

III. Appendices

Appendix A. Survey Questions

Employment Type¶

(first job after graduate school)¶

- 1) Which best describes when you were hired for your FIRST employment after completing your degree at GSO?¶
- 2) At what type of INSTITUTION were you FIRST employed after graduating from GSO? ¶
(select all that apply)¶
- 3) Which SECTOR(S) best describes your FIRST employment after graduating from GSO?¶
(select all that apply)¶
- 4) Which ROLE(S) best describes your FIRST employment after graduating from GSO?¶
(select all that apply)¶
- 5) Which FIELD(S) describes your FIRST employment after graduating from GSO?¶
(select all that apply)¶
- 6) Is your most recent employment institution, sector or field DIFFERENT from your first employment after GSO?¶

(most Recent, if different)¶

- 7) At what type of INSTITUTION were you MOST RECENTLY employed?¶
(select all that apply)¶
- 8) Which SECTOR(S) best describes your MOST RECENT employment?¶
(select all that apply)¶
- 9) Which ROLE(S) best describes your MOST RECENT employment?¶
(select all that apply)¶
- 10) Which FIELD(S) describes your MOST RECENT employment?¶
(select all that apply)¶

Impacts on Career¶

- 11) Rate the level of positive impact of the following **course-related items** at GSO on your overall career.¶
- 12) Rate the level of positive impact of the following **research-related experiences** at GSO on your overall career.¶
- 13) Rate the level of positive impact of the following **conference-related experiences** while at GSO on your overall career.¶
- 14) Rate the level of positive impact of the following **degree requirements** at GSO on your overall career.¶
- 15) Rate the level of positive impact of the following **informal education events** at GSO on your overall career.¶

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Advising and Mentoring¶

- 16) Source(s) of Advising?¶
- 17) Quality of Advising from Primary Advisor for aspects listed?¶
- 18) Types of **mentoring preferred** from GSO community while a graduate student?¶
- 19) Types of **mentoring received** from GSO community while a graduate student?¶

- 20) Source(s) of Mentoring?¶
21) Quality of Mentoring from various sources?¶
¶

Skills¶

- 22) Rate the **importance** of the following skills on your overall career.¶
23) Rate the **opportunities to practice/participate** in these skills while at GSO.¶
¶

Course Designs¶

- 24) Rate your preference for the types/formats of courses that would have positively impacted your career.¶
¶

Student Funding¶

- 25) Rate your concern for the various funding related issues while a graduate student at GSO.¶
26) What were your sources of funding for graduate school at GSO?¶
¶

Facilities¶

- 27) Rate the quality of the various facilities you used while a graduate student at GSO.¶
¶

Demographics¶

- 28) What was your terminal degree at GSO?¶
29) If your terminal degree at GSO was a PhD, did you receive a fellowship or grant for postdoctoral training?¶
30) Did you receive multiple graduate degrees from GSO?¶
31) Were you a teaching assistant for any graduate or undergraduate courses while at GSO?¶
32) Did you receive another graduate degree after GSO? ¶
33) When did you graduate with your terminal degree from GSO?¶
34) Where did you receive your undergraduate degree?¶
35) With which curricular group did you most closely identify? ¶
36) Rate your preference for the use of your donations to the GSO Alumni Fund?¶
37) Which components/aspects of GSO's academic program should be retained and/or improved?¶
¶

Appendix B. Survey Monkey Question Format



1. Employment Type (first job after graduate school)

For this survey, post-doctoral positions would count as a first employment.

If you had employment between multiple graduate degrees, please respond to the job most relevant to your highest GSO degree.

1. Which best describes when you were hired for your FIRST employment after completing your degree at GSO?

- ☐ Hired prior to completing my degree
- ☐ Hired upon completing my degree
- ☐ Hired within 1 year of completing my degree
- ☐ Continued with the same employer I had while attending GSO
- ☐ Took planned leave from employment before being hired
- ☐ Involved with volunteer work related to my degree instead of employment
- ☐ Started my own company
- ☐ I have not found employment
- ☐ Prefer not to answer
- ☐ Other (please specify)



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**2. At what type of INSTITUTION were you FIRST employed after graduating from GSO?
(select all that apply)**

- ☐ Academic (e.g., university, high school)
- ☐ Government (e.g., EPA, NOAA, RIDEM)
- ☐ Military (e.g., NUWC, USCGA)
- ☐ NGO/non-profit (e.g., Save the Bay, Nature Conservancy)
- ☐ Private Industry (e.g., RPS/ASA, LEIDOS)
- ☐ Research Institution (e.g., WHOI, JPL)
- ☐ Other (please specify)



**3. Which SECTOR(S) best describes your FIRST employment after graduating from GSO?
(select all that apply)**

- ☐ Education (e.g., teaching, outreach)
- ☐ Financial (e.g., banking, insurance)
- ☐ Health & Safety (e.g., medical, security)
- ☐ Information Technology & Data Science (e.g., computer techs., Matlab)
- ☐ Natural Resource Acquisition (e.g., aquaculture, mining)
- ☐ Science/Engineering (e.g., researchers, engineers)
- ☐ Other (please specify)



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4. Which ROLE(S) best describes your FIRST employment after graduating from GSO?
(select all that apply)

- ☐ Administration/Management (e.g., Dean, manager, business owner)
- ☐ Advocacy (e.g., lobbyists, community organizer, activists)
- ☐ Outreach/Communication (e.g., OMP folks, podcasters)
- ☐ Practitioner (e.g., lab tech., consultant)
- ☐ Basic Research (e.g., modelers, instrument user)
- ☐ Applied Research (e.g., engineers, instrument tester)
- ☐ Teaching (e.g., college faculty, high school faculty)
- ☐ Other (please specify)



5. Which FIELD(S) describes your FIRST employment after graduating from GSO?
(select all that apply)

- ☐ Science Technology Engineering & MATH (STEM)
- ☐ Geosciences (Earth, Ocean & Atmosphere)
- ☐ Life Sciences
- ☐ Science-based Ocean- or Marine-related
- ☐ **NOT** Science-based Ocean- or Marine-related
- ☐ None of the Above



6. Is your most recent employment institution, sector or field DIFFERENT from your first employment after GSO?

☐ Yes

☐ No



2. Employment Type (most recent)

This page of survey questions are focused on the Institution, Sector, and Role of your most recent job/position.

7. At what type of INSTITUTION were you MOST RECENTLY employed?
(select all that apply)

☐ Academic (e.g., university, high school)

☐ Government (e.g., EPA, NOAA, RIDEM)

☐ Military (e.g., NUWC, USCGA)

☐ NGO/non-profit (e.g., Save the Bay, Nature Conservancy)

☐ Private Industry (e.g., RPS/ASA, LEIDOS)

☐ Research Institution (e.g., WHOI, JPL)

☐ Other (please specify)



**8. Which SECTOR(S) best describes your MOST RECENT employment?
(select all that apply)**

- ☐ Education (e.g., teaching, outreach)
- ☐ Financial (e.g., banking, insurance)
- ☐ Health & Safety (e.g., medical, security)
- ☐ Information Technology & Data Science (e.g., computer techs., Matlab)
- ☐ Natural Resource Acquisition (e.g., aquaculture, mining)
- ☐ Science/Engineering (e.g., researchers, engineers)
- ☐ Other (please specify)



**9. Which ROLE(S) best describes your MOST RECENT employment?
(select all that apply)**

- ☐ Administration/Management (e.g., Dean, manager, business owner)
- ☐ Advocacy (e.g., lobbyists, community organizer, activists)
- ☐ Outreach/Communication (e.g., OMP folks, podcasters)
- ☐ Practitioner (e.g., lab tech., consultant)
- ☐ Basic Research (e.g., modelers, instrument user)
- ☐ Applied Research (e.g., engineers, instrument tester)
- ☐ Teaching (e.g., college faculty, high school faculty)
- ☐ Other (please specify)



10. Which FIELD(S) describes your MOST RECENT employment?
(select all that apply)

- ☐ Science Technology Engineering & MATH (STEM)
- ☐ Geosciences (Earth, Ocean & Atmosphere)
- ☐ Life Sciences
- ☐ Science-based Ocean- or Marine-related
- ☐ **NOT** Science-based Ocean- or Marine-related
- ☐ None of the Above



3. Course Impacts on Career

11. Rate the level of positive impact of the following **course-related** items at GSO on your overall career.

	None		Slight		Moderate		High		Extreme	N/A
Curricular Core Course (e.g., PO if you are a PO student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Core Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GSO Electives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-GSO Electives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments



4. Research Experiences on Career

12. Rate the level of positive impact of the following **research-related experiences** at GSO on your overall career.

	None		Slight		Moderate		High		Extreme	N/A
Research Topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Cruises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments



13. Rate the level of positive impact of the following **conference-related experiences** while at GSO on your overall career.

	None		Slight		Moderate		High		Extreme	N/A
Conference Presentation(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Larger Conference Attendance (e.g., AGU, ASLO, GSO)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smaller Conference Attendance (e.g., Gordon Conference)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regional Conference Attendance (e.g., MABPOM, NEERS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments



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14. Rate the level of positive impact of the following **degree requirements** at GSO on your overall career.

	None		Slight		Moderate		High		Extreme	N/A
Cruise Requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Seminar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral Comprehensives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Comprehensives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proposal Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thesis/Dissertation Defense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Thesis/Dissertation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MO Final Project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments



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15. Rate the level of positive impact of the following **informal education events** at GSO on your overall career.

	None		Slight		Moderate		High		Extreme	N/A
"Weekly" Speaker Series (e.g., PO Seminar, Bio at Noon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Speaker Series (e.g., Vettlesen, Metcalf)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development Workshops (e.g., pedagogy, diversity, harassment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chowder & Marching Outreach Events (e.g., oceanbites, Bay Informed)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Gatherings (e.g., TGIFs, Boat Burning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coffee Breaks (e.g., pre-PO Seminar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lunches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intramurals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments



7. Advising and Mentoring

16. Source(s) of Advising?

	None		Minor		Some		Most		All	N/A
Primary Advisor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Member of Lab Group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GSO Administrator (e.g., Assoc. Dean, admission advisors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thesis/Dissertation Committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-committee GSO Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support Staff (e.g., computer, library, aquarium staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marine Research Scientists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-GSO Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments



17. Quality of Advising from Primary Advisor for aspects listed?

	Very Low		Low		Average		High		Very High	N/A
Research Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publication of Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Decisions/Directions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments



18. Types of mentoring preferred from GSO community while a graduate student?

	Not Preferred		Minor Preference		Somewhat Preferred		Highly Preferred		Very Highly Preferred	N/A
Personal Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation/Encouragement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments



19. Types of mentoring received from GSO community while a graduate student?

	None Received		Some Received		Moderate Amount Received		Much Received		Very Much Received	N/A
Personal Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivation/Encouragement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments



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20. Source(s) of Mentoring?

	None		Minor		Some		Most		All	N/A
Primary Advisor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Member of Lab Group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GSO Administrator (e.g., Assoc. Dean, admission advisors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thesis/Dissertation Committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-committee GSO Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support Staff (e.g., computer, library, aquarium staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marine Research Scientists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-GSO Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments



21. Quality of Mentoring from various sources?

	Very Low		Low		Average		High		Very High	N/A
Primary Advisor(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Member of Lab Group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GSO Administrator (e.g., Assoc. Dean, admission advisors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thesis/Dissertation Committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-committee GSO Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support Staff (e.g., computer, library, aquarium staff)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marine Research Scientists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-GSO Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments



8. Skills Importance

22. Rate the **importance** of the following skills on your overall career.

	None		Slight		Moderate		High		Extreme	N/A
Oral Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork/Collaboration Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking & Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility/Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, Equity & Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Well Being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Big Data Analysis Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeling Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ocean Instrumentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numerical Methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depth of Expertise in Core Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systems Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments



9. Skills Availability/Opportunity

23. Rate the **opportunities to practice/participate** in these skills while at GSO.

	None		Slight		Moderate		High		Extreme	N/A
Oral Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork/Collaboration Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking & Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility/Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, Equity & Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Well Being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Big Data Analysis Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeling Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ocean Instrumentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numerical Methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depth of Expertise in Core Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systems Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments



10. Course Designs

24. Rate your preference for the types/formats of courses that would have positively impacted your career.

	None		Slight		Moderate		High		Extreme	N/A
Lecture only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lecture with lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paper/book discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicum (hands-on practice)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skill-based within sub-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skill-based across disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content-based within sub-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content-based across disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instrument-based within sub-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instrument-based across disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field Collection of Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab Collection of Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral Communication Emphasis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Communication Emphasis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Formats (please specify)



11. Student Funding

25. Rate your concern for the various funding related issues while a graduate student at GSO.

	None		Slight		Moderate		High		Extreme	N/A
Tuition Funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stipend Funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Fees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Activities/Supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conference Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workshop Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Formats (please specify)



26. What were your sources of funding for graduate school at GSO?

	None	Some	Most	All
Self funded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employer funded	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching Assistantship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Assistantship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate Fellowships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Formats (please specify)



12. Facilities

27. Rate the quality of the various facilities you used while a graduate student at GSO.

	Very Low		Low		Average		High		Very High	N/A
Pell Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aquarium Facility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom & Lecture Halls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small Boats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curricular Group Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primary Advisor Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Offices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shipping & Receiving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inner Space Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Formats (please specify)



13. Demographics

28. What was your terminal degree at GSO?

- ☐ Masters of Oceanography (MO)
- ☐ Masters of Oceanography (Blue MBA)
- ☐ Masters of Science (MS)
- ☐ Doctorate (PhD)





29. If your terminal degree at GSO was a PhD, did you receive a fellowship or grant for post-doctoral training?

- ☐ No
- ☐ Yes
- ☐ N/A
- ☐ Prefer Not to Answer



30. Did you receive multiple graduate degrees from GSO?

- ☐ No
- ☐ Yes
- ☐ In the process of second degree from GSO
- ☐ Prefer Not to Answer



31. Were you a teaching assistant for any graduate or undergraduate courses while at GSO?

- ☐ No
- ☐ Yes, undergraduate course(s)
- ☐ Yes, graduate course(s)
- ☐ Yes, both undergraduate and graduate courses
- ☐ Prefer Not to Answer



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32. Did you receive another graduate degree after GSO?

- ☐ No post-GSO degree
- ☐ MBA
- ☐ Law Degree (JD)
- ☐ Medical Degree (MD/DMD)
- ☐ Another MS
- ☐ Another PhD
- ☐ Prefer Not to Answer
- ☐ Other (please specify)



33. When did you graduate with your terminal degree from GSO?

- ☐ 2016-2000
- ☐ 2011-2015
- ☐ 2006-2010
- ☐ 2001-2005
- ☐ Prior to 2001
- ☐ Prefer Not to Answer



34. Where did you receive your undergraduate degree?

- ☐ At a U.S. Institution
- ☐ At a non-U.S. Institution
- ☐ Prefer Not to Answer



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* 35. With which curricular group did you most closely identify?

- ☐ Masters of Oceanography (MO or Blue MBA)
- ☐ Biological Oceanography
- ☐ Chemical Oceanography or Marine & Atmospheric Chemistry
- ☐ Geological Oceanography or Marine Geology & Geophysics
- ☐ Physical Oceanography
- ☐ Prefer Not to Answer



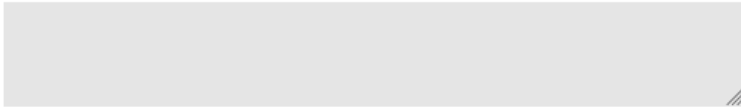
36. Rate your preference for the use of your donations to the GSO Alumni Fund?

	Lowest		Low		Moderate		High		Highest	N/A
Science conference attendance (e.g., AGU, ASLO)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional development trainings (e.g., field courses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student tuition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research cruise participation (e.g., travel, hotel)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supplies/analyses for student research projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal publication costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student needs at the discretion of the award committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)



37. Which components/aspects of GSO's academic program should be retained and/or improved?



Appendix C. Data Plots

Employment

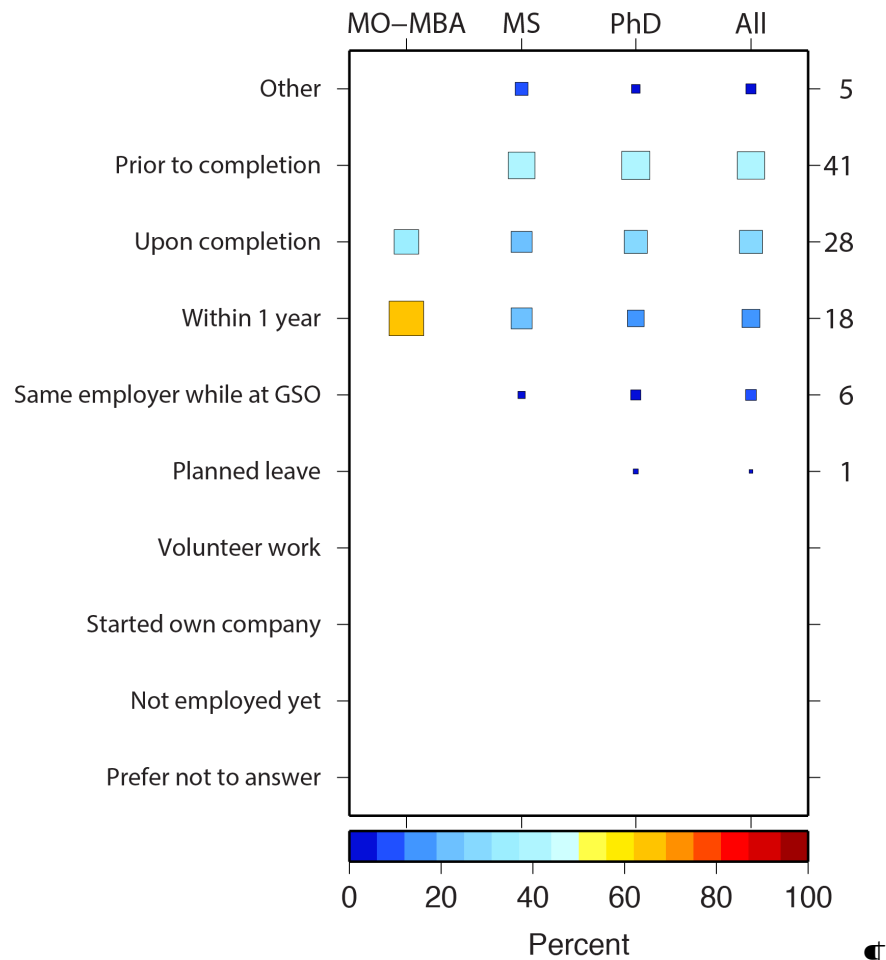
§

1) Which best describes when you were hired for your FIRST employment after completing your degree at GSO? ¶

§

n = 131 → BO-54 → CO-20 → GO-21 → PO-14 ¶
 → MO-0 → MBA-3 → MS-32 → PhD-76 ¶
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9 ¶

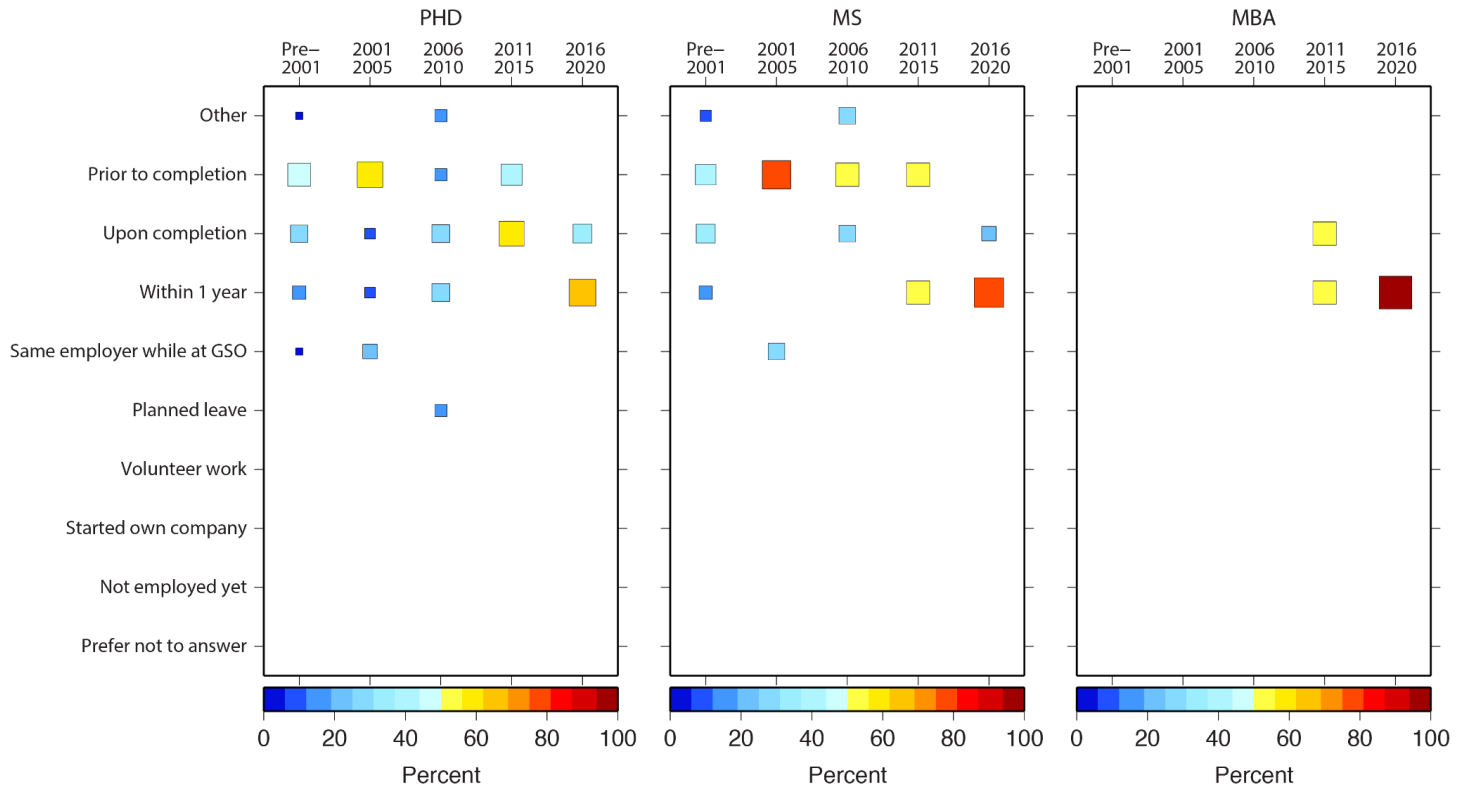
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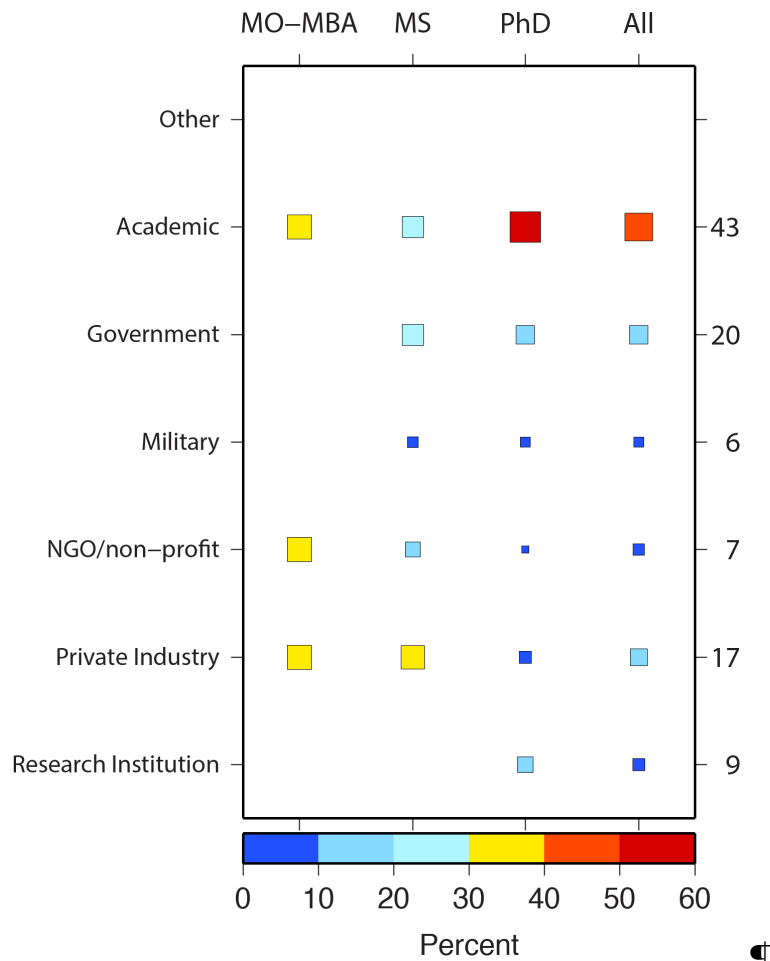
Comments:

MS	2006-2010	BO	I started a doctorate at another university after receiving my masters at GSO but then I was hired as a visiting assistant professor within 1 year of completing my PhD.
MS	pre-2001	BO	Earned MS at GSO then went for PhD in a different field. Hired within one year of completing PhD.
MS	pre-2001	BO	Went to SIO to get my PhD in marine biology
PHD	2006-2010	BO	Found a job within 4 months but not related to science
PHD	pre-2001	BO	I was a research associate on self-generated soft money grant funding for 2 years before getting my first full time non-tenure track research position
PHD	pre-2001	CO	Finished in 1984 just as oil prices dropped dramatically. Oil companies with whom I had interviewed stopped hiring. Worked as a home handyman in RI for a year then moved to DC area with my wife when she got a post doc. Hired 21 months after graduation as an EPA contractor.
			I was hired as a teacher while awaiting a job opportunity to open

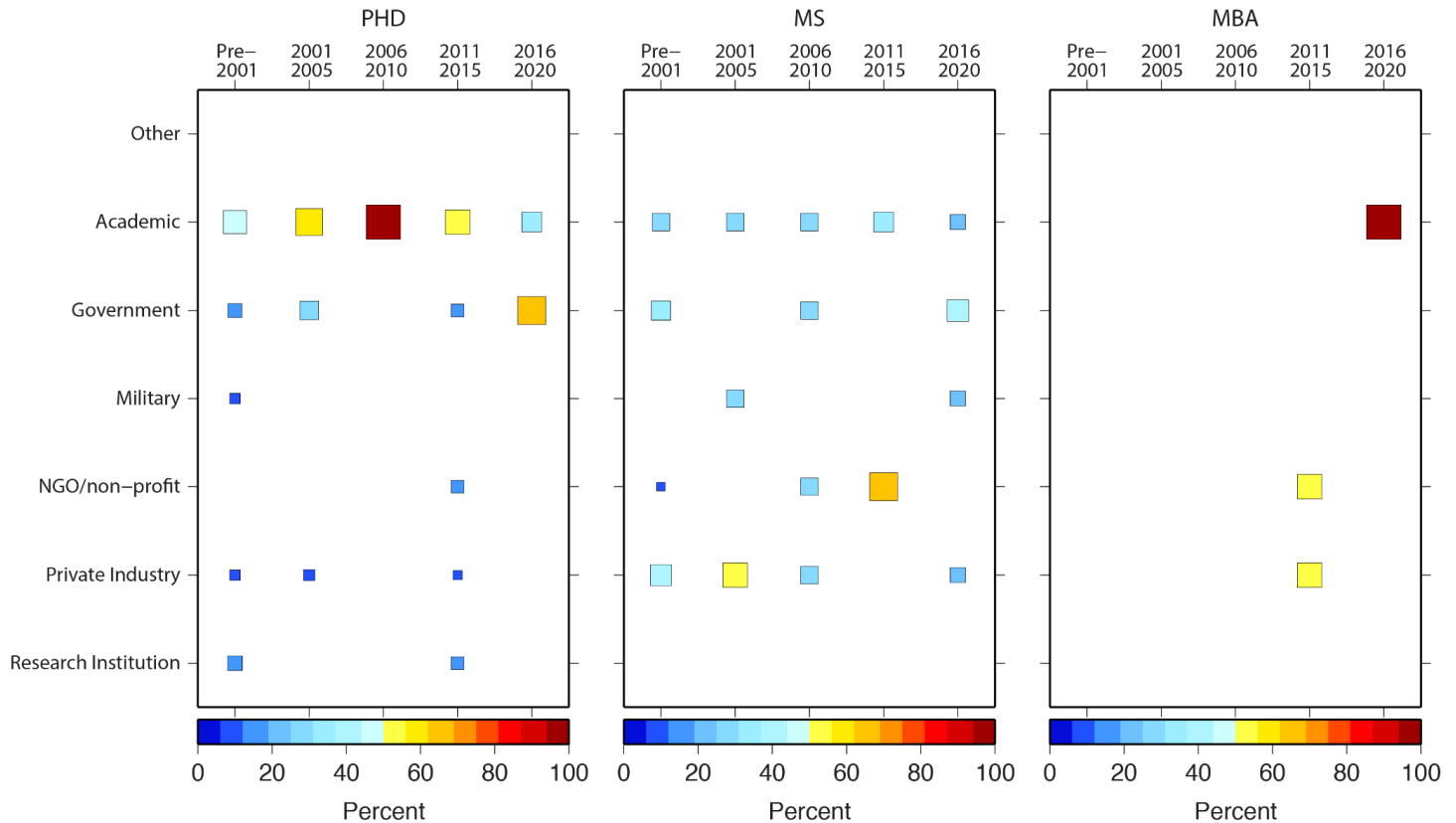
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2) At what type of INSTITUTION were you FIRST employed after graduating from GSO? ¶
(select all that apply)¶

