

**Final Report:  
2017 Stanford University  
Graduate Student Life Survey**

**Graduate Student Council  
and the  
Diversity & Advocacy Committee**

**April 2<sup>nd</sup>, 2018**



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## **Executive Summary**

### **Introduction**

The past few years have seen certain challenges and victories for graduate students at Stanford and beyond. With the tax plan proposed in Congress in 2017 poised to tax graduate student tuition vouchers, students and administrators gathered to voice their opposition, and, thankfully, Congress removed the provision around graduate students. Meanwhile, the discussion sparked by the tax plan brought up other concerns for grad students around affordability and accessibility of education, among other topics. In dialogue with these concerns, the 2017 GSC Graduate Student Life Survey Report attempts to take the temperature of graduate student life at Stanford, understanding current strengths and areas of improvement and offering suggestions for paths forward.

The 2017 GSC Graduate Student Life Survey builds on a history of surveys conducted by the Graduate Student Council. The occasion for this survey is the 10-year anniversary of the [2007 Graduate Student Life Survey](#), which documented student experience and offered policy recommendations. It also falls on the 20-year anniversary of the [1998 GSC-ASSU Graduate Housing Report](#), which sparked the “Campout on the Quad” leading to a more livable housing situation for graduate students. Recognizing this history of data-driven graduate student advocacy, the GSC is pleased to release this report on graduate student life in 2018.

### **Methods and Responses**

A GSC Survey Task Force developed the survey questions in the spring of 2017, building on those of the 2007 survey. The task force held several focus groups to help gather additional questions and clarify or modify existing questions. From June to July 2017, the GSC administered the survey through Qualtrics and advertised it to the whole graduate student body. To incentivize responses, we gave out \$20 Amazon gift cards to 100 randomly selected survey participants. The survey received 1,773 total responses from graduate students and researchers across the university’s six schools. This sample is about 19% of the graduate population.

The responses appears generally to reflect the diversity of the student body as reported in the [Graduate Student Profile](#) for fall 2016. The distribution of our sample across schools (36% Engineering, 20% Medicine, 5% Law, 8% Business, 5% Education, 5% Earth, Environment, and Energy Sciences, 22% Humanities and Sciences) is similar to that of the grad student body (38% Engineering, 12% Medicine, 7% Law, 11% Business, 3% Education, 4% Earth, Environment, and Energy Sciences, 25% Humanities and Sciences). The sample slightly over-represents the schools of Medicine and Education and under-represents Business, Engineering, and Humanities. Our sample also over-represents women (who made up 49% of our sample but only 39% of Stanford graduate students). For information like ethnicity, geographic origin,

and degree pursued, our survey frames our data differently than the profile, but our data would seem comparable to the general graduate population.

## **Overview**

The report begins with an examination of diversity, equity, and inclusion at the university and explores how these ideals are refracted through three specific subtopics: 1) mental and physical health, 2) finances and affordability, and 3) living environment. In the body of the text, you'll find detailed analyses of each of these areas. We conclude by comparing the data from the 2017 survey to that from the 2007 survey and offer thoughts on what progress for graduate students will look like.

## **Recommendations**

The findings in each of these areas lead us to propose the following policies at the university level, which are explored more in depth at the end of each section of the report. Recommendations in cardinal red are those found to be most important to students.

### Diversity, Equity, and Inclusion

#### *Short-term (within the next two months)*

- With the assistance of the GLO, the GSC and DAC will start planning a diversity training for incoming graduate students for fall 2018 similar to the sexual assault and harassment training students currently receive

#### *Medium-term (within a year)*

- To address identity-based harassment, microaggressions, and discrimination, clarify and publicize how and to whom graduate students should report incidents of bias, especially distributing this info to incoming students. If students should report to Office of the Ombuds or work through existing channels, add language to their website(s) around identity-based discrimination.
- Develop a method for schools and department to collect and release data about the kinds of identities represented among their graduate students
- With the assistance of the GLO, the GSC and DAC will execute the diversity training for incoming graduate students for fall 2018

#### *Long-term (one to three years)*

- Start releasing data for schools and departments about identities and diversity in the graduate student body
- **As Provost Drell has discussed, make increases to departmental funding contingent upon those departments meeting goals for diversity in student recruitment and retention and faculty hiring and retention**

- At the department level, the GSC will urge students to advocate for increased recruitment of first-gen, low-income, and otherwise marginalized students and professors
- To address poor advisor-advisee relationships and bias in the classroom and workplace, organize trainings and workshops for faculty geared towards mentoring graduate students

### Finances and Affordability

#### *Short-term (within the next two months)*

- Designate an office or point person to investigate the perceived gaps in pay for graduate students based on ethnicity, gender, and sexuality

#### *Medium-term (within a year)*

- Develop a method for schools and department to collect and release data about graduate students' identity markers along with data about funding and packages
- Identify and release a list of next steps regarding the perceived gaps in pay for graduate students based on ethnicity, gender, sexuality, and parental status.

#### *Long-term (one to three years)*

- Start releasing data for schools and departments about identity, finances, and other information concerning graduate students
- Ensure that the new housing created by the EVGR project is offered at affordable rates, defined as 30% of median graduate student income in accordance with national guidelines for affordability of housing
- **Raise stipends or lower rents in order to peg R&DE housing costs at 30% of the median PhD student stipend (\$35,000) in accordance with national guidelines for affordability of housing**

### Mental and Physical Health

#### *Short-term (within the next two months)*

- To improve student mental health, the GSC and DAC will have conversations around student workload and will discuss next steps, potential hosting a workshop around advocating for one's self and setting boundaries for the amount of unpaid or overtime work one does

#### *Medium-term (within a year)*

- Ensure that the three known departments in Humanities and Sciences that currently do not cover full subsidies for the Cardinal Care premium for PhD students--Chemistry, Physics, and Applied Physics--offer the full subsidy
- Locate a sustainable funding source to prevent large increases the Cardinal Care premium for students and their young dependents (to replace the temporary stop-gap funding from the Office of the Provost)

#### *Long-term (one to three years)*

- Subsidize the full cost of the Cardinal Care premium for PhD students, RAs, and TAs, not just 50%
- As in the 2018-19 school year, ensure that dependent coverage continues to be available through Cardinal Care and that the prices do not rise significantly beyond cost of inflation and are subsidized for low-income student families

### Living Environment

#### *Short-term (within the next two months)*

- Build into the General Use Permit provision for the construction of enough new childcare centers to accommodate the needs of the graduate student population

#### *Medium-term (within a year)*

- Offer childcare subsidies to graduate students with young dependents commensurate with those given to faculty for children under 5 and equal to \$10,000 for those with children 6 to 10, to be matched to financial need
- OR**
- Offer subsidies to graduate students with young dependents of up to \$10,000 per year to be applied to dependent-related living expenses including housing, childcare, healthcare, etc., to be matched to financial need<sup>1</sup>
- Ensure that the Community Associate program for off-campus subsidized housing continues long enough such that students are aware of it and it has a chance of helping build community off campus

#### *Long-term (one to three years)*

- Designate an area of on-campus graduate housing as pet-friendly housing, which will help pet owners (including those with service and support animals) stay separate from those who are averse to animals and will enable those with disabilities to access campus housing at a rate less than \$1552/month
- Construct or repurpose enough space on campus to provide childcare centers for all graduate and undergraduate students in need of them
- Expand both on- and off-campus childcare to accommodate young children of graduate students with goals of minimizing childcare waitlist times and accommodating all graduate and undergraduate student demand
- Scale up the VTA EcoPass program currently available to other employees to graduate students as well, enabling easier commutes to off-campus housing

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<sup>1</sup> Additional details for either plan can be found in a recent GSC resolution that was passed in February 2018.

# Findings

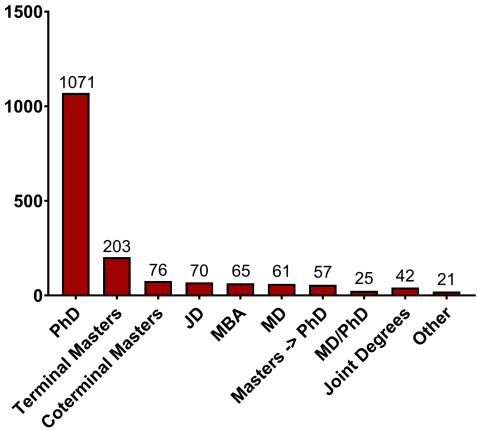
## Diversity, Equity, and Inclusion

### Overview

Here, we examine the kinds of diversity represented in our sample and what that might say about the larger graduate population. We also highlight the experiences of people of different identities in terms of their inclusion or exclusion at the university. This section on identity will inflect the rest of the report, which goes on to examine how identity connects with finances, health, and living environment.

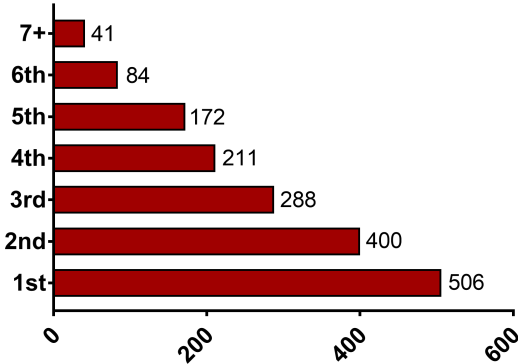
### Demographic Breakdown

What is the graduate degree you are currently pursuing at Stanford?



The majority of the participants in our graduate student survey were Stanford PhD students (1071), followed by Terminal Masters (203) and Coterminal Masters (76) students. A significant number of students are planning, or currently undertaking, multiple degrees from Stanford.

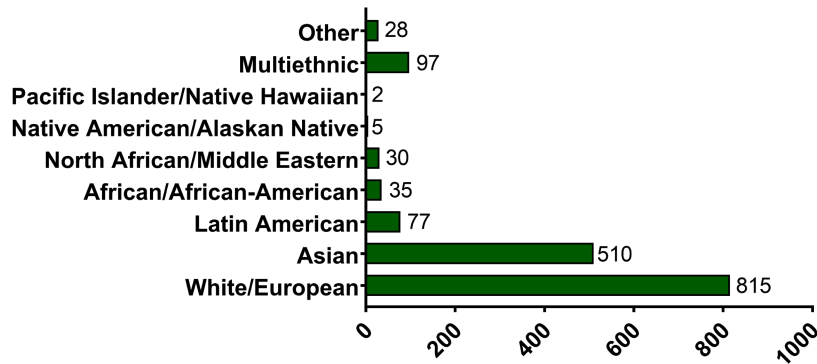
What is your graduate year here at Stanford?



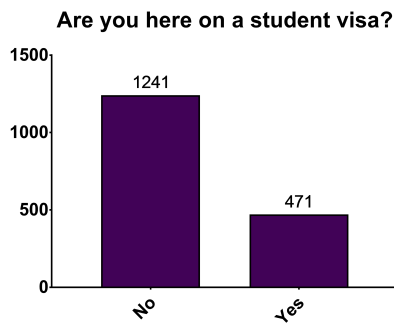
The majority of the responses to our survey were students who were just beginning their program in their first and second year. The number of respondents in later years decreased, in keeping with the varied lengths of degrees students pursue and the rate of attrition in PhD programs.



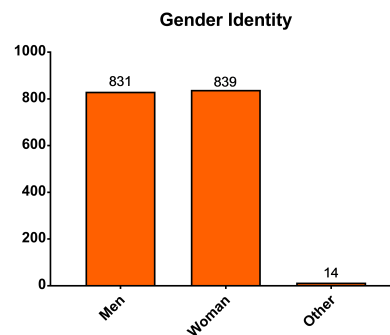
## Ethnicities



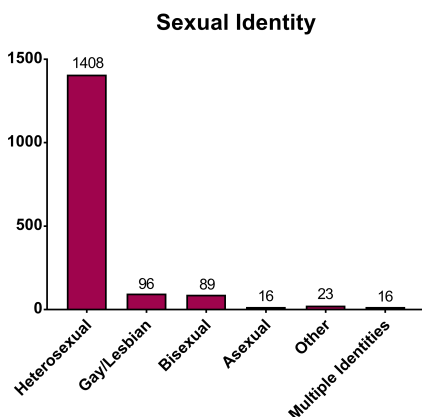
White/European represented the largest ethnicity sampled by our survey (815) followed by Asian (510). A significant number of the surveyed participants identified as having multiple ethnic backgrounds (97).



38% of survey participants identified that they are here on a student visa.

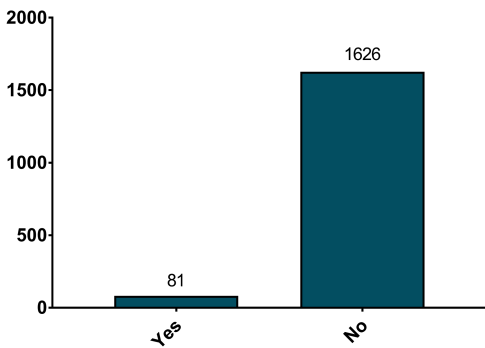


Gender identity was split among men and women, with a small amount of participants identifying as nonbinary or as neither a man or woman. Some chose to not disclose their gender identity in our survey.



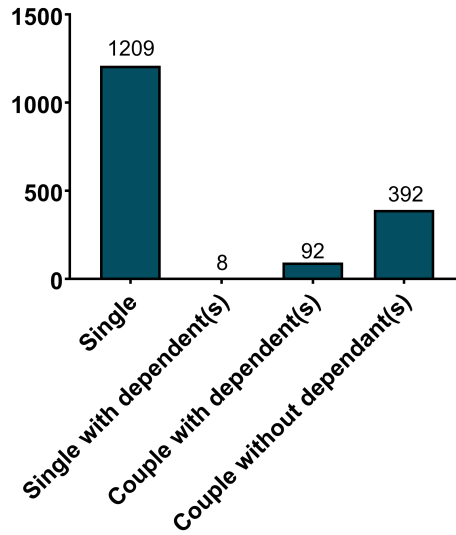
Approximately 1 in 7 participants identified with sexual identities other than heterosexual.

**Do you have any children as dependents here at Stanford?**



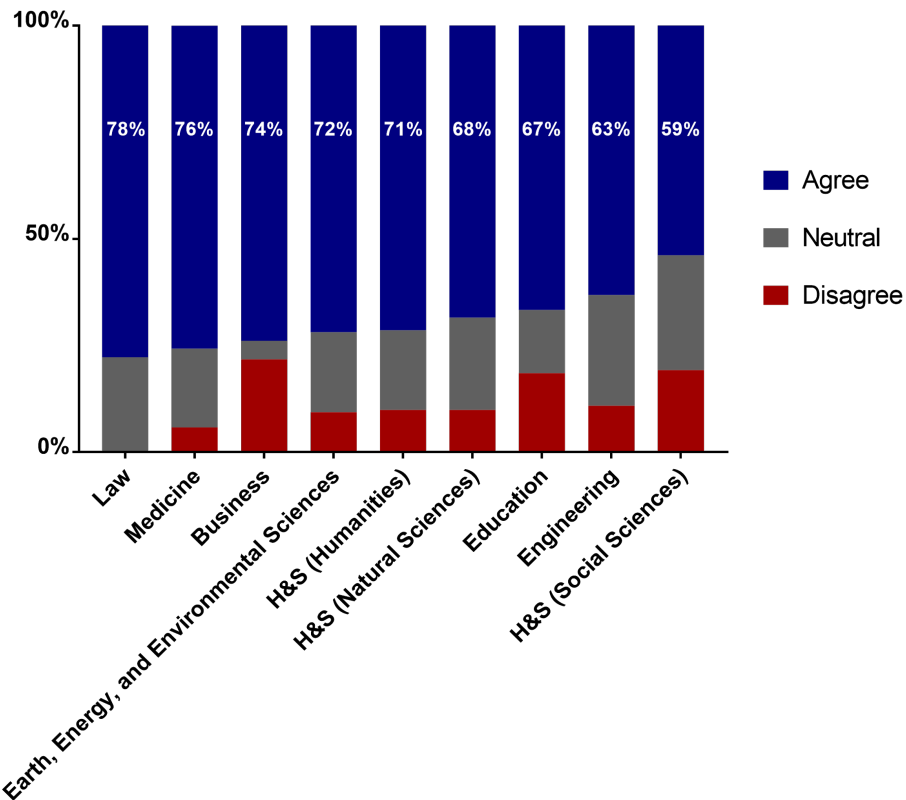
Approximately 1 in 20 of our survey participants have child dependents.

