The University of California
Graduate Student Well-Being Survey Report

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Executive Summary

Student mental health is a growing concern for higher education institutions. Within the University of California (UC), surveys of graduate students at UC Berkeley in 2004 and 2014 showed substantial shares of students reporting symptoms of depression. Though UC has implemented some initiatives to respond to increasing student mental health issues as well as other areas of well-being, there have not been comparable data on graduate student mental health and well-being across all campuses. As a result, campus Graduate Deans and Graduate Assembly members requested data be collected on the mental health and well-being of UC graduate students, universitywide. This information will likely have implications for institutions of higher education across the country.

On behalf of these campus leaders, Institutional Research & Academic Planning with Research and Graduate Studies in the UC Office of the President (UCOP) administered a survey of graduate students across all ten UC campuses in Winter/Spring 2016. The survey was administered to a stratified random sample of over 13,400 graduate students and received 5,356 completed responses, for a response rate of 40%. Oversampling of subgroups by campus, race/ethnicity, and discipline increased the likelihood of sufficient respondent by race/ethnicity and discipline for reliable analysis. Due to this oversampling, underrepresented minority respondents, respondents in the humanities and social sciences, and academic doctoral respondents who had not advanced to candidacy were overrepresented. Respondents in professional fields by student level and professional respondents by discipline were underrepresented. However, this did not affect the results shown in this report. This report presents major findings based on the survey responses as well as recommendations for addressing the mental health and well-being issues documented by these findings. We disaggregated the data by student level, discipline, race/ethnicity, gender, and LGBTQ status. Differences by gender were not statistically significant for any of the topics presented here. For the other categories, we report disaggregated figures for the major findings if the differences are significant. We also checked differences by discipline within student levels and by discipline within race/ethnicity categories. The differences by discipline within race/ethnicity are not significant for the topics presented here. When the differences by discipline within student level are significant, we report findings by discipline crossed with student level rather than by each category separately.

Major Findings

Life Satisfaction

- Approximately 73% of respondents (n=3,873) reported being generally satisfied with their life, representing about 35,000 graduate students across UC.
- Academic doctoral respondents who have advanced to candidacy (67%, n=884) were less likely to be satisfied with their life than other respondents.
- Respondents in the humanities (65%, n=502) were less likely to be satisfied with their life than those in professional fields (79%, n=1,235) or STEM[1] (73%, n=1,462).

[1] Science, Technology, Engineering, and Mathematics.

- LGBTQ respondents (68%, n=427) were less likely to be satisfied with their life than other respondents. There was no significant difference by race/ethnicity and gender.
- Respondents' self-reported life satisfaction was correlated with academic progress and engagement. Respondents who were satisfied with life were more likely to report that they were on track to complete their degree program on time (85%, n=3,290) and were engaged by their day-to-day work (64%, n=2,486), compared to dissatisfied respondents (58%, n=831 and 36%, n=513, respectively).

Depression

- Over one-third (35%, n=1,782) of respondents reported symptoms indicative of clinical depression, representing about 16,000 graduate students total. While this is higher than other measures of the prevalence of depression among U.S. graduate students, young adults, or the general U.S. population, methodological differences make it difficult to make direct comparisons between different surveys.
- Among academic doctoral respondents who had not advanced to candidacy, nearly half (47%, n=182) of those in the humanities and in the social sciences (45%, n=192) experienced symptoms of depression, higher than their peers in professional fields (33%, n=58) and in STEM (34%, n=296). Similarly, about 41% (n=47) of academic master's respondents in humanities and 47% (n=36) in social science were more likely to experience depressive symptoms than their peers in STEM (30%, n=110). Within humanities, academic doctoral respondents who had not advanced to candidacy (47%, n=182) self-reported symptoms of depression at a higher rate than academic doctoral respondents who had advanced to candidacy (36%, n=84). LGBTQ respondents (48%, n=289) reported a significantly higher rate of depressive symptoms than other respondents (33%, n=1,471). There was no significant difference by race/ethnicity and gender.
- Respondents' self-reported symptoms of depression were correlated with academic progress and engagement. Respondents with elevated scores on the depression symptoms scale were less likely to report being on track to complete their degree programs on time (66%, n=1,181) or being engaged by their day-to-day work (39%, n=693), compared to respondents without elevated scores on the depression index (84%, n=2,812 and 66%, n=2,226).

Mentorship and Advising

- Over two-thirds (68%, n=3,598) of respondents reported being satisfied with the mentorship and advising they received in their programs, while almost one-quarter (23%, n=1,204) were dissatisfied, and almost one-tenth (9%, n=473) were neither satisfied nor dissatisfied. Focusing on those who were dissatisfied, who represent about 11,000 students across all UC graduate students, we found significant differences by student level, race/ethnicity, and whether the respondent had an advisor.
- A smaller share (20%, n=390) of academic doctoral respondents who had not advanced to candidacy was dissatisfied compared to academic master's respondents (23%, n=140) and academic doctoral respondents who had advanced to candidacy (28%, n=376) and professional respondents (22%, n=281). Less than one-fifth (17%, n=209) of international respondents were

dissatisfied with mentorship and advising, a smaller share than all other ethnic groups except American Indian and Asian (21%, n=206). Less than one-sixth (15%, n=12) of American Indians were dissatisfied, a significantly smaller share than African Americans (33%, n=89). Respondents with an advisor were less likely to be dissatisfied with mentorship and advising in their program (22%, n=967) than those without an advisor (30%, n=237). There was no significant difference by discipline, gender, and LGBTQ status.

- Respondents satisfied with mentorship and advising were more likely to report being on track to complete their degree programs on time (85%, n=3,047) compared to those who were dissatisfied (60%, n=726).Those who were satisfied with mentorship and advising were more likely to report being engaged by their day-to-day work (65%, n=2,321) compared to those who were dissatisfied (39%, n=464).
- Almost three-quarters (75%, n=2,322) of academic doctoral respondents with advisors found their advisors supportive, while one in ten (10%, n=316) found their advisors unsupportive, and almost one in six (15%, n=464) found their advisors neither supportive nor unsupportive. For academic doctoral respondents who found their advisors unsupportive, we found significant differences by student level and race/ethnicity. Academic doctoral respondents who had advanced to candidacy were more likely (13%, n=172) to find their advisors unsupportive compared to those who had not advanced to candidacy (8%, n=144). There was no significant difference by discipline, race/ethnicity, gender, and LGBTQ status.

Financial Confidence

- Nearly half (48%, n=2,543) of respondents indicated being confident about their financial situation, representing 24,000 graduate students total. Over half (55%, n=2,911) reported that they can “get by financially” without having to cut back on things important to them, representing about 27,000 graduate students total. However, almost two-thirds (65%, n=3,493), representing 30,000 graduate students total, indicated they were “concerned about money lately.”
- Academic doctoral respondents who had advanced to candidacy were less likely than those in other levels to be financially confident. For example, such respondents were less likely (41%, n=547) than graduate professional respondents (53%, n=704) to be confident. Across all three questions, respondents in the humanities indicated less favorable feelings about finances than those in all other disciplines and those in STEM fields indicated more favorable feelings about finances than those in all other disciplines. For example, less than one-third of humanities respondents (32%, n=253) were financially confident compared to the majority (54%, n=1,093) of STEM respondents. International respondents were more likely to be financial confident than all other ethnic groups. For example, the majority of international respondents were financially confident (54%, n=674) compared to less than two-fifths of African Americans (38%, n=103) and American Indians (38%, n=31). LGBTQ respondents were less likely than non-LGBTQ respondents to be financially confident (37%, n=232 vs. 49%, n=2,269). There was no significant difference by gender.
- Financial confidence was associated with being on track to complete their programs on time and being engaged by their day-to-day work. The vast majority (86%, n=2,187) of those who

were confident about their financial situation were on track to complete their programs on time compared to only 70% (n=1,598) of those who were not financially confident.

Food Security

- Over one quarter (29%, n=1,514) of respondents experienced food insecurity in the most recent year, representing about 12,000 graduate students total. This is lower than the rate for UC undergraduates in the same time period (44%). These findings are similar to findings from the Food Access and Security (FAS) survey of UC students one year earlier, which found that 25% of graduate respondents and 48% of undergraduate respondents experienced food insecurity.
- Master's respondents (33%, n=205) and academic doctoral respondents who had not advanced to candidacy (32%, n=624) had higher food insecurity than professional respondents (23%, n=307).
- Respondents in the humanities (43%, n=331) and social sciences (36%, n=288) had higher rates of food insecurity than those in other fields. African American (44%, n=117) and Hispanic/Latino(a) (41%, n=287) respondents generally had higher food insecurity than other ethnic groups. LGBTQ respondents (39%, n=2,241) had notably higher levels of food insecurity than non-LGBTQ respondents (27%, n=1,249). There was no significant difference by student level and gender.
- Experiencing food insecurity was negatively associated with being on track to graduate on time and being engaged by day-to-day work. Only 73% (n=1,105) of food insecure respondents reported being on track to graduate on time, compared to 80% (n=2,990) of food secure respondents. Only 52% (n=783) of food insecure respondents reported being engaged by day-to-day work, compared to 59% (n=2,203) of food secure respondents.

Career Prospects

- About half (53%, n=2,823) of respondents reported being upbeat about their post-graduation career prospects, representing about 27,000 graduate students total.
- There was considerable variation between different categories by discipline and student level. For example, within academic doctoral respondents, those in the humanities (24%, n=59 to 29%, n=117) and social sciences (39%, n=109 to 40%, n=176) were less likely to be upbeat than their peers in STEM (50%, n=328 to 54%, n=494) or professional fields (54%, n-98 to 57%, n=68) and within the humanities, academic doctoral respondents were less likely (24%, n=59 and 29%, n=117 for those with and without candidacy, respectively) than academic master's respondents (44%, n=52) to be upbeat about career prospects. Asian respondents (51%, n=500) were less likely to be upbeat about career prospects than their African American (57%, n=156) and international (53%, n=668) peers. LGBTQ respondents (47%, n=290) were less likely to be upbeat than their non-LGBTQ peers (54%, n=2,478). There was no significant difference by gender.
- Respondents who were upbeat about their career prospects were more likely to report being on track to graduate on time (91%, n=2,565) and more likely to be engaged with their day-to-day work (67%, n=1,875), compared to those who were not (61%, n=967 and 43%, n=685).

Factors Influencing Mental Health and Well-Being

- According to the survey results, career prospects were shown to be the most important factor in predicting life satisfaction, followed by overall health, social support, financial confidence and living conditions. Program climate, academic progress, academic preparation, mentorship and advising, skipped meals and sleep hours are also important predictors of life satisfaction.
- Overall health is the most important factor in predicting depression, followed by academic preparation, career prospects, social support and sleep hours. Skipped meals, program climate, academic progress and financial confidence are also important predictors of depression. Living conditions are a significant predictor of depression for respondents in professional fields and STEM. Mentorship and advising a significant predictor for respondents in STEM.

Students' Top Priorities

- The top priorities respondents reported they would like university to prioritize with regard to attention and resources are (in order): mental health, financial resources/management, career development, housing and academic progress, quality or engagement.
- The top five priorities were the same for respondents overall and by student level, except for academic masters and graduate professional respondents where health and fitness replaced housing in the top five. However, the order of the top priorities varied by student level.
- The top five priorities were the same as for respondents overall and by discipline, except for professional fields where health and fitness replaced housing in the top five. However, the order of the top priorities varied by discipline.

Campus Efforts to Improve Graduate Student Well-Being Using the Survey Data

- UC campuses are using the results of this survey to understand and address concerns about graduate student wellness in various areas such as mental health, mentoring, financial support, food insecurity, housing, basic needs, campus climate, and diversity.
- For example, campuses are using the results:
    - to identify priorities with regard to attention and resources to increase graduate student well-being.
    - to assess existing programs, develop initiatives, and offer workshops to improve graduate student mental health and enhance professional development and career preparation.
    - to evaluate existing workshops for faculty on mentoring and select new topics for faculty training on mentoring.

Introduction

Purpose of the Report

Student mental health has long been a concern in higher education institutions. In recent years, the problem has not only persisted but grown in prevalence and complexity. As a result of this, an increasing number of institutions have added mental-health awareness to the orientation lineup to promote the emotional well-being of college students.[2] Many studies have also used surveys to examine college students' mental-health issues. However, these efforts have focused on undergraduates or lumped undergraduates and graduate students together.[3] Available anecdotal and statistical evidence suggests that graduate students also experience mental health problems at an alarming rate. Further, existing evidence raises the question of whether the specific mental health concerns of graduate students are distinct from undergraduates, requiring a somewhat different response. Within the University of California (UC) in particular, a 2014 survey of graduate students at UC Berkeley found almost half (47%) of doctoral respondents and more than one-third (37%) of master's respondents reported symptoms of depression.[4] The survey also found that almost two-thirds (64%) of graduate respondents in arts and humanities fields reported symptoms of depression. The UC Berkeley study also raised concerns about graduate student well-being in general and identified the top predictors of depression and life satisfaction.

Graduate and professional students at UC contribute to the research and teaching missions of the University. Many go on to distinguished careers in research and teaching within academia, and many others go on to careers in a wide variety of professions in industry, non-profits, and government. Given the critical role that graduate students play, UC wanted to assess the mental health and well-being of graduate students across all ten campuses and gather information that can be used to improve the student experience and maintain strong student outcomes. In Winter/Spring 2016, Institutional Research & Academic Planning (IRAP), with Research & Graduate Studies (RGS) at the Office of the President (UCOP), in partnership with the Graduate Deans and Graduate Assembly representatives from the campuses, administered a survey of graduate students throughout the UC system that built on topics and questions from the 2014 UC Berkeley survey.

This report provides background information about the project, summarizes major findings of the survey data, and proposes recommendations for addressing the mental health and well-being of UC graduate students. The background information covers the demographics and academic programs of UC graduate

[2] Brown, S. 2016. "Colleges Add Mental-Health Awareness to Crowded Orientation Lineup." Chronicle of Higher Education, September 19. http://www.chronicle.com/article/Colleges-Add-Mental-Health/237824. Accessed October 4, 2016.
[3] Throughout this report, "graduate students" refers to students in academic master's, academic doctoral, and graduate professional programs.
[4] Jaschik, S. 2015. "The Other Mental Health Crisis." *Inside Higher Ed*, April 22. https://www.insidehighered.com/news/2015/04/22/berkeley-study-finds-high-levels-depression-among-graduate-students. Accessed October 4, 2016.

students, trends in the mental health and well-being of graduate students nationally and at UC, UC initiatives to address the these issues among graduate students, and survey administration.

The major findings cover topics that UC students and administrators have expressed strong interest in: life satisfaction, depression, mentorship and advising, food security, financial confidence, and career prospects. This includes some of the issues raised in a resolution passed by University of California Students Association (UCSA) in May 2016 regarding graduate students' relationships with their advisors, which expressed concerns about graduate student treatment by faculty advisors.[5]

For each topic in this report, we looked at the data for UC graduate students overall and disaggregated by student level, discipline, race/ethnicity, gender, and LGBTQ status. Any category with fewer than 30 respondents is excluded in the analysis. Discipline is a driving factor for group differences, so we checked the interaction between discipline and student level as well as that between discipline and race/ethnicity. We report data by discipline crossed with student level when there is a significant interaction effect. We report data disaggregated by these categories when the differences are statistically significant. We did not find a significant interaction between discipline and race/ethnicity for any of the topics reported here. We did not find significant differences by gender for any of the topics reported here, either. Thus, comparisons of response data of any topics by interaction between discipline and race/ethnicity, and gender are not included in the text. However, Appendix B presents the results of all topics covered in this report by student level, discipline, race/ethnicity, gender, and LGBTQ status.

In addition to describing the status of graduate students with regard to these well-being indicators, the report examines how these and other factors are related to depression, life satisfaction, and academic success. The report also presents respondents' top priorities among the topics covered in the survey with regard to attention and resources.

In the end, the report proposes potential recommendations to improve UC graduate students' mental health and well-being at UC, as well as other higher education institutions throughout the country. The report concludes with a summary of campus plans and initiatives to address issues identified in the survey results.

Survey Administration and Response Rate

The Graduate Well-Being Survey was administered by IRAP in winter quarter/spring semester 2016. The survey questionnaire (Appendix C) was a revised version of the Graduate Student Happiness & Well-Being Survey that UC Berkeley used in 2014. The revision process began in late 2015 and finished in early 2016 after consultation with the ten campus Graduate Divisions, Graduate Assembly members and Graduate Studies staff at UCOP. To better capture the status of students' mental health, the new survey incorporated the current version of the Center for Epidemiologic Studies Depression Scale Revised

[5] University of California Student Association (UCSA). 2016. *Accountability for Graduate Student Mistreatment by Faculty Advisors*. http://ucsa.org/wp-content/uploads/2015/09/ResolutiononGradauateStudent-AdvisorAccountability.pdf. Accessed September 13, 2016.

(CESD-R) with 20 items, which is widely used in the field of psychiatric epidemiology.[6] We also expanded the advisor-related questions to better understand student-advisor relationships that were highlighted in UCSA's resolution. In addition to questions regarding financial confidence, the survey incorporated three food-insecurity questions from the U.S. Department of Agriculture that were also used on the University of California Global Food Initiative Survey in 2015. The survey also incorporated a shortened three-item version of the eight-item Dweck Growth Mindset scale due to the concern of survey length, the ISEL-12 social support scale, and additional questions related to mental health and well-being. At the end of the survey, we added a question asking respondents to identify the top three topics that the university should prioritize with regard to attention and resources.

The survey was administered to a stratified random sample of over 13,400 graduate students at all 10 UC campuses, with oversampling of small subgroups by campus, race/ethnicity, and discipline. This oversampling increased the likelihood that there would be sufficient respondents by race/ethnicity and discipline for reliable analysis, particularly among underrepresented minority students (American Indian, African American and Hispanic/Latino(a)) and students in humanities and social sciences. Appendix A presents the sampling method in more detail. The final sample represents 28% of the total 2016 spring/winter graduate enrollment (excluding medical resident students). In the sample, the share of American Indians (1.5%) is slightly higher than in the population (below 0.9%) (Figure 1). African Americans (5%), and Hispanic/Latino(a) students (13%) were also overrepresented in the sample, especially Hispanic/Latino(a) at an increase of four percentage points. Asian students represent a slightly bigger share in the sample (20%) than in the population (18%). International students have similar representation in the sample (24%) as in the population (25%). The share of white students in the sample is 30% compared to 37% in the population. Students in humanities and social sciences are slightly overrepresented in the sample (14% and 13%, respectively) than in the population (9% and 10%, respectively) due to oversampling of small groups. Students in the other two disciplines, STEM and professional fields, represent smaller share in the sample (37% and 35%, respectively) than in the population (44% and 37%, respectively) (Figure 1).

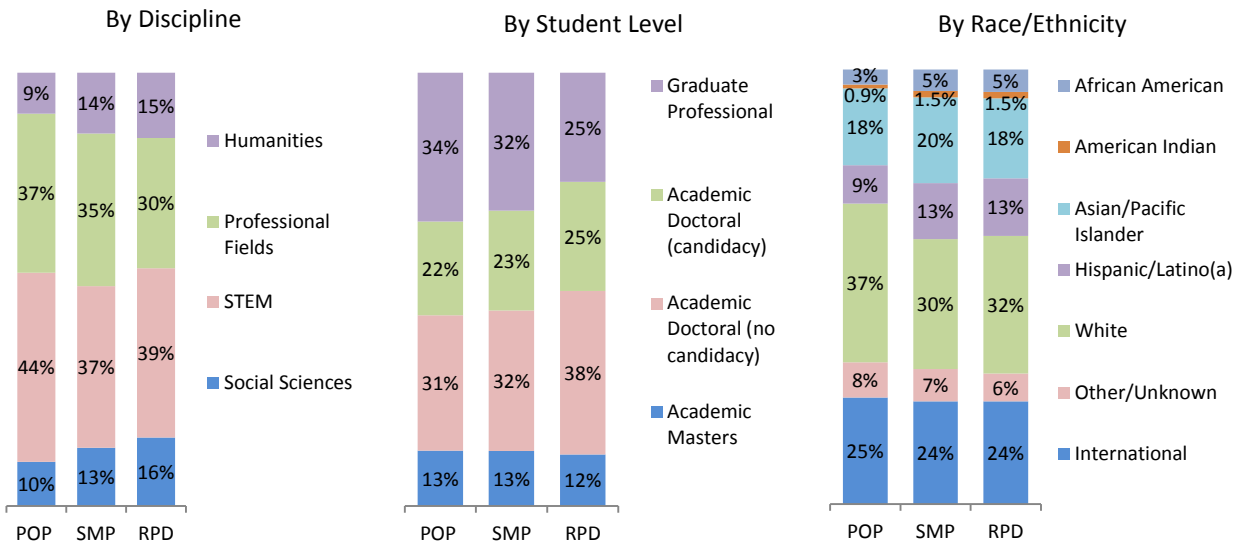
Survey invitations and reminders were sent via email through Qualtrics, a survey application tool, from February 29 to April 29, 2016. Except for UC San Francisco, all other campuses offered prizes from $25 gift cards to iPad minis as incentives. About 40% (5,356) of invited participants completed the survey and submitted it. Another 10% completed at least one item, but did not submit the survey to us. In this report, we define those who completed and submitted the survey as respondents. The report only includes such respondents in the data analyses. The completion rate based on such respondents across ethnic categories is very close, ranging from 37% for Asians to 42% for African Americans and Whites.

The total respondents represent 11% of the total 2016 winter/spring graduate student enrollment. Due to our oversampling of certain small subgroups by campus, race/ethnicity, and discipline, underrepresented minority respondents, respondents in the humanities and social sciences, and

[6] Center for Innovative Public Health Research. 2016. *CESD-R: Center for Epidemiologic Studies Depression Scale Revised*. http://cesd-r.com/. Accessed August 22, 2016.

academic doctoral respondents who had not advanced to candidacy were over-represented. Respondents in professional fields by student level and professional respondents by discipline were under-represented (Figure 1). As UC's existing administrative data do not include information on student LGBTQ status, we were not able to determine whether LGBTQ respondents were representative of the LGBTQ graduate student population. We constructed weights to adjust for differences between the population and respondents, but found similar results to those based on original responses, so our analyses use the unweighted results.