¶
n = 131 → BO-54 → CO-20 → GO-21 → PO-14 ¶
→ MO-0 → MBA-8 → MS-31 → PhD-76 ¶
→ Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9 ¶
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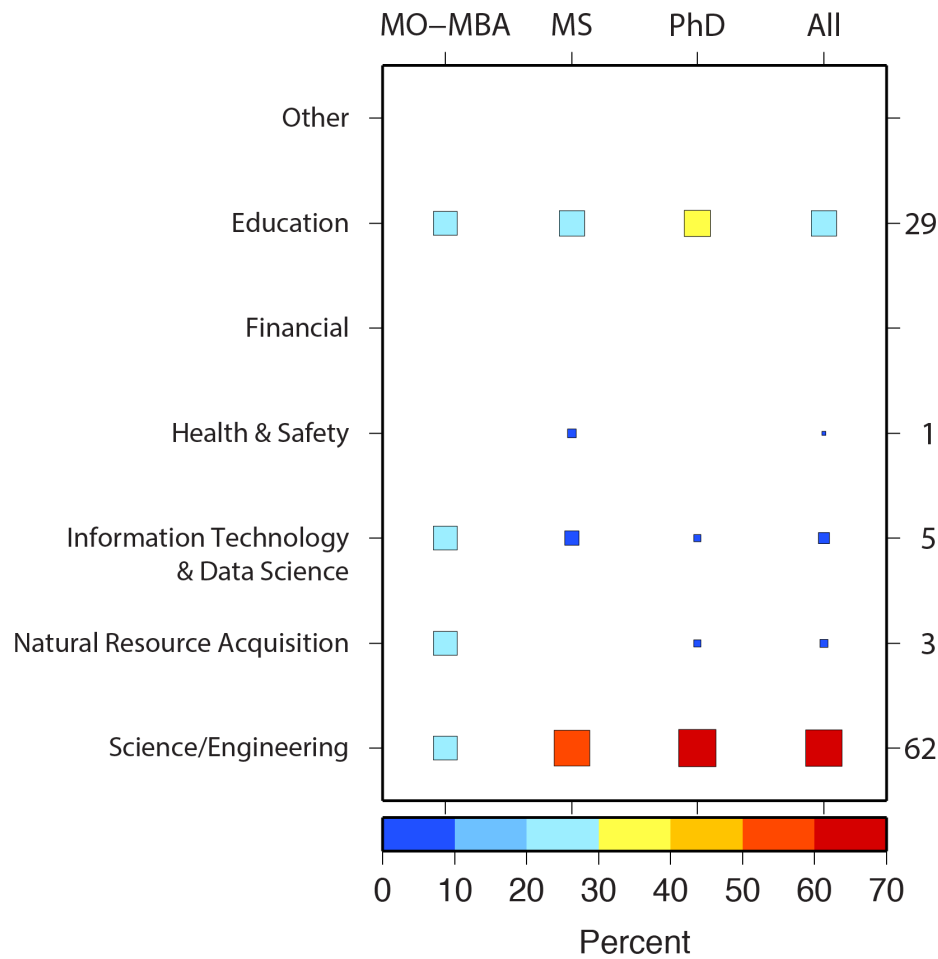
Comments:

MS	pre-2001	BO	After I did my MS at the GSO (1964) I did my PhD at Dalhousie (1968). Immediately took up an academic position at the University of Hawaii
MS	pre-2001	BO	Research lab at the Texas Medical Center Houston TX
PHD	2006-2010	BO	Government contractor
PHD	2006-2010	BO	Kayak shop
PHD	pre-2001	BO	Australian Govt. Research Institute
PHD	pre-2001	BO	Oak Ridge National Laboratory
			Federal instrumentality - New England Fishery Management Council

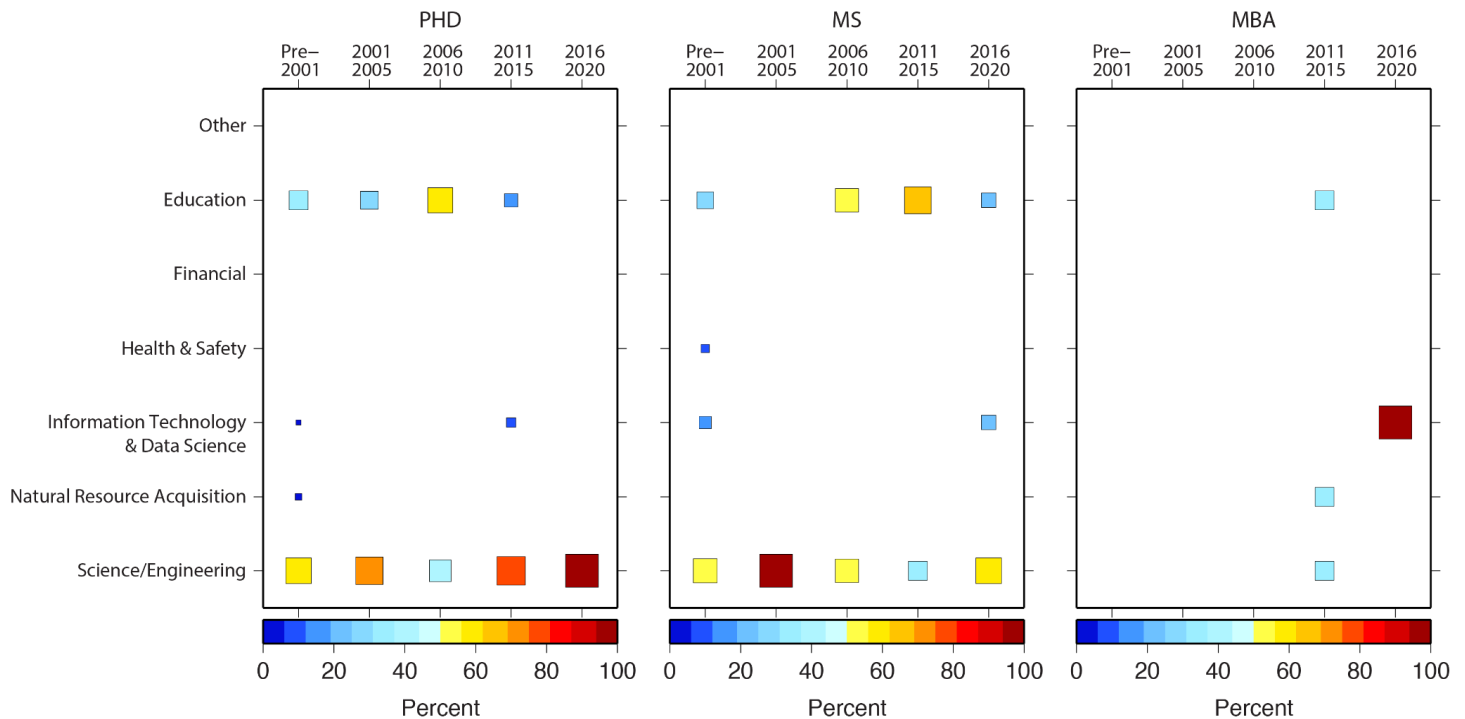
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3) Which SECTOR(S) best describes your FIRST employment after graduating from GSO?
(select all that apply)

n = 131 → BO-54 → CO-20 → GO-21 → PO-14
→ MO-0 → MBA-8 → MS-31 → PhD-76
→ Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



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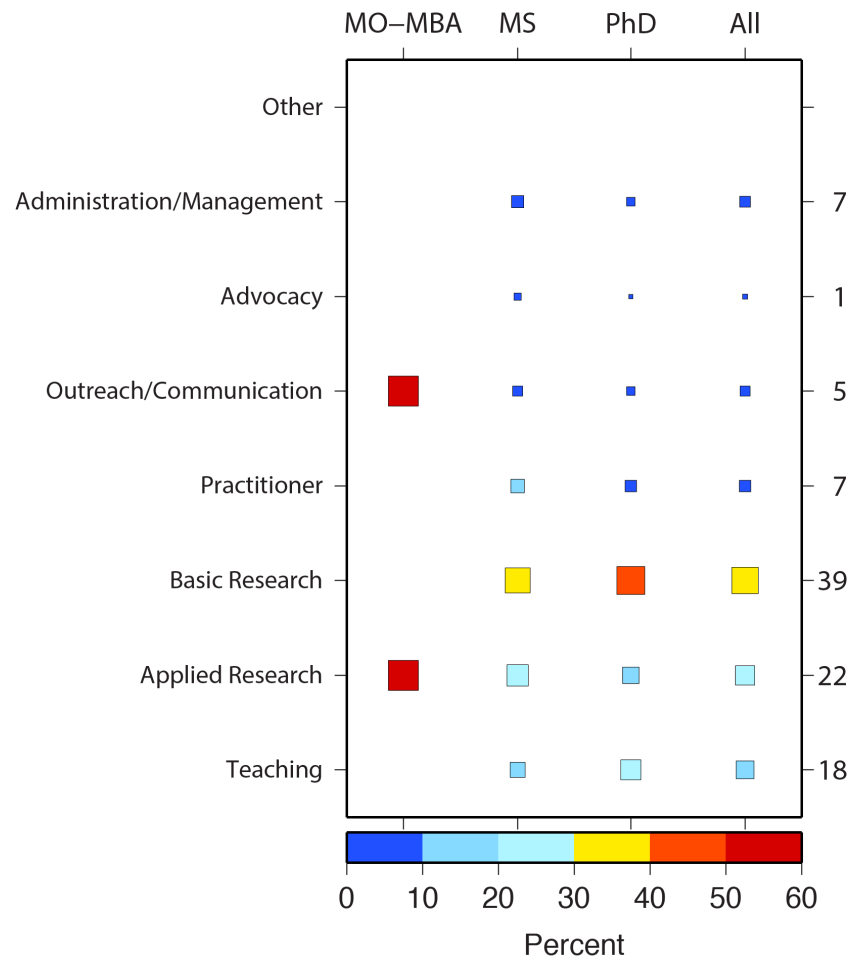
Comments:

MS	2006-2010	BO	Environmental policy
MS	2016-2020	BO	Regulatory
MS	pre-2001	BO	Federal Employee - mostly program/project management
MS	pre-2001	BO	Public policy
MS	pre-2001	BO	Following my PhD at SIO in 1992 went into teaching at USD
MS	pre-2001	CO	Oil Exploration
MS	pre-2001	GO	Mechanical engineering
MS	pre-2001	GO	DoD contractor
PHD	2001-2005	BO	Boundary spanner
PHD	2006-2010	BO	Retail
PHD	2016-2020	BO	Natural resource management
PHD	pre-2001	BO	U.S. marine policy
PHD	pre-2001	CO	Environmental protection
			Energy Sector: Oil and Gas

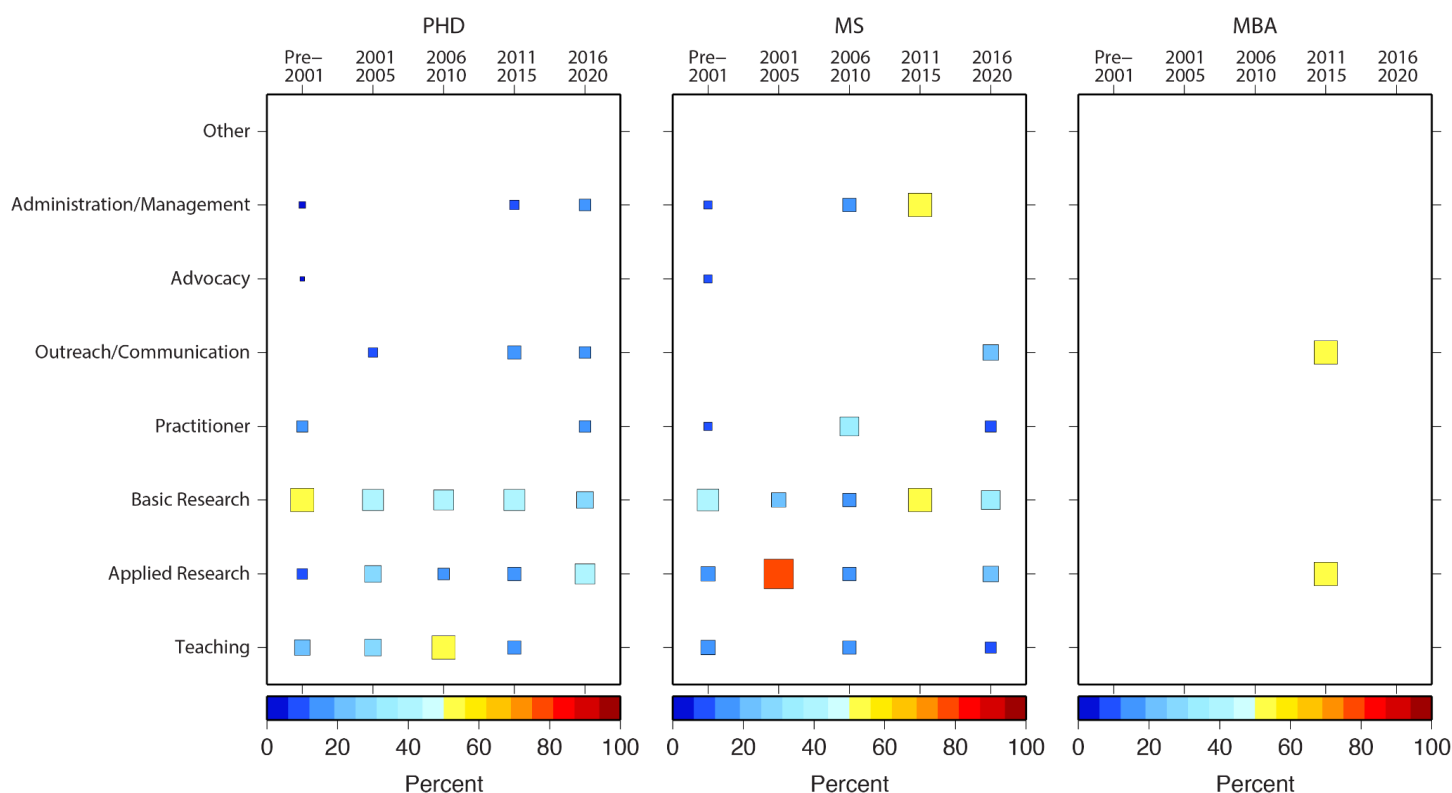
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4) Which ROLE(S) best describes your FIRST employment after graduating from GSO?¶
(select all that apply)¶

¶
n = 131→ BO-54→ CO-20→ GO-21→ PO-14¶
→ MO-0→ MBA-8→ MS-31→ PhD-76¶
→ Pre2001-62→ 2001/2005-14→ 2006/2010-11→ 2011/2015-16→ 2016/2020-9¶
¶



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Comments:

MBA	2016-2020	MO-MBA	Technician project manager facility manager
MS	2006-2010	BO	Knauss fellowship for House of Representatives Committee
MS	2011-2015	GO	Part time low pay entry level
MS	2016-2020	GO	Warfare Analysis Systems Engineering Defense Acquisition
MS	pre-2001	BO	Program/project management for Federal Government
MS	pre-2001	GO	Data entry
MS	pre-2001	GO	Abstracted nuclear science articles to be entered into a searchable database.
PHD	2006-2010	BO	Sales/tour guide
PHD	2011-2015	BO	Data synthesizer and communicator; managed scientific programs and projects;
PHD	2011-2015	BO	Executive Director of Research Programs
PHD	2011-2015	GO	Research Scientist/Lab Manager
PHD	pre-2001	BO	Sabbatical Replacement for Natural Science Position teaching non-science majors - only lasted 1 yr - Invited to teach single courses

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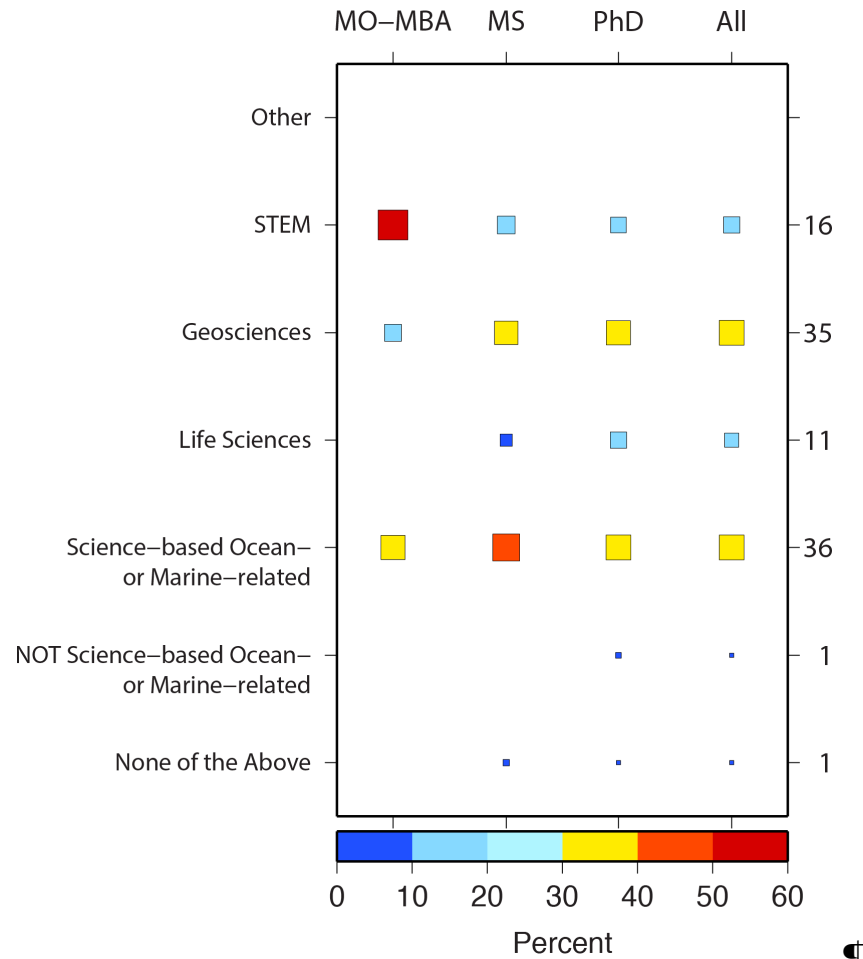
			by semester contract after this . Could not make a living as an itinerant teacher.
PHD	pre-2001	BO	Federal legislative policy
PHD	pre-2001	BO	Research associate
PHD	pre-2001	CO	Government contractor
			Oil and gas exploration

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 ¶¶¶¶¶

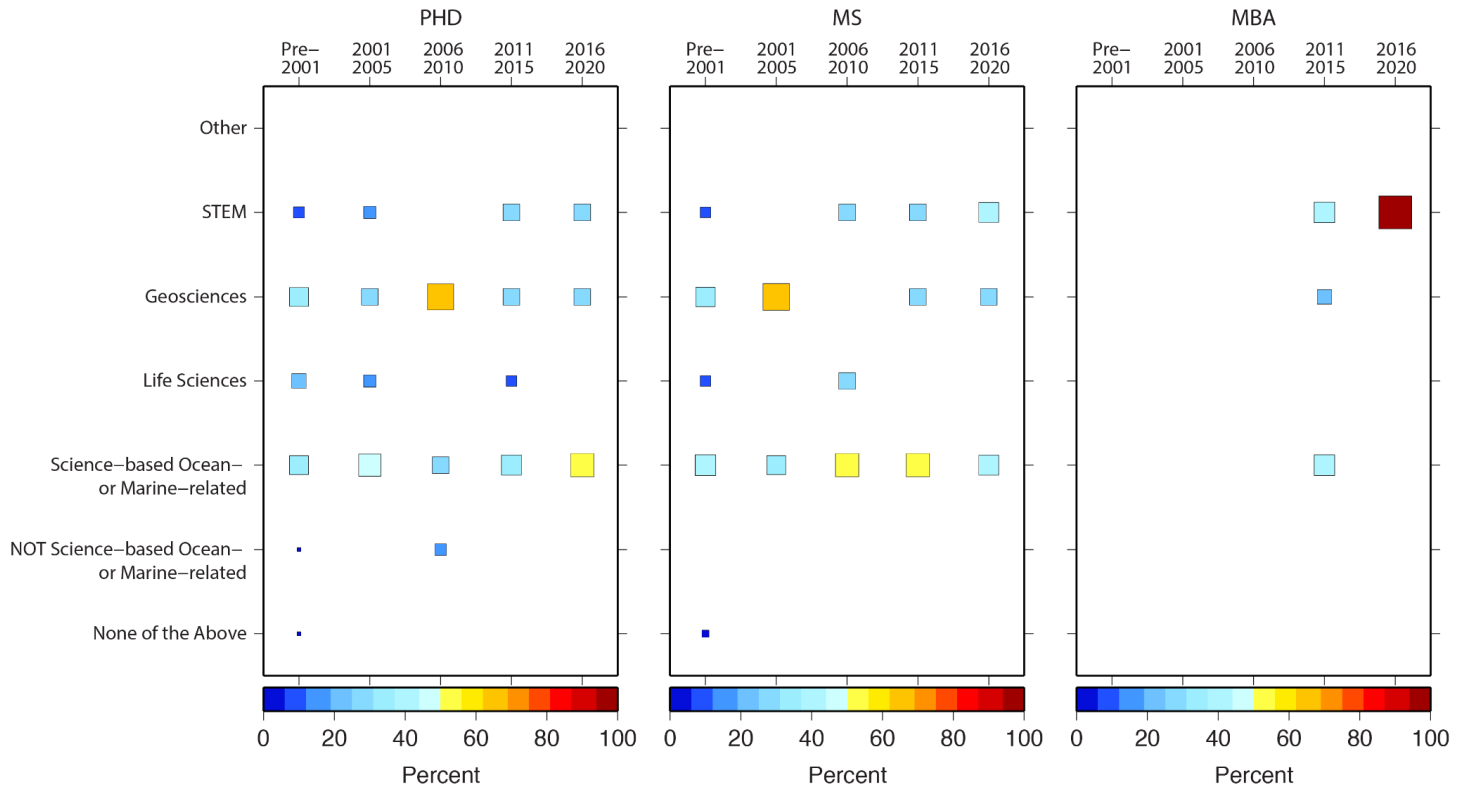
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5) Which FIELD(S) describes your FIRST employment after graduating from GSO?
(select all that apply)

n = 131 → BO-54 → CO-20 → GO-21 → PO-14
→ MO-0 → MBA-8 → MS-31 → PhD-76
→ Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



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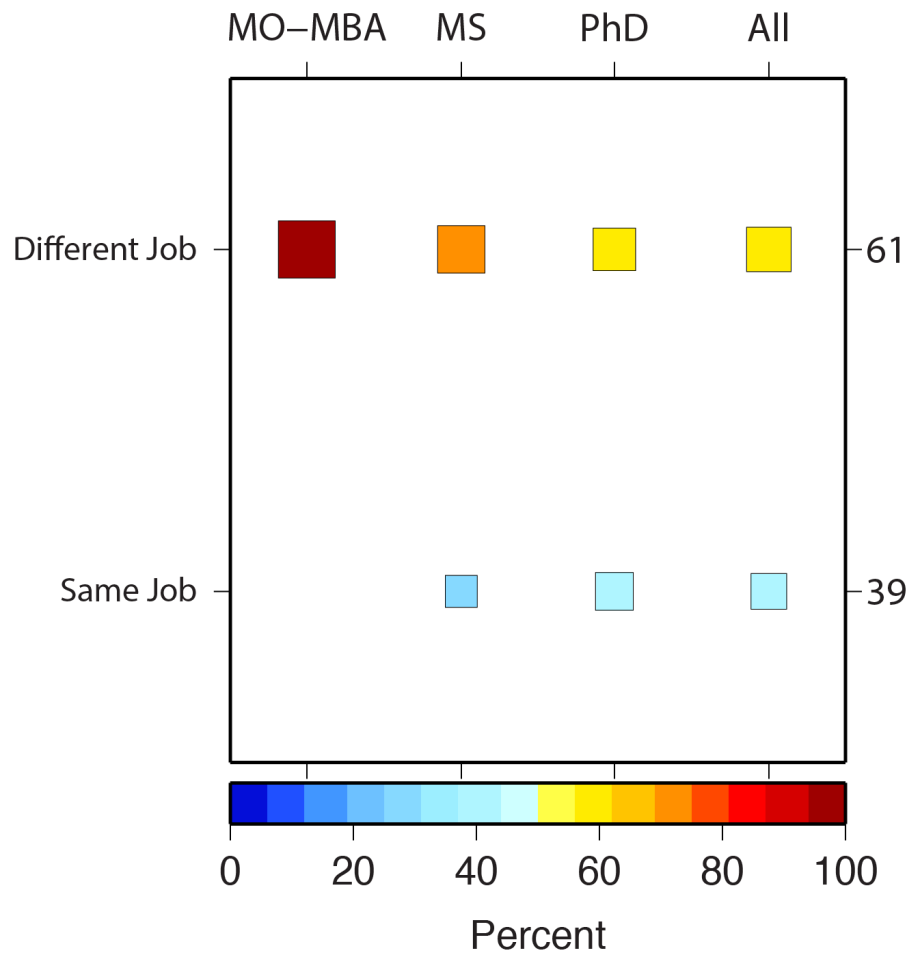


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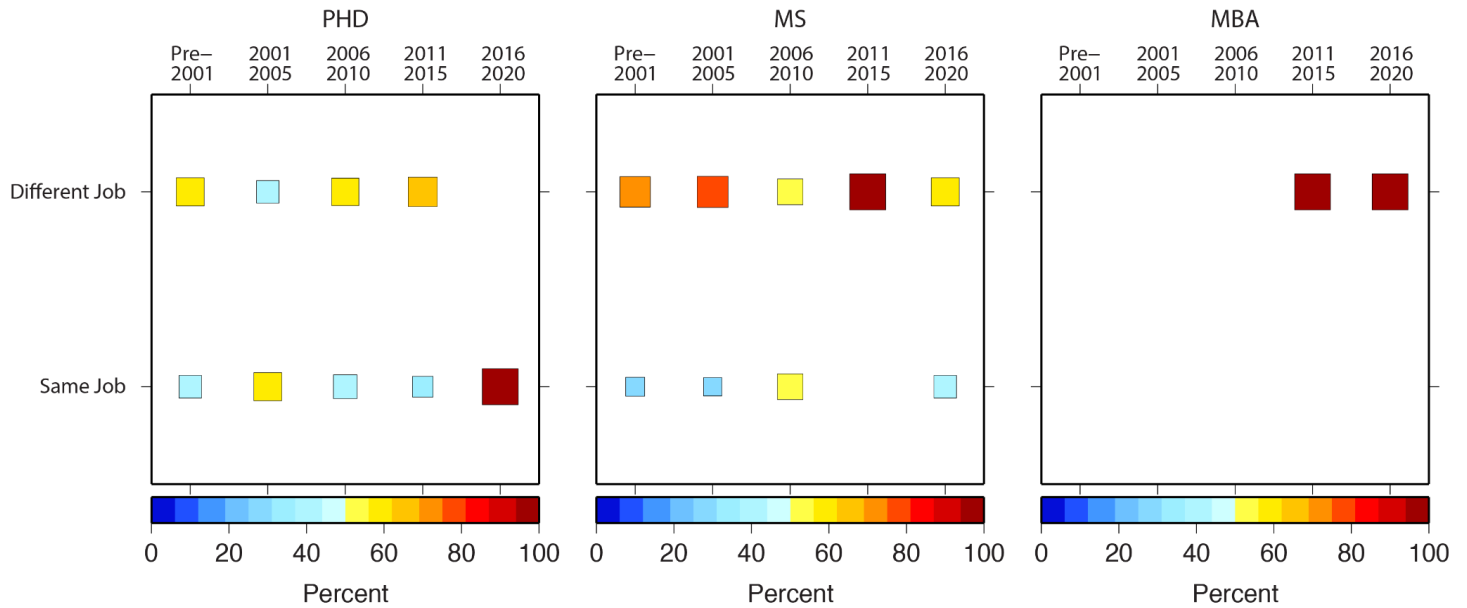
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6) Is your most recent employment institution, sector or field **DIFFERENT** from your first employment after GSO?

n = 131 → BO-54 → CO-20 → GO-21 → PO-14
 → MO-0 → MBA-8 → MS-31 → PhD-76
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



