



## GRADUATE COUNCIL MINUTES

February 27th, 2023

The Graduate Council met virtually on Monday, February 27th, 2023, at 2:00 P.M.

Graduate Council members present: Dr. Jean Ellis, Vice Chair; Drs. Demetrius Abshire, Hassan Anderson, Subra Bulusu, Edie Goldsmith, Jing Fang, Shana Harrington, Kathy Kim, William Matchin, Srihari Nelakuditi, Wendy Regoeczi, Sriram Venkataraman, Sheryl Wiskur, Christina Yao, and Rajat Das Gupta (GSA)

Graduate Council members absent: Drs. Terrance McAdoo, David Reisman (Excused), Stephen Shapiro (Excused), and Neal Woods

Graduate School Representatives: Dr. Cheryl Addy, Dr. Murray Mitchell (Secretary), Dr. Toby Jenkins-Henry, Dr. Angelina Sylvain, Dale Moore, Wright Culpepper, Libby Cross, and Wanda Barr

Provost Office Representatives: Trena Houp (Excused)

Guests: Dr. Karen Gavigan (Information Science), Dr. Michael Bizimis (Marine Science), Dr. Sheri Silfies (Exercise Science), Dr. Matthew Wilson (Political Science), Dr. Susan Steck (Epidemiology and Biostatistics), and Maxwell Akonde (GSA).

**NOTE: These minutes will become final on March 27th, 2023, if not challenged.**

- 1. Call to Order and Approval of Agenda** (Jean Ellis, Vice Chair for Stephen Shapiro, Chair)  
The meeting was called to order at 2:00p.m., and the Agenda was approved.

- 2. Approval of the Minutes from January 23, 2022.** Approved actions by Graduate Council become effective 30 days after posting. A copy is available on the Graduate School website at: <https://bit.ly/3SvPO0E>.

*The minutes from January were unanimously approved.*

- 3. Report of the Chair** (Jean Ellis for Stephen Shapiro)  
No report.

- 4. Report of the Interim Dean of the Graduate School** (Cheryl Addy)

Dr. Addy brought up a procedural detail that she requested feedback on. Several years ago, we did a substantial revision to ACAF.00 which is the policy on graduate assistantships. At the time, we were trying to build in some protections for our graduate assistants in terms of conditions of work, hourly expectations, evaluation, potential for renewal, etc. We articulated some requirements of what we were loosely calling work agreements. This change coincided with HR's implementation of HCM when they moved student employment from Payroll to HR. In the process, HR developed their own student employment policies and

procedures which included a standard offer letter. While this offer letter didn't include all that we wanted, it had enough in it for us to drop the discussion of having a work agreement and decided to just use the standard HR offer letter. HR is now changing their procedures which are already in effect for undergraduate student employment. She requested a deferment until May 1<sup>st</sup> for graduate student employment. The process is that HR will no longer request hiring units to submit the standard offer letter for a graduate assistantship hire as part of the hiring package but rather produce a letter populated with the data submitted from the eForms (salary, dates, hours) to minimize errors and to reduce the need to recycle eForms back to units for corrections. Are you okay with this change in procedure alone? We are not arguing with HR about their procedure, but do we want to revisit the idea of having a separate work agreement between the hiring unit and the graduate student to outline in a little more detail the work responsibilities and expectations. A part of this question is if we do this, whose responsibility is it? Do we put this out and then basically say that it is the unit's responsibility to self-enforce and then the students can let us know if there is a problem and we try to deal with complaints? In fairness to those in the Graduate School who process graduate assistantships, she is not sure about the capacity to adequately review all offer letters. Having a separate work agreement would put in writing the details to protect our graduate assistants. Since many of you have been or are graduate directors now, you may know what your students are saying. Since there is a fair amount of support for the written document—which is what I expected—we will figure out a policy that is manageable to implement. Please let her know if you have thoughts on this.

On February 15<sup>th</sup>, Imagine Carolina for our graduate and professional students was held. This was held concurrently with Imagine Carolina for staff, which means there were stretches of resources going on. Unfortunately, over half of the students who signed up did not attend. It was a small group, but the feedback was that the conversations were effective. Timing and parking were possibly the reasons for the reduced number of graduate student attendees.

At the last meeting, we discussed accepting military educational experiences for academic transfer credit. We are still pursuing information on that and have been delayed on getting additional internal information. She and Dr. Mitchell are trying to solicit feedback from some of our peer institutions primarily in the SEC about how they handle this. She is very open to adding that we will accept this, but it will be at the University level and not a one-off program decision. We are trying to figure out the logistics of that and the big discussion point in developing this is going to be whether we just say we will follow the ACE level equivalency assessment or whether there will be a petition process to waive that. More later as we receive more information.

A conversation that has come through the SEC Deans is our use of Z-Status (Special Enrollment). There are two things to consider: (1) we have one unit that wants to restrict the use of Z-Status. She thinks that there is a little concern about tuition revenue but remember if a student has Z-Status and has permission to register for only one credit hour, they should be near the end of their program, dissertation and thesis only, and should have completed their minimum number of credit hours; (2) the other came from the SEC Grad Deans as should we allow students in their very last semester to only register for one hour, or do they have to be registered full time—so a much more restrictive policy than what we have. Several do have variations of continuous enrollment which she thought was a very different slant, but not for discussion right now. She thought it was very relevant because we are discussing satisfactory student progression to degree which is closely related to how long do we have students under-enrolling who have more than sufficient hours that are just not finished yet.

##### **5. Report of the Secretary of the Graduate Council (Murray Mitchell)**

Dr. Mitchell reported that Federal Title IV Financial Aid funds can only be used to pay for courses which are applicable to a student's degree. For this reason, the University of South Carolina must now auto-verify the degree applicability of all courses in students' schedules prior to disbursement of financial aid for each term.

Ellucian Banner, USC's Student Information System, offers a solution specific to this mandate. The solution integrates the University's degree audit system, DegreeWorks, with the Banner Financial Aid system through a data bridge called Course Program of Study (CPos). This CPos course verification process will run prior to the start of each semester to identify students who may be at risk of not receiving maximum federal aid.

The staff in the Office of the Registrar has been working on implementation of this system at the undergraduate level, with a mandate to implement it for all levels including undergraduate, graduate, and professional students. Implementation of this tracking will coincide with our standing procedures for processing programs of study to help the Graduate School staff meet our obligation to confirm that students have met degree requirements and qualify to be cleared to graduate. Once any concerns have been addressed, we hope to be able to replace our current practices to avoid duplicated efforts and streamline this process.

The first programs at the graduate level to participate in this process will be in the College of Education and the College of Nursing. In anticipation of working through issues, graduate programs in other colleges and schools will be added. Information about what to expect has been shared with Associate and Assistant Graduate Deans and will be shared next month with Graduate Directors. Aaron Marterer (Registrar) and Joey Derrick (Director of Financial Aid and Scholarships) will be scheduling sessions with program representatives as we all work toward full implementation, and they will be available to provide additional insights to implications and to answer questions as we move forward.

**6. Report of the Interim Associate Dean for Diversity, Equity, and Inclusion, and Associate Director, Grace Jordan McFadden Professors Program (Toby Jenkins)**

Dr. Jenkins requested that everyone please share the attachments with your colleagues that she sends out monthly about upcoming Faculty and Staff DEI Talks. Please see attachment.

