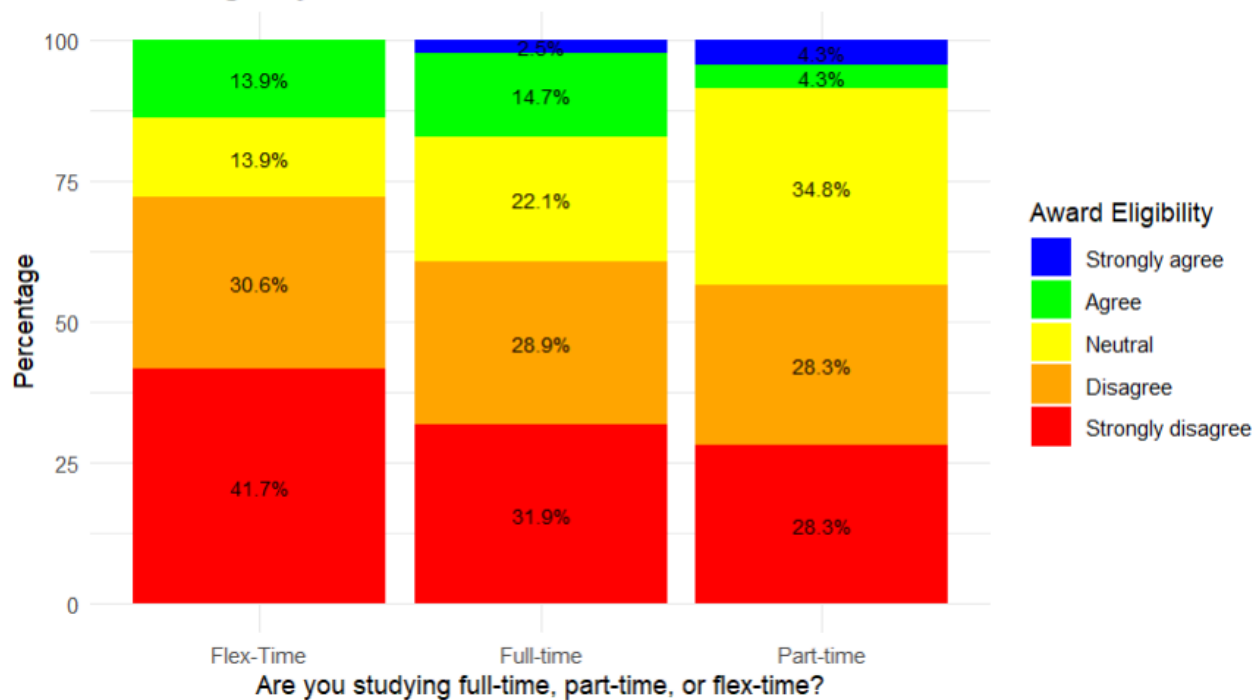




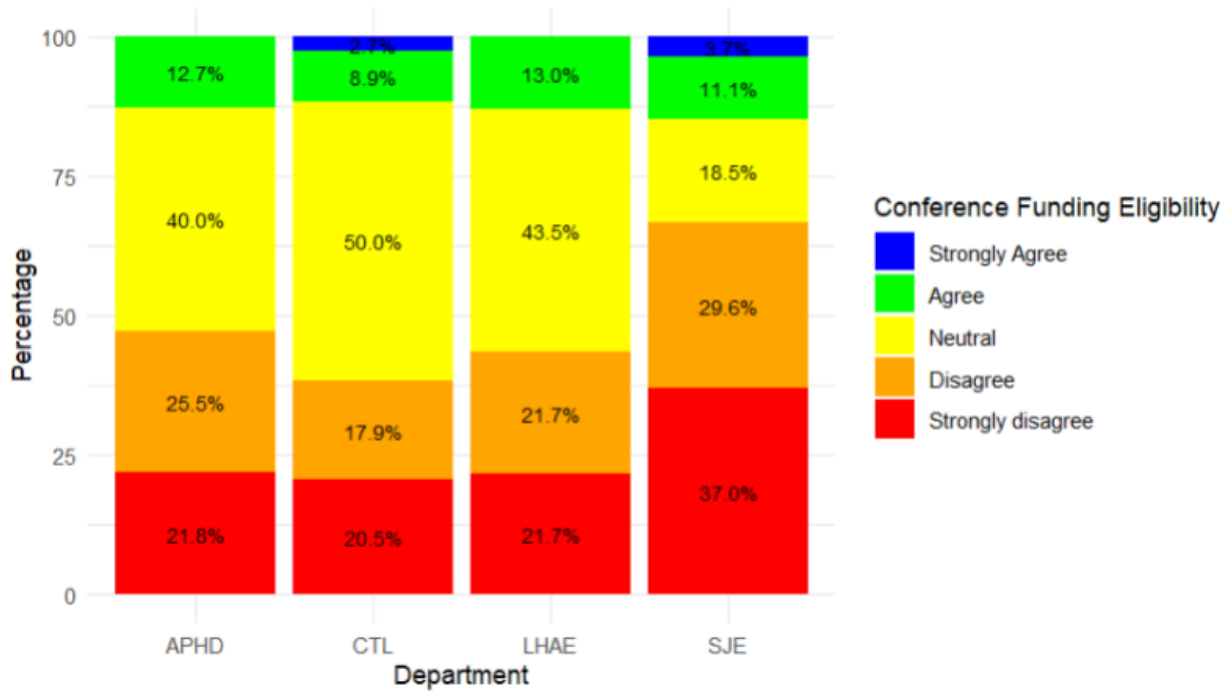
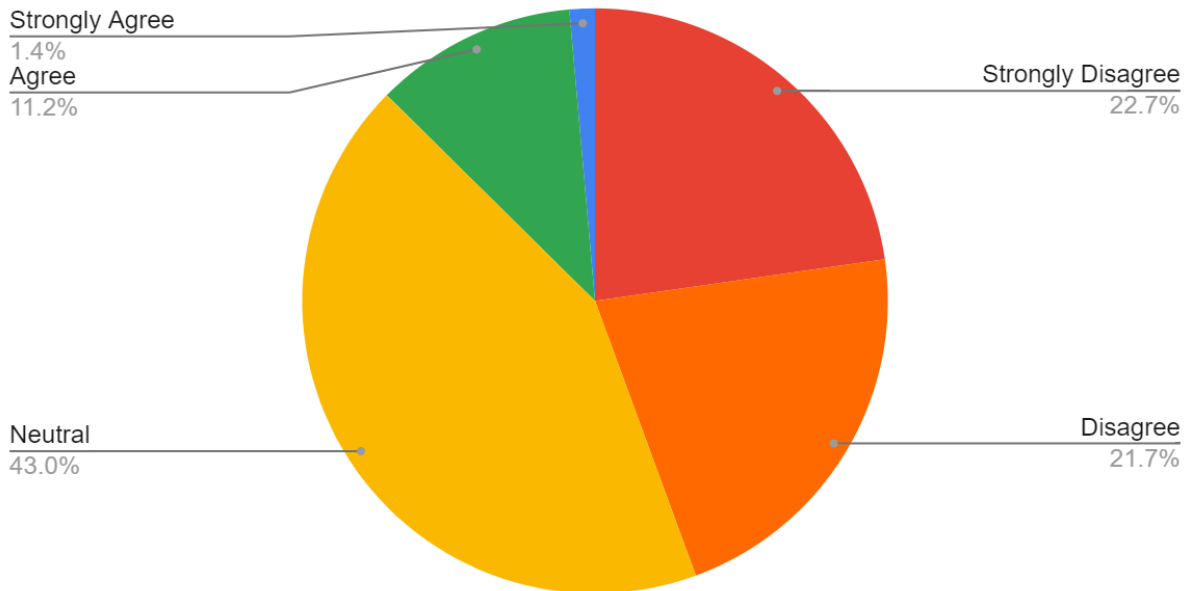
Award Eligibility

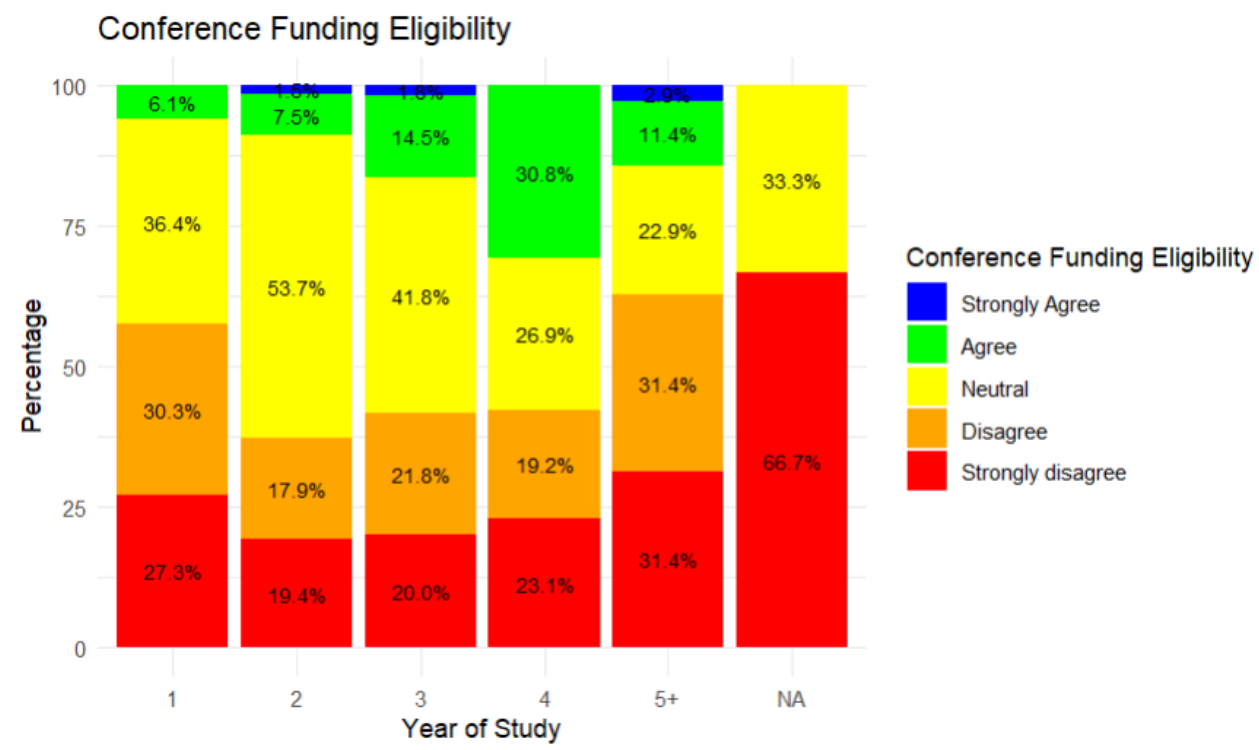
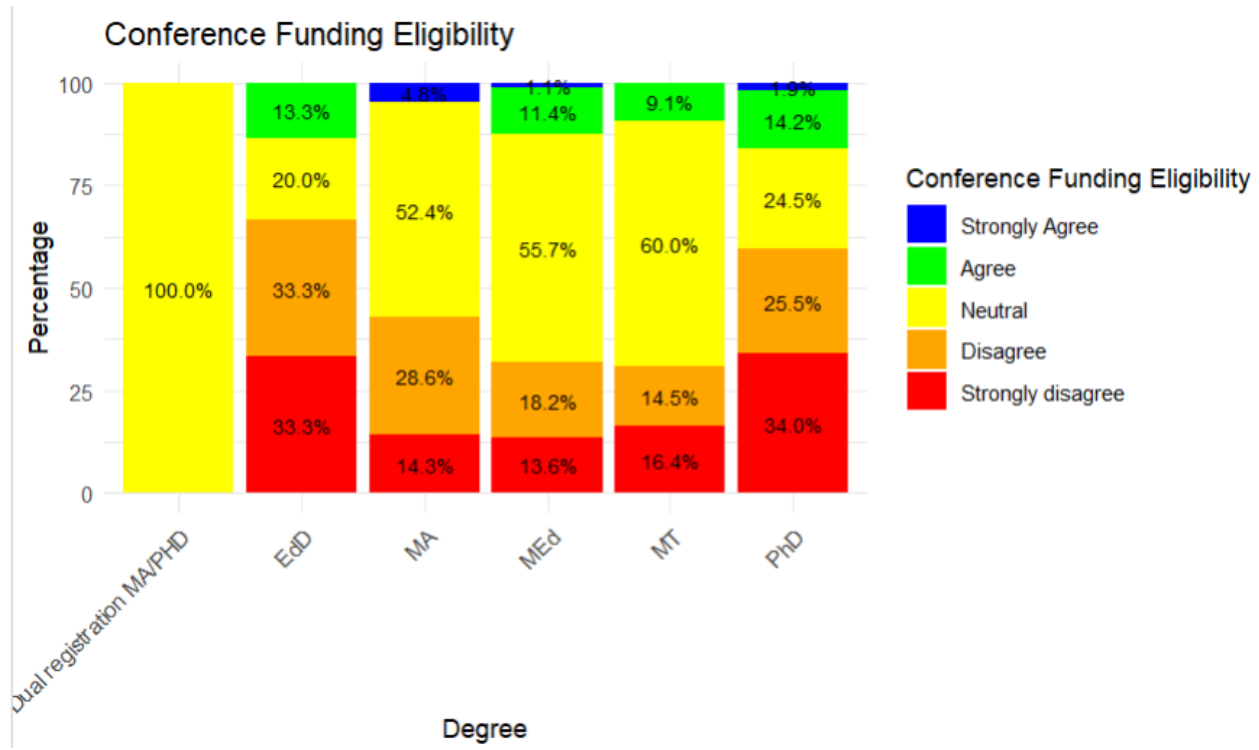


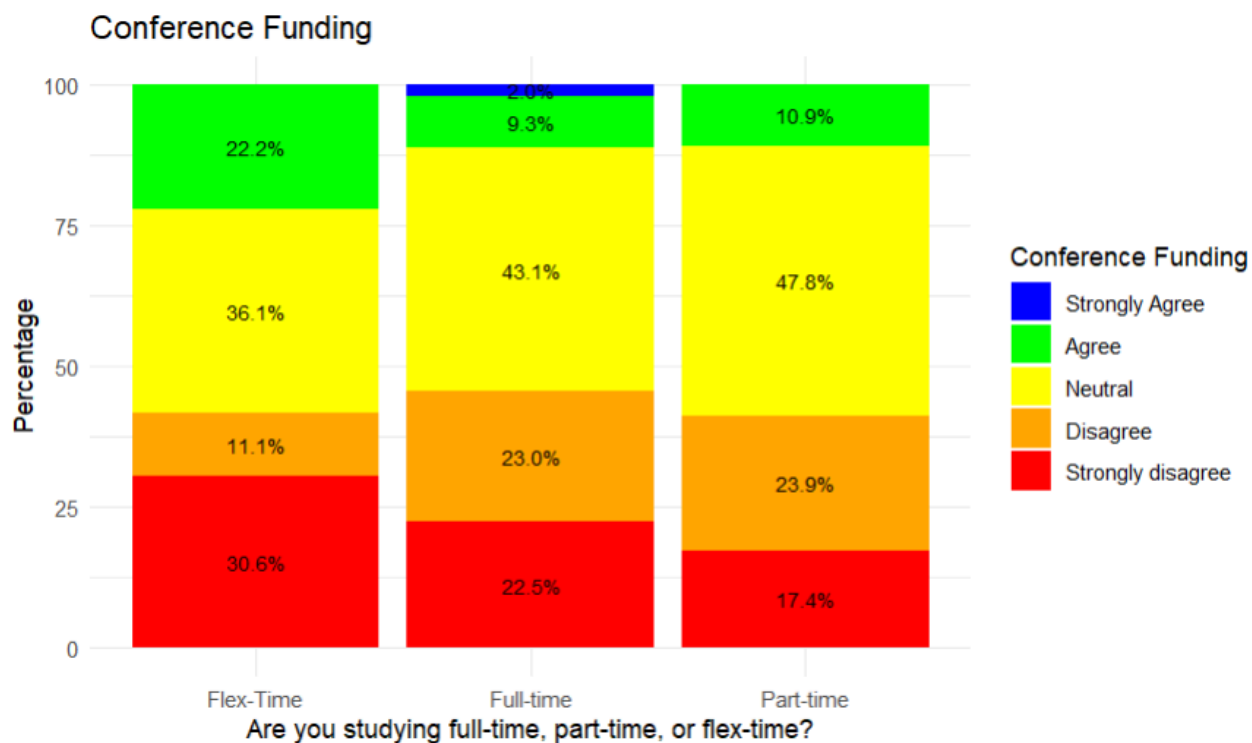
Award Eligibility



The funding available to travel to academic conferences is sufficient.







Supervisors and Students

Quantitative

Edd reported that the most disagreement with the statement “the process to obtain an advisor and/or supervisor at OISE are clear, effective, and enjoyable”, with 66.6% of respondents disagreeing with strongly disagreeing with the statement. Most respondents (50.1%) agreed or strongly agreed that their advisor/supervisor provides them with timely and beneficial feedback. Most respondents (56.2%) also agreed or strongly agreed that their relationship with their supervisors is positive and supportive.

Qualitative

Students wanted more clarity on the role that advisors/supervisors should hold.

“I was provided an advisor upon starting my program, however, group meetings with the advisor took place during other events/ meetings that I had to attend at work. (I am a part-time student.) Due to that, I did not develop a relationship with my advisor, and am not sure how to go about that. I am also not sure what the purpose of an advisor is, as I don't believe any information was provided to clarify the need for one.”

Additionally, students wanted more access to information on processes to switch advisors/supervisors. Some students had a difficult process in finding supervisors because faculty members were too busy to take on another graduate student.

“Its a wild goose chase... I spoke to almost 15 folks and they were lovely but confused as to why my advisor basically said " i could but i'd prefer not- i have too many students" - it was a scramble and ultimately i was desperate to find literally anyone to supervise.”

“More tenured professors are needed to support the number of doctoral/masters students requiring a supervisor. Many students are still relying on the help of retired/emeriti professors to complete degrees.”

Students found that overall, faculty do not have the capacity for all of the students they advise/supervise and some are too busy to provide feedback or support. Some students noted that their advisor/supervisor took a very long time to get back to them or failed to keep in contact entirely.

“I’ve had literally zero contact from an advisor during my entire masters”

“I have to wait up to 6 months to get feedback from the supervisor!”

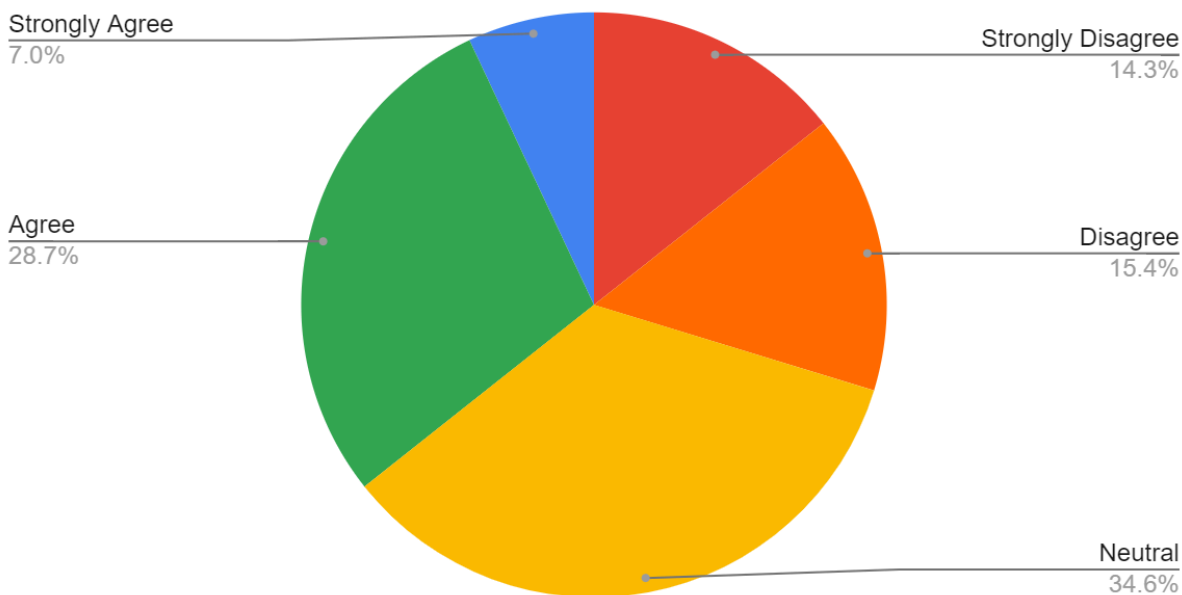
“My supervisor can give good input when I’m able to get their attention, but I can go months without a response. I was left entirely on my own to prepare for my proposal defense. This would be demoralizing to a younger/less experienced scholar.”

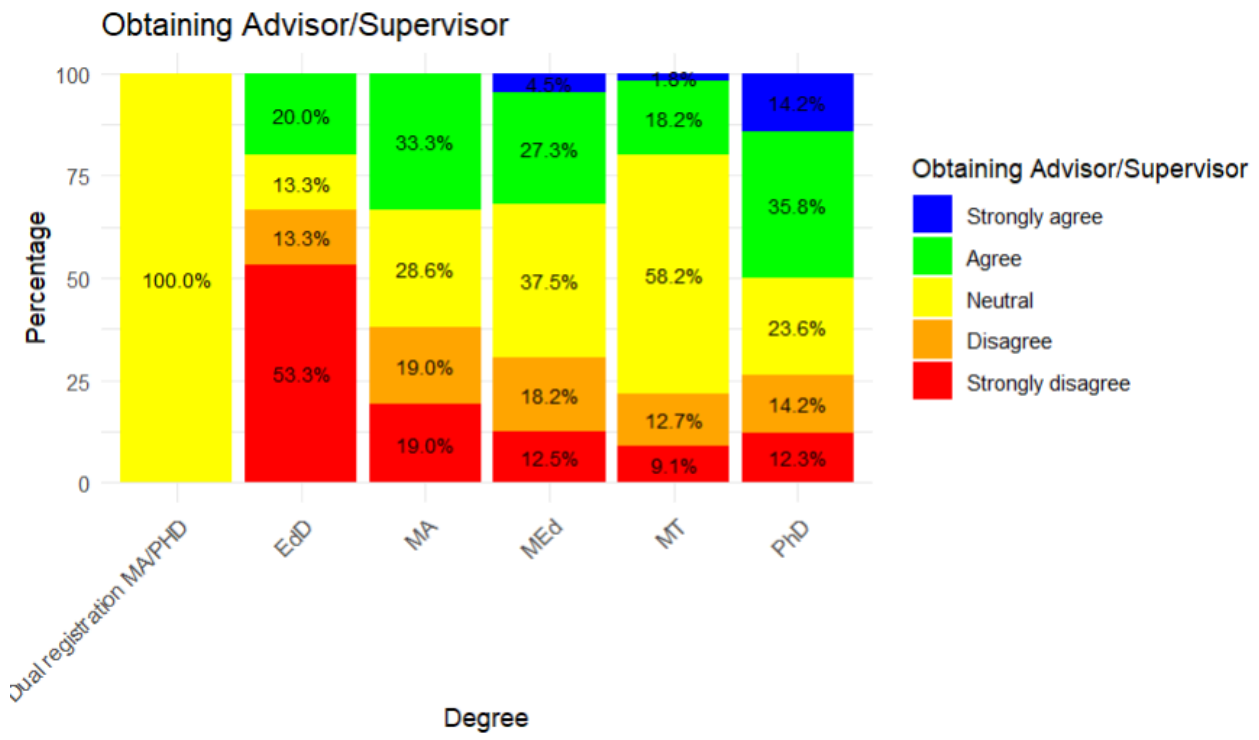
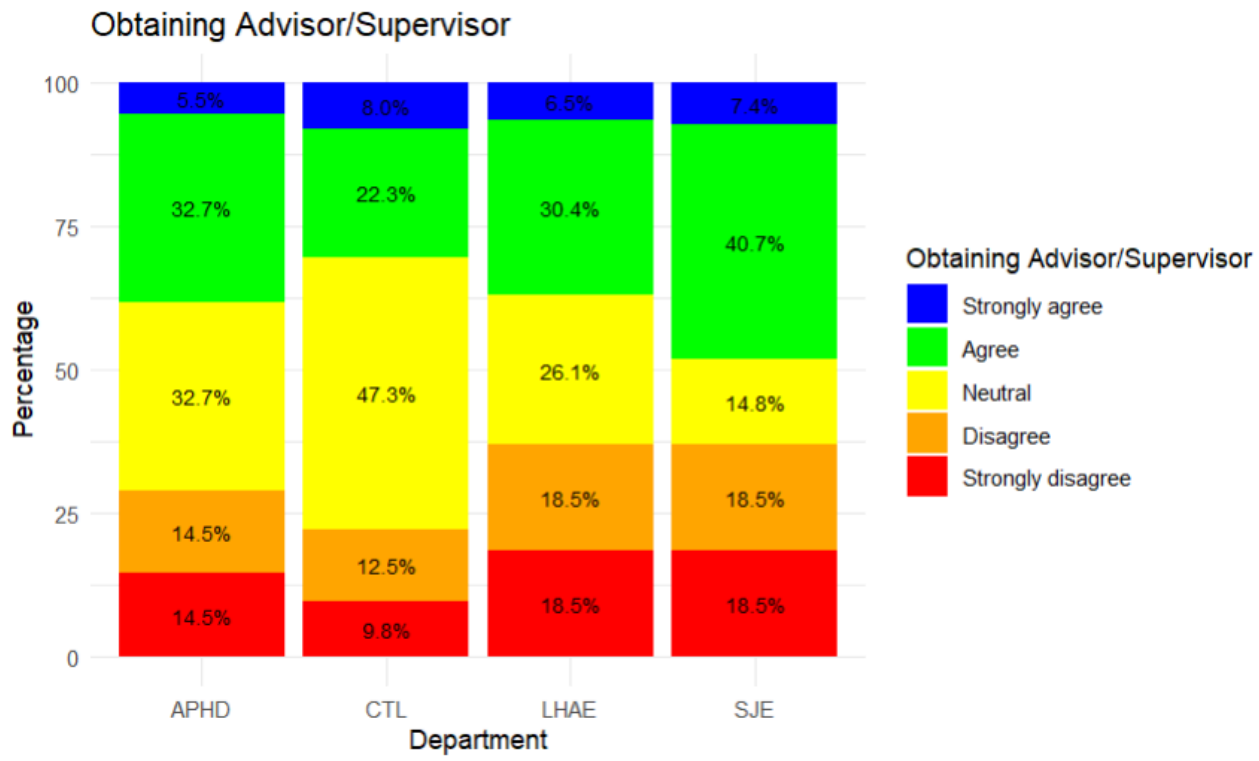
A few students also reported inequitable or unfavourable treatment from supervisors.

“As an MT student, there is no consistency between years with who is helping me with my research. I feel that that lack of guidance, and the limited scope of our two year research program makes chances of publication remote and support from faculty perfunctory.”

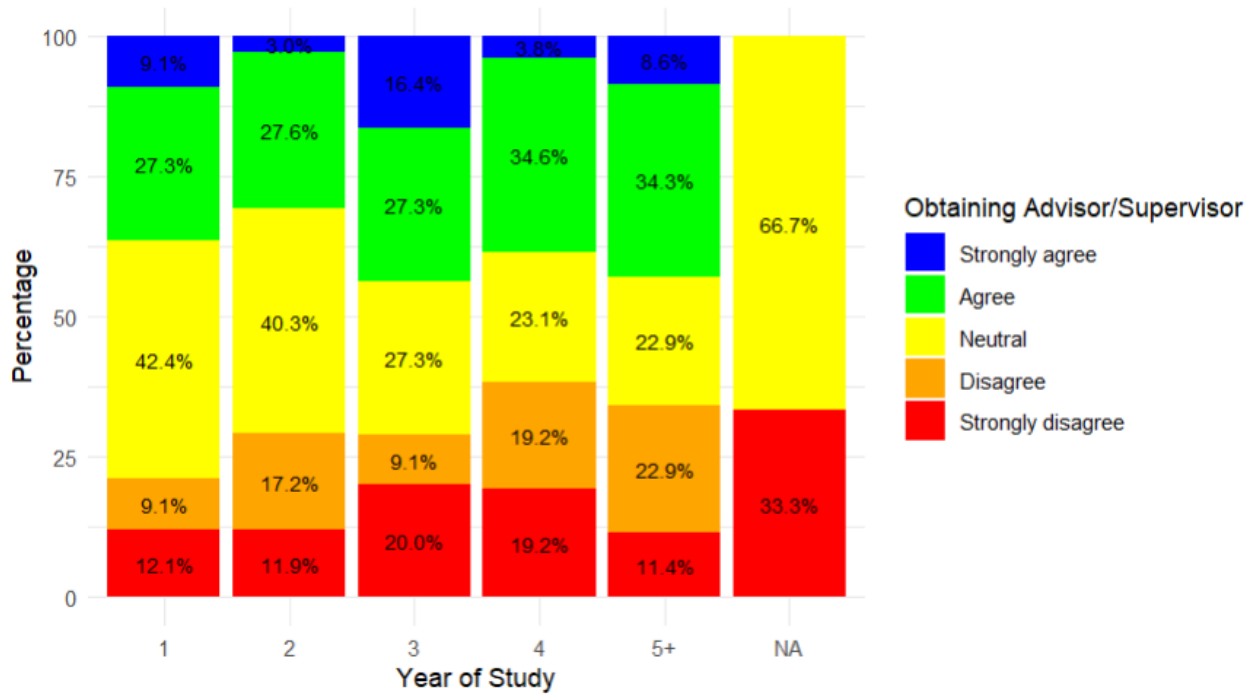
“My advisor never contacts me and neither my old or new advisor told me themselves that there was a switch. I just got a generic note from the school.”

The processes to obtain an advisor and/or supervisor at OISE are clear, effective, and enjoyable.