Figure 1. Comparison of UC graduate student population, survey sample, and respondents by discipline, student level, and race/ethnicity



Key: POP=Population, SMP=Sample, RPD=Respondents.

Background

UC Graduate Student Enrollment

UC's graduate and professional programs are consistently highly rated in comparison to peer institutions.[7] UC offers approximately 500 doctoral degree programs in the physical sciences, social sciences, arts, humanities and engineering/computer science, academic master's programs in many of the same fields, and professional degrees in such fields as law, medicine, business, education, architecture, and public policy. Over the past 16 years, UC graduate enrollment grew from 36,740 in

[7] University of California. 2016. "14.4.1. U.S. News: Graduate Program Rankings, 2007 to 2016." *Annual Accountability Report 2016*. http://accountability.universityofcalifornia.edu/2016/chapters/chapter-14.html#14.4.1 . Accessed November 1, 2016.

1999 to 52,587 in 2015, a 43% increase (Figure 2). In 2014, UC graduate enrollment represented nearly 2% of the total graduate enrollment in the country.[8]

Figure 2. Graduate enrollment, Fall 1999 to Fall 2015

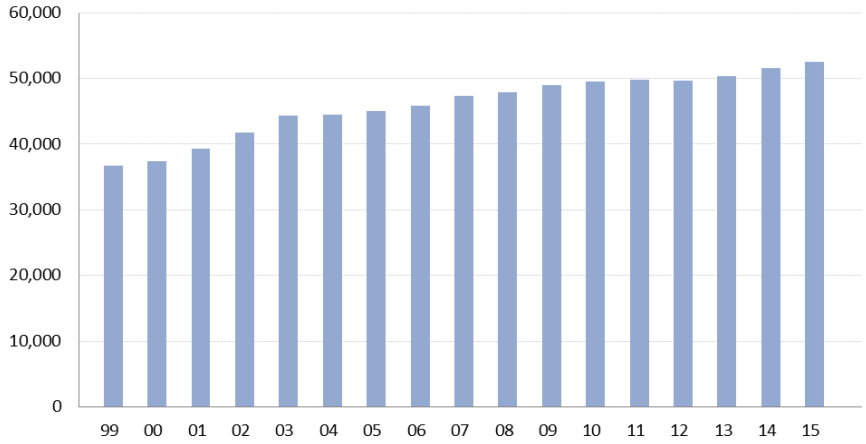


Table 1 shows graduate enrollment by discipline and student level in Fall 2015. Out of the 6,805 master's students, 72% were in STEM – science, technology, engineering, and mathematics – fields. UC enrolled 25,868 academic doctoral students (combining those with no candidacy and candidacy in Table 1) with three-fifths (60%) in the STEM fields. The great majority (91%) of the graduate professional students are in professional fields.

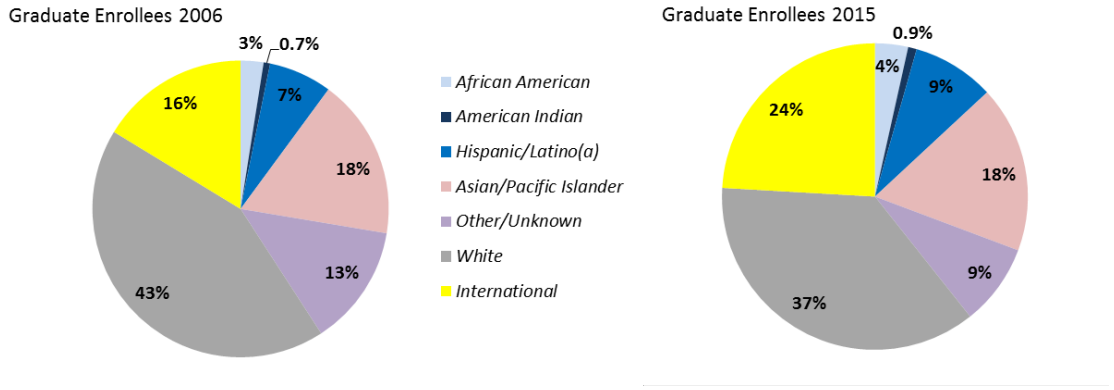
Table 1. Graduate enrollment by discipline and student level, Fall 2015

	Academic Master's		Academic Doctoral (no candidacy)		Academic Doctoral (Candidacy)		Graduate Professional		Total	
	#	%	#	%	#	%	#	%	#	%
Arts/Humanities	686	10%	2,056	13%	1,424	15%	355	2%	4,521	9%
Professional/Other	752	11%	2,133	13%	929	10%	18,172	91%	21,986	42%
STEM	4,889	72%	9620	60%	5926	61%	1,223	6%	21,658	41%
Social Science	478	7%	2,337	14%	1,443	15%	164	1%	4,422	8%
Total	**6,805**	**100%**	**16,146**	**100%**	**9,722**	**100%**	**19,914**	**100%**	**52,587**	**100%**

UC also serves an increasingly diverse graduate student population. Underrepresented minority (URM) students made up 13% of graduate students in fall 2015, up from 10% in fall 2006 (Figure 3).[9] International students have seen the largest increase from 16% to 24% of graduate academic enrollees over this nine year period.

[8] Calculations on Fall 2014 enrollment data from U.S. Department of Education, Integrated Postsecondary Education Data System (IPEDS), excluding specialized schools and non-degree-granting schools.
[9] Underrepresented minority students are those who are African American, American Indian, or Hispanic/Latino(a).

Figure 3. Graduate enrollees by race/ethnicity and citizenship, universitywide, Fall 2006 and 2015



Source: UC Information Center

Every year, UC awards about 17,000 graduate degrees. Proportionally, UC awards more research doctoral degrees than other institutions, accounting for about eight percent of research doctoral degree recipients nationwide every year.[10] At UC, an increasing share of doctoral students completes their degrees within ten years. Two-thirds of doctoral students who entered in 2000-02 completed within ten years, up from 60% for those who entered in 1996-98.[11] To maintain the success of its graduate students, UC seeks to provide positive learning environments that support students' well-being.

As discussed in the next section, studies have found that mental health and well-being issues have effects on students' academic and personal success before and after graduation. UC has been working to provide competitive graduate financial support and continues to develop programs and benefits designed to enhance the graduate student experience, including addressing mental health and well-being.

Mental Health and Well-Being of Graduate Students

There is substantial evidence that the incidence and complexity of mental health issues among college and university students has been increasing for many years. For example, college counseling centers nationwide report continuing increases in the share of students (undergraduate/graduate) with mental health challenges and the severity of these issues.[12] It is difficult to compare the prevalence of mental health issues among UC students versus all U.S. college/university students versus the general population due to differences in the methods and instruments used to measure them. At least one study using the same instrument—the2001-2002 National Epidemiologic Survey on Alcohol and Related

[10] Calculations on data from: National Science Foundation. 2015. *Survey of Earned Doctorates*. http://www.nsf.gov/statistics/srvydoctorates/. Accessed October 4, 2016.
[11] University of California Office of the President (UCOP), Institutional Research and Academic Planning (IRAP). 2014. *Doctoral Persistence and Completion Rates: Fall 2000-2002 Entry Cohorts*. http://www.ucop.edu/institutional-research-academic-planning/_files/uc-doctoral-completions.pdf. Accessed November 1, 2016.
[12] Gallagher, R. 2015. *National Survey of College Counseling Centers 2014*. http://d-scholarship.pitt.edu/28178/1/survey_2014.pdf and Gallagher, RP. 2012. *National Survey of College Counseling Centers 2011*. http://d-scholarship.pitt.edu/28174/1/survey_2011.pdf. Accessed October 4, 2016.

Conditions (NESARC)—for college-going versus non-college-going young adults found no significant difference in the rate of depression symptoms, with both at 7%.[13] This survey used the NIAAA Alcohol Use Disorder and Associated Disabilities Interview Schedule-DSM IV Version (AUDADIS-IV) to measure depression and other psychiatric conditions.[14]

Data from the federal National Survey on Drug Use and Health (NSDUH) shows that 7% of U.S. adults experienced a major depressive episode during the past year, as of 2015, with young adults (ages 18-25) having a slightly higher rate at 10%.[15] Note that this survey covers the civilian, noninstitutionalized population, excluding those in the military and those living in shelters, boarding houses, college dormitories, etc. The survey measures depression using a series of questions based on criteria in the Diagnostic and Statistical Manual of Mental Disorders, 4th edition (DSM IV).[16]

Data from the benchmark National College Health Assessment (NCHA) survey show that as of spring 2016, more than one quarter (25%) of students (undergraduates and graduate combined) were diagnosed or treated for mental health issues in the past year, including 14% who were diagnosed or treated for depression. Over one-third (37%) reported "feeling so depressed that it was difficult to function." These three metrics were up four to nine percentage points since fall 2008. A previous version of the NCHA survey also showed a substantial increase in the diagnosis of depression among students from fall 2000 to spring 2008. This survey asks students to self-report experiencing depression and other mental health issues as well as receiving treatment for such issues.

Several recent administrations of the NCHA survey report data for graduate students separately showing similarly high and increasing shares of students experiencing mental health issues. In spring 2016, nearly one-quarter (25%) of graduate students were diagnosed with or treated for mental health issues in the most recent year, including 13% who were diagnosed or treated for depression. Nearly one-third (33%) reported "feeling so depressed that it was difficult to function." All of these metrics increased one to five percentage points from spring 2014, the oldest data available.[17] A survey on an ethnoracially diverse

[13] Blanco, C., Okuda, M., Wright, C., Hasin, D., Grant, B., Liu, Shang-Min, and Olfson, M. 2008. "Mental Health of College Students and Their Non-college-attending Peers: Results from the National Epidemiologic Study on Alcohol and Related Conditions." *Arch Gen Psychiatry* 65(12): 1429–1437. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2734947/. Accessed December 15, 2016.

[14] Grant B., Dawson, D., Stinson, F., Chou, P., Kay, W., and Pickering, R. 2003. "The Alcohol Use Disorder and Associated Disabilities Interview Schedule-IV (AUDADIS-IV): reliability of alcohol consumption, tobacco use, family history of depression and psychiatric diagnostic modules in a general population sample." Drug Alcohol Depend 71(1): 7—16. https://www.ncbi.nlm.nih.gov/pubmed/12821201. Accessed December 15, 2016.

[15] U.S. Department of Health and Human Services (HHS), Substance Abuse and Mental Health Services Administration (SAMHSA). 2016. *Key Substance Use and Mental Health Indicators in the United States: Results from the 2015 National Survey on Drug Use and Health*. https://www.samhsa.gov/data/sites/default/files/NSDUH-FFR1-2015/NSDUH-FFR1-2015.htm#mde. Accessed December 15, 2016.

[16] American Psychiatric Association. 1994. Diagnostic and statistical manual of mental disorders (DSM-IV) (4th ed.). Washington, DC: Author.

[17] American College Health Association (ACHA). *National College Health Assessment (NCHA): Publications and Reports*. http://www.acha-ncha.org/pubs_rpts.html. Accessed October 4, 2016.

sample of around 600 undergraduate students using the Center for Epidemiological Studies Depression (CES-D) scale found that 38.5% respondents reported to have at least mild levels of depressive symptoms and 10.4% reported to have more severe symptoms.[18]

As noted above, the 2014 UC Berkeley survey found that 47% of Ph.D. students and 37% of master's degree students reported symptoms of clinical depression. This survey used the Center for Epidemiologic Studies Depression Scale (CESD) scale, which is closely related to the CESD-R scale used on the survey that is the basis of this report.

In the UC system, more students have been using campus mental health services. Between 2007-08 and 2014-15, utilization of mental health services on UC campuses increased steadily, going up 54% from about 20,200 to about 31,100 unique patients over the seven year period. This may reflect an increase in mental health issues, but other factors such as students' willingness to go in for services also affect utilization. In 2014-15, 13% of UC students utilized campus Counseling and Psychological Services (CAPS), up from 9% 2007-08.[19]

For those who received services on campus, three-quarters (75%) of UC students rated the quality of service received (e.g., delivery, usefulness) as good or excellent. Over three-quarters (77%) of those students who sought or were referred for mental health services or counseling sought services on campus.[20]

Further, studies have linked student mental health and well-being to their success in school and after graduation. A study of over 2,500 undergraduate and graduate students found that depression is a significant predictor of lower GPA and a higher probability of dropping out.[21] And a survey of over 100,000 UC undergraduates, graduate students, faculty, and staff found that 5% reported a mental health/psychological disability and 5% reported that such a disability impaired their learning, working, or living activities.[22] The NCHA Spring 2015 survey results on UC graduate students indicate that 9.3% of UC

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[18] Herman, S., Archambeau, O., Deliramich, A., Kim, B., Chiu, P., and Frueh, B. 2011. "Depressive Symptoms and Mental Health Treatment in an Ethnoracially Diverse College Student Sample." *J Am Coll Health* 59(8): 715—720. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3210726/. Accessed October 4, 2016.

[19] Regents of the University of California. *Minutes of the March 23, 2016 Meeting of the Committee on Educational Policy*. http://regents.universityofcalifornia.edu/minutes/2016/edpol3.pdf and calculations on unpublished data from UCOP, Student Affairs and UC Corporate Data System.

[20] Sontag-Padilla, L., Roth, E., Woodbridge, M., Kase, C., Osilla, K., D'Amico, E., Jaycox, L., and Stein, B. 2013. *CalMHSA Student Mental Health Campus-Wide Survey*. http://www.rand.org/content/dam/rand/pubs/research_reports/RR600/RR685/RAND_RR685.pdf. Accessed October 24, 2016.

[21] Eisenberg, D., Golberstein, E., and Hunt, J. 2009. "Mental Health and Academic Success in College." *The B.E. Journal of Economic Analysis & Policy* 9(1). http://www-personal.umich.edu/~daneis/symposium/2010/ARTICLES/eisenberg_golberstein_hunt_2009.pdf http://www-personal.umich.edu/~daneis/symposium/2010/ARTICLES/eisenberg_golberstein_hunt_2009.pdf. Accessed October 4, 2016.

[22] Rankin & Associates Consulting. 2014. *University of California System Campus Climate Project Final Report*. http://campusclimate.ucop.edu/_common/files/pdf-climate/ucsystem-full-report.pdf. Accessed October 4, 2016.

graduate students,[23] compared to 9.2% of graduate students nationwide,[24] reported depression impacted their academic performance within the past 12 months. This percentage increased to 10.7% in the spring 2016.[25] With the increasing population of international students in the United States, some studies also examined their mental health issues. For example, in 2007, a study of over 3,000 international graduate students found that 44% of the respondents indicated that they had mental health issues that "significantly affected their wellbeing or academic performance."[26]

Mentorship and advising are also important for current and future well-being. One study of nearly 200 UC Santa Cruz graduate students found that instrumental help from mentors, such as "coaching, sponsorship, exposure, and opportunities for challenging assignments," was associated with greater academic productivity and psychosocial help, such as "role modeling, empathizing, and counseling," was associated with greater student satisfaction.[27] A recent Gallup-Purdue study of college graduates shows life in college matters for engagement at work and high well-being after graduation.[28] The study found a positive relationship between support from mentors and professors who cared about them during college and their work engagement and well-being in all areas.

In May 2016, UCSA passed a resolution about graduate students' relationships with their advisors, expressing concerns about graduate student treatment by faculty advisors.[29] The resolution cites the UC Berkeley study's findings that advisor relationships are an important predictor of graduate student mental health and well-being and that a large share of graduate students have mental health and well-being issues. The resolution calls for UCOP and the UC Council of Graduate Deans to work with UCSA to publicly condemn abuse of graduate students by advisors, develop and implement a standardized reciprocal evaluation process for advisors and advisees, collect and publish annual data from the evaluation process, and provide mentorship training for advisors.

UC Initiatives to Address the Mental Health and Well-Being of Graduate Students

In response to the increase in student mental health issues, UC increased outreach and prevention efforts and hired additional clinicians for campus counseling centers, serving both undergraduates and graduate students. In 2011, collaboration between the UC Office of the President (UCOP) Student Affairs and campus CAPS resulted in a $7.7 million award funded through Proposition 63 (The Mental Health

[23] Unpublished data from ACHA NCHA Spring 2015 for UC graduate and professional students provided by the UCOP, Student Affairs.
[24] ACHA, *op. cit*.
[25] ACHA, *op. cit*.
[26] Turley, N. 2013. "Mental Health Issues Among Graduate Students." *Inside Higher Ed*, October 7. https://www.insidehighered.com/blogs/gradhacker/mental-health-issues-among-graduate-students. Accessed October 4, 2016.
[27] Tenenbaum, H., Crosby, F., and Gliner, M. 2001. "Mentoring Relationships in Graduate School." *Journal of Vocational Behavior* 59(3): 326—341. http://www.sciencedirect.com/science/article/pii/S0001879101918044. Accessed October 4, 2016.
[28] Ray, J. and Kafka, S. 2014. *Life in College Matters for Life After College*. http://www.gallup.com/poll/168848/life-college-matters-life-college.aspx. Accessed October 4, 2016.
[29] UCSA, *op. cit.*

Services Act).[30] These funds supported training for students, faculty, staff, and graduate teaching/research assistants, marketing and social media campaigns to reduce mental illness stigma, and production of system-wide public service announcements and training videos.[31] UCOP also created a web site, email list, and conferences to connect clinicians across campuses and share best practices.[32] Responding to UCSA and other student leader recommendations, 50 percent of the 2015 increase in the student services fee was earmarked for increasing the number of mental health clinicians on campuses. This funding led to 85 new clinical positions, a 43 percent increase.[33] Students have participated in mental health initiatives as peer educators and through UCSA's #HowAreYou campaign to continue raising awareness and advocating for better mental health services.[34]

At UC Berkeley, the Graduate Assembly worked with campus staff to conduct studies about the mental health of graduate students in 2004 and, as mentioned above, in 2014. The 2004 survey focused on mental health problems and mental health services as well as satisfaction with advisors. The 2014 survey covered these topics and added other measures of well-being such as life satisfaction, financial confidence, career prospects, and living conditions. While the results of the two surveys are not directly comparable, both show substantial shares of students with symptoms of depression.[35] In particular, the 2014 survey showed that nearly half (47%) of PhD students and nearly two-fifths (37%) of master's students had symptoms of depression. The study based on this survey identified the top ten predictors of well-being as indicated by measures of depression and life satisfaction. The strongest predictors were career prospects, overall health, living conditions, academic engagement, and social support. The report recommended that UC work to improve graduate student well-being by focusing on the top predictors to come up with new policies, resources, and continued research, promoting well-being strategies

[30] UCOP, Student Affairs. 2016. *Student Mental Health Resources and Promising Practices: About – Proposition 63*. http://www.ucop.edu/student-mental-health-resources/about/proposition-63%20/. Accessed October 4, 2016.
[31] UCOP, Student Affairs. 2016. *Student Mental Health Resources and Promising Practices: Awareness Campaigns*. http://www.ucop.edu/student-mental-health-resources/suicide-prevention/awareness-campaigns.html and UCOP, Student Affairs. 2016. *Student Mental Health Resources and Promising Practices: Videos/PSAs*. http://www.ucop.edu/student-mental-health-resources/training-and-programs/student-outreach/video-psas.html and UCOP, Student Affairs. 2016. *Student Mental Health Resources and Promising Practices: Training and Programs*. http://www.ucop.edu/student-mental-health-resources/training-and-programs/index.html. Accessed October 4, 2016.
[32] UCOP, Student Affairs. 2016. *Student Mental Health Resources and Promising Practices*. http://www.ucop.edu/student-mental-health-resources/ and UCOP, Student Affairs. 2016. *Student Mental Health Resources and Promising Practices: Best Practice Conferences*. http://www.ucop.edu/student-mental-health-resources/training-and-programs/best-practice-conferences/. Accessed October 4, 2016.
[33] Regents of the University of California, *op. cit.*
[34] UCSA. 2016. *About #HowAreYou: A Call to Reform Student Mental Health Services*. http://ucsa.org/about-howareyou/. Accessed October 4, 2016.
[35] Jaschik, S., *op. cit.* and The Graduate Assembly. *Graduate Student Happiness & Well-Being Report 2014.* http://ga.berkeley.edu/wp-content/uploads/2015/04/wellbeingreport_2014.pdf. 2006. *Student Mental Health Committee Final Report*. http://regents.universityofcalifornia.edu/regmeet/sept06/303attach.pdf. Accessed October 4, 2016.

already used by students, engaging students directly in dialogue about these issues, and repeating and expanding this type of survey.[36]

UC also has initiatives and programs addressing other well-being issues discussed in this report, such as food and housing insecurity and career preparation. The Global Food Initiative addresses food security around the world including a special focus on UC campuses through the current Food Access & Security (FAS) initiative. A 2015 survey as part of this initiative found that one quarter of graduate students (and nearly half of undergraduates) had low or very low food security.[37] Responding to these findings, UC President Janet Napolitano allocated $750,000 in 2015 and an additional $3.3 million for 2016-17 and 2017-18 to address food insecurity on UC campuses.[38] UC students and staff have developed an action plan that includes expanding campus food pantries, helping eligible students enroll in California's nutrition assistance program, and expanding Swipe Out Hunger programs where students donate unused meal plan dollars to alleviate hunger on campuses.[39]

UC campuses are aware of the need to provide information, support and training to help graduate students understand and pursue career pathways inside and outside of academia. Efforts occur at the program, department and campus level and are developed and carried out by students, postdocs, staff and/or faculty.[40] Professional development programs include workshops, events, orientations, consultations, counseling, courses, seminars, and conferences, to prepare graduate students for a variety of career paths. UCOP supports career preparation and professional development for graduate students as well by exploring key issues and facilitating systemwide efforts through events such as the annual UC Grad Slam and the 2014 roundtable "Bridging the PhD-Industry Employment Gap." UC Grad Slam is a communication and professional development opportunity for graduate students to summarize their research in three minutes for the general public to be judged by leaders from industry, media, and higher education during a tournament-style competition.[41] In the 2014 roundtable, which UC co-sponsored with the Bay Area Science and Innovation Council and was hosted by IBM, industry leaders, students, faculty, and staff discussed how UC and industry might work together to more easily facilitate pathways from academic doctoral programs to non-academic private sector jobs.[42]

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[36] The Graduate Assembly, *op. cit.*

[37] Martinez, S., Maynard, K., Ritchie, L. 2016. *Student Food Access and Security Study*. http://www.ucop.edu/global-food-initiative/best-practices/food-access-security/student-food-access-and-security-study.pdf. Accessed October 4, 2016.

