Changing Face of Communication Studies: Majority and Underrepresented Minority Millennial Graduate Students’ Reported Quality of Life and Meaningfulness of Work

NCA Grant Preliminary Report

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This preliminary report summarizes the main findings of a project funded by the National Communication Association and is structured with headings as suggested under Reporting Requirements for NCA-Funded Projects per NCA Memo dated March 25, 2011.

Introduction / Goals of Project

The goals of this project were to determine how Communication Studies graduate students throughout the country: (a) make sense of the pressures, dreams, uncertainties, and often-conflicting roles/demands during graduate school, and (b) construct their work as “meaningful” (Cheney, Zorn, Planalp, & Lair, 2008). The project employed surveys and in-depth interviews with graduate students to directly benefit NCA’s strategic plan and suggests concrete ways that departments and schools of Communication Studies nationwide can tailor their programs and policies to better address the needs of the changing face of today’s graduate student population. The report recaps the project goals, describes the development of the project, reports findings, lists the budget narrative, and makes programmatic recommendations.

Methodology / Project’s Development

There were two primary data collection methods for this project, a survey and interview phase. The survey, phase 1, included both open and close-ended questions and was distributed to graduate students across U.S. departments and schools of Communication Studies. The survey instrument incorporated the Work Importance Study (Super & Sverko, 1995), the Meaningfulness scale (May, Gilson, & Harter, 2004; Hackman & Oldham, 1980), and organizational climate scales (Maranto & Griffin, 2011) to address issues such as graduate students’ work/job conditions, life and work priorities/values, institutional responsibilities, and social identities/backgrounds (See Appendix 1). In the survey phase, there were 481 respondents.
(N=429\(^1\): 313 women or 73%, 109 men or 25%, and 7 that identified as other or 2%) in various stages of their graduate studies (N=427\(^1\): 229 masters students or 54% and 197 doctoral students or 46%).

In phase 2, respondents from the first phase were invited to participate in longer one-on-one in-depth interviews (via face-to-face, phone, Skype, or email, depending on respondent convenience) with the researchers (see Appendix 2). The participants involved in the in-depth interview phase consisted of 53 graduate students (36 women or 68% and 17 men or 32%) in various stages of their masters or doctoral programs (33 doctoral students or 62% and 20 masters students or 38%). The graduate students were from all over the United States in a variety of Communication Studies programs.

Participants were recruited using a mixture of convenient, purposive, and snowball sampling methods. Utilizing the web, messages were posted about the research project, with the URL of the online survey, on the listserv of the National Communication Association (CRTNET). Next, email messages were sent to relevant people on the PI and co-investigators' professional networks, asking for their participation in the survey with a request that they then forward it to others who might be interested. Finally, respondents who completed the survey and/or the interviews were asked to refer the project to their contacts who might also be interested in participating. We approached potential participants, both through their personal networks and through CRTNET. Data was recorded in a confidential manner, without keeping record of respondent or university names, so as to prevent subsequent identification.

\(^1\) Respondent numbers are different for questions based on whether respondents elected not to answer particular questions or if respondents could select more than one option for questions.
We conducted phone or Skype interviews over a 6 month period, from July 2012 through January 2013. Each interview varied in length from 20-60 minutes totaling over 30 hours of audio recordings and 618 single-spaced pages of transcription.

**Dissemination of Results / Primary Findings**

Results from the initial survey (phase 1) are being disseminated directly to NCA in this preliminary report. There are additional preliminary themes yet to be explored. A conference paper was also developed from the in-depth interviews and was accepted to the NCA 2013 National Conference in Washington, DC (Conference Paper # 18762). It is anticipated that this data will yield more conference papers and possibly publications.

The findings and recommendations directly affect NCA’s strategic plans to support disciplinary pedagogy and facilitate professional development for communication scholars, educators, and practitioners (NCA, n.d.). It also suggests the importance of enhancing educational programming, creating opportunities for productive discussion among researchers, enhancing resources for developing instructional practice, and improving department-student and faculty-student relations. All of these items are greatly valued by today’s graduate students, which is evidenced by their motivations, career goals, and what they described as meaningful.

When asked why these students decided to come to graduate school, the motivations varied. Top reasons included; wanting a deeper understanding of the Communication field or the love of learning, the need for a career change or more meaningful path, increasing occupational skills, marketability, and access to more opportunities, the desire to teach or become a professor, stress about unemployment or facing a tough job market, achieving a personal goal or lifelong dream, and the ability to earn additional compensation or promotions. Although the motivations to come to graduate school seem to relate directly to what they value or find meaningful, why
they stay is motivated by other factors. These factors include feeling they have no other options or career plans, the belief that they have come too far in their programs to quit, the love of teaching and research, the connection to the faculty and/or program, the challenge, and the investment, both emotionally and financially.

Understanding how and why graduate students select their program may be extremely helpful to faculty and administrators. Considerations for students include funding, faculty, faculty interests in line with that of the student, and the school/program’s reputation or ranking. There are additional reasons that may be surprising: location, accessibility to resources, diversity of student body, spouse or partner already attending the institution, peers, and the overall flexibility of the program to meet student’s individualized needs or goals.

As these students plan their career paths upon graduation from graduate school, they see their trajectories in different ways. Graduate school is seen by many students in the communication field as a way to: 1) advance in industry, 2) gain entry into consulting and training, 3) take a necessary step on the road to the professoriate, in both, research and teaching environments, 4) secure a path to alternate administrative avenues in higher education, and 5) bridge to a career in public service.

First, we look at how graduate students make sense of the pressures, dreams, uncertainties, and often-conflicting roles/ demands during graduate school. Graduate students agreed or strongly agreed that there are definite factors that helped to ease the pressures of graduate school. Those factors include a strong goal or commitment to a timely finish (N=434\(^2\); 309 students or 73\%), a committed support network that includes spouses/partners, family and friends (N=426\(^1\); 298 students or 70\%), and a helpful and active advisor (N=425\(^1\); 293 students

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\(^1\) Respondent numbers are different for questions based on whether respondents elected not to answer particular questions or if respondents could select more than one option for questions.
or 69%), as seen in Table 1. Additionally, graduate students found other factors less helpful in easing everyday pressures. Students disagreed or strongly disagreed that prior research experience before entering their program (N=426; 48 students or 13%), professional experience during the graduate program (N=421; 54 students or 12%), and help or support from University staff or student support personnel (N=424; 49 students or 11%) helped at all. In Table 1 and subsequent tables, the most significant percentages are highlighted in yellow for easy reference.
Table 1 – Factors That Ease the Pressures of Graduate School