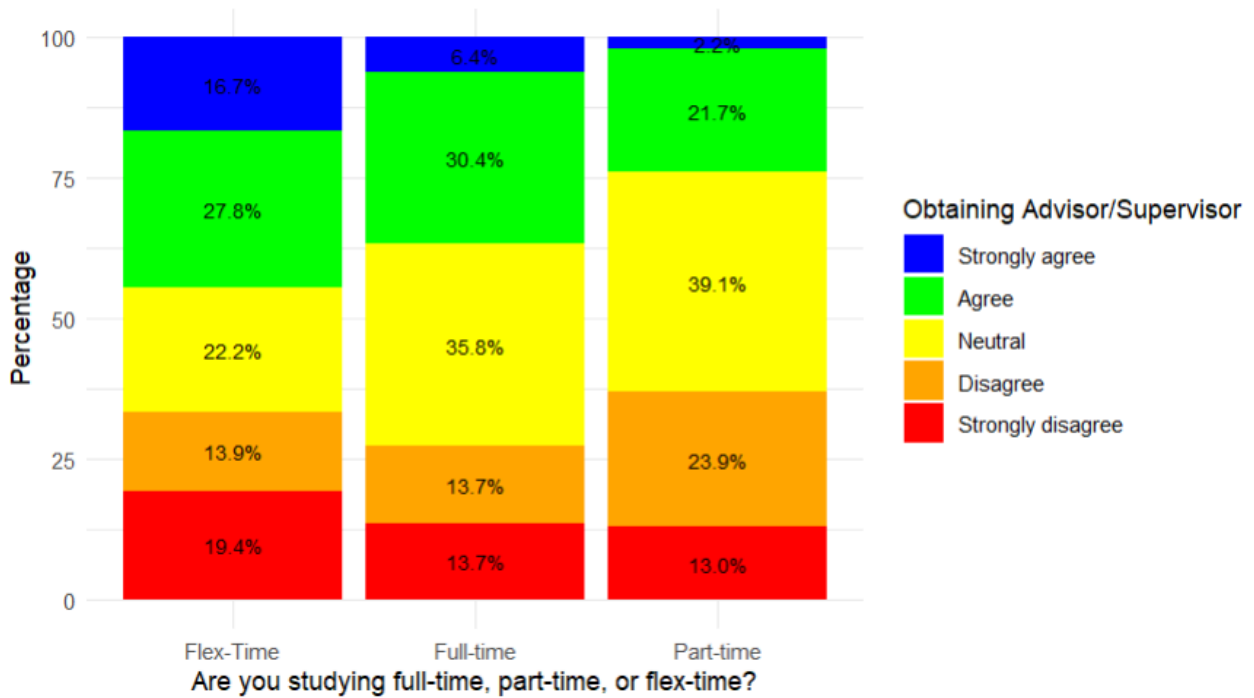




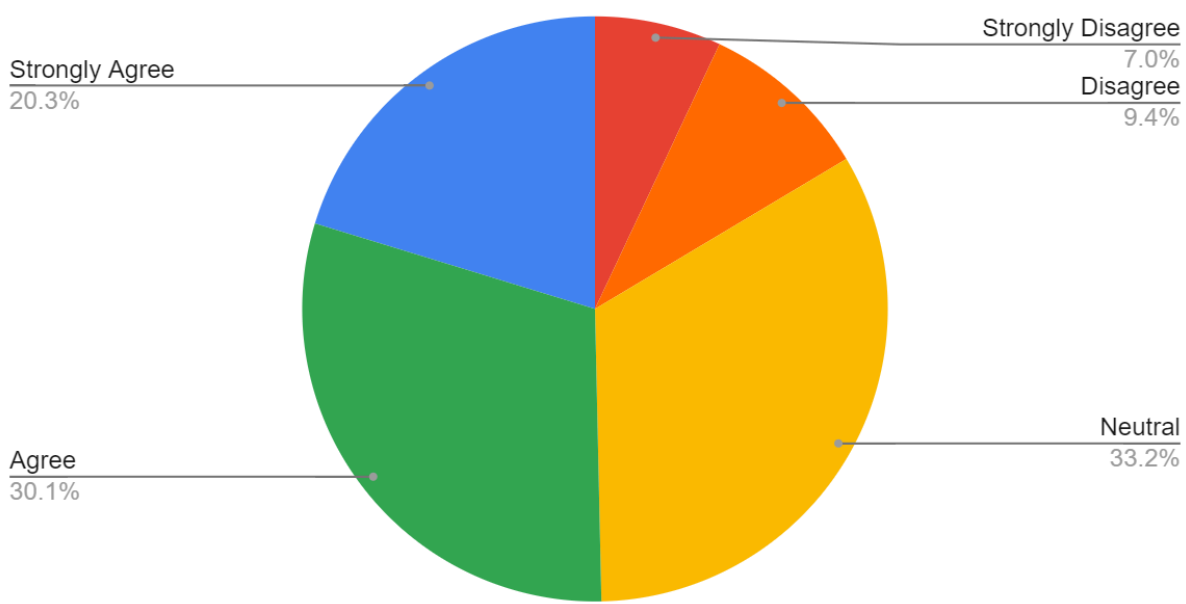
Obtaining Advisor/Supervisor



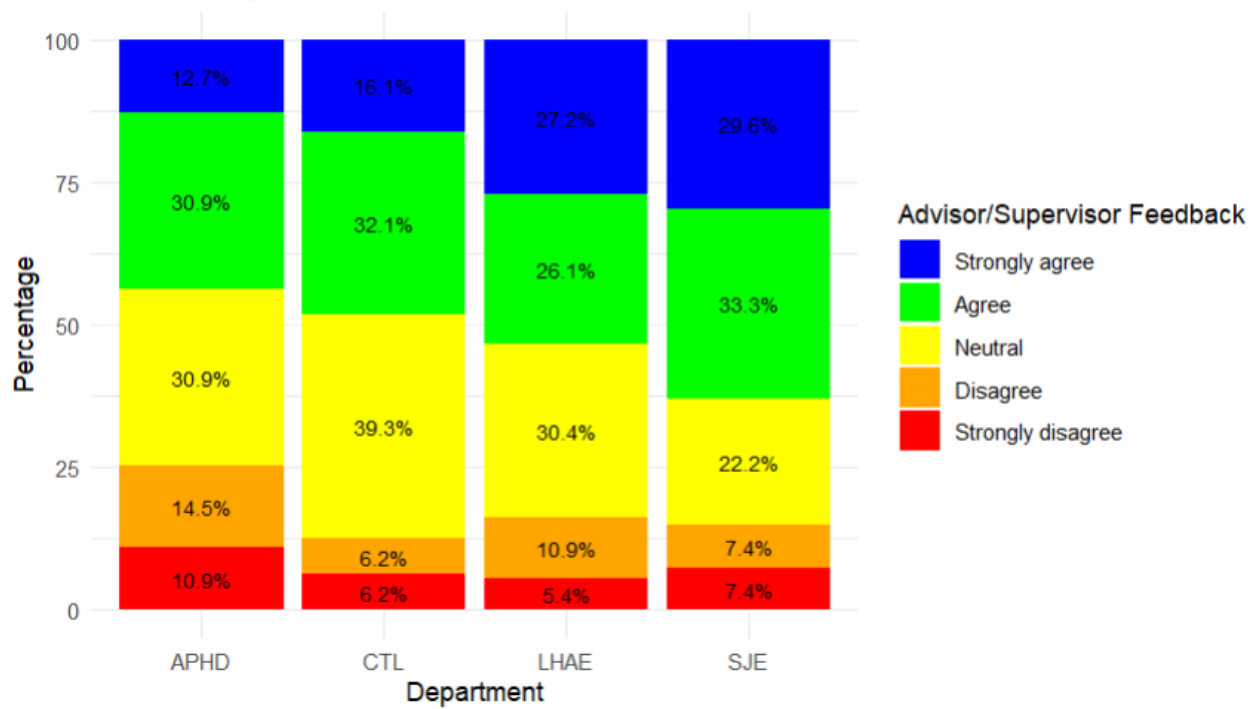
Obtaining Advisor/Supervisor

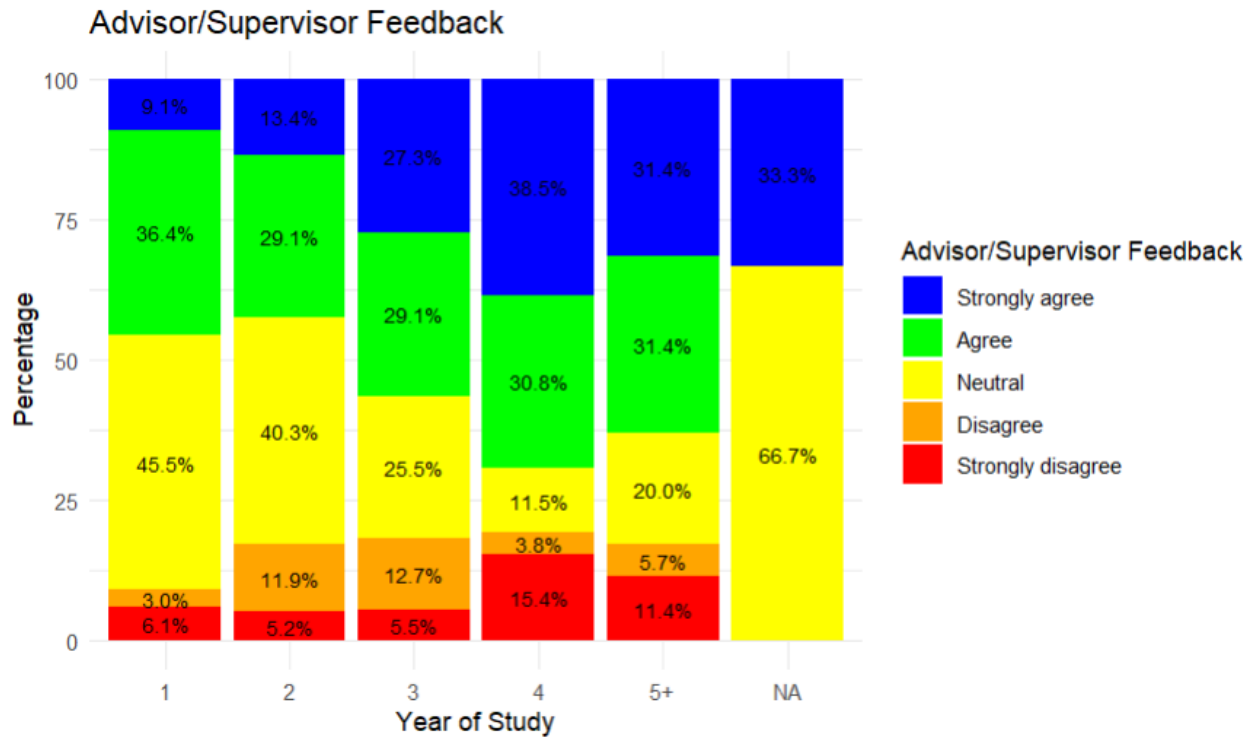
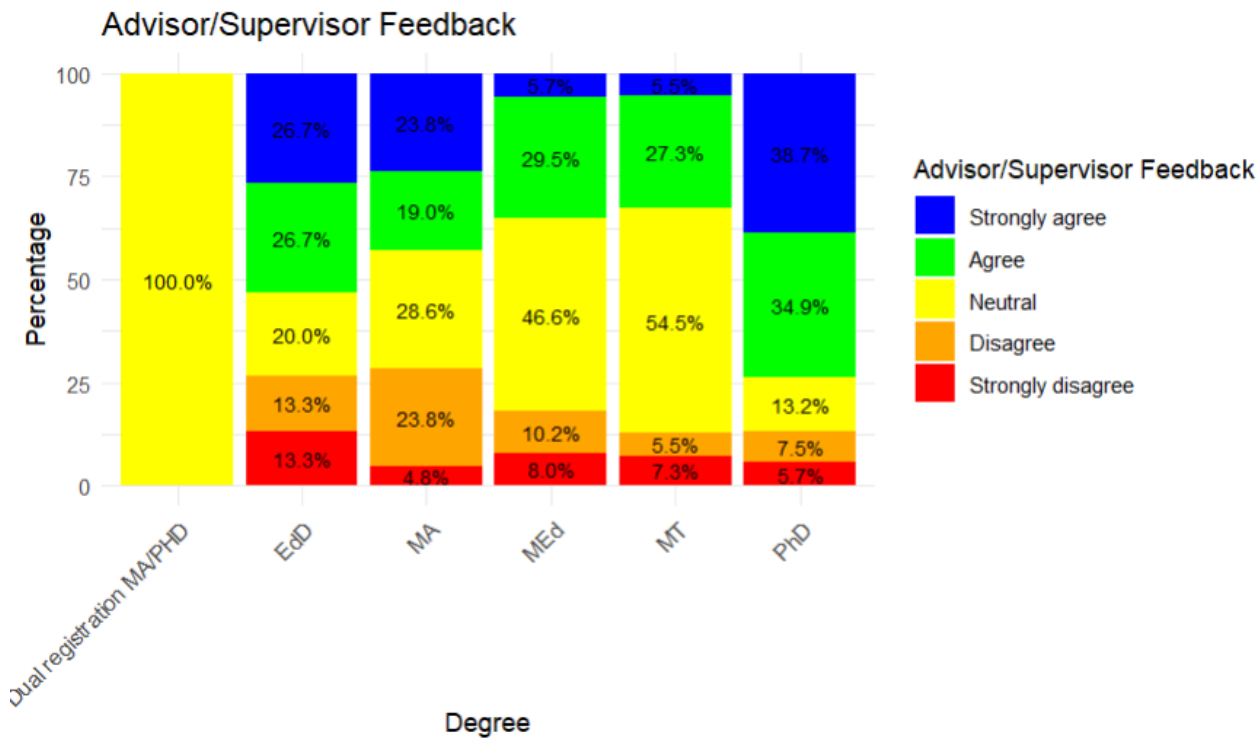


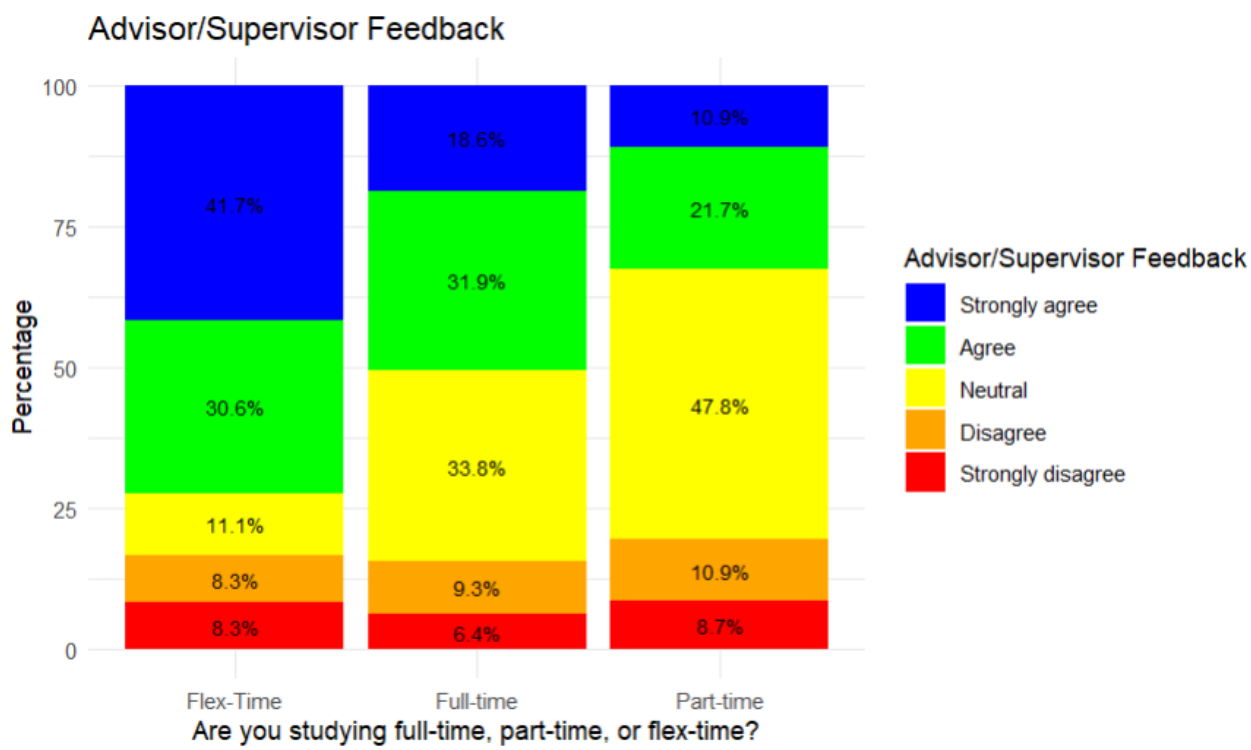
My advisor and/or supervisor provides timely and beneficial feedback and direction



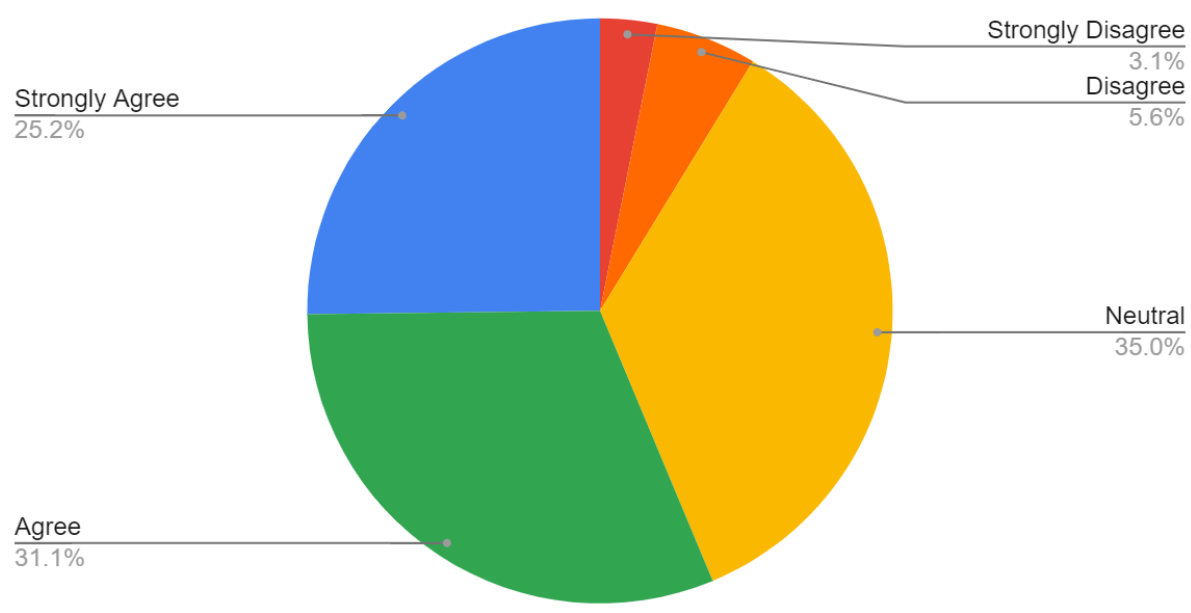
Advisor/Supervisor Feedback

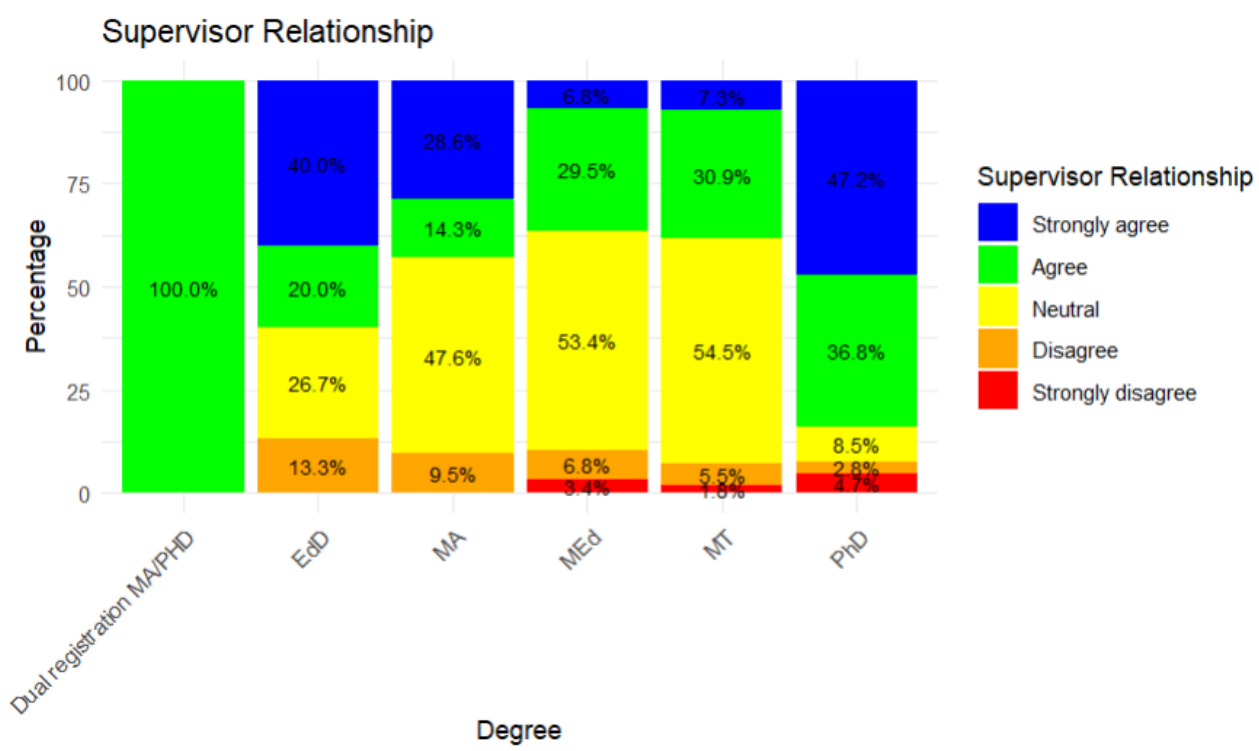
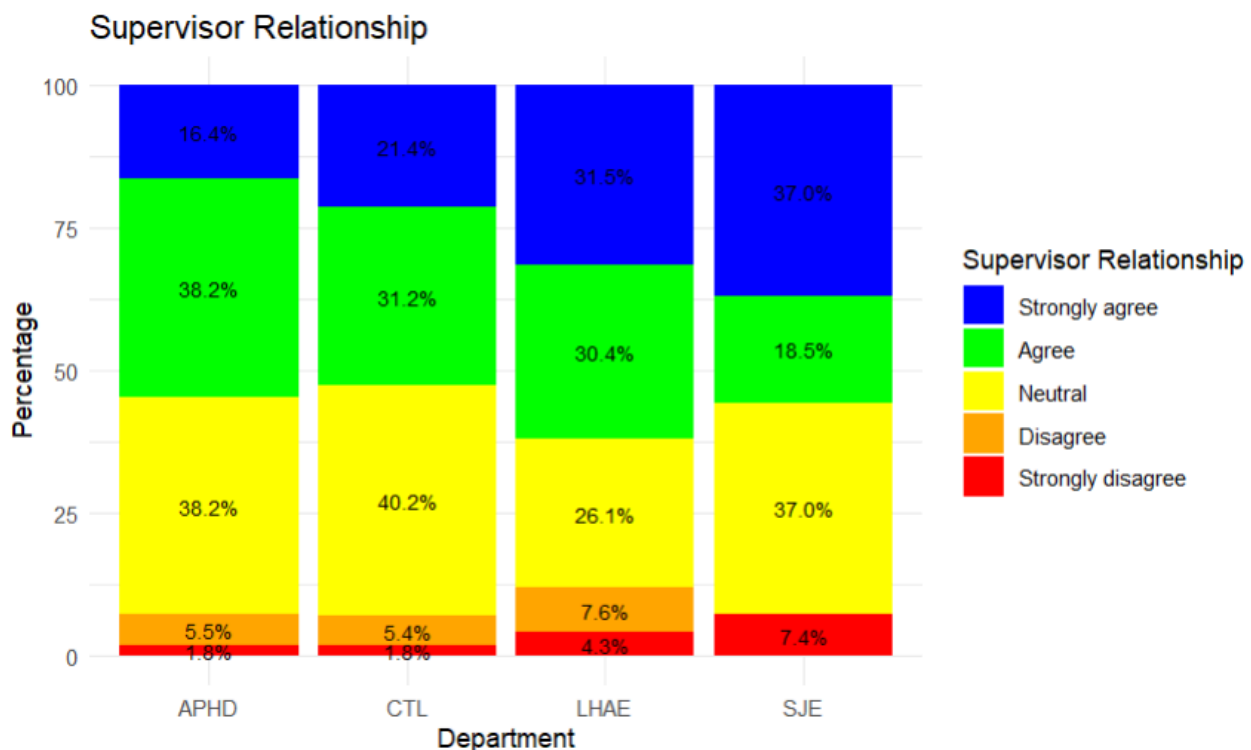




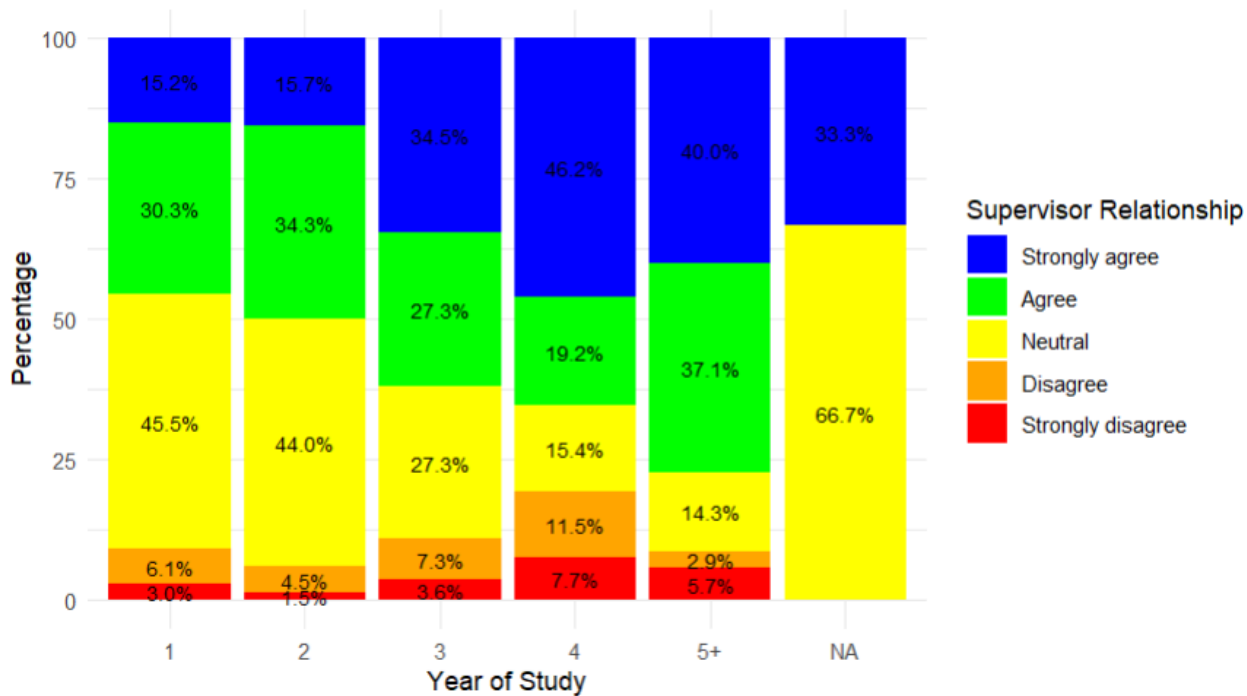


My relationship with my advisor/supervisor is positive and supportive.