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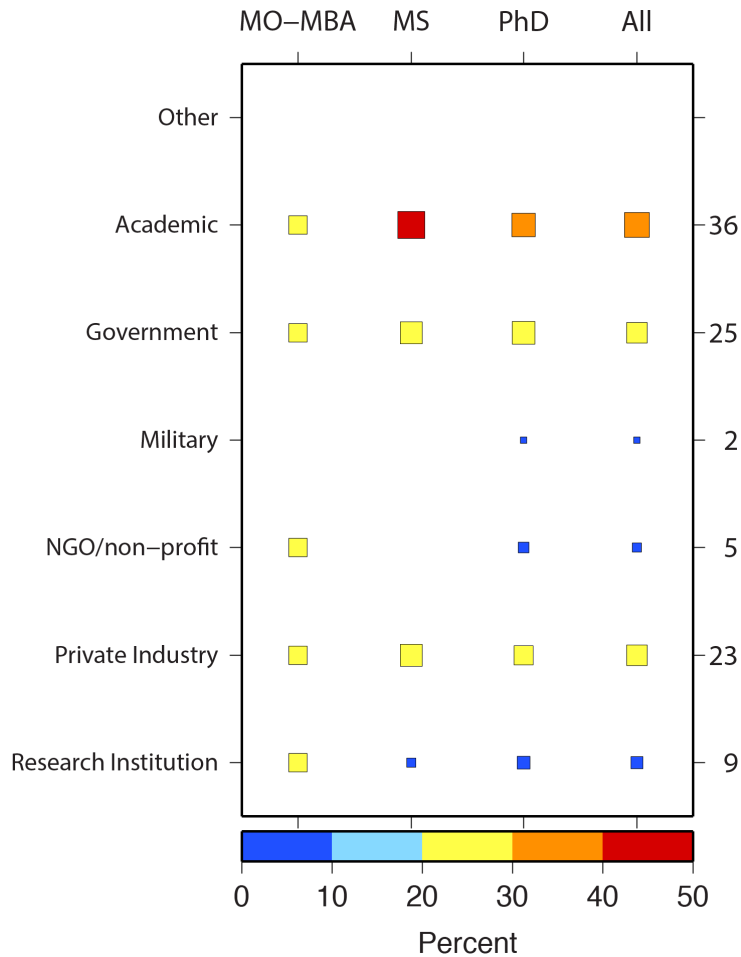


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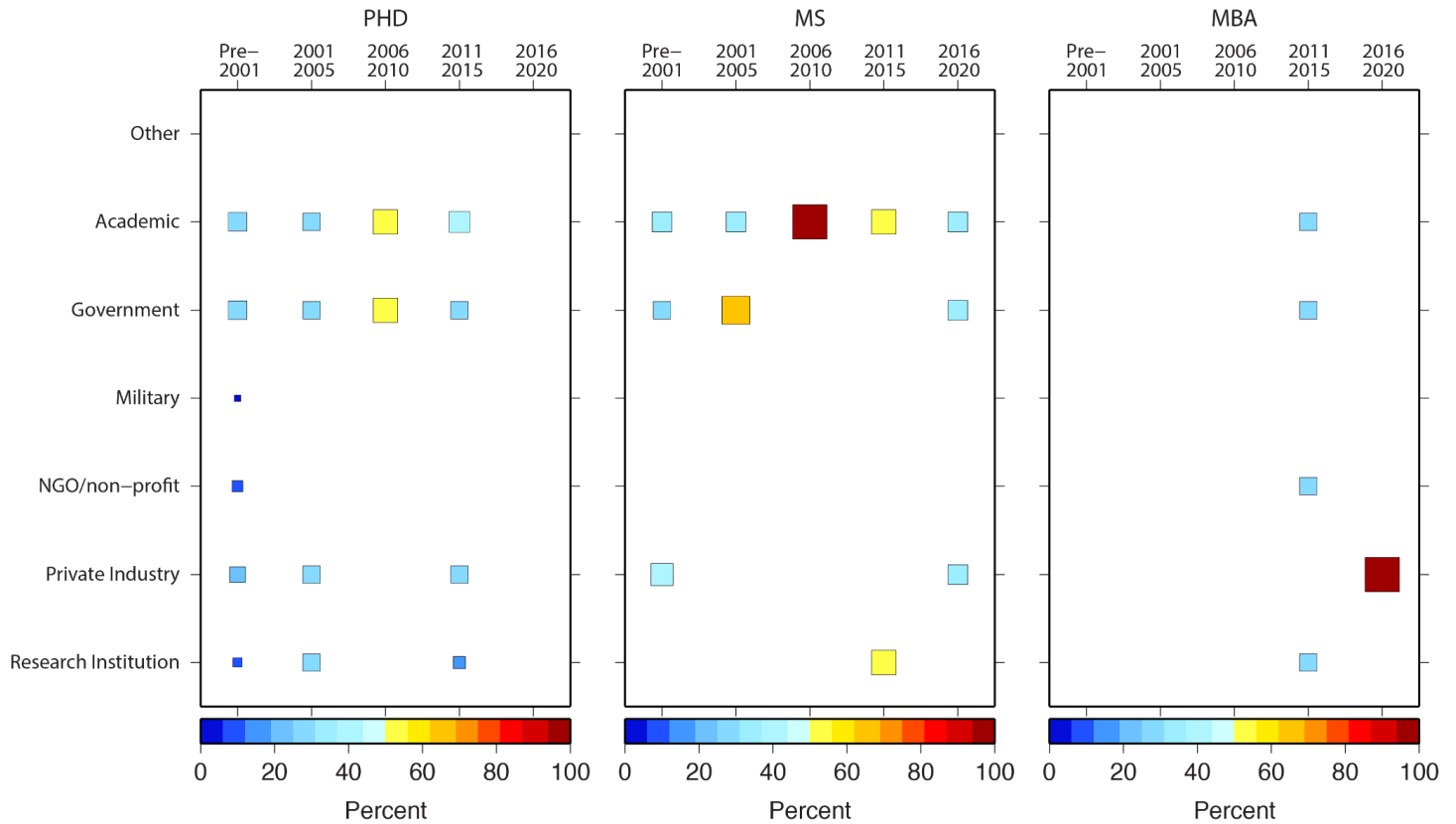
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7) At what type of INSTITUTION were you MOST RECENTLY employed?
(select all that apply)

n = 78
 BO-35
 MO-0
 Pre2001-62
 CO-10
 MBA-5
 2001/2005-14
 GO-13
 MS-21
 2006/2010-11
 PO-8
 PhD-43
 2011/2015-16
 2016/2020-9



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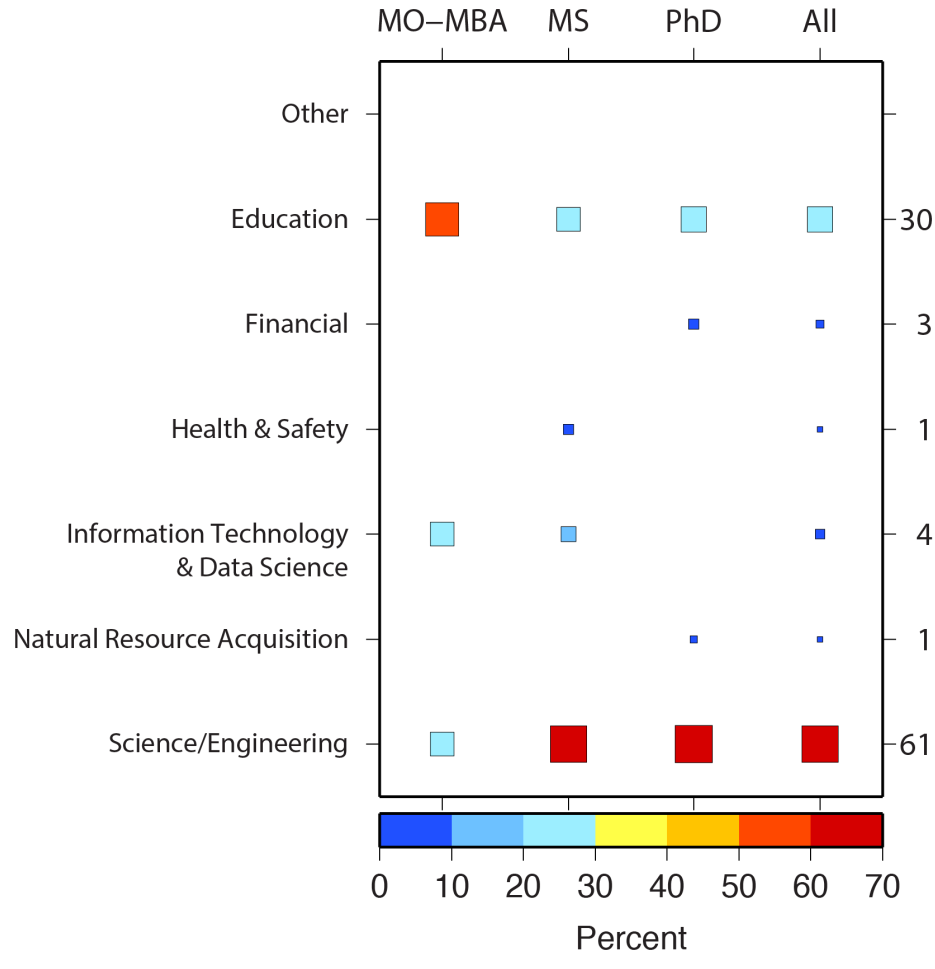
Comments:

MS	pre-2001	BO	Self-employed translator of scientific publications (from Polish into English)
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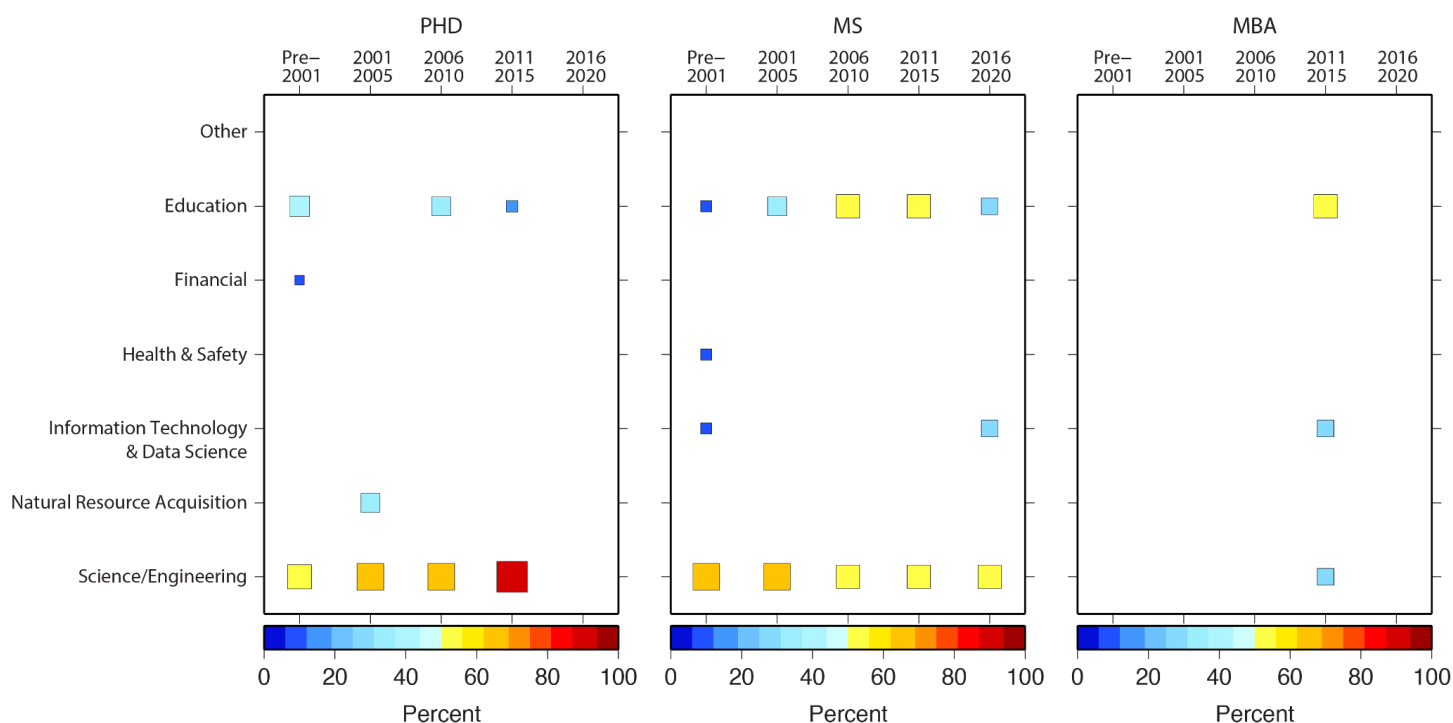
URI/GSO Academic Assessment Report 2021 - Alumni

8) Which SECTOR(S) best describes your MOST RECENT employment?
(select all that apply)

n = 78
BO-35 CO-10 GO-13 PO-8
MO-0 MBA-5 MS-21 PhD-43
Pre2001-62 2001/2005-14 2006/2010-11 2011/2015-16 2016/2020-9



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Comments:

MBA	2011-2015	MO-MBA	Policy
MBA	2016-2020	MO-MBA	Seafloor mapping
MS	pre-2001	BO	Supporting scientists with proper translation of publications into English
MS	pre-2001	BO	Municipal government policy
MS	pre-2001	BO	Intellectual Property bus. develop. contracting on behalf of UC San Diego
MS	pre-2001	PO	Science policy
PHD	2001-2005	BO	I am the department head of a national oceanographic laboratory in Europe
PHD	2011-2015	BO	Non-profit conservation & environment research & education
PHD	pre-2001	BO	Science communications
PHD	pre-2001	BO	Natural resource govt. regulation and environmental protection (RIDEM)
PHD	pre-2001	BO	Environmental State Agency Management
PHD	pre-2001	BO	Professional society

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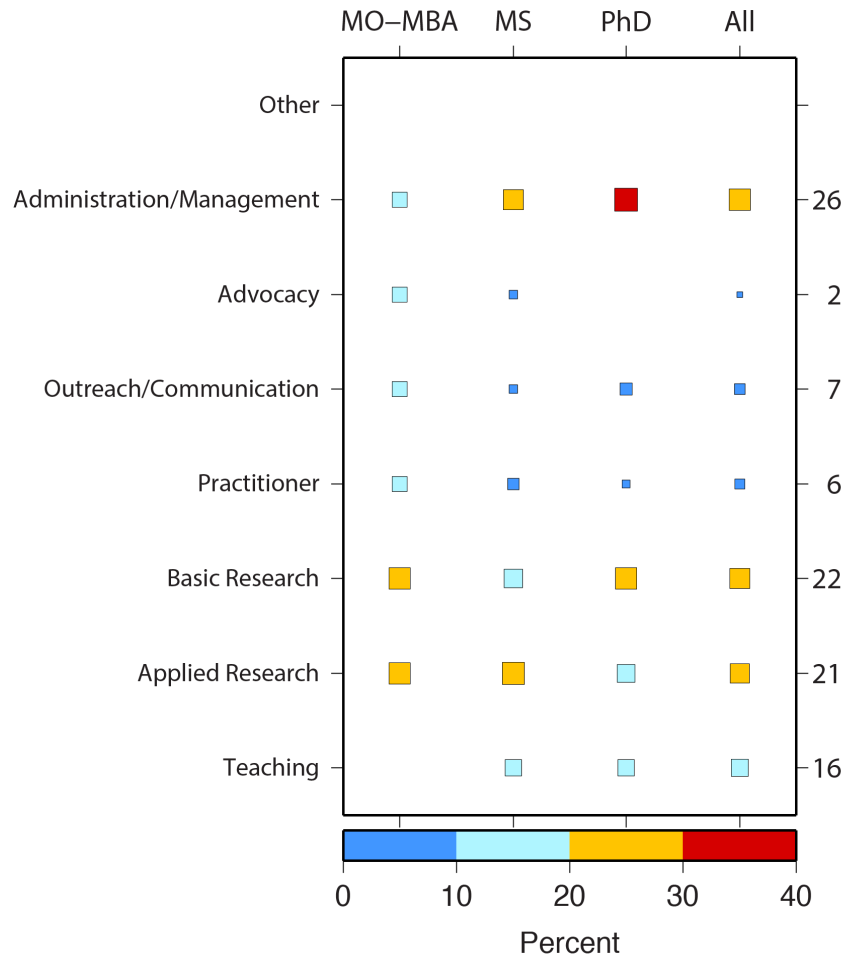
PHD	pre-2001	BO	Environmental consulting
PHD	pre-2001	GO	Consultant
PHD	pre-2001	PO	Military (Coast Guard)
			Technology development and testing for water treatment wastewater reclamation

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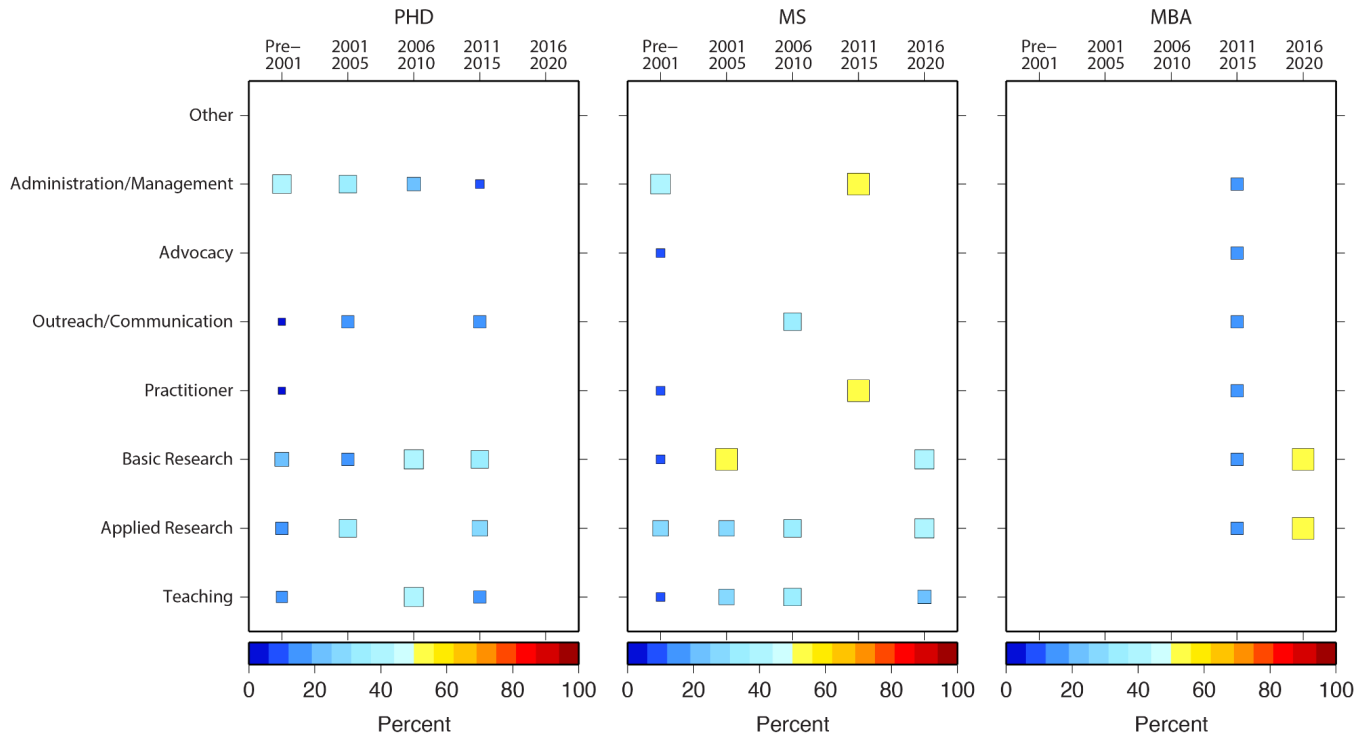
URI/GSO Academic Assessment Report 2021 - Alumni

9) Which ROLE(S) best describes your MOST RECENT employment?
(select all that apply)

n = 78
 BO-35 CO-10 GO-13 PO-8
 MO-0 MBA-5 MS-21 PhD-43
 Pre2001-62 2001/2005-14 2006/2010-11 2011/2015-16 2016/2020-9



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Comments:

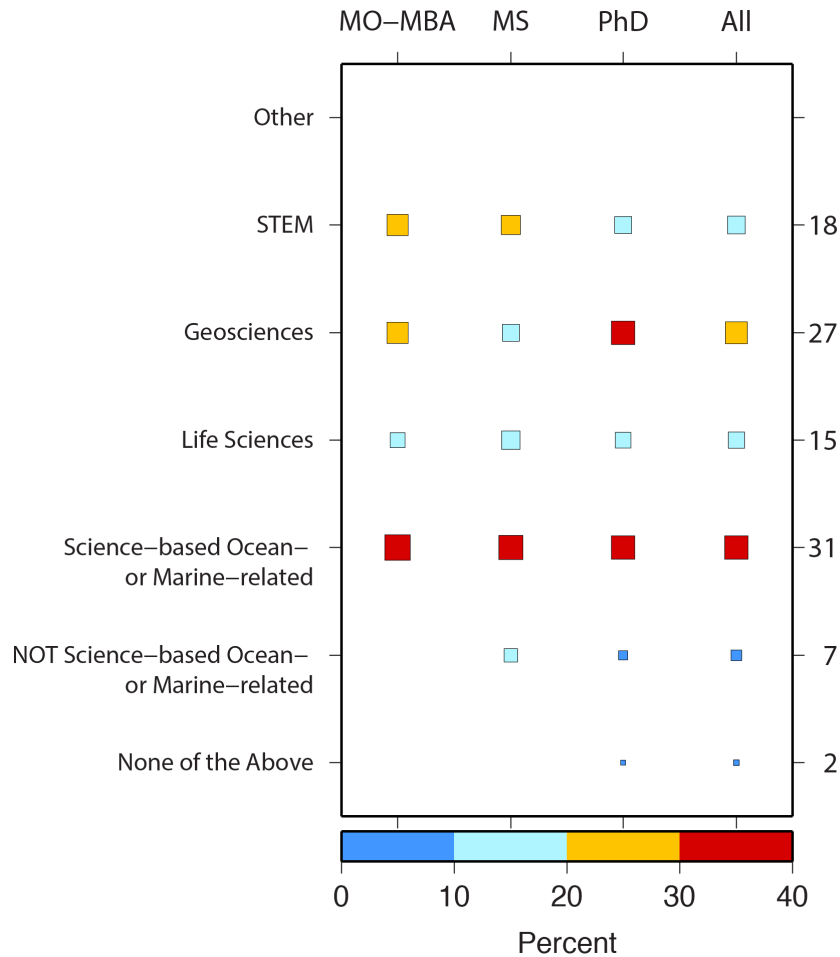
MBA	2016-2020	MO-MBA	Coordinate mapping surveys acquisition processing data management GIS
MS	2006-2010	GO	Student
MS	pre-2001	BO	Translator and consultant
MS	pre-2001	GO	GIS manager
MS	pre-2001	GO	Technical writer
MS	pre-2001	PO	Advisory consulting
PHD	2001-2005	BO	A mixture of research and administration as a department head
PHD	2011-2015	GO	Lab Manager
PHD	pre-2001	BO	Field environmental scientist + supervisor
PHD	pre-2001	CO	Subject Matter Expert
PHD	pre-2001	CO	Environmental groundwater contamination investigation and remediation
PHD	pre-2001	GO	Research funding agency
PHD	pre-2001	GO	Consulting

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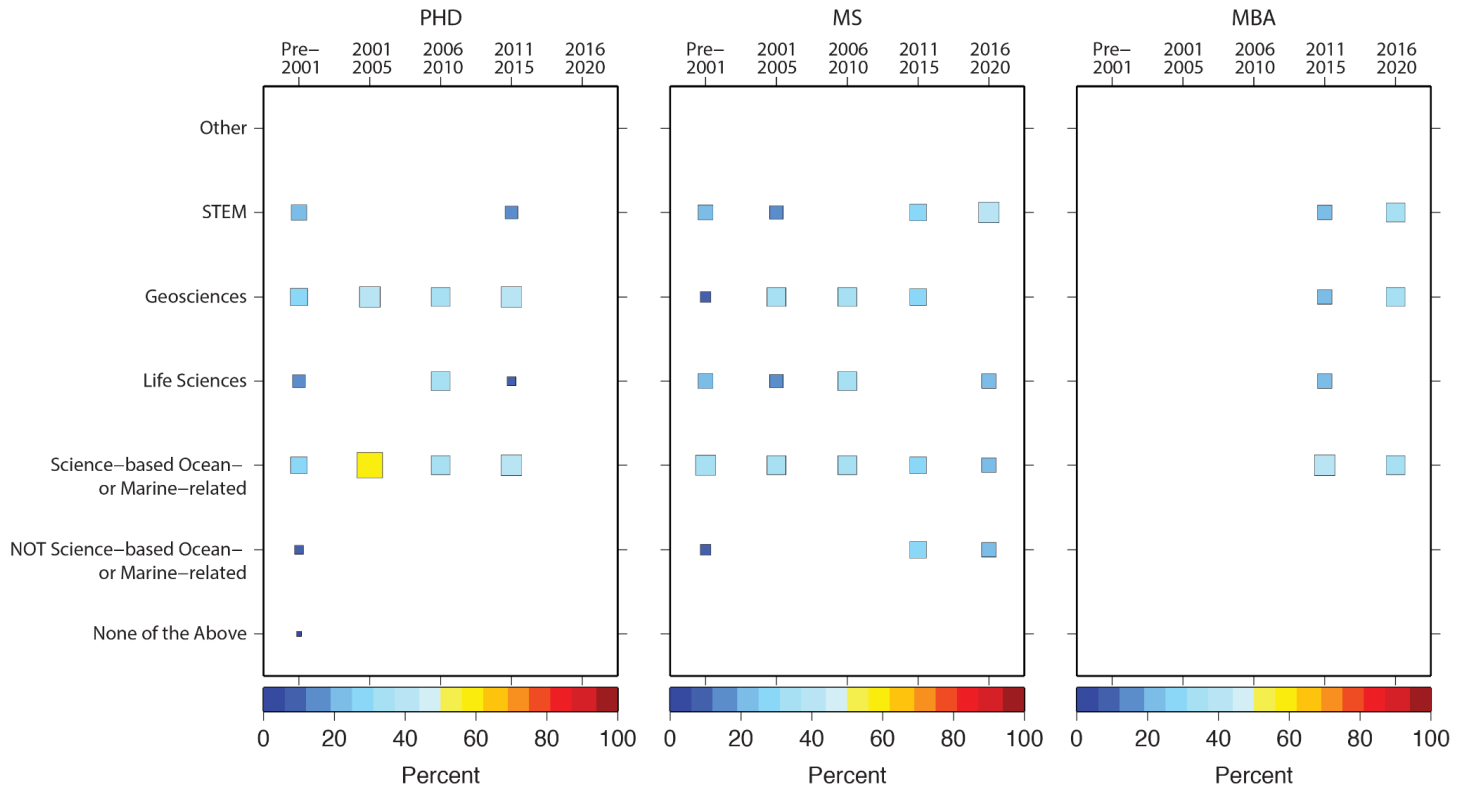
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10) Which FIELD(S) describes your MOST RECENT employment?
(select all that apply)

n = 78
 BO-35
 MO-0
 Pre2001-62
 CO-10
 MBA-5
 2001/2005-14
 GO-13
 MS-21
 2006/2010-11
 PO-8
 PhD-43
 2011/2015-16
 2016/2020-9



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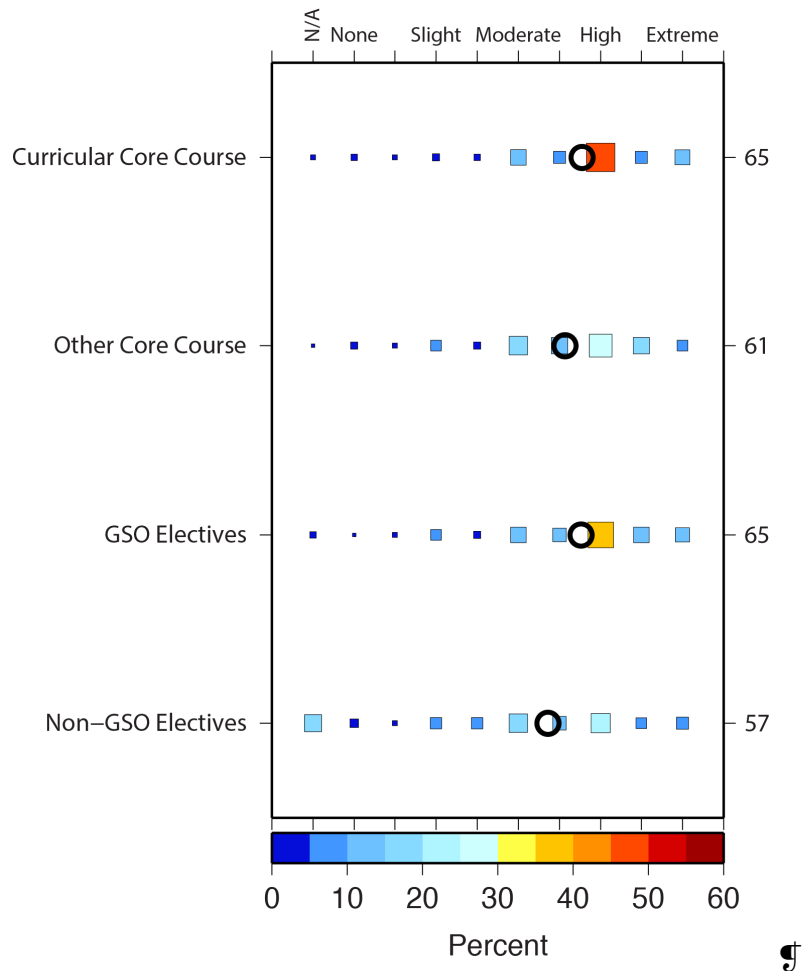


