

Spring 2024

THE GRADUATE AND PROFESSIONAL STUDENT EXPERIENCE

Response report

Conducted by the Graduate Student Congress

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THE GRADUATE AND PROFESSIONAL STUDENT EXPERIENCE

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UNIVERSITY OF KENTUCKY
GRADUATE STUDENT CONGRESS

Demographics

Classifiers

Number of Respondents	Degree Program
55	Master's Student
131	Doctoral Student
4	Professional Student
8	Post-Doctoral Scholar/ Fellow
3	Multiple
201	Total

Number of Respondents	Classification
75	In-State Student
52	Out-of-State Student
74	International Student

Number of Respondents	Program Location
154	On-Campus
29	Online
18	Hybrid

Number of Respondents	Appointment
83	Research Assistant
69	Teaching Assistant
57	Neither
13	Other: <i>Responses: Graduate Assistant (2), Fellow (5), Post-Doctoral Fellow/ Scholar (2), Faculty (2), and Staff (2)</i>

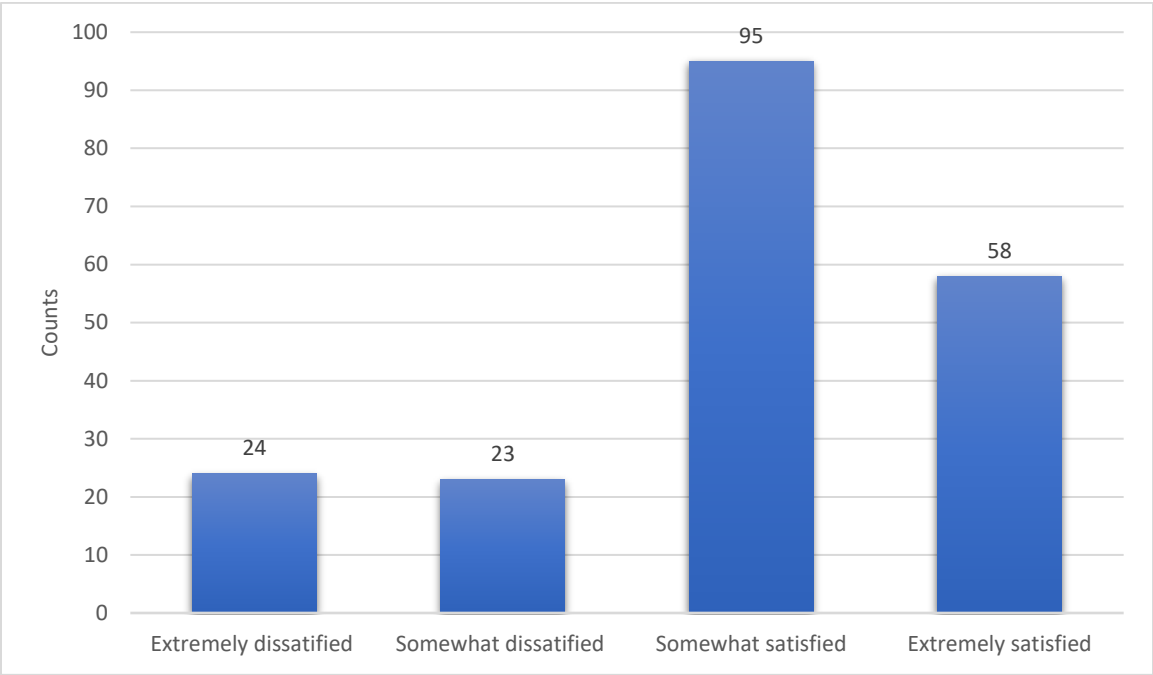
Number of Respondents	Living Situation
71	On campus (student or university owned housing)
76	Rent off campus housing
12	Live with family and/ or do not pay rent
13	Own a home
19	Other

Colleges Represented

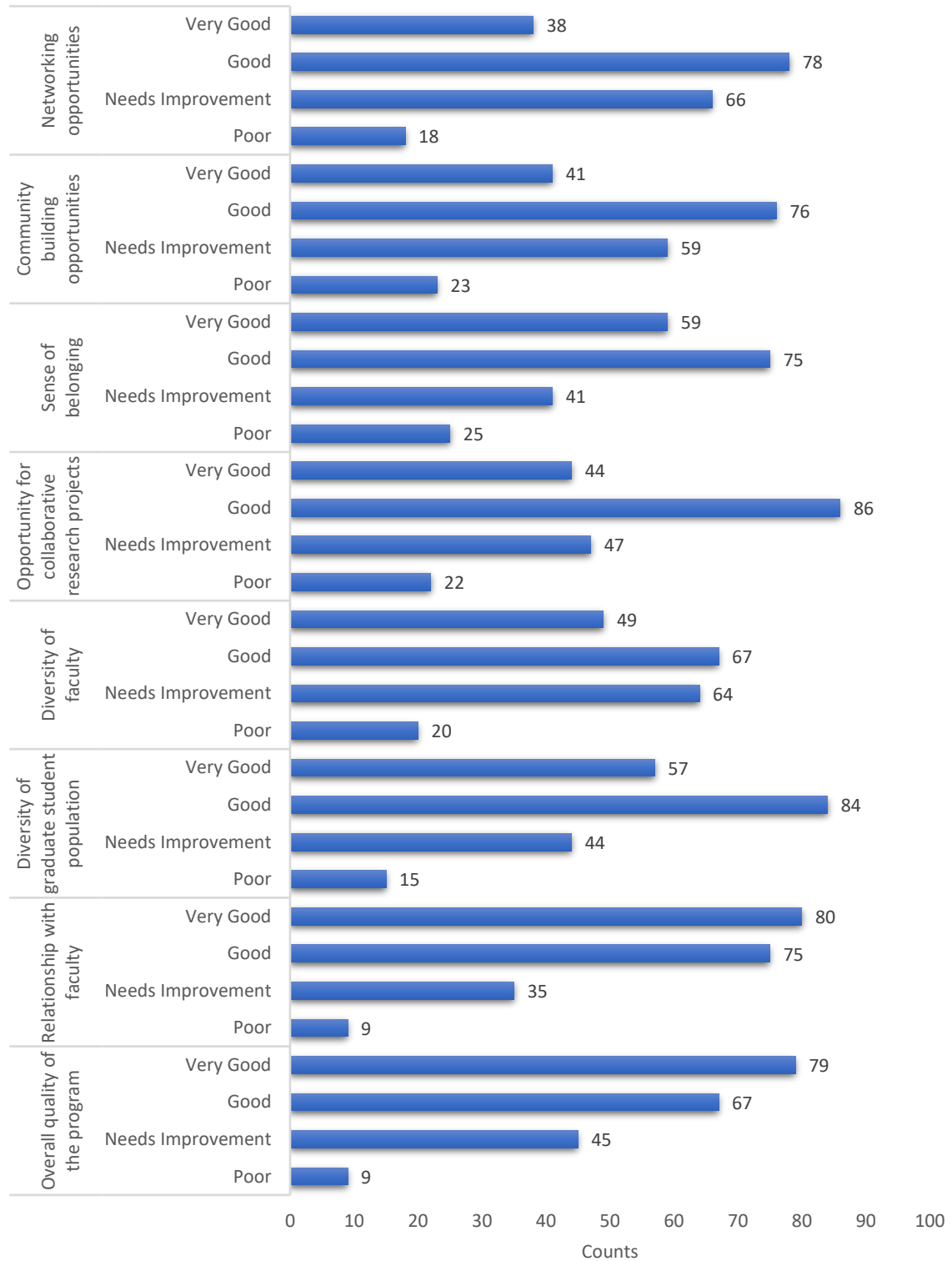
Number of Respondents	College
24	Martin-Gatton College of Agriculture, Food and Environment
51	College of Arts and Sciences
12	Gatton College of Business and Economics
7	College of Communication and Information
0	College of Dentistry
1	College of Design
20	College of Education
16	Stanley and Karen Pigman College of Engineering
2	College of Fine Arts
4	College of Health Sciences
0	J. David Rosenberg College of Law
23	College of Medicine
2	College of Nursing
1	College of Pharmacy
6	College of Public Health
15	College of Social Work
6	The Graduate School
3	Other

Quality of Respondent Programs

Generally, how satisfied are you with being a graduate or professional student at the University of Kentucky?



Perceptions of Each Respective Program



Where do you see gaps in support for professional and career development?

Number of Respondents: 101

All comments have been loosely separated into general categories regarding the responses. All collected responses are included.

Post-Graduation Support

- Nonacademic jobs
- Lack of knowledge of career development opportunities
- There should be tailored support for individual students
- direct paths to try out potential opportunities before graduation
- Connections are hard to build for seeking employment out of the state.
- Bridging work now with where it will translate into the future
- Navigating the world of post docs versus industry jobs after graduation.
- While there is excellent technical training, there are no courses for professional and career development.
- While there is excellent technical training, there are no courses for professional and career development. Few of the faculty seem to maintain an advantageous professional network, and only a few guests were brought to the department during the semester. Students have little opportunity during the school year to make connections. Also, the BUSYNESS of each and every person in the department is hindrance to taking advantage of the rare opportunities that do come for learning and making connections. Business is also a hindrance to learning how to find work/life balance which is a vital skill for health in a professional career.
- Jobs after graduation
- Support for post-graduation job searching
- The career center is unhelpful when looking at specific careers, they provide too general information.

Networking and Collaboration

- Involvement of faculty with the student population for networking purposes.
- Not as much cross-pollination within college of engineering
- Opportunities to collaborate with other departments in my college
- I would love a climate-focused networking section or career fair! But I think the other resources provided by the university do a decent job.
- Less programs for networking
- Need networking events, inter-departmental collaboration as well as external partnerships and collaboration
- more support for conference attendance. they have some networking opportunities to find industry careers but not enough for careers in academia or other fields.
- There is very little direct guidance on how we can apply material to current roles and few networking opportunities
- Less opportunity to meet people from companies and other people from the field of study
- If we have more connections with company will be better. Such as a trip to Medpace.
- There is a lack of speakers that come to Kentucky, there aren't good connections to the industry.

Non-Academic Jobs

- More difficult to navigate preparing for jobs outside of academia
- For industry positions
- The program is geared towards pushing students into academic jobs, but based on the rank of our program and the state of the academic job market, that's just not feasible for everyone.
- More support for finding non-academic jobs would be a huge help.
- No initiatives for those pursuing a PhD to teach
- Only careers that are really supported are academia and industry, probably partially due to the fact that all of the professors have stayed in academia and industry is the next most popular choice, but if you don't want to go into those (like me), it can be difficult to find opportunities and to convince PIs that those opportunities are good/necessary for your career. More support when it comes to learning how to network/actually networking would be good.
- I would like to see more translational research career talks, as well as talks about PhD scientists in clinical roles and government career paths.
- gaps in support/career development for non-academic tracks. Improving lately but still lacking overall.

Specific Activity Recommendations

- We don't have many cv or resume building classes focused on graduate students
- Research and writing papers
- Needs more focused mentorship
- I would love a climate-focused networking section or career fair! But I think the other resources provided by the university do a decent job.
- Lack of Professional seminars
- More programming around conferences and publishing research
- need an official HR department and/or a system for assisting students when they are in need. Also, I don't find that I feel supported when unfortunate occurrences happen to graduate students.
- Need more hiring opportunities for graduate students at the college career fairs
- more formal research groups
- An open house or introductions to the different staff/professors would be useful for new Grad students
- An increase in online events/resources, database of regional corps that hire on an ongoing basis

Financial Support

- NOT ENOUGH FUNDING! Everyone is working way too much just to survive
- Gaps in accessibility and affordability
- Lack of funding supports
- Need additional funding for research support, travel opportunities
- Financial? We can't actually do development if we are constantly worried about affording rent and food.
- Not enough monetary compensation
- stipend is too low
- Extra funding for travel to conferences, in case of major health issues, etc.

International Student Challenges

- As an international student I could not get any training for future job applications.
- There are a few opportunities for international students' sessions. I feel that this should be improved in order to boost our confidence and capabilities.
- As an international doctoral student participating in a career fair, it would be beneficial if we could know beforehand if the participating companies are willing to sponsor international candidates.
- Seminars for international students, more networking events
- I think if international students can receive extra support from the school such as accessible information and staff and offer services that are transparent and clear.

Online/ Off-Campus/ Professional Student Specific Challenges

- For the professional students, we like to give back but most of the opportunities so far have either been during the day, or during existing class times
- They do a great job for their in-person students, but the online students are often neglected. Since I live relatively close by, I would have liked to have been invited to on campus events or conferences.
- I'm an online student and have felt somewhat disconnected here but I also have a career and haven't been looking to fill this need as much as a student that would need a job after graduation. It would be nice to be connected with others already working to have a support group outside of courses.
- Seems as though online students are left out as most everything applies to local gatherings
- Feel very disconnected from campus as online only student
- There needs to be more fully online programs. Not everyone is an 8-5 employee or a traditional student.
- Networking with faculty as a student off campus in another city
- Collaboration for online students to connect to the university
- You don't get the same spontaneous interactions and opportunities to brainstorm with an online program, but I'm not sure how to improve it
- The instructors for the online MSW program are distant at best. More involvement from the instructors, including actual feedback for assignments and more opportunities for synchronous meetings would improve the program tremendously.
- The half semester classes are so fast paced - there is no time to take anything in or really get to know the professor or students. There are no opportunities for real community building. I can't even attend my professor's Zoom calls because they are during my work hours. This program is sorely lacking in understanding of working, professional adults, especially those that are caregivers.