[38] UCOP. 2016. *UC Commits $3.3 million to tackle food access issues.* http://universityofcalifornia.edu/press-room/uc-commits-33-million-tackle-food-access-issues. Accessed October 4, 2016.

[39] UCOP. 2016. *Global Food Initiative: Student Food Access and Security Study*. http://www.ucop.edu/global-food-initiative/best-practices/food-access-security/. Accessed October 4, 2016.

[40] UCOP, Graduate Studies. 2016. *Systemwide Professional Development Activities*. http://ucop.edu/graduate-studies/_files/UC%20Systemwide%20Professional%20Development%20Activities%20Combined%202016.pdf. Accessed January 31, 2017.

[41] University of California. 2016. *Grad Slam*. https://gradslam.universityofcalifornia.edu/. Accessed October 4, 2016.

[42] UCOP Graduate Studies and Bay Area Science and Innovation Council. Roundtable. 2014. *Bridging the PhD-Industry Employment Gap*. San Jose, CA, January 24, 2014.

Major Findings

For each topic in this report, we looked at the data for UC graduate students overall and disaggregated by student level, discipline, race/ethnicity, gender, and LGBTQ status. Any sub-category within these elements with fewer than 30 respondents was excluded from data analysis. Differences by gender were not statistically significant for any of the topics presented here. For the other categories, we report disaggregated figures for the major findings if the differences are significant. We also checked the interactions between discipline and level and discipline and race/ethnicity. The interaction between discipline and race/ethnicity is not significant for the topics presented here. When the interaction between discipline and level is significant, we report findings by discipline crossed with level rather than by discipline and level separately (see Appendix A).

Life Satisfaction

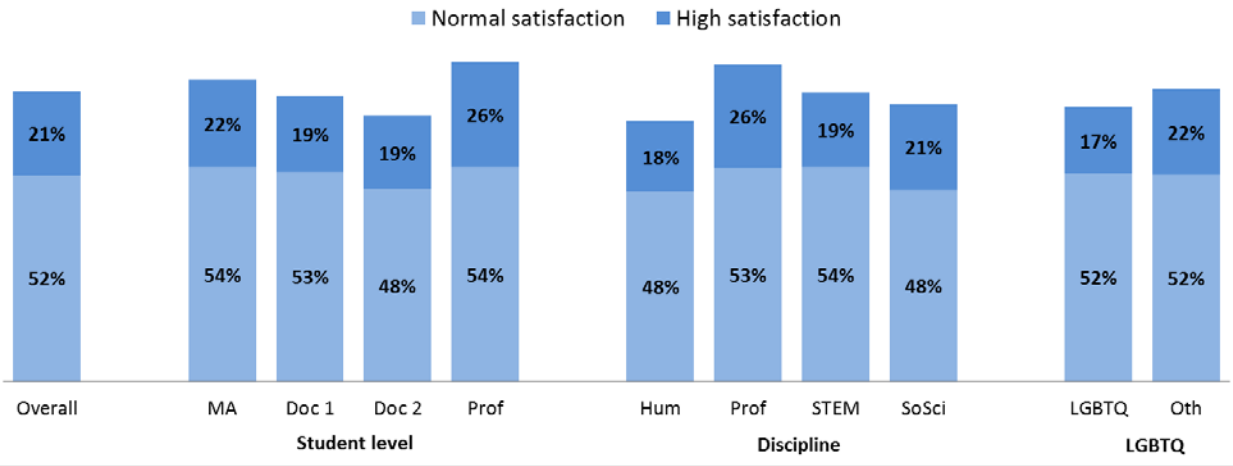
On this survey, a five-item scale – Satisfaction With Life (SWL) – was used to measure students' happiness and positive functioning (see Appendix C). The systemwide responses indicated that 73% (n=3,873) of respondents felt generally satisfied with their life (Figure 4), representing 35,000 graduate students across UC.[43] That includes 21% (n=1,119) of respondents who were extremely satisfied. Statistically significant differences exist among respondents in different levels and disciplinary fields. Only two-thirds (67%, n=884) of academic doctoral respondents who had advanced to candidacy reported being generally satisfied with their life, significantly lower than respondents in all other levels.

By discipline, only 65%[44] (n=502) of humanities respondents said they were satisfied compared to 79% (n=1,235) of respondents in professional fields and 73% (n=1,462) in STEM. Respondents in the social sciences (69%) (n=565) had significantly lower satisfaction than those in professional fields (79%) (n=1,235). LGBTQ respondents reported they (69%, n=427) were less likely to be satisfied with their life than others did (73%, n=3,375). There was no significant difference by race/ethnicity and gender.

[43] The calculation is based on a standard scoring of satisfaction with life scale. The sum of the responses to the five questions equal to or over 20 is defined as satisfied with life and equal to or above 30 as highly satisfied. For more information see: Diener, E. 2016. *Satisfaction With Life Scale (SWLS)*. http://internal.psychology.illinois.edu/~ediener/SWLS.html. Accessed August 22, 2016.

[44] The numbers in the chart add up to 66% due to rounding. Through the report, percentages for sub-groups may not add up to percentages for the whole group due to rounding. For example, rounded percentages for all sub-groups may not add up to 100% due to rounding.

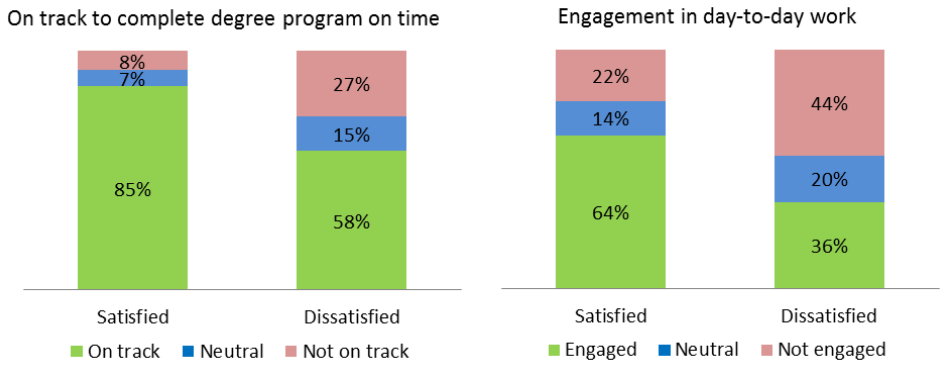
Figure 4. Life satisfaction by student level, discipline, and LGBTQ status



Key:	**MA** = Academic masters, **Doc 1** = Academic Doctoral (not advanced to candidacy), **Doc 2** = Academic Doctoral (advanced to candidacy), **Prof** = Graduate Professional.	**Hum** = Humanities, **Prof** = Professional Fields, **STEM** = Science, Technology, Engineering, and Mathematics, **SoSci** = Social Sciences.	**LGBTQ** = Lesbian, Gay, Bisexual, Transgender, and Queer, **Oth** = Other (non-LGBTQ).
Statistically significant differences in average satisfaction:	Doc 2 vs. all other categories	Hum vs. STEM Hum vs. Prof Prof vs. SoSci	LGBTQ vs. Oth

The results indicated that self-reported satisfaction with life was correlated to academic progress and engagement (Figure 5). Among the respondents who said they were satisfied with their life, 85% (n=3,290) indicated they were on track to complete degree program on time, compared to 58% (n=831) of those who reported not satisfied with their life. Only a little over one-third (36%, n=513) of dissatisfied respondents reported that they were engaged by their day-to-day work, more than half of the rate of satisfied respondents (64%, n=2,486). The differences between satisfied and dissatisfied respondents were statistically significant.

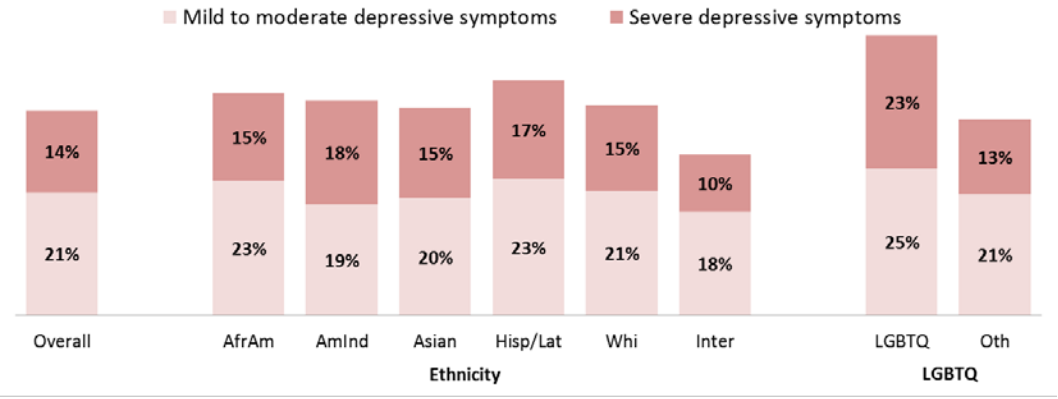
Figure 5. Effect of life satisfaction on academic success



Depression

Students were also asked how often they had symptoms of depression in the past two weeks to measure the share of students who were experiencing symptoms suggestive of clinical depression (Appendix C). Overall, about one-third (35%, n=1,782) of survey respondents self-reported experiencing symptoms that met the clinical cutoff for a major depressive disorder (Figure 6), representing about 16,000 students systemwide. That is higher than self-reported rates depression among U.S. graduate students, or measures based on self-reported symptoms for young adults and for the general U.S. population as a whole. However, methodological differences make it difficult to make direct comparisons between different surveys. (See the discussion above in the *Mental Health and Well-being of Graduate Students* section.) The 35% reported symptoms of a major depressive disorder includes 14% (n=715) of respondents who self-reported symptoms suggestive of a severe depressive episode,[45] which is close to the NCHA 2015 survey result that 12% of graduate students were diagnosed or treated for depression in the past year.[46]

Figure 6. Depression by race/ethnicity and LGBTQ status



Key	**AfrAm** = African American, **AmInd** = American Indian, **Asian** = Asian, **Hisp/Lat** = Hispanic/Latino(a), **Inter** = International, **Whi** = White.	
Statistically significant differences in average depression score:	Inter vs. all other categories	LGBTQ vs. Oth

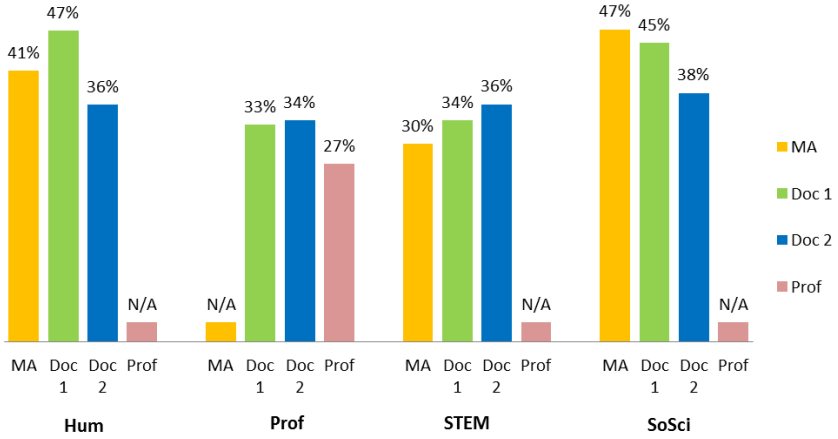
[45] The calculation is based on the standard calculation of the overall CESD-style symptom score. The score is a sum of responses to the 20 questions. A score equal to or over 16 means a person has depression symptoms of clinical significance. For more information, see: Center for Innovative Public Health Research, *op. cit.* A score equal to or over 28 means a person has more severe symptoms of depression. For the traditional cutoffs, see: Herman, S., et. al., *op. cit.*

[46] ACHA, *op. cit*.

The interaction between discipline and student level was statistically significant, so results are reported for discipline crossed with level (Figure 7). Around 47% (n=182) of academic doctoral respondents who had not advanced to candidacy in humanities and 45% (n=192) in social science experienced symptoms of depression, higher than their peers in professional fields (33%, n=58) and in STEM (34%, n=296). Similarly, about 41% (n=47) of academic master's respondents in humanities and 47% (n=36) in social sciences reported depressive symptoms, a higher share than their peers in STEM (30%, n=110). Within humanities, academic doctoral respondents who had not advanced to candidacy (47%, n=182) self-reported symptoms of depression, a higher share than academic doctoral respondents who had advanced to candidacy (36%, n=84). The other differences within levels and within disciplines were not statistically significant.

International respondents (28%, n=329) were least likely to experience depressive symptoms among all ethnic categories, while differences between other ethnic categories were not statistically significant, meaning these groups reported depressive symptoms at similar rates (Figure 6). LGBTQ respondents (48%, n=289) reported a significantly higher rate of depressive symptoms than other respondents (33%, n=1,471). Differences by gender were not statistically significant.

Figure 7. Depression (mild to severe) by discipline and student level



Statistically significant differences in average satisfaction in this chart:

Within **MA**:
Hum, SoSci vs. STEM;

Within **Doc 1**:
Hum, SoSci vs. STEM;
Hum, SoSci vs. Prof

Within **Doc 2**: None

Within **Prof**: Cannot test

Note: There is a statistically significant interaction between discipline and level for depression. The category "multiple/other" for discipline and the category "Unknown" for level are omitted. Categories with a number of students smaller than 30 are marked as "N/A". Statistically significant differences in average satisfaction in this chart:

Within **Hum**:	Within **Prof**:	Within **STEM**:	Within **SoSci**:
Doc 1 vs. Doc 2	None	None	None

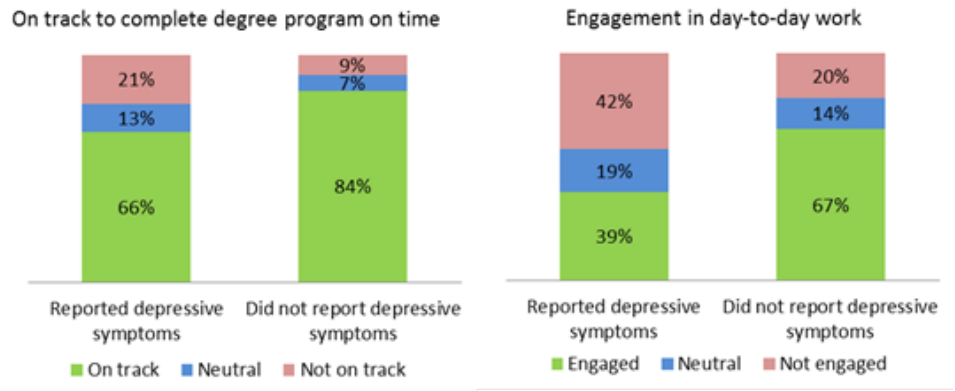
Several respondents suggested that graduate students face particular pressures that can lead to depression:

> "Looking for a job has made it extremely difficult for me to focus and concentrate on school work. I don't often share my thoughts and I know if only I do, it would make things a little easier. Often, I just wish I could talk to someone who wouldn't judge and who would listen and just be there any time for me. It's been a difficult couple of months looking for a job and being turned down or just waiting forever to get a response. Having hope and faith that something would come through and watching all of the hope fade away."

> "Due to course pressure sometimes it becomes too hard to manage time to sleep properly, to arrange food or to cook. Life becomes stressful and depressing. It becomes hard to enjoy the study."

We found that respondents with depression symptoms were generally less likely to stay on track to complete their degree program on time. About 66% (n=1,181) of respondents with depressive symptoms reported that they were on track to complete their degree program on time, compared to 84% (n=2,812) of respondents whose depression scores were not elevated. Depression also has impact on student engagement in day-to-day work. About 39% (n=693) of respondents with depressive symptoms reported that they were not very engaged by day-to-day work, compared to 67% (n=2,226) of respondents without elevated depression scores (Figure 8). Differences between respondents with and without depressive symptoms on those two academic success measures are statistically significant. The NCHA Spring 2015 survey results for the University of California showed that about 9% of graduate students reported depression impacted their academic performance within the past 12 months.[47]

Figure 8. Effect of depression on academic success

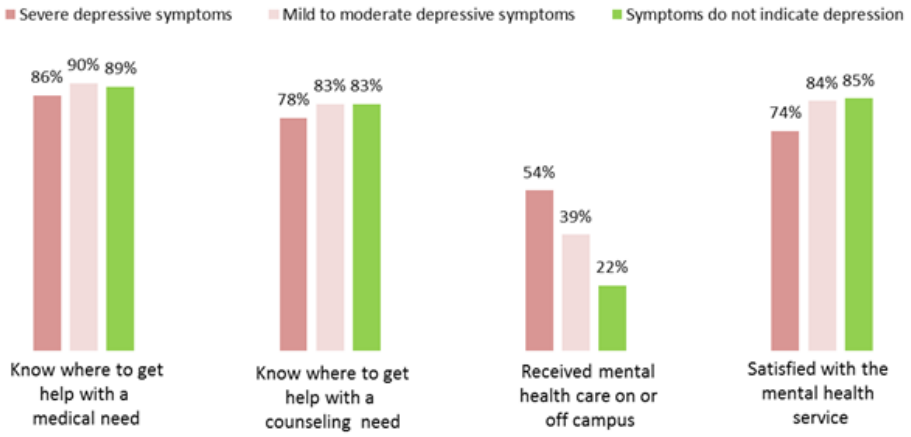


Graduate students were also asked about their knowledge and usage of health and mental health services on and off campus. Respondents with more severe depression symptoms were less likely than those with milder depression symptoms to know where to get help with a medical need (Figure 9).[48] Respondents with mild depression symptoms and those without depression symptoms had similar knowledge about where to seek assistance if they had a mental health need. However, respondents with more severe depressive symptoms were less knowledgeable about the resources. Respondents with elevated scores on the depression scale were more likely to seek help and this likelihood increases if their depressive symptoms were more severe.

[47] Unpublished data from ACHA NCHA Spring 2015 for UC graduate and professional students provided by the UCOP, Student Affairs.

[48] Mild to moderate depressive symptom is defined as an overall CESD-style symptom score equal to or over 16 and less than 28. Severe depressive symptom is defined as a score equal to or over 28.

Figure 9. Student access and use of mental health service



Statistically significant differences in averages:

Severe depressive symptoms vs. Mild to moderate depressive symptoms	Severe depressive symptoms vs. No depressive symptoms	All differences between categories.	Severe depressive symptoms vs. Mild to moderate depressive symptoms Severe depressive symptoms vs. No depressive symptoms

Most respondents who received assistance were satisfied with the mental health services but a much lower proportion of respondents with more severe depressive symptoms (74%, n=282) were satisfied compared to respondents without depressive symptoms (85%, n=649) and those with mild to moderate depressive symptoms (84%, n=346). Comparatively, the CalMHSA Student Mental Health Campus-Wide Survey in 2013 reported 75% of UC students rated the quality of services received as good or excellent.[49]

Mentorship and Advising

Students were asked about overall satisfaction regarding mentorship and advising in their programs, which may involve working with an official advisor and/or advice and mentoring from faculty and staff generally. About two-thirds (68%, n=3,598) of respondents reported being satisfied with the mentorship and advising they received in their programs, about one-quarter (23%, n=1,204) were dissatisfied, and almost one-tenth (9%, n=473) were neither satisfied nor dissatisfied.

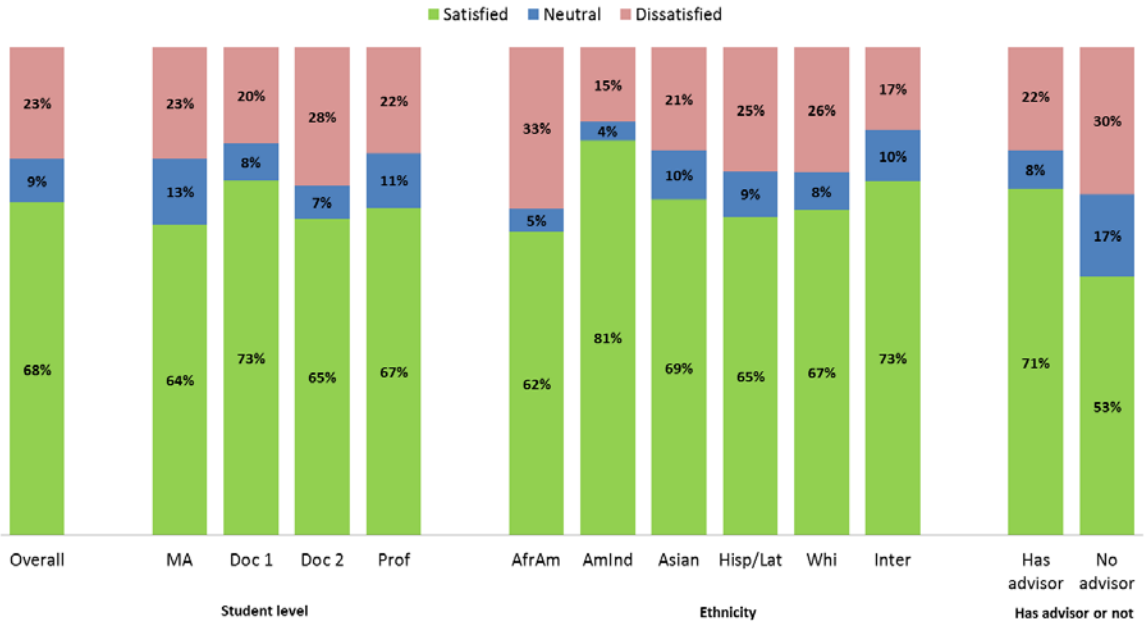
Focusing on those who were dissatisfied, who represented about 11,000 students across all UC graduate students, we found significant differences by student level, race/ethnicity, and whether the student reported having an advisor (Figure 10). By level, academic doctoral respondents who had advanced to candidacy (28%, n=376) reported higher levels of satisfaction, when compared to respondents who had not advanced to candidacy (20%, n=390).[50] Academic master's respondents (23%, n=140) and

[49] Sontag-Padilla, L., et. al., *op. cit.*

[50] About two-thirds (65%) of academic doctoral respondents who had advanced to candidacy were satisfied with the mentorship and advising they received. A recent survey showed that a similar share (66%) of UC PhD alumni reported that activities of their advisors on their behalf were an important factor in landing their first career job.

professional respondents (22%, n=281) also reported significantly higher levels of dissatisfaction compared to academic doctoral respondents who had not advanced to candidacy. By race/ethnicity, African Americans (33%, n=89) reported higher levels of dissatisfaction when compared to American Indians (15%, n=12) and international respondents (17%, n=209). Hispanics/Latinos(as) (25%, n=178) and Whites (26%, n=429) also reported significantly higher satisfaction than international respondents (17%, n=209). Respondents who reported not having an advisor (30%, n=237) reported higher levels of dissatisfaction, when compared to those wo reported having an advisor (22%, n=967). There was no significant difference in satisfaction with mentorship and advising by discipline or LGBTQ status.