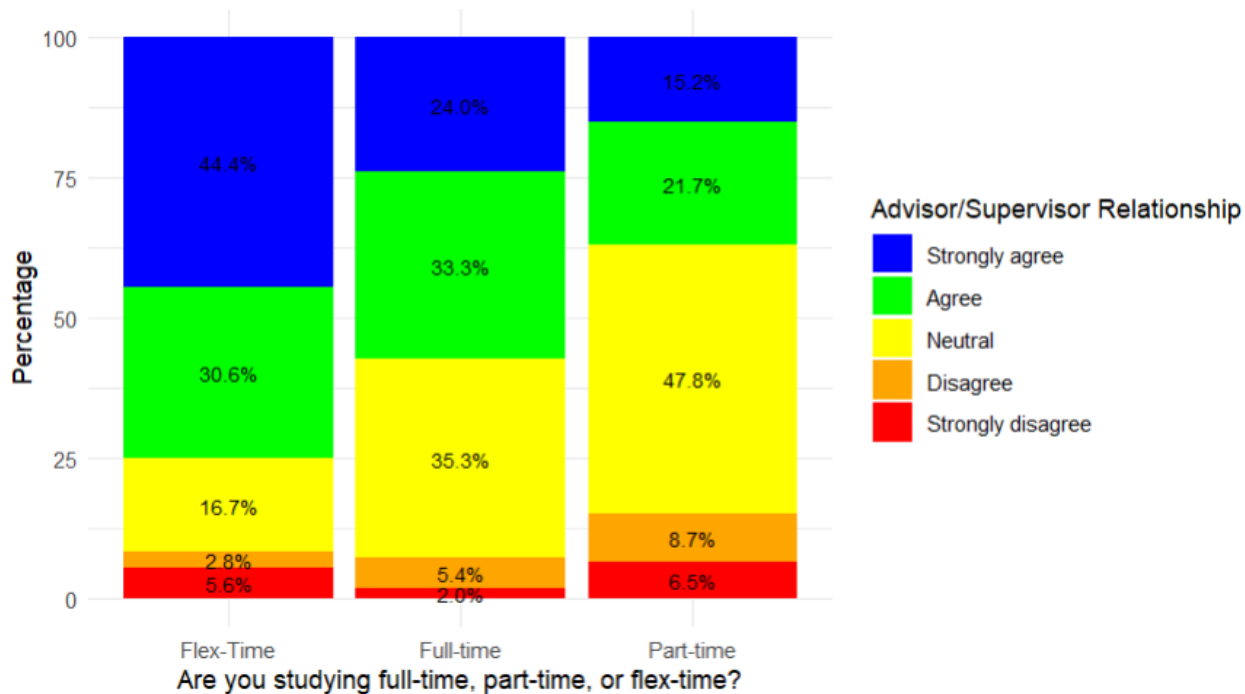




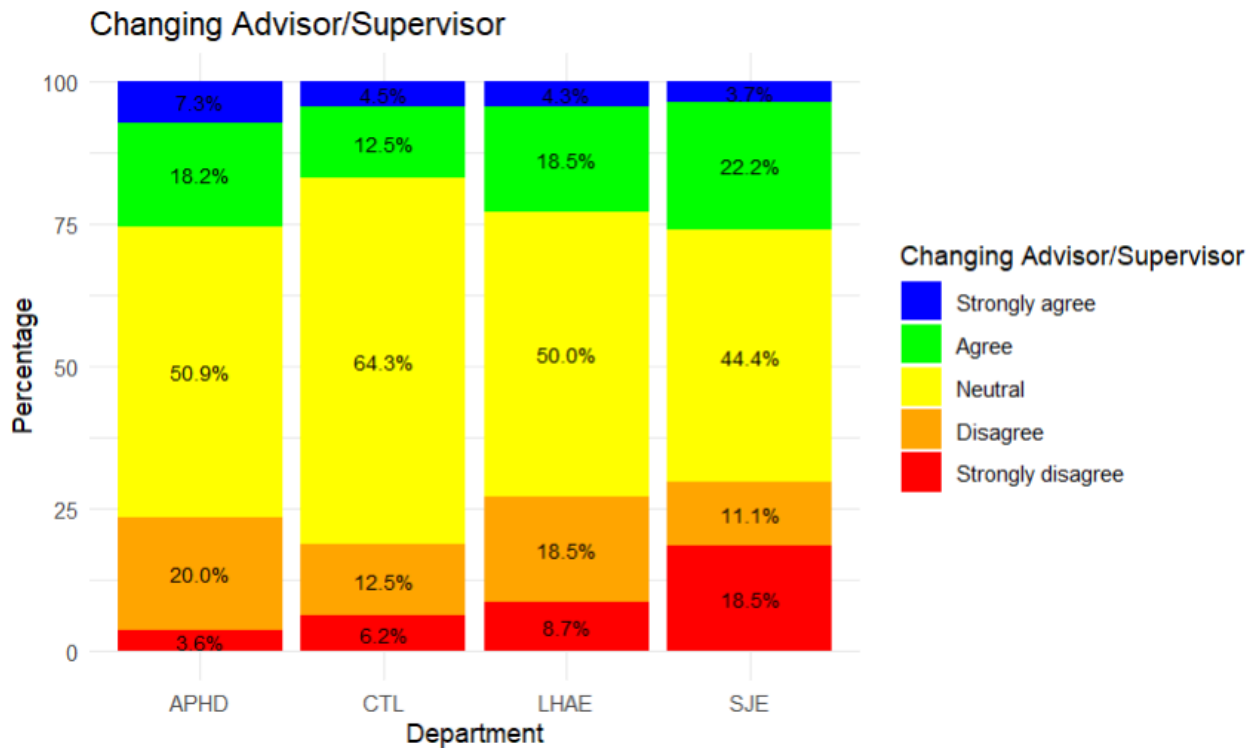
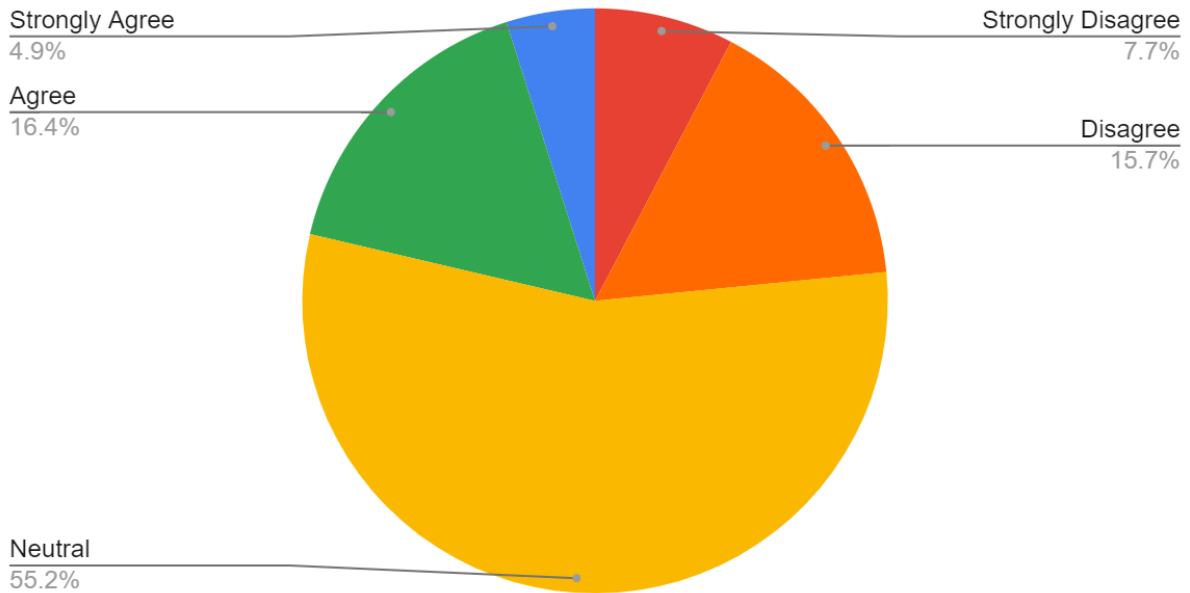
Supervisor Relationship

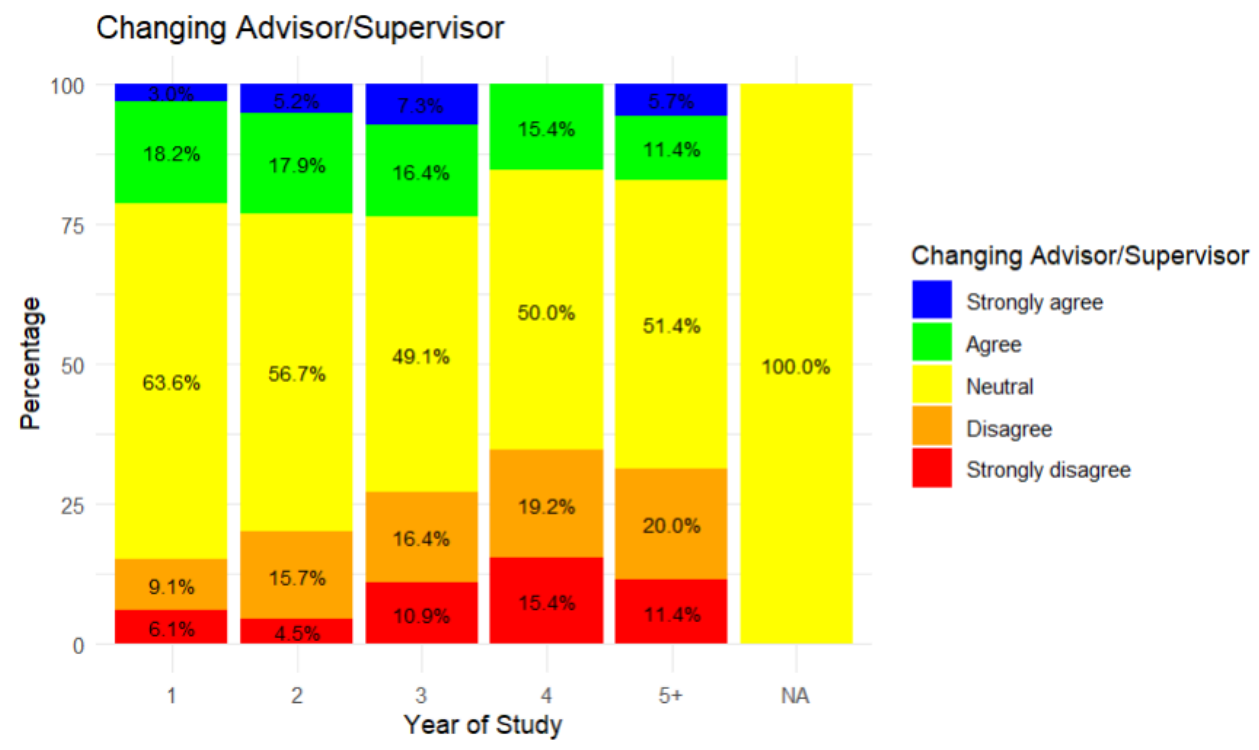
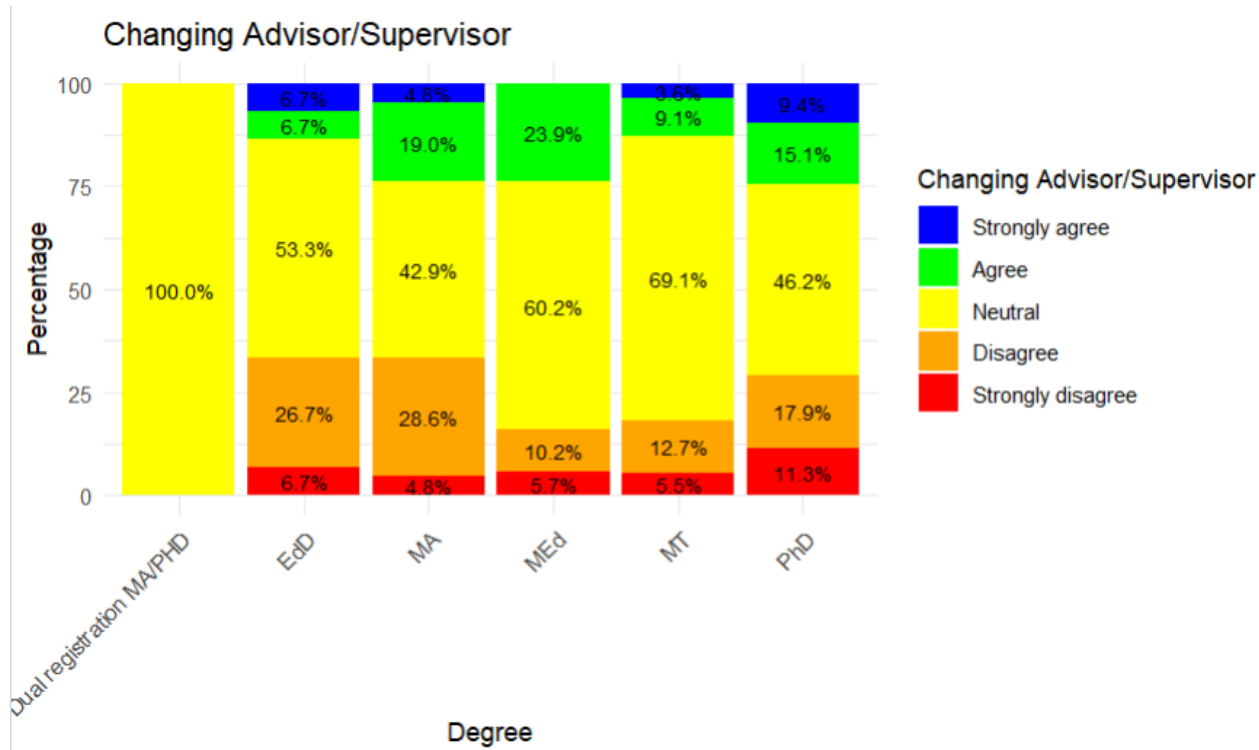


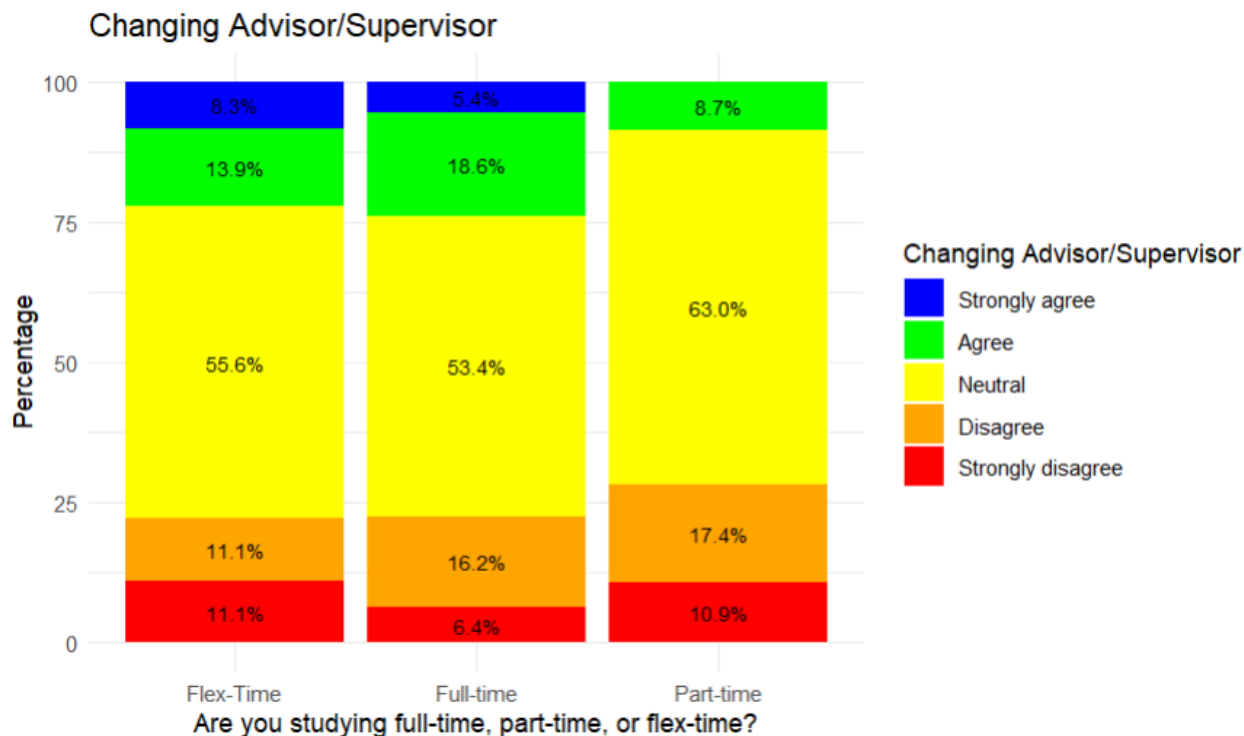
Advisor/Supervisor Relationship



The process to change advisors/supervisors is clear and will not negatively impact if and when I can complete my degree.







Diversity, Equity, and Inclusion

Quantitative

The majority of respondents (59.4%) agreed or strongly agreed that OISE provides sufficient resources, programs and support to foster the academic success of its diverse student body. Similarly, the majority of participants (61.2%) agreed or strongly agreed that they had access to equal opportunities at OISE regardless of identity or background.

Qualitative

Some students think that OISE is currently doing a good job in terms of equity, diversity and inclusion (EDI), however, other students noted room for improvements. Students expressed a need to hire more diverse faculty that is representative of the intersectional identities at OISE.

“Continue to work to ensure staff and students are representative and academic spaces are inclusive for all students and take intersectional identities into account.”

This need for representation was also expressed in relation to the networking opportunities available.

“[Provide] opportunities to connect with scholars who share (especially marginalized) identities with you, opportunities to work with them and to publish with them and/or other students who share identities with you. I think greater support around the networking of this is essential for students (especially disabled students).”

Students also wish to ensure that OISE staff are trained on current EDI knowledge and follow the OISE EDI mandates.

“Increasing discussions and training among faculty members to ensure up-to-date knowledge and reduce the number of microaggressions felt by racialized students.”

“The student body is diverse, there are students who are within multiple intersectionalities and yet the common assumption is that you are a young, single, full time student with no other obligations. That has to change.”

Students would also like to see more EDI workshops and opportunities for them to participate in. Some students also mentioned wanting opportunities that recognize intersectional backgrounds beyond race such as disabilities. These opportunities should be available for all students including those from the flex-time and part-time degrees. Other students mentioned a desire for more cultural programming for international, Black, Latinx and Indigenous communities.

“Add Caribbean origin to the Black scholarships as many of us are mixed ethnic identities and don't solely identify as black and that excludes us from many scholarship opportunities. I never felt I could apply for scholarships because of my mixed identity.”

“Implementing Calls to Action from the Truth and Reconciliation Commission.”

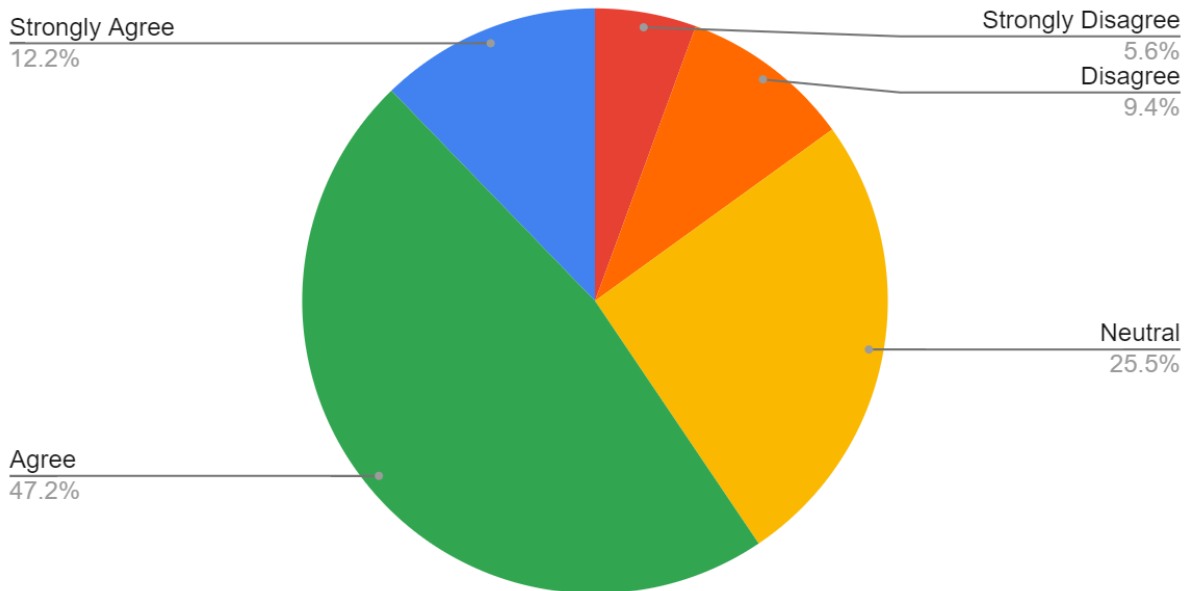
“More support in place for first-generation university students. Also inclusion of heritage languages as teachables. OISE used to offer these. Also, OISE should offer Indigenous language courses as teachables or electives to everyone.”

Students also highlighted how the state of graduate funding packages is an accessibility and equity concern. Both by providing insufficient funding and in who currently receives funding.

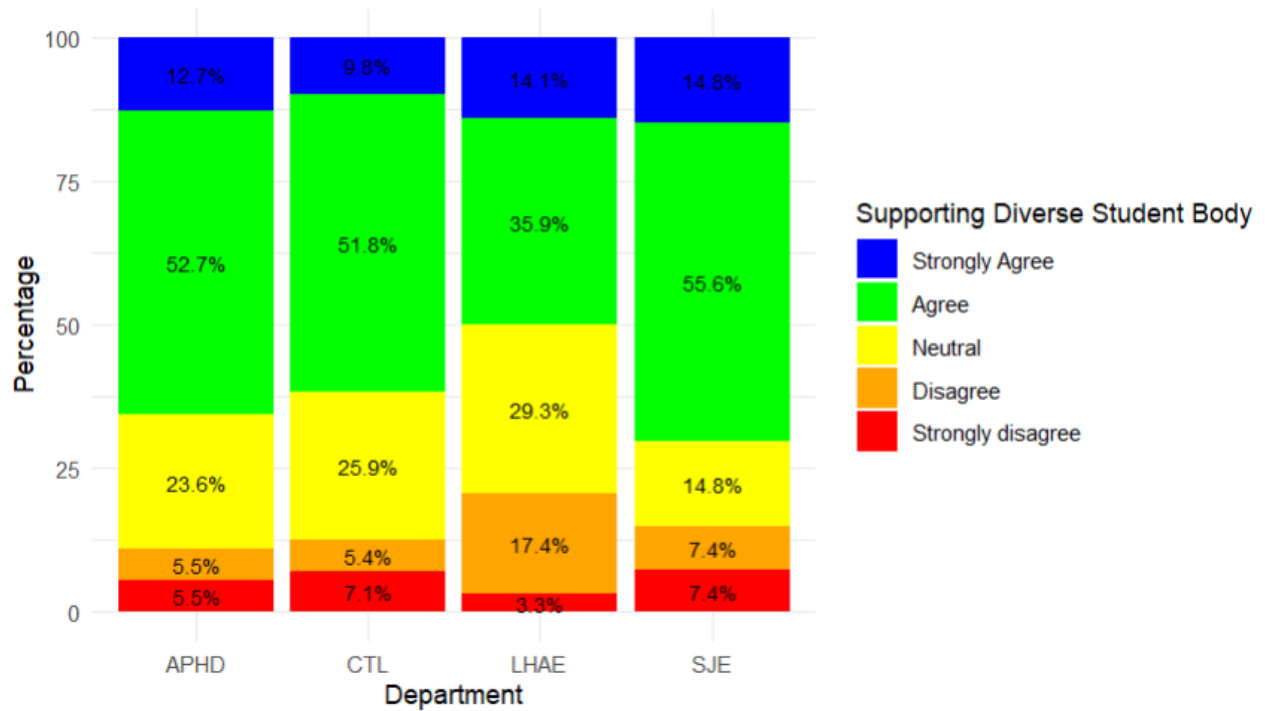
“It strikes me as completely out of touch that an institution in the most expensive city in the country would suggest that students generate no income and take on debt while pursuing their course of study. [...] I am grateful that my own privileges and financial situation have allowed me to participate in this program, but it seems to me that communication from U of T with respect to finances is at best clueless and at worst exclusionary. EDI goals will be improved by increasing economic accessibility.”

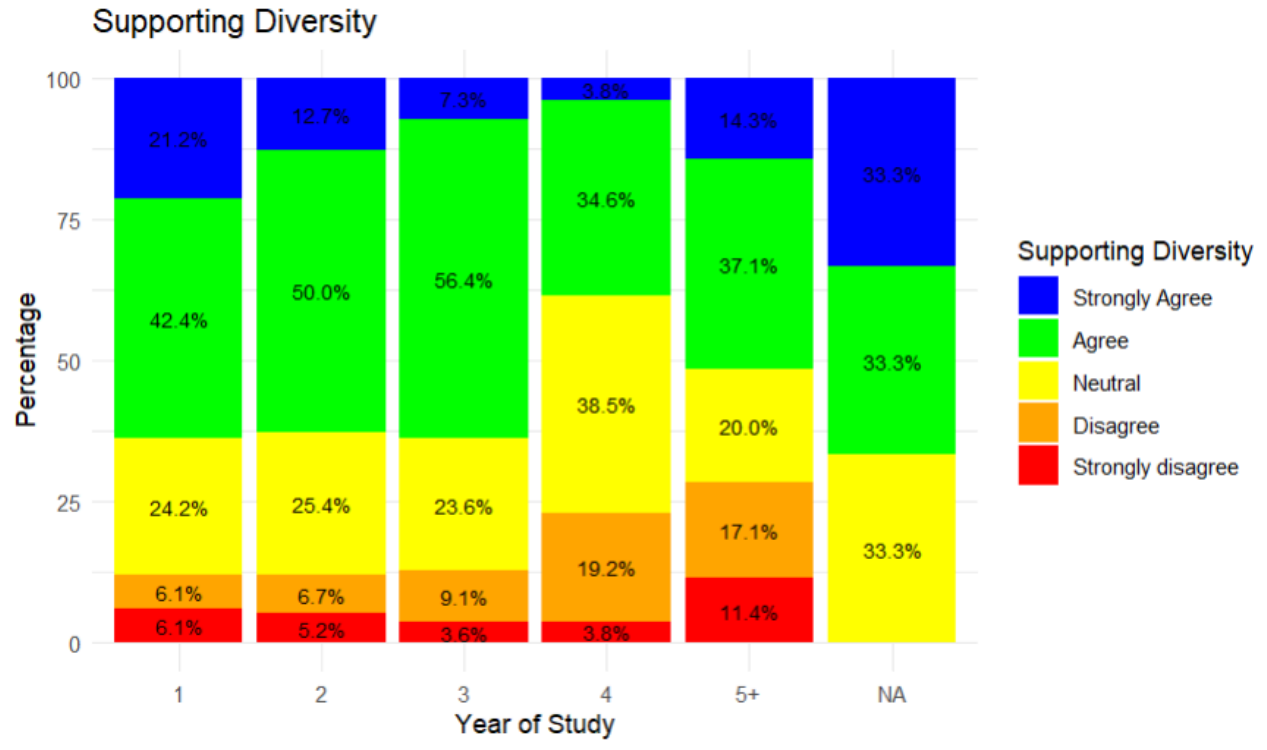
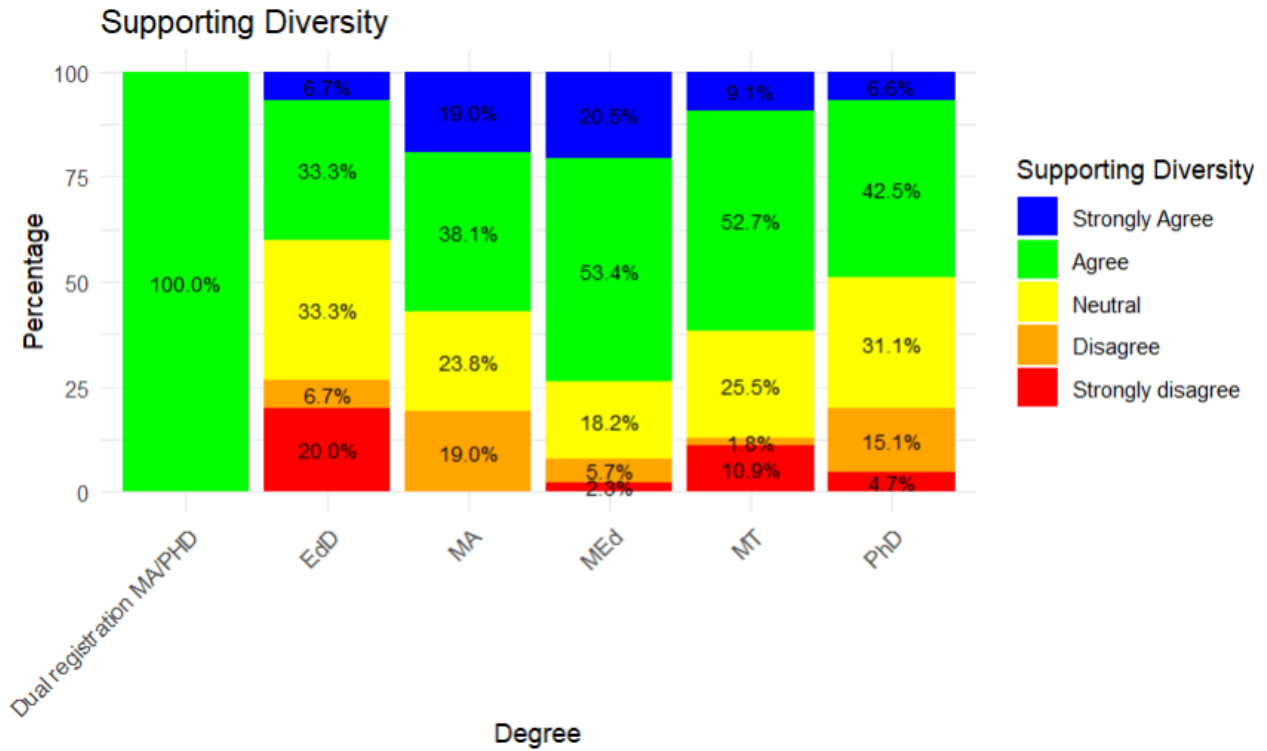
“I think funding opportunities in my department don't uplift a diverse body of students. If students are repeatedly being denied funding they should be given opportunities for feedback, there may need to be some internal reflection about what types of research are being supported and how that is connected with equity etc. and also I think that there needs to be more attention on how considerations are made when students submit information about special circumstances that influence their progress.”