Diversity

- Diversity and Inclusion of International students for off-campus opportunities
- DEI
- I'd like to see conscious effort to expand racial diversity among students. It's ok but not great in my specific program.
- Diversity
- Collaboration and diversity is lacking
- More diversity

Department/ Advisor/ Mentor Specific Relationships or Support

- Lack of support from my department, they see that I'm struggling, but no one is here to help
- Support for student ideas, even if the faculty/advisors are unfamiliar with their grounding.
- Coworkers and some supervisors may view you as a competitor and, as a result, attempt to avoid teaching you something new. This is quite harmful not only for the person who needs to build his career, but also for the institution, which will at some point lack experienced people owing to a lack in knowledge transfer.
- The gap is diverse experience in your field, volunteering, and publication!!!!!!!!!!!!!!
- No guidance due to lack of expertise in my field
- Supporting students during their dissertation phase can be a challenge. It can be hard to feel a part of the community now that I no longer live in Lexington and take courses with classmates.
- My department has little to no support or opportunity for my area of study. it doesn't feel supportive of my career goals
- Communication, professor guidance regarding getting published and enhancing work
- We practically have none in our department unless the student led organizations put them on
- Lack of communication, professors are dismissive of concerns, quality of teaching
- My department specifically does not have many opportunities for development. Most of our development comes via programs through Markey Cancer Center
- Guidance. I feel there is a lack of guidance from the college/faculty in what I should be doing at this stage of my program.
- While I am still in the early stages of my doctoral work, I would like to be engaged in research with faculty, rather than encouraged to hunt.
- I am enrolled in my 3rd and 4th classes in my MBA program this semester. So far, the professors have not been interested in getting to know the students or helping them with career development. There is someone in the Graham Center, but their help has not been great.
- The faculty do not provide guidance or advice on how to transition from a PhD student to a faculty member. We are not allowed to attend faculty meetings or gain access to any meeting minutes.
- more formal research groups
- Very little support from department and graduate school towards humanities and liberal arts fields
- Some of the professors are very dismissive of feedback from the students and don't treat the MBA students with respect.
- Too much work like excessive reading materials. The focus is more on quantity than quality. This prevents us working towards meaningful professional and career development.
- lack of contact between department and industry professionals/support was all very informal and driven by individuals
- Very little support from department and graduate school towards humanities and liberal arts fields
- There is no support regarding professional or career development from the department. Students are left to independently support themselves.

Other Responses

- There is not intentionality on this
- There are frequent emails shared through ListServ. We receive several every day. This is the primary means of providing information on career development. I believe that could be improved considerably.
- Most students are left to fend for themselves or rely on word of mouth from older students from similar origin. While the Graduate School organizes a good orientation program and sometimes in-semester programs, a lot more could be done to help ensure graduate students truly understand the new society they are in and that they are well equipped. As a side note, it appears there is plenty of these programs for undergraduate students.
- There is only one piano teacher, and everybody has to work on her technique or we are out the program. We all suffer
- improving the effective communications between the involved parties
- Not enough time to attend events
- I feel like I'm being trained poorly for my career.
- There are plenty of group projects, but they are not organized in a way to be conducive to learning. I have not benefitted from a single group project thus far. They appear to serve the professors by giving them less to grade more than they serve the students, as they are not effective group learning situations. Instead of learning anything new, I spend my time organizing other people who do not seem to care as much as I do, teaching them material that they haven't learned due to not paying attention to the readings and/or modules, and re-explaining the assignment, as most of the group assignments have poorly written instructions that leave way too much room for interpretation. I have been severely disappointed in the quality of assignments given when groups are involved. It makes me feel as though the professors care more about grading less than facilitating learning.
- There is a lot of opportunities here at UK - just not always so clear how to use/access.
- the GSC awards are not clear, and I have applied but never heard back multiple times
- Some of the DSW Canvas shells are a disaster- no lecture videos, missing readings, broken links, directions conflicting with rubrics. Some faculty are extremely unresponsive and give vague, unspecific feedback.
- Communication

Positive Responses

- None. My dissertation chair, Dr. Lars Bjork, was awesome! The EDL faculty were responsive and instrumental to my completion. Thank you, College of Ed and EDL!
- Everything is good.
- None

Teaching Assistant Experiences

What are your biggest challenges as a teaching assistant?

Number of Respondents: 45

Responses have been summarized below to identify prominent or recurring themes. A comprehensive list of the comments are listed in Appendix A.

- Summer funding
- Time/ workload
- Lack of mentorship
- Childcare
- Stipend/ financial
- Mediating interactions between students and professor
- Lack of formal training/ development
- Isolation
- Lack of clear expectations
- The ability to effectively impact students
- Too many students.
- Work/life balance
- Conflicts with faculty
- Boundaries with communications/ emails

What kinds of support or resources would help you in the role of a teaching assistant?

Number of Respondents: 37

Responses have been summarized below to identify prominent or recurring themes. A comprehensive list of the comments are listed in Appendix B.

- Meetings with faculty/ support or mentorship from faculty
- Better technology, computers, iPads
- Explicit guidelines/ expectations
- Financial support/ stipend
- TA coordinator in department
- Additional teaching seminars, training opportunities, assistance creating syllabus or exams, and support for dealing with class challenges
- More collaboration
- More TAs
- Smaller class sizes or fewer classes at a time
- Freedom/ autonomy, ability to teach courses at a higher level
- Balance of responsibilities
- Better understanding of different cultures
- Childcare or an onsite subsidized childcare option
- For distribution of workload among TAs of a particular course/ department/ etc.

Research Assistant Experiences

What are your biggest challenges as a research assistant?

Number of Respondents: 52

Responses have been summarized below to identify prominent or recurring themes. A comprehensive list of the comments are listed in Appendix C.

- Balance of work/ responsibilities/ time-management
- Stipend, lack of vision and dental insurance
- Discrimination
- Lack of mentorship or support from faculty
- Isolation, finding motivation
- Student/ mentor/ advisor relationships and challenges
- Parking/ transportation

What kinds of support or resources would help you in the role of a research assistant?

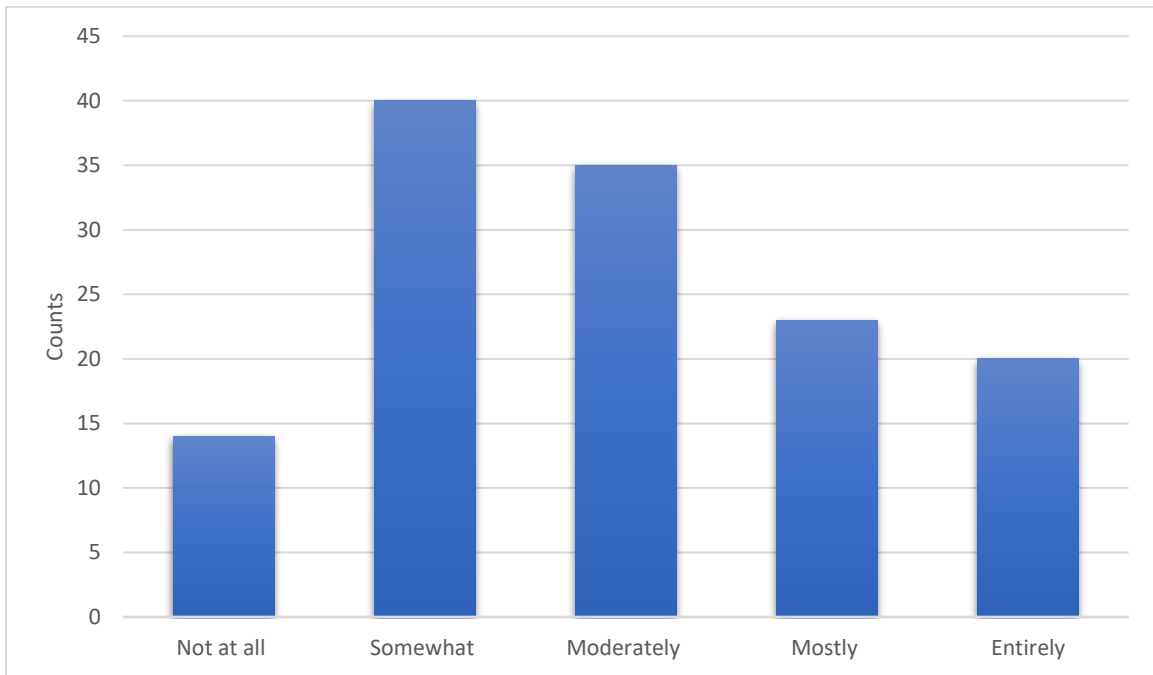
Number of Respondents: 44

Responses have been summarized below to identify prominent or recurring themes. A comprehensive list of the comments are listed in Appendix D

- More writing and journal clubs
- Finding
- Better computers/ laptops/ technology
- Guidance/ specific trainings
- Mental health events and improved mental health resources
- Stipend/ funding
- Prism and Genius subscriptions
- Resources, dedicated office spaces for graduate students with comfortable desk/ chairs

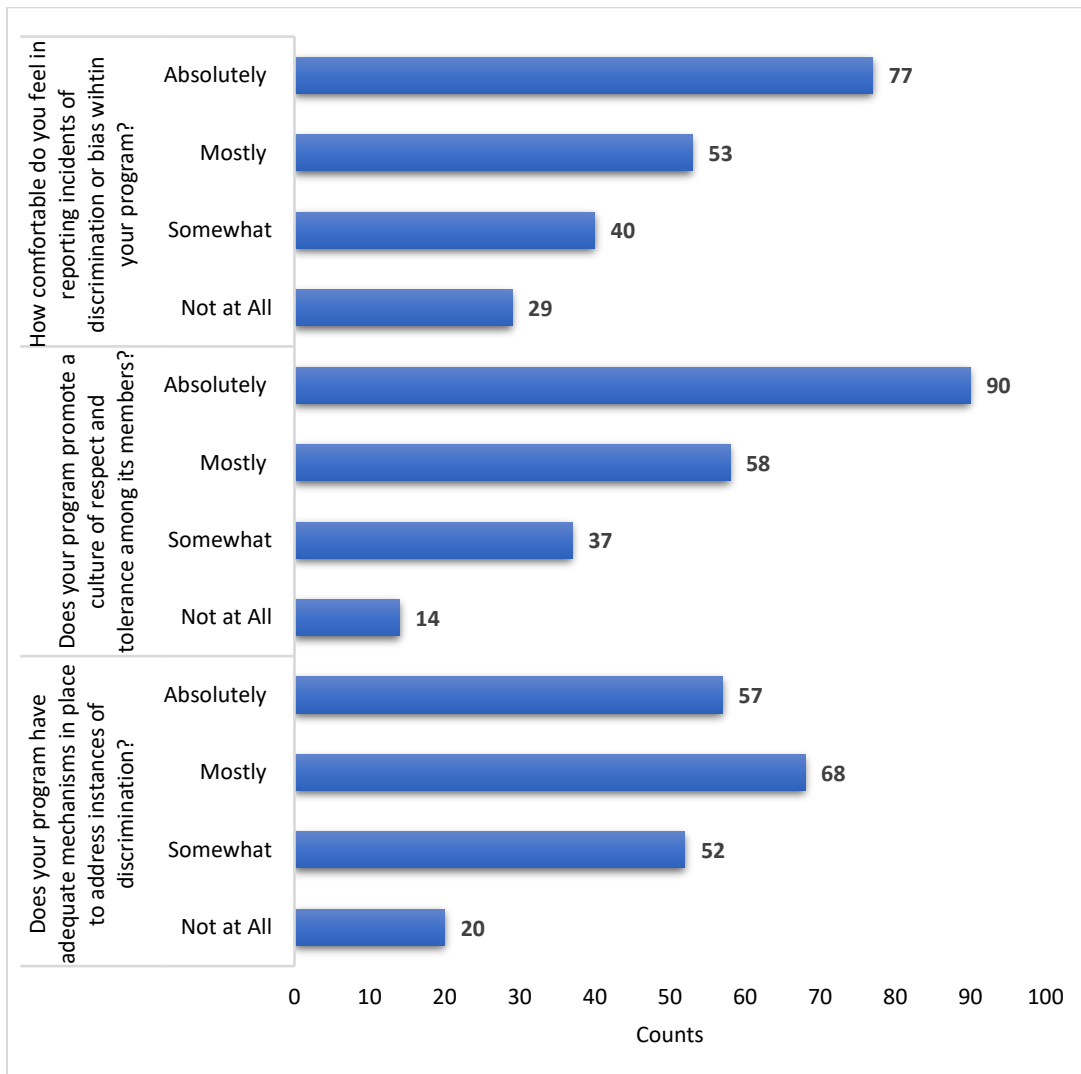
Stipend

How adequately does your teaching or research assistant stipend cover your living expenses?