Figure 10. Satisfaction with mentorship and advising by student level, race/ethnicity, and having an advisor or not

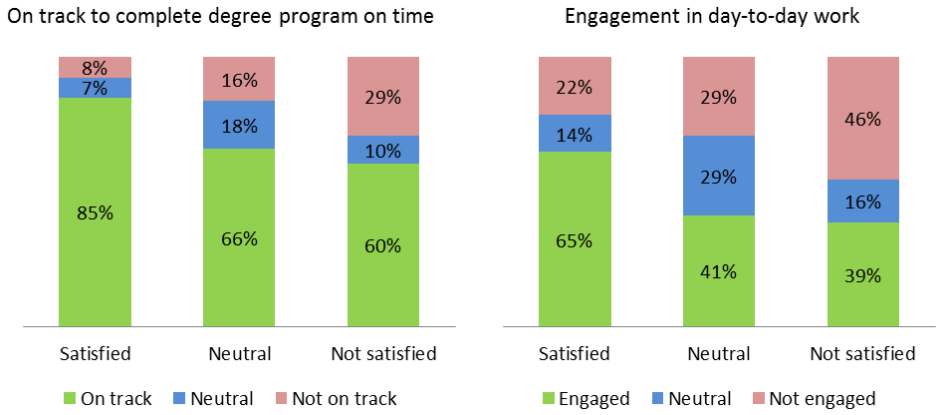


Statistically significant differences in average satisfaction with mentorship and advising:	Doc 1 vs. All other Categories	AmInd vs. AfrAm Inter vs. AfrAm, Hisp/Latino(a), Whi	Advisor vs. No advisor

We found that satisfaction with mentorship and advising was associated with academic success. Respondents who were generally satisfied with mentorship and advising in their programs were significantly more likely to report being on time to graduate (85%, n=3,047) than those who were dissatisfied (60%, n=726) (Figure 11). Those who were satisfied were also significantly more likely to be engaged in their day to day work (65%, n=2,321) than those who were dissatisfied (39%, n=464).

See: UCOP Graduate Studies. 2014. *Survey of UC Doctoral Alumni*. http://www.ucop.edu/graduate-studies/information-resources/uc-graduate-alumni-survey/. Accessed October 4, 2016.

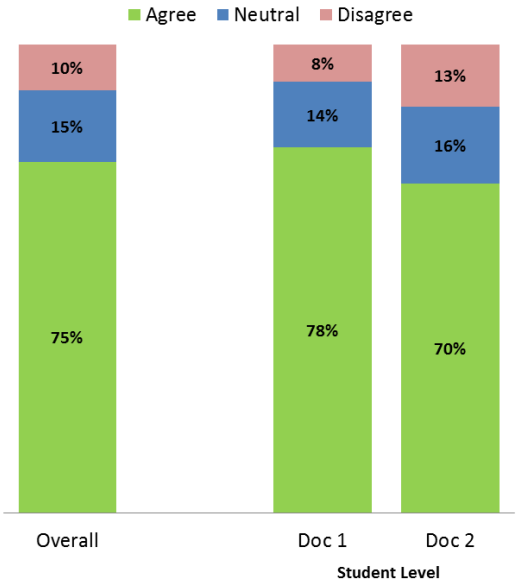
Figure 11. Effect of mentorship and advising on academic success



Students with advisors were asked a series of eleven questions about specific ways in which their advisors support (or fail to support) them (see Appendix C, questions 50-60). The vast majority of respondents (84%, n=4,501) reported having an advisor. Virtually all academic doctoral respondents who had advanced to candidacy reported having an advisor (99%, n=1,320). About 91% (n=1,819) of those who had not advanced to candidacy reported having an advisor. In comparison, 74% (n=463) of academic master's respondents and 64% (n=852) of graduate professional respondents reported having an advisor. In addition, advisors play a more central role for academic doctoral respondents versus other graduate respondents. Therefore we focused on academic doctoral respondents with advisors in analyzing responses to the questions about advisors.

The responses to the eleven questions about how advisors support students indicate that overall, 75% (n=2,322) of academic doctoral respondents with advisors found their advisors supportive, while 10% (n=316) found their advisors unsupportive, and almost one in seven (15%, n=464) found their advisors neither supportive nor unsupportive (Figure 12).

Figure 12. Advisor is supportive by student level (academic doctoral students only)



Statistically significant differences in average for advisor questions: Doc 1 vs. Doc 2

Looking in more detail at some of the ways these respondents found their advisors unsupportive:

- 12% (n=365) said their advisors did not provide advice and resources in support of their goals and ambitions,
- 18% (n=562) said their advisors were not real mentors to them, and
- 8% (n=262) said their advisors were not an asset to their career and professional development.[51]

We found significant differences by student level in academic doctoral respondents finding their advisors unsupportive. Academic doctoral respondents who had advanced to candidacy were more likely (13%, n=172) to find their advisors unsupportive compared to those who had not advanced to candidacy (8%, n=144). There was no statistically significant difference by discipline, race/ethnicity, gender, and LGBTQ status.

A self-described "first generation college student and child of immigrants" described how crucial having a good advisor is for success in graduate school, but also noted that being matched with this advisor was a result of luck not a formal matching process:

> "I was very unhappy my first two years of graduate school and owe my progress and mental well-being. . . to my advisor. He is attentive, responsive, and helpful in professional and personal matters. He. . . helps me to feel like I fit in in the program and in academia. . . . There's been conversation in my department. . . about matching

[51] These three questions stand out as the most important among the eleven in determining to what extent each student finds their advisor to be supportive overall.

> students to advisors, and I'm frustrated on behalf of my fellow students. I got really lucky."

Many respondents commented on the importance of advisor relationships and the importance of mentorship training for advisors. For example, one respondent commented on what a difference it made when she switched advisors:

> "I was miserable in [my first advisor's] lab and was planning to leave my program if I didn't find another lab to switch to. Fortunately I was able to switch labs and things are MUCH better now. The root of this problem is that faculty gets zero mentorship training."

Financial Confidence

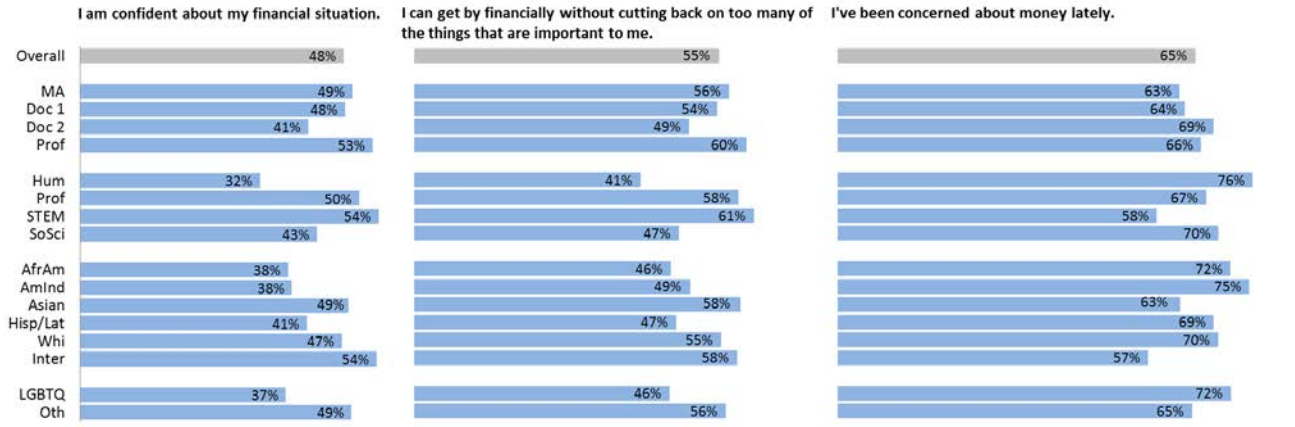
Finances are a common concern for graduate students that can interfere with academic work and other areas of life. One student wrote that: "Lack of financial resources adds stress to an inherently stressful situation. . . and it increases the likelihood of poor physical and mental health."

Students were asked several questions about their financial confidence and current financial situation (Appendix C). Many respondents indicated general confidence about finances, but the results differed depending on the question. Nearly half (48%, n=2,543) of respondents indicated being confident about their financial situation (Figure 13), representing about 24,000 students systemwide. Over half (55%, n=2,911) reported that they can "get by financially" without having to cut back on things important to them, representing about 27,000 students systemwide. However, on a separate question, almost two-thirds (65%, n=3,493) indicated they were "concerned about money lately."[52] Academic doctoral respondents who had advanced to candidacy were less likely than respondents in other levels to be financially confident (41%, n=547) or to be able to get by without cutting back (49%, n=653) and more likely (69%, n=913) to be concerned about money than academic doctoral respondents who had not advanced to candidacy (48%, n=955; 54%, n=1,080; 64%, n=1,267, respectively) and graduate professional respondents (53%, n=704; 60%, n=793; 66%, n=884, respectively). Across all three questions, respondents in the humanities indicated less favorable feelings about finances than those in all other disciplines and those in STEM fields indicated more favorable feelings about finances than those in all other disciplines. For example, less than one-third of humanities respondents (32%, n=253) were financially confident compared to the majority (54%, n=1,093) of STEM respondents. International respondents were more likely to be financial confident and less likely to be concerned about money than all other racial/ethnic groups and more likely to say they could get by without cutting back compared to most other ethnic groups. For example, most international respondents were financially confident (54%, n=674) compared to less than two-fifths of African Americans (38%, n=103) and American Indians (38%, n=31). African Americans (38%, n=103) and Hispanics/Latinos(as) (41%, n=290) were significantly less likely to be financially confident compared to Asians/Pacific Islanders (49%, n=477). LGBTQ respondents were less likely than non-LGBTQ respondents to be financially confident

[52] On each of these financial confidence questions, nine percent of respondents indicated that they neither agreed nor disagreed with the statement. The remaining respondents indicated they disagreed.

(37%, n=232 vs. 49%, n=2,269), less likely to be able to get by without cutting back (46%, n=285 vs. 56%, n=2,582), and more likely to be concerned about money (72%, n=449 vs. 65%, n=2,998). We did not find significant differences on these questions by gender.

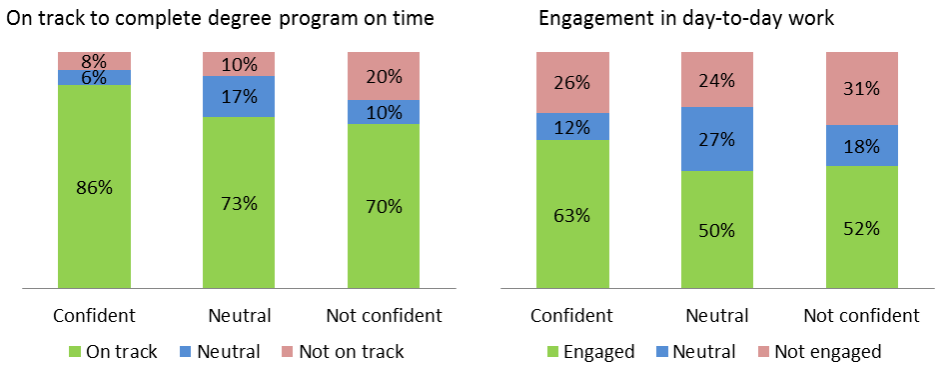
Figure 13. Financial confidence by student level, discipline, race/ethnicity, and LGBTQ status



Statistically significant differences in averages:	Hum vs. all other disciplines STEM vs. all other disciplines Inter vs. all other ethnicities Asian vs. AfrAm Asian vs. Hisp/Lat Doc 2 vs. all other levels Doc 1 vs. Prof LGBTQ vs. Oth	Hum vs. all other disciplines STEM vs. all other disciplines Asian vs. AfrAm Asian vs. Hisp/Lat Whi vs. Hisp/Lat Inter vs. Whi Inter vs. AfrAm Inter vs. Hisp/Lat Doc 2 vs. all other levels LGBTQ vs. Oth	Hum vs. all other disciplines STEM vs. all other disciplines Inter vs. all other ethnicities Doc 2 vs. Doc 1 Doc 2 vs. Prof LGBTQ vs. Oth

Financial confidence was associated with being on track to complete their programs on time and being engaged by their day-to-day work. Almost two-thirds (63%, n=1,590) of those who were financially confident were engaged by their day-to-day work compared to 52% (n=1,185) of those who were not confident financially (Figure 14). The vast majority (86%, n=2,187) of those who said they were confident about their financial situation also reported being on track to complete their programs on time compared to only 70% (n=1,598) of those who were not confident financially.

Figure 14. Effect of financial confidence on academic success



These differences on both academic success questions between those who were financially confident and those who were not confident were statistically significant. However, the difference in day-to-day engagement between the "neutral" category for financial confidence and those who were not financially confident was not significant. All other differences between the financially confident, not financially confident, and "neutral" financial confidence categories on the academic success questions were significant.

Food Security

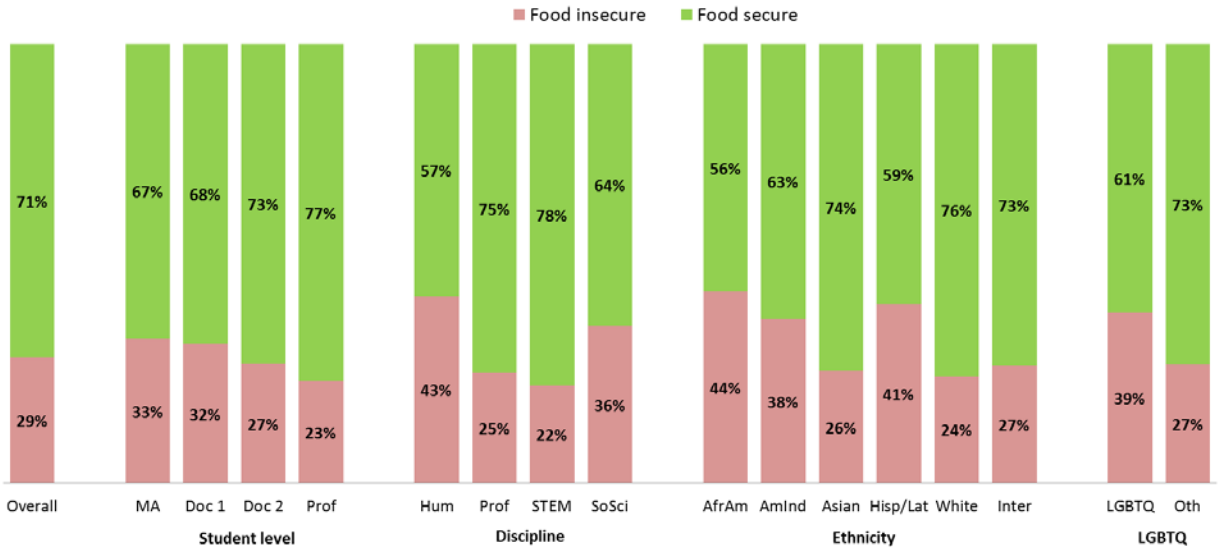
A two-question scale adapted from the U.S. Department of Agriculture was used to measure food insecurity (see Appendix A for more on this scale). Over one-quarter (29%, n=1,514) of respondents reported that they experienced food insecurity in the most recent year, indicating concerns about and/or instances of having insufficient food (Figure 15). That represents about 12,000 graduate students across UC. The results of this survey suggest that UC graduate students experience food insecurity at a lower rate than UC undergraduates. The most recent UC Undergraduate Experience Survey (UCUES), administered in spring 2016, found that 44% of undergraduates experienced food insecurity. These results are also similar to the earlier Food Access and Security (FAS) survey in Spring 2015, which found that 25% of graduate respondents and 48% of undergraduate respondents experienced food insecurity.[53]

On the present survey, there was considerable variation by student level, discipline, race/ethnicity, and LGBTQ status (Figure 15). By student level, academic master's respondents (33%, n=205) and academic doctoral respondents who had not advanced to candidacy (32%, n=624) had higher rates of food insecurity than professional respondents (23%, n=307). By discipline, respondents in the humanities (43%, n=331) and the social sciences (36%, n=288) had higher rates of food insecurity than those in other disciplines. African American respondents (44%, n=117) and Hispanic/Latino(a) respondents (41%, n=287) had higher rates of food insecurity than Asians/Pacific Islanders (26%, n=250), Whites (24%, n=409), or international respondents (27%, n=333). LGBTQ respondents had a higher rate of food insecurity (39%, n=241) than non-LGBTQ students (27%, n=1,249). We did not find significant differences in rates of food insecurity by gender.

Higher food security was associated with being on track to graduate on time — 80% (n=2,990) of those with food security reported being on track versus 73% (n=1,105) of those with food insecurity (Figure 16). In addition, a higher proportion of respondents with food security (59%, n=2,203) said they were engaged by their work compared to those with food insecurity (52%, n=783). These differences were significant.

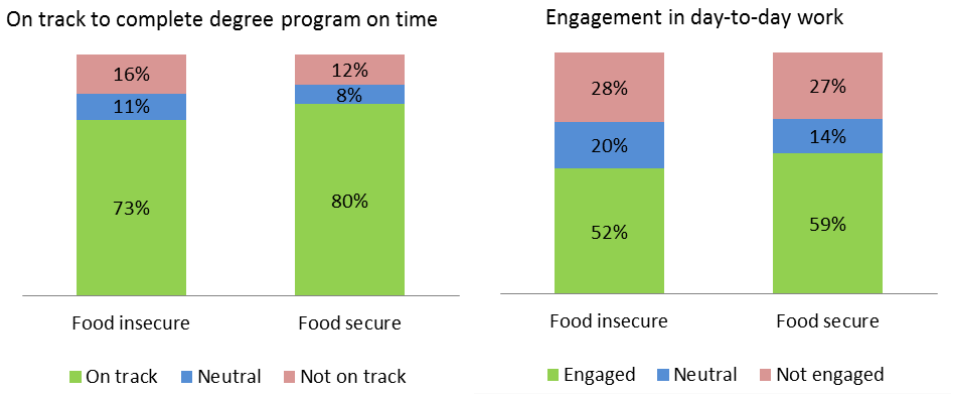
[53] The Global Food Initiative's Food Access and Security survey used a six-item scale from the U.S. Department of Agriculture (USDA) to measure food security. See: UCOP. 2016. *Global Food Initiative: Student Food Access and Security Study*. http://www.ucop.edu/global-food-initiative/best-practices/food-access-security/. Accessed October 4, 2016. Our survey and UCUES used two questions from a related USDA scale to measure food security (see Appendix C).

Figure 15. Food security by Student level, discipline, race/ethnicity, and LGBTQ status



Statistically significant differences in average food security:	MA vs. Prof Doc1 vs. Prof	Hum vs. all other categories SoSci vs. all other categories	AfrAm vs. Asian, White, Inter Hisp/Lat vs. Asian, White, Inter	LGBTQ vs. Oth

Figure 16. Effect of food security on academic success by food security



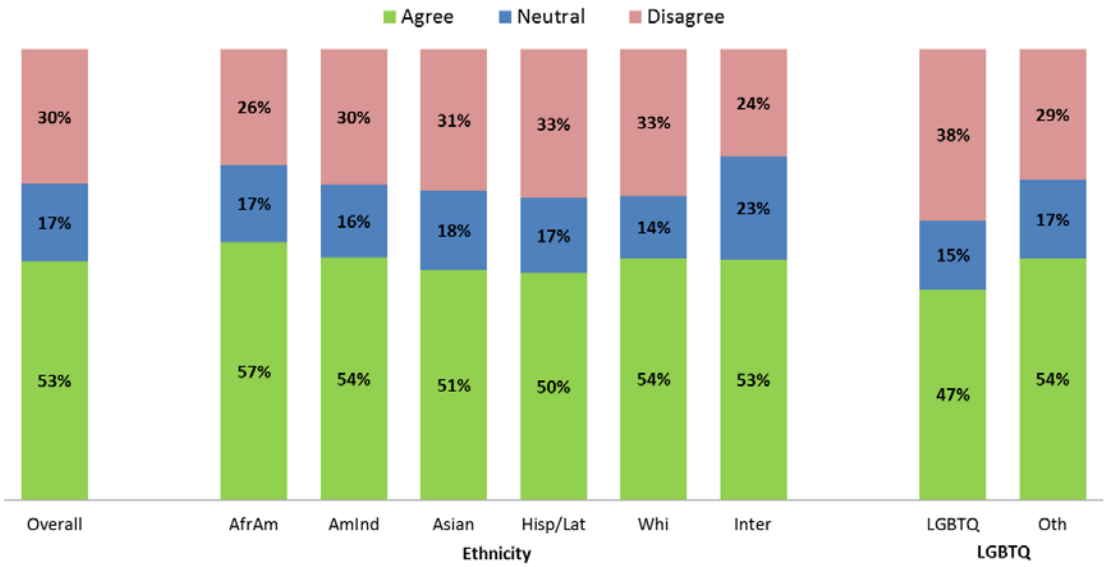
Career Prospects

Graduate school is a requirement to get into or advance in many professions. Graduate students are often concerned about their employment once their degree is completed. In our survey, about half (53%, n=2,823) of respondents reported being upbeat about their post-graduation career prospects (Figure 17), representing about 27,000 graduate students total. There was a significant difference in confidence about one's career as reported by respondents by discipline and level, so results are reported for discipline crossed with level (Figure 18).