The Grace Jordan McFadden Professors Program nominations deadline was last Friday, February 24th. They received 22 nominations, and they will select 4 awardees this year. This information has been shared with the GJMPP selection committee, and they will be engaging in that process over the next three weeks to complete the selections.

**7. Report on Professional Development (Wright Culpepper)**

Wright shared that the Discover USC registration deadline for presenters is coming up on March 4<sup>th</sup>. If you would like to be a reviewer in the undergraduate, postdoctoral, or graduate student competitions, the deadline for that is March 24<sup>th</sup>.

**8. Report of the Graduate Student Association (Rajat Das Gupta)**

Rajat gave the following updates for GSA:

- Graduate Student Association (GSA) members Maxwell Akonde, Catherine Coates, Ekaterina Altman, Jack DeOliveira, and Dean Addy visited Washington, DC, in early February to meet with the senators and representatives from the state of South Carolina.
- The data generated from the survey on graduate assistant stipends was analyzed, and the committee members led by Catherine Coates met with Provost Arnett on February 22<sup>nd</sup>.
- The biweekly meeting of GSA is ongoing. The next biweekly meeting will take place on March 17th. They are expecting to have President Amiridis in that meeting.
- GSA is continuing their mentorship luncheons:

- March 29<sup>th</sup> - Women's Luncheon
- April 6<sup>th</sup> - LGBTQ Luncheon
- This year, three of the awards given by GSA will be integrated with the Leadership and Service Center:
  - Exemplary Graduate Student Award for Service
  - Exemplary Graduate Student Leadership Award
  - Outstanding Graduate Student Award for Entrepreneurship, Creativity, and Innovation

[https://sc.edu/about/offices\\_and\\_divisions/leadership\\_and\\_service\\_center/awards\\_and\\_recognition/leadership\\_and\\_service\\_awards/index.php](https://sc.edu/about/offices_and_divisions/leadership_and_service_center/awards_and_recognition/leadership_and_service_awards/index.php)

The last date for nominating a student for these awards is February 28<sup>th</sup>.

- The election for the executive officers for next year is tentatively scheduled for March 27<sup>th</sup> and 28<sup>th</sup>.

**9. Report of the Academic Policy and Practices Committee (Jean Ellis)**

Dr. Ellis initiated discussion of the most recent draft of the Committee's proposal to revise the approach to membership in the Graduate Council. A draft was shared electronically prior to the meeting. Following discussion, with suggestions for friendly amendments that were accepted there was unanimous support for two separate action steps:

- a. To present the proposal for a revision to the Faculty Manual to the appropriate committees for consideration and action by the Faculty Senate; and,
- b. Following approval to changes to the Faculty Manual, to proceed with the recommendations to changes in the Graduate Council manual.

These proposals are attached.

**10. Report of the 500/600 Level Courses (Murray Mitchell)**

This report is presented to Council for informational purposes only; no action is necessary.

**500/600 Courses for February 2023 Grad Council**

(CCP = Course Change Proposal; NCP=New Course Proposal)

**ECON 520** (3) Economic Scholars I (CCP: Summer 2023)

**ECON 521** (3) Economic Scholars II (CCP: Summer 2023)

**JOUR 516** (3) Advanced Creative (CCP: Summer 2023)

**JOUR 517** (3) Integrated Campaigns (CCP: Fall 2024)

**STAT 530** (3) Applied Multivariate Statistics and Data Mining (CCP: Fall 2024)

**11. Associate Graduate Faculty Nominations (Murray Mitchell)**

None at this time.

**12. Fellowships and Scholarships Committee (Srihari Nelakuditi)**

Dr. Nelakuditi shared that the Fellowships and Scholarships Committee met on February 10<sup>th</sup> and processed Round 1 nominations for the Presidential Fellowship. They received 33 nominations, made 8 offers, and declined 6; the remaining 19 will be considered along with Round 2 nominations. Out of

the 8 offers that were made, 4 have been accepted, 2 refused the offer, and they are still waiting to hear from the other two. Their committee will meet again on March 17th to process the deferred and Round 2 nominations.

### **13. Report of Science, Math, and Related Professional Programs Committee (Jing Fang)**

Below is a list of proposals reviewed by the Committee. Total: 17

- **Aging**, Certificate (PCP: Fall 2024)
- **BIOS 835** (3) Biostatistical Machine Learning for Public Health (NCP: Spring 2023)
- **ENCP 788** (1-6) Independent Project in Artificial Intelligence (NCP: Spring 2023)
- **EXSC 710** (3) Behavioral Aspects of Physical Activity (CCP: Fall 2023)
- **EXSC 787** (3) Research Methods and Design for Exercise Science (CCP: Spring 2023)
- **PHYS 751** (3) The Physics of Radiation Therapy (Termination: Fall 2024)
- **PHYS 752** (3) Health Physics – Radiation and Nuclear Physics (Termination: Fall 2024)
- **PHYS 753** (3) The Physics of Medical Imaging (Termination: Fall 2024)
- **PHYS 781** (3) Astronomy for Teachers (Termination: Fall 2024)
- **PHYS 782** (3) Topics in Contemporary Physical Sciences for Teachers (Termination: Fall 2024)
- **PHYS 783** (3) Modern Physics for Teachers (Termination: Fall 2024) (Termination: Fall 2024)
- **PHYS 784** (3) Topics in Light and Sound for Teachers (Termination: Fall 2024)
- **PHYS 785** (3) Electronics for Teachers (Termination: Fall 2024)
- **PHYS 786** (3) Teaching Physics on the Internet (Termination: Fall 2024)
- **PHYS 787** (3) Design of Physics Laboratory and Demonstration Experiments for Teachers (Termination: Fall 2024)
- **PHYS 788** (3) Physics for AP Teachers (Termination: Fall 2024)
- **PHYS 789** (3) Physics for Teachers of Mathematics (Termination: Fall 2024)

***These proposals were unanimously approved by Graduate Council.***

### **14. Report of the Humanities, Social Sciences, Education, and Related Professional Programs Committee (Wendy Regoeczi)**

Below is a list of proposals reviewed by the Committee. Total: 3

- **CRJU 791** (3) Selected Topics in Criminal Justice (CCP: Summer 2023)
- **Educational Psychology and Research, M.Ed.** (PCP: Fall 2024)
- **EDRM 705** (3) Applied Educational Statistics (CCP: Fall 2024)

***These proposals were unanimously approved by Graduate Council.***

### **15. Report of the Grievances, Appeals and Petitions Committee (Shana Harrington)**

No report.

### **16. Other Committee Reports**

None.

### **17. Old Business**

- Update on Incomplete Grade Policy (Murray Mitchell)  
Dr. Mitchell reported that the Office of the Registrar was able to share data on Fall 2021 records regarding the resolution of grades of incomplete. In summary, approximately three-

quarters of the 1,131 incompletes would not be impacted by the proposed change to policy of allowing only a single term for work to be completed. This left approximately one-quarter of cases that were resolved beyond the single semester. Whether these could have been resolved within the shorter timeframe, or, would have required some sort of intervention (e.g., a formal request for an extension), is unclear.

We will continue to work toward consideration of whether the proposed reduction in time allowed for completing work is viable. Complicating the issue is that any change would impact all levels at USC Columbia, and the branch campuses—this is not a proposal that could be implemented solely by the Graduate School.