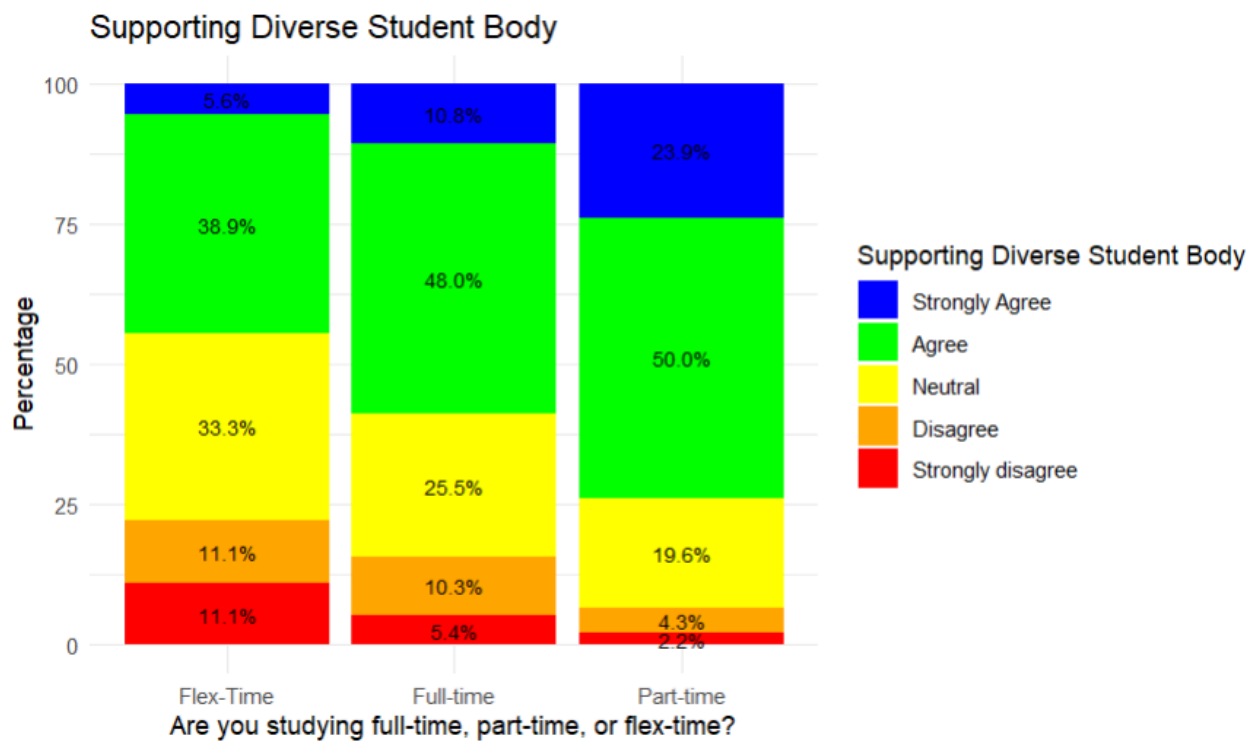
OISE provides sufficient resources, programs and support to foster the academic success of its diverse student body.



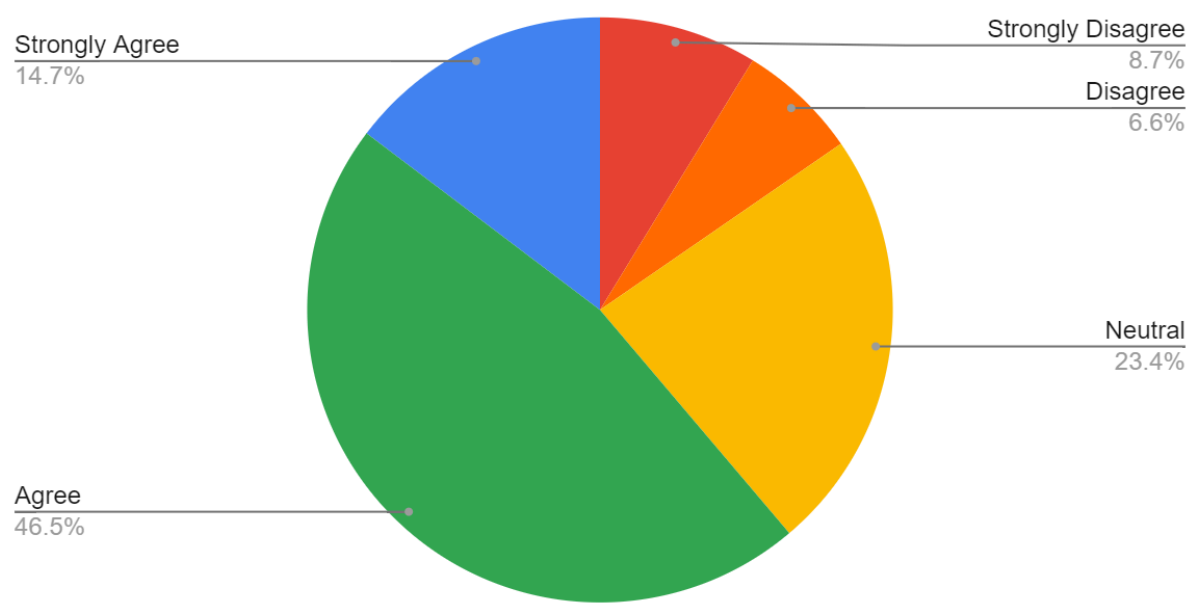
Supporting Diverse Student Body

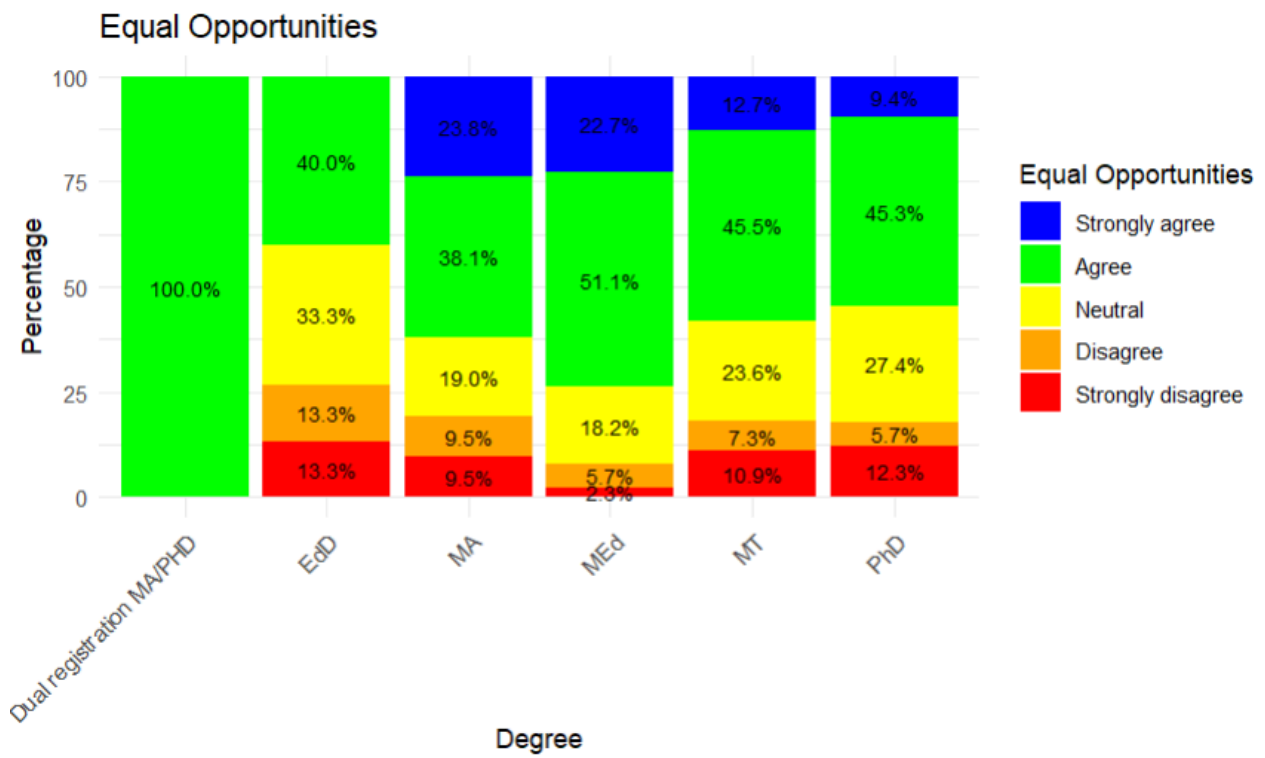
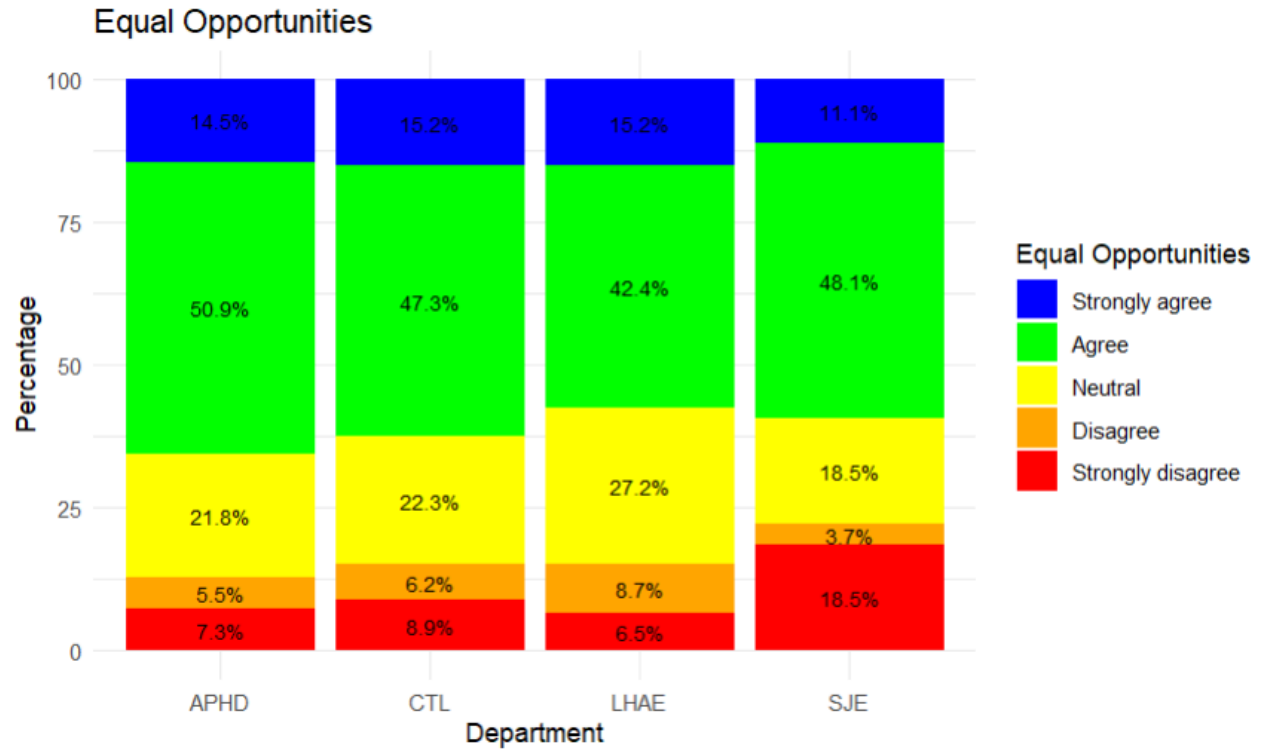


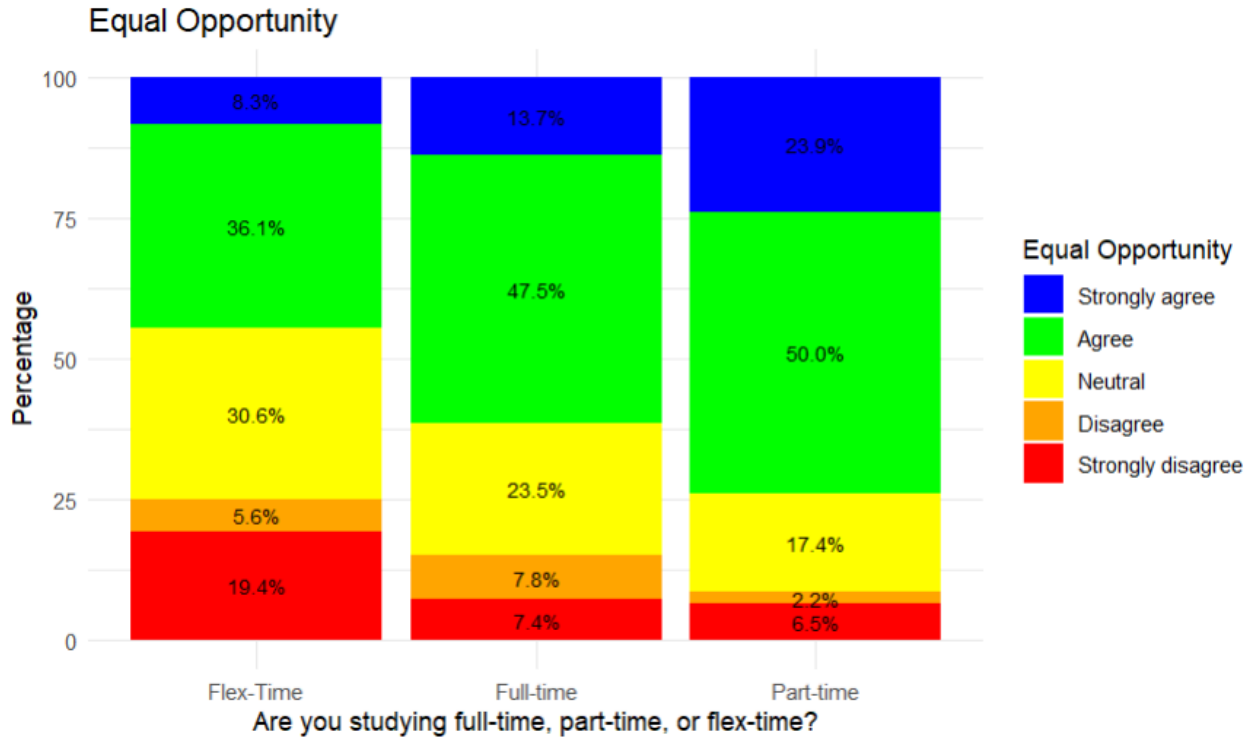
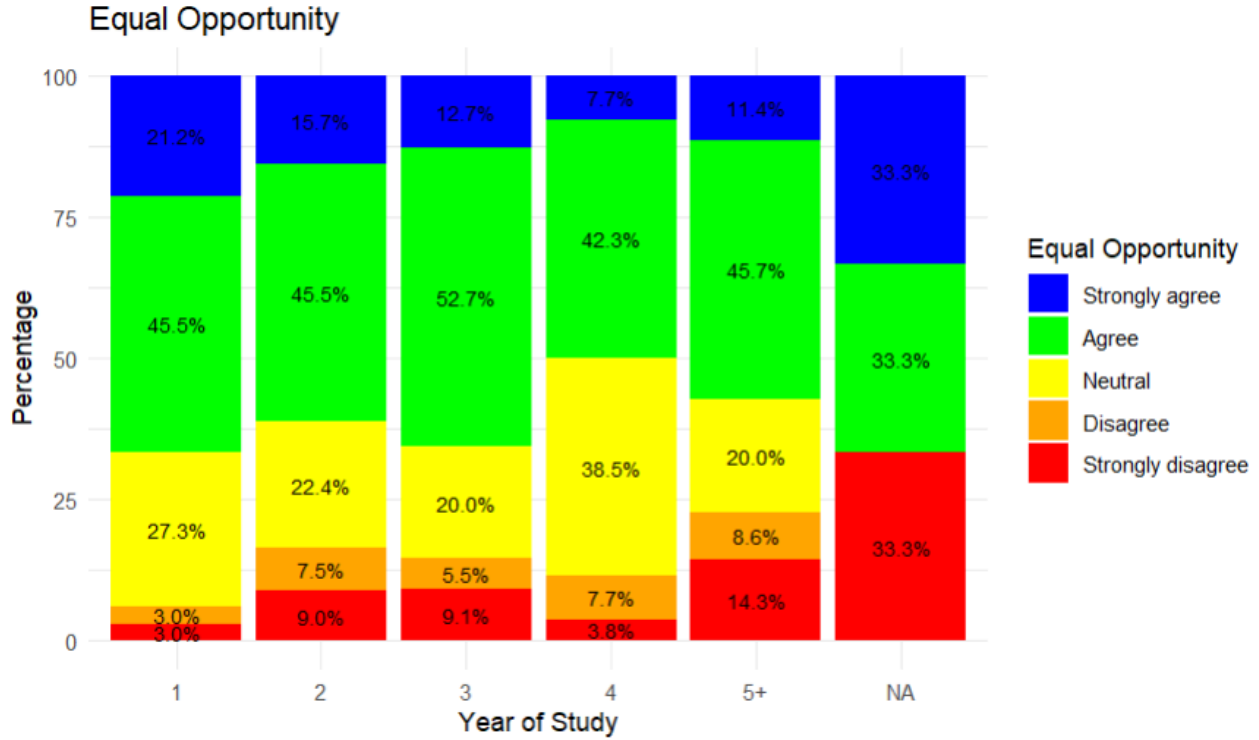




I have access to equal opportunities at OISE regardless of my identities or background.







Support for Student Governments and Student Organizations in OISE

Quantitative

The majority of respondents (55.6%) agreed that each Departmental Student Association (DSA) should have its own physical office space. The majority of respondents (66.8%) also agreed that each DSA should have its own listserv. 46.5% of participants responded “Yes” to the question “should OISE

student organizations have keys to access the building from the outside?” while 22.4% expressed they did not know and 10.8% answered “No”. In regards to voting rights, 70.3% of students want the OISE GSA to have voting rights on the OISE Council.

Qualitative

In response to the question, “What kinds of student-run events and activities would you like to see more of?”, students expressed wanting to see more socials around OISE, especially those that are interdepartmental. Students also would like more academia-related events that pertain to the hidden curriculum and navigating academia as a researcher.

“More events related to publishing and academic teaching and sharing research progress or mentoring other students can on navigating the graduate student experience”

“More events regarding research (how to get started etc, Mrp or thesis information sessions)”

Students mentioned wanting more opportunities for networking with other students, alumni, and faculty. Furthermore, students wanted more workshops and lectures on career guidance.

“Networking events with industry professionals because the vast majority of us will not work in academia because no one is getting hired unless they want to be in precarious sessional positions. We have to network with industry people and have more opportunities to transition into industry.”

“Research Conferences, advocacy based and community development initiatives. Conferences that bridge with advocacy work, non profits, teachers, unions and other stakeholders”

“Creating an informal placement or mentorship program with organizations/schools that could lead to employment after graduation”

Other events/activities that students would like to see are wellness activities, family friendly events, physical activities, and advocacy and activism events.

“Social and academic events that help create OISE communities are vital. I would generally love to see more informal meet-ups perhaps monthly, social activities like farm visits, park visits etc.”

“Rather than just focusing on conferences it would be great to see more events or programming that builds our skills as students. This could be food security networks we can participate in, partnering with community organizations to run fundraisers or have ongoing programming.”

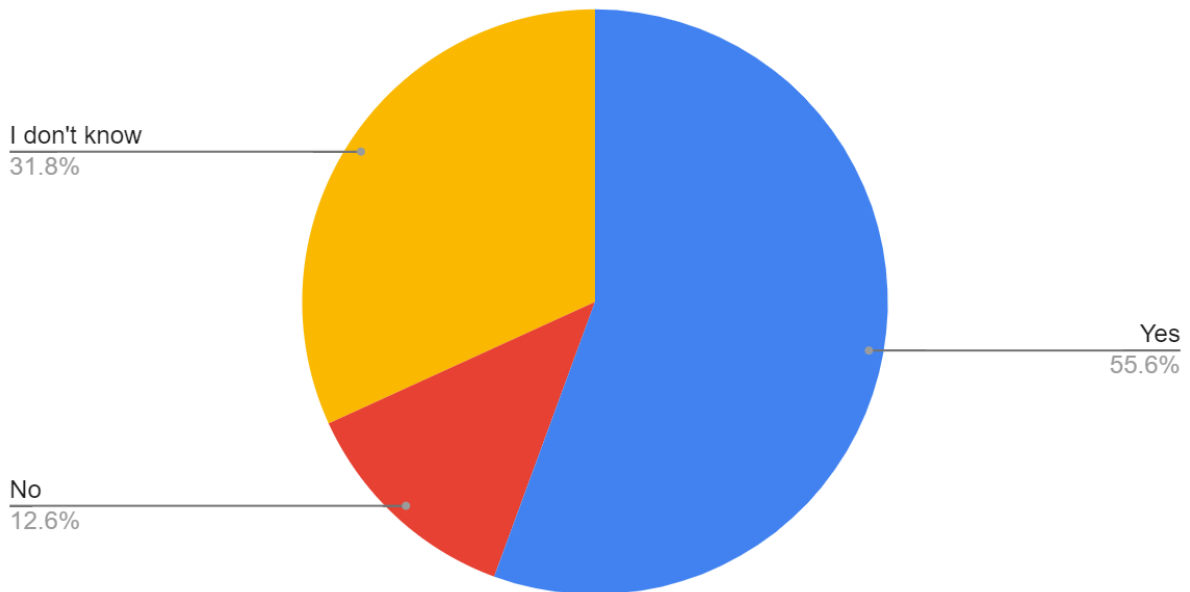
“As a mature student, I hope events can be more family friendly.”

“More organizing around political issues that affect students and organizing more pressure around those issues”

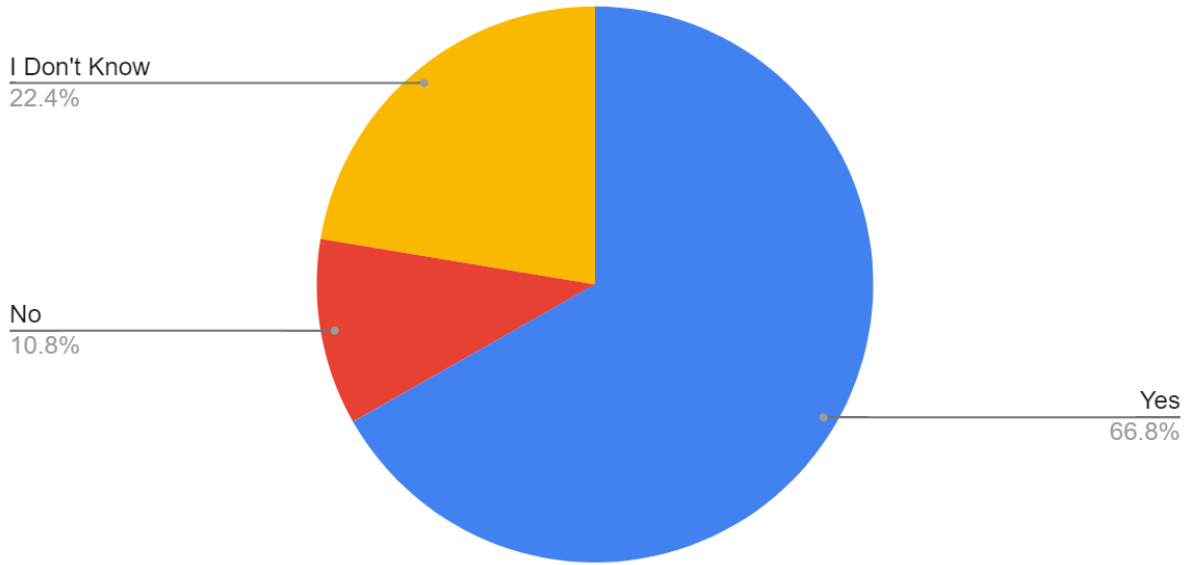
“More regular bi-weekly drop-ins at the pub. Just a regular thing I can add to my schedule and join in at times.”

“Gatherings and meet ups (writing and social) that are outside downtown core (Scarborough, Whitby, Oshawa, or north, west in Mississauga, Brampton, Oakville, Burlington). With soaring cost of living, many students can't afford to live downtown and move away from the core.”

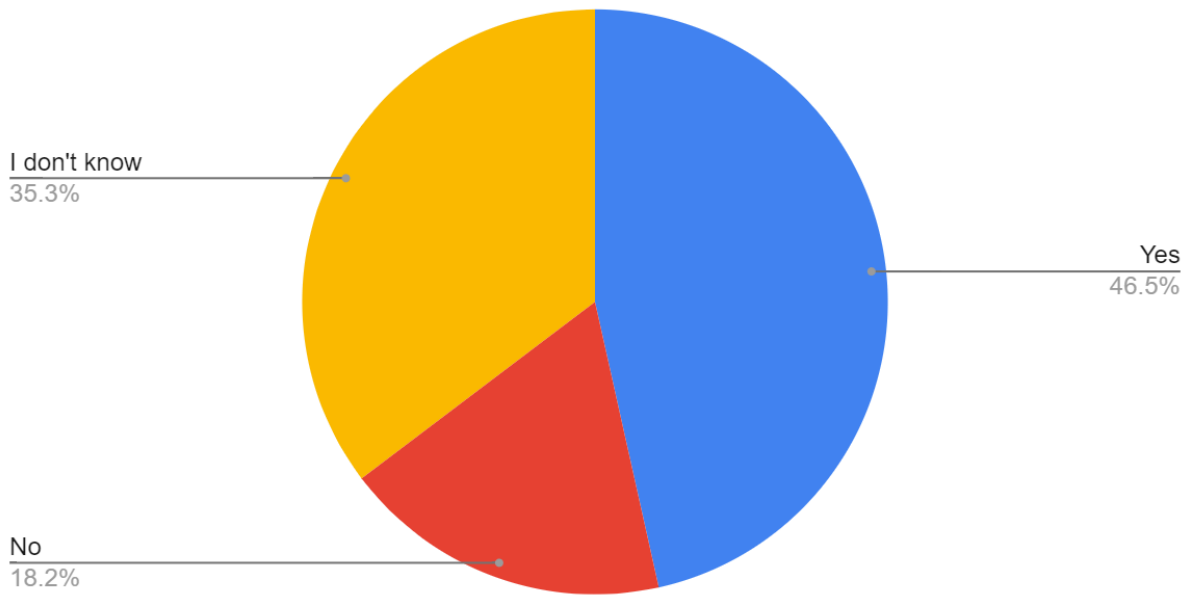
Should each Departmental Student Association have its own physical office space in the OISE Building?



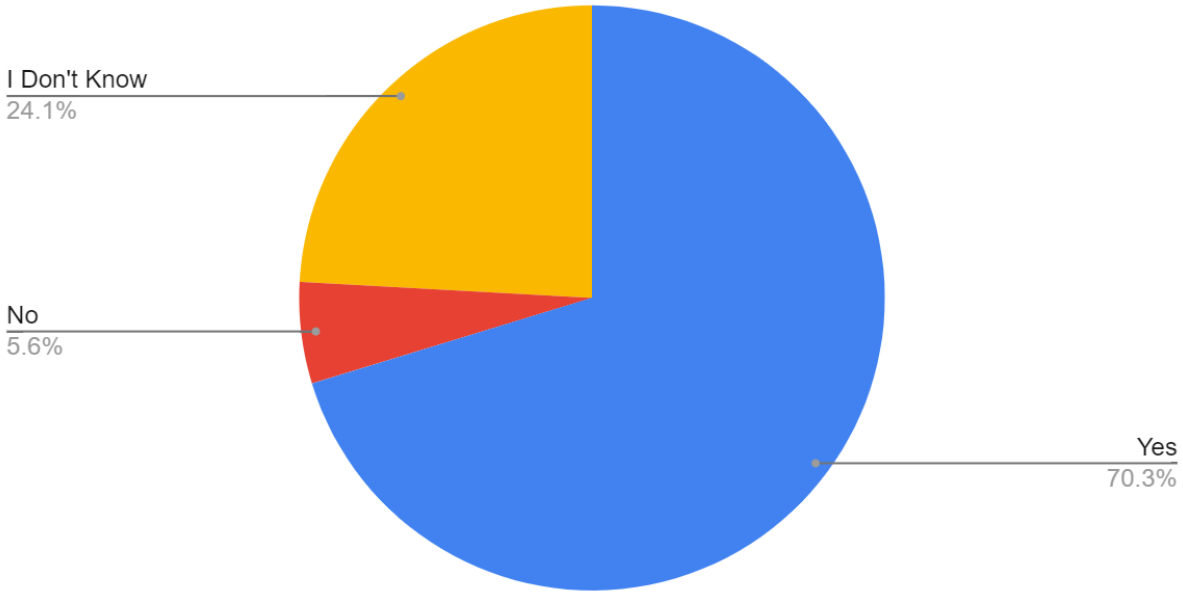
Should each Departmental Student Association and Program Student Association have its own listserv with which to email students within its respective jurisdiction?



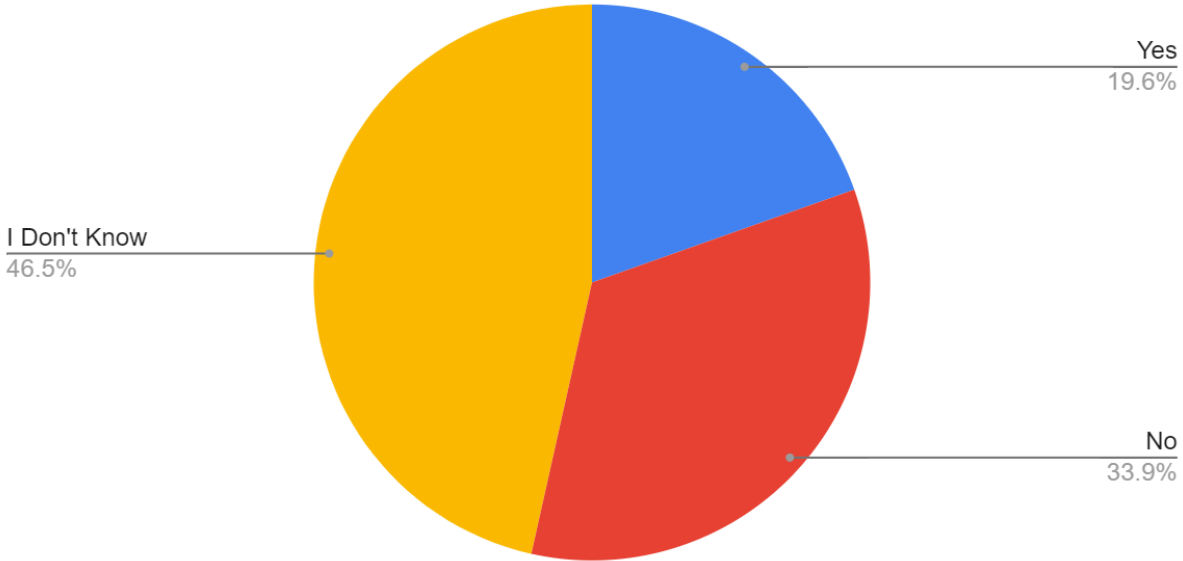
Should OISE student organizations have keys to access the building from the outside?