Academic master's respondents in the humanities (44%, n=52) were less likely to be upbeat than were their peers in STEM fields (57%, n=221). Academic doctoral respondents in the humanities (24%, n=59 to 29%, n=117) and social sciences (39%, n=109 to 40%, n=176) were less likely to be upbeat than were

their peers in STEM (50%, n=328 to 54%, n=494) or professional fields (54%, n=98 to 57%, n=68). Within professional fields, academic doctoral respondents were less likely to be upbeat (54%, n=98 to 57%, n=68) than were graduate professional respondents (73%, n=882). Within STEM fields, academic doctoral respondents who had advanced to candidacy were less likely to be upbeat (50%, n=328) than were academic master's respondents (57%, n=221), academic doctoral respondents who had not advanced to candidacy (54%, n=494), and graduate professional respondents (65%, n=46).

Figure 17. Attitude regarding career prospects by race/ethnicity and LGBTQ status



Statistically significant differences in career prospects:

AfrAm vs. Asian
Inter vs. Asian

LGBTQ vs. Oth

There was also a significant difference by race/ethnicity. Asian/Pacific Islander respondents (51%, n=500) were less likely to be upbeat compared to their African American (57%, n=156) and international (53%, n=668) peers. Within the humanities and social sciences, academic doctoral respondents were less likely (24%, n=59 and 29%, n=117 for those with and without candidacy, respectively) than academic master's respondents (44%, n=52) to be upbeat about career prospects (Figure 18). LGBTQ respondents (47%, n=290) were less likely to be upbeat than were their non-LGBTQ peers (54%, n=2,478). There was no significant difference by gender.

Respondents planning to seek employment outside academia were more likely to be upbeat about their career prospects (61%) compared to those who plan to seek employment in academia (54%) or both in academia and outside academia (46%).[54] Many respondents mentioned a particular concern regarding preparation and support for non-academic careers. For example, respondents said:

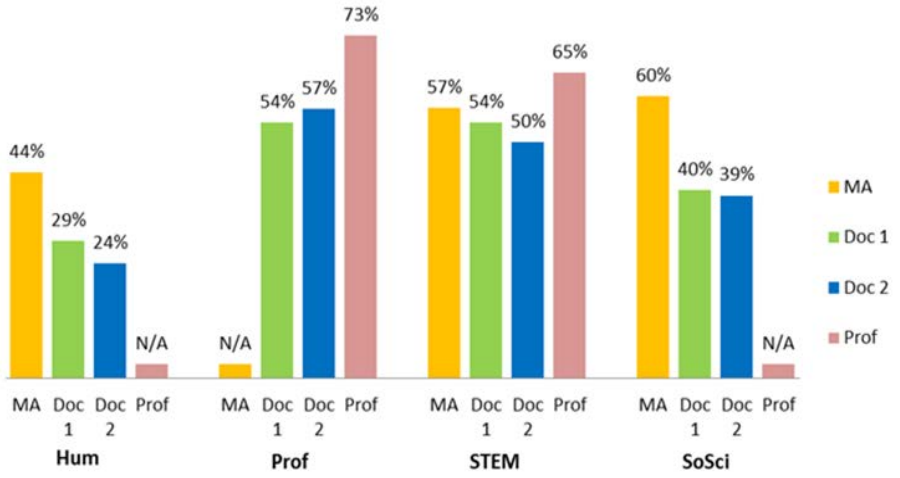
> "My program's support for non-academic careers is spotty at best."

[54] The differences between all three categories were statistically significant.

"It seems like non-academic careers are something my department doesn't want to touch with a 10 foot pole."

"I have no faith in securing a tenure track job. . . and I have no idea what other viable career paths exist for PhDs in [my field]."

Figure 18. Share of respondents upbeat about career prospects by discipline by student level



Statistically significant differences in average satisfaction in this chart:

Within **MA**:
Hum vs. STEM;

Within **Doc 1**:
Hum vs. all other categories
SoSci vs. all other categories

Within **Doc 2**:
Hum vs. all other categories
SoSci vs. all other categories

Within **Prof**:
None between Prof and STEM

Note: There is a statistically significant interaction between discipline and level for career prospects. The categories "multiple/other" for discipline and the category "Unknown" for level are omitted. Categories with a number of respondents smaller than 30 are marked as "N/A". Statistically significant differences in average satisfaction in this chart:

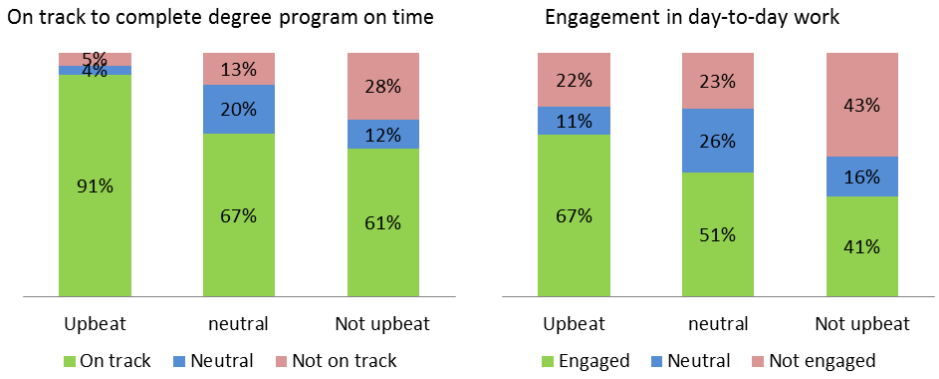
Within **Hum**:
Doc 1 vs. Doc 2
Doc 2 vs. MA
Doc 1 vs. MA

Within **Prof**:
Doc 2 vs. Prof
Doc 1 vs. Prof

Within **STEM**:
Doc 2 vs. all other categories

Within **SoSci**:
Doc 1 vs. MA
Doc 2 vs. MA

Figure 19. Effect of attitude regarding career prospects on academic success



Respondents who were upbeat about their career prospects were more likely to report being on track to graduate on time and more likely to be engaged with their day-to-day work. Almost all (91%, n=2,565) of

respondents who were upbeat about their career prospects reported being on track to graduate on time compared to three-fifths (61%, n=967) of those who were not upbeat (Figure 19). Two-thirds (67%, n=609) of those who were upbeat about career prospects were engaged by their day-to-day work while only 43% (n=640) of those who were not upbeat about career prospects were engaged.

Factors Influencing Mental Health and Well-Being

As reported above, almost three-quarters (73%, n=3,873) of respondents were satisfied with life, including about one-fifth of respondents (21%, n=1,119) who were extremely satisfied. But over one-third (35%, n=1,782) of respondents reported symptoms indicating depression, including about one-seventh (14%, n=715) who reported symptoms of moderate to severe depression. To determine the top predictors of graduate student life satisfaction and depression, we first ran an analysis to construct factors based on survey items. Five scales were constructed: mentorship and advising, social support, financial confidence, program climate, and living conditions (see Table 8 in Appendix A for the survey items used to construct each of these five scales). We also identified six single items as potential predictors: career prospects, overall health, academic progress, academic preparation, skipped meals, and sleep hours. Then we ran regression models (see Tables 9 and 10 for the statistics of these models) to identify predictors of life satisfaction and depression, separately, overall and for each student level and each discipline. The overall models for life satisfaction and depression included about three-quarters (74%, n=3,976) of survey respondents, excluding those who reported not having an advisor and others where data was missing for one or more factor. It is important to note that the directionality could be the opposite from what we tested. For example, we found overall health to be a strong predictor of life satisfaction, but we did not test whether life satisfaction is a predictor of overall health.

Across all respondents, we found that all 11 factors — the five scales and six single items — were statistically significant predictors of life satisfaction while nine of 11 were significant predictors of depression (Tables 2 and 3). Within each discipline and level, there were fewer significant predictors. All significant predictors are in the expected directions.

Career Prospects ("I'm upbeat about my post-graduation career prospects") was the best predictor of life satisfaction at UC as a whole, followed by overall health, social support, financial confidence, and living conditions. By student level, career prospects were the top predictor for academic doctoral respondents (both not advanced and advanced to candidacy) and for graduate professional respondents, but not a significant predictor for academic master's respondents. Overall health, social support and financial confidence were among the top five predictors for respondents in all four levels separately. For academic master's respondents, a smaller group than the other levels, there were only five significant predictors, with program climate being the top predictor. Looking separately by discipline, career prospects were the top predictor for respondents in Humanities, Professional Fields, and Social Sciences, and the second best predictor for STEM. Overall health and social support were also among the top five predictors across all disciplines. Financial confidence was among the top five predictors for Humanities, Professional Fields, and Social Sciences, but not STEM.

Table 2. Predictors of graduate student life satisfaction and depression by level

	Overall	Academic Masters	Academic Doctoral (not advanced to candidacy)	Academic Doctoral (advanced to candidacy)	Graduate Professional
Life Satisfaction					
Career Prospects	1		1	1	1
Overall Health	2	3	2	2	2
Social Support	3	2	5	3	4
Financial Confidence	4	4	3	5	3
Living Conditions	5	6	4	6	10
Program Climate	6	1	8	8	5
Academic Progress	7		9	4	7
Academic Preparation	8	5	6	7	
Mentorship and Advising	9		7	9	
Skipped Meals	10		10	11	8
Sleep Hours	11			10	9
Depression					
Overall Health	1	1	1	1	1
Academic Preparation	2	4	2	3	
Career Prospects	3		3	2	2
Social Support	4	2	5	4	3
Sleep Hours	5		4	5	5
Skipped Meals	6	3	6	6	
Program Climate	7				6
Academic Progress	8			7	
Financial Confidence	9				4

Note: This table shows statistically significant predictors only. The number and color indicates the rank based on standardized coefficients of the models, from the strongest (lowest number, dark red) to the weakest (highest number, dark green). For example, there are 11 significant predictors of life satisfaction for all respondents, but only seven for respondents are statistically significant in Humanities.

Not surprisingly, overall health was the best predictor of depression for respondents overall and across all disciplines and all levels (Tables 2 and 3). As noted earlier, the better respondents reported their overall health had been, the less likely they were to report symptoms of depression. The next best predictors for UC as a whole were academic preparation, career prospects, social support, and sleep hours. Besides overall health, social support was among the top five predictors across all four levels. Academic preparation was among the top five predictors for academic master's respondents and both levels of academic doctoral respondents. Career prospects and sleep hours were among the top predictors for both levels of academic doctoral respondents and graduate professional respondents. In addition to overall health, career prospects were among the top five predictors across all disciplines. Beyond that, the factors that were among the top five predictors varied by discipline. But academic preparation, social support, and sleep hours were each among the top five predictors for three of four disciplines.

Table 3. Predictors of graduate student life satisfaction and depression by discipline

	Overall	Humanities	Professional Fields	STEM	Social Sciences
Life Satisfaction					
Career Prospects	1	1	1	2	1
Overall Health	2	5	3	1	3
Social Support	3	4	4	3	4
Financial Confidence	4	2	2	6	2
Living Conditions	5	3		9	10
Program Climate	6	7	5	7	6
Academic Progress	7			4	9
Academic Preparation	8	6		8	7
Mentorship and Advising	9			5	
Skipped Meals	10		6		8
Sleep Hours	11			10	5
Depression					
Overall Health	1	1	1	1	1
Academic Preparation	2	2	6	3	2
Career Prospects	3	4	3	2	5
Social Support	4	3	2	6	3
Sleep Hours	5	7	4	5	4
Skipped Meals	6	5	7	4	9
Program Climate	7		5	7	
Academic Progress	8	6			
Financial Confidence	9				
Living Conditions			8	9	
Mentorship and Advising				8	

Top Priorities with Regard to Attention and Resources

At the end of the survey, graduate students were asked to select the top three priorities they would like the university to prioritize with regard to attention and resources.[55] Over all graduate students, mental health was the most frequently selected topic (42% of respondents to the question), ranking number one for academic doctoral students (both not advanced and advanced to candidacy) and for those in professional, STEM, and social science disciplines. Mental health ranked number two for academic master's and graduate professional students and for those in humanities disciplines. Over all graduate students, the second priority was financial resources/management (40%) and the third was career development (36%). Among the other items that could have been chosen as high priority, across all types of graduate students, housing and academic progress/quality/engagement were highly ranked (32% for each category). For academic doctoral respondents and for those in humanities, STEM, and social science fields, these five topics were the most frequently selected. For academic master's and graduate professional respondents and for those in professional fields, the most frequently selected topics were the same except that health and fitness replaced housing as a top five topic.

Respondents likely selected mental health as one of their top three priorities for a variety of reasons, including personal experience with mental health problems or concern for others with such issues. Nearly half (44%) of those who selected mental health as one of their top three priorities reported symptoms indicating depression (Tables 4 and 6). An additional 18% (n=375) were not currently

[55] More than nine of ten (93%) respondents to the survey answered the question. Cell sizes for this section are found in Tables 4 and 5.

reporting symptoms of depression but did receive mental health care in the past year, suggesting they may have experienced depression symptoms or other mental health conditions in the recent past. Free response comments also suggest some respondents picked mental health as one of their top priorities due to current or past experience with depression symptoms or other mental health problems some respondents have not experienced mental health issues themselves but are concerned about peers who have. For example:

> "The mental health portion in the beginning of the survey, I answered all no because my well being has really improved this semester. However, if I would have taken the survey last semester, it would have been completely different. I suffered from depression and experienced mostly all those symptoms."
>
> "Mental health is so so important for students in graduate programs. I see many of my peers struggling to keep a positive outlook due to upcoming pressures, such as defenses and thesis reports."
>
> "I cannot name a single graduate student that I know that has not suffered from mental health problems starting in graduate school, including myself: my peers have attempted suicide, take anti-depressants, see therapists, and do what we can to medicate ourselves."

Similarly, many respondents prioritized "financial resources/management" based on personal experience with challenges in this area. Three-fifths (60%) of those who selected this as one of their top three priorities reported not being confident about their financial situations and almost four-fifths (79%) reported being concerned about money recently.

Respondents who picked "financial resources/management" as one of their three priorities were asked why they chose this topic. Many students said they picked this topic because they find it difficult to cover their living expenses with available financial resources. For example:

> "Stipends and teaching fellowships don't necessary cover all living expenses."
>
> "Graduate student stipends need to be higher given the high cost of living."

This is consistent with the findings of UC's 2013 Graduate Student Support Survey, which covered academic doctoral students admitted for Fall 2013. That survey showed that the average net stipend was lower and cost of living was higher at UC campuses compared to non-UC competitor institutions and also that admitted students ranked UC lower than competitor institutions on financial support and availability of affordable housing.[56]

[56] UCOP. 2014. *Findings from the Graduate Student Support Survey: Trends in the Comparability of Graduate Student Stipends*. http://www.ucop.edu/student-affairs/_files/2013_GSS_final.pdf. Accessed October 24, 2016.

Some respondents focused more on "financial management" issues, noting the challenges they face in budgeting and managing finances, particularly given the complexity of the process for receiving stipends and other financial support from the university. For example:

> "I never learned how to handle personal finances, and. . . I could really use some assistance with budgeting and financial planning."

> "I have found navigating the financial system very difficult here, and graduate students would benefit from an intensive primer on how to navigate the school's financial aid and in financial literacy overall."

> "The current system used to pay stipends is very complicated and inefficient, it has led to multiple mistakes in my payment that take a long time to resolve."

Table 4. Top priorities: all students by discipline

	All				Humanities				Professional Fields				STEM				Social Sciences			
	1	2	3	All	1	2	3	All	1	2	3	All	1	2	3	All	1	2	3	All
Mental Health	925	594	588	2,107	135	90	89	314	276	172	145	593	329	216	223	768	161	102	111	374
Financial Resources/Management	842	604	534	1,980	188	108	92	388	220	178	162	560	228	189	183	600	179	107	83	369
Career Development	532	612	621	1,765	49	87	79	215	200	182	200	582	216	243	235	694	55	81	92	228
Housing	643	531	413	1,587	89	90	67	246	170	134	103	407	289	199	168	656	75	96	64	235
Academic Progress, Quality or Engagement	525	553	509	1,587	77	87	72	236	129	149	133	411	230	223	199	652	78	71	86	235
Health and Fitness	316	465	480	1,261	33	45	47	125	117	140	170	427	122	212	192	526	31	56	58	145
Faculty Advising	344	443	432	1,219	49	70	77	196	73	117	115	305	148	156	158	462	64	85	73	222
Campus Safety	293	264	228	785	38	28	24	90	101	85	71	257	111	119	102	332	34	28	24	86
Food quality or security	153	276	320	749	27	36	59	122	45	91	88	224	52	103	117	272	22	37	45	104
Graduate Program Climate and Belonging	159	240	327	726	31	45	57	133	28	60	102	190	58	79	107	244	35	53	49	137
Social Support	67	139	239	445	9	17	40	66	17	40	65	122	30	52	81	163	9	23	50	82
Campus Climate and Inclusion	86	122	154	362	17	26	25	68	24	43	43	110	17	28	52	97	25	22	27	74
Off-campus Safety	83	125	123	331	7	20	21	48	28	37	31	96	44	55	57	156	4	11	10	25

Note: Overall, 4,968 students responded to this question.

Table 5. Top priorities: all students by level

	All				Academic Masters				Academic Doctoral (not advanced to candidacy)				Academic Doctoral (advanced to candidacy)				Graduate Professional			
	1	2	3	All	1	2	3	All	1	2	3	All	1	2	3	All	1	2	3	All
Mental Health	925	594	588	2,107	89	57	62	208	380	235	231	846	199	165	168	532	247	131	123	501
Financial Resources/Management	842	604	534	1,980	69	61	63	193	363	246	189	798	239	152	134	525	162	138	141	441
Career Development	532	612	621	1,765	87	73	84	244	109	159	197	465	136	211	170	517	196	163	164	523
Housing	643	531	413	1,587	42	36	58	136	263	248	157	668	199	130	110	439	132	111	83	326
Academic Progress, Quality or Engagement	525	553	509	1,587	66	68	47	181	211	209	211	631	132	144	129	405	111	125	115	351
Health and Fitness	316	465	480	1,261	48	62	55	165	104	169	167	440	53	96	104	253	105	132	150	387
Faculty Advising	344	443	432	1,219	36	48	34	118	118	165	178	461	135	133	129	397	49	92	88	229
Campus Safety	293	264	228	785	52	34	27	113	101	96	75	272	51	54	58	163	88	79	65	232
Food quality or security	153	276	320	749	20	37	39	96	58	102	134	294	35	54	64	153	40	82	78	200
Graduate Program Climate and Belonging	159	240	327	726	14	27	31	72	76	103	131	310	42	57	85	184	26	52	78	156
Social Support	67	139	239	445	9	19	24	52	34	58	104	196	13	29	56	98	10	27	52	89
Campus Climate and Inclusion	86	122	154	362	4	10	13	27	40	53	66	159	24	18	34	76	17	39	38	94
Off-campus Safety	83	125	123	331	18	22	17	57	33	47	50	130	9	24	26	59	23	32	28	83

Financial confidence, living conditions, and career prospects are among the top factors predicting life satisfaction so it makes sense that the related areas of financial resources/management, housing, and career development also appear as top student priorities.57 Health and fitness and social support were not among the most frequently selected priorities but overall health and social support are strong predictors of life satisfaction.

As noted earlier, over one-third of respondents reported symptoms of clinical depression. For these respondents, almost all (95%, see Tables 6 and 7 for the cell sizes) responded to the question about priorities and the five most frequently selected topics were the same as for all respondents, but the order was a bit different. Unsurprisingly, the majority (55%) of those reporting depression symptoms and who responded to the priorities question selected mental health as one of their top three priorities. Financial resources/management was the second most frequently selected topic (42%), followed by housing (31%), academic progress, quality or engagement (31%), and career development (30%). It is interesting that faculty advising showed up as one of the top selected topics for academic doctoral respondents as well as humanities and social sciences respondents.

[57] The main measure of mental health on the survey, depression, was not considered as a predictor for life satisfaction since it was used as another outcome predicted by other factors.

Table 6. Top priorities: respondents reporting symptoms of depression, by discipline

	All				Humanities				Professional Fields				STEM				Social Sciences			
	1	2	3	All	1	2	3	All	1	2	3	All	1	2	3	All	1	2	3	All
Mental Health	455	239	228	922	80	42	43	165	118	54	51	223	158	89	76	323	85	47	52	184
Financial Resources/Management	315	218	177	710	75	53	39	167	64	52	42	158	82	57	57	196	82	45	34	161
Housing	191	192	145	528	38	37	25	100	43	40	28	111	72	75	60	207	31	36	25	92
Academic Progress, Quality or Engagement	160	193	174	527	30	23	30	83	29	41	36	106	75	86	69	230	24	31	33	88
Career Development	136	175	194	505	11	32	26	69	49	36	59	144	55	74	69	198	17	26	37	80
Faculty Advising	124	144	154	422	18	22	30	70	17	33	31	81	56	55	59	170	30	32	28	90
Health and Fitness	59	142	144	345	8	19	24	51	19	43	37	99	24	50	53	127	6	25	24	55
Graduate Program Climate and Belonging	62	92	127	281	12	24	26	62	6	22	38	66	20	24	36	80	18	22	22	62
Food quality or security	36	80	94	210	13	14	17	44	8	17	25	50	11	28	26	65	1	20	21	42
Campus Safety	77	62	67	206	13	12	7	32	26	21	15	62	26	22	31	79	10	6	12	28
Social Support	26	59	96	181	3	6	21	30	4	16	22	42	14	20	31	65	5	14	21	40
Campus Climate and Inclusion	29	50	54	133	7	17	12	36	8	9	6	23	1	6	19	26	12	15	13	40
Off-campus Safety	17	41	33	91	0	7	8	15	7	14	8	29	8	16	16	40	2	4	1	7

Note: Overall 1,687 respondents reporting symptoms of depression responded to this question.

It is also interesting that so many respondents reporting depression symptoms picked financial resources/management because financial confidence was not a very strong predictor of depression. It may be that addressing respondents' financial concerns would not relieve depression specifically but might ease anxiety, stress, and other mental health concerns.