**What best describes your family unit?**



### Support, Microaggressions, & Harassment

**How much do you agree with the following statements:**  
 "I am part of a supportive community inside my department/program"  
*Broken down by School Affiliation*

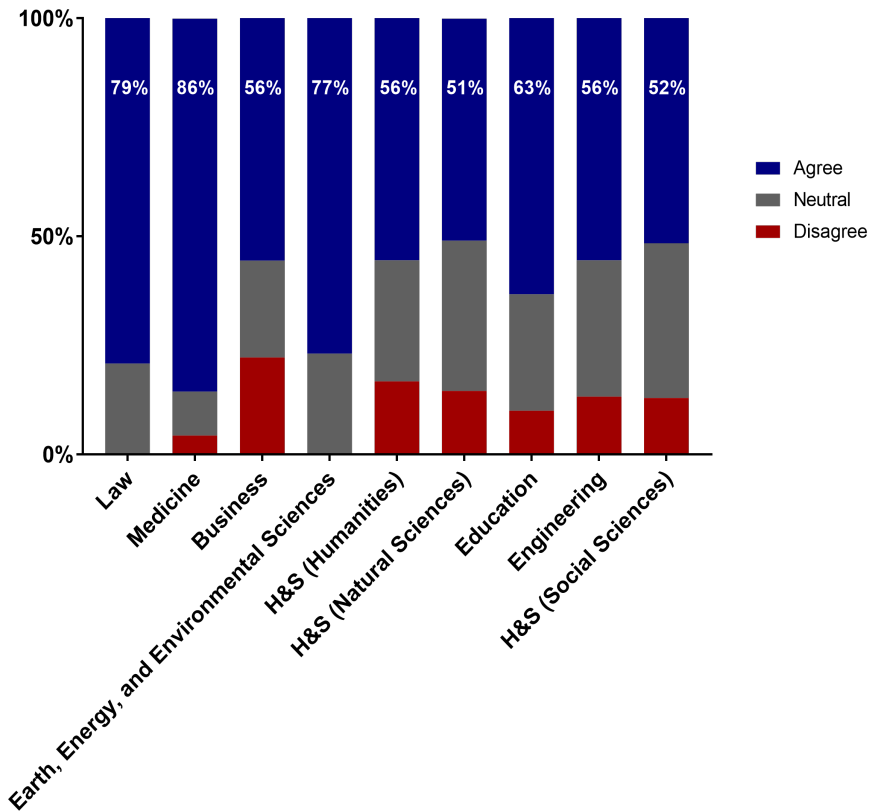


Our survey asked the following question to participants:

How much do you agree with the following statements:  
 I am part of a supportive community inside my department/program.

We broke the responses to this questions into school affiliation (figure above) and department affiliation (included as Table 1 in the Appendix). Amongst the Stanford Schools, the Humanities & Sciences (Social Sciences) had the lowest amount of participants agreeing that their department was supportive. The largest amount of disagreement towards this prompt was seen in the School of Business (21.7%). When we broke down this response to non-white/European ethnicities (see table below), we found that respondents were less generally likely to feel a sense of support. There was a less than 60% approval of the prompt in the Schools of Business, H&S (Humanities), H&S (Natural Sciences), H&S (Social Sciences), and Engineering. The School of Law, meanwhile, had a comparable rate among non-white/European students to the general law student body, and the School of Medicine and School of Earth, Energy, and Environmental Sciences had a higher sense of community among students of color than among the general student body, which may be encouraging.

**How much do you agree with the following statements:**  
 "I am part of a supportive community inside my department/program"  
*Broken down by School Affiliation & Non-White/European Ethnicity*



In the chart in the appendix showing feelings of support amongst departments, we bolded and changed the text color of departments which had a greater than 20% disagree response to our prompt (note that some of these departments have too low of a number of responses to represent accurate sampling). Regardless, the departments that were flagged in this manner were: Art And Art History, Biomedical Informatics, Communication, Computer Science, Developmental Biology, Energy Resources Engineering, Graduate School of Business, Management Science & Engineering, Mechanical Engineering, Social Sciences, Humanities, & Interdisciplinary Policy Studies, and Sociology.

Have you ever experienced the following due to your gender/race/ethnicity/sexuality?

**Microaggressions in an academic setting**

	Weekly	Monthly	Rarely	Never
Men of all ethnicities	22 (5%)	28 (6%)	101 (23%)	287 (65%)
Women of all ethnicities	57 (12%)	116 (24%)	193 (40%)	113 (23%)
Men of color	11 (5%)	23 (11%)	58 (28%)	112 (55%)
Women of color	30 (13%)	55 (24%)	97 (43%)	43 (19%)
Nonbinary people of all ethnicities	4 (36%)	1 (9%)	2 (18%)	4 (36%)
<b>Total</b>	<b>84 (9%)</b>	<b>148 (16%)</b>	<b>304 (32%)</b>	<b>408 (43%)</b>

The table above shows our participant's response towards the question: Have you ever experienced microaggressions in an academic setting due to your gender/race/ethnicity/sexuality? 1 in 4 of total participants reported that they at least experience microaggressions in an academic setting on a monthly basis. This number increases to 1 in 3 women participants, approximately 2 of 5 for women of color participants, and 1 of 2 nonbinary participants.<sup>2</sup>

Have you ever experienced the following due to your gender/race/ethnicity/sexuality?

**Microaggressions in a non-academic setting**

<sup>2</sup> Note that the sample size for nonbinary people was low, and thus may not reflect robust conclusions.

	Weekly	Monthly	Rarely	Never
Men of all ethnicities	26 (6%)	40 (9%)	124 (28%)	247 (57%)
Women of all ethnicities	63 (13%)	109 (23%)	199 (42%)	107 (22%)
Men of color	16 (8%)	27 (13%)	74 (36%)	86 (42%)
Women of color	38 (17%)	55 (25%)	92 (41%)	39 (17%)
Nonbinary people of all ethnicities	3 (27%)	3 (27%)	2 (18%)	3 (27%)
<b>Total</b>	<b>94 (10%)</b>	<b>156 (17%)</b>	<b>329 (35%)</b>	<b>360 (38%)</b>

The table above shows our participant's response towards the question: Have you ever experienced microaggressions in a non-academic setting due to your gender/race/ethnicity/sexuality? Patterns were similar to that of that of an academic setting. 1 in 4 of total participants reported that they at least experience microaggressions in an academic setting on a monthly basis. This number increases for 2 of 5 for women of color participants and 1 of 2 for nonbinary participants.

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Have you ever experienced the following due to your gender/race/ethnicity/sexuality?

**Harassment in an academic setting**

	Weekly	Monthly	Rarely	Never
Men of all ethnicities	5 (1%)	4 (1%)	56 (13%)	372 (85%)
Women of all ethnicities	4 (1%)	16 (3%)	120 (23%)	377 (73%)
Men of color	3 (1%)	2 (1%)	38 (19%)	160 (78%)
Women of color	2 (1%)	4 (2%)	66 (30%)	148 (67%)
Nonbinary people of all ethnicities	0 (0%)	2 (18%)	4 (36%)	5 (45%)
<b>Total</b>	<b>9 (1%)</b>	<b>23 (2%)</b>	<b>184 (20%)</b>	<b>723 (77%)</b>

The table above shows our participant's response towards the question: Have you ever experienced harassment in an academic setting due to your gender/race/ethnicity/sexuality? 1 in 30 of total participants report that they receive harassment on a monthly basis. This number increases to 1 in 26 of women participants, 1 in 36 of women of color participants, and approximately 1 in 6 of nonbinary participants.

Have you ever experienced the following due to your gender/race/ethnicity/sexuality?  
**Harassment in a non-academic setting**

	Weekly	Monthly	Rarely	Never
Men of all ethnicities	6 (1%)	11 (3%)	82 (19%)	337 (77%)
Women of all ethnicities	11 (2%)	38 (8%)	178 (37%)	251 (53%)
Men of color	3 (1%)	3 (1%)	53 (26%)	143 (71%)
Women of color	4 (1%)	19 (8%)	86 (38%)	115 (51%)
Nonbinary people of all ethnicities	1 (9%)	1 (9%)	6 (55%)	3 (27%)
<b>Total</b>	<b>19 (2%)</b>	<b>51 (5%)</b>	<b>270 (29%)</b>	<b>598 (64%)</b>

The table above shows our participant's response towards the question: Have you ever experienced harassment in a non-academic setting due to your gender/race/ethnicity/sexuality? 1 in 14 of total participants report that they receive harassment on a monthly basis. This number increases to 1 in 11 of women participants, 1 in 10 of women of color participants, and approximately 1 in 6 of nonbinary participants.

How much do you agree with the following statements:

**I am part of a supportive community inside my department/program.**

	Agree	Neutral	Disagree
Men of all ethnicities	277 (64%)	113 (26%)	45 (10%)
Women of all ethnicities	330 (69%)	101 (21%)	45 (9%)

Men of color	121 (60%)	59 (29%)	22 (11%)
Women of color	142 (64%)	55 (24%)	25 (11%)
Nonbinary people of all ethnicities	6 (54%)	2 (18%)	3 (27%)
<b>Total</b>	<b>621 (66%)</b>	<b>217 (23%)</b>	<b>99 (10%)</b>

The table above shows our participant's agreeableness towards the prompt: I am part of a supportive community inside my department/program. 1 in 10 of total participants disagreed with this prompt - this remained a similar proportion for many of the sampled populations. In contrast, 1 in 4 of nonbinary participants disagreed with this prompt, and 2 of 5 nonbinary participants of color disagreed with this prompt.

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How much do you agree with the following statements:

**I am part of a supportive community outside my department/program**

	Agree	Neutral	Disagree
Men of all ethnicities	273 (63%)	118 (27%)	44 (10%)
Women of all ethnicities	323 (68%)	112 (24%)	40 (8%)
Men of color	124 (61%)	62 (31%)	16 (8%)
Women of color	143 (64%)	57 (26%)	22 (10%)
Nonbinary people of all ethnicities	8 (72%)	1 (9%)	2 (8%)
<b>Total</b>	<b>614 (65%)</b>	<b>234 (25%)</b>	<b>88 (9%)</b>

The table above shows our participant's agreeableness towards the prompt: I am part of a supportive community outside my department/program. 1 in 11 of total participants disagreed with this prompt - this remained a similar proportion for many of the populations. In contrast, 2 in 11 of nonbinary participants disagreed with this prompt, and 2 of 5 nonbinary participants of color disagreed with this prompt.

## Qualitative Responses Towards Inclusivity, Diversity, and Equity

### ***‘Do you wish to elaborate?’ responses on departmental issues on inclusivity***

- “Environment in department is highly unprofessional, maybe downright toxic-- gender, race, and other bigotry issues; childish politics games between professors; many students acting like high schoolers; almost no institutional acknowledgment of any of the above.”
- “My department does not clearly answer to anyone, and is free to change policies to suit their best interests. They have done so during my time here. And as a student, even if I could escalate things, it wouldn't often be in my best interest to do so. I'd like it if departmental policies and changes thereof had to be recorded and approved of by some central figure.”
- “I literally hated the way [my] department treated its small group of Masters students: we were clearly second-class citizens as compared to the PhDs. The department was minimally invested in us: they didn't want to spend any money/effort on our well-being or in helping us with career services, etc. In fact, they actively kept us out of department events.”

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The responses in our survey outlined a pattern of unprofessionalism among departments at Stanford - often without any recourse for students to report problematic behaviors. Many students believe even if mechanisms to safely, and confidentially, report adverse behaviors, the department would likely not take action and potentially put the student's academic career at risk. Across many departments, masters students (relative to PhD students) are often feeling left out of departmental activities, fellowship opportunities, and career development workshops and report receiving less mentorship.

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### ***‘Do you wish to elaborate?’ responses on errors with advisor relations***

- “Stress was well above anything I had experienced before: the workload was simply too demanding. And yet, the stress that we experienced was often joked about as a normal fact of life by the faculty.”
- “I think all advisors should receive regular training on how to best help their graduate student advisees, I have been incredibly disappointed with the quality and inconsistency of doctoral advising at Stanford and would not recommend other incoming graduate students to work with any of my departmental faculty as primary advisors.”
- “My research advisor excludes me from all lab activities, and has created an incredibly racist and unwelcoming environment for me. I do not feel comfortable speaking to the University about this problem, as [they are] a tenured professor



with enormous power in my field. It makes my life miserable every day. [They are simply] waiting for my funding to expire.”

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Another large majority of the responses discussed how many advisors were not properly mentoring their students - sometimes advisors committed racist/sexist acts or ignored the mentorship of their graduate students entirely. When these situations occurred, the students were often left with no option to remedy their situation - if the department did offer a solution, the situation was rarely addressed. Many students felt that their department faculty and administrators often swept the issue under the rug. It was highly recommended multiple times that all advisors be required to take some training on mentorship and be held accountable by higher administration for adverse actions.

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***‘Do you wish to elaborate?’ responses on representation and cultural climate***

- “While the department was not unwelcoming, there is a lack of graduate diversity that has students concerned. This is possibly due to the lack of funding the department has relative to other science departments, as students from financially difficult situations often cannot afford to pay for a masters or risk undertaking a PhD without a guarantee of funding.”
  - “Such a high level of consideration is given to inclusiveness that it often excludes those with opinions contrary to the public. During this especially contentious election season, such sensitivity was placed on diversity that those who supported Trump were chastised and felt unsafe to voice their opinions - few (of any) did so because of support for racism. In fact, I wish I knew more about the policies of Trump that they do support but had so few conversations since they felt unsafe expressing their views.”
  - “[My] department could definitely be more welcoming to women and students of marginalized genders. Pretty much all social and academic settings (lectures, etc.) are male dominated, and when a few women tried to create a Women in (...) breakfast series, the department was pretty unaccommodating. (...) there is a power dynamic that isolates women and discourages their contributions to the teaching team.”
- 

There were many responses in our survey that discussed the lack of representation of ethnic, racial, sexual-identity, and gender-identity faculty and students amongst the different departments. Responses highlighted that in addition to this lack of representation, departments were not necessarily welcoming of approaches or efforts by students to try to encourage underrepresented groups to social and academic events. There were lastly some responses that asked for the leaders in charge of selecting for speakers at Stanford to ensure that all voices in a particular debate, not

just the extreme views of a certain side, are well represented. Students felt that most of the invited speakers polarized the debate and did not allow for proper discourse to happen - or that certain views were left out entirely.

### **Policy Recommendations**

If Stanford administrators want students to be able to take action against harassment and microaggressions without jeopardizing their academic careers, we recommend administrators develop avenues that students can report adverse actions taken by professors in a confidential manner where their issues actually get resolved. If the Office of the Ombuds or existing offices should be handling these cases of identity-based discrimination, we should add language around identity to these programs' literature and websites. For an example of a university with robust information and programming, look at [Duke University's Office of Institutional Equity](#), which has clear language around identity-based harassment and has designated harassment prevention advisors in each of their schools.