- Update on satisfactory progress to degree (Murray Mitchell)  
Several folks have shared thoughts on how they are implementing measures to assist in satisfactory progress to degree completion—this is from the perspective of helping students and major professors with ideas for how to support timely degree completion.

He is still working on a compilation of resources and will work to have something worth sharing at our March Graduate Council meeting. If anyone has more to add, please feel free to forward that to him at your earliest convenience.

#### **18. New Business**

- 2022 Graduate Student Needs Assessment (Angelina Sylvain)  
Please see attached slides and hand out.
- Graduation with Leadership Distinction (Graduate Level) (Cheryl Addy)

Dean Addy was pleased to hear that there is interest from the graduate students, but this venture would be processed like a special kind of curriculum proposal. We need graduate faculty graduate programs that are really interested to help push this and define what it may look like. She was not actively involved in the detailed discussions when this happened at the undergraduate level. This is broader than Graduate Council. If there is enough interest, we can discuss this further at the next Graduate Council meeting. If there is an interested group willing to put some time and energy to developing a proposal that we can meet with Charles Pierce from the Center for Integrative Experiential Learning (CIEL) to help flush this out and come up with a proposal that we can process. You are welcome to reach out to her individually if there is an interest. She will mention this at the graduate directors meeting in March which is a broader audience and see if any of them or faculty who are not necessarily in the graduate director position would be interested in joining this conversation.

#### **19. Good of the Order**

Dr. Mitchell reminded the members that the next meeting will be on Monday, March 27<sup>th</sup>, at 2:00p.m.

#### **20. Adjournment**

The meeting was adjourned at 3:39p.m.

Murray Mitchell, Secretary

CC: Michael Amiridis, President  
Donna Arnett, Provost  
Cheryl Addy, Interim Dean of the Graduate School  
Deans  
Department Chairs  
Graduate Directors  
Aaron Marterer, University Registrar  
Elaine Belesky, Office of the Registrar  
Malia Kiehl, Office of the Registrar  
Tara Wright, Office of the Registrar

OFFICE OF GRADUATE DIVERSITY

# FACULTY & STAFF DEI TALKS

## ABOUT

Faculty & Staff DEI Talks is an engaging learning experience for graduate faculty and staff. Each year, national scholars are invited to lead our graduate community in conversations aimed at advancing our approach to teaching, learning, practice, and policy development to impact graduate student access and success. Graduate students are also welcomed to join these conversations.



## SPRING 2023 TEXT STUDY

Friday, March 31st at 12pm-1:30 pm

### **“A Handbook for Supporting Today’s Graduate Students” edited by David J. Nguyen, PhD and Christina W. Yao, PhD**

Join us for a two-part series featuring panel discussions with authors from the book. We encourage participants to secure a copy of the book using the discount code below. We will read the book throughout this semester.

#### **Panel I: “Understanding and Meeting the Needs of Historically Underserved Students: Indigenous, Students of Color, and First-Gen Graduate Students”**

Featuring panelists: Drs. Colin Ben and HyeJin Tina Yeo

Facilitated by: Dr. Christina Yao

#### **Panel II: “Supporting Graduate Students In & Outside of the Classroom: Mental Health, Culturally Responsive Teaching, and Work/Life Balance”**

Featuring panelists: Drs. Carmen McCallum, Crystal Garcia, and Emiko Blalock

Facilitated by: Dr. David Nguyen

#### **Registration**

**Book discount code:**

Code: HBKGS20

20% off + Free Shipping: A Handbook for Supporting Today's Graduate Students

**[Link to book page](#)**



**The Graduate School**  
UNIVERSITY OF SOUTH CAROLINA

## Graduate Council P&P Committee Report

From: Drs. Matt Brown, Erik Drasgow, Nikki Wooten, and Jean Ellis (Chair)

RE: Proposed Graduate Council Membership modification to the Faculty and Graduate Council Manuals

23 February 2023

Below is Part One of the proposal, as amended following discussion and to be presented to the Faculty Affairs Committee for subsequent consideration by the Faculty Senate.

### Graduate Council Proposal to Amend the Faculty Manual

This proposal was approved unanimously by the Graduate Council at their February 27, 2023 meeting. The justification for this change is to shift responsibility of member selection from the Graduate School to the academic units being represented. Based on current enrollments, the Council size will be very close to the current composition, with 18 faculty members based on current graduate enrollments.

#### ***Current Faculty Manual Language (p. 17)***

The council shall be composed of 20 regular and associate graduate faculty members and one student member:

- Nine members selected by the graduate faculty;
- Nine members appointed by the provost of the university upon recommendation of the Graduate School;
- One student member representing the Graduate Student Association;
- The dean of the Graduate School (ex officio); and
- The senior associate dean of the Graduate School (ex officio), who serves as secretary.

No more than six members may have associate graduate faculty membership.

#### ***Suggested Changes to Faculty Manual*** (changes in blue)

The council shall be composed of the following members:

- One faculty member each from dean-led college or school with graduate degrees.
- One additional faculty member from each dean-led college or school with graduate student enrollment exceeding 500 (using a rolling three-year average).
- One student member representing the Graduate Student Association;
- The dean of the Graduate School (ex officio); and
- The Graduate Council secretary (ex officio), appointed by the dean of the Graduate School.

Academic unit deans are responsible for implementing a selection procedure for eligible graduate faculty according to current Faculty Manual guidelines.

Below is Part Two of the Committee Proposal. Implementation and possible revision to the text below will await a decision from the Faculty Senate with respect to proposed changes to the Faculty Manual.

***Current Graduate Council Manual (p.2)***

Graduate Council has 21 members and is comprised of 18 Graduate Faculty members, one graduate student representative, Dean of the Graduate School, and the Senior Associate Dean of the Graduate School who serves as Council Secretary. Nine Graduate Faculty members are elected by the Graduate Faculty and nine Graduate Faculty members are appointed by the President of the University. The student member is appointed by the President of the University who has designated the responsibility of electing the student member to the Graduate Student Association. The 18 Graduate Faculty members and the one student member are voting members. The Dean of the Graduate School and the Council Secretary are non-voting members. Term of service for Graduate Faculty members is three years with terms staggered to maintain continuity with three members elected and three members appointed each year. The term of the student member is set by the bylaws of the Graduate Student Association. No Graduate Faculty Council member can be elected to successive terms and only one member can come from an individual department. There are five standing Graduate Council Committees.

