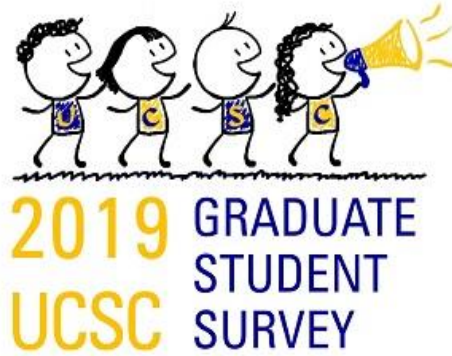


The 2019 UCSC Graduate Student Survey covers the following topics:

1. Program and year of study, completed milestones, previous education, designated emphasis
 2. Overall satisfaction with being a student at UCSC
 3. Quality of program and faculty
 4. Primary Advisor (types of support, expectations) ***in 2019 added new questions**
 5. Program curriculum
 6. Training and career preparation
 7. PLOs: common Program Learning Outcomes for PhD/DMA (program-specific PLOs are not shown)
 8. Assessment of student's academic progress, support by graduate program coordinator
 9. Expected time to complete the degree and barriers that slow down
 10. Suggestions to improve the quality of your graduate program
 11. Professional development at UCSC
 12. Writing support ***in 2019 revised questions**
 13. Departmental climate ***in 2019 added new questions**
 14. Communication with department and funding
 15. Food and Housing
 16. Demographic information
 17. International Students (IDRF and Graduate Preparation Program) ***new section in 2019**
 18. TA training and experience, including CITL ***in 2019 added new questions**
 19. Campus resources: space, computers and other research equipment
 20. Career plans
 21. Humanities PhD students' interest in additional skills
-



This survey provides graduate students with a unique formal opportunity to share their experiences and suggestions with faculty, staff, and campus decision makers.

Since 2007 this survey has been used to evaluate the quality of graduate programs for formal and informal departmental reviews and to improve academic programs and on-campus services.

Complete the survey as soon as you can and be entered in prize drawings! You have a chance to win one of \$50 Amazon gift cards in weekly drawings or \$250 Amazon gift card in the Grand Prize drawing at the end of the survey.

Protecting Your Privacy

Please be assured that all of your responses will be maintained securely and confidentially. Click [here](#) for more information about privacy and confidentiality.

The survey is sponsored by the Division of Graduate Studies and conducted by Institutional Research, Assessment, and Policy Studies (IRAPS).

If you have any questions about this survey or experience technical difficulties, please email surveys@ucsc.edu.

NOTE: By clicking [NEXT](#) at the bottom of each screen, you save your responses.

The survey takes about 15-25 minutes to complete. If you are unable to finish the survey in one sitting, you can log in later at GradSurvey.ucsc.edu.

(End of Page 1)

Program of Study

Q1. Please select the graduate program in which you are enrolled:

- Anthropology
- Applied Economics & Finance
- Applied Mathematics
- Astronomy & Astrophysics
- Biomolecular Engineering & Bioinformatics
- Chemical Biology, Biochemistry, & Biophysics
- Chemistry
- Coastal Science and Policy
- Computational Media
- Computer Engineering
- Computer Science
- Digital Arts/New Media
- Earth Sciences
- Ecology & Evolutionary Biology
- Economics
- Education
- Electrical Engineering
- Environmental Studies
- Feminist Studies
- Film & Digital Media
- Games & Playable Media
- History
- History of Consciousness
- Latin American & Latino Studies
- Linguistics
- Literature
- Mathematics
- Microbial Biology & Pathogenesis
- Microbiology & Environmental Toxicology
- Molecular, Cell, & Developmental Biology
- Music
- Music Composition
- Ocean Sciences
- Philosophy
- Physics
- Politics
- Psychology
- Science Communication
- Scientific Computing & Applied Mathematics
- Serious Games
- Social Documentation
- Sociology
- Statistical Science
- Technology & Information Management
- Theater Arts
- Visual Studies

Q2. What is the highest degree you will attain at the completion of your program?

