

Research Advisor-Graduate Student Feedback Report



Fall 2021

Graduate Student:
Department:
Year in Program:
Email:

Research Advisor:
Department:
Rank:
Email:

Report Overview

You recently completed a *Research Advisor-Graduate Student Feedback* survey. The purposes of this survey are to (1) give faculty research advisors and graduate student advisees a chance to reflect on their working relationship to identify strengths and areas for improvement and (2) use the results to provide actionable feedback to the advisor-advisee pair.

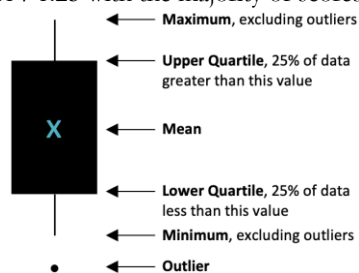
In this report you will find:

1. Summary statistics for career and psychosocial support from each of your perspectives.
2. “Difference scores” for career and psychosocial support. This score indicates how similar your ratings were to each other and allows you to more easily compare your ratings.¹
3. Open-ended feedback responses from each of you on what is working well in your relationship and how your relationship could be improved.
4. Recommendations that may be useful for enhancing your working relationship.
5. List of survey items you can review, attached at the end of this report.

Summary Statistics

Interpreting Your Data

- ❖ Higher graduate student scores indicate that the graduate student perceives they are receiving more positive career/psychosocial support from their advisor over the past 6 months.
- ❖ Higher research advisor scores indicate that the research advisor perceives they are providing more positive career/psychosocial support to their graduate student over the past 6 months.
- ❖ Difference scores: Possible difference scores can range from 0-4, with 0 indicating no difference across paired items and 4 indicating maximum difference across all paired items. Based on current data, the range of scores is typically between .14-1.25 with the majority of scores falling between .35-.75.



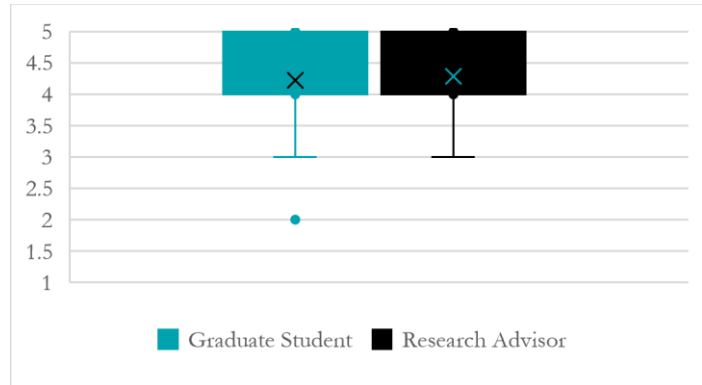
- ❖ Box plots:

¹ Difference scores are calculated by taking the absolute value of the difference between ratings on each of your paired items for all of the items in each scale, then dividing by the number of items in the scale. For instance, on a 4-item scale, if a graduate student rates an advisor a 5 on the first item and 4s on the last three items and the advisor self-rates a 4 on the first item and 5s on the last three items ($|5-4| + |4-5| + |4-5| + |4-5|$), the absolute difference = 4 and the difference score = $4/4 = 1$.

Career Support

Things the advisor does to help the advisee reach their career goals. This was measured using 21 items on a 5-point scale. See list of survey items attached at the end of this report.

