THE UNIVERSITY OF TEXAS AT AUSTIN

Report of The University of Texas at Austin Graduate School Climate Study: Executive Summary

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THE UNIVERSITY OF TEXAS AT AUSTIN
GRADUATE SCHOOL

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This document and the complete report are available online at www.utexas.edu/ogs/about/climatestudy/

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Report of The University of Texas at Austin Graduate School Climate Study: Executive Summary

What constitutes excellent graduate training? To determine the answer, The University of Texas at Austin Graduate School Climate Study asked graduate students across the university these questions: How well is the Graduate School succeeding at serving its students? How do our students experience graduate school? What factors help them succeed in their studies and prepare them for careers? How might the university improve the climate for its graduate students?

In February and March of 2010, 4,493 graduate students responded to the Graduate School Climate Survey through a Web-based portal. The research team, led by Chandra Muller, a professor in the Department of Sociology, designed the survey and analyzed the data. To facilitate comparisons between the University of Texas and peer institutions, survey items were modeled on those developed by other studies when possible. The other studies were conducted by the University of Michigan, the University of California at Berkeley, and the Pew Institute. Our questionnaire is available in Appendix B, provided in the full report.

PROMOTING SUCCESS: SATISFACTION, DEGREE PROGESS, AND CAREER CONFIDENCE

Graduate students express great satisfaction with their experiences at The University of Texas at Austin: 85% would recommend their departments or programs to friends, and 92% would recommend The University of Texas at Austin Graduate School to friends (Table ES1). Compared to doctoral students at other universities, doctoral students at UT are more satisfied with their faculty advisers, their fields of study, and their university (Figure ES1).

But satisfaction levels varied throughout the university's schools and colleges. The most satisfied students were in the Jackson School of Geosciences, the McCombs School of Business, the Lyndon B. Johnson School of Public Affairs, and the Cockrell School of Engineering: more than 90% of the respondents in these colleges would recommend their departments to friends. Somewhat lower percentages were found in the College of Pharmacy and the College of Liberal Arts, with 70% and 78%, respectively, willing to recommend their departments (Table ES1).

We estimated PhD completion rates for six colleges and areas: biological sciences, physical sciences and math, humanities, social sciences, engineering, and education. Only half of all students in these six areas earned PhDs within eight years. Completion rates differ considerably by college: about 74% of education students compared to 32% of humanities students completed their PhD within eight years. These rates are comparable to those of doctoral students at peer institutions.

Students pursuing professional degrees expressed confidence in their post-degree career prospects: 83% believed they would be able to secure jobs in their fields after graduating (Table ES2). Doctoral students were more uncertain. They were assured in their own abilities and in the training they had received: 84% trusted that they could be successful in their fields, but they were insecure about the possibilities of finding related work: 72% believed that they could find nonacademic jobs, and only 66% were certain that they would land academic positions. Students in the humanities were especially worried: 36% were not confident in their abilities to attain academic work, 58% were uncertain of their abilities to get nonacademic jobs in their field, and 38% worried about their post-graduate financial success (Table ES2).

In many ways, the graduate school climate is better for doctoral students in STEM (Science, Technology, Engineering, and Mathematics) fields than those in other fields. In STEM fields, doctoral students felt relatively well informed about their programs and professional tasks (Tables ES3). STEM students more readily assembled and worked with collegial dissertation committees, and experienced STEM students often served as mentors to new students (Table ES4). Doctoral students in non-STEM fields reported more difficulties with all of these aspects of graduate training.

Students in all fields felt very well informed about course requirements for their programs and they knew that multiple sources for this information existed, including faculty members, other students, department staff, and Web and print resources (Tables ES3, ES5). Students relied heavily on faculty members for information about the various requirements of their programs, including coursework, qualifying exams, and annual reviews (Table ES5). Faculty advisers, in particular, are key sources of information, practical help, and funding. Indeed, some of our study's most important findings are those that reveal the central role that faculty advisers play in graduate students' satisfaction and success.

Many departments conduct annual reviews of students' progress, but only 66% of respondents related satisfaction with the information they received about these reviews, and doctoral students in different fields related substantial variation (Table ES3).

Professional students reported a more interactive graduate student community than doctoral students; they also reported more competition among peers than doctoral students. However, experienced students acted as mentors to new students more often in doctoral programs than in professional programs (Tables ES4).

FACULTY-STUDENT RELATIONSHIPS

Our study's strongest findings relate to the crucial role that faculty members play in determining the climate for graduate students. From recruitment to training to job placement, from financial support to psychological support, from providing professional advice to modeling professional roles, faculty members are key to creating a positive climate for graduate studies.

Positive, productive relationships with faculty mentors are key to students' satisfaction and success, and the survey showed that graduate students at The University of Texas at Austin hold very high opinions of their mentors. The overwhelming majority said that the faculty in their departments helped them grow as scholars (86%), treated students with respect (92%), cared about teaching and scholarship (85% and 92%), valued their interests (79%), and exhibited high ethical standards (92%) (Table ES6).

Still, many students described problems with student-faculty relationships: one-fifth of our respondents said that faculty exploited students for labor, one-third believed that their department's faculty paid a disproportionate amount of attention and resources to a select group of students, and one-third reported problematic "unwritten rules." In addition, almost half reported tensions among faculty in their departments. And many students see no opportunity for redressing these problems: nearly one-third were reluctant to raise concerns about faculty behavior (Tables ES6).