- Post-Bachelor's Certificate
- MA
- MS
- MFA
- PhD or DMA

(End of Page 2)

Q3 is only shown if Q1 = PhD or DMA

Q3. What year of graduate studies have you just completed in your current doctoral program (not including your graduate studies at other institutions)?

- 1st year
- 2nd year
- 3rd year
- 4th year
- 5th year
- 6th year
- 7th year
- 8th year or more

Q4. Have you completed the following aspects of your graduate program?

	YES	NO	Not applicable
I have completed all required coursework for my program			
I have completed my lab rotations			
I have passed my qualifying exams/paper			
I have had my dissertation/thesis proposal accepted by a committee*			
I have defended (completed) my dissertation/thesis/MA project			
I graduate in spring or summer 2019			
I will graduate in the 2019-20 academic year			

* I have had my dissertation/thesis proposal accepted by a committee is hidden if Q2=MA, MS, or MFA

Q5. What was your academic and/or professional experience prior to starting this program at UCSC? Select all that apply.

- Completed a Master's degree
- Completed one or more years of graduate studies without a degree
- One or more years of employment after completing a BA/BS degree
- Other, please specify _____

Q6 is shown if: Q2= PhD or DMA

Q6. Do you intend to complete a designated emphasis (parenthetical notation) while at UCSC?

- Yes
- No
- Maybe

Q6a is shown if Q6 = Yes OR Maybe

6a. In which program(s) do you intend to complete a designated emphasis? (Please check all that apply)

- Anthropology
- Critical Race and Ethnic Studies
- Ecology and Evolutionary Biology
- Education
- Environmental Studies
- Feminist Studies
- Film and Digital Media
- History of Consciousness
- Latin American/Latino Studies (LALS)
- Literature
- Philosophy
- Politics
- Robotics and Control
- Scientific Computing
- Social Documentation
- Sociology
- Statistics
- Visual Studies
- Other _____

Q6b is shown if Q6 = Yes

Q6b Have you completed the required courses for your designated emphasis program(s)?

- Yes, I completed one or more courses
- No, I have not started yet

Overall satisfaction

Q7. Overall, how satisfied are you being a student at UCSC?

- Very dissatisfied
- Dissatisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

(End of Page 3)

Quality of Program & Faculty

Q8. Please rate the following aspects of your department/program and the faculty:

	Poor	Fair	Good	Very Good	Excellent	Not applicable/ Don't know
Quality of teaching by faculty in your program						
Quality of teaching in your area of specialization						
Diversity of faculty's research interests						
Opportunities to work collaboratively with faculty on research						
Opportunities to form mentorship relationships with faculty members						
Opportunities to work with faculty whose research interests match your own						
Amount of faculty involvement in program/department activities and events						

Q8a is shown if Q2 = PhD OR DMA OR MFA

Q8a. Rate the following aspects of your department/program and the faculty:

	Poor	Fair	Good	Very Good	Excellent	Not applicable/ Don't know
Faculty assistance in helping you find and secure funding						
Faculty advice regarding academic careers (i.e., teaching and/or research)						
Faculty advice regarding non-academic careers						
Professional development training and opportunities to prepare you for academic careers						
Professional development training and opportunities to prepare you for non-academic careers						
Faculty assistance in helping you find professional employment						

Q9. Rate the overall quality of your graduate program:

- Poor
- Fair
- Good
- Very Good
- Excellent

(End of Page 4)

Primary Advisor

Q10. Do you currently have a primary faculty advisor?

- Yes
- No, but I have an assigned temporary faculty advisor
- No, I don't have a faculty advisor
- I don't know

If Q10 = No, I don't have a faculty advisor or if Q10 = I don't know, SKIP to Next section: Program Curriculum

Q11a. How useful have you found your primary advisor's help/advice with each of the following?

