

Student Satisfaction Survey-2025



GSS

UBC VANCOUVER

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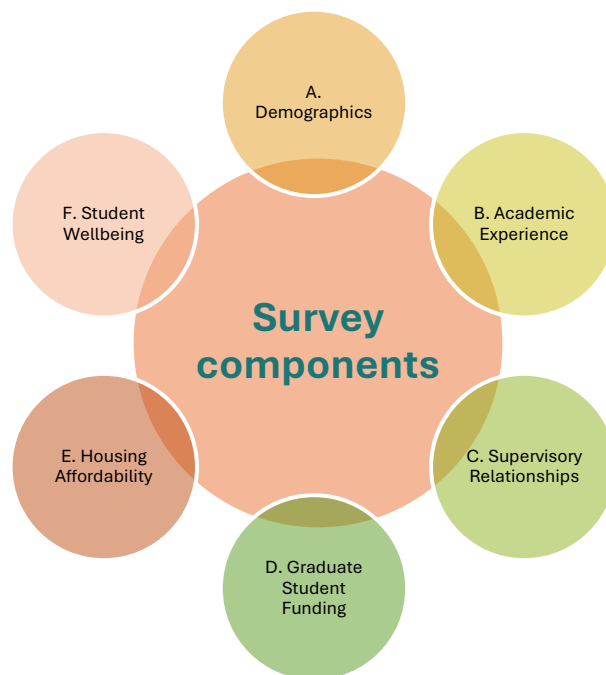
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Overview

The Graduate Student Society (GSS) is dedicated to advocating for and supporting the academic, social, intellectual, cultural, and recreational interests of graduate students at the University of British Columbia (UBC) Vancouver. Understanding the lived experiences of graduate students is essential to safeguarding that these efforts remain relevant, effective, and responsive to evolving needs.

Since 2014, the GSS has conducted the Student Satisfaction Survey (SSS) to systematically assess the quality of the graduate student experience at UBC Vancouver. The survey serves as a critical tool for capturing student perspectives, identifying key challenges, and informing evidence-based advocacy directed toward the university and government.

The 2025-2026 survey was conducted between October 15, 2025, and January 30, 2026. It was organized into six core areas.

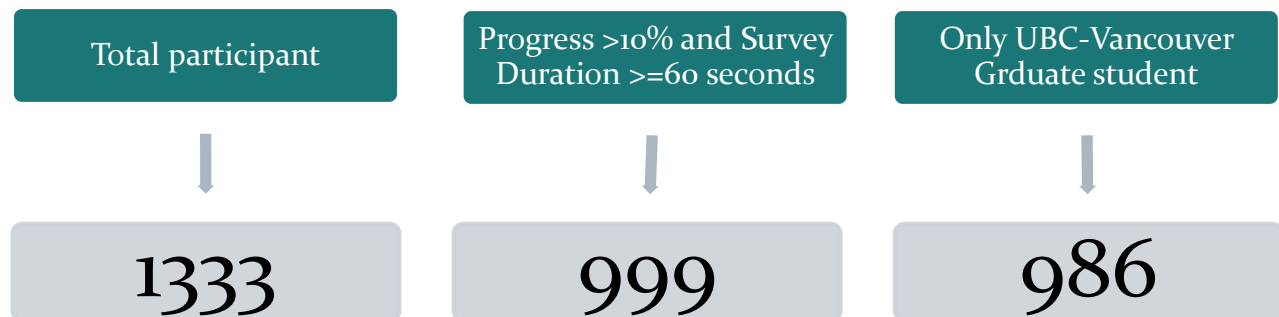


Participation was voluntary, and respondents were able to skip questions. The findings presented in this report highlight student experience and concerns raised by graduate students. While not exhaustive, they provide valuable insights that guide the GSS in prioritizing initiatives and advocating for meaningful improvements in areas such as funding, housing, wellbeing, and career development.

Participation and response rate

As of 2025, the graduate student population at the UBC Vancouver campus is approximately 11,144 students. The SSS received a total of 1,333 responses, representing a response rate of 11.9%. This rate is comparable to the 2024 survey (11.3%).

To ensure data quality and relevance, several filtering steps were applied. Responses were excluded if survey progress was less than 10 percent or if the completion time was less than one minute. Additionally, responses were screened to include only eligible participants; namely graduate students from the UBC Vancouver campus and excluding undergraduate students and those from the Okanagan campus. After applying these criteria, the final dataset consisted of 986 valid responses, which form the basis of the analysis presented in this report.



¹According to Planning and Institutional Research (PAIR): Factsheet Winter 2023 UBC-V. Available online at: <https://pair.ubc.ca/>

Section A: Demographics

Specialization

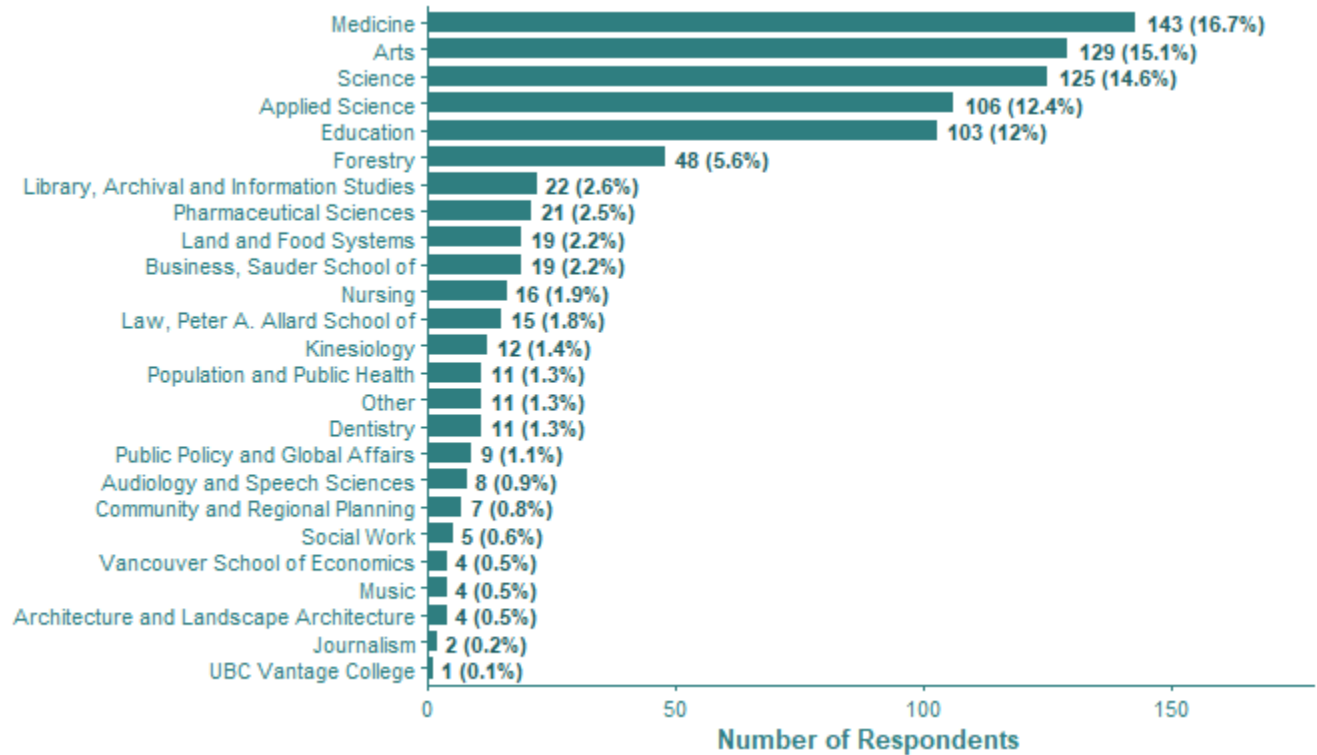


Figure 1: Survey respondents by faculty (N (%))

The survey received responses from across 24 faculties and schools at UBC. The largest share of respondents came from Medicine (16.7%), Arts (15.1%), Science (14.6%), and Applied Science (12.4%), together accounting for nearly 60% of all responses. Education (12.0%) and Forestry (5.6%) also contributed meaningfully to the sample. The remaining faculties each represented less than 3% of respondents individually.

Citizenship and residency status

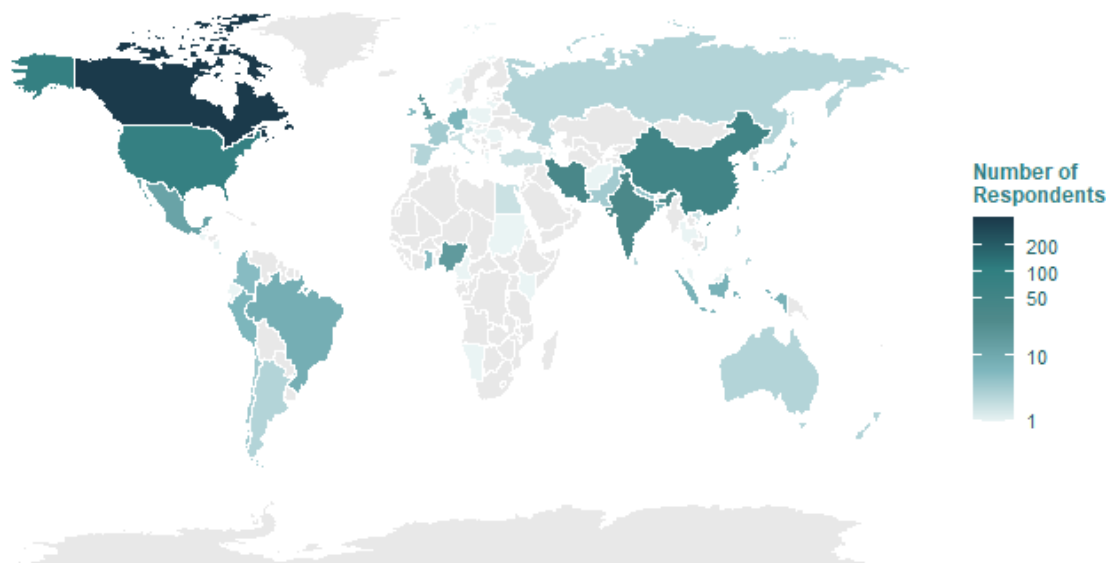


Figure 2: Survey respondents by country of citizenship
Respondents could select more than one country.

Respondents represented 63 countries. The majority were from Canada (49.7%), followed by United States (10.1%), China (6.3%), Iran (4.4%), and India (4.0%), together accounting for nearly three-quarters of all responses. A small proportion of respondents (3.0%, n = 26) indicated dual citizenship or residency across two countries. The remaining respondents came from a wide range of countries across Asia, Europe, Latin America, and Africa.

Status in Canada

The majority of participants were Canadian domestic students (permanent residents or citizens), while 37% identified as international students.

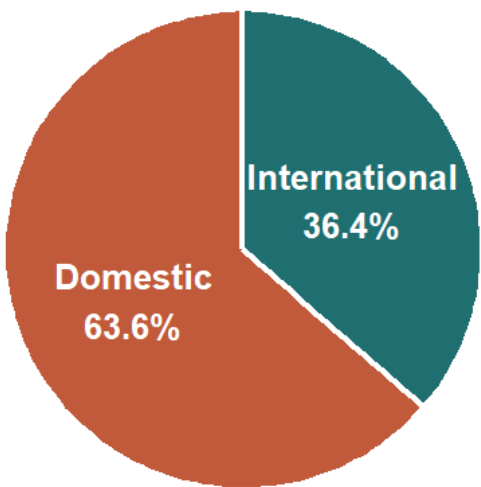
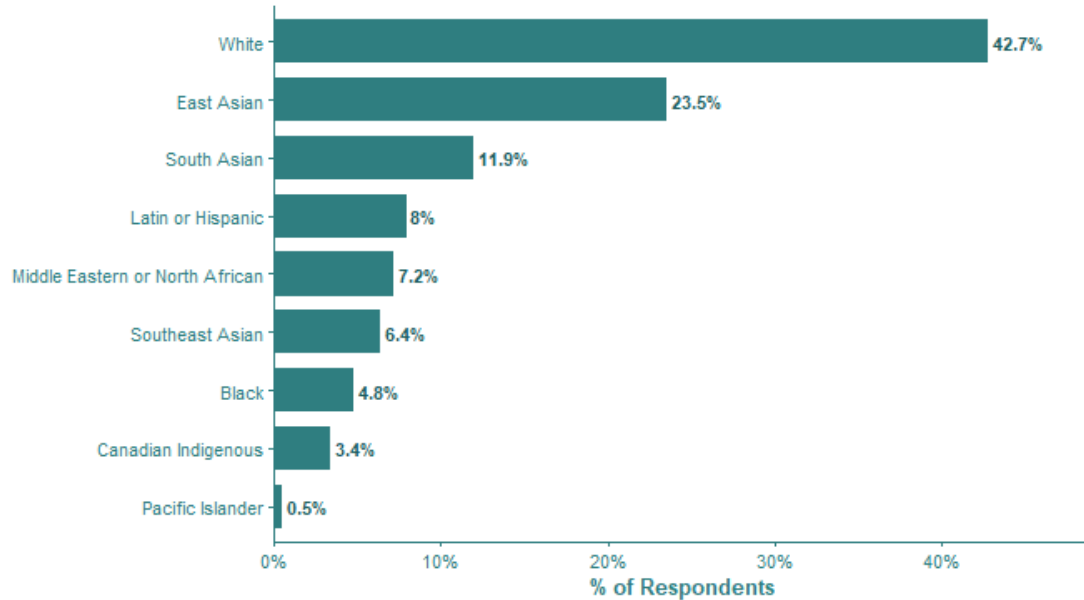


Figure 3: Survey respondents by status in Canada

Racial identity



*Figure 4: Survey respondents by racial identity
Respondents could select more than one category.*

Most respondents identified as White (42.7%), followed by East Asian (23.5%) and South Asian (11.9%). Latin or Hispanic (8.0%) and Middle Eastern or North African (7.2%) were the next largest groups, with smaller representations from Southeast Asian (6.4%), Black (4.8%), and Canadian Indigenous (3.4%) respondents. As respondents could select multiple categories, percentages do not sum to 100%.

