



**This survey contains the following sections:**

- **Program information**
- **Quality of program and faculty**
- **Program curriculum**
- **Program and career preparation**
- **Graduate training**
- **Progress towards degree completion**
- **Writing support**
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- **Campus resources**
- **Professional Development**
- **Career expectations**

## Introductory screen:

**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! We will have weekly drawings for \$50 gift cards to the campus bookstore and two drawings for an iPad.**

### **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.

<<http://iraps.ucsc.edu/surveys/Privacy%20Policy.html>>

If you have any questions about this survey or experience technical difficulties, please email [surveys@ucsc.edu](mailto:surveys@ucsc.edu) or call (831) 502-7016.

**NOTE: By clicking NEXT at the bottom of each screen, you save your responses.**

If you are unable to finish the survey in one sitting, you can log in later at [GradSurvey.ucsc.edu](http://GradSurvey.ucsc.edu).

THE SURVEY IS SPONSORED BY UCSC's Graduate Studies Division AND CONDUCTED BY Institutional Research, Assessment and Policy Studies (IRAPS)

## Program Information

### 1. Please select the graduate program in which you are enrolled

- Anthropology
- Applied Economics & Finance
- Astronomy & Astrophysics
- Biomolecular Engineering & Bioinformatics
- Chemical Biology, Biochemistry, & Biophysics
- Chemistry
- 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
- Social Documentation
- Sociology
- Statistics & Applied Mathematics
- Technology & Information Management
- Theater Arts
- Visual Studies

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

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

This Question is Conditionally Shown if: (Degree = PhD or DMA)

**2a. 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
- 9th year
- 10th or beyond

**2b. Have you completed the following aspects of your graduate program?**

	YES	NO / Not applicable
I have completed all required coursework for my program	<input type="radio"/>	<input type="radio"/>
I have completed my lab rotations	<input type="radio"/>	<input type="radio"/>
I have passed my qualifying exams/paper	<input type="radio"/>	<input type="radio"/>
I have had my dissertation/thesis proposal accepted by a committee	<input type="radio"/>	<input type="radio"/>
I have defended (completed) my dissertation/thesis/MA project	<input type="radio"/>	<input type="radio"/>
I graduate in spring or summer 2017	<input type="radio"/>	<input type="radio"/>
I will graduate in the 2017-18 academic year	<input type="radio"/>	<input type="radio"/>

This Question is Conditionally Shown if: (Degree = PhD or DMA)

**3a. Do you intend to complete a designated emphasis (parenthetical notation) while at UCSC?**

- Yes
- No
- Maybe

This Question is Conditionally Shown if: (3a = Yes OR Maybe )

**3b. 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
- Social Documentation
- Sociology
- Statistics
- Visual Studies
- Other \_\_\_\_\_

This Question is Conditionally Shown if: (3a = Yes)

**3c. 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

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

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

## Quality of Program & Faculty

**Q5. Please rate the following aspects of your department/program and the faculty**

Responses:	Very poor	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							
Faculty assistance in helping you find and secure funding							
Faculty advice regarding a faculty career							
Faculty advice regarding other types of careers (non-faculty)							
Professional development training and opportunities to prepare you for a faculty career							
Professional development training and opportunities to prepare you for other types of careers (non-faculty)							
Faculty assistance in helping you find professional employment							
<b>Overall quality of your graduate program</b>							

**Q6. 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

This Question is Conditionally Shown if: (Q6 = Yes OR No, but I have an assigned temporary faculty advisor). Also, “discussions of my research” is Conditionally Shown if: (Degree = PhD or DMA)

**6a. How useful have you found your primary advisor's ...**

Responses	Did not receive any	Not useful	Somewhat useful	Useful	Very useful
help with navigating the requirements of the program (i.e., coursework, QE, dissertation proposal, thesis).					
help with identifying my own research interests for a thesis/dissertation.					
guidance for developing my thesis/dissertation.					
discussions of my research.					
feedback on my work.					
guidance for my writing process in terms of organization, clarity, and grammar.					
help with identifying potential sources of financial support (GSR, grants, fellowships, etc.).					
help with writing applications for grants/fellowships.					
discussions about multiple career tracks.					
help with developing my professional network.					
concern about my progress in the program.					
encouragement for finishing my degree.					

