

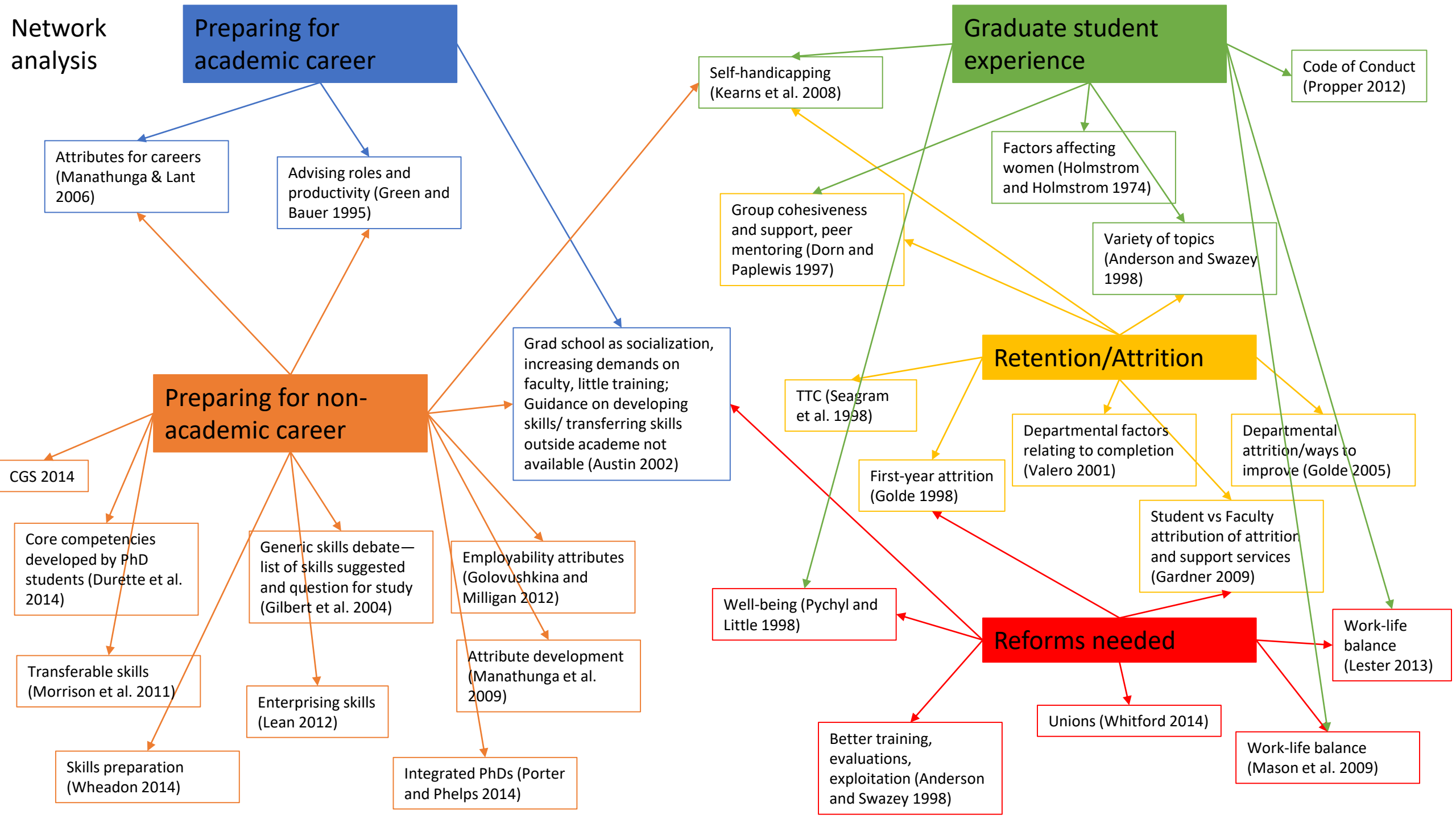


GSA
GRADUATE STUDENT ASSEMBLY

Graduate Student Survey
Professional development and well-being
Maggi Sliwinski

History

- Began developing survey questions in Fall 2015
- Focus on professional development, well-being, and degree completion
- Reviewed by GSA, Bureau of Sociological Research, Graduate Studies
- Piloted by committee chairs and executives in spring 2016
- Research approved by Institutional Review Board on April 20, 2016



(quant) How does job preparation contribute to graduate degree completion?

(qual) What can the university do to improve completion?