First-generation graduate students

Respondents were nearly evenly split on first-generation status. Almost half of all respondents are the first in their family to attend graduate school.

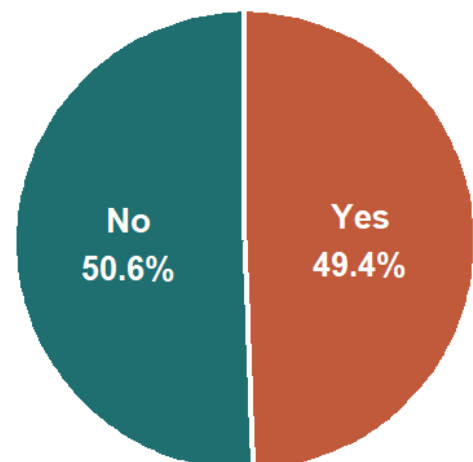


Figure 5: Percentage of first-generation graduate students

Primary location of academic work

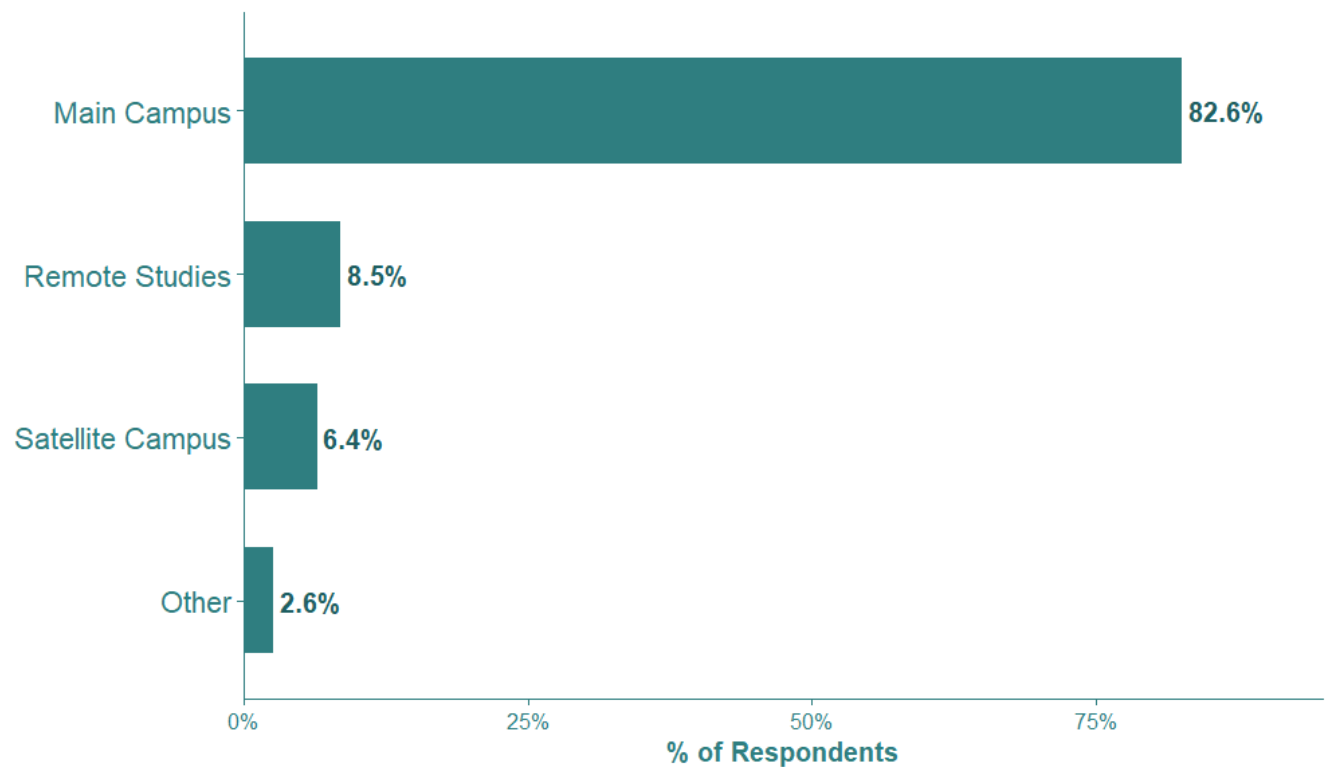


Figure 6: Percentage of graduate students by primary location of academic work

Most respondents (72.0%) conducted their academic work at **main campus**, while smaller proportions worked remotely (7.4%) or at a **satellite campus** (5.6%). Among those who selected "other," responses included off-campus research sites such as affiliated hospitals (e.g., BC Cancer, BC Children's Hospital), and locations at other institutions such as University of Victoria and University of Northern British Columbia.

Childcare

Childcare-related questions were directed at a small subset of respondents. The majority (62.6%) indicated childcare was not applicable to them, while 6.5% reported having children requiring childcare and 30.8% indicated no childcare need.

Among the small group aware of campus childcare services (n = 64), about a third (32.8%) had utilized them, 25.0% were on the waitlist, and 28.1% were aware but did not intend to use them. Only 4.1% were unaware of campus childcare availability.

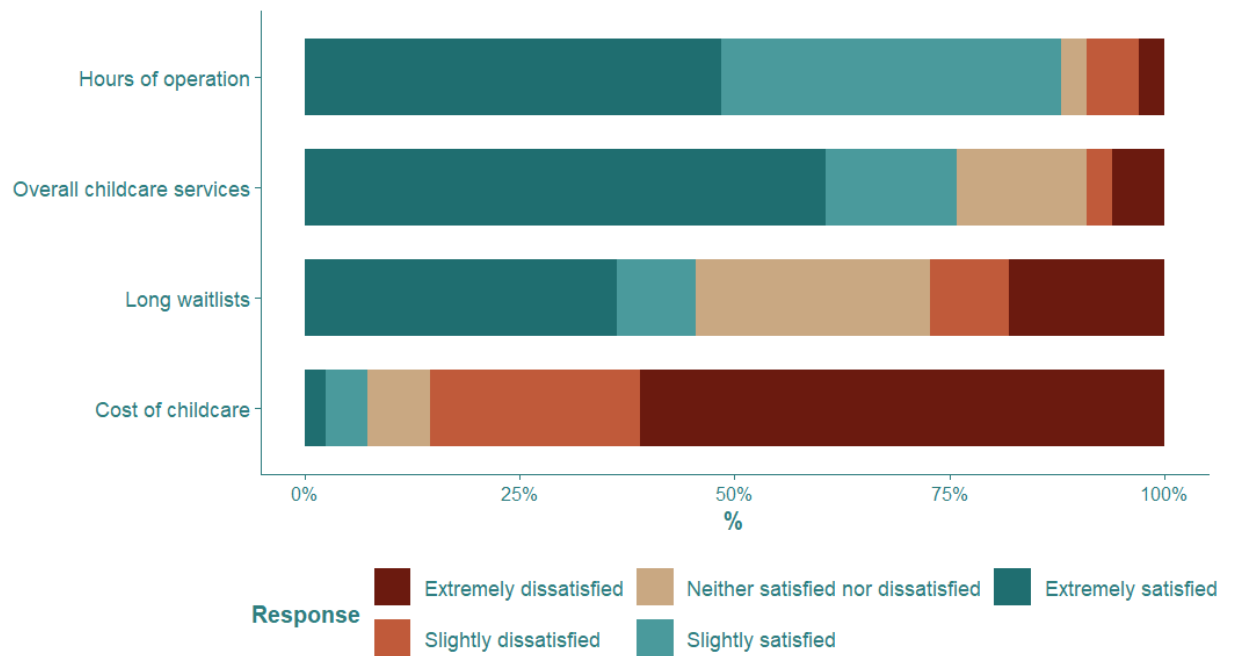


Figure 7: Satisfaction with childcare services among respondents with childcare needs

Satisfaction varied considerably across childcare dimensions. Hours of operation (87.9% satisfied) and overall childcare services (75.8% satisfied) were rated most favorably. Long waitlists emerged as the most significant concern, with only 45.5% satisfied and 27.3% dissatisfied. Cost of childcare was the weakest area, with just 7.3% satisfied and 85.4% dissatisfied, making it by far the most pressing childcare issue for graduate students with children.

Section B: Academic Experience

Current status as a graduate student

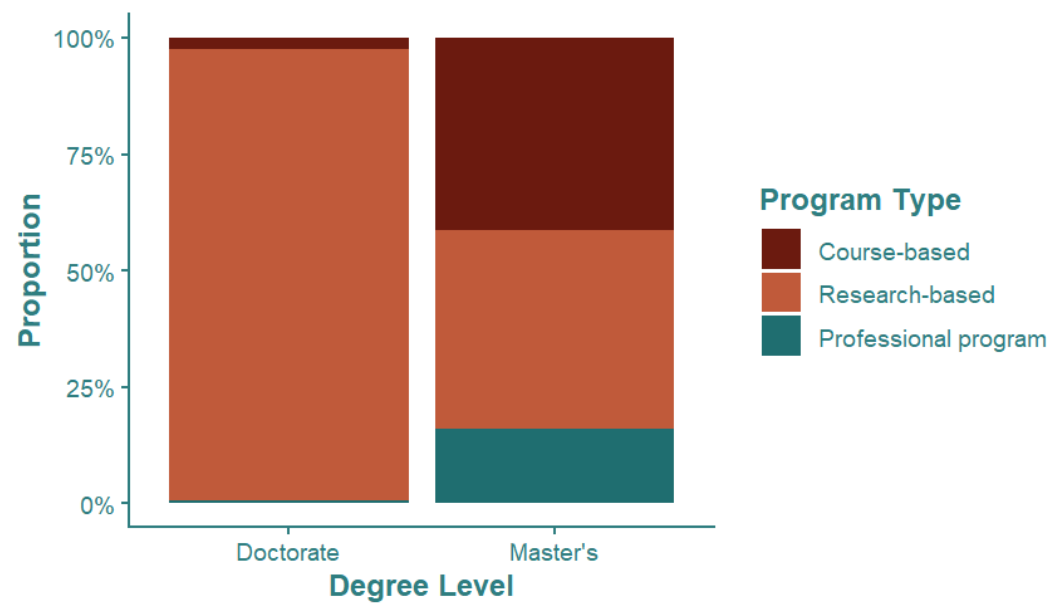


Figure 8: Proportion of respondents by degree level and program type

Among respondents, most were enrolled full-time in a master’s program (n = 649). Among PhD students, the majority were in research-based programs. In contrast, master’s students were more evenly distributed across program types, with similar proportions in course-based (41%) and research-based (42%) programs. A smaller proportion enrolled in professional programs (16%).

Year of study

Over half of respondents (53.6%) began their program in 2025, with an additional 18.4% starting in 2024. Relatively few students initiated their studies prior to 2021. Overall, majority respondents are from a cohort with relatively short time since enrollment.