	Have not received any	Not useful	Somewhat useful	Useful	Very useful
help with navigating the requirements of the program (i.e., coursework, QE, dissertation proposal, thesis)					
guidance for developing your own research interests into a thesis/dissertation					
discussions of your research					
guidance for your writing process in terms of organization, clarity, and grammar					
help with writing applications for grants/fellowships					
help with writing and/or presenting research to academic audiences (e.g., journal articles)					
help with writing and/or presenting research to non-academic audiences					
discussions about academic careers					
discussions about non-academic careers					
help with developing your professional network					
help with identifying potential sources of financial support (GSR, grants, fellowships, etc.)					

Q11b. To what extent has your primary advisor shown care and/or interest in each of the following?

	Not enough	About as much as I want/need	More than I want/need
Your research and/or teaching expertise obtained before starting at UCSC			
Your emotional well-being (e.g., mental health, social support)			
Your financial situation (e.g., food, housing, funding)			
Your personal responsibilities outside of the program (e.g., child care)			
Your life experiences before starting at UCSC			

(End of Page 5)

Q11c. Have you and your advisor discussed the expectations for each of the following?

	No, we haven't	Yes, but expectations are somewhat unclear	Yes, and expectations are clear
A time schedule for you to complete draft or final versions of written work such as papers, proposals, or chapters			
A timeframe for your advisor to provide feedback?			
A timeline for you to meet program's milestones such as QE, proposal, or dissertation defense)			
The frequency of meetings to discuss your research			

Q12. How satisfied are you with your...

	Very dissatisfied	Dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
overall <u>professional</u> relationship with your primary advisor?					
overall <u>personal</u> relationship with your primary advisor?					

Q13. What are one or two things that your advisor might change or add that would help you achieve your goals, such as finishing your thesis/dissertation and/or finding a job you desire? Please say a few words about *how/why* these improvements might help.

(End of Page 6)

Program Curriculum

Q12. Please indicate how accurately the following statements describe the curriculum of your department/program.

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
My program's requirements are well-defined.					
My program's overall requirements are appropriate.					
My program's <i>core</i> course requirements provide adequate preparation for later courses.					
My program's curriculum provides the knowledge & training for graduate-level competency in my area of specialization.					
Required courses are offered regularly and as scheduled.					
Elective courses are offered regularly and as scheduled.					
Overall, I am satisfied with the quality of the curriculum.					
Overall, I have a clear understanding of the program's standards and expectations for student work.					

Q12a is shown if Q1 (Program) = Biomolecular Engineering & Bioinformatics OR Chemical Biology, Biochemistry, & Biophysics OR Chemistry OR Microbial Biology & Pathogenesis OR Microbiology & Environmental Toxicology OR Molecular, Cell, & Developmental Biology OR Ecology & Evolutionary Biology

Q12a. Have you participated in lab rotations?

- Yes
- No
- Not applicable to my program

Q12b is shown if q12a = Yes

Q12a. How satisfied are you with the following aspects of your program's lab rotations?

	Very dissatisfied	Dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
Opportunities to work in research labs of your choice.					
Quality of the research training you received.					
Opportunities to find faculty members to work with on your dissertation.					
Overall quality of the lab rotation experience.					

(End of Page 7)

Training and Career Preparation

Q13 is shown if Q2 = PhD or DMA

Q13. During your graduate studies at UCSC, have you . . .

	Yes	No	Not applicable
received specific research training before beginning your own research?			
received specific guidance from faculty in formulating a research topic?			
conducted research in collaboration with faculty member(s) <u>within</u> your department?			
conducted research in collaboration with faculty members or graduate students <u>outside</u> your department?			
conducted your own research?			
assisted faculty in writing a grant/fellowship proposal?			
submitted a grant/fellowship proposal for <u>your</u> research to funding sources at and/or outside UCSC?			
published in a peer-reviewed journal/conference proceeding (as a first author or co-author)?			
presented a paper/poster for a scholarly conference/meeting (as a first author or co-author)?			
written an article/report for non-academic audiences (based on your expertise in your field of studies)?			
presented research to non-academic audiences?			
taught a course at UCSC as the instructor-of-record?			
supervised/mentored undergraduate students working on research or creative projects?			
gained skills and/or experience related to non-academic career(s) you are interested in?			