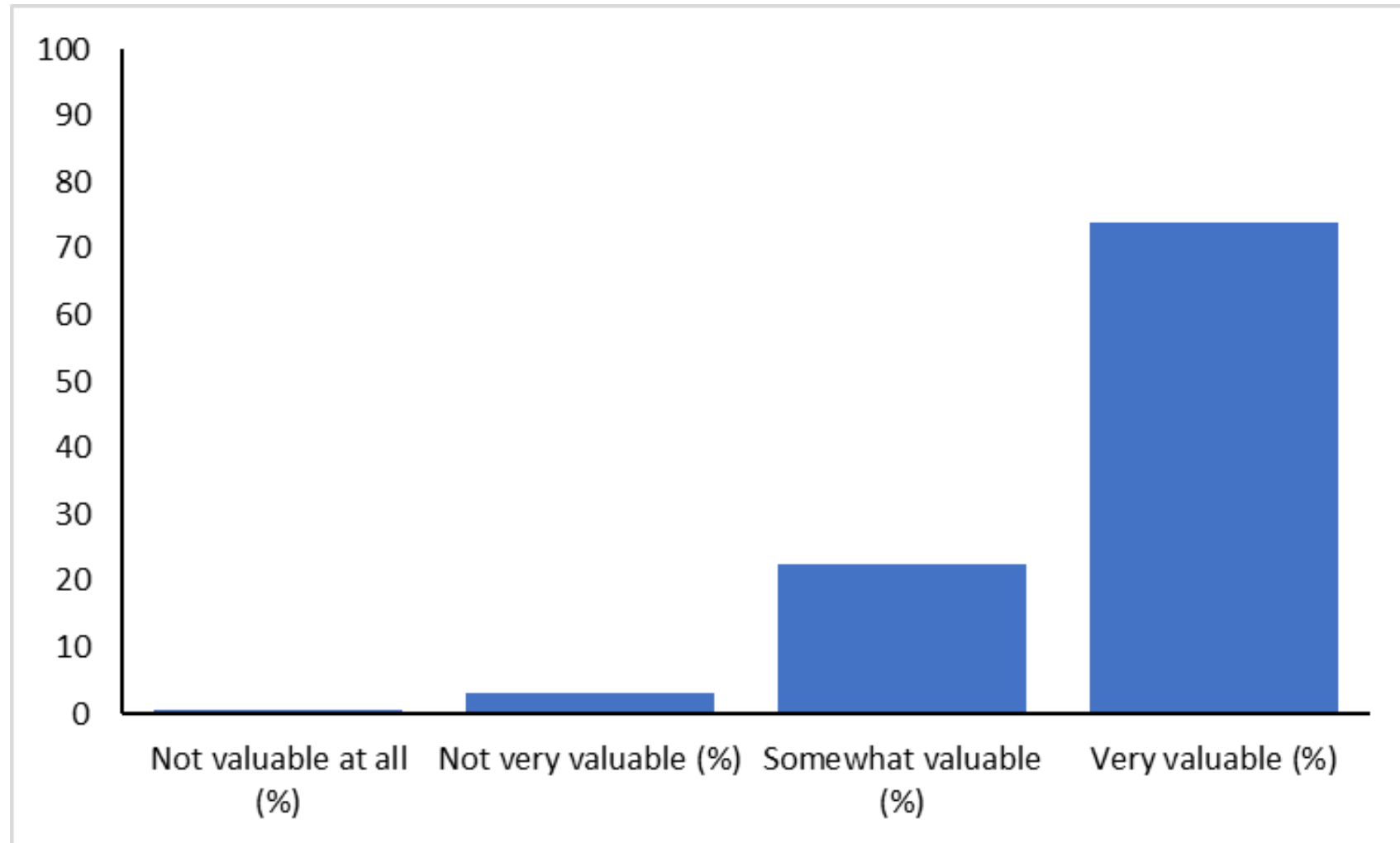
Topics covered

- Relationship with advisor
- Career preparation and job search activities
- Professional development opportunities and productivity
- Transferable skills
- Teaching assistantships
- Departmental climate and program cohesiveness
- Well-being
- Imposter syndrome
- Degree completion
- Financial status
- Demographics

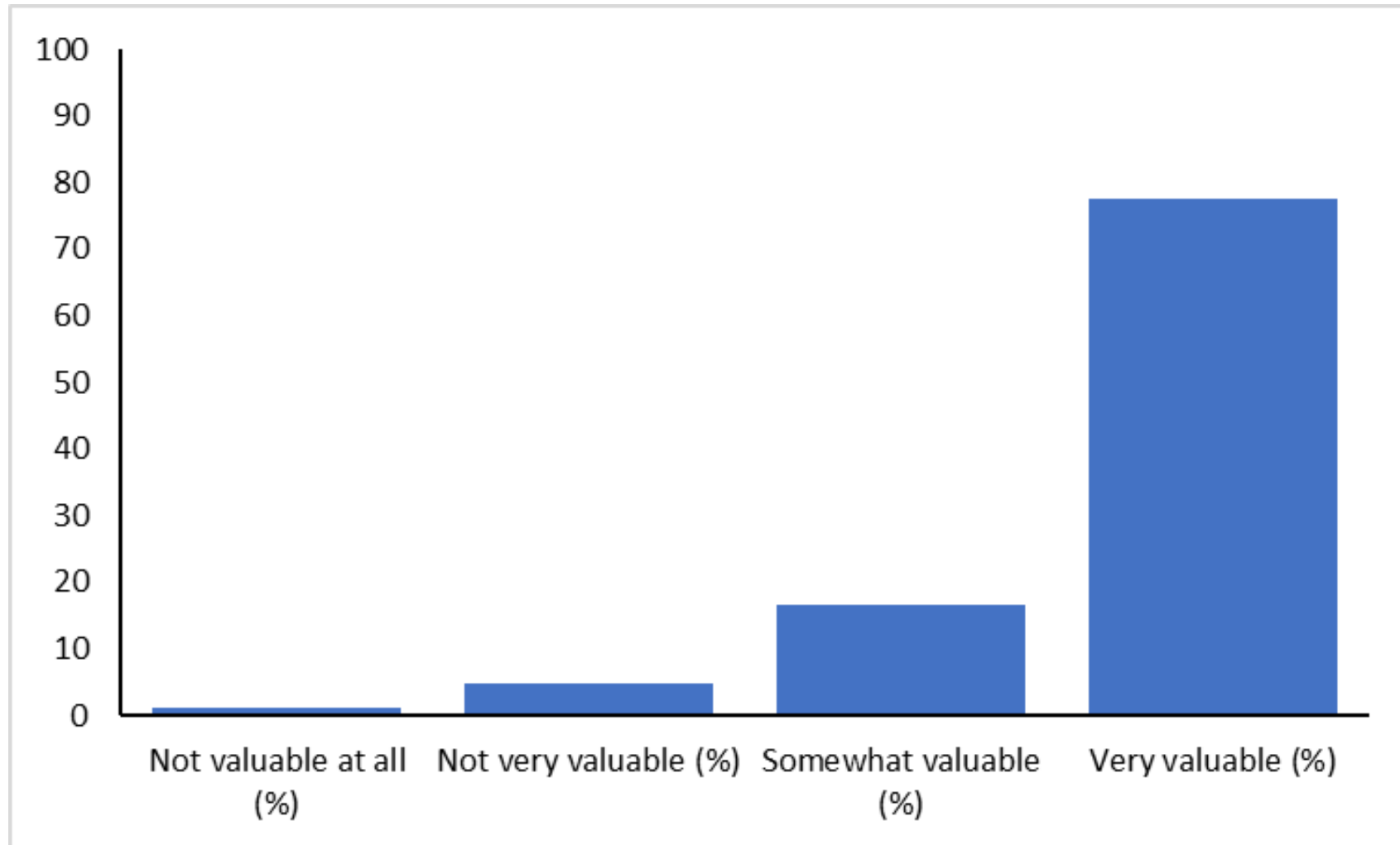
Distributing survey

- Email with link to survey sent by Office of Student Affairs on January 31, 2017
- Reminder email with link sent from Office of Student Affairs on February 14, 2017
- Total emails: 5126
- Total complete responses: 475 (9.2%)