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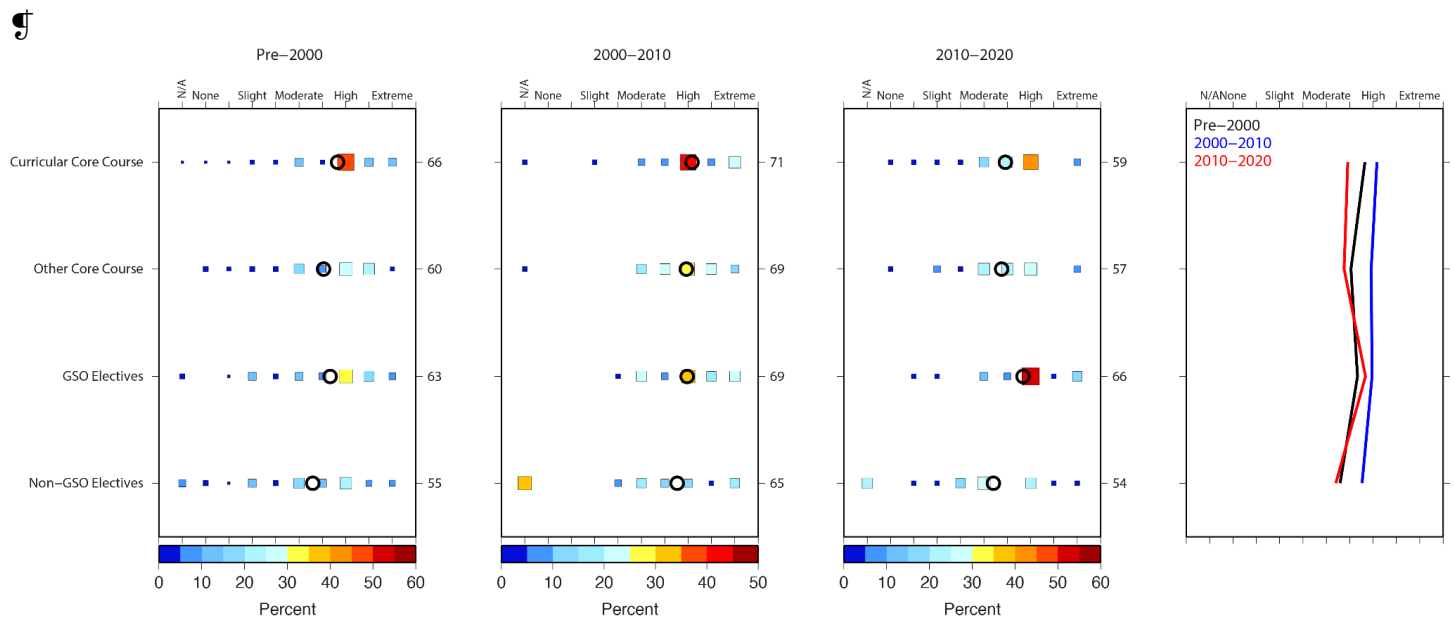
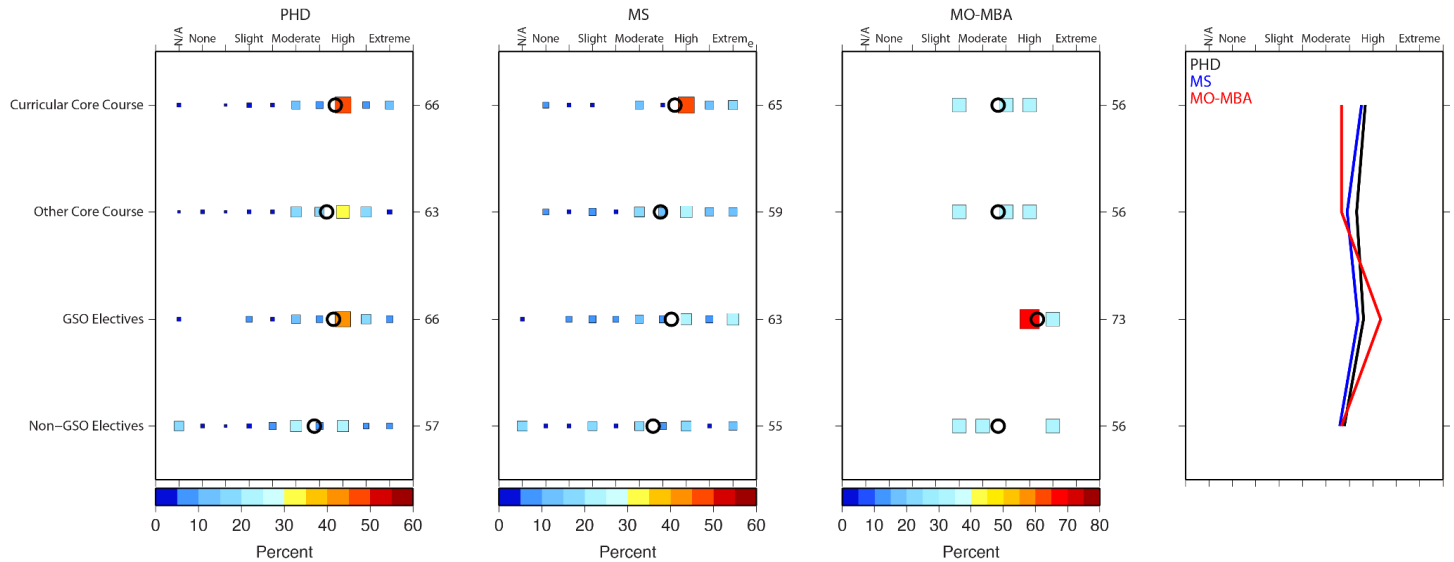
Career Impacts

11) Rate the level of positive impact of the following course-related items at GSO on your overall career.

n = 128 → BO-54 → CO-20 → GO-21 → PO-14
 → MO-0 → MBA-8 → MS-28 → PhD-76
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



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Comments:

MS	2016-2020	GO	I took a notional MGG track however working in the Kincaid lab I was exposed to many other courses. In my day to day I generally do basic environmental analysis related to underwater acoustics as well as sonar performance prediction which I gained some exposure from GEO and OCE courses.
MS	pre-2001	BO	I left biological oceanography and earned a PhD in terrestrial ecology for many reasons. But non-GSO electives had a lot to do with that change.
MS	pre-2001	GO	My very first job and my current job are not directly related to my GSO

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			studies but in between I had 2 jobs that were.¶
PHD¶	2001-2005¶	BO¶	The core and advanced courses at GSO and the limited courses I took on the Kingston campus cannot be overstated in their importance. The core is critical for educating well-rounded oceanography professionals giving them breadth of knowledge across our diverse field and illustrating the interdisciplinary nature of that field. The advanced electives are critical for providing depth in more focused areas of study that will form the backbone of one's own professional pursuits. Having worked on similar interdisciplinary curricula at my marine science institution I have great appreciation for the value these types of curricula have in preparing our students for impactful careers. They clearly impacted my own immensely.¶
PHD¶	2001-2005¶	BO¶	The subjects I teach most often are not oceanography related.¶
PHD¶	2001-2005¶	BO¶	I benefited from taking statistics courses in the psychology department - as well as from the core and elective courses at GSO¶
PHD¶	2001-2005¶	GO¶	GIS at the main campus was very important. More fisheries would have helped.¶
PHD¶	2011-2015¶	BO¶	The Curricular Core Courses and my electives were very important to my job. It's because of those electives where I got to drill down on my research topic that I was hired.¶
PHD¶	2011-2015¶	BO¶	All classes were highly variable in quality depending on the professor. But the content was largely applicable to my career.¶
PHD¶	2011-2015¶	BO¶	Geo. Oce. was a complete waste of time but the other core courses have proved useful.¶
PHD¶	2011-2015¶	BO¶	The interdisciplinary nature of being forced to take all 4 core courses has been invaluable. If not forced to do so I would not have done so but they have ALL been helpful... You might think you know what you want to do when you graduate but you never really know when something you've done will turn out to be really helpful¶
PHD¶	2011-2015¶	BO¶	I think it would be great to integrate the 4 core courses more. This might have improved from my tenure (2008-2013).¶
PHD¶	2016-2020¶	BO¶	Multi-disciplinary (Coastal Institute IGERT) and technical courses (e.g. stable isotope ecology) were the most significant¶
PHD¶	pre-2001¶	BO¶	I took core courses, of course, and selected bio ecosystems and stats/modeling courses. They and some understanding of core disciplines including chem geo and phys oceanogr ALL were instrumental and relevant in my development and skills from all fields were used in my research and publications. Because

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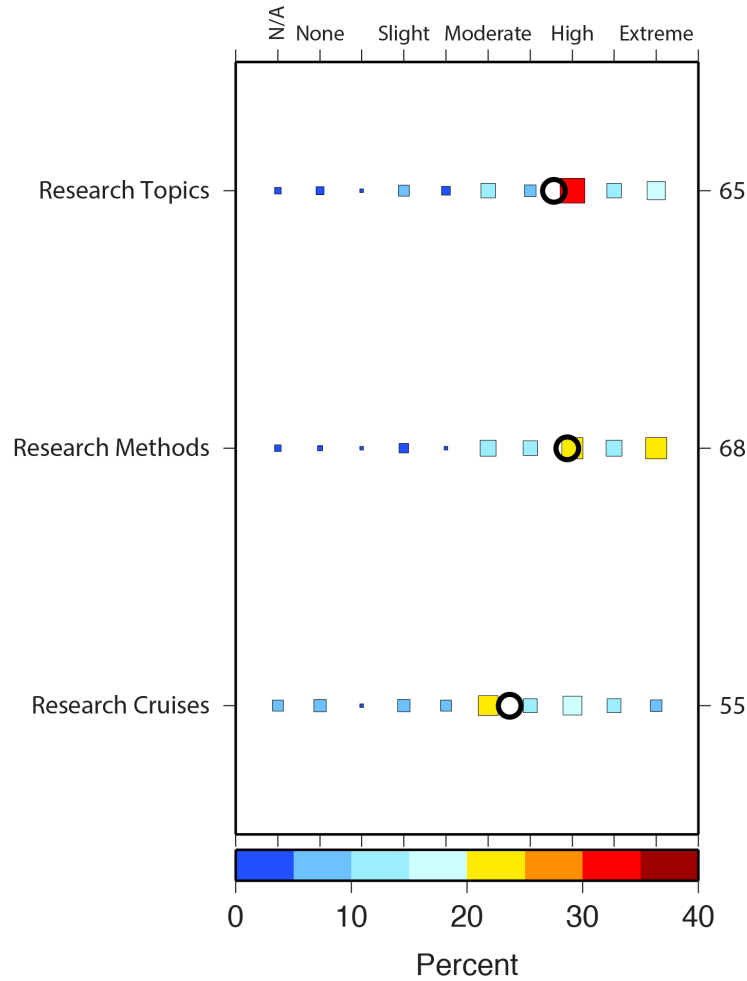
			my interest and knowledge/skill bases were broad I easily moved to and thrived leading Great Lakes freshwater research in my last 15 years of work.¶
PHD¶	pre-2001¶	BO¶	RIDEM and other state of RI agencies have minimal education requirements (college degree in a science or (any) bachelor- engineering degree - engineers are higher on civil service salary levels vs scientists) due to civil service and union requirements to allow union members to have 1st access to lower tech openings. I took a low-level undergraduate position (Fisheries Biologist) which allowed me to be on the "inside" govt list for position openings.¶
PHD¶	pre-2001¶	BO¶	I think the core courses were extremely helpful to develop a well rounded understanding of ocean sciences. Please keep them.¶
PHD¶	pre-2001¶	BO¶	Having background in chem PO and geology in addition to my degree in biol ocg was HUGE in getting me my first job and my then in the door to what became my career¶
PHD¶	pre-2001¶	BO¶	I found the Monday afternoon graduate student seminar series a real broadening teaching tool. Every Monday 4 students from different disciplines presented to the whole GSO community so every student got exposed to cutting edge research in fields other than their own. Knauss was always in the front row asking questions of every student no matter the discipline. Faculty participation was high (maybe because Knauss would know who was there). It was held in the time slot right after faculty meetings so at least once / month faculty went from that meeting to the seminar. I don't know if GSO still has this seminar series. If you don't you should consider reimplementing it.¶
PHD¶	pre-2001¶	BO¶	My background in math and statistics prior to GSO was also critically important!¶
PHD¶	pre-2001¶	BO¶	Actually the research that was the basis for my thesis was of greater significant benefit than the course work itself¶
PHD¶	pre-2001¶	GO¶	Not sure what the core courses are these days and how they have changed in the last 45 years.¶
¶	¶	¶	I continued to work at WHOI while attending GSO¶

¶
¶¶¶¶¶

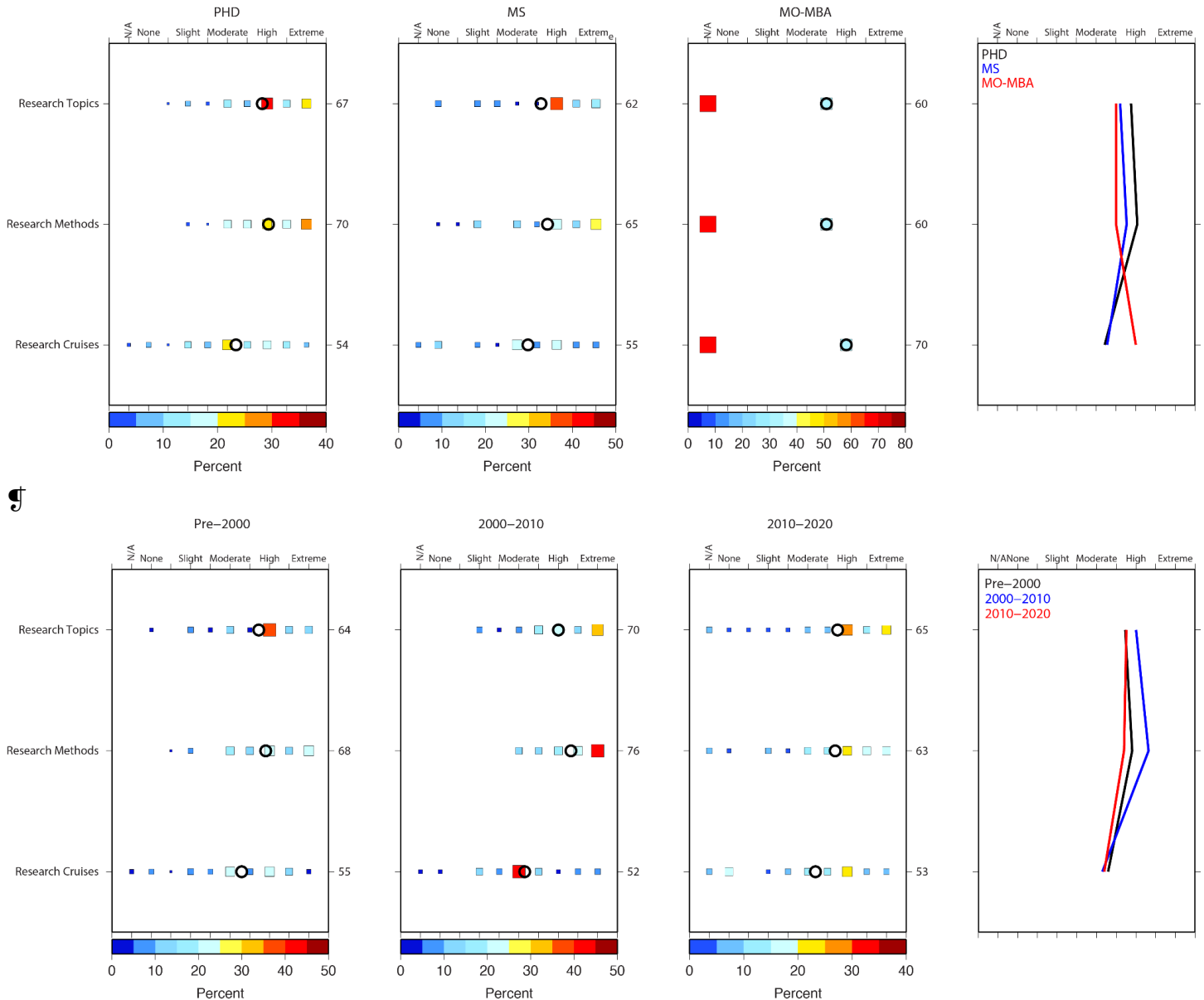
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12) Rate the level of positive impact of the following research-related experiences at GSO on your overall career.

n = 128
 BO-54 CO-20 GO-21 PO-14
 MO-0 MBA-8 MS-28 PhD-76
 Pre2001-62 2001/2005-14 2006/2010-11 2011/2015-16 2016/2020-9



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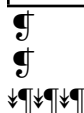
Comments:

MBA	2011-2015	MO-MBA	No Cruises as a Student at GSO (Blue MBA)
MS	2016-2020	GO	I am one of the few people in my department who has actually been to sea for an extended period of time (besides the retirees / active duty Navy folks) and understand the challenges of getting things done in the ocean environment.
MS	pre-2001	BO	Cruises were a great experience - I went on 6 - and I loved being at sea. But they aren't terribly relevant to what I do now.

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PHD¶	2001-2005¶	BO¶	As a coastal ecologist the cruise requirement was less impactful and a little frustrating to have to do at the time. However it has proved to be a very valuable experience nonetheless and I am grateful for it.¶
PHD¶	2001-2005¶	BO¶	Laboratory ecophysiology was the focus - but most of my research was independent and not related to specific courses taken at GSO.¶
PHD¶	2011-2015¶	BO¶	I was hired based on my research topic and knowledge of that topic/field. The methods I used and cruises I took were secondary to the breadth of knowledge.¶
PHD¶	2011-2015¶	BO¶	My PhD research led directly to my first postdoc and to my current research.¶
PHD¶	2011-2015¶	BO¶	I am in favor of the cruise requirement. I did not "fancy" myself as a "cruise going" oceanographer but the experience is 1) insightful about how the process works and 2) Has given me confidence to sign up for subsequent cruises.¶
PHD¶	pre-2001¶	BO¶	I wish I came along about 10-15 years later because the technological advances were growing very fast in that period (and I feel like I missed some tech skills I could have benefited from) but I always found other partners to couple with and thus keep advancing the scope of my studies even lacking some of the skill bases in work I did. The last two sets of studies I directed were focused on application of molecular barcoding to detection of aquatic invasive species use of very high resolution remote sensing of watersheds applied to spatial analyses of watershed attributes key to ecological processes. My point is: never had I expected to work in these areas nor did I have any formal training in the technologies necessary for these studies but the broad oceanographic and other training I had set me up for how to tackle and address different problems and even bring new insights to them.¶
PHD¶	pre-2001¶	BO¶	The training allowed me to apply basic oceanographic and ecological principles to the investigation of environmental issues in Narragansett Bay and prove that ignored/ non-monitored environmental stressors (hypoxia) were seriously impacting the benthic communities over large areas of the Bay. It had no effect on the movement upward of my career under most past politically-appointed directors. Engineers were always chosen for higher levels of oversight. At times there was a somewhat negative attitude by higher level engineers concerning my research background with the US EPA (2nd job-3yrs contractor scientist) as it related to my arguments for greater monitoring needs in the Bay. My last 4 yrs as Sup Environmental Scientists in the Marine Fisheries Lab at

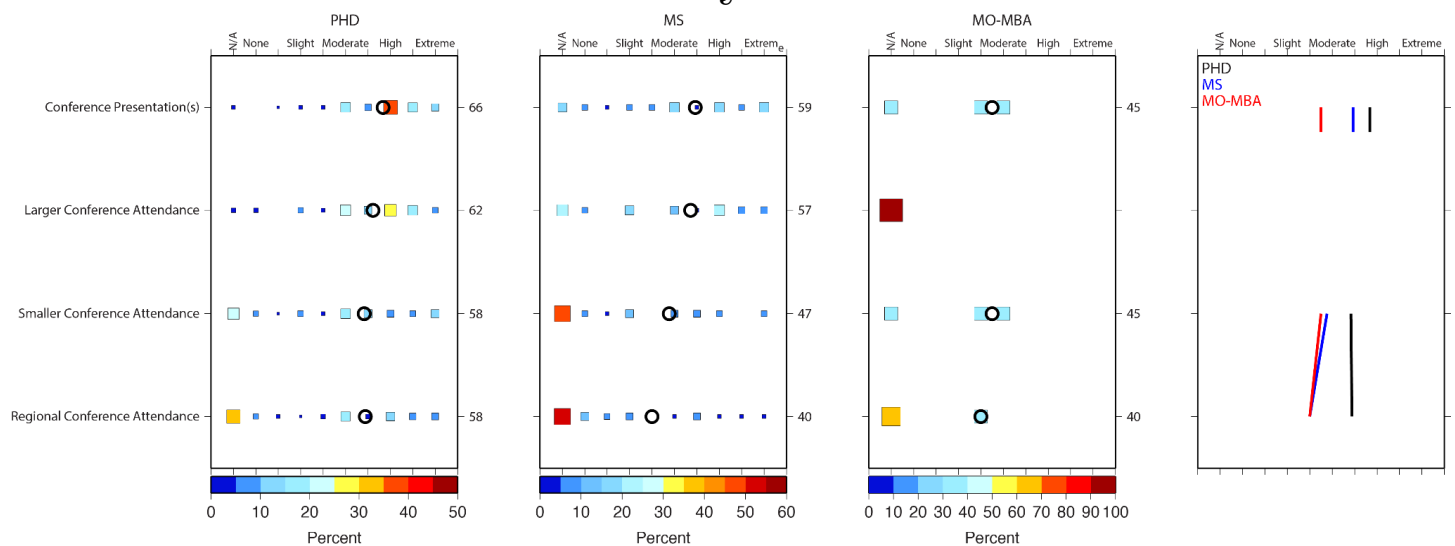
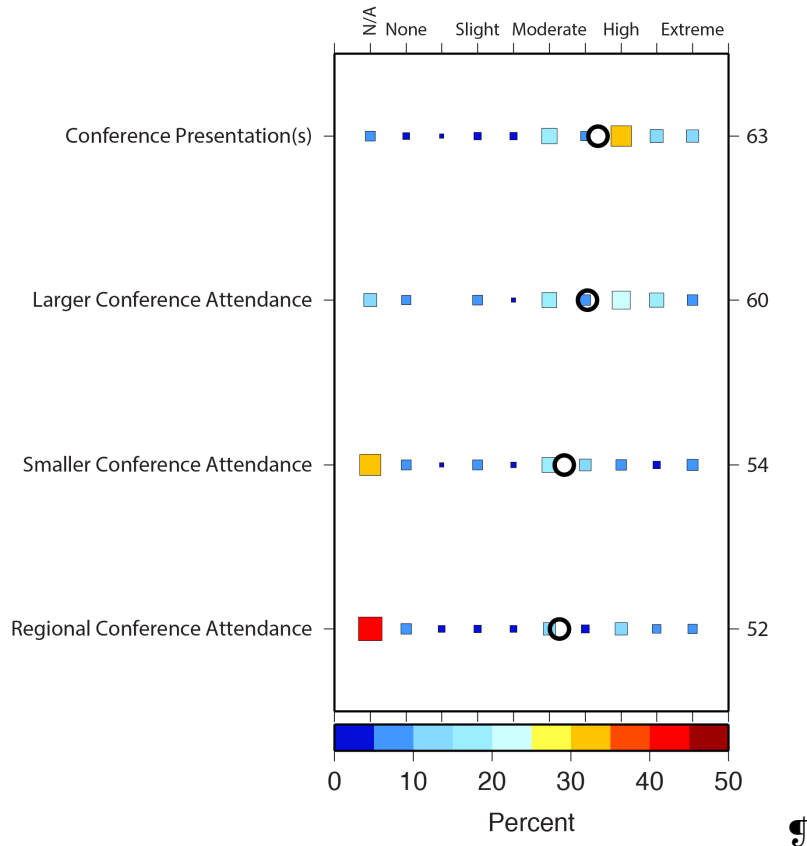
			Jamestown were the best years I ever had in my career. That part of the agency is starting to place greater emphasis on adequate graduate education in pertinent areas. I wish I had been moved there earlier in my career before my retirement. All in all GSO helped me to apply my scientific knowledge in a useful manner and I do not regret anything about my career. I just wish the state agencies brought the minimum educational requirements for civil service technical positions outside of engineering into the late 20th (or even 21st) century !
PHD	pre-2001	BO	This is a difficult question to answer mid-career.
PHD	pre-2001	BO	I didn't end up doing much research with fish ecology like I had for my dissertation but research methods/stats work across the board including the educational research I got into eventually
PHD	pre-2001	BO	Never had a chance to go on a GSO research cruise.
PHD	pre-2001	BO	Not quite sure what is being asked for here but I am answering this question from the perspective of a grad student searching for a research topic for dissertation or thesis. The largest difficulty for me was finding good mentoring on choosing a research topic.
PHD	pre-2001	BO	My work was mostly related to natural resources and environmental impacts but fresh and estuarine so not ocean-related. So the many cruises were fun but useful mainly for experiencing study procedures.
PHD	pre-2001	CO	Learned that research is not quick and easy and that Murphy was an optimist!
PHD	pre-2001	GO	Did key parts of my dissertation research as a pre-doc at Carnegie Institution
			MO student did not participate in research intensive effort



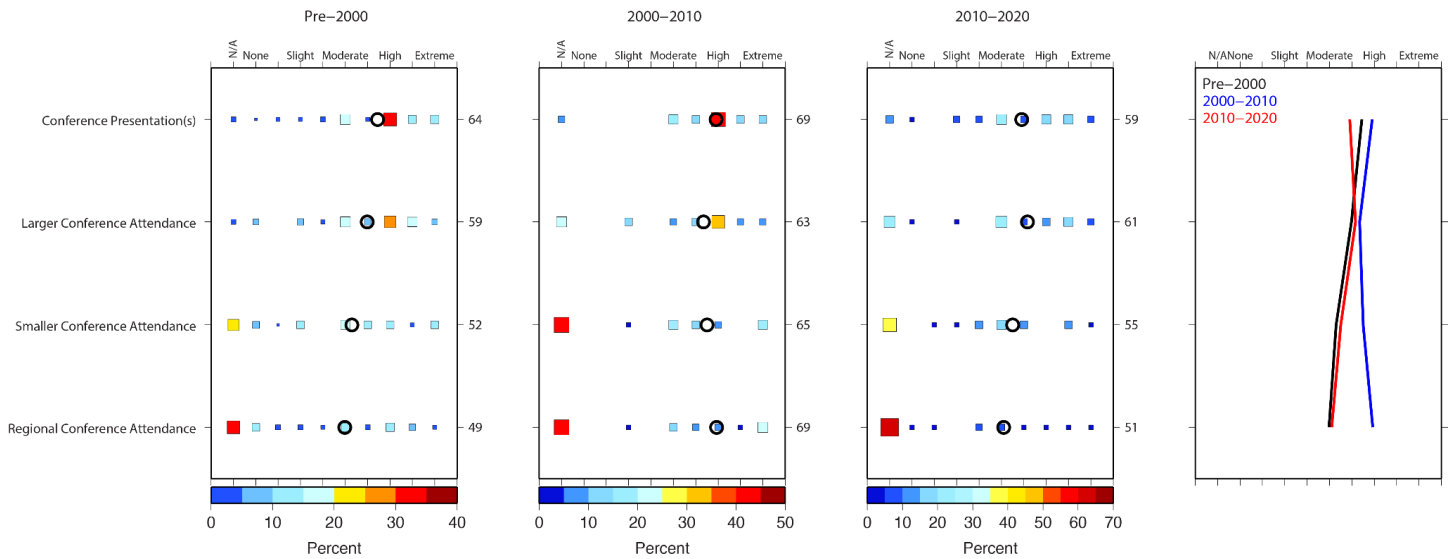
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13) Rate the level of positive impact of the following conference-related experiences while at GSO on your overall career.¶

¶
n = 127→ BO-54→ CO-20→ GO-21→ PO-14¶
→ MO-0→ MBA-8→ MS-28→ PhD-76¶
→ Pre2001-62→ 2001/2005-14→ 2006/2010-11→ 2011/2015-16→ 2016/2020-9¶
¶



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Comments:

MS	2011-2015	GO	I only attended one small conference.
MS	2016-2020	BO	I actually did not attend or present at any conferences while I was working on my M.S. at GSO.
MS	2016-2020	GO	I went to AGU 3 times (1 poster, 1 invited talk and 1 talk). Those experiences in addition to student seminar helped me learn to listen to talks as well as give better talks. I have sat through so many painful talks by people who do not have experience / are scared that I feel real benefit from the emphasis on communication at GSO.
PHD	2001-2005	BO	Affiliation with regional research groups allowed me to build a strong network. Large conferences are important but often do not allow the same level of interaction.
PHD	2011-2015	BO	I have a regional job. Therefore the network I have based on regional conferences is extremely important. Because of the network my job has nationally national conferences play a strong part as well.
PHD	2011-2015	BO	I found direct collaborations with small groups more impactful than conferences or general networking.
PHD	2011-2015	BO	Presenting a poster at ASLO of my MS research was really key I think in helping me see my place in research. Other people, like not my advisor, were genuinely interested in my work! Later conferences were really useful for staying in touch with the people I know collaborate with on grant proposals.
PHD	2011-2015	BO	Networking is important but I feel like that's the primary benefit of