If Stanford administrators wish that students, especially those from underrepresented backgrounds, feel more included and represented, then we recommend administrators and deans set higher benchmarks for faculty representation of underrepresented minorities, sexualities, and genders and ensure departments actually follow those standards. Provost Drell has discussed making departmental funding increases contingent on evidence of their commitment to diversity, and we welcome such efforts as we push to make Stanford more nearly representative of the general population and of those from marginalized identities. As graduate students, we will urge peers to advocate on the department level for inclusive practices in admissions, as graduate students have successfully done in Sociology and Modern Thought and Literature.

Charting these recommendations on a timeline, we propose:

#### *Short-term (within the next two months)*

- With the assistance of the GLO, the GSC and DAC will start planning a diversity training for incoming graduate students for fall 2018 similar to the sexual assault and harassment training students currently receive

#### *Medium-term (within a year)*

- To address identity-based harassment, microaggressions, and discrimination, clarify and publicize how and to whom graduate students should report incidents of bias, especially distributing this info to incoming students. If students should report to Office of the Ombuds or work through existing channels, add language to their website(s) around identity-based discrimination.
- Develop a method for schools and department to collect and release data about the kinds of identities represented among their graduate students

- With the assistance of the GLO, the GSC and DAC will execute the diversity training for incoming graduate students for fall 2018

*Long-term (one to three years)*

- Start releasing data for schools and departments about identities and diversity in the graduate student body
- **As Provost Drell has discussed, make increases to departmental funding contingent upon those departments meeting goals for diversity in student recruitment and retention and faculty hiring and retention**
- At the department level, the GSC will urge students to advocate for increased recruitment of first-gen, low-income, and otherwise marginalized students and professors
- To address poor advisor-advisee relationships and bias in the classroom and workplace, organize trainings and workshops for faculty geared towards mentoring graduate students

# Finances and Affordability

## Overview

In this section, we look at what stipends some students are receiving (and differences in relation to identity), examine the kinds of work that students are doing for the university and beyond, and break down the average costs and expenses that graduate students and researchers face at Stanford.

## Stipends, Equity, and Diversity

To understand whether identity-based structural inequalities impacted graduate researchers’ income, we examined students’ self-reported pre-tax stipends across different identities. Initially, the goal was to assess whether the “wage gap” across genders was at play for graduate researchers. We found that gender did connect to graduate researcher stipends when viewed in conjunction with ethnicity.<sup>3</sup> The results are troubling for a variety of reasons. This table summarizes the distribution of self-reported stipends for researchers of different identities for those who reported receiving funding:

Stipends Reported by Students and Researchers of Various Identities

In a typical year, how much pre-tax stipend do you approximately receive? (in dollars)

	<u>1st Quartile</u>	<u>Median</u>	<u>3rd Quartile</u>
Women of color	25000	35000	38000
White or European women	30000	36000	39000
Men of color	27000	35000	38000
White or European men	30000	36000	38000
Queer people of color	28000	33000	37000
White queer people	32500	36000	38000
Nonbinary people of any race <sup>4</sup>	28000	36000	36500

<sup>3</sup> This survey did not collect data on students’ racial identifications, so here we’ll be speaking in terms of ethnicities. Often the lines between race and ethnicity are blurry, as in the inclusion of whiteness as an ethnicity in the survey questions. When we speak of students “of color,” we are here referring to students who do not identify as of white or European ethnicity. The boundaries of the phrase “of color” are often disputed, and if, in drawing this umbrella, we include or exclude people who identify differently from the category in which they are here grouped, we apologize for the shorthand.

<sup>4</sup> The number of nonbinary respondents was too small for us to divide based on ethnicity.

International students	27250	35000	38000
Domestic students	30000	35000	38000

As the data suggests, white woman and white men reported comparable pre-tax stipends, both with a median of \$36000 per year. The median stipend for men of color and woman of color was \$35000 (\$1000 less than the median for white students), but at the lower end of the income spectrum larger differences appeared. Whereas the first quartile income for white men and women was \$30000, for men of color it was \$27000, a full \$3000 less than white students. For women of color meanwhile, first quartile income was \$25000, \$5000 less than for white students and \$2000 less than for men of color. *This discrepancy suggests that graduate students of color are disproportionately in lower-paying positions at Stanford and that this discrepancy hits women of color the hardest, who are being monetarily penalized for both their ethnicity and gender.* Nonbinary researchers earned similar amounts to their binary-gendered colleagues, except perhaps at the higher income ranges (third quartile earnings were \$1500 less than those of binary-gendered researchers). Because of the small amount of nonbinary respondents, we weren't able to group the category based on ethnicity in a statistically significant way.

A similar pattern to gender revealed itself for sexuality. White, queer researchers received a similar stipend as their white, straight peers (median \$36000/year), but queer researchers of color reported receiving a median of \$33000/year, \$3000 less than the median for white students of any sexuality. *A discrepancy in earnings based on sexuality manifested itself only for queer students of color, suggesting that queer researchers of color may on average be occupying lower-paid positions at the university.* As [Kimberlé Crenshaw suggests](#), discrimination is likely to affect most deeply those at the intersection of multiple oppressed identities. Looking through the lens of a single identity would lead us to miss these alarming trends.

To examine these trends more deeply, let's examine student salaries in relation to ethnicity.

### Stipends Reported by Students and Researchers of Various Ethnicities

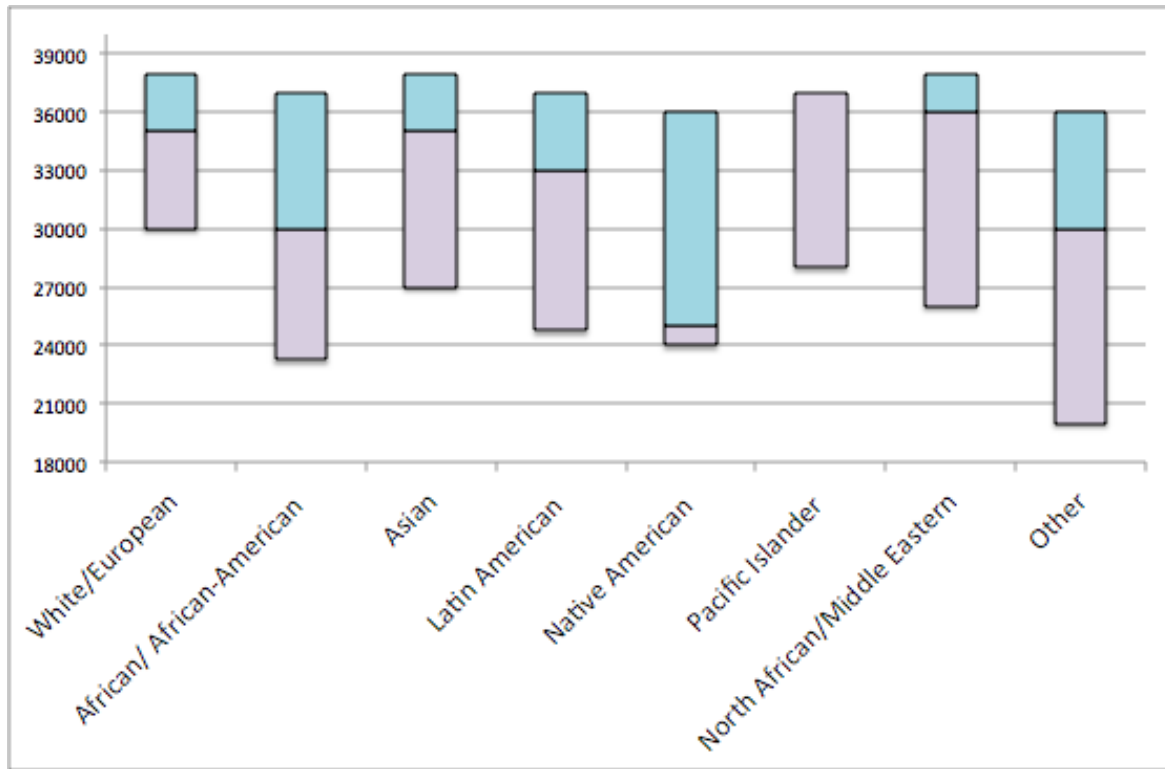
In a typical year, how much pre-tax stipend do you approximately receive? (in dollars)

With which ethnicities do you most identify? <sup>5</sup>	First Quartile	Median	Third Quartile
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<sup>5</sup> In this table, ethnicity groups are not mutually exclusive. A person who is multiethnic is included under each of the groups with which they identify. For example, someone who is African/African American and Asian will be included under both the "African/African American" category and the "Asian" category.

White/European	30000	35000	38000
African/African-American	23250	30000	37000
Asian	27000	35000	38000
Latin American	24750	33000	37000
Native American/Native Alaskan	24000	25000	36000
Pacific Islander/Native Hawaiian	28000	37000	37000
North African/Middle Eastern	26000	36000	38000
Other	20000	30000	36000

Distribution of Reported Stipends by Ethnicity (Box Plots)<sup>6</sup>



Looking at the distribution of wages side-by-side, one sees some clear differences. Researchers with white, European, and Asian ethnicities reported a median individual income of \$35000 per year. Meanwhile, researchers with Latin American ethnicities reported a median income of \$33000 per year, \$2000 less. African and African-American researchers reported a median income of \$30000 per year, \$5000

<sup>6</sup> In these box plots, the purple area depicts the range between the first quartile and median. The blue area depicts the range between the median income and third quartile.

less than their white colleagues. Most starkly, Native American researchers reported a median income of \$25000 per year, a full \$10000 less than their white colleagues. North African/Middle Eastern researches had a median income of \$36000 and Pacific Islander researchers had a median income of \$37000. People who marked their ethnicity as other had a median income of \$30000 per year, the same level as African and African-American researchers. Some of these ethnic groups had so few respondents that this data may not be fully generalizable, but the data suggest trends disheartening enough that the university and/or departments should be collecting and releasing data themselves.

These were the findings at the level of the median. Within the first quartile, some differences were even more pronounced. The first quartile of African and African-American students reported earning \$7000 less than their white and European colleagues. Native American and Native Alaskan students reported earning \$6000 less. Latin American students reported earning \$5250 less. Asian students reported earning \$3000 less, a discrepancy not found at the median level. North African and Middle Eastern students reported earning \$4000 less, a discrepancy also not found at the median level. Students who reported their ethnicity as “Other” reported earning \$10000 less than white and European colleagues. Judging based on these patterns, the distribution of incomes for students of color are skewed toward the the lower end of the income spectrum, unlike the distribution of incomes for white and European students.

The data at the first quartile and median level suggest that *students of color disproportionately receive lower stipends than white and European colleagues. Students who identified with Native American, Native Alaskan, African, African-American, Latin American, and “Other” ethnicities in particular reported receiving markedly lower stipends.* At the third quartile level, stipends were generally similar, although there were wage gaps of \$1000 or \$2000 between ethnicities, with white, European, Asian, North African, and Middle Eastern students receiving the most and African, African-American, Latin American, Native American, Native Alaskan, Pacific Islander, and Native Hawaiian students and those identifying with “other identities” reporting lower stipends.

What might be the causes of these discrepancies? The most likely cause would seem to be inequality of stipends between schools. If different schools offer different kinds of stipends, and if students of various ethnicities attend different schools at different rates, then this would explain inequalities of income. To test this hypothesis, we analyzed the distribution of stipends within each of Stanford’s six schools based on ethnicity (I list African/African-American in addition to “of color” because those students seemed particularly affected in earlier data, tended to report stipends different from other students of color, and usually had enough respondents for us to calculate statistics). The results are below in this table. If not enough students of an ethnicity in a specific school reported their incomes, the cell is marked “not applicable.”

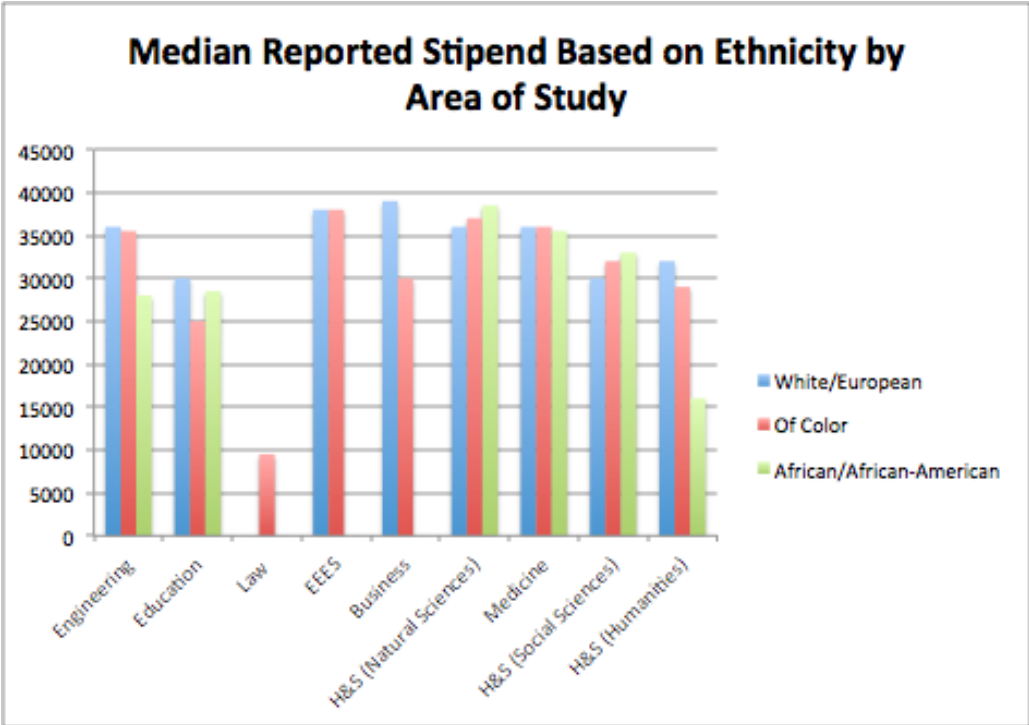
Stipends Reported by Students of Various Ethnicities Grouped by School

In a typical year, how much pre-tax stipend do you approximately receive? (in dollars)

		1st Quartile	Median	3rd Quartile
Engineering	White/European	32000	36000	40000
	Of Color	27000	35500	39000
	African/African-American	27000	28000	37000
Law	White/European	0	0	900
	Of Color	0	9500	21750
	African/African-American	N/A/	N/A	N/A
Business	White/European	27000	39000	40000
	Of Color	1372	30000	40000
	African/African-American	N/A	N/A	N/A
Medicine	White/European	35000	36000	38000
	Of Color	33000	36000	38000
	African/African-American	12500	35500	37250
Education	White/European	7515	30000	25000
	Of Color	14250	25000	30000
	African/African-American	26250	28500	30000
EEES	White/European	36000	38000	40000
	Of Color	36000	38000	39500
	African/African-American	N/A	N/A	N/A
H&S (Natural Sciences)	White/European	35000	36000	37750
	Of Color	35000	37000	38000
	African/African-American	37750	38500	39250



H&S (Social Sciences)	White/European	27000	30000	35000
	Of Color	27000	32000	35500
	African/African-American	30000	33000	35000
H&S (Humanities)	White/European	28000	32000	35000
	Of Color	20000	29000	32000
	African/African-American	8000	16000	24000