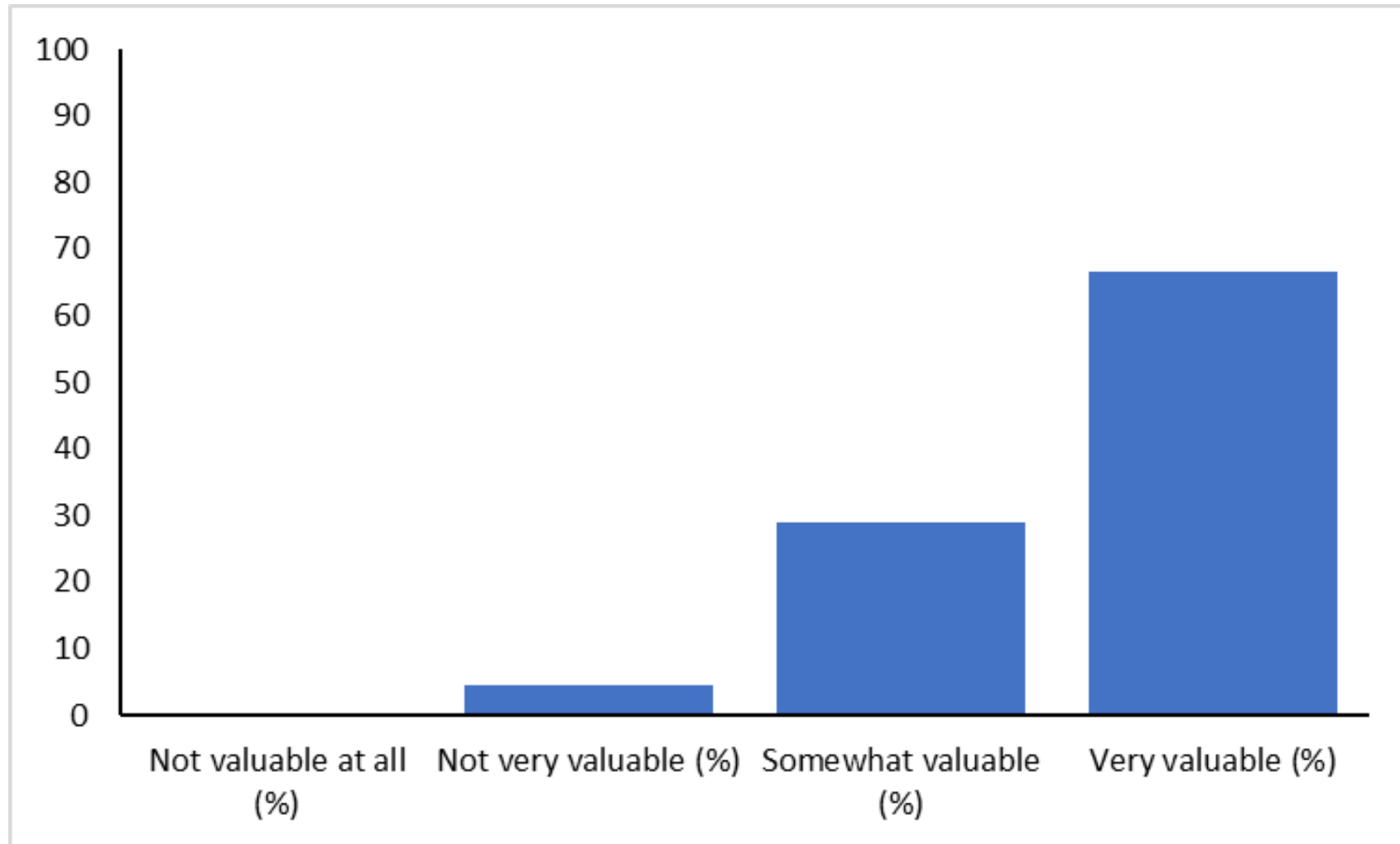
UHC, 48% used



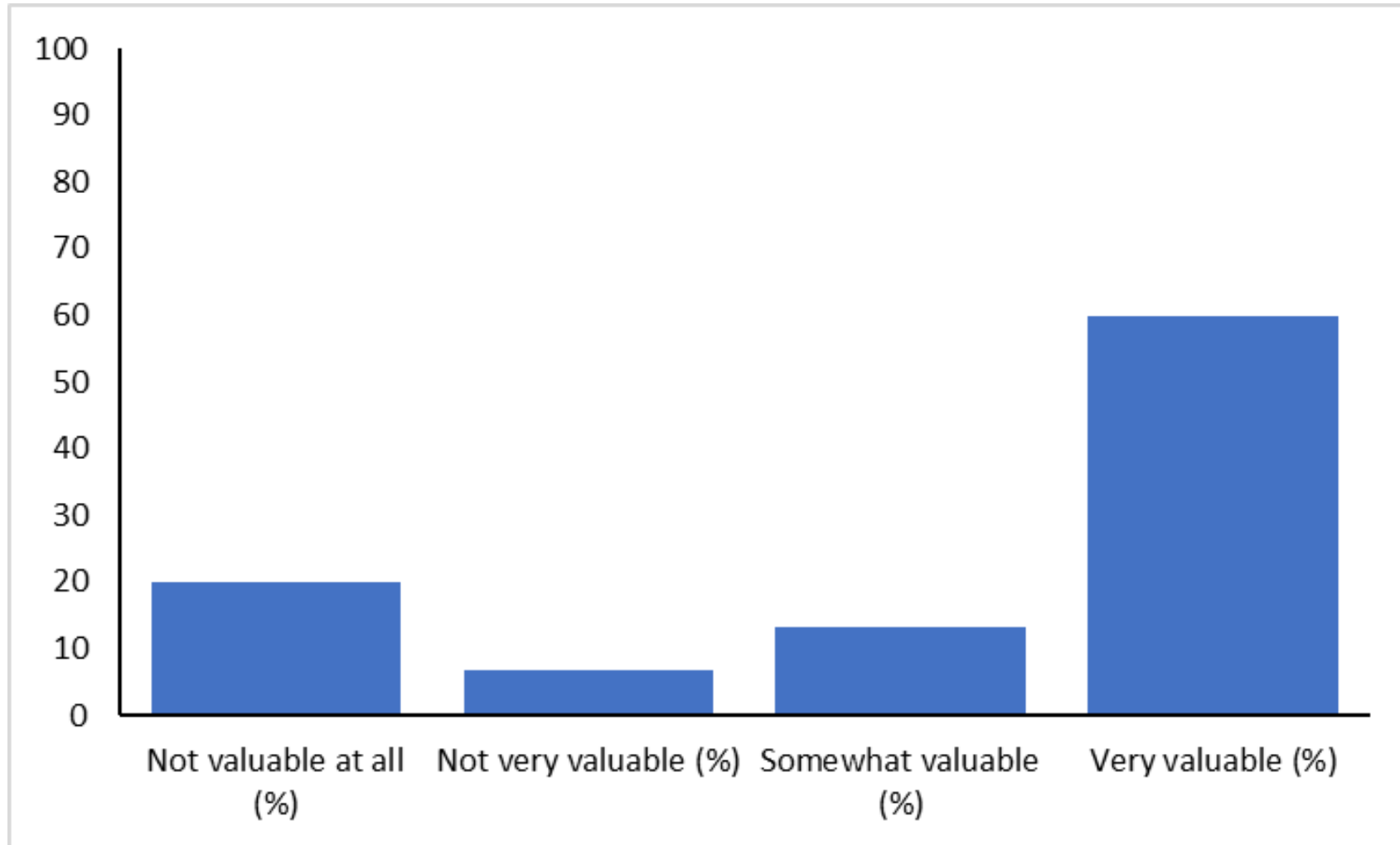
CAPS, 18% used