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>A strong goal or commitment for a timely finish</td>
<td>0.47%</td>
<td>1.17%</td>
<td>7.75%</td>
<td>5.40%</td>
<td>12.68%</td>
<td>33.10%</td>
<td>39.44%</td>
</tr>
<tr>
<td>Availability of financial aid from dept., school, or university</td>
<td>2.58%</td>
<td>3.76%</td>
<td>3.76%</td>
<td>7.51%</td>
<td>15.26%</td>
<td>29.58%</td>
<td>37.56%</td>
</tr>
<tr>
<td>Availability of financial support from sources outside university</td>
<td>3.99%</td>
<td>3.52%</td>
<td>6.57%</td>
<td>13.85%</td>
<td>18.54%</td>
<td>24.18%</td>
<td>29.34%</td>
</tr>
<tr>
<td>A supportive, helpful, actively involved adviser/ mentor</td>
<td>1.17%</td>
<td>1.41%</td>
<td>5.16%</td>
<td>3.52%</td>
<td>19.95%</td>
<td>25.82%</td>
<td>42.96%</td>
</tr>
<tr>
<td>Help or support from a spouse/ fiancé/ parents/ friend/ etc.</td>
<td>1.41%</td>
<td>1.88%</td>
<td>2.35%</td>
<td>6.81%</td>
<td>17.61%</td>
<td>22.30%</td>
<td>47.65%</td>
</tr>
<tr>
<td>Help or support from other graduate students</td>
<td>1.88%</td>
<td>3.53%</td>
<td>5.88%</td>
<td>5.18%</td>
<td>23.53%</td>
<td>28.94%</td>
<td>31.06%</td>
</tr>
<tr>
<td>Help or support from university staff / student support personnel</td>
<td>5.63%</td>
<td>5.63%</td>
<td>11.03%</td>
<td>14.55%</td>
<td>24.88%</td>
<td>24.41%</td>
<td>13.85%</td>
</tr>
<tr>
<td>Your capabilities for making “the system” work for you</td>
<td>1.88%</td>
<td>3.05%</td>
<td>9.62%</td>
<td>8.45%</td>
<td>21.83%</td>
<td>30.99%</td>
<td>24.18%</td>
</tr>
<tr>
<td>A productive research experience (or series) before entering the graduate program</td>
<td>5.23%</td>
<td>7.60%</td>
<td>13.30%</td>
<td>23.75%</td>
<td>15.44%</td>
<td>19.95%</td>
<td>14.73%</td>
</tr>
<tr>
<td>A productive research experience (or series) during the graduate program</td>
<td>1.42%</td>
<td>3.30%</td>
<td>5.66%</td>
<td>11.56%</td>
<td>24.06%</td>
<td>29.48%</td>
<td>24.53%</td>
</tr>
<tr>
<td>A productive professional experience (or series) before entering the graduate program</td>
<td>2.82%</td>
<td>4.94%</td>
<td>8.00%</td>
<td>14.35%</td>
<td>26.35%</td>
<td>22.35%</td>
<td>21.18%</td>
</tr>
<tr>
<td>A productive professional experience (or series) during your graduate program</td>
<td>4.72%</td>
<td>6.84%</td>
<td>5.66%</td>
<td>17.69%</td>
<td>25.94%</td>
<td>20.99%</td>
<td>18.16%</td>
</tr>
<tr>
<td>Lots of relevant, useful coursework before entering the graduate program</td>
<td>5.46%</td>
<td>4.28%</td>
<td>13.06%</td>
<td>9.74%</td>
<td>24.23%</td>
<td>24.23%</td>
<td>19.00%</td>
</tr>
<tr>
<td>Lots of relevant, useful coursework as part of the graduate program</td>
<td>1.41%</td>
<td>2.35%</td>
<td>7.76%</td>
<td>2.12%</td>
<td>18.59%</td>
<td>32.47%</td>
<td>35.29%</td>
</tr>
<tr>
<td>Taking a special class or linking up with a particular mentor</td>
<td>1.89%</td>
<td>2.59%</td>
<td>4.01%</td>
<td>11.56%</td>
<td>20.28%</td>
<td>28.54%</td>
<td>31.13%</td>
</tr>
<tr>
<td>A great dissertation opportunity</td>
<td>1.42%</td>
<td>2.59%</td>
<td>5.42%</td>
<td>35.14%</td>
<td>18.16%</td>
<td>16.75%</td>
<td>20.52%</td>
</tr>
<tr>
<td>Being well prepared to conduct a dissertation study</td>
<td>1.42%</td>
<td>2.13%</td>
<td>7.80%</td>
<td>30.50%</td>
<td>11.82%</td>
<td>21.99%</td>
<td>24.35%</td>
</tr>
<tr>
<td>Dissertation plans went smoothly, or you could quickly adapt to or overcome problems</td>
<td>0.95%</td>
<td>2.39%</td>
<td>5.01%</td>
<td>45.58%</td>
<td>10.02%</td>
<td>18.85%</td>
<td>17.18%</td>
</tr>
<tr>
<td>Other: (Please specify)</td>
<td>1.11%</td>
<td>0.00%</td>
<td>3.33%</td>
<td>62.22%</td>
<td>1.11%</td>
<td>20.00%</td>
<td>8.89%</td>
</tr>
</tbody>
</table>
Next we examine how graduate students construct their work as “meaningful” (Cheney et al., 2008). Before graduate students achieve their career goals, it is important for them to reflect on what they have found most meaningful during the graduate school experience. Students expressed meaningfulness for them has been found in the relationships they have developed with their own students and their peers, the opportunity to develop as teachers and researchers, the deep connections with their advisors and mentors, the strong support systems, the academic climate, culture, or community, and the increased knowledge that has led to personal growth and confidence. What they find meaningful about the field of communication was expressed in a much more personal way. Words like practicality, activism, social justice, empowerment, essential, variety, and change were common themes.

When asked about what they have found to be important in graduate school, students indicated that good working relations with faculty (N=480; 414 students or 86%), good working relations with colleagues (N=480; 361 students or 75%), and work-life balance (N=480; 350 students or 73%) were very important or extremely important to them as indicated in Table 2. On the other hand, graduate students felt service to the university (N=481; 66 students or 14%), professional associations (N=479; 44 students or 9%), and the department or school (N=480; 42 students or 9%) was very unimportant or not important at all.

Graduate students either agreed or strongly agreed that intellectual stimulation (N=466; 409 students or 88%), work-life balance (N=468; 343 students or 73%), and achievement (N=468; 335 students or 72%) were all very important or extremely important in their graduate school pursuits, while they found prestige (N=467; 46 students or 10%), security (N=467; 18 students or 4%), and income (N=467; 14 students or 3%) were not very important or not important at all as seen in Table 3.
Table 2 – Factors Found Most Meaningful in Graduate School