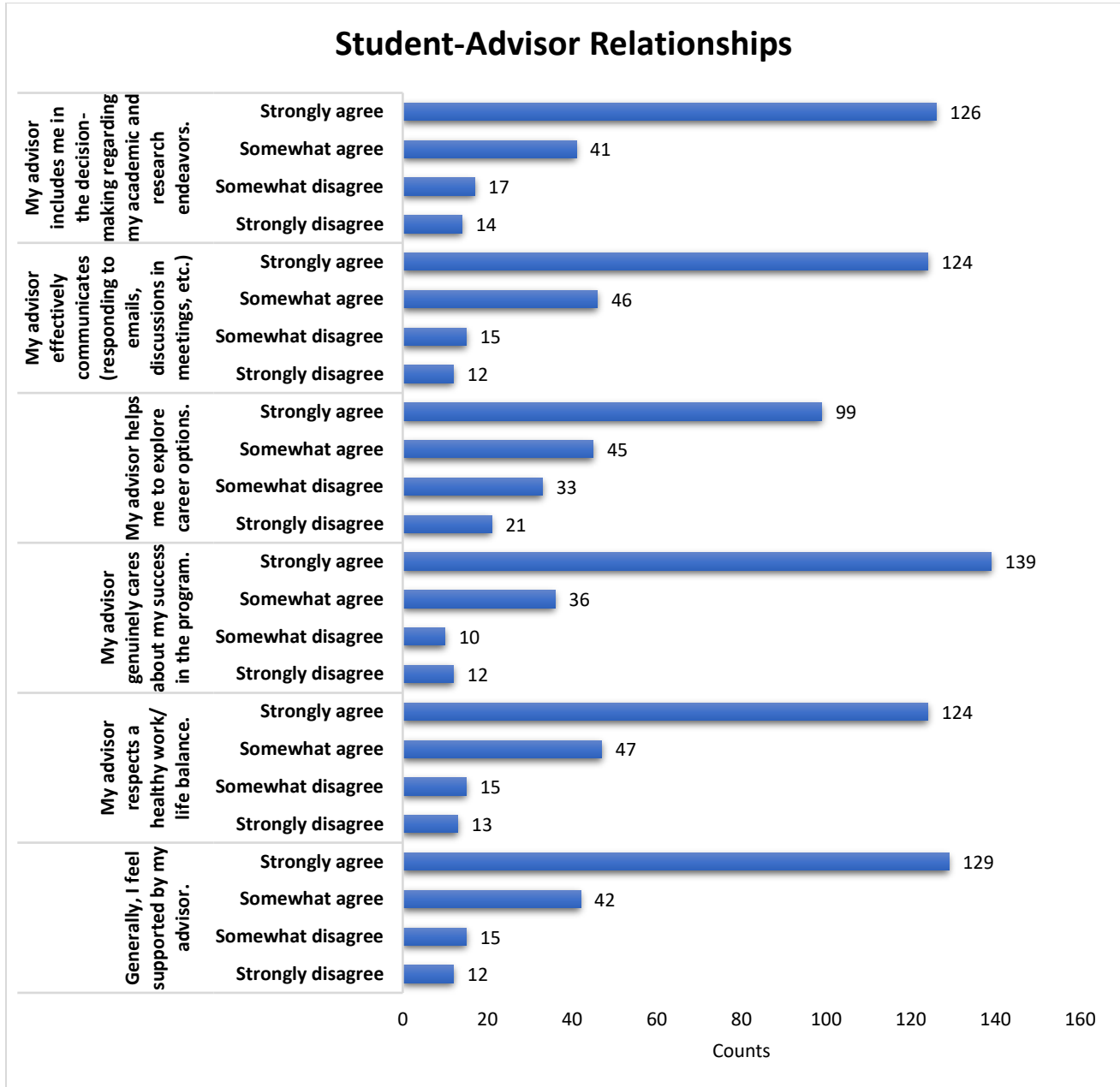
Perception of Discrimination

1. How comfortable do you feel in reporting incidents of discrimination or bias within your program?
2. Does your program promote a culture of respect and tolerance among its members?
3. Does your program have adequate mechanisms in place to address instances of discrimination?

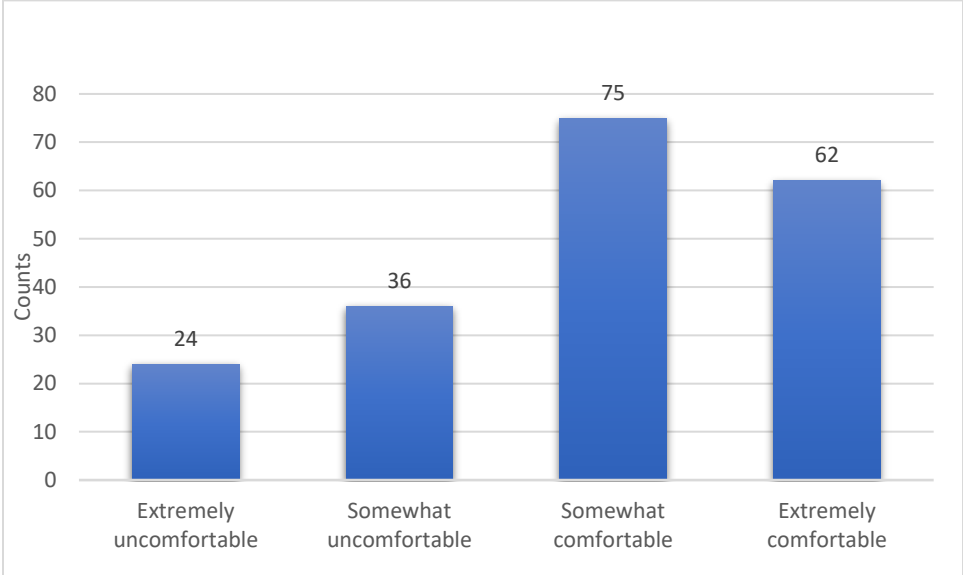


Student Advisor Relationships

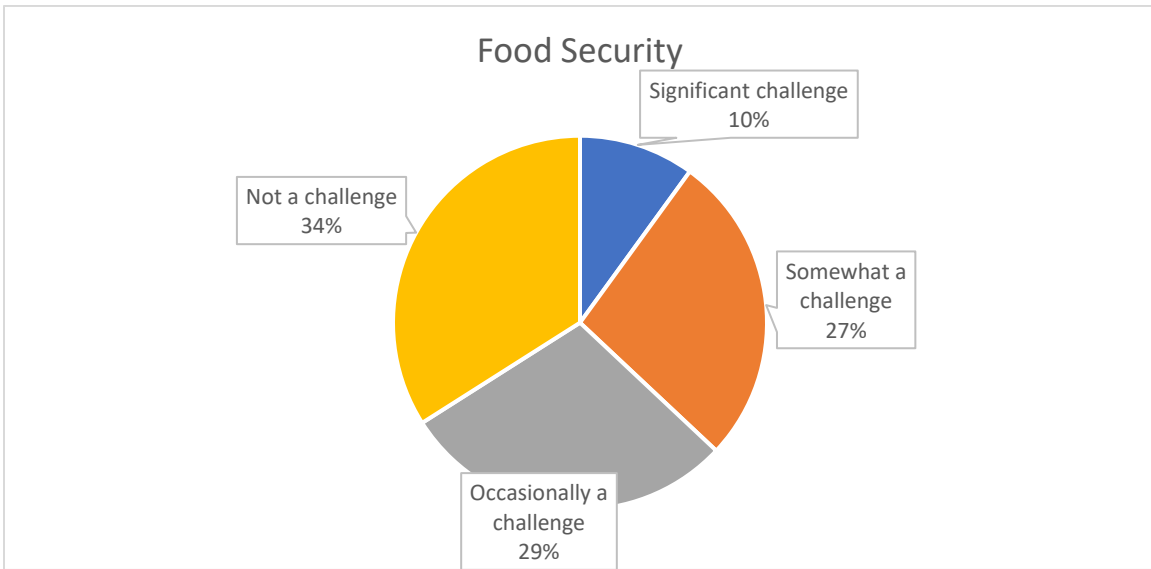
Rate how you feel about each of the following regarding the relationship you have with your primary advisor.



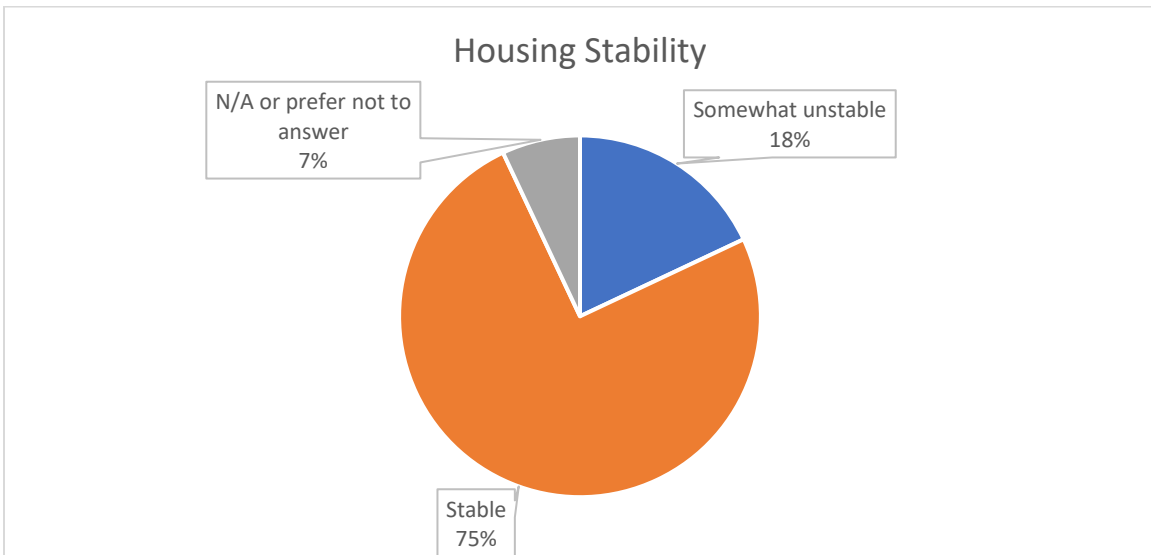
How comfortable would you feel speaking to administration (program director, department head, ombud, etc.) if you were to have an issue with your advisor that significantly affected your ability to complete your program?



Student Wellbeing



Responses: 199



Total Responses: 197

Definitions

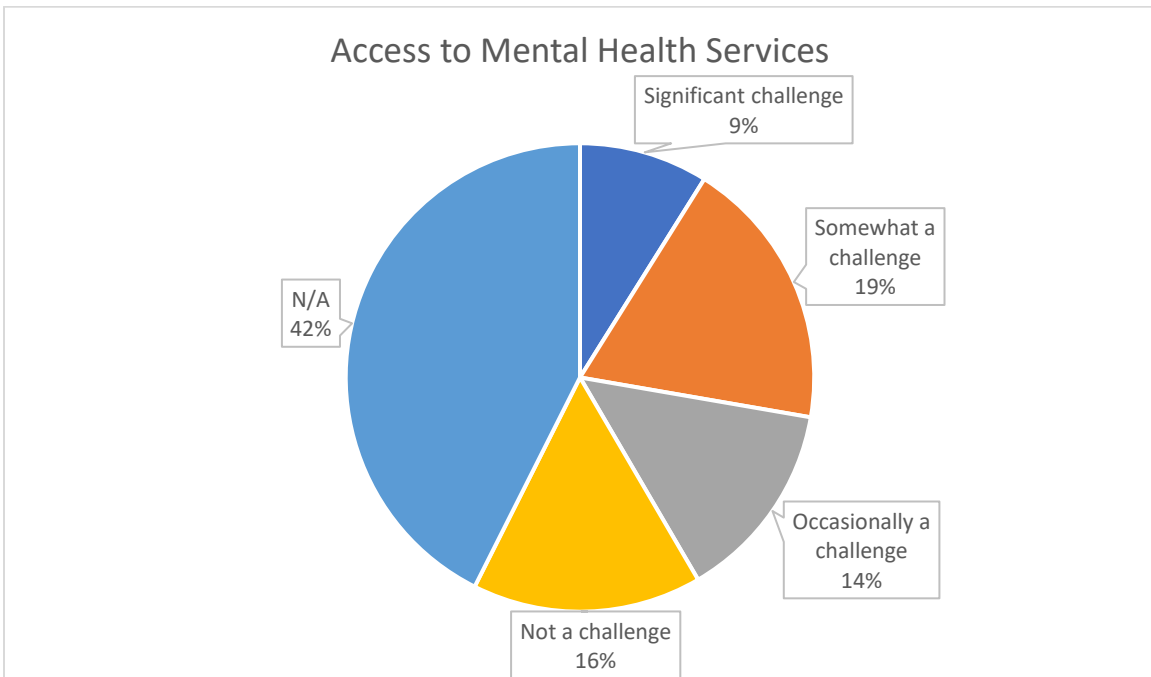
Completely unstable (such as unhoused, staying with friends, difficulty finding a safe suitable place to live, or unable to pay your rent each month with fear of eviction)- 0 people responded to this

Somewhat unstable (such as sometimes being unable to pay rent on time each month or significant stress about how you will afford your housing each month)

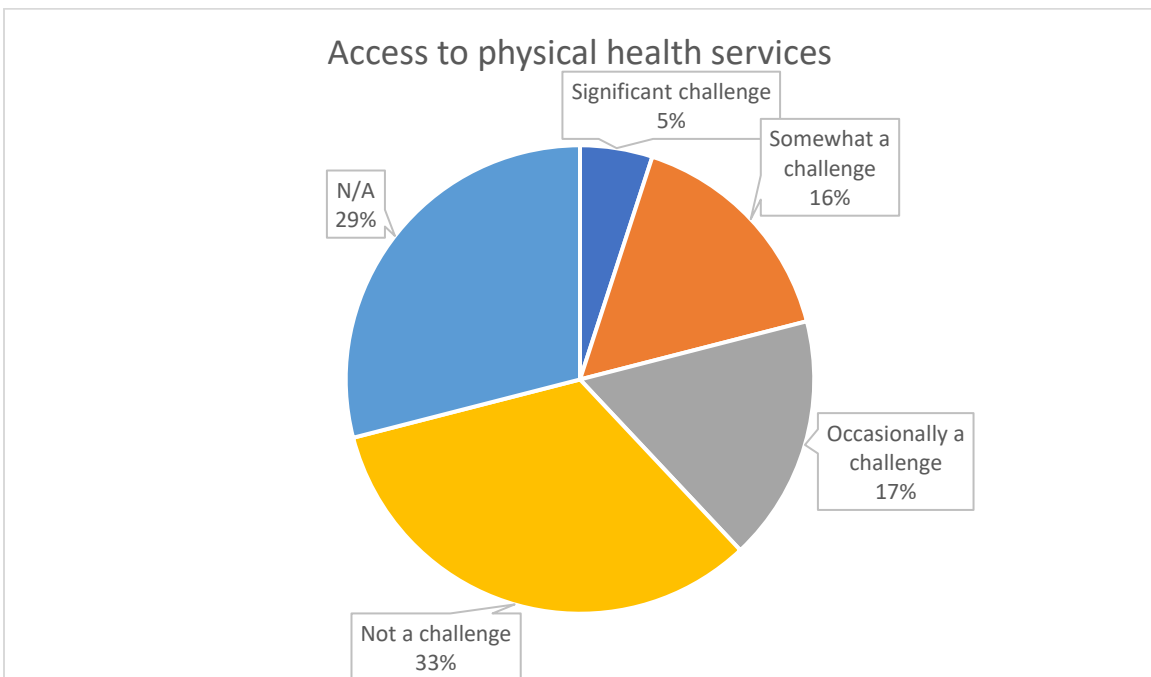
Stable (you consistently can afford your rent and/or have never worried about eviction or your housing situation)