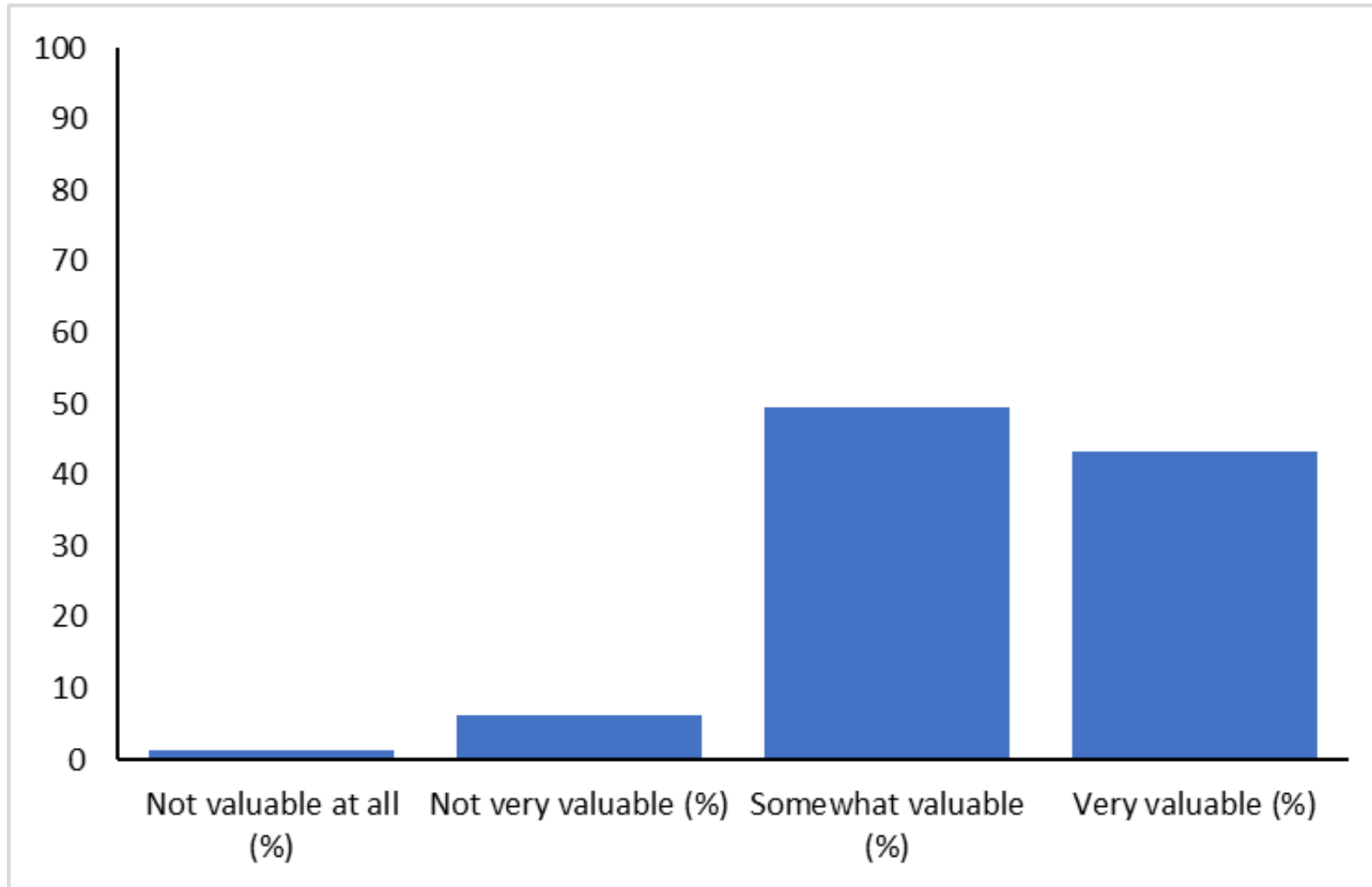
Career Services, 9.5% used



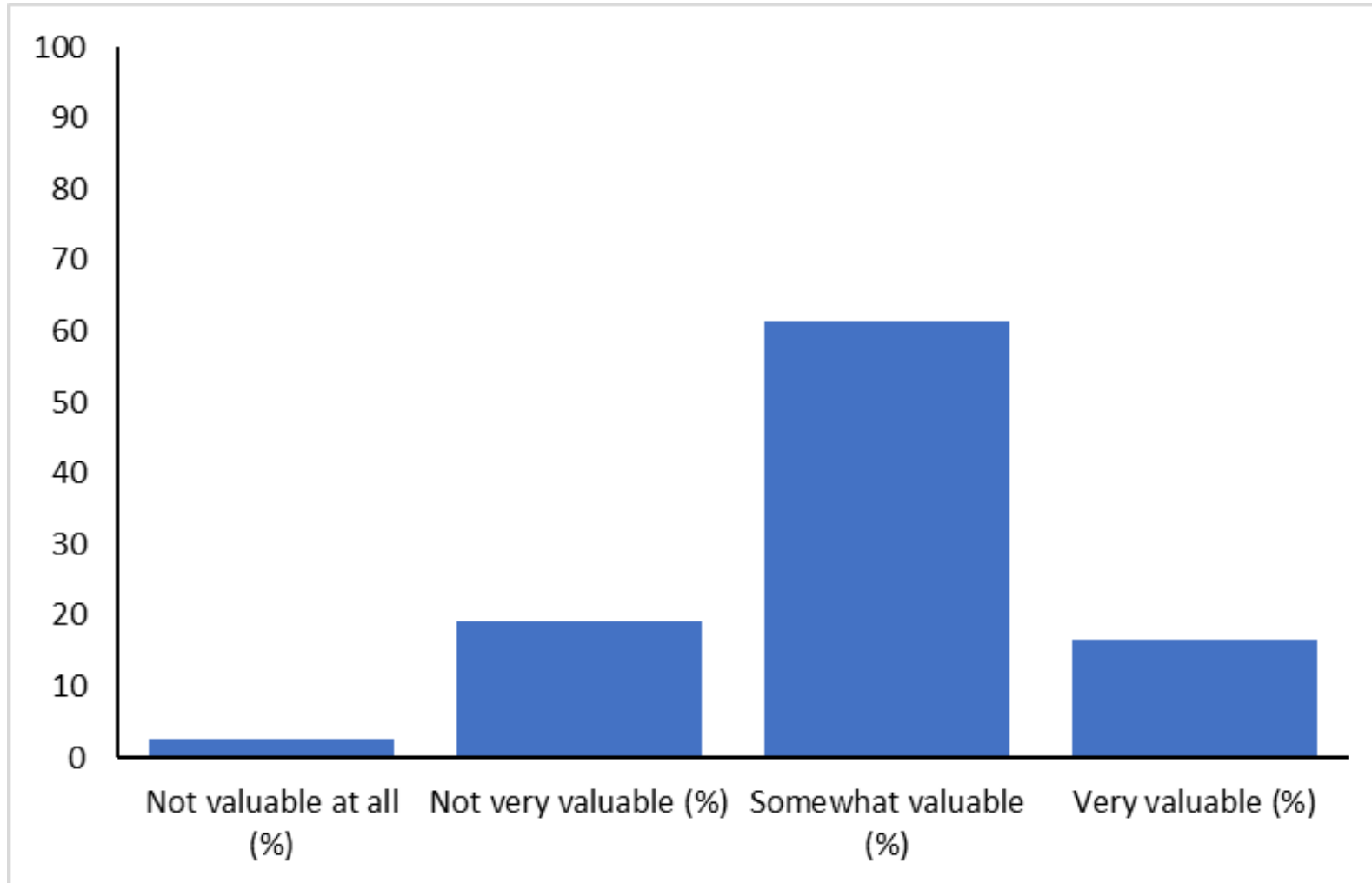
Student Money Management Center, 3% used