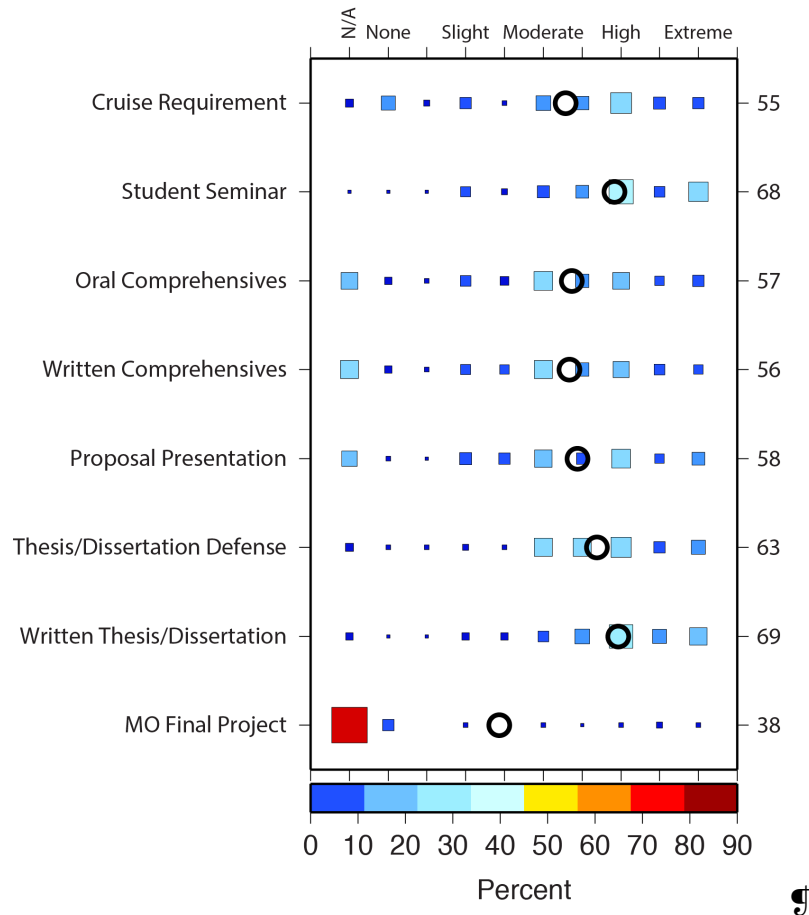
			conferences and there's got to be a better way.¶
PHD¶	2016-2020¶	BO¶	These experiences depended on whether a mentor was available to help as a guide and provide network opportunities.¶
PHD¶	pre-2001¶	BO¶	Always good experiences and useful to meet and discuss with other scientists.¶
PHD¶	pre-2001¶	BO¶	Most of my experience attending conferences only occurred once I was in a sup. environmental position with the Narr Bay Estuary Program that was associated with URI even though I was still employed by RIDEM. Previous work in the water resources regulatory section frowned on regular attendance at expensive large scientific meetings (one argument was it makes other employees jealous if they aren't tech enough + one engineer told me his experience was that attendees at national State-mgrs + environmental engineer mtgs only spent 2-3 hrs in at actual talks and spent the majority of their time playing golf or going to DisneyWorld etc). Most engineers did not understand how exciting and interesting talks are at CERF etc for scientists like myself.¶
PHD¶	pre-2001¶	BO¶	Sounds silly but those weekly GSO seminars taught me the art of public speaking more than anything else I did. I was useless at first and those seminars gave me confidence.¶
PHD¶	pre-2001¶	BO¶	Friday lunch seminars were probably the most useful training for the real world of all GSO training.¶
PHD¶	pre-2001¶	BO¶	Making presentations was an excellent experience for consulting. Networking at meetings proved invaluable in my career.¶
PHD¶	pre-2001¶	CO¶	Had only one conference opportunity while at GSO.¶
PHD¶	pre-2001¶	CO¶	Student seminars were a great help in getting started making scientific paper presentations to an academic audience. Made great progress from year to year.¶
PHD¶	pre-2001¶	CO¶	I graduated before the world wide web made networking easy. The regional conferences filled that role then.¶
PHD¶	pre-2001¶	PO¶	Student seminar was very useful.¶
PHD¶	pre-2001¶	PO¶	Loved the Roving PO Seminars between GSO MIT WHOI Harvard Yale and UNH back ~1990. Got to meet students and PD from other institutions and see what other places looked like.¶

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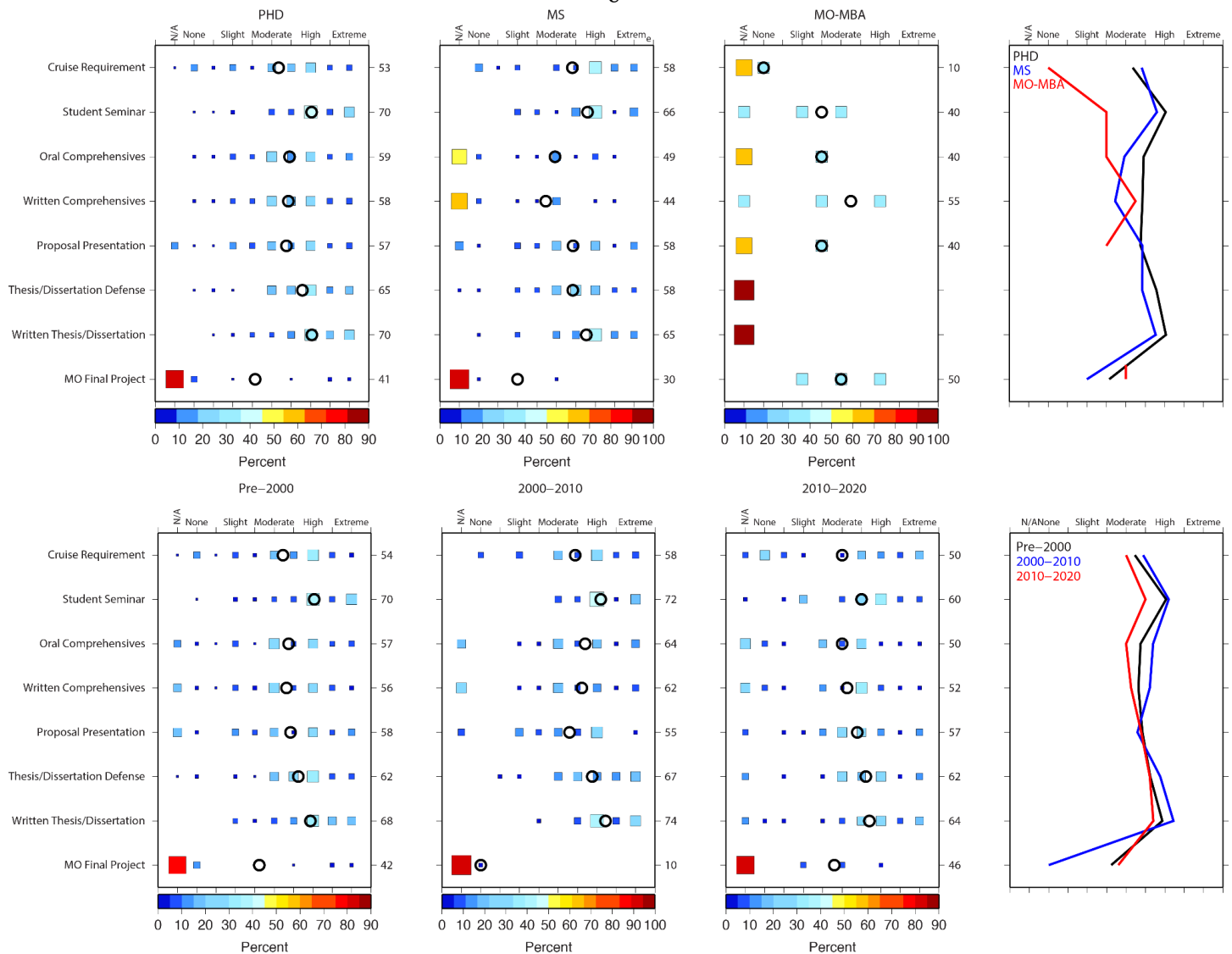
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14) Rate the level of positive impact of the following degree requirements at GSO on your overall career.

n = 126
 BO-54
 CO-20
 GO-21
 PO-14
 MO-0
 MBA-8
 MS-28
 PhD-76
 Pre2001-62
 2001/2005-14
 2006/2010-11
 2011/2015-16
 2016/2020-9



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Comments:

MS	2016-2020	GO	I literally make hundreds of PPT slides per year and present them internally and externally. Also usually write or collaborate on a few technical papers per year. The style and delivery are different for my industry but the skills learned at GSO are essential.
MS	pre-2001	BO	I earned an MS which had no requirements for comprehensives at the time. The preparation and learning necessary for student seminars, proposal presentation, and the written thesis were extremely helpful for my entire career path. Those skills are applicable almost anywhere in academia.

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MS¶	pre-2001¶	GO¶	What is an MO final project?¶
PHD¶	2001-2005¶	BO¶	Seeing numerous student presentations at conferences since my graduation and having a student seminar at my own institution that was modeled after GSO's I am continually reminded of how valuable the GSO student seminars are in preparing students and setting them apart at meetings.¶
PHD¶	2001-2005¶	BO¶	Months preparing for my comprehensive exams were a turning point in my educational / professional trajectory - taking the time needed to be up to date on current broad research topics. I regret that European programs often do not have this requirement.¶
PHD¶	2011-2015¶	BO¶	My ability to communicate effectively is very important to my job.¶
PHD¶	2011-2015¶	BO¶	The Cruise requirement wasn't really applicable to me. I was out at sea over 5 months during my MS & PhD. My Dissertation was just my first 3 publications stuck together with one paragraph of intro - so obviously it was great to have those ready to submit. I think comps were useful when I later had to teach broad undergrad courses. Although possibly not as useful as the amount of time I spent studying for them could have been on my research.¶
PHD¶	2011-2015¶	BO¶	I really feel like comprehensive exams are antiquated. It almost at this point feels like a terrible hazing ritual.¶
PHD¶	2011-2015¶	PO¶	Publication of written dissertation chapters was very important but the dissertation itself is not.¶
PHD¶	2016-2020¶	BO¶	Most important skill is writing. I think GSO seminars are critical but could be managed better to provide more meaningful analysis and growth opportunities. (Bring in Metcalf to provide communication training).¶
PHD¶	pre-2001¶	BO¶	Having all the papers in my dissertation published before or soon after my defense had an extremely positive impact on my overall career.¶
PHD¶	pre-2001¶	BO¶	See previous comments on minimal civil service requirements in RI. Many other states are more selective and have careers better honed towards graduate-degree level scientists.¶
PHD¶	pre-2001¶	BO¶	Again difficult to assess in the "overall career" context.¶
PHD¶	pre-2001¶	BO¶	No cruise requirement when I was a student 1975-1980.¶
PHD¶	pre-2001¶	BO¶	Define MO?¶

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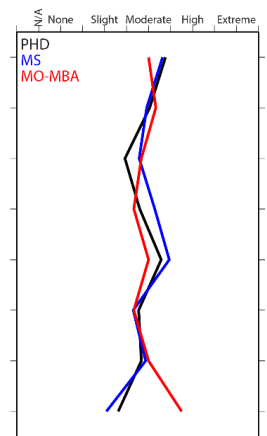
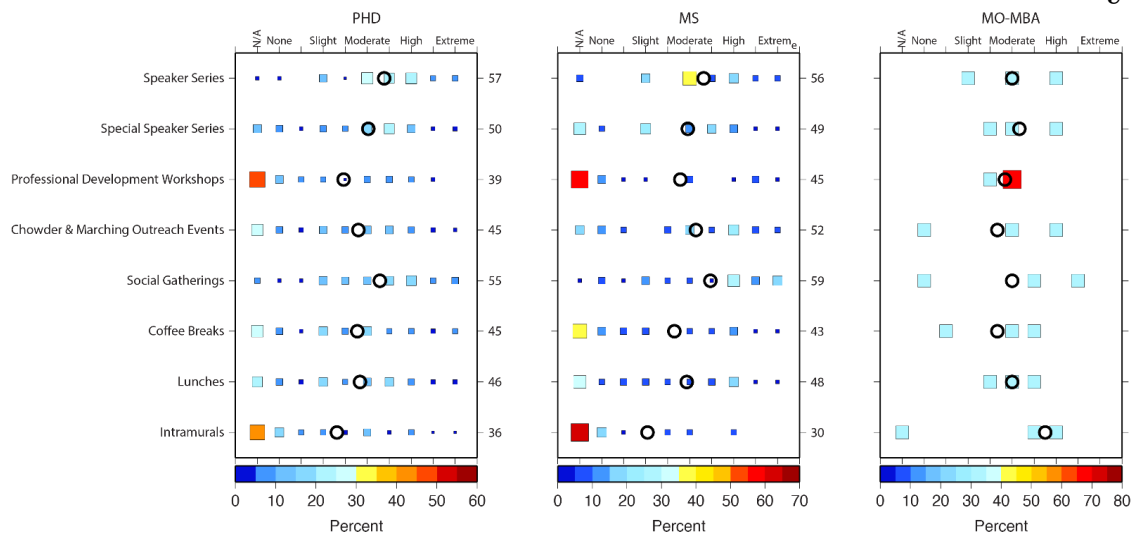
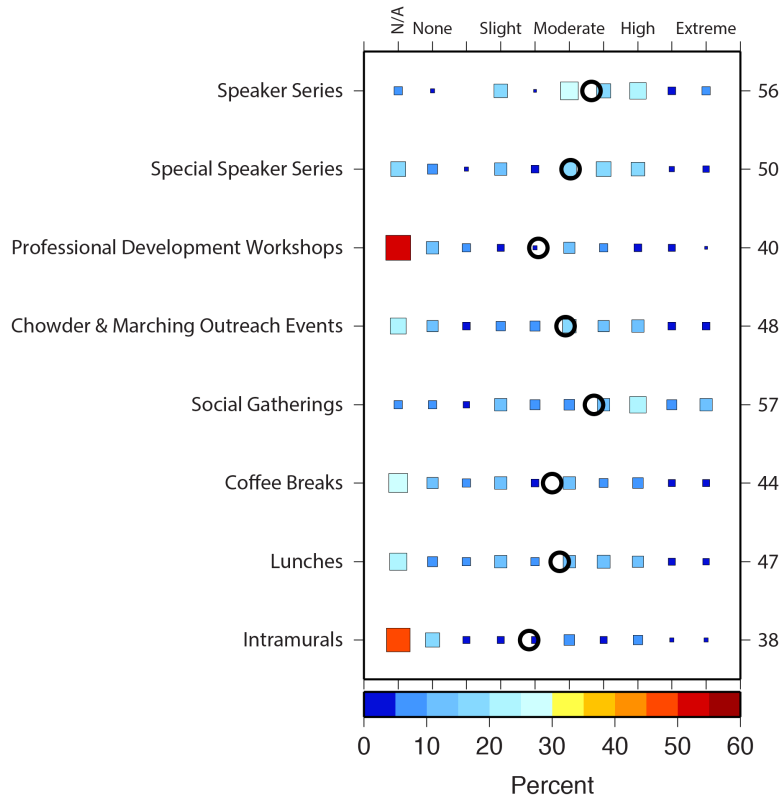
PHD¶	pre-2001¶	BO¶	Good writing and presentation skills were very important in consulting¶
PHD¶	pre-2001¶	GO¶	What is MO final project?¶
PHD¶	pre-2001¶	PO¶	Harpoon Seminar? JK. Don't know what MO Final Project means.¶

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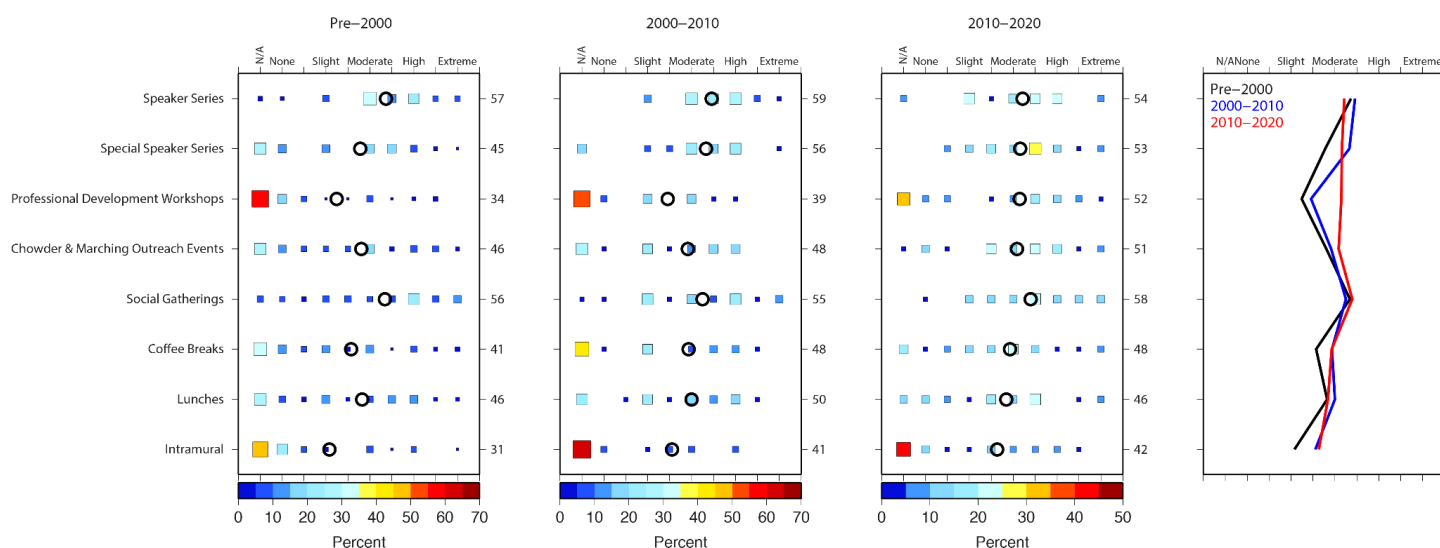
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15) Rate the level of positive impact of the following informal education events at GSO on your overall career.

n = 124 → BO-54 → CO-20 → GO-21 → PO-14
 → MO-0 → MBA-8 → MS-28 → PhD-76
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



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Comments:

MBA	2011-2015	MO-MBA	The community building was great. Additional "outsiders" i.e. industry other universities regulatory mingling etc. is always good though. ie. NOAA across the street was almost unknown.
MS	2006-2010	GO	Networking is more important than sitting
MS	2016-2020	GO	I attended as many non-course related events as possible while at GSO even if not related to my field of study. I am lucky that my organization also offers those opportunities. Continual growth and exposure to new ideas from different areas is super important for both my personal and professional growth.
MS	pre-2001	BO	I was at GSO over 30 years ago. I remember workshops on pedagogy but none on diversity or harassment. The pedagogy workshops were helpful. The social aspect of GSO was extremely important. Those events and the cruises created a sense of community and togetherness that made graduate school more meaningful and easier to survive.
PHD	2001-2005	BO	It is really the whole package of informal events that build a community. Feeling part of the GSO community is important for one's degree progress (at least that is my opinion). In retrospect, having formal mentoring programs / opportunities with advanced students (about to finish their degrees) would have benefitted me as a first-year student at GSO.
PHD	2001-2005	GO	Hard to judge the importance of social events but I think they were very important; networking and community has been crucial to my career.
PHD	2006-2010	BO	Several of the above were not offered when I was at GSO.

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PHD¶	2006-2010¶	BO¶	I ran the Bio at Noon series for 1.5 years. Not many opportunities for Professional Development and C&M Outreach events when I was at GSO (2002-2009). I wish there had been more back then.¶
PHD¶	2006-2010¶	BO¶	There were not many professional development opportunities during the time that I was a student. Chowder and Marching was also not very active at the time.¶
PHD¶	2011-2015¶	BO¶	I liked seminars both bio and PO (although I was usually the only biologist who went to PO seminars). I would add to this list going to other people's defenses. I thought that was very useful both to learn from their research and to see what was expected of me. Also attending the interview talks of job candidates I think was very useful when it came time for me to give these talks myself.¶
PHD¶	2011-2015¶	BO¶	Networking is useful and "extracurriculars" are required for that.¶
PHD¶	2016-2020¶	BO¶	Many of these events benefit students who are more naturally extroverted. I am not so going to a lunch or event was like walking into a panic attack. I would do it though which in itself was a good learning experience.¶
PHD¶	2016-2020¶	PO¶	We didn't have any workshops at GSO while I was there (2010-2017). Or I must have missed them.¶
PHD¶	pre-2001¶	BO¶	My lab had weekly coffee breaks which were useful for discussing topics and getting to know people better. Also lunches with seminar speakers were useful.¶
PHD¶	pre-2001¶	BO¶	Obviously I am an older alumnus and many of these opportunities were not available in my days at GSO!¶
PHD¶	pre-2001¶	BO¶	Other than personal relationships developed I don't recall any of these activities.¶
PHD¶	pre-2001¶	BO¶	The informal science stuff was highly influential for me because seeing those led to my interest in informal science education generally and I've spent a lot of my career on that in various capacities. I learned back then that ""translating"" science to folks was really important.¶
PHD¶	pre-2001¶	BO¶	Strongest impacts for me at GSO were the strong social bonds and camaraderie developed through the non-science activities. To this day my GSO friends are my most supportive.¶
PHD¶	pre-2001¶	BO¶	Networking resulted in lifetime useful contacts.¶
PHD¶	pre-2001¶	CO¶	Wish we had those activities back in that day¶

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PHD¶	pre-2001¶	CO¶	If anything the social gatherings probably set back my career...¶
PHD¶	pre-2001¶	PO¶	All these are really important. In addition I got some important media training while at GSO since the public TV station would often come down to interview students for science shows. I think these played after midnight. It felt low risk. The interviewer would coach us on how to speak to the camera what to wear/not wear make a sound byte ... it was invaluable.¶

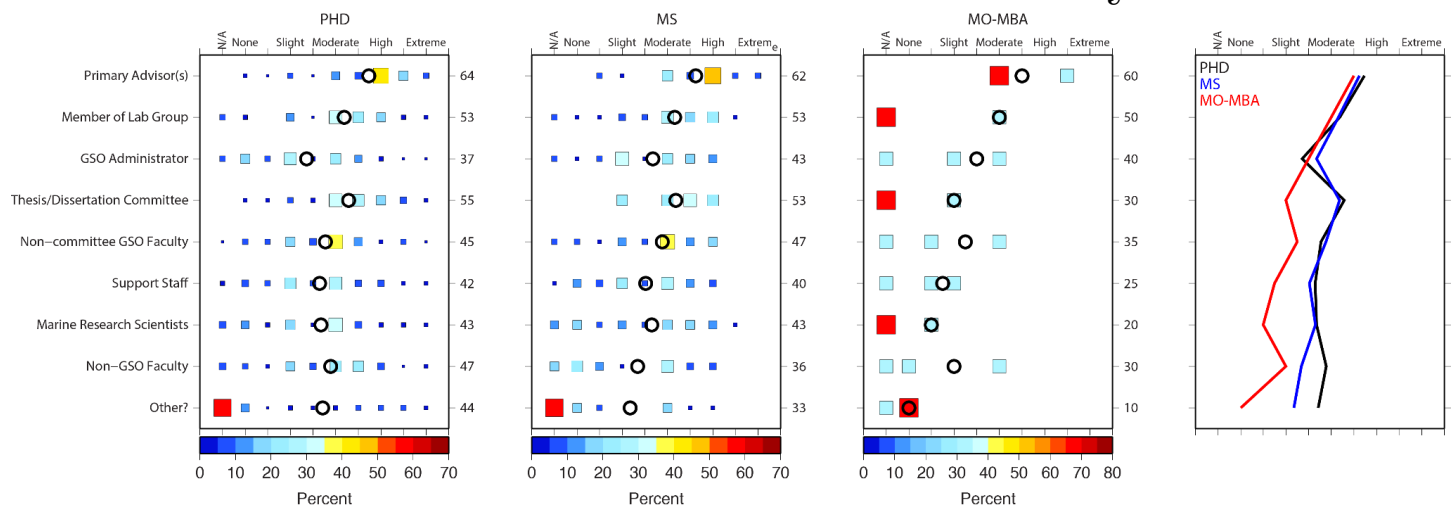
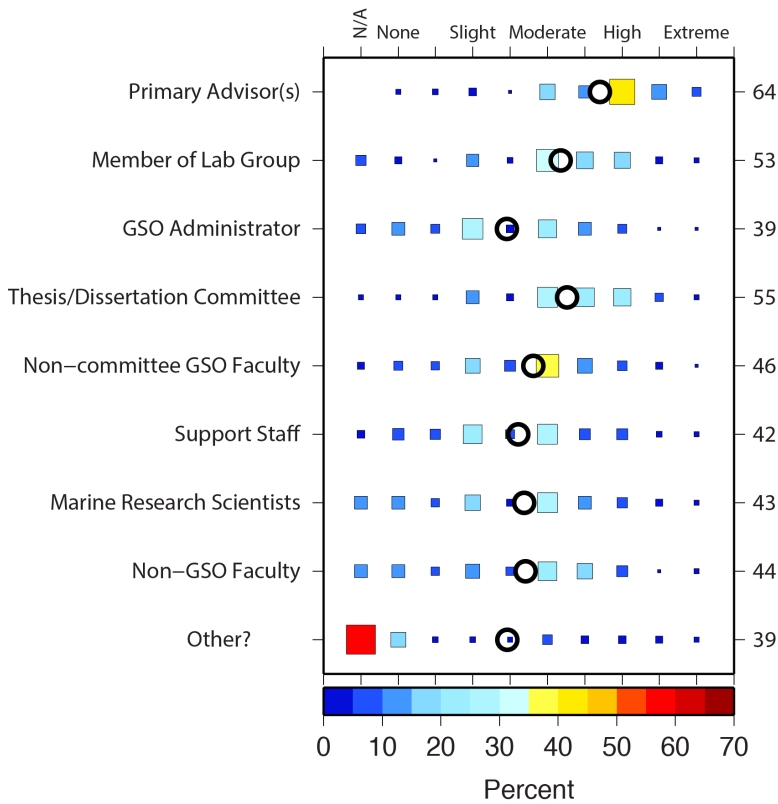
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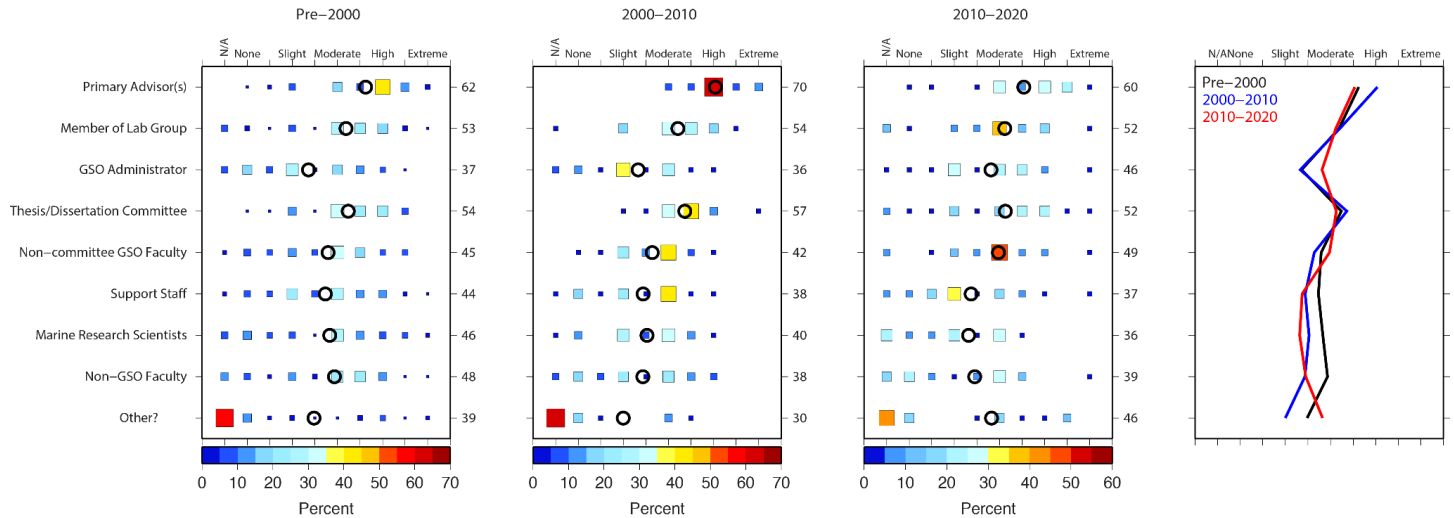
Advising/Mentoring

16) Source(s) of Advising?

n = 117 → BO-54 → CO-20 → GO-21 → PO-14
 → MO-0 → MBA-8 → MS-28 → PhD-76
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



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Comments:

MBA	2011-2015	MO-MBA	David Smith is awesome. Incredibly helpful, approachable, knowledgeable. Some of the other faculty were hard to pull knowledge from. ie. Pilson just read his book.
MS	2006-2010	BO	This question is confusingly worded?
MS	2011-2015	GO	Other = non faculty members around GSO that work in the adjacent institutions - NOAA EPA OET ISS etc
MS	2016-2020	GO	The small close-knit community of GSO allows you to talk to lots of different people and bounce things off of those with a different perspective. I clicked "some" for most of the applicable categories because nothing came from a single source."
MS	pre-2001	BO	I don't know what the question is here so I guessed. . ?
MS	pre-2001	BO	Other - fellow grad students from beyond my lab group.
MS	pre-2001	BO	What about mentoring from other students
PHD	2001-2005	CO	Advice from collaborators at other institutions.
PHD	2011-2015	BO	I sought out non-academic mentors as well knowing that I was not likely going to stay in academia. These mentors included people in government positions non-profits or NGOs
PHD	2011-2015	BO	Collaborators from other institutions and in fishing community
PHD	2011-2015	BO	Eileen Hughes was the most helpful person during my time at GSO.
PHD	2011-2015	BO	Slightly older students outside my lab group (my lab group was quite small) were really important guides/mentors. I think that culture of helping each other and especially being "big sisters/brothers" to

