

### Project Scope

In December 2012 and January 2013, following significant consultation with faculty, staff, and graduate students, Graduate and Postdoctoral Studies (GPS) together with the Post-Graduate Students' Society (PGSS) distributed a 41-question confidential survey and invited responses from all thesis students and supervisors at McGill. Of the 1,545 professors in supervisory relationships who received this survey, 424 responded (27%). A parallel survey went to 4,930 graduate student supervisees and 1,647 students responded (33%).

McGill's "Strengths and Aspirations" (2006) document commits to guaranteeing "high quality supervision across every graduate program" (iv), and the more recent strategic plan, "Achieving Strategic Academic Priorities: ASAP 2012-2017," states that McGill will "implement, in partnership with units across the University, a program to enhance all aspects of graduate supervision" (39). Available benchmark graduate student survey data indicate that we need to address this challenge: although graduate students generally perceive supervisory relationships at McGill to be very good, they ranked them slightly below the average rankings of our peer G13/U15 universities in the 2010 and 2007 Canadian Graduate and Professional Student (CGPS) surveys.

Our McGill-specific supervisory survey provides new, and much more detailed, data than previous CGPS surveys. These data are part of a larger supervisory "Health Scan" that is being used to help identify and discuss ways to improve the supervisory relationship at McGill and, among other things, to inform adjustments to relevant policies and expectations for both supervisors and supervisees. The insights from this survey are already contributing to new initiatives to enhance graduate supervision, including a comprehensive website hosted by GPS that covers 40 topics in graduate and postdoctoral supervision. The results are also helping to inform an expanded selection of workshops on supervision and professional development offered by Teaching and Learning Services (TLS) and made available to all Faculties and academic units across the university.

### Recommendations

Explained in more detail in the [Overview](#) below, these are the recommendations resulting from the supervisory surveys:

- That the supervisory relationship include "mentorship," i.e. encouragement and support as a necessary component of scholarly and research training, and that mentorship be facilitated by supervisory committees, whose individual members enhance the supervisory relationship by offering a range of skills and guidance beyond the individual supervisor's;
- That GPS, the academic units, and the Office of the Ombudsperson do more to inform graduate students and supervisors about available help for problems such as supervisory conflicts;
- That students recognize that their supervisors report a high degree of willingness to be supportive;
- That research progress tracking be streamlined to be more efficient and effective in monitoring progress towards the degree;
- That an online system linking degree requirements and deadlines (i.e. milestones) to graduate student records be created;

- That each academic unit be required to establish a standard agreement on expectations for supervisory relationships for the unit (based on templates provided by GPS) and that it be kept as part of the academic unit's student records;
- That graduate thesis programs (and/or GPS) provide their students with information and guidance on program expectations and supervisee responsibilities;
- That all professors who have not engaged in graduate supervision at McGill (or who have not supervised for 5 years) be required to participate in a "New Supervisors Workshop" before assuming a supervisory role, in partial fulfillment of the Ombudsperson's 2010-11 recommendations.

### Overview

Members of GPS and PGSS read, categorized, and identified themes in the comments offered by respondents to several open-ended questions, and an analyst at Planning and Institutional Analysis (PIA) provided statistical reports for the surveys in general, and in detail by Faculty. This overview and more detailed analyses (see the [Appendices](#)) are included for the interest of the academic units and other stakeholders. Overall, the survey results suggest that graduate students and their supervising professors generally agree about important aspects of the supervisory relationship; however, the results also reveal many differences in practical expectations. This overview focuses mainly on some of these differences.

### Mentorship

Perhaps the most heartening result of the survey is that strong majorities (85%+) of both surveyed populations "agreed" or "somewhat agreed" that supervisors should strive to be mentors to their supervisees and thereby offer verbal encouragement and emotional support, in addition to research guidance. However, although 90% of responding supervisors "agreed" or "somewhat agreed" that they felt comfortable talking about non-academic questions and issues with their supervisees, only 64% of responding supervisees agreed that this was the case. These results may suggest that supervisors could express their supportiveness more clearly or that supervisees should be more confident in the receptivity of their supervisors toward discussing such questions and issues.

Additionally, the breadth and types of support required by a mentoring relationship are easier to achieve in situations where graduate students are guided by a supervisory committee rather than a single professor. With supervisory committees, students benefit from a range of professional models and skills. The survey data suggest that supervisees appreciate such committees: 46% of responding supervisees claimed to have supervisory committees that were helpful to their progress, more than double the number of students who claimed to have unhelpful supervisory committees (20%).

### Conflicts: Prevalence

A much greater percentage of responding supervisors reported having had conflicts or serious difficulties with supervisees (45%) than supervisees reported such problems with supervisors (an average of 17% across the Faculties, with a high of 28% in Medicine and a low of 10% in Arts). The higher number of conflicts reported by supervisors may, of course, be a natural outcome of the fact that supervisors often have multiple supervisees, whereas supervisees normally have only one or, less frequently, two

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**2012-13 Supervisory Surveys Overview**

Parallel Surveys of Graduate Supervisors and Supervisees

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supervisors. Interestingly, however, most responding supervisors claimed that their conflicts were

satisfactorily resolved (75%), whereas only 34% of supervisees agreed with them. This discrepancy may correlate with the fact that most responding supervisors “agree” or “somewhat agree” that McGill has adequate mechanisms for dealing with such conflicts (71%), while most supervisees report that they are unaware of such mechanisms and don’t know how to get help (52%).

### **Conflicts: Causes**

Of the 172 supervisors who attempted to isolate the causes of conflicts between supervisors and supervisees, 47% identified the poor academic performance of their supervisees (and, to a lesser extent, differing expectations related to performance) without acknowledging that they might have also contributed to the conflict themselves. Conversely, supervisees tended to identify a lack of guidance from the supervisor as the cause of the conflict, e.g. unavailability, minimal feedback, and ambiguity about differing expectations. There was also a hint that numbers of supervisees may negatively affect supervisory performance: 41% of students who estimate that their supervisors have 10 or more supervisees feel that they do not spend enough time with their supervisors. Additionally, around 95% of responding supervisors reported that they informed their supervisees about short and long-term commitments away from the university; in contrast, only 68% of supervisees said that their supervisors informed them about being away.

With regard to perceived conflicts in the supervisory relationship, it appears, perhaps unsurprisingly, that each party feels or imputes a lack in the other that damages the relationship, whatever may be the facts of the case. Clearly, bringing such divergent perspectives to light by creating opportunities for supervisors and supervisees to discuss such issues together is an important step; increased supervisor and supervisee training (e.g. workshops) in conflict resolution, improved clarity in and communication of both supervisor and supervisee responsibilities, and more effective monitoring of student progress should help to identify and resolve conflicts earlier. Moreover, McGill should increase the visibility of the various units that specifically offer help to students, such as GPS, TLS, the Counselling Service, or the Office of the Ombudsperson, while reminding students that GPDs, Chairs, and Associate Deans also provide assistance for these issues.

### **Training for Supervisors**

With relevance to improved mentorship and conflict avoidance, most responding supervisees believe that McGill should provide training to all supervisors (an average across the Faculties of 66%, with a high of 78% in Medicine and a low of 56% in Arts), while a much smaller percentage of responding supervisors agree with them (39%, with a slight majority of 51% disagreeing or somewhat disagreeing with them). Given the challenges of providing such training, a more modest goal would be to provide it mainly for new supervisors and those who have not supervised in several years, and this would align with the Ombudsperson’s 2010-11 recommendation “[t]hat all new academic hires without prior experience of graduate supervision be required, as part of their academic duty, to attend a supervision workshop organized by the Graduate and Postdoctoral Studies office in their first academic year at McGill before being assigned the supervision of graduate students” (13).

### **Monitoring of Students’ Research Progress**

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**2012-13 Supervisory Surveys Overview**

Parallel Surveys of Graduate Supervisors and Supervisees

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Some measure of communication between doctoral supervisees and supervisors can be assured partly through the current mandatory research progress tracking mechanisms. Among supervisors, however, a

plurality of respondents (44%) wants McGill to change how progress tracking works, especially with regard to the existing GPS tracking forms. Only around 15% of respondents like progress tracking as it is done now at McGill, and around 24% would prefer it to stop it entirely, alleging often that the current process is needlessly time-consuming. (The data do not indicate if such respondents would support progress tracking if a different mechanism were used.) Among supervisees, progress tracking is a polarizing issue: a slight majority of supervisees (419 of 750, or 55%) believe that the current tracking procedures are helpful, while a large minority (41%) disagree. Nevertheless, supervisors often remark that progress tracking is an important occasion for dialogue and that it is very helpful when students are not meeting expectations.

A plurality of supervisors offered suggestions, which, if effected, would presumably increase support for progress tracking. Although the suggestions were greatly varied and not cohesive, some themes emerged, e.g. that progress tracking forms should be streamlined and that the form should be online. Another theme is that GPS should encourage the creation of customizable forms and other electronic progress tracking mechanisms. Such changes could make progress tracking more efficient and should increase its usefulness.

### **Agreements on Expectations**

Another means of improving supervisory relationships is a mutually created formal agreement between supervisors and supervisees that would clearly outline the responsibilities and expectations on both sides of the relationship. Asked if McGill should provide and recommend the use of a template for such an agreement, 44% of responding supervisors agreed or somewhat agreed (50% indicating degrees of disagreement). 62% of responding supervisees had similar opinions. Many peer universities, research institutes, and granting agencies support and sometimes require such agreements (sometimes called “Individual Development Plans,” or IDPs). At McGill, it is clear that most supervisors and their students agree that expectations and responsibilities in the supervisory relationship must be understood from the outset, so it would be beneficial if graduate programs were required to establish and use such agreements.

### **Conclusion**

These surveys and the recommendations based on them are a starting point for understanding perceptions of the graduate supervisory relationship at McGill. Further consultation is under way and more detailed discussions with focus groups, academic units, graduate students and others will aid in developing a more comprehensive sense of the specific ways in which McGill can achieve improved supervision, a primary university objective.

**Caveats:** We are aware of minor ambiguities or overlap in questions (from the survey of supervisors) 3, 32, 33, and 35; and (from the survey of supervisees) 24, 31, and 32. Other issues related to the open-ended questions are stated in [Appendix C](#). Please note, too, that the tables on the following pages omit the open-ended questions, which are analyzed separately in [Appendix C](#).

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**Appendix A: Reports on 2013 Supervisors and Supervisees Survey Results**

<b>Report on 2013 Supervisors' Survey Results as of February 7, 2013</b>		
(N=386 completed records)		
<b>1. How are graduate students matched with supervisors in your department or faculty? (select all that apply)</b>		
	N	%
The match is arranged during the application process, based on the student's initiative	272	70.5%
The match is arranged once the student is at McGill, based on the student's initiative DURING the first year	89	23.1%
The match is arranged once the student is at McGill, based on the student's initiative AFTER the first year	32	8.3%
The students are assigned to supervisors by the department	21	5.4%
Other	64	16.6%
<b>2. Do you participate in one or more supervisory committee(s) in your program(s)?</b>		
	N	%
Yes	342	90.2%
No	34	9.0%
No answer	3	0.8%
<b>3. Currently, what is the total number of Master's thesis students, Doctoral students and postdoctoral fellows you are actively supervising?</b>		
	N	%
1-3	109	28.8%
4-6	158	41.7%
7-10	80	21.1%
>10	32	8.4%
No answer	0	0.0%
<b>4. Do you host a group, such as a lab, a scholarly book club, or other research-related group (not a supervisory committee) that meets on a regular basis?</b>		
	N	%
No	132	34.8%
Yes, I host a group of this kind and attend all its meetings	226	59.6%
Yes, I host a group of this kind and attend only some of its meetings	17	4.5%
Yes, I host a group of this kind, but I do not attend its meetings	1	0.3%
No answer	3	0.8%

5. How frequently do you meet (e.g. in person, by phone, on Skype) with a supervisee specifically regarding the research for his or her degree progression (as opposed to meetings - e.g. for labs or research groups - that involve larger, collaborative research goals)?		
	N	%
More than weekly	71	18.7%
Weekly	122	32.2%
Monthly	63	16.6%
Once per term	6	1.6%
Annually	0	0.0%
Scheduled as needed	56	14.8%
Other	61	16.1%
No answer	0	0.0%
6a. Generally, following a meeting with a graduate thesis student you supervise... With respect to scheduling:		
	N	%
You immediately set a time (on the spot) for the next meeting	131	34.6%
You expect the student to set a subsequent meeting	81	21.4%
You contact the student shortly thereafter to set up a subsequent meeting	30	7.9%
Other	135	35.6%
No answer	2	0.5%
6b. Generally, following a meeting with a graduate thesis student you supervise... With respect to a summary of the meeting:		
	N	%
You both take notes during the meeting, so no follow-up summary is needed	207	54.6%
The student creates a summary of what was discussed and sends it to you	52	13.7%
You create a summary of what was discussed and send it to the student	16	4.2%
Other	98	25.9%
No answer	6	1.6%
6c. Generally, following a meeting with a graduate thesis student you supervise... With respect to action items for follow-up:		
	N	%
You both agree on action points and/or directions for the next stages of research at the end of each meeting	339	89.5%
The student sends you a list of the action points and/or new directions for the research arising from the meeting	9	2.4%
Other	24	6.3%
No answer	7	1.9%



7. It is easy for you to contact the students you supervise (e.g. finding them on campus or in the lab, or by e-mail).		
	N	%
Disagree	1	0.3%
Somewhat disagree	0	0.0%
Somewhat agree	28	7.4%
Agree	343	90.5%
No opinion	0	0.0%
No answer	7	1.9%
8. The students you supervise respond to your communications (e.g. e-mails or telephone calls) in a timely manner.		
	N	%
Disagree	1	0.3%
Somewhat disagree	2	0.5%
Somewhat agree	46	12.1%
Agree	325	85.8%
No opinion	0	0.0%
No answer	5	1.3%
9. How much time do you spend interacting with your supervisee(s)?		
	N	%
About the right amount of time	298	78.6%
Not enough time	51	13.5%
Too much time	20	5.3%
No answer	10	2.6%
10. How appropriate is the research progress of your supervisee(s) (e.g. the number of experiments conducted, the number of conferences attended, the number of articles written)?		
	N	%
Not at all appropriate	2	0.5%
Somewhat appropriate	115	30.3%
Appropriate	239	63.1%
Do not know	11	2.9%
No answer	12	3.2%
11. You keep the students you supervise informed of your short and long term commitments away from the university.		
	N	%
Disagree	5	1.3%
Somewhat disagree	6	1.6%
Somewhat agree	60	15.8%
Agree	301	79.4%
No opinion	2	0.5%
No answer	5	1.3%