This Question is Conditionally Shown if: (Q6 = Yes OR No, but I have an assigned temporary faculty advisor); “regular discussions of my research” is Conditionally Shown if: (Degree = PhD or DMA)

**6b. Now please evaluate the amount of your primary advisor's ...**

Responses	Far too little	Too little	About right	Too much	Far too much	Does not apply
help with navigating the requirements of the program (i.e., coursework, QE, dissertation proposal, thesis).						
help with identifying my own research interests for a thesis/dissertation.						
guidance for developing my thesis/dissertation.						
regular discussions of my research.						
feedback on my work.						
guidance for my writing process in terms of organization, clarity, and grammar.						



help with identifying potential sources of financial support (GSR, grants, fellowships, etc.).
help with writing applications for grants/fellowships.
discussions about multiple career tracks.
help with developing my professional network.
concern about my progress in the program.
encouragement for finishing my degree.

Skip to **Program Curriculum** section if Q6= No, I don't have a faculty advisor

Skip to **Program Curriculum** section if Q6= I don't know

**7. On average, how long does it take for your primary advisor to provide feedback on your drafts and/or other types of work?**

- 0-6 days (less than a week)
- 7-14 days (1-2 weeks)
- 15-30 days (more than 2 weeks but within 1 month)
- 4-8 weeks (over 1 month and less than 2 months)
- 2 or more months
- I haven't yet received my advisor's feedback

**8. How satisfied are you with the average time your advisor takes to give you feedback on your drafts and/or other types of work?**

- Not at all satisfied
- Somewhat satisfied
- Satisfied
- Very satisfied

**9. Have you and your advisor discussed the expectations for...**

Responses	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 (papers, proposals, chapters)			
A timeframe for your advisor to provide feedback			
A timeline for you to meet program's milestones (QE, proposal, dissertation defense)			
Frequency of meetings to discuss your research			

**10. How satisfied are you with your overall professional relationship with your primary advisor?**

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



**11. 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.**

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## Program Curriculum

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

Responses	Strongly disagree	Disagree	Inclined to disagree	Inclined to 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.						
<b>Overall, I am satisfied with the quality of curriculum.</b>						

This Question is Conditionally Shown for programs with lab rotations: (Program = Biomolecular Engineering & Bioinformatics OR Chemical Biology, Biochemistry, & Biophysics OR Earth Sciences OR Microbial Biology & Pathogenesis OR Molecular, Cell, & Developmental Biology)

**14. Have you participated in lab rotations?**

- Yes
- No
- Not applicable to my program

This Question is Conditionally Shown if: (14 = Yes)

**14a. How satisfied are you with the following aspects of your program's lab rotations?**

Responses	Very dissatisfied	Dissatisfied	Somewhat 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.						
<b>Overall quality of the lab rotation experience.</b>						

## Program and Career Preparation

This Question is Conditionally Shown if: (Degree = PhD or DMA)

### 15a. During your graduate studies at UCSC, have you . . .

Responses	Yes	No	Not applicable
received specific research training before beginning your own research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
received specific guidance from faculty in formulating a research topic?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
conducted research in collaboration with one or more faculty members?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
conducted your own research?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assisted faculty in writing a grant/fellowship proposal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
submitted a grant/fellowship proposal for <u>your</u> research to funding sources <u>at</u> UCSC?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
submitted a grant/fellowship proposal for <u>your</u> research to funding sources <u>outside</u> UCSC?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
co-authored in peer-reviewed journals/conference proceedings with program faculty?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
published as a sole or first author in a peer-reviewed journal/conference proceeding?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(co)authored papers/posters for scholarly conferences/meetings?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
authored an article/report for non-academic audiences (based on your expertise in your field of studies)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
taught a course at UCSC as the instructor-of-record?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
supervised/mentored undergraduate students working on research or creative projects?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gained skills and/or experience related to non-faculty career(s) you are interested in?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This Question is Conditionally Shown for (Degree = Masters)  
**15b. During your graduate studies at UCSC, have you..**

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

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## Graduate Training Program Learning Outcomes in PhD programs<sup>1</sup>

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

### 16. Rate your skills in the following areas:

Responses	Very poor	Poor	Fair	Good	Very Good	Excellent
Conducting independent research/scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting interdisciplinary scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adhering to standards of research and/or professional ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing proposals to obtain funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing scholarly articles for publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing for an expert audience (e.g., research reports, technical reports)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing for a non-expert audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 17. Rate your skills in the following areas:

Responses	Very poor	Poor	Fair	Good	Very Good	Excellent
Making a presentation to an expert audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a presentation to a <u>non</u> -expert audience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working collaboratively with people from varied academic disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working collaboratively with people of varied educational levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working collaboratively with people from culturally diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<sup>1</sup> Program-specific questions about PLOs can be found in a separate document.