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			younger students was something really special about my GSO experience.¶
PHD¶	2016-2020¶	BO¶	Shout-out to non GSO faculty who keep students afloat. Library staff IT staff. I interacted with the EPA staff who gave me a lot of insight.¶
PHD¶	2016-2020¶	CO¶	David Smith and Meredith Clark were very valuable assets to make sure I got out the door!¶
PHD¶	pre-2001¶	BO¶	Older grad students in my lab were very helpful from advice to critiquing papers to discussions. Colleagues I met through conferences have been helpful.¶
PHD¶	pre-2001¶	BO¶	I was funded by the US EPA for my MS and PhD research and my 7 yrs working with a large number of scientists at the EPA lab had a huge impact on my development and career as a scientist !¶
PHD¶	pre-2001¶	BO¶	More senior graduate students and peers¶
PHD¶	pre-2001¶	BO¶	NEARBY EPA AND NMFS PEOPLE WERE HELPFUL¶
PHD¶	pre-2001¶	BO¶	With a very few exceptions it seemed to me that I earned my degree in spite of faculty and staff "advising"¶
PHD¶	pre-2001¶	BO¶	Thesis and dissertation advisors were very weak back in my time (late 80's to mid-nineties). The approach taken by many GSO professors was 'sink or swim' which is perhaps not a bad way to select for the best scientists. I was one of a large cohort that entered GSO in the late 80's so the campus was flush with new students and perhaps this contributed to the hands-off approach by many faculty. I can't help wonder though with a better mentoring attitude how much better my dissertation experience could have been.¶
PHD¶	pre-2001¶	BO¶	Wife under other¶
PHD¶	pre-2001¶	BO¶	None¶
PHD¶	pre-2001¶	CO¶	Interestingly I had very little direct support from the administration and Dean and full professional staff at times when engagement was warranted.¶
PHD¶	pre-2001¶	CO¶	Final major professor was at the Main Campus. Let's never forget Eileen Hughes as a resource in those days.¶
PHD¶	pre-2001¶	GO¶	My major professor left for industry leaving four grad students with only four weeks warning; the other GSO faculty member on my dissertation committee was effectively my advisor in completing my PhD.¶

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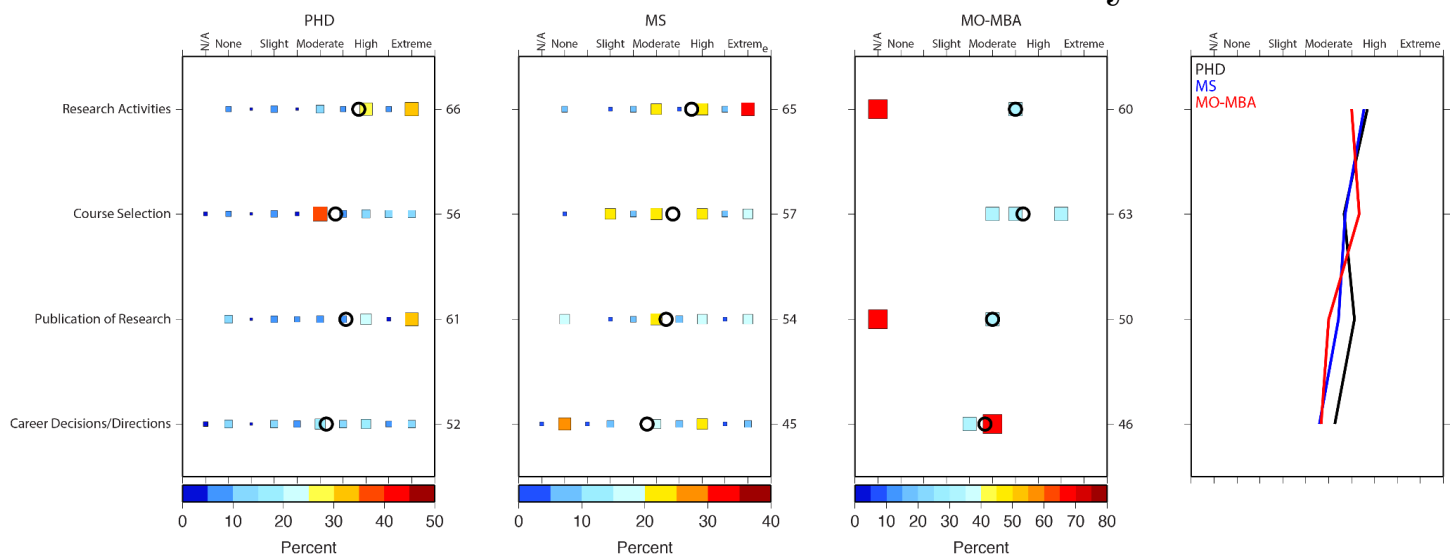
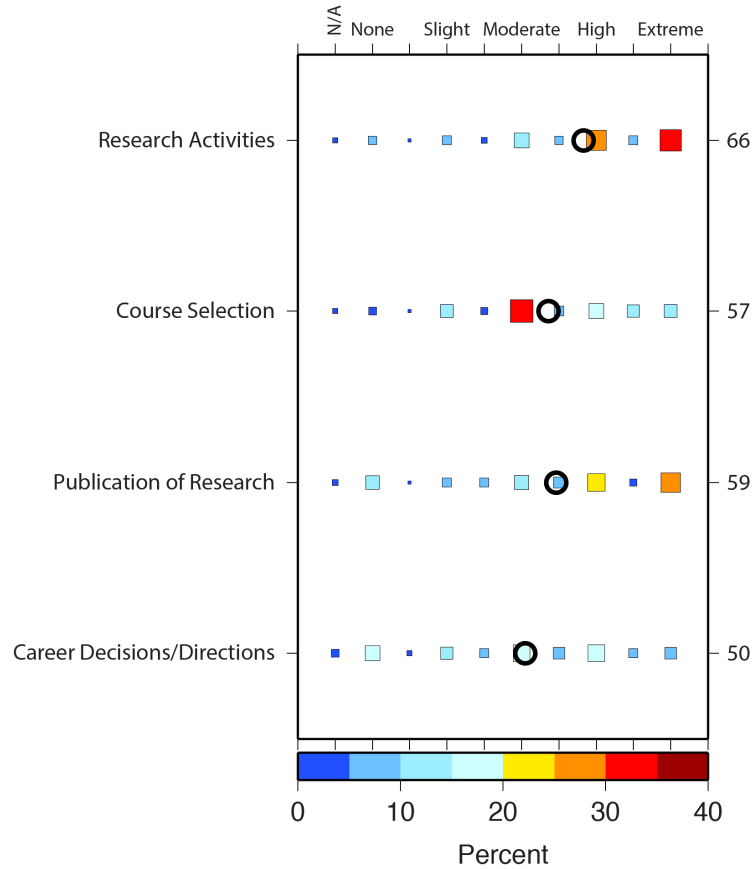
PHD¶	pre-2001¶	GO¶	Predoctoral fellowship in Washington DC¶
PHD¶	pre-2001¶	PO¶	I should have said in the previous window that being a PO seminar organizer as a student was excellent training for me to meet interesting scientists and have some time to talk with them about my research. GSO also arranged for me to take a class at WHOI where I would also go talk to scientists about my work. I have always valued that openness GSO had to encourage me to talk with scientists beyond my primary mentor.¶

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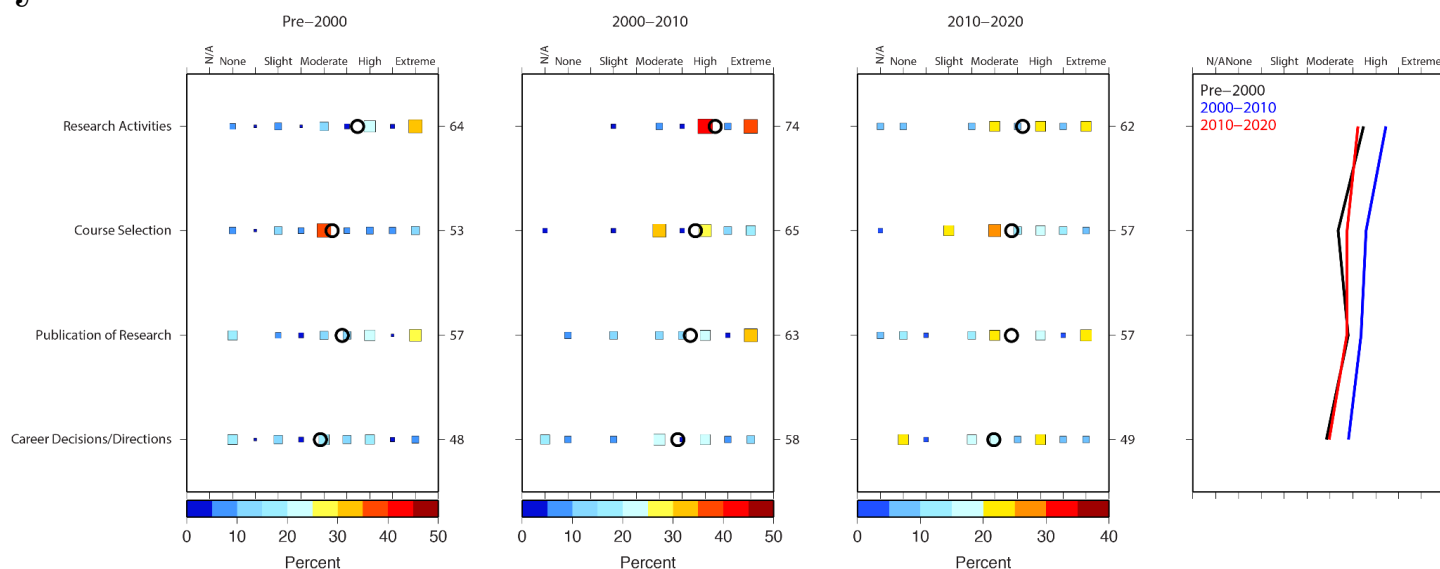
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17) Quality of Advising from Primary Advisor for aspects listed?

n = 117 → BO-54 → CO-20 → GO-21 → PO-14
 → MO-0 → MBA-8 → MS-28 → PhD-76
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



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Comments:

MS	2006-2010	GO	Not advisors fault I wandered off instead of publishing a MSc...
MS	2016-2020	BO	There was a lack of support for students who had a poor relationship with the primary advisor and very few resources for improving a poor lab environment.
MS	2016-2020	CO	In all honesty I regret working with the adviser I did. I feel like I would have done a PhD (instead of a masters) if I had a better adviser.
PHD	2001-2005	BO	I was in a somewhat unique situation doing my research at the US EPA laboratory. I wrote my own grant that funded my PhD research so I was somewhat independent. My advisors were extremely supportive and provided strong professional mentoring... learning from their good example...
PHD	2006-2010	BO	My advisor is a wonderful person and scientist but was not the best match for me as an advisor.
PHD	2011-2015	BO	I had great advisors who addressed my thoughts about leaving academia. Many do not. GSO should provide more resources for students interested in leaving academia.
PHD	2011-2015	BO	My major prof Howard Winn fully tenured was not all that helpful.
PHD	2011-2015	BO	I didn't get much advice on career directions but I was also so focused on my research I wouldn't have paid any attention anyway.
PHD	2016-2020	BO	The right advisor sets the whole course. I wish holistic student advising was more strongly valued along with grants and publications. At GSO you have

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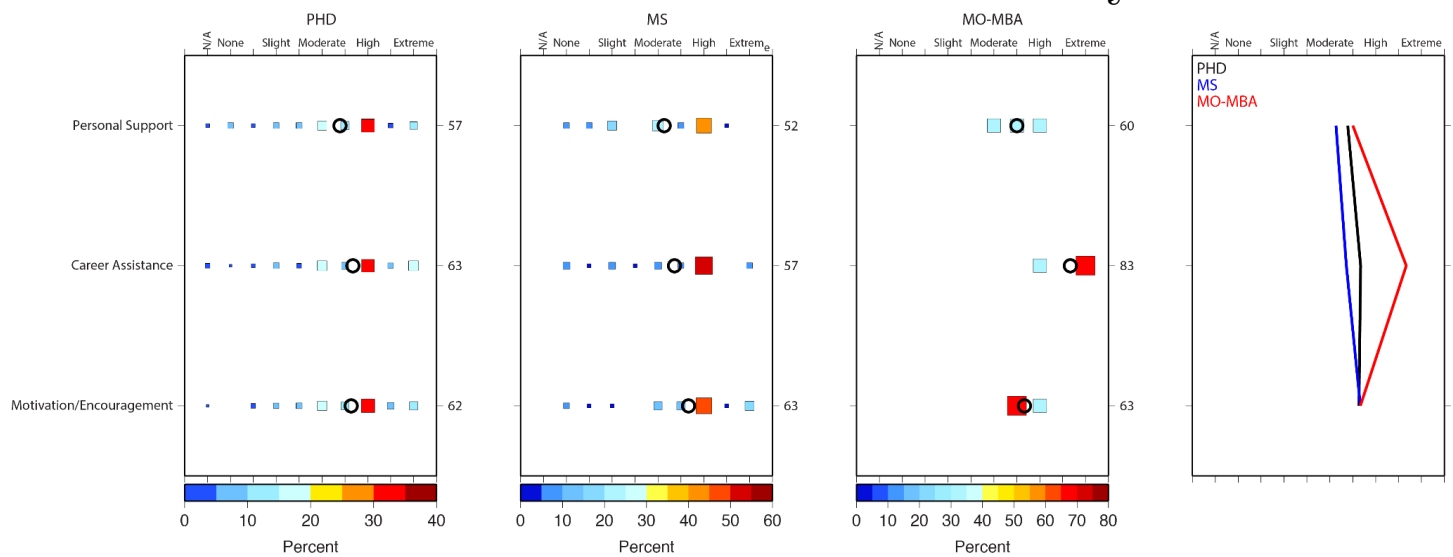
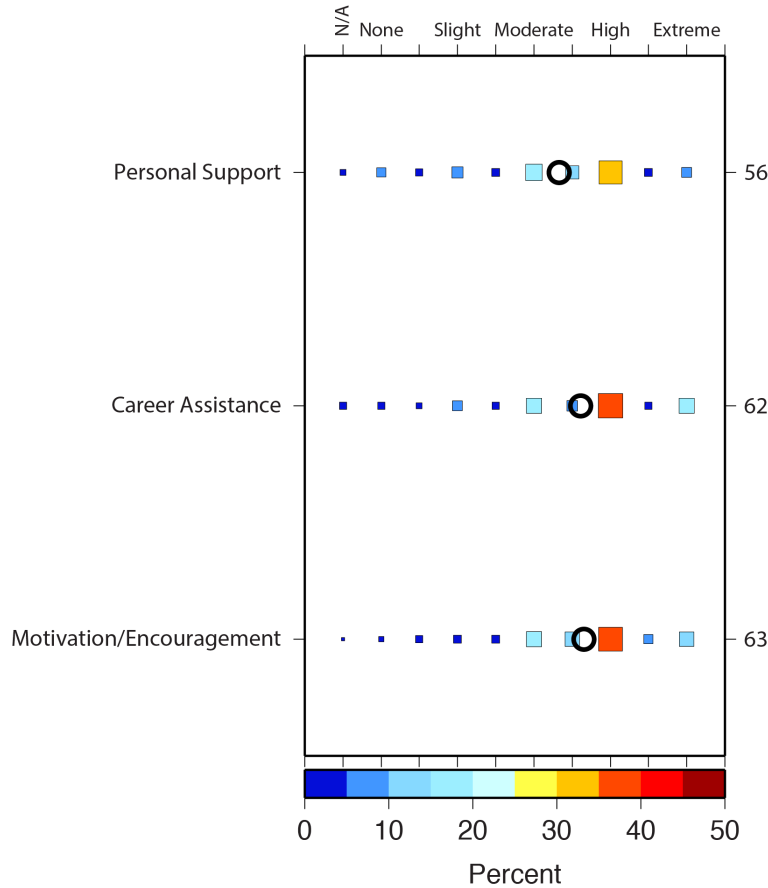
			fantastic mentors as well as advisors who haven't yet learned how to connect and lead. There is lost potential caused by an advisor who isn't able to mentor effectively. Maybe the student enters a good postdoc but s/he could be burned out in a few years. Build strong mentorship through training opportunities and feedback.¶
PHD¶	pre-2001¶	BO¶	My major professor suggested me for my first job after my degree.¶
PHD¶	pre-2001¶	BO¶	See above. Most advising in these areas came from US EPA scientists.¶
PHD¶	pre-2001¶	BO¶	What advising?¶
PHD¶	pre-2001¶	BO¶	See my comments on the prior question.¶
PHD¶	pre-2001¶	BO¶	Saul Saila was great!¶
PHD¶	pre-2001¶	BO¶	Nonetheless¶
PHD¶	pre-2001¶	BO¶	I graduated in 1985 so this does not reflect current faculty mentors¶
PHD¶	pre-2001¶	CO¶	Working through GSO was primarily a self directed event beginning to end.¶
PHD¶	pre-2001¶	CO¶	I wanted to be an educator and took education courses on the main campus. I got the feeling from my advisor that I should keep quiet about that.¶
PHD¶	pre-2001¶	GO¶	See previous comment¶

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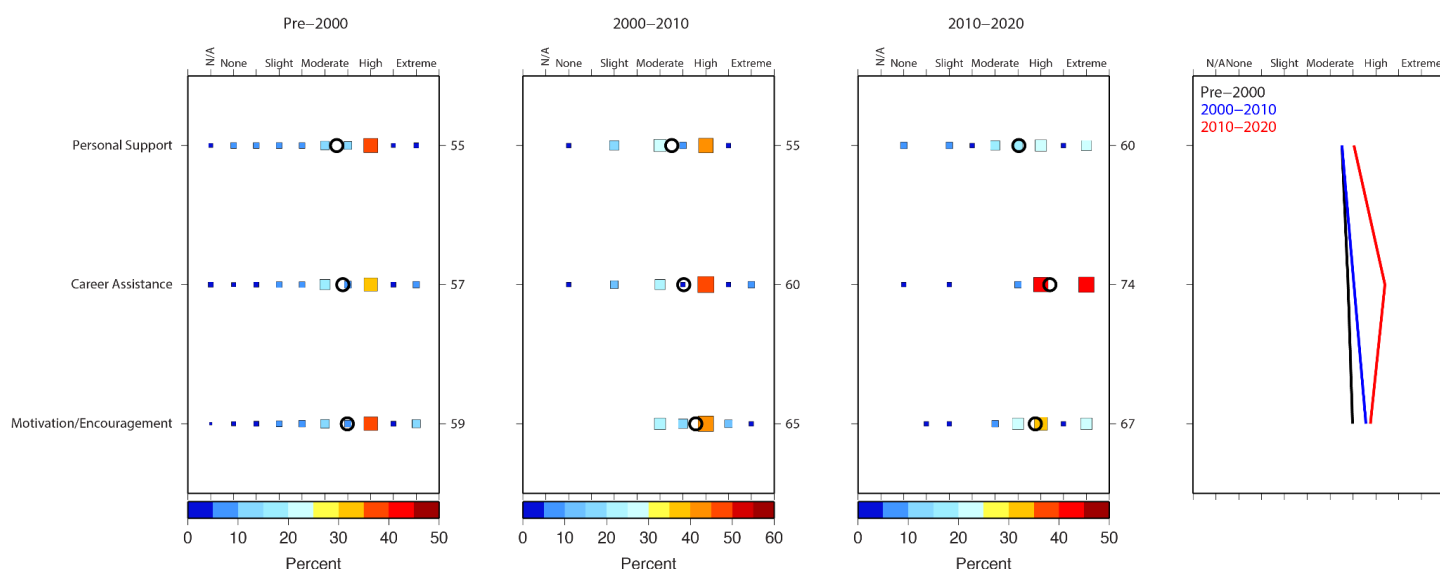
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18) Types of mentoring preferred from GSO community while a graduate student?

n = 117 → BO-54 → CO-20 → GO-21 → PO-14
 → MO-0 → MBA-8 → MS-28 → PhD-76
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



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Comments:

MBA	2011-2015	MO-MBA	GSO feels very cozy and welcoming. It's a great place if you're going to stay. But as a student there's not enough opportunities and the opportunities to network outside of GSO felt few and far between. At the time we did not have connections to Electric Boat Orsted or the fishing industries here in Rhode Island. Perhaps that's changed - it was almost a decade ago...
MS	pre-2001	BO	Some of my best mentoring came from an associate dean not my PI. More experienced graduate students from all across GSO were extremely helpful at the beginning of my career and then my cohort developed strong support for each other. That was vital during my time at GSO.
MS	pre-2001	BO	I don't understand the question
PHD	2011-2015	BO	What I have learned is that the missing aspect of my education was business & accounting grant writing sales & marketing interaction with agencies and people skills. I learned a great deal of this after GSO and from life experience.
PHD	pre-2001	BO	Hard to say: Didn't ask for much and definitely wasn't asked much if I needed anything.
PHD	pre-2001	BO	See above. Most help came from mentors at the US EPA lab.
PHD	pre-2001	BO	Not on this list: scientific support/knowledge which would be highly preferred.
PHD	pre-2001	BO	I did not receive this support.

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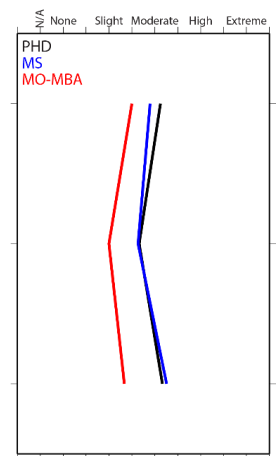
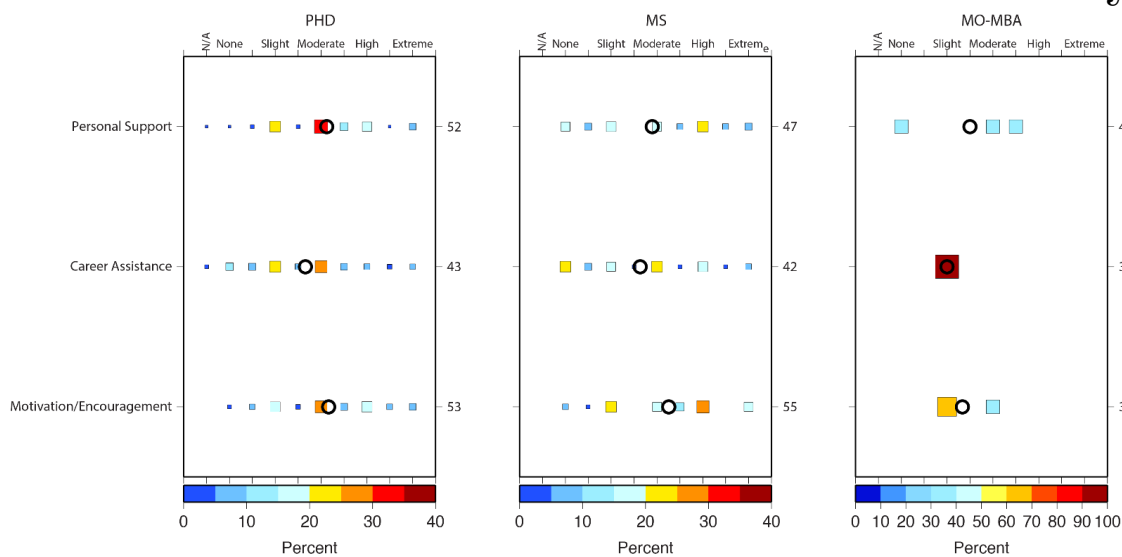
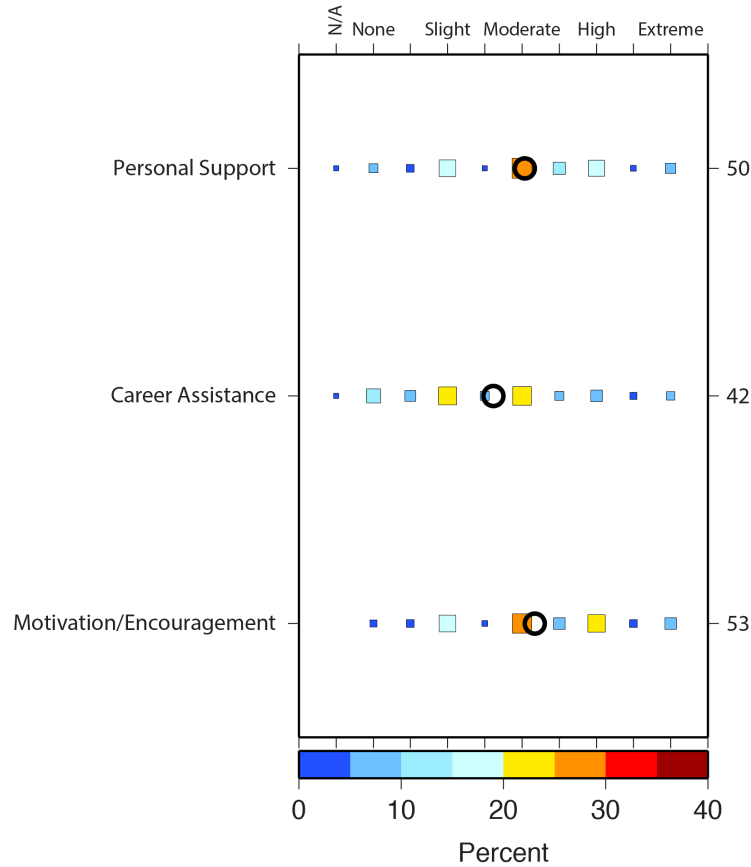
PHD	pre-2001	BO	None
PHD	pre-2001	CO	Would have been highly preferred but was absent and not available.
PHD	pre-2001	CO	I was so highly motivated to complete the PhD that very little else mattered. I was singularly focused. I felt I had lost 4 years in the military during VietNam that it hurt me when I restarted grad school. It was not until years later that I understood both experiences made a positive impact on my post grad career.
PHD	pre-2001	GO	Mentoring by main campus professor was most valuable
PHD	pre-2001	PO	Networking.