12. The students you supervise keep you informed of their short and long term commitments away from the university.		
	N	%
Disagree	6	1.6%
Somewhat disagree	17	4.5%
Somewhat agree	123	32.5%
Agree	223	58.8%
No opinion	5	1.3%
No answer	5	1.3%
13. You effectively communicated your expectations regarding level of formality (e.g. "call me Dr. X"), mode of contact between meetings (e-mail, etc.), and available hours, from the outset of the supervisory relationship.		
	N	%
Disagree	17	4.5%
Somewhat disagree	23	6.1%
Somewhat agree	91	24.0%
Agree	233	61.5%
No opinion	11	2.9%
No answer	4	1.1%
14. McGill should provide and recommend the use of a template for an agreement outlining expectations that are negotiated individually between all supervisors and supervisees.		
	N	%
Disagree	124	32.7%
Somewhat disagree	66	17.4%
Somewhat agree	97	25.6%
Agree	71	18.7%
No opinion	14	3.7%
No answer	7	1.9%
15. Supervisors should strive to be mentors to their supervisees and thereby offer verbal encouragement and emotional support in addition to guidance.		
	N	%
Disagree	3	0.8%
Somewhat disagree	10	2.6%
Somewhat agree	101	26.7%
Agree	258	68.1%
No opinion	2	0.5%
No answer	5	1.3%

16. You are comfortable talking about non-academic (personal or professional) questions and issues with your supervisees.		
	N	%
Disagree	5	1.3%
Somewhat disagree	20	5.3%
Somewhat agree	126	33.3%
Agree	215	56.7%
No opinion	2	0.5%
No answer	11	2.9%
17. Have you experienced any conflicts or serious difficulties with a supervisee?		
	N	%
Yes	174	45.1%
No	212	54.9%
No answer	0	0.0%
18. Please indicate the causes or situations that have caused conflicts or serious difficulties:		
See Appendix C.		
19. Did you seek help in resolving the conflict or difficulty?		
	N	%
Yes	120	69.0%
No	54	31.0%
No answer	0	0.0%
19a. If you answered "No," why not?		
See Appendix C.		
20. Whose help did you seek? (select all that apply)		
	N	%
Graduate Program Director	59	49.2%
A trusted colleague or peer	55	45.8%
Departmental Chair	48	40.0%
Member of the student's supervisory committee	33	27.5%
Graduate and Postdoctoral Studies (GPS)	25	20.8%
Services to students (e.g. Ombudsperson, Counseling Service, or Mental Health Services)	22	18.3%
Departmental Program Coordinator	21	17.5%
An Associate Dean of your Faculty	10	8.3%
Dean of your Faculty	3	2.5%
Other	16	13.3%

21. Did you feel that the conflict was satisfactorily resolved?		
	N	%
Yes	90	75.0%
No	28	23.3%
No answer	2	1.7%
22. There are adequate mechanisms available at McGill for dealing with supervisor-student conflicts.		
	N	%
Disagree	7	5.8%
Somewhat disagree	12	10.0%
Somewhat agree	47	39.2%
Agree	39	32.5%
No opinion	15	12.5%
No answer	0	0.0%
23. Did you ever inform a supervisee that he or she was not meeting research expectations?		
	N	%
Yes	283	73.3%
No	103	26.7%
No answer	0	0.0%
23a. If you answered "Yes," what consequences did you propose or put in place?		
See Appendix C.		
24. What is the proportion of your graduate student supervisions in the last five years that were problematic for reasons OTHER THAN the quality of the student's work (e.g. personality conflicts, time to completion, mental health issues)?		
	N	%
0%	128	33.2%
<10%	175	45.3%
10-20%	48	12.4%
21-30%	20	5.2%
31-49%	7	1.8%
≥50%	5	1.3%
No answer	3	0.8%
25. You are an experienced supervisor, and you wish that you had undergone training before now; or you are a new supervisor, and you want to undergo training soon.		
	N	%
Disagree	119	30.8%
Somewhat disagree	79	20.5%
Somewhat agree	100	25.9%
Agree	51	13.2%
No opinion	29	7.5%
No answer	8	2.1%

26. At present, how well do you know the requirements that students need to satisfy to move towards graduation (e.g. required courses, comprehensive exams, setting up a supervisory committee)?		
	N	%
Not at all	0	0.0%
Not well	5	1.3%
Somewhat	65	16.8%
Very well	224	58.0%
Perfectly well	87	22.5%
No answer	5	1.3%
27. Do you complete the Graduate Student Research Progress Report Form to track the research progress of your supervisee(s)?		
	N	%
Yes, I complete this form regularly	269	69.7%
Yes, I complete this form occasionally	65	16.8%
No, I had never heard of this form until now	27	7.0%
No, but I knew that the form exists	13	3.4%
I don't remember ever having completed this form	11	2.9%
No answer	1	0.3%
28. Do you or does the supervisory committee discuss the Graduate Student Research Progress Record with your supervisee(s)?		
	N	%
Yes, regularly	222	57.5%
Yes, occasionally	100	25.9%
No	50	13.0%
I don't know	12	3.1%
No answer	2	0.5%
29a. If you answered "yes" to Question 27 or 28, how has using these forms helped you keep track of the progress of your supervisee(s)?		
See Appendix C.		
29b. If you answered "yes" to Question 27 or 28, how might these forms be revised to improve progress tracking?		
See Appendix C.		
30. If you answered "yes" to Question 27 or 28, should GPS include space in the progress tracking forms in which the student can provide feedback about her or his experience of being supervised?		
	N	%
Yes	141	36.5%
No	106	27.5%
No opinion	94	24.4%
No answer	45	11.7%

<b>31a. Do you or does your department use other tools (e.g. Access database, forms, agreements) to track the research progress of the graduate student(s) you supervise?</b>		
	N	%
No	277	71.8%
Yes	109	28.2%
No answer	0	0.0%
<b>31b. If you answered "Yes," which format(s) is/are used?</b>		
See Appendix C.		
<b>31c. Do you have any comments on progress tracking?</b>		
See Appendix C.		
<b>32. Setting deadlines and goals, ensuring deadlines are met and maintaining motivation in writing the thesis should be...</b>		
	N	%
Equally the responsibility of the student and the supervisor	193	50.0%
A responsibility formally agreed upon by the supervisor and supervisee	90	23.3%
Mostly the student's responsibility	84	21.8%
Mostly the supervisor's responsibility	16	4.2%
Completely the student's responsibility	1	0.3%
No answer	2	0.5%
<b>33. Ensuring that the grammar and other aspects of writing (e.g. spelling, diction, idiom) are correct in the thesis should be...</b>		
	N	%
Mostly the student's responsibility	232	60.1%
Equally the responsibility of the student and the supervisor	102	26.4%
Completely the student's responsibility	43	11.1%
Mostly the supervisor's responsibility	6	1.6%
No answer	3	0.8%
<b>34. Supervisors have a responsibility to offer verbal encouragement and advice about conferences and presentations to their supervisees when the supervisees are preparing to give papers at relevant academic conferences in their field.</b>		
	N	%
Disagree	0	0.0%
Somewhat disagree	4	1.0%
Somewhat agree	36	9.3%
Agree	344	89.1%
No opinion	1	0.3%
No answer	1	0.3%

35. When supervisors and supervisees are researching very similar subjects and intellectual property becomes a concern, they should...		
	N	%
Collaborate on co-publication(s)	180	46.6%
Formally agree with each other on who may publish what	112	29.0%
Informally agree with each other on who may publish what	31	8.0%
No opinion	54	14.0%
No answer	9	2.3%
36. Supervisors should discuss their supervisees' general career goals with them (e.g. seeking an academic position or non-academic job).		
	N	%
Disagree	1	0.3%
Somewhat disagree	0	0.0%
Somewhat agree	62	16.1%
Agree	317	82.1%
No opinion	4	1.0%
No answer	2	0.5%
37. Supervisors should help their students' career development outside of the supervisory relationship (e.g. inform them about and support teaching opportunities, encourage them to attend SKILLSETS events or workshops in their discipline).		
	N	%
Disagree	6	1.6%
Somewhat disagree	10	2.6%
Somewhat agree	94	24.4%
Agree	272	70.5%
No opinion	3	0.8%
No answer	1	0.3%
38. What Faculty or School is your appointment in? (select all that apply)		
	N	%
Faculty of Medicine	115	29.8%
Faculty of Arts	70	18.1%
Faculty of Science	62	16.1%
Faculty of Engineering	38	9.8%
Faculty of Agricultural and Environmental Sciences	25	6.5%
Faculty of Education	25	6.5%
Schulich School of Music	14	3.6%
Faculty of Law	8	2.1%
Desautels Faculty of Management	8	2.1%
Faculty of Dentistry	7	1.8%
Faculty of Religious Studies	5	1.3%
School of Continuing Studies	0	0.0%
Other	6	1.6%
No answer	3	0.8%

39. What is your department?		
	N	%
Agricultural Economics	3	0.8%
Air & Space Law	0	0.0%
Anatomy and Cell Biology	4	1.0%
Animal Science	2	0.5%
Anthropology	1	0.3%
Architecture	1	0.3%
Art History & Communication St	6	1.6%
Atmospheric & Oceanic Sciences	2	0.5%
Biochemistry	4	1.0%
Biology	11	2.9%
Biomedical Engineering	6	1.6%
Bioresource Engineering	4	1.0%
Chemical Engineering	5	1.3%
Chemistry	6	1.6%
Civil Engineering	7	1.8%
Commun Sciences & Disorders	4	1.0%
Computer Science	8	2.1%
Dentistry	4	1.0%
Dietetics & Human Nutrition	1	0.3%
Earth & Planetary Sciences	3	0.8%
East Asian Studies	0	0.0%
Economics	3	0.8%
Educational & Counselling Psych	10	2.6%
Electrical & Computer Engr	10	2.6%
English	4	1.0%
Epidemiology and Biostatistics	11	2.9%
Food Science & Agr-Chemistry	0	0.0%
French Language & Literature	7	1.8%
Geography	7	1.8%
History and Classical Studies	9	2.3%
Human Genetics	8	2.1%
Information Studies	3	0.8%
Ingram School of Nursing	1	0.3%
Integrated Studies in Ed	8	2.1%
Islamic Studies	0	0.0%
Jewish Studies	0	0.0%
Kinesiology and Physical Ed	4	1.0%
Languages, Literatures, Cultures	4	1.0%
Law	7	1.8%
Linguistics	6	1.6%
Management	2	0.5%
Mathematics and Statistics	5	1.3%
Mechanical Engineering	9	2.3%
Medical Physics Unit	1	0.3%
Medicine	16	4.2%



Microbiology & Immunology	4	1.0%
Mining & Materials Engineering	3	0.8%
Music	11	2.9%
Natural Resource Sciences	5	1.3%
Neurology and Neurosurgery	8	2.1%
Neuroscience, Integrated Pgm	6	1.6%
Occupational Health	0	0.0%
Otolaryngology Head/Neck Surg.	0	0.0%
Parasitology	6	1.6%
Pathology	0	0.0%
Pharmacology and Therapeutics	7	1.8%
Philosophy	4	1.0%
Physical and Occupatnl Therapy	8	2.1%
Physics	6	1.6%
Physiology	5	1.3%
Plant Science	4	1.0%
Political Science	9	2.3%
Psychiatry	8	2.1%
Psychology	13	3.4%
Religious Studies	3	0.8%
Social Work	8	2.1%
Sociology	8	2.1%
Surgery	1	0.3%
Urban Planning	3	0.8%
Other	27	7.0%
No answer	12	3.1%
<b>40. What is your current academic position?</b>		
	N	%
Associate Professor	170	44.0%
Professor	133	34.5%
Assistant Professor	63	16.3%
Emeritus Professor	5	1.3%
Other	9	2.3%
No answer	6	1.6%
<b>41. When were you appointed as a faculty member at McGill?</b>		
	N	%
1-5 years ago	65	16.8%
6-10 years ago	104	26.9%
>10 years ago	214	55.4%
No answer	3	0.8%

<b>Report on 2013 Supervisees' Survey Results as of February 6, 2013</b>		
(N=1,379 completed records)		
1. In your present graduate program, how was your supervisory relationship established, and if you changed supervisors, how was the new relationship established ?		
	N	%
During the application process (before my arrival at McGill), based on my initiative	931	67.5%
After I enrolled at McGill, based on my initiative DURING my first year	179	13.0%
After I enrolled at McGill, based on my initiative AFTER my first year	84	6.1%
By the department, without my initiative	70	5.1%
Other	119	8.6%
2. Do you have a supervisory committee (e.g. one or more professors or other instructors or researchers OTHER THAN your supervisor who meet with you regarding your thesis research), and does this committee help you progress in your degree?		
	N	%
No, I don't have a supervisory committee	441	33.0%
I have a supervisory committee, but it is not helping me to progress	271	20.3%
I have a supervisory committee, and it is helping me to progress	619	46.3%
No answer	7	0.5%
3. Currently, what is your estimate of the total number of Master's thesis students, Doctoral students and postdoctoral fellows your supervisor is actively supervising (including you)?		
	N	%
1-3	298	22.3%
4-6	488	36.5%
7-10	304	22.7%
>10	180	13.5%
Don't know	64	4.8%
No answer	4	0.3%
4. Does your supervisor host a group, such as a lab, a scholarly book club, or other research-related group, that meets on a regular basis?		
	N	%
No, I am not aware of such a group	520	38.9%
Yes, I am part of one, and I attend all its meetings	634	47.4%
Yes, I am part of one, and I attend some of its meetings	128	9.6%
Yes, my supervisor hosts a group of this kind, but I do not attend its meetings	45	3.4%
No answer	11	0.8%

5. How frequently do you meet (e.g. in person, by phone, by e-mail, on Skype) with your supervisor specifically for your degree progression (as opposed to meetings - e.g. in some labs or research groups - that involve larger, collaborative research goals)?		
	N	%
More than weekly	172	12.9%
Weekly	354	26.5%
Monthly	281	21.0%
Once per term	106	7.9%
Annually	14	1.1%
Scheduled as needed	301	22.5%
Other	106	7.9%
No answer	4	0.3%
6a. Generally, following a meeting with your supervisor... With respect to scheduling:		
	N	%
Your supervisor expects you to set a subsequent meeting	552	41.3%
Your supervisor immediately sets a time (on-the-spot) for the next meeting	263	19.7%
Your supervisor contacts you shortly thereafter to set up a subsequent meeting	154	11.5%
Other	356	26.6%
No answer	13	1.0%
6b. Generally, following a meeting with your supervisor... With respect to a summary of the meeting:		
	N	%
You both take notes during the meeting, so no follow-up summary is needed	842	62.9%
You create a summary of what was discussed and send it to your supervisor	119	8.9%
Your supervisor creates a summary of what was discussed and sends it to you	23	1.7%
Other	342	25.6%
No answer	12	0.9%
6c. Generally, following a meeting with your supervisor... With respect to action items for follow-up:		
	N	%
You both agree on action points and/or directions for the next stages of research at the end of each meeting	1,133	84.7%
You send a list of the action points and/or new directions for the research arising from the meeting	64	4.8%
Other	127	9.5%
No answer	14	1.1%