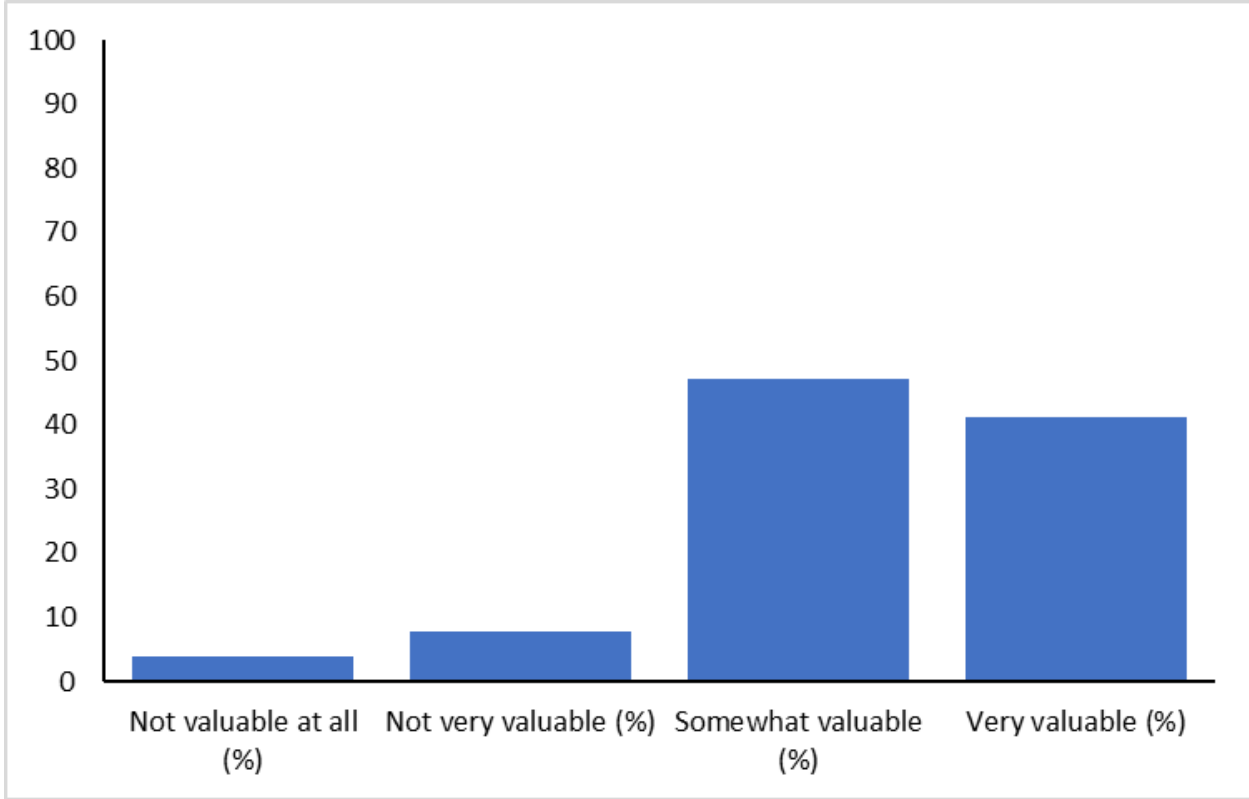
Grant writing workshop, 81 used



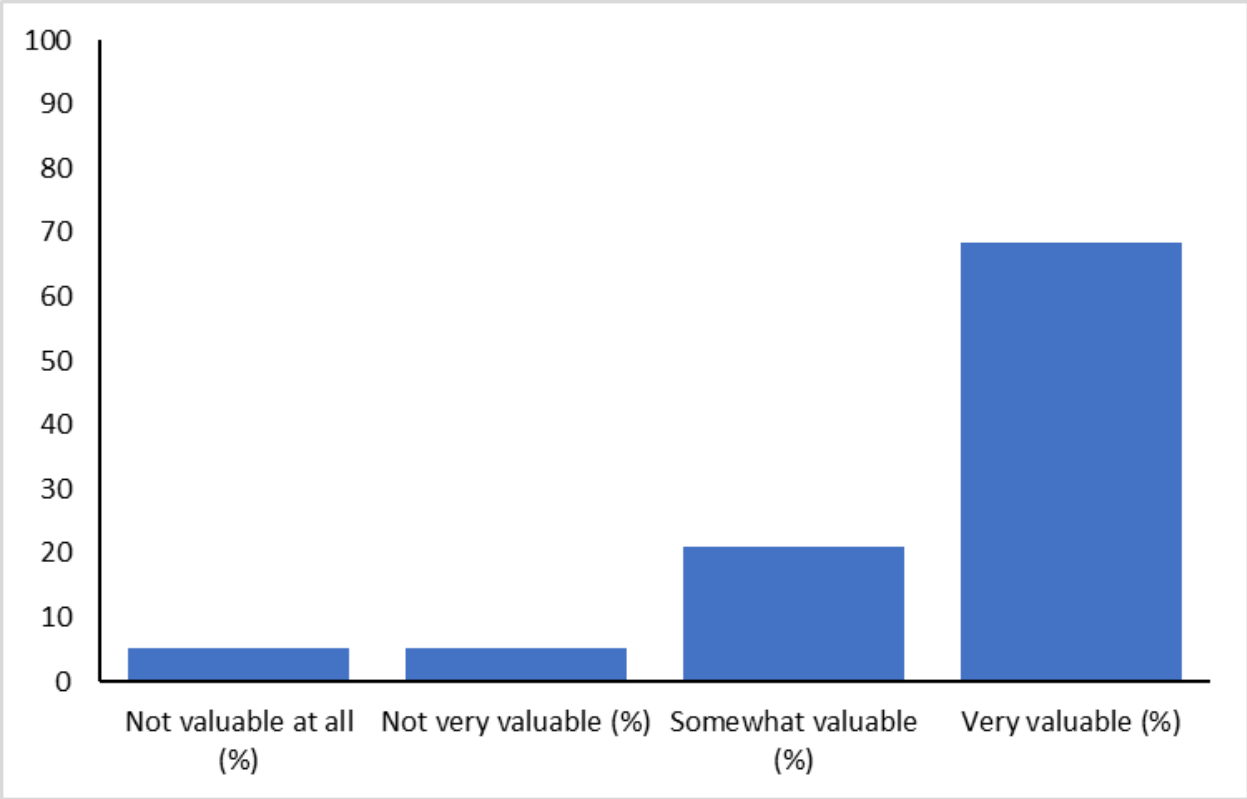