Q14 is shown if Q2 = MA, MS, or MFA

Q14. During your graduate studies at UCSC, have you..

	Yes	No	Not applicable
received specific research training before beginning to work on your Master's thesis/project?			
received specific guidance from faculty in formulating a topic for your Master's thesis/project?			
conducted your own research for your Master's thesis/project?			
assisted faculty members with their research or creative projects?			
submitted a grant/fellowship proposal for <u>your</u> research/creative project to funding agencies at and/or outside UCSC?			

Skip to PLO Masters Section if Q2 = MA, MS, MFA

(End of Page 8)

PhD/DMA Students: COMMON PROGRAM LEARNING OUTCOMES

The following questions will assist your program's faculty in evaluating the quality of training they provide.

Q15. Rate your current skills in the following areas:

	Don't have any	Poor	Fair	Good	Very Good	Excellent
Designing your own research project, including formulating questions, selecting methods, and developing a feasible plan						
Carrying out an independent research or scholarly project to completion						
Adhering to standards of research and/or professional ethics						
Writing proposals to obtain funding						
Writing scholarly articles for publication						
Writing for an expert audience (e.g., research reports, technical reports)						
Writing for a non-expert audience						

Q16. Rate your current skills in the following areas:

	Don't have any	Poor	Fair	Good	Very Good	Excellent
Presenting research to an expert audience						
Presenting research to a <u>non</u> -expert audience						
Working collaboratively with other people in <u>your</u> field/area of expertise						
Working collaboratively with people from <u>varied</u> fields/areas of expertise						
Working collaboratively with people from <u>culturally diverse</u> backgrounds						

Q17. Rate your pedagogical skills in the following areas:

	Don't have any	Poor	Fair	Good	Very Good	Excellent
Mentoring undergraduate research and/or creative projects						
Lecturing undergraduate students						
Leading discussions or labs with undergraduate students						
Providing useful feedback to students of varying ability levels						
Creating an inclusive and accessible learning environment for students of diverse backgrounds						
Developing my own undergraduate class						

Q18. Rate your skills in the following areas related to writing:

	Don't have any	Poor	Fair	Good	Very Good	Excellent
Finding a topic and/or focus						
Getting started (overcoming writer's block)						
Organizing my ideas/arguments to create a coherent argument						
Expressing my ideas/arguments clearly and concisely						
Using discipline-specific terms and academic vocabulary						
English language mechanics (e.g., grammar, spelling, sentence/paragraph structure)						
Revising my writing based on faculty and/or reviewer feedback						
Developing a timeline for drafts and revisions of my work						
Meeting writing deadlines						
Seeking help with writing when I need it						
Speaking to my advisor about my writing needs						

If Q2= PhD or DMA Skip to Q: Assessment of academic progress & time to degree

(End of Page 10)

ASSESSMENT OF ACADEMIC PROGRESS

Q19. How satisfied are you with the . . .

	Very dissatisfied	Dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
frequency of your academic progress assessment (e.g., annual or more frequent review by your program)?					
quality of your academic progress assessment?					
support provided by your Graduate Program Coordinator?					

Q20. Do you feel you will graduate ...

- on time
- more quickly than you expected
- later than you expected
- I don't know

Q20a is shown if Q19 = later than you expected OR I don't know

Q20a. To what extent has any of the following slowed down your progress towards completing your degree?