7. It is easy for you to contact your supervisor (e.g. drop by during office hours, by e-mail).		
	N	%
Disagree	55	4.1%
Somewhat disagree	79	5.9%
Somewhat agree	216	16.1%
Agree	969	72.4%
No opinion	6	0.5%
No answer	13	1.0%
8. Your supervisor responds to your communications (e.g. e-mails or telephone calls) in a timely manner.		
	N	%
Disagree	68	5.1%
Somewhat disagree	102	7.6%
Somewhat agree	196	14.7%
Agree	952	71.2%
No opinion	9	0.7%
No answer	11	0.8%
9. How much time do you spend interacting with your supervisor?		
	N	%
About the right amount of time	899	67.2%
Not enough time	360	26.9%
Too much time	64	4.8%
No answer	15	1.1%
10. How appropriate are your supervisor's expectations of your research progress (e.g. the number of experiments conducted, the number of conferences attended, the number of articles written, etc.)?		
	N	%
Not at all appropriate	79	5.9%
Somewhat appropriate	295	22.1%
Appropriate	844	63.1%
No opinion	108	8.1%
No answer	12	0.9%
11. Your supervisor keeps you informed of his or her short and long-term commitments away from the University.		
	N	%
Disagree	215	16.1%
Somewhat disagree	138	10.3%
Somewhat agree	348	26.0%
Agree	573	42.8%
No opinion	51	3.8%
No answer	13	1.0%

12. You keep your supervisor informed about your short and long-term commitments away from the University.		
	N	%
Disagree	42	3.1%
Somewhat disagree	64	4.8%
Somewhat agree	337	25.2%
Agree	856	64.0%
No opinion	24	1.8%
No answer	15	1.1%
13. Your supervisor effectively communicated his or her expectations regarding level of formality (e.g. "call me Dr. X"), mode of contact between meetings (e-mail, etc.), and available hours, from the outset of the supervisory relationship.		
	N	%
Disagree	164	12.3%
Somewhat disagree	153	11.4%
Somewhat agree	282	21.1%
Agree	617	46.1%
No opinion	111	8.3%
No answer	11	0.8%
14. McGill should provide and recommend the use of a template for an agreement outlining expectations that are negotiated individually between all supervisors and supervisees.		
	N	%
Disagree	182	13.6%
Somewhat disagree	171	12.8%
Somewhat agree	373	27.9%
Agree	461	34.5%
No opinion	138	10.3%
No answer	13	1.0%
15. Supervisors should strive to be mentors to their supervisees and thereby offer verbal encouragement and emotional support in addition to guidance.		
	N	%
Disagree	19	1.4%
Somewhat Disagree	51	3.8%
Somewhat Agree	361	27.0%
Agree	868	64.9%
No opinion	31	2.3%
No answer	8	0.6%

16. You are comfortable discussing academic questions and issues with your supervisor.		
	N	%
Disagree	49	3.7%
Somewhat disagree	93	7.0%
Somewhat agree	224	16.7%
Agree	953	71.2%
No opinion	7	0.5%
No answer	12	0.9%
17. You are comfortable discussing non-academic (personal, professional) issues with your supervisor.		
	N	%
Disagree	206	15.4%
Somewhat disagree	225	16.8%
Somewhat agree	418	31.2%
Agree	443	33.1%
No opinion	36	2.7%
No answer	10	0.8%
18. Have you experienced any conflicts or serious difficulties with your supervisor that affected your work?		
	N	%
Yes	240	17.4%
No	1,139	82.6%
No answer	0	0.0%
19. Please indicate the causes or situations that have caused conflicts or serious difficulties:		
See Appendix C.		
20. Did you seek help in resolving the conflict or difficulty?		
	N	%
Yes	125	52.1%
No	115	47.9%
No answer	0	0.0%
20a. If you answered "No," why not? Please describe:		
See Appendix C.		

21. Whose help did you seek? (select all that apply)		
	N	%
A trusted colleague or peer	66	52.8%
Graduate Program Director	36	28.8%
Member of your supervisory committee	32	25.6%
Services to students (e.g. Ombudsperson, Counseling Service, or Mental Health Services)	30	24.0%
Departmental Chair	30	24.0%
Departmental Program Coordinator	25	20.0%
Graduate and Postdoctoral Studies (GPS)	11	8.8%
An Associate Dean of your Faculty	7	5.6%
Dean of your Faculty	4	3.2%
Other	24	19.2%
22. Did you feel that the conflict was satisfactorily resolved?		
	N	%
Yes	42	33.9%
No	81	65.3%
No answer	1	0.8%
23. There are adequate mechanisms available at McGill for dealing with supervisor-student conflicts.		
	N	%
Disagree	165	12.0%
Somewhat disagree	162	11.8%
Somewhat agree	190	13.8%
Agree	126	9.1%
No opinion	717	52.0%
No answer	19	1.4%
24. Were you ever informed by representatives from your department or program, such as your supervisor, that you were not meeting research expectations?		
	N	%
Yes	104	7.5%
No	1,275	92.5%
No answer	0	0.0%
24a. If you answered "Yes," what were the consequences proposed or effected by your Department or your supervisor? Please describe:		
See Appendix C.		

25. McGill should recommend and provide training in graduate supervision to...		
	N	%
All supervisors	912	66.1%
New supervisors	381	27.6%
No supervisors	63	4.6%
No answer	23	1.7%
26. At present, how well do you know the requirements that need to be satisfied before your graduation (e.g. required courses, progress reports, comprehensive exams, setting up a supervisory committee)?		
	N	%
Not at all	18	1.3%
Not well	80	5.8%
Somewhat	372	27.0%
Very well	689	50.0%
Perfectly well	195	14.1%
No answer	25	1.8%
27. Have you completed the Graduate Student Research Objectives Report Form or Graduate Student Research Progress Record as a formal record of your progress in the degree?		
	N	%
Yes, I complete these forms regularly	637	46.2%
No, I had never heard of these forms until now	287	20.8%
Yes, I complete these forms occasionally	280	20.3%
No, but I knew that the form exists	103	7.5%
I don't remember ever having completed these forms	72	5.2%
No answer	0	0.0%
28a. If you answered "Yes," how has using these forms helped you progress in your degree?		
See Appendix C.		
28b. If you answered "Yes," how might the forms be revised to improve progress tracking?		
See Appendix C.		



29. To help track your progress, has your supervisor or a member of your supervisory committee discussed the Graduate Student Research Progress Report Form with you?		
	N	%
Yes, someone completes the form regularly	481	34.9%
No, and I have never heard of the form	331	24.0%
No, but I know that the form exists	238	17.3%
Yes, someone completes the form occasionally	228	16.5%
I don't know whether this form has been completed	101	7.3%
No answer	0	0.0%
30. On the tracking forms used to measure a student's progress, should GPS include space in which the student can provide feedback about her or his experience of being supervised?		
	N	%
Yes	321	47.5%
No	179	26.5%
No opinion	164	24.3%
No answer	12	1.8%
30a. Do you have any comments on progress tracking?		
See Appendix C.		
31. Setting deadlines and goals, ensuring deadlines are met and maintaining motivation in writing the thesis should be...		
	N	%
Equally the responsibility of the student and the supervisor	554	40.2%
A responsibility formally agreed upon by the supervisor and supervisee	391	28.4%
Mostly the student's responsibility	366	26.5%
Mostly the supervisor's responsibility	28	2.0%
Completely the student's responsibility	23	1.7%
No answer	17	1.2%
32. Ensuring that the grammar and other aspects of writing (e.g. spelling, diction, idiom) are correct in the thesis should be...		
	N	%
Mostly the student's responsibility	752	54.5%
Equally the responsibility of the student and the supervisor	414	30.0%
Completely the student's responsibility	169	12.3%
Mostly the supervisor's responsibility	25	1.8%
No answer	19	1.4%

33. Supervisors have a responsibility to offer verbal encouragement and advice about conferences and presentations to their supervisees when the supervisees are preparing to give papers at relevant academic conferences in their field.		
	N	%
Disagree	6	0.4%
Somewhat disagree	19	1.4%
Somewhat agree	252	18.3%
Agree	1,066	77.3%
No opinion	17	1.2%
No answer	19	1.4%
34. When supervisors and supervisees are researching very similar subjects and intellectual property becomes a concern, they should...		
	N	%
Collaborate on co-publication(s)	744	54.0%
Formally agree with each other on who may publish what	464	33.7%
Informally agree with each other on who may publish what	123	8.9%
No answer	48	3.5%
35. Supervisors should discuss their supervisees' general career goals with them (e.g., seeking an academic position or non-academic job).		
	N	%
Disagree	14	1.0%
Somewhat disagree	17	1.2%
Somewhat agree	337	24.4%
Agree	963	69.8%
No opinion	28	2.0%
No answer	20	1.5%
36. Your supervisor aids you in your career development outside of the supervisory relationship (e.g. he or she informed me about and supports teaching opportunities, encourages you to attend SKILLSETS events or workshops in your discipline)?		
	N	%
Disagree	336	24.4%
Somewhat disagree	194	14.1%
Somewhat agree	362	26.3%
Agree	401	29.1%
No opinion	68	4.9%
No answer	18	1.3%

37. In which Faculty or School are you registered (select all that apply)?		
	N	%
Faculty of Medicine	333	24.2%
Faculty of Science	280	20.3%
Faculty of Engineering	208	15.1%
Faculty of Arts	180	13.1%
Faculty of Agricultural and Environmental Sciences	127	9.2%
Faculty of Education	123	8.9%
Schulich School of Music	37	2.7%
Faculty of Law	28	2.0%
Faculty of Dentistry	23	1.7%
Desautels Faculty of Management	22	1.6%
Faculty of Religious Studies	11	0.8%
School of Continuing Studies	0	0.0%
Other	7	0.5%
38. What is your department?		
Answer	N	%
Agricultural Economics	6	0.4%
Air & Space Law	3	0.2%
Anatomy and Cell Biology	5	0.4%
Animal Science	4	0.3%
Anthropology	16	1.2%
Architecture	10	0.7%
Art History & Communication St	22	1.6%
Atmospheric & Oceanic Sciences	7	0.5%
Biochemistry	30	2.2%
Biology	55	4.0%
Biomedical Engineering	24	1.7%
Bioresource Engineering	25	1.8%
Chemical Engineering	25	1.8%
Chemistry	41	3.0%
Civil Engineering	25	1.8%
Commun Sciences & Disorders	9	0.7%
Computer Science	19	1.4%
Dentistry	19	1.4%
Dietetics & Human Nutrition	15	1.1%
Earth & Planetary Sciences	10	0.7%
East Asian Studies	5	0.4%
Economics	7	0.5%
Educational & Counselling Psych	41	3.0%
Electrical & Computer Engr	81	5.9%
English	8	0.6%
Epidemiology and Biostatistics	26	1.9%
Food Science & Agr-Chemistry	9	0.7%
French Language & Literature	17	1.2%
Geography	26	1.9%
History and Classical Studies	21	1.5%

Human Genetics	27	2.0%
Information Studies	7	0.5%
Ingram School of Nursing	2	0.2%
Integrated Studies in Ed	54	3.9%
Islamic Studies	4	0.3%
Jewish Studies	0	0.0%
Kinesiology and Physical Ed	18	1.3%
Languages, Literatures, Cultures	8	0.6%
Law	24	1.7%
Linguistics	7	0.5%
Management	21	1.5%
Mathematics and Statistics	13	0.9%
Mechanical Engineering	35	2.5%
Medical Physics Unit	4	0.3%
Medicine	30	2.2%
Microbiology & Immunology	18	1.3%
Mining & Materials Engineering	25	1.8%
Music	37	2.7%
Natural Resource Sciences	36	2.6%
Neurology and Neurosurgery	29	2.1%
Neuroscience, Integrated Pgm	59	4.3%
Occupational Health	0	0.0%
Otolaryngology Head/Neck Surg.	1	0.1%
Parasitology	11	0.8%
Pathology	0	0.0%
Pharmacology and Therapeutics	18	1.3%
Philosophy	8	0.6%
Physical and Occupatnl Therapy	18	1.3%
Physics	37	2.7%
Physiology	13	0.9%
Plant Science	23	1.7%
Political Science	13	0.9%
Psychiatry	14	1.0%
Psychology	24	1.7%
Religious Studies	10	0.7%
Social Work	14	1.0%
Sociology	15	1.1%
Surgery	5	0.4%
Urban Planning	4	0.3%
Other	32	2.3%
No answer	50	3.6%

39. What is your current level of graduate studies?		
	N	%
Master's level	436	31.6%
Doctoral level	931	67.5%
No answer	12	0.9%
40. What type of thesis are you aiming to produce during your studies?		
	N	%
Thesis (dissertation)	829	60.1%
Manuscript-based (article-based) thesis	516	37.4%
Other	19	1.4%
No answer	15	1.1%
41. What is your current year of graduate study?		
	N	%
1st year	204	14.8%
2nd year	352	25.5%
3rd year	274	19.9%
4th year	219	15.9%
5th year	181	13.1%
6th year	89	6.5%
7th year	45	3.3%
No answer	15	1.1%

**Appendix B: Reports on 2013 Supervisors and Supervisees Survey Results by Faculty**
**Report on 2013 Supervisors' Survey Results per faculty having more than thirty respondents**