***Suggested Changes to Graduate Council Manual (p. 2)*** (changes in blue)

Graduate Council has ~~21 members and is comprised of 18~~ [a minimum of 13](#) Graduate Faculty members, one graduate student representative, ~~the dean of the Graduate School, and the Senior Associate Dean of the Graduate School who serves as~~ [Graduate Council Secretary, appointed by the dean of the Graduate School.](#) ~~Nine Graduate Faculty members are elected by the Graduate Faculty and nine Graduate Faculty members are appointed by the President of the University.~~ [One faculty member from each of the following academic units serves on the Council for a three-year term: Arts & Sciences, Business, Education, Engineering & Computing, HRSM, Information & Communication, Law, Medicine, Music, Nursing, Pharmacy, Public Health, and Social Work. One additional faculty member will be appointed from each dean-led college or school with graduate student enrollment exceeding 500 \(using a rolling three-year average\). The deans are responsible for implementing a selection procedure for eligible graduate faculty.](#) The student member is appointed by the President of the University, who has designated the responsibility of electing the student member to the Graduate Student Association. [The term of the student member is set by the bylaws of the Graduate Student Association.](#) The 13 Graduate Faculty members and the one student member are voting members. The [dean of the Graduate School](#) and the Council Secretary are non-voting members. ~~Term of service for Graduate Faculty members is three years with terms staggered to maintain continuity with three members elected and three members appointed each year. The term of the student member is set by the bylaws of the Graduate Student Association.~~ No Graduate Faculty Council member can [be elected to serve](#) successive terms, and only one member can come from an individual department. There are five standing Graduate Council Committees. [Graduate Council members are required to serve on at least one Graduate Council committee during their three-year term. Ex officio members of the Graduate Council are excluded from this requirement.](#)

## 2022 Graduate Student Needs Assessment

### Survey Goals

As a part of the commitment to improving student success at the University of South Carolina Columbia, the Department of Student Life and the Graduate School launched the Graduate Student Needs Assessment survey to learn more about the graduate student experience. The survey focused on program experience, professional development, campus resources, housing, transportation, mental health, student engagement, family obligations, and communication preferences of survey respondents. Survey results will be used to inform program and resource planning for UofSC graduate students.

### Administration, Confidentiality, and Use

Voluntary survey requests were sent via email to all full- and part-time graduate and professional students (survey open April-May 2022). Respondents were permitted to skip questions as needed.

This report is intended for the use of USC faculty, administrators, and graduate student leadership, for the purpose of institutional improvement. This is not intended for public release; please do not circulate it to any media or outside of USC without further review and approval from the Graduate School. The survey instrument is available upon request. For the survey instrument or for questions regarding this report, please reach out to Dr. Angelina C. Sylvain at [asylvain@mailbox.sc.edu](mailto:asylvain@mailbox.sc.edu). This is not intended for use in any work that meets the federal definition of research.

### Parameters

Survey results are confidential and are displayed contingent upon a minimum sample of **10** respondents per question. Of the **2,325** total survey responses received, **256** were received anonymously and **88** were identified as duplicates. Duplicate records are excluded in this report. A small subset of survey questions are excluded from this report; results can be provided upon request. For each question, respondents who indicated "Not applicable", "Not offered for my program", and "Other" (unless specified) are excluded. Where noted, n corresponds to the sample size for the given question, pr refers to "per respondent", and \*\* denotes a free response question manually categorized into broad themes. Total survey respondents, population sampled, response rate, and completion rate are reported below.

Results delineated by school/college or primary degree category reflect the primary program of the student record at the time of survey dissemination; for anonymous records these variables reflect self-reported data from the survey. Reported survey demographics beyond those collected through the student record reflect demographics reported by survey respondents. This includes the percent that identify as LGBTQIA or first generation (undergraduate and graduate), that reported a mental/physical impairment or reported they have one or more child, as well as their reported political and religious views.

### Survey Population

#	# in Population	Response Rate	Completion Rate
2,237	8,383	26.7%	20.8%

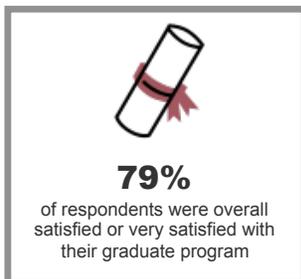
### Filters

Primary College/School  
All

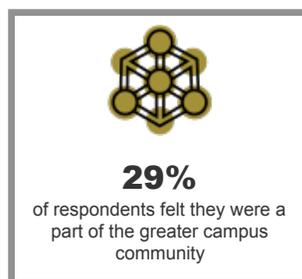
Primary Degree Category  
All

### At-a-Glance

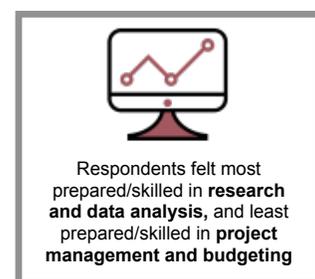
#### EXPERIENCE



#### BELONGING



#### PREPAREDNESS



## 2022 Graduate Student Needs Assessment

### Survey Sampling

Total percentages where category information is unknown are hidden in survey sampling table results

Primary College	#	% Total	Legal Sex	#	% Total
College of Arts & Sciences	319	14%	Female	1324	59%
College of Education	313	14%	Male	653	29%
College of Engineering & Computing	154	7%			
College of Hospitality & Retail Sport Management	30	1%			
College of Information and Communications	149	7%			
College of Nursing	125	6%			
College of Pharmacy	75	3%			
College of Social Work	98	4%			
Darla Moore School of Business	160	7%			
NJ Arnold School of Public Health	231	10%			
School of Law	115	5%			
School of Medicine Columbia	139	6%			
School of Medicine Greenville	52	2%			
School of Music	36	2%			

Age	#	% Total
20-29	1050	47%
30-39	586	26%
40-49	226	10%
50-59	98	4%
60+	20	1%

South Carolina Residency	#	% Total
Non-SC Resident	1008	45%
SC Resident	972	43%

Primary Degree Category	#	% Total	Race/Ethnicity/Origin	#	% Total
Certificates	14	1%	2 or more races	59	3%
Masters	901	40%	American Indian or Alaska Native	1	0%
Non-Degree Seeking	27	1%	Asian	56	3%
Other Doctoral	146	7%	Black or African American	216	10%
PhD	586	26%	Caucasian	1218	54%
Professional Doctoral	283	13%	Hispanic	68	3%
Specialists	24	1%	International	328	15%
			Native Hawaiian or Other Pacific Islander	3	0%
			Not Reported	31	1%

### Reported Survey Demographics

Percentages reflect the number of survey respondents that reported a particular characteristic over the total respondent population, including respondents that skipped the question.

#### Gender Identity and Sexual Orientation

**11.6%** identified as a member of the LGBTQIA community

#### Disability

**5.1%** respondents indicated they have a physical or mental impairment

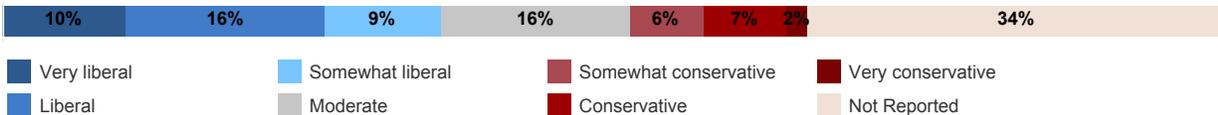
#### First Generation

**23.6%** identified as first generation  
(**46.3%** first generation at the graduate level)

#### Graduate Students with Children

**17.6%** respondents indicated they have one or more children

#### Political Views

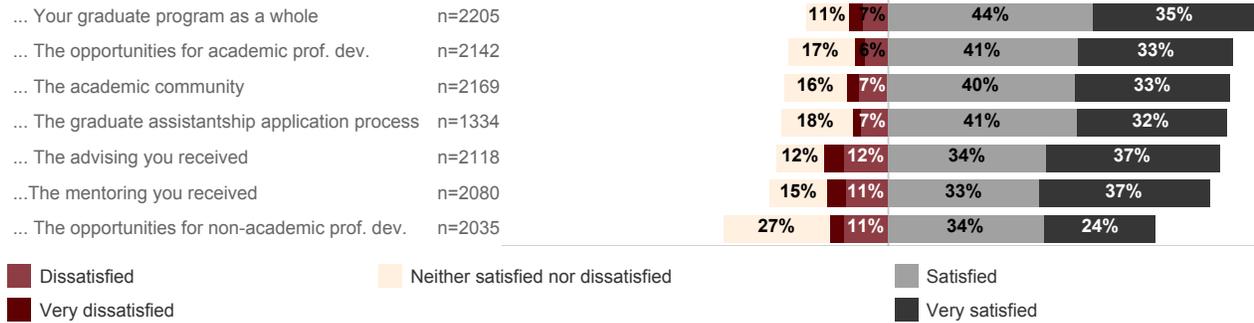


#### Religious Views

Religious View	Percentage
Atheist	6.8%
Buddhist	0.7%
Christian	38.8%
Jewish	0.7%
Muslim	2.5%
None	9.1%
Other	3.1%
Spiritual	4.8%
Not Reported	31.5%
Hindu	2.0%