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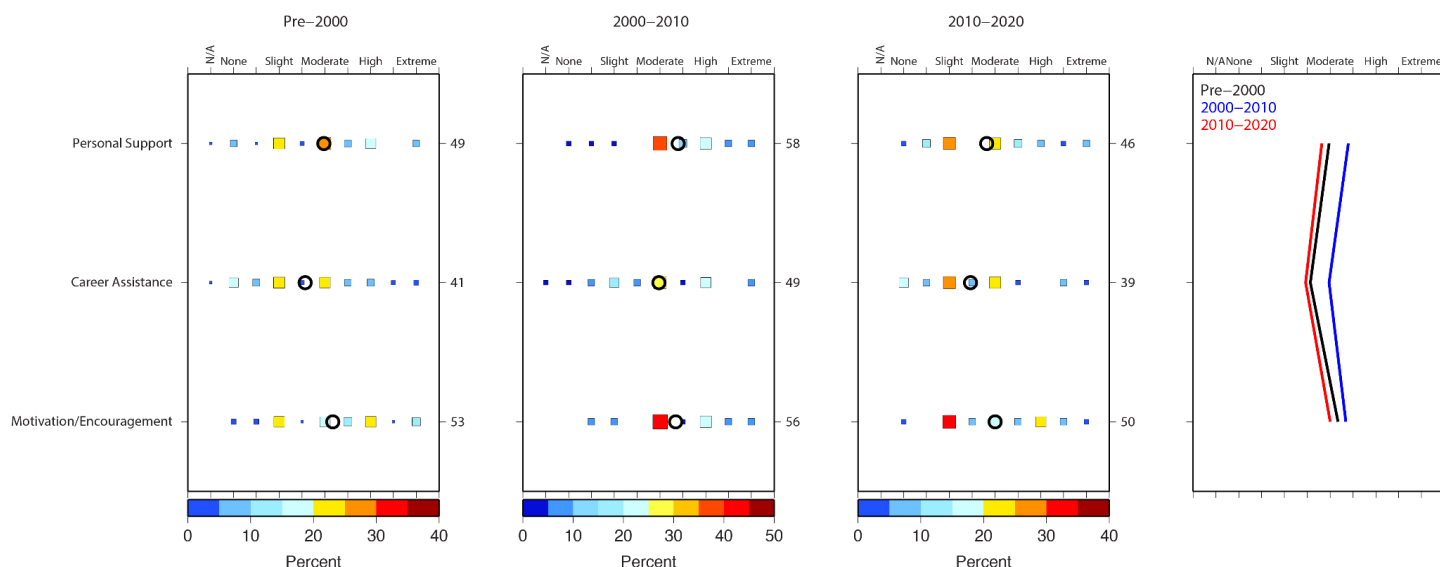
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19) Types of mentoring received from GSO community while a graduate student?

n = 117 → BO-54 → CO-20 → GO-21 → PO-14
 → MO-0 → MBA-8 → MS-28 → PhD-76
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



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Comments:

MS	2016-2020	BO	The URI career center was helpful with career support but I wasn't aware of career assistance services from GSO for students who were not continuing in the academy. Most of the career information and personal support came from fellow students.
MS	pre-2001	BO	As above much of the encouragement I received was from an associate dean and fellow graduate students.
PHD	2001-2005	BO	I was self motivated. The network of my advisors (I had two of them) was very helpful in my career path.
PHD	2011-2015	BO	I understand that in this career one must be self-motivated etc. but a bit more mentoring would have helped.
PHD	2011-2015	BO	We need to do a better job with career support. Many of my peers have very expensive useless framed pieces of paper. We really shouldn't be giving Ph.D.'s to people that are following "path of least resistance". They become overqualified for the Lab Tech and MRS jobs they want and end up working in other fields. We need to encourage those people to take Masters degrees
PHD	2016-2020	BO	Great education. Well-meaning faculty. Really rough go of things. I felt like I was carrying other students through even handling a sexual assault by one student of another. Admin wasn't there for us. I was calling shelters and crisis support. We didn't have support to handle our lives and losses; it felt like school was the only thing we were allowed to bear. But life doesn't give us that option.
PHD	pre-2001	BO	Fellow grad students members of whole GSO and related EPA/NOAA campuses

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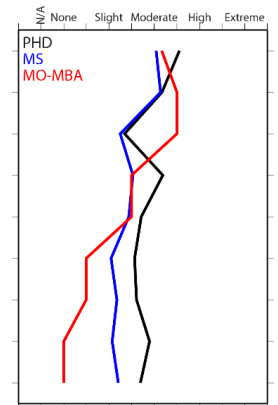
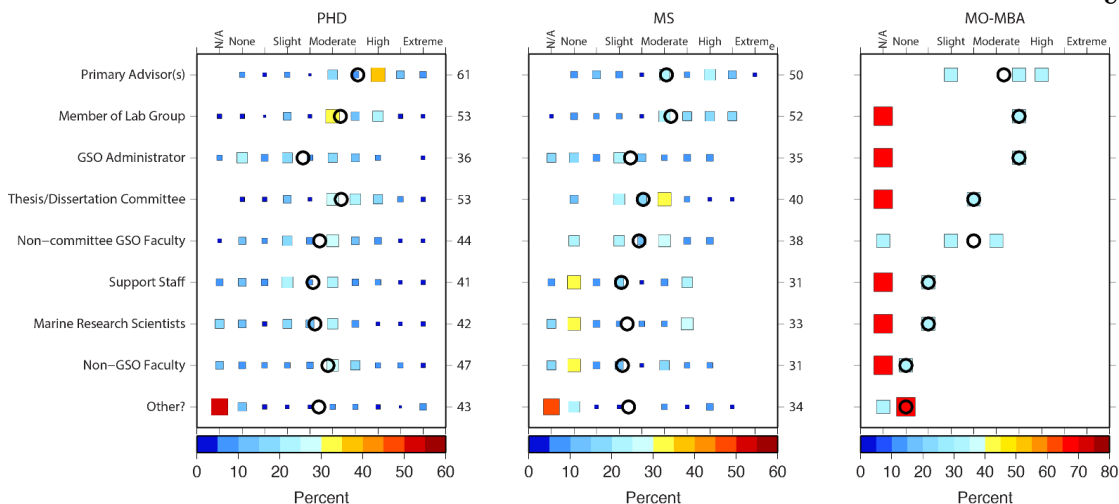
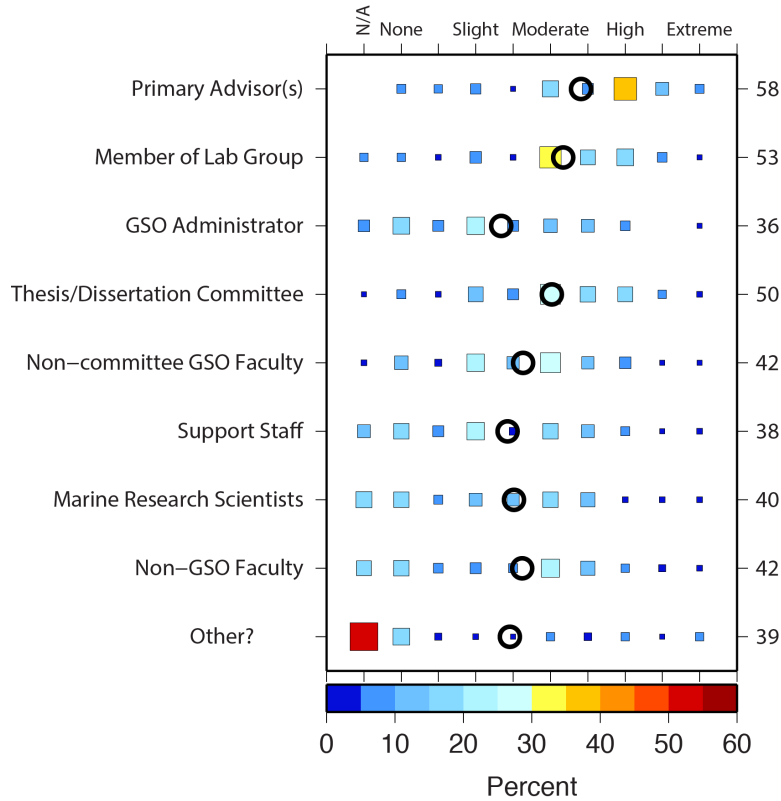
PHD¶	pre-2001¶	BO¶	See above. A different time at GSO and a diff graduate student experience.¶
PHD¶	pre-2001¶	BO¶	There was very little information about careers or options outside of academia when I was a graduate student. I felt adequately supported with a strong peer group. there was not a lot of personal support at the time (which fortunately I did not need). I felt supported scientifically.¶
PHD¶	pre-2001¶	BO¶	My major prof was self-centered and biased.¶
PHD¶	pre-2001¶	BO¶	None¶
PHD¶	pre-2001¶	CO¶	Any support received came from one sector of the employed academic community. the marine scientists. Friendships were solid throughout.¶
PHD¶	pre-2001¶	CO¶	I did not need motivation. I was singularly strong in that area. However I am deeply indebted to several dissertation committee members for their course correction and support as I neared completion. And I knew what I was going to do after grad school. Just needed time to accomplish my plans.¶

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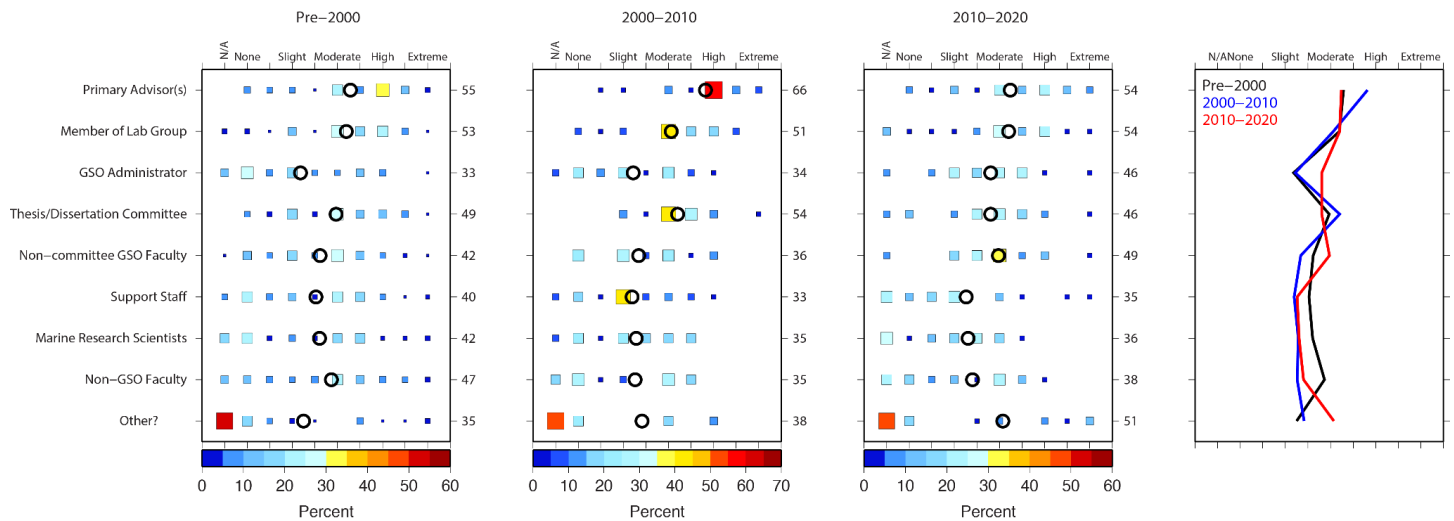
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20) Source(s) of Mentoring?

n = 117 → BO-54 → CO-20 → GO-21 → PO-14
 → MO-0 → MBA-8 → MS-28 → PhD-76
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



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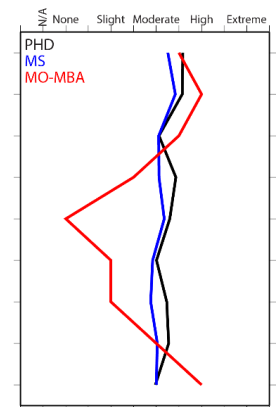
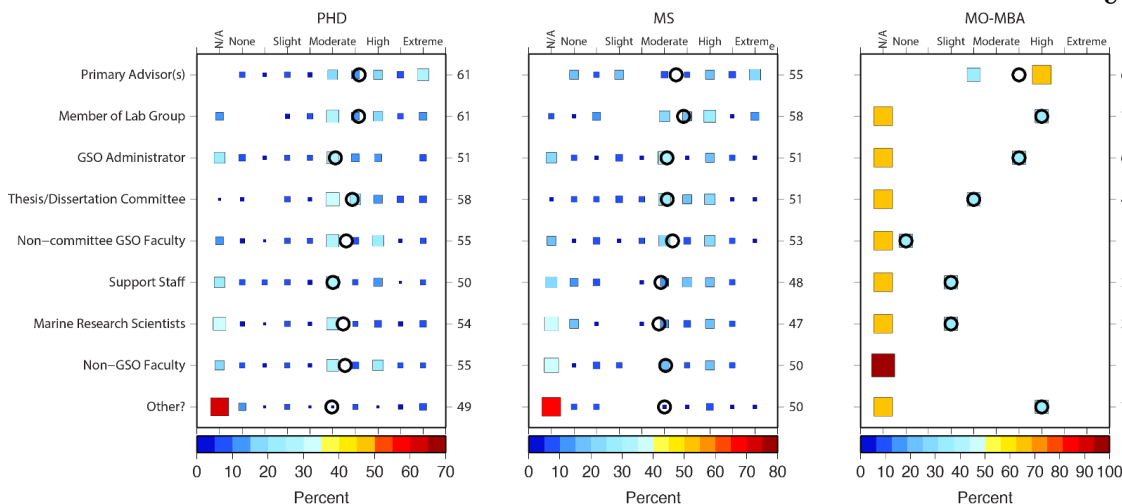
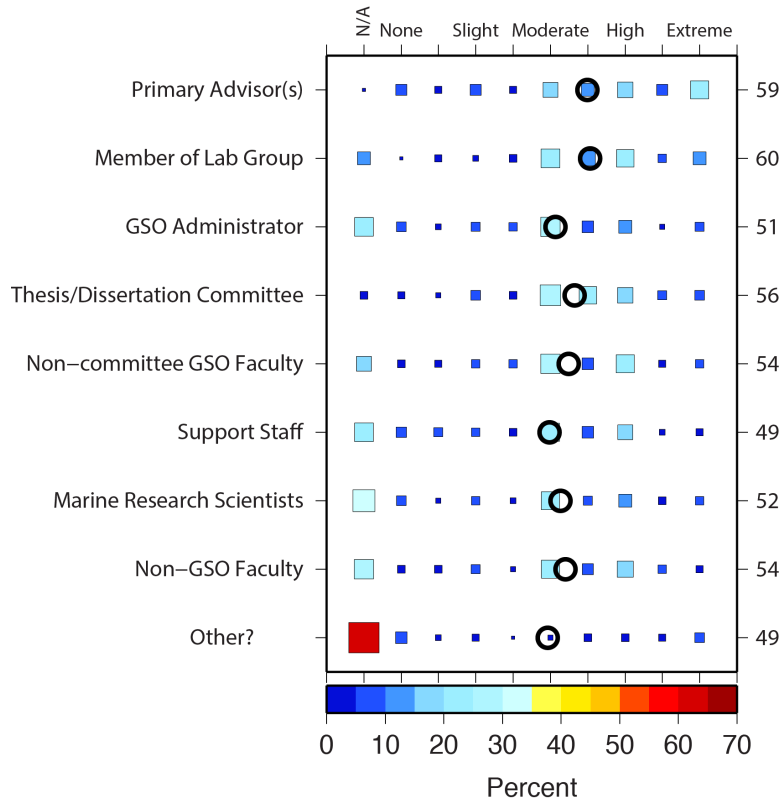
Comments:

MBA	2016-2020	MO-MBA	NOAA staff OET staff
MS	2001-2005	PO	Coursework and interaction with Ocean Engineering faculty made a big difference for me in addition to my major professor
MS	2011-2015	GO	Other = non faculty members around GSO that work in the adjacent institutions - NOAA EPA OET ISS etc
MS	2016-2020	GO	Not sure how to differentiate between mentoring and advising at this point
PHD	2001-2005	BO	Friends
PHD	2001-2005	BO	I took advantage of the community (from marine research scientists to members of the lab group etc.) for mentoring. Not just one source. I was also at the NOAA lab a lot...
PHD	2001-2005	CO	Mentoring from faculty collaborators at other institutions
PHD	2001-2005	GO	Government employees -- EPA National Park Service NOAA
PHD	2011-2015	BO	Collaborators at other institutions and in fishing industry
PHD	2011-2015	BO	Eileen Hughes was most helpful.
PHD	pre-2001	BO	Fellow students
PHD	pre-2001	BO	See above comments.
PHD	pre-2001	BO	More senior graduate students
PHD	pre-2001	BO	None
PHD	pre-2001	CO	My Mom.

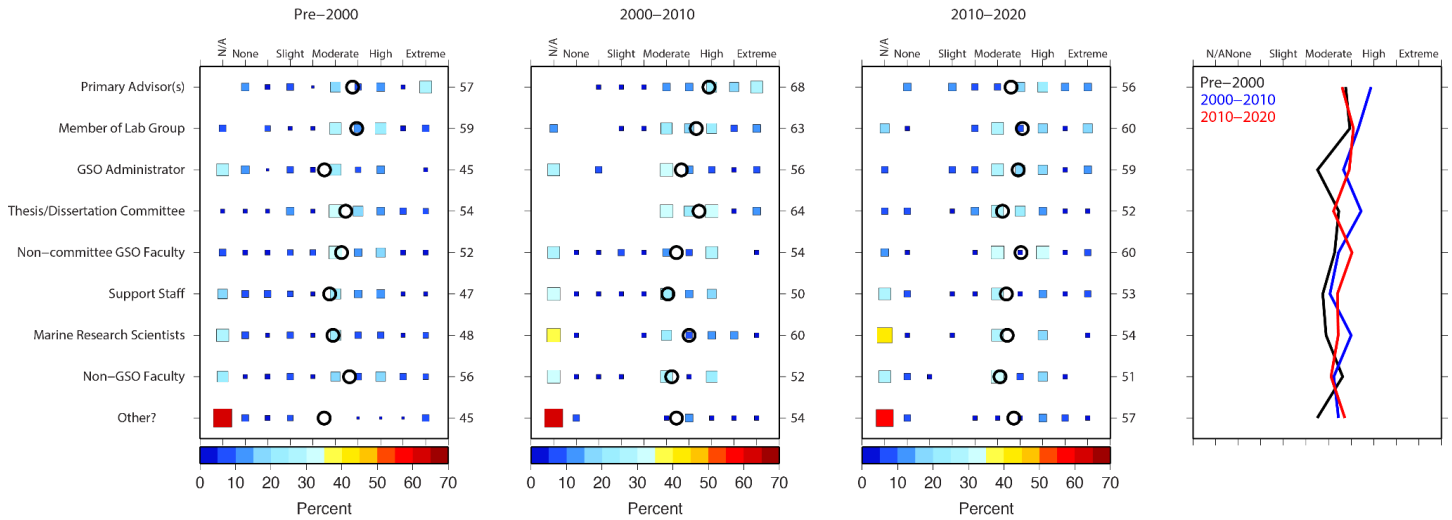
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21) Quality of Mentoring from various sources?

¶
n = 117→ BO-54→ CO-20→ GO-21→ PO-14¶
→ MO-0→ MBA-8→ MS-28→ PhD-76¶
→ Pre2001-62→ 2001/2005-14→ 2006/2010-11→ 2011/2015-16→ 2016/2020-9¶
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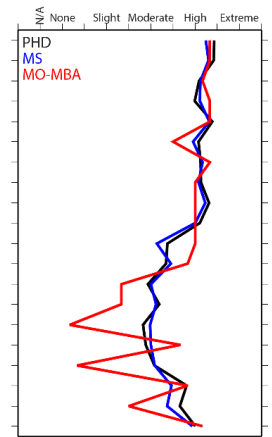
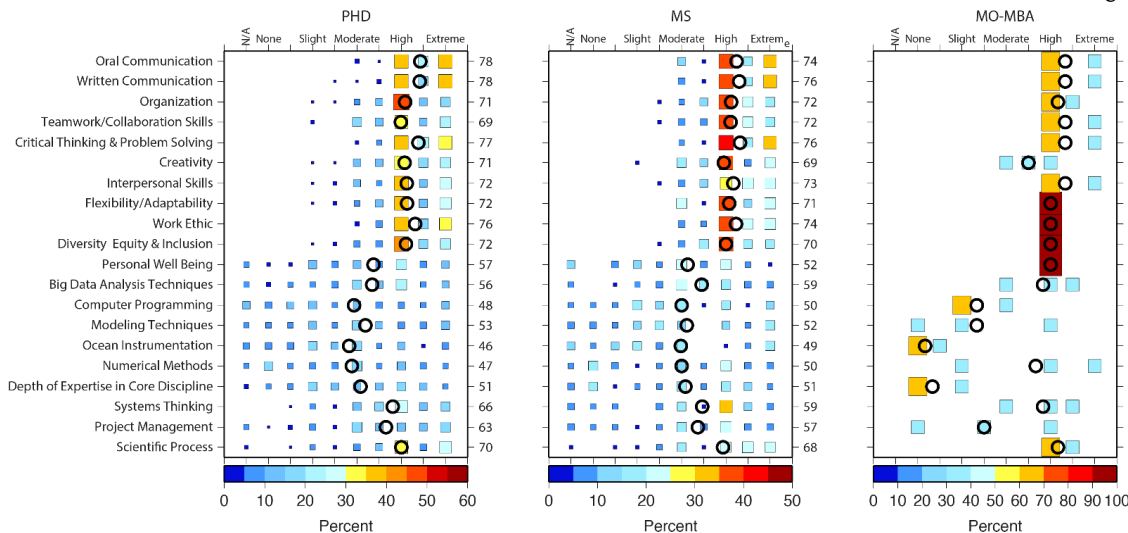
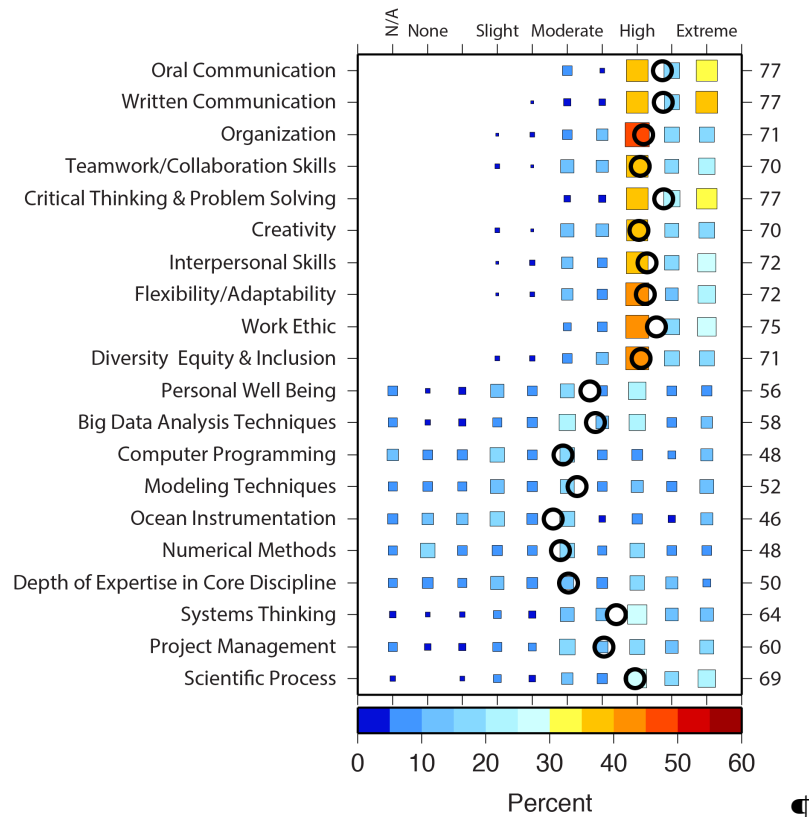
Comments:

MS	2011-2015	GO	Other = non faculty members around GSO that work in the adjacent institutions - NOAA EPA OET ISS etc
MS	pre-2001	BO	Other - graduate students from beyond my lab group.
MS	pre-2001	GO	I really received almost nothing that I could describe as mentoring.
PHD	2001-2005	BO	Friends
PHD	2001-2005	BO	I wanted a career with teaching as the focus and research as secondary so there were few people at GSO who could really relate to that career path.
PHD	2001-2005	GO	Very hard to answer looking back -- also not sure I was exactly open to mentorship I was definitely of the mind that I had to prove myself and do everything myself. A regret of mine that I didn't understand that I would learn more if I was trying less to prove myself.
PHD	2011-2015	BO	I took non-GSO statistics and computer courses that were helpful.
PHD	2016-2020	BO	I am so lucky to continue my connection with my advisor and a few key people. Their mentorship had grown since I've graduated.
PHD	pre-2001	BO	See above comments.
PHD	pre-2001	BO	I felt well supported by fellow graduate students.
PHD	pre-2001	BO	None
PHD	pre-2001	PO	rah rho. This is the third time I've answered this question.

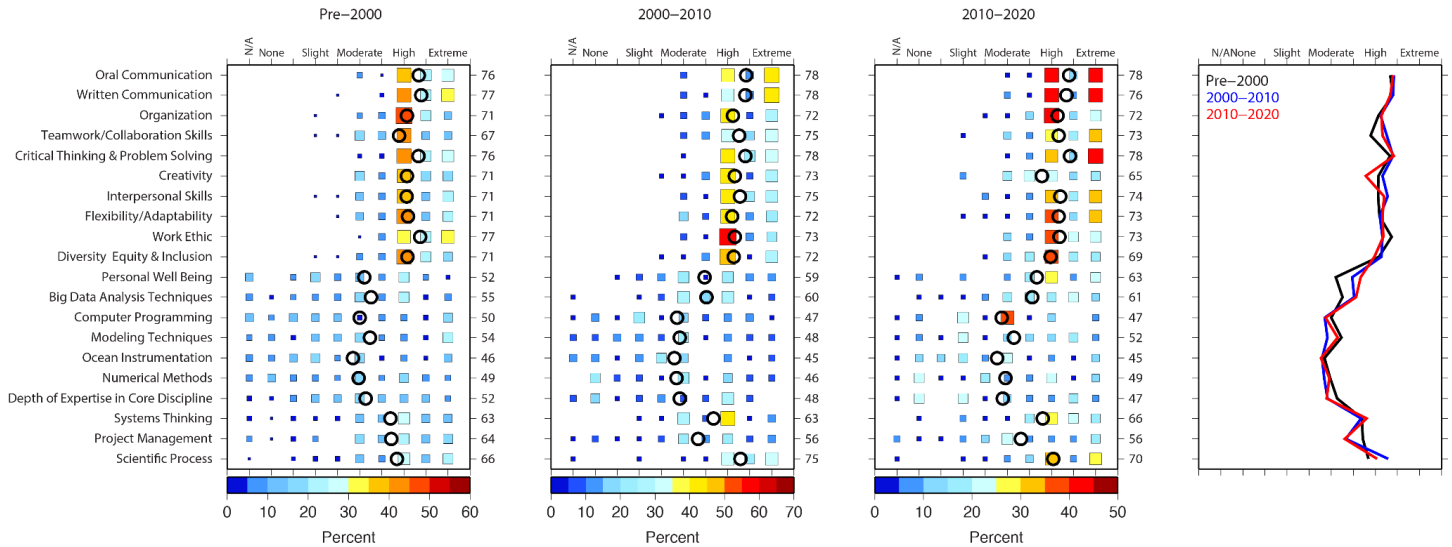
Skills

22) Rate the importance of the following skills on your overall career.¶

¶
n = 116→ BO-54→ CO-20→ GO-21→ PO-14¶
→ MO-0→ MBA-8→ MS-28→ PhD-76¶
→ Pre2001-62→ 2001/2005-14→ 2006/2010-11→ 2011/2015-16→ 2016/2020-9¶
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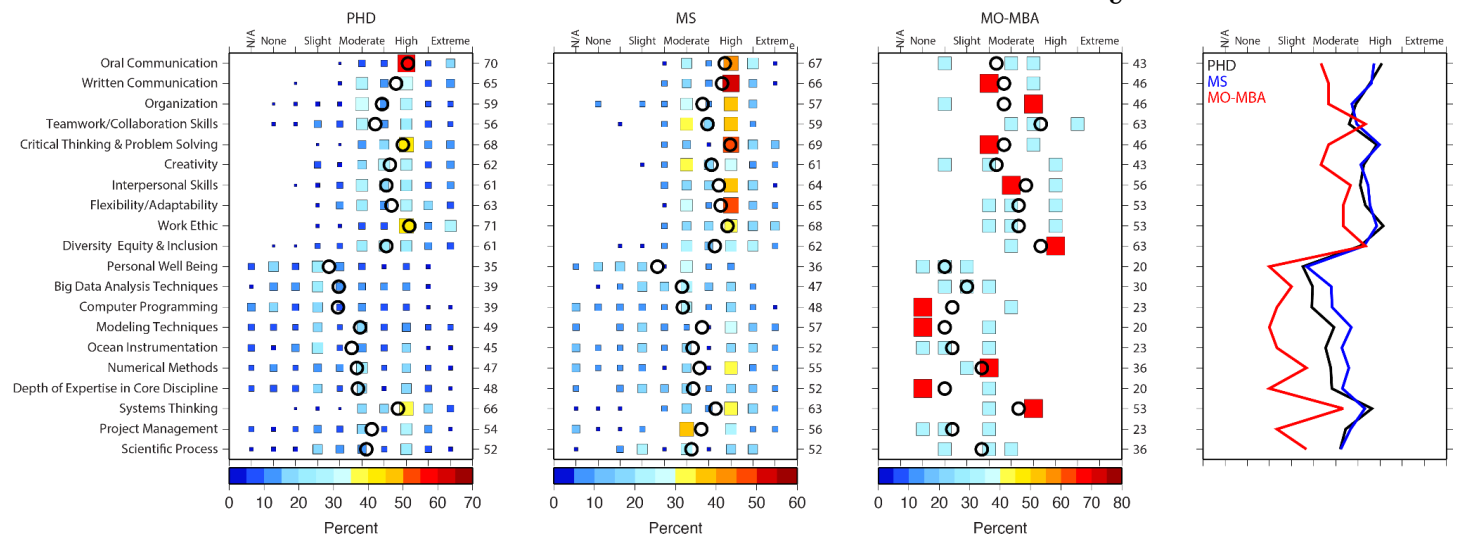
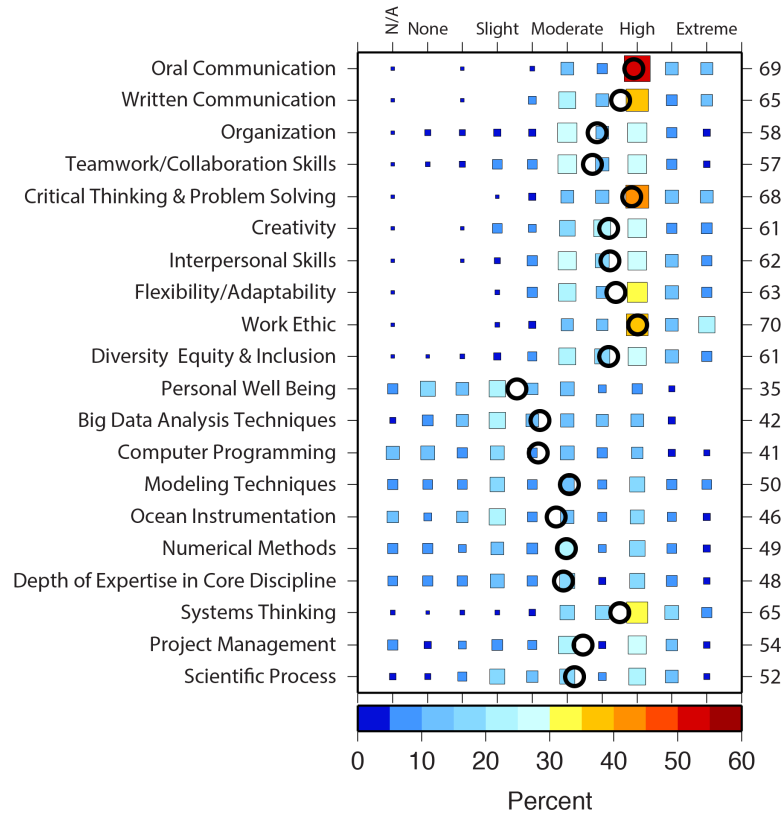
Comments:

