Overview

Multi-sourced data
- University Surveys
  - New Student Surveys
  - Graduating Student Surveys
- Campus Climate Surveys (2012 and 2016)
- GradSERU

Findings and Sharing of Findings
- Campus Climate
- Diversity
- Mental Health
- Pandemic Response
- Sense of Belonging

Additional Input
- Meetings with Students

Actions
- Wellness and CAPS Support
- Student-Faculty Advisor Relationships
- Connection and Community
- Professional Development and Training
- Financial Support
- Communication and Transparency
Collecting Data
New Graduate Student Survey
(Fall semester)

Graduating Students Survey
● Graduating Master’s
  (end of each semester)
● AAUDE Doctoral Exit
  (end of each semester)

Campus Climate Surveys
# Campus Climate Surveys

## Campus Climate Surveys

<table>
<thead>
<tr>
<th>2012 Only</th>
<th>2012 &amp; 2016</th>
<th>2016 Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction with Advising/ People in the</td>
<td>Satisfaction with the Texas A&amp;M</td>
<td>Campus Climate characterization</td>
</tr>
<tr>
<td>Academic Department/ People in the Research</td>
<td>Experiences and Plan to Graduate or not</td>
<td></td>
</tr>
<tr>
<td>Space/ Lab/ Group</td>
<td>Commitment to diversity</td>
<td>Family leave/ parenting</td>
</tr>
<tr>
<td>Access to resources and services</td>
<td>Safety at Texas A&amp;M</td>
<td>Sexual Misconduct</td>
</tr>
<tr>
<td>Mentoring and equity issues</td>
<td>Acts of Incivility</td>
<td>Cross- cultural opportunities</td>
</tr>
<tr>
<td>Physical health and emotional well-being</td>
<td>Inappropriate behaviors</td>
<td></td>
</tr>
<tr>
<td>Employment and collegiality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stress</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
gradSERU – Graduate Student Experience in the Research University
Conducted Spring 2021

SERU Mission and Collaborative Approach:
● Understanding who our students are
● Disaggregating the student experience
● Translating what we know into policy
Findings
Graduate student surveys entering and departing in the Academic Year 2020 and 2021 cycles:

<table>
<thead>
<tr>
<th>Climate/Belongingness Statements</th>
<th>% Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity and Inclusion are Important at Texas A&amp;M.</td>
<td>74%</td>
</tr>
<tr>
<td>I feel welcomed at Texas A&amp;M.</td>
<td>78%</td>
</tr>
<tr>
<td>I feel that I belong at Texas A&amp;M.</td>
<td>73%</td>
</tr>
<tr>
<td>I feel valued as an individual at Texas A&amp;M.</td>
<td>68%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Climate/Obstacle Statements</th>
<th>% Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fellow students in my program showed respect for me.</td>
<td>92%</td>
</tr>
<tr>
<td>Fellow students in my program showed respect for one another.</td>
<td>89%</td>
</tr>
<tr>
<td>I was treated with respect by faculty in my program.</td>
<td>91%</td>
</tr>
<tr>
<td>The social climate of my program is positive.</td>
<td>89%</td>
</tr>
</tbody>
</table>
## Commitment to Diversity

<table>
<thead>
<tr>
<th>Climate Survey</th>
<th>gradSERU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q: Faculty, Faculty Advisors, and Committee Chairs are committed to diversity. (%) Agreement</td>
<td>Q: Faculty respect students regardless of their background. (%) Agreement</td>
</tr>
<tr>
<td>2012 Year (80%)</td>
<td>2021 Year (92%)</td>
</tr>
<tr>
<td>2016 Year (63%)</td>
<td></td>
</tr>
<tr>
<td>Q: Graduate Students are committed to diversity. (%) Agreement</td>
<td>Q: Students respect other students regardless of their background. (%) Agreement</td>
</tr>
<tr>
<td>2012 Year (70%)</td>
<td>2021 Year (91.1%)</td>
</tr>
<tr>
<td>2016 Year (74%)</td>
<td></td>
</tr>
</tbody>
</table>
Mental Health and Resource Awareness

Anxiety, Depression, and Loneliness

- Little interest or pleasure in doing things: 20%
- Feeling down, depressed, or hopeless: 17%
- Feeling nervous, anxious, or on edge: 29%
- Not being able to stop worrying: 24%
- Feeling lonely or isolated: 19%

Resource Awareness

- Your current awareness of where to get help on campus if you have a physical health need: 64%
- Your current awareness of where to get help on campus if you have a counseling, psychological, or other mental health need: 61%

Graduate and Professional School
"To what extent are you satisfied or dissatisfied with the following aspects of how Texas A&M University responded to the COVID-19 pandemic during the current academic year?"