Students' relationships with their primary advisers/supervisors are particularly significant. Students whose advisers provide a full range of strategic and substantive help felt better prepared, more confident about future success, more confident about their career prospects, more satisfied with their work-life balance, and were more likely to perceive that they were progressing through their programs at least as quickly as their peers (Table X??). Advising relationships were most successful when students and faculty members mutually agreed to work together, and were not merely assigned to each other (Table ES7).

Faculty advisers/supervisors are so important that many students enroll at The University of Texas at Austin specifically to work with particular faculty (Table ES8). This early identification of advisers yields a host of benefits for doctoral students. Students who came to The University of Texas at Austin to work with a specific faculty member evinced more confidence in their ability to be successful in their fields, were more likely to aspire to research professorships, more likely to feel that their programs had prepared them to teach, more likely to believe that their career prospects were better than those of their peers, and were more satisfied with their work-life balance.

FUNDING

Sixty five percent of respondents used some combination of university-sponsored internships, fellowships, teaching appointments, or research appointments to finance their educations (Table ES9). Students seeking doctorates received the most support from the university: at the time of our survey, 81% of doctoral students received some form of university support, compared to 45% of students in professional programs (Table ES9). Among all graduate students, 29% held teaching appointments at

the time of our survey, 23% held research appointments, 12% held fellowships and no other forms of funding, 2% held internships and no other forms of funding, and 35% were unfunded (Table ES9).

Graduate student funding is a campus-wide priority for The University of Texas at Austin, but college funding rates vary. Doctoral students in STEM fields are the most likely to receive funding: only 9% of physical sciences students, 10% of the biological sciences students, and 12% of engineering students were unfunded at the time of our survey, compared to 15% of humanities students, 17% of social sciences students, and 44% of education students (Table ES10).

Funding helps students complete their degrees in a timely fashion. Unfunded students were more than twice as likely as funded students to report that they were progressing more slowly than their peers. Overall, only 16% of our respondents said they were progressing more slowly than their peers, but this number rose to 38% for students who had never received university funding (Table ES6). Among students funded by their advisers, 83% typically spent their summers doing non-course-related work toward their degrees, in contrast to only 69% of students not funded by their advisers. Similarly, 84% of students who have held both teaching and research appointments usually spend their summers working toward their degree, compared to only 47% of students who have never received university funding (Table ES11).

One of the greatest sources of frustration for graduate students is the difficulty of finding information about funding. Only two-thirds (67%) of graduate students were satisfied with the availability of information about their current and future funding status. Significant variation exists across fields, and STEM students felt much better informed than others. In addition, some students felt that they lack information about how to fund their research projects: only 55% of doctoral students believed that they possessed enough information about research funding (Table ES3).

A DIVERSE STUDENT BODY

Gender, parental status, nationality, sexual orientation, and race and ethnicity all shape students' experiences of graduate school. The University of Texas at Austin has made diversity a priority, but we found that the graduate school climate is more supportive of some groups of students than others.

Women were less likely than men to be funded, regardless of their fields of study. Compared to men, women experienced more stress, less time for themselves, and had more limited career options in relation to those of their partners. Many of these gender differences were most acute among doctoral students.

Nearly 13% of the students we surveyed were parents. More women than men were single parents: 18% of mothers were unmarried, while only 4% of fathers were unmarried. The vast majority (87%) of students with children in the Child Development Center were satisfied with its quality, but many were unable to use it due to lack of availability.

Women reported making more parenting sacrifices for the sake of their careers, but they also described an enduring climate of disrespect for academic mothers. Compared to men, women were more

pessimistic about the dual possibility of having both success at work and children. They were more likely to say that when it comes to career planning, there is never a good time to have children (Tables ES12, ES13).

Compared to students from the United States, international students progressed toward their degrees more quickly and were less likely to drop out. They have strong relationships with their advisers, but also felt more exploited by them. Housing was a central issue for many international students: those who have lived in university housing reported that it was a key factor in their success, and many were concerned about a lack of university housing (Tables ES14, ES15).

Gay, lesbian, bisexual, and transgender (GLBT) students were more likely than any other disadvantaged group to experience discrimination: 43% said that they had been discriminated against on the basis of sexual orientation (Table ES16). Partner health insurance was a particular concern for GLBT students.

Compared to white students, students of color were less positive about their programs' climate for graduate students, felt less integrated into their programs' climate, and experienced higher levels of stress. Compared to white students, Hispanic students received lower grades, progressed more slowly toward their degrees, and were more likely to drop out.

STUDENT LIFE AND CAREER SERVICES

PhD programs have traditionally served to prepare future faculty and future researchers, and our findings reflect this tradition. The most attractive jobs to our respondents were professorships and other research positions: nearly half our respondents said that a job as a professor was very attractive, and about a third found for-profit or nonprofit research very attractive (Table ES17).

One of our more striking findings, however, was that doctoral students became more interested in careers other than research-university professorships as they progressed through their program. The write-in comments of our students suggest a variety of reasons (personal, financial) for this, but most of their comments referred to how their experience as graduate students has led them to form a negative impression of life as a professor at a research university and of academic life in general.

Almost all graduate students in both doctoral and professional programs expressed enthusiasm about the possibility of enhanced career placement assistance. Professional students were also eager for enhanced internship placement assistance (Tables ES18).

The current challenging economy is an important backdrop of this report. Yet, despite considerable stress and anxiety, some graduate students are reluctant to use the Counseling and Mental Health Center. They did express, however, strong views about their preference for employee health insurance over student health insurance. Many students wish for more available parking and, in particular, for student housing.