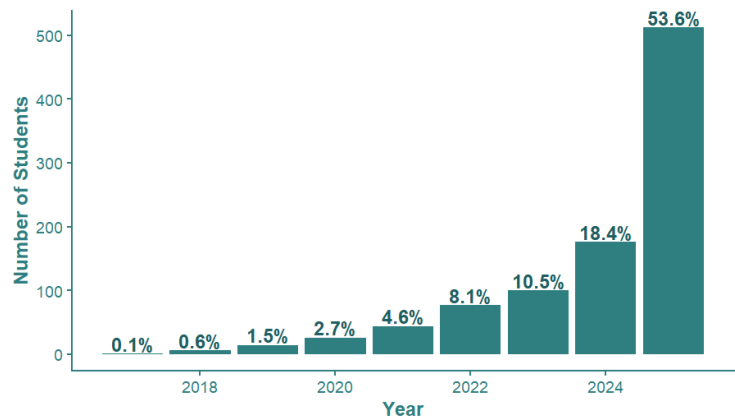


Figure 9: Percentage of respondents by their degree start time.

Perceived program workload

Most respondents found the workload of the program moderate to heavy, with very few finding it too heavy or light.

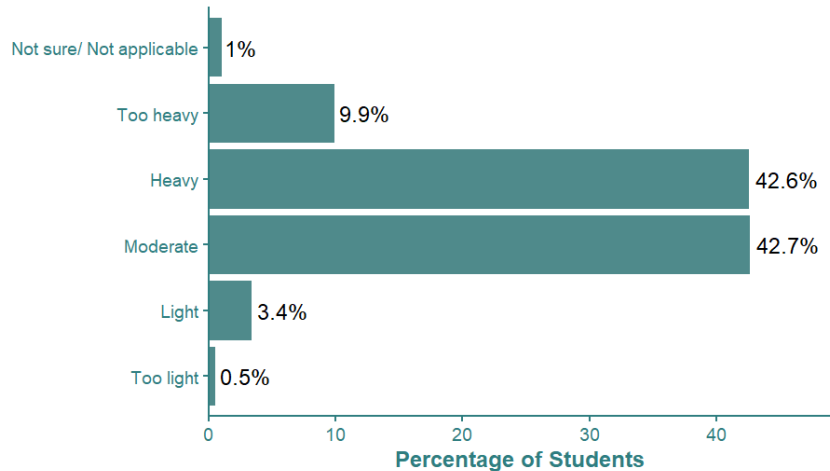


Figure 10: Percentage of respondents by perceived workload

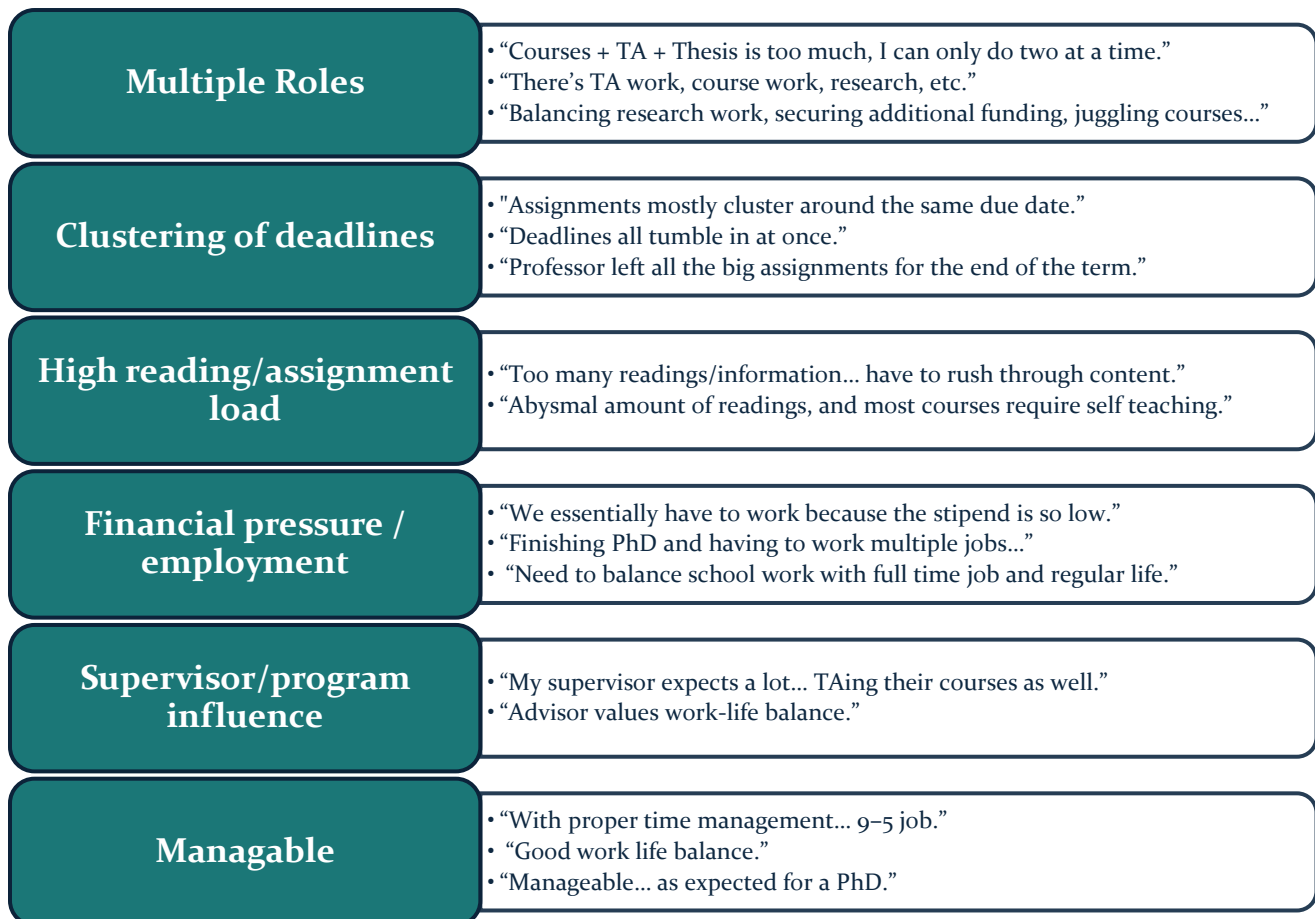


Figure 11: Key themes in graduate student perceptions of academic workload and work-life balance

Qualitative responses indicate that perceived workload is largely driven by the cumulative demands of coursework, research, and teaching responsibilities. Many students described

the workload as difficult to manage due to the simultaneous expectations of multiple roles. A recurring concern was the clustering of deadlines, with assignments often “tumbling in at once,” exacerbating stress despite otherwise manageable workloads. Students also highlighted the intensity of reading and assignment requirements, often describing them as excessive or inefficient.

Importantly, financial pressures further compound workload, as many students balance academic responsibilities with paid employment due to insufficient funding. While some respondents reported that the workload is manageable with effective time management or supportive supervision, the overall pattern suggests that workload challenges are structural, stemming from program design, coordination, and funding constraints rather than academic expectations alone.

Quality of program and opportunities

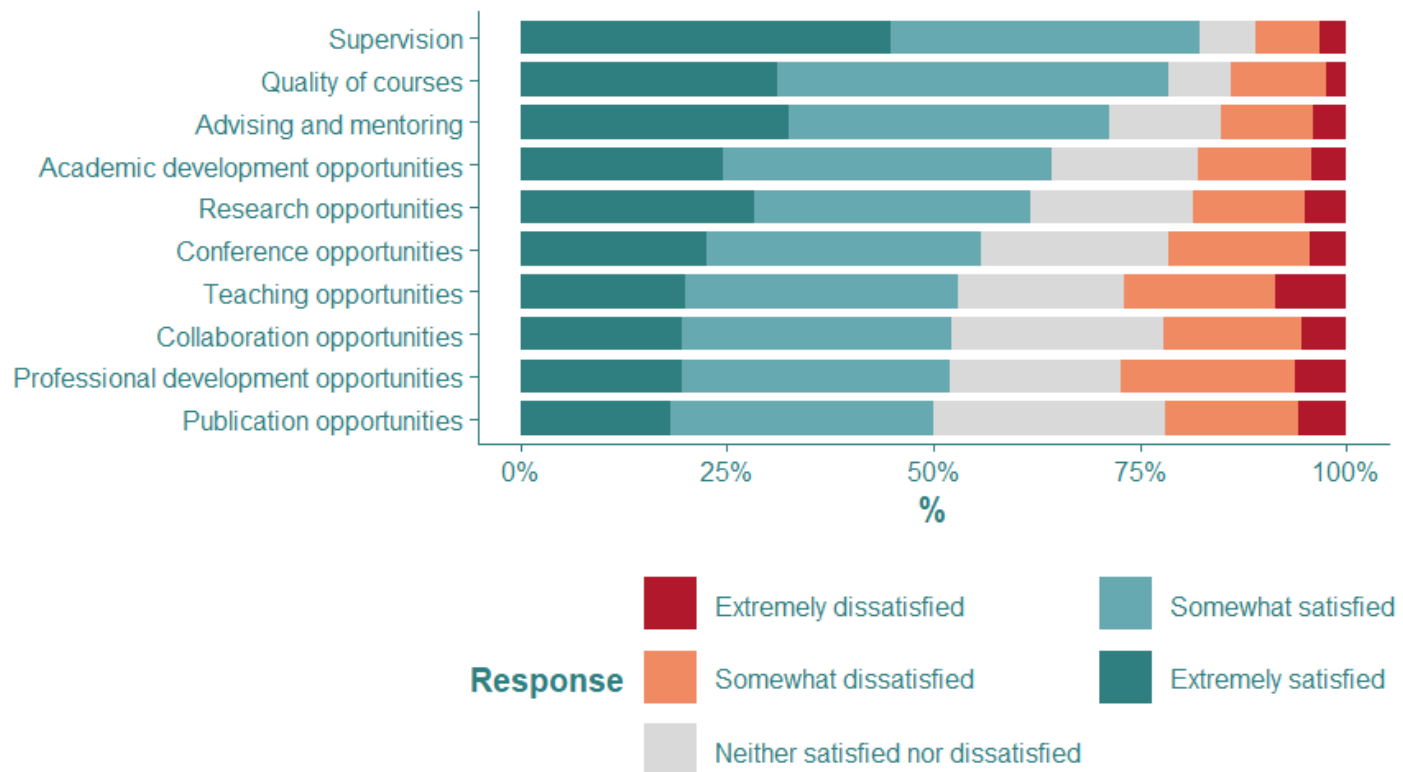


Figure 12: Graduate Student Satisfaction with program quality and opportunities
Percentage of respondents (5-point Likert scale)

Students reported the highest satisfaction with supervision (82%) and quality of courses (78%), making these the strongest aspects of the program. Advising and mentoring also ranked highly, with over 70% of students expressing satisfaction.

In contrast, professional development, teaching, and publication opportunities were the weakest areas, with dissatisfaction rates of 27% and 22% respectively, and the largest proportions of neutral responses.

When asked to identify “other” aspects of program quality, students most frequently raised concerns about funding and financial opportunities, including the lack of scholarships, grants, and paid positions across departments. Several respondents also highlighted gaps in professional and academic development, particularly the absence of interdisciplinary research opportunities, relevant course offerings, and meaningful pathways to publishing or internships. A notable thread across responses was a sense of poor communication and visibility around available opportunities, with some students reporting they had received no information about opportunities at all.

Course quality and feedback

	Dissatisfied		Neutral	Satisfied	
	Extremely	Somewhat	Neither	Somewhat	Extremely
Extent feedback is valued in shaping course design and delivery	5.3%	13.1%	23.7%	34.0%	24.0%
The flexibility and accessibility of course modalities (e.g., online, in person, asynchronous, hybrid).	3.5%	14.2%	16.8%	32.8%	32.7%
Availability of course content (e.g., syllabus and schedule) prior to the start of the semester and throughout the course.	6.3%	15.4%	11.1%	33.3%	33.8%
Timeliness & usefulness of feedback on performance	4.0%	14.1%	14.1%	40.3%	27.5%
Opportunities to provide feedback on course quality, modality, and delivery	3.7%	9.4%	16.2%	39.8%	30.9%
Overall quality of courses	3.7%	12.4%	8.8%	44.0%	31.1%
Methods of evaluation (e.g., exams, assignments, presentations).	2.9%	5.6%	12.7%	45.5%	33.3%

*Figure 13: Graduate students' satisfaction with course quality and feedback
Percentage of respondents (5-point Likert scale)*

Students reported generally high levels of satisfaction with course quality and delivery, with methods of evaluation (79% satisfied) and overall course quality (75% satisfied) emerging as the strongest areas. Opportunities to provide feedback and timeliness of feedback on performance also performed well, at 71% and 68% satisfaction respectively.