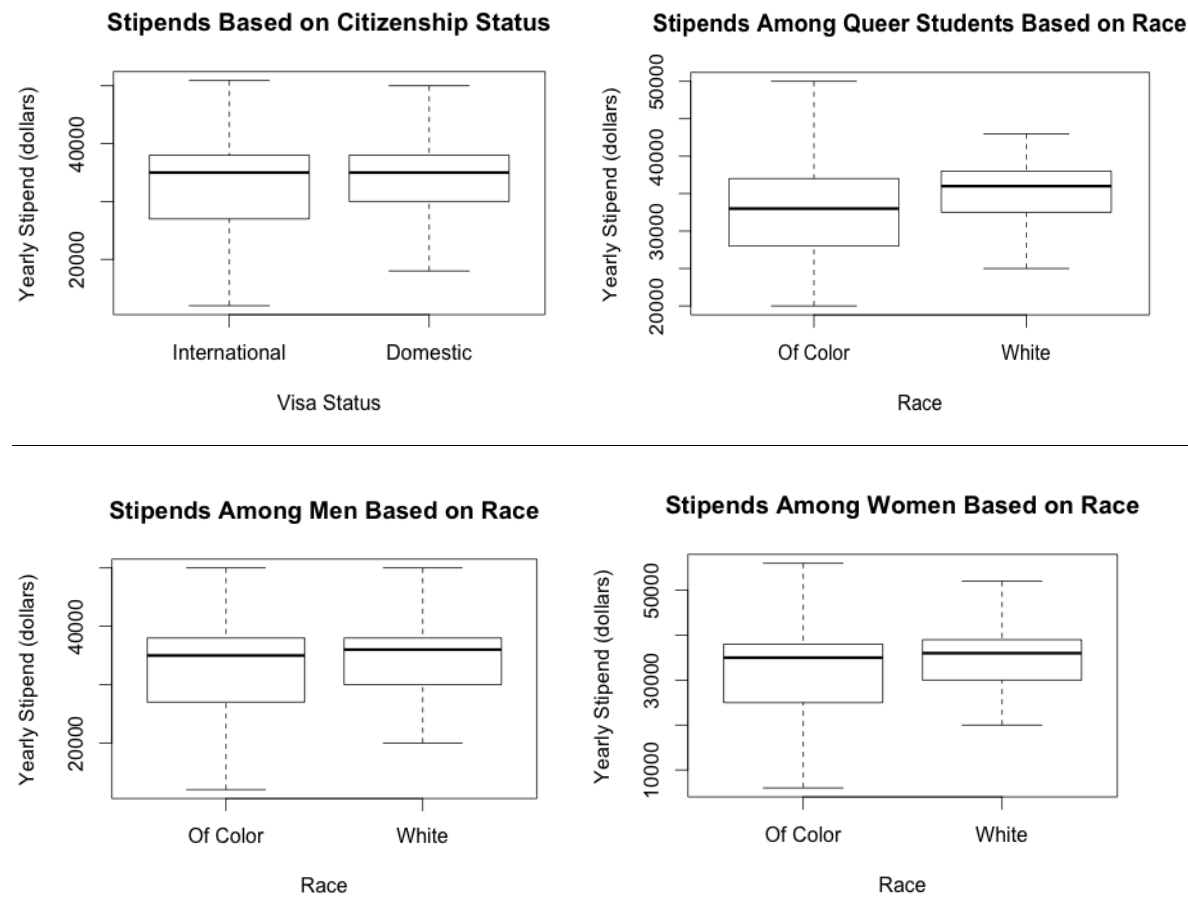


The data did not suggest a uniform pattern across schools, but neither did it suggest that ethnicity did not have a relationship to stipends. In disciplines including engineering, business, and the humanities, white and European students on average reported receiving higher incomes than students of color. In law, natural sciences, and social sciences, students of color on average reported receiving higher incomes than white and European students. Education, earth, energy, and environmental sciences, and medicine had less clear patterns.

Intra-school differences may have played a role along with differences across schools. This is particularly likely since 61% of our sample was in engineering, business, and the humanities, the fields in which students of color reported lower

average incomes, while only 16% of our sample was in law, natural sciences or social sciences, in which it was the other way around. Thus, *any differences in stipend across ethnicities, genders, and sexualities would likely be related to be related both to differences across disciplines and within disciplines. Tackling inequality would likely mean addressing disparities in stipends across disciplines and looking at the ways in which grants and stipends are distributed within a discipline.* We are not suggesting that departments in the university are intentionally giving anyone less money because of their identities, but, as with most structural inequality, discrepancies emerge in a subconscious way due to exclusionary standards and implicit bias.

Shifting from ethnicity to the topic of international students, graduate researchers at Stanford on a student visa reported the same median income as students who are not at Stanford on student visas, but at the 1st quartile level, researchers on student visas reported earning \$2750 less. This was at the pre-tax level, so it does not factor in how tax withholding affects international students on student visas.



## Workload and Outside Employment

How much do students work at Stanford, and what kind of work do they do here? On average, graduate students and researchers work 50 hours per week on university-related tasks including research, teaching, and coursework. A quarter of graduate students work 60 hours per week or more. Only a quarter of graduate students work 40 hours or less per week. By and large, students are working longer than the standard 40-hour workweek. While it might seem like a natural part of graduate school, some students commented how overwork is embedded into Stanford culture and that their concerns about overwork were dismissed by supervisors and mentors. Below are the kinds of work students reported doing each week:

Hours Reported of Work Each Week

	1 <sup>st</sup> Quartile	Median	Third Quartile
Funding-related research (RA-ships, for example)	0	20	42.5
Teaching assistantships	0	0	8
Other research	0	0	10
Course-related work	0	10	20
<b>Total university-related work</b>	<b>40</b>	<b>50</b>	<b>60</b>

Most students have a mix of different kinds of work, which total up to their weekly workloads. On their own, none of these kinds of work appear particularly consuming. In general, graduate students and workers appear to spend most of their time on research related to their funding, followed by coursework. Teaching assistantships and research beyond that RA-ships take relatively little time for most. It is interesting to note that teaching, course-related learning, and research for education and personal interest often took a backseat to funded research.

Most students reported not doing any weekly service or voluntary work, paid work on campus, or paid work off campus. However, 40.5% of students reported doing small amounts of weekly service on voluntary work, 19.9% of students reported taking paid jobs on campus, and 12.9% of students reported taking paid jobs off campus. Based on the phrasing of the question, service and volunteer work could refer both to service to the university and service to off-campus communities, but it's a good sign that students are civically engaged. Between on and off campus work, a total of 27% of respondents reported working outside jobs while pursuing their graduate degree. Of this group, 45% reported doing these jobs for work experience, 78% reported doing them to increase their discretionary spending, 33% reported doing them because they would be unable to cover their living expenses otherwise, and 16% reported doing them because they weren't receiving a stipend. On average, these extra kinds of work added a total of

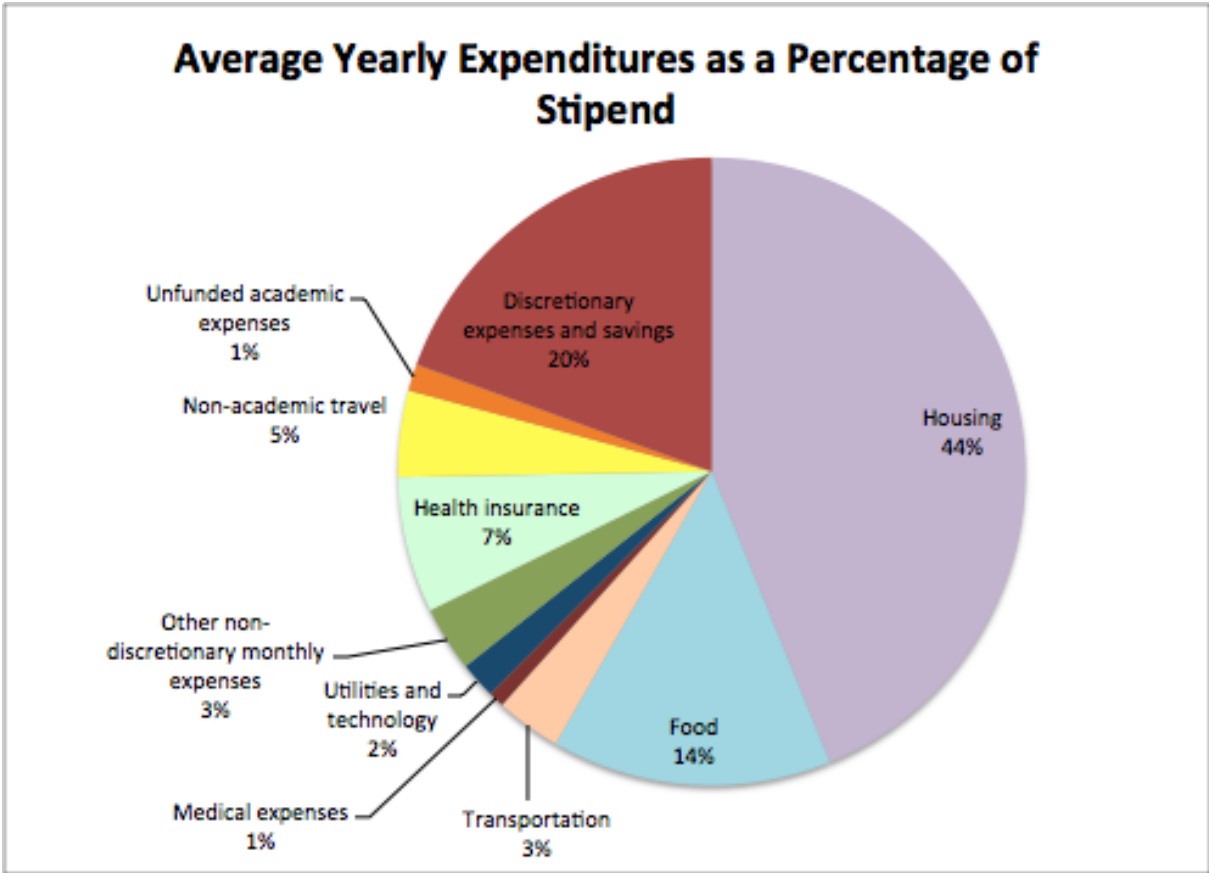
5 hours a week to people's plates, and it could be troubling if outside jobs are taking students away from their full-time research, teaching, and studies simply because students couldn't pay the bills otherwise.

### Costs and expenses

To better understand what makes graduate school accessible or inaccessible to low-income or low-wealth students, we examined how students were spending their stipends. The breakdown is as follows, only taking into consideration the students and researchers that reported receiving stipends:

	What percent of their stipends do students spend on each of the following expenses each year?		
Expense	1st Quartile	Median	3rd Quartile
Housing	36	42.8	63.2
Food	9.7	14.6	22.5
Health Insurance	0	7.1	16.7
Non-Academic Travels	2.6	4.5	7.1
Transportation	1.6	3.4	6.9
Other non-discretionary expenses	0	3.4	12.0
Utilities and Technology	0.6	1.9	4.0
Medical Expenses	0	0.8	3.4
Unfunded Academic Expenses	0.4	1.4	3.4
Yearly Nondiscretionary Expenses	0	0	3.2
Repayment of Debts	0	0	0
Discretionary	49.1	20.1	-42.4

Expenses and Savings			
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Student spending as a proportion of stipends varied widely, in part because there are broad variations in the stipends that students are receiving. However, we can draw some conclusions from the breakdown of costs and expenses. Many students reported having 20-49% of their stipends available as discretionary income, which is a positive sign. There are some students doing well financially at Stanford. For those in the first quartile who reported being able to take home almost half of their stipends for discretionary spending or savings, one of the unifying factors was access to housing with rent under \$1100 per month. Almost all students in the first quartile had a rent of \$1100 or less—some found this on-campus, others in off-campus unsubsidized housing (some even reported having cost-free housing, perhaps living at home or with a significant other or, as some graduate students in the Bay do, living in car). Almost all of these students were also single and without dependents.

Based on the average proportion that students spend on each of the categories, the largest areas to tackle when it comes to the affordability of graduate school for those receiving stipends from the university are housing and healthcare. While food costs also

take up a large percentage of student budgets, they are in alignment with national estimates for what people of our income bracket might spend. Meanwhile, housing costs are out of proportion to what is expected nationally. The Department of Housing and Urban Development's definition of affordable housing is 30% of one's household income. For graduate students, however, most of those who receive stipends are spending at least 45% of their incomes on housing. This, by national guidelines, qualifies as moderately housing-cost burdened. Over a third of graduate students are spending more than half their stipends on housing, which qualifies as severely housing-cost burdened, according to HUD. Of course, the Bay Area housing market is out of the ordinary, and the amount that Stanford has spent on housing for graduate students exceeds that of schools in other housing markets. The additional graduate housing that Stanford is in the process of building is an amazing commitment for which we commend the university. Since Stanford is a nonprofit exempt from paying property tax, there is all the more reason to ensure that our on-campus housing has affordable rent. While high-quality, more expensive housing may look good on university profiles, websites, and the resumes of those in charge of the projects, affordability is the largest concern of most students. For this reason, we advocate that the new housing created by the EVGR project have a rent proportional to 30% of PhD students' median income, that is one-third of \$35,000, or \$875/month. Similar rental rates are currently available for two-bedroom efficiency apartments, which will charge \$886/month in the 2018-19 school year, quadruple occupancy four-bedroom apartments, which will charge \$832/month, and triple occupancy two-bedroom apartments in Oak Creek, which charge \$832/month. We advocate for a similar rate in other on-campus housing options, in accordance with the 30% guideline. Increasing the quantity of below market-rate housing certainly helps with affordability so that we can offer on-campus housing to more students, but even below market-rate housing on tier with the rest of the Bay Area can be a strain on many graduate students. Making graduate education accessible and affordable means finding ways either to raise stipends or reduce rents.

Other areas to target to help increase the accessibility of Stanford are healthcare, which currently consumes an average of 7% of annual income, and childcare, which many students reported as a significant expense under the "non-discretionary income" category. A quarter of students reported paying 17% or more of their stipend on healthcare, an alarming rate. Health-related expenses tended to take the form of premiums rather than co-pays. A focus on healthcare in the graduate student body aligns with national concerns; healthcare is the number one concern of Americans, according to a recent Gallup poll. Advocacy at the government level is important. Pushing for single-payer healthcare in California or the U.S. at large is a priority. In the absence of such policies, however, we urge Stanford administration and academic departments to cover the full cost of Cardinal Care for graduate students.

Graduate students with young dependents, meanwhile, reported significant costs related to childcare. Graduate students with one young dependents pay an average of \$1000 to \$1500 per month for childcare (34% to 51% of the median stipend). Students with two or more dependents have reported childcare expenses ranging up to \$3500 per month (120% of the median stipend). This financial burden on top of other expenses is troubling and poses an obstacle to equity in the academy. These two topics will be covered in more depth under health and living environment sections to follow.

