



Doctoral 2021 Student Experience Survey Report

Provided by the Provost's Office

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Doctoral Student Experience Survey 2021 Executive Summary

The Doctoral Student Experience Survey is administered periodically by the Provost's Office to doctoral-level enrolled students at the Graduate Center to gather information on students' experiences and satisfaction with their educational experiences. The student feedback from the survey informs the plans made by administrators and program leaders. The survey was administered in October 2021 to all enrolled doctoral students. **It had a robust response rate of 37%.**

Information was gathered in eight key areas: Current Status; Program Information and Academic Advising; Diversity, Equity, and Inclusion; Professional Development and Career Advising; Community Building; Support and Obstacles; Impacts of COVID-19; and Background Information. The survey was developed by the Office of Institutional Research and Effectiveness in collaboration with Graduate Center senior administrators, academic program leaders, and students.

Several reports are available for understanding students' perspectives and input better. They are:

- (1) ***a full doctoral student survey report***, which provides **institutional-level** data tables, cluster and level comparisons, and data highlights;
- (2) ***a full master's student survey report***, which provides **institutional-level** data tables, doctoral comparisons, and data highlights;
- (3) ***a doctoral diversity-focused supplemental report***, to understand the experiences and satisfaction for different student groups, by gender, race/ethnicity, and domestic/international status.
 - a. Due to the lower numbers of master's survey respondents, it is not possible to produce a similar report for the master's students without compromising confidentiality of the data;
- (4) ***a doctoral program-comparison supplemental report***, which offers further comparison between doctoral programs, cluster-level Strengths, and major takeaways.¹
- (5) ***individual doctoral and master's program reports***, which offer **program-level** data and are provided directly to executive officers and program directors.

This executive summary presents highlighted results drawn from the full doctoral student report, the diversity-focused supplemental report, and the program-comparison supplemental report. These results feature key findings from each survey area and include institution, cluster, and student group data. This summary presents overall findings; however, for some questions there is wide variety in the results between programs. **Due to the variety in the results between programs, it is also important to read the individual program reports².**

¹ Please contact institutionalresearch@gc.cuny.edu for the supplemental reports.

² Please contact institutionalresearch@gc.cuny.edu for individual program reports.

Highlighted Findings of the Doctoral Student Experience Survey

Provided below are key findings from the Doctoral Student Experience Survey, organized by survey section. Each section represents one area of the student survey and findings have been divided by strengths and concerns. The strengths present areas where student experiences are strongly positive and student satisfaction is high. The concerns present areas of concern that may need further attention, action, or resources. In order to better contextualize the data and percentages presented, tables on student enrollment are presented below.

An Overview of the Response Rates by Different Groups

Table 1: Cluster and Level response rates³

Response	# survey responses	Response rate
Humanities	273	34%
Sciences	327	40%
Social Sciences	422	37%
Level 1	303	38%
Level 2	294	45%
Level 3	418	33%
<i>Level Missing</i>	7	--

Table 2: Gender response rates

Response	# survey responses	Response rate
Female	532	39%
Male	343	32%
Transgender/ Nonbinary	26	N/A
<i>Missing/Prefer not to say</i>	121	--

Table 3: Domestic/international response rates

Response	# survey responses	Response rate
Domestic	650	34%
International	311	44%
<i>Missing</i>	61	--

Table 4: Race/ethnicity response rates⁴

Response	# survey responses	Response rate
Asian	68	22%
Black or African American	48	20%
Hispanic or Latino	63	15%
Two or more races	24	32%
White	348	20%
<i>Missing/Prefer not to say</i>	167	--

Most student groups are well represented in the survey. One-third identified themselves as an international student, although 27% of enrolled students are counted as international. Male students are slightly underrepresented in the survey as they make up 45% of total enrollment, but only 38% of respondents. Similarly, white students are underrepresented, making up 62% of enrolled students but only 50% of respondents.

³ All response rates indicate the rate at which students from this group responded to the survey, based on their Fall 2021 enrollment numbers, and the numbers who responded to the survey.

⁴ Response rates by race/ethnicity groups were generated using the definitions by the federal Department of Education, which excludes international students from these categories. All other race/ethnicity data provided in the reports includes students who have self-identified themselves within one or more race/ethnicity.

Program Information and Academic Advising

Strengths:

- 80%+ of doctoral students would recommend their program to other students considering graduate studies in their field.
- 80%+ believe the quality of their education and of faculty teaching is good or excellent.
- 85%+ agree that their adviser provides constructive feedback, shows concern, and is available when needed.

