Evidence of Low Writing Proficiencies among Graduating PhD Students

1 in 2 report low/no proficiency in writing scholarly articles and in writing for expert audiences

1 in 5 report low/no proficiency in writing funding proposals and in writing for non-expert audiences

LACK OF RESOURCES
1 in 2 are NOT confident about how to seek assistance with their writing

TIME MANAGEMENT
2 in 5 are NOT confident that they can allocate time for writing, or develop & follow timelines for drafts/revision

PRESUMED COMPETENCE
1 in 3 are NOT confident about speaking to their advisor about writing needs

ACADEMIC WRITING
1 in 4 are NOT confident that they can express their ideas clearly & concisely

Critical Role of Primary Advisor

44% did not receive useful guidance in writing grant/fellowship applications

29% did not receive useful guidance in organization, clarity, & grammar

Students who did receive useful guidance reported significantly higher writing proficiencies

Interest in a Variety of Writing Resources

LISTS OF RESOURCES
28% interested

SUMMER WORKSHOPS & RETREATS
25% interested

WEEKEND RETREATS
24% interested

DAYTIME & EVENING WRITING WORKSHOPS
19-22% interested

ONE-ON-ONE TUTORING
19% interested

91% have never co-authored with faculty in a peer-reviewed journal or conference proceedings

82% have never assisted faculty in writing grant proposals

Humanities response rate: 52% • For more detailed information on these survey results, please email surveys@ucsc.edu