## 2022 Graduate Student Needs Assessment

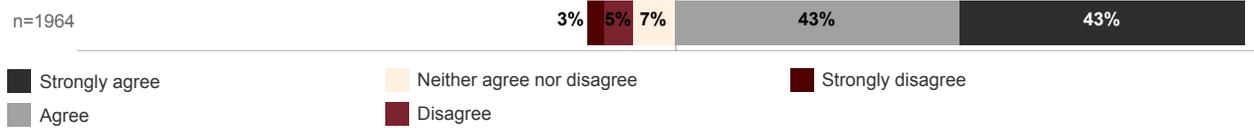
Indicate your level of satisfaction with the following experiences in your graduate program:



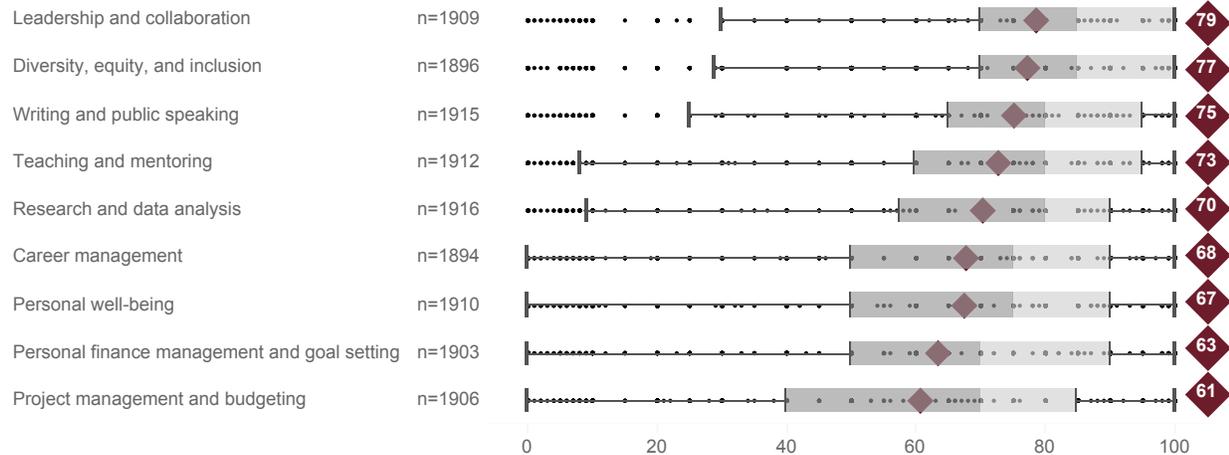
**\*\*What do you see as the greatest potential roadblock(s) to successfully completing your degree in a timely fashion?** n=1,243; avg # themes pr=1.2



I feel my prior academic and professional experiences prepared me for the academic rigor of my graduate program:



Rate the extent to which you feel prepared/skilled in the following professional competencies (100= job market ready, highly prepared/skilled; 0= no preparation, unskilled; average reported by red diamond):

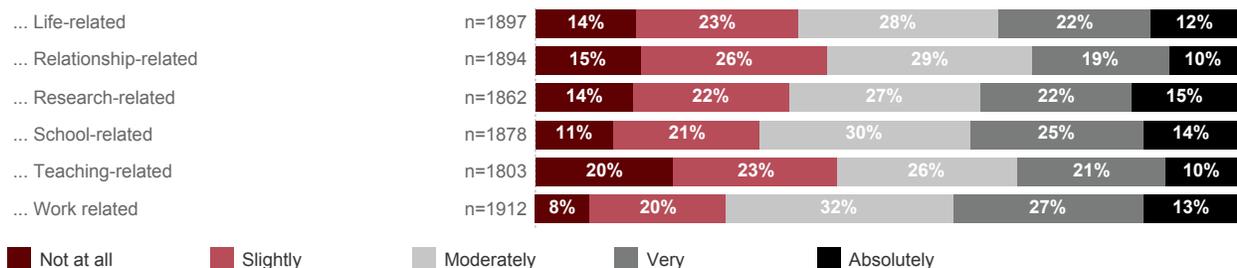


Rank the below methods of communication with the University by order of preference. (1= most preferred method of communication; 6= least preferred method of communication; "Other" ranked, not shown here; average reported in black circle)

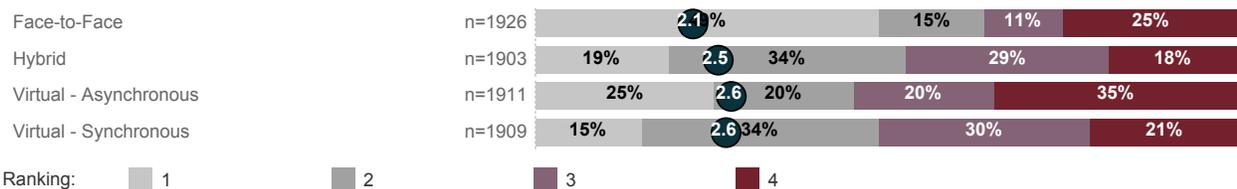


## 2022 Graduate Student Needs Assessment

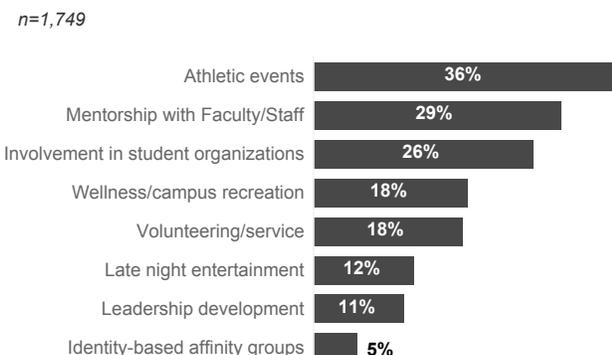
Indicate the likelihood of your attendance at the following events/opportunities: *excludes "Not applicable"*