- **Organization of instruction during this academic year**: 84% Satisfied
- **Communication from Texas A&M University about its responses to COVID-19**: 87% Satisfied
- **Efforts to protect health of students**: 82% Satisfied
Graduate and Professional Key Performance Indicator in the TAMU 2020-2025 Strategic Plan:

Improve graduate student climate as indicated by GradSERU climate survey for the following two metrics: (i) I feel that I belong at Texas A&M University; (ii) I feel welcome at Texas A&M University.
Major Themes for Challenges and Stressors:

1. Financial stressors
2. Student-faculty advisor relationships
3. Employment expectations
4. Wellness and mental health
Sharing Survey Findings
Administrator, Faculty and Staff Groups

- Graduate Operations Committee Deans (Associate Deans for Graduate Studies)
- Council of Principal Investigators (Faculty Researchers Group)
- Office for Diversity
- Diversity Operations Committee (Assistant/Associate Deans for Diversity)
- Vice President for Student Affairs Leadership Team
- African American Professional Organization
Graduate and Professional Community Lunch and Learn Series

Campus-Wide Climate Presentations

• Students, Faculty, and Staff
Additional Input
Meeting with Students

- Graduate and Professional Student Government/Grad School Forum (August 2020)
  - Open to All Graduate Students

- Grad School Facilitated Meeting with the President and Provost (Sept 2020)
  - With Small Group of Graduate Students

- CGS-JED Grad Student Mental Health and Wellbeing Town Halls (Fall 2020)
  - Graduate Student Leadership
  - Graduate Advisors and Program Directors

- Town Hall with Interim President and Provost (April 2021)
Actions in Response to Grad Student Concerns
Addressing Areas of Concern

1) Connection and community
2) Communication
3) Financial support
4) Professional development and training
5) Counseling and Psychological Support
6) Wellness activities
Agribusiness: Published article in the MAB newsletter to communicate survey findings. Raised awareness and reiterated their commitment to a supportive community for all students.

College of Geosciences: Hired a Diversity Dean. Now includes diversity in performance evaluations of departmental leadership and faculty.

Bush School of Government and Public Service: Convened a College-Level diversity committee composed of administrators and faculty.

GOC Deans’ Pledge related to COVID delays in progress -- Colleges and Grad School agree to:

- Actively foster flexibility, borne out of a spirit of understanding and compassion for students
- Examine each student’s situation individually, considering all relevant factors that may have impeded progress to degree
- Understand that non-academic factors (financial insecurity, travel restrictions, connectivity issues, family pressures, stress) may have impeded progress to degree
- Communicate with transparency and openness
- Recognize that impacts of spring 2020 will likely extend into future semesters
Wellness and Counseling and Psychological Services Support

- Wellness Corner - Grad School Professional Development Monthly eNewsletter

- Wellness Bites - for professional development facilitators

- Grad School Community of Scholars Themes
  - Resilience in the Face of Adversity
  - Mental Health and Wellbeing

- Embedded CAPS Counselor (September 2021)
Connection & Community

- BGSA/LatinX Mixers
- Howdy Week event
- New Graduate Student Orientation
- Grad School Football Game Tailgate
- Community of Scholars Dinner and Dialogue
Financial Support

- Mandate that university tuition & fees be paid for PhD graduate assistants
- Reimbursement of employer insurance contribution for new hires
- Mini-Grants for GSOs to organize innovative networking and PD opportunities
- Collaboration with GOC Deans to identify and fund PhD students delayed by COVID for the next few years
- Increase Emergency Funding opportunities for graduate students
Graduate Ombuds Officer
Individual Development Plan Workshops
Student-Advisor Compact
Graduate Mentoring Academy
Doctoral Student Profile and Feedback System
Expanding Career Center Graduate Services

**Career Fair**
Get ready for the Career Fair with our detailed game plan.

**Resume & Cover letter**
Learn to write a compelling Resume, CV and Cover letter.

**Jobs & Internships**
Explore various resources to find a job or internship.

**Interviews & Offers**
Tips and tricks for your different interviews.

**Networking & LinkedIn**
Networking opportunities and rock your LinkedIn.

**Virtual Resources**
Use our online resources to stay ahead of the curve.

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Graduate and Professional School
Communication & Transparency

Work with the Provost to ensure:

- Graduate Assistants with teaching responsibilities receive all messages related to instruction, and
- Graduate Assistants are considered in decision-making about instructors

Keeping communications regular and open with graduate and professional students

Slate CRM -- Target Specific Graduate Student Audiences for Relevant Messages
University Strategic Plan

Attract, develop, support, and graduate outstanding and diverse graduate and professional students

Nurture a diverse, inclusive, and respectful environment between faculty, staff, and students:
  - Address climate and culture issues proactively and improve transparency and accountability

Develop infrastructure and learner support services:
  - Ensure a high-quality digital learning environment, foster graduate and professional community, and propagate the “Aggie” experience for all students
Graduate & Professional School Strategic Plan

- Leading campus initiatives to promote diversity, equity, and inclusion to foster a sense of community among students in the graduate school
- Enhancing professional development opportunities
- Collaborating with service offices to meet the needs of graduate and professional students
  - Aggie One Stop
  - Well-being and support resources
Questions?

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klbutler@tamu.edu