

2019 ACS GRADUATE STUDENT SURVEY EXECUTIVE SUMMARY

The American Chemical Society (ACS) Student & Postdoctoral Scholars Office conducted a survey of graduate students in the chemical sciences between May and October of 2019. A total of 2,772 usable responses were received; of these, 2,534 (91%) were from doctoral degree students and 238 (9%) were from master's degree students. The survey consisted of 43 questions that focused on career interests and plans, graduate education competencies, and contextual factors such as advisors and mentors, resources, support, and satisfaction.

Key Findings of the 2019 ACS Graduate Student Survey

Career Interests and Plans

- Students at both the master's and doctoral degree levels were most interested in careers in industry. Doctoral degree-level students indicated they were most interested in academic careers at the start of their graduate studies.
- Graduate students at both the master's and doctoral degree levels feel that they have a limited knowledge of nonacademic careers.
- Career choices of graduate students are mostly influenced by their motivation to find work/life balance and their self-awareness. There is a notable difference between how various racial and ethnic groups tend to rate the importance of values in contributing to career decisions.
- The majority of graduate students feel the best time to learn about career areas and opportunities for graduate degree holders is before starting graduate school.
- The majority of graduate students rate search engines (e.g., Google) and professional conferences as the most useful career resources they use.

Graduate Education Competencies

- Majority of master's and doctoral degree students believe they are proficient in the core competency areas described by the National Academies Press report on Graduate STEM Education for the 21st Century (2018).¹

Social/Contextual Factors

- Positive characteristic behaviors that students cited as descriptive of their research advisor center around providing an appropriate level of research independence and recognition (e.g., "encourages me to gain independence over the course of my graduate studies," and "gives the appropriate level of credit to me for my research contributions").
- Positive characteristic behaviors that students cited as less descriptive of their research advisor center around providing career path support and advice and taking a personal interest in them.
- Female research advisors, in comparison to male advisors, are perceived by graduate students as being more likely to encourage their students' engagement in professional development opportunities (e.g., writing grant proposals, presenting at conferences).
- Sixty-five percent of students reported that their advisor created an environment where group members were treated fairly.
- Having experienced harassment during their graduate school experience was indicated by 11% of female and 5% of male graduate students.

Resources and Benefits

- Many students are either not aware of or do not use available campus resources and benefits (e.g., safety training, career counseling, job placement services, etc.) available to them.

The Graduate Study Of Education Report Of The Har

Kathleen Armour



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