Report on 2013 Supervisors' Survey Results per faculty having more than thirty respondents										
1. How are graduate students matched with supervisors in your department or faculty? (select all that apply)	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
The match is arranged during the application process, based on the student's initiative	272	70.5%	95	82.6%	27	38.6%	44	71.0%	33	86.8%
The match is arranged once the student is at McGill, based on the student's initiative DURING the first year	89	23.1%	18	15.7%	28	40.0%	21	33.9%	3	7.9%
The match is arranged once the student is at McGill, based on the student's initiative AFTER the first year	32	8.3%	6	5.2%	14	20.0%	4	6.5%	1	2.6%
The students are assigned to supervisors by the department	21	5.4%	0	0.0%	5	7.1%	2	3.2%	0	0.0%
Other	64	16.6%	14	12.2%	15	21.4%	12	19.4%	6	15.8%
2. Do you participate in one or more supervisory committee(s) in your program(s)?	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Yes	342	90.2%	102	91.1%	62	92.5%	56	91.8%	28	73.7%
No	34	9.0%	10	8.9%	5	7.5%	5	8.2%	10	26.3%
No answer	3	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
3. Currently, what is the total number of Master's thesis students, Doctoral students and postdoctoral fellows you are actively supervising?	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
1-3	109	28.8%	33	29.5%	33	49.3%	15	24.6%	5	13.2%
4-6	158	41.7%	55	49.1%	21	31.3%	31	50.8%	12	31.6%
7-10	80	21.1%	18	16.1%	10	14.9%	14	23.0%	13	34.2%
>10	32	8.4%	6	5.4%	3	4.5%	1	1.6%	8	21.1%
No answer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
4. Do you host a group, such as a lab, a scholarly book club, or other research-related group (not a supervisory committee) that meets on a regular basis?	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
No	132	34.8%	19	17.0%	42	62.7%	9	14.8%	16	42.1%
Yes, I host a group of this kind and attend all its meetings	226	59.6%	86	76.8%	20	29.9%	50	82.0%	22	57.9%
Yes, I host a group of this kind and attend only some of its meetings	17	4.5%	6	5.4%	5	7.5%	1	1.6%	0	0.0%
Yes, I host a group of this kind, but I do not attend its meetings	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
No answer	3	0.8%	1	0.9%	0	0.0%	1	1.6%	0	0.0%

5. How frequently do you meet (e.g. in person, by phone, on Skype) with a supervisee specifically regarding the research for his or her degree progression (as opposed to meetings - e.g. for labs or research groups - that involve larger, collaborative research goals)?	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
More than weekly	71	18.7%	34	30.4%	0	0.0%	16	26.2%	9	23.7%
Weekly	122	32.2%	37	33.0%	8	11.9%	28	45.9%	20	52.6%
Monthly	63	16.6%	12	10.7%	26	38.8%	0	0.0%	1	2.6%
Once per term	6	1.6%	0	0.0%	4	6.0%	0	0.0%	1	2.6%
Annually	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Scheduled as needed	56	14.8%	14	12.5%	13	19.4%	7	11.5%	1	2.6%
Other	61	16.1%	15	13.4%	16	23.9%	10	16.4%	6	15.8%
No answer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
6a. Generally, following a meeting with a graduate thesis student you supervise... With respect to scheduling:	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
You immediately set a time (on the spot) for the next meeting	131	34.6%	33	29.5%	25	37.3%	20	32.8%	18	47.4%
You expect the student to set a subsequent meeting	81	21.4%	22	19.6%	19	28.4%	12	19.7%	5	13.2%
You contact the student shortly thereafter to set up a subsequent meeting	30	7.9%	12	10.7%	4	6.0%	5	8.2%	5	13.2%
Other	135	35.6%	45	40.2%	18	26.9%	24	39.3%	10	26.3%
No answer	2	0.5%	0	0.0%	1	1.5%	0	0.0%	0	0.0%
6b. Generally, following a meeting with a graduate thesis student you supervise... With respect to a summary of the meeting:	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
You both take notes during the meeting, so no follow-up summary is needed	207	54.6%	58	51.8%	42	62.7%	32	52.5%	23	60.5%
The student creates a summary of what was discussed and sends it to you	52	13.7%	18	16.1%	8	11.9%	6	9.8%	3	7.9%
You create a summary of what was discussed and send it to the student	16	4.2%	4	3.6%	4	6.0%	2	3.3%	2	5.3%
Other	98	25.9%	31	27.7%	13	19.4%	20	32.8%	10	26.3%
No answer	6	1.6%	1	0.9%	0	0.0%	1	1.6%	0	0.0%

<b>6c. Generally, following a meeting with a graduate thesis student you supervise... With respect to action items for follow-up:</b>	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
You both agree on action points and/or directions for the next stages of research at the end of each meeting	339	89.5%	101	90.2%	60	89.6%	54	88.5%	36	94.7%
The student sends you a list of the action points and/or new directions for the research arising from the meeting	9	2.4%	3	2.7%	3	4.5%	0	0.0%	1	2.6%
Other	24	6.3%	7	6.3%	3	4.5%	5	8.2%	1	2.6%
No answer	7	1.9%	1	0.9%	1	1.5%	2	3.3%	0	0.0%
<b>7. It is easy for you to contact the students you supervise (e.g. finding them on campus or in the lab, or by e-mail).</b>	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Disagree	1	0.3%	0	0.0%	0	0.0%	0	0.0%	1	2.6%
Somewhat disagree	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Somewhat agree	28	7.4%	4	3.6%	2	3.0%	4	6.6%	5	13.2%
Agree	343	90.5%	106	94.6%	63	94.0%	57	93.4%	32	84.2%
No opinion	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
No answer	7	1.9%	2	1.8%	2	3.0%	0	0.0%	0	0.0%
<b>8. The students you supervise respond to your communications (e.g. e-mails or telephone calls) in a timely manner.</b>	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Disagree	1	0.3%	0	0.0%	1	1.5%	0	0.0%	0	0.0%
Somewhat disagree	2	0.5%	0	0.0%	0	0.0%	0	0.0%	1	2.6%
Somewhat agree	46	12.1%	12	10.7%	10	14.9%	6	9.8%	5	13.2%
Agree	325	85.8%	100	89.3%	55	82.1%	55	90.2%	32	84.2%
No opinion	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
No answer	5	1.3%	0	0.0%	1	1.5%	0	0.0%	0	0.0%
<b>9. How much time do you spend interacting with your supervisee(s)?</b>	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
About the right amount of time	298	78.6%	85	75.9%	57	85.1%	48	78.7%	7	18.4%
Not enough time	51	13.5%	20	17.9%	4	6.0%	11	18.0%	3	7.9%
Too much time	20	5.3%	5	4.5%	3	4.5%	1	1.6%	28	73.7%
No answer	10	2.6%	2	1.8%	3	4.5%	1	1.6%	0	0.0%



10. How appropriate is the research progress of your supervisee(s) (e.g. the number of experiments conducted, the number of conferences attended, the number of articles written)?	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Not at all appropriate	2	0.5%	1	0.9%	0	0.0%	0	0.0%	1	2.6%
Somewhat appropriate	115	30.3%	40	35.7%	15	22.4%	18	29.5%	15	39.5%
Appropriate	239	63.1%	65	58.0%	47	70.2%	41	67.2%	22	57.9%
Do not know	11	2.9%	3	2.7%	3	4.5%	0	0.0%	0	0.0%
No answer	12	3.2%	3	2.7%	2	3.0%	2	3.3%	0	0.0%
11. You keep the students you supervise informed of your short and long term commitments away from the university.	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Disagree	5	1.3%	1	0.9%	0	0.0%	2	3.3%	0	0.0%
Somewhat disagree	6	1.6%	2	1.8%	0	0.0%	2	3.3%	1	2.6%
Somewhat agree	60	15.8%	19	17.0%	12	17.9%	9	14.8%	6	15.8%
Agree	301	79.4%	90	80.4%	54	80.6%	48	78.7%	31	81.6%
No opinion	2	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
No answer	5	1.3%	0	0.0%	1	1.5%	0	0.0%	0	0.0%
12. The students you supervise keep you informed of their short and long term commitments away from the university.	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Disagree	6	1.6%	1	0.9%	0	0.0%	2	3.3%	0	0.0%
Somewhat disagree	17	4.5%	2	1.8%	4	6.0%	2	3.3%	2	5.3%
Somewhat agree	123	32.5%	35	31.3%	24	35.8%	16	26.2%	17	44.7%
Agree	223	58.8%	74	66.1%	37	55.2%	41	67.2%	19	50.0%
No opinion	5	1.3%	0	0.0%	1	1.5%	0	0.0%	0	0.0%
No answer	5	1.3%	0	0.0%	1	1.5%	0	0.0%	0	0.0%
13. You effectively communicated your expectations regarding level of formality (e.g. "call me Dr. X"), mode of contact between meetings (e-mail, etc.), and available hours, from the outset of the supervisory relationship.	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Disagree	17	4.5%	9	8.0%	3	4.5%	0	0.0%	1	2.6%
Somewhat disagree	23	6.1%	5	4.5%	4	6.0%	2	3.3%	4	10.5%
Somewhat agree	91	24.0%	19	17.0%	19	28.4%	16	26.2%	13	34.2%
Agree	233	61.5%	77	68.8%	36	53.7%	39	63.9%	20	52.6%
No opinion	11	2.9%	2	1.8%	4	6.0%	4	6.6%	0	0.0%
No answer	4	1.1%	0	0.0%	1	1.5%	0	0.0%	0	0.0%

14. McGill should provide and recommend the use of a template for an agreement outlining expectations that are negotiated individually between all supervisors and supervisees.	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Disagree	124	32.7%	27	24.1%	26	38.8%	29	47.5%	12	31.6%
Somewhat disagree	66	17.4%	19	17.0%	12	17.9%	10	16.4%	8	21.1%
Somewhat agree	97	25.6%	30	26.8%	13	19.4%	14	23.0%	13	34.2%
Agree	71	18.7%	32	28.6%	11	16.4%	6	9.8%	4	10.5%
No opinion	14	3.7%	3	2.7%	4	6.0%	1	1.6%	1	2.6%
No answer	7	1.9%	1	0.9%	1	1.5%	1	1.6%	0	0.0%
15. Supervisors should strive to be mentors to their supervisees and thereby offer verbal encouragement and emotional support in addition to guidance.	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Disagree	3	0.8%	1	0.9%	2	3.0%	0	0.0%	0	0.0%
Somewhat disagree	10	2.6%	0	0.0%	2	3.0%	1	1.6%	5	13.2%
Somewhat agree	101	26.7%	31	27.7%	22	32.8%	15	24.6%	6	15.8%
Agree	258	68.1%	79	70.5%	39	58.2%	44	72.1%	27	71.1%
No opinion	2	0.5%	1	0.9%	1	1.5%	0	0.0%	0	0.0%
No answer	5	1.3%	0	0.0%	1	1.5%	1	1.6%	0	0.0%
16. You are comfortable talking about non-academic (personal or professional) questions and issues with your supervisees.	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Disagree	5	1.3%	1	0.9%	2	3.0%	1	1.6%	0	0.0%
Somewhat disagree	20	5.3%	4	3.6%	3	4.5%	4	6.6%	4	10.5%
Somewhat agree	126	33.3%	33	29.5%	31	46.3%	16	26.2%	8	21.1%
Agree	215	56.7%	71	63.4%	30	44.8%	36	59.0%	26	68.4%
No opinion	2	0.5%	1	0.9%	0	0.0%	0	0.0%	0	0.0%
No answer	11	2.9%	2	1.8%	1	1.5%	4	6.6%	0	0.0%

17. Have you experienced any conflicts or serious difficulties with a supervisee?	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Yes	174	45.1%	57	49.6%	25	35.7%	31	50.0%	19	50.0%
No	212	54.9%	58	50.4%	45	64.3%	31	50.0%	19	50.0%
No answer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19. Did you seek help in resolving the conflict or difficulty?	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Yes	120	69.0%	40	70.2%	19	76.0%	16	51.6%	13	68.4%
No	54	31.0%	17	29.8%	6	24.0%	15	48.4%	6	31.6%
No answer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
20. Whose help did you seek? (select all that apply)	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Graduate Program Director	59	49.2%	17	42.5%	9	47.4%	9	56.3%	6	46.2%
A trusted colleague or peer	55	45.8%	17	42.5%	10	52.6%	7	43.8%	6	46.2%
Departmental Chair	48	40.0%	13	32.5%	7	36.8%	7	43.8%	8	61.5%
Member of the student's supervisory committee	33	27.5%	14	35.0%	6	31.6%	4	25.0%	1	7.7%
Graduate and Postdoctoral Studies (GPS)	25	20.8%	11	27.5%	6	31.6%	3	18.8%	2	15.4%
Services to students (e.g. Ombudsperson, Counseling Service, or Mental Health Services)	22	18.3%	5	12.5%	6	31.6%	6	37.5%	1	7.7%
Departmental Program Coordinator	21	17.5%	8	20.0%	4	21.1%	2	12.5%	2	15.4%
An Associate Dean of your Faculty	10	8.3%	5	12.5%	2	10.5%	1	6.3%	0	0.0%
Dean of your Faculty	3	2.5%	1	2.5%	1	5.3%	0	0.0%	0	0.0%
Other	16	13.3%	10	25.0%	1	5.3%	1	6.3%	1	7.7%
21. Did you feel that the conflict was satisfactorily resolved?	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Yes	90	75.0%	32	80.0%	16	84.2%	15	93.8%	8	61.5%
No	28	23.3%	7	17.5%	3	15.8%	1	6.3%	5	38.5%
No answer	2	1.7%	1	2.5%	0	0.0%	0	0.0%	0	0.0%
22. There are adequate mechanisms available at McGill for dealing with supervisor-student conflicts.	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Disagree	7	5.8%	1	2.5%	1	5.3%	0	0.0%	0	0.0%
Somewhat disagree	12	10.0%	3	7.5%	2	10.5%	1	6.3%	3	23.1%
Somewhat agree	47	39.2%	18	45.0%	6	31.6%	7	43.8%	4	30.8%
Agree	39	32.5%	15	37.5%	6	31.6%	6	37.5%	4	30.8%
No opinion	15	12.5%	3	7.5%	4	21.1%	2	12.5%	2	15.4%
No answer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

23. Did you ever inform a supervisee that he or she was not meeting research expectations?	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Yes	283	73.3%	85	73.9%	45	64.3%	49	79.0%	30	79.0%
No	103	26.7%	30	26.1%	25	35.7%	13	21.0%	8	21.1%
No answer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
24. What is the proportion of your graduate student supervisions in the last five years that were problematic for reasons OTHER THAN the quality of the student's work (e.g. personality conflicts, time to completion, mental health issues)?	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
0%	128	33.2%	39	33.9%	19	27.1%	19	30.7%	17	44.7%
<10%	175	45.3%	56	48.7%	27	38.6%	28	45.2%	13	34.2%
10-20%	48	12.4%	10	8.7%	13	18.6%	12	19.4%	5	13.2%
21-30%	20	5.2%	4	3.5%	5	7.1%	3	4.8%	2	5.3%
31-49%	7	1.8%	4	3.5%	3	4.3%	0	0.0%	0	0.0%
≥50%	5	1.3%	1	0.9%	2	2.9%	0	0.0%	1	2.6%
No answer	3	0.8%	1	0.9%	1	1.4%	0	0.0%	0	0.0%
25. You are an experienced supervisor, and you wish that you had undergone training before now; or you are a new supervisor, and you want to undergo training soon.	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Disagree	119	30.8%	31	27.0%	25	35.7%	25	40.3%	8	21.1%
Somewhat disagree	79	20.5%	20	17.4%	15	21.4%	10	16.1%	14	36.8%
Somewhat agree	100	25.9%	38	33.0%	19	27.1%	13	21.0%	8	21.1%
Agree	51	13.2%	17	14.8%	6	8.6%	7	11.3%	6	15.8%
No opinion	29	7.5%	7	6.1%	4	5.7%	7	11.3%	2	5.3%
No answer	8	2.1%	2	1.7%	1	1.4%	0	0.0%	0	0.0%
26. At present, how well do you know the requirements that students need to satisfy to move towards graduation (e.g. required courses, comprehensive exams, setting up a supervisory committee)?	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Not at all	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not well	5	1.3%	2	1.7%	3	4.3%	0	0.0%	0	0.0%
Somewhat	65	16.8%	20	17.4%	12	17.1%	11	17.7%	7	18.4%
Very well	224	58.0%	60	52.2%	43	61.4%	43	69.4%	21	55.3%
Perfectly well	87	22.5%	30	26.1%	12	17.1%	7	11.3%	10	26.3%
No answer	5	1.3%	3	2.6%	0	0.0%	1	1.6%	0	0.0%