Career Fair through Career Services, 78 used



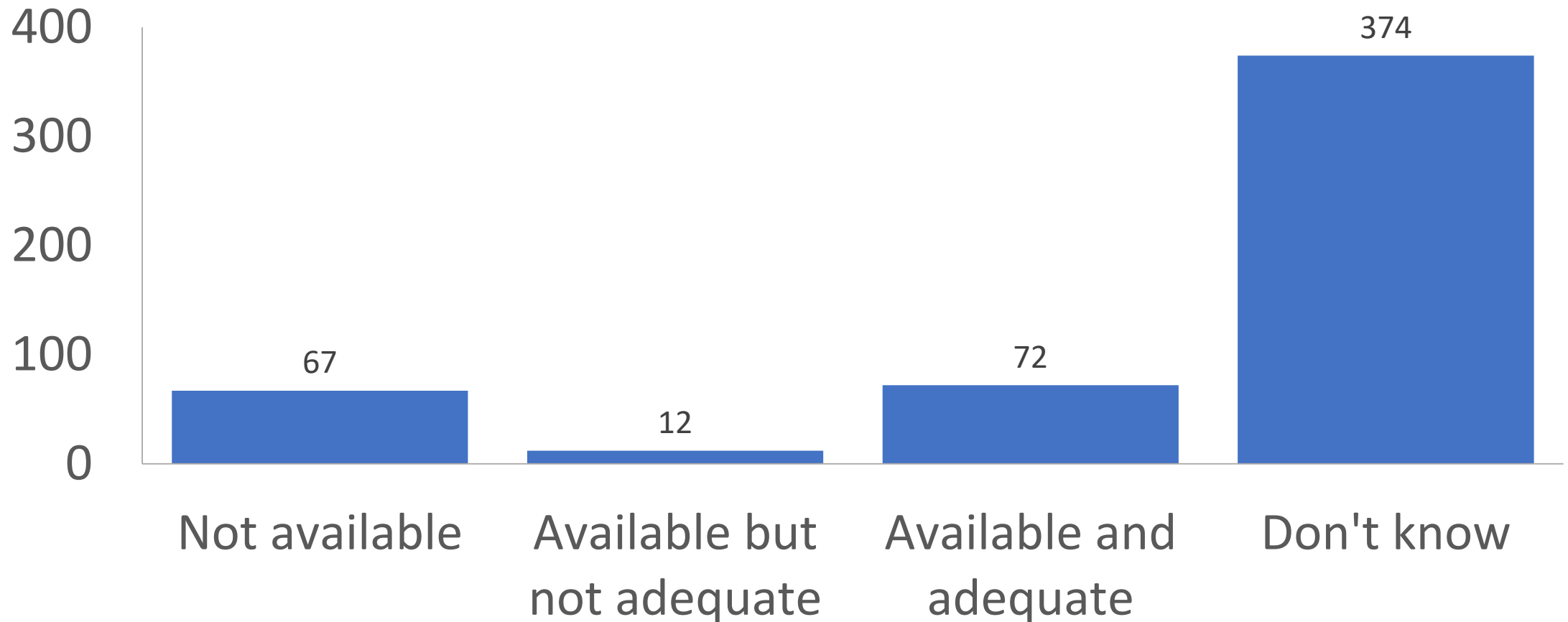
Application review: Career Services, 51 used