Concerns:

- A significant percentage of students believe opportunities to collaborate across disciplines are poor (11%) and 13% believe opportunities to collaborate with faculty are poor.
 - Programs vary a lot in terms of student responses. For example, larger percentages of students in several doctoral programs report satisfaction with the opportunities to collaborate across disciplines (Excellent or Good), including French (85%; and Comparative Literature (79%).
- 23% believe that their education has contributed very little to their skills in collaborating outside their discipline and 18% believe it has contributed very little/none to their time management skills.
- More white students present at conferences (85%), compared to Black (66%), Asian (68%), and Hispanic (72%) students. More Hispanic students (57%) write journal articles compared to Black (43%), Asian (50%), and white (51%) students, and students of two or more races (47%).

Diversity, Equity, and Inclusion

Strengths:

- Doctoral students are mostly satisfied with the racial and ethnic diversity of the student body (77%) and staff (83%) in their program.
- Doctoral students at the GC feel there is value and respect for all types of differences (e.g., religion, sexual orientation) in their programs (80%+).

Concerns:

- Doctoral students are less satisfied with the diversity of their faculty (36% dissatisfied).
 - Humanities doctoral students are the least satisfied with the diversity of their faculty (49% dissatisfied), compared to Sciences (22%) and Social Sciences (40%).
- 24% report that very few/none of their instructors have open discussions about privilege, power, oppression, and colonization.
 - In the Social Sciences, 20% of students report that very few/none of their instructors have these open discussions; in the Humanities, only 6% of the students report very few/none instructors have open discussions; and in the Sciences, 33% of the students report that very few/none of their instructors have open discussions about privilege and power.
- 16% report they have been discriminated against or excluded from activities sometimes or often and 33% have witnessed discrimination at the GC.
 - The percentages of students who report experiencing discrimination varies widely by program, with students in several programs reporting higher levels of discrimination or exclusion (e.g., LAILAC, 39%; Linguistics, 33%, and Sociology, 31%).

Professional Development and Career Advising

Strengths:

- 90%+ of doctoral students have received some professional development or training in at least one area while at the GC.
- 75%+ turn to their faculty adviser for career advice and professional development.

Concerns:

- 40%+ of doctoral students report not receiving professional development or instruction in key areas (e.g., writing proposals for funding, research/professional ethics).
- Less than half of the doctoral students report receiving advice from their program executive officer.
- Only a quarter or less of the doctoral students receive advice from alumni.
- More Humanities students attend program or GC professional development workshops (60% and 47%) than students in the other clusters. Fewer students in the Sciences than in the other two clusters report receiving career and professional advice from almost all sources.
- More Asian (81%) and white (79%) doctoral students rely on their faculty adviser than other groups (Black students, 58%).

Community Building

Strengths:

- 63% of doctoral students feel a sense of community and belonging at the GC.
 - In several doctoral programs, a greater percentage of students report a sense of community (e.g., Theatre and Performance, 88%; LAILAC, 83%).
- About two-thirds of doctoral students are satisfied with the activities available to promote social interaction inside their program. Similarly, about two-thirds are satisfied with the student activities and events (e.g., student government) offered by the GC, outside their program.
- 93% of the Humanities students report that their program scheduled social online events. In comparison, 82% of the Social Sciences students and 66% of the Sciences students report that their program scheduled online activities.

Concerns:

- In many doctoral programs, a much smaller percentage of students report a sense of community (Nursing, 33%; Art History, 40%; Psychology, 42%).
 - Students in the Sciences are least satisfied with their sense of community and belonging (59% satisfied; Social Sciences, 63%; Humanities, 66%).
- The sense of community and belonging drops after Level 1 (60% of Level 2 and Level 3 students feel a sense of community, compared to 68% of Level 1 students).

Support and Obstacles

Strengths:

- 80% of doctoral students rate educational support offices (e.g., Teaching and Learning Center, Writing Center) as good or excellent.
- 60%+ rate student services and other administrative offices as good or excellent.
- The majority of doctoral students are working as an obligation relating to their fellowship (68%) or are adjunct teaching within CUNY (52%).

Concerns:

- Finances (51%), work obligations (41%), family obligations (35%), and mental health resources (28%) are most commonly cited as obstacles to completing a degree.
 - More female doctoral students (25%) report availability of faculty as an obstacle (male students, 16%).
- For about one quarter of doctoral students, adjusting to program culture, program requirements, availability of faculty, and course scheduling hinder their academic progress.

Impacts Of COVID-19

Strengths:

- In the area of the GC's response to COVID-19, doctoral students are satisfied with their instructors' flexibility with attendance (84%) and response to student concerns (90%) and their availability during COVID-19 (91%).
- 75%+ are satisfied with the effectiveness and quality of remote instruction, access to academic support, and availability of computing hardware (about one-quarter of students are dissatisfied in these areas).
- The negative academic impacts of COVID-19 declined at each level, with Level 3 students the least impacted in every area.
- If COVID-19 persists into the 2022-2023 academic year, about 50% of doctoral students would like classes to meet on a hybrid schedule; 50% of students would prefer that hybrid courses be taught 50% in person.