Should the OISE Graduate Students' Association have voting rights on the OISE Council?



Does the University of Toronto Graduate Students' Union provide enough financial and in-kind support to student governments and student organizations within OISE?



Facilities

Quantitative

The majority of students felt neutrally (48.3%) about the office space allocated for students. Some participants such as the APHD department students (36.4%), first year students (42.2%), and fifth year students (48.6%), reported dissatisfaction with the office space allocated for students. There was mixed results with the question that asked “Should OISE students have keys to access the OISE Building from the outside?”, with 38.1% responding yes, 37.8% responding no, and 24.15% responding I don’t know.

Qualitative

When asked what further steps should be taken to improve OISE facilities, students most often mentioned wanting more spaces with windows and modernized furniture. Additionally, students would appreciate more technological friendly environments to support the modern day teaching and learning tools. Rooms should be equipped with outlets and reliable wifi. Students also mentioned that the rooms should be cleaner, lighting less harsh and the room temperatures should be regulated.

“The physical infrastructure and architecture of the OISE building would benefit from having more colour and/or murals on walls within classrooms and common departmental spaces. The library would also benefit from colour on the walls and/or murals.”

Students would like to see more study/lounge spaces in OISE and more food vendors in the OISE building. Students also expressed a need to have more spaces available wherein they can eat and store food.

“More access to fridges/spaces where we can store our food so we don't have to buy. Currently there are some that you don't need a key/behind closed doors, but not all departments have them and sometimes you can't access 'outside' business hours. It is so expensive to eat on campus.”

“There are not enough dedicated lounge spaces. It gets busy and crowded very quickly.”

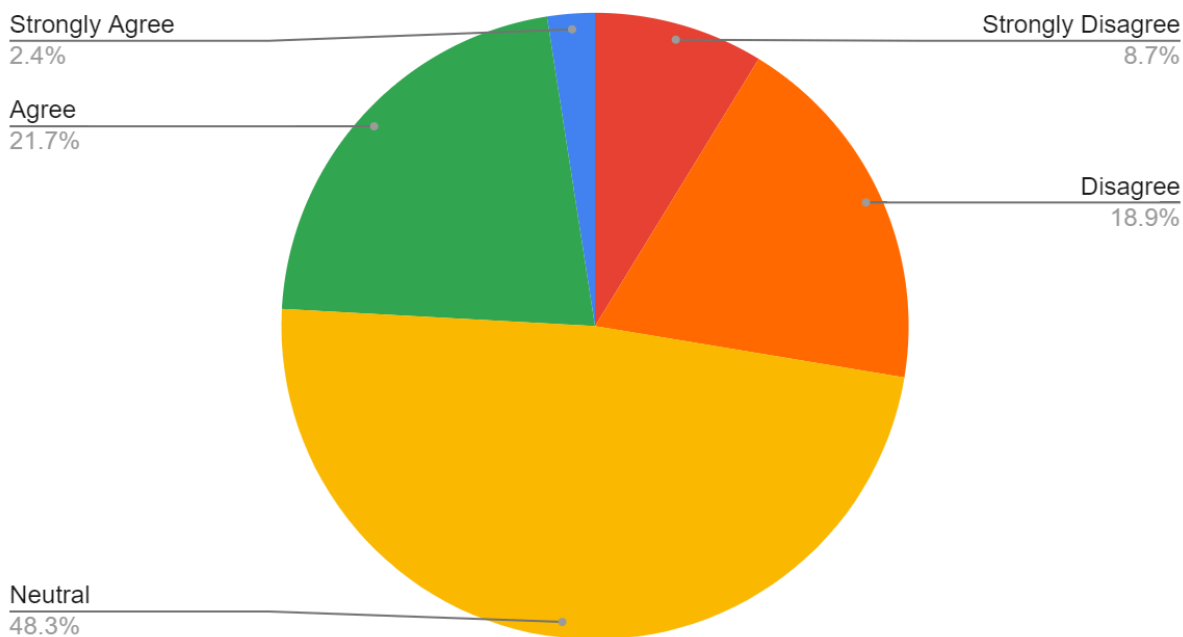
“Better designation of which spaces should be silent workspaces, which are spaces for collaboration, etc. so people can self-sort instead of every space becoming a talking space & making it hard to focus. Would be helpful if students are able to book classrooms for group consultations, as rooms in library can be too public and highly booked.”

In regards to building access, students would like to have access to the OISE building beyond its normal hours in order to continue their work during weekends and evenings. OISE should also ensure that the building remains accessible especially during the winter months.

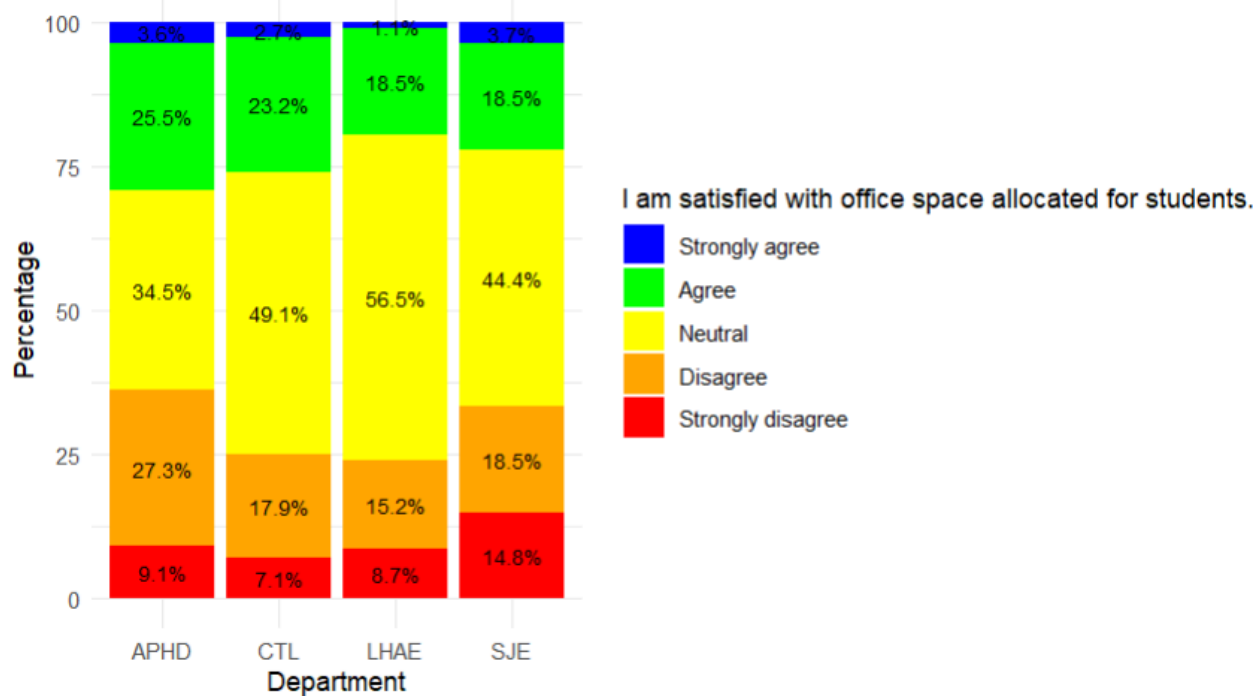
“If students have an office key they should be able to have access to the building beyond normal hours. I come from a different Ontario university that allowed this.”

“Ensure that all facilities are accessible to individuals with disabilities. This includes ramps, elevators, accessible restrooms, and other necessary modifications.”

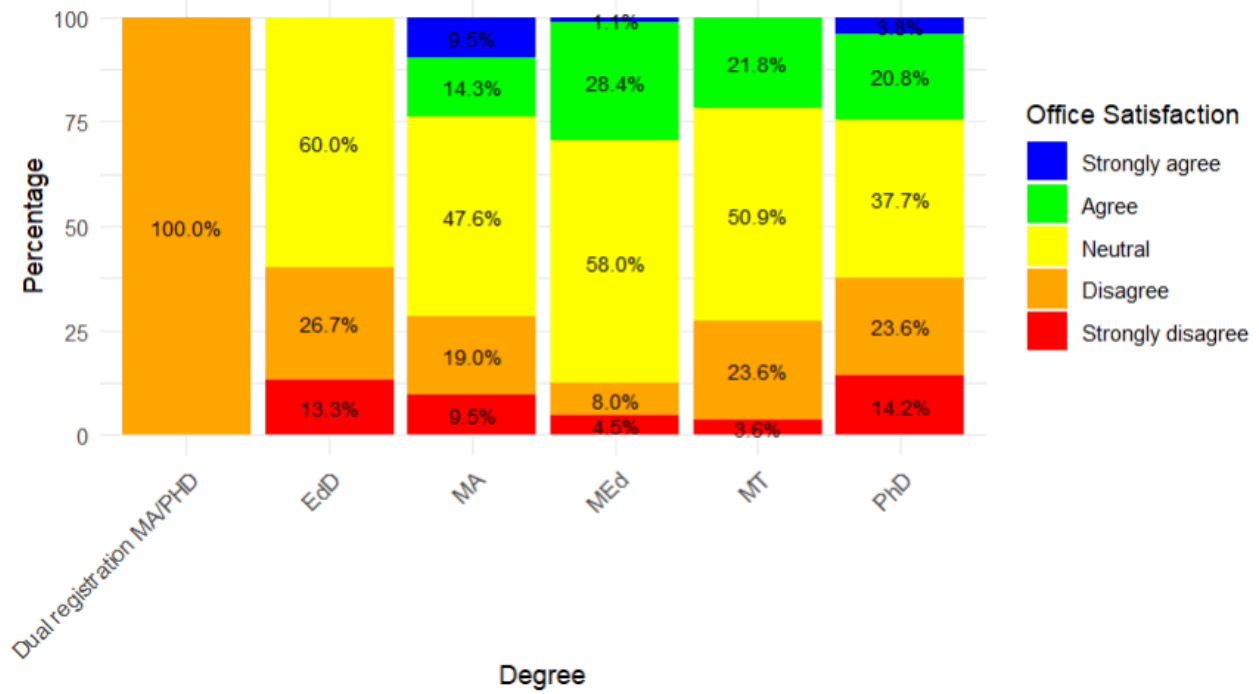
I am satisfied with office space allocated for students.



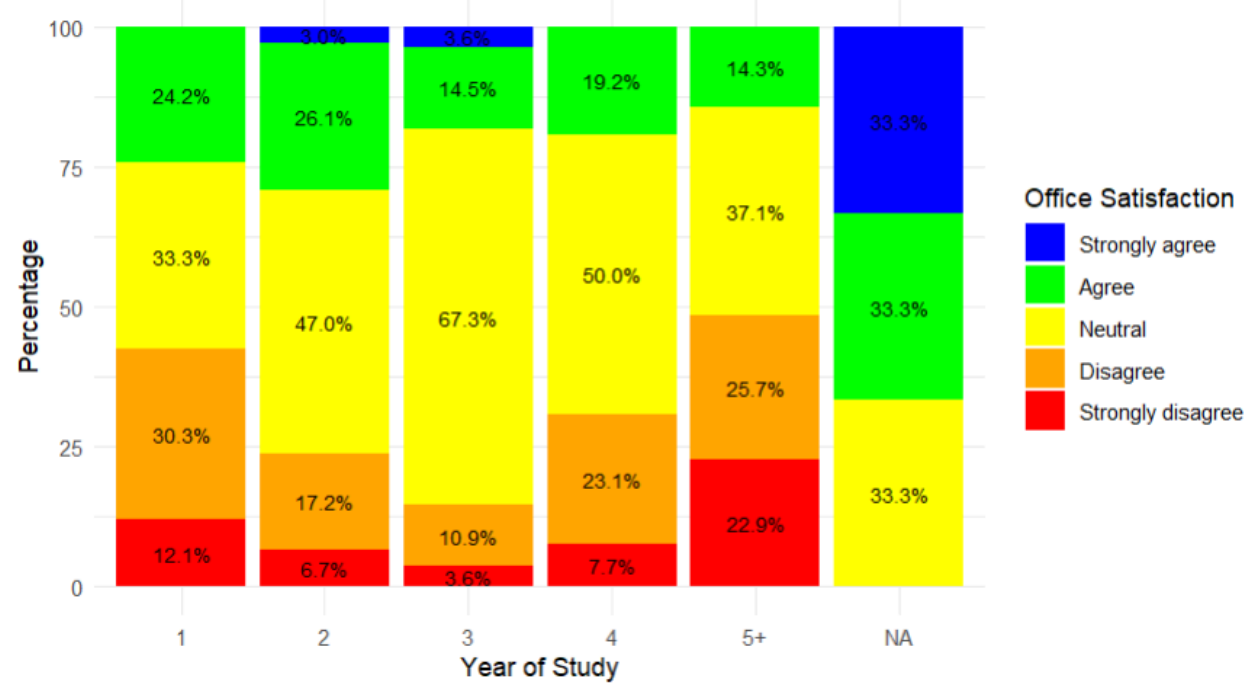
I am satisfied with office space allocated for students.



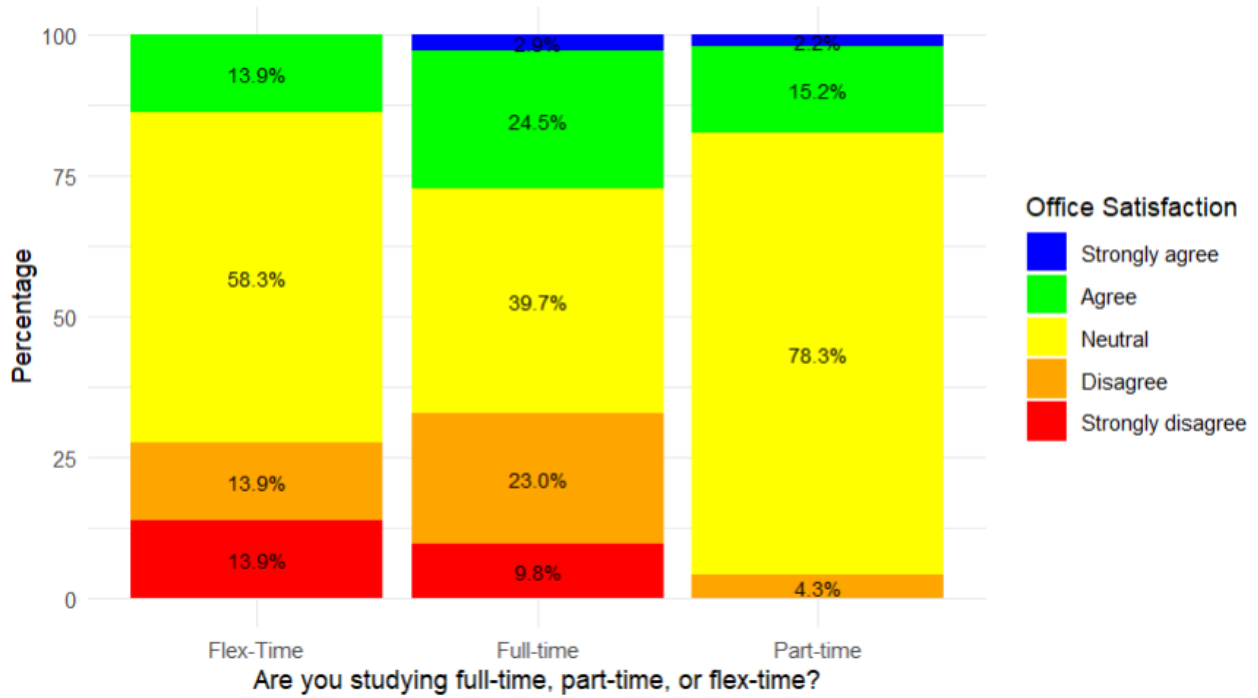
I am satisfied with office space allocated for students.



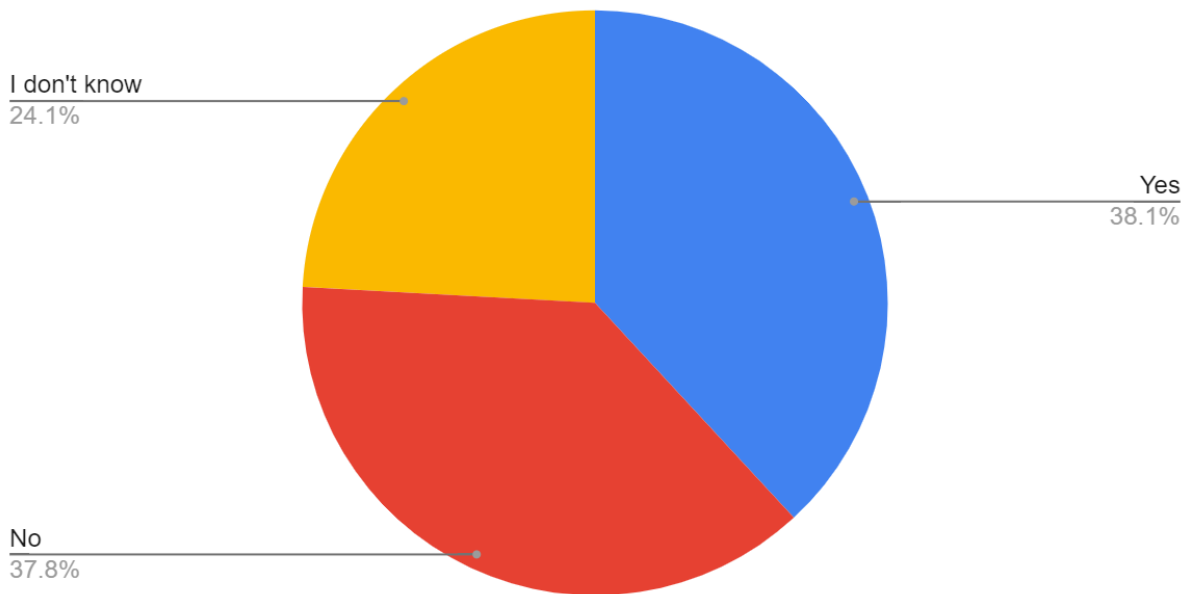
I am satisfied with office space allocated for students.



I am satisfied with office space allocated for students.



Should OISE students have keys to access the OISE Building from the outside?



Recommendations

We believe the survey results clearly identify priority areas for improving the OISE student experience in the coming years. Outlining these areas presents a great opportunity for developing and implementing innovative ideas to make OISE the best it can be. As hinted at in the introduction, OISE students are an immense resource for OISE because they have high-quality, world-renowned teaching and research capabilities. Next steps should involve unlocking OISE students' potential to contribute to OISE's goals while simultaneously allowing students to build the necessary capacities to achieve their career goals after graduation.

We draw from a few bodies of literature to present ideas on how OISE can improve and innovate in these ways. The first is the concept of a Community of Practice (Lave & Wenger, 1991; Li et al., 2009). Originally designed for students in apprenticeship programs, a Community of Practice combines learning through curricular instruction with practical experience implementing a particular trade or profession (Lave & Wenger, 1991), there have been promising applications of the concept for developing skills in a variety of disciplines, levels of education, and other areas (Lange et al., 2020). In political science, Community of Practice approaches have been applied to create practical service-learning experiences for graduate students that augmented what they were learning in the classroom (Harris, 2010).

Student leadership literature, specifically research on student partnerships with faculty and other non-student education stakeholders, has demonstrated the potential of students to help advance shared goals. In graduate studies, there have been innovations with graduate student partnerships in research projects that have been particularly beneficial for helping students develop skills while obtaining student perspectives both for research itself and for input on the research design (Gleason & Breen, 2022; Lock et al., 2021; McAlpine & Asghar, 2010). Even at earlier levels of education, research designs co-created and implemented by faculty and students have augmented a variety of research projects in the field of education (Bertrand, 2016, 2018; Lloyd & Kaur, 2021) and collaborated in research and teaching initiatives in other disciplines through variations of Participatory Action Research (Johnson et al., 2011; Raymaker et al., 2023). These partnerships have been reported to benefit teaching initiatives (Bengtson et al., 2017; Dubosh et al., 2011; Hemy & Meshulam, 2021) as well as efforts to improve education service provision (Appleton & Abernathy, 2013) and decision-making (Peseta & Bell, 2020; Schudde, 2021).

We believe that by establishing a more robust Community of Practice, OISE will be able to make substantial progress toward alleviating the most pressing challenges its students face.

Establishing the Foundations of a Community of Practice

Peer Support

The reactivation of the OISE GSA was a big step toward improving the sense of community in OISE among and across all of its education stakeholder groups, especially in the wake of COVID-19. To build on this momentum, community needs to be formally cultivated from the moment a student first enrolls. In consulting with students and others at OISE, we found that instances where students across OISE departments were able to work together and learn from each other, with one example being the annual OISE Graduate Student Research Conference, yielded the best results in terms of demystifying hidden curriculum challenges and increasing students' employability.

Other current practices that are beneficial to this end involve thesis groups, understood as a faculty member having regular group meetings with all of the graduate students they are advising and/or supervising, or meeting with a group of their students with common research interests. Thesis groups can be spaces where faculty and students work together on research projects not dissimilar to the way group

projects in labs in the hard sciences are organized, or where students are able to find lifelong peers to share ideas and collaborate with. However, thesis groups are not standard across the department and not all faculty members are engaging in research that requires extra student assistance.

We envision a system where upon enrolling at OISE, students are grouped into squads of around eight students based on similar research and career interests. Each squad would ideally involve students across all OISE departments, years of study, who specialize in different research methods. Each squad would remain constant throughout students' time at OISE with exceptions of new students being introduced to replace graduating students or in cases where interpersonal challenges may merit a squad being divided and dispersed among other squads. There could also be an option for students to opt-out if the squad system does not fit with their learning preferences or other arrangements in their lives, but we expect that these cases would be rare and maintain that squad assignment should be the default option. The goals of each squad would include one or more of the following depending on students' career goals:

- Conduct research projects for publication;
- Share knowledge and experiences;
- Serve as a line of peer support;
- Help each other achieve desired career outcomes.

The guiding philosophy behind these squads should be that 1) students' career prospects will be stronger if they work together and 2) no one gets left behind. If it is assumed that there are around 3500 students in OISE and none opted out, this would result in about 438 squads. We understand that OISE faculty and staff likely would not have the time to oversee each squad, but we believe it would be beneficial if one or a small group of individuals serve as stewards for the entire squad system who answer questions and provide support upon request. These Squad Stewards would be very proficient in research methods and navigating university systems and the hidden curriculum, and would be able to advise directly or recommend helpful resources. We envision Squad Steward roles could be filled by postdoctoral researchers or recent OISE graduates who are looking for tenure-track academic positions but have not yet been successful. Squad Steward roles would provide these aspiring academics with teaching and leadership experience which would improve their employability. At the same time granting them some much needed income in the interim so they can sustainably continue the academic job search.

Squads would organize regular meetings and/or communications autonomously, students would be encouraged to appoint a leader or coordinator who can ensure meetings are scheduled and squad projects are effectively managed. In terms of research projects, squads should be encouraged to start with small, feasible projects that can be submitted to a journal within a year. As our understanding is that students face systemic barriers in getting research ethics approval to become principal investigators for research projects that are not their theses or dissertations (and this is something that needs to change at the University of Toronto), feasible projects could take the form of literature review articles, theory articles, policy analyses, document analyses, autoethnographies, and other research projects that do not require conducting research with human subjects. Professionally focused student squads could take on projects relating to career development such as researching and identifying potential practicum opportunities.

The squad system would stand out among other mentorship and networking opportunities because students would be united by common research interests and career passions, instead of being united by merely being in the same cohort or having the same advisor or supervisor. They would be able to proactively work toward their publishing and career goals from day one in ways that supplement their curricular responsibilities and allow them to better identify and confront hidden curriculum challenges. We are optimistic that squads would allow students to form professional relationships and find lifelong

co-authors, mentors, and peers they can trust and who will have their back as another line of defence students can turn to amid the hardships of graduate school. Furthermore, the squad system would do much to create more of a culture of publishing in OISE to demystify this aspect of the hidden curriculum while having the potential to greatly increase OISE's research output without putting additional strain on faculty. Even if a small percentage of squads publish something each year, these would be publications OISE would not otherwise have achieved and OISE would vastly increase the chances of a higher publishing output by incubating hundreds of publication potentialities.

Graduate School as an Apprenticeship: Supervisor-Student Relationships & Publishing

We are encouraged to see that supervisor-student relationships have improved since the previous survey. The aforementioned thesis group practice gives us optimism that there is potential to leverage this practice to help alleviate challenges students reported regarding publishing opportunities. We see the supervisor-student relationship as an area that could be further utilized to support students with getting research experience. A system of research support similar to those in social science labs could dramatically improve students' ability to be involved with research. In particular providing a standardized manner in which students have the ability to support supervisors and other faculty with their research projects. For example, this might entail the student supporting with a literature review on a faculty member's project, taking on interview transcriptions or research notes, among other viable options. We envision every professor having a team of students supporting their research, enabling them to publish more frequently. This would be distinct from graduate assistantships¹ to embody co-creation and partnerships between students and faculty to produce quality research on a regular basis. A similar set up to how faculty co-authors conduct research projects, volunteering to participate in the research in exchange for a guarantee that for their contributions they will be named as one of the authors on research outputs. By no means are we advocating for the cessation of graduate assistantships, but rather we envision the above as additional co-publishing arrangements happening on top of the graduate assistantship program. Students who are paid as graduate assistants could be engaging in research activities that broaden the scope of their learning but are closely supervised and provided with crucial guidance from faculty.

To create standing practices of this kind, training for supervisors to outline good practices and the new support systems above would be beneficial. Other ways that supervisors could support students with their research objectives include proactively sharing information on awards timelines and conference requirements. Training could be undertaken to ensure that supervisors understand this kind of support as an important part of their role. In addition, OISE could make it necessary for faculty to cover publishing in every course, providing avenues for students to get informed on the topic and begin to inquire about it. This could take the form of instruction on how to develop course assignments into research outputs suitable to be submitted for publication. This would help bring publishing to the forefront instead of it being part of the hidden curriculum mystery for students to try to solve on their own.

Another layer of support would take the form of labs led by faculty that OISE students can apply to join. By labs, we envision structures akin to the labs OISE already has, but more foregrounded in student orientation materials and resources with clear processes to apply and a list of active labs looking for more researchers. This would allow faculty to receive help from students whenever they decide to take on larger research projects that require a team.

¹ Graduate assistantships are a close equivalent to research assistantships in other faculties and institutions.

A coordinated research effort of this kind would save faculty time while enabling students to develop important research skills. This could lead to increased publishing from OISE's faculty and students, contributing to an increased competitive advantage amongst other universities. We believe that these practices, along with the squad program mentioned above, would greatly increase OISE's research outputs and OISE presences at academic conferences as more individuals from the community would be publishing and presenting research. This would be conducive toward improving OISE's ranking to the number one education faculty in the world and garnering OISE a reputation as a publishing powerhouse.

Alleviating Financial Hardships by Expanding Teaching Opportunities

In order to adequately prepare students for their careers, OISE needs to provide more teaching opportunities. Students are feeling a lack of confidence in their teaching abilities and are actively searching for opportunities to be Teaching Assistants (TAs) and course instructors. The survey data sends a clear message that students are confident in their classmates' abilities to teach courses within OISE and the broader university. By not allowing students to teach courses within OISE and not providing support in sourcing alternative teaching opportunities, OISE is not effectively nurturing essential skill development in its students. OISE needs to do more to support students in this process. This is a top ranked educational institution with students who have expertise in teaching but are not given opportunities to hone their skills through practical experience. Students often have to seek out teaching opportunities in other departments and have to compete for these roles against graduate students in those departments who are automatically guaranteed teaching positions. OISE students are thus at an inherent disadvantage when applying to these external jobs. Moreover, the administrative burden of seeking out and applying for external teaching opportunities can be more time consuming than when applying for teaching opportunities within OISE, taking away from students' focus on their studies.

To start addressing this issue, we urge OISE to develop a support system for students who are applying to Teaching Assistant roles in other departments. This could take the form of a workshop, asynchronous resources and/or individualized support. We envision this system to focus on how to apply for teaching opportunities, how to structure a CV and cover letter when applying to teaching opportunities, and helpful strategies to maximize employment prospects (such as mentioning which departments and institutions outside of OISE offer teaching opportunities that are relevant to OISE students' areas of focus, etc.). We imagine this should be easy to implement, perhaps through an online workshop in the first year that is expanded upon in subsequent years.

Given the dire need for OISE students to get teaching experience, even opportunities to teach on a more informal, voluntary basis would be an improvement from the status quo. While we are of course not by any means suggesting anything that could infringe upon the hard-fought gains advanced by labour unions at the University of Toronto and in Canada, informal opportunities for students to present their research to peers would be a way for OISE students to build teaching experience so they can increase their chances of getting their first TA or Course Instructor position. This could take the form of online or hybrid meetings where OISE students present their research, be it their thesis or a project they are working on, to the OISE community. The presentation portion of the session can be recorded, whereupon the recording could stop and there could be a question period. Presentation recordings can be posted online for long-term archiving and students can include the recording links in the CVs as evidence of teaching experience. This could be understood as a recurring guest lecture series. While the OISE GSA could implement something like this, support and recognition from OISE would help promote the lectures and increase their perceived legitimacy in the eyes of academic hiring committees. Given the number of

OISE students and the theses many of them are working on, the lecture recordings have potential to not only raise awareness about research taking place in OISE, but could even begin to garner revenue if presentations are uploaded to a platform such as YouTube on a regular schedule.