**18. Rate your pedagogical skills in the following areas:**

Responses	Very poor	Poor	Fair	Good	Very Good	Excellent
Mentoring undergraduate research and/or creative projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lecturing undergraduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading discussions with undergraduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating undergraduate assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing your own undergraduate class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Making progress towards degree completion**

**19. How satisfied are you with the . . .**

Responses	Very dissatisfied	Dissatisfied	Somewhat 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?						

**20. Do you feel you will graduate ...**

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

This Question is Conditionally Shown if: (Q20 = later than you expected? OR I don't know)

**21a. To what extent has any of the following slowed down your progress towards completing your degree?**

Responses	I did not experience this	A great deal	To some extent	Did not slow me down
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				
I had a difficult time choosing a dissertation topic				
I had to change my primary advisor during my dissertation research				
I had a difficult time recruiting study participants for my dissertation research				
I had a child (children) born/adopted while in the program				
I had other personal/family related event (e.g., illness)				
I experienced financial difficulties and took on additional work for pay				

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

**21. 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.**

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**22. What are one or two things that your graduate program might change or add that would improve its quality?**

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

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## Writing Support

Next set of questions focuses on writing done by graduate students in order to identify challenges and types of needed support.

### 23. Which of the following written products have you worked on during your studies at UCSC? (Check all that apply)

- Seminar paper
- Qualifying or comprehensive paper
- Annotated bibliography
- Literature review/systematic review
- Master's thesis
- Conference abstract/proposal
- Conference poster or paper
- Dissertation proposal/prospectus
- Dissertation chapter
- Grant/Fellowship application
- IRB (Human Subjects) application
- Article for a peer-reviewed publication
- Article/report related to your field of studies for other than peer-reviewed publications
- Teaching statement
- Diversity statement
- Research statement
- Personal statement/personal history statement
- CV or Resume
- Cover letter for job application
- Other written projects, please specify: \_\_\_\_\_

### 24. How confident are you that you can do each of the following when working on a written project (e.g., master's thesis, dissertation proposal, chapter/article)?

Responses	Not at all confident	Somewhat confident	Confident	Very confident	Doesn't apply
Find a topic and/or focus					
Get started (overcoming writer's block)					
Organize my ideas/arguments					
Express my ideas/arguments in a clear and concise manner					
Use discipline-specific terms and academic vocabulary					
Write in an academic style (including paragraph-, sentence- or word-level grammar)					
Produce high-quality written work					
Respond to faculty feedback on outlines and drafts					
Allocate time for writing on a weekly basis (time management)					
Develop and follow a timeline for drafts and revisions of your work					
Complete written projects on time					
Identify when you need help with writing					
Seek training (workshops)/ assistance with writing					
Speak to your advisor about your writing needs					

**25. Have you ever attended a writing session at Graduate Student Commons?**

- Yes
- No

This Question is Conditionally Shown if: (Q25 = No)

**26. What is the reason(s) you haven't attended writing sessions at Graduate Student Commons? (Check all that apply)**

- I did not know about them
- I did not need help with my writing
- I do not have time
- They were offered at an inconvenient time (scheduling conflict)
- They wouldn't help with the type of writing project I am working on
- They don't offer the type of help I need to improve my writing skills (e.g., clarity, grammar)
- Other, please specify: \_\_\_\_\_

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

- I don't need any additional support
  - Daytime writing workshops
  - Evening writing workshops
  - Online tutorials on writing
  - List of resources (online or in-print) on writing in my field
  - One-on-one tutoring
  - Designated writing space on campus
  - Virtual writing groups
  - Weekend retreats on writing
  - Summer workshops or retreats
  - Writing workshops for non-native English speakers
  - Other initiatives, please specify: \_\_\_\_\_
-



## Department Climate

**28. Do you agree or disagree with the following statements about your department/program?**

	Strongly disagree	Disagree	Inclined to disagree	Inclined to agree	Agree	Strongly agree
I feel a sense of belonging to my department/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program/department's atmosphere is intellectually engaging and collegial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall morale among faculty is positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The overall morale among graduate students is positive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**29. Do you agree or disagree that your graduate program provides a supportive environment for students . . .**

	Strongly disagree	Disagree	Inclined to disagree	Inclined to agree	Agree	Strongly agree
who are financially self-supporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
from a low income background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
who are immigrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
who are foreign (international) students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
who are people of color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
who are women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
of all sexual orientations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
of all gender identities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**30. Do you agree or disagree that your graduate program provides a supportive environment for students . . .**

	Strongly disagree	Disagree	Inclined to disagree	Inclined to agree	Agree	Strongly agree
with physical or other observable disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
with learning, psychological or other disabilities that are not readily apparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
of all religious/spiritual beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
of all political orientations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
of all ages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
who have children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
who are interested in non-faculty careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**31. 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.**

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## Communication & Funding

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

Responses	Strongly disagree	Disagree	Inclined to disagree	Inclined to 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?						