Not applicable or prefer not to answer

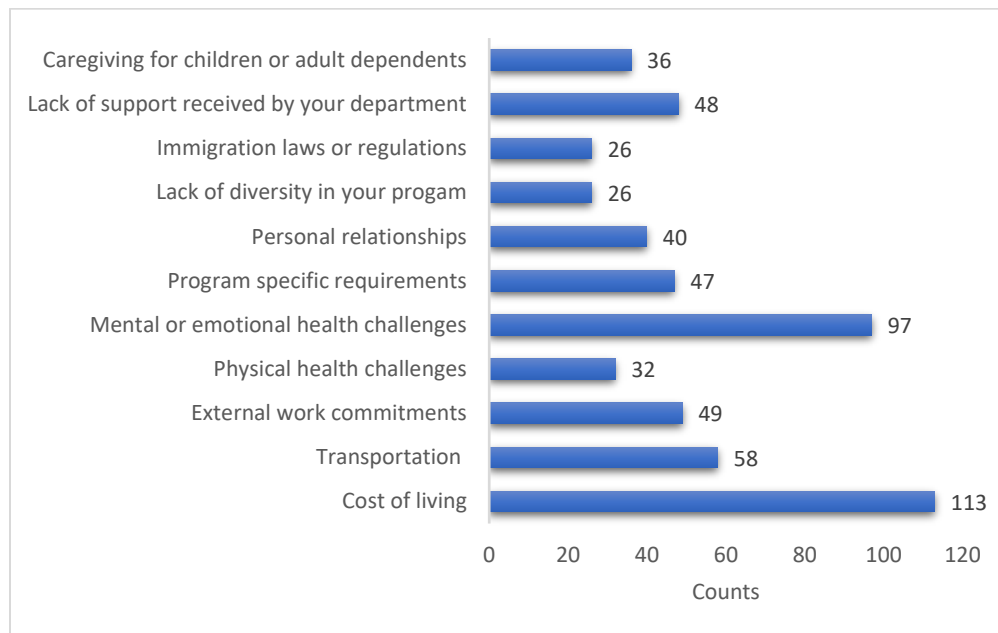
How challenging has it been to access campus mental health services that meet your needs?



How challenging has it been to access campus physical health services that meet your needs?



Which of the following has negatively affected your experience or productivity as a graduate or professional student? Select all that apply.



Others: (14 respondents)

- Neuroscience department is falling to pieces
- Some professors are very dismissive of student's feedback and don't provide a positive experience
- Very low stipend
- Harassment and blatant disrespect by faculty
- Canvas has been a significant challenge/problem and must be reviewed. Something as simple as accessing class information assignments etc. should not take more time than the actual assignment. There's very little consistency in how it is implemented by each professor
- Work relationships
- They pay you nothing and charge you a ton of money for food, parking, fees. It's bullshit. Maybe if I slept in my car and ate only one meal a day I could afford it.
- Occasional tech challenges, making sure downloads are safe. Not a huge deal, but I like to be careful.
- Teaching!
- Although doing many tasks and participating in processing many data, there is a lack in co-authorship.
- Less salary paid as compared to the NIH guidelines

Comments:

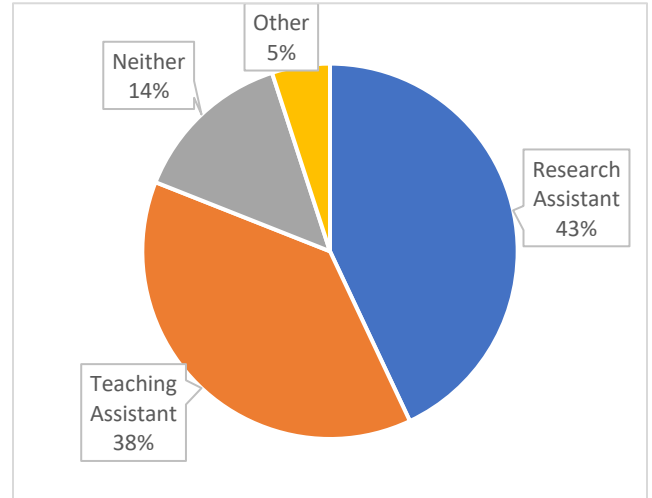
- If I didn't have a partner that splits the rent with me, I would have struggled financially

The International Student Experience

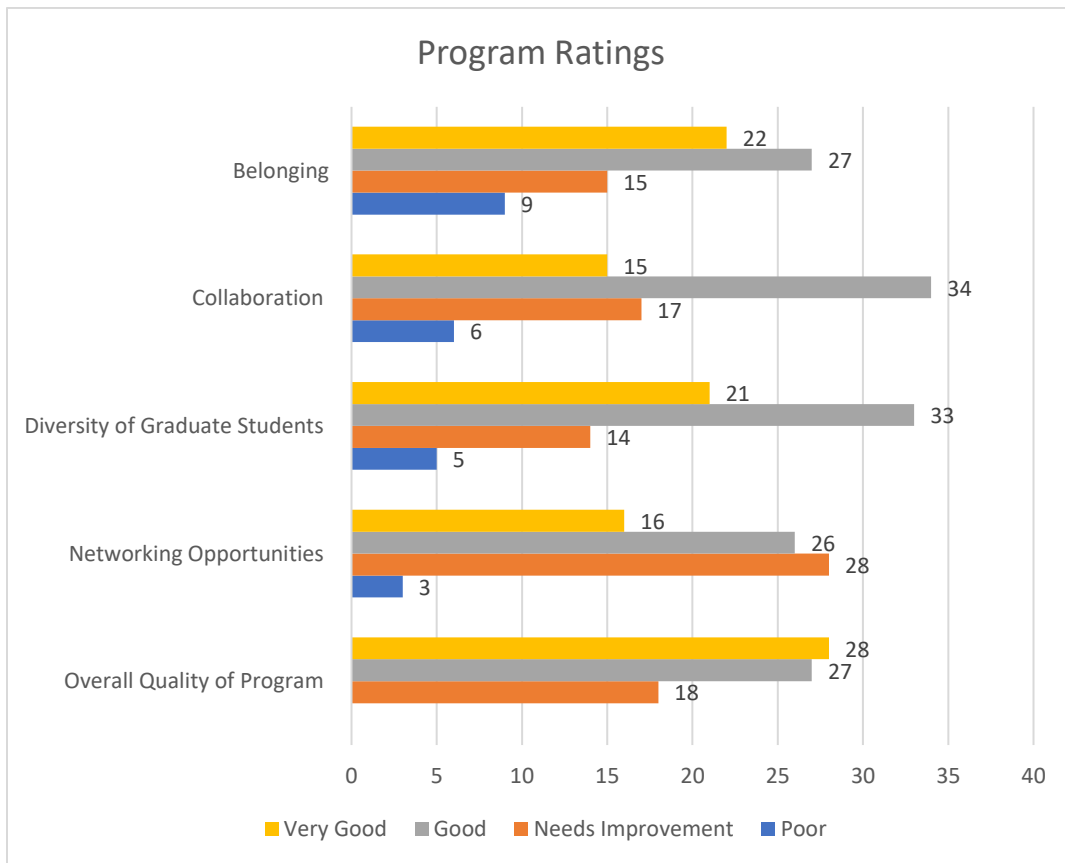
Overall

Number of Respondents	Classification
75	In-State Student
52	Out-of-State Student
74	International Student

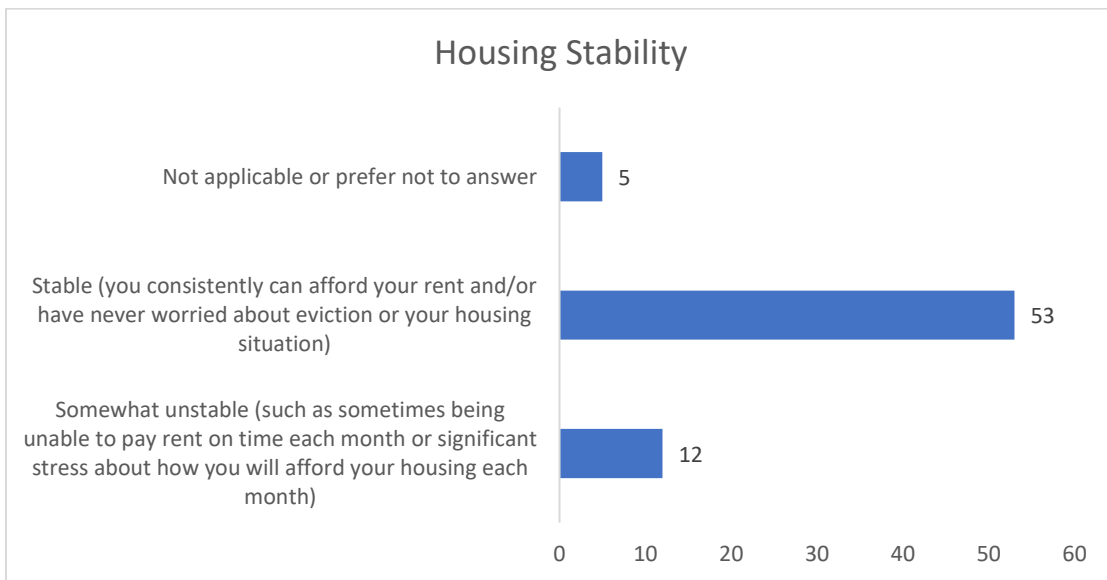
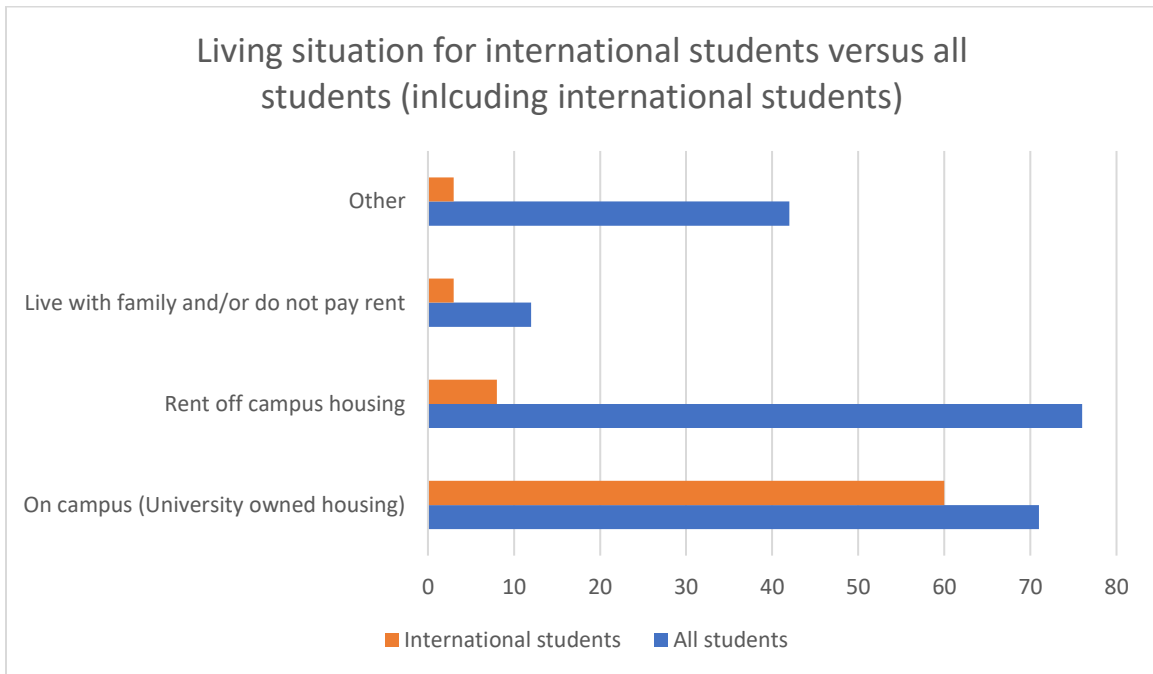
Current Role