The weakest area was the extent to which student feedback is valued in shaping course design and delivery (58% satisfied), which aligns closely with themes from open-ended responses. Students consistently noted that while feedback mechanisms exist, they rarely lead to visible change. Structural improvements suggested by students included mid-of-semester check-ins and earlier access to course syllabi, rather than relying solely on end-of-term evaluations.

Qualitative responses also raised broader concerns about course relevance and quality, including poorly organized courses, limited program-specific offerings, and lack of depth in some areas. A smaller group of respondents (n=7) highlighted serious concerns about instructor conduct, including dismissiveness toward student input and a perceived lack of accountability for poor teaching practices.

Communication, responsiveness and sense of belonging

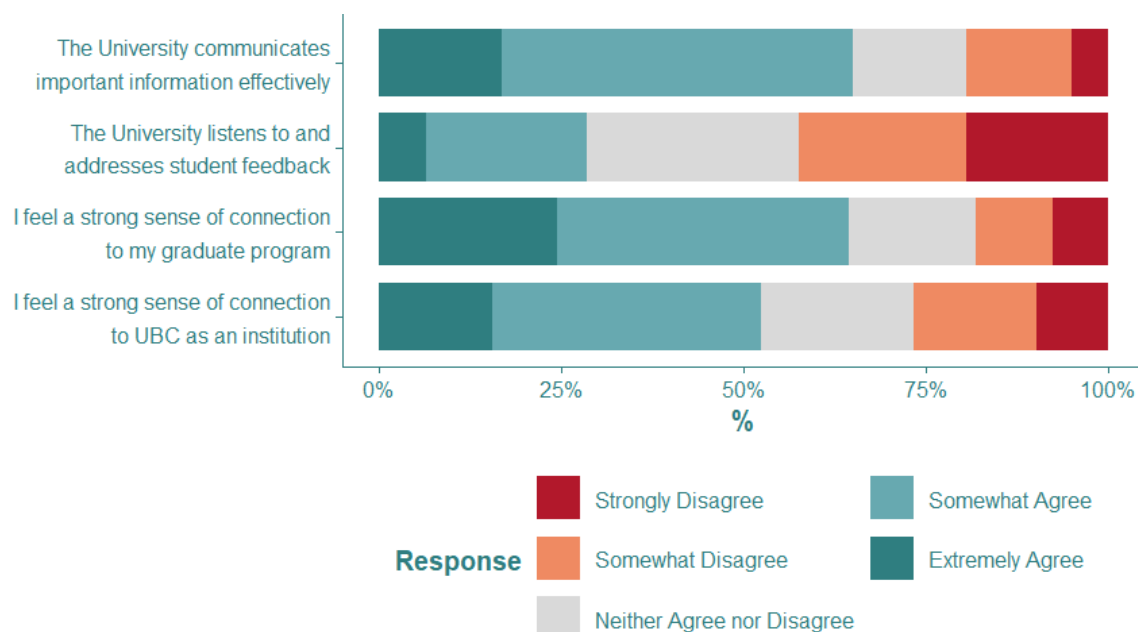


Figure 14: Graduate students' perceptions of institutional communication and sense of belonging

Students reported notably stronger connection to their graduate program (64% agree) than to UBC as an institution (52% agree). This suggests program-level relationships are more meaningful than broader institutional belonging. Around institutional responsiveness, nearly half of students (42%) disagreed that the University listens to and

addresses student feedback, making it the weakest area by far. Communication of important information performed considerably better at 65% agreement. The findings indicate that while information reaches students, meaningful responsiveness to their concerns remains a significant gap.

Section C: Supervisory relationships

Frequency of meeting

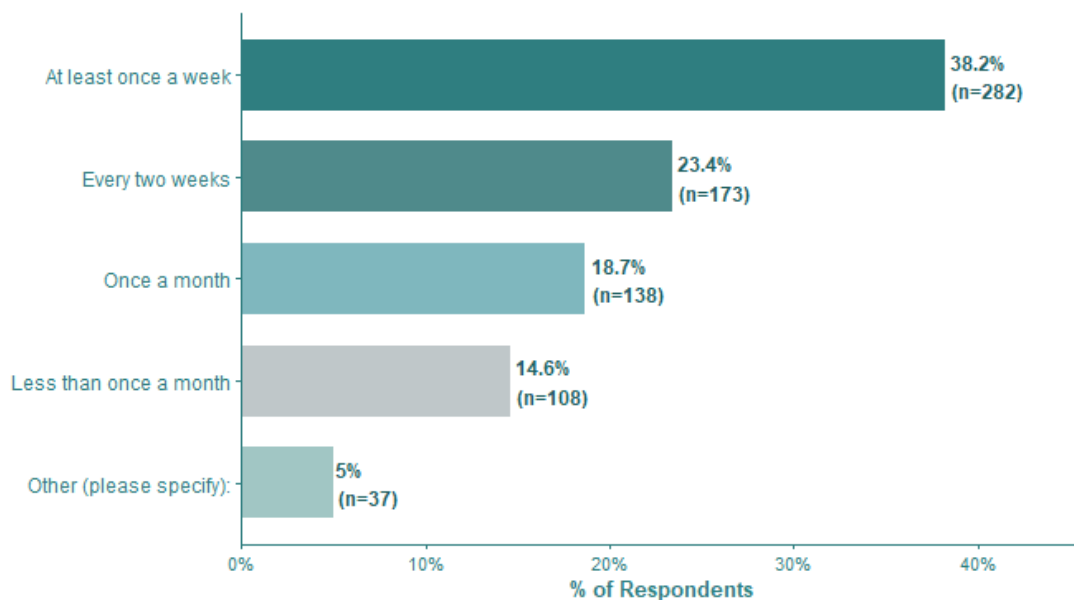


Figure 15: Frequency of meeting with supervisor among respondents (%)

Among respondents with a research supervisor, meeting frequency was most common at least once a week (28.6%), followed by every two weeks (17.5%) and once a month (14.0%). A notable proportion reported meetings less than once a month (11.0%), which may indicate insufficient supervisory contact for some students. Among the 37 respondents who selected "Other," responses reflected highly varied supervisory arrangements, ranging from daily contact to no supervisor at all. Several noted that they were new students yet to commence research, in course-based programs with minimal supervisory needs, or experiencing inconsistent availability across co-supervisors.

It is worth noting that 20.3% selected "Not sure/Not applicable". This is likely to reflect students in course-based or professional programs who do not have a research supervisor.

Perspectives on supervisor support and availability

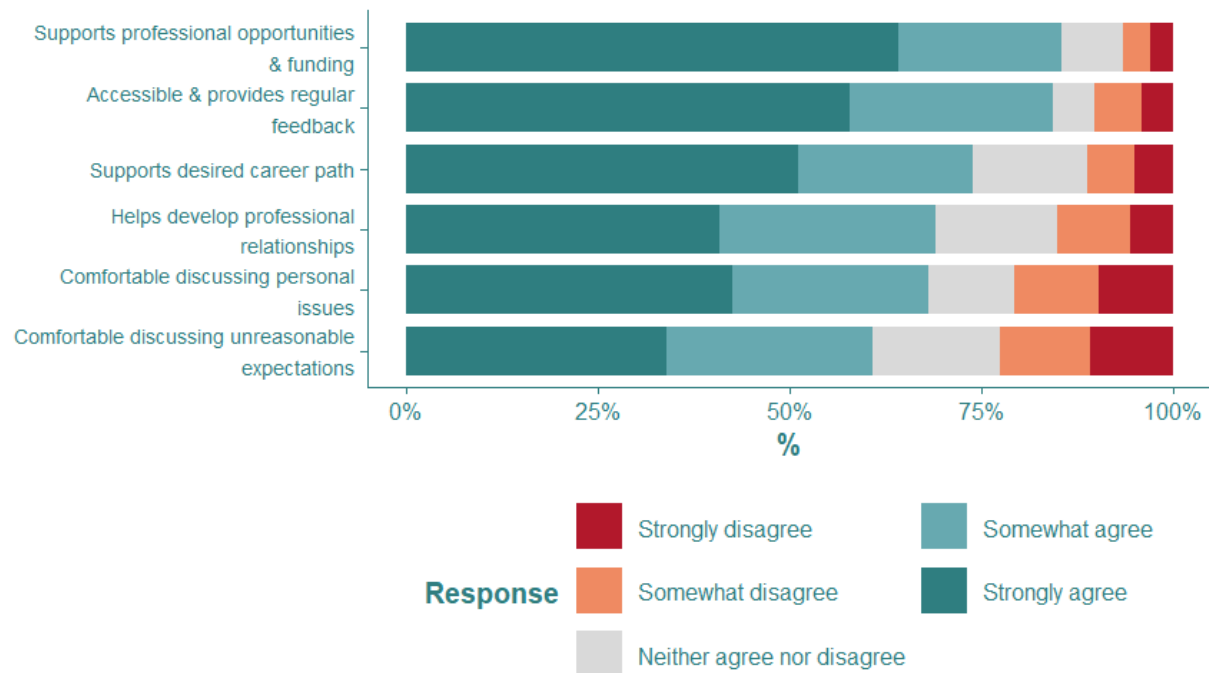


Figure 16: Perspectives of respondents on supervisor support (%)
Percentage of respondents (5-point Likert scale)

Students reported generally strong satisfaction with supervisor support across all six dimensions. Support for professional opportunities and funding (85.6% agree) and accessibility and regular feedback (84.3% agree) were the highest-rated aspects. This shows that supervisors are largely meeting students' core academic needs.

The areas of greatest concern were students' comfort in raising difficult issues. While most students feel supported academically, a meaningful minority feel less able to raise sensitive or interpersonal concerns with their supervisor. Comfort discussing personal issues affecting graduate work (68.2% agree) and comfort discussing unreasonable expectations (60.9% agree) had the highest disagreement rates at 20.6% and 22.5% respectively.

Supervisory/committee member Conflicts

Prevalence, resource use, and policy awareness

Left: Yes/No only | Centre & Right: among students who experienced conflict (n=64)

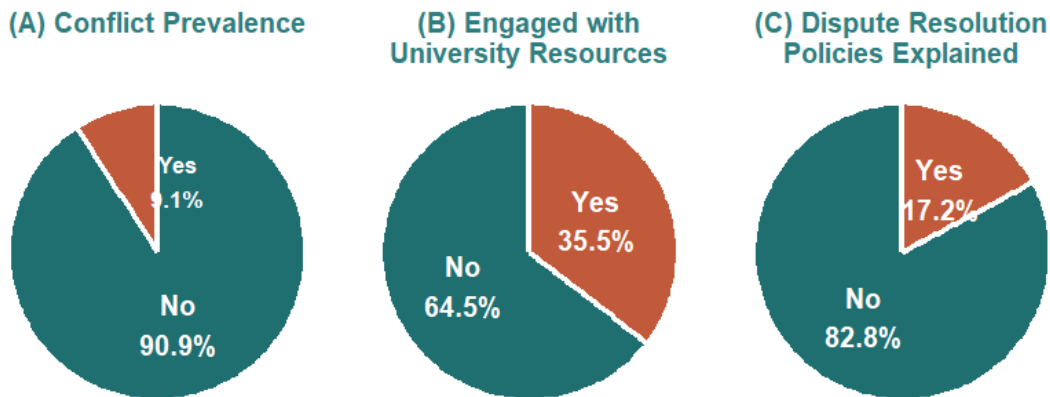


Figure 17: Conflict prevalence (A), Resource Use (B) and Policy awareness (C) regarding supervisory conflicts among respondents

Only 6.5% of respondents (n=64) reported experiencing a major conflict with their research supervisor or a committee member during their graduate degree, while the large majority (64.9%) had not. Among those who did experience a conflict, the response from the university system was notably limited. Only 35.5% engaged with university resources for dispute resolution (such as the GSS Advocacy Office or UBC Ombudsperson), while 64.5% did not seek any external support. Even more concerning, 82.8% of students reported that dispute resolution policies and protocols were never adequately explained to them before or during the conflict, with only 17.2% indicating they had been informed of the available processes.

Satisfaction with conflict resolution process

Among the 53 students who responded (excluding "Prefer not to answer"), only 25.0% were satisfied with how their conflict was resolved, while 34.4% were not satisfied and 23.4% reported the conflict remains unresolved or ongoing, meaning nearly six in ten students did not achieve a satisfactory resolution.