## **Policy Suggestions**

### *Short-term (within the next two months)*

- Designate an office or point person to investigate the perceived gaps in pay for graduate students based on ethnicity, gender, sexuality, and parental status

### *Medium-term (within a year)*

- Develop a method for schools and department to collect and release data about graduate students' identity markers along with data about funding and packages
- Identify and release a list of next steps regarding the perceived gaps in pay for graduate students based on ethnicity, gender, and sexuality, and parental status

### *Long-term (one to three years)*

- Start releasing data for schools and departments about identity, finances, and other information concerning graduate students
- Ensure that the new housing created by the EVGR project is offered at affordable rates, defined as 30% of median graduate student income in accordance with national guidelines for affordability of housing
- Raise stipends or lower rents in order to peg R&DE housing costs at 30% of the median PhD student stipend (\$35,000) in accordance with national guidelines for affordability of housing

# Mental and Physical Health

## Overview

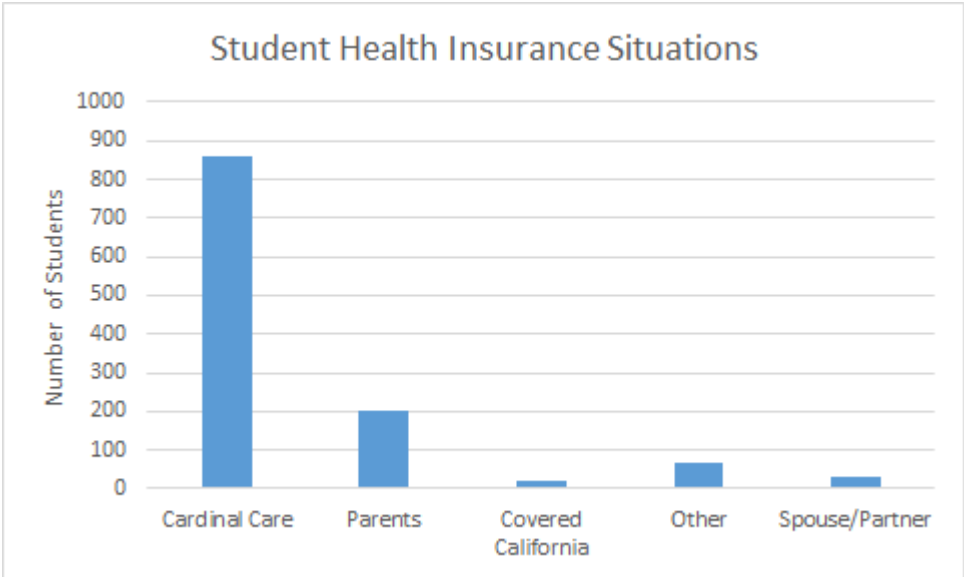
In this section we turn to students' mental and physical health, looking at what kind of healthcare they have, how much they pay for healthcare, and feedback they have about how healthcare works at Stanford.

## Forms of Health Insurance

Among all respondent graduate students, 862 students (73%) reported being on Cardinal Care. 203 students (17%) reported being on their parents' health insurance. 18 students (1%) reported being on Covered California, 30 students (3%) reported being on their spouse or partner's health insurance, and 68 students reported Other (many students in this category had some form of international health insurance. A few were on Medical.)

Among PhD students, 648 students (83%) reported being on Cardinal Care, 97 students (12%) reported being on their parents' health insurance, 4 students (1%) reported being on Covered California, 17 students (2%) reported being on their spouse/partner's health insurance, and 18 students (2%) reported Other.

These data show that a large proportion of graduate students and an even larger proportion of PhD students are on Cardinal Care, making it essential that Cardinal Care be affordable and high quality.



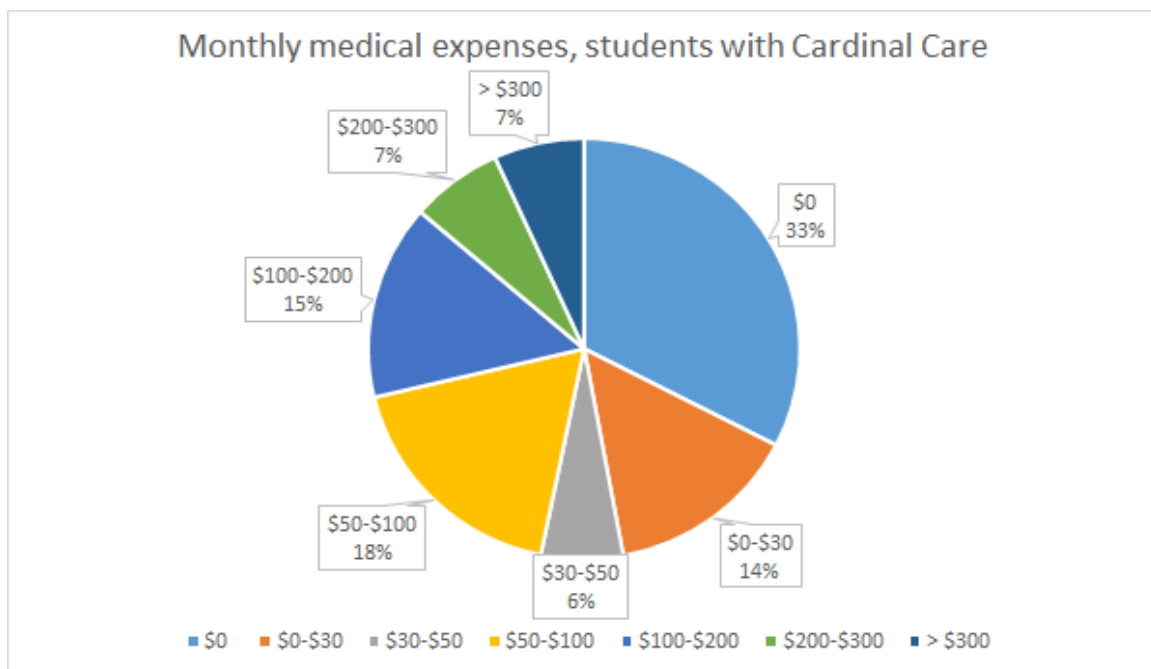


## Medical Expenses for Students with Cardinal Care

We calculated the reported medical expenses for students with Cardinal Care.

Among students with Cardinal Care:

- 202 reported having no monthly medical expenses
- 90 reported having medical expenses of between \$0 and \$30 monthly
- 38 reported having medical expenses of between \$30 and \$50 monthly
- 112 reported having medical expenses of between \$50 and \$100 monthly
- 93 reported having medical expenses of between \$100 and \$200 monthly
- 43 reported having medical expenses of between \$200 and \$300 monthly
- 42 reported having medical expenses greater than \$300 monthly



This means that 67% of students on Cardinal Care have monthly medical expenses. 47% have medical expenses greater than \$50/month. This is concerning, as it may mean that Cardinal Care co-pays are higher than they should be. Note: This survey was given in Spring 2017. As of Fall 2017, prescription co-pays for Cardinal Care were lowered to \$10 from \$15. We applaud this decision as it will significantly decrease monthly medical expenses for students taking multiple prescriptions.

## Cardinal Care Subsidies

For all students on Cardinal Care:

- 111 reported receiving no subsidy to cover the cost of the Cardinal Care premium
- 24 reported receiving a subsidy of between 0 and 50%

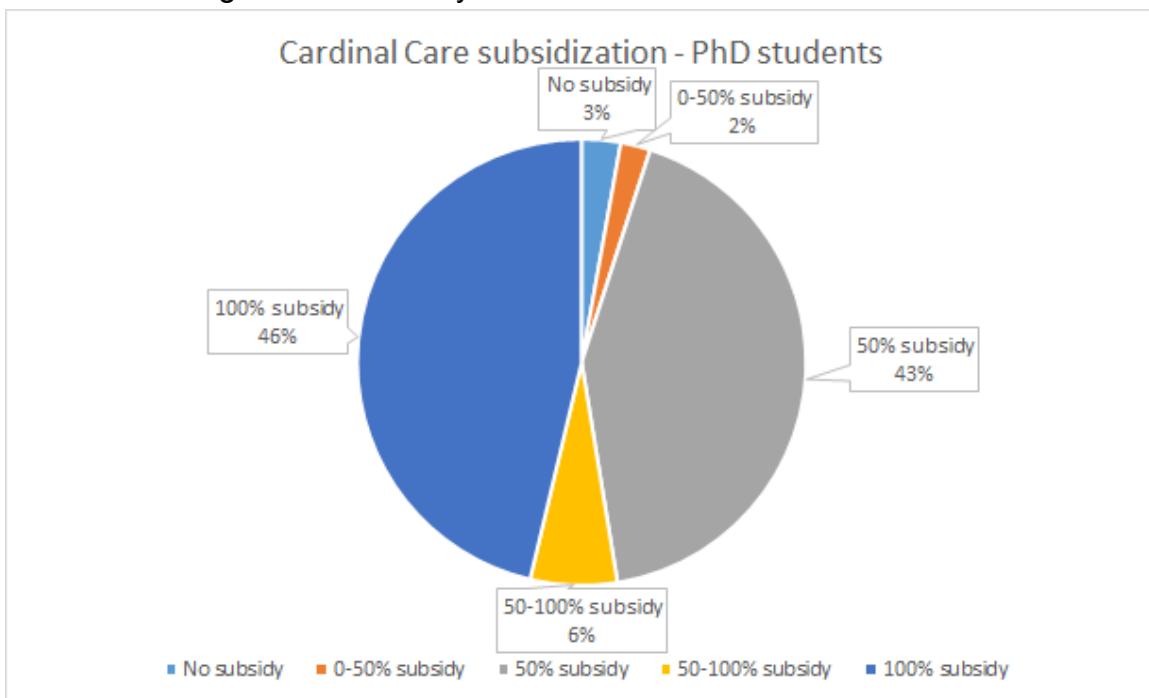
- 293 reported receiving a 50% subsidy
- 47 reported receiving a subsidy of between 50 and 100%
- 315 reported receiving a 100% subsidy
- 231 reported not knowing how much their subsidy was

This means that overall, for students on Cardinal Care who knew how much their Cardinal Care subsidy was, 14% were receiving no subsidy, 3% were receiving a subsidy of between 0 and 50%, 37% were receiving a 50% subsidy, 6% were receiving a subsidy of between 50 and 100%, and 40% were receiving a 100% Cardinal Care subsidy.

Among PhD students, who are mostly paid as RAs, TAs, or on fellowship:

- 17 reported receiving no subsidy
- 13 reported receiving a subsidy of between 0 and 50%
- 258 reported receiving a 50% subsidy
- 38 reported receiving a subsidy of between 50 and 100%
- 281 reported receiving a 100% subsidy
- 133 reported not knowing how much their subsidy was

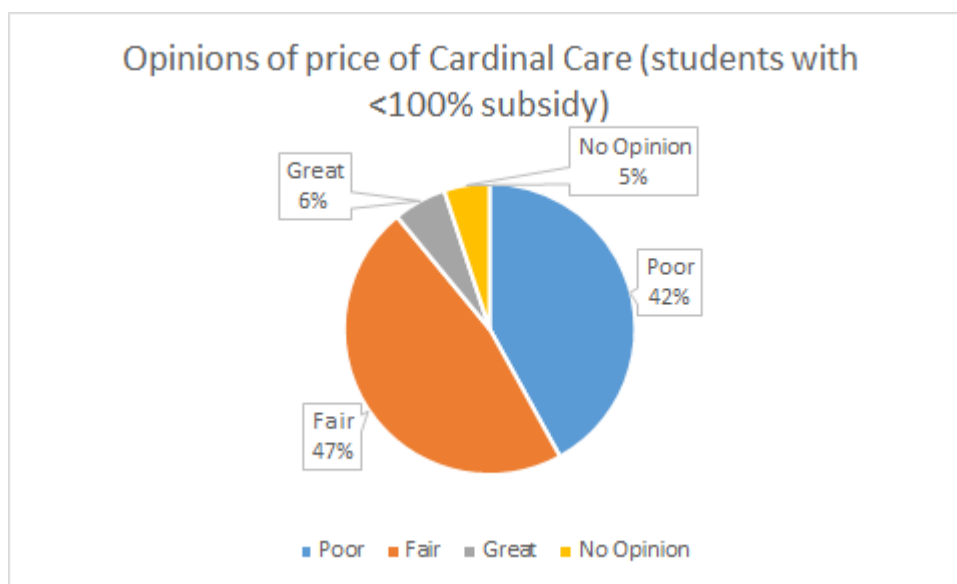
This means that for PhD students who knew how much subsidy they were receiving, 3% were receiving no subsidy (perhaps those who were on fellowship rather than RA- or TA-ship), 2% were receiving a subsidy of between 0 and 50%, 43% were receiving a 50% subsidy, 6% were receiving a subsidy of between 50 and 100%, and 46% were receiving a 100% subsidy.



These data suggest that there is about an even split between PhD students receiving a 50% subsidy and PhD students receiving a 100% subsidy (who are likely half-subsidized by Stanford Financial Aid and half-subsidized by their departments). We feel that this is an inequity and that either Stanford Financial Aid should subsidize Cardinal Care premiums fully for all PhD students and other students who RA/TA or that all departments should be required to contribute the other half of the Cardinal Care premium subsidy.

### Reviews of Cardinal Care

Many students also gave opinions about Cardinal Care, rating various aspects of Cardinal Care as Poor, Fair, Great, or stating that they had no opinion. First, we looked at opinions of the cost of the Cardinal Care premium. We excluded students with a 100% subsidy. Of the students who responded, 149 said that the cost was Poor, 167 said the cost was Fair, 21 said the cost was Great, and 18 had no opinion. This means a large portion of graduate students who are paying for Cardinal Care think it is too expensive.



Next, we looked at opinions about the quality of Cardinal Care, rating various aspects of Cardinal Care as either Poor, Fair, Great, or No Opinion. About 850 students responded to these questions. About 80% of students reported that the quality of Cardinal Care providers was either Fair or Great, which is good news. About 80% thought that the ease of use of Cardinal Care was either Fair or Great, and 70% said that options of medical providers for Cardinal Care was either Fair or Great. About 70% of students thought that co-pay costs were Fair or Great. This is good news for Cardinal Care overall.

Opinions on the reimbursement process were more split. Most students did not have an opinion on the reimbursement process, but of those who did, 22% thought the process was Poor. Indeed, many of the qualitative responses we received about Cardinal Care complained about the inefficiency of the reimbursement process.

There were also specific questions relating to opinions about Cardinal Care dental care, vision care, and mental health care. 34% of students who responded said that they had no opinion about dental care, which is a little concerning as it may mean that many students are not taking advantage of the dental care benefits of Cardinal Care. Of the students who did respond, about 40% said that Cardinal Care dental care was Poor, while 60% said it was either Fair or Great. For vision care, similarly about 40% said that vision care was poor. Some people in their qualitative responses complained about the lack of extent of vision care. Cardinal Care mental health care received better reviews, with 80% of students saying that it was either Fair or Great and only 20% saying it was Poor. This is good news for Cardinal Care mental health care.

#### **Cardinal Care Quotes:**

- “Billing (especially co-payments) and referrals must be handled better. Many of my referrals have been lost in the shuffle leading to huge bills and lots of time on the phone sorting things out.”
- “I very rarely use my health insurance in part because it is so unclear which doctors I'm able to visit--after receiving a very high bill for a referral at Stanford Hospital I'm afraid to use it.”
- “It really concerns me that before being able to see a doctor once has to go through Vaden. I find Vaden health specialists incompetent and unable to handle medical issues. I know that health insurance is expensive in the US but that does NOT justify us having to go through a center in order to be able to see a doctor. The referral process is ridiculous. I would like to be able to see a doctor if I need one without having to wait months and without having to convince anyone that I need one.”
- “Most universities cover 100% of health insurance for students in the PhD program. It is unfortunate that Stanford only subsidizes 50% of the cost.”
- “I don't like that I don't get a primary care provider to help manage my care.”
- “This system is built for healthy young adults with minimal needs. It needs to be redesigned to include the rest of us, especially those of us with needs at the intersection of multiple categories of oppression and hardship.”
- “I still have no idea how the insurance process works.”
- “Too expensive and it is the most expensive insurance in any university”

- “Guidance on how to use it should be provided.”
- "It is REALLY expensive. Ludicrous. When I was at my former employer I paid \$35 a month for really good health insurance. \$5000 a year is absolutely insane. This Needs to Change. Why should I have to live in stress about the unpredictable yet potential health risks and hazards because I couldn't pay 5 Grand worth for health insurance through Stanford? This should be more subsidized, it is incredibly important for academic success.”