Perception of Each Respective Program

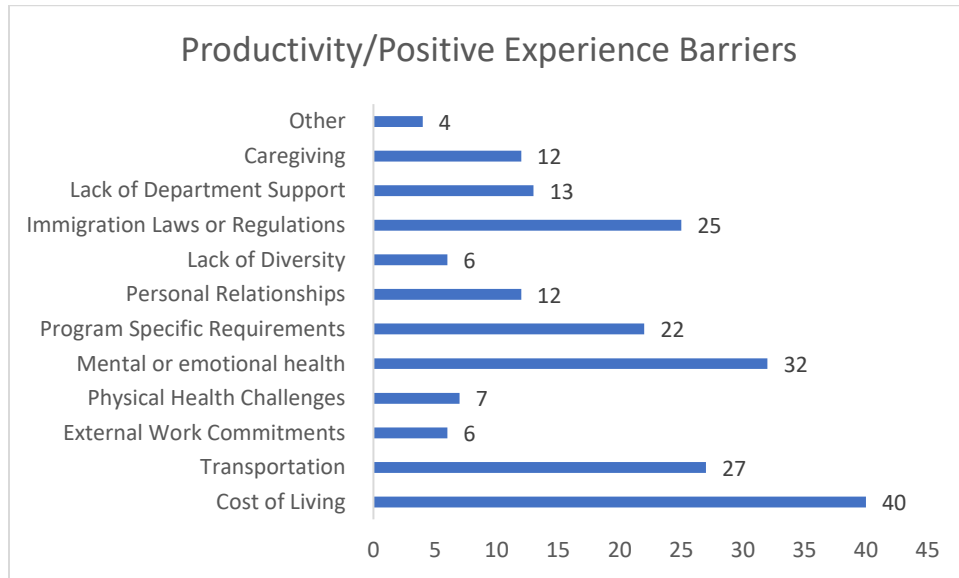


Living Situation

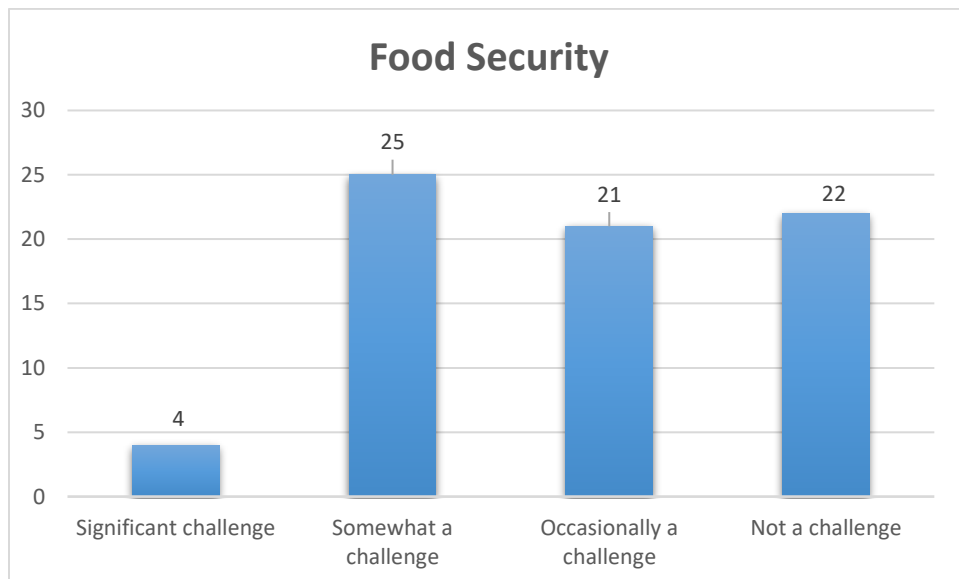


Productivity/Positive Experience Barriers

Which of the following has negatively affected your experience or productivity as a graduate or professional student? Select all that apply.

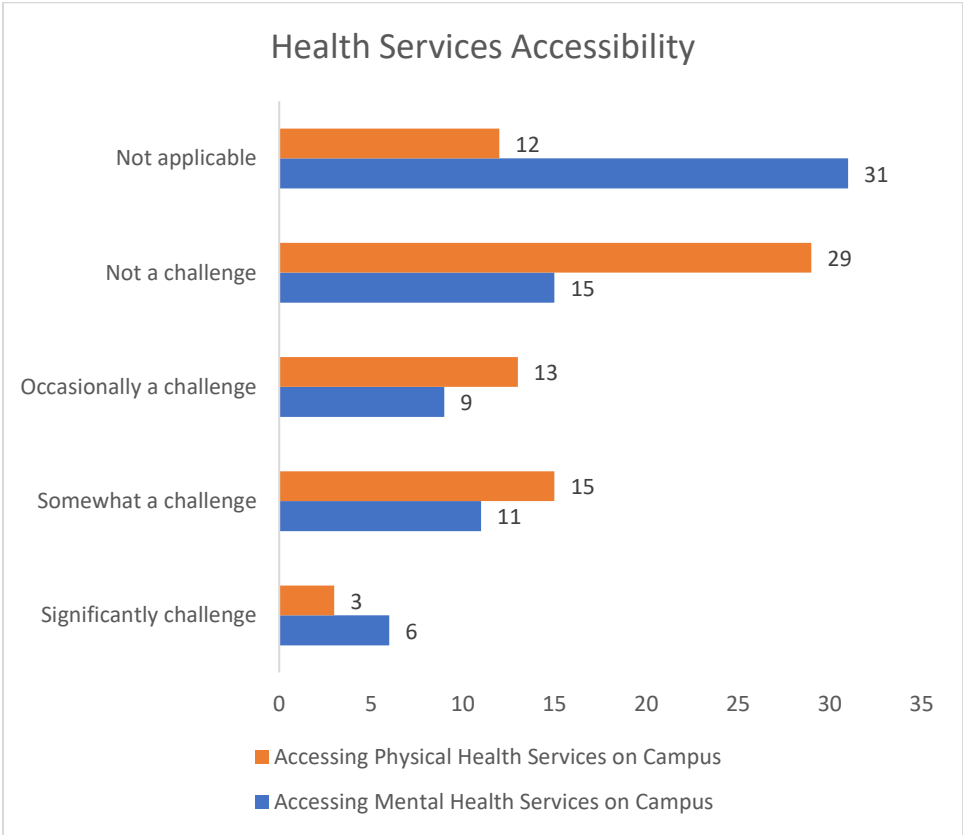


Daily Life



How challenging has it been to access campus mental health services that meet your needs?

How challenging has it been to access campus physical health services that meet your needs?



Summary and Recommendations

Summary

- Majority of the international students are either a Research or Teaching Assistant
- Significantly, most graduate/professional students on campus for housing are international students, and the majority consider it stable housing.
- Cost of living, mental/emotional health, and transportation are the top three barriers to international student success.
- The majority indicate mental/emotional health does not apply to them; however, to those it does, the majority report having some challenges with access to mental/emotional health services on campus.
- Access to affordable healthy food is a challenge.
- Overall, international students are pleased with their programs. Identified suggestions to make it a better experience will be recommended. some challenges to be addressed.

Recommendations to be established or to continue

- Adequate information and time committed to transitioning to the U.S academic systems, technology, and equipment access.
- Mentorship and Advisor Relationship/Communication
- Help balancing multiple roles: Coursework + Academic Responsibilities + Assistantship etc.
 - Time Management Workshops: Offer workshops focused on time management, prioritization, and effective study techniques for the U.S. system. These can help students balance coursework, academic responsibilities, assistantships, and other commitments.
 - Flexible Scheduling: Encourage departments to provide flexible scheduling options for assistantships and part-time work, allowing students to better manage their academic workload.
 - Support Groups: Form support groups where students can share experiences, strategies, and resources for balancing multiple roles. These groups can provide peer support and reduce feelings of isolation.
- Transportation and its accessibility
 - Campus Shuttle Services: Expand campus shuttle services to cover more areas and operate during extended hours, providing convenient transportation options for students.
- Emotional Support/Psychoeducation/Mental Health Services Accessibility
 - Diverse Mental Health Clinicians: Have clinicians on campus who can related to international student challenges and struggles
 - Peer Support Networks: Develop peer support networks where students can receive support from trained peers, creating a sense of community and reducing stigma around seeking help.
 - Psychoeducation Programs Targeted to International Students: Implement psychoeducation programs that teach students about stress management, coping strategies, and mental health awareness.

- Adequate Financial Support
 - Increased Stipends: Advocate for higher stipends for graduate assistants and teaching assistants, ensuring they are sufficient to cover living expenses.
 - Emergency Funds: Establish emergency funds or grants that students can access in times of financial crisis.
 - Financial Literacy Programs: Offer financial literacy programs that educate students on budgeting, managing debt, and financial planning, helping them make informed financial decisions.
 - Scholarships and Grants: Increase the availability of scholarships and grants specifically for international and out-of-state students, reducing their financial burden.
- Better access to healthy foods on campus
 - Ensure the campus pantry has fresh food and it is marketed well. E.g., Have a mobile campus pantry that goes to graduate housing with fresh food instead of students going to the pantry.
- Priority for on-campus housing and streamlined off-campus housing information easily accessible to students who cannot have on-campus housing due to lack of capacity.
 - Housing Prioritization: Give priority to on-campus housing to international students and students with families, ensuring they have stable and convenient living arrangements.
 - Housing Resources: Create a centralized online platform with comprehensive information on off-campus housing options, including listings, reviews, rental assistance, and things to consider off-campus etc.
 - Housing Assistance: Aid with finding and securing off-campus housing, including partnerships with local real estate agents and housing organizations.
- More job search information for international students, including internships, etc.
 - Career Services: Enhance career services specifically tailored for international students, providing information on job search strategies, resume building, and interview preparation.
 - Internship Programs: Develop internship programs that partner with local businesses and organizations, offering internships specifically for international students.
 - Visa and Work Authorization Workshops: Offer workshops on visa regulations, work authorization processes, and employment rights, helping international students navigate the legal aspects of working in the U.S.
 - Networking Events: Organize networking events that connect international students with potential employers, alumni, and industry professionals, facilitating job and internship opportunities

The Student Parent/ Caregiver Experience

Total number of student parents: 46

Dependents:

Number of Respondents	Classification
11	At least one child in daycare
23	At least one child in grade school
10	At least one child is cared for by a trusted adult (family member, friend, etc.) while you are at school/ work
13	At least one dependent is an adult

When first finding a daycare for your child, how difficult was it to get your child enrolled in a trusted facility within a reasonable amount of time?

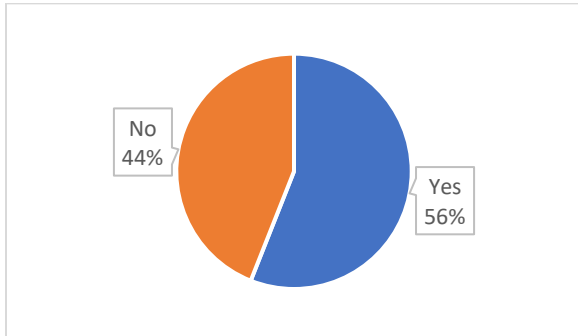
Number of Respondents	Classification
7	Extremely difficult
3	Somewhat difficult
0	Somewhat easy
1	Extremely easy

How much do you pay each week for childcare for each child that attends a daycare facility?

Number of Respondents	Classification
0	Less than \$100
3	\$100-\$200
3	\$200-\$300
5	More than \$300

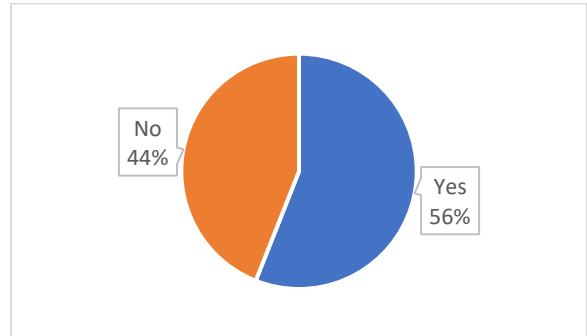
Have you ever had to miss an on-campus UK sponsored activity because of lack of childcare or children were not allowed to attend?

Respondents: 45



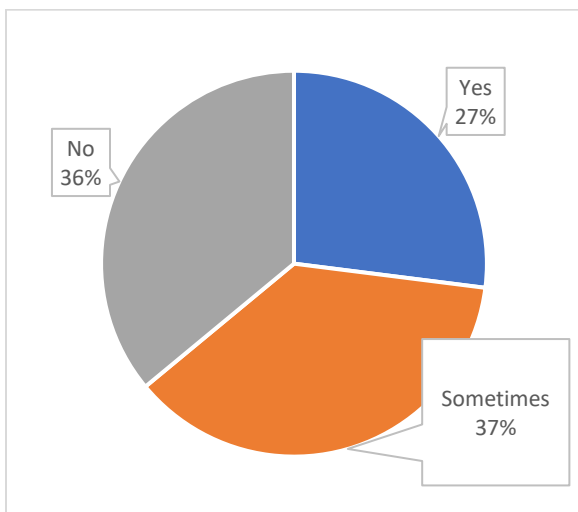
Have you ever had to miss an off-campus UK sponsored activity because of lack of childcare or children were not allowed to attend?

Respondents: 44

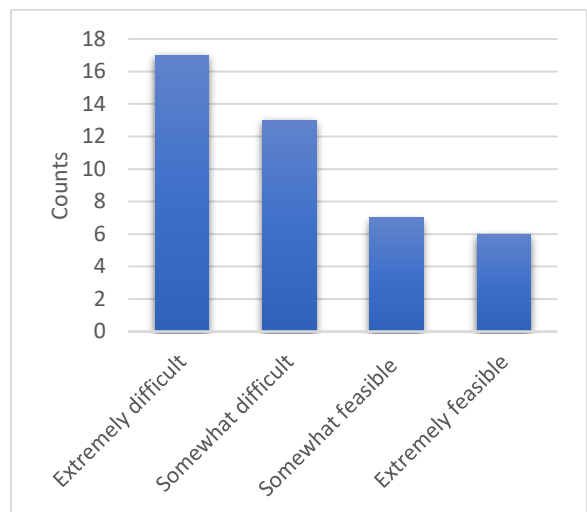


Do you feel supported as a student parent or caregiver at UK?