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all Important</th>
<th>Very Unimportant</th>
<th>Somewhat Unimportant</th>
<th>Not Applicable</th>
<th>Somewhat Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent research</td>
<td>2.29%</td>
<td>1.25%</td>
<td>3.96%</td>
<td>3.13%</td>
<td>24.58%</td>
<td>32.29%</td>
<td>32.50%</td>
</tr>
<tr>
<td>Being a research assistant</td>
<td>5.87%</td>
<td>1.47%</td>
<td>6.50%</td>
<td>35.22%</td>
<td>16.56%</td>
<td>21.38%</td>
<td>13.00%</td>
</tr>
<tr>
<td>Service to the department or school</td>
<td>4.58%</td>
<td>4.17%</td>
<td>10.21%</td>
<td>12.50%</td>
<td>35.00%</td>
<td>26.04%</td>
<td>7.50%</td>
</tr>
<tr>
<td>Service to the university</td>
<td>7.28%</td>
<td>6.44%</td>
<td>18.30%</td>
<td>15.59%</td>
<td>30.77%</td>
<td>17.88%</td>
<td>3.74%</td>
</tr>
<tr>
<td>Service to professional associations (e.g., National Communication Association)</td>
<td>6.47%</td>
<td>2.71%</td>
<td>13.36%</td>
<td>18.58%</td>
<td>33.19%</td>
<td>21.71%</td>
<td>3.97%</td>
</tr>
<tr>
<td>Teaching</td>
<td>2.71%</td>
<td>1.88%</td>
<td>3.13%</td>
<td>15.00%</td>
<td>13.13%</td>
<td>23.54%</td>
<td>40.63%</td>
</tr>
<tr>
<td>Good working relations with colleagues</td>
<td>0.63%</td>
<td>1.88%</td>
<td>1.04%</td>
<td>1.04%</td>
<td>20.21%</td>
<td><strong>31.04%</strong></td>
<td><strong>44.17%</strong></td>
</tr>
<tr>
<td>Good working relations with faculty</td>
<td>0.63%</td>
<td>1.25%</td>
<td>0.83%</td>
<td>0.21%</td>
<td>10.83%</td>
<td><strong>30.63%</strong></td>
<td><strong>55.63%</strong></td>
</tr>
<tr>
<td>Networking with others from my field</td>
<td>1.04%</td>
<td>1.67%</td>
<td>3.33%</td>
<td>2.92%</td>
<td>26.46%</td>
<td>35.83%</td>
<td>28.75%</td>
</tr>
<tr>
<td>Good work-life balance</td>
<td>1.46%</td>
<td>1.88%</td>
<td>4.58%</td>
<td>2.50%</td>
<td>16.67%</td>
<td><strong>25.00%</strong></td>
<td><strong>47.92%</strong></td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>2.24%</td>
<td>2.24%</td>
<td>0.75%</td>
<td>43.28%</td>
<td>17.16%</td>
<td>8.21%</td>
<td>23.88%</td>
</tr>
</tbody>
</table>
Table 3 – Factors Most Valued in Graduate School

<table>
<thead>
<tr>
<th>Question</th>
<th>Not at all Important</th>
<th>Very Unimportant</th>
<th>Somewhat Unimportant</th>
<th>Not Applicable</th>
<th>Somewhat Important</th>
<th>Very Important</th>
<th>Extremely Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>0.43%</td>
<td>0.21%</td>
<td>1.71%</td>
<td>0.43%</td>
<td>25.64%</td>
<td>39.74%</td>
<td>31.84%</td>
</tr>
<tr>
<td>Co-workers</td>
<td>0.85%</td>
<td>1.28%</td>
<td>3.63%</td>
<td>7.48%</td>
<td>32.05%</td>
<td>38.68%</td>
<td>16.03%</td>
</tr>
<tr>
<td>Creativity</td>
<td>0.00%</td>
<td>0.64%</td>
<td>2.56%</td>
<td>0.85%</td>
<td>29.27%</td>
<td>35.68%</td>
<td>30.98%</td>
</tr>
<tr>
<td>Income</td>
<td>0.86%</td>
<td>2.14%</td>
<td>12.85%</td>
<td>5.35%</td>
<td>38.12%</td>
<td>27.41%</td>
<td>13.28%</td>
</tr>
<tr>
<td>Independence</td>
<td>0.21%</td>
<td>0.43%</td>
<td>3.42%</td>
<td>6.62%</td>
<td>25.43%</td>
<td>39.74%</td>
<td>24.15%</td>
</tr>
<tr>
<td>Way of Life</td>
<td>0.21%</td>
<td>0.85%</td>
<td>4.70%</td>
<td>6.62%</td>
<td>26.28%</td>
<td>39.32%</td>
<td>22.01%</td>
</tr>
<tr>
<td>Intellectual Stimulation</td>
<td>0.00%</td>
<td>0.43%</td>
<td>0.86%</td>
<td>0.21%</td>
<td>10.73%</td>
<td>32.83%</td>
<td>54.94%</td>
</tr>
<tr>
<td>Prestige</td>
<td>3.64%</td>
<td>6.21%</td>
<td>16.06%</td>
<td>3.64%</td>
<td>41.11%</td>
<td>23.13%</td>
<td>6.21%</td>
</tr>
<tr>
<td>Security</td>
<td>1.50%</td>
<td>2.36%</td>
<td>7.92%</td>
<td>7.71%</td>
<td>34.26%</td>
<td>34.48%</td>
<td>11.78%</td>
</tr>
<tr>
<td>Supervisory Relationships</td>
<td>0.43%</td>
<td>1.71%</td>
<td>5.78%</td>
<td>8.57%</td>
<td>25.91%</td>
<td>33.40%</td>
<td>24.20%</td>
</tr>
<tr>
<td>Work Environment</td>
<td>0.43%</td>
<td>0.43%</td>
<td>3.43%</td>
<td>4.07%</td>
<td>26.55%</td>
<td>43.04%</td>
<td>22.06%</td>
</tr>
<tr>
<td>Variety</td>
<td>0.43%</td>
<td>0.85%</td>
<td>8.33%</td>
<td>3.85%</td>
<td>30.56%</td>
<td>36.75%</td>
<td>19.23%</td>
</tr>
<tr>
<td>Work-Life Balance</td>
<td>0.85%</td>
<td>0.64%</td>
<td>4.27%</td>
<td>1.71%</td>
<td>19.23%</td>
<td>28.21%</td>
<td>45.09%</td>
</tr>
<tr>
<td>Contribution to Greater Good</td>
<td>1.07%</td>
<td>1.50%</td>
<td>5.13%</td>
<td>1.92%</td>
<td>21.58%</td>
<td>32.48%</td>
<td>36.32%</td>
</tr>
<tr>
<td>Other (Please specify)</td>
<td>2.41%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>57.83%</td>
<td>20.48%</td>
<td>4.82%</td>
<td>12.05%</td>
</tr>
</tbody>
</table>

Graduate students were also asked about their feelings about their experience in graduate school (Appendix 3). Seventy-eight percent somewhat agree to strongly agree that they feel welcome and included in informal and social gatherings with most members of their departments (N=452\(^1\); 352 students), 75% feel faculty members evaluate graduate students fairly and accurately (N=452\(^1\); 339 students), and 73% feel that graduate directors and/or graduate committee advisors provide adequate feedback regarding progress toward degree completion (N=437\(^1\); 319 students). Seventy-one percent of graduate students somewhat disagree to strongly disagree that colleagues do not share work-related information with them that they share
with others (N=453; 322 students), 69\% expressed disagreement that the climate in their
department was more competitive than collaborative (N=451; 311 students), and 64\% disagreed
that their department was run by an “old boys’ network” (N=452; 289 students).