Concerns:

- Two thirds of doctoral students had their research disrupted by COVID-19.
- More than half report a change in the timeline for completing their degree.
- Doctoral students are most concerned about their abilities to financially support themselves (51%), progress to completing their degree requirements (51%), and a delay in their graduation (47%).
- In the area of the GC's response to COVID-19, while the majority of doctoral students were satisfied in all areas, the area with the highest level of dissatisfaction was in their access to mental health support during COVID-19 (41% dissatisfied).

Conclusion

The findings of the Doctoral Student Experience Survey reveal many areas of strength at the Graduate Center. Doctoral students are satisfied with their programs and with the quality of their education, teaching, and advising. Students feel there is value and respect for diversity at the Graduate Center. They receive career advice from their faculty advisers. The majority feel satisfied with the quality of the educational support offices, even during a time when most are remote. And despite the negative impacts of COVID-19, most doctoral students have been pleased with many aspects of the GC's response to the pandemic, from availability of hardware to instructors' flexibility with attendance. The majority of doctoral students rate educational support offices (e.g., Teaching and Learning Center, Writing Center) as good or excellent.

The findings also point out areas that call for further examination, attention, support, or change. 40%+ of doctoral students report not receiving professional development or instruction in key areas (e.g., writing proposals for funding, research/professional ethics). Less than half of the doctoral students report receiving advice from their program executive officer. Reliance on faculty advisers for career advice is unequal across student groups. More Asian and white doctoral students rely on their faculty adviser than other groups. In the area of diversity, equity, and inclusion, doctoral students are least satisfied with the diversity of their faculty. A small but meaningful percentage report experiencing discrimination or sexual harassment at the GC. And many are dissatisfied with the classroom culture for open discussion around ideas of oppression and the like. Over one third of doctoral students lack a feeling of community at the GC, including in the available activities within their program to promote social interaction, and this is particularly evident for students in the Sciences. There are many pressing obstacles to students' academic success — financial, work, family obligations and the lack of sufficient mental health support. And almost all doctoral students had their research disrupted and their timeline to their degree changed due to the impacts of COVID-19.

Many differences are found between the three clusters and between different programs. It is important to further examine the cluster differences and the differences between individual programs and their cluster benchmarks and institutional benchmarks. These benchmarks are offered in the program-level reports which will be shared with all the executive officers.

This Executive Summary provides an overview of the more detailed findings of the 2021 survey, available in the full and supplemental reports. We hope it will be used as a starting point for understanding this important student feedback. We are grateful to the students for sharing their experiences and contributing to improving the Graduate Center for all students.

A working group is being formed, consisting of faculty, administrators, and students to review the survey findings in detail and deliver recommendations for action steps in response. Those recommendations will be added to the final version of this report.

Doctoral 2021 Student Experience Survey Full Report

The Doctoral Student Experience Survey is given to doctoral-level enrolled students at the Graduate Center by the Provost's Office periodically to gather feedback from students on their experiences and satisfaction while at the GC⁵. In October 2021, The Office of Institutional Research and Effectiveness sent out the survey using emailed individual links to students to ensure security of the survey. Two reminders were sent during the open survey period to students who had not yet responded. Requests to complete the survey were sent on October 19, 2021, again on October 26, and finally on November 1. In addition to direct emails, students were notified about the survey through a GC news story posted to the website, an institution-wide Community Notice, lobby screens, encouragement from their Executive Officers, and emails from the Doctoral and Graduate Students' Council. Additionally, students who completed the survey were entered into a lottery for a chance to win one of 20 \$50 gift cards. **The response rate to the survey was 37%, with a completion rate of 90%.** The survey data were cleaned, with those students who completed less than 30% of the survey removed from the analyses.

The privacy and confidentiality of GC students is prioritized and protected throughout the survey administration, analysis and reporting process. We greatly appreciate the willingness of students to share their feedback. All personally identifying information is removed from the survey data and is only reported in aggregate. In program and major group analyses, in cases where we have fewer than 5 students we do not provide information. Individual-level survey data is not available.

Information was gathered in eight key areas: Current Status; Program Information and Academic Advising; Diversity, Equity and Inclusion; Professional Development and Career Advising; Community Building; Support and Obstacles; and Impacts of COVID-19. The survey was developed by the Office of Institutional Research and Effectiveness in collaboration with GC senior administrators, academic program leaders, and students.