Respondents: 44

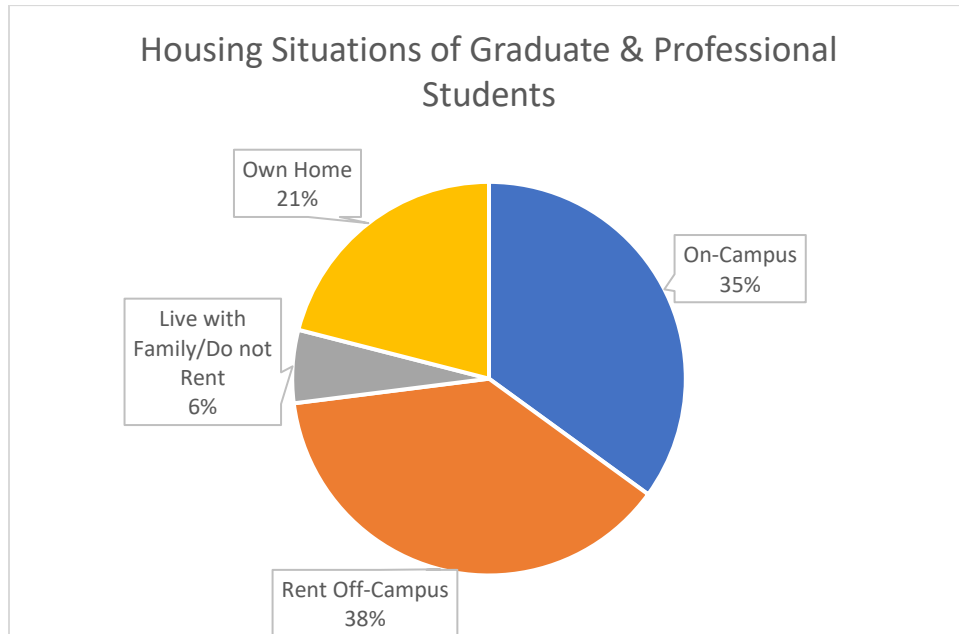


Please indicate the difficulty of affording both the cost of living and the cost of having a child (or children) with your current stipend or income?

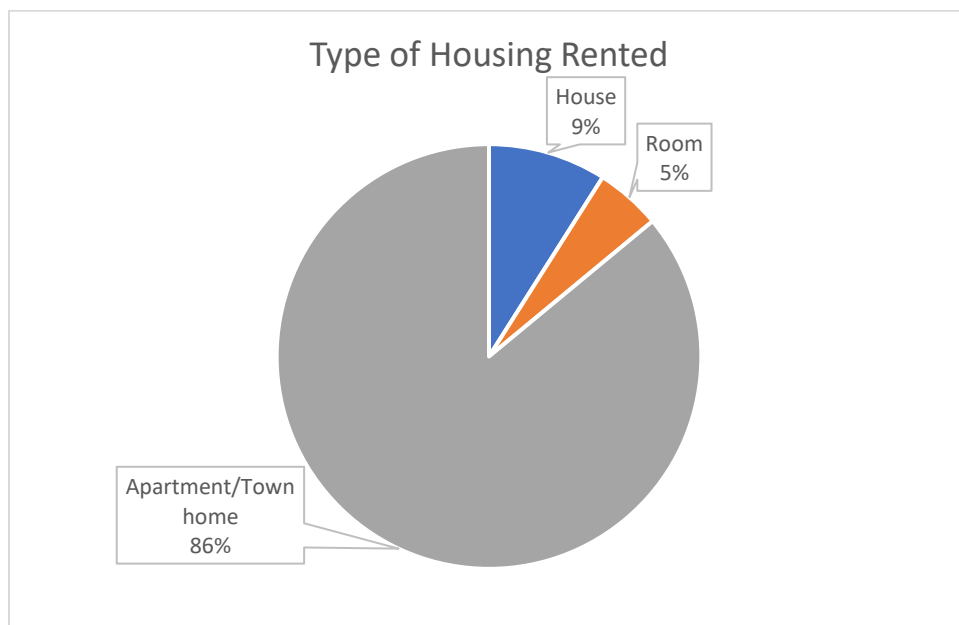


Off-Campus Living

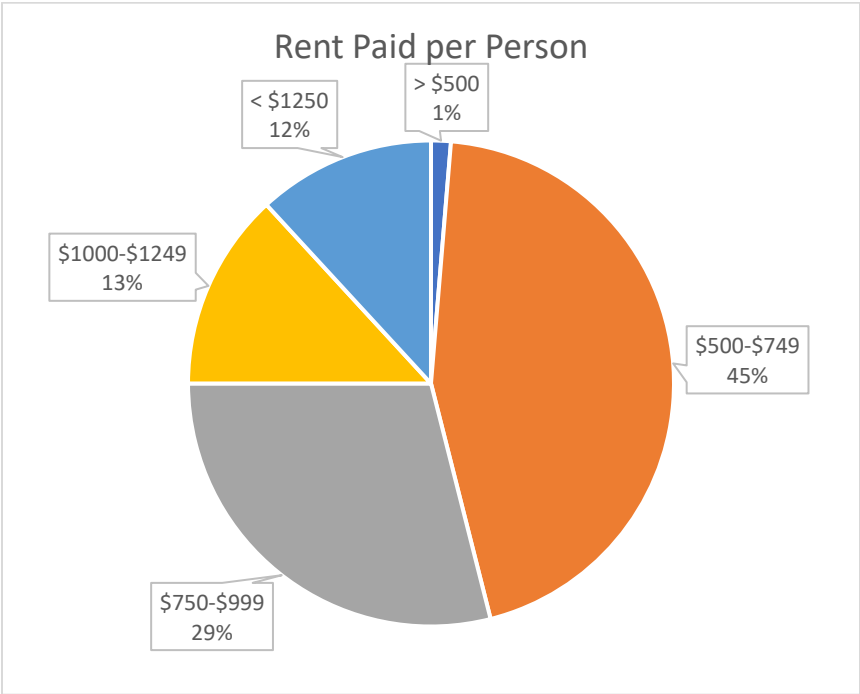
Living Situations of Graduate & Professional Students (Total Respondents: 201):



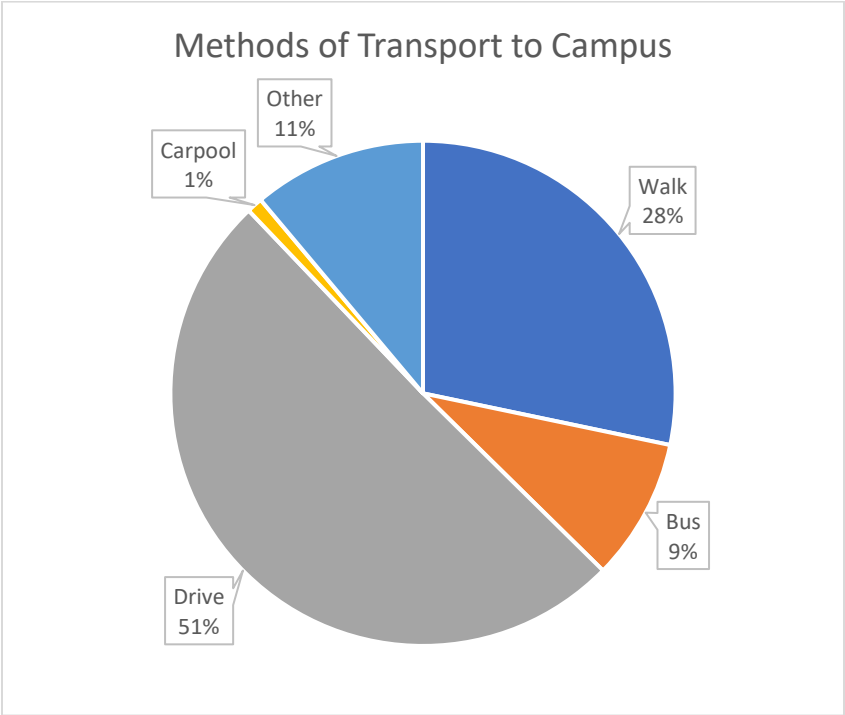
Living Situations of Off-Campus Graduate & Professional Students (Respondents: 76):



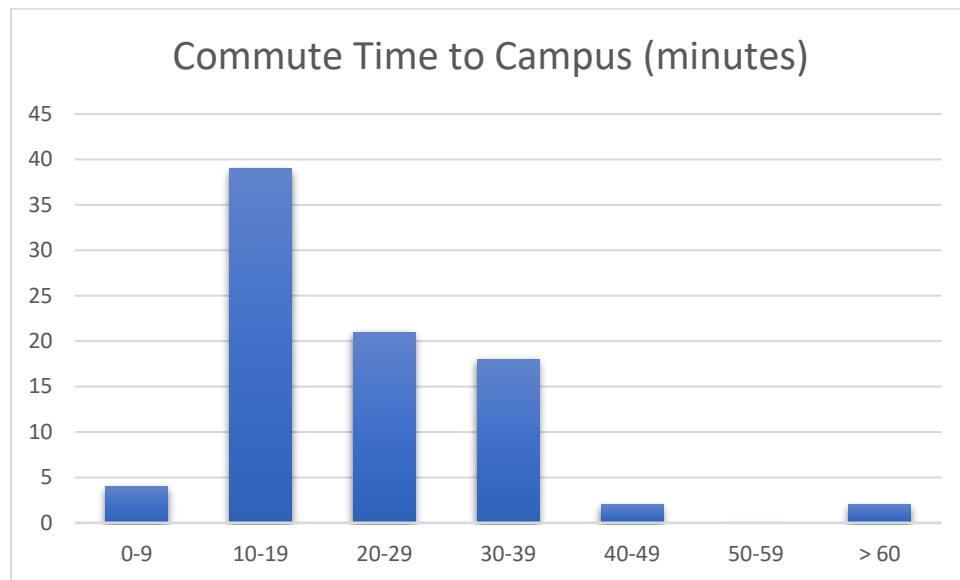
Off-Campus Graduate and Professional Student Housing Costs (calculated per person if individuals share housing):



Methods of Travel to Campus for Off-Campus Graduate and Professional Students:



Length of Commute to Campus (some students provided multiple times for different methods of commute they use or combine):



What are the greatest challenges to living off-campus?

Number of Respondents: 29

All comments have been loosely separated into general categories regarding the responses. All collected responses are included.

Affordability:

- The lack of affordable housing that in a reasonable condition and in a safe place.
- I have to move this year because my rent is going up. The apartments that are within my budget are mostly run-down or in areas where there is a lot of traffic/noise.
- rent prices
- accommodating the fluctuating price of gas into my budget for the month
- Parking pass payments
- The cost.
- Price
- Absolutely outrageous rent
- Cost
- Rent prices as well as utilities, internet, etc. Fluctuating prices of gas.

Living in the Community:

- uk hospital site construction noise
- UKY-led organizations and neighbors frequently violating city code of ordinances in terms of waste, noise, and pests and the city not interested in taking care of affected residents.

- The quality of housing can be pretty atrocious for the amount of money you pay to live within walking distance of campus. Many of the landlords gouge the prices but then don't give a shit about the people or the spaces. And then there's the issue of feeling safe when walking to/from campus day or night. You don't know whether you'll meet drunk college kids or someone in the unhoused population. Either way you'll probably be harassed.
- Bad landlords
- Finding housing

Lack of Campus Connection:

- Not being fully plugged in to resources available
- No face to face support or connection
- there is not easy accessibility (i.e. walking, bus) to get to food resources and other necessities. Also, there is NO bus route from my home to the university.
- Less social connection with peers, considering cost of gas when deciding when to be on campus, having to plan ahead a bit more
- The drive is unpredictable. I feel very disconnected from campus life.
- getting to campus
- motivation to come to campus
- Disconnected from other students/peers, long distance to get in and speak with or see others
- deciding what events to attend and what days to travel to campus

Parking:

- not having parking so it's hard to run back home for a quick meal- I have to bring everything with me to campus like a packmule or buy food when I get here
- Getting around Lexington is hard anymore with construction and constant lack of available/affordable parking. Really no chances to attend events or talks either since I work and have children.
- PARKING!!!!!!!!!! Also gas prices, horrible traffic, and time of commute
- Paying for an over priced parking permit with limited parking spots
- The absolute insane cost of a parking permit without guaranteed parking. I can't afford one so I park far away or pay for metered parking.
- Power outages; finding parking spaces
- Paying to park
- Parking at the library
- Attending events that require me to park on campus
- Traffic, paying so much for the ability to park at my place of work
- Parking on campus - the University shouldn't make students with such a minimal stipend (<\$30k) pay to go to work
- Parking

Commute:

- commute and lack of community
- traffic and health issues

- Weather for commute
- Commute walk
- Relying on driving to get to campus
- Dealing with the commute
- how long it takes to get around Lexington traffic
- Traffic
- Bad weather, traffic, gas prices.
- commute

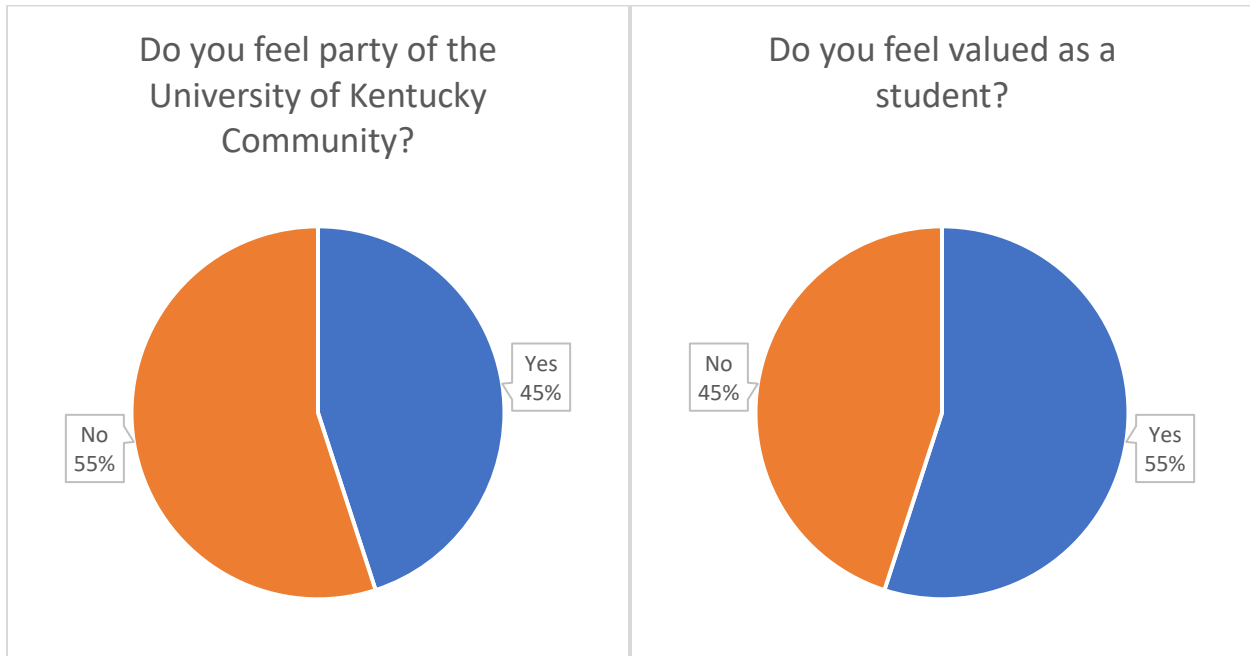
Other:

- Balancing all the things I need to do to keep my apartment a safe and healthy place to live, keep my car working/available to transport me to campus, and the things I have to do for grad school
- lextran often gets off schedule in the afternoon and it can take a long time to get home
- Balancing housekeeping, work, and academic commitments
- none, it's ok.
- Transportation without a car
- Transport

Distance Learner Experience

Total Number of online student responses: 29

Community Building:



What resources or support do you need to be successful as an online student in your graduate or professional program?