**Impact on NCA’s Strategic Plan**

This research allows for immediate impact on graduate programs in Communication Studies. By identifying what is valued and meaningful to graduate students and documenting what types of experiences have positive impact on the success of the student both emotionally and academically we can cater the services we provide and focus on those goals that contribute to student success and degree completion. All of these things considered also allow for immediate contributions to the strategic plan of the National Communication Association. This research allows us to acknowledge that graduate students are passionate about cultivating the generation of knowledge about the field of communication and with proper mentorship will become our future scholars that will create and disseminate new knowledge about communication. Additionally, their passion for teaching and research enforce and support the goals of disciplinary pedagogy. This research indicated a lack of value when it comes to service. By embracing this issue, we will be able to better emphasize the importance of professional development for communication scholars, educators, and practitioners. Lastly, we hope that this research has modeled open and ethical communication by giving voice to the many graduate students who shared their stories about their graduate school experience. All of these things contribute to NCA’s mission to move the field forward and advance the discipline by committing ourselves to continual improvement of existing practices within our Communication Studies programs across the country.
Future Plans / Long Term Evaluation

There are preliminary themes that have not been fully explored in the in-depth interviews. Future plans are in place to examine the data from multiple lenses. Dissecting the interviews will allow this team to make significant contributions to the field and possibly impact the how departments are administered based on some the experiences shared by participants. The team feels there will be additional impact of the project beyond what had originally been intended due to the richness of the interviews and how candid the participants were in sharing what they and their peers had experienced.

Actual Budget / Financial Report

As requested by NCA reporting protocols, we are reporting on the actual budget of the project. The major costs for this project stemmed from gift cards for survey respondents, transcription of interview data, and software purchase. Since the university already owned digital voice recorders, no recording equipment needed to be purchased. During the survey phase, we offered a lucky draw of 20 gift cards valued at $50 each from Amazon.com. Actual expenses for the gift cards totaled $1000. In the interview phase, we utilized Landmark Associates for transcription services. Over fifty interviews were transcribed with an actual cost of $2217.50. We also purchased ATLAS.ti data analysis software for this project with an actual cost of $692. Lastly, there were additional miscellaneous costs (e.g. interviews, training, coding) that totaled $1090.50. These expenses exhausted the $5000 grant provided by the National Communication Association.
APPENDIX 1

PHASE I – SURVEY

PART-I

1. Why did you decide to come to graduate school?
2. Why do you stay in graduate school?
3. How did you select the graduate school you are currently attending?
4. What would you like to do after graduate school?
5. During your graduate school experience, what would you say has had most meaning for you?
6. What is it about your field that you find meaningful?
7. Please rate how important you have found the following in your graduate school career.

Not at all Important (1)
Not Important (2)
Somewhat not Important (3)
Not Applicable (4)
Somewhat Important (5)
Important (6)
Very Important (7)

a. Independent research
b. Being a research assistant
c. Service to the department or school
d. Service to the university
e. Service to professional associations (e.g., NCA, ICA)
f. Teaching
g. Good working relations with colleagues
h. Good working relations with faculty
i. Networking with others from my field
j. Good work-life balance
k. Other (Please Specify: ______________________)

8. Please indicate to what extent you agree/disagree with the following statements.

Completely Disagree (1)
Disagree (2)
Somewhat Disagree (3)
No opinion (4)
Somewhat Agree (5)
Agree (6)
Completely Agree (7)

a. My graduate school work is personally meaningful to me.
b. Graduate school is central to my life.
c. My graduate school work is important to other people.
d. My area of research is significant or important in the broader scheme of things.
e. My graduate school work is valuable to me because of the degree I will receive.
f. I feel a great sense of personal satisfaction when I do my graduate school work well.
g. I am satisfied with the amount of independent thought and action I can exercise in my graduate school work.
h. I find my graduate school work challenging.
i. I frequently think of quitting graduate school.
j. Most of my peers find graduate school work meaningful.
k. What I find meaningful about my graduate school work is not valued by members of my department/school.

9. A) Please rate how important/unimportant you find the following values in your graduate school career.

Not at all Important (1)
Unimportant (2)
Somewhat Unimportant (3)
Not Applicable (4)
Somewhat Important (5)
Important (6)
Very Important (7)

a. Achievement
b. Intellectual Stimulation
c. Co-workers
d. Prestige
e. Creativity
f. Security
g. Income
h. Supervisory Relationships
i. Independence
j. Work Environment
k. Way of Life
l. Variety
m. Work-Life balance
n. Contribution to greater good
o. Other (Please Specify: ____________)

B) What is your top ranked value from this list? Please provide an example of how you are fulfilling this value in graduate school.

C) What is your second highest ranked value? Please provide an example of how you are fulfilling this value in graduate school.
PART - II
Please indicate to what extent you agree/disagree with the following statements about your communication department.

  Completely Disagree (1)
  Disagree (2)
  Somewhat Disagree (3)
  No opinion (4)
  Somewhat Agree (5)
  Agree (6)
  Completely Agree (7)

1. I feel isolated in my department.
2. In my department, colleagues do not share work-related information with me that they share with others.
3. I have opportunities to collaborate on research with other members of my department.
4. An “old boys’ network” runs my department.
5. I feel welcome and included in informal and social gatherings with most members of my department.
6. I feel that my input and opinions are solicited and valued in departmental decisions.
7. I feel that my input and opinions are solicited and valued in departmental graduate student organization decisions.
8. The climate in my department for graduate students is more competitive than collaborative.
9. There is a clear relationship between performance and reward for graduate students in my department.
10. Faculty members evaluate graduate students fairly and accurately.
11. Graduate research support is allocated on the basis of uniformly applied criteria in my department.
12. Departmental equipment (e.g., computers, lab space) is allocated based on uniformly applied criteria.
13. Graduate directors and/or graduate committee advisors provide adequate feedback regarding progress toward degree completion.
14. Taken as a whole, there is general equity in my department for such things as fellowships, travel support, assistantship opportunities, teaching slots, and financial support.
15. Courses are assigned to all graduate students in an equitable manner in my department in terms of labor-intensity and scheduling/meeting times.
16. Procedures for course load reductions are applied uniformly in my department.
17. In general, teaching assignment responsibilities are reasonably uniform across graduate students in my department.
18. All graduate students have equal access to departmental committee appointments.
19. In my department, research by graduate student advisees of minority or women faculty members is valued less than research by other graduate students.
20. In my department, research by graduate students working in some subfields (e.g., rhetoric, organizational communication, journalism, cultural studies) is valued less than others.

Please specify which subfields are valued less than others: ________
21. In my department, research by graduate students working with quantitative and qualitative methods is equally valued.

If these methods are not valued equally, then please specify which methods are valued the most: __________

If you agreed that certain subfields and methods are valued more than others, on what did you base your opinion? (e.g., personal observations, comments made by well-known faculty member)

PART - III  Parts III and IV are taken from Maher, Ford, & Thompson (2004))

Please indicate to what extent you agree/disagree that the following are pressures for you in graduate school.