The results are presented for each area below. Each section contains the following structure:

- *overall findings* – an overview of the entire section, with key findings summarized.
- *data tables* – all collected quantitative data for each question.
- *data highlights* – key findings from the tables. Where appropriate, positive findings are indicated with a green bullet and areas of concern are highlighted with a red bullet.
- *cluster differences* – highlights any differences between Humanities, Social Sciences, and Sciences clusters in the data.
- *point of comparison* – available information from the prior student survey or from current enrollment data for added perspective on the survey data.

In questions with four-point scales or more (e.g., those which asked students to rate between excellent, good, fair, or poor), the two cells with the highest percentages of student responses are highlighted to assist in reading the table.

⁵ The prior Doctoral Student Experience Survey was administered in Fall 2016. While the intent of the Provost's Office is to administer the survey biennially, multiple factors delayed its rollout, including administration turnover and COVID-19.

CURRENT STATUS

Overall notes: Level 3 students make up the greatest percentage of survey respondents. Almost half of the students are living in NYC when they apply to their program. Online searches are the primary way that students learn about the Graduate Center.

Table 1: In what academic year did you begin your doctoral program?

Year	%
2021-22	15%
2020-21	17%
2019-20	16%
2018-19	15%
2017-18	13%
2016-17	9%
2015-16	6%
2014-15	3%
2013-14	2%
2012-13 or before	3%

Table 2: What is your current level?

Level	%
Level 1	30%
Level 2	29%
Level 3	41%

Data highlights:

- 32% of the survey respondents began their doctoral program this year or last year.
- Level 3 students make up the greatest percentage of survey respondents (41%) with the remaining respondents split evenly between Levels 1 and 2.

Point of comparison:

Respondents are well represented by year and level. The largest difference between current enrollment and survey respondents is in students who began their program in 2012 or earlier. These students make up 11% of total enrollment in comparison to 3% of survey respondents.

Table 3: Where were you living when you applied to your doctoral program?

Response	%
In the New York City area	48%
In New York State, outside New York City	7%
In the United States, outside New York State	22%
Outside the United States	23%

Data highlights:

- Almost half of the survey respondents are living in NYC when they apply to their program.
- More students in Level 3 (52%) and Level 2 (46%) report living in NYC when they applied than those in Level 1 (44%).⁶

Point of comparison:

Most student groups are well represented in the survey respondents; however, applicants from out of state only account for 10% of current total enrollment, in comparison to 22% of the survey respondents. This is likely due to impacts of COVID-19.

Table 4: How did you learn about the Graduate Center?

Response	%
Online searches	40%
Academic adviser	23%
Graduate Center Professor	23%
Friends or family	22%
Graduate Center information session	6%
Advertising or promotional materials	2%
Other	13%

Data highlights:

- Online searches are the primary way that students learn about the Graduate Center.

PROGRAM INFORMATION AND ACADEMIC ADVISING

Overall notes: Students feel positively about their programs and the academic advising they receive. Students are least satisfied in the area of collaboration – opportunities and skills development in collaboration with faculty or across disciplines. There is a slight but consistent decline in satisfaction across almost all areas within this section as students progress from Level 1 to Level 3.

Table 5: I would recommend my program to other students considering graduate studies in my field.

Cluster	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
All clusters	48%	38%	10%	4%
Social Sciences	47%	38%	11%	4%
Humanities	53%	36%	6%	4%
Sciences	44%	39%	12%	4%

Data highlights:

- + Over 80% of doctoral students across the clusters would recommend their program to other students considering graduate studies in their field.

⁶ The survey data was analyzed by student level. Please contact us at institutionalresearch@gc.cuny.edu for further inquiries regarding student level groupings.

Point of comparison:

Similarly, in the prior survey, 79% of students agreed that they would recommend their program to other students (compared to 86% in 2021).

Table 6: Please rate each of the following aspects of your program:

Question	Excellent	Good	Fair	Poor
Quality of the graduate education	43%	45%	11%	1%
Quality of faculty teaching	41%	46%	12%	1%
Helpfulness of staff members in my program	47%	33%	15%	5%
Ability of instructors to motivate students to work hard	31%	42%	21%	6%
The opportunity to collaborate across disciplines	27%	34%	28%	11%
Opportunities to work collaboratively with faculty on research	30%	36%	22%	13%

Data highlights:

- + 80% or higher rate the quality of their education and of faculty teaching as good or excellent.
- The program aspects with the lowest ratings are the opportunities to collaborate across disciplines (poor = 11%) and the opportunities to work collaboratively with faculty on research (poor = 13%).

Cluster differences:

Humanities students rate their education and faculty teaching the highest (93% rate these aspects as good or excellent). Sciences = 85%, 82%; Social Sciences = 87%, 86%.