## Mental Health

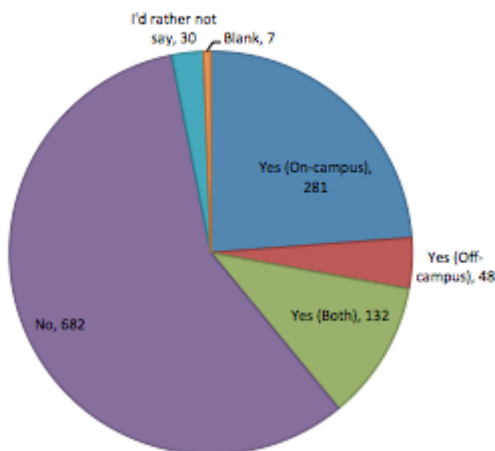
1180 graduate students responded to the survey questions pertaining to mental health. Overall, about two-thirds of these respondents reported that they were satisfied or very satisfied with their mental health, while one-third were either neutral or dissatisfied. Contributing factors to stress for graduate students include finances (one-half report a moderate or great deal of stress, one-third a little, and one-sixth none at all); health (one-third report a moderate or great deal of stress, one-third a little, and one-third none at all); social isolation (one-third report a moderate or great deal of stress, one-third a little, and one-third none at all); political climate (one-half report a moderate or great deal of stress, one-third a little, and one-sixth none at all); advisor relationship (one-third report a moderate or great deal of stress, one-third a little, and one-third none at all); finding housing (one-half report a little, moderate, or great deal of stress, approximately evenly split amongst the three, and one-half none at all); and roommate situation (one-sixth report a moderate or great deal of stress, one-sixth a little, and two-thirds none at all). **The largest source of stress for graduate students is academic workload**, with one-half reporting a great deal of stress, one-third a moderate amount, and one-sixth a little. About three-quarters of respondents know a

person or resources to which they can turn in a crisis.

About one-third of respondents to the mental health questions have used mental health services, either on or off campus. Of these 450 respondents, about three-fourths are satisfied with the ease of finding a mental health provider, the wait time for a first appointment, and the ease of making appointments.

However, in reviewing the qualitative comments, it seems that quite a number of students have had disappointing interactions with CAPS. Some of the issues raised stem from the limited resources at

**Have you used mental health services, on- or off-campus? (1180 respondents)**

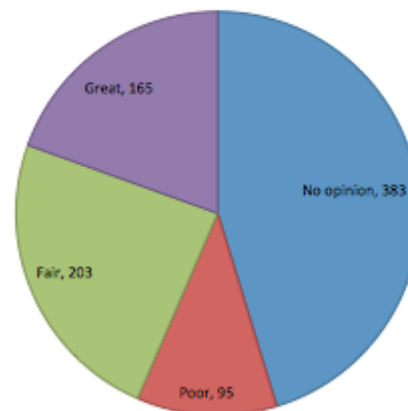


the disposal of CAPS: immediate referral to off-campus providers if the case is deemed either trivial or too serious, small number of appointments before being referred to off-campus providers, disjointed transition between on-campus and off-campus care, difficulty in travelling to or affording off-campus care, wait time to schedule a first appointment if in a crisis and the wait time between appointments, turnover in CAPS staff, and cancellations or rescheduling of appointments. Medical students also report hesitancy in seeking care through CAPS due to confiding their medical concerns to their current or future professors.

Some respondents reported difficulty with utilizing CAPS if they did not have Cardinal Care; however, CAPS, as a service of Vaden through the health services fee, should be indifferent to the individual's health insurance. CAPS should seek to clarify these concerns in broad communications to the graduate student body to not only communicate their presence, but an honest

assessment of the services that they offer and the capacity to support students.

**Opinion on mental health care aspect of cardinal care**



Selected quotes from graduate student respondents:

- “Cardinal care only covers about three meetings with CAPS, which makes it so that the CAPS counselors/therapists just want to fill out a form and get you out of the office. It's extremely frustrating - especially after having mental healthcare information stressed so heavily as priority number one during orientation - to be stonewalled when trying to use those resources. I had my therapist explicitly tell me in the second meeting (which required redoing the entire intake form from the first meeting, which was emotionally exhausting and very time consuming) that CAPS is not a working center. It's also extremely difficult to even get those first meetings. There was some wire-crossing in my intake phone calls, and I had to spend two weeks just waiting and retaking my intake phone call to get my intake meeting. My second meeting then had to redo my first intake meeting, and I was told to seek private care. By that time it had been about two months since I had first sought an appointment. I called the providers on the list that accepted cardinal care, and none were accepting new patients. I gave up.”
- “Fact that CAPs only provides short-term care makes mental health care very inaccessible.”



Respondents were also asked about their use of Vaden, excluding CAPS, in which about one-third report using non-CAPS services once per quarter, about one-quarter once per year or less, and about one-sixth never.

## **Policy Recommendations**

### *Short-term (within the next two months)*

- To improve student mental health, the GSC and DAC will have conversations around student workload and will discuss next steps, potential hosting a workshop around advocating for one's self and setting boundaries for the amount of unpaid or overtime work one does

### *Medium-term (within a year)*

- Ensure that the three known departments in Humanities and Sciences that currently do not cover full subsidies for the Cardinal Care premium for PhD students--Chemistry, Physics, and Applied Physics--offer the full subsidy
- Locate a sustainable funding source to prevent large increases the Cardinal Care premium for students and their young dependents (to replace the temporary stop-gap funding from the Office of the Provost)

### *Long-term (one to three years)*

- **Subsidize the full cost of the Cardinal Care premium for PhD students, RAs, and TAs, not just 50%**
- As in the 2018-19 school year, ensure that dependent coverage continues to be available through Cardinal Care and that the prices do not rise significantly beyond cost of inflation and are subsidized for low-income student families





Francisco with my husband in a room that is basically a converted portion of the dining/living room because that is the only realistic affordable option because we were denied couples housing through stanford. Also, commuting via the BART is not subsidized/supported in any way which is a cost of \$8.30/day”

- “Stanford buses do not go to all off campus subsidized apartments, including mine which is east of Oregon Expressway. This means that if it is raining and choose not to bike, I have to Uber/Lyft because I am too far to walk. Same applies if I have an issue with my bike.”
- “It is extremely hard for students to obtain off-campus housing. And furthermore, one of the biggest issues is that we can't sublet the apartments during the summer. Therefore, if we are working internships out of town, Housing EXPECTS us to simply eat the cost over the summer (which is well over \$6,000+) in order to keep this off-campus option available for the next year.”
- “Fragmentation of community, those living in off-campus unsubsidized not being aware they have access to CA events (this is a new policy)”
- “So lonelyyyyyy out there”
- “While the off-campus apartments are nice, it can feel very isolating”

For on-campus housing, we asked the areas in which students were satisfied or saw for improvement. 66.6% of students reported problems with it being too hot over the summer. 54.0% of students living on campus reported having problems with noise. 45.4% of students reported problems with car parking. 27.3% of students reported problems with bike parking and/or bike security. 12.9% of students reported problems with community. 12.8% of students reported problems with it being too cold in the winter. 10.4% of students living on campus reported having problems with safety. These are positive signs on the fronts of safety and community.

An important section of the graduate student population are those with pets or service and support animals. At the GSC, we have been hearing from students with animals about the difficulty and cost of keeping them on campus and from students who are averse to animals that animals have been causing them trouble. These issues were echoed in some of the qualitative responses in the survey:

- “As a non-pet own and someone who has animal allergies, I think housing needs to better address the increase of animals living in campus housing. . . . There should be a better plan in place to address the large amount of animals now living on campus so it does not affect those without animals.”
- “For me personally I have a dog and a cat. They are my family. And there are no options for me to live with them on campus. I was told to give them up and I don't think you understand that to me that would be like giving up a child. . . . You have to understand that with the current student salary you keep us students in poverty in Silicon Valley, you need to provide housing options for everyone.”

- “A pet-friendly option would be great. I would love to live on campus if a) I could afford a room that would allow me and my husband to live together, and b) I could bring my cat.”
- “You MUST offer dog-friendly housing. It is ridiculous to assume all of these families either own no pets or are willing to discard them. . . . Put in laminate flooring and allow pets.”
- “I have a dog and can't live on campus. I'm totally isolated. The only thing I can afford is in the East Bay.”

Offering pet- and animal-friendly housing would be a way to resolve some of these situations and ensure that those who want animals can stay separate from those without. Likewise, having affordable, pet-friendly housing is crucial for those with disabilities. Currently, those with service or support animals tend to be directed toward single-occupancy studios, which can run a rental rate of \$1552 per month, one of the most expensive on-campus options. Those with disabilities should not be forced to shoulder an unnecessary extra financial burden solely because of their disabilities. Therefore, we advocate for a certain area of graduate housing to be designated pet-friendly housing and to be able to accommodate a variety of living arrangements at an affordable rate. We applaud the current efforts to build a dog park on campus to help those with service and support animals avoid conflict with those who are averse to dogs, and we would like these efforts to increase accessibility to extend to housing as well.

## **Transportation**

Graduate students on and off campus use a variety of transit options. Among those living off-campus, 61% said they bike as part of their commute. 32% said that they take public transport as part of their commute. 47% said they drove or carpooled as part of their commute. 12% said they walked as part of their commute. 42.1% of students reported owning a car. Graduate students have been grateful for the pilot test of the free CalTrain GoPass for those living in off-campus housing, and many said as much in the qualitative responses. Of those who responded to this section, 57 use the CalTrain GoPass daily (14%). 40 use it 2-3 times a week (9.5%). 135 use it once a week (32.3%). 87 never use it (20.8%). 26 said they do not qualify (6.2%). 73 don't have it and may qualify (17.5%).

Some students in off-campus housing complained about the lack of regular Marguerite service to their apartments. Right now, less than 4% of students reported using the Marguerite to get to off-campus destinations like the Palo Alto Caltrain or San Antonio on a daily basis. 5% reported using Marguerite to get between on-campus destinations. 10% reported using Marguerite to get to the Caltrain or another off-campus destination on a weekly basis, and 12% reported taking Marguerite between on-campus destinations at that rate. The solution might not be to offer Marguerite service to every off-campus housing site but rather to make existing public transit more accessible to

graduate students. VTA transit currently offers some transit options that take students to off-campus destinations like housing or shopping centers, and it could be a possibility to get students a VTA transit pass like that available to other university employees, which would help students within the Peninsula and those commuting to East Bay via the Dumbarton Express. Potentially, if we expanded the size of our pool to include graduate students, we might be able to get these passes at an even cheaper rate and make students' commutes easier via public transit.

## **Dining**

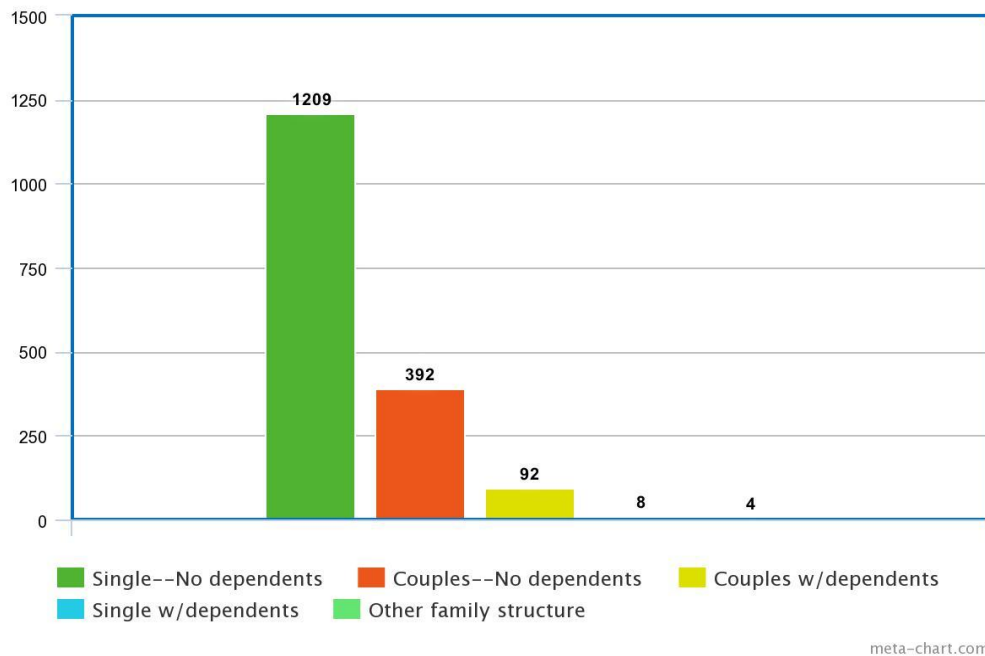
In terms of on-campus dining options, students' primary concerns were the affordability of on-campus dining options, as well as variety, nutrition, quality, and opening hours. In general, students expressed that on-campus dining costs were expensive. One student commented: "If dining halls could be cheaper that would be great. The price has been going up each year! It makes it hard to buy 25 meals in a block at a time! Please make more affordable eateries on campus! Meals are around \$8-10, Thai Cafe was great! Until it raised its prices to \$7 and now its closed! :( I would love more affordable yet healthy options! I know this is hard, but it would be much appreciated!" Thai Cafe and Ike's were frequently mentioned as tasty and affordable options in the past that are no longer available & that students would like to replicate in the future. Students wished for more healthful options, as well as clearer labeling of common allergens and of the calories and nutritional profiles of meals. Students were also concerned about the limited operating hours; dining halls and cafes often close earlier than fits the typical graduate student schedule and lifestyle and are often closed on weekends or school holidays. As one student commented, "Too many dining options disappear after 7 pm but my work usually ends around 7 pm." Students also expressed interest in a wider variety of cuisine types, such as more international offerings, and some complained about the abundance of RDE-owned eateries with similar menus.

Some policy suggestions from students included:

- Clearly labelling all food options with nutritional information and information about allergens and common food restrictions (kosher/halal, vegetarian/vegan, gluten, etc.)
- Offering family meal plan options in the dining halls with slight discounts for spouses, partners and children
- Making the recruitment process for independent operators more transparent. Involve students in the selection of dining operators and provide information about the contracts with existing franchise restaurants.
- Providing a map of where to find microwaves, toaster ovens, ovens and refrigerators for those who pack lunch

## Students with Dependents

The breakdown of family structures for graduate students in the sample was as follows: 1209 single students without dependents, 392 couples without dependents, 92 couples with dependents, 8 single parents or single students with other dependents, 4



with other family structures. 1 in 20 students reported having dependents.

Of the 100 students with dependents who responded to the survey, 58 identified as men, 41 identified as women, and 1 chose not to disclose their gender identity. Meanwhile, 50 identified as white or European, 33 as Asian, 11 as Latin American, 6 as African or African-American, 1 as North African or Middle Eastern, and 5 as other. 32 were at Stanford on a student visa. In other words, the students with dependents who responded to the survey are a representative cross-section of the university, with a greater proportion of men than in the rest of our sample. One possible explanation of the gender imbalance within this sample might be that men in straight relationships could feel more comfortable voicing the economic and academic concerns while raising children while in grad school. The mothers in this sample may not necessarily be aware of the differential barriers that exist for them, and may fear that by voicing their concerns and needs, they may be inadvertently reinforcing stereotypes and biases that are found for mothers in academia. It is important to note that there is an active student initiative that has been organizing graduate student and postdoc mothers across the seven schools with the support of VPGE and this group has several hundred mothers-- and more broadly, parents within their network. More data is needed to understand how many graduate students support young dependents and how this population, and



assistance for child care costs - Stanford provides a location but the care is still vastly more expensive than I can afford and requires taking out loans in order to be able to be a student. I'll owe more than \$120k in debt after this degree.”