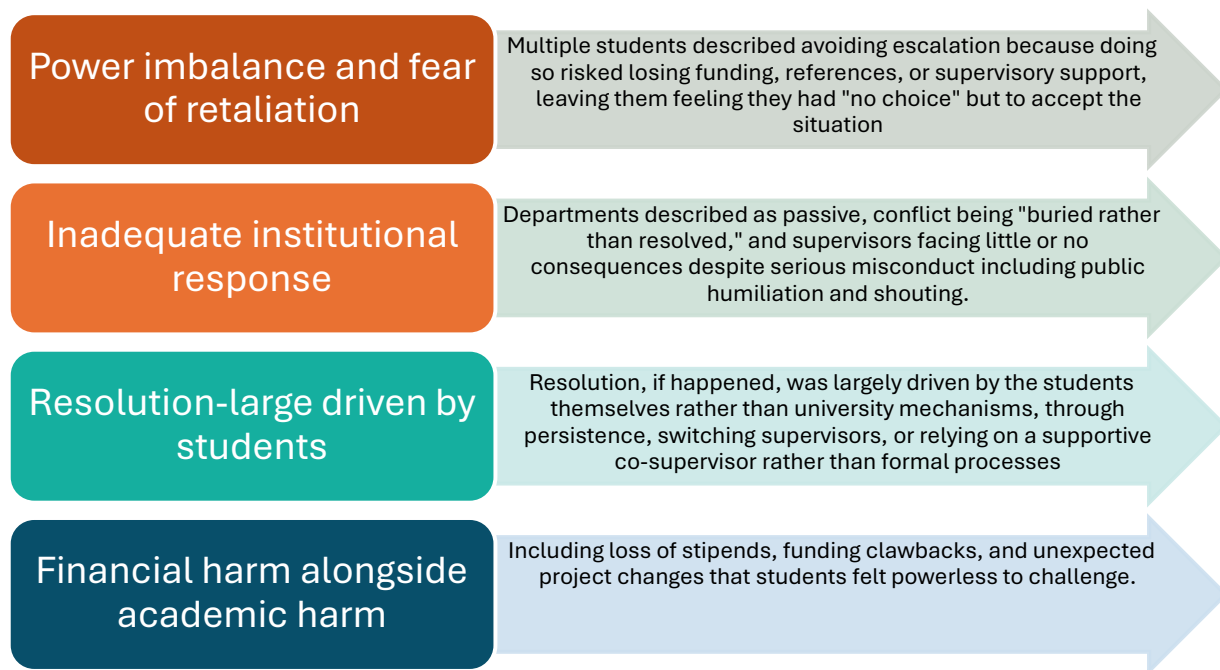


Figure 18: Key themes in graduate student experiences of supervisor and committee conflict resolution

As illustrated in Figure 18, qualitative responses revealed four dominant themes. Students consistently described feeling powerless due to fear of retaliation, inadequate institutional support, and financial consequences, with meaningful resolution occurring largely through their own persistence rather than formal university mechanisms.

Longer term academic outcomes of conflict

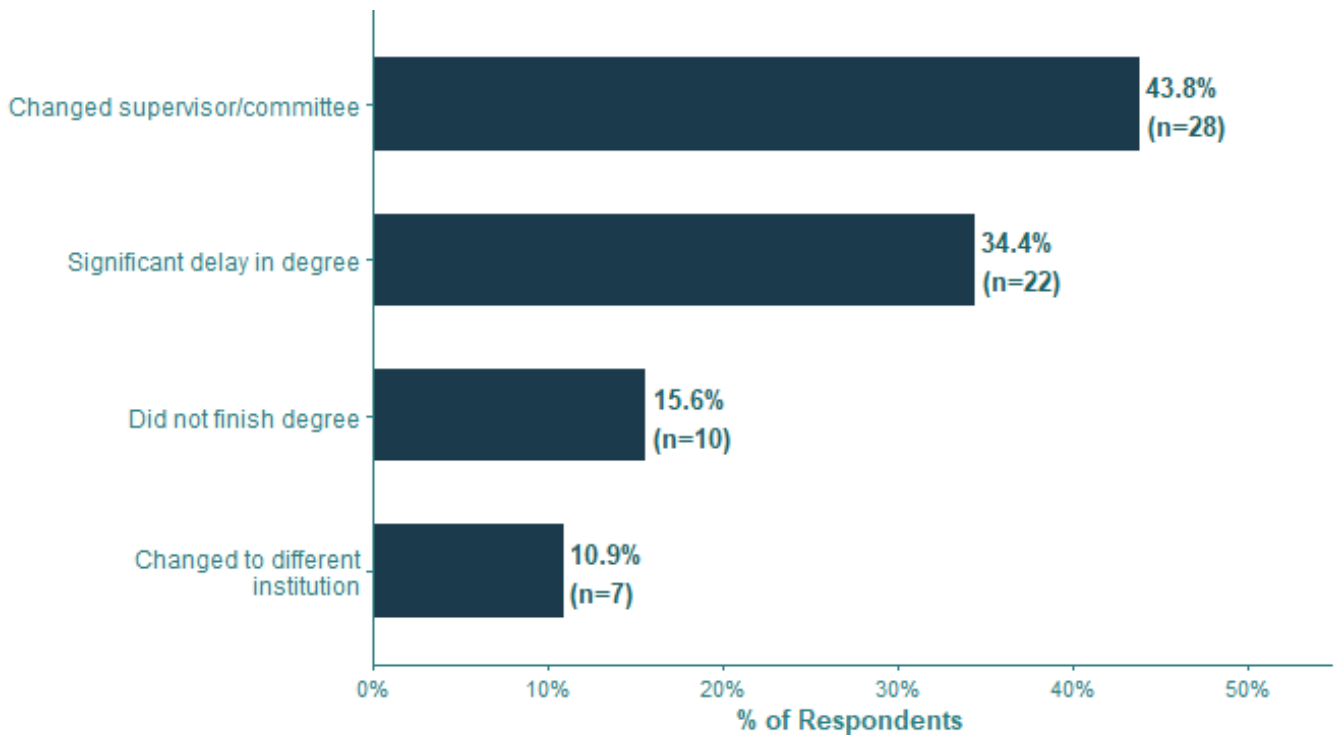


Figure 19: Longer-term academic outcomes of supervisor and committee conflict

Among students who experienced a major conflict, the longer-term consequences were significant. The most common outcome was changing supervisor or committee (43.8%, n=28), suggesting that personnel changes were often the primary resolution mechanism. Over a third experienced a significant delay in completing their degree (34.4%, n=22). This shows the academic toll of unresolved conflicts. More seriously, 15.6% (n=10) did not finish their degree and 10.9% (n=7) transferred to a different institution. Supervisory conflict can have irreversible consequences for students' academic trajectories. Also, as respondents could select multiple outcomes, these figures are not mutually exclusive and the cumulative impact on affected students may be even greater than individual percentages suggest.

Section D: Graduate student funding

Funding distribution by minimum funding status

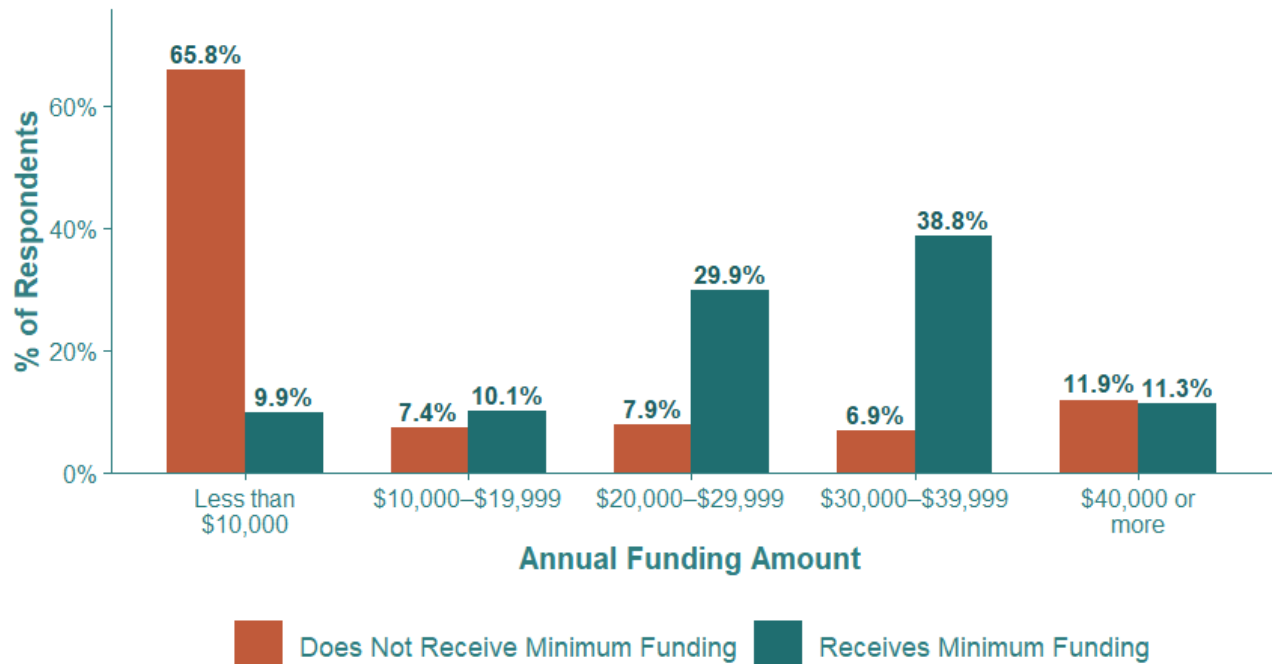


Figure 20: Annual funding distribution by minimum funding status

Just over half of respondents (50.6%) reported receiving minimum funding, while 35.4% did not. The distribution of annual funding amounts reveals a stark divide between these two groups. Among students who do not receive minimum funding, the overwhelming majority (65.8%) earned less than \$10,000 annually, highlighting severe financial precarity for this group.

In contrast, among students who do receive minimum funding, the largest shares fell in the \$30,000–\$39,999 (38.8%) and \$20,000–\$29,999 (29.9%) brackets, suggesting that minimum funding commitments are generally associated with more financial support. However, it is notable that even among funded students, 9.9% still earned less than \$10,000, indicating that minimum funding guarantees do not always translate into meaningful financial support for all students.

Source of income

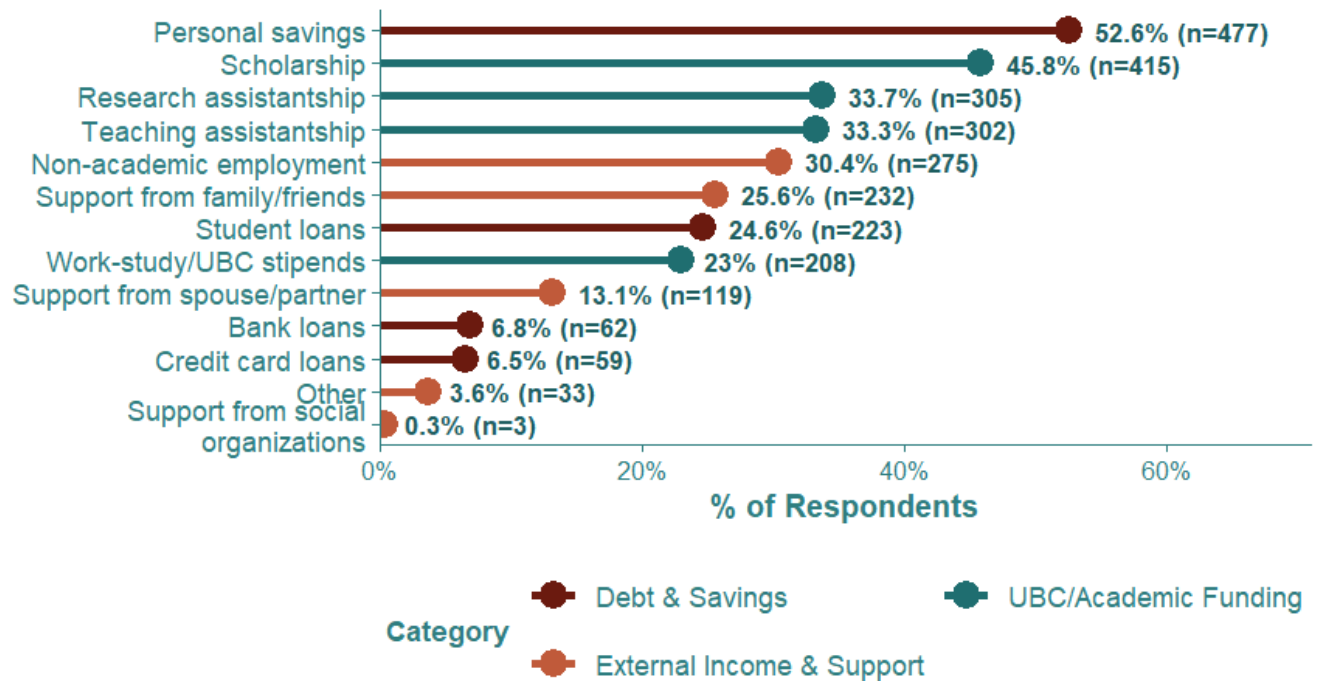


Figure 21: Source of income among graduate students
Respondents could select more than one option

Graduate students drew income from a wide range of sources. Personal savings was the most commonly reported source (52.6%), followed by scholarships (45.8%). This suggests that many students supplement their academic funding with their own reserves. Research assistantships (33.7%) and teaching assistantships (33.3%) were the next most common, indicating that academic employment funds for about a third of respondents.