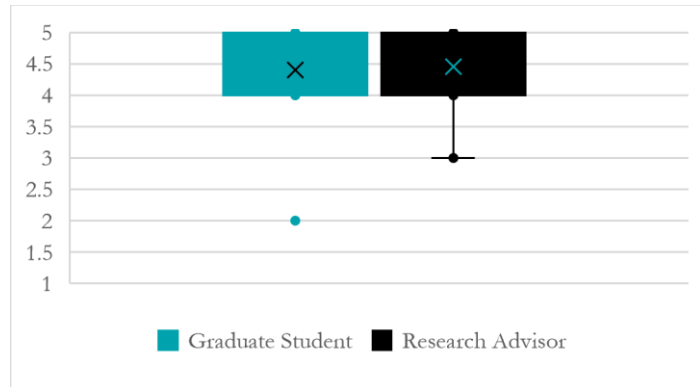
Career Support		
	Graduate Student	Research Advisor
Mean		
Standard deviation		
Difference score		



Psychosocial Support

Things the advisor does to enhance the advisee's confidence as well as their personal and emotional development. This was measured using 19 items on a 5-point scale. [See list of survey items attached at the end of this report.](#)

Psychosocial Support		
	Graduate Student	Research Advisor
Mean		
Standard deviation		
Difference score		



Open-Ended Feedback

Aspects of your relationship that you find helpful for working together

Graduate Student Response

[verbatim response goes here]

Research Advisor Response

[verbatim response goes here]

Ideas for improving graduate student success

Graduate Student Response

[verbatim response goes here]

Research Advisor Response

[verbatim response goes here]

Recommendations

The most critical element of any relationship is communication, which you have already initiated by participating in this process. We recommend that you continue the conversation by having a discussion where you both consider the prompts listed below. You'll find discussion prompts tailored specifically to you based on your feedback, as well as general prompts and discussion tips to help facilitate your conversation.

Specific Recommendations for You

1. [Tailored question #1, generated by the Effective Mentoring team]
2. [Tailored question #2, generated by the Effective Mentoring team]
3. [Tailored question #3, generated by the Effective Mentoring team]

General Recommendations and Tips

1. Based on the feedback in this report, what were the specific aspects of your relationship that you indicated as strengths? Can you elaborate on any of your feedback?

Tip: Acknowledging positives has multiple benefits, including lowering levels of stress and making it easier to work through problems and concerns.

2. Based on the feedback in this report, what are the areas where you can improve your working relationship?

Tip: It can be easy to jump to defending against or disagreeing with feedback.

Instead, consider these steps:

1. Make sure you understand the feedback.
 - a. Repeat back the feedback in your own words and check whether your summaries are accurate.
 - b. Ask questions to clarify your understanding, including asking for examples to illustrate.
2. If you find yourself disagreeing with the feedback even after you are sure you understand it, work together to figure out why you see things differently.
 - a. What is fair or reasonable about their feedback?
 - b. What makes sense about what they are saying?

3. What needs to be done next to act on the feedback shared in this report/during this conversation?

Tip: Consider these questions to help you identify next steps:

1. What feedback seems most important to act on? Can you agree on what should be prioritized?
2. What questions do you have that might benefit from a follow-up conversation with the Effective Mentoring Team for clarification or additional strategies?
3. If you have already tried to address some of the feedback, assess whether that was effective or not and discuss why. Can you try a similar approach but with some modifications?
4. How can you build on this momentum to continue to improve your working relationship?
 - a. How can you create the time and space to continue checking in on how your working relationship is going?
 - b. How often should you check in with each on how things are going? What process will you put in place to ensure you follow through with that?

If you would like additional ideas for moving forward in your working relationship, please feel free to email the Effective Mentoring Team [Email] with any questions or to set up a time to meet individually or as a pair.