- “Provide subsidized childcare grants to families who need it. This includes summer grants for those who are aged out of daycare/preschool.”
- “More childcare is needed - it is very difficult to coordinate housing AND childcare on campus. Moreover, childcare is incredibly expensive at Stanford. I would love to live on campus, but I would have to pay almost twice as much for childcare.”
- “Adding more child care centers would definitely help, as existing centers have long waitlists.”
- “Stanford needs to have a reasonable option for back-up care like other research universities (like UC Berkeley). When my child is sick/recovering but not allowed at her normal daycare for a specific amount of time, my partner and I have to take a lot of time off for it. This only adds to the stigma that parents are not dedicated to their jobs/careers when we have no choice but to stay home.”
- “Stop treating families in EV as if we are afterthoughts. We are physically (geographically) marginal - families have been pushed to the edge of campus as the reconstruction of EV proceeds - and strategically marginal also. The lack of care for families at Stanford will result in changes to the student population over time as the schools of Business, Law, and Education (students more likely to have families) find it harder to recruit - is this not viewed as alarming?”
- “The little courses offered through EV for music lessons, soccer lessons, etc. for very young kids have been great. I hope those continue.”

Existing child-care programs, such as soccer and art classes, are popular and successful, but more options and services are needed. Above all, child-care is so expensive, and difficult to arrange at Stanford, that many parents struggle to live on-campus. Of students with dependents, 57% reported relying on personal savings to fund their graduate education, 28% reported relying on loans, and 38% reported relying on family support, in addition to TA-ships, RA-ships, and/or fellowships. This is compared to 36% relying on savings, 17% on loans, and 28% on family support in the general student body. If students with dependents are disproportionately relying on personal savings or help from family, the troubling implication could be that students without personal savings or a wealthy family would not be able to even consider having children during graduate school. As matter of equity and reproductive freedom, it is important that students are able to have children and/or raise children during their academic careers, regardless of financial need. Although some students have savings or family support, a quarter of students with dependents reported that they would not be able to cover an unexpected expense of \$1000 if it came up, and an additional fifth of students with dependents reported that they were unsure if they could cover such an

expense. 69% of students with dependents said that they considered graduate school a significant financial risk, compared with 51% of the general student body.

Given the intense financial pressures on graduate students with dependents and the possibility that finances may discourage students with dependents from coming to Stanford or discourage students without children from having children, the GSC urges the university to provide financial aid specifically for students and researchers with young dependents. These may take the form of childcare subsidies, as was widely requested in the qualitative responses. Princeton University, for example, offers child care assistance of up to \$5000 a year per child for graduate students for up to two children, through their [Student Child Care Assistance Program](#). Financial assistance could also take the form of grants for students with dependents to put toward dependent-related expenses that could be applied to housing, childcare, or health insurance, for example. UC-Berkeley has taken this approach, offering [Graduate Division Student Parent Grants](#) of up to \$11,000 per year for graduate students with dependents to put toward their expenses. A full 10% of Berkeley's graduate student population are student parents (double the rate found in this survey at Stanford), a sign that the university is able to attract and retain top graduate student talent from the ranks of students with dependents, even with Berkeley's more limited budget as a public institution. If Stanford wants to attract top talent, build gender equity in academia, and ensure reproductive rights, we should be supporting this population in need. Our further recommendations around students with dependents and living conditions more generally are found below.

## **Policy Recommendations**

### *Short-term (within the next two months)*

- Build into the General Use Permit provision for the construction of enough new childcare centers to accommodate the needs of the graduate student population

### *Medium-term (within a year)*

- Offer childcare subsidies to graduate students with young dependents commensurate with those given to faculty for children under 5 and equal to \$10,000 for those with children 6 to 10, to be matched to financial need  
**OR**
- Offer subsidies to graduate students with young dependents of up to \$10,000 per year to be applied to dependent-related living expenses including housing, childcare, healthcare, etc., to be matched to financial need [Additional details for either plans can be found in a recent GSC resolution that was passed in Feb 2018.]
- Ensure that the Community Associate program for off-campus subsidized housing continues long enough such that students are aware of it and it has a chance of helping build community off campus



*Long-term (one to three years)*

- Designate an area of on-campus graduate housing as pet-friendly housing, which will help pet owners (including those with service and support animals) stay separate from those who are averse to animals and will enable those with disabilities to access campus housing at a rate less than \$1552/month
- Construct or repurpose enough space on campus to provide childcare centers for all graduate and undergraduate students in need of them
- Expand both on- and off-campus childcare to accommodate young children of graduate students with goals of minimizing childcare waitlist times and accommodating all graduate and undergraduate student demand
- Scale up the VTA EcoPass program currently available to other employees to graduate students as well, enabling easier commutes to off-campus housing

## Conclusion: Looking Backward and Forward

In Stanford's history, Graduate Student Council surveys and reports have been touchstones telling us what graduate students are experiencing, and, along with graduate student advocacy and activism, they have catalyzed some meaningful institutional change. Because we have these past surveys and reports, we can compare and contrast graduate students' current situation with those who came before us. For example, we can know that in 1998, as a solution to housing budget shortfalls, then-Provost Condoleezza Rice tried "stuffing" graduate students into denser living situations with students in living rooms or multiple students sharing rooms. Through advocacy and activism, students and administrators ended this arrangement and prompted the construction of the EV Studios. Today, few contracts from Stanford housing require students to share rooms, and we still enjoy the results of that victory. At the same time, we also see that Masters students in 1998 used to have two years of priority and now have one (with low priority in a second). On average, graduate students today who have funding spend a higher percentage of their stipends on housing than did those in 1998. In this way, there is a record of not only victories and progress but also new challenges and steps backward. This report is an attempt to strengthen institutional memory and to remember that institutional change does not come of its own accord--it requires conscientious action on the part of students, administrators, and staff.

So, how does graduate student life today compare to graduate life in the 2007 survey? In terms of gender and ethnic diversity, the landscape is similar. Women composed 36% of the graduate student body in 2007 and today compose 39%. Under-represented minorities (defined in 2007 as Chicano/Latino, Native American, and African American) composed 9% of the student body in 2007 and have approximately that same rate of 9% today. *In other words, the last ten years have seen a slight change in the proportion of women and no change in the proportion of under-represented minorities among the graduate student population.* On a positive note, the 2007 survey called for community building and programming to support graduate students of color at Stanford, and we applaud the work of the cultural centers on campus and increases in programming around social justice and identity. The survey of 2007 led to the creation of the GSC Diversity and Advocacy Committee, which is helping to build community for those with marginalized identities, and, as with this report, is advocating for increased representation of those historically excluded from the university. Nevertheless, noticing the lack of improvement in representation among graduate students at the university, we urge the university to keep financial pressures on departments to increase the presence of women, non-binary, and racial or ethnic minority faculty and students.

In terms of student finances, fewer students today are relying on student loans to fund their graduate education (31% in 2007 and 17% today). Considering the rampancy of student debt nationwide, this is great news. More students in 2017, however, are

relying on other outside funding sources beyond RA-ships, TA-ships, and fellowships. 23% said they did in 2007, while today 37% reported they had to draw on personal savings, 28% on family support, and 13% on outside internships. Whereas just over 40% of students considered graduate school a financial risk in 2007, 51% do in 2017. The proportion of students who consider finances a stress while in graduate school increased from 60% to 83%. Some of this anxiety may be related to the high living costs in the Bay, yet these were concerns as far back as the 1998 survey. As living costs in the Bay have increased, student stipends have not kept up. In 1998, students with funding spent an average of 40% of their stipend on rent, a percentage that has increased to 45% today.

The increase in volume of housing thanks to the EVGR project is a great boon, allowing more students who want to live on campus to do so as long as the rents are livable. The 2007 report asked that when the university construct new housing that it make sure that “cheaper options be also made available” along with any more expensive units. With the new EVGR project, some students are afraid that rents will be comparable with those in Kennedy, the most recent housing project, running at a rental rate of \$1145 to \$1518 per month. Like the creators of the 2007 survey report, we are urging that new housing be not just more plentiful but also affordable, in keeping with the 30% of income guideline from Housing and Urban Development. *Notably, students in 1998 were pushing for Housing and Urban Development’s figure of 30% of income spent on rent, the same number that we’re advocating for today.*

In the realm of healthcare, there have been improvements, including the option of purchasing dependent coverage under Cardinal Care, which students wanted in 2007, and the inclusion of dental care in the insurance package. Students advocated for the university to cover the full cost of health insurance premiums in the 2007 survey report as well. Students were upset at an increase from \$432/quarter in 2003-4 to \$656/quarter in 2006-7. Between then and the 2018-19 school year, health insurance premiums for students without subsidies have increased by 57%, even when adjusted for inflation. 10 years ago, students were asking for “the university to fully cover graduate student health insurance” and for “health insurance for all.” *Coverage of health insurance premiums for students still varies department-by-department, as it did in 2007, and premiums pose a great expense for many.* RAs and TAs are able to get a 50% subsidies on premiums through the Office of Financial Aid, but students on fellowship in some department have no subsidy on premiums at all.

Lastly, for living environment, in 2007, students and in particular those living off campus asked to keep the Caltrain GoPass program, which was scheduled to expire in 2008, and the pilot program today is a heartening sign. The 2007 report also called on the GSC to work with the administration, the Graduate Life Office, VPGE, and Office of Financial Aid to better address the needs of graduate student families. This 2018 report will be published at the same time as the Student Families Working Advisory Group’s

report, and we look forward toward putting that report in dialogue with this one and push forward with actionable items to improve the graduate parent experience. In 2007, the report commented that 51% of graduate students with young dependents worked outside jobs in addition to their work at Stanford. Today, graduate students with young dependents are relying more on personal savings, family support, and loans than on outside employment, but the challenges they face continue, especially with the closure and demolition of the childcare centers serving graduate students most heavily. *We urge the university to provide sufficient childcare to graduate students with young dependents at a subsidized rate.*

Connecting this survey report to those of the past twenty years, we are moved by the continuities and linkages of current graduate experience with that of past grads. All four of our highlighted policy proposals were included in the 2007 report, albeit in less specific terms. Our full list of policy suggestions contains proposals small and large, short-term and long-term. Together these respond to voices from the graduate student body, some of which have been articulating these desires for some time. Compiling the proposals into one place, linking them with data, and making them specific, this report hopes to chart a way forward for student, staff, and administrator collaboration. It also hopes to remind students that progress is not guaranteed. Sometimes it takes graduate student action to hold the university accountable to our needs and to make Stanford a more satisfactory place to study and work.

## **Appendix**

### **Survey Questions**

#### **Demographics**

- What is your Stanford Affiliation? Please choose Coterm/Graduate if you are enrolled in any Stanford graduate program, even if another classification also applies (e.g., staff).
  - Coterm/Graduate
  - Staff
  - Other
- Are you here on a student visa?
  - Yes
  - No
- What best describes your family unit?
  - Single without dependents
  - Single with dependents
  - Couple without dependents
  - Couple with dependents
  - Other
- How many dependents do you have?
- What is the graduate degree you are currently pursuing at Stanford?
  - Terminal Masters
  - Coterminal Masters (BS/MS, BA/MA, etc.)
  - Masters with intention to follow through the PHD (MS/PhD)
  - JD
  - MD
  - PhD
  - MBA
  - Other
- Gender Identity
  - Man
  - Woman
  - Other
  - I'd prefer not to say
- Sexual Identity
  - Heterosexual/Straight
  - Gay/Lesbian
  - Asexual

- Bisexual
- Other
- I'd rather not say
- What schools are you affiliated to?
  - School of Medicine
  - School of Engineering
  - School of Law
  - School of Business
  - School of Education
  - Earth, Energy, and Environmental Sciences
  - H&S (Social Sciences)
  - H&S (Natural Sciences)
  - H&S (Humanities)
- What is the department you identify with?
- With which ethnicities do you most identify?
  - White/European
  - Latin American
  - Asian
  - African/African-American
  - Native American/Native Alaskan
  - Pacific Islander/Native Hawaiian
  - Middle Eastern/North African
  - Other
- Graduate Year at Stanford
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7+
- In which zip code do you live?

**Students with dependents**

- Do you have any children as dependents here at Stanford?
  - Yes
  - No
- Do you want to provide feedback on the parental experience at Stanford?

- Yes
- No
- How useful are the resources provided by Stanford for childcare and education for your children?
  - Extremely Useful
  - Very Useful
  - Moderately Useful
  - Slightly Useful
  - Not at All Useful
- Has your family needed federal assistance other than educational financial aid while at Stanford? (e.g. SNAP, WIC, TANF)
  - Yes
  - No
- How can Stanford improve childcare or education for children on campus?

### **Finances**

- Do you want to provide feedback on this topic?
- How have you financed your Stanford graduate education? (Please select all that have applied during your time at Stanford)
  - Fellowships (internal/external)
  - TA-ships
  - RA-ships
  - Student loans
  - Personal savings
  - Family Support
  - Employer
  - Internships
  - Other
- In a typical year, how much pre-tax stipend do you approximately receive? (Please round to the nearest thousand, leave blank if you would rather not answer. Do not include commas or dots)
- How many quarters of funding are you guaranteed through fellowships, RAs or TAs for your graduate degree?
- In a typical year, how much money do you send back home? (Please round to the nearest hundred, leave blank if you would rather not answer. Do not include commas or dots)
- If you were faced with unexpected expenses in the following amounts, would you be able to cover them? - \$100
  - Yes
  - No

- If you were faced with unexpected expenses in the following amounts, would you be able to cover them? - \$500
  - Yes
  - No
- If you were faced with unexpected expenses in the following amounts, would you be able to cover them? - \$1000
  - Yes
  - No
- If you were faced with unexpected expenses in the following amounts, would you be able to cover them? - \$5000
  - Yes
  - No
- In a typical year, approximately how much do you pay in US federal and state taxes? (Please round to the nearest hundred, leave blank if you would rather not answer. Do not include commas or dots)
- In a typical year, how much do you pay for international taxes?(Please round to the nearest hundred, leave blank if you would rather not answer. Do not include commas or dots)
- Have you had problems finding summer funding to do research?
  - Yes
  - No
- Has a lack of summer funding prevented you from staying on-campus during any summer?
  - Yes
  - No
- Approximately how much do you typically spend on the following items every month? - Food - Dollar Amount per Month
- Approximately how much do you typically spend on the following items every month? - Housing - Dollar Amount per Month
- Approximately how much do you typically spend on the following items every month? - Transportation - Dollar Amount per Month
- Approximately how much do you typically spend on the following items every month? - Debt payments
- Approximately how much do you typically spend on the following items every month? - Medical expenses
- Approximately how much do you typically spend on the following items every month? - Utilities and technology bills
- Approximately how much do you typically spend on the following items every month? - Other non-discretionary monthly expenses - Dollar Amount per Month
- If you have Cardinal Care, how much of it is subsidized per year?