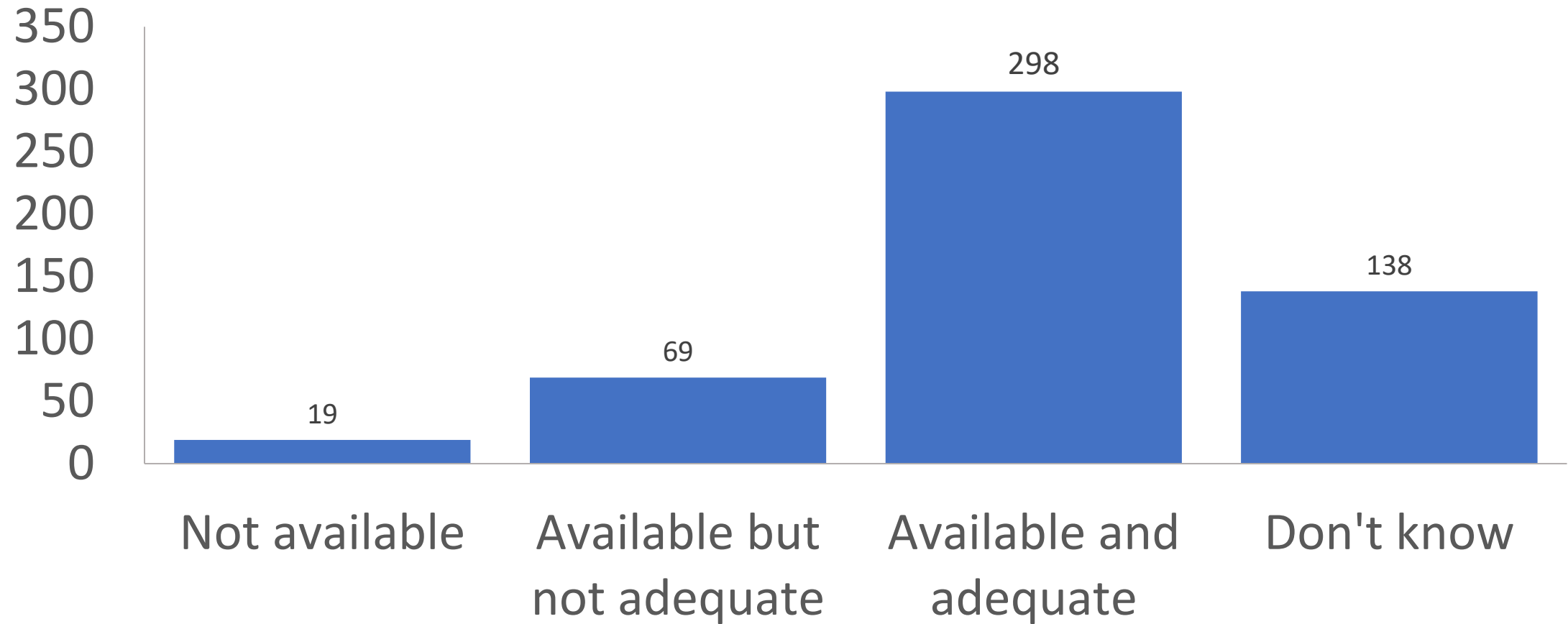
Application review: Graduate Studies, 19 used



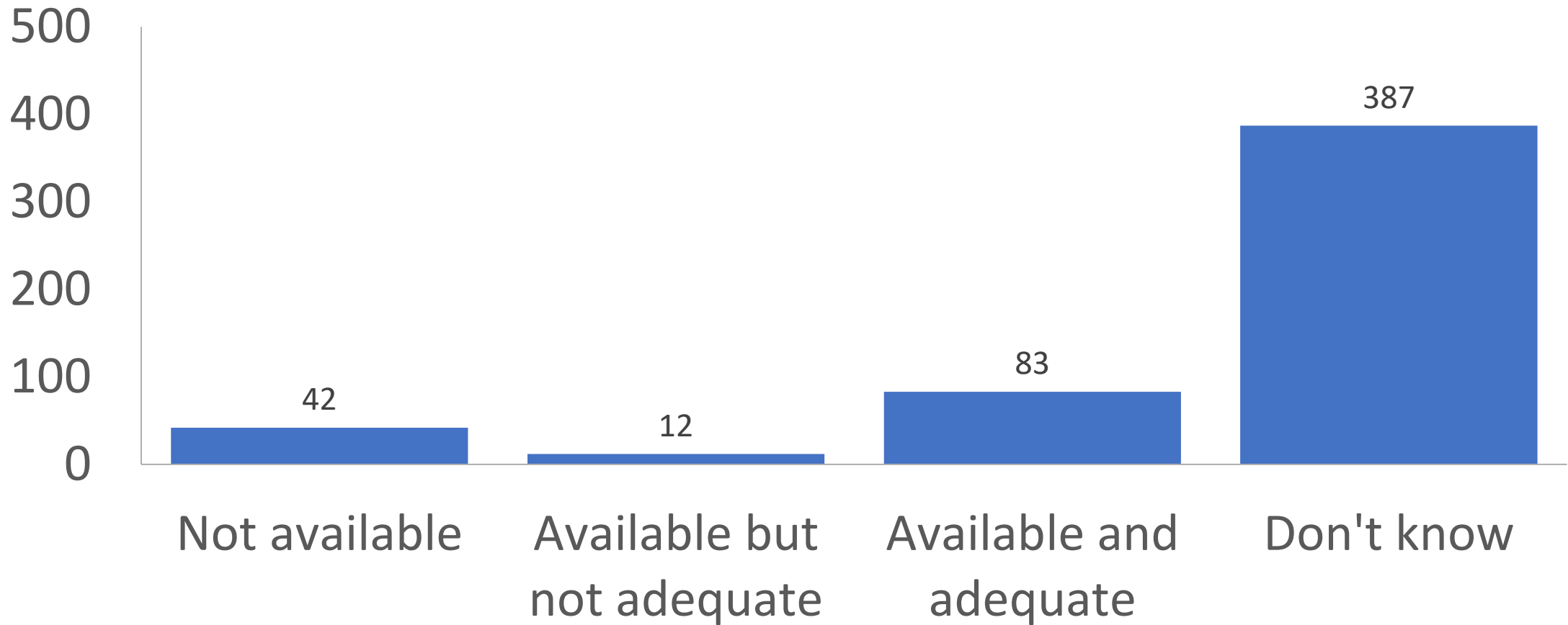
Resources in departments: Ombudsperson or grievance committee