Graduate Student-Research Advisor Feedback Survey Items

Career Support	
Graduate Student Items	Research Advisor Items
1. My advisor is available to me when I need them.	1. I am available to my research advisee when they need me.
2. My advisor provides information about career paths open to me.	2. I provide information about career paths open to my research advisee.
3. My advisor helps me develop professional relationships with others in the field (e.g., faculty/graduate students at or outside of your institution).	3. I help my research advisee develop professional relationships with others in the field (e.g., faculty/graduate students at or outside of your institution).
4. My advisor helps me secure necessary resources (e.g., grants, assistantships/fellowships, research equipment, travel funds).	4. I help my research advisee secure necessary resources (e.g., grants, assistantships/fellowships, research equipment, travel funds).
5. My advisor helps me prepare to present my research.	5. I help my research advisee prepare to present their research.
6. My advisor helps me improve my scientific writing.	6. I help my research advisee improve their scientific writing.
7. My advisor helps me write my research for publication.	7. I help my research advisee write their research for publication.
8. My advisor provides opportunities for me to learn about grant proposal writing.	8. I provide opportunities for my research advisee to learn about grant proposal writing.
9. My advisor formally and informally acknowledges my contributions.	9. I formally and informally acknowledge my research advisee's contributions.
10. My advisor stands up for me when necessary.	10. I stand up for my research advisee when necessary.
11. My advisor provides opportunities for me to grow and develop.	11. I provide opportunities for my research advisee to grow and develop.
12. My advisor accurately assesses my competence.	12. I accurately assess my research advisee's competence.
13. My advisor gives me a sufficient level of independence.	13. I give my research advisee a sufficient level of independence.
14. My advisor provides me timely feedback.	14. I provide my research advisee timely feedback.
15. My advisor provides me useful feedback.	15. I provide my research advisee useful feedback.
16. My advisor works with me to set research goals.	16. I work with my research advisee to set research goals.
17. My advisor provides me with information about ongoing research relevant to my work.	17. I provide my research advisee with information about ongoing research relevant to their work.
18. My advisor helps me master the skills, methods, and/or techniques to conduct my research.	18. I help my research advisee master the skills, methods, and/or techniques to conduct their research.
19. My advisor helps me carry out my research in an ethical and responsible way.	19. I help my research advisee carry out their research in an ethical and responsible way.
20. My advisor has reasonable expectations for how many hours I should work/my workload.	20. I have reasonable expectations for how many hours my research advisee should work/their workload.
21. My advisor sees me more as a learner than an employee.	21. I see my research advisee more as a learner than an employee.
Psychosocial Support	
Graduate Student Items	Research Advisor Items
1. My advisor would support me in any career path I choose.	1. I would support my research advisee in any career path they choose.
2. My advisor keeps up with my research progress.	2. I keep up with my research advisee's research progress.
3. My advisor motivates me in a positive way.	3. I motivate my research advisee in a positive way.
4. My advisor treats my ideas with respect.	4. I treat my research advisee's ideas with respect.
5. My advisor builds my confidence.	5. I build my research advisee's confidence.

6. My advisor helps me feel welcome in our research group.	6. I help my research advisee feel welcome in our research group.
7. My advisor helps me feel like I belong in science.	7. I help my research advisee feel like they belong in science.
8. My advisor respects how my identities (e.g., ethnicity, gender, social class, international student status) contribute to my experience of being a graduate student.	8. I respect how my research advisee's identities (e.g., ethnicity, gender, social class, international student status) contribute to their experience of being a graduate student.
9. My advisor serves as a positive example for me.	9. I serve as a positive example for my research advisee.
10. My advisor works with me to set clear expectations on the advising relationship.	10. I work with my research advisee to set clear expectations on the advising relationship.
11. My advisor works with me to align our expectations.	11. I work with my research advisee to align our expectations.
12. My advisor and I communicate effectively.	12. My research advisee and I communicate effectively.
13. My advisor demonstrates good listening skills during our conversations.	13. I demonstrate good listening skills during my conversations with my research advisee.
14. My advisor and I feel comfortable talking about things other than research.	14. My research advisee and I feel comfortable talking about things other than research.
15. My advisor cares about me as a whole person, not just as a researcher.	15. I care about my research advisee as a whole person, not just as a researcher.
16. My advisor is friendly to me.	16. I am friendly to my research advisee.
17. My advisor acts in my best interests.	17. I act in my research advisee's best interests.
18. My advisor is understanding of my needs as a graduate student.	18. I am understanding of my research advisee's needs as a graduate student.
19. My advisor is understanding when I experience difficulties.	19. I am understanding when my research advisee experiences difficulties.