Recommendations

RECOMMENDATIONS TO PROMOTE STUDENT SATISFACTION AND DEGREE PROGESS

Because programs have distinct needs, most of our recommendations regarding student satisfaction and degree progress are directed to departments and deans. We also note actions the Graduate School can take.

Recruitment

- Create plans to recruit top talent for incoming student cohorts. These plans should consider involving more faculty in the recruitment process to jump start strong relationships between students and faculty and to create a sense of community among cohorts. They should also include communicating funding opportunities, portraying graduate student life at the university, living in Austin, and describing career trajectories of alumni.

Providing information

- Provide a systematic new student orientation that includes information about program expectations, milestones and recommended pacing, degree requirements, university resources, career options, and appropriate preparation for different careers.
- Enhance and coordinate department, college and Graduate School Web sites to convey department- and college-specific expectations and requirements. Department and college Web sites might include examples of dissertation and thesis proposals, samples of qualifying exams, research proposals, and other useful information.

Facilitating timely progress

- Identify key points in degree timelines where faculty members may facilitate student progress. Create a plan to engage research-active faculty at these points.
- In addition, we recommend that the Graduate School monitor programs for their students' degree progress and provide guidance for underperforming programs.

Creating a positive graduate student community

- Facilitate small communities of students (and possibly a faculty adviser) at the dissertation phase.
- Facilitate interaction between advanced and beginning students within department and programs, possibly through a mentoring initiative.

Data Collection and Tracking

In the course of our research, we found many areas in which the university could benefit from more systematic and thorough data collection. By tracking graduate students from recruitment through career placement, the Graduate School could not only monitor its own success but also more effectively serve current students. We recommend improved data collection in the following areas:

- Acceptances and refusals of offers of admission, including information about offer refusals to monitor the university's competitiveness.
- The final degree students intend to pursue at the time of admission, as understood by both the students and the programs.
- Students' funding sources throughout their enrollment, including academic employment, fellowships, and research assistantships.
- Milestones and degree progress; for example, time to degree, qualifying exams, and doctoral students' advancement to candidacy.
- The university currently collects information about degree attainment; this should now become part of the recommended comprehensive tracking system.
- Student job placement data should be collected from each student prior to graduation. Ongoing career updates should be tracked to facilitate alumni relations.

RECOMMENDATIONS TO FACILITATE HIGH-QUALITY FACULTY-STUDENT RELATIONSHIPS

Based on our findings, we recommend that the university take the following measures to facilitate high-quality faculty-student relationships:

Identify opportunities and create methods to connect graduate students with faculty mentors as early as possible.

This measure is particularly important in disciplines with high percentages of unfunded students. It is also especially important for underrepresented groups, such as women in STEM fields, students of color, and first-generation students. We recommend two measures in particular:

- Involve research-active faculty in graduate student recruitment.
- Designate in-residence faculty advisers for every entering student.

Take measures to facilitate timely degree progress.

- The Council of Graduate Schools recommends that graduate programs establish plans for annual reviews of student progress; we concur with this recommendation.
- We recommend that programs monitor students' selection of, and relationships with, their advisers to ensure that these relationships are productive and useful.
- The Graduate School should initiate a policy requiring that Graduate Study Committees, rather than individual advisers, review each student annually.
- Students' progress assessments should be communicated to the students.

Help senior faculty mentor junior faculty on graduate student advising.

The Council of Graduate Schools recommends that universities develop programs in which successful senior faculty advisers mentor junior faculty about graduate student advising. We concur with this recommendation.

Expand the Graduate School Web site to include information and resources for faculty members about advising graduate students.

Develop best practices, training programs, and informational materials to support high-quality mentoring relationships between faculty members and students.

We recommend including targeted training for STEM fields, the humanities, the professional fields, and international students.

Strengthen administrative procedures for helping students address or negotiate concerns or problems relating to faculty.

RECOMMENDATIONS TO ENHANCE THE BENEFITS OF FUNDING

Based on our findings, we recommend taking action in the following areas to enhance the benefits of graduate student funding:

Recruitment

- Provide competitive funding offers for the strongest prospective graduate students.
- Set clear and reliable funding expectations for the duration of students' degree programs.

University funding

- Improve the timeliness of communications related to student academic employment and fellowships. Communicate confirmed offers as early as possible.
- Provide support for financial planning, especially in relation to debt management.
- Offer students opportunities to receive summer research funds.

Teaching Appointments

- Provide clear links between progress toward degree and teaching assignments.
- Extend additional opportunities to teach, and expand training opportunities in teaching practices.

External funding

- Expand the Graduate School Web site to include more information about funding resources.
- Develop resources, training, and workshops to help students pursue outside research funding.

Travel funds

- To help students develop professional networks, enhance funding for their travel to professional meetings.

RECOMMENDATIONS TO SUPPORT A DIVERSE GRADUATE STUDENT BODY

Increase the diversity of the university's leadership.

In 2008, the Gender Equity Task Force Report made this recommendation:

"Create best-practice models for the selection of deans and chairs in a gender-equitable fashion and adopt this model campus wide, with the goal of increasing the proportion of women who serve in such positions, particularly in schools and colleges in which women are underrepresented on the T/TT faculty. The proportion of women in administrative positions in each school and college should be part of the gender equity evaluation for each school and college, and for the University as a whole." (Recommendation Four, p. 7)

We recommend the same course of action. To more successfully support the university's diverse student body, we also recommend expanding these models to include increasing the numbers of other members of underrepresented populations in leadership positions.

Increase funding and support for diversity recruiting.

Create academic support services for minority students (particularly Hispanic students).