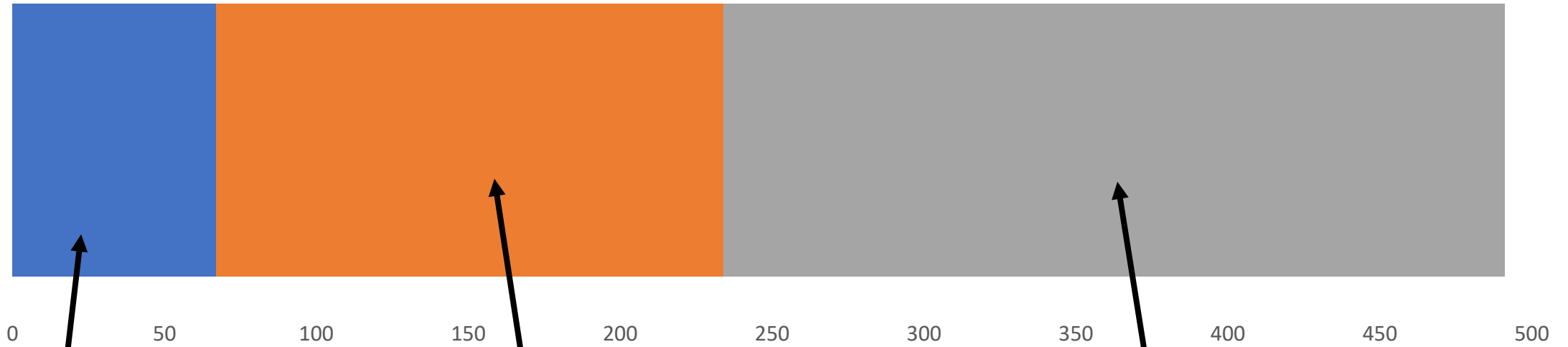
Resources in departments: Graduate student handbook



Resources in departments: Family and medical leave posted



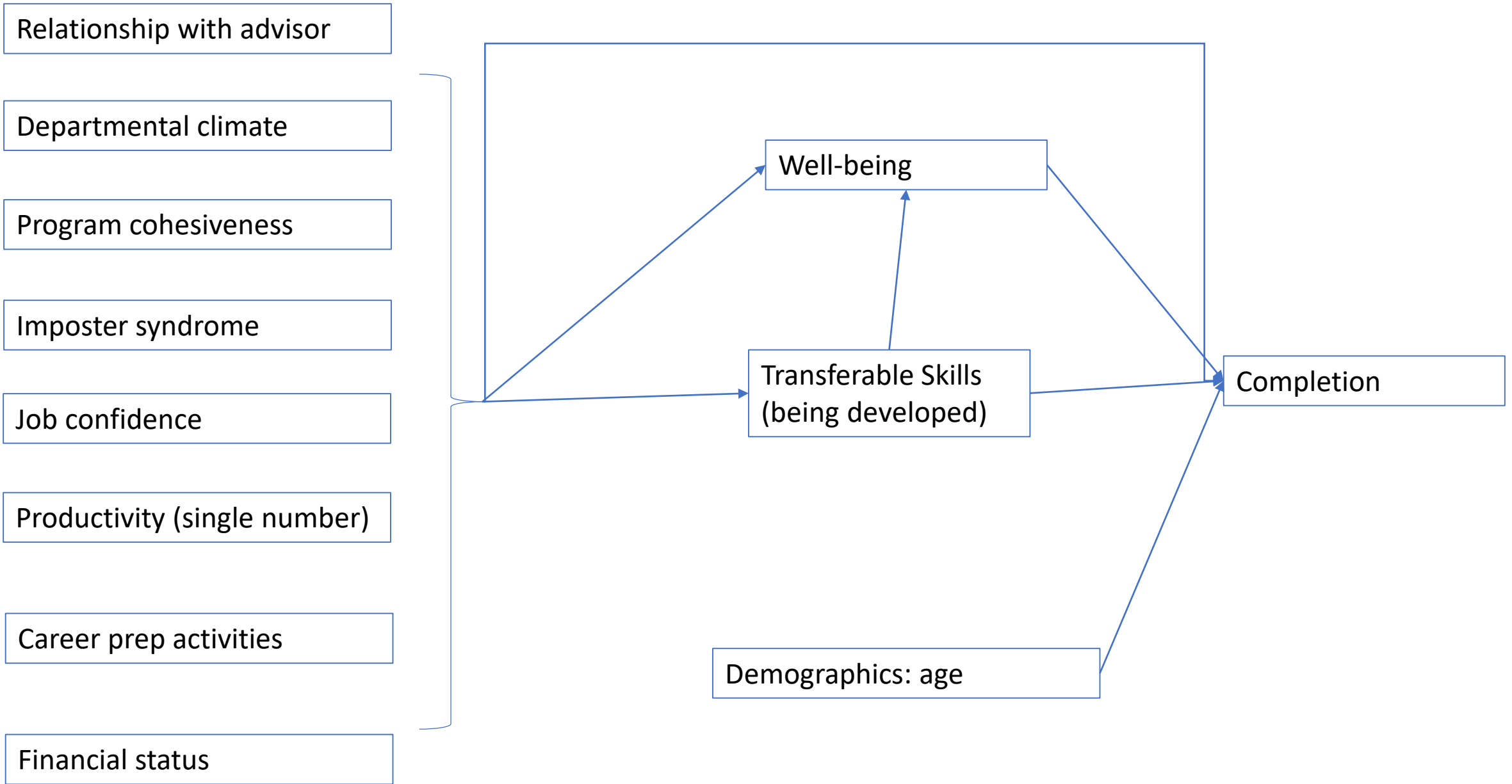
Financial Status



I am not sure I will have enough funds to complete my studies.

I probably will have enough funds to complete my studies.

I am confident that I will have sufficient funds to complete my studies.



Cronbach's alpha used to check for internal consistency. P-value < 0.05

Relationship with advisor

Departmental climate

Program cohesiveness

Imposter syndrome

Job confidence

Productivity (single number)

Career prep activities

Financial confidence

Well-being

Transferable Skills (being developed)

Relationship with advisor

Departmental climate

Program cohesiveness

Imposter syndrome

Productivity (single number)

Career prep activities

**Transferable Skills
(being developed)**

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graph LR; A[Relationship with advisor] --> D[Transferable Skills (being developed)]; B[Departmental climate] --> D; C[Program cohesiveness]; E[Imposter syndrome]; F[Productivity (single number)]; G[Career prep activities];
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The diagram illustrates the factors that influence the development of transferable skills. On the left, there are five boxes: 'Relationship with advisor' and 'Departmental climate' are highlighted with blue borders, while 'Program cohesiveness', 'Imposter syndrome', 'Productivity (single number)', and 'Career prep activities' have grey borders. Two blue arrows originate from the right side of the blue-bordered boxes and point towards the 'Transferable Skills (being developed)' box on the right, which is highlighted with an orange border.

Relationship with advisor

Departmental climate

Program cohesiveness

Imposter syndrome

Job confidence

Productivity (single number)

Career prep activities

Financial confidence

Well-being

Transferable Skills
(being developed)

Demographics: age

Completion