- Completely Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- No opinion (4)
- Somewhat Agree (5)
- Agree (6)
- Completely Agree (7)

22. Lack of a specific plan or commitment for timely degree completion.
23. Doubts or uncertainties about ability to earn the Ph.D.
24. Inability to live close to the university
25. Poor job market
26. Need to build vita/credentials before entering job market
27. Need to continue as part of a particular research project
28. Need to coordinate degree progress with partner/fiancé/etc.
29. Erratic funding, insecure funding, or lack of funding from the department or university
30. Erratic funding, insecure funding, or lack of funding from non-university sources (e.g., loans, savings, family, outside jobs, etc.)
31. Child-care responsibilities
32. Caring for parent
33. Marital or family obstacles/ problems
34. Personal illnesses or injuries
35. Change in program area or field of specialization
36. Poor or inattentive advising or mentoring services from faculty responsible for the degree
37. Not finding the “right” mentor/advisor early enough (or at all)
38. One or more faculty members obstructed progress by being unresponsive, irresponsible, arbitrary, or unfair
39. A faculty member wanted to keep you working on his/her project(s)
40. Few or no productive research experiences/opportunities
41. Time-consuming RA/TA appointments irrelevant to degree progress
42. Time-consuming outside employment irrelevant to degree progress
43. Too many irrelevant classes in doctoral program of study
44. Could not find a good dissertation topic
45. Being poorly prepared to conduct a dissertation study
46. Significant obstacles in trying to conduct dissertation study (e.g., collecting/analyzing data)
47. Other pressures? (Please write in what they were) ______________________

PART - IV
Please indicate to what extent you agree/disagree that the following help you ease pressures in graduate school.

- Completely Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- No opinion (4)
- Somewhat Agree (5)
- Agree (6)
- Completely Agree (7)

48. A strong goal or commitment for a timely finish
49. Availability of financial aid from the department, school, or university
50. Availability of financial support from sources outside the university (e.g., loans, savings, family, jobs,)
51. A supportive, helpful, or actively involved advisor, mentor
52. Support, help, or pressure from a spouse/fiancé/parents/friend/etc.
53. Help or support from other graduate students
54. Help or support from university staff or student support personnel
55. Your capabilities for making “the system” work for you
56. A productive research experience (or series) before entering the graduate program
57. A productive research experience (or series) during the graduate program
58. A productive professional experience (or series) before entering the graduate program
59. A productive professional experience (or series) during your graduate program
60. Lots of relevant, useful coursework before entering the graduate program
61. Lots of relevant, useful coursework as part of the graduate program
62. Taking a special class or linking up with a particular mentor
63. A great dissertation opportunity
64. Being well prepared to conduct a dissertation study
65. Dissertation plans went smoothly, or you could quickly adapt to or overcome problems
66. Other strategies to help ease pressures? (Please write in what they were) ___________

PART - V
DEMOGRAPHICS
67. How old are you?
68. What is your gender?
   Male
   Female
   Other (Please specify: _____)
69. What ethnicity/race do you identify yourself as?
White/ Caucasian
African-American/ Black
African
Latino/ Hispanic
East Asian/ Chinese
South Asian
Middle Eastern
Other (Please specify: ______)

70. With which of the following do you identify?
   Straight
   Gay or Lesbian
   Bisexual
   Transgendered
   Other (Please specify: ______)

71. Please indicate your relationship status.
   Single
   Casual Relationship
   Married
   Committed Relationship
   Divorced
   Widowed
   Other (Please specify: ______)

72. Please indicate number of dependents in your household.
73. How are you funded (or not funded) as a graduate student?
   Not Funded
   GI Bill
   Fellowship
   Teaching Assistantship
   Editorial Assistantship
   Research Assistantship
   Hourly Wages
   Funded by Employer
   Other (Please specify: ______)

74. Are you currently a Masters, combined Masters and Ph.D., Ph.D., or postdoc student?
   Masters
   Ph.D.
   Combined Masters and Ph.D.
   Post doctorate Student

75. Please indicate which of the following fits your current university.
   Offers only Masters
   Offers only Ph.D.
Offers both Masters and Ph.D. degrees

76. What is your degree status?
   Full time
   Part time
   Other (Please specify: ________)

77. In what year of graduate school, including any degrees in other areas such as a J.D., are you currently?
   1
   2
   3
   4
   5
   6
   Other (Please specify: ________)

78. What is your country of origin? (If domestic, please indicate U.S.A.)
79. Please indicate your area of specialization. You may indicate multiple areas.
   Organizational
   Interpersonal
   Media
   Health
   Rhetoric
   Performance
   Intercultural
   Technology
   Other (Please specify: ________)
APPENDIX 2

PHASE II - IN-DEPTH INTERVIEW
Please answer the following questions.

1. Have you found graduate school difficult in some way?
2. Were there any experiences that caused you to rethink what graduate school was like?
3. Could you give us some examples?
4. What was your understanding of meaningful work in graduate school prior to these situations?
5. How did you handle these situations?
6. Did anyone reach out to you, or did you reach out to other people?
7. What has happened since then?
8. How has your understanding of meaningful work in graduate school changed since this experience?
9. How would you describe your career?
APPENDIX 3 - Feelings about Graduate School Experience
<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Not Applicable</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel isolated in my department</td>
<td>15.52%</td>
<td>25.50%</td>
<td>17.96%</td>
<td>2.88%</td>
<td>21.95%</td>
<td>9.31%</td>
<td>6.87%</td>
</tr>
<tr>
<td>In my department, colleagues do not share work-related information with me that they share with others</td>
<td>17.88%</td>
<td>34.00%</td>
<td>20.09%</td>
<td>8.17%</td>
<td>11.92%</td>
<td>4.42%</td>
<td>3.53%</td>
</tr>
<tr>
<td>I have opportunities to collaborate on research with other members of my department</td>
<td>3.53%</td>
<td>4.86%</td>
<td>13.47%</td>
<td>6.62%</td>
<td>26.05%</td>
<td>27.81%</td>
<td>17.66%</td>
</tr>
<tr>
<td>An “old boys’ network” runs my department</td>
<td>19.47%</td>
<td>23.01%</td>
<td>21.02%</td>
<td>11.73%</td>
<td>15.71%</td>
<td>6.19%</td>
<td>2.88%</td>
</tr>
<tr>
<td>I feel welcome and included in informal and social gatherings with most members of my department</td>
<td>2.43%</td>
<td>3.10%</td>
<td>11.95%</td>
<td>4.20%</td>
<td>25.66%</td>
<td>35.40%</td>
<td>17.26%</td>
</tr>
<tr>
<td>I feel that my input and opinions are solicited and valued in departmental decisions</td>
<td>5.78%</td>
<td>8.89%</td>
<td>21.56%</td>
<td>11.56%</td>
<td>27.11%</td>
<td>21.33%</td>
<td>3.78%</td>
</tr>
<tr>
<td>I feel that my input and opinions are solicited and valued in departmental graduate student organization decisions</td>
<td>4.43%</td>
<td>5.32%</td>
<td>5.99%</td>
<td>21.29%</td>
<td>25.72%</td>
<td>23.73%</td>
<td>13.53%</td>
</tr>
<tr>
<td>The climate in my department for graduate students is more competitive than collaborative</td>
<td>15.30%</td>
<td>27.49%</td>
<td>25.94%</td>
<td>5.54%</td>
<td>15.96%</td>
<td>5.99%</td>
<td>3.77%</td>
</tr>
<tr>
<td>There is a clear relationship between performance and reward for graduate students in my department</td>
<td>5.96%</td>
<td>10.38%</td>
<td>20.31%</td>
<td>12.36%</td>
<td>28.04%</td>
<td>15.67%</td>
<td>7.28%</td>
</tr>
<tr>
<td>Faculty members evaluate graduate students fairly and accurately</td>
<td>1.99%</td>
<td>2.88%</td>
<td>12.17%</td>
<td>8.41%</td>
<td>24.34%</td>
<td>38.05%</td>
<td>12.17%</td>
</tr>
<tr>
<td>Graduate research support is allocated on the basis of uniformly applied criteria in my department</td>
<td>4.64%</td>
<td>6.18%</td>
<td>11.70%</td>
<td>25.17%</td>
<td>23.84%</td>
<td>19.65%</td>
<td>8.83%</td>
</tr>
<tr>
<td>Departmental equipment (e.g., computers, lab space) is allocated based on</td>
<td>2.87%</td>
<td>2.43%</td>
<td>7.28%</td>
<td>24.94%</td>
<td>17.22%</td>
<td>29.80%</td>
<td>15.45%</td>
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</tbody>
</table>
uniformly applied criteria
Graduate directors and/or graduate committee advisors provide adequate feedback regarding progress toward degree completion
Taken as a whole, there is general equity in my department for such things as fellowships, travel support, assistantship opportunities, teaching slots, and financial support
Courses are assigned to all graduate students in an equitable manner in my department in terms of labor-intensity and scheduling/meeting times
Procedures for course load reductions are applied uniformly in my department
In general, teaching assignment responsibilities are reasonably uniform across graduate students in my department
All graduate students have equal access to departmental committee appointments
In my department, research by graduate student advisees of minority or women faculty members is valued less than research by other graduate students
In my department, research by graduate students working in some subfields (e.g., rhetoric, organizational communication,