Enhance university policies to support families and diversity.

- Enhance family-friendly policies.
- Enact domestic partner benefits.
- Increase the capacity of the Child Development Center.

RECOMMENDATIONS TO ENHANCE STUDENT SERVICES

Based on our findings, we recommend that the university develop services in the following areas:

Career Placement

Create university-wide career planning assistance. Currently, the university relies on its faculty members and career services within colleges and schools to advise graduate students about careers. Not all faculty members are familiar with career options outside academia, particularly for doctoral students.

- Begin communicating with graduate students early in their programs. Create workshops to provide information about career alternatives and the requirements for careers in different settings. In particular, clarify preparatory goals for academic and nonacademic jobs so that students can make informed choices and prepare successfully.
- Expand the Graduate School Web site to include career resources, including alumni banks.
- Develop a network of alumni mentors for currently enrolled graduate students.
- Subscribe to The Versatile PhD, an online resource for doctoral students interested in nonacademic careers.

Student Life

- Enhance support for housing, transportation, and stress management.

Appendix A: Tables and Figures

TABLE ES1: GRADUATE STUDENTS WHO WOULD RECOMMEND UT AUSTIN TO A FRIEND (%)

	UT GRADUATE SCHOOL
ALL STUDENTS	
OVERALL	92.09
PROFESSIONAL PROGRAM	94.69
DOCTORAL SEEKING STUDENT	92.09
COLLEGES	
ARCHITECTURE	91.03
ENGINEERING	95.61
LIBERAL ARTS	88.67
COMMUNICATIONS	94.44
EDUCATION	92.43
FINE ARTS	94.21
INFORMATION	93.16
INTERCOLLEGIATE	90.00
GEOSCIENCES	95.77
LAW	93.24
PUBLIC POLICY	97.81
BUSINESS	97.50
NATURAL SCIENCES	93.03
NURSING	98.65
PHARMACY	85.19
SOCIAL WORK	93.98

FIGURE ES1

WHICH DECISIONS WOULD STUDENTS CHANGE? - PEW VS. UT
(DOCTORAL STUDENTS ONLY)

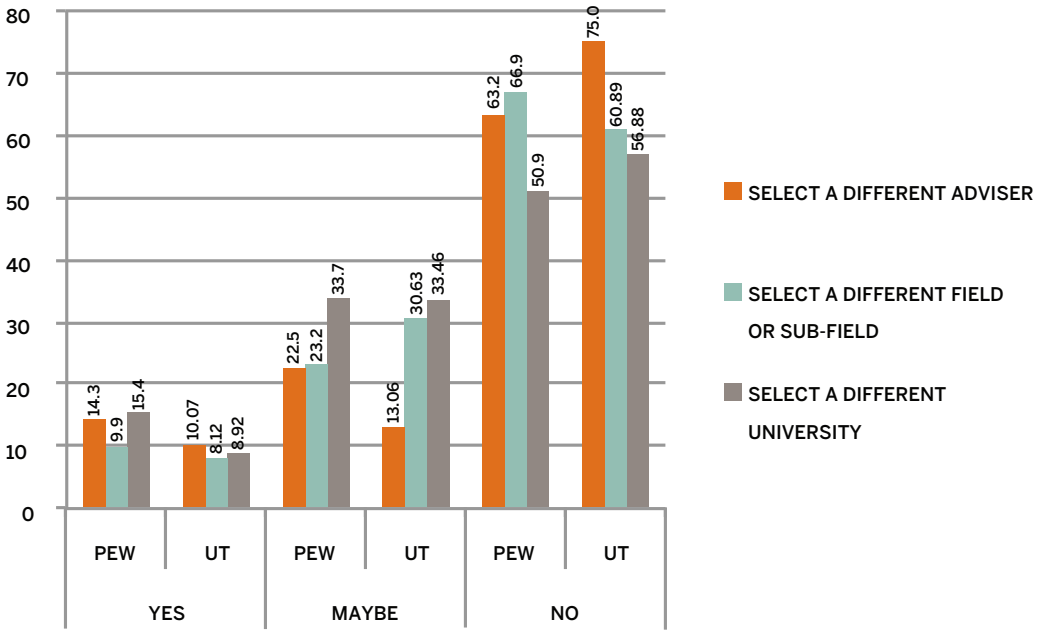

TABLE ES2: STUDENT CONFIDENCE TOWARD DIFFERENT ASPECTS OF FUTURE CAREERS

	CAN GET NON-ACADEMIC JOB IN FIELD	CAN GET ACADEMIC JOB IN FIELD	CAN MAKE IT FINANCIALLY
ALL STUDENTS			
OVERALL	76.16	56.18	73.69
PROFESSIONAL PROGRAM	82.62	31.27	70.79
DOCTORAL SEEKING STUDENT	72.03	65.59	76.00
DOCTORAL SEEKING STUDENTS ONLY			
ENGINEERING	84.47	55.74	83.84
SOCIAL SCIENCES	66.52	74.25	75.54
HUMANITIES	42.35	63.57	62.02
EDUCATION	82.11	65.60	72.69
PHYSICAL SCIENCES	72.55	58.82	79.61
BIOLOGICAL SCIENCES	68.13	64.84	68.13