Point of comparison:

On the prior student survey, 79% of doctoral students indicated that they are satisfied with the quality of teaching by program faculty, compared to 87% of doctoral students this survey distribution.

Table 7: Changes in satisfaction by academic level

Question	Level 1	Level 2	Level 3
I would recommend my program (Strongly agree + Somewhat agree)	92%	85%	82%
Quality of the graduate education (Excellent + Good)	90%	88%	87%

Table 8: Please indicate the extent to which your graduate education at the GC has contributed to your knowledge and skills in the following areas:

Question	Very much	Quite a bit	Some	Very little or none
Understanding principles of responsible conduct of research	40%	32%	23%	5%
Self-reflection and self-improvement	29%	32%	26%	14%
Collaborating outside my discipline	18%	24%	35%	23%
Time management	18%	31%	34%	18%

Data highlights:

- 23% of students feel that their education at the GC contributes very little or none to their knowledge and skills in collaborating outside their discipline.
- 18% feel their education contributes very little or none to their time management skills.

Table 9: Please indicate your level of agreement with each of the following statements about your adviser.

Question	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
I receive timely, constructive feedback on my progress towards my degree from my adviser	55%	31%	9%	5%
My adviser shows concern for my progress and well-being as a student	64%	25%	7%	4%
My adviser makes himself/herself available when I need it	68%	24%	5%	3%

Data highlights: + 85%+ agree that their adviser provides constructive feedback, shows concern and is available when needed.

Point of comparison: On the prior student survey, 74% of doctoral students agreed that they receive timely constructive feedback from their adviser, compared to 86% agreeing on this survey.

Table 10: During your time at the GC, have you completed any of the following types of scholarly work?

Response	Humanities	Social Sciences	Sciences
Conference Presentation (including poster)	78%	80%	74%
Journal Article	38%	54%	56%
Invited Lecture	29%	25%	19%
Newspaper/Magazine Article	22%	16%	9%
Review/Commentary (including Blogging)	34%	29%	15%
Digital scholarly project	22%	14%	7%
Technical/Policy Reports	1%	10%	7%
Curated an Art Show	5%	1%	0%
Direction/Choreography/Dramaturgy/ Design (dance, theater, film)	7%	0%	1%
Exhibited at Curated Art Show	3%	2%	2%
Music Composition Published/Performed	5%	1%	0%
Patent	0%	1%	3%
Performance (music, dance, theater)	17%	1%	0%
Play or Screenplay Produced/Performed	1%	0%	0%
Poem or Short Story Published	10%	1%	0%
Other	12%	11%	9%

Cluster differences: Considerably fewer Humanities students report writing journal articles (38%) compared to those in Sciences or Social Sciences. In almost all categories (except journal articles, patents, and technical/policy reports), Sciences students report less scholarship than students in the other two clusters.

DIVERSITY, EQUITY, AND INCLUSION

Overall notes: Doctoral students are mostly satisfied with the racial and ethnic diversity of the student body and staff in their program but are less satisfied with the diversity of their faculty. Students at the GC generally feel there is value and respect for all types of differences in their programs, although feel less satisfied with the climate of class discussions and assignments/activities. Some students report they have been discriminated against or were excluded.

Table 11: Please rate your satisfaction with the racial/ethnic diversity of each of the following in your program:

Question	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Faculty	29%	35%	24%	12%
Student body	36%	41%	18%	5%
Staff	33%	50%	13%	4%

Data highlights: + Doctoral students are mostly satisfied with the racial and ethnic diversity of the student body (77%) and staff (83%) in their program.
- Students are less satisfied with the diversity of their faculty (36% dissatisfied).

Cluster differences: Humanities students are the least satisfied with the diversity of their faculty (49% dissatisfied), compared to students in the Sciences (22%) and Social Sciences (40%). Humanities students are also the least satisfied with the diversity of their student body (39% dissatisfied), compared to Sciences (11%) and Social Sciences (21%).

Point of comparison: On the prior student survey, 60% of doctoral students were satisfied with the amount of diversity and inclusiveness at the Graduate Center, compared to 75% of doctoral students on the current survey, who are either very satisfied or satisfied with faculty, students, and staff (on average).

Table 12: Please rate your satisfaction with the level of value and respect for the following types of differences within your program.

Question	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Religion	46%	45%	6%	3%
Sexual orientation	51%	43%	4%	1%
Gender expression	49%	41%	8%	2%
Race/ethnicity	44%	39%	13%	4%
Immigration status	45%	41%	11%	3%
Expression of diverse beliefs	41%	46%	10%	4%

Data highlights: + Doctoral students at the GC feel there is value and respect for all types of differences in their programs (80%+ satisfied).