<b>27. Do you complete the Graduate Student Research Progress Report Form to track the research progress of your supervisee(s)?</b>	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Yes, I complete this form regularly	269	69.7%	88	76.5%	49	70.0%	38	61.3%	17	44.7%
Yes, I complete this form occasionally	65	16.8%	19	16.5%	12	17.1%	10	16.1%	11	29.0%
No, I had never heard of this form until now	27	7.0%	5	4.4%	5	7.1%	10	16.1%	3	7.9%
No, but I knew that the form exists	13	3.4%	2	1.7%	1	1.4%	1	1.6%	6	15.8%
I don't remember ever having completed this form	11	2.9%	1	0.9%	3	4.3%	3	4.8%	1	2.6%
No answer	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>28. Do you or does the supervisory committee discuss the Graduate Student Research Progress Record with your supervisee(s)?</b>	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Yes, regularly	222	57.5%	79	68.7%	36	51.4%	31	50.0%	14	36.8%
Yes, occasionally	100	25.9%	24	20.9%	20	28.6%	17	27.4%	11	29.0%
No	50	13.0%	8	7.0%	9	12.9%	13	21.0%	12	31.6%
I don't know	12	3.1%	3	2.6%	5	7.1%	1	1.6%	1	2.6%
No answer	2	0.5%	1	0.9%	0	0.0%	0	0.0%	0	0.0%
<b>30. If you answered "yes" to Question 27 or 28, should GPS include space in the progress tracking forms in which the student can provide feedback about her or his experience of being supervised?</b>	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Yes	141	36.5%	52	45.2%	23	32.9%	14	22.6%	13	34.2%
No	106	27.5%	28	24.4%	20	28.6%	18	29.0%	11	29.0%
No opinion	94	24.4%	28	24.4%	16	22.9%	20	32.3%	7	18.4%
No answer	45	11.7%	7	6.1%	11	15.7%	0	0.0%	7	18.4%
<b>31a. Do you or does your department use other tools (e.g. Access database, forms, agreements) to track the research progress of the graduate student(s) you supervise?</b>	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
No	277	71.8%	78	67.8%	52	74.3%	40	64.5%	32	84.2%
Yes	109	28.2%	37	32.2%	18	25.7%	22	35.5%	6	15.8%
No answer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

<b>32. Setting deadlines and goals, ensuring deadlines are met and maintaining motivation in writing the thesis should be...</b>	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Equally the responsibility of the student and the supervisor	193	50.0%	52	45.2%	31	44.3%	40	64.5%	20	52.6%
A responsibility formally agreed upon by the supervisor and supervisee	90	23.3%	25	21.7%	21	30.0%	12	19.4%	9	23.7%
Mostly the student's responsibility	84	21.8%	29	25.2%	15	21.4%	9	14.5%	7	18.4%
Mostly the supervisor's responsibility	16	4.2%	8	6.96%	2	2.9%	1	1.6%	2	5.3%
Completely the student's responsibility	1	0.3%	1	0.9%	0	0.0%	0	0.0%	0	0.0%
No answer	2	0.5%	0	0.0%	1	1.4%	0	0.0%	0	0.0%
<b>33. Ensuring that the grammar and other aspects of writing (e.g. spelling, diction, idiom) are correct in the thesis should be...</b>	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Mostly the student's responsibility	232	60.1%	61	53.0%	47	67.1%	34	54.8%	28	73.7%
Equally the responsibility of the student and the supervisor	102	26.4%	39	33.9%	13	18.6%	19	30.7%	7	18.4%
Completely the student's responsibility	43	11.1%	12	10.4%	9	12.9%	7	11.3%	3	7.9%
Mostly the supervisor's responsibility	6	1.6%	3	2.6%	1	1.43%	2	3.2%	0	0.0%
No answer	3	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
<b>34. Supervisors have a responsibility to offer verbal encouragement and advice about conferences and presentations to their supervisees when the supervisees are preparing to give papers at relevant academic conferences in their field.</b>	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Disagree	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Somewhat disagree	4	1.0%	0	0.0%	0	0.0%	0	0.0%	1	2.6%
Somewhat agree	36	9.3%	6	5.2%	10	14.3%	4	6.5%	3	7.9%
Agree	344	89.1%	109	94.8%	59	84.3%	58	93.6%	34	89.5%
No opinion	1	0.3%	0	0.0%	1	1.4%	0	0.0%	0	0.0%
No answer	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

35. When supervisors and supervisees are researching very similar subjects and intellectual property becomes a concern, they should...	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Collaborate on co-publication(s)	180	46.6%	60	52.2%	19	27.1%	38	61.3%	29	76.3%
Formally agree with each other on who may publish what	112	29.0%	43	37.4%	19	27.1%	9	14.5%	3	7.9%
Informally agree with each other on who may publish what	31	8.0%	5	4.4%	6	8.6%	6	9.7%	4	10.5%
No opinion	54	14.0%	5	4.4%	23	32.9%	7	11.3%	2	5.3%
No answer	9	2.3%	2	1.7%	3	4.3%	2	3.2%	0	0.0%
36. Supervisors should discuss their supervisees' general career goals with them (e.g. seeking an academic position or non-academic job).	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Disagree	1	0.3%	1	0.9%	0	0.0%	0	0.0%	0	0.0%
Somewhat disagree	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Somewhat agree	62	16.1%	17	14.8%	6	8.6%	8	12.9%	8	21.1%
Agree	317	82.1%	95	82.6%	62	88.6%	54	87.1%	29	76.3%
No opinion	4	1.0%	2	1.7%	2	2.9%	0	0.0%	0	0.0%
No answer	2	0.5%	0	0.0%	0	0.0%	0	0.0%	1	2.6%
37. Supervisors should help their students' career development outside of the supervisory relationship (e.g. inform them about and support teaching opportunities, encourage them to attend SKILLSETS events or workshops in their discipline).	<b>Overall</b>		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Disagree	6	1.6%	2	1.7%	1	1.4%	2	3.2%	0	0.0%
Somewhat disagree	10	2.6%	4	3.5%	1	1.4%	1	1.6%	3	7.9%
Somewhat agree	94	24.4%	32	27.8%	16	22.9%	16	25.8%	9	23.7%
Agree	272	70.5%	76	66.1%	51	72.9%	42	67.7%	26	68.4%
No opinion	3	0.8%	1	0.9%	1	1.4%	1	1.6%	0	0.0%
No answer	1	0.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

40. What is your current academic position?	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
Associate Professor	170	44.0%	41	35.7%	33	47.1%	24	38.7%	20	52.6%
Professor	133	34.5%	50	43.5%	21	30.0%	24	38.7%	8	21.1%
Assistant Professor	63	16.3%	21	18.3%	13	18.6%	10	16.1%	8	21.1%
Emeritus Professor	5	1.3%	0	0.0%	0	0.0%	3	4.8%	1	2.6%
Other	9	2.3%	1	0.9%	3	4.3%	0	0.0%	1	2.6%
No answer	6	1.6%	2	1.7%	0	0.0%	1	1.6%	0	0.0%
41. When were you appointed as a faculty member at McGill?	Overall		Medicine		Arts		Science		Engineering	
	N	%	N	%	N	%	N	%	N	%
1-5 years ago	65	16.8%	21	18.3%	14	20.0%	10	16.1%	7	18.4%
6-10 years ago	104	26.9%	25	21.7%	24	34.3%	21	33.9%	11	29.0%
>10 years ago	214	55.4%	69	60.0%	32	45.7%	31	50.0%	20	52.6%
No answer	3	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



Report on 2013 Supervisees' Survey Results per faculty having more than a hundred respondents														
1. In your present graduate program, how was your supervisory relationship established, and if you changed supervisors, how was the new relationship established? (select all that apply)	Overall		Medicine		Science		Engineering		Arts		FAES		Education	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	During the application process (before my arrival at McGill), based on my initiative	931	67.5%	255	76.6%	189	67.5%	151	72.6%	95	52.8%	95	74.8%	70
After I enrolled at McGill, based on my initiative DURING my first year	179	13.0%	26	7.8%	38	13.6%	15	7.2%	33	18.3%	15	11.8%	33	26.8%
After I enrolled at McGill, based on my initiative AFTER my first year	84	6.1%	15	4.5%	7	2.5%	9	4.3%	27	15.0%	5	3.9%	13	10.6%
By the department, without my initiative	70	5.1%	10	3.0%	5	1.8%	15	7.2%	9	5.0%	4	3.2%	2	1.6%
Other	119	8.6%	26	7.8%	34	12.1%	16	7.7%	19	10.6%	10	7.9%	9	7.3%
2. Do you have a supervisory committee (e.g. one or more professors or other instructors or researchers OTHER THAN your supervisor who meet with you regarding your thesis research), and does this committee help you progress in your degree?	Overall		Medicine		Science		Engineering		Arts		FAES		Education	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	I have a supervisory committee, and it is helping me to progress	619	46.3%	204	62.8%	118	44.2%	51	25.4%	70	40.2%	68	55.3%	51
No, I don't have a supervisory committee	441	33.0%	32	9.9%	83	31.1%	112	55.7%	82	47.1%	23	18.7%	47	38.8%
I have a supervisory committee, but it is not helping me to progress	271	20.3%	88	27.1%	65	24.3%	36	17.9%	21	12.1%	32	26.0%	22	18.2%
No answer	7	0.5%	1	0.3%	1	0.4%	2	1.0%	1	0.6%	0	0.0%	1	0.8%

3. Currently, what is your estimate of the total number of Master's thesis students, Doctoral students and postdoctoral fellows your supervisor is actively supervising (including you)?			Medicine		Science		Engineering		Arts		FAES		Education	
			N	%	N	%	N	%	N	%	N	%	N	%
	<b>Overall</b>													
	N	%												
1-3	298	22.3%	96	29.5%	57	21.4%	12	6.0%	57	32.8%	23	18.7%	10	8.3%
4-6	488	36.5%	121	37.2%	118	44.2%	64	31.8%	56	32.2%	43	35.0%	35	28.9%
7-10	304	22.7%	65	20.0%	69	25.8%	62	30.9%	30	17.2%	35	28.5%	27	22.3%
>10	180	13.5%	36	11.1%	21	7.9%	59	29.4%	12	6.9%	22	17.9%	23	19.0%
Don't know	64	4.8%	7	2.2%	1	0.4%	3	1.5%	18	10.3%	0	0.0%	26	21.5%
No answer	4	0.3%	0	0.0%	1	0.4%	1	0.5%	1	0.6%	0	0.0%	0	0.0%
4. Does your supervisor host a group, such as a lab, a scholarly book club, or other research-related group, that meets on a regular basis?			Medicine		Science		Engineering		Arts		FAES		Education	
	<b>Overall</b>		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
No, I am not aware of such a group	520	38.9%	81	24.9%	68	25.5%	69	34.3%	115	66.1%	45	36.6%	57	47.1%
Yes, I am part of one, and I attend all its meetings	634	47.4%	207	63.7%	173	64.8%	100	49.8%	29	16.7%	60	48.8%	36	29.8%
Yes, I am part of one, and I attend some of its meetings	128	9.6%	26	8.0%	21	7.9%	22	11.0%	22	12.6%	9	7.3%	20	16.5%
Yes, my supervisor hosts a group of this kind, but I do not attend its meetings	45	3.4%	11	3.4%	3	1.1%	7	3.5%	7	4.0%	7	5.7%	8	6.6%
No answer	11	0.8%	0	0.0%	2	0.8%	3	1.5%	1	0.6%	2	1.6%	0	0.0%
5. How frequently do you meet (e.g. in person, by phone, by e-mail, on Skype) with your supervisor specifically for your degree progression (as opposed to meetings - e.g. in some labs or research groups - that involve larger, collaborative research goals)?			Medicine		Science		Engineering		Arts		FAES		Education	
	<b>Overall</b>		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
More than weekly	172	12.9%	55	16.9%	42	15.7%	32	15.9%	6	3.5%	25	20.3%	3	2.5%
Weekly	354	26.5%	82	25.2%	84	31.5%	79	39.3%	24	13.8%	29	23.6%	19	15.7%
Monthly	281	21.0%	64	19.7%	46	17.2%	36	17.9%	50	28.7%	21	17.1%	29	24.0%
Once per term	106	7.9%	21	6.5%	12	4.5%	12	6.0%	27	15.5%	10	8.1%	14	11.6%
Annually	14	1.1%	4	1.2%	4	1.5%	2	1.0%	2	1.2%	1	0.8%	1	0.8%
Scheduled as needed	301	22.5%	74	22.8%	58	21.7%	28	13.9%	46	26.4%	27	22.0%	43	35.5%
Other	106	7.9%	25	7.7%	20	7.5%	11	5.5%	18	10.3%	10	8.1%	12	9.9%
No answer	4	0.3%	0	0.0%	1	0.4%	1	0.5%	1	0.6%	0	0.0%	0	0.0%