A notable proportion relied on income outside of academia. 30.4% reported non-academic employment and 25.6% received support from family or friends. This highlights that UBC-based funding alone is insufficient for many students. Concerningly, 24.6% relied on student loans, 6.8% on bank loans, and 6.5% on credit card loans. Work-study and UBC stipends were accessed by 23.0% of respondents, while support from a spouse or partner (13.1%) and social organizations (0.3%) represented smaller but notable sources of financial support.

Among the 33 respondents who specified other income sources, responses included fellowships, awards, and bursaries (including federal and UBC-specific

awards), employer funding and tuition waivers, and investment income, RRSPs, and TFSAs. This shows the diverse range of financial arrangements that extend well beyond the standard categories captured in the survey.

Ranking of financial burden of expenses

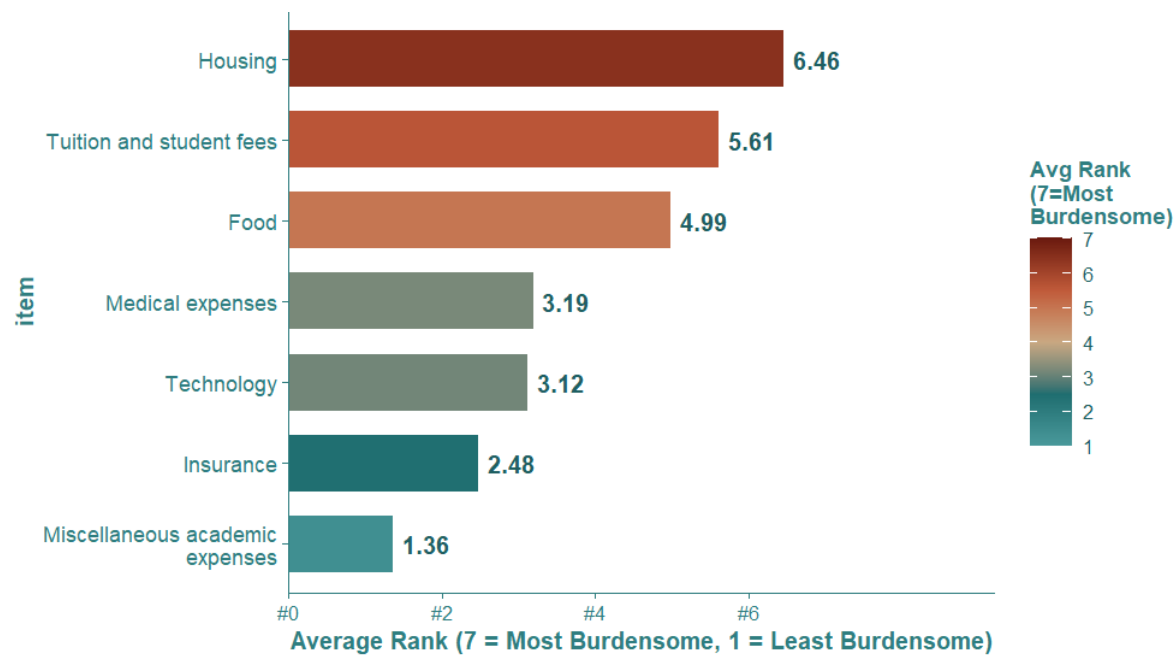


Figure 22: Ranking of financial burden of expenses
Average rank- higher rank=ranked as more financially burdensome

Housing and tuition and student fees were ranked as the most financially burdensome expenses, followed closely by food. The figure reflects the high cost of living pressures facing graduate students. Insurance and miscellaneous academic expenses were considered least burdensome overall.

Among the 64 respondents who specified other expenses, travel and transportation (including flights home, parking, and commuting) emerged as the most frequently cited additional burden, particularly for international students maintaining family connections abroad. Other notable expenses included family and dependent support, conference and research-related costs (often paid upfront on credit and reimbursed months later), and personal well-being expenses such as fitness, hobbies, and pet care.

Financial burden of food and tuition costs

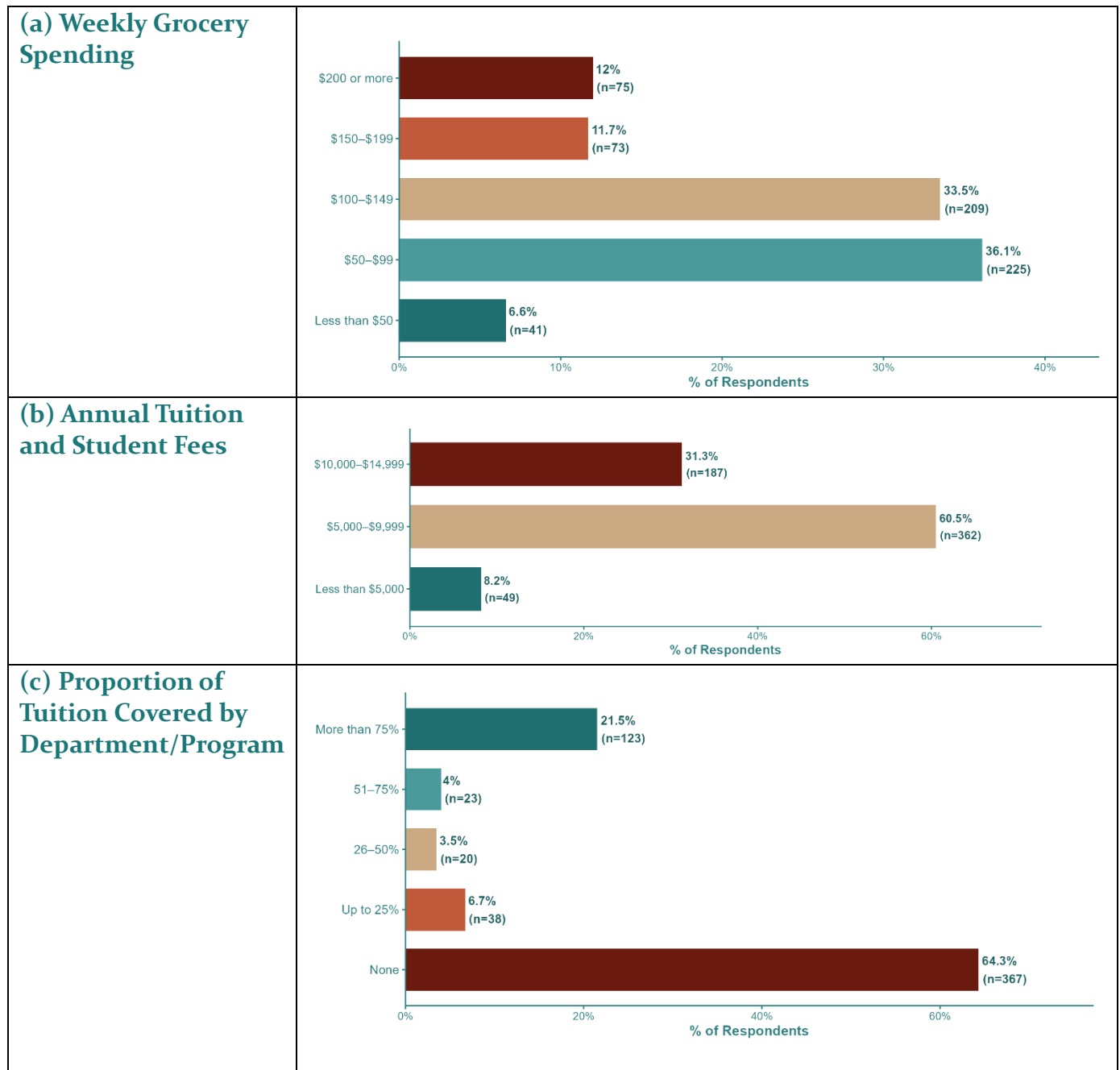


Figure 23: Financial burden of food and tuition costs among graduate students

Graduate students reported moderate but meaningful grocery expenditures, with the majority spending between \$50–\$99 (34.6%) or \$100–\$149 (32.2%) per week on groceries; together accounting for nearly two-thirds of respondents. Only 6.3% spent less than \$50, while 11.5% spent \$200 or more.

In terms of tuition, the majority of students (55.4%) paid between \$5,000–\$9,999 annually, while 28.6% faced higher costs of \$10,000–\$14,999. Despite these costs, 64.3% of students received no departmental tuition coverage whatsoever, with only 18.8% having more than 75% of their tuition covered by their department or program. Tuition represents a largely unsubsidized financial burden for the majority of graduate students; compounding the housing and cost-of-living pressures identified elsewhere in this survey.

Discretionary spending capacity after essential expenses

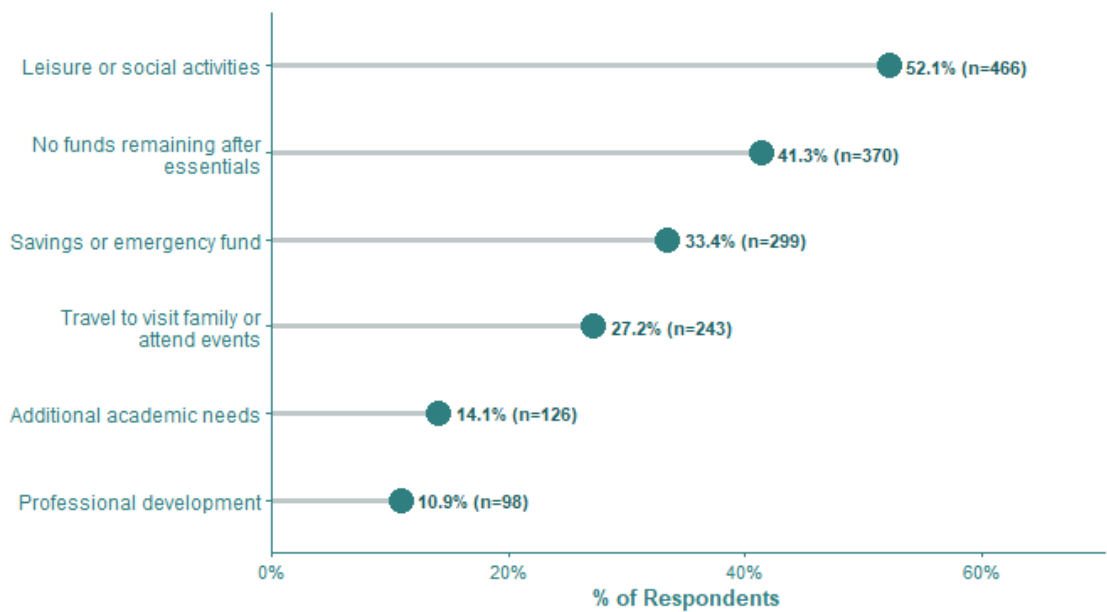


Figure 24: Discretionary spending capacity after essential expenses
Respondents could select more than one option

Financial constraints are a significant reality for the majority of graduate students. Over 41.3% reported having no funds remaining after essential expenses, and only 52.1% had any capacity for leisure or social activities. The results suggest that even basic quality-of-life spending is out of reach for many. Just 33.4% could contribute to savings or an emergency fund, and only 10.9% had funds available for professional development opportunities such as conferences.