Cluster differences: Responses did not differ significantly by cluster.

Table 13: Since the beginning of your enrollment at the GC, have you ever:

Question	Never	Sometimes	Often
Been discriminated against or excluded from activities	84%	14%	2%
Witnessed discrimination	67%	29%	4%
Reported an incident of discrimination to a campus authority	95%	4%	1%
Reported an incident of sexual harassment to a campus authority	97%	2%	1%
Been sexually harassed	95%	5%	1%

Data highlights:

- ➔ 16% report they had been discriminated against sometimes or often, and 33% have witnessed discrimination at the GC.
- Responses increase as students move from Level 1 to Level 3. For instance, 21% of Level 3 students report having been discriminated against sometimes or often, compared to just 8% of Level 1 students.

Table 14: Please indicate how many of your instructors in your program:

Question	All	Most	Some	Very few or none
Encourage students from diverse backgrounds to work together	36%	31%	22%	12%
Turn controversial topics into meaningful discussions	30%	34%	25%	11%
Have open discussions about privilege, power, oppression, and colonization	29%	27%	24%	20%
Ensure students are accommodated for disabilities or medical conditions	40%	31%	19%	10%

Data highlights:

- ➔ 20% indicate that very few/none of their instructors have open discussions about privilege, power, oppression, and colonization.
- Fewer students in Level 3 report that all or most of their instructors provide a supportive environment in class for diversity (average of 60% across all four items for Level 3 students, compared to 69% for Level 1), based on supplementary analyses of the survey data.

Cluster differences:

Overall responses did not differ significantly by cluster. In the area of open discussions, in the Social Sciences, 59% of students report that all or most of their instructors have these open discussions; in the Humanities, 71% of the students report all or most instructors; in the Sciences, only 40% of the students report that all or most of their instructors have open discussions about privilege and power.

PROFESSIONAL DEVELOPMENT AND CAREER ADVISING

Overall notes: Almost all students receive some professional development while they are enrolled at the GC; however, a third or more do not receive professional development in many key areas. Faculty adviser is their most cited source for career advice. Fewer than half the students report receiving advice from their program EO. Only a quarter or less of the doctoral students receive advice from alumni.

Table 15: During the time you have been enrolled at the GC, indicate whether you have received instruction, practice, professional development or training in any of the following areas.

Response	Humanities	Sciences	Social Sciences
Conducting independent research/scholarship	61%	55%	61%
Oral communication and presentation skills	60%	61%	56%
Writing proposals for funding/grant writing	58%	53%	50%
Preparing articles for publication	50%	39%	52%
Research/professional ethics	44%	63%	68%
Teaching/pedagogy	73%	45%	56%
Supervision and evaluation of others' work	31%	27%	25%
Other	3%	1%	1%
I have not received PD in any of these areas	5%	7%	8%

Data highlights:

- + 90%+ of doctoral students receive some professional development or training while at the GC.
- 40%+ do not receive professional development or instruction in research/professional ethics, or in all other listed areas.
- As students progress from Level 1 to Level 3, more students report receiving professional development in all areas, except research/professional ethics. In that area, 63% of Level 1 students compared to 57% of Level 3 students report receiving professional development, based on supplementary analyses of the survey data.

Cluster differences:

Fewer students in the Sciences (39%) receive professional development in preparing articles for publication compared to those in Humanities (50%) and Social Sciences (52%). Fewer students in the Humanities (44%) receive professional development in research/professional ethics compared to those in Sciences (63%) and Social Sciences (68%). More students in Humanities (73%) receive professional development in teaching than those in Sciences (45%) and Social Sciences (56%).

Table 16: Which sources of advice did you use to help you with your career and professional development?

Response	Humanities	Social Sciences	Sciences
Faculty adviser	75%	78%	79%
Other faculty members	65%	59%	51%
Program Executive Officer/Coordinator	43%	30%	37%
Workshops offered by your program	60%	35%	24%
Workshops offered by the Graduate Center	47%	39%	37%
Program or Graduate Center alumni	26%	22%	22%
Other	9%	5%	7%
I have not received career advice and/or PD from any of these sources	6%	6%	7%

Data highlights:

- + 75%+ turn to their faculty adviser for career advice and professional development.
- Fewer than half the students report receiving advice from their program Executive Officer.
- Only a quarter or less of the doctoral students receive advice from alumni.
- There is an increase in the reliance on each career advice source as students progress from Level 1 to Level 3, based on supplementary analyses of the survey data.

Cluster differences:

More Humanities students attend program or GC workshops (60% and 47%) than students in the other clusters. Fewer students in the Sciences than in the other two clusters report receiving career and professional advice from almost all sources.