6a. Generally, following a meeting with your supervisor... With respect to scheduling:			Medicine		Science		Engineering		Arts		FAES		Education	
			N	%	N	%	N	%	N	%	N	%	N	%
	<b>Overall</b>													
	N	%												
Your supervisor expects you to set a subsequent meeting	552	41.3%	137	42.2%	112	42.0%	64	31.8%	90	51.7%	38	30.9%	59	48.8%
Your supervisor immediately sets a time (on-the-spot) for the next meeting	263	19.7%	47	14.5%	43	16.1%	50	24.9%	37	21.3%	30	24.4%	24	19.8%
Your supervisor contacts you shortly thereafter to set up a subsequent meeting	154	11.5%	33	10.2%	26	9.7%	44	21.9%	8	4.6%	15	12.2%	9	7.4%
Other	356	26.6%	104	32.0%	85	31.8%	42	20.9%	38	21.8%	38	30.9%	28	23.1%
No answer	13	1.0%	4	1.2%	1	0.4%	1	0.5%	1	0.6%	2	1.6%	1	0.8%
6b. Generally, following a meeting with your supervisor... With respect to a summary of the meeting:			Medicine		Science		Engineering		Arts		FAES		Education	
	<b>Overall</b>													
	N	%												
You both take notes during the meeting, so no follow-up summary is needed	842	62.9%	205	63.1%	185	69.3%	129	64.2%	103	59.2%	79	64.2%	59	48.8%
You create a summary of what was discussed and send it to your supervisor	119	8.9%	45	13.9%	5	1.9%	19	9.5%	13	7.5%	11	8.9%	15	12.4%
Your supervisor creates a summary of what was discussed and sends it to you	23	1.7%	3	0.9%	5	1.9%	7	3.5%	3	1.7%	2	1.6%	2	1.7%
Other	342	25.6%	70	21.5%	69	25.8%	44	21.9%	54	31.0%	79	64.2%	43	35.5%
No answer	12	0.9%	2	0.6%	3	1.1%	2	1.0%	1	0.6%	0	0.0%	2	1.7%

6c. Generally, following a meeting with your supervisor... With respect to action items for follow-up:			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
You both agree on action points and/or directions for the next stages of research at the end of each meeting	1,133	84.7%	275	84.6%	232	86.9%	172	85.6%	140	80.5%	107	87.0%	100	82.6%
You send a list of the action points and/or new directions for the research arising from the meeting	64	4.8%	16	4.9%	6	2.3%	9	4.5%	8	4.6%	8	6.5%	9	7.4%
Other	127	9.5%	33	10.2%	25	9.4%	18	9.0%	23	13.2%	8	6.5%	11	9.1%
No answer	14	1.1%	1	0.3%	4	1.5%	2	1.0%	3	1.7%	0	0.0%	1	0.8%
7. It is easy for you to contact your supervisor (e.g. drop by during office hours, by e-mail).			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Disagree	55	4.1%	12	3.7%	10	3.8%	8	4.0%	8	4.6%	6	4.9%	6	5.0%
Somewhat disagree	79	5.9%	20	6.2%	11	4.1%	15	7.5%	8	4.6%	9	7.3%	8	6.6%
Somewhat agree	216	16.1%	56	17.2%	43	16.1%	38	18.9%	18	10.3%	24	19.5%	27	22.3%
Agree	969	72.4%	234	72.0%	200	74.9%	139	69.2%	134	77.0%	82	66.7%	79	65.3%
No opinion	6	0.5%	2	0.6%	0	0.0%	0	0.0%	3	1.7%	1	0.8%	0	0.0%
No answer	13	1.0%	1	0.3%	3	1.1%	1	0.5%	3	1.7%	1	0.8%	1	0.8%
8. Your supervisor responds to your communications (e.g. e-mails or telephone calls) in a timely manner.			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Disagree	68	5.1%	18	5.5%	10	3.8%	10	5.0%	8	4.6%	12	9.8%	5	4.1%
Somewhat disagree	102	7.6%	26	8.0%	17	6.4%	12	6.0%	15	8.6%	7	5.7%	15	12.4%
Somewhat agree	196	14.7%	56	17.2%	39	14.6%	34	16.9%	12	6.9%	20	16.3%	21	17.4%
Agree	952	71.2%	219	67.4%	197	73.8%	143	71.1%	135	77.6%	83	67.5%	79	65.3%
No opinion	9	0.7%	5	1.5%	1	0.4%	0	0.0%	2	1.2%	1	0.8%	0	0.0%
No answer	11	0.8%	1	0.3%	3	1.1%	2	1.0%	2	1.2%	0	0.0%	1	0.8%

9. How much time do you spend interacting with your supervisor?			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
About the right amount of time	899	67.2%	207	63.7%	183	68.5%	141	70.2%	124	71.3%	80	65.0%	69	57.0%
Not enough time	360	26.9%	87	26.8%	67	25.1%	50	24.9%	43	24.7%	35	28.5%	48	39.7%
Too much time	64	4.8%	30	9.2%	14	5.2%	9	4.5%	4	2.3%	7	5.7%	1	0.8%
No answer	15	1.1%	1	0.3%	3	1.1%	1	0.5%	3	1.7%	1	0.8%	3	2.5%
10. How appropriate are your supervisor's expectations of your research progress (e.g. the number of experiments conducted, the number of conferences attended, the number of articles written, etc.)?			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Not at all appropriate	79	5.9%	31	9.5%	11	4.1%	8	4.0%	7	4.0%	10	8.1%	9	7.4%
Somewhat appropriate	295	22.1%	83	25.5%	62	23.2%	59	29.4%	22	12.6%	29	23.6%	21	17.4%
Appropriate	844	63.1%	191	58.8%	180	67.4%	112	55.7%	120	69.0%	72	58.5%	73	60.3%
No opinion	108	8.1%	19	5.9%	11	4.1%	20	10.0%	23	13.2%	11	8.9%	17	14.1%
No answer	12	0.9%	1	0.3%	3	1.1%	2	1.0%	2	1.2%	1	0.8%	1	0.8%
11. Your supervisor keeps you informed of his or her short and long-term commitments away from the University.			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Disagree	215	16.1%	70	21.5%	35	13.1%	36	17.9%	21	12.1%	15	12.2%	24	19.8%
Somewhat disagree	138	10.3%	36	11.1%	34	12.7%	12	6.0%	19	10.9%	17	13.8%	12	9.9%
Somewhat agree	348	26.0%	91	28.0%	80	30.0%	50	24.9%	45	25.9%	29	23.6%	24	19.8%
Agree	573	42.8%	116	35.7%	108	40.5%	92	45.8%	78	44.8%	54	43.9%	57	47.1%
No opinion	51	3.8%	11	3.4%	7	2.6%	8	4.0%	9	5.2%	7	5.7%	3	2.5%
No answer	13	1.0%	1	0.3%	3	1.1%	3	1.5%	2	1.2%	1	0.8%	1	0.8%

12. You keep your supervisor informed about your short and long-term commitments away from the University.			Medicine		Science		Engineering		Arts		FAES		Education	
			N	%	N	%	N	%	N	%	N	%	N	%
	<b>Overall</b>													
	N	%												
Disagree	42	3.1%	12	3.7%	5	1.9%	5	2.5%	9	5.2%	2	1.6%	8	6.6%
Somewhat disagree	64	4.8%	16	4.9%	16	6.0%	12	6.0%	7	4.0%	2	1.6%	7	5.8%
Somewhat agree	337	25.2%	79	24.3%	73	27.3%	45	22.4%	52	29.9%	27	22.0%	29	24.0%
Agree	856	64.0%	209	64.3%	165	61.8%	132	65.7%	101	58.1%	88	71.5%	75	62.0%
No opinion	24	1.8%	7	2.2%	5	1.9%	6	3.0%	1	0.6%	3	2.4%	1	0.8%
No answer	15	1.1%	2	0.6%	3	1.1%	1	0.5%	4	2.3%	1	0.8%	1	0.8%
13. Your supervisor effectively communicated his or her expectations regarding level of formality (e.g. "call me Dr. X"), mode of contact between meetings (e-mail, etc.), and available hours, from the outset of the supervisory relationship.			Medicine		Science		Engineering		Arts		FAES		Education	
	<b>Overall</b>		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Disagree	164	12.3%	40	12.3%	25	9.4%	34	16.9%	18	10.3%	18	14.6%	21	17.4%
Somewhat disagree	153	11.4%	46	14.2%	27	10.1%	25	12.4%	15	8.6%	17	13.8%	9	7.4%
Somewhat agree	282	21.1%	69	21.2%	62	23.2%	46	22.9%	43	24.7%	20	16.3%	21	17.4%
Agree	617	46.1%	143	44.0%	130	48.7%	76	37.8%	77	44.3%	54	43.9%	62	51.2%
No opinion	111	8.3%	27	8.3%	20	7.5%	19	9.5%	18	10.3%	14	11.4%	7	5.8%
No answer	11	0.8%	0	0.0%	3	1.1%	1	0.5%	3	1.7%	0	0.0%	1	0.8%
14. McGill should provide and recommend the use of a template for an agreement outlining expectations that are negotiated individually between all supervisors and supervisees.			Medicine		Science		Engineering		Arts		FAES		Education	
	<b>Overall</b>		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Disagree	182	13.6%	19	5.9%	48	18.0%	29	14.4%	28	16.1%	18	14.6%	17	14.1%
Somewhat disagree	171	12.8%	35	10.8%	42	15.7%	29	14.4%	25	14.4%	12	9.8%	8	6.6%
Somewhat agree	373	27.9%	91	28.0%	76	28.5%	55	27.4%	58	33.3%	30	24.4%	28	23.1%
Agree	461	34.5%	151	46.5%	66	24.7%	63	31.3%	41	23.6%	48	39.0%	56	46.3%
No opinion	138	10.3%	26	8.0%	33	12.4%	23	11.4%	19	10.9%	15	12.2%	11	9.1%
No answer	13	1.0%	3	0.9%	2	0.8%	2	1.0%	3	1.7%	0	0.0%	1	0.8%

15. Supervisors should strive to be mentors to their supervisees and thereby offer verbal encouragement and emotional support in addition to guidance.			Medicine		Science		Engineering		Arts		FAES		Education	
			<b>Overall</b>		N	%	N	%	N	%	N	%	N	%
	N	%												
Disagree	19	1.4%	3	0.9%	6	2.3%	3	1.5%	3	1.7%	2	1.6%	0	0.0%
Somewhat Disagree	51	3.8%	12	3.7%	12	4.5%	4	2.0%	9	5.2%	6	4.9%	2	1.7%
Somewhat Agree	361	27.0%	72	22.2%	84	31.5%	54	26.9%	59	33.9%	26	21.1%	26	21.5%
Agree	868	64.9%	237	72.9%	157	58.8%	129	64.2%	97	55.8%	86	69.9%	88	72.7%
No opinion	31	2.3%	1	0.3%	6	2.3%	10	5.0%	4	2.3%	3	2.4%	4	3.3%
No answer	8	0.6%	0	0.0%	2	0.8%	1	0.5%	2	1.2%	0	0.0%	1	0.8%
16. You are comfortable discussing academic questions and issues with your supervisor.			Medicine		Science		Engineering		Arts		FAES		Education	
			<b>Overall</b>		N	%	N	%	N	%	N	%	N	%
			N	%										
Disagree	49	3.7%	19	5.9%	2	0.8%	11	5.5%	3	1.7%	9	7.3%	4	3.3%
Somewhat disagree	93	7.0%	34	10.5%	20	7.5%	17	8.5%	7	4.0%	10	8.1%	4	3.3%
Somewhat agree	224	16.7%	54	16.6%	44	16.5%	38	18.9%	27	15.5%	17	13.8%	24	19.8%
Agree	953	71.2%	214	65.9%	197	73.8%	132	65.7%	132	75.9%	87	70.7%	88	72.7%
No opinion	7	0.5%	1	0.3%	1	0.4%	2	1.0%	2	1.2%	0	0.0%	0	0.0%
No answer	12	0.9%	3	0.9%	3	1.1%	1	0.5%	3	1.7%	0	0.0%	1	0.8%
17. You are comfortable discussing non-academic (personal, professional) issues with your supervisor.			Medicine		Science		Engineering		Arts		FAES		Education	
			<b>Overall</b>		N	%	N	%	N	%	N	%	N	%
			N	%										
Disagree	206	15.4%	69	21.2%	41	15.4%	31	15.4%	21	12.1%	17	13.8%	14	11.6%
Somewhat disagree	225	16.8%	68	20.9%	46	17.2%	32	15.9%	26	14.9%	21	17.1%	18	14.9%
Somewhat agree	418	31.2%	94	28.9%	85	31.8%	66	32.8%	61	35.1%	37	30.1%	34	28.1%
Agree	443	33.1%	90	27.7%	85	31.8%	61	30.4%	58	33.3%	43	35.0%	53	43.8%
No opinion	36	2.7%	2	0.6%	8	3.0%	10	5.0%	6	3.5%	5	4.1%	1	0.8%
No answer	10	0.8%	2	0.6%	2	0.8%	1	0.5%	2	1.2%	0	0.0%	1	0.8%

18. Have you experienced any conflicts or serious difficulties with your supervisor that affected your work?			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Yes	240	17.4%	91	27.3%	42	15.0%	33	15.9%	18	10.0%	23	18.1%	23	18.7%
No	1,139	82.6%	242	72.7%	238	85.0%	175	84.1%	162	90.0%	104	81.9%	100	81.3%
No answer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19. Please indicate the causes or situations that have caused conflicts or serious difficulties:			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Answer	206	100.0%	81	39.3%	39	18.9%	28	13.6%	16	7.8%	21	10.2%	21	10.2%
20. Did you seek help in resolving the conflict or difficulty?			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Yes	125	52.1%	50	55.0%	23	54.8%	12	36.4%	7	38.9%	15	65.2%	13	56.5%
No	115	47.9%	41	45.1%	19	45.2%	21	63.6%	11	61.1%	8	34.8%	10	43.5%
No answer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
20a. If you answered "No," why not? Please describe:			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Answer	96	100.0%	37	38.5%	17	17.7%	17	17.7%	11	11.5%	6	6.3%	8	8.3%



21. Whose help did you seek? (select all that apply)			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
A trusted colleague or peer	66	52.8%	25	50.0%	14	60.9%	7	58.3%	5	71.4%	9	60.0%	4	30.8%
Graduate Program Director	36	28.8%	18	36.0%	7	30.4%	4	33.3%	1	14.3%	4	26.7%	2	15.4%
Member of your supervisory committee	32	25.6%	13	26.0%	8	34.8%	2	16.7%	1	14.3%	6	40.0%	3	23.1%
Services to students (e.g. Ombudsperson, Counseling Service, or Mental Health Services)	30	24.0%	16	32.0%	3	13.0%	3	25.0%	0	0.0%	6	40.0%	2	15.4%
Departmental Chair	30	24.0%	16	32.0%	5	21.7%	4	33.3%	0	0.0%	2	13.3%	3	23.1%
Departmental Program Coordinator	25	20.0%	11	22.0%	4	17.4%	3	25.0%	2	28.6%	2	13.3%	2	15.4%
Graduate and Postdoctoral Studies (GPS)	11	8.8%	9	18.0%	0	0.0%	2	16.7%	0	0.0%	0	0.0%	0	0.0%
An Associate Dean of your Faculty	7	5.6%	4	8.0%	1	4.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Dean of your Faculty	4	3.2%	1	2.0%	2	8.7%	1	8.3%	0	0.0%	0	0.0%	0	0.0%
Other	24	19.2%	6	12.0%	4	17.4%	2	16.7%	2	28.6%	4	26.7%	5	38.5%
22. Did you feel that the conflict was satisfactorily resolved?			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Yes	42	33.9%	20	40.0%	10	43.5%	3	27.3%	2	28.6%	3	20.0%	4	30.8%
No	81	65.3%	30	60.0%	13	56.5%	8	72.7%	5	71.4%	11	73.3%	9	69.2%
No answer	1	0.8%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	6.7%	0	0.0%