<table>
<thead>
<tr>
<th></th>
<th>2.06%</th>
<th>5.72%</th>
<th>13.73%</th>
<th>5.03%</th>
<th>25.17%</th>
<th>31.12%</th>
<th>17.16%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlled</td>
<td>4.86%</td>
<td>5.52%</td>
<td>13.69%</td>
<td>11.04%</td>
<td>23.18%</td>
<td>28.26%</td>
<td>13.47%</td>
</tr>
<tr>
<td>Courses are assigned</td>
<td>6.64%</td>
<td>5.53%</td>
<td>9.96%</td>
<td>17.26%</td>
<td>23.01%</td>
<td>23.89%</td>
<td>13.72%</td>
</tr>
<tr>
<td>Procedures for course load reductions are applied uniformly</td>
<td>2.65%</td>
<td>3.54%</td>
<td>5.53%</td>
<td>51.99%</td>
<td>13.05%</td>
<td>15.71%</td>
<td>7.52%</td>
</tr>
<tr>
<td>In general, teaching assignment responsibilities are reasonably uniform</td>
<td>6.62%</td>
<td>9.71%</td>
<td>11.70%</td>
<td>21.63%</td>
<td>20.97%</td>
<td>20.53%</td>
<td>8.83%</td>
</tr>
<tr>
<td>All graduate students have equal access to departmental committee appointments</td>
<td>2.66%</td>
<td>6.43%</td>
<td>13.08%</td>
<td>27.94%</td>
<td>17.74%</td>
<td>21.29%</td>
<td>10.86%</td>
</tr>
<tr>
<td>In my department, research by graduate student advisees of minority or women faculty members is valued</td>
<td>40.22%</td>
<td>20.00%</td>
<td>14.22%</td>
<td>16.67%</td>
<td>3.78%</td>
<td>3.78%</td>
<td>1.33%</td>
</tr>
<tr>
<td>In my department, research by graduate students working in some subfields (e.g., rhetoric, organizational communication,</td>
<td>20.09%</td>
<td>15.85%</td>
<td>15.40%</td>
<td>15.40%</td>
<td>17.41%</td>
<td>8.26%</td>
<td>7.59%</td>
</tr>
</tbody>
</table>
journalism, cultural studies) is valued less than others. Please specify which subfields are valued LESS than others (if at all). In my department, research by graduate students working with quantitative and qualitative methods is equally valued. If these methods are NOT valued equally, then please specify which methods are valued the MOST.

<table>
<thead>
<tr>
<th></th>
<th>8.73%</th>
<th>10.85%</th>
<th>17.92%</th>
<th>15.33%</th>
<th>16.51%</th>
<th>16.27%</th>
<th>13.68%</th>
</tr>
</thead>
</table>

Please rate how important OR unimportant you find the following values in your graduate school career...-Achievement
Please rate how important you have found the following in your graduate school career: Independent research.
Please rate how important you have found the following in your graduate school career. Being a research assistant.
Please rate how important you have found the following in your graduate school career.-Service to the department or school

Percent

Very Important: 35%
Somewhat Important: 25%
Very Important: 10%
Somewhat Important: 15%
Not Important: 5%
Not at all Important: 5%
Not Applicable: 0%
Please rate how important you have found the following in your graduate school career.

- Service to the university

<table>
<thead>
<tr>
<th>Importance Level</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all Important</td>
<td></td>
</tr>
<tr>
<td>Very Unimportant</td>
<td></td>
</tr>
<tr>
<td>Somewhat Unimportant</td>
<td>20%</td>
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<tr>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>33%</td>
</tr>
<tr>
<td>Very Important</td>
<td></td>
</tr>
<tr>
<td>Extremely Important</td>
<td>5%</td>
</tr>
</tbody>
</table>
Please rate how important you have found the following in your graduate school career: Service to professional associations (e.g., National Communication Association).

Percent

-99 Not at all Important Very Important Somewhat Important Not Applicable Somewhat Important Very Important Extremely Important
Please rate how important you have found the following in your graduate school career.-Teaching

Percent

-96  Not at all Important  Very Unimportant  Somewhat Unimportant  Not Applicable  Somewhat Important  Very Important  Extremely Important
Please rate how important you have found the following in your graduate school career: Good working relations with colleagues.

<table>
<thead>
<tr>
<th>Importance Level</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all important</td>
<td></td>
</tr>
<tr>
<td>Very Unimportant</td>
<td></td>
</tr>
<tr>
<td>Somewhat Unimportant</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>Somewhat Important</td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td></td>
</tr>
<tr>
<td>Extremely Important</td>
<td></td>
</tr>
</tbody>
</table>
Please rate how important you have found the following in your graduate school career: Good working relations with faculty.
Please rate how important you have found the following in your graduate school career: Networking with others from my field.
Please rate how important you have found the following in your graduate school career.-Good work-life balance

-96  Not at all Important  Very Unimportant  Somewhat Unimportant  Not Applicable  Somewhat Important  Very Important  Extremely Important

Percent

0  10  20  30  40  50
Please rate how important you have found the following in your graduate school career.-Other (Please specify)
My graduate school work is personally meaningful to me.
My area of research is significant or important in the broader scheme of things

Percent

-96  Strongly Disagree  Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Agree  Strongly Agree

My area of research is significant or important in the broader scheme of things
My graduate school work is valuable to me because of the degree I will receive

Percent

Strongly Disagree  Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Agree  Strongly Agree
I feel a great sense of personal satisfaction when I do my graduate school work well.
I am satisfied with the amount of independent thought and action I can exercise in my graduate school work.