Self reported financial situation during graduate studies

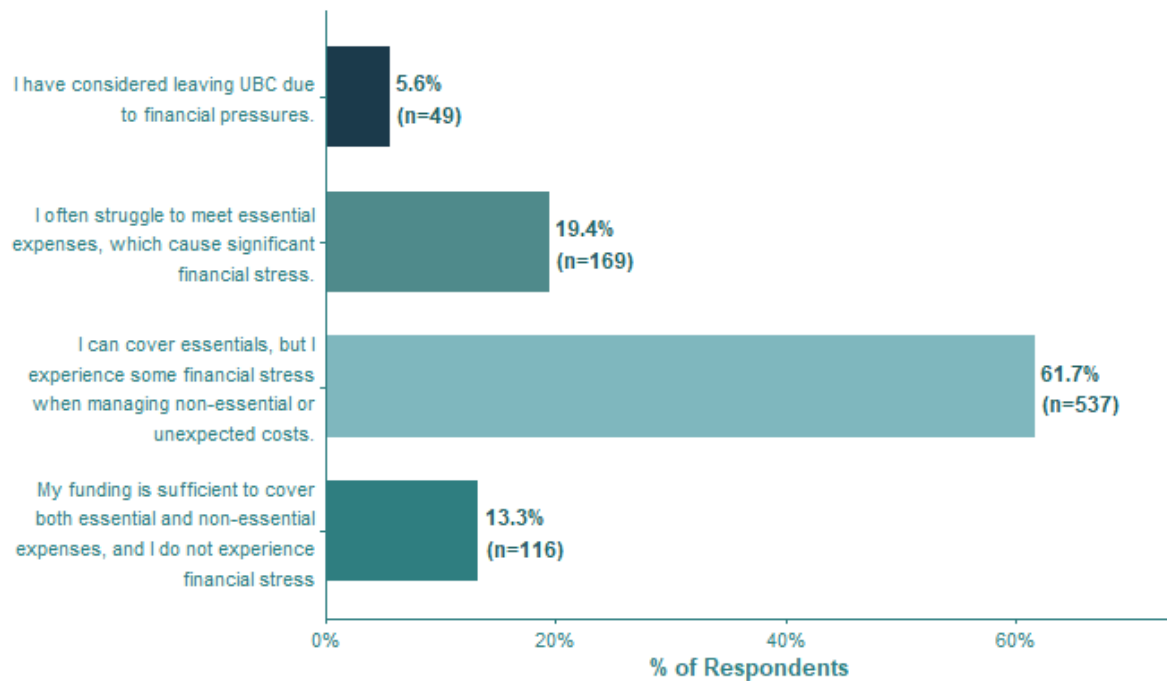


Figure 25: Self-reported financial situation during graduate studies

The overwhelming majority (61.7%) reported being able to cover essentials but experiencing financial stress around non-essential or unexpected costs, while 19.4% struggled to meet even essential expenses. 5.6% respondents had considered leaving UBC entirely due to financial pressures. Only 13.3% reported being financially comfortable with no stress. Hence, financial precarity is not an isolated experience but a systemic challenge facing the vast majority of UBC graduate students.

Among the 32 respondents who elaborated on their financial situation, a clear theme emerged. Many students are financially stable only because of external support systems rather than their UBC funding alone. Family assistance, spousal income, and personal savings were frequently cited as the primary buffers keeping students afloat.

A recurring concern was the hidden cost of financial survival: students working multiple jobs, taking on debt, or drawing down savings to meet basic needs, often at the expense of academic progress and personal wellbeing. Summer funding gaps, disability-related work limitations, and the absence of stipends for master's students were also highlighted as specific structural vulnerabilities within the current funding model.

Section E: Graduate student housing affordability

Primary residence and living situation

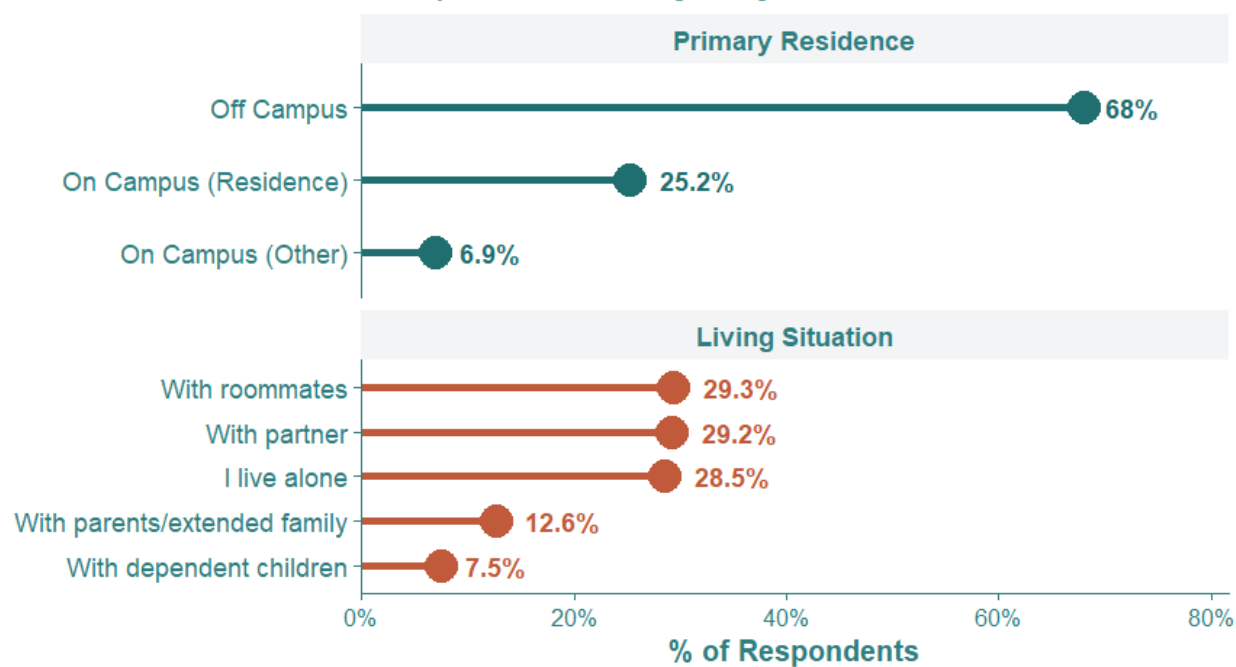


Figure 26: Percentage of graduate students by primary residence and living situation

Most graduate students (68%) live off campus, while approximately one quarter (25.2%) reside in on-campus student residences and a small proportion (6.9%) live on campus outside of formal student housing.

In terms of living arrangements, students were evenly distributed across three main situations: living with roommates (29.3%), living with a partner (29.2%), and living alone (28.5%). Smaller proportions lived with parents or extended family (12.6%) or with dependent children (7.5%). As respondents could select multiple options, these figures reflect the breadth of living circumstances rather than mutually exclusive categories.

Monthly rent and perceived affordability

Most graduate students paid between \$1,000–\$1,499 per month in rent (37%), followed by \$1,500–\$1,999 (26.1%), making this range the most common housing cost bracket. A smaller proportion paid \$2,000 or more (16.8% combined), while 6.4% did not pay rent at all.

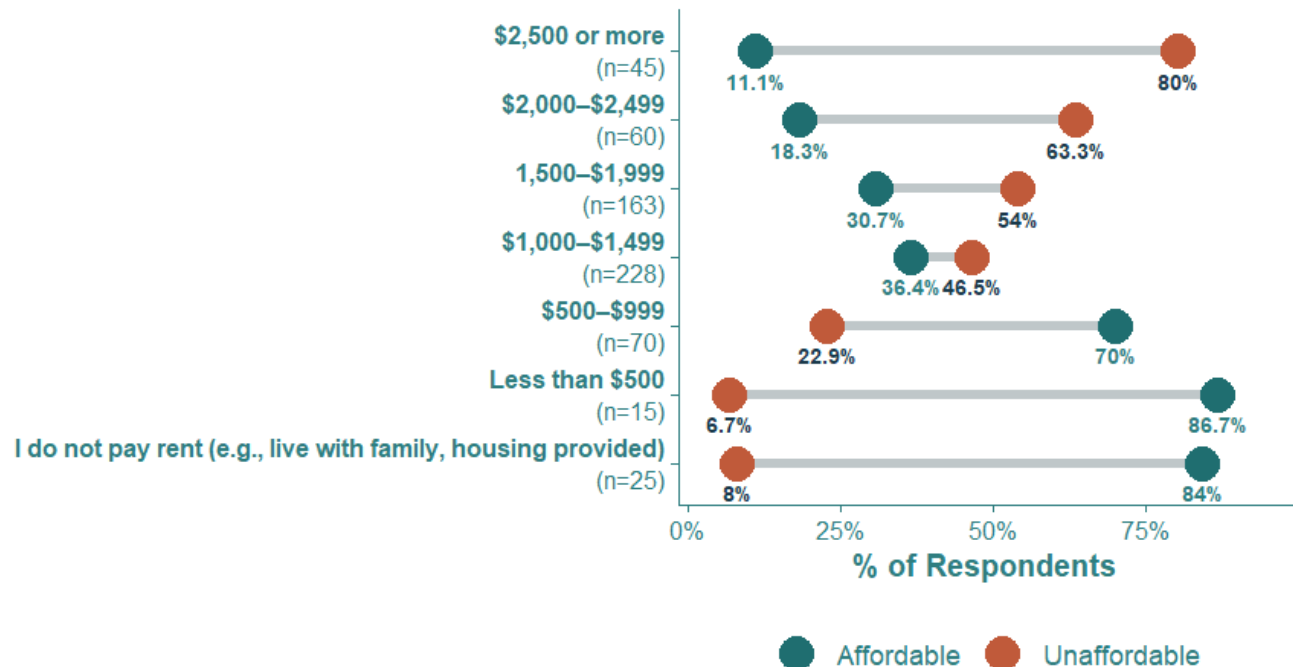


Figure 27: Percentage of graduate students by rent level and perceived affordability

Lighter color presents % who finds it affordable whereas darker color presents who does not find it affordable

Despite relatively moderate rent levels, housing affordability remains a significant concern. Over 45% of students found their housing somewhat or very unaffordable (28.3% and 17% respectively), compared to just 37.7% who found it affordable. The dumbbell chart reinforces this pattern. Students paying \$2,500 or more had the starkest affordability gap, with 80% finding it unaffordable and only 11.1% finding it affordable. Even at the \$1,000–\$1,499 bracket, nearly half (46.5%) still reported their housing as unaffordable. The findings suggest that affordability pressures extend well beyond the highest rent brackets and represent a broad challenge across the graduate student population.

Satisfaction with housing factors

Graduate students reported varied satisfaction levels across different housing factors. Most students were satisfied with their cohabitants (63%) and the stability of their housing (70%), with 41% and 43% being extremely satisfied, respectively. Satisfaction was also relatively high for the place itself (75%), though fewer were extremely satisfied (36%).



Figure 28: Average ranking of household aspects
Each bar shows the average rank assigned to that housing aspect, where respondents ranked all 7 aspects from 1 (best/most satisfied) to 7 (worst/least satisfied). A lower average rank means students rated it more favorably. For example, "Living arrangement" with an average of 2.66 means most students ranked it among their top 2–3 aspects. Conversely, "Landlord reliability & fairness" at 5.23 means most students ranked it near the bottom. The color reinforces this, darker bars indicate aspects ranked worse overall.

Graduate students rated living arrangements (avg. rank 2.66) and neighborhood and location (avg. rank 3.29) as the strongest aspects of their housing situation. This shows general satisfaction with who they live with and where they live. Distance and commute to UBC (3.78) and stability and security (4.18) fell in the middle range.

In contrast, landlord reliability and fairness (5.23), cost relative to income/funding (4.58), and physical condition and amenities (4.45) were consistently ranked as the weakest aspects, indicating that financial pressures, property quality, and landlord responsiveness represent the most significant housing concerns for graduate students.

Section F: Graduate student well-being

Prevalence of disability and mental health condition

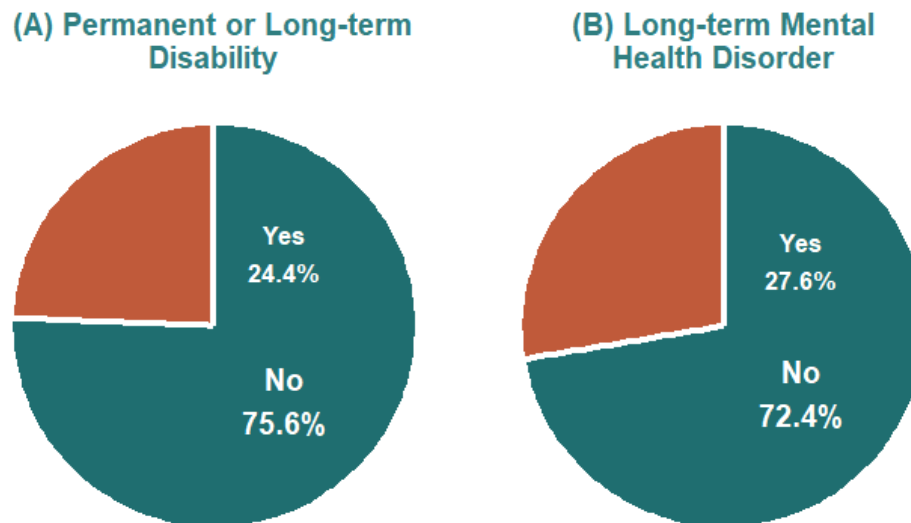


Figure 29: Prevalence of disability and mental health condition
Excluding Not sure/not applicable

Approximately one in four respondents identified as having a permanent or long-term disability or health condition (24.4%) or a long-term mental health disorder (27.6%). This highlights that a substantial minority of graduate students are navigating their studies with significant health challenges.

