Evidence of Low Writing Proficiencies among Graduating PhD Students

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

1 in 4 report low/no proficiency in writing scholarly articles and in writing for expert audiences

**CHALLENGES**

**ACADEMIC WRITING**

1 in 4 are NOT confident that they can express their ideas clearly & concisely, or use discipline-specific terms & academic vocabulary

**WRITING PROCESS**

1 in 3 are NOT confident that they can overcome writer’s block, or develop & follow timelines for drafts/revision

**LACK OF RESOURCES**

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

**PRESUMED COMPETENCE**

2 in 5 are NOT confident about speaking to their advisor about writing needs

Experiences that may Promote Writing Proficiencies

Students with more experience in:

- Writing for conferences & publications
- Generating professional application materials

...and/or received adequate & useful primary advisor support in:

- Foundational writing

...and/or attended:

- Workshops on publishing articles

...reported significantly higher proficiencies in writing scholarly articles & in writing for expert audiences

Students with more experience in:

- Writing grant proposals & IRB applications

...and/or received adequate & useful primary advisor support in:

- Professional writing

...and/or attended:

- Workshops on writing research proposals

...reported significantly higher proficiencies in writing funding proposals

Social Sciences response rate: 61% • For more detailed information on these survey results, please email surveys@ucsc.edu