TABLE ES3: SATISFACTION

	SATISFACTION WITH AVAILABILITY OF INFORMATION			SATISFACTION WITH AVAILABILITY OF INFORMATION REGARDING RESEARCH			
	REQUIRED COURSEWORK	ANNUAL REVIEW	FUNDING STATUS	SOURCES OF FUNDING	DISSERTATION PROPOSAL	PUBLISHING RESEARCH	OPPORTUNITIES TO RESEARCH
OVERALL	88.34	65.71	66.84	55.33	64.91	61.63	68.50
PROFESSIONAL PROGRAM	89.35	63.66	67.08	48.89	N/A	56.11	55.08
DOCTORAL SEEKING STUDENT	87.23	64.09	66.60	55.60	65.43	62.84	69.84
DOCTORAL SEEKING STUDENTS ONLY							
ENGINEERING	87.71	60.25	76.56	66.82	70.97	75.06	81.18
SOCIAL SCIENCES	91.88	66.53	68.42	60.49	49.54	52.26	52.12
HUMANITIES	80.97	55.46	63.44	50.78	60.42	47.57	59.80
EDUCATION	96.73	70.71	44.94	27.80	59.53	49.80	54.02
PHYSICAL SCIENCES	89.33	66.67	75.43	67.45	77.93	80.78	84.65
BIOLOGICAL SCIENCES	88.99	78.02	69.16	64.08	69.00	68.37	89.22

TABLE ES4: GENERAL ASSESSMENT OF ACADEMIC CLIMATE (% AGREE)

	GRADUATE STUDENTS COMPETITIVE WITH ONE ANOTHER	EXPERIENCED STUDENTS MENTOR NEW STUDENTS	I REGULARLY SOCIALIZE WITH OTHER GRADUATE STUDENTS
ALL STUDENTS			
OVERALL	54.99	69.40	78.43
PROFESSIONAL PROGRAM	71.16	64.35	85.35
DOCTORAL SEEKING STUDENT	50.38	73.62	77.26
DOCTORAL SEEKING STUDENTS ONLY			
ENGINEERING	52.13	74.17	80.09
SOCIAL SCIENCES	47.21	75.54	83.76
HUMANITIES	54.79	63.74	79.01
EDUCATION	53.41	66.94	68.53
PHYSICAL SCIENCES	43.48	79.84	79.52
BIOLOGICAL SCIENCES	54.44	84.78	85.87

TABLE ES5: SOURCES OF INFORMATION

	FACULTY	DEPARTMENT STAFF	OTHER STUDENTS	WEB OR PRINT
COURSEWORK				
OVERALL	67.63	60.33	60.74	72.86
PROFESSIONAL PROGRAM	62.40	60.33	61.16	75.62
DOCTORAL SEEKING STUDENT	66.94	59.79	60.83	70.51
PRELIMINARY EXAMS				
OVERALL	53.98	40.40	53.63	44.59
PROFESSIONAL PROGRAM	26.47	23.53	22.69	36.97
DOCTORAL SEEKING STUDENT	70.00	48.64	71.14	49.09
ANNUAL REVIEWS				
OVERALL	47.19	28.23	18.38	17.63
PROFESSIONAL PROGRAM	25.97	19.48	14.72	11.26
DOCTORAL SEEKING STUDENT	59.75	30.23	22.18	20.90
FUNDING STATUS				
OVERALL	41.98	55.39	18.66	28.57
PROFESSIONAL PROGRAM	71.12	55.25	14.01	33.85
DOCTORAL SEEKING STUDENT	55.26	61.25	21.39	22.13

TABLE ES6: GENERAL ASSESSMENT OF DEPARTMENT FACULTY (% AGREE)

	HELP STUDENTS GROW AS SCHOLARS	TREAT STUDENTS WITH RESPECT	CARE ABOUT TEACHING	CARE ABOUT SCHOLARSHIP	HAVE HIGH ETHICAL STANDARDS	I FIND UNWRITTEN RULES ABOUT FACULTY INTERACTION PROBLEMATIC	RELUCTANT TO RAISE CONCERNS ABOUT FACULTY BEHAVIOR
ALL STUDENTS							
OVERALL	86.39	92.29	84.54	92.41	91.54	26.89	31.08
PROFESSIONAL PROGRAM	82.96	91.98	89.61	91.55	93.28	20.96	21.92
DOCTORAL SEEKING STUDENT	85.81	91.16	80.25	93.69	89.69	31.24	36.45
DOCTORAL SEEKING STUDENTS ONLY							
ENGINEERING	88.39	93.06	85.58	90.92	93.38	23.81	32.38
SOCIAL SCIENCES	81.06	93.89	74.23	95.37	90.23	40.87	39.66
HUMANITIES	85.99	89.49	85.67	98.09	82.79	36.68	39.08
EDUCATION	87.31	94.52	87.73	90.34	93.07	36.07	42.39
PHYSICAL SCIENCES	87.88	91.55	75.25	91.44	91.78	20.32	28.69
BIOLOGICAL SCIENCES	89.69	91.75	79.19	94.74	89.47	22.83	28.26

