

## 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.

The 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 you have provided your research advisee over the past 6 months. Please rate the extent to which you agree with the following statements:

1. I am available to my research advisee when they need me.
2. I provide information about career paths open to my research advisee.
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. I help my research advisee secure necessary resources (e.g., grants, assistantships/fellowships, research equipment, travel funds).
5. I help my research advisee prepare to present their research.
6. I help my research advisee improve their scientific writing.
7. I help my research advisee write their research for publication.
8. I provide opportunities for my research advisee to learn about grant proposal writing.
9. I formally and informally acknowledge my research advisee's contributions.
10. I stand up for my research advisee when necessary.
11. I provide opportunities for my research advisee to grow and develop.
12. I accurately assess my research advisee's competence.
13. I give my research advisee a sufficient level of independence.
14. I provide my research advisee timely feedback.
15. I provide my research advisee useful feedback.
16. I work with my research advisee to set research goals.
17. I provide my research advisee with information about ongoing research relevant to their work.
18. I help my research advisee master the skills, methods, and/or techniques to conduct their research.
19. I help my research advisee carry out their research in an ethical and responsible way.
20. I have reasonable expectations for how many hours my research advisee should work/their workload.
21. I see my research advisee more as a learner than an employee.

### **Psychosocial Support**

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

1. I would support my research advisee in any career path they choose.
2. I keep up with my research advisee's research progress.
3. I motivate my research advisee in a positive way.
4. I treat my research advisee's ideas with respect.
5. I build my research advisee's confidence.
6. I help my research advisee feel welcome in our research group.
7. I help my research advisee feel like they belong in science.
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. I serve as a positive example for my research advisee.
10. I work with my research advisee to set clear expectations on the advising relationship.

11. I work with my research advisee to align our expectations.
12. My research advisee and I communicate effectively.
13. I demonstrate good listening skills during my conversations with my research advisee.
14. My research advisee and I feel comfortable talking about things other than research.
15. I care about my research advisee as a whole person, not just as a researcher.
16. I am friendly to my research advisee.
17. I act in my research advisee's best interests.
18. I am understanding of my research advisee's needs as a graduate student.
19. I am understanding when my research advisee experiences difficulties.

### Open-ended Questions

The following feedback **WILL BE** shared with your research advisee. Because your feedback for these two questions will be shared *verbatim*, it is 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 advisee that help you work well together.
2. What are 1-3 things you and/or your advisee can do to help your advisee be successful as a graduate student?

### Confidential Questions

The following feedback **WILL NOT BE** shared with your research advisee:

The following questions ask about the relationship between you and your research advisee. 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 advisee, 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 research advisee as a person.
2. I feel satisfied with my relationship with my research advisee.
3. My relationship with my research advisee meets my expectations.
4. My research advisee 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 National Academies of Sciences, Engineering, and Medicine (NASEM) report on the [science of effective mentorship in STEMM](#).

*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 and research advisors navigate their 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 faculty](#).