Health and fitness was only selected by one-fifth (20%) of respondents. Overall health was the top predictor of reporting symptoms with depression, and while overall health and health and fitness are not exactly the same, health and fitness programs provided by the university may contribute to overall health. Those with depression symptoms often experience other health symptoms as well and it might be expected that these respondents would be interested in health and fitness programs to improve overall health.[58] Depression and physical health are closely linked, so respondents with depression symptoms may feel that any physical health issues they are experiencing could be addressed by addressing mental health issues. Or they may feel that campus health care and fitness programs are adequate or at least not as high a priority for attention/improvement as mental health care. Similarly social support is a fairly strong predictor of reporting depression symptoms, but only one-ninth (11%) of

[58] It may also be true that some UC graduate students do not have the time or interest for exercise. Less than half (48%) of respondents said they exercise at least three times per week. A recent survey found that a little over half of the general adult population (53%) and almost two-thirds of young adults (65%) exercise at least three times per week. See: Rifkin, R. 2015. *So Far in 2015, More Americans Exercising Frequently*. http://www.gallup.com/poll/184403/far-2015-americans-exercising-frequently.aspx. Therefore, there is likely room for growth in the frequency of exercise among UC graduate students. Exercise is positively correlated with overall health and life satisfaction and negatively correlated with depression.

those reporting depression symptoms selected it as priority.[59] As noted above, some respondents may not feel that the university can have much impact in this area.

Table 7. Top priorities: respondents reporting symptoms of depression, by level

	All				Academic Masters				Academic Doctoral (not advanced to candidacy)				Academic Doctoral (advanced to candidacy)				Graduate Professional			
	1	2	3	All	1	2	3	All	1	2	3	All	1	2	3	All	1	2	3	All
Mental Health	455	239	228	922	47	20	25	92	205	106	101	412	95	75	64	234	102	37	36	175
Financial Resources/Management	315	218	177	710	25	19	30	74	150	100	62	312	93	57	49	199	44	40	35	119
Housing	191	192	145	528	10	13	18	41	87	102	63	252	60	46	41	147	32	30	20	82
Academic Progress, Quality or Engagement	160	193	174	527	24	26	11	61	70	75	82	227	44	55	47	146	21	35	33	89
Career Development	136	175	194	505	22	22	25	69	31	48	68	147	37	68	51	156	45	34	50	129
Faculty Advising	124	144	154	422	13	9	10	32	47	64	66	177	51	48	57	156	12	23	20	55
Health and Fitness	59	142	144	345	14	21	14	49	21	55	67	143	11	25	27	63	13	39	34	86
Graduate Program Climate and Belonging	62	92	127	281	3	13	14	30	34	39	57	130	17	23	30	70	7	17	26	50
Food quality or security	36	80	94	210	3	15	8	26	20	39	46	105	7	13	18	38	6	12	20	38
Campus Safety	77	62	67	206	11	10	10	31	30	21	22	73	12	13	20	45	23	18	14	55
Social Support	26	59	96	181	4	5	11	20	12	29	41	82	8	11	23	42	2	12	21	35
Campus Climate and Inclusion	29	50	54	133	2	4	3	9	12	31	36	79	9	5	10	24	6	8	3	17
Off-campus Safety	17	41	33	91	6	7	5	18	4	14	12	30	1	6	8	15	6	14	7	27

Recommendations

Based on the survey findings, below are recommendations to consider.

1. **Continue to expand and promote mental health services and prevention efforts for all students.** Mental health was the most frequently selected priority among survey respondents and a major concern of administrators and student groups at UC and throughout institutions of higher education nationwide. As documented in this report, over one-third of survey respondents reported experiencing symptoms of depression, yet many of these students did not make use of mental health services offered on campus. Given that this survey did not assess other symptoms of poor mental health such as anxiety, eating disorders, addictions, the true share of students who may be suffering in silence may be much higher. Given these needs and the gap in awareness and utilization of resources, campuses should consider ways to raise awareness of current services and the ongoing need to enhance resources and reduce stigma. Campuses should employ a comprehensive strategy moving forward, including, for example:
   - launching the American Foundation for Suicide Prevention (AFSP) Interactive Screening Program across campuses, which helps to detect students in distress who are unlikely to reach out for help.[60]

[59] About one in nine respondents (11%) reported that they had not hung out with friends or "participated in a social grouping or activity" in the past week. An additional 26% reported doing so only once in the past week. And respondents' comments suggested that social isolation is a concern for many graduate students.

- educating students about available mental health services and to reduce stigma around help-seeking behavior among the graduate student population. For example, campuses may want to:
    - utilize prevention and awareness materials such as UC's mental health PSAs and training videos.[61]
    - launch mental health awareness campaigns like the UCSF Mental Health Awareness 2016[62] or the ones featured on the UC Student Mental Health website.[63]
    - add a statement to course syllabi encouraging students to reach out to the counseling center when they experience stressful events or mental health concerns.[64]
- decreasing wait-times for mental health appointments.
- utilizing best practices in targeted outreach to students who are unlikely to seek services on their own due to cultural/familial history of discrimination, oppression, and/or mistrust of Western practices.

2. **Build on best practices for addressing mental health issues specifically within the graduate student population.** While traditional peer program models have not been particularly successful with the graduate student population, some best practices have emerged that encourage innovation, social engagement, social justice, and a focus on personal wellness through grants offered to graduate students who organize programming to promote mental well-being within various affinity groups. Campus and/or system-wide efforts to establish, expand, and sustain effective peer programming for graduate students are warranted. For example, campuses might create task forces to facilitate communication within the graduate community (students, staff, faculty, and administrators) to raise awareness and build on existing mental health programs specifically for graduate students. Such task forces should pursue a comprehensive strategy, including such measures as:
    - building relationships between graduate departments and campus departments that work with distressed students, such as the counseling center, university legal counsel, graduate resource center, and health promotion/education.
    - utilizing recent advancements in mental health data collection procedures to increase collaboration and communication between graduate departments and divisions and student

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[60] American Foundation for Suicide Prevention. 2017. *Interactive Screening Program*. https://afsp.org/our-work/interactive-screening-program/. Accessed January 31, 2017.
[61] UCOP, Student Affairs. 2016. *UC Mental Health YouTube Channel: Created Playlists*. https://www.youtube.com/channel/UCsH--tQ5rnnTO_FbwpJD6yg/playlists?shelf_id=0&view=1&sort=dd. Accessed January 31, 2017. Videos of particular interest to this population may include "Why Mental Health Matters," "Graduate Research & Teaching Assistants," and "What to Expect from Counseling."
[62] UC San Francisco, Student Health & Counseling. *Mental Health awareness 2016*. https://studenthealth.ucsf.edu/mentalhealthawareness2016. Accessed January 31, 2017.
[63] UCOP, Student Affairs. 2016. *Student Mental Health Resources & Promising Practices: Awareness Campaigns*. http://www.ucop.edu/student-mental-health-resources/suicide-prevention/awareness-campaigns.html
[64] For a model statement, see: UCOP, Student Affairs. 2016. *Promoting Student Mental Health: A Guide for Faculty and Staff*, p. 149. http://www.ucop.edu/student-mental-health-resources/_files/pdf/PSMH-guide.pdf. Accessed January 31, 2017.

affairs, both within campuses and across the system to share data, strategies, and best practices and identify potential efficiencies of scale.

- offering mini-grants to groups of students to host mental health and wellness events. Campuses that have done this have seen positive outcomes for even small amounts of funding ($200 - $300) in promoting student wellness.

3. **Expand opportunities for graduate students — especially doctoral students — to learn about career opportunities outside academia through information sharing or experiential learning.** Career prospects were the top predictor of life satisfaction and among respondents' top priorities and respondent comments indicate particular interest in knowing about non-academic as well as academic career options. Only a little over half of respondents reported being upbeat about their career prospects. To address this issue, build on existing initiatives to educate students and advisors about non-academic career options and connect them with potential employers. For example, consider:
   - engaging faculty through the Academic Senate to actively cultivate a supportive climate regarding career options and choices.
   - demonstrating openness to support students who have career interests outside of academia by hosting seminars, brown bags, etc. on diverse career opportunities.
   - including a discussion of career interests during formal check-ins with advisors.
   - encouraging students with diverse interests to seek additional mentorship outside of their department.

4. **Help students manage finances and promote food security.** Less than half of respondents reported being confident about their financial situation. Almost three in ten respondents experienced food insecurity. To address financial management:
   - Provide free financial counseling for graduate students including assistance with tax issues related to scholarships and stipends, financial aid and student debt, and managing a household budget.
   - Ensure all admitted students receive detailed information about the source and amount of their financial support and expectations associated with any funded position.
   - Establish guidelines to inform graduate students promptly of matters that affect their funding status.

   To address food security, build on the existing systemwide collaboration on the Food Access & Security (FAS) initiative, part of the UC Global Food Initiative.[65]
   - Make sure graduate students are aware of services offered by your campus through FAS. All campuses offer emergency assistance and ongoing support developing a food security plan.
   - Consider including information about food pantries, emergency financial assistance, and other campus services on course syllabi and/or graduate department websites.

[65] UCOP, Global Food Initiative. 2016. *Student Food Access and Security Study*. http://www.ucop.edu/global-food-initiative/best-practices/food-access-security/. Accessed January 31, 2017.

- Help students connect with social service programs and apply for government benefits as needed.
- Consider expanding food service options on campus to increase the variety and affordability of food for students through such strategies as holding farmers markets on campus.

5. **Continue to encourage wellness practices and to educate graduate students about health, fitness, social isolation, addictions, and mental health issues and available services and programs to address these issues.** Overall health and social support were among the strongest predictors of both depression and life satisfaction. To improve students' health and well-being, consider ways to provide services such as mental health care and food banks to graduate students in such a way that they do not have to interact with undergraduates, who are often their students.
   - Provide students with opportunities to learn and engage in stress-reduction practices such as yoga and meditation.
   - Support and sponsor opportunities for social activities and support groups specifically designed to bring together graduate students across program levels and disciplines. Include activities tailored to those with partners and children and those without.

6. **Increase training for advisors and faculty to recognize and respond appropriately to warning signs of distress in graduate students.** As discussed above, mental health was the priority most often selected by survey respondents. Financial resources/management and career development were found to be strong predictors of life satisfaction. Several steps would help ensure that advisors are prepared to respond to students' needs with regard to these factors:
   - Require advisors of graduate students to complete training in recognizing mental health issues and referring students for mental health services.
   - Require faculty, advisors, graduate assistants, and teaching assistants to read UC's guidebook, *Promoting Student Mental Health: A Guide for Faculty and Staff*, particularly chapter six about graduate/professional students and chapter seven about how faculty and staff can help reduce stress.[66]
   - Take advantage of customized in-person trainings for faculty/staff offered by campus counseling centers.
   - Develop strategic efforts to better equip faculty and staff to provide information and advising about both academic and non-academic careers and about financial resources/management.

7. **Help empower students to maximize mentoring relationships by employing effective strategies in managing advisee/advisor relationships.** Academic advising and career development were among the significant predictors of life satisfaction. Advising and mentorship are particular concerns of graduate student groups as expressed in the recent UCSA resolution. To address these issues:

[66] UCOP, Student Affairs. 2016. *Promoting Student Mental Health: A Guide for Faculty and Staff*. http://www.ucop.edu/student-mental-health-resources/_files/pdf/PSMH-guide.pdf. Accessed January 31, 2017.

- Provide outreach, resources and training to graduate faculty and advisors, with a focus on mentoring and problem solving.
    - Involve stakeholders and UC experts such as the Academic Senate, ombuds' offices, UCSA, and systemwide and campus student affairs and diversity and engagement staff in developing the training necessary to address the range of student needs, including such issues as communications styles, implicit bias, and creating a supportive climate within graduate departments, labs, and research groups.
    - Examine resources developed by others in higher education such as the *University of Nebraska Mentoring Guidebook*[67] and *University of Michigan: How to Mentor Graduate Students*.[68]
- Recognize and reward faculty and staff who engage in effective mentoring.
- Examine the process for changing advisors. Several respondents mentioned this process, citing improvements in their well-being when they switched to an advisor who was a better fit for them.
    - Departments and programs should review the process to ensure that it is clear to students, faculty, and staff and encourages an efficient and healthy environment for making such decisions. Students should feel supported and not fear retribution for making changes that best support their needs.
    - Consider assigning a first year temporary faculty advisor based upon shared stated interests with the understanding that the advisor assignment may change in subsequent years as the student develops relationships and makes academic progress.

8. **Conduct further research regarding how to help graduate students feel prepared for the work in their program.** In our analysis of factors that influence depression, we found that feeling unprepared for the work in their programs is strongly associated with depression. To help students feel better prepared, conduct additional research, including holding focus groups with students who can provide insight into their experience and needs regarding preparation for academic work. For example, consider surveying program alum re: preparedness for work and utilize feedback to improve trajectory of current students.

9. **Graduate programs on each campus should monitor the program climate on an ongoing basis to pinpoint and address any problems.** Program climate was among the predictors of depression and some respondents raised concerns about this in their comments. To improve program climate, programs should:
    - consider developing program-based anonymous surveys and offering suggestion boxes.

[67] University of Nebraska-Lincoln, Office of Graduate Studies. 2017. *Graduate Mentoring Handbook*. http://www.unl.edu/mentoring/. Accessed January 31, 2017.
[68] University of Michigan, Rackham Gr4aduate School. 2015. *How to Mentor Graduate Students: A Guide for Faculty*. http://www.rackham.umich.edu/downloads/publications/Fmentoring.pdf. Accessed January 31, 2017.

- be open to hearing underrepresented students' experiences and perspectives. Think about the ways that race, gender, sexual orientation, race/ethnicity, and other characteristics help to expand the types of questions that are asked in your discipline and the approaches used for answering them. Direct underrepresented students to the many interdisciplinary programs and research centers across campus that may provide them with a community of scholars whose interests intersect with their own.
- create structured activities for faculty and students to interact. These events could be academic in nature, such as brown bags, colloquia, and workshops, or more socially oriented events like potlucks, movie nights, and picnics. Use these interactions to collect valuable information from students on climate and current challenges in the department.
- consider developing and disseminating (to faculty and students) a university policy that reflects core values on the treatment of graduate students. See, for example, MIT's Best Practices in Graduate Student Advising.[69]
- hold periodic conversations between students and program/department leadership to facilitate a healthy program climate.

10. **Conduct ongoing research to better understand and address evolving mental health and well-being trends among graduate students.** For example, conduct comprehensive surveys such as this one on a regular basis, streamlining by eliminating questions that are highly correlated with others. Consider adding questions in high priority areas such as housing security, and align questions with other UC student surveys and with national research scales to the extent possible. Allow students to rate all topics as high, medium, or low priorities for university resources and attention to facilitate aggregation of responses regarding priorities. Campuses, departments, and divisions should also conduct regular surveys of all students regarding topics where local needs may vary, such as advising and career development, leveraging support from systemwide and campus institutional research offices for survey development and administration. Conduct further research on the housing options available to graduate students on or near UC campuses to determine if programs such as housing vouchers or increasing university-owned housing can be used to address housing insecurity. Make findings from surveys and other research public via campus and system web sites.

Campus Efforts to Improve Graduate Student Well-Being

After reviewing the survey results, each campus was asked to complete a short questionnaire designed to, 1) understand what take-home points they derived from the survey results, 2) describe what policies they currently have in place to address issues raised, and 3) describe any new policies they seek to develop to address issues raised in the survey. In their responses, campuses indicated they plan to use the survey findings to better understand the current issues, address concerns about student mental health, identify priorities with regard to attention and resources, assess and enhance the current

[69] Massachusetts Institute of Technology, Graduate Student Council/Office of the Dean for Graduate Education. 2017. *Best Practices in Graduate Student Advising*. http://gsc.mit.edu/wp-content/uploads/2015/06/CommonValues_Brochure_Rev5.pdf. Accessed January 31, 2017.

programs and training on professional development and career preparation, develop new initiatives, and select topics for workshops to faculty on mentoring.

Areas of concern or priorities for most campuses include mental health, professional development and career preparation, mentorship, housing, and finances. Overall, some campuses plan to use the data to assess impact of programs and inform and/or tailor program offerings. Some plan to identify key areas of concern or highlight issues with more information from their own sources. Some plan to target outreach efforts and interventions, while others plan to strengthen cross-campus collaborations or services of success.

In the area of mental health, some campuses are enhancing existing graduate health and wellness programs, some campuses are establishing new programs, and some plan to establish new counseling offices specifically for graduate students. For example, UC Riverside has been working to develop an extensive suicide prevention program and is rolling out "Mental Health Gatekeeper" training across campus. That campus is also opening a satellite counseling office for graduate students and is developing an app to better assess student mental health for targeted populations. UC Davis is in the process of purchasing customer relationship management (CRM) software to be able to better communicate directly with their graduate students. UC Berkeley recently hired a Graduate Student Life Coordinator. The coordinator will be responsible for establishing programs to improve various facets of graduate student life including wellness and housing. UC San Francisco will focus efforts on preventative strategies aimed at reducing the number of students with symptoms that reach clinical intervention levels. Strategies include: 1) decreasing wait-times for mental health assessments, and 2) support groups/group therapy to help address stress and anxiety. UC San Diego instituted a streamlined approach to connecting students to the appropriate treatment provider. UC Santa Cruz plans to advocate for new resources dedicated specifically to graduate student life, well-being support, and community.

To address issues regarding student finances, some campuses are providing food pantries, some campuses continue to offer student family housing or plan to build more housing, and some campuses are creating taskforces or special teams for student financial support. Due to housing constraints in the Bay Area, and the fact that UC Berkeley currently houses less than nine percent of its graduate students, that campus is working to identify areas for building new housing. The campus has set an immediate goal of providing housing for 25% of its graduate student population. UC Irvine currently offers a Health and Wellness Certificate Program, which covers various topics related to physical, mental, and financial health. The campus plans to also address the topic of food insecurity, including sharing information on the food pantry on campus.

In the area of professional development and career preparation, campuses are offering workshops on various topics and encouraging innovative practices. For example, UC San Francisco offers professional skills workshops on topics such as choosing which labs to "rotate" through during the required first-year rotations, giving oral presentations, and writing fellowship applications. UC San Diego initiated an interview workshop specifically for international students. UC Los Angeles plans to implement a new award for best campus practices for career and professional development.

For student mentorship, some campuses plan to add workshop series, some continue to offer the existing workshops, and some are offering training to faculty on mentoring. UC Santa Barbara is also providing mentoring program to students from underrepresented student groups. UC Merced launched a Peer Mentorship Program for first year doctoral students that complements faculty mentorship, and offers a Competitive Edge Summer Bridge program for incoming doctoral students who are members of underrepresented groups or are first generation students. UC Davis is developing an improved graduate student E-Progress Report housed in the Graduate Division. This report, kept in a central location, will improve access to student records related to academic progress. UC Santa Barbara is working to develop support groups for African American graduate students.

Appendix A: Methodology

Sampling Method

We employed the stratified random sampling method to draw a sample of 20% of the spring semester/winter quarter enrolled graduate students based on their campus, discipline and race/ethnicity. We categorized discipline into four groups: STEM (physical science, biological science, engineering, math, and computer science), social sciences, humanities (including arts), and professional fields (e.g., business administration, law, medicine, etc.). Race/ethnicity is grouped into four categories: Asian (Asian, Pacific Islander, Filipino), URM (American Indian, African American, and Hispanic/Latino(a)), International, and White/other (White, other racial/ethnical categories, and unknown).

To ensure that the sample for all sub-groups was large enough for statistical analysis, we specified a minimum cell size of 70. That is, we oversample small sub-groups by campus, discipline, and race/ethnicity. For a sub-group with 70 or fewer students, all of the students in this sub-group were sampled.

Rounding and Weighting

The stratified sampling design resulted in oversampling of some sub-groups. In our analyses, we constructed weights to address this, but found that the results with weights were similar to the results based on original responses, so this report shows unweighted results. We did use the weights to calculate population estimates for each measure, e.g., the total number of students across all UC graduate students who were generally satisfied with life.

Disaggregating Results and Statistical Significance

In addition to looking at the results across all UC graduate students, we disaggregated results by level, discipline, race/ethnicity, gender, and LGBTQ status. Discipline, level, and race/ethnicity are as recorded in administrative (enrollment) records. Gender and LGBTQ are based on survey responses (Questions 130 and 133). Any sub-group (e.g., Trans male/Trans man) with fewer than 30 respondents were excluded in this analysis. As with the overall figures, for each sub-group, we report the share of respondents who meet certain threshold conditions, e.g., the share whose responses meet the threshold indicating satisfaction with life or the share indicating they agree with the statement “I’m confident about my financial situation.” However, we looked at the mean values of the underlying survey questions or scale to test whether differences between sub-groups were statistically significant. We used ANOVA and/or GLM to determine whether the differences for each topic were statistically significant for each disaggregation category. When there are statistically significant differences at the .05 significance level for a particular category, we report results disaggregated by that category and note which specific differences are significant. Discipline is particularly important in driving group differences, so we also checked the interaction between discipline and student level as well as that between discipline and race/ethnicity using the GLM method comparing least square means. When there is a significant interaction effect at the .05 significance level, we report the data for the two variables crossed, e.g., discipline crossed with level, and do not report results for each variable individually. When there is no significant interaction, we report the significant main effect of each of the variables. We excluded the unknown or other categories for each disaggregation variable when

reporting results and testing for significant differences. We also used ANOVA to test for differences in effects on academic success by different factors as well as in student access to and use of mental health service.

Agreement Scales

Many questions on this survey ask students to say whether they agree with a statement or not, with responses ranging from one (Strongly disagree) to seven (Strongly agree). For reporting purposes, we collapsed these categories to disagree (one to three), neutral (four), and agree (five to seven).

Definition of Major Concepts

Life Satisfaction. We measured life satisfaction using the Satisfaction With Life scale and used the widely used scoring standard of that scale (see Appendix C, Questions 1-5).[70] Responses for each question ranged from one (Strongly disagree) to seven (Strongly agree). We calculated the sum of the responses across the five questions, yielding a score from five to thirty-five. Respondents with a total score of 20 or above are defined as generally satisfied with life. Those with a total score of 30 or above are defined as highly satisfied with life. For our analysis, we included only those who answered all five questions related to life satisfaction, excluding those who skipped one or more of these questions.