TABLE ES7: HOW DO STUDENTS BECOME MATCHED TO ADVISERS

	I WAS ASSIGNED TO MY PRIMARY ADVISER	I SELECTED MY PRIMARY ADVISER	THE DECISION WAS MUTUAL
ALL STUDENTS			
OVERALL	31.69	19.93	48.38
PROFESSIONAL PROGRAM*	65.79	16.67	17.54
COMBINATION PROGRAM, NON-DOCTORAL SEEKING	59.97	13.59	26.34
DOCTORAL PROGRAM, NON-DOCTORAL SEEKING	22.03	22.03	55.93
DOCTORAL SEEKING STUDENT	15.52	22.72	61.76
DOCTORAL SEEKING STUDENTS ONLY			
NOT YET IN CANDIDACY*	19.18	18.48	62.34
IN CANDIDACY	9.27	28.70	62.03
NON-INTERNATIONAL STUDENT*	16.49	22.41	61.09
INTERNATIONAL STUDENT	10.92	23.37	65.71
MEN*	10.93	22.58	66.49
WOMEN	19.3	22.79	57.91
ENGINEERING*	6.61	15.26	78.13
SOCIAL SCIENCES	18.06	20.26	61.67
HUMANITIES	13.77	33.20	53.04
EDUCATION	41.54	18.85	39.62
PHYSICAL SCIENCES	3.54	28.35	68.11
BIOLOGICAL SCIENCES	N <=5	13.68	84.21
CAREER PROSPECTS ARE BELOW AVERAGE~	18.59	28.21	53.21
CAREER PROSPECTS ARE AVERAGE	15.75	22.87	61.38
CAREER PROSPECTS ARE ABOVE AVERAGE	13.11	21.04	65.86
ADVISER DOES NOT FUND STUDENT*	19.12	26.48	54.40
ADVISER FUNDS STUDENT	8.95	16.71	74.34
WOULD CHOOSE THIS ADVISER AGAIN+	13.48	21.81	64.71
WOULD NOT CHOOSE THIS ADVISER AGAIN	16.07	26.12	57.81

* $p < 0.01$, ~ $p < 0.05$, + $p < 0.10$

TABLE ES8: FINDING AN ADVISER

	CAME TO PROGRAM TO WORK WITH THIS PERSON	DIFFICULTY FINDING AN ADVISER
ALL STUDENTS		
OVERALL	42.87	14.43
PROFESSIONAL PROGRAM	17.05	14.50
DOCTORAL SEEKING STUDENT	52.19	15.87
DOCTORAL SEEKING STUDENTS ONLY		
ENGINEERING	61.05	17.82
SOCIAL SCIENCES	60.62	14.41
HUMANITIES	44.40	10.08
EDUCATION	37.88	19.37
PHYSICAL SCIENCES	43.14	21.85
BIOLOGICAL SCIENCES	51.04	12.77

TABLE ES9: FUNDING TYPE BY DEGREE PROGRAM (%)

	UNFUNDED	INTERNSHIP ONLY	FELLOWSHIP ONLY	TEACHING APPOINTMENT	RESEARCH APPOINTMENT
OVERALL	35.00	1.63	11.75	28.52	23.09
PROFESSIONAL PROGRAM	55.23	3.63	20.78	10.74	9.62
DOCTORAL SEEKING STUDENT	19.14	0.45	10.36	39.10	30.95

(differences between types significant at p<0.0001)

TABLE ES10: FUNDING TYPE BY COLLEGE (%) DOCTORAL STUDENTS ONLY

	UNFUNDED	INTERNSHIP ONLY	FELLOWSHIP ONLY	TEACHING APPOINTMENT	RESEARCH APPOINTMENT
OVERALL	18.04	<1	10.34	37.13	33.94
SELECT DISCIPLINES ONLY					
ENGINEERING *	12.20	N	9.84	17.52	59.84
SOCIAL SCIENCES	17.33	N	13.72	52.35	16.25
HUMANITIES	14.95	N	16.61	63.79	5.65
EDUCATION	44.11	N	7.74	21.55	24.92
PHYSICAL SCIENCES	9.38	N	6.25	43.44	40.94
BIOLOGICAL SCIENCES	10.43	N	6.09	42.61	40.00

N = cell size < 5

* = differences between categories significant at p < 0.01

TABLE ES11: TYPICAL SUMMER ACTIVITY OF GRADUATE STUDENTS

	TAKING CLASSES	WORK CONTRIBUTING TO PROGRESS	WORK **NOT** CONTRIBUTING TO PROGRESS
ALL STUDENTS			
OVERALL	30.94	60.51	20.87
PROFESSIONAL PROGRAM	24.34	49.93	17.52
DOCTORAL SEEKING STUDENT	30.57	71.46	22.18
DOCTORAL SEEKING STUDENTS ONLY			
ADVISER DOES NOT FUND STUDENT~	34.77	68.97	33.91
ADVISER FUNDS STUDENT	26.45	83.00	14.99

TABLE ES12: PARENTING WHILE IN GRADUATE SCHOOL

	SLOWED PROGRESS, SACRIFICED	FLEXIBLE IS SCHEDULE AND HELPFUL	MISSED CHILD'S EVENTS TO NOT SEEM UNCOMMITTED	TIMING OF FAMILY AND EDUCATION HAS MESHED WELL	HAVING KIDS MADE STUDENT MORE FOCUSED	DEPARTMENT WAS SUPPORTIVE OF WORK/FAMILY BALANCE	ADVISER WAS SUPPORTIVE OF WORK/FAMILY BALANCE
OVERALL	79.15	67.62	45.43	53.22	68.59	70.05	81.13
FATHERS	79.38	70.62	35.32	54.40	68.39	70.68	80.85
MOTHERS	78.95	65.04	54.26	52.21	68.75	69.51	81.36
PROFESSIONAL PROGRAM FATHERS	79.17	50.00	25.00	62.50	75.00	78.26	80.95
PROFESSIONAL PROGRAM MOTHERS	71.43	71.43	60.00	50.00	61.90	61.90	63.16
PHD SEEKING FATHERS	78.83	76.64	38.24	53.68	67.65	65.93	77.61
PHD SEEKING MOTHERS	81.16	70.59	51.49	51.09	64.44	68.66	79.85
PHD-CANDIDATE FATHERS	78.13	78.13	39.68	52.38	69.84	63.49	85.71
PHD CANDIDATE MOTHERS	84.06	80.88	43.28	51.47	64.71	69.12	83.33