In the Funding section of the qualitative results, we hinted at an approach that would enable students to take on Course Instructorships in education courses offered by OISE in other departments across the university. OISE students come from a wide variety of disciplines and have specialized knowledge in these disciplines that they can combine with what they have learned in OISE to enrich the learning experience of undergraduate students at the University of Toronto. Moreover, there is an education aspect to every discipline in postsecondary education, which makes OISE students' knowledge particularly valuable in the context of teaching in higher education. We believe that it is possible for OISE to establish partnerships with other faculties at the University of Toronto and enable OISE students to design and teach courses catered toward these partner faculties' students. These courses could be offered by OISE, which the undergraduate students would take as an elective or as an equivalent to one of their program requirements. Since these courses would technically be OISE courses, there is perhaps the potential for the revenue generated to go to OISE. This kind of arrangement would provide an additional revenue source for OISE allowing it to more creatively adapt to challenges posed by fluctuations in funding from the Government of Ontario and/or the University of Toronto. At the same time, OISE students would have greater access to course instructor opportunities, which would make great strides toward alleviating students' funding challenges. These recommendations, if implemented, would make a meaningful difference in the educational experience of students while having the potential to be a positive revenue source and a way for OISE to expand its pedagogical influence across the University of Toronto and beyond.

Further work to address the lack of teaching opportunities could entail creating equivalent opportunities for OISE students to lecture and practice their teaching skills. This might look like building educational resources or content for OISE. Facilitated mentorship relationships between upper year and lower year students could also provide teaching opportunities. The squad program proposed above could aid as a space through which to facilitate mentorship programs. Avenues could also be developed for upper year students who are more familiar with publishing to lead workshops on the topic and provide peer support to students who are new to the process.

In addition to being a barrier to developing teaching skills, the lack of TA opportunities limits students' abilities to fund their livelihoods while in school. With PhD base funding being about \$25,213 annually and tuition about \$8000 annually (OISE, 2024), OISE students are having to live on wages that are below the poverty line in Toronto. Many need to take on additional jobs, which adds to the stress of a schedule packed with a full time course load, practicums, and family responsibilities, among other priorities. Given this reality, it is time for OISE to provide more graduate funding so that students can sustain themselves. Funding amounts that do not allow students to meet basic needs mean that students need to take on additional work while they are in school to cover their living expenses. This undoubtedly makes it challenging for those students to contribute to academic conferences, engage in publishing activities and undertake other professional development while they are at OISE, limiting their ability to contribute to the academic community and ultimately employability.

Students would also benefit from increased funding for attending conferences and better support with academic publishing. These crucial opportunities increase the likelihood that students will find career related work during their time at OISE and post-graduation. This would enable students to better

support themselves throughout their degree and their prospects after they leave OISE. If sufficient support is not provided, students risk not advancing in their careers.

Diversity, Equity and Inclusion

Diversity, Equity and Inclusion initiatives are in a better place compared to the 2016 student experience survey. However, as indicated in the qualitative section of the survey, there is still room for improvement. In particular by ensuring staff and faculty are trained on current DEI knowledge and committed to enacting DEI mandates. These commitments need to be authentic, thorough and integral to day-to-day operations. A more holistic engagement with these issues will avoid solutions that some students feel are tokenistic. In addition, students have called for continued support through the creation of support groups tailored to different diverse identities. We urge OISE to continue to work on these critical aspects of the student experience.

Given this progress, there are exciting possibilities for further steps OISE can take to not only improve conditions for students and other members of its community, but to serve as a beacon of DEI that other faculties and education institutions strive to emulate. We envision that these next steps should involve exploring OISE's own governance processes to promote increasingly equitable, decentralized governance in which decision-making is made more inclusive, perhaps even including the entirety of the OISE community. In particular, we would welcome ideas regarding integrating more democratic processes into OISE governance, such as in the selection of OISE leadership. The integration of these measures would ensure multiple safeguards to ensure DEI practices are regularly evaluated and adjusted to meet the ever-changing needs of the OISE community. We believe that OISE students should have a direct role in such democratic processes.

Student Governments

Student government is another key element of the student experience which could be improved upon. It is a particularly important avenue for OISE students to develop leadership skills, connect with peers and advocate for their needs. To continue to support these initiatives at OISE, all Departmental Student Associations (DSAs) should have office space for operating out of, meeting with students, and storing materials. Having their own departmental listservs would vastly improve their ability to communicate with students in a consistent manner, especially when conducting vital advocacy and activism in instances where students disagree with departmental leadership. Students also indicated that student governments in OISE would benefit from keys to access the building from the outside. This would help OISE student governments when organizing events after hours.

Having access to their own bank accounts would enable DSAs to manage their finances more efficiently and enable them to focus their efforts on engaging with and supporting students. While OISE provides some funds to student governments through a process of reimbursement or invoices, students feel that this process is cumbersome and needs to be more streamlined. In cases of reimbursement, it is difficult for students to front the money for large events and wait a long time to be reimbursed. As outlined in the Funding section of this report, students are already operating on thin margins. To alleviate this strain, funding should be transferred to the respective OISE student government bank accounts on an annual basis similar to the way campus student unions allocate funding. The fact that multiple student governments in OISE are already or are in the process of becoming not-for-profit corporations in order to have alternative funding sources, highlights the necessity of such an up-front funding arrangement.

Moreover, OISE needs to recognize the legitimacy of the OISE GSA's elections as a sufficient equivalent to allow the OISE GSA to have voting rights on the OISE Council. OISE GSA elections are conducted with the assistance of University of Toronto Student Life and the OISE GSA has official recognition by University of Toronto Student Life, which requires upholding certain standards of democracy. Only having separately elected student representatives on the OISE Council with no allocated resources to conduct widespread student consultations subverts OISE's democratic student governments and makes it easier for student representatives to be pressured to vote a certain way (Patrick, 2022). These student representatives on the OISE Council should come from the OISE GSA, the OISE International Students' Association, and the four OISE DSAs, with these organizations being written into OISE's governing documents as being represented at the table instead of a separate group of individual students. This would save OISE the cost of running its own election process for separate student representatives, which unnecessarily recreates the process facilitated by the OISE GSA with the help of University of Toronto Student Life.

Conclusion

OISE is a world class institution that students are proud to attend. OISE students need enough funding to afford living in the city. They need to be able to publish and attend conferences regularly, have access to a multitude of teaching opportunities, as well as feel included and affirmed by the support available here, so they can have the best chance possible in job markets after graduation. We believe that more support for these key elements of the student experience will improve student wellbeing and performance. We are optimistic that if these changes can be alleviated, OISE would be poised to achieve the number one ranking for education worldwide. The OISE GSA remains committed to working to address these current challenges in collaboration with OISE leadership. Such collaboration between students, faculty, staff, and all members of the OISE community provides the best chance for enduring positive change.

Acknowledgments

We would like to thank all of the individuals who made this report possible. We are primarily grateful to the 286 students who provided their feedback and shared their experiences which make up this report. We would like to personally thank OISE Dean Erica Walker and OISE Associate Dean, Programs Joe Flessa for providing feedback on the survey questions. Multiple OISE student groups were integral to the process of providing input in survey design and promotion. OISE GSA volunteers also provided critical support in research design, distributing the survey, and collecting feedback from students. We would also like to thank the OISE Council for their openness to hearing the results and welcoming our presentations on key findings in their meetings.

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Appendix A: Survey Questions

Section 1: Introduction

OISE Student Experience Survey 2023-2024

This survey is organized by the OISE Graduate Students' Association to hear student perspectives about what the OISE GSA should advocate for during the 2023-2024 academic year.

Identities of survey participants will be kept confidential, as will any information provided in survey responses that may identify a participant.

Participants will be entered into a draw to receive one of five \$25 Amazon gift cards. Your name and email will be kept confidential and will only be used for the prize draw.

Section 2: Teaching Experience

Please indicate the extent to which you agree or disagree with the following statements.

1. I have ample opportunities to serve as a teaching assistant.
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
2. Should OISE students be able to serve as course instructors in and beyond OISE if they are sufficiently qualified, even if they have not completed a doctoral degree?
 - Yes
 - No
3. I am confident that thanks to opportunities and supports in OISE to obtain teaching experience, by the time I graduate, my teaching record will be sufficient to obtain my desired position in or outside academia after graduation.
 - Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
4. Is there anything else you would like to share about teaching opportunities?

Section 3: Academic Publishing

Please indicate the extent to which you agree or disagree with the following statements.

5. I have ample opportunities to publish with professors.
 - Strongly disagree
 - Disagree

- Neutral
 - Agree
 - Strongly Agree
6. I have ample opportunities to publish with other students.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
7. I have ample opportunities to serve as a research assistant.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
8. I have ample opportunities to join research labs and work on projects that publish regularly and credit me as a co-author.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
9. I am confident that thanks to opportunities and supports in OISE to publish, by the time I graduate, my publication record will be sufficient to obtain my desired position in or outside academia after graduation.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
10. Is there anything else you would like to share about academic publishing?

Section 4: Funding

Please indicate the extent to which you agree or disagree with the following statements.

11. The funding I receive for my graduate studies is sufficient.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
12. There are sufficient opportunities for bursaries, grants, and scholarships that I am eligible for.
- Strongly disagree

- Disagree
 - Neutral
 - Agree
 - Strongly Agree
13. The funding available to travel to academic conferences is sufficient.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
14. Is there anything else you would like to share about funding?

Section 5: Supervisors and Students

15. The processes to obtain an advisor and/or supervisor at OISE are clear, effective, and enjoyable.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
16. My advisor and/or supervisor provides timely and beneficial feedback and direction
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
17. My relationship with my advisor/supervisor is positive and supportive.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
18. The process to change advisors/supervisors is clear and will not negatively impact if and when I can complete my degree.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
19. Is there anything else you would like to share about advisors/supervisors?

Section 6: Diversity, Equity and Inclusion

Please indicate the extent to which you agree or disagree with the following statements.

20. OISE provides sufficient resources, programs and support to foster the academic success of its diverse student body.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
21. I have access to equal opportunities at OISE regardless of my identities or background.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
22. In your opinion, what steps can be taken to further the goals of equity, diversity, and inclusion at OISE?

Section 7: Support for Student Governments and Organizations within OISE

23. Should each Departmental Student Association have its own physical office space in the OISE Building?
- Yes
 - No
 - I don't know
24. Should each Departmental Student Association and Program Student Association have its own listserv with which to email students within its respective jurisdiction?
- Yes
 - No
 - I don't know
25. Should OISE student organizations have keys to access the building from the outside?
- Yes
 - No
 - I don't know
26. Should the OISE Graduate Students' Association have voting rights on the OISE Council?
- Yes
 - No
 - I don't know
27. Does the University of Toronto Graduate Students' Union provide enough financial and in-kind support to student governments and student organizations within OISE?
- Yes
 - No
 - I don't know
28. What kinds of student-run events and activities would you like to see more of?

Facilities

29. I am satisfied with office space allocated for students.
- Strongly disagree
 - Disagree
 - Neutral
 - Agree
 - Strongly Agree
30. Should OISE students have keys to access the OISE Building from the outside?
- Yes
 - No
 - I don't know
31. In your opinion, what further steps should be taken to improve OISE facilities?

Section 9: Demographic Information

32. Department
- APHD
 - CTL
 - LHAE
 - SJE
33. Degree
- MA
 - MT
 - MEd
 - PhD
 - EdD
 - Other²
34. Year of Study
- 1
 - 2
 - 3
 - 4
 - 5+
 - Other³
35. Are you studying full-time, part-time, or flex-time?
- Full-time
 - Part-time
 - Flex-Time
 - Other⁴
36. Are you an international student?
- Yes

² Respondents could add additional options.

³ Respondents could add additional options.

⁴ Respondents could add additional options.

- No
37. Gender
- Man
 - Woman
 - Non-binary
 - Prefer not to specify
 - Other⁵
38. Do you identify as a person with a disability?
- Yes
 - No
 - Prefer not to specify
39. Which do you identify as? You can select multiple options.
- Asexual
 - Bisexual
 - Gay
 - Heterosexual
 - Lesbian
 - Trans
 - Two-Spirit
 - Prefer Not to Specify
 - Other⁶
40. Which do you identify as? You can select multiple options.
- Arab
 - Black
 - East Asian (China, Japan, Korea, etc.)
 - Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)
 - Latin American
 - Middle Eastern and/or North African
 - South Asian (India, Pakistan, Sri Lanka, etc.)
 - Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)
 - West Asian (Afghanistan, Iran, Armenia, etc.)
 - White (Caucasian or family origins in Europe)
 - Prefer Not to Specify
 - Other⁷

Section 10: Concluding Thoughts

This is an opportunity to share other things that you believe we should be aware of.

41. Is there anything else you would like to share with us?

⁵ Respondents could add additional options.

⁶ Respondents could add additional options.

⁷ Respondents could add additional options.

Section 11: Verification of OISE Student Status and Prize Draw for Gift Cards

You have the option to be entered into a draw to win 1 of 5 Amazon gift cards. Information you share in this section will be kept confidential and will not be included in survey results.

42. Name

43. UofT Email Address

Appendix B: Crosstabs

I have ample opportunities to serve as a teaching assistant.

	APHD	CTL	LHAE	SJE
Strongly agree	3	9	1	2
Agree	5	12	10	3
Neutral	13	40	33	7
Disagree	25	26	21	5
Strongly disagree	9	25	27	10

	Dual registration	MA/PHD	EdD	MA	MEd	MT	PhD
Agree		0	2	1	9	10	8
Disagree		0	5	10	23	11	28
Neutral		1	2	5	41	19	25
Strongly agree		0	0	2	2	5	6
Strongly disagree		0	6	3	13	10	39

	1	2	3	4	5+
Agree	3	14	5	4	4
Disagree	7	40	18	2	10
Neutral	15	43	17	10	5

Strongly agree 1 11 1 1 1
Strongly disagree 7 26 14 9 15

	Flex-Time	Full-time	Part-time
Agree	3	22	5
Disagree	8	58	11
Neutral	11	59	23
Strongly agree	1	13	1
Strongly disagree	13	52	6

Are you an international student?

	No	Yes
Agree	27	3
Disagree	67	10
Neutral	85	8
Strongly agree	14	1
Strongly disagree	66	5

	Fluid gender-queer	\ngender fluid	nnon-binary	Man
Non-binary				
0	Agree	0	0	5
1	Disagree	0	1	12
0	Neutral	0	0	16
0	Strongly agree	0	0	3
3	Strongly disagree	1	0	7

	Prefer not to specify	Woman
Agree	1	24
Disagree	3	60
Neutral	5	72
Strongly agree	0	12
Strongly disagree	10	50

	No	Prefer not to specify	Yes
Agree	26	3	1
Disagree	65	2	10
Neutral	76	7	10
Strongly agree	11	1	3
Strongly disagree	41	9	21

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	3	1	1	19	0	1
Disagree	2	14	3	44	0	0
Neutral	5	5	3	64	1	0

Strongly agree	0	0	0	14	0	0
Strongly disagree	1	6	2	40	1	0

	Prefer Not to Specify	Queer	Trans	Two-Spirit
Agree		5	0	0
Disagree		14	0	0
Neutral		15	0	0
Strongly agree		0	1	0
Strongly disagree		16	2	3

LGBTQ+

	No	Prefer Not to Specify	Yes
Agree	19		5 6
Disagree	44		14 19
Neutral	64		15 14
Strongly agree	14		0 1
Strongly disagree	40		16 15

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
Agree	1	1	0	7
Disagree	4	6	0	12
Neutral	2	7	0	23
Strongly agree	0	1	0	7
Strongly disagree	2	3	0	9

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

Agree	0
Disagree	2
Neutral	0
Strongly agree	0
Strongly disagree	2

	Indo-Caribbean	Jewish	Latin American
Agree	3	0	2
Disagree	0	0	3
Neutral	1	1	3
Strongly agree	1	0	0
Strongly disagree	2	0	7

Middle Eastern and/or North African Mixed Prefer Not to Specify

Agree	0	0
	2	

Disagree	2	0
3		
Neutral	1	3
8		
Strongly agree	0	0
2		
Strongly disagree	2	1
15		

South Asian (India, Pakistan, Sri Lanka, etc.)

Agree	3
Disagree	12
Neutral	8
Strongly agree	2
Strongly disagree	4

Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)

Agree	1
Disagree	2
Neutral	1
Strongly agree	0
Strongly disagree	1

West Asian (Afghanistan, Iran, Armenia, etc.)

Agree	0
Disagree	2
Neutral	2
Strongly agree	0
Strongly disagree	1

White (Caucasian or family origins in Europe)

Agree	10
Disagree	29
Neutral	33
Strongly agree	2
Strongly disagree	22

Should OISE students be able to serve as course instructors in and beyond OISE if they are sufficiently qualified, even if they have not completed a doctoral degree?

APHD	CTL	LHAE	SJE	
No	2	11	18	5

Yes 53 101 74 22

	Dual registration MA/PHD EdD MA MEd MT PhD							
No			0	4	2	12	7	11
Yes			1	11	19	76	48	95

	1	2	3	4	5+
No	5	15	6	2	6
Yes	28	119	49	24	29

	Flex-Time	Full-time	Part-time	
No		7	23	6
Yes		29	181	40

Are you an international student?

	No	Yes
No	30	6
Yes	229	21

Fluid gender-queer \ngender fluid\nnon-binary Man Non-binary Prefer not to specify

No	0		0	6		1
Yes	1		1	37		3

Woman

No	26
Yes	192

	No	Prefer not to specify	Yes
No	24		4 8
Yes	195		18 37

Asexual Bisexual Gay Heterosexual Lesbian Pansexual Prefer Not to Specify

Queer							
No	3	3	2	21	0	0	6
Yes	8	23	7	160	2	1	44

Trans Two-Spirit

No	1	0
Yes	2	0

LGBTQ+

	No	Prefer Not to Specify	Yes
No	21		6 9
Yes	160		44 46

	Arab Black Caribbean East Asian (China, Japan, Korea, etc.)			
No	2	5	0	7
Yes	7	13	0	51
	Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)			
Indo-Caribbean				
No				3
1				
Yes				1
6				
	Jewish Latin American Middle Eastern and/or North African Mixed			
No	0	2	0	0
Yes	1	13	5	4
	Prefer Not to Specify South Asian (India, Pakistan, Sri Lanka, etc.)			
No		1		1
Yes		29		28
	Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)			
No				0
Yes				5
	West Asian (Afghanistan, Iran, Armenia, etc.)			
No				0
Yes				5
	White (Caucasian or family origins in Europe)			
No				14
Yes				82

I am confident that thanks to opportunities and supports in OISE to obtain teaching experience, by the time I graduate, my teaching record will be sufficient to obtain my desired position in or outside academia after graduation.

	APHD	CTL	LHAE	SJE
Agree	11	35	7	4
Disagree	16	25	17	8
Neutral	16	33	34	7
Strongly agree	5	8	6	0
Strongly disagree	7	11	28	8

	Dual registration	MA/PHD	EdD	MA	Med	MT	PhD
Agree	0	0	5	18	21	13	
Disagree	0	4	7	17	6	32	
Neutral	1	5	3	36	21	24	
Strongly agree	0	1	5	7	4	2	
Strongly disagree	0	5	1	10	3	35	

	1	2	3	4	5+
Agree	12	31	7	3	4
Disagree	7	28	16	6	8
Neutral	8	45	19	7	9
Strongly agree	2	13	3	1	0
Strongly disagree	4	17	10	9	14

	Flex-Time	Full-time	Part-time
Agree	2	47	8
Disagree	10	51	5
Neutral	10	56	24
Strongly agree	2	14	3
Strongly disagree	12	36	6

Are you an international student?

	No	Yes
Agree	53	4
Disagree	57	9
Neutral	85	5
Strongly agree	19	0
Strongly disagree	45	9

	Fluid gender-queer	\ngender fluid\nnon-binary	Man
Non-binary			
1	Agree	0	1 9
0	Disagree	0	0 10
2	Neutral	0	0 16
0	Strongly agree	0	0 2
1	Strongly disagree	1	0 6

	Prefer not to specify		Woman
Agree	0	46	
Disagree	4	52	
Neutral	4	68	
Strongly agree	0	17	
Strongly disagree	11	35	

	No	Prefer not to specify	Yes
Agree	46	5	6
Disagree	48	5	13
Neutral	73	6	11
Strongly agree	16	1	2
Strongly disagree	36	5	13

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	3	3	2	40	1	0
Disagree	4	12	3	36	0	0
Neutral	3	6	3	59	0	1
Strongly agree	0	1	0	15	0	0
Strongly disagree	1	4	1	31	1	0

	Prefer Not to Specify	Queer	Trans	Two-Spirit
Agree	7	1	0	0
Disagree	11	0	0	0
Neutral	16	0	2	0
Strongly agree	3	0	0	0
Strongly disagree	13	2	1	0

LGBTQ+

	No	Prefer Not to Specify	Yes
Agree	40	7	10
Disagree	36	11	19
Neutral	59	16	15
Strongly agree	15	3	1
Strongly disagree	31	13	10

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
Agree	3	2	0	
Disagree	4	6	0	
Neutral	0	6	0	
Strongly agree	1	1	0	
Strongly disagree	1	3	0	

14

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

Agree
0
Disagree
1
Neutral
2
Strongly agree
0
Strongly disagree
1

	Indo-Caribbean	Jewish	Latin American
Agree	4	1	3
Disagree	1	0	3
Neutral	1	0	4
Strongly agree	1	0	1
Strongly disagree	0	0	4

Middle Eastern and/or North African Mixed Prefer Not to Specify

Agree	1	1
Disagree	2	0
Neutral	1	2
Strongly agree	0	0
Strongly disagree	1	1

South Asian (India, Pakistan, Sri Lanka, etc.)

Agree	5
Disagree	6
Neutral	10
Strongly agree	3
Strongly disagree	5

Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)

Agree
2
Disagree
0

Neutral
1
Strongly agree
0
Strongly disagree
2

	West Asian (Afghanistan, Iran, Armenia, etc.)	
Agree		0
Disagree		1
Neutral		4
Strongly agree		0
Strongly disagree		0

	White (Caucasian or family origins in Europe)	
Agree		19
Disagree		29
Neutral		32
Strongly agree		5
Strongly disagree		11

I have ample opportunities to publish with professors.

	APHD	CTL	LHAE	SJE
Agree	11	35	7	4
Disagree	16	25	17	8
Neutral	16	33	34	7
Strongly agree	5	8	6	0
Strongly disagree	7	11	28	8

	Dual registration	MA/PHD	EdD	MA	MED	MT	PhD
Agree	0	0	5	18	21	13	
Disagree	0	4	7	17	6	32	
Neutral	1	5	3	36	21	24	
Strongly agree	0	1	5	7	4	2	
Strongly disagree	0	5	1	10	3	35	

	1	2	3	4	5+
Agree	12	31	7	3	4
Disagree	7	28	16	6	8
Neutral	8	45	19	7	9
Strongly agree	2	13	3	1	0
Strongly disagree	4	17	10	9	14

	Flex-Time	Full-time	Part-time
Agree	2	47	8
Disagree	10	51	5
Neutral	10	56	24
Strongly agree	2	14	3
Strongly disagree	12	36	6

Are you an international student?

	No	Yes
Agree	53	4
Disagree	57	9
Neutral	85	5
Strongly agree	19	0
Strongly disagree	45	9

	Fluid gender-queer	\ngender fluid\nnon-binary	Man
Non-binary			
1	Agree	0	1 9
0	Disagree	0	0 10
2	Neutral	0	0 16
0	Strongly agree	0	0 2
1	Strongly disagree	1	0 6

		Prefer not to specify		Woman			
Agree		0	46				
Disagree		4	52				
Neutral		4	68				
Strongly agree		0	17				
Strongly disagree		11	35				
		No	Prefer not to specify	Yes			
Agree	46	5	6				
Disagree	48	5	13				
Neutral	73	6	11				
Strongly agree	16	1	2				
Strongly disagree	36	5	13				
		Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree		3	3	2	40	1	0
Disagree		4	12	3	36	0	0
Neutral		3	6	3	59	0	1
Strongly agree		0	1	0	15	0	0
Strongly disagree		1	4	1	31	1	0
		Prefer Not to Specify		Queer	Trans	Two-Spirit	
Agree				7	1	0	0
Disagree				11	0	0	0
Neutral				16	0	2	0
Strongly agree				3	0	0	0
Strongly disagree				13	2	1	0
LGBTQ+		No		Prefer Not to Specify	Yes		
Agree	40			7	10		
Disagree	36			11	19		
Neutral	59			16	15		
Strongly agree	15			3	1		
Strongly disagree	31			13	10		
		Arab	Black	Caribbean	East Asian	(China, Japan, Korea,	
etc.)							
Agree	3	2	0				
Disagree	4	6	0				
Neutral	0	6	0				
Strongly agree	1	1	0				
Strongly disagree	1	3	0				

14

Indigenous (Status or Non-Status First Nations, Inuit,
Metis, etc.)

Agree
0
Disagree
1
Neutral
2
Strongly agree
0
Strongly disagree
1

	Indo-Caribbean	Jewish	Latin American
Agree	4	1	3
Disagree	1	0	3
Neutral	1	0	4
Strongly agree	1	0	1
Strongly disagree	0	0	4

Middle Eastern and/or North African Mixed Prefer Not to
Specify

Agree	1	1
Disagree	2	0
Neutral	1	2
Strongly agree	0	0
Strongly disagree	1	1

	South Asian (India, Pakistan, Sri Lanka, etc.)
Agree	5
Disagree	6
Neutral	10
Strongly agree	3
Strongly disagree	5

Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia,
etc.)

Agree
2
Disagree
0

Neutral		
1		
Strongly agree		
0		
Strongly disagree		
2		
	West Asian (Afghanistan, Iran, Armenia, etc.)	
Agree		0
Disagree		1
Neutral		4
Strongly agree		0
Strongly disagree		0
	White (Caucasian or family origins in Europe)	
Agree		19
Disagree		29
Neutral		32
Strongly agree		5
Strongly disagree		11

I have ample opportunities to publish with other students.

	APHD	CTL	LHAE	SJE			
Agree	15	18	23	5			
Disagree	13	26	16	6			
Neutral	18	50	40	9			
Strongly agree	4	1	2	1			
Strongly disagree	5	17	11	6			
	Dual registration	MA/PHD	EdD	MA	MEd	MT	PhD
Agree		1	2	4	14	6	34
Disagree		0	5	7	16	10	23
Neutral		0	3	6	48	27	33
Strongly agree		0	0	2	0	1	5
Strongly disagree		0	5	2	10	11	11
		1	2	3	4	5+	
Agree		4	24	13	5	15	
Disagree		9	31	14	4	3	
Neutral		18	54	21	11	11	
Strongly agree		0	6	1	0	1	
Strongly disagree		2	19	6	6	5	
	Flex-Time	Full-time	Part-time				
Agree		10	44	7			

Disagree	8	45	8
Neutral	13	80	24
Strongly agree	1	6	1
Strongly disagree	4	29	6

Are you an international student?

	No	Yes
Agree	55	6
Disagree	57	4
Neutral	102	15
Strongly agree	8	0
Strongly disagree	37	2

	Fluid gender-queer	gender fluid	non-binary	Man
Non-binary				
0	Agree	0	0	16
1	Disagree	1	0	7
1	Neutral	0	0	16
1	Strongly agree	0	0	0
1	Strongly disagree	0	1	4

	Prefer not to specify	Woman
Agree	3	42
Disagree	4	48
Neutral	9	91
Strongly agree	0	7
Strongly disagree	3	30

	No	Prefer not to specify	Yes
Agree	45	5	11
Disagree	48	3	10
Neutral	93	9	15
Strongly agree	4	2	2
Strongly disagree	29	3	7

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	4	7	5	34	0	0
Disagree	1	3	2	44	0	0
Neutral	6	7	2	77	1	1
Strongly agree	0	1	0	5	0	0
Strongly disagree	0	8	0	21	1	0

	Prefer Not to Specify	Queer	Trans	Two-Spirit
Agree		10	1	0

Disagree	10	1	0	0
Neutral	21	1	1	0
Strongly agree	1	0	1	0
Strongly disagree	8	0	1	0

LGBTQ+

	No	Prefer Not to Specify	Yes
Agree	34	10	17
Disagree	44	10	7
Neutral	77	21	19
Strongly agree	5	1	2
Strongly disagree	21	8	10

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
Agree	1	4	0	7
Disagree	3	7	0	10
Neutral	3	5	0	29
Strongly agree	0	0	0	4
Strongly disagree	2	2	0	8

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

Agree	1
Disagree	1
Neutral	1
Strongly agree	1
Strongly disagree	0

	Indo-Caribbean	Jewish	Latin American
Agree	1	1	6
Disagree	1	0	2
Neutral	3	0	7
Strongly agree	0	0	0
Strongly disagree	2	0	0

Middle Eastern and/or North African Mixed Prefer Not to Specify

Agree	2	1
Disagree	1	1
Neutral	2	2

1	Strongly agree	0	0
7	Strongly disagree	0	0
	South Asian (India, Pakistan, Sri Lanka, etc.)		
	Agree		4
	Disagree		6
	Neutral		16
	Strongly agree		1
	Strongly disagree		2
	Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)		
2	Agree		
1	Disagree		
2	Neutral		
0	Strongly agree		
0	Strongly disagree		
	West Asian (Afghanistan, Iran, Armenia, etc.)		
	Agree		2
	Disagree		2
	Neutral		0
	Strongly agree		0
	Strongly disagree		1
	White (Caucasian or family origins in Europe)		
	Agree		24
	Disagree		21
	Neutral		35
	Strongly agree		1
	Strongly disagree		15

I have ample opportunities to serve as a research assistant.

	APHD	CTL	LHAE	SJE
Agree	21	24	28	7
Disagree	8	29	15	6
Neutral	13	42	28	1
Strongly agree	9	6	5	3
Strongly disagree	4	11	16	10

	Dual registration	MA/PHD	EdD	MA	MEd	MT	PhD
Agree	0	2	7	23	9	39	
Disagree	0	5	3	19	12	19	
Neutral	0	2	6	34	25	17	
Strongly agree	1	0	2	1	1	18	
Strongly disagree	0	6	3	11	8	13	

	1	2	3	4	5+
Agree	8	31	14	13	13
Disagree	5	32	12	2	7
Neutral	16	43	15	5	4
Strongly agree	2	10	5	1	5
Strongly disagree	2	18	9	5	6

	Flex-Time	Full-time	Part-time
Agree	10	62	8
Disagree	10	38	10
Neutral	7	60	17
Strongly agree	2	20	1
Strongly disagree	7	24	10

Are you an international student?