Number of Respondents: 29

All comments have been loosely separated into general categories regarding the responses. All collected responses are included.

Improved Educational Experience:

- Better instruction of material. Doing both in-person and online gets complicated at times when in-person talk during class.
- Instructors should be required to be familiar with the courses they teach. They often have no idea what the readings or assignments are, and are "learning along" with us. When they didn't design the course, don't add any content, don't respond to email, don't show up to office hours, and don't give prompt/helpful feedback, what exactly are they being paid to do? (Looking at you Drs. Smith & Reed!)
- Actual feedback from professors
- I did not feel that there were a lot of good options in my program for electives and it was impossible to plan ahead because courses were not available until a month or so before

registration. I also only had contact with my advisor once during the whole degree process and I reached out to them. I accidentally discovered that I almost signed up for a class that wouldn't have applied to my degree. I did this by randomly asking a question to someone else in the department. I also never felt secure how far along I was in my degree because the audit did not work and I didn't have a regular check-in with anyone. I had to keep a spreadsheet of my own and had to ask a few times to make sure it was on track with what the department had on record.

- As an online student I respect my professor's requirements to have a webcam on during class - however as a caregiver and fellow student I am concerned that I may be distracting to my classmates as when I can't find care they are having to see me care for my toddler
- The advisors should encourage students to primarily focus on their own dissertations and interests, rather than entertaining others.

Community Building:

- I didn't much feel part of the UK community until I began working on campus as a graduate assistant. Prior to that, it's difficult to create community in an online-only program.
- I just want to be included or be thought of.

Improved Access to Services:

- Financial support, easier access to mental health services, work/life balance
- Someone to talk too without backlash.

Communication:

- Any communication from anyone would be great - someone checking in would be nice. The group work in my online classes are ridiculous are more stressful than anything else. Recorded lectures or after work hour lectures would be wonderful. Anything that was scheduled in a way that I could attend or hear the event.. I feel completely alone and unsupported in my classes. I am skirting along by the seat of my pants maintaining and A/B in my classes. I was hoping to go on further and pursue my PhD but that is looking my unattainable and impossible.
- Effective communication and to not be dismissed when I am concerned about something
- Improved communication, professor involvement and feedback on discussion posts, , clarification regarding assignments, consistent and timely grading, consistent support regarding capstone project and ability to get published

Positive:

- Mostly, im getting the support i need.
- EDL has done a good job of cultivating community
- Dr. Huang, just had a class in Adv Topics in Instructional design to build community of learners pursuing their doctorate. This class has been extremely beneficial in creating community for me and positioning our class to be successful in next steps for our research proposals. It has altered my experience as a doctoral student who works and learns remotely. I would recommend her class as a model for others.
- I feel like the dissertation chair is crucial. Luckily, I had the best!

Other:

- Unknown
- I am fortunately to have what I need and have grown children and a home.

Additional Comments

Please provide any feedback or suggestions regarding your graduate or professional student experiences that have not been addressed herein.

- Directors of graduate studies should be a position voted upon by the STUDENTS. NOT APPOINTED.
- Sometimes departments within the college of medicine can be very prickly with other COM departments i.e. if you're the head of the physiology department don't discourage the Neuroscience students from getting leftover food when a post doc in their department says there are leftovers after a grant meeting. Even if an administrator in physiology doesn't think leftovers should be shared with students outside the department.
- Helping international students with children that are of college level.
- While there are resources on campus for grad students (ex. affordable health care with insurance, meal swipes w/ application, etc.) sometimes it is a challenge to access them as many grad students have no car/ cannot find close parking. Especially difficult to walk 20+ minutes to UHS when sick. Would be great if there were food and medication same-day deliveries to on-campus residents.
- Lack of community between different departments, campus is a big place, but we hardly interact with any other departments because of politics of the university and issues with funding for events
- The reason I'm not as financially burdened is that I had a career before graduate school and my husband has a stable job. Without my husband supporting us, my stipend would not be enough for me to attend graduate school and have our cost of living and daycare expenses met.
- Have more online classes available for Grad students
- Our international students need to be prioritized for campus family housing given a priority date before everyone else can come with. Given that most of it is international students anyways. There also needs to be better communication with graduating international students
- Personal experience
- Overall, it's good. It would be cool to have a clearinghouse for publishing/presenting/collaborating opportunities
- More access for online students to get support
- So far in my part time MBA program, we have had to teach ourselves the material in 3 out of 4 of our classes. The professors and materials are not great resources. The tests in one of our classes are not related to the content. I use YouTube, chatgpt, and google more than I believe I should because of the lack of teaching.
- With the new College of Design location, the intersection of S limestone and S upper needs addressed for walking safety. I watched 2 people get hit by vehicles here. And I saw another girl get hit trying to cross S Broadway! these are major concerns
- Higher stipends are needed for all! Please support the \$25k by 2025 student union campaign.
- The faculty must know that the students, including undergraduates, are humans with feelings and should not be treated like a toy. Students have a right to at least inquire about the reason why they are being treated such terribly and neglected, and the system should not discourage the students from defending their rights. UK was the only place where we paid \$80,000 for an inferior and disappointing education, and got our voices suppressed with an unfair system that seemed to be designed to shut down any complaints from the students.

- I wish there was more diversity in the professors, and I wish when students shared feedback about problems with professors that something actually changed. Feedback from multiple professional students about a professor's bad attitude and lack of respect resulted in absolutely no change, and the administration shared it was a known issue and nothing was likely to change. What's the point in feedback? It would also be helpful if some of the MBA professors were more organized in their processes. For one of my classes this semester, I can't keep up with the insane amounts of data and information being given to us. The teaching has been very disconnected, and the content presented, very fragmented and contradictory.
- The UK should give greater consideration to its international students, particularly those with dependents, and address the challenges they encounter.
- This program is very dysfunctional. It consists of favoritism and a lack of respect. I would not recommend this program to anyone else. The faculty just do not care about the success or wellbeing of their students. The faculty will talk about you behind your back and make fun of you (dress or speaking ability). They will not accept research ideas because they do not like you.
- So far, the content and most of the professors have been great but I hate the split semester classes. Online classes are already difficult enough, but this increased speed is a death march. I always feel behind and most of the time lost about what is going on. It's just so much.
- Easily accessible financial aid information, Canvas
- Some department DGSs should be evaluated for professionalism and competency, some graduate students in some departments have DGSs significantly hindering their success as a graduate student
- I appreciate the asynchronous nature of the CoSW DSW program and would like to see more support/funding for optional on-campus activities during Residency Week. I would also like to see a reasonable time limit enforced on responses to student emails. When we are fully online and they don't answer email and don't come to office hours, how else are we supposed to get in touch with them? They should also be required to make personal lectures, syllabus and/or assignment overview videos!
- This stipend is absolutely unlivable and a consistent insult considering the sheer amount of time and effort I spend on my research and TA responsibilities.
- Love the graduate student email, I think the cadence and what is available is really good. Thanks for your efforts - much appreciated.
- As an off campus professional in a graduate program, I do feel a part of my program, but don't really feel a part of the university overall. I am ok with that.
- I've only had two classes and they are night and day. One focuses on quality of instruction while the other focuses on quantity
- Just a few specific notes about healthcare - dental/vision insurance should be included, it's kind of not optional to be able to speak/eat/see. Also, the counseling center is great for immediate concerns, but for any long-term therapy, it was difficult to find places with availability that were affordable/accepted our insurance.
- This program admits more students than it can handle. It makes me feel like the only priority is tuition as opposed to facilitating learning. The professors do not have the capacity to provide adequate feedback to all students, and because I submit good quality work, I end up not learning much because the only feedback I get is "good job". There is always space for constructive growth, and I do not receive it here.
- Raise the stipend and lower teaching loads.

- The chemistry department needs to be significantly improved. If I could choose where I went for a PhD all over again, I would have never chosen UK. I would rather have not been in any PhD program versus coming here
- I think faculty needs more training in how to have, treat and train students. Also, just more trainings on how to be a general good human being???
- Parking situation has become really difficult during the day, especially as someone who has to conduct clinical work on-campus usually between 11am-7 pm!
- Improvements in overall support and opportunities for growth would be appreciated. It is not easy to feel fulfilled or satisfied living on such a small stipend, nor is it possible to find part-time employment that is less than 9-hours a week that will make a financial difference.
- There needs to be a focus on course, design and delivery and hiring quality instructors. Instructors routinely take extremely long periods of time to grade assignments and are very bad about replying to basic emails. Students feel like the courses are just thrown together and are cookie cutter and instructors are there to get a paycheck and nothing else
- I do not feel very financially burdened at the current moment because my cost of living is split with my long-term partner, who makes significantly more money than I do. However, being in graduate school is harmful for me financially in the long term because I am not able to contribute much to my personal retirement fund (I have an external Roth IRA) or other savings accounts. The financial situation for single, unpartnered students is abysmal. I think to increase the long-term financial health of grad students, the university should increase stipends across the board and/or expand our benefits, especially regarding retirement. We're not asking to get rich, but we should have the pay and benefits of any other job that requires a bachelor's degree.
- I should have gone to literally any other graduate school. I love Kentucky, but the University of Kentucky has been a huge disappointment.
- Timely grading, professors adhering to the rubric when grading, clarity regarding assignments and the requirements, clear capstone development guidelines, consistent communication, class structure and the disproportionality regarding the. Inner of assignments between classes
- Not having decent vision/dental insurance has been really difficult. Students not receiving parking passes at a discounted rate is also hard.
- more support of mental health at the graduate level. work with faculty to keep them up to speed on how to be an effective advisor
- There are three big problems. First, my department barely communicates with me. I talk to my advisor on average once per semester by telephone. I haven't seen her in person in years. My other committee members I talk to about once per year. No one has offered to meet with me regularly to discuss my research. Second, my department communicates really badly with students. My DGS and advisor both told me I had a 6th year of funding. Suddenly in Jan, after most of the job market was finished, they told me I didn't by email with no apology or explanation. I have watched about 30 to 40% of my fellow students disappear. When students are pushed out or terminated, the faculty don't meet with the student. The student finds out by email. As a department, we never talk about it. We act like the students never existed. Lastly, I tried to complain about the communication. I believe the department reacted with prejudice. There was no constructive way to complain. My life was thrown into chaos because I have no job, no dissertation, and no funding. My DGS sent me 700-word emails calling me unprofessional, having outbursts, wasting the entire department's time. It was full of superlatives. What's more, I've had white students call me unprofessional, say that I waste their time, and tell me that they have a professional right not to interact with me. Overall, my experience in Kentucky has been the most racially charged of my career. I am surrounded by

White faculty and students who want for me to exist like a shadow. If I try to interact with them at all they ignore me, and if I try to ask them to change, they leap to racially charged character assassinations. It has been a terrible experience. I think that academics need HR training in how they communicate. They don't act right. I don't recommend that a minority come here. You have to either exist as a shadow, or you will be treated really badly.

- This university doesn't deserve to have graduate students unless it can provide living wages. I hate this place to the depths of my soul. It is rotten to the core. Every step of the way they have made my life more difficult. I will succeed in spite of this place not because of it.
- It would be great if more Zoom-based activities were provided to build community among remote or online graduate students.
- The pharmacy professional program is terrific!
- Off-campus summer job opportunities for international students
- More networking/social/orientation events would help
- The immigration policies in the United States have posed significant challenges for international students, making it extremely unfriendly for them. As a result, they encounter numerous difficulties in areas such as job searching, obtaining healthcare insurance, raising children, and purchasing housing.
- Accessing scientific papers should be made easy with a UK ID.
- Focus on your own goals, make efforts, and become your own leader.
- I do not have any addition feedback at this time
- I find it incredibly disheartening that I have had to come to the decision to leave my program due to a lack of certain kinds of support and due to inconsistent advising. Further, there seemed to be little interest on the part of several specific faculty in assessing what went wrong, why a very strong student felt the need to leave, and what can be done to better the graduate student experience in the anthropology department here.
- very good
- Affordable health insurance for dependents e.g. Grandparents who help take care of kids while we study will be really helpful.
- Have the faculties take a class on how to treat their lab students.
- Teaching Assistants should be paid more
- Many questions here are too early for me to answer. Its only my first semester here
- It would be greatly beneficial for UK to increase the stipends to help with the rising cost of living. This is especially true for students with families.
- I still have problem in doing administrative tasks which assigned me by department
- As doctoral students with master's degrees, our stipends are 1/3 (or less) market salary levels. I find this to be totally unacceptable.
- Graduate students need to be in spaces where decisions are being made about them. Also, some of the antiquated ways of thinking of older faculty need to be addressed systematically. Mental health should be considered more because this varies by department.