TABLE ES13: THE OPTIMAL TIME TO HAVE KIDS

	ASAP	WHILE STILL STUDENT	BEFORE EST. CAREER	AFTER EST. CAREER	NEVER
OVERALL	5.39	7.07	23.10	50.49	13.95
PROFESSIONAL PROGRAMS*	3.34	3.51	16.52	62.09	13.53
NON-DOCTORAL, COMBINATION PROGRAM	2.52	2.37	17.95	70.47	6.68
NON-DOCTORAL, DOCTORAL PROGRAM	N < =5	11.48	11.48	62.30	N <=5
DOCTORAL STUDENTS	7.09	9.84	27.56	38.47	17.04
DOCTORAL STUDENT, NOT YET IN CANDIDACY*	6.15	10.96	29.50	38.41	14.97
DOCTORAL STUDENT, IN CANDIDACY	8.65	9.05	24.59	37.57	20.14
MEN*	6.56	5.82	27.58	51.74	8.30
WOMEN	4.51	8.97	19.89	48.13	18.50
NON-INTERNATIONAL STUDENTS*	5.36	7.28	23.24	49.27	14.84
INTERNATIONAL STUDENTS	5.06	8.44	24.61	52.32	9.56
MALE PROFESSIONAL PROGRAM STUDENTS~	4.41	2.64	19.38	65.20	8.37
FEMALE PROFESSIONAL PROGRAM STUDENTS	2.63	4.09	14.62	61.70	16.96
MALE PHD-SEEKERS*	8.03	6.80	32.55	43.92	8.70
FEMALE PHD-SEEKERS	6.13	12.94	22.47	32.92	25.54
MALE CANDIDATES*	10.19	7.16	30.03	44.08	8.54
FEMALE CANDIDATES	7.16	10.88	19.36	31.30	31.30

TABLE ES14: STRATEGIC QUALITIES OF PRIMARY ADVISERS (% OF STUDENTS)

	HAS A REPUTATION FOR GETTING STUDENTS THROUGH PROGRAM QUICKLY	CAN WRITE A GOOD LETTER OF RECOMMENDATION TO HELP MY CAREER	TEACHES ME SURVIVAL SKILLS FOR THE FIELD	HELPS ME SECURE FUNDING FOR MY STUDIES	ADVOCATES FOR ME WITH OTHERS WHEN NECESSARY	ADVISES ME ABOUT DEPARTMENTAL POLITICS	EXPLOITS ME AS A SOURCE OF LABOR TO ADVANCE HIS/HER CAREER	GIVES ME REGULAR AND CONSTRUCTIVE FEEDBACK ON MY WORK
ALL STUDENTS								
OVERALL	85.34	93.16	77.84	64.40	87.32	68.69	12.06	78.03
PROFESSIONAL PROGRAM	90.44	81.38	70.98	41.39	76.92	60.98	9.22	70.30
COMBINATION PROGRAM, NON-DOCTORAL SEEKING	92.28	89.01	77.50	47.17	78.38	63.18	7.38	68.48
DOCTORAL PROGRAM, NON-DOCTORAL SEEKING	86.05	95.74	81.63	67.44	88.37	65.22	8.62	77.36
DOCTORAL SEEKING STUDENT	82.10	96.12	78.87	72.84	91.29	71.60	14.22	81.17
DOCTORAL SEEKING STUDENTS ONLY								
NOT YET IN CANDIDACY	84.54	96.00	81.57	74.92	92.03	73.15	15.15	82.97
IN CANDIDACY	77.90	96.38	75.66	71.14	90.83	69.24	12.94	82.00
NON-INTERNATIONAL STUDENT	80.47	96.66	78.44	71.10	91.56	72.13	12.89	82.17
INTERNATIONAL STUDENT	84.58	94.64	79.56	79.87	91.00	70.51	17.86	84.21
MEN	81.16	95.83	79.89	79.32	92.52	72.46	15.59	83.93
WOMEN	82.11	96.49	78.18	67.39	90.51	70.53	12.84	81.22
ENGINEERING	83.01	95.74	80.87	88.78	93.05	74.86	22.44	82.67
SOCIAL SCIENCES	81.76	96.53	79.80	74.51	90.00	72.00	8.61	86.05
HUMANITIES	89.66	95.67	78.30	63.03	92.47	66.07	4.31	86.61
EDUCATION	82.38	96.35	76.47	47.06	87.44	66.67	10.25	76.23
PHYSICAL SCIENCES	76.17	94.09	76.68	81.33	92.31	68.42	15.56	81.62
BIOLOGICAL SCIENCES	66.67	95.51	70.11	79.12	90.67	70.59	21.74	77.66
CAREER PROSPECTS ARE BELOW AVERAGE	65.15	93.60	63.31	48.20	81.89	61.70	16.43	70.14
CAREER PROSPECTS ARE AVERAGE	81.11	96.27	77.44	72.28	91.02	70.58	14.70	81.48
CAREER PROSPECTS ARE ABOVE AVERAGE	84.25	96.74	84.63	79.68	94.64	74.65	12.54	86.19
ADVISER DOES NOT FUND STUDENT	81.52	96.28	77.13	58.06	89.24	69.02	10.41	80.52
ADVISER FUNDS STUDENT	81.70	95.99	81.84	93.98	94.72	75.07	19.97	85.58