	N/A (I did not experience this)	Did not slow me down	Somewhat slowed me down	Slowed me down a great deal
I had to re-take a qualifying exam/resubmit a qualifying paper				
I had to re-take one of the required classes				
I had a difficult time finding a primary advisor or had to change primary advisor				
I had a difficult time choosing a dissertation topic				
I had difficulty collecting data for my dissertation research (e.g., participant recruitment, collecting samples)				
I had a child (children) born/adopted while in the program				
I had other personal/family related events (e.g., illness)				
I struggled financially and had to find additional means of support (e.g., outside job)				

(End of Page 13)

UCSC programs are continuously trying to improve the quality of graduate training, including the curriculum, faculty advising, and research training.

Q21. Can you highlight one or two things that your graduate program does especially well?

Please also say a few words about *why* these work well.

Q22. Program improvements. What are one or two things that your graduate program might change or add that would improve its quality (the curriculum, faculty mentorship, clarity of expectations etc.)?

Please say a few words about *how/why* these improvements might help.

(End of Page 14)

Professional Development at UCSC

Q23. During your graduate studies at UCSC, have you attended presentations, classes, or workshops in these areas, and if you have not, are you interested in attending?

	Yes	No, but I am interested	No, not interested
Conducting dissertation research			
Grant-writing			
Writing and publishing scholarly articles			
English language essentials (e.g., grammar, structure)			
Writing for non-expert audiences			
Presenting research to experts in your field			
Presenting research to people <u>outside</u> your field			
Teaching at the university level			
Work/life balance			
Diversity and/or inclusion			
Job search and interviews for academic positions (e.g., teaching, research)			
Job search and interviews for non-academic positions			

Q24. What can your program and/or Graduate Studies Division do to better support your professional development and career preparation?

Note that you will have an opportunity to comment about writing support and TA training later in the survey.

(End of Page 15)

Writing Support

The next set of questions focuses on graduate level writing in order to identify types of needed support.

Q25. Have you ever attended a writing session (e.g., Graduate Student Commons, Women of Color, International Students, Departmental)?

- Yes
- No

Q25a is shown if Q25 = No

Q25a. What is the reason(s) you haven't attended writing sessions? (Check all that apply)

- I didn't know about them
- I didn't need help with my writing
- I didn't feel I would fit in
- I had scheduling conflicts
- They don't offer the type of writing support I need (e.g., help with clarity, grammar)
- Other, please specify: _____

Q26. Please select one to three initiatives you are likely to participate in to support your writing needs:

- I don't need any additional support
- Writing workshops for specific written products (e.g., grant applications, qualifying exams)
- Online tutorials on writing
- List of resources on writing in my field
- One-on-one tutoring
- Designated writing space on campus
- Virtual writing groups
- Writing retreats (i.e., weekends, summer)
- Writing workshops specifically for non-native English speakers
- Other initiatives, please specify: _____

(End of Page 16)

Department Climate

Q27. To what extent do you agree or disagree with the following statements about your department/program?

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
I feel a sense of belonging to my department/program.					
The program/department's atmosphere is intellectually engaging and collegial.					
My program/department is a place where I can openly discuss/share ideas with faculty and other students.					
My program/department provides opportunities for me to learn about what other people in the department are working on.					
My program/department provides opportunities for me to get to know other people in the department.					
The overall morale among faculty is positive.					
The overall morale among graduate students is positive.					

Q28. To what extent do you agree or disagree that your graduate program provides an inclusive and respectful environment for students . . .

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
of your socioeconomic background					
of your race/ethnicity					
of your language background					
of your gender identity					
of your sexual orientation					
of your religious/spiritual beliefs					
of your political orientation					

Q29. To what extent do you agree or disagree that your graduate program provides an inclusive and respectful environment for students . . .

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree	Don't know/Not applicable
who have children						
who are immigrants						
who are international/foreign students						
who are undocumented						
with physical or other observable disabilities						
with learning, psychological or other disabilities that are not readily apparent						
of all ages						
who are interested in non-academic careers						

Q30. If you have noticed that your program does not provide a supportive environment for some graduate students, please briefly describe the situation and how you think it might be addressed.

(End of Page 17)

Communication & Funding

Q31. Based on what you know about your program, to what extent do you agree or disagree that students are . . .