Point of comparison:

On the prior student survey, 65% of doctoral students received career advice from a faculty adviser, compared to 77% of students on the current survey. On the prior survey, 16% of the doctoral students reported that they did not receive any career advice. On this year's survey, only 6% of students report that they did not receive any advice on their careers.

COMMUNITY BUILDING

Overall notes: About two-thirds are satisfied with the activities available inside their programs and those offered outside their programs at the GC. Students in the Sciences are the least satisfied. 32% of Level 1 students do not feel a sense of community at the GC, and this percentage increases to 40% in Level 2 and 3.

Table 17: I feel a sense of community and belonging at the GC.

Response	%
Strongly agree	19%
Somewhat agree	43%
Somewhat disagree	26%
Strongly disagree	11%

Data highlights:

- 63% feel a sense of community and belonging at the GC; 37% do not.
- 32% of Level 1 students do not feel a sense of community at the GC, and this percentage increases to 40% in Levels 2 and 3.

Table 18: I am satisfied with my program's activities to promote social interaction within my program.

Response	%
Strongly agree	24%
Somewhat agree	42%
Somewhat disagree	22%
Strongly disagree	11%

Data highlights:

- Two-thirds of students are satisfied with the activities in their program; one-third are not satisfied.

Cluster differences:

Students in the Sciences are slightly less satisfied than students in other clusters (38% dissatisfied).

Table 19: I am satisfied with the student activities and events (e.g., student government, student clubs) that are available outside my program at the GC.

Response	%
Strongly agree	23%
Somewhat agree	46%
Somewhat disagree	22%
Strongly disagree	8%

Data highlights:

- About two-thirds of students are satisfied with the activities outside their program, offered by the GC; one-third are not satisfied.

Cluster differences:

Responses did not differ by cluster.

Table 20: Did your program schedule online events or get-togethers so you, your classmates, and faculty members could interact with each other?

Response	Humanities	Social Sciences	Sciences
Yes, and I attended one or more	75%	59%	49%
Yes, but I did not attend	18%	23%	17%
No	3%	11%	23%
Not sure	3%	8%	11%

Cluster differences:

Students in the Sciences are least satisfied with the sense of community and the student activities available. 93% of the Humanities students report that their program scheduled online events. In comparison, 66% of the Sciences students and 82% of the Social Sciences students report that their program scheduled online activities.

SUPPORTS AND OBSTACLES

Overall notes: Students report academic factors that are obstacles to their progress and completing their degree, such as adjusting to program culture, program requirements and availability of faculty. More common obstacles are personal factors, such as finances, work obligations, family obligations, and mental health resources. About two-thirds of doctoral students are working as an obligation relating to their fellowship and half are adjunct teaching within CUNY. 80% rate educational support offices as excellent. 60%+ rate student services and other administrative offices as good or excellent.

Table 21: Which of the following factors have been an obstacle to your academic progress.

Response	%
Other	31%
Adjusting to program culture	25%
Program requirements	25%
Availability of faculty	22%
Course scheduling	21%
Difficulty of class or other program work	16%
I have had no obstacles to my academic progress	17%

Data highlights:

- For about one-quarter of all students, adjusting to program culture, program requirements, availability of faculty, and course scheduling are obstacles to their academic progress.
- The “other” write-in category includes many nonacademic obstacles, such as finances, issues within the program, work obligations or teaching, and COVID-19.

Cluster differences:

Fewer students in the Sciences (16%) report obstacles with the availability of faculty than students in other clusters. More students in the Sciences (23%) report obstacles with the difficulty of classwork.

Table 22: Which of the following factors have been an obstacle to your progress in completing your degree?

Response	%
Finances	51%
Work obligations	41%
Family obligations	35%
Mental health resources	28%
Housing	22%
Transportation	19%
Physical health resources	15%
No factors have been obstacles to completing my degree	14%
Immigration issues, laws, or regulations	13%
Other	9%

Data highlights:

- Finances (51%), work obligations (41%) family obligations (35%), and mental health resources (28%) are the most common factors cited as obstacles to completing a degree.
- There is an increase in the obstacle that finances, work, and family obligations create as students progress from Level 1 to Level 3.

Cluster differences:

Fewer students in the Sciences report work and family obligations as obstacles (25% and 26%). More students in the Sciences (28%) report transportation as an obstacle.

Table 23: Indicate the quality of your interactions with the following offices:

Question	Excellent	Good	Fair	Poor
Student services offices (Career services, Counseling services, etc.)	28%	42%	23%	8%
Other administrative offices (Registrar, Financial Aid Office, etc.)	24%	39%	26%	11%
Educational support offices (Teaching and Learning Center, Writing Center, etc.)	38%	42%	16%	4%

Data highlights:

- 80% rate educational support offices as excellent.
- 60%+ rate student services and other administrative offices as good or excellent.