TABLE ES15: PROPORTION OF INTERNATIONAL STUDENTS WHO HAVE APPLIED TO, BEEN WAITLISTED FOR, OR CURRENTLY LIVE IN UT HOUSING

	HAVE APPLIED	% OF APPLICANTS TURNED DOWN OR ON WAITLIST	% OF APPLICANTS CURRENTLY IN UT HOUSING
ALL STUDENTS	18.66	73.72	34.5
NON INTERNATIONAL	12.19	67.62	21.02
INTERNATIONAL RESPONDENTS	40.05	79.94	48.08

TABLE ES16: EXPERIENCES OF DISCRIMINATION

	%
ANY TYPE OF DISCRIMINATION	28.04
AGE DISCRIMINATION	5.73
GENDER DISCRIMINATION	
MEN	4.68
WOMEN	16.65
SEXUAL ORIENTATION (OF GBLT STUDENTS)	43.48
RACIAL DISCRIMINATION (NON-WHITE, NON HISPANIC)	19.23
NATIONALITY (INTERNATIONAL STUDENTS)	17.01
LANGUAGE DISCRIMINATION (NON-NATIVE ENGLISH SPEAKERS)	15.55

TABLE ES17: CAREER GOALS OF PHD SEEKING GRADUATE STUDENTS (% OF STUDENTS WHO SAY JOB IS 'VERY ATTRACTIVE')

	PROFESSOR AT RESEARCH UNIVERISTY	PROFESSOR AT TEACHING UNIVERSITY	TEACHER IN NON-COLLEGE SETTING	NON-FACULTY UNIVERSITY RESEARCHER	FOR-PROFIT RESEARCHER	NON-PROFIT RESEARCHER	UNIVERSITY ADMINISTRATOR	FOR-PROFIT ADMINISTRATOR	NON-PROFIT ADMINISTRATOR	POLICY MAKER OR POLITICIAN
DOCTORAL SEEKING STUDENTS										
OVERALL	44.47	46.42	11.73	19.91	32.30	34.47	13.55	13.04	14.96	10.03
MEN	50.32	40.30	8.61	20.55	40.13	32.8	11.11	14.06	13.45	10.73
WOMEN	38.66	52.52	14.81	19.27	24.50	36.13	15.97	12.04	16.46	9.33
NON-INTERNATIONAL STUDENTS	39.12	50.50	13.30	17.54	28.75	34.25	15.41	12.47	15.78	9.55
INTERNATIONAL STUDENTS	47.86	35.37	8.20	27.70	43.32	35.98	8.79	14.66	13.50	10.82
NOT YET IN CANDIDACY	45.73	47.56	11.65	19.55	33.89	35.84	13.21	12.89	15.63	10.14
IN CANDIDACY	42.56	44.69	11.85	20.45	29.88	32.41	14.06	13.26	13.94	9.85
ENGINEERING	40.62	29.29	6.97	20.57	62.38	42.86	8.37	18.51	13.16	7.66
SOCIAL SCIENCES	60.70	48.68	7.42	19.21	19.21	38.86	13.54	6.99	13.97	15.35
HUMANITIES	52.78	75.00	15.87	16.67	10.76	24.30	19.12	9.92	15.14	7.54
EDUCATION	28.51	54.22	21.37	20.88	15.85	34.27	27.53	14.92	23.79	15.04
PHYSICAL SCIENCES	45.45	30.43	5.18	20.47	39.53	26.88	6.30	8.73	7.87	5.93
BIOLOGICAL SCIENCES	33.71	44.32	19.32	23.86	26.97	42.70	3.41	10.11	10.23	11.24
GENDER DIFFERENCES WITHIN FIELDS										
ENGINEERING	40.62	29.29	6.97	20.57	62.38	42.86	8.37	18.51	13.16	7.66
MEN					64.67		6.67			
WOMEN					55.34		13.59			
SOCIAL SCIENCES	60.70	48.68	7.42	19.21	19.21	38.86	13.54	6.99	13.97	15.35
MEN										
WOMEN										
HUMANITIES	52.78	75.00	15.87	16.67	10.76	24.30	19.12	9.92	15.14	7.54
MEN	60.95									
WOMEN	46.94									
EDUCATION	28.51	54.22	21.37	20.88	15.85	34.27	27.53	14.92	23.79	15.04
MEN	37.10						36.07		32.79	23.33
WOMEN	25.67						24.73		20.86	12.37
PHYSICAL SCIENCES	45.45	30.43	5.18	20.47	39.53	26.88	6.30	8.73	7.87	5.93
MEN	56.43			24.02						
WOMEN	18.92			12.00						
BIOLOGICAL SCIENCES	33.71	44.32	19.32	23.86	26.97	42.70	3.41	10.11	10.23	11.24
MEN			<= 5			28.57				
WOMEN			25.00			49.18				

TABLE ES18: STUDENT INTEREST IN NEW RESOURCES (%)

	PERCENT OF PROFESSIONAL SCHOOL STUDENTS WHO PERCEIVE RESOURCE AS VALUABLE	PERCENT OF NON-PROFESSIONAL SCHOOL STUDENTS WHO PERCEIVE RESOURCE AS VALUABLE
A UNIVERSITY-WIDE GRADUATE SCHOOL ORIENTATION	52.84	65.98
A GRADUATE STUDENT CENTER	77.65	87.3
INTERNSHIP PLACEMENT ASSISTANCE	95.16	87.3
CAREER PLACEMENT ASSISTANCE	97.16	96.22

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