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
Consulted about program issues/changes that concern them?					
Adequately represented at faculty meetings?					
Informed about resources and formal processes related to conflict resolution between faculty and students?					

Q32. How satisfied are you with the following aspects of your program's funding decisions?

	Very dissatisfied	Dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
Transparency of funding decisions					
Equitability of funding decisions					

Q33. How sufficient was the amount of financial support that you received this past year to cover the following expenses?

	Very insufficient	Insufficient	Somewhat sufficient	Sufficient	Very sufficient	Not applicable
Living expenses						
Tuition						
Research-related expenses						
Creative project expenses						
Conferences						

Q34 is shown if Q2 = PhD or DMA OR Q1 = Digital Arts/New Media

Q34. Thinking about the needs and number of graduate students in your program, rate the availability of ...

	Very insufficient	Insufficient	Somewhat sufficient	Sufficient	Very sufficient	Don't know
TAs in your department						
TAs outside your department						
GSR-ships in your department						
GSR-ships outside your department						
Summer TAs or GSR-ships <u>in</u> your department						
Summer TAs or GSR-ships <u>outside</u> your department						

Q35. Please share your suggestions for how to improve communication and/or transparency between faculty and graduate students in your program.

(End of Page 18)

FOOD AND HOUSING

Q36. How frequently have you engaged in the following behaviors in the past year?

	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Skipped meals to save money						
Cut down on personal / recreational spending						
Worried about my debt and/or financial circumstances						

Q37. Since attending UC Santa Cruz, have you ever been homeless for any of the following lengths of time (check all that apply)?

(Homeless means not having stable or reliable house, e.g., living on the street, in vehicles, motels, camp grounds, single-occupancy facilities, or couch surfing in other people's homes for temporary sleeping arrangements.)

- No
- Yes, during fall-spring academic year
- Yes, during summer when taking classes
- Yes, during summer when not taking classes
- Yes, during winter break

Q38. How frequently have you engaged in the following behaviors in the past year?

	Never true	Sometimes true	Often true
I was worried whether my food would run out before I got money to buy more.			
The food I bought just didn't last, and I didn't have money to get more.			

Q39. During this academic year, how often have each of the following been obstacles to your school work or academic success?

	Not at all	Rarely	Occasionally	Frequently	All the time
Going hungry, not having enough food					
Inconsistent access to housing, or homelessness					

(End of Page 19)

DEMOGRAPHIC INFORMATION

There are increasing concerns about how to create an inclusive environment to support graduate students at UCSC.

The following questions will make it possible to examine differences and similarities in student experiences.

Please be assured that your answers will not be connected to your name.

Q40. Do you identify as a first-generation college student (neither of your parents/guardians completed a bachelor's degree program)?

- Yes
- No
- I don't know

Q41. Which of the following best describes your social class when you were growing up?

- Wealthy
- Upper-middle or professional-middle
- Middle-class
- Working-class
- Low-income or poor

Q42. With which gender do you identify? (you may select more than one)

- Woman (female)
- Man (male)
- Transgender
- Genderqueer
- Decline to state
- Other

Q43. What is your sexual orientation?

- Bisexual
- Gay/Lesbian
- Heterosexual
- Questioning/Unsure
- Self-identified Queer
- Decline to state
- Other _____

Q44. How would you characterize your political orientation?

- Very liberal
- Liberal
- Moderate/Middle of the road
- Conservative
- Very conservative
- Apolitical/Not applicable
- Undecided/Don't know

Q45. What language(s) did you speak at the age of five?

- English only
- English and another language
- A language other than English

Q46. Are you an international student (a holder of F1, J or other visa)?

- Yes
- No

Q47. What is your religious/spiritual preference?

