

## Graduate Student-Research Advisor Feedback Survey

The purposes of this survey are to (1) give faculty research advisors and their graduate student advisees a chance to reflect on their working relationship and identify strengths and areas for improvement and (2) use the results to provide actionable feedback developed by UGA's Effective Mentoring Team to the advisor-advisee pair.

The graduate student completes a survey in which they provide feedback on the mentorship support they are receiving from their research advisor. Then their research advisor completes a similar survey where they self-evaluate the mentorship support they believe they are providing their advisee. Each individual is asked to reflect on the following:

- The extent to which career support is provided (i.e., things the advisor does to help the advisee reach their career goals), measured using 21 items on a 5-point scale.
- The extent to which psychosocial support is provided (i.e., things the advisor does to enhance the advisee's confidence as well as their personal and emotional development), measured using 19 items on a 5-point scale.
- Aspects of the relationship that are helpful for working together, measured using an open-ended question.
- Ideas for improving work together to support graduate student success, measured using an open-ended question.

Because the survey is intended to open up a dialogue between a graduate student and their research advisor, feedback will be shared with the other. To reduce concerns about providing open and honest feedback, several provisions are put in place (see below).

### Protecting Confidentiality

1. Research advisors and graduate students will not receive responses on individual items in the survey. Rather, they will receive summary statistics (e.g., means, standard deviations) across the career support and psychosocial support categories.
2. Graduate students and research advisors can select "Prefer not to respond" to any of the items. These items will be removed and will not be reflected in the summary statistics.
3. Graduate students and research advisors are not required to complete the open-ended items if they do not feel comfortable doing so.
4. There is a **confidential section** where graduate students and research advisors can report any feedback that will not be shared with the other. Only the Effective Mentoring Team will have access to this information and can use it to inform recommendations back to the pair or can reach out to the individual to ask if they would like additional confidential support regarding their mentoring relationship.
5. Graduate students will receive the feedback report first before the report is sent to the research advisor. They will be given time to review the report and confidentially discuss any concerns with the Effective Mentoring Team before the report is sent to the research advisor.
6. Research advisors will only receive feedback reports if both the graduate student and research advisor complete the survey.

This survey should take ~15 minutes to complete but could be longer if you take more time to reflect. To ensure all your responses are recorded, please complete the survey in one sitting.

### Career Support

The following questions ask about the career support your advisor has provided to you over the past 6 months. Please rate the extent to which you agree with the following statements:

1. My advisor is available to me when I need them.
2. My advisor provides information about career paths open to me.
3. My advisor helps me 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).
5. My advisor helps me prepare to present my research.
6. My advisor helps me improve my scientific writing.
7. My advisor helps me write my research for publication.
8. My advisor provides opportunities for me to learn about grant proposal writing.
9. My advisor formally and informally acknowledges my contributions.
10. My advisor stands up for me when necessary.
11. My advisor provides opportunities for me to grow and develop.
12. My advisor accurately assesses my competence.
13. My advisor gives me a sufficient level of independence.
14. My advisor provides me timely feedback.
15. My advisor provides me useful feedback.
16. My advisor works with me to set research goals.
17. My advisor provides me with information about ongoing research relevant to my work.
18. My advisor helps me master the skills, methods, and/or techniques to conduct my research.
19. My advisor helps me carry out my research in an ethical and responsible way.
20. My advisor has reasonable expectations for how many hours I should work/my workload.
21. My advisor sees me more as a learner than an employee.

### **Psychosocial Support**

The following questions ask about the psychosocial support your advisor has provided to you over the past 6 months. Please rate the extent to which you agree with the following statements:

1. My advisor would support me in any career path I choose.
2. My advisor keeps up with my research progress.
3. My advisor motivates me in a positive way.
4. My advisor treats my ideas with respect.
5. My advisor builds my confidence.
6. My advisor helps me feel welcome in our research group.
7. My advisor helps me feel like I 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.
9. My advisor serves as a positive example for me.
10. My advisor works with me to set clear expectations on the advising relationship.
11. My advisor works with me to align our expectations.
12. My advisor and I communicate effectively.

13. My advisor demonstrates good listening skills during our conversations.
14. My advisor 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.
16. My advisor is friendly to me.
17. My advisor acts in my best interests.
18. My advisor is understanding of my needs as a graduate student.
19. My advisor is understanding when I experience difficulties.

### Open-ended Questions

The following feedback **WILL BE** shared with your research advisor. Because your feedback for these two questions will be shared verbatim, it would be best to write in complete sentences. **Note:** Your response is most helpful if you provide specific information.

1. Name 1-3 aspects of your relationship with your advisor that help you work well together.
2. What are 1-3 things your advisor can do to help you be successful as a graduate student?

### Confidential Questions

The following feedback **WILL NOT BE** shared with your advisor:

The following questions ask about the relationship between you and your research advisor. This serves as an overall indicator of how well things are working between the two of you. We will **NOT** share these results with your advisor, but they can help determine what recommendations would be most useful for you. Please rate the extent to which you agree with the following statements:

1. I like my advisor as a person.
2. I feel satisfied with my relationship with my advisor.
3. My relationship with my advisor meets my expectations.
4. My advisor and I have a trusting relationship.
  
5. The Effective Mentorship Team will tailor resources for you and your research advisor to help enhance your advisor-advisee relationship. Are there any comments about your working relationship that might help in this pursuit that you would like to share only with the Effective Mentorship Team? Or is there anything you would like to elaborate on about your responses that might help pinpoint the best resources?

### End of Survey Message

Thank you so much for completing this survey. You will receive results and tailored resources within the next few weeks.

In the meantime, remember that the research advisor-graduate student relationship is an important relationship for advisors and advisees alike. Like all relationships, advisor-advisee relationships can have ups and downs. Here are a few resources you can consult for guidance and help if needed:

- The Graduate School's [mentoring resources](#).
- The National Academies of Sciences, Engineering, and Medicine (NAEM) report on the [science of effective mentorship in STEM](#).

*Developed by Heather N. Fedesco and Erin L. Dolan*

- The Center for the Improvement of Mentored Experiences in Research (CIMER)'s [mentoring resources](#).
- [Support services](#) offered at UGA.

If you believe you have experienced discrimination, harassment, or retaliation that is prohibited under the University's Non-Discrimination and Anti-Harassment (NDAH) Policy, we encourage you to contact the [Equal Opportunity Office](#).

There are people here at UGA whose job involves helping graduate students who are struggling with their advisors or advising relationships. If this is the case for you, we encourage you to:

- Contact the Graduate Director or Coordinator in your department or program to express any concerns you have.
- Consult with your Department Chair to express any concerns you have.
- Consult with UGA's [ombudsperson for students](#).