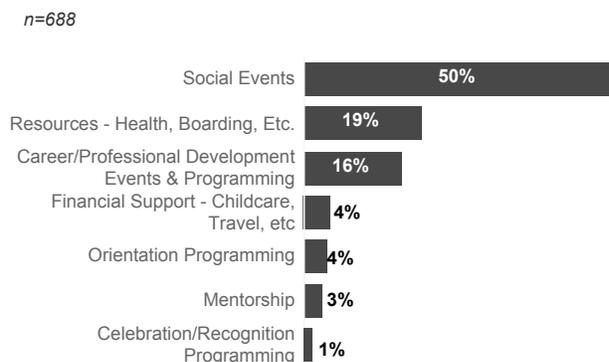
Rank your preference for delivery style (1 = most preferred method of delivery, 4 = least preferred method of delivery; average reported in black circle):



In what ways have you connected to UofSC outside of your coursework and/or research? (select all that apply):

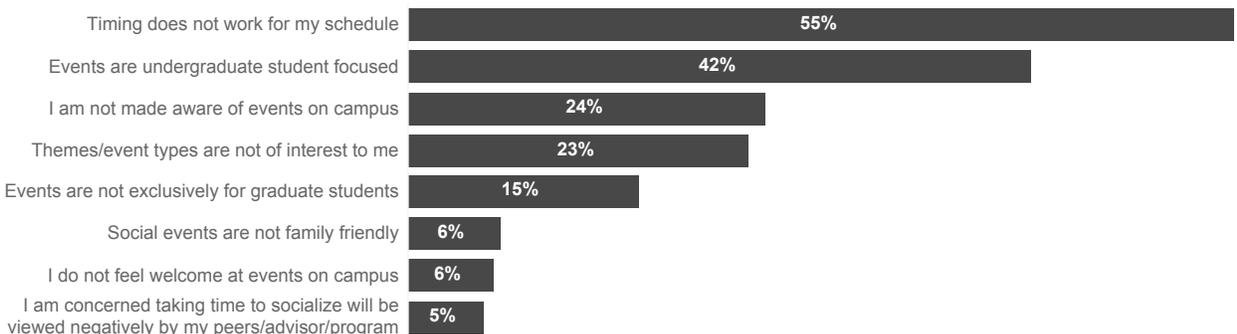


\*\*What additional programs, events, or services do you wish UofSC had for graduate students?

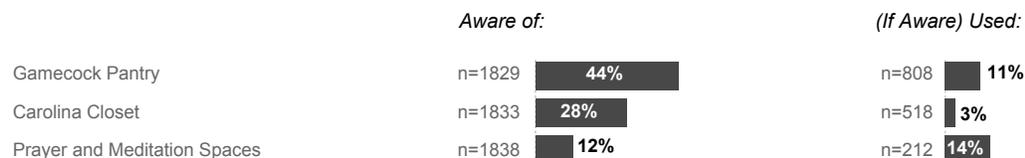


Select up to three factors that negatively impact your attendance at institution-run social events:

n=1,787



Are you aware of the below resources? If so, have you used the resource(s) in the last twelve months?

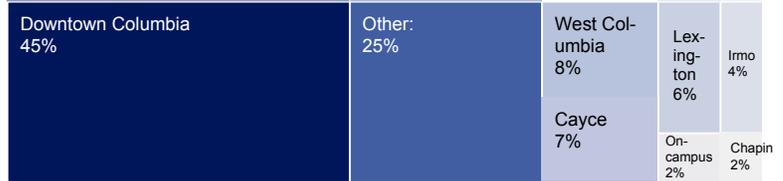


## 2022 Graduate Student Needs Assessment

Where do you currently reside? *n=1,838*



If in Columbia, where in Columbia do you reside? *n=1,157*



Did your college/program share off-campus housing information with you in preparation for living in Columbia, SC?

*n=1817* **34%** said "Yes"

Would you prefer to live on campus if housing were available?



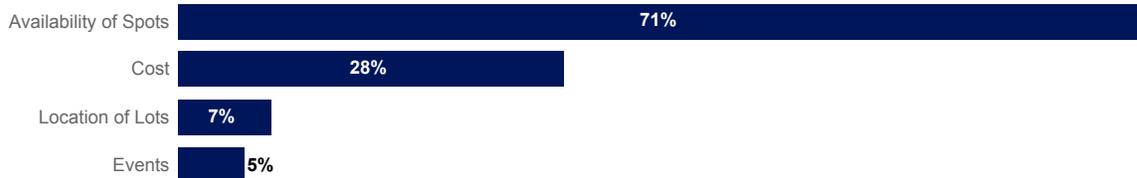
What type of transportation do you primarily use to get to and around campus?

*n=1,805*



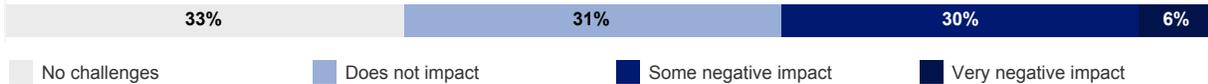
\*\*Do you experience challenges with parking on campus? If so, please describe:

*n=728; avg # themes pr=1.2*



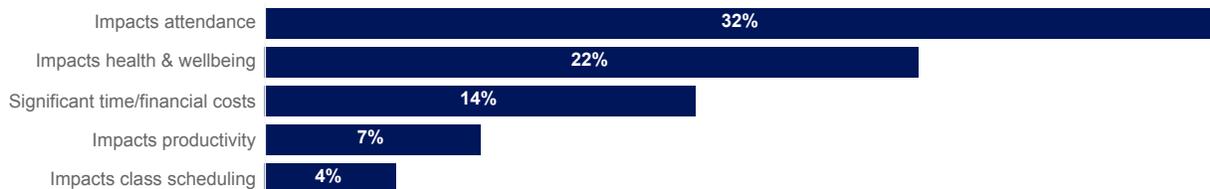
Do your parking/housing challenges affect your academic progress toward degree?

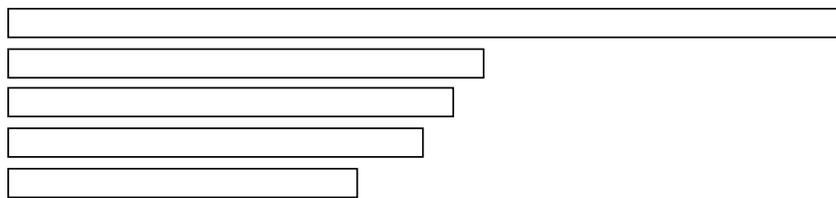
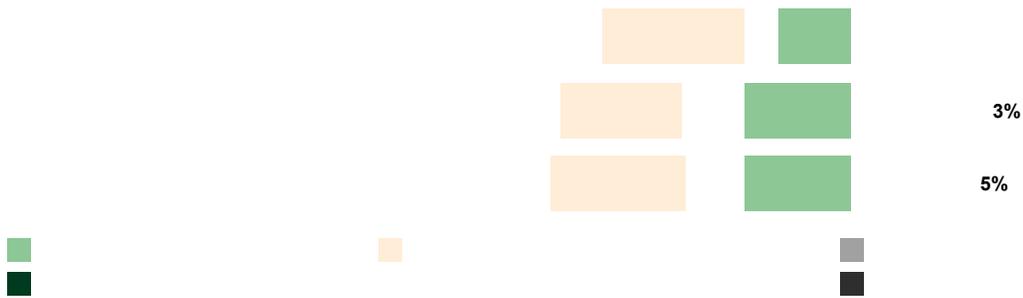
*n=1,794*



\*\*Please describe how parking and/or housing challenges affect your academic progress toward degr..