- Spiritual but not associated with a major religion
- No particular religion and not particularly spiritual
- Atheist
- Baptist
- Buddhist
- Christian Church (Disciples of Christ)
- Eastern Orthodox
- Episcopalian
- Greek Orthodox
- Hindu
- Jewish/Orthodox
- Jewish/Other
- Jewish/Reformed
- Lutheran
- Methodist
- Mormon
- Muslim/Other
- Muslim/Shia
- Muslim/Sunni
- Non-denominational Evangelical
- Other Christian
- Presbyterian
- Quaker
- Roman Catholic
- Russian Orthodox
- Seventh Day Adventist
- Sikh
- Taoist
- Unitarian/Universalist
- United Church of Christ/Congregational
- Religious/Spiritual preference not listed above, please specify: _____

(End of Page 20)

Q48. How has your overall health been this quarter?

- Poor
- Fair
- Good
- Very good
- Excellent

Q49. Please indicate if you have any of the following disabilities, ailments, or medical conditions . . .

	YES	NO	Not Sure
Learning disability (dyslexia, etc.)			
Attention-deficit/hyperactivity disorder (ADHD)			
Physical disability (speech, sight, mobility, hearing, etc.)			
Chronic illness (cancer, diabetes, autoimmune disorders, etc.)			
Mental health/psychological condition (depression, etc.)			
Other (carpal tunnel, sciatica, etc. please specify below)			

Q49a is shown if Q49 Other = Yes

Q49a. Please specify what kind of disability, ailment, or medical condition you have.

Q50. Has a disability, ailment, or medical condition affected your graduate student experience at UCSC?

- Yes
- No
- Not sure

(End of Page 21)

SECTION FOR INTERNATIONAL STUDENTS

This is shown if Q46 = Yes

Q51. Have you received the International Dissertation Research Fellowship (IDRF) Fellowship? (Tuition remission for 2nd year with requirement to advance by end of 2nd year)

- Yes
- No
- I don't know

Q51a. Did you advance to candidacy by the end of your 2nd year?

- Yes
- No

Q51b. To what extent has this requirement (advancing to candidacy by the end of the 2nd year) affected your academic progress?

- It did not affect my academic progress (I advanced to candidacy as I had planned).
- It led me to advance to candidacy earlier than I had planned.
- Other: _____

Q51c. Please comment on the impact of this fellowship on you as an international student.

Q52. Have you participated in the Graduate Preparation Program, a four-week intensive program offered by the Division of Global Engagement prior to Fall quarter?

- Yes
- No
- I don't know about this program.

Q52a is shown if Q52 = Yes

Q52a. To what extent has your participation in the Graduate Preparation Program helped you fulfill your responsibilities as a Teaching Assistant (TA)?

- Did not help at all
- Helped to some extent
- Helped a lot
- Can't evaluate, please explain _____

(End of Page 23)

Teaching Assistant Training and Experience

Q53. For how many quarters have you worked as a Teaching Assistant (including this quarter) during your graduate studies at UCSC?

Type in: _____

(End of Page 24)

TEACHING ASSISTANTS

Q53a-g questions are shown if Q53 > 0.

Q53a. Referring to your TA experience at UCSC, please indicate how satisfied you are with the quality of:

	Very dissatisfied	Dissatisfied	Somewhat satisfied	Satisfied	Very satisfied	Did not receive any
Formal instruction in teaching you received prior to your first TA assignment?						
Formal supervision and evaluation of your work as a TA?						
Informal support and guidance from faculty members for whom you worked as a TA?						

Q53b. Thinking about both the formal and informal training and guidance you received as a TA, do you need more training/resources in any of the following areas:

	No	Need some additional training/support	Need substantial training/support
Dealing with academic dishonesty/cheating			
Creating an inclusive and accessible learning environment for students of diverse backgrounds			
Dealing with students who challenge TA's authority and/or expertise			
Responding to insensitive or offensive remarks/questions in class			
Having information about resources and campus services for undergraduates seeking academic and other assistance			
Knowing who to contact if TAs have a conflict with a faculty member			
Assisting faculty in teaching students discipline-specific knowledge and skills			
Designing and leading section activities using active learning approaches			
Assessing student learning and giving useful feedback to students			
Planning your own course as an instructor of record			

Q53c. Please indicate the extent to which you agree or disagree that the classes you worked for as a TA . . .