Table 24: Please indicate what types of jobs you hold or have held during your time as a student at the GC.

Response	%
Obligation related to a GC fellowship/award/assistantship	68%
Adjunct teaching within CUNY	52%
Other non-teaching job outside CUNY	28%
Other CUNY employment	23%
Other type of teaching job	11%
Adjunct teaching outside CUNY	10%
I have not held any jobs while enrolled as a student at the GC	5%

Data highlights:

- The majority of students work as an obligation relating to their fellowship (68%) or are adjunct teaching within CUNY (52%).

IMPACTS OF COVID-19

Overall notes: COVID-19 impacted students’ research, timeline to degree, and where they planned to live. Students are concerned about financially supporting themselves, completing their degree requirements and a delay in their graduation. They are satisfied with their instructors’ flexibility and availability during COVID-19, and least satisfied with their access to mental health support. Half of the students would prefer a hybrid instructional approach if COVID-19 persists into the next academic year.

Table 25: Did you experience any of the following as a result of the COVID-19 pandemic?

Response	Humanities	Social Sciences	Sciences
My research was disrupted	71%	50%	65%
The timeline for completing my doctoral degree changed	60%	42%	55%
My plans about where to live were affected	52%	37%	48%
My immediate postgraduate employment or education plans changed	23%	16%	21%
My graduate experience or career plans changed in other ways (please explain)	23%	16%	21%
Funding for my doctoral studies was reduced or suspended	18%	13%	16%

Data highlights:

- Two-thirds of the students had their research disrupted by COVID-19.
- More than half report a change in the timeline for completing their degree.
- The negative academic impacts of COVID-19 declined at each Level, with Level 3 students the least impacted in every area, based on supplementary analyses of the survey data.

Cluster differences:

While percentages across the clusters are not dramatically different, more students in the Humanities report negative impacts from COVID-19 on their education in every category. Fewer students in the Social Sciences report negative impacts in every category.

Table 26: Over this academic year (2021/22), what is your level of concern about the following issues relating to the COVID-19 pandemic?

Question	Not at all concerned	Slightly concerned	Moderately concerned	Extremely concerned
Your ability to financially support yourself	20%	29%	23%	28%
Progress to complete your degree requirements	21%	28%	25%	26%
Delay in your graduation date	30%	24%	21%	26%
Ability to succeed in online environment	36%	26%	22%	16%
Access to mentorship/advisers	38%	29%	20%	13%

Data highlights:

- Students are most concerned about their abilities to financially support themselves (51%), progress to completing their degree requirements (51%), and a delay in their graduation (47%).

Table 27: Please rate your satisfaction with the GC in the following areas since the beginning of the COVID-19 pandemic.

Question	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
Availability of computing hardware (e.g. laptop loan, WIFI hotspot)	30%	48%	13%	9%
Flexibility with attendance policy	32%	52%	11%	4%
Overall quality of instruction	27%	58%	11%	3%
Instructor availability via virtual office hours or by email	42%	49%	6%	2%
Effectiveness of remote instruction	25%	51%	18%	6%
Instructor flexibility in responding to student concerns	40%	50%	7%	3%
Access to academic support services (e.g., tutoring center)	29%	49%	14%	8%
Mental health support for students	24%	35%	23%	18%
Access to library services	28%	41%	19%	13%

Data highlights:

- + Students are most satisfied with their instructors' flexibility with attendance (84%) and response to student concerns (90%) and their availability during COVID-19 (91%).
- 75% or more students are satisfied with the effectiveness and quality of remote instruction, access to academic support, and availability of computing hardware (one-quarter are not satisfied).
- Students are least satisfied with their access to mental health support during COVID-19 (41% dissatisfied).

Cluster differences:

More students in the Humanities are dissatisfied with access to library services (49%) than students in the other clusters. More students in the Social Sciences are dissatisfied with the flexibility of instructors' attendance policies (23%) than those in other clusters.

Table 28: If the COVID-19 pandemic persists into the 2022-2023 academic year, in what modality would you prefer your courses be taught?

Response	%
Entirely remote	30%
Hybrid (partially in-person, partially remote)	48%
Entirely in-person	22%

Table 29: If the response to the previous question is Hybrid (partially in-person, partially remote) What portion of the course would you prefer be taught in-person (entirely at the GC)?

Response	%
Less than 50%	25%
50%	51%
More than 50%	24%

Data highlights:

- If COVID-19 persists into the next academic year, about 50% of students would like classes to meet on a hybrid schedule.
- 50% of students would prefer that hybrid courses be taught 50% in person.