*n=568; avg # themes pr=1.2*





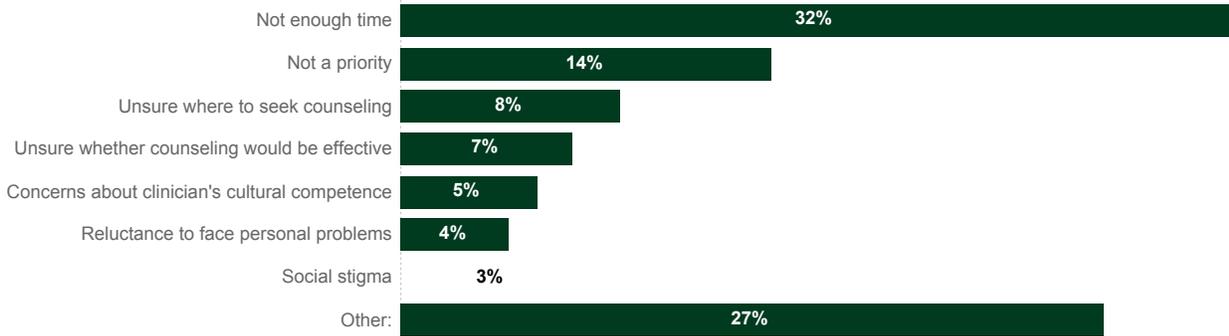
How often did you use university mental health services when these circumstances arose? n=1293

3%

Never
  Rarely
  Sometimes
  Often
  Most of the time
  Always

**What is your most significant barrier to accessing mental health services?**

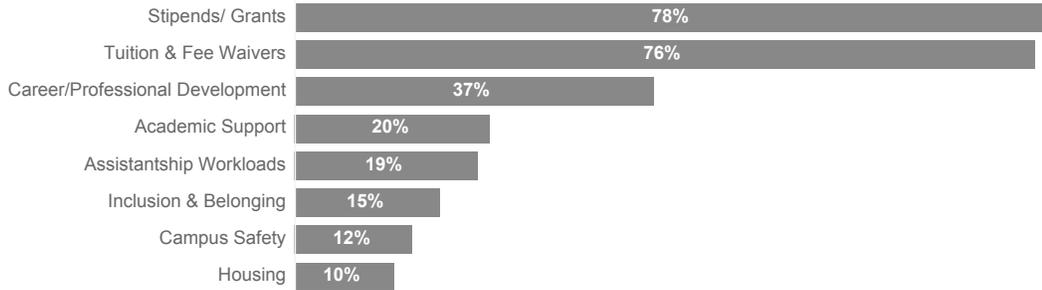
n=1,701



## 2022 Graduate Student Needs Assessment

Select up to three issues of greatest concern to you where you believe the institution should prioritize resources:

n=1,742 avg # pr=2.7



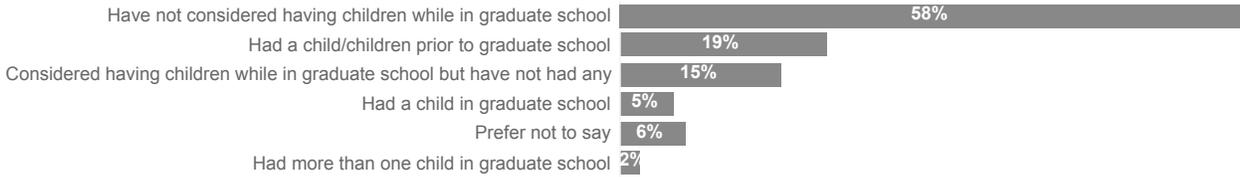
Please indicate your level of agreement with the below statement: It is important/critical for student governance of graduate students to be exclusively graduate student run and independent from undergraduate student governance.

n=1753

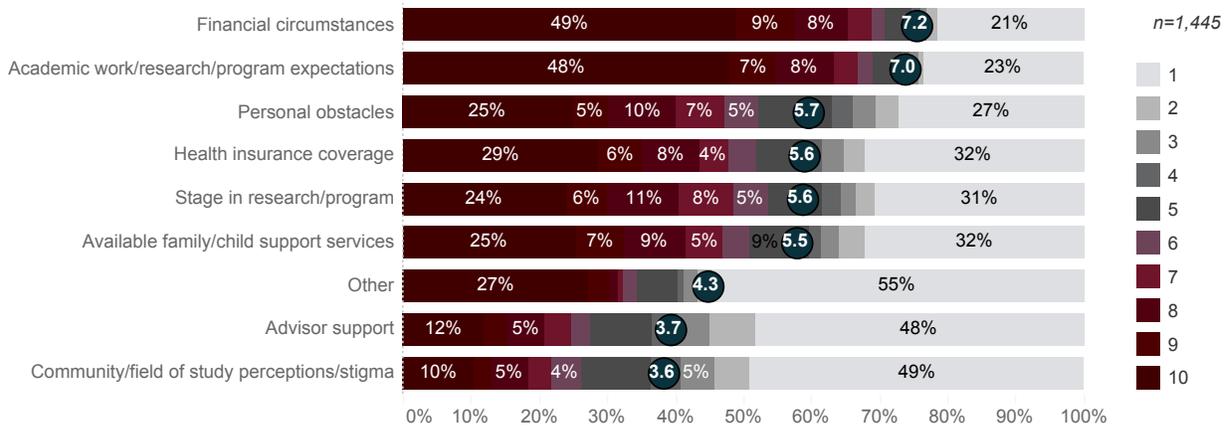


Have you had or considered having children before or while in graduate school? Check all that apply:

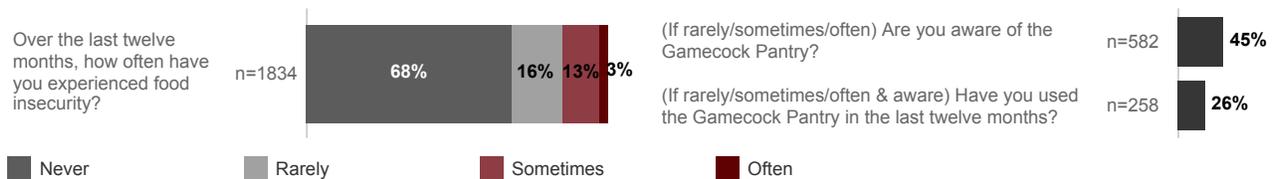
n=1,735



For the below list of concerns, please indicate the degree to which they impact your interest in/likelihood of having children while in school (10= highest impact on decision making; 1= no impact at all; rating average reported in black circle)



Over the last twelve months, how often have you experienced food insecurity? Of those that have experienced food insecurity, what percentage are aware of the Gamecock Pantry and what percentage of those aware have used this resource?