Percent

Strongly Disagree  Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Agree  Strongly Agree

I am satisfied with the amount of independent thought and action I can exercise in my graduate school work.
Most of my peers find graduate school work meaningful
What I find meaningful about my graduate school work is not valued by members of my department/school

Percent

Strongly Disagree  Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Agree  Strongly Agree

What I find meaningful about my graduate school work is not valued by members of my department/school
Please rate how important OR unimportant you find the following values in your graduate school career...-Creativity
Please rate how important OR unimportant you find the following values in your graduate school career...Income

<table>
<thead>
<tr>
<th>Importance Level</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Important</td>
<td>35</td>
</tr>
<tr>
<td>Important</td>
<td>25</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>10</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
</tr>
<tr>
<td>Somewhat Unimportant</td>
<td>0</td>
</tr>
<tr>
<td>Unimportant</td>
<td>5</td>
</tr>
<tr>
<td>Not at all Important</td>
<td>0</td>
</tr>
<tr>
<td>Very Unimportant</td>
<td>0</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>5</td>
</tr>
</tbody>
</table>

Please rate how important OR unimportant you find the following values in your graduate school career...Income
Please rate how important OR unimportant you find the following values in your graduate school career...-Independence

Percent

Not at all Important | Very Unimportant | Somewhat Unimportant | Not Applicable | Somewhat Important | Very Important | Extremely Important

Please rate how important OR unimportant you find the following values in your graduate school career...-Independence
Please rate how important OR unimportant you find the following values in your graduate school career...Way of Life
Please rate how important OR unimportant you find the following values in your graduate school career...Intellectual Stimulation
Please rate how important OR unimportant you find the following values in your graduate school career...-Prestige

Please rate how important OR unimportant you find the following values in your graduate school career...-Prestige

Percent

-96  Not at all Important  Very Unimportant  Somewhat Unimportant  Not Applicable  Somewhat Important  Very Important  Extremely Important
Please rate how important OR unimportant you find the following values in your graduate school career—Supervisory Relationships.
Please rate how important OR unimportant you find the following values in your graduate school caree...-Work Environment
Please rate how important OR unimportant you find the following values in your graduate school career... - Variety

Percent

Not at all Important  Very Unimportant  Somewhat Unimportant  Not Applicable  Somewhat Important  Very Important  Extremely Important
Please rate how important OR unimportant you find the following values in your graduate school career...-Work-Life Balance
Please rate how important OR unimportant you find the following values in your graduate school career... - Contribution to Greater Good

Percent

Not at all Important
Very Unimportant
Somewhat Unimportant
Not Applicable
Somewhat Important
Very Important
Extremely Important

Please rate how important OR unimportant you find the following values in your graduate school career... - Contribution to Greater Good
Please rate how important OR unimportant you find the following values in your graduate school career... - Other (Please specify)
PART II. I feel isolated in my department

Percent

-96 | Strongly Disagree | Disagree | Somewhat Disagree | Not Applicable | Somewhat Agree | Agree | Strongly Agree

PART II. I feel isolated in my department
PART II. In my department, colleagues do not share work-related information with me that they share with others.
PART II. I have opportunities to collaborate on research with other members of my department.
PART II. I feel welcome and included in informal and social gatherings with most members of my department.
PART II. I feel that my input and opinions are solicited and valued in departmental decisions

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
</tr>
<tr>
<td>Somewhat Disagree</td>
<td></td>
</tr>
<tr>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>Somewhat Agree</td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
<td></td>
</tr>
</tbody>
</table>

-96
PART II. I feel that my input and opinions are solicited and valued in departmental graduate student organization decisions.
PART II. The climate in my department for graduate students is more competitive than collaborative.

![Bar Chart](chart.png)
PART II. There is a clear relationship between performance and reward for graduate students in my department.
PART II. Faculty members evaluate graduate students fairly and accurately

Percent

-96  Strongly Disagree  Disagree  Somewhat Disagree  Not Applicable  Somewhat Agree  Agree  Strongly Agree

PART II. Faculty members evaluate graduate students fairly and accurately
PART II. Graduate research support is allocated on the basis of uniformly applied criteria in my department.

The bar chart shows the percentage of respondents in each agreement level.

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Not Applicable
- Somewhat Agree
- Agree
- Strongly Agree

The majority of respondents fall in the 'Not Applicable' category, followed by 'Agree' and 'Strongly Agree'.
PART II. Departmental equipment (e.g., computers, lab space) is allocated based on uniformly applied criteria.
PART II. Graduate directors and/or graduate committee advisors provide adequate feedback regarding progress toward degree completion.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly disagree</td>
<td>0.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>4.5</td>
</tr>
<tr>
<td>Somewhat disagree</td>
<td>16.5</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>14.5</td>
</tr>
<tr>
<td>Somewhat agree</td>
<td>21.5</td>
</tr>
<tr>
<td>Agree</td>
<td>32.5</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>17.5</td>
</tr>
</tbody>
</table>
PART II. Taken as a whole, there is general equity in my department for such things as fellowships, travel support, assistantship opportunities, teaching slots, and financial support.
PART II. Courses are assigned to all graduate students in an equitable manner in my department in terms of labor-intensity and scheduling/meeting times.
PART II. Procedures for course load reductions are applied uniformly in my department

- Strongly Agree
- Agree
- Somewhat Agree
- Not Applicable
- Somewhat Disagree
- Disagree
- Strongly Disagree

Percent
PART II. In general, teaching assignment responsibilities are reasonably uniform across graduate students in my department.
PART II. All graduate students have equal access to departmental committee appointments

Percent

-96  Strongly Disagree  Disagree  Somewhat Disagree  Not Applicable  Somewhat Agree  Agree  Strongly Agree

PART II. All graduate students have equal access to departmental committee appointments
PART II. In my department, research by graduate student advisees of minority or women faculty members is valued less than research by other graduate students.
PART II. In my department, research by graduate students working in some subfields (e.g., rhetoric, organizational communication, journalism, cultural studies) is valued less than others.
PART II. In my department, research by graduate students working with quantitative and qualitative methods is equally valued.
PART III. Lack of a specific plan or commitment for timely degree completion

Percent

-96
Strongly Disagree
Disagree
Somewhat Disagree
Not Applicable
Somewhat Agree
Agree
Strongly Agree
PART III. Doubts or uncertainties about ability to earn the Ph.D.
PART III. Inability to live close to the university

Percent

-96  Strongly Disagree  Disagree  Somewhat Disagree  Not Applicable  Somewhat Agree  Agree  Strongly Agree

PART III. Inability to live close to the university
PART III. Need to build vita/credentials before entering job market

Percent

-96  Strongly Disagree  Disagree  Somewhat Disagree  Not Applicable  Somewhat Agree  Agree  Strongly Agree

PART III. Need to build vita/credentials before entering job market
PART III. Need to continue as part of a particular research project
PART III. Need to coordinate degree progress with partner/ fiancé/ etc.
PART III. Erratic funding, insecure funding, or lack of funding from the department or university