Depression. We measured depression using the Center for Epidemiologic Studies Depression Scale Revised (CESD-R).[71] Each question asks how many days in the last two weeks the respondents experienced certain symptoms. The five response choices are scored as follows:

- Not at all or less than one day = 0
- 1-2 days = 1
- 3-4 days = 2
- 5-7 days = 3
- Nearly every day for 2 weeks = 3

We calculated the sum of the scores across all twenty questions (Appendix C, Questions 6-25). Those with a total score of 16 or more are defined as having at least mild symptoms of depression. Those with a total score of 28 or more are defined as having more severe symptoms of depression. We analyzed data only for respondents who answered all twenty questions, excluding those who skipped on or more of these questions.

Satisfaction with Mentorship and Advising. All students were asked about overall satisfaction regarding mentorship and advising in their programs (Question 47), with responses ranging from one (Strongly disagree) to seven (Strongly agree) plus "Not applicable." Respondents who skipped the question or chose "Not applicable" were excluded from the analysis. Students who reported having an advisor (Question 49) were asked eleven questions about their experiences with that advisor (Questions 50-60), with responses ranging from one (Strongly disagree) to seven (Strongly agree). We used factor analysis on these eleven questions to create a new variable measuring how supportive students found their

[70] For more information, see: Diener, *op. cit.*
[71] Center for Innovative Public Health Research, *op. cit.*

advisor. The new variable is the average of the responses to the eleven questions, weighted by the factor loading score, which means each question is weighted according to how important it is in determining the overall measure. The derived measure was calculated for academic doctoral students who reported having an advisor and answered all eleven questions about their experience with that advisor.

Food Security. This survey used three questions from the U.S. Department of Agriculture's food security scales (Questions 93-95).[72] A previous study showed that using two of these three questions yields valid measurement of food security, comparable to the use of the longer USDA scales. The study showed that an affirmative response to one or both questions identified food insecurity with 97% sensitivity and 83% specificity. However, the study only validates the two-question scale for identifying food insecurity (vs. food security), not for differentiating low versus very low food security.[73] On these two questions, respondents were asked whether they worried about food running out (Question 94) and whether food they purchased did not last until they had money to buy more (Question 95) over the past year. The response choices were scored as zero points for "never true," one point for "sometimes true," and two points for "often true." We calculated the sum across the two questions and categorized those with a score of zero as "food secure" and those with a score of one to four as "food insecure." Using the two-question scale allows for direct comparison with other recent UC surveys.

Financial Confidence. We analyzed three separate questions from the survey which asked if students were confident about their financial situation (Question 35), if they can get by without having to cut back on things that are important to them (Question 36), and whether they have been concerned about money lately (question 37). Responses to these questions ranged from one (Strongly disagree) to seven (Strongly agree).

Career Prospects. Students were asked if they were upbeat about their career prospects (Question 40). Responses to these questions ranged from one (Strongly disagree) to seven (Strongly agree).

LGBTQ. LGBTQ students are those who self-reported their gender identity as trans male/trans man, trans female/trans woman, or genderqueer/gender non-conforming (question 130) and/or their sexual orientation as gay or lesbian or bisexual (question 132). We combined these categories in this way because the sample sizes for the individual categories were too small to yield reliable estimates (see Appendix B).

Factor Analysis and Regression Models

To estimate predictors of graduate student life satisfaction and depression, we first constructed latent variables using factor analysis based on the relevant survey items. Five scales were constructed:

[72] U.S. Department of Agriculture, Economic Research Service. 2016. *How Are Food Security and Insecurity Measured?* http://www.ers.usda.gov/topics/food-nutrition-assistance/food-security-in-the-us/measurement.aspx#measurement. Accessed October 24, 2016.

[73] Hager, E., Quigg, A., Black, M., Coleman, S., Heeren, T., Rose-Jacobs, R., Cook, R., Ettinger de Cuba, S., Casey, P., Chilton, M., Cutts, D., Meyers, A., Frank, D. http://pediatrics.aappublications.org/content/126/1/e26. Accessed October 24, 2016.

mentorship and advising, social support, financial confidence, program climate, and living conditions (Table 8).

Table 8. Potential predictors

Factor	**Survey Questions** **(see Appendix C)**
Living Conditions	26-28
Financial Confidence	35-37
Program Climate	65-70
Mentorship and Advising	47-48, 50-62
Social Support	101-112
Career Prospects	40
Overall Health	33
Academic Progress	38
Academic Preparation	39
Skipped Meals	93
Sleep Hours	31

Secondly, we built two sets of regression models to identify statistically significant predictors of life satisfaction and depression, respectively (Tables 9 and 10). These models looked at students overall and within each level and each discipline. The overall models for life satisfaction and depression included about three-quarters (74%, n=3,976) of survey respondents, excluding those who reported not having an advisor and others where data was missing for one or more factor.

Table 9. Statistics from regression models on factors predicting life satisfaction and depression by discipline

	Overall	Humanities	Professional	STEM	Social Sciences
Life Satisfaction					
Mentorship and Advising	0.42 ***	0.04	-0.04	0.79 ***	0.48
Social Support	1.09 ***	1.29 ***	1.18 ***	1.00 ***	1.15 ***
Program Climate	0.71 ***	0.67 *	0.64 **	0.66 ***	0.75 **
Financial Confidence	1.11 ***	1.51 ***	1.43 ***	0.82 ***	1.31 ***
Living Conditions	0.85 ***	1.40 ***	0.46 *	0.69 ***	0.55 *
Overall Health	1.32 ***	1.23 ***	1.35 ***	1.39 ***	1.25 ***
Academic Preparation	0.42 ***	0.56 **	0.29	0.39 ***	0.43 *
Academic Progress	0.40 ***	0.16	0.27	0.57 ***	0.36 *
Sleep Hours	0.24 ***	-0.01	0.21	0.27 *	0.77 ***
Career Prospects	0.73 ***	0.79 ***	0.84 ***	0.64 ***	0.80 ***
Skipped Meals	0.35 ***	0.09	0.43 *	0.22	0.62 **
Number of Observations	*3,976*	*632*	*912*	*1,581*	*655*
R-Square	*0.48*	*0.54*	*0.41*	*0.47*	*0.51*
Adjusted R-Square	*0.48*	*0.53*	*0.40*	*0.47*	*0.50*
Depression					
Mentorship and Advising	-0.15	0.83	0.31	-0.75 *	-0.18
Social Support	-1.86 ***	-2.54 ***	-2.18 ***	-1.21 ***	-2.73 ***
Program Climate	-0.55 **	-0.12	-0.89 *	-1.05 **	0.44
Financial Confidence	-0.45 *	-0.21	-0.72	-0.23	-0.40
Living Conditions	0.27	0.14	0.91 *	0.77 *	-0.34
Overall Health	-3.92 ***	-4.13 ***	-3.90 ***	-3.60 ***	-3.81 ***
Academic Preparation	-1.31 ***	-2.01 ***	-0.67 *	-1.08 ***	-1.84 ***
Academic Progress	0.30 *	0.99 **	0.38	0.08	-0.06
Sleep Hours	-1.12 ***	-0.90 ***	-1.14 ***	-1.15 ***	-1.41 ***
Career Prospects	-1.06 ***	-1.23 ***	-1.12 ***	-1.06 ***	-0.67 **
Skipped Meals	1.16 ***	1.85 ***	0.82 *	1.65 ***	0.24
Number of Observations	*3,859*	*617*	*876*	*1,537*	*638*
R-Square	*0.40*	*0.46*	*0.40*	*0.36*	*0.45*
Adjusted R-Square	*0.40*	*0.45*	*0.39*	*0.36*	*0.44*

*Notes: *p<0.05; **P<0.01; ***p<.001*

Table 10. Statistics from regression models on factors predicting life satisfaction and depression by student level

	Overall	Masters	Doctoral	Doctoral (no	Professional
Life Satisfaction					
Mentorship and Advising	0.42 ***	-0.01	0.51 ***	0.77 ***	-0.22
Social Support	1.09 ***	1.35 ***	1.19 ***	0.90 ***	1.13 ***
Program Climate	0.71 ***	1.64 ***	0.52 **	0.68 ***	0.78 **
Financial Confidence	1.11 ***	1.27 ***	0.90 ***	1.24 ***	1.20 ***
Living Conditions	0.85 ***	0.71 *	0.84 ***	1.08 ***	0.76 **
Overall Health	1.32 ***	1.41 ***	1.33 ***	1.31 ***	1.28 ***
Academic Preparation	0.42 ***	0.44	0.38 **	0.51 ***	0.15
Academic Progress	0.40 ***	-0.19	0.58 ***	0.36 **	0.40 *
Sleep Hours	0.24 ***	0.13	0.27 **	0.19	0.33 *
Career Prospects	0.73 ***	0.25	0.73 ***	0.76 ***	1.01 ***
Skipped Meals	0.35 ***	0.15	0.29 *	0.36 *	0.44 *
Number of Observations	*3,976*	*391*	*1,591*	*1,207*	*742*
R-Square	*0.48*	*0.47*	*0.48*	*0.50*	*0.42*
Adjusted R-Square	*0.48*	*0.45*	*0.48*	*0.49*	*0.41*
Depression					
Mentorship and Advising	-0.15	0.49	-0.51	-0.46	0.18
Social Support	-1.86 ***	-2.99 ***	-2.23 ***	-1.26 ***	-1.42 ***
Program Climate	-0.55 **	-1.32	-0.08	-0.57	-1.01 *
Financial Confidence	-0.45 *	-0.37	-0.34	-0.01	-1.22 **
Living Conditions	0.27	0.59	0.42	-0.06	0.01
Overall Health	-3.92 ***	-3.77 ***	-4.20 ***	-3.70 ***	-3.85 ***
Academic Preparation	-1.31 ***	-1.32 **	-1.44 ***	-1.22 ***	-0.66
Academic Progress	0.30 *	0.37	0.47 *	0.07	0.53
Sleep Hours	-1.12 ***	-0.41	-1.34 ***	-1.33 ***	-0.93 **
Career Prospects	-1.06 ***	-0.53	-1.23 ***	-0.87 ***	-1.31 ***
Skipped Meals	1.16 ***	2.44 ***	0.89 **	1.22 ***	0.71
Number of Observations	*3,859*	*380*	*1,561*	*1,165*	*712*
R-Square	*0.40*	*0.43*	*0.42*	*0.36*	*0.42*
Adjusted R-Square	*0.40*	*0.42*	*0.42*	*0.36*	*0.41*

*Notes: *p<0.05; **P<0.01; ***p<.001*

Appendix B: Data Tables

Appendix B1: Major Findings - Life Satisfaction and Depression

	Life Satisfaction					Depression symptoms				
	# Total	General satisfaction		High satisfaction		# Total	General depression		Severe depression	
	Respondents	#	%	#	%	Respondents	#	%	#	%
Degree level										
Overall	5,309	3,873	73%	1,119	21%	5,126	1,782	35%	715	14%
Academic Masters	622	470	76%	136	22%	603	209	35%	86	14%
Academic Doctoral(no candidacy)	1,977	1,416	72%	378	19%	1,917	749	39%	315	16%
Academic Doctoral(candidacy)	1,325	884	67%	246	19%	1,273	466	37%	178	14%
Graduate Professional	1,327	1,062	80%	349	26%	1,277	340	27%	127	10%
Unknown/Missing	58	41	71%	10	17%	56	18	32%	9	16%
Discipline										
Overall	5,309	3,873	73%	1,119	21%	5,126	1,782	35%	715	14%
Humanities	770	502	65%	136	18%	744	315	42%	147	20%
Professional Fields	1,555	1,235	79%	404	26%	1,497	425	28%	155	10%
STEM	2,016	1,462	73%	380	19%	1,953	649	33%	252	13%
Social Science	813	565	69%	174	21%	783	333	43%	135	17%
Multi/Other	155	109	70%	25	16%	149	60	40%	26	17%
Ethnicity										
Overall	5,309	3,873	73%	1,119	21%	5,126	1,782	35%	715	14%
African American	269	198	74%	50	19%	261	99	38%	39	15%
American Indian	80	55	69%	19	24%	79	29	37%	14	18%
Asian	975	704	72%	194	20%	951	337	35%	146	15%
Hispanic/Latino(a)	701	503	72%	166	24%	680	273	40%	115	17%
White	1,689	1,238	73%	375	22%	1,628	585	36%	239	15%
International	1,249	920	74%	251	20%	1,197	329	27%	117	10%
Other/Unknown	346	255	74%	64	18%	330	130	39%	45	14%
Gender ilentity										
Overall	5,210	3,797	73%	1,097	21%	5,036	1,759	35%	703	14%
Male	2,309	1,696	73%	479	21%	2,219	717	32%	262	12%
Female	2,805	2,041	73%	599	21%	2,728	993	36%	414	15%
Trans male/Trans man	17	--	--	--	--	17	--	--	--	--
Trans female/Trans woman	6	--	--	--	--	7	--	--	--	--
Genderqueer/Gender non-conforming	51	32	63%	14	27%	46	23	50%	13	28%
Different identity	22	--	--	--	--	19	--	--	--	--
LGBTQ Status										
Overall	5,218	3,802	73%	1,098	21%	5,043	1,760	35%	704	14%
LGBTQ	621	427	69%	104	17%	596	289	48%	136	23%
Non-LGBTQ	4,597	3,375	73%	994	22%	4,447	1,471	33%	568	13%

Notes: Respondents who have a total score of equal to or above 20 to the five-scale life satisfaction question are defined as satisfied with their life and equal to or above 30 as highly satisfied. Only those who answered all of the 5 questions are included. Those who have a total score of equal to or above 16 to the 20 CESD-R questions are defined as having at least mild symptoms of depression. Those with a total score of equal to or above 28 have more severe symptoms. The response coding of CESD-R is: Not at all or less than one day=0; 1-2 days=1; 3-4 days=2; 5-7 days=3; nearly every day for two weeks=3. Only those who answered all of the 20 questions are included. The number of trans male, trans female and different identity is below 30, so we do not show their numbers by response categories.

Appendix B2: Major Findings – Mentorship and Advising

I'm satisfied with the mentorship and advising I receive in my program.							
	# Total Respondents	Disagree		Neutral		Agree	
		#	%	#	%	#	%
Degree level							
Overall	5,275	1,204	23%	473	9%	3,598	68%
Academic Masters	616	140	23%	83	13%	393	64%
Academic Doctoral(no candidacy)	1,978	390	20%	150	8%	1,438	73%
Academic Doctoral(candidacy)	1,327	376	28%	90	7%	861	65%
Graduate Professional	1,296	281	22%	144	11%	871	67%
Unknown/Missing	58	17	29%	6	10%	35	60%
Discipline							
Overall	5,275	1,204	23%	473	9%	3,598	68%
Humanities	775	203	26%	56	7%	516	67%
Professional Fields	1,525	333	22%	153	10%	1,039	68%
STEM	2,008	434	22%	176	9%	1,398	70%
Social Science	813	195	24%	77	9%	541	67%
Multi/Other	154	39	25%	11	7%	104	68%
Ethnicity							
Overall	5,275	1,204	23%	473	9%	3,598	68%
African American	270	89	33%	13	5%	168	62%
American Indian	79	12	15%	3	4%	64	81%
Asian	975	206	21%	98	10%	671	69%
Hispanic/Latino(a)	701	178	25%	65	9%	458	65%
White	1,674	429	26%	128	8%	1,117	67%
International	1,235	209	17%	129	10%	897	73%
Other/Unknown	341	81	24%	37	11%	223	65%
Gender iIentity							
Overall	5,183	1,188	23%	458	9%	3,537	68%
Male	2,285	467	20%	226	10%	1,592	70%
Female	2,800	694	25%	220	8%	1,886	67%
Trans male/Trans man	17	--	--	--	--	--	--
Trans female/Trans woman	8	--	--	--	--	--	--
Genderqueer/Gender non-conforming	51	14	27%	7	14%	30	59%
Different identity	22	--	--	--	--	--	--
LGBTQ Status							
Overall	5,191	1,190	23%	458	9%	3,543	68%
LGBTQ	620	165	27%	56	9%	399	64%
Non-LGBTQ	4,571	1,025	22%	402	9%	3,144	69%

Advisor is supportive (academic doctoral students only)							
	# Total Respondents	Disagree		Neutral		Agree	
		#	%	#	%	#	%
Degree level							
Overall	3,102	316	10%	464	15%	2,322	75%
Academic Masters	--	--	--	--	--	--	--
Academic Doctoral(no candidacy)	1,804	144	8%	250	14%	1,410	78%
Academic Doctoral(candidacy)	1,298	172	13%	214	16%	912	70%
Graduate Professional	--	--	--	--	--	--	--
Unknown/Missing	--	--	--	--	--	--	--
Discipline							
Overall	3,102	316	10%	464	15%	2,322	75%
Humanities	595	61	10%	84	14%	450	76%
Professional Fields	290	27	9%	43	15%	220	76%
STEM	1,474	145	10%	228	15%	1,101	75%
Social Science	662	72	11%	101	15%	489	74%
Multi/Other	81	8	10%	10	12%	63	78%
Ethnicity							
Overall	3,102	316	10%	464	15%	2,322	75%
African American	169	25	15%	24	14%	120	71%
American Indian	49	3	6%	5	10%	41	84%
Asian	501	46	9%	73	15%	382	76%
Hispanic/Latino(a)	440	47	11%	64	15%	329	75%
White	1,084	129	12%	172	16%	783	72%
International	705	47	7%	104	15%	554	79%
Other/Unknown	154	19	12%	22	14%	113	73%
Gender iIentity							
Overall	3,070	314	10%	458	15%	2,298	75%
Male	1,379	114	8%	186	13%	1,079	78%
Female	1,621	189	12%	261	16%	1,171	72%
Trans male/Trans man	11	--	--	--	--	--	--
Trans female/Trans woman	5	--	--	--	--	--	--
Genderqueer/Gender non-conforming	38	7	18%	5	13%	26	68%
Different identity	16	--	--	--	--	--	--
LGBTQ Status							
Overall	3,073	315	10%	458	15%	2,300	75%
LGBTQ	409	43	11%	54	13%	312	76%
Non-LGBTQ	2,664	272	10%	404	15%	1,988	75%

Appendix B3: Major Findings – Food Insecurity

	Food Insecurity		
	# Total Respondents	#	%
Degree level			
Overall	5,281	1,514	29%
Academic Masters	622	205	33%
Academic Doctoral(no candidacy)	1,965	624	32%
Academic Doctoral(candidacy)	1,323	361	27%
Graduate Professional	1,314	307	23%
Unknown/Missing	57	17	30%
Discipline			
Overall	5,281	1,514	29%
Humanities	776	331	43%
Professional Fields	1,541	388	25%
STEM	2,009	450	22%
Social Science	802	288	36%
Multi/Other	153	57	37%
Ethnicity			
Overall	5,281	1,514	29%
African American	268	117	44%
American Indian	80	30	38%
Asian	973	250	26%
Hispanic/Latino(a)	704	287	41%
White	1,671	409	24%
International	1,240	333	27%
Other/Unknown	345	88	26%
Gender iIentity			
Overall	5,214	1,487	29%
Male	2,311	622	27%
Female	2,807	820	29%
Trans male/Trans man	17	--	--
Trans female/Trans woman	8	--	--
Genderqueer/Gender non-conforming	50	23	46%
Different identity	21	--	--
LGBTQ Status			
Overall	5,221	1,490	29%
LGBTQ	620	241	39%
Non-LGBTQ	4,601	1,249	27%

Appendix B4: Major Findings – Financial Confidence

Graduate Well Being Survey Major Findings - Financial Confidence							
I'm confident about my financial situation.							
	# Total Respondents	Disagree		Neutrual		Agree	
		#	%	#	%	#	%
Degree level							
Overall	5,340	2,300	43%	497	9%	2,543	48%
Academic Masters	630	237	38%	83	13%	310	49%
Academic Doctoral(no candidacy)	1,993	859	43%	179	9%	955	48%
Academic Doctoral(candidacy)	1,327	688	52%	92	7%	547	41%
Graduate Professional	1,332	488	37%	140	11%	704	53%
Unknown/Missing	58	28	48%	3	5%	27	47%
Discipline							
Overall	5,340	2,300	43%	497	9%	2,543	48%
Humanities	779	464	60%	62	8%	253	32%
Professional Fields	1,561	615	39%	159	10%	787	50%
STEM	2,027	730	36%	204	10%	1,093	54%
Social Science	818	406	50%	62	8%	350	43%
Multi/Other	155	85	55%	10	6%	60	39%
Ethnicity							
Overall	5,340	2,300	43%	497	9%	2,543	48%
African American	274	144	53%	27	10%	103	38%
American Indian	81	43	53%	7	9%	31	38%
Asian	982	397	40%	108	11%	477	49%
Hispanic/Latino(a)	708	359	51%	59	8%	290	41%
White	1,692	762	45%	129	8%	801	47%
International	1,258	447	36%	137	11%	674	54%
Other/Unknown	345	148	43%	30	9%	167	48%
Gender ilentity							
Overall	5,244	2,260	43%	486	9%	2,498	48%
Male	2,320	897	39%	235	10%	1,188	51%
Female	2,826	1,311	46%	242	45%	1,273	9%
Trans male/Trans man	17	--	--	--	--	--	--
Trans female/Trans woman	8	--	--	--	--	--	--
Genderqueer/Gender non-conforming	51	29	57%	6	12%	16	31%
Different identity	22	--	--	--	--	--	--
LGBTQ Status							
Overall	5,252	2,265	43%	486	9%	2,501	48%
LGBTQ	624	340	54%	52	8%	232	37%
Non-LGBTQ	4,628	1,925	42%	434	9%	2,269	49%

Graduate Well Being Survey Major Findings - Financial Confidence

I can get by financially without having to cut back on too many of the things that are important to me