23. There are adequate mechanisms available at McGill for dealing with supervisor-student conflicts.			Medicine		Science		Engineering		Arts		FAES		Education	
	<b>Overall</b>		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Disagree	165	12.0%	50	15.0%	28	10.0%	28	13.5%	15	8.3%	21	16.5%	17	13.8%
Somewhat disagree	162	11.8%	42	12.6%	34	12.1%	31	14.9%	16	8.9%	7	5.5%	18	14.6%
Somewhat agree	190	13.8%	69	20.7%	34	12.1%	22	10.6%	17	9.4%	20	15.8%	13	10.6%
Agree	126	9.1%	45	13.5%	23	8.2%	12	5.8%	10	5.6%	11	8.7%	8	6.5%
No opinion	717	52.0%	121	36.3%	159	56.8%	113	54.3%	121	67.2%	64	50.4%	67	54.5%
No answer	19	1.4%	6	1.8%	2	0.7%	2	1.0%	1	0.6%	4	3.2%	0	0.0%
24. Were you ever informed by representatives from your department or program, such as your supervisor, that you were not meeting research expectations?			Medicine		Science		Engineering		Arts		FAES		Education	
	<b>Overall</b>		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Yes	104	7.5%	30	9.0%	27	9.6%	10	4.8%	8	4.4%	15	11.81%	6	4.9%
No	1,275	92.5%	303	91.0%	253	90.4%	198	95.2%	172	95.6%	112	88.19%	117	95.1%
No answer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.00%	0	0.0%
24a. If you answered "Yes," what were the consequences proposed or effected by your department or your supervisor? Please describe:			Medicine		Science		Engineering		Arts		FAES		Education	
	<b>Overall</b>		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Answer	91	100.0%	28	30.8%	27	29.7%	9	9.9%	8	8.8%	13	14.3%	6	6.6%
25. McGill should recommend and provide training in graduate supervision to...			Medicine		Science		Engineering		Arts		FAES		Education	
	<b>Overall</b>		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
All supervisors	912	66.1%	259	77.8%	170	60.7%	134	64.4%	100	55.6%	81	63.8%	90	73.2%
New supervisors	381	27.6%	66	19.8%	91	32.5%	59	28.4%	58	32.2%	39	30.7%	29	23.6%
No supervisors	63	4.6%	7	2.1%	16	5.7%	11	5.3%	18	10.0%	5	3.9%	1	0.8%
No answer	23	1.7%	1	0.3%	3	1.1%	4	1.9%	4	2.2%	2	1.6%	3	2.4%

26. At present, how well do you know the requirements that need to be satisfied before your graduation (e.g. required courses, progress reports, comprehensive exams, setting up a supervisory committee)?			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Not at all	18	1.3%	6	1.8%	6	2.1%	2	1.0%	1	0.6%	0	0.0%	3	2.4%
Not well	80	5.8%	13	3.9%	16	5.7%	19	9.1%	12	6.7%	8	6.3%	8	6.5%
Somewhat	372	27.0%	77	23.1%	84	30.0%	65	31.3%	44	24.4%	39	30.7%	33	26.8%
Very well	689	50.0%	172	51.7%	142	50.7%	92	44.2%	94	52.2%	58	45.7%	57	46.3%
Perfectly well	195	14.1%	58	17.4%	29	10.4%	29	13.9%	26	14.4%	17	13.4%	21	17.1%
No answer	25	1.8%	7	2.1%	3	1.1%	1	0.5%	3	1.7%	5	3.9%	1	0.8%
27. Have you completed the Graduate Student Research Objectives Report Form or Graduate Student Research Progress Record as a formal record of your progress in the degree?			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Yes, I complete these forms regularly	637	46.2%	152	45.7%	78	27.9%	87	41.8%	27	15.0%	44	34.7%	70	56.9%
No, I had never heard of these forms until now	287	20.8%	60	18.0%	24	8.6%	66	31.7%	10	5.6%	19	15.0%	20	16.3%
Yes, I complete these forms occasionally	280	20.3%	82	24.6%	98	35.0%	25	12.0%	111	61.7%	39	30.7%	23	18.7%
No, but I knew that the form exists	103	7.5%	22	6.6%	66	23.6%	17	8.2%	23	12.8%	18	14.2%	3	2.4%
I don't remember ever having completed these forms	72	5.2%	17	5.1%	14	5.0%	13	6.3%	9	5.0%	7	5.5%	7	5.7%
No answer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
28a. If you answered "Yes," how has using these forms helped you progress in your degree?			Medicine		Science		Engineering		Arts		FAES		Education	
Answer	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Answer	681	100.0%	195	28.6%	132	19.4%	91	13.4%	112	16.4%	67	9.8%	84	12.3%

28b. If you answered "Yes," how might the forms be revised to improve progress tracking?			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Answer	498	100.0%	136	27.3%	86	17.3%	68	13.7%	86	17.3%	53	10.6%	69	13.9%
29. To help track your progress, has your supervisor or a member of your supervisory committee discussed the Graduate Student Research Progress Report Form with you?			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Yes, someone completes the form regularly	481	34.9%	109	32.7%	88	31.4%	61	29.3%	82	45.6%	40	31.5%	46	37.4%
No, and I have never heard of the form	331	24.0%	67	20.1%	81	28.9%	78	37.5%	32	17.8%	22	17.3%	27	22.0%
No, but I know that the form exists	238	17.3%	81	24.3%	40	14.3%	30	14.4%	31	17.2%	19	15.0%	18	14.6%
Yes, someone completes the form occasionally	228	16.5%	56	16.8%	58	20.7%	20	9.6%	20	11.1%	36	28.4%	16	13.0%
I don't know whether this form has been completed	101	7.3%	20	6.0%	13	4.6%	19	9.1%	15	8.3%	10	7.9%	16	13.0%
No answer	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

30. On the tracking forms used to measure a student's progress, should GPS include space in which the student can provide feedback about her or his experience of being supervised?			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Yes	321	47.5%	72	45.9%	58	43.6%	37	46.8%	52	53.1%	42	58.3%	29	48.3%
No	179	26.5%	50	31.9%	36	27.1%	16	20.3%	24	24.5%	13	18.1%	19	31.7%
No opinion	164	24.3%	33	21.0%	39	29.3%	24	30.4%	20	20.4%	15	20.8%	12	20.0%
No answer	12	1.8%	2	1.3%	0	0.0%	2	2.5%	2	2.0%	2	2.8%	0	0.0%
30a. Do you have any comments on progress tracking?			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Answer	407	100.0%	117	28.7%	84	20.6%	56	13.8%	64	15.7%	46	11.3%	40	9.8%
31. Setting deadlines and goals, ensuring deadlines are met and maintaining motivation in writing the thesis should be...			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Equally the responsibility of the student and the supervisor	554	40.2%	135	40.5%	114	40.7%	97	46.6%	48	26.7%	56	44.1%	37	30.1%
A responsibility formally agreed upon by the supervisor and supervisee	391	28.4%	95	28.5%	77	27.5%	58	27.9%	1	0.6%	35	27.6%	46	37.4%
Mostly the student's responsibility	366	26.5%	93	27.9%	79	28.2%	35	16.8%	69	38.3%	32	25.2%	37	30.1%
Mostly the supervisor's responsibility	28	2.0%	7	2.1%	6	2.1%	8	3.9%	54	30.0%	2	1.6%	1	0.8%
Completely the student's responsibility	23	1.7%	3	0.9%	4	1.4%	5	2.4%	7	3.9%	0	0.0%	0	0.0%
No answer	17	1.2%	0	0.0%	0	0.0%	5	2.4%	1	0.6%	2	1.6%	2	1.6%

32. Ensuring that the grammar and other aspects of writing (e.g. spelling, diction, idiom) are correct in the thesis should be...			Medicine		Science		Engineering		Arts		FAES		Education	
			N	%	N	%	N	%	N	%	N	%	N	%
	<b>Overall</b>													
	N	%												
Mostly the student's responsibility	752	54.5%	184	55.3%	168	60.0%	108	51.9%	1	0.6%	55	43.3%	74	60.2%
Equally the responsibility of the student and the supervisor	414	30.0%	103	30.9%	72	25.7%	65	31.3%	53	29.4%	52	40.9%	34	27.6%
Completely the student's responsibility	169	12.3%	42	12.6%	36	12.9%	22	10.6%	99	55.0%	12	9.5%	8	6.5%
Mostly the supervisor's responsibility	25	1.8%	4	1.2%	4	1.4%	6	2.9%	26	14.4%	6	4.7%	5	4.1%
No answer	19	1.4%	0	0.0%	0	0.0%	7	3.4%	1	0.6%	2	1.6%	2	1.6%
33. Supervisors have a responsibility to offer verbal encouragement and advice about conferences and presentations to their supervisees when the supervisees are preparing to give papers at relevant academic conferences in their field.			Medicine		Science		Engineering		Arts		FAES		Education	
			N	%	N	%	N	%	N	%	N	%	N	%
	<b>Overall</b>													
	N	%												
Disagree	6	0.4%	1	0.3%	0	0.0%	0	0.0%	1	0.6%	1	0.8%	1	0.8%
Somewhat disagree	19	1.4%	1	0.3%	4	1.4%	5	2.4%	7	3.9%	1	0.8%	0	0.0%
Somewhat agree	252	18.3%	40	12.0%	60	21.4%	40	19.2%	43	23.9%	18	14.2%	26	21.1%
Agree	1,066	77.3%	287	86.2%	212	75.7%	155	74.5%	126	70.0%	102	80.3%	94	76.4%
No opinion	17	1.2%	1	0.3%	3	1.1%	3	1.4%	2	1.1%	3	2.4%	2	1.6%
No answer	19	1.4%	3	0.9%	1	0.4%	5	2.4%	1	0.6%	2	1.6%	0	0.0%

34. When supervisors and supervisees are researching very similar subjects and intellectual property becomes a concern, they should...	Overall		Medicine		Science		Engineering		Arts		FAES		Education	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	Collaborate on co-publication(s)	744	54.0%	183	55.0%	175	62.5%	119	57.2%	85	47.2%	82	64.6%	60
Formally agree with each other on who may publish what	464	33.7%	121	36.3%	83	29.6%	63	30.3%	32	17.8%	38	29.9%	6	4.9%
Informally agree with each other on who may publish what	123	8.9%	18	5.4%	17	6.1%	22	10.6%	55	30.6%	6	4.7%	53	43.1%
No answer	48	3.5%	11	3.3%	5	1.8%	4	1.9%	8	4.4%	1	0.8%	4	3.3%
35. Supervisors should discuss their supervisees' general career goals with them (e.g., seeking an academic position or non-academic job).	Overall		Medicine		Science		Engineering		Arts		FAES		Education	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	Disagree	14	1.0%	4	1.2%	4	1.4%	1	0.5%	1	0.6%	0	0.0%	3
Somewhat disagree	17	1.2%	6	1.8%	3	1.1%	2	1.0%	0	0.0%	1	0.8%	2	1.6%
Somewhat agree	337	24.4%	75	22.5%	70	25.0%	74	35.6%	39	21.7%	41	32.3%	18	14.6%
Agree	963	69.8%	242	72.7%	197	70.4%	124	59.6%	132	73.3%	79	62.2%	95	77.2%
No opinion	28	2.0%	5	1.5%	5	1.8%	3	1.4%	5	2.8%	4	3.2%	5	4.1%
No answer	20	1.5%	1	0.3%	1	0.4%	4	1.9%	3	1.7%	2	1.6%	0	0.0%
36. Your supervisor aids you in your career development outside of the supervisory relationship (e.g. he or she informed me about and supports teaching opportunities, encourages you to attend SKILLSETS events or workshops in your discipline)?	Overall		Medicine		Science		Engineering		Arts		FAES		Education	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
	Disagree	336	24.4%	119	35.7%	70	25.0%	38	18.3%	37	20.6%	22	17.3%	32
Somewhat disagree	194	14.1%	42	12.6%	49	17.5%	44	21.2%	21	11.7%	12	9.5%	14	11.4%
Somewhat agree	362	26.3%	80	24.0%	88	31.4%	42	20.2%	51	28.3%	43	33.9%	21	17.1%
Agree	401	29.1%	88	26.4%	51	18.2%	66	31.7%	59	32.8%	43	33.9%	46	37.4%
No opinion	68	4.9%	4	1.2%	21	7.5%	14	6.7%	9	5.0%	5	3.9%	10	8.1%
No answer	18	1.3%	0	0.0%	1	0.4%	4	1.9%	3	1.7%	2	1.6%	0	0.0%

39. What is your current level of graduate studies?			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Master's level	436	31.6%	108	32.4%	100	35.7%	71	34.1%	36	20.0%	54	42.5%	35	28.5%
Doctoral level	931	67.5%	224	67.3%	180	64.3%	136	65.4%	143	79.4%	72	56.7%	88	71.5%
No answer	12	0.9%	1	0.3%	0	0.0%	1	0.5%	1	0.6%	1	0.8%	0	0.0%
40. What type of thesis are you aiming to produce during your studies?			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
Thesis (dissertation)	829	60.1%	127	38.1%	159	56.8%	156	75.0%	155	86.1%	53	41.7%	90	73.2%
Manuscript-based (article-based) thesis	516	37.4%	196	58.9%	115	41.1%	51	24.5%	22	12.2%	72	56.7%	29	23.6%
Other	19	1.4%	9	2.7%	4	1.4%	1	0.5%	0	0.0%	0	0.0%	4	3.3%
No answer	15	1.1%	1	0.3%	2	0.7%	0	0.0%	3	1.7%	2	1.6%	0	0.0%
41. What is your current year of graduate study?			Medicine		Science		Engineering		Arts		FAES		Education	
	Overall		N	%	N	%	N	%	N	%	N	%	N	%
	N	%												
1st year	204	14.8%	33	9.9%	50	17.9%	43	20.7%	22	12.2%	24	18.9%	14	11.4%
2nd year	352	25.5%	80	24.0%	79	28.2%	53	25.5%	37	20.6%	36	28.4%	33	26.8%
3rd year	274	19.9%	65	19.5%	56	20.0%	42	20.2%	29	16.1%	26	20.5%	32	26.0%
4th year	219	15.9%	54	16.2%	36	12.9%	35	16.8%	39	21.7%	21	16.5%	19	15.5%
5th year	181	13.1%	52	15.6%	29	10.4%	29	13.9%	28	15.6%	14	11.0%	10	8.1%
6th year	89	6.5%	27	8.1%	20	7.1%	2	1.0%	17	9.4%	4	3.2%	10	8.1%
7th year	45	3.3%	19	5.7%	9	3.2%	4	1.9%	5	2.8%	1	0.8%	5	4.1%
No answer	15	1.1%	3	0.9%	1	0.4%	0	0.0%	3	1.7%	1	0.8%	0	0.0%



**Appendix C: Reports on Answers to Open-ended Questions in Both Surveys**

**Caveats:** This was not an extended analysis, and so the categories for each question sometimes have considerable overlap and may, in some cases, be too general. If the numbers in the “prevalence” sections below do not add up to the corresponding overall number of responses, the reason is that some responses were separated into two or more categories because of their length or multifariousness.