Percent

-96  Strongly Disagree  Disagree  Somewhat Disagree  Not Applicable  Somewhat Agree  Agree  Strongly Agree

PART III. Erratic funding, insecure funding, or lack of funding from the department or university
PART III. Erratic funding, insecure funding, or lack of funding from non university sources (e.g., loans, savings, family, outside jobs, etc.)
PART III. Child care responsibilities

Percent

-96  Strongly Disagree  Disagree  Somewhat Disagree  Not Applicable  Somewhat Agree  Agree  Strongly Agree
PART III. Caring for parent(s)
PART III. Personal illnesses or injuries
PART III. Poor or inattentive advising or mentoring services from faculty responsible for the degree

<table>
<thead>
<tr>
<th>Response</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>30</td>
</tr>
<tr>
<td>Disagree</td>
<td>20</td>
</tr>
<tr>
<td>Somewhat Disagree</td>
<td>15</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>10</td>
</tr>
<tr>
<td>Somewhat Agree</td>
<td>10</td>
</tr>
<tr>
<td>Agree</td>
<td>5</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>0</td>
</tr>
</tbody>
</table>
PART III. Not finding the "right" mentor/advisor early enough (or at all)
PART III. One or more faculty members obstructed progress by being unresponsive, irresponsible, arbitrary, or unfair.
PART III. A faculty member wanted to keep you working on his/her project(s)
PART III. Few or no productive research experiences/ opportunities

Percent

-96  Strongly Disagree  Disagree  Somewhat Disagree  Not Applicable  Somewhat Agree  Agree  Strongly Agree

PART III. Few or no productive research experiences/ opportunities
PART III. Time-consuming RA/TA appointments irrelevant to degree progress
PART III. Time-consuming outside employment irrelevant to degree progress
PART III. Too many irrelevant classes in doctoral program of study
PART III. Could not find a good dissertation topic

-96, Strongly Disagree, Disagree, Somewhat Disagree, Not Applicable, Somewhat Agree, Agree, Strongly Agree

Percent
PART III. Being poorly prepared to conduct a dissertation study
PART III. Significant obstacles in trying to conduct dissertation study (e.g., collecting or analyzing data)
PART III. Please indicate to what extent you agree OR disagree the following are pressures for you i...-Other: (Please specify)
PART - IV  A strong goal or commitment for a timely finish

Percent

-96  Strongly Disagree  Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Agree  Strongly Agree
PART - IV  Availability of financial aid from the department, school, or university

Percent

-96  Strongly Disagree  Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Agree  Strongly Agree
PART - IV  Availability of financial support from sources outside the university (e.g., loans, savings, family, jobs,)

Percent

-96  Strongly Disagree  Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Agree  Strongly Agree
PART - IV  A supportive, helpful, or actively involved adviser/ mentor

-99  Strongly Disagree  Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Agree  Strongly Agree

Percent
PART - IV Help or support from a spouse/fiancé/parents/friend/etc.

Percent

-99  Strongly Disagree  Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Agree  Strongly Agree

PART - IV Help or support from a spouse/fiancé/parents/friend/etc.
PART - IV  Your capabilities for making “the system” work for you
PART - IV  A productive research experience (or series) before entering the graduate program
PART - IV  A productive research experience (or series) during the graduate program.
PART - IV  A productive professional experience (or series) before entering the graduate program

-99  Strongly Disagree  Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Agree  Strongly Agree

Percent
PART - IV  A productive professional experience (or series) during your graduate program
PART - IV  Lots of relevant, useful coursework before entering the graduate program

-96  Strongly Disagree  Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Agree  Strongly Agree

Percent

25
20
15
10
5
0
PART - IV Lots of relevant, useful coursework as part of the graduate program
PART - IV  Taking a special class or linking up with a particular mentor
PART - IV  A great dissertation opportunity

Percent

-99  Strongly Disagree  Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Agree  Strongly Agree

PART - IV  A great dissertation opportunity
PART - IV Being well prepared to conduct a dissertation study
PART - IV  Dissertation plans went smoothly, or you could quickly adapt to or overcome problems

Percent

-99  Strongly Disagree  Disagree  Somewhat Disagree  Neither Agree nor Disagree  Somewhat Agree  Agree  Strongly Agree

PART - IV  Dissertation plans went smoothly, or you could quickly adapt to or overcome problems
PART - IV Please indicate to what extent you agree OR disagree that the following help you ease pr....-Other: (Please specify)
DEMOGRAPHIC INFORMATION Thank you for participating in this survey. Please take a few more minutes.
With which of the following do you identify?

- 99
- Straight
- Gay/Lesbian
- Bisexual
- Other: (Please specify)
How are you funded (or NOT funded) as a graduate student? You may indicate more than one option. - Not funded

Percent

How are you funded (or NOT funded) as a graduate student? You may indicate more than one option. - Not funded
How are you funded (or NOT funded) as a graduate student? You may indicate more than one option. -G.I. Bill
How are you funded (or NOT funded) as a graduate student? You may indicate more than one option.-Fellowship
How are you funded (or NOT funded) as a graduate student? You may indicate more than one option.

- Teaching assistantship
How are you funded (or NOT funded) as a graduate student? You may indicate more than one option.

- Editorial assistantship

Percent

How are you funded (or NOT funded) as a graduate student? You may indicate more than one option.

- Editorial assistantship
How are you funded (or NOT funded) as a graduate student? You may indicate more than one option.-Research assistantship
How are you funded (or NOT funded) as a graduate student? You may indicate more than one option. - Hourly wages
How are you funded (or NOT funded) as a graduate student? You may indicate more than one option.

-Funded by employer
How are you funded (or NOT funded) as a graduate student? You may indicate more than one option. - Other: (Please specify)
What program are you enrolled in currently?

- Masters: 50%
- Ph.D.: 45%
- Combined Masters and Ph.D.: 5%
- Postdoctorate: 0%

Percent
Please indicate which of the following your current university fits.

- Offers only Masters
- Offers only Ph.D.
- Offers both Masters and Ph.D.
In what year of graduate school, including degrees in other areas such as a J.D., are you currently?
Please indicate your area of specialization. You may indicate multiple areas.

Organizational

Percent

Please indicate your area of specialization. You may indicate multiple areas.

Organizational
Please indicate your area of specialization. You may indicate multiple areas.

Interpersonal

Percent

Please indicate your area of specialization. You may indicate multiple areas.

Interpersonal
Please indicate your area of specialization. You may indicate multiple areas.

Media

Percent

-99 0 1

Please indicate your area of specialization. You may indicate multiple areas.
Please indicate your area of specialization. You may indicate multiple areas.

Healt

Percent

Please indicate your area of specialization. You may indicate multiple areas.
Please indicate your area of specialization. You may indicate multiple areas.

Rhetoric

Percent

Please indicate your area of specialization. You may indicate multiple areas.

Rhetoric
Please indicate your area of specialization. You may indicate multiple areas.

Performance

Percent

Please indicate your area of specialization. You may indicate multiple areas.
Please indicate your area of specialization. You may indicate multiple areas.

Intercultural
Please indicate your area of specialization. You may indicate multiple areas.

- Technology

Percent

Please indicate your area of specialization. You may indicate multiple areas.

- Technology