	# Total Respondents	Disagree		Neutral		Agree	
		#	%	#	%	#	%
Degree level							
Overall	5,338	1,936	36%	491	9%	2,911	55%
Academic Masters	630	191	30%	84	13%	355	56%
Academic Doctoral(no candidacy)	1,992	742	37%	170	9%	1,080	54%
Academic Doctoral(candidacy)	1,326	569	43%	104	8%	653	49%
Graduate Professional	1,332	410	31%	129	10%	793	60%
Unknown/Missing	58	24	41%	4	7%	30	52%
Discipline							
Overall	5,338	1,936	36%	491	9%	2,911	55%
Humanities	780	400	51%	64	8%	316	41%
Professional Fields	1,561	512	33%	142	9%	907	58%
STEM	2,025	584	29%	209	10%	1,232	61%
Social Science	817	366	45%	64	8%	387	47%
Multi/Other	155	74	48%	12	8%	69	45%
Ethnicity							
Overall	5,338	1,936	36%	491	9%	2,911	55%
African American	274	117	43%	31	11%	126	46%
American Indian	81	36	44%	5	6%	40	49%
Asian	982	314	32%	94	10%	574	58%
Hispanic/Latino(a)	708	317	45%	59	8%	332	47%
White	1,693	642	38%	121	7%	930	55%
International	1,256	375	30%	154	12%	727	58%
Other/Unknown	344	135	39%	27	8%	182	53%
Gender ilentity							
Overall	5,243	1,902	36%	478	9%	2,863	55%
Male	2,320	755	33%	239	10%	1,326	57%
Female	2,825	1,100	39%	230	8%	1,495	53%
Trans male/Trans man	17	--	--	--	--	--	--
Trans female/Trans woman	8	--	--	--	--	--	--
Genderqueer/Gender non-conforming	51	29	57%	4	8%	18	35%
Different identity	22	--	--	--	--	--	--
LGBTQ Status							
Overall	5,251	1,904	36%	479	9%	2,868	55%
LGBTQ	624	281	45%	58	9%	285	46%
Non-LGBTQ	4,627	1,623	35%	421	9%	2,583	56%

Graduate Well Being Survey Major Findings - Financial Confidence

I've been concerned about money lately

	# Total Respondents	Disagree		Neutrual		Agree	
		#	%	#	%	#	%
Degree level							
Overall	5,337	1,349	25%	495	9%	3,493	65%
Academic Masters	630	167	27%	69	11%	394	63%
Academic Doctoral(no candidacy)	1,993	541	27%	185	9%	1,267	64%
Academic Doctoral(candidacy)	1,327	312	24%	102	8%	913	69%
Graduate Professional	1,330	310	23%	136	10%	884	66%
Unknown/Missing	57	19	33%	3	5%	35	61%
Discipline							
Overall	5,337	1,349	25%	495	9%	3,493	65%
Humanities	780	132	17%	56	7%	592	76%
Professional Fields	1,559	359	23%	149	10%	1,051	67%
STEM	2,027	613	30%	230	11%	1,184	58%
Social Science	817	198	24%	50	6%	569	70%
Multi/Other	154	47	31%	10	6%	97	63%
Ethnicity							
Overall	5,337	1,349	25%	495	9%	3,493	65%
African American	274	57	21%	20	7%	197	72%
American Indian	81	16	20%	4	5%	61	75%
Asian	982	251	26%	115	12%	616	63%
Hispanic/Latino(a)	708	164	23%	57	8%	487	69%
White	1,692	394	23%	120	7%	1,178	70%
International	1,256	394	31%	149	12%	713	57%
Other/Unknown	344	73	21%	30	9%	241	70%
Gender ilentity							
Overall	5,242	1,320	25%	479	9%	3,443	66%
Male	2,320	648	28%	244	11%	1,428	62%
Female	2,825	653	23%	227	8%	1,945	69%
Trans male/Trans man	17	--	--	--	--	--	--
Trans female/Trans woman	8	--	--	--	--	--	--
Genderqueer/Gender non-conforming	51	9	18%	1	2%	41	80%
Different identity	21	--	--	--	--	--	--
LGBTQ Status							
Overall	5,250	1,324	25%	478	9%	3,447	66%
LGBTQ	624	130	21%	45	7%	449	72%
Non-LGBTQ	4,626	1,194	26%	433	9%	2,998	65%

Appendix B5: Major Findings – Career Prospects

Graduate Well Being Survey Major Findings - Career Prospects							
I'm upbeat about my post-graduation career prospects.							
	# Total Respondents	Disagree		Neutral		Agree	
		#	%	#	%	#	%
Degree level							
Overall	5,330	1,596	30%	911	17%	2,823	53%
Academic Masters	630	147	23%	131	21%	352	56%
Academic Doctoral(no candidacy)	1,989	657	33%	421	21%	911	46%
Academic Doctoral(candidacy)	1,325	553	42%	198	15%	574	43%
Graduate Professional	1,328	213	16%	154	12%	961	72%
Unknown/Missing	58	26	45%	7	12%	25	43%
Discipline							
Overall	5,330	1,596	30%	911	17%	2,823	53%
Humanities	778	414	53%	125	16%	239	31%
Professional Fields	1,557	277	18%	199	13%	1,081	69%
STEM	2,024	509	25%	425	21%	1,090	54%
Social Science	817	333	41%	137	17%	347	42%
Multi/Other	154	63	41%	25	16%	66	43%
Ethnicity							
Overall	5,330	1,596	30%	911	17%	2,823	53%
African American	273	70	26%	47	17%	156	57%
American Indian	80	24	30%	13	16%	43	54%
Asian	981	308	31%	173	18%	500	51%
Hispanic/Latino(a)	707	233	33%	118	17%	356	50%
White	1,692	551	33%	235	14%	906	54%
International	1,253	298	24%	287	23%	668	53%
Other/Unknown	344	112	33%	38	11%	194	56%
Gender ilentity							
Overall	5,237	1,582	30%	892	17%	2,763	53%
Male	2,320	622	27%	412	18%	1,286	55%
Female	2,819	918	33%	464	16%	1,437	51%
Trans male/Trans man	17	--	--	--	--	--	--
Trans female/Trans woman	8	--	--	--	--	--	--
Genderqueer/Gender non-conforming	51	21	41%	7	14%	23	45%
Different identity	22	--	--	--	--	--	--
LGBTQ Status							
Overall	5,243	1,582	30%	893	17%	2,768	53%
LGBTQ	621	236	38%	95	15%	290	47%
Non-LGBTQ	4,622	1,346	29%	798	17%	2,478	54%

Appendix B6: Major Findings – Population Estimates

Well-Being Measure	Estimated Number in Population
Generally satisfied with life	34,831
Reported depression symptoms	15,618
Dissatisfied with advising	10,578
Financially confident	23,860
Get by financially without cutting	26,972
Concerned about finances	30,305
Food insecure	11,992
Upbeat about career prospects	26,517
ALL STUDENTS ENROLLED WINTER/SPRING 2016	**47,288**

Appendix C: Instrument

Graduate Student Well-Being Survey (Winter/Spring 2016)

This survey is part of a research initiative on graduate student well-being and happiness, led by the Graduate Divisions and the Graduate Student Associations of the University of California.

Thank you for your time and your participation in this research.

Your answers will be treated with the strictest privacy and confidentiality. Information gathered in this survey will be reported in the aggregate only, and you will never be identified individually in any results – ever. Though some questions are of a sensitive nature, please answer them as honestly as you can and to the best of your ability. If you have questions at any time, please contact xxxx. The survey should take about 15-20 minutes to complete.

Please click the button below to continue. If you are interrupted while taking the survey, you may return and finish it any time by clicking the link sent to you in your email.

[Part 1 - Satisfaction With Life]

Below are five statements with which you may agree or disagree. Indicate your agreement or disagreement with each item by selecting the appropriate response. Please be open and honest in your responding.

1. In most ways my life is close to my ideal.
2. The conditions of my life are excellent.
3. I am satisfied with life.
4. So far I have gotten the important things I want in life.
5. If I could live my life over, I would change almost nothing.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

---

[Part 2 - Depression (CESD-R)]

Below is a list of some of the ways you may have felt or behaved. For each statement, please indicate how often you have felt this way recently by selecting the option you most agree with.

6. My appetite was poor.
7. I could not shake off the blues.
8. I had trouble keeping my mind on what I was doing.
9. I felt depressed.
10. My sleep was restless.
11. I felt sad.
12. I could not get going.
13. Nothing made me happy.
14. I felt like a bad person.
15. I lost interest in my usual activities.

16. I slept much more than usual.
17. I felt like I was moving too slowly.
18. I felt fidgety.
19. I wished I were dead.
20. I wanted to hurt myself.
21. I was tired all the time.
22. I did not like myself.
23. I lost a lot of weight without trying to.
24. I had a lot of trouble getting to sleep.
25. I could not focus on the important things.

Not at all or less than 1 day last week, One or two days last week, Three to four days last week, Five to seven days last week, Nearly every day for two weeks

---

[Part 3 - Satisfying Basic Human Needs]

Below are statements with which you may agree or disagree. Indicate your agreement or disagreement with each item by selecting the appropriate response.

26. Where I live, I feel safe.
27. Where I live, I'm satisfied with my living conditions.
28. My housing situation has weighed on me lately. (REVERSED)
29. On campus, I feel safe.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

30. Over the past two weeks, I've been able to get enough sleep at night to feel fully alert and well rested during the day.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

31. About how many hours of sleep were you able to get each night over the past two weeks, on average? (Enter an estimate in decimal form)

Text field [Place the word 'hours' next to the text field]

32. Over the past two weeks, would you say that you've gone to bed and woken up at consistent times every day, or that it has varied? (REVERSED)

Consistent times, It has varied a little, It has varied some, It has varied a lot

33. How has your overall health been this term?

Very Poor, Poor, Fair, Good, Very Good

34. Have you been sick or ill this term? (REVERSED)

Yes, No

Below are statements with which you may agree or disagree. Indicate your agreement or disagreement with each item by selecting the appropriate response.

35. I'm confident about my financial situation.
36. I can get by financially without having to cut back on too many of the things that are important to me.
37. I've been concerned about money lately. (REVERSED)

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

---

[Part 4 - Succeeding Academically]

I'm…

38. On track to complete my degree program on time.
39. Well prepared for the work required to complete my program.
40. Upbeat about my post-graduation career prospects.
41. Not very engaged by my day-to-day work. (REVERSED)

42. I have the space and the resources I need in the university to succeed academically.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

---

My academic work...

43. is meaningful and inspires me.
44. stretches and challenges me intellectually.

45. I feel well-prepared by the methods training I've received in my program.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

46. This term, my academic work involves a high degree of collaboration.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

---

I'm…

47. Satisfied with the mentorship and advising I receive in my program.
48. Satisfied with the career support I receive in my program.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

---

49. Do you have an advisor?

Yes, No

(If yes) My academic advisor…
50. is a real mentor to me.
51. doesn't really advocate for me. (REVERSED)
52. allows me to set my own priorities.
53. provides advice and resources in support of my goals and ambitions.
54. helps me find other mentors and sponsors.
55. seems genuinely interested in my personal well-being.
56. is aware of and supportive of my financial well-being.
57. is actively involved in my academic training.
58. is open to outside opportunities such as internships, mentoring and training.
59. is an asset to my career and professional development.
60. impedes my career development. (REVERSED)

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

---

(If yes) My academic advisor…
61. shares knowledgeable information about career opportunities within academia.
62. shares knowledgeable information about career opportunities outside of academia.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

63. (if have an advisor) Thinking back to last term, how often did you and your academic advisor devote time specifically to discussing your academic or professional situation (For example, your academic or professional goals, your classes, exams, degree progress or career)?

0 times, 1 time, 2 times, 3-4 times, 5-6 times, More than 6 times

64. When I graduate, I plan to seek employment…

Within academia, Outside of academia, Both

[Part 5 - Climate & Belonging]

Below are statements with which you may agree or disagree. Indicate your agreement or disagreement with each item by selecting the appropriate response.

In my graduate program, I feel valued and included by…
65. my peers
66. the faculty
67. the administration and staff

In my graduate program, my culture is valued and respected by…

68. my peers
69. the faculty
70. the administration and staff

71. My graduate program keeps hassles and administrative paperwork to a minimum, freeing me to focus on my academic work.

There is...
72. a strong sense of community in my graduate program.
73. a strong sense of community among graduate students in the university.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

74. My graduate program is hostile toward students and the concerns they raise. (REVERSED)
75. The university is hostile toward students and the concerns they raise. (REVERSED)

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

76. Over the past twelve months, have you been on the receiving end of a significant instance of bias, discrimination or harassment by someone in your graduate program? (REVERSED)

Yes, by another student; Yes, by a faculty member; Yes, by a member of the administration or staff; Yes, by more than one of these; No; Unsure

---

[Part 6 - Well-Being Maintenance]

I know where to get help on campus if I have a…
77. Health or medical need.
78. Counseling, psychological or other mental health need.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable (Services are not available on campus)

79. Have you received mental health care, such as seeing a counselor or psychiatrist, over the past twelve months?

Yes, on campus; Yes, off campus; No

80. If yes, how satisfied are you with the care you received?

Very Dissatisfied, Dissatisfied, Slightly Dissatisfied, Neither Dissatisfied nor Satisfied, Slightly Satisfied, Satisfied, Very Satisfied, Not Applicable

81. What percentage of graduate students do you think have received mental health care, such as seeing a counselor or psychiatrist, over the past twelve months?

Text field [Place the symbol '%' next to the text field]

82. Is there anything, large or small, that the university could do to make it easier for you to access health or mental health care? If so, explain briefly.

Paragraph text field

About how many days in the past week did you…

83. Do a workout or over 20 minutes of exercise
84. Hang out with friends or participate in a social grouping or activity
85. Work on a hobby, skill or talent for personal enrichment
86. Eat plenty of fresh fruits and vegetables
87. Skip one or more meals (REVERSED)
88. Drink alcohol
89. Use cannabis
90. Use tobacco

0 days, 1 day, …, 7 days

91. The food environment on campus encourages the consumption of healthy rather than unhealthy foods.

92. During the past year, I've been able to purchase the food I need to meet my nutritional needs.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree

93. During the past year, how frequently have you skipped or cut the size of meals because there wasn't enough money for food?

Never, Rarely, Occasionally, Somewhat often, Often, Very often

For the following statements, please say whether the statement was often true, sometimes true, or never true for you in the past year.

94. I was worried whether my food would run out before I got money to buy more.
95. The food that I bought just didn't last, and I didn't have money to get more.

Never true, Sometimes true, Often true

96. Would you say that you are religious or spiritual?

Not religious/spiritual, A little bit religious/spiritual, Religious/spiritual, Very religious/spiritual

97. What are some of the things you do on a regular basis to maintain your well-being? Is there anything you'd particularly recommend to other graduate students? A brief answer is fine.

Paragraph text field

If you're a parent or caregiver…

98. I'm able to balance my work and family commitments.
99. My family feels supported in this community.

If you're a doctoral student…

100. I'm confident I'll have adequate funds to complete my dissertation research.

Strongly Disagree, Disagree, Slightly Disagree, Neither Agree nor Disagree, Slightly Agree, Agree, Strongly Agree, Not Applicable

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[Part 7 - Social Support (ISEL-12)]

Below is a list of statements each of which may or may not be true about you. Please indicate the extent to which each statement is true about you or not.

101. If I wanted to go on a trip for a day (for example, to the country or mountains), I would have a hard time finding someone to go with me. (REVERSED)
102. I feel that there is no one I can share my most private worries and fears with. (REVERSED)
103. If I were sick, I could easily find someone to help me with my daily chores.
104. There is someone I can turn to for advice about handling problems with my family.
105. If I decide one afternoon that I would like to go to a movie that evening, I could easily find someone to go with me.
106. When I need suggestions on how to deal with a personal problem, I know someone I can turn to.
107. I don't often get invited to do things with others. (REVERSED)
108. If I had to go out of town for a few weeks, it would be difficult to find someone who would look after my house or apartment (the plants, pets, garden, etc.). (REVERSED)
109. If I wanted to have lunch with someone, I could easily find someone to join me.
110. If I was stranded 10 miles from home, there is someone I could call who could come and get me.
111. If a family crisis arose, it would be difficult to find someone who could give me good advice about how to handle it. (REVERSED)
112. If I needed some help in moving to a new house or apartment, I would have a hard time finding someone to help me. (REVERSED)

Definitely false, Probably false, Probably true, Definitely true

---

[Part 8 - Growth Mindset (Dweck)]

Below are some questions designed to investigate your ideas about intelligence. There are no right or wrong answers. Please indicate the extent to which you agree or disagree with each of the following statements.

113. You have a certain amount of intelligence, and you can't really do much to change it. (REVERSED)
114. Your intelligence is something about you that you can't change very much. (REVERSED)

115. You can learn new things, but you can't really change your basic intelligence. (REVERSED)

Strongly Agree, Agree, Mostly Agree, Mostly Disagree, Disagree, Strongly Disagree

---

[Part 9 - Satisfying Basic Human Needs - Additional Items]

Thank you for your time and effort up to this point. We'd like to ask you some additional questions about your housing and financial situation before we end with demographic questions. In cases where an exact figure isn't readily available, an estimate is fine.

116. Other than spouses/partners or dependents, how many roommates do you live with? (Select "0" if you live alone or with only spouses/partners/dependents.)

0 roommates, 1 roommate, …, 5 roommates, More than 5 roommates

117. About how many days a week do you commute to campus this term?

0 days, 1 day, 2 days, …, 7 days

118. How long is your commute, on average? (Enter time in minutes)

Text field [Place the word 'minutes' next to the text field]

119. What is your primary method of commuting to campus?

Walking; Bicycle; Campus bus; City bus; Subway or other train; Carpool or vanpool; Drive alone; Motorcycle, scooter or moped; Rollerblade, skateboard, skate or scooter; Mobility scooter, powered wheelchair or wheelchair; Other (Please specify)

About how much debt (in dollars) do you currently have in <u>loans</u> from…

120. Your current graduate degree program
121. Previous degree programs, including your undergraduate degree

Text field [Place the symbol '$' in front of the text field]

122. About how much credit card debt do you currently have? (Enter an amount in dollars)

Text field [Place the symbol '$' in front of the text field]

123. What is your average monthly personal income <u>this term</u>, after taxes? Include student employment, fellowships and other stipends. (Enter an amount in dollars)

Text field [Place the symbol '$' in front of the text field]

124. What is your monthly rent or mortgage payment? (Enter an amount in dollars)

Text field [Place the symbol '$' in front of the text field]

125. Do you receive financial support from your parents or other relatives (non-partners)?

Very little or no financial support, A little financial support, Some financial support, A great deal of financial support, Complete financial support

126. Are you employed in a paid position this term? (Check all that apply.)

Graduate student instructor or teaching assistant, Graduate student researcher or research assistant, Other classroom assistant, Other campus employment, Off-campus employment, Not employed

127. About how many hours per week do you work in paid employment on or off campus this term?

Text field [Place the word 'hours' next to the text field

128. Since attending this university, have you ever been homeless for any of the following lengths of time (check all that apply)? (Homeless means not having stable or reliable housing, 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 the Fall-Spring academic year; Yes, during Summer when taking classes; Yes, during Summer when not taking classes; Yes, during Winter break

129. Are you currently receiving any government assistance such as food stamps?

Yes, No

[Part 10 - Demographic & Open Response Questions]

130. How do you describe yourself?

Male, Female, Trans male/Trans man, Trans female/Trans woman, Genderqueer/Gender non-conforming, Different identity (Please specify)

131. What sex were you assigned at birth, such as on an original birth certificate?

Male, Female

132. A person's appearance style, dress, or mannerisms (such as the way they walk or talk) may affect the way people think of them. On average, how do you think other people at school would describe your appearance, style, dress, or mannerisms?

Mostly feminine, Somewhat feminine, Equally feminine and masculine, Somewhat masculine, Mostly masculine

133. Do you consider yourself to be…

Heterosexual or straight, Gay or lesbian, Bisexual, Not listed above (Please specify)

134. If you identify as lesbian, gay, bisexual or transgender, do you feel comfortable being identified as LGBT or "out" in your graduate program?

Yes, No, Not Applicable

135. Are you married or in a domestic partnership?
136. Are you a parent?
137. Are you a caregiver?
138. Are you a U.S. citizen or permanent resident?
139. Have you ever served in the military?
140. Are you the first person in your immediate family to attend graduate school?

Yes, No

141. What is your ultimate degree objective in your current program?

Academic doctorate, Professional doctorate, Academic masters's, Professional master's

142. Are you pursuing a dual degree?

Yes, No

143. If you are a doctoral student, have you advanced to candidacy?

Yes, No, Not Applicable

144. In what city do you currently live?

Text field

145. Do you live in university-provided housing?

Yes, No

We'd like to know whether you have a physical, mental or emotional condition that causes serious difficulty with your daily activities. Please answer yes or no to the following questions.

146. Are you deaf or do you have serious difficulty hearing?
147. Are you blind or do you have serious difficulty seeing even when wearing glasses?
148. Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering, or making decisions?
149. Do you have serious difficulty walking or climbing stairs?
150. Do you have difficulty dressing or bathing?
151. Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor's office or shopping?

Yes, No

152. Of the topics discussed in this survey, which would you most like the university to prioritize with regard to attention and resources? Please indicate your top three priorities, starting with what's most important to you.

First priority: [Dropdown menu]
Second priority: [Dropdown menu]
Third priority: [Dropdown menu]

Mental Health
Health and Fitness
Campus Safety
Off-campus Safety
Food quality or security
Housing
Faculty Advising
Career Development
Academic Progress, Quality or Engagement
Financial Resources/Management (Please explain)_____
Graduate Program Climate and Belonging
Campus Climate and Inclusion
Social Support

153. We'd like to hear from you. If any thoughts or feelings occurred to you while taking this survey that you'd like to share, please take a moment now to do so. We also encourage you to note specific ideas you may have for improving graduate student well-being, particularly with regard to your the priorities you selected on the last page. Write as much or as little as you'd like.

Paragraph text field

154. If you have any feedback or suggestions regarding the survey itself, please let us know here. The feedback you provide will be used to improve future versions of the survey.

Paragraph text field

Click submit below to complete. Thank you very much for your time and participation.
Taking this survey may bring to mind memories or feelings that are uncomfortable or disturbing. If you find yourself in need of support, please know that support services are available to you. For a list of resources, please visit XXX.