Appendix A

What are your biggest challenges as a teaching assistant? (45 Responses)

- Being thrown in to teaching first semester.
- Sometimes, it does not matter how hard I tried, there are still some students who are not satisfied.
- No comment
- I do not have a funding source for summer. ECE department does not offer any TA positions.
- Teaching itself. I simply hate it. I wish there was something else for me.
- It takes a lot of time, more than 20 hours per week.
- No mentorship.
- didn't have any problems
- Lack of communication with students
- This has been fine.
- My lack of expertise in some of the subjects I have to teach - I try to teach myself so I can teach others, but some of the things I need to be able to teach/explain are just outside of my scope of knowledge
- Time management, keeping up with both teaching and research
- Financial Constraints, Time Management & Childcare
- Balance it with my own work
- Trying to balance being a conduit between the students and the professor when the professor is a little bit uncertain/lack in their guidance
- The low pay
- At this point none, but the lack of formal training is absurd.
- The workload is high in combination with trying to publish and finish the dissertation.
- Very high workload
- lack of acknowledgment and appreciation of work done. way too much work as a lab TA for what we are supposed to be doing
- It is a very lonely job -- you prepare lessons, teach, and grade by yourself.
- The assumption that it's possible to only dedicate 20hrs and still complete all of the work.
- Deadlines
- Lacking clear expectations prior to creating course content
- The ability to make an impact on students. Class sizes are so large that it feels as though many students are not truly learning or being held accountable for missing class, assignments, and more.
- Sometimes language screening for ESL students is very tricky
- The course load. We have a 2:2.
- There is no time. There are too many students and too few teachers/TAs. There's also just not enough money. We are not paid enough to become teachers and full-time students. We are exhausted and we have no space to create work/life balance.
- Finding resources and building curriculum has been challenging. I appreciate the autonomy in my courses, but I often question my efficacy.

- Not being able to choose our own times for teaching
- I have to have numerous other jobs to support myself and I don't make enough money despite spending a lot of time and energy on my TA position.
- Little preparation on expectations of teaching, hard to deal with knowledge expectations and realities and command of classroom
- Some students only get assigned as a TA because they are good at it; thus, they are unable to build the RA skills needed.
- students not reading/coming to class and then asking questions that have already been explained. So much of my time is just emailing students answers to questions I've already answered
- Finding quality time for preparations.
- Balancing teaching, researching, and completing coursework
- The ability to communicate my science effectively
- Interpersonal conflicts with faculty. I often feel like I am being treated poorly but have no way to correct the situation or stand up for myself without fear of retaliation
- Not many to note, this is just another task that I need to manage but it isn't a huge stressor. I enjoy interacting with students.
- Trying to navigate student challenges, how we can be compassionate but fair to all students. Finding resources, there are hidden somewhere on websites. The training at the beginning is not helpful in practice. The expectation that in academia that we need to respond to students at all hours and within a day.
- no real challenges--certainly it can feel like a big responsibility
- disapproval of teaching interest from some faculty
- Balancing workload such as spending a lot of time on TAing, having course work and research on top. Sometimes all the grad students don't have same workloads, some are working less than others which is not fair.

Appendix B

What kinds of support or resources would help you in the role of a teaching assistant? (37 responses)

- Meetings with faculty
- Grading, teaching
- Choosing courses by myself.
- None. I just hate teaching. I want to do any other thing apart from teaching. Grading and all kinds of admin work but teaching.
- An iPad that is default to TAs.
- Knowledge on the college system in the U.S. 2.a portal with FAQs and answers to common challenges that will be faced and how to address them. 3. A mentor, whose class a TA could observe classes on unfamiliar subject areas to learn and also teach undergrads
- explicit guidelines/expectations
- More communication
- It really depends on the course instructor I think, maybe some educational material for new faculty on how to integrate TAs into their courses
- Just having resources outside of my department
- More fundings to augment other challenges
- TA coordinator in our department
- Additional teaching seminars and training opportunities - especially for first time TAs. The brief micro-teaching session we had was very superficial and did not actually provide guidance or assistance with what we actually do
- More help designing syllabi and examination questions
- More ways to collaborate so the job wasn't so isolating and lonely.
- More teaching assistants and MUCH better pay/benefits.
- Have more reasonable deadlines and expectations. TA is not the only thing in my life
- More direction from those in charge of me. Clearer expectations and rules.
- Funding and smaller class sizes.
- Specific and detailed manual for especially international students
- Less courses
- We need more involvement/guidance from our lead teacher under whom we are TAs. We need more time to work with our students, to learn, and to plan for our lessons. We need more funding so that we don't have to work extra jobs to make ends meet. We need more spaces in which to work and teach.
- While I was given former syllabi and encouraged to build my own, a list of "hot topics" in our field and seminars and new works on these would be helpful.
- More freedom to choose
- A higher stipend, more flexible deadlines, smaller class sizes
- More training on how to deal with students, difficult classroom situations, and better communication with primary instructor

- I wish we could either teach or co-teach a higher-level course if we were a TA for that assigned course. This would allow the PhD students a better opportunity to teach higher-level courses (providing us an advantage on the job market).
- Honestly increasing money would help because I wouldn't have to moonlight to pay the bills
- Resources are more than enough. Need time to improve my delivery. I enjoy teaching.
- Can teach my own class with smaller number
- Mental health support, better pay, professors must not demand of us more than we can do
- Less expectations and workload and more understanding of culture differences
- Better pay, childcare assistance and/or on-site subsidized childcare program for students
- Physical copy of the textbook
- more training, more course resources, better pay, fewer students in each class
- more choice in opportunity for TA'ing classes, rather than being assigned randomly by department. I would prefer to TA classes in subjects I am passionate about
- Making sure TA responsibilities are evenly distributed among the grad students, at least TAs who are teaching the same course!

Appendix C

What are your biggest challenges as a research assistant? (52)

- Publishing research articles
- Initially, it's balancing all opportunities, and then later, it's making sure you are on track
- Coursework load and access to data
- Dealing with time management
- Some concepts are not familiar hence I have to spend huge amount of time focusing on them but in general the whole process is fulfilling.
- Difficulty in transportation (there should be at least an additional Green Route bus. For instance, all other routes have multiple buses. Also, it should be ensured that the bus is always working and reliable, so long it is within working hours. This helps prevent getting to meetings late).
Difficulty in accessing some science research papers (this may be more relevant to UK Libraries)
- Time management
- Living in stipend and long working hours(depends on advisor)
- Time management
- Sometimes there is discrimination which was a big challenge for me. Also, being in a new community is challenging, especially at the begging.
- Lacking adequate mentorship
- Honestly, it's isolating – I'm not part of a large lab and go days without seeing another person at times
- balancing work and own research
- work-life balance
- Finding time for my academic coursework while also successfully completing research requirements
- Being a full-time employee and full-time graduate student at the same time.
- Poor relationship with thesis chair
- Stable placement
- Time management
- Time management
- Being brand new here, disconnected from student body, feeling alone, also just a higher expectation in output
- Misbehavior of professor
- Emotional support, financial challenges, communication
- Lack of support from faculty
- Being given work with no mentorship. I analyze data and write papers like a consultant.
- Communication with my advisor
- Having to find additional income and time to do PhD work plus pay the bills. I make \$2000 after taxes a month. Rent/mortgage, car insurance, utilities, car payment, and groceries costs ~\$4000 a month. Even more disheartening is that my college freshman daughter with her high school diploma makes exactly the same amount of money that I do. I have multiple degrees, work

experience, and working full time hours for part time pay towards the pinnacle degree in my field and it's undervalued. I understand why new PhDs run towards industry after graduation.

- The stipend should be increased further. Although we just had a raise last year, with the state of our economy the raise was not even noticeable.
- The amount of time it takes versus my expectations of class participation.
- I have a horrible relationship with my boss, my committee has all shuttled me to other people when I go for help, and I don't think the department would fully support me so I'm trying to find my best way out.
- Overworked and underpaid
- Being in a toxic department and toxic lab environment
- Extra pressure from the PI
- Balancing time between experiments/meetings/staying current in the field/having a little bit of life outside of work. Assistantships we are on are technically for 20 hours/week, but a normal work week tends to be more like 50-60 hours.
- Compensation
- Workload, getting funding for my research
- Finding research I want to do
- maintaining the balance of lab work and coursework
- I work 5 different positions just to pay my rent, feed myself, and put gas in my car. I barely have time to breathe.
- Time spent parking and traveling between buildings
- The faculty will only work with one student (as he collects all their data). No one else really gets a chance to interact with the faculty. Even when we are assigned as their RA, the faculty will still go to the other PhD student to get them to collect and analyze their data.
- Lack of support for fixing and maintaining lab equipment
- No information nor support regarding whatever project I am working on.
- Balancing work and school.
- Mismatch between assigned role/responsibilities and personal research interests
- Staying motivated when research is often full of failures. More positive feedback from faculty to keep us motivated. Needing to read too many newsletter emails, time management to perform experiments when there are so many meetings, classes, professional development events to attend.
- Finding a good work-life balance is challenging
- My salary is too low for the standard of living here. I couldn't afford to live in Lexington and had to move to a nearby city. I have to do outside paid jobs to afford groceries...
- Organization, timelines
- Lack of vision and dental insurance, need to pay for this myself.
- Not being listened to by higher ups who think a hierarchy is the best way to live.
- Salary, stress

Appendix D

What kinds of support or resources would help you in the role of a research assistant? (44)

- Additional faculty
- More writing/journal clubs
- Funding to access data
- Continuous hands-on guidance and better laptops.
- Technological resources such as access to (subsidized) computers. Periodic events to decompress and with tips such as stress relief music, food etc.
- It would be beneficial to have high performance PCs as my research involves complex simulations which take hours if the processing power is not high enough.
- Stipend should increase as other universities are taking steps. Accountability of advisors too anonymously
- ensure equity in the workplace.
- awards for participating conferences
- More resources needed
- I think I have adequate resources for this position
- supplemental funding
- More equitable division of labor among myself and other research assistants
- Having the opportunity to collaborate on projects with individuals or colleagues in varying institutions.
- More instruction of what's expected
- Research fundings 2. Collaboration opportunities 3. Organize scientific seminars
- Technological devices (available)
- Higher stipend, maybe support groups and recurrent training for communication skills for everybody, not only trainees
- More guidance on issues that arise
- Faculty need training on how to communicate with research assistants.
- Not sure I have the resources to improve communication but it's on the faculty side that's difficult
- Honestly, I wish there were an indoctrination course for incoming grad students. Discuss the resources you already offer. I feel like I found out about a lot of the resources that might have helped that it was too late to join in. Just one or two days to help everyone get acclimated to what grad school is and how a traditional progression pipeline would look like. Have the DGSs come in and do breakout sessions with their students to talk about program specifics.
- Less coursework because my program is insane
- Having an HR department or an external secondary mentor or another 'boss' that I could turn to that MUST hold my current boss accountable and ensure that I am treated fairly and being progressed as a student.
- Way better mental health resources
- Surveillance from the authority on the workload of research assistant

- Not sure specifically, just more support and understanding would be good. Maybe more events/satellite offices (like the one CDGPI has) of things on the medical side of campus, I know many grad students don't come to GSC/graduate school/career center events or take advantage of resources just because they would have to make a 20-minute walk across campus, attend the event, and a 20-minute walk back that may not be the easiest thing to do in the middle of the day, especially with experiments going on as well. Might benefit the agriculture people in the plant science/equine research buildings as well since they are even further away to the main part of campus than the college of medicine people are. Also, don't know if GSC/the graduate school are the right people to address this, but it can sometimes seem like College of Medicine resources (except for OBE and Markey trainee resources, which tend to be really great!) are only directed at medical/dental students or like the College of Medicine values the medical/dental/professional students above graduate students.
- Compensation
- higher stipend, more funding resources for conference attendance and research funding
- time management resources
- Extra funding opportunities, better pay, discipline-specific events
- More parking spots, more scholarships
- We need access to data. This would help generate research ideas. We have the bare minimum. Now the faculty has access to data through their co-authors so I believe this is why we do not have the data (the faculty does not need it).
- Having more staff members hired
- Knowing even little bit of the background about the project, the objective, and where to start
- Higher pay so that I can afford to pay for groceries, insurance, other bills etc. This is my only job since I'm also balancing full-time graduate school, and it's extremely difficult financially.
- I felt supported and valued despite the simplicity of my responsibilities
- Prism and geneious subscriptions, resources such as comfortable desks/chairs and dedicated office spaces for graduate students.
- Free mental health resources that are not limited to number of visits/money, affordable food accessibility
- There are resources however it is not advertised or communicated effectively to know that we have certain resources.
- BETTER PARKING. It's so difficult to commute for 30-45 minutes and then still have to spend 20 minutes parking, taking a shuttle and walking to finally get to my desk. Also, better insurance, including vision and dental, and improved parental leave/caregiving resources.
- Unknown
- Vision and dental insurance.
- Better reporting tools. Better insurance. Dental and vision would be nice.

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