	Strongly disagree	Disagree	Somewhat agree	Agree	Strongly agree
Provided you with valuable teaching experience					
Supported you to develop skills relevant to your career goals					
Took up a lot of your time slowing down your progress towards degree					
Helped you establish a good working relationship with a faculty member(s)					

Q53d. Do you have any suggestions for how to improve TA training in your program?

Q53e. Have you participated in any programs offered by the Center for Innovations in Teaching and Learning (CITL) (e.g. certificate programs, Graduate Pedagogy Fellows, workshops)?

- Yes
- No

Q53f is shown if Q53e = Yes

Q48f. Which CITL program(s) or workshop(s) did you participate in?

Q53g is shown if Q53e = Yes

Q53g. Did you change anything about your teaching as a result of participating in that program/workshop? Please explain.

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Campus Resources: Space, Computers and Other Research Equipment

Q54. Please rate the following resources provided by your program/department and the university:

	Poor	Fair	Good	Very Good	Excellent	Not applicable
Availability of personal work space						
Quality of personal work space						
Availability of space for research/creative projects						
Quality of space for research/creative projects						
Availability of computers						
Quality of computers						
Access to the Internet						
Availability of research equipment (other than computers)						
Quality of research equipment (other than computers)						

(End of Page 26)

Career Plans

Q55. How confident are you in your ability to find the position you most desire after graduation?

- Not at all confident
- Somewhat confident
- Confident
- Very confident
- I don't know

Q56. Which of the following positions describes your desired employment immediately after you receive your graduate degree? You may select 1, 2, or 3 choices (if selecting more than one choice, please rank them).

	1 st choice	2 nd choice	3 rd choice						
Postdoctoral researcher, fellow, or associate researcher position									
Tenure-track faculty position at university/college									
Teaching faculty position at university/college (including visiting, adjunct)									
Researcher position in an academic setting (university, national lab, medical center)									
Other position (not research or teaching) in an academic setting (university, national lab, medical center)									
Researcher position in a non-academic setting (industry, government, non-profit)									
Other position in a non-academic setting (industry, government, non-profit)									
Teacher at K-12 schools									
Other than listed above (specify below)									
I don't know									

Q57. If you selected a position "other than listed above," please describe this position below. _____

Q58. Which of the following best describes your long-term career goal(s)? You may select 1, 2, or 3 choices (if selecting more than one choice, please rank your choices).

	1 st choice	2 nd choice	3 rd choice						
Tenured faculty position at university/college									
Teaching faculty position at university/college									
Researcher position in an academic setting (university, national lab, medical center)									
Other position (not research or teaching) in an academic setting (university, national lab, medical center)									
Researcher position in a non-academic setting (industry, government, non-profit)									
Other position (not research) in a non-academic setting (industry, government, non-profit)									
Teacher at K-12 schools									
Other than listed above (specify below)									
I don't know									

Q58a. If you selected a long-term career goal "other than listed above," please describe it below. _____

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Humanities PhD Students: Interest in additional skills

Q59 is shown if: Q1= Feminist Studies OR History OR History of Consciousness OR Linguistics OR Literature OR Philosophy) AND Q2 = PhD or DMA

Q59. Which of the following skills would you like to develop or enhance in preparation for your career? Select up to five. [Response options are shown in a randomized order]

- Long-term strategic planning
- Community building skills
- Record keeping/database curation
- Grant writing
- Project design and management
- Communicating to broad audiences
- Linking research to policy
- Interpreting quantitative information
- Classroom management
- Facilitating difficult conversations
- Utilizing various media to communicate (beyond scholarly articles, posters, or PowerPoint)

(End of Page 28)

To submit your survey and to be included in the prize drawing, please click "Submit" below.

(Survey Ends)