Access to disability and mental health support

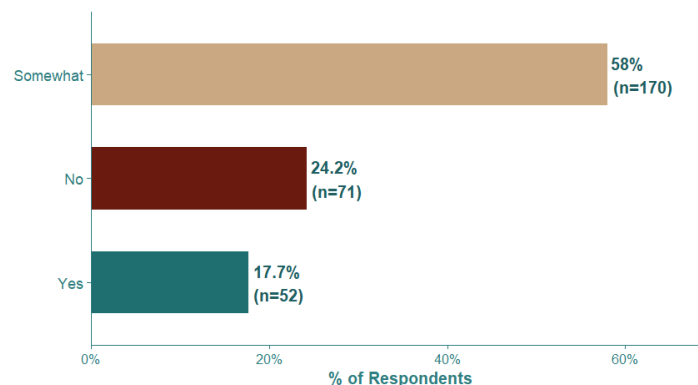


Figure 30: Access to disability and mental health support at UBC among students with those conditions

Among those who identified a disability or mental health condition and responded to the follow-up question (n=293), access to adequate supports was limited. Only 17.7% felt they fully had access to the supports they needed at UBC, while 57.8% felt they somewhat had access and 24.1% reported they did not have access to the supports they needed. Together, over 80% of students with disabilities or mental health conditions indicated their support needs were either partially or fully unmet.

Key themes in additional support needs

Mental Health Services & Coverage	Insufficient counselling, long wait times for psychiatrists, inadequate insurance for therapy and medication, difficulty finding family doctors
Financial Support	Better stipends, more funding opportunities, scholarships for course-based students, coverage for disability-related expenses
Accessibility Services & Accommodations	Bureaucratic process, costly external assessments, professors not following formal accommodations, hard to navigate
Physical & Structural Barriers	Need for quiet/low-sensory spaces, flexible attendance, virtual options, universal design in course delivery
Satellite & Remote Campus Inequity	Students at remote/satellite campuses pay full UBC fees but lack access to health, mental health, and accessibility services

Figure 31: Key themes in additional support needs among students with disabilities or mental health conditions (based on open-ended responses)

As shown in Figure 3, open-ended responses revealed five key themes regarding unmet support needs. Mental health services and coverage emerged as the most pressing concern, followed by gaps in financial support and accessibility accommodations. Notably, students at satellite and remote campuses reported a distinct inequity, paying full UBC fees while lacking access to the very services these fees are meant to support.

Average daily time allocation

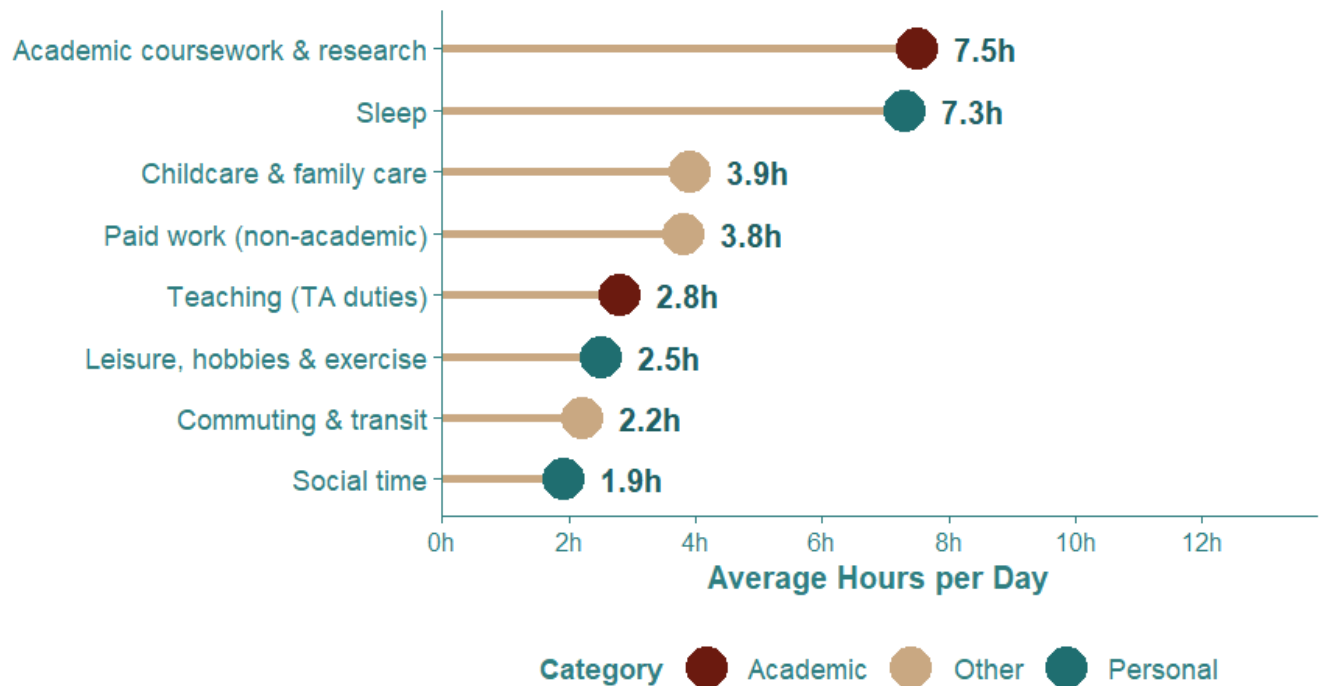


Figure 32: Average daily time allocation of graduate students

Graduate students reported spending the most time on academic coursework and research (7.5h/day) and sleep (7.3h/day), together accounting for nearly two-thirds of a typical day. Paid non-academic work (3.8h) and childcare and family care (3.9h) added substantial additional demands. This points out that many students balance significant responsibilities outside their studies.

In contrast, time allocated to leisure (2.5h) and social activities (1.9h), was comparatively limited. Among the 37 respondents who specified other activities, household responsibilities and personal care (including cooking, cleaning, laundry, and errands) dominated responses, with most estimating 2–4 hours per day on these tasks. A smaller number mentioned volunteering, medical appointments, therapy, and creative pursuits.

Source of stress and anxiety

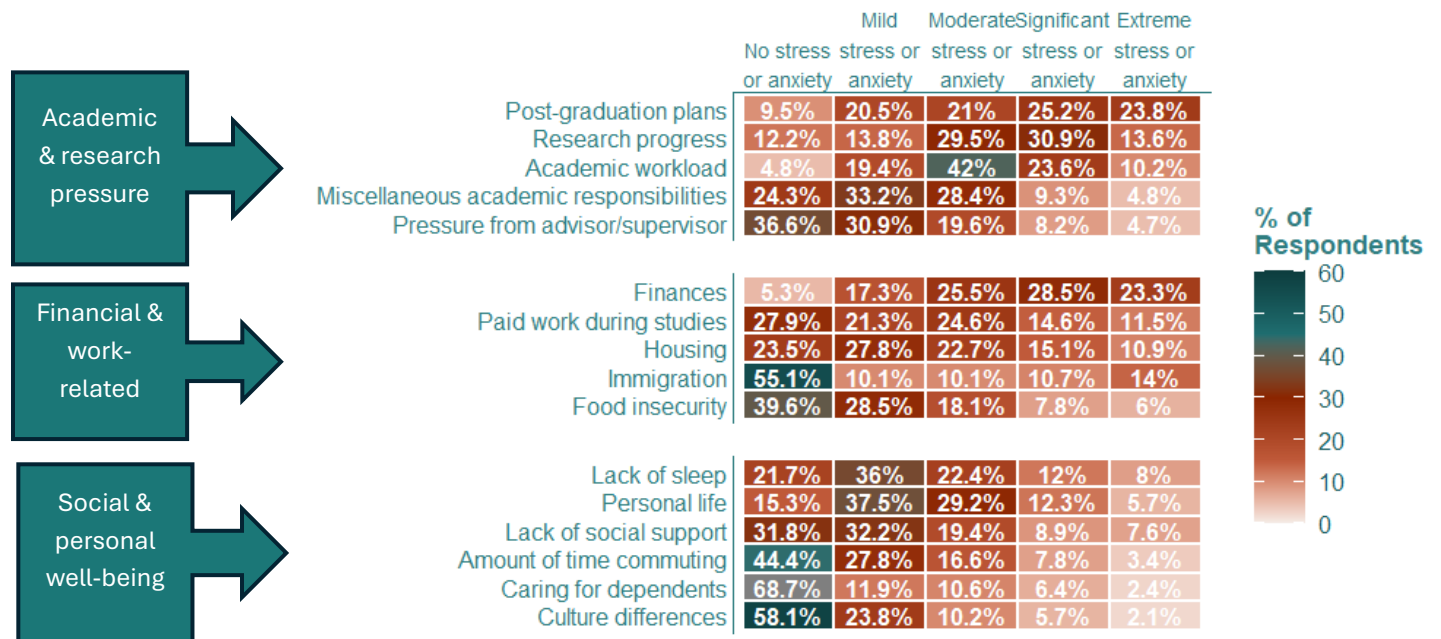


Figure 33: Sources of stress and anxiety among graduate students
Darker cells indicate higher proportion of students reporting stress at that level

Graduate students reported stress and anxiety across all three domains, with finances and post-graduation plans emerging as the most universally stressful factors; 51.8% and 49.0% of students respectively reported significant or extreme stress in these areas. Research progress (44.5% significant or extreme) and academic workload (33.8%) were also major stressors, reflecting the intense academic pressures of graduate study.

Within the financial domain, housing (26.0% significant or extreme) and immigration (24.7%) added substantial burden, particularly for international students navigating both financial and legal uncertainty. In contrast, pressure from advisor/supervisor (12.9%) and miscellaneous academic responsibilities (14.1%) were comparatively lower stressors. This highlights that day-to-day academic demands are less distressing than longer-term uncertainties.

Among personal and social stressors, personal life (18.0% significant or extreme) and lack of social support (16.5%) were most prominent, while caring for dependents (8.8%) and culture differences (7.8%) affected smaller but meaningful subsets of students.

Awareness of graduate support services

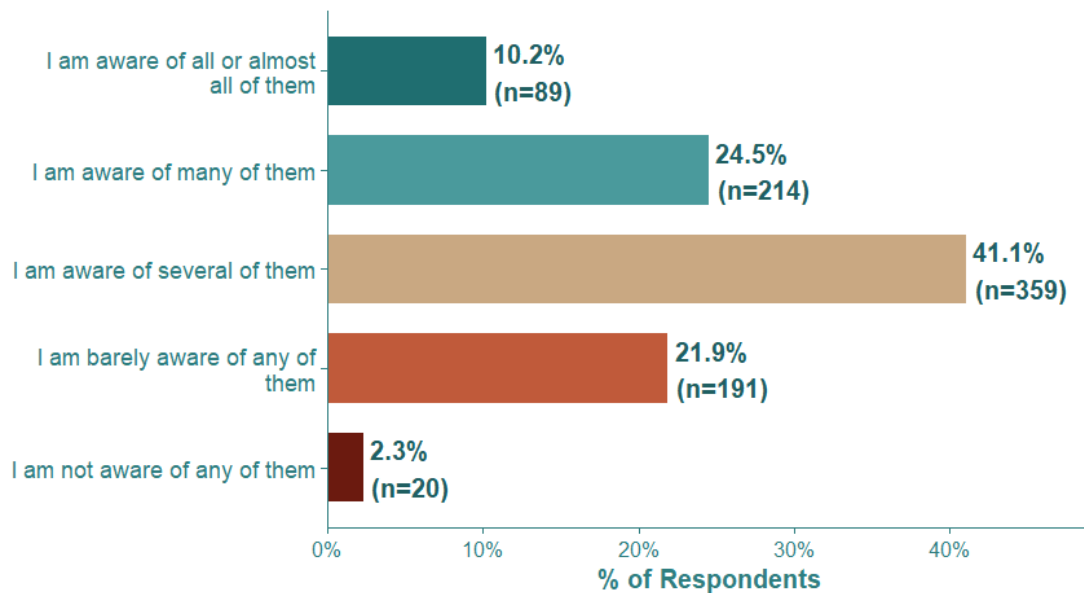


Figure 34: Student awareness of graduate support services at UBC

Awareness of graduate support services at UBC was moderate overall. The largest group of students (41.1%) reported being aware of several services, while 24.5% were aware of many and 10.2% were aware of all or almost all; meaning just over a third of students had broad awareness of available support. However, a notable proportion had limited awareness, with 21.9% barely aware of any services and 2.3% completely unaware, together representing nearly one in four graduate students who are largely uninformed about the support available to them.