	No	Yes
Agree	70	10
Disagree	54	4
Neutral	73	11
Strongly agree	22	1
Strongly disagree	40	1

	Fluid gender-queer	\ngender fluid	nnon-binary	Man
Non-binary				
Agree	0		0	15
0				
Disagree	0		1	9
0				
Neutral	0		0	13
1				
Strongly agree	0		0	2
1				
Strongly disagree	1		0	4

2

	Prefer not to specify	Woman
Agree	4	61
Disagree	4	44
Neutral	6	64
Strongly agree	1	19
Strongly disagree	4	30

	No	Prefer not to specify	Yes
Agree	65	4	11
Disagree	42	5	11
Neutral	69	6	9
Strongly agree	17	2	4
Strongly disagree	26	5	10

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	5	6	2	51	0	1
Disagree	1	7	3	32	2	0
Neutral	2	7	3	61	0	0
Strongly agree	3	2	0	13	0	0
Strongly disagree	0	4	1	24	0	0

	Prefer Not to Specify	Queer	Trans	Two-Spirit
Agree	15	0	0	0
Disagree	13	0	0	0
Neutral	11	0	0	0
Strongly agree	3	1	1	0
Strongly disagree	8	2	2	0

LGBTQ+

	No	Prefer Not to Specify	Yes
Agree	51	15	14
Disagree	32	13	13
Neutral	61	11	12
Strongly agree	13	3	7
Strongly disagree	24	8	9

Arab Black Caribbean East Asian (China, Japan, Korea, etc.)

Agree	4	4	0
Disagree	1	5	0
Neutral	2	4	0
Strongly agree	0	1	0

6

Strongly disagree 2 4 0
3

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

Agree
0
Disagree
1
Neutral
0
Strongly agree
1
Strongly disagree
2

Indo-Caribbean Jewish Latin American

Agree	3	1	7
Disagree	4	0	3
Neutral	0	0	4
Strongly agree	0	0	0
Strongly disagree	0	0	1

Middle Eastern and/or North African Mixed Prefer Not to

Specify
Agree 1 2
5
Disagree 2 1
4
Neutral 1 1
10
Strongly agree 0 0
5
Strongly disagree 1 0
6

South Asian (India, Pakistan, Sri Lanka, etc.)

Agree	9
Disagree	5
Neutral	10
Strongly agree	2
Strongly disagree	3

Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)

Agree
0
Disagree

0
Neutral
3
Strongly agree
2
Strongly disagree
0

West Asian (Afghanistan, Iran, Armenia, etc.)
Agree 1
Disagree 2
Neutral 1
Strongly agree 0
Strongly disagree 1

White (Caucasian or family origins in Europe)
Agree 29
Disagree 19
Neutral 24
Strongly agree 6
Strongly disagree 18

I have ample opportunities to join research labs and work on projects that publish regularly and credit me as a co-author.

	APHD	CTL	LHAE	SJE
Agree	15	16	8	2
Disagree	10	33	21	8
Neutral	18	39	42	6
Strongly agree	5	3	2	2
Strongly disagree	7	21	19	9

	Dual registration	MA/PHD	EdD	MA	MEd	MT	PhD
Agree	1	1	2	8	4	25	
Disagree	0	6	6	16	13	31	
Neutral	0	2	7	48	23	25	
Strongly agree	0	0	3	0	1	8	
Strongly disagree	0	6	3	16	14	17	

	1	2	3	4	5+
Agree	5	11	10	5	10
Disagree	6	37	17	7	5
Neutral	18	52	17	7	9
Strongly agree	0	6	2	1	3
Strongly disagree	4	28	9	6	8

	Flex-Time	Full-time	Part-time
Agree	8	30	3

Disagree	10	54	8
Neutral	8	73	24
Strongly agree	3	9	0
Strongly disagree	7	38	11

Are you an international student?

	No	Yes
Agree	36	5
Disagree	64	8
Neutral	94	11
Strongly agree	12	0
Strongly disagree	53	3

	Fluid gender-queer	gender fluid	non-binary	Man
Non-binary				
0	Agree	0	0	8
1	Disagree	0	0	10
0	Neutral	0	0	20
1	Strongly agree	0	0	0
2	Strongly disagree	1	1	5

	Prefer not to specify	Woman
Agree	2	31
Disagree	3	58
Neutral	7	78
Strongly agree	0	11
Strongly disagree	7	40

	No	Prefer not to specify	Yes
Agree	31	3	7
Disagree	55	5	12
Neutral	87	5	13
Strongly agree	7	2	3
Strongly disagree	39	7	10

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	5	3	2	22	0	0
Disagree	1	6	3	49	1	0
Neutral	5	9	3	71	1	1
Strongly agree	0	2	0	7	0	0
Strongly disagree	0	6	1	32	0	0

	Prefer Not to Specify	Queer	Trans	Two-Spirit
Agree	9	0	0	0

Disagree	12	0	0	0
Neutral	15	0	0	0
Strongly agree	1	1	1	0
Strongly disagree	13	2	2	0

LGBTQ+

	No	Prefer	Not to Specify	Yes
Agree	22			9 10
Disagree	49			12 11
Neutral	71			15 19
Strongly agree	7			1 4
Strongly disagree	32			13 11

	Arab	Black	Caribbean	East Asian	(China, Japan, Korea, etc.)
Agree	2	1		0	7
Disagree	0	12		0	11
Neutral	4	1		0	28
Strongly agree	0	1		0	3
Strongly disagree	3	3		0	9

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

Agree	0
Disagree	1
Neutral	0
Strongly agree	1
Strongly disagree	2

	Indo-Caribbean	Jewish	Latin American
Agree	1	1	3
Disagree	1	0	3
Neutral	3	0	7
Strongly agree	0	0	0
Strongly disagree	2	0	2

Middle Eastern and/or North African Mixed Prefer Not to Specify

Agree	1	1
Disagree	1	1
Neutral	2	2

1	Strongly agree	0	0
9	Strongly disagree	1	0
	South Asian (India, Pakistan, Sri Lanka, etc.)		
	Agree		2
	Disagree		6
	Neutral		13
	Strongly agree		2
	Strongly disagree		6
	Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)		
0	Agree		
0	Disagree		
5	Neutral		
0	Strongly agree		
0	Strongly disagree		
	West Asian (Afghanistan, Iran, Armenia, etc.)		
	Agree		0
	Disagree		1
	Neutral		3
	Strongly agree		0
	Strongly disagree		1
	White (Caucasian or family origins in Europe)		
	Agree		14
	Disagree		27
	Neutral		33
	Strongly agree		4
	Strongly disagree		18

I am confident that thanks to opportunities and supports in OISE to publish, by the time I graduate, my publication record will be sufficient to obtain my desired position in or outside academia after graduation.

APHD	CTL	LHAE	SJE	
Agree	14	18	12	3
Disagree	14	19	17	9
Neutral	18	49	42	8
Strongly agree	3	2	2	1
Strongly disagree	6	24	19	6

	Dual registration	MA/PHD	EdD	MA	MEd	MT	PhD
Agree		1	1	5	9	6	25
Disagree		0	4	8	21	6	20
Neutral		0	3	6	47	29	32
Strongly agree		0	0	1	1	1	5
Strongly disagree		0	7	1	10	13	24

	1	2	3	4	5+
Agree	6	19	9	5	8
Disagree	5	34	14	3	3
Neutral	15	57	21	8	14
Strongly agree	1	4	1	1	1
Strongly disagree	6	20	10	9	9

	Flex-Time	Full-time	Part-time
Agree	4	40	3
Disagree	5	44	10
Neutral	16	75	26
Strongly agree	1	7	0
Strongly disagree	10	38	7

Are you an international student?

	No	Yes
Agree	40	7
Disagree	52	7
Neutral	107	10
Strongly agree	8	0
Strongly disagree	52	3

	Fluid gender-queer	\ngender fluid\nnon-binary	Man
Non-binary			
Agree	0		0 10
1			
Disagree	1		0 5
0			
Neutral	0		0 21
0			
Strongly agree	0		0 1
1			
Strongly disagree	0		1 6
2			

	Prefer not to specify	Woman
Agree	2	34
Disagree	5	48
Neutral	5	91
Strongly agree	0	6
Strongly disagree	7	39

	No	Prefer not to specify	Yes
Agree	35		4 8
Disagree	46		4 9
Neutral	98		6 13
Strongly agree	5		2 1
Strongly disagree	35		6 14

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	4	5	3	28	0	0
Disagree	2	5	1	40	0	0
Neutral	5	8	4	78	1	1
Strongly agree	0	1	0	5	0	0
Strongly disagree	0	7	1	30	1	0

	Prefer Not to Specify	Queer	Trans	Two-Spirit
Agree		6	1	0
Disagree		10	1	0
Neutral		20	0	0
Strongly agree		1	0	1
Strongly disagree		13	1	2

LGBTQ+

	No	Prefer Not to Specify	Yes
Agree	28		6 13
Disagree	40		10 9
Neutral	78		20 19
Strongly agree	5		1 2
Strongly disagree	30		13 12

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
Agree	0	4	0	9
Disagree	1	2	0	9
Neutral	5	7	0	30
Strongly agree	0	0	0	3
Strongly disagree	3	5	0	7

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

Agree	1
Disagree	1
Neutral	0
Strongly agree	1
Strongly disagree	1

	Indo-Caribbean	Jewish	Latin American	
Agree	1	0	3	
Disagree	2	0	4	
Neutral	3	1	6	
Strongly agree	0	0	0	
Strongly disagree	1	0	2	
Middle Eastern and/or North African Mixed Prefer Not to				
Specify				
Agree			1	1
6				
Disagree			2	1
8				
Neutral			1	2
5				
Strongly agree			0	0
1				
Strongly disagree			1	0
10				
South Asian (India, Pakistan, Sri Lanka, etc.)				
Agree				3
Disagree				6
Neutral				12
Strongly agree				2
Strongly disagree				6
Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)				
Agree				
2				
Disagree				
1				
Neutral				
2				
Strongly agree				
0				
Strongly disagree				
0				
West Asian (Afghanistan, Iran, Armenia, etc.)				
Agree				0
Disagree				1
Neutral				3
Strongly agree				0
Strongly disagree				1
White (Caucasian or family origins in Europe)				

Agree	16
Disagree	21
Neutral	40
Strongly agree	1
Strongly disagree	18

The funding I receive for my graduate studies is sufficient.

APHD CTL LHAE SJE

Agree	7	15	8	3
Disagree	12	24	22	4
Neutral	9	25	29	5
Strongly Agree	2	3	2	0
Strongly disagree	25	45	31	15

	Dual registration	MA/PHD	EdD	MA	MEd	MT	PhD
Agree		1	0	1	13	6	12
Disagree		0	3	6	12	13	28
Neutral		0	2	4	38	12	12
Strongly Agree		0	0	1	3	1	2
Strongly disagree		0	10	9	22	23	52

	1	2	3	4	5+
Agree	5	12	8	3	5
Disagree	11	26	12	5	6
Neutral	6	41	11	5	5
Strongly Agree	1	3	1	0	2
Strongly disagree	10	52	23	13	17

	Flex-Time	Full-time	Part-time
Agree	4	21	8
Disagree	9	47	6
Neutral	8	41	19
Strongly Agree	0	5	2
Strongly disagree	15	90	11

Are you an international student?

	No	Yes
Agree	33	0
Disagree	57	5
Neutral	58	10
Strongly Agree	7	0
Strongly disagree	104	12

	Fluid gender-queer	\ngender fluid\nnon-binary	Man
Non-binary			
Agree	0		0 10
0			

1	Disagree	0	0	7
0	Neutral	0	0	12
0	Strongly Agree	0	0	0
3	Strongly disagree	1	1	14

	Prefer not to specify Woman	
Agree	0	23
Disagree	1	53
Neutral	1	55
Strongly Agree	2	5
Strongly disagree	15	82

	No Prefer not to specify Yes	
Agree	28	1 4
Disagree	54	2 6
Neutral	60	4 4
Strongly Agree	4	2 1
Strongly disagree	73	13 30

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	2	1	4	24	0	0
Disagree	5	2	2	41	0	0
Neutral	3	6	1	49	1	0
Strongly Agree	0	0	0	4	0	0
Strongly disagree	1	17	2	63	1	1

	Prefer Not to Specify				Queer	Trans	Two-Spirit
Agree				2	0	0	0
Disagree				11	0	1	0
Neutral				8	0	0	0
Strongly Agree				3	0	0	0
Strongly disagree				26	3	2	0

LGBTQ+

	No Prefer Not to Specify Yes	
Agree	24	2 7
Disagree	41	11 10
Neutral	49	8 11
Strongly Agree	4	3 0
Strongly disagree	63	26 27

	Arab Black Caribbean East Asian (China, Japan, Korea, etc.)			
Agree	2	1	0	6
Disagree	2	4	0	10
Neutral	2	2	0	22

Strongly Agree	0	1	0	1
Strongly disagree	3	10	0	19

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

Agree	0
Disagree	0
Neutral	0
Strongly Agree	0
Strongly disagree	4

Indo-Caribbean Jewish Latin American

Agree	1	0	1
Disagree	3	0	2
Neutral	3	1	1
Strongly Agree	0	0	0
Strongly disagree	0	0	11

Middle Eastern and/or North African Mixed Prefer Not to

Specify		
Agree	1	1
Disagree	2	2
Neutral	0	0
Strongly Agree	0	0
Strongly disagree	2	1
18		

South Asian (India, Pakistan, Sri Lanka, etc.)

Agree	5
Disagree	9
Neutral	8
Strongly Agree	0
Strongly disagree	7

Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)

Agree	1
Disagree	3

Neutral
1
Strongly Agree
0
Strongly disagree
0

West Asian (Afghanistan, Iran, Armenia, etc.)
Agree 1
Disagree 1
Neutral 0
Strongly Agree 0
Strongly disagree 3

White (Caucasian or family origins in Europe)
Agree 11
Disagree 19
Neutral 25
Strongly Agree 3
Strongly disagree 38

There are sufficient opportunities for bursaries, grants, and scholarships that I am eligible for.

	APHD	CTL	LHAE	SJE
Agree	12	17	4	4
Disagree	20	27	28	8
Neutral	6	27	28	5
Strongly agree	2	3	2	0
Strongly disagree	15	38	30	10

	Dual registration	MA/PHD	EdD	MA	MEd	MT	PhD
Agree	1	0	2	7	8	19	
Disagree	0	5	12	26	12	28	
Neutral	0	1	2	30	15	18	
Strongly agree	0	0	1	4	1	1	
Strongly disagree	0	9	4	21	19	40	

	1	2	3	4	5+
Agree	3	20	2	5	7
Disagree	10	42	17	6	7
Neutral	6	33	17	4	6
Strongly agree	2	3	0	1	1
Strongly disagree	12	36	19	10	14

	Flex-Time	Full-time	Part-time
Agree	5	30	2
Disagree	11	59	13

Neutral	5	45	16
Strongly agree	0	5	2
Strongly disagree	15	65	13

Are you an international student?

	No	Yes
Agree	36	1
Disagree	76	7
Neutral	59	7
Strongly agree	7	0
Strongly disagree	81	12

	Fluid gender-queer	\ngender fluid\nnon-binary	Man
Non-binary			
Agree	0	0	8
Disagree	0	0	16
Neutral	0	0	10
Strongly agree	0	0	0
Strongly disagree	1	1	9

	Prefer not to specify	Woman
Agree	0	29
Disagree	4	63
Neutral	2	53
Strongly agree	2	5
Strongly disagree	11	68

	No	Prefer not to specify	Yes
Agree	29	3	5
Disagree	66	8	9
Neutral	57	2	7
Strongly agree	5	1	1
Strongly disagree	62	8	23

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	3	4	2	24	0	0
Disagree	3	8	2	55	2	0
Neutral	4	1	2	49	0	0
Strongly agree	0	0	0	5	0	0
Strongly disagree	1	13	3	48	0	1

	Prefer Not to Specify	Queer	Trans	Two-Spirit
Agree	4	0	0	0
Disagree	13	0	0	0

Neutral	9	0	1	0
Strongly agree	2	0	0	0
Strongly disagree	22	3	2	0

LGBTQ+

	No	Prefer	Not to	Specify	Yes
Agree	24			4	9
Disagree	55			13	15
Neutral	49			9	8
Strongly agree	5			2	0
Strongly disagree	48			22	23

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
Agree	3	3	0	9
Disagree	3	7	0	14
Neutral	1	1	0	20
Strongly agree	0	1	0	2
Strongly disagree	2	6	0	13

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

Agree	0
Disagree	0
Neutral	1
Strongly agree	0
Strongly disagree	3

	Indo-Caribbean	Jewish	Latin American
Agree	2	0	1
Disagree	1	1	3
Neutral	3	0	2
Strongly agree	0	0	0
Strongly disagree	1	0	9

Middle Eastern and/or North African Mixed Prefer Not to Specify

Agree	0	0
Disagree	2	1
Neutral	0	3
Strongly agree	0	0

Strongly disagree 3 0
16

South Asian (India, Pakistan, Sri Lanka, etc.)
Agree 2
Disagree 6
Neutral 12
Strongly agree 0
Strongly disagree 9

etc.) Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia,
Agree 2
Disagree 0
Neutral 1
Strongly agree 0
Strongly disagree 2

West Asian (Afghanistan, Iran, Armenia, etc.)
Agree 0
Disagree 4
Neutral 0
Strongly agree 0
Strongly disagree 1

White (Caucasian or family origins in Europe)
Agree 12
Disagree 32
Neutral 22
Strongly agree 2
Strongly disagree 28

The funding available to travel to academic conferences is sufficient.

	APHD	CTL	LHAE	SJE
Agree	7	10	12	3
Disagree	14	20	20	8
Neutral	22	56	40	5
Strongly Agree	0	3	0	1
Strongly disagree	12	23	20	10

	Dual registration	MA/PHD	EdD	MA	MEd	MT	PhD
Agree	0	2	0	10	5	15	
Disagree	0	5	6	16	8	27	
Neutral	1	3	11	49	33	26	

Strongly Agree	0	0	1	1	0	2
Strongly disagree	0	5	3	12	9	36

	1	2	3	4	5+
Agree	2	10	8	8	4
Disagree	10	24	12	5	11
Neutral	12	72	23	7	8
Strongly Agree	0	2	1	0	1
Strongly disagree	9	26	11	6	11

	Flex-Time	Full-time	Part-time
Agree	8	19	5
Disagree	4	47	11
Neutral	13	88	22
Strongly Agree	0	4	0
Strongly disagree	11	46	8

Are you an international student?

	No	Yes
Agree	28	4
Disagree	57	5
Neutral	113	10
Strongly Agree	4	0
Strongly disagree	57	8

	Fluid gender-queer \ngender fluid\nnon-binary	Man
Non-binary		
0	Agree	0 6
1	Disagree	1 10
1	Neutral	0 17
0	Strongly Agree	0 1
2	Strongly disagree	0 9

	Prefer not to specify	Woman
Agree	2	24
Disagree	2	48
Neutral	6	99
Strongly Agree	1	2
Strongly disagree	8	45

	No	Prefer not to specify	Yes
Agree	29	0	3
Disagree	50	3	9
Neutral	104	8	11

Strongly Agree	1	1	2
Strongly disagree	35	10	20

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	2	2	1	23	0	0
Disagree	1	6	5	41	0	0
Neutral	5	7	2	84	1	0
Strongly Agree	2	0	0	1	0	0
Strongly disagree	1	11	1	32	1	1

	Prefer Not to Specify	Queer	Trans	Two-Spirit
Agree		4	0	0
Disagree		7	2	0
Neutral		23	0	1
Strongly Agree		1	0	0
Strongly disagree		15	1	2

LGBTQ+

	No	Prefer Not to Specify	Yes
Agree	23		4 5
Disagree	41		7 14
Neutral	84		23 16
Strongly Agree	1		1 2
Strongly disagree	32		15 18

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
Agree	2	1	0	3
Disagree	3	7	0	14
Neutral	2	4	0	31
Strongly Agree	0	1	0	0
Strongly disagree	2	5	0	10

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

Agree	0
Disagree	1
Neutral	0
Strongly Agree	0
Strongly disagree	3

	Indo-Caribbean	Jewish	Latin American
Agree	0	0	1
Disagree	0	0	3
Neutral	5	1	5

Strongly Agree	1	0	0
Strongly disagree	1	0	6
Middle Eastern and/or North African Mixed Prefer Not to			
Specify			
Agree		2	0
3			
Disagree		0	3
3			
Neutral		1	1
12			
Strongly Agree		0	0
1			
Strongly disagree		2	0
11			
South Asian (India, Pakistan, Sri Lanka, etc.)			
Agree			6
Disagree			4
Neutral			17
Strongly Agree			0
Strongly disagree			2
Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)			
Agree			
0			
Disagree			
1			
Neutral			
3			
Strongly Agree			
0			
Strongly disagree			
1			
West Asian (Afghanistan, Iran, Armenia, etc.)			
Agree			1
Disagree			3
Neutral			0
Strongly Agree			0
Strongly disagree			1
White (Caucasian or family origins in Europe)			
Agree			13
Disagree			20
Neutral			41
Strongly Agree			1
Strongly disagree			21

The processes to obtain an advisor and/or supervisor at OISE are clear, effective, and enjoyable.

APHD CTL LHAE SJE

Agree	18	25	28	11
Disagree	8	14	17	5
Neutral	18	53	24	4
Strongly agree	3	9	6	2
Strongly disagree	8	11	17	5

	Dual registration	MA/PHD	EdD	MA	MEd	MT	PhD
Agree		0	3	7	24	10	38
Disagree		0	2	4	16	7	15
Neutral		1	2	6	33	32	25
Strongly agree		0	0	0	4	1	15
Strongly disagree		0	8	4	11	5	13

	1	2	3	4	5+
Agree	9	37	15	9	12
Disagree	3	23	5	5	8
Neutral	14	54	15	6	8
Strongly agree	3	4	9	1	3
Strongly disagree	4	16	11	5	4

	Flex-Time	Full-time	Part-time
Agree	10	62	10
Disagree	5	28	11
Neutral	8	73	18
Strongly agree	6	13	1
Strongly disagree	7	28	6

Are you an international student?

	No	Yes
Agree	71	11
Disagree	40	4
Neutral	93	6
Strongly agree	17	3
Strongly disagree	38	3

	Fluid gender-queer	\ngender fluid\nnon-binary	Man
Non-binary			
Agree	0		0 14
Disagree	1		1 3
Neutral	0		0 14

2	Strongly agree	0	0	5
1	Strongly disagree	0	0	7

	Prefer not to specify	Woman
Agree	4	64
Disagree	4	34
Neutral	7	78
Strongly agree	1	12
Strongly disagree	3	30

	No	Prefer not to specify	Yes
Agree	65	3	14
Disagree	33	5	6
Neutral	81	7	11
Strongly agree	15	1	4
Strongly disagree	25	6	10

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	7	6	3	54	1	1
Disagree	1	3	1	29	0	0
Neutral	2	11	2	64	0	0
Strongly agree	1	0	3	11	0	0
Strongly disagree	0	6	0	23	1	0

	Prefer Not to Specify	Queer	Trans	Two-Spirit
Agree		8	2	0
Disagree		8	1	1
Neutral		20	0	0
Strongly agree		4	0	1
Strongly disagree		10	0	1

LGBTQ+

	No	Prefer Not to Specify	Yes
Agree	54	8	20
Disagree	29	8	7
Neutral	64	20	15
Strongly agree	11	4	5
Strongly disagree	23	10	8

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
Agree	3	4	0	21
Disagree	2	5	0	3
Neutral	4	6	0	22
Strongly agree	0	2	0	9
Strongly disagree	0	1	0	3

Indigenous (Status or Non-Status First Nations, Inuit,
Metis, etc.)

Agree	2
Disagree	0
Neutral	0
Strongly agree	1
Strongly disagree	1

	Indo-Caribbean	Jewish	Latin American
Agree	2	0	6
Disagree	0	0	5
Neutral	4	0	4
Strongly agree	0	0	0
Strongly disagree	1	1	0

Middle Eastern and/or North African Mixed Prefer Not to
Specify

Agree	2	2
Disagree	1	0
Neutral	0	2
Strongly agree	1	0
Strongly disagree	1	0

South Asian (India, Pakistan, Sri Lanka, etc.)

Agree	6
Disagree	6
Neutral	12
Strongly agree	0
Strongly disagree	5

Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia,
etc.)

Agree	1
Disagree	1
Neutral	3

Strongly agree	0
Strongly disagree	0
West Asian (Afghanistan, Iran, Armenia, etc.)	
Agree	1
Disagree	0
Neutral	2
Strongly agree	0
Strongly disagree	2
White (Caucasian or family origins in Europe)	
Agree	27
Disagree	14
Neutral	32
Strongly agree	5
Strongly disagree	18

My advisor and/or supervisor provides timely and beneficial feedback and direction

APHD CTL LHAE SJE

Agree	17	36	24	9
Disagree	8	7	10	2
Neutral	17	44	28	6
Strongly agree	7	18	25	8
Strongly disagree	6	7	5	2

Dual registration MA/PHD EdD MA MEd MT PhD

Agree	0	4	4	26	15	37
Disagree	0	2	5	9	3	8
Neutral	1	3	6	41	30	14
Strongly agree	0	4	5	5	3	41
Strongly disagree	0	2	1	7	4	6

1 2 3 4 5+

Agree	12	39	16	8	11
Disagree	1	16	7	1	2
Neutral	15	54	14	3	7
Strongly agree	3	18	15	10	11
Strongly disagree	2	7	3	4	4

Flex-Time Full-time Part-time

Agree	11	65	10
Disagree	3	19	5
Neutral	4	69	22
Strongly agree	15	38	5

Strongly disagree 3 13 4

Are you an international student?

	No	Yes
Agree	76	10
Disagree	25	2
Neutral	87	8
Strongly agree	52	6
Strongly disagree	19	1

	Fluid gender-queer	\ngender fluid\nnon-binary	Man
Non-binary			
Agree	0	1	13
Disagree	0	0	4
Neutral	0	0	10
Strongly agree	1	0	13
Strongly disagree	0	0	3

	Prefer not to specify	Woman
Agree	6	66
Disagree	2	21
Neutral	7	76
Strongly agree	4	39
Strongly disagree	0	16

	No	Prefer not to specify	Yes
Agree	66	5	15
Disagree	16	3	8
Neutral	80	7	8
Strongly agree	40	6	12
Strongly disagree	17	1	2

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	6	7	4	56	0	1
Disagree	1	3	0	17	0	0
Neutral	2	10	2	60	2	0
Strongly agree	2	3	1	37	0	0
Strongly disagree	0	3	2	11	0	0

	Prefer Not to Specify	Queer	Trans	Two-Spirit
Agree	11	1	0	0
Disagree	6	0	0	0
Neutral	18	0	1	0
Strongly agree	12	2	1	0

Strongly disagree 3 0 1 0

LGBTQ+

	No	Prefer	Not to	Specify	Yes
Agree	56			11	19
Disagree	17			6	4
Neutral	60			18	17
Strongly agree	37			12	9
Strongly disagree	11			3	6

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
Agree	4	4	0	22
Disagree	1	0	0	1
Neutral	2	7	0	21
Strongly agree	1	7	0	13
Strongly disagree	1	0	0	1

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

Agree	1
Disagree	0
Neutral	1
Strongly agree	2
Strongly disagree	0

	Indo-Caribbean	Jewish	Latin American
Agree	2	0	6
Disagree	0	0	2
Neutral	4	0	3
Strongly agree	1	1	3
Strongly disagree	0	0	1

Middle Eastern and/or North African Mixed Prefer Not to Specify

Agree	5	3	0
Disagree	8	0	1
Neutral	7	1	3
Strongly agree	7	0	0
Strongly disagree	3	1	0

	South Asian (India, Pakistan, Sri Lanka, etc.)	
Agree		9
Disagree		3
Neutral		14
Strongly agree		2
Strongly disagree		1
	Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)	
Agree		2
Disagree		0
Neutral		2
Strongly agree		1
Strongly disagree		0
	West Asian (Afghanistan, Iran, Armenia, etc.)	
Agree		2
Disagree		0
Neutral		2
Strongly agree		0
Strongly disagree		1
	White (Caucasian or family origins in Europe)	
Agree		26
Disagree		11
Neutral		28
Strongly agree		20
Strongly disagree		11

My relationship with my advisor/supervisor is positive and supportive.

APHD	CTL	LHAE	SJE				
Agree	21	35	28	5			
Disagree	3	6	7	0			
Neutral	21	45	24	10			
Strongly agree	9	24	29	10			
Strongly disagree	1	2	4	2			
	Dual registration	MA/PHD	EdD	MA	MEd	MT	PhD
Agree		1	3	3	26	17	39
Disagree		0	2	2	6	3	3
Neutral		0	4	10	47	30	9
Strongly agree		0	6	6	6	4	50

Strongly disagree 0 0 0 3 1 5

	1	2	3	4	5+
Agree	10	46	15	5	13
Disagree	2	6	4	3	1
Neutral	15	59	15	4	5
Strongly agree	5	21	19	12	14
Strongly disagree	1	2	2	2	2

	Flex-Time	Full-time	Part-time
Agree	11	68	10
Disagree	1	11	4
Neutral	6	72	22
Strongly agree	16	49	7
Strongly disagree	2	4	3

Are you an international student?