- How much do you typically spend on the following items every year? - Health Insurance
- How much do you typically spend on the following items every year? - Non-Academic Travel - Dollar Amount per Year
- How much do you typically spend on the following items every year? - Unfunded Academic Expenses
- How much do you typically spend on the following items every year? - Other non-discretionary expenses - Dollar Amount per Year
- Do you consider graduate or professional school a significant financial risk?
  - Yes
  - No

### **Mental and Physical Health**

- Do you want to provide feedback on this topic?
  - Yes
  - No
- Where does your health insurance comes from? - Selected Choice
  - Cardinal Care
  - Parent's Plan
  - Spouse/Partner's Plan
  - Other
- If you do not currently have Cardinal care, what was your main consideration when choosing a health insurance plan for yourself? (Please check all that apply)
  - Scope of coverage
  - Convenience of signing up for the plan
  - Cost
  - Provider network
  - Convenience of receiving services
- Please let us know how do you find the following aspects of Cardinal Care: - Price
  - Poor
  - Fair
  - Great
  - No Opinion
- Please let us know how do you find the following aspects of Cardinal Care: - Quality of Medical Providers Available
  - Poor
  - Fair
  - Great
  - No Opinion
- Please let us know how do you find the following aspects of Cardinal Care: - Options of Medical Providers

- Poor
- Fair
- Great
- No Opinion
- Please let us know how do you find the following aspects of Cardinal Care: - Ease of Use
  - Poor
  - Fair
  - Great
  - No Opinion
- Please let us know how do you find the following aspects of Cardinal Care: - Dollar Amount for Co-pays
  - Poor
  - Fair
  - Great
  - No Opinion
- Please let us know how do you find the following aspects of Cardinal Care: - Reimbursement Process
  - Poor
  - Fair
  - Great
  - No Opinion
- Please let us know how do you find the following aspects of Cardinal Care: - Dental Care
  - Poor
  - Fair
  - Great
  - No Opinion
- Please let us know how do you find the following aspects of Cardinal Care: - Vision Care
  - Poor
  - Fair
  - Great
  - No Opinion
- Please let us know how do you find the following aspects of Cardinal Care: - Mental Health Care
  - Poor
  - Fair
  - Great
  - No Opinion

- Any other concerns you have with Cardinal Care that you would like the GSC to know?
- How often do you use Vaden's medical services covered by the health fee (excluding CAPS)?
  - Once per year
  - Once per quarter
  - Once per month
  - Multiple times per month
  - Never
- How satisfied are you with the Vaden medical services covered by the health fee?
  - Extremely satisfied
  - Moderately satisfied
  - Neither satisfied nor dissatisfied
  - Moderately dissatisfied
  - Extremely dissatisfied
- How satisfied are you with your mental health?
  - Extremely satisfied
  - Moderately satisfied
  - Neither satisfied nor dissatisfied
  - Moderately dissatisfied
  - Extremely dissatisfied
- How much do these factors contribute negatively to your stress levels? – Health
  - None at all
  - A little
  - A moderate amount
  - A great deal
- How much do these factors contribute negatively to your stress levels? - Academic & research workload
  - None at all
  - A little
  - A moderate amount
  - A great deal
- How much do these factors contribute negatively to your stress levels? - Advisor relationship
  - None at all
  - A little
  - A moderate amount
  - A great deal
- How much do these factors contribute negatively to your stress levels? - Social isolation

- None at all
  - A little
  - A moderate amount
  - A great deal
- How much do these factors contribute negatively to your stress levels? – Finances
  - None at all
  - A little
  - A moderate amount
  - A great deal
- How much do these factors contribute negatively to your stress levels? - Political climate
  - None at all
  - A little
  - A moderate amount
  - A great deal
- How much do these factors contribute negatively to your stress levels? – Roommates
  - None at all
  - A little
  - A moderate amount
  - A great deal
- How much do these factors contribute negatively to your stress levels? - Finding housing
  - None at all
  - A little
  - A moderate amount
  - A great deal
- Do you know of a person/resource at Stanford to whom you could turn to in the event of a crisis?
  - Yes
  - No
- Have you used mental health services on-campus or off-campus?
  - Yes
  - No
- How satisfied are you with your mental health provider: - Ease of finding a provider
  - Extremely satisfied
  - Moderately satisfied
  - Neither satisfied nor dissatisfied
  - Moderately dissatisfied
  - Extremely dissatisfied

- How satisfied are you with your mental health provider: - Wait time for first appointment
  - Extremely satisfied
  - Moderately satisfied
  - Neither satisfied nor dissatisfied
  - Moderately dissatisfied
  - Extremely dissatisfied
- How satisfied are you with your mental health provider: - Ease of booking appointments
  - Extremely satisfied
  - Moderately satisfied
  - Neither satisfied nor dissatisfied
  - Moderately dissatisfied
  - Extremely dissatisfied
- How satisfied are you with your mental health provider: - Location/Distance of current provider
  - Extremely satisfied
  - Moderately satisfied
  - Neither satisfied nor dissatisfied
  - Moderately dissatisfied
  - Extremely dissatisfied
- How satisfied are you with your mental health provider: - Costs of care
  - Extremely satisfied
  - Moderately satisfied
  - Neither satisfied nor dissatisfied
  - Moderately dissatisfied
  - Extremely dissatisfied
- Anything else you'd like the GSC to know about the experience of receiving mental health care while at Stanford?

### **Housing**

- Do you want to provide feedback on this topic?
  - Yes
  - No
- Where do you live?
  - On-campus (including Oak Creek)
  - Off-campus subsidized
  - Off-campus unsubsidized
- How do you get to Stanford? - Selected Choice
  - Car (individual, carpool, or ride-share app)
  - Public transit

- Bike
  - Walk
  - Other
- Reasons for living in off-campus unsubsidized housing (Select all of the apply) - Selected Choice
  - Personal preference
  - Cost
  - No years left of housing priority
  - Lack of support for my family/relationship structure in on-campus housing
  - Other
- Are there any issues affecting off-campus graduate students that the GSC should be aware of?
- How often do you use the free Caltrain Go-Pass?
  - Daily
  - Once a week
  - Once a month
  - Once a year
  - Never
  - Don't have it (check if you qualify here!)
  - Do not qualify
- Which neighborhood do you live?
  - Munger
  - EV low-rises
  - EV mid-rises
  - EV high-rises
  - Kennedy
  - Rains
  - EV studio
  - Oak Creek
  - Merrilees
  - Lyman
- Have you experienced problems with any of the following? – Noise
  - Yes
  - No
- Have you experienced problems with any of the following? - Safety
  - Yes
  - No
- Have you experienced problems with any of the following? – Community
  - Yes
  - No

- Have you experienced problems with any of the following? - Too hot in summer
- Yes
  - No
- Have you experienced problems with any of the following? - Too cold in winter
    - Yes
    - No
  - Have you experienced problems with any of the following? - Environmental Hazards (e.g. asbestos, water quality)
    - Yes
    - No
  - Have you experienced problems with any of the following? - Pests (e.g. insects, rodents)
    - Yes
    - No
  - Have you experienced problems with any of the following? - Car Parking
    - Yes
    - No
  - Have you experienced problems with any of the following? - Bike parking / bike security
    - Yes
    - No
  - Have you experienced problems with any of the following? - Roommates having guests / SOs / family who visit?
    - Yes
    - No
  - Are you satisfied with the following aspects of eating on-campus? – Cost
    - Extremely satisfied
    - Moderately satisfied
    - Neither satisfied nor dissatisfied
    - Moderately dissatisfied
    - Extremely dissatisfied
  - Are you satisfied with the following aspects of eating on-campus? - Hours of operation
    - Extremely satisfied
    - Moderately satisfied
    - Neither satisfied nor dissatisfied
    - Moderately dissatisfied
    - Extremely dissatisfied
  - Are you satisfied with the following aspects of eating on-campus? - Ability to cook in-apartment

- Extremely satisfied
- Moderately satisfied
- Neither satisfied nor dissatisfied
- Moderately dissatisfied
- Extremely dissatisfied
- Are you satisfied with the following aspects of eating on-campus? - Variety of choices
  - Extremely satisfied
  - Moderately satisfied
  - Neither satisfied nor dissatisfied
  - Moderately dissatisfied
  - Extremely dissatisfied
- Are you satisfied with the following aspects of eating on-campus? - Health and/or meeting dietary restrictions
  - Extremely satisfied
  - Moderately satisfied
  - Neither satisfied nor dissatisfied
  - Moderately dissatisfied
  - Extremely dissatisfied
- Are you satisfied with the following aspects of eating on-campus? - Wait times
  - Extremely satisfied
  - Moderately satisfied
  - Neither satisfied nor dissatisfied
  - Moderately dissatisfied
  - Extremely dissatisfied
- Any food issues on-campus that the GSC should be aware of?

**Workload**

- Do you want to provide feedback on this topic?
- While in school, have you had a paid job in addition to your graduate study, research, or teaching? (i.e. consulting, free-lance, etc.). Please do not include summer internship work.
  - Yes
  - No
- What were the reasons for taking this additional paid job?
  - Additional money for discretionary expenses
  - Work experience
  - My stipend is not sufficient for my living expenses (including family)
  - Other



- In the past quarter, approximately how many hours a week did you spend on the following activities-Research projects required for receiving funding (a.k.a. RA-ship)-Hours per week
- In the past quarter, approximately how many hours a week did you spend on the following activities-Teaching assistantship-Hours per week
- In the past quarter, approximately how many hours a week did you spend on the following activities-Other research related work (not included above)-Hours per week
- In the past quarter, approximately how many hours a week did you spend on the following activities-Course-related work-Hours per week
- In the past quarter, approximately how many hours a week did you spend on the following activities-Service or voluntary work (not paid)-Hours per week
- In the past quarter, approximately how many hours a week did you spend on the following activities-Paid hourly work on-campus-Hours per week
- In the past quarter, approximately how many hours a week did you spend on the following activities-Paid hourly work off-campus-Hours per week
- In the past quarter, approximately how many hours a week did you spend on the following activities...-Paid work for a stipend (e.g. Community Assistants, Residential
- Do you have difficulty finding effective work spaces on campus?
  - Yes
  - No
- Do you have suggestions for more effective work spaces that you would like to see at Stanford?

### **Work Environment**

- Have you ever experienced the following due to your gender/race/ethnicity/sexuality? - Microaggressions in an academic setting
  - Weekly
  - Monthly
  - Rarely
  - Never
- Have you ever experienced the following due to your gender/race/ethnicity/sexuality? - Microaggressions in a non-academic setting
  - Weekly
  - Monthly
  - Rarely
  - Never
- Have you ever experienced the following due to your gender/race/ethnicity/sexuality? - Harassment in an academic setting
  - Weekly
  - Monthly
  - Rarely

- Never
- Have you ever experienced the following due to your gender/race/ethnicity/sexuality? - Harassment in a non-academic setting
  - Weekly
  - Monthly
  - Rarely
  - Never
- How much do you agree with the following statements: - I am part of a supportive community inside my department/program
  - Agree
  - Neutral
  - Disagree
- How much do you agree with the following statements: - I am part of a supportive community outside my department/program
  - Agree
  - Neutral
  - Disagree
- Would you like to elaborate?

**Miscellaneous**

- What aspects of Stanford life would you like the Graduate Student Council to prioritize improving? - Selected Choice
  - Housing
  - Healthcare
  - Social events
  - Campus culture (diversity, harassment training, etc.)
  - Other
- Anything else you would like to let us (your friendly Grad Council) know?

## Reported Sense of Community By Department

How much do you agree with the following statements:

*"I am part of a supportive community inside my department/program."*

Department	Answer	#
Accounting	Agree	3
Aeronautics & Astronautics	Agree	14
	Neutral	2
African Studies	Disagree	1
Anesthesia	Neutral	1
Anthropology	Agree	3
	Disagree	1
	Neutral	4
Applied Physics	Agree	10
	Disagree	2
	Neutral	10
<b>Art And Art History</b>	Agree	4
	Disagree	3
Biochemistry	Agree	5
	Neutral	2

Bioengineering	Agree	14
	Disagree	4
	Neutral	3
Biology	Agree	21
	Disagree	6
	Neutral	5
Biomedical Data Science	Agree	1
<b>Biomedical Informatics</b>	Agree	2
	Disagree	2
Biophysics	Agree	2
	Neutral	1
Business	Agree	5
	Neutral	1
Cancer Biology	Agree	7
	Disagree	1
	Neutral	3
Center For East Asian Studies	Neutral	1
Chemical And Systems Biology	Agree	5

	Disagree	1
Chemical Engineering	Agree	9
	Disagree	1
	Neutral	8
Chemistry	Agree	28
	Disagree	3
	Neutral	8
Civil And Environmental Engineering	Agree	26
	Disagree	3
	Neutral	8
Classics	Neutral	2
<b>Communication</b>	Agree	3
	Disagree	2
	Neutral	2
Community Health And Prevention Research	Agree	1
	Neutral	1
Comparative Literature	Agree	1
	Disagree	1

<b>Computer Science</b>	Agree	10
	Disagree	6
	Neutral	10
Curriculum Studies And Teacher Education	Neutral	1
Design	Agree	1
Developmental & Psychological Sciences	Agree	1
<b>Developmental Biology</b>	Agree	3
	Disagree	1
Division Of Literatures, Cultures, And Language	Agree	8
Earth	Neutral	1
Earth System Science	Agree	10
	Disagree	1
	Neutral	1
East Asian Language And Cultures	Agree	4
	Neutral	2
	Disagree	1
East Asian Studies	Agree	1
Economics	Agree	5

	Disagree	1
	Neutral	4
Education	Agree	4
	Disagree	1
	Neutral	1
Electrical Engineering	Agree	43
	Disagree	7
	Neutral	13
Emmett Interdisciplinary Program In Environment And Resources	Agree	4
<b>Energy Resources Engineering</b>	Agree	2
	Disagree	1
	Neutral	1
English	Agree	11
	Disagree	3
	Neutral	4
Environmental Law	Agree	1
Finance	Agree	1
	Disagree	1

French	Neutral	1
Genetics	Agree	10
	Disagree	1
	Neutral	2
Geological Sciences	Agree	6
	Disagree	1
	Neutral	2
Geophysics	Agree	3
	Neutral	1
German Studies	Agree	2
<b>Graduate School Of Business</b>	Agree	12
	Disagree	5
	Neutral	1
Graduate School Of Education	Agree	1
	Neutral	1
Health Research And Policy	Agree	2
History	Agree	12
	Neutral	1



Human Genetics	Agree	1
Immunology	Agree	8
	Neutral	1
Institute For Computational And Mathematical Engineering	Agree	7
	Neutral	5
International Policy Studies	Disagree	2
Journalism	Agree	1
Latin American Studies	Agree	1
Law	Agree	12
	Neutral	4
Liberal Arts	Agree	1
Linguistics	Agree	7
<b>Management Science And Engineering</b>	Agree	2
	Disagree	1
Materials Science And Engineering	Agree	18
	Disagree	4
	Neutral	13
Mathematics	Agree	14

	Neutral	1
<b>Mechanical Engineering</b>	Agree	20
	Disagree	7
	Neutral	7
Medicine	Agree	12
Microbiology And Immunology	Agree	5
Modern Thought & Literature	Neutral	1
Music	Agree	8
	Disagree	1
Neurology	Agree	1
Neuroscience	Agree	6
	Neutral	3
Orthopedic Surgery	Neutral	1
Pediatrics	Agree	1
Philosophy	Agree	4
	Neutral	2
Physics	Agree	9
	Neutral	3

Political Economy	Agree	1
Political Science	Agree	6
	Neutral	1
Psychology	Agree	5
	Neutral	2
Public Policy	Agree	1
Radiation Oncology	Agree	1
Religious Studies	Neutral	2
School Of Law	Agree	1
<b>Social Sciences, Humanities, And Interdisciplinary Policy Studies</b>	Agree	3
	Disagree	1
<b>Sociology</b>	Agree	5
	Disagree	4
	Neutral	2
Stanford Teacher Education Program	Agree	5
	Disagree	1
	Neutral	1
Statistics	Agree	1

	Disagree	1
	Neutral	3
Stem Cell Biology And Regenerative Medicine	Agree	2
	Neutral	2
Structural Biology	Agree	1
	Neutral	3
Symbolic Systems	Agree	2
	Neutral	1
Theatre And Performance Studies	Agree	2