**1. Responses from Supervisors**

**Q18 (for Supervisors):** Please indicate the causes or situations that have caused conflicts or serious difficulties.

- **Responses: 172**
- **Responses omitted** because of redundancy or meaninglessness: 10

Supervisors mainly tended to identify the academic performance of their supervisees (and, to a lesser extent, differing expectations related to performance) as the cause of problems with their supervisory relationships. They were twice as likely to identify poor performance as different expectations. Insofar as “poor performance” is in itself a cause and not a symptom of some other problem, supervisors reported different types of poor performance. Notably, many explanations—devoid of context—also seem to reveal problematic assumptions of supervisors; only one or two responses can be interpreted as accepting blame rather than attributing it. Also notably, mental health and interpersonal conflict rank high as explanations of conflicts or serious difficulties in supervisory relationships.

**Prevalence of explanations:** poor performance (80), differing expectations (31), mental health problems (28), interpersonal conflict (23), alternative priorities (8), lack of communication (7), academic integrity (5), medical condition (2), non-academic crisis (1)

**Q19a (for Supervisors):** Reasons why they did not seek help in resolving the conflict or difficulty.

- **Responses: 54**
- **Responses omitted** because of redundancy or meaninglessness: 2

Most supervisors who did not seek help to resolve conflicts with their supervisees did not need help because of their own problem-solving abilities and those of their students. Only 6 of the surveyed supervisors reported that they perceived a shortage of guidelines or other support, and this number is small enough not to be a concern.

**Prevalence of responses:** Confidence in independent solution (19), supervisee-supervisor solution (9), shortage of guidelines or other support (6), availability of informal or indirect help (4), pointlessness of trying for a resolution (4), student’s responsibility (4), respect for the student’s privacy (2), concern about bothering colleagues (2), student’s initiative in finding help elsewhere (2)

**Q23a (for Supervisors):** What consequences did you propose or put in place for supervisees who were not meeting research expectations?

- **Responses: 277**
- **Responses omitted** because of redundancy or meaninglessness: 10

The two most frequently reported consequences—milestones (i.e. degree requirements that have approximate deadlines) and progress tracking—represent around a third of all responses. Milestones and progress tracking are two GPS projects intended to reduce times to completion. The fact that they are being used as consequences raises the question of whether they should *only* be used as consequences or whether they should be used to *prevent* problems that would require consequences.

Many supervisors report a combination of consequences. For example, milestones and progress tracking tend to be mentioned together, and they are indeed related. They also often involve extra meetings of the supervisor and supervisee and sometimes the supervisory committee. This suggests that solutions are often multiform.

Finally, most of the reported “consequences” here are not punishments per se; they can instead be interpreted as additional support or guidance. In several instances, however, supervisors refer to a student’s withdrawal as a result of dismissal, termination, firing, or a funding cut, and at least the first three of these results raise the question of the prevalence of supervisors who view their students as employees.

**Prevalence of consequences:** new milestones or deadlines (a plan) (53); frequent reviews or progress tracking (40); student’s withdrawal from the program without much explanation (24); student’s withdrawal explained as dismissal, termination, firing, funding cut (12); none (29); meetings (supervisor-supervisee or with committee) (27); discussion of alternative careers or switch from PhD to Master’s (20); withdrawal of supervisory support (without mention of funding) (15); help instead of consequences (15); intervention of a senior colleague (7); different style of supervision (6); change of research topic (6); closer supervisor-supervisee interaction (6); longer times to completion (5); vague threats (3); consultation with GPS (2); contract or other signed agreement (2); grievance (1)

**Q29a (for Supervisors):** How has using these forms helped you keep track of the progress of your supervisee(s)?

- **Responses: 313**
- **Responses omitted** because of redundancy or meaninglessness: 0

The respondents are split fairly evenly between supervisors who believe the forms are helpful (131) and those who believe them to be unhelpful (112), with the remainder providing neutral or qualified answers. The very significant number of respondents who are displeased with the form is reason enough to consider revising the forms or altering policy about their usage, and the responses to Q29a can inform these actions.

The suggestions emerging from Q29a are that the progress tracking forms should be streamlined from three forms into one; that the form should be online; that the form should be customizable; and that the forms themselves should be tracked (not only the progress). It is also possible to infer that part of the expressed frustration with the “pointless[ness]” of the forms is that they have few consequences on individuals and few benefits for the community, though the range of examples of their helpfulness party disputes this inference.

The respondents who believe the forms to be helpful, a small plurality, attest primarily to the significance of documenting progress (or lack thereof) and of defining educational goals. In the latter case (and in the former if self-reflection is a desired outcome), the supervisors are validating the forms as an educational and not merely bureaucratic tool. Many other respondents suggest that the forms are helpful mainly as a record of problems. These three main points also affirm two functions of GPS: supporting progress tracking and advocating for milestones to improve progress tracking and reduce problematic times to completion.

**Prevalence of responses:** helpful (131); unhelpful (112); both helpful and unhelpful (55) (See B. for “how” the forms are helpful.)

**Q29b (for Supervisors):** How might these forms be revised to improve progress tracking?

- **Responses: 313**
- **Responses omitted** because of redundancy or meaninglessness: 37

Supervisors who responded to this question offered a wide variety of suggestions about how the forms could be improved, and the variety was great enough that few patterns emerged in preliminary analysis. The two significant areas of agreement—simplification of the forms and adapting them for online use—represent a tiny % of supervisors (0.02%) and a small % of respondents (around 9%), but these areas correspond to suggestions made in an informal survey of over 90 Graduate Program Directors (GPDs) conducted by GPS on July 3, 2012. In the survey of GPDs, simplification (2 suggestions) and automation (5 suggestions) were the only analogous themes related to the forms.

In the present survey, the only other theme was to add options to the forms, particularly a wider range of choices than “satisfactory” and “unsatisfactory” for tracking a student’s progress. Although it might seem contradictory to simplify the forms while adding options, an online form might ultimately be able to accomplish this goal, assuming that it is advisable to act on the suggestions of a tiny % of supervisors. One reason to act, as Q31c reveals, is that many supervisors are unhappy with the forms. If eliminating them is inadvisable, then perhaps they can be changed so that they are more agreeable, e.g. less time-consuming.

Many respondents either had no suggestions for the forms or stated that the forms should be eliminated, and these responses have been omitted from this preliminary analysis of Q29b because the preliminary analysis of Q31c records how many supervisors would prefer to eliminate the forms.

**Prevalence of responses:** simplify the form (22), adapt it to be filled out online (12), require us to use the forms more often (7), increase the range of options beyond “satisfactory” and “unsatisfactory” (6), add other options (5), allow attachments (3), make them free form (3), remove the requirement of a third-party signature (3), let them be optional, initiated by supervisor or supervisee (2), leave space for self-evaluation of the supervisee (2), create separate sections for formal and informal expectations (1), allow the supervisee to evaluate the supervisor’s supervision (1)

**Q31b (for Supervisors):** Which format(s) is/are used for other tools to track the research progress of the graduate student(s) you supervise?

- **Responses: 95**
- **Responses omitted** because of redundancy or meaninglessness: **11**

When supervisors report that progress tracking is in place, by far the most prevalent alternative to forms supplied by Graduate and Postdoctoral Studies (GPS) is a similar form, often one adapted from the GPS form.

Notably, however, only 95 of approximately 400 participating supervisors responded to this question—suggesting perhaps that most supervisors either use the forms supplied by GPS or do not participate in progress tracking. Readers of this report should also consult the analysis of responses to Q31c.

**Prevalence of explanations:** similar (often adapted) form (43), departmental or committee meeting (12), contractual agreement (11), annual report (8), database (6), spreadsheet (4), letter or memo (4), support staff (3), transcript (2), seminar or presentation by student (2), personal notes (2), statement of expectations (2)

**Q31c (for Supervisors):** Do you have any comments on progress tracking?

- **Responses: 144**
- **Responses omitted** because of redundancy or meaninglessness: **15**

A plurality of respondents (44%) wants McGill to change how progress tracking works, especially the GPS forms. Only around 15% of respondents like progress tracking as it is done now at McGill, and around 24% would prefer it to stop entirely; most of the disapproving comments allege that tracking is needlessly bureaucratic and time-wasting. The plurality, however, offered suggestions, which, if effected, would presumably increase support for progress tracking.

There is one theme in the recommendations in these responses, which is that supervisors want forms that are simpler and more customizable or flexible. Secondly, they also want their departments to endorse or otherwise help with progress tracking, and they want consequences for students whose progress is insufficient—an outcome that departments might be best suited to determine and enforce.

**Prevalence of responses:** constructively critical of progress tracking (63); fully or mostly against progress tracking (34); in favour of progress tracking as it is done now (22); neutral and descriptive responses about progress tracking (5)

## 2. Responses from Supervisees

**Q19 (for Supervisees):** Please indicate the causes or situations that have caused conflicts or serious difficulties.

- **Responses: 221**
- **Responses omitted** because of redundancy or meaninglessness: 11
- **Multiple reasons making it impossible to categorize:** 11

Supervisees most commonly identified causes of conflict was the lack of supervision, guidance and support from supervisors. This took a numbers of forms: unavailability for meetings; absence of feedback or guidance on direction of research; failure to engage with students' research; differing expectations of student's capabilities and inadequate support for students' research. The other main themes to come out of the responses are the academic differences which involved disagreements over research approach and quality of research and the similar theme of differing research interests and priorities. There were also a number of responses which related to personality clashes and examples of inappropriate behavior.

The responses sometimes cannot be easily categorized; many of them are multifaceted with a number of issues within one response such as lack of communication, differing expectations, lack of support etc.

**Prevalence of explanations:** inadequate supervision (36), academic differences (25), personality clashes (21), lack of support (19), differing expectations (19), health/leave of absence (15), differing interests/research approaches (15), inappropriate behavior (14), lack of communication (11), finances (10), authorship (7), progress (6), doing non academic work for supervisor (1)

**Q20a (for Supervisees):** Reasons why they did not seek help in resolving the conflict or difficulty.

- **Responses: 102**

The primary reasons respondents did not seek help is because they viewed it as a waste of time, a pointless exercise that would have no impact on the problem, and many accepted it as part of graduate studies. This was also true of respondents who thought it would be best avoid the conflict or who were specifically concerned with getting a positive recommendation from the supervisor.

A large number resolved their conflict without any need for help. There was also the fear that the conflict would compromise the relationship and affect their future careers through the possibility of a less enthusiastic recommendation. There was also a considerable number who felt they had no-one to confide in or did not know who to ask for help.

**Prevalence of explanations:** pointless/ineffective (33), resolved with professor (20), accepted as part of graduate studies (14), did not know where to seek help (8), no one to confide in (8), avoid conflict (5), recommendation (4), too late (1), change of supervisor (1), miscellaneous (8)

**Q24a (for Supervisees):** After having been informed that they do not meet research expectations, what were the consequences?

- **Responses: 101**

The respondents cited a number of consequences arising from being informed they did not meet research expectations. The main ones involved further meetings with supervisor or research committee, further guidance or a reassessment of the research progress.

For a considerable number of respondents, there were no consequences. There were two respondents who mentioned that their research progress was described as unsatisfactory in the annual research tracking form.

**Prevalence of explanations:** further guidance (25), no consequences (19), further meetings (11), reassessment of research/review (9), formal warning/withdrawal (8), submission of progress reports (6), change labs/supervisor (4), discouraging comments (4), miscellaneous (15)

**Q28a (for Supervisees):** How has using these forms helped you progress in your degree?

- **Responses: 760**
- **Responses omitted: 10**

The response from Supervisees to this question are quite polarized. There is a slight majority who view the forms as helpful while a large minority view them as unhelpful and a small number with an ambivalent view of them.

In term of helpful responses, they focused on it allowing them to set goals, ensure everyone is on the same page, gave guidance, track progress and ensure deadlines are met. In terms of unhelpful responses, it was viewed an unnecessary bureaucratic exercise or formality/rubber stamp process. Finally the neutral answers reflected the lack of any positive or negative outcomes of using the forms or limited experience using the forms.

**Prevalence of explanations:** helpful (419), unhelpful (310), neutral (21)

**Q28b (for Supervisees):** How might the forms be revised to improve progress tracking?

- **Responses: 549**
- **Omitted: 152**

A large proportion of respondents found the forms satisfactory. A similar proportion made a number of miscellaneous responses ranging from filling out the forms at research committees, inclusion of short term goals and soft skills.

A number of ideas for improvement such as putting the process on line, being more specific and referring to the document more periodically and increased frequency of the overall process.

**Prevalence of explanations:** satisfactory (143), miscellaneous (129), reviewed periodically / increased frequency (31), more specific (25), online/electronic (21), bureaucratic (17), section on supervisor (11)

**Q30a (for Supervisees):** Do you have any comments on progress tracking?

- **Responses: 319**
- **Responses omitted** because they did not provide examples: 26

The vast majority of the responses provided very little practical examples of how the forms helped student's progress. They focused on a number of miscellaneous issues ranging from irrelevant observations about their department to supervisors behavior.

The report for this question focuses on the responses which give “valid” and constructive criticism with the aim to improve the process for both students and supervisors.

As with Q28a (How has using these forms helped you progress in your degree?), this question provided divided responses. On the one hand, some responses believed the process was a good idea and helpful in measuring progress, on the other hand it was also viewed as overtly bureaucratic and inefficient without sufficient use of existing IT systems.

The other interesting set of responses was from those who are totally unfamiliar with the progress tracking forms or those who are aware, but do not fill it out. There were also responses (6) who believed it should be mandatory or institutionalized.

**Prevalence of explanations:** bureaucratic/not useful (54), good idea (31), not used/completed/enforced (38), ‘re-thinked’ (8), miscellaneous (162)