# THE GRADUATE STUDENT NEEDS ASSESSMENT

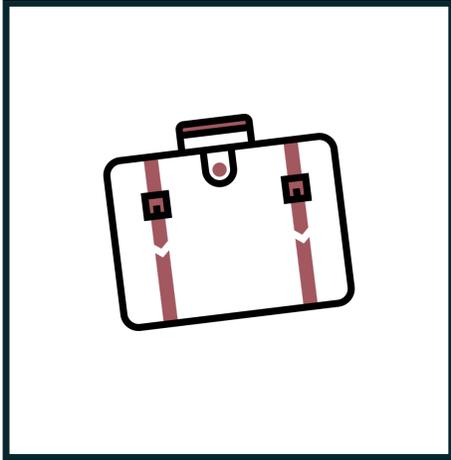
*Working to improve the graduate student experience*

Dr. Angelina C. Sylvain  
2022-02-21

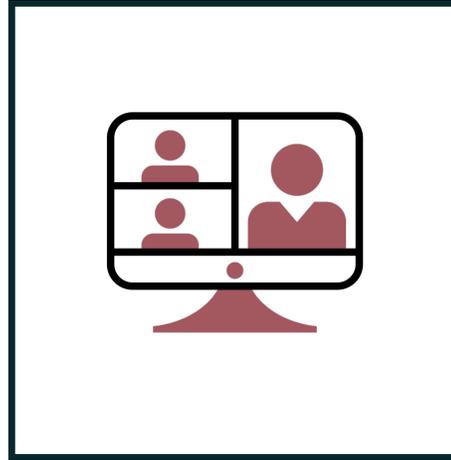


UNIVERSITY OF  
**South Carolina**

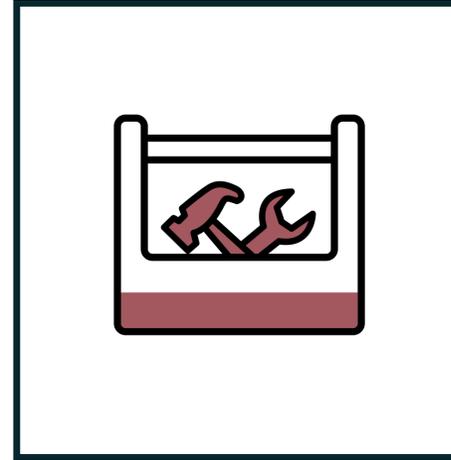
# THE GRADUATE STUDENT



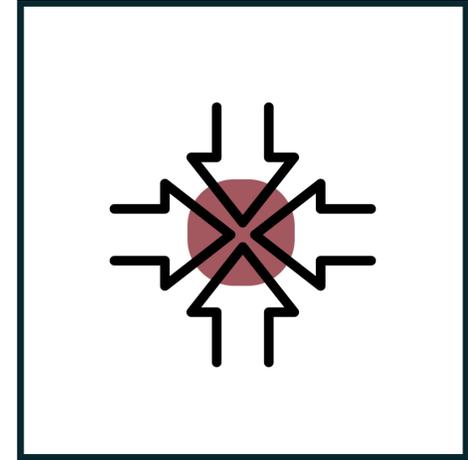
**Life Stages**



**Schedules**



**Needs &  
Priorities**



**Social/  
Community  
Goals**



# GRADUATE STUDENT NEEDS ASSESSMENT

**9 focus areas** within the survey:

- Program Experience
- Professional Development
- Campus Resources
- Housing
- Transportation
- Mental Health
- Student Engagement
- Communication Preferences
- Family Obligations

**FULL & PART TIME**

**GRADUATE &  
PROFESSIONAL**

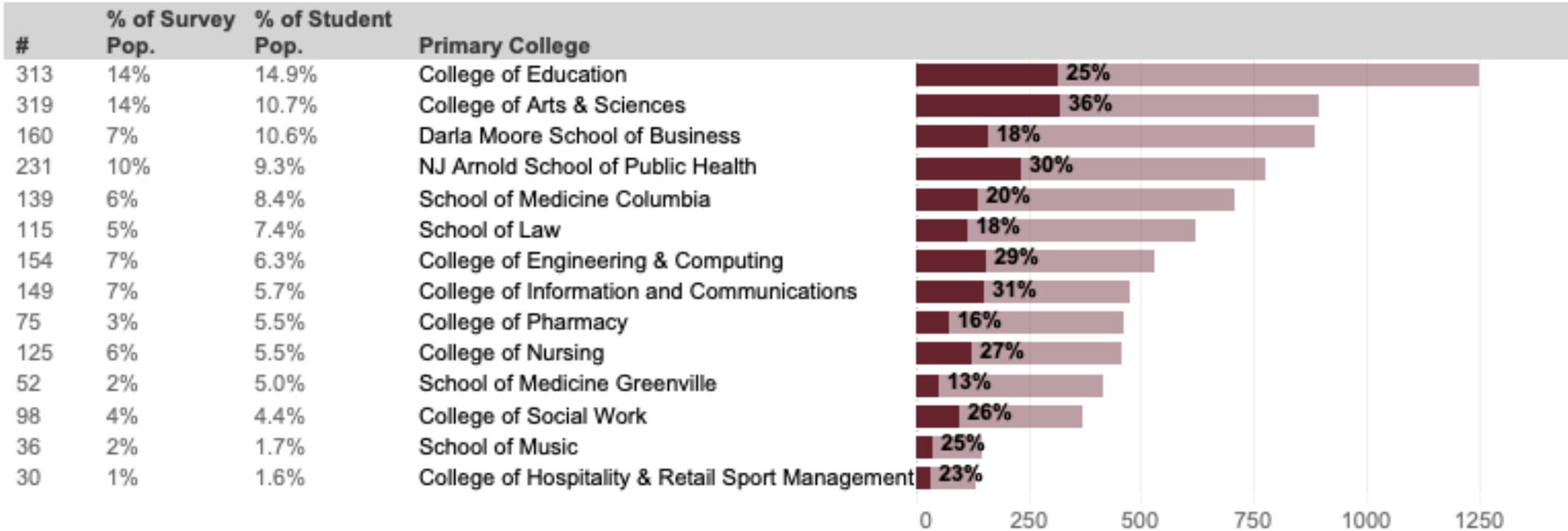
**26.7% RESPONSE RATE**

**21% COMPLETION RATE**



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**South Carolina**

# POPULATION DEMOGRAPHICS



■ Survey respondents

■ Graduate student population

*excludes unknown*



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**South Carolina**

# INITIAL FINDINGS



**79%**  
are satisfied/very satisfied  
with their graduate program

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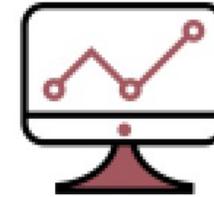
Reported roadblocks to degree  
completion:  
**Personal Factors**  
**Course Access/Difficulty**  
**Financial Support**



Least prepared/skilled in:  
**Project Management  
& Budgeting**

---

Recommended resource  
prioritization:  
**Stipends/Grants**  
**Tuition & Fee Waivers**  
**Career/Prof. Dev.**



**55%**  
Sometimes/often experienced  
mental health challenges

---

**29%**  
Felt they were part of  
the greater campus  
community



# RECAP

- Graduate students feel prepared for and exhibit high satisfaction with their graduate program overall
- There is a general lack of awareness of available resources, information, and opportunities
- There is need and demand for broader career/professional development opportunities, and opportunities for connection
- There is a strong need and demand for increased financial support



# RECOMMENDATIONS

## PROFESSIONAL DEVELOPMENT

Non-academic

Project management

Finances/  
budgeting

## COMMUNICATION

Graduate Student Handbook

Institutional resources

Housing

## DIVERSITY, EQUITY & INCLUSION

Networking, community building, celebration

Departmental efforts improve climate

## PROGRAM OFFERINGS

Increased financial support

Clarity/ expansion of course offerings and modalities