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

Responses	Very dissatisfied	Dissatisfied	Somewhat dissatisfied	Somewhat satisfied	Satisfied	Very satisfied
<u>Transparency</u> of funding decisions						
<u>Equitability</u> of funding decisions						

34. How sufficient is/was the amount of financial support that you have received to cover living expenses for each year of your graduate studies at UCSC (including TA-ship, GSR-ship, non-UCSC fellowships)?

	Did not receive any	Very insufficient	Insufficient	Somewhat sufficient	Sufficient	Very sufficient
1st year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2nd year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3rd year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4th year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5th year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6th year and beyond	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**35. How sufficient was the amount of financial support that you have received to cover tuition and other expenses during your graduate studies at UCSC?**

Responses	Did not receive any	Very insufficient	Insufficient	Somewhat sufficient	Sufficient	Very sufficient
Tuition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research-related expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creative project expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This Question is Conditionally Shown if: (Degree = PhD or DMA OR Program = Digital Arts/New Media)

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

Responses	Very insufficient	Insufficient	Somewhat sufficient	Sufficient	Very sufficient	Don't know
TAs in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TAs outside your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GSRs in your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GSRs outside your department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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**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.**

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

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

**39. What is your sexual orientation?**

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

**40. Are you a veteran?**

- No
- Yes

**41. 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

**42. Is English your native language?**

- Yes
- No

This Question is Conditionally Shown if: (Q42 = No)

**42b. If English is not your native language, how would you rate your ability to speak with others in English?**

- Poor
- Satisfactory
- Good
- Very good
- Excellent

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

Responses	Never	Rarely	Occasionally	Somewhat often	Often	Very often
Skipped meals to save money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cut down on personal / recreational spending	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worried about my debt and/or financial circumstances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**44. 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

**45. 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The food I bought just didn't last, and I didn't have money to get more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**46. 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inconsistent access to housing, or homelessness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**46. How has your overall health been this quarter?**

- Very poor
- Poor
- Fair
- Good
- Very good
- Excellent

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

Responses	Yes	No	Not Sure
Learning disability (dyslexia, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attention-deficit/hyperactivity disorder (ADHD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability (speech, sight, mobility, hearing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chronic illness (cancer, diabetes, autoimmune disorders, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health/psychological condition (depression, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (carpal tunnel, sciatica, etc. please specify below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**47a. If selected "Other," please specify what kind of disability, ailment, or medical condition you have.**

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

- Yes
- No
- Not sure

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The remaining part of the survey collects information needed to improve the campus resources (Library, TA training), and professional development opportunities.

## Library Resources

49. During your graduate studies, have you used each of the following library resources at UCSC?

Responses	Never used	Used & was satisfied	Used & was somewhat satisfied	Used & was dissatisfied
Books: Physical collections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print journals: Physical collections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ebooks: Electronic collections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ejournals: Electronic collections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special collections and archives (e.g., oral histories, digital collections)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic Theses and Dissertations (ETD) Archive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online/electronic resources (e.g., online catalogs, research guides)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources for data or source material organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software (e.g., Adobe, Arc GIS, SAS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print or electronic newspapers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interlibrary Loan (ILL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Off-Campus Access (OCA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. During your graduate studies, have you ever needed a journal article but UCSC did not have an electronic subscription to that journal?

- No, I have accessed all journal articles I needed through UCSC.
- A few times
- Many times
- Not applicable (I haven't needed to access journal articles)



This Question is Conditionally Shown if: (Q50 = A few times OR Many times)

**51. What did you do to get access to articles that UCSC did not have an electronic subscription to that journal/volume? Select all that apply.**

- requested via ILL
- looked for a pdf copy through google scholar or other web search
- asked a friend at another university whose library has access to get it for you
- looked for a copy on the author's web page
- emailed the author to ask for a copy
- made a photocopy from the print version available at our library
- didn't use that article
- waited (6 months, a year, etc.) until the embargo period passed and that issue became available
- used the twitter hashtag or other social networking methods
- Other, please specify \_\_\_\_\_

**52. During your graduate studies, have you ever needed a book but UCSC did not own it?**

- No, I have found all the books I needed at the UCSC Library.
- A few times
- Many times
- Not applicable (I haven't needed to borrow books from the UCSC Library)