	No	Yes
Agree	77	12
Disagree	15	1
Neutral	92	8
Strongly agree	66	6
Strongly disagree	9	0

	Fluid gender-queer \ngender fluid\nnon-binary	Man
Non-binary Agree	0	0 13
Disagree	0	0 2
Neutral	0	0 10
Strongly agree	1	1 15
Strongly disagree	0	0 3

	Prefer not to specify	Woman
Agree	6	70
Disagree	2	11
Neutral	7	81
Strongly agree	3	51
Strongly disagree	1	5

LGBTQ+

	No	Prefer not to specify	Yes
Agree	67	11	11
Disagree	9	1	6
Neutral	84	5	11

Strongly agree	52	4	16
Strongly disagree	7	1	1

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	7	5	2	56	0	1
Disagree	0	1	1	9	0	0
Neutral	2	14	2	62	2	0
Strongly agree	2	5	3	48	0	0
Strongly disagree	0	1	1	6	0	0

	Prefer Not to Specify	Queer	Trans	Two-Spirit
Agree		18	0	0
Disagree		4	0	1
Neutral		17	0	1
Strongly agree		10	3	1
Strongly disagree		1	0	0

	No	Prefer Not to Specify	Yes
Agree	56		18 15
Disagree	9		4 3
Neutral	62		17 21
Strongly agree	48		10 14
Strongly disagree	6		1 2

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
Agree	4	6		0
Disagree	0	0		0
Neutral	2	6		0
Strongly agree	3	6		0
Strongly disagree	0	0		0

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

Agree	0
Disagree	0
Neutral	1
Strongly agree	3
Strongly disagree	0

	Indo-Caribbean	Jewish	Latin American
Agree	3	0	5
Disagree	1	0	2
Neutral	2	0	5
Strongly agree	1	1	3

Strongly disagree	0	0	0
Middle Eastern and/or North African Mixed Prefer Not to			
Specify			
Agree		2	1
10			
Disagree		1	0
3			
Neutral		1	2
8			
Strongly agree		1	0
7			
Strongly disagree		0	1
2			
South Asian (India, Pakistan, Sri Lanka, etc.)			
Agree			9
Disagree			2
Neutral			14
Strongly agree			3
Strongly disagree			1
Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)			
Agree			
2			
Disagree			
0			
Neutral			
1			
Strongly agree			
2			
Strongly disagree			
0			
West Asian (Afghanistan, Iran, Armenia, etc.)			
Agree			3
Disagree			0
Neutral			2
Strongly agree			0
Strongly disagree			0
White (Caucasian or family origins in Europe)			
Agree			24
Disagree			5
Neutral			35
Strongly agree			27
Strongly disagree			5

The process to change advisors/supervisors is clear and will not negatively impact if and when I can complete my degree.

APHD CTL LHAE SJE

Agree	10	14	17	6
Disagree	11	14	17	3
Neutral	28	72	46	12
Strongly agree	4	5	4	1
Strongly disagree	2	7	8	5

Dual registration MA/PHD EdD MA MEd MT PhD

Agree	0	1	4	21	5	16
Disagree	0	4	6	9	7	19
Neutral	1	8	9	53	38	49
Strongly agree	0	1	1	0	2	10
Strongly disagree	0	1	1	5	3	12

1 2 3 4 5+

Agree	6	24	9	4	4
Disagree	3	21	9	5	7
Neutral	21	76	27	13	18
Strongly agree	1	7	4	0	2
Strongly disagree	2	6	6	4	4

Flex-Time Full-time Part-time

Agree	5	38	4
Disagree	4	33	8
Neutral	20	109	29
Strongly agree	3	11	0
Strongly disagree	4	13	5

Are you an international student?

No Yes

Agree	35	12
Disagree	44	1
Neutral	145	13
Strongly agree	14	0
Strongly disagree	21	1

Fluid gender-queer \ngender fluid\nnon-binary Man

Non-binary			
Agree	0	0	12
1			
Disagree	1	1	6
0			
Neutral	0	0	18
2			
Strongly agree	0	0	3
0			

Strongly disagree 0 0 4
1

Prefer not to specify Woman
Agree 2 32
Disagree 2 35
Neutral 11 127
Strongly agree 0 11
Strongly disagree 4 13

No Prefer not to specify Yes
Agree 38 3 6
Disagree 35 3 7
Neutral 125 13 20
Strongly agree 8 0 6
Strongly disagree 13 3 6

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	5	5	3	26	0	0
Disagree	0	4	2	31	0	0
Neutral	6	14	3	102	2	0
Strongly agree	0	1	0	12	0	0
Strongly disagree	0	2	1	10	0	1

	Prefer Not to Specify	Queer	Trans	Two-Spirit	
Agree		7	0	1	0
Disagree		7	1	0	0
Neutral		29	1	1	0
Strongly agree		1	0	0	0
Strongly disagree		6	1	1	0

LGBTQ+

	No	Prefer Not to Specify	Yes
Agree	26		7 14
Disagree	31		7 7
Neutral	102		29 27
Strongly agree	12		1 1
Strongly disagree	10		6 6

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
Agree	2	3		0 16
Disagree	3	2		0 1
Neutral	3	9		0 35
Strongly agree	1	2		0 5
Strongly disagree	0	2		0 1

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

Agree
2
Disagree
0
Neutral
1
Strongly agree
0
Strongly disagree
1

	Indo-Caribbean	Jewish	Latin American
Agree	1	0	3
Disagree	3	0	3
Neutral	3	1	9
Strongly agree	0	0	0
Strongly disagree	0	0	0

Specify	Middle Eastern and/or North African	Mixed	Prefer Not to
Agree	2	0	
Disagree	0	1	
Neutral	2	2	
Strongly agree	0	0	
Strongly disagree	1	1	

	South Asian (India, Pakistan, Sri Lanka, etc.)
Agree	1
Disagree	6
Neutral	19
Strongly agree	0
Strongly disagree	3

etc.)
Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia,
Agree
0
Disagree
0
Neutral
4
Strongly agree
1

Strongly disagree
0

West Asian (Afghanistan, Iran, Armenia, etc.)	
Agree	1
Disagree	1
Neutral	1
Strongly agree	1
Strongly disagree	1

White (Caucasian or family origins in Europe)	
Agree	12
Disagree	18
Neutral	55
Strongly agree	3
Strongly disagree	8

OISE provides sufficient resources, programs and support to foster the academic success of its diverse student body.

APHD CTL LHAE SJE

Agree	29	58	33	15
Disagree	3	6	16	2
Neutral	13	29	27	4
Strongly Agree	7	11	13	4
Strongly disagree	3	8	3	2

	Dual registration	MA/PHD	EdD	MA	MEd	MT	PhD
Agree	1	5	8	47	29	45	
Disagree	0	1	4	5	1	16	
Neutral	0	5	5	16	14	33	
Strongly Agree	0	1	4	18	5	7	
Strongly disagree	0	3	0	2	6	5	

	1	2	3	4	5+
Agree	14	67	31	9	13
Disagree	2	9	5	5	6
Neutral	8	34	13	10	7
Strongly Agree	7	17	4	1	5
Strongly disagree	2	7	2	1	4

	Flex-Time	Full-time	Part-time
Agree	14	98	23
Disagree	4	21	2
Neutral	12	52	9
Strongly Agree	2	22	11
Strongly disagree	4	11	1

Are you an international student?

	No	Yes
Agree	124	11
Disagree	25	2
Neutral	64	9
Strongly Agree	31	4
Strongly disagree	15	1

	Fluid gender-queer	\ngender fluid\nnon-binary	Man
Non-binary			
1 Agree	1	0	21
1 Disagree	0	1	3
1 Neutral	0	0	9
0 Strongly Agree	0	0	8
1 Strongly disagree	0	0	2
1			

	Prefer not to specify	Woman
Agree	1	111
Disagree	4	18
Neutral	6	58
Strongly Agree	2	24
Strongly disagree	6	7

	No	Prefer not to specify	Yes
Agree	108	8	19
Disagree	16	3	8
Neutral	59	7	7
Strongly Agree	28	2	5
Strongly disagree	8	2	6

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	5	9	3	96	0	1
Disagree	0	3	1	15	0	0
Neutral	5	7	2	43	1	0
Strongly Agree	1	4	3	21	1	0
Strongly disagree	0	3	0	6	0	0

	Prefer Not to Specify	Queer	Trans	Two-Spirit
Agree	17	3	1	0
Disagree	7	0	1	0
Neutral	15	0	0	0
Strongly Agree	5	0	0	0
Strongly disagree	6	0	1	0

LGBTQ+

	No	Prefer Not to Specify	Yes
Agree	96	17	22
Disagree	15	7	5
Neutral	43	15	15
Strongly Agree	21	5	9
Strongly disagree	6	6	4

	Arab	Black Caribbean	East Asian (China, Japan, Korea, etc.)
Agree	5	6	0
Disagree	1	2	0
Neutral	2	6	0
Strongly Agree	1	3	0
Strongly disagree	0	1	0

	Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)
Agree	2
Disagree	0
Neutral	1
Strongly Agree	0
Strongly disagree	1

	Indo-Caribbean	Jewish	Latin American
Agree	4	1	11
Disagree	1	0	3
Neutral	1	0	0
Strongly Agree	1	0	1
Strongly disagree	0	0	0

	Middle Eastern and/or North African	Mixed	Prefer Not to Specify
Agree	8	3	3
Disagree	7	1	1
Neutral	10	0	0
Strongly Agree	2	1	0
Strongly disagree	3	0	0

	South Asian (India, Pakistan, Sri Lanka, etc.)
Agree	16

Disagree	1
Neutral	7
Strongly Agree	3
Strongly disagree	2

etc.) Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia,

Agree	3
Disagree	0
Neutral	1
Strongly Agree	1
Strongly disagree	0

West Asian (Afghanistan, Iran, Armenia, etc.)

Agree	2
Disagree	0
Neutral	2
Strongly Agree	1
Strongly disagree	0

White (Caucasian or family origins in Europe)

Agree	45
Disagree	6
Neutral	27
Strongly Agree	10
Strongly disagree	8

I have access to equal opportunities at OISE regardless of my identities or background.

	APHD	CTL	LHAE	SJE
Agree	28	53	39	13
Disagree	3	7	8	1
Neutral	12	25	25	5
Strongly agree	8	17	14	3
Strongly disagree	4	10	6	5

	Dual registration	MA/PHD	EdD	MA	MEd	MT	PhD
Agree	1	6	8	45	25	48	
Disagree	0	2	2	5	4	6	
Neutral	0	5	4	16	13	29	
Strongly agree	0	0	5	20	7	10	
Strongly disagree	0	2	2	2	6	13	

	1	2	3	4	5+
Agree	15	61	29	11	16
Disagree	1	10	3	2	3
Neutral	9	30	11	10	7
Strongly agree	7	21	7	2	4
Strongly disagree	1	12	5	1	5

	Flex-Time	Full-time	Part-time
Agree	13	97	23
Disagree	2	16	1
Neutral	11	48	8
Strongly agree	3	28	11
Strongly disagree	7	15	3

Are you an international student?

	No	Yes
Agree	123	10
Disagree	15	4
Neutral	61	6
Strongly agree	36	6
Strongly disagree	24	1

	Fluid gender-queer \ngender fluid\nnon-binary	Man
Non-binary		
Agree	0	0 16
2		
Disagree	0	0 1
0		
Neutral	0	0 11
2		
Strongly agree	0	0 11
0		
Strongly disagree	1	1 4
0		

	Prefer not to specify	Woman
Agree	3	112
Disagree	4	14
Neutral	5	49
Strongly agree	1	30
Strongly disagree	6	13

	No	Prefer not to specify	Yes
Agree	103	7	23
Disagree	13	3	3
Neutral	51	8	8
Strongly agree	37	0	5
Strongly disagree	15	4	6

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	5	12	4	91	1	1
Disagree	0	3	0	9	0	0
Neutral	3	2	2	46	0	0
Strongly agree	2	6	3	23	1	0
Strongly disagree	1	3	0	12	0	0

	Prefer Not to Specify	Queer	Trans	Two-Spirit	
Agree		17	1	1	0
Disagree		7	0	0	0
Neutral		12	0	2	0
Strongly agree		6	1	0	0
Strongly disagree		8	1	0	0

LGBTQ+

	No	Prefer Not to Specify	Yes
Agree	91		17 25
Disagree	9		7 3
Neutral	46		12 9
Strongly agree	23		6 13
Strongly disagree	12		8 5

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
Agree	3	9		0 26
Disagree	0	1		0 4
Neutral	4	5		0 14
Strongly agree	1	2		0 13
Strongly disagree	1	1		0 1

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

Agree	3
Disagree	0
Neutral	0
Strongly agree	0
Strongly disagree	1

	Indo-Caribbean	Jewish	Latin American
Agree	2	0	12
Disagree	1	0	1
Neutral	2	0	1
Strongly agree	2	0	0
Strongly disagree	0	1	1

	Middle Eastern and/or North African	Mixed	Prefer Not to
Specify			
Agree	1	3	
8			
Disagree	0	0	
4			
Neutral	1	1	
10			
Strongly agree	2	0	
1			
Strongly disagree	1	0	
7			
	South Asian (India, Pakistan, Sri Lanka, etc.)		
Agree			14
Disagree			2
Neutral			6
Strongly agree			4
Strongly disagree			3
	Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)		
Agree			
4			
Disagree			
0			
Neutral			
0			
Strongly agree			
1			
Strongly disagree			
0			
	West Asian (Afghanistan, Iran, Armenia, etc.)		
Agree			2
Disagree			0
Neutral			1
Strongly agree			2
Strongly disagree			0
	White (Caucasian or family origins in Europe)		
Agree			46
Disagree			6
Neutral			22
Strongly agree			14
Strongly disagree			8

Should each Departmental Student Association have its own physical office space in the OISE Building?

	APHD	CTL	LHAE	SJE
I don't know	15	38	32	6
No	8	13	14	1
Yes	32	61	46	20

	Dual registration	MA/PHD	Edd	MA	MEd	MT	PhD
I don't know			0	5	4	33	21
No			0	1	2	11	5
Yes			1	9	15	44	29

	1	2	3	4	5+
I don't know	7	45	19	8	10
No	2	16	11	0	7
Yes	24	73	25	18	18

	Flex-Time	Full-time	Part-time
I don't know	13	58	20
No	4	27	5
Yes	19	119	21

Are you an international student?

	No	Yes
I don't know	79	12
No	34	2
Yes	146	13

	Fluid gender-queer \ngender fluid\nnon-binary	Man	Non-binary
I don't know	0	1	12
No	0	0	6
Yes	1	0	25

	Prefer not to specify	Woman
I don't know	7	69
No	7	22
Yes	5	127

	No	Prefer not to specify	Yes
I don't know	71	9	11
No	26	4	6
Yes	122	9	28

Asexual Bisexual Gay Heterosexual Lesbian Pansexual Prefer Not to Specify

I don't know	1	8	3	61	0	0
--------------	---	---	---	----	---	---

No	2	2	2	17	0	0
12						
Yes	8	16	4	103	2	1
22						

	Queer	Trans	Two-Spirit
I don't know	1	1	0
No	0	1	0
Yes	2	1	0

LGBTQ+

	No	Prefer Not to Specify	Yes
I don't know	61		16 14
No	17		12 7
Yes	103		22 34

	Arab	Black Caribbean	East Asian (China, Japan, Korea, etc.)
I don't know	2	3	0 19
No	1	1	0 7
Yes	6	14	0 32

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

I don't know	1
No	1
Yes	2

Indo-Caribbean Jewish Latin American Middle Eastern and/or North African

I don't know	1	0	4
No	0	1	1
Yes	6	0	10

Mixed Prefer Not to Specify South Asian (India, Pakistan, Sri Lanka, etc.)

I don't know	2	15
No	1	3
Yes	1	12

Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)

I don't know	2
No	1
Yes	2

West Asian (Afghanistan, Iran, Armenia, etc.)

I don't know	2
No	0
Yes	3

White (Caucasian or family origins in Europe)

I don't know	32
No	15
Yes	49

Should each Departmental Student Association and Program Student Association have its own listserv with which to email students within its respective jurisdiction?

APHD CTL LHAE SJE

I don't know	7	33	22	2
No	7	14	7	3
Yes	41	65	63	22

Dual registration MA/PHD EdD MA MEd MT PhD

I don't know	0	4	4	21	19	16
No	0	1	2	4	9	15
Yes	1	10	15	63	27	75

	1	2	3	4	5+
I don't know	3	32	15	6	7
No	3	14	6	1	7
Yes	27	88	34	19	21

Flex-Time Full-time Part-time

I don't know	8	39	17
No	5	23	3
Yes	23	142	26

Are you an international student?

	No	Yes
I don't know	59	5
No	30	1
Yes	170	21

Fluid gender-queer \ngender fluid\nnon-binary Man Non-binary

I don't know	0	0	11	0
No	0	0	4	0
Yes	1	1	28	4

Prefer not to specify Woman

I don't know	4	49
No	7	20
Yes	8	149

	No	Prefer not to specify	Yes
I don't know	49		7 8
No	20		4 7
Yes	150		11 30

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual	Prefer Not to Specify
I don't know	2	5	1	43	0	0	12
No	1	0	1	20	1	0	8
Yes	8	21	7	118	1	1	30

	Queer	Trans	Two-Spirit
I don't know	1	0	0
No	0	0	0
Yes	2	3	0

LGBTQ+

	No	Prefer Not to Specify	Yes
I don't know	43		12 9
No	20		8 3
Yes	118		30 43

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
I don't know	2	3	0	10
No	1	3	0	5
Yes	6	12	0	43

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

I don't know	0
No	1
Yes	3

Indo-Caribbean Jewish Latin American Middle Eastern and/or North African

I don't know	2	0	5
No	1	1	1

Yes	4	0	9
5			
	Mixed Prefer Not to Specify South Asian (India, Pakistan, Sri Lanka, etc.)		
I don't know	3	8	
8			
No	1	4	
0			
Yes	0	18	
21			
	Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)		
I don't know			1
No			2
Yes			2
	West Asian (Afghanistan, Iran, Armenia, etc.)		
I don't know			1
No			1
Yes			3
	White (Caucasian or family origins in Europe)		
I don't know			21
No			10
Yes			65

Should OISE student organizations have keys to access the building from the outside?

APHD CTL LHAE SJE								
I don't know	15	44	34	8				
No	6	25	17	4				
Yes	34	43	41	15				
	Dual registration MA/PHD EdD MA MEd MT PhD							
I don't know			0	2	7	41	20	31
No			0	3	3	9	14	23
Yes			1	10	11	38	21	52
	1	2	3	4	5+			
I don't know	9	48	21	12	8			
No	5	28	10	2	7			
Yes	19	58	24	12	20			
	Flex-Time Full-time Part-time							
I don't know		9		66		26		
No		11		38		3		
Yes		16		100		17		

Are you an international student?

	No	Yes
I don't know	92	9
No	51	1
Yes	116	17

	Fluid gender-queer	gender fluid	non-binary	Man	Non-binary
I don't know	0			1	9
No	0			0	11
Yes	1			0	23

	Prefer not to specify	Woman
I don't know	7	83
No	5	36
Yes	7	99

	No	Prefer not to specify	Yes
I don't know	79	10	12
No	37	5	10
Yes	103	7	23

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual	Prefer Not to Specify
I don't know	2	8	1	67	0	1	19
No	2	2	3	33	0	0	12
Yes	7	16	5	81	2	0	19

	Queer	Trans	Two-Spirit
I don't know	2	1	0
No	0	0	0
Yes	1	2	0

LGBTQ+

	No	Prefer Not to Specify	Yes
I don't know	67	19	15
No	33	12	7
Yes	81	19	33

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
I don't know	2	3	0	22
No	1	5	0	7
Yes	6	10	0	29

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

I don't know
2
No
1
Yes
1

Indo-Caribbean Jewish Latin American Middle Eastern and/or North African
I don't know 3 0 2
0
No 2 0 5
1
Yes 2 1 8
4

Mixed Prefer Not to Specify South Asian (India, Pakistan, Sri Lanka, etc.)
I don't know 3 11
12
No 0 6
2
Yes 1 13
15

Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)
I don't know 0
No 2
Yes 3

West Asian (Afghanistan, Iran, Armenia, etc.)
I don't know 0
No 2
Yes 3

White (Caucasian or family origins in Europe)
I don't know 41
No 18
Yes 37

Should the OISE Graduate Students' Association have voting rights on the OISE Council?

APHD CTL LHAE SJE
I don't know 12 29 25 3
No 3 4 7 2
Yes 40 79 60 22

Dual registration MA/PHD EdD MA MEd MT PhD

I don't know	0	2	6	26	15	20
No	0	2	1	1	4	8
Yes	1	11	14	61	36	78

	1	2	3	4	5+
I don't know	7	33	14	7	5
No	2	7	2	3	2
Yes	24	94	39	16	28

	Flex-Time	Full-time	Part-time
I don't know	8	43	18
No	6	9	1
Yes	22	152	27

Are you an international student?

	No	Yes
I don't know	63	6
No	16	0
Yes	180	21

	Fluid gender-queer	ngender fluid	nnon-binary	Man	Non-binary
I don't know	0			0	9
No	0			0	6
Yes	1			1	28
					3

	Prefer not to specify	Woman
I don't know	4	55
No	5	5
Yes	10	158

	No	Prefer not to specify	Yes
I don't know	51		6
No	9		3
Yes	159		13
			29

to Specify

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual	Prefer Not
I don't know	1	5	1	49	0	1	
11							
No	0	0	2	6	1	0	
7							
Yes	10	21	6	126	1	0	
32							

	Queer	Trans	Two-Spirit
I don't know	0	1	0
No	0	0	0
Yes	3	2	0

LGBTQ+

	No	Prefer Not to Specify	Yes
I don't know	49	11	9
No	6	7	3
Yes	126	32	43

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
I don't know	1	2	0	14
No	0	2	0	1
Yes	8	14	0	43

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

I don't know	1
No	1
Yes	2

Indo-Caribbean Jewish Latin American Middle Eastern and/or North African

I don't know	0	1	0	4
No	0	0	1	1
Yes	5	6	0	10

Mixed Prefer Not to Specify South Asian (India, Pakistan, Sri Lanka, etc.)

I don't know	8	3	10
No	0	0	3
Yes	21	1	17

Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)

I don't know	0
No	1
Yes	4

West Asian (Afghanistan, Iran, Armenia, etc.)

I don't know	1
No	0
Yes	4

White (Caucasian or family origins in Europe)

I don't know	24
No	6
Yes	66

Does the University of Toronto Graduate Students' Union provide enough financial and in-kind support to student governments and student organizations within OISE?

PHD CTL LHAE SJE

I don't know	22	54	46	11
No	17	39	32	9
Yes	16	19	14	7

Dual registration MA/PHD EdD MA MEd MT PhD

I don't know	0	4	9	49	27	44
No	1	9	7	20	19	41
Yes	0	2	5	19	9	21

1 2 3 4 5+

I don't know	12	66	25	12	15
No	13	43	18	9	14
Yes	8	25	12	5	6

Flex-Time Full-time Part-time

I don't know	17	86	30
No	12	77	8
Yes	7	41	8

Are you an international student?

No Yes

I don't know	122	11
No	87	10
Yes	50	6

Fluid gender-queer \ngender fluid\nnon-binary Man Non-binary

I don't know	0	1	17	1
No	1	0	13	2
Yes	0	0	13	1

Prefer not to specify Woman

I don't know	8	106
No	10	71
Yes	1	41

No Prefer not to specify Yes

I don't know	102	12	19
No	72	7	18
Yes	45	3	8

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual	Prefer Not to Specify
I don't know	3	11	3	91	0	1	
22							
No	3	11	2	53	2	0	
23							
Yes	5	4	4	37	0	0	
5							

	Queer	Trans	Two-Spirit
I don't know	1	1	0
No	1	2	0
Yes	1	0	0

LGBTQ+

	No	Prefer Not to Specify	Yes
I don't know	91	22	20
No	53	23	21
Yes	37	5	14

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
I don't know	2	8	0	27
No	3	7	0	17
Yes	4	3	0	14

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

I don't know	1
No	2
Yes	1

Indo-Caribbean Jewish Latin American Middle Eastern and/or North African

I don't know	6	0	4
No	0	0	7
Yes	1	1	4

Mixed Prefer Not to Specify South Asian (India, Pakistan, Sri Lanka, etc.)

I don't know	2	13
No	2	13

Yes	0	4
5		
Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)		
I don't know		1
No		1
Yes		3
West Asian (Afghanistan, Iran, Armenia, etc.)		
I don't know		4
No		1
Yes		0
White (Caucasian or family origins in Europe)		
I don't know		46
No		34
Yes		16

I am satisfied with office space allocated for students.

APHD CTL LHAE SJE

Agree	14	26	17	5
Disagree	15	20	14	5
Neutral	19	55	52	12
Strongly agree	2	3	1	1
Strongly disagree	5	8	8	4

Dual registration MA/PHD EdD MA MEd MT PhD

Agree	0	0	3	25	12	22
Disagree	1	4	4	7	13	25
Neutral	0	9	10	51	28	40
Strongly agree	0	0	2	1	0	4
Strongly disagree	0	2	2	4	2	15

	1	2	3	4	5+
Agree	8	35	8	5	5
Disagree	10	23	6	6	9
Neutral	11	63	37	13	13
Strongly agree	0	4	2	0	0
Strongly disagree	4	9	2	2	8

Flex-Time Full-time Part-time

Agree	5	50	7
Disagree	5	47	2
Neutral	21	81	36
Strongly agree	0	6	1
Strongly disagree	5	20	0

Are you an international student?

	No	Yes
Agree	52	10
Disagree	48	6
Neutral	129	9
Strongly agree	7	0
Strongly disagree	23	2

	Fluid gender-queer	\ngender fluid\nnon-binary	Man
Non-binary			
1 Agree	0	1	12
1 Disagree	1	0	9
1 Neutral	0	0	21
2 Strongly agree	0	0	0
0 Strongly disagree	0	0	1
0			

	Prefer not to specify	Woman
Agree	4	44
Disagree	3	40
Neutral	7	108
Strongly agree	0	7
Strongly disagree	5	19

	No	Prefer not to specify	Yes
Agree	50	5	7
Disagree	39	6	9
Neutral	107	9	22
Strongly agree	5	0	2
Strongly disagree	18	2	5

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual
Agree	7	4	3	40	0	0
Disagree	1	5	1	33	0	0
Neutral	3	9	5	92	1	1
Strongly agree	0	3	0	4	0	0
Strongly disagree	0	5	0	12	1	0

	Prefer Not to Specify	Queer	Trans	Two-Spirit
Agree	7	1	0	0
Disagree	12	1	1	0
Neutral	24	1	2	0
Strongly agree	0	0	0	0
Strongly disagree	7	0	0	0

LGBTQ+

	No	Prefer Not to Specify	Yes
Agree	40	7	15
Disagree	33	12	9
Neutral	92	24	22
Strongly agree	4	0	3
Strongly disagree	12	7	6

	Arab	Black Caribbean	East Asian (China, Japan, Korea, etc.)
Agree	2	0	0
Disagree	2	6	0
Neutral	3	8	0
Strongly agree	0	2	0
Strongly disagree	2	2	0

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

Agree	0
Disagree	0
Neutral	2
Strongly agree	0
Strongly disagree	2

	Indo-Caribbean	Jewish	Latin American
Agree	2	0	2
Disagree	3	0	5
Neutral	1	1	8
Strongly agree	1	0	0
Strongly disagree	0	0	0

Middle Eastern and/or North African Mixed Prefer Not to Specify

Agree	1	2
Disagree	0	1
Neutral	4	1
Strongly agree	0	0
Strongly disagree	0	0

	South Asian (India, Pakistan, Sri Lanka, etc.)
Agree	5

Disagree	7
Neutral	15
Strongly agree	0
Strongly disagree	2

etc.) Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia,

Agree	2
Disagree	0
Neutral	1
Strongly agree	1
Strongly disagree	1

West Asian (Afghanistan, Iran, Armenia, etc.)

Agree	0
Disagree	2
Neutral	2
Strongly agree	0
Strongly disagree	1

White (Caucasian or family origins in Europe)

Agree	20
Disagree	14
Neutral	54
Strongly agree	1
Strongly disagree	7

Should OISE students have keys to access the OISE Building from the outside?

	APHD	CTL	LHAE	SJE
I don't know	8	23	33	5
No	17	47	34	10
Yes	30	42	25	12

	Dual registration	MA/PHD	EdD	MA	MEd	MT	PhD
I don't know	0	3	4	30	11	21	
No	0	5	9	30	20	44	
Yes	1	7	8	28	24	41	

	1	2	3	4	5+
I don't know	5	31	17	9	4
No	11	52	25	8	12
Yes	17	51	13	9	19

	Flex-Time	Full-time	Part-time
I don't know	10	39	20
No	15	77	16
Yes	11	88	10

Are you an international student?

	No	Yes
I don't know	61	8
No	103	5
Yes	95	14

	Fluid gender-queer \ngender fluid\nnon-binary	Man	Non-binary
I don't know	0	0	9
No	1	0	18
Yes	0	1	16

	Prefer not to specify	Woman
I don't know	5	54
No	8	80
Yes	6	84

	No	Prefer not to specify	Yes
I don't know	56	6	7
No	79	11	18
Yes	84	5	20

	Asexual	Bisexual	Gay	Heterosexual	Lesbian	Pansexual	Prefer Not to Specify
I don't know	2	5	2	46	0	0	13
No	4	7	5	68	1	1	18
Yes	5	14	2	67	1	0	19

	Queer	Trans	Two-Spirit
I don't know	0	1	0
No	3	1	0
Yes	0	1	0

LGBTQ+

	No	Prefer Not to Specify	Yes
I don't know	46	13	10
No	68	18	22
Yes	67	19	23

	Arab	Black	Caribbean	East Asian (China, Japan, Korea, etc.)
I don't know	2	2	0	13
No	5	8	0	22

Yes 2 8 0 23

Indigenous (Status or Non-Status First Nations, Inuit, Metis, etc.)

I don't know
1
No
2
Yes
1

Indo-Caribbean Jewish Latin American Middle Eastern and/or North

African

I don't know 3 0 2
1
No 1 1 8
2
Yes 3 0 5
2

Mixed Prefer Not to Specify South Asian (India, Pakistan, Sri

Lanka, etc.)

I don't know 0 6
11
No 3 10
4
Yes 1 14
14

Southeast Asian (Cambodia, Thailand, Vietnam, Indonesia, etc.)

I don't know 0
No 1
Yes 4

West Asian (Afghanistan, Iran, Armenia, etc.)

I don't know 0
No 3
Yes 2

White (Caucasian or family origins in Europe)

I don't know 28
No 38
Yes 30