This Question is Conditionally Shown if: (Q52 = A few times OR Many times)

**53. If you needed a book that was not owned by UCSC in any format, have you done any of the following to get it? Select all that apply.**

- requested via ILL
- looked for an online version through google scholar or other web search
- purchased my own copy
- asked a friend at another university to check it out for me
- requested library to purchase a copy of that book
- did not use that book
- other, please specify \_\_\_\_\_

**54. Please select services you are likely to use at least occasionally if offered by the Library:**

- workshops on research
- book delivery to your campus mailbox
- more access to in-person reference librarians
- extended hours
- drive-up book return bin
- check out laptops/ipads
- work spaces only for graduate students
- none of the above

**55. What services does the library currently NOT offer to graduate students that would be useful to you? What services should be improved?**

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## Teaching Assistant Training and Experience

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

\_\_\_\_\_

This Page is Conditionally Shown if: (Q56 > 0)

**56a. Referring to your TA experience at UCSC, please indicate how satisfied you are with the quality of:**

Responses	Very dissatisfied	Dissatisfied	Somewhat 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?							

**56b. 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:**

Responses	No	Need some additional training/support	Need substantial training/support
Dealing with academic dishonesty/cheating			
Teaching students of diverse backgrounds and abilities			
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			
Planning your own course as an instructor of record			

**56c. Please indicate the extent to which you agree or disagree that the classes you worked for as a TA . . .**

Responses	Strongly disagree	Disagree	Inclined to disagree	Inclined to agree	Agree	Strongly agree
provided you with valuable teaching experience						
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)						

**56d. Do you have any suggestions for how to improve TA training in your program?**

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### Campus Resources

**57. Please rate the following resources provided by your program/department and the university.**

Responses	Very poor	Poor	Fair	Good	Very Good	Excellent	Not applicable
Availability of personal work space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of personal work space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of space for research/creative projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of space for research/creative projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of research equipment (other than computers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of research equipment (other than computers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Professional Development at UCSC

**58. During your graduate studies at UCSC, have you attended presentations, classes, or workshops in these areas?**

Responses	Yes	No
writing research proposals/plans	<input type="radio"/>	<input type="radio"/>
grant-writing	<input type="radio"/>	<input type="radio"/>
writing and publishing scholarly articles	<input type="radio"/>	<input type="radio"/>
conducting dissertation research	<input type="radio"/>	<input type="radio"/>
creating poster or oral presentations	<input type="radio"/>	<input type="radio"/>
communicating with people outside your field	<input type="radio"/>	<input type="radio"/>
teaching at the university level	<input type="radio"/>	<input type="radio"/>
work/life balance	<input type="radio"/>	<input type="radio"/>
diversity and/or inclusion	<input type="radio"/>	<input type="radio"/>
job search and interviews for faculty positions	<input type="radio"/>	<input type="radio"/>
job search and interviews for non-faculty jobs	<input type="radio"/>	<input type="radio"/>

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## Career Expectations

**59. Which of the following positions describes your desired employment immediately after you receive your graduate degree? You may select only one, or up to 5 choices (in this case, please rank your choices).**

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

**59a. If you selected a position "other than listed above," please describe this position below.**

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

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

**61. Which of the following best describes your long-term career goal(s)? You may select only one, or up to 5 choices (in this case, please rank your choices).**

- Tenured faculty position at university/college
- Teaching faculty position at university/college
- Teacher at K-12 schools
- Researcher position in an academic setting (university, national lab, medical center)
- Researcher position in a non-academic setting (industry, government, non-profit)
- Position in the administration of an academic institution (university, national lab, medical center)
- Other position at a non-academic institution/organization (industry, government, non-profit)
- Other than listed above (specify below)
- I don't know

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

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## SECTION FOR HUMANITIES PHD STUDENTS ONLY:

This Question is Conditionally Shown if: (Program = Feminist Studies OR Program = History OR Program = History of Consciousness OR Program = Linguistics OR Program = Literature OR Program = Philosophy)

**64. Which of the following skills would you like to develop or enhance in preparation for your career? Select up to five.**

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

**65. Which of the following traits or values would you like to develop or enhance in preparation for your career? Select up to five.**

- Leadership
- Social passion
- Creativity/innovation
- Originality
- Compassion/empathy
- Cooperation
- Kindness
- Courage
- Awareness of cultural context/tradition
- Authenticity
- Competitiveness
- Thoroughness
- Attention to detail
- Big picture thinking

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END of SURVEY