MS	2016-2020	GO	I use every single item on this list daily.
PHD	2011-2015	BO	This area should be included as the "meat" of a GSO education.
PHD	2016-2020	BO	Everyone has a different path. I may not be using all the different technical details I learned but the process of learning was valuable. I probably would have benefited by trading some of the required core classes (e.g. geological oce) for more statistics or modeling classes.
PHD	pre-2001	BO	I was from the "steam powered"era of oceanography. Things were pretty rough and tumble then. Much has changed for the better. Wish I'd had more data analysis experience but things were more rudimentary then (e.g. stats classes without calculators for exams)
PHD	pre-2001	BO	Please encourage writing skills and collaborative/interpersonal skills as part of the GSO experience.
PHD	pre-2001	BO	Some of these skills would have been helpful if I had had them. (e.g. project management).
PHD	pre-2001	CO	Personal Well being is N/A because it is a factor that is extremely important but one I personally ignore consistently. Organization and work habits would be useful additions to graduate curriculum because they are critical to every aspect of work/life balance. They were not readily available as part of my graduate experience but the mentoring was also generally absent and this is traditionally where that would emanate from.
PHD	pre-2001	PO	Should include ""budget formation and execution""

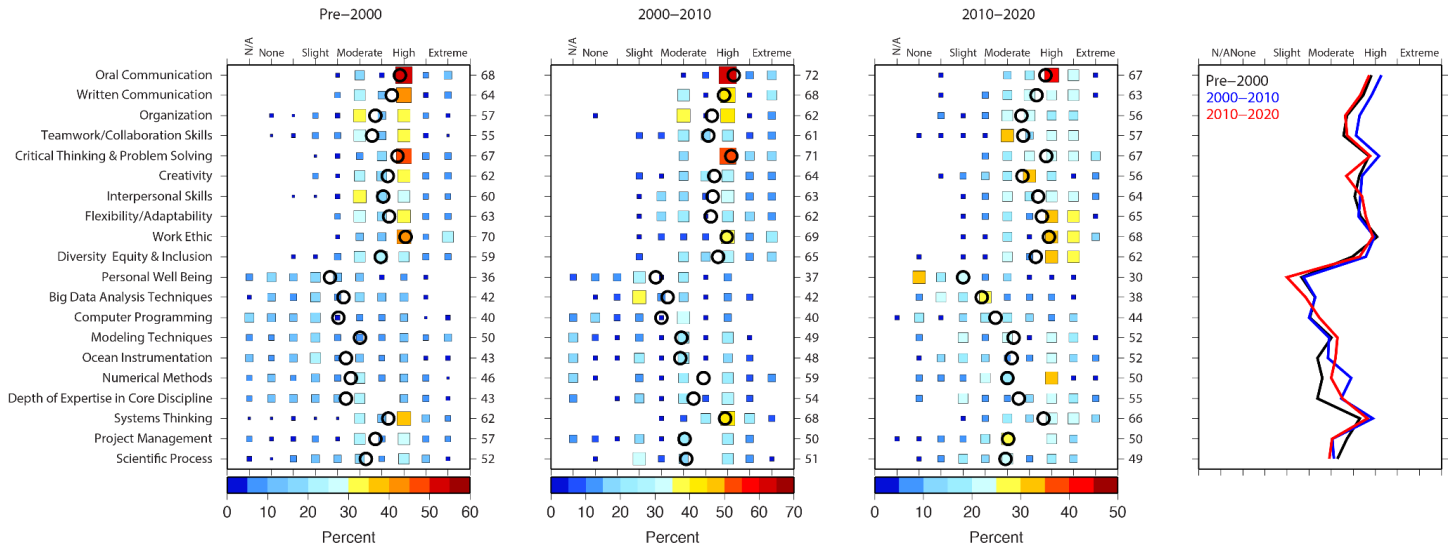
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23) Rate the opportunities to practice/participate in these skills while at GSO.¶

¶
n = 115→ BO-54→ CO-20→ GO-21→ PO-14¶
→ MO-0→ MBA-8→ MS-28→ PhD-76¶
→ Pre2001-62→ 2001/2005-14→ 2006/2010-11→ 2011/2015-16→ 2016/2020-9¶
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Comments:

MS	2011-2015	GO	The project I was given did not have very good controls so it was not easy to come to conclusions with so many factors to account for in the experiment.
MS	pre-2001	BO	There were problems at GSO with the scientific method. A number of professors thought that the scientific method was no longer applicable. Including my first major professor which is part of the reason I went and found a different major professor.
PHD	2011-2015	BO	There is room for improvement in this area. Goes back to support and mentoring.
PHD	2016-2020	BO	I designed and managed my own project. This built important skills that I had to learn through trial and error. Also I learned how to manage my own budgets. That should be a key part here.
PHD	pre-2001	BO	Grad school is what you make of it. My major professor encouraged us all to write proposals and publish papers while still a grad student and those were great skills to learn while one had a lot of mental support. Also I choose to become involved in a professional society and I learned the associated organization and leadership skills while climbing the ranks of the society.
PHD	pre-2001	BO	There was no emphasis on Diversity & inclusion when I attended GSO (1979-1985)....in fact I experienced hostile workplace situations many times and unwanted sexual advances too. I was a victim in probably one of the first cases of sexual misconduct that was dealt with at GSO and it wasn't dealt with very well at all. Yes it was the early 1980s but the behaviors I observed were out of line/offensive/abusive.
PHD	pre-2001	CO	Time management and organization were self directed but critical to the work

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			and projects I conducted and participated in. Despite being high on opportunity there were no direct resources in support.
PHD	pre-2001	PO	At time did not have much modeling expertise at GSO.

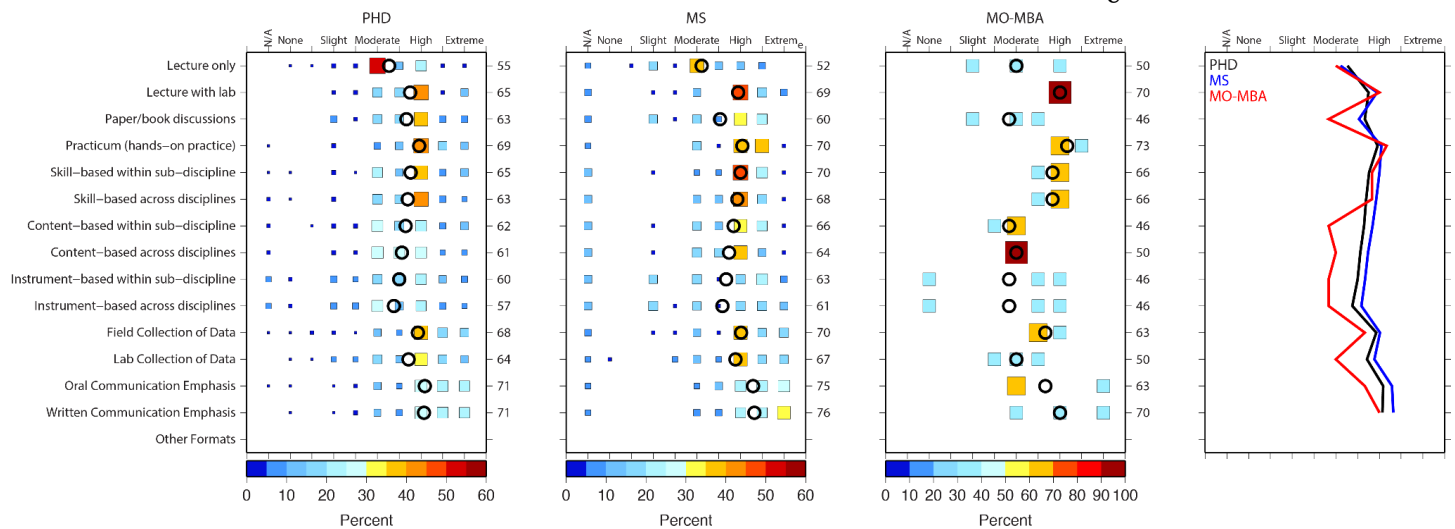




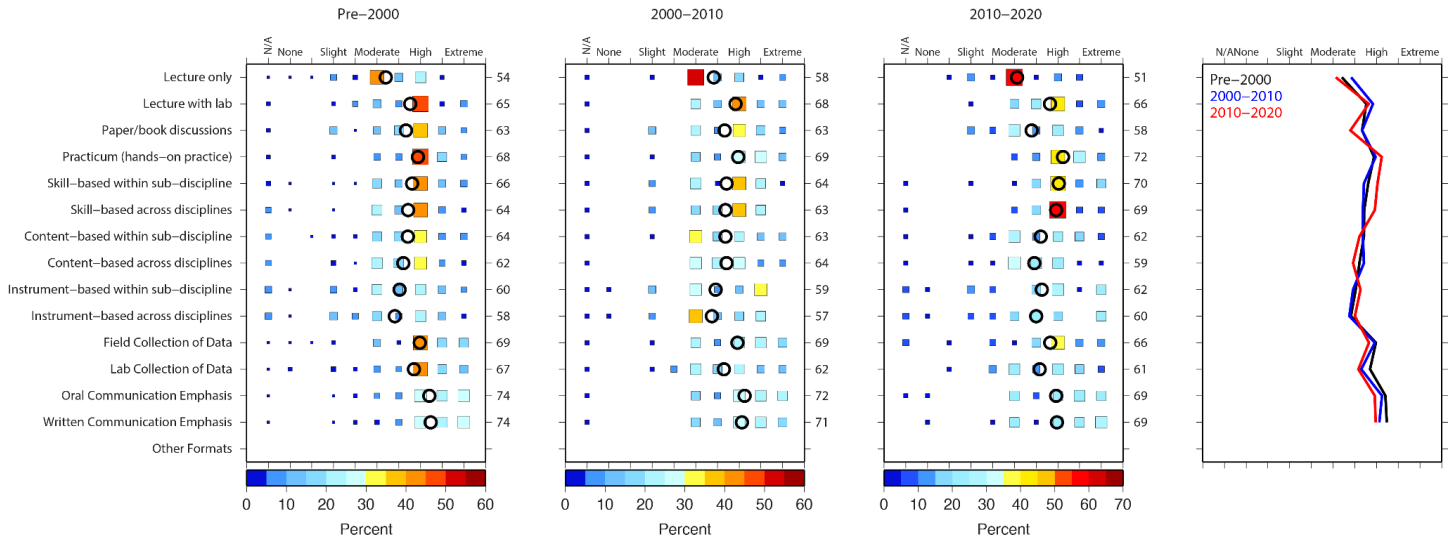

Course Designs

24) Rate your preference for the types/formats of courses that would have positively impacted your career.¶

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 n = 113 → BO-54 → CO-20 → GO-21 → PO-14 ¶
 → MO-0 → MBA-8 → MS-28 → PhD-76 ¶
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9 ¶
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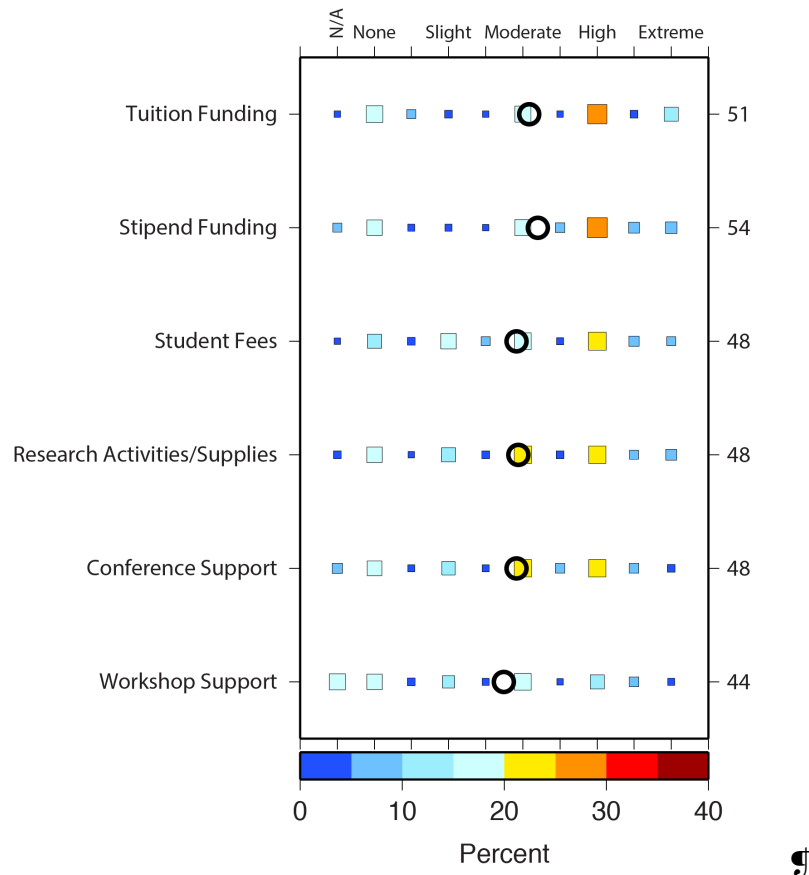
Comments:

MS	2006-2010	GO	Some of each at different times.
MS	2011-2015	GO	A more concentrated MatLab course that addressed specific research being actually done by the students rather than a general few model runs would have been more helpful to basically everyone in my class.
MS	pre-2001	CO	Honestly it's been almost 25 years since I graduated and I don't feel like I remember enough specifics to answer course-related questions.
PHD	2001-2005	CO	Labs are very discipline specific. In my sub discipline yes but in the others not as much.
PHD	pre-2001	BO	Format depends on the course. Everything now computer-based with online resources that were beyond our wildest dreams in the day ('70's)
PHD	pre-2001	BO	Not sure what is meant by several of these questions
PHD	pre-2001	BO	Critical thinking is very important and discussion - based classes helped that IF the leader was skilled at making you think and question.
PHD	pre-2001	BO	I wish I had received more experience with modern (at that time) environmental data collection with continuous environmental monitoring devices.
PHD	pre-2001	BO	Team building
PHD	pre-2001	CO	More model data design analysis and computational focused education and tools would have been beneficial. More cross connection with OE is something I always saw as lacking when I went through.

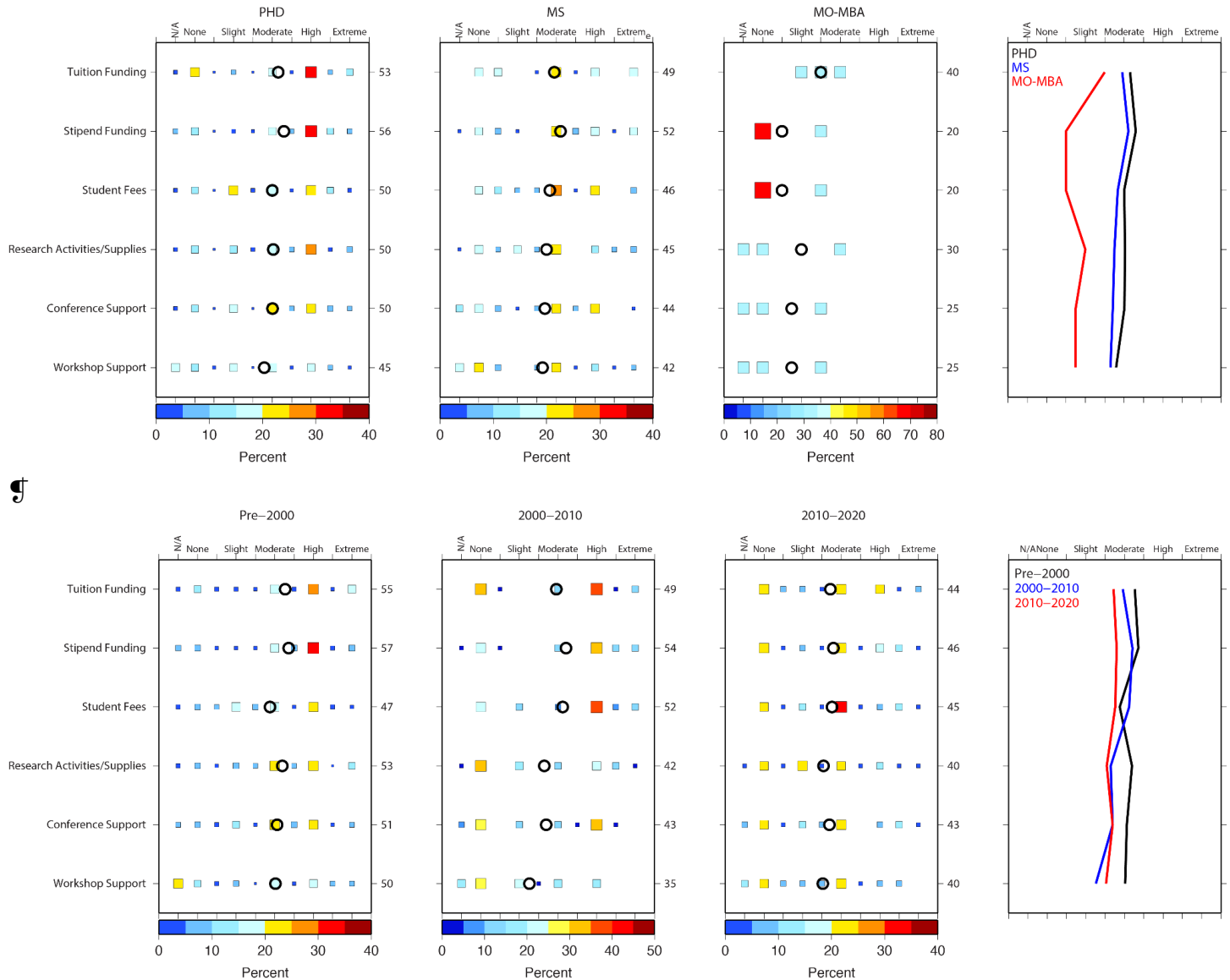
Student Funding

25) Rate your concern for the various funding related issues while a graduate student at GSO.

n = 113 → BO-54 → CO-20 → GO-21 → PO-14
 → MO-0 → MBA-8 → MS-28 → PhD-76
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



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Comments:

MS	2006-2010	BO	I was fortunate to be fully funded by my advisor.
MS	2016-2020	GO	I was graciously fully-funded by my advisor / assistantships (teaching and research) and am extremely grateful for that opportunity. I was a broke grad student but never worried about whether the money would come in.
MS	pre-2001	BO	Had full tuition covered
MS	pre-2001	BO	Research money was very tight when I was at GSO and put constraints on what I was able to do.
MS	pre-2001	BO	Question is unclear. Am I rating the concern I felt while a student or my concern today?

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MS¶	pre-2001¶	CO¶	I was lucky in that I was fully funded by my advisor so none of these issues were of concern¶
MS¶	pre-2001¶	GO¶	I am taking this to mean: were you worried? I was not worried. GSO fully supported these.¶
PHD¶	2001-2005¶	BO¶	Only concern with tuition and stipend was right at the end while I was finishing up and taking longer than expected but the grants had ended.¶
PHD¶	2001-2005¶	CO¶	My advisor was well-funded.¶
PHD¶	2001-2005¶	GO¶	Hard to answer -- my concern was extreme but I ended up being fully funded and receiving scholarships when needed.¶
PHD¶	2006-2010¶	BO¶	Student fees were unaffordable to me at the time I had to ask my parents to pay for these expenses.¶
PHD¶	2011-2015¶	BO¶	During my time student support wasn't too bad. It got more difficult in the years following.¶
PHD¶	2011-2015¶	BO¶	My first couple of years we rarely had money for anything and I never knew what would be possible. Then my advisor got an NSF grant and didn't have to worry for the rest of my time at GSO.¶
PHD¶	2016-2020¶	CO¶	I was grateful to the alumni fund to help me attend conferences! Also for the multiple opportunities to TA so I could finish my degree and still be paid.¶
PHD¶	pre-2001¶	BO¶	I usually had a research assistantship that covered tuition and fees and a stipend. Always had to look for other sources for my own research supplies conference or workshop support and travel.¶
PHD¶	pre-2001¶	BO¶	I was mainly supported by a US EPA graduate student stipend which allowed me to afford URI but I had no funds for scientific conferences etc. unless it linked directly to final results in my EPA-funded research.¶
PHD¶	pre-2001¶	BO¶	I was lucky to have a combination of grant-based fellowship TA and other (NOAA research assistantship) support. My advisor was a strong advocate for me and that was invaluable.¶
PHD¶	pre-2001¶	BO¶	I honestly never had reason to worry about this. Somehow it was all sufficiently covered as far as I was concerned.¶
PHD¶	pre-2001¶	BO¶	Saul Sails had support for me during my time at GSO, including travel to meetings!¶
PHD¶	pre-2001¶	CO¶	Funding was where I could get it and there was little to no institutional support. In state residence application and designation and student loans were supported as well as out of discipline RA jobs on the main campus. I worked on a number of collaborative proposals for support but an average of 50% of

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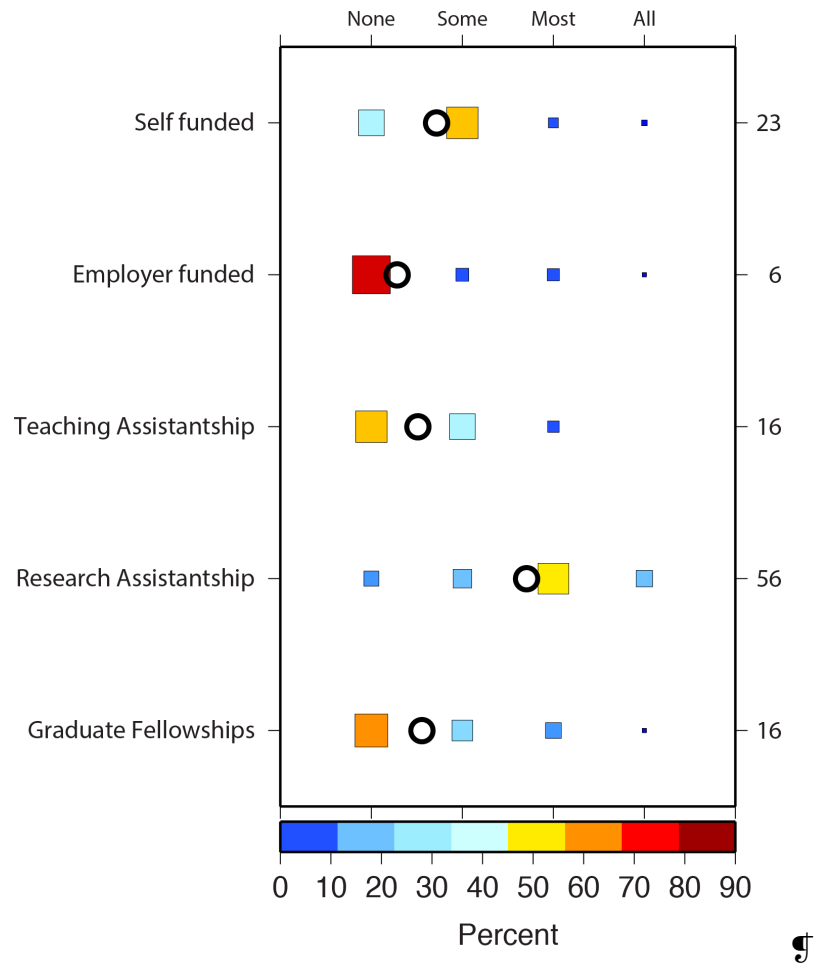
			my time or less was funding relative to my dissertation research.
PHD	pre-2001	CO	VA Bill
PHD	pre-2001	PO	Everything was provided and needs were simple. No such thing as a laptop or home computer. Would go into work at night to finish up homework or research. Rent was reasonable relative to stipend.

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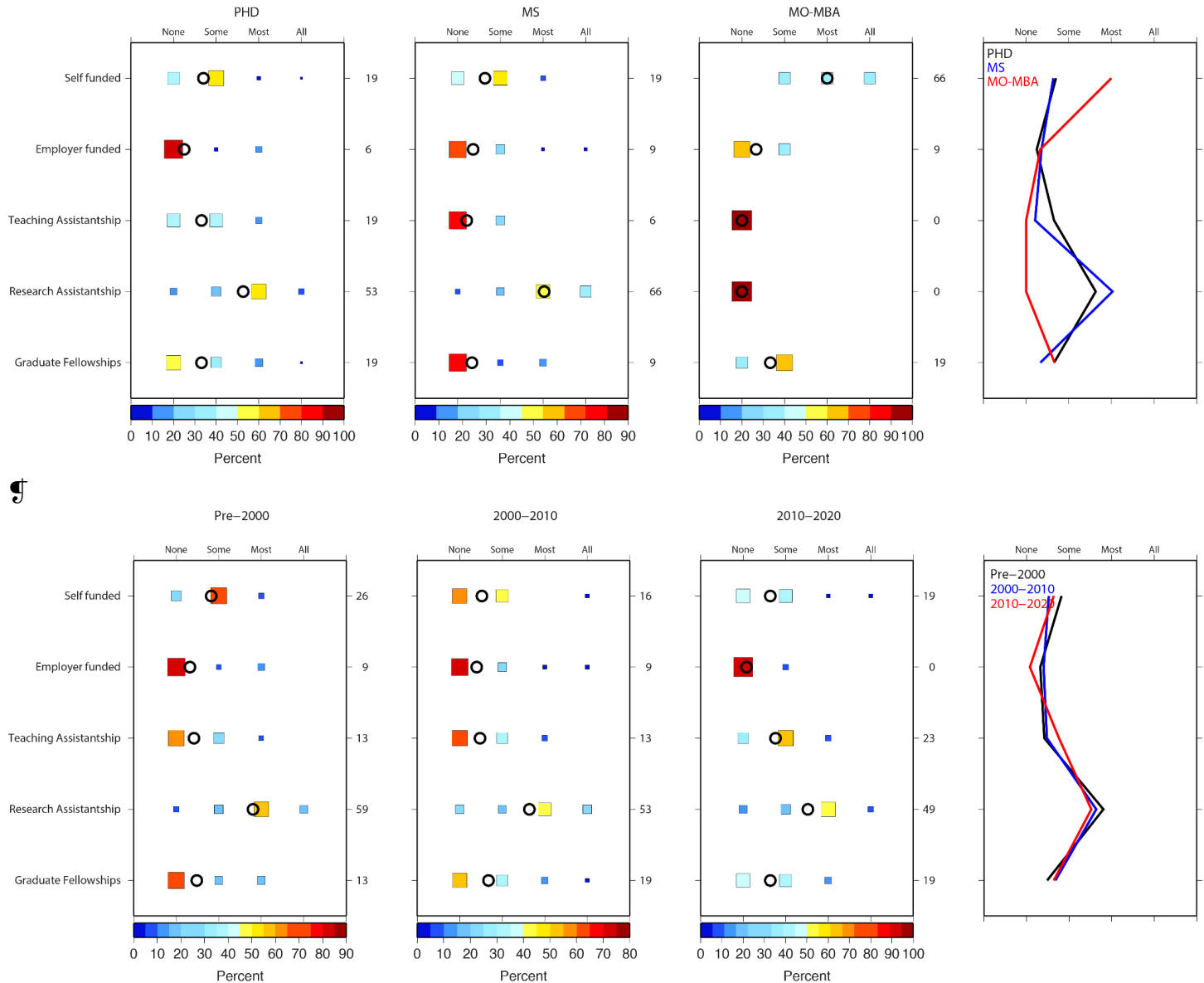
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26) What were your sources of funding for graduate school at GSO?

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n = 113 → BO-54 → CO-20 → GO-21 → PO-14 ¶
→ MO-0 → MBA-8 → MS-28 → PhD-76 ¶
→ Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9 ¶
¶



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Comments:

MS	2006-2010	BO	I was completely self funded my first semester but had a combined support of research assistantships and teaching assistantships the rest of my time at GSO.
MS	2011-2015	GO	I had to get a TAship on my own from another department on the main campus to fund my schooling. I paid for half myself one semester. My advisor often stopped paying his lab group when he felt like it at least while I was there. More than half of us found our own funding.
MS	2016-2020	GO	RA for my research as well as MGSL and TA for OCG-131 "Volcanoes and the Environment" for Dr. Steve Carey where I got to lecture 1/3 of the time.

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			Had to pay out of pocket for continuous registration for summer/fall after defending in spring and making revisions¶
MS¶	pre-2001¶	GO¶	Can't remember if it was called an RA or a Graduate Fellowship.¶
PHD¶	2001-2005¶	BO¶	I wrote a CMER project that was funded for 3 years (this was the former funding scheme between NOAA and GSO).¶
PHD¶	2001-2005¶	CO¶	I think one semester part of my tuition/stipend was funded by an alumni award¶
PHD¶	2006-2010¶	CO¶	Friends of Oceanography Scholarship¶
PHD¶	pre-2001¶	BO¶	I wrote a grant that was funded.¶
PHD¶	pre-2001¶	BO¶	US EPA funded.¶
PHD¶	pre-2001¶	BO¶	I had an NIH predoctoral traineeship for 3 years and then was on my own.¶
PHD¶	pre-2001¶	CO¶	I took a "sabbatical" and ran a commercial lab for 6-12 months to make enough to complete my dissertation. I was still doing research but it was a full-time job. Self-funded equals student loans.¶
PHD¶	pre-2001¶	CO¶	VA Bill¶
PHD¶	pre-2001¶	CO¶	Part-time teaching at another college.¶
PHD¶	pre-2001¶	GO¶	No support my first year except GI Bill and active reserves USNR¶
PHD¶	pre-2001¶	PO¶	Stipend was only funding I had though the family did buy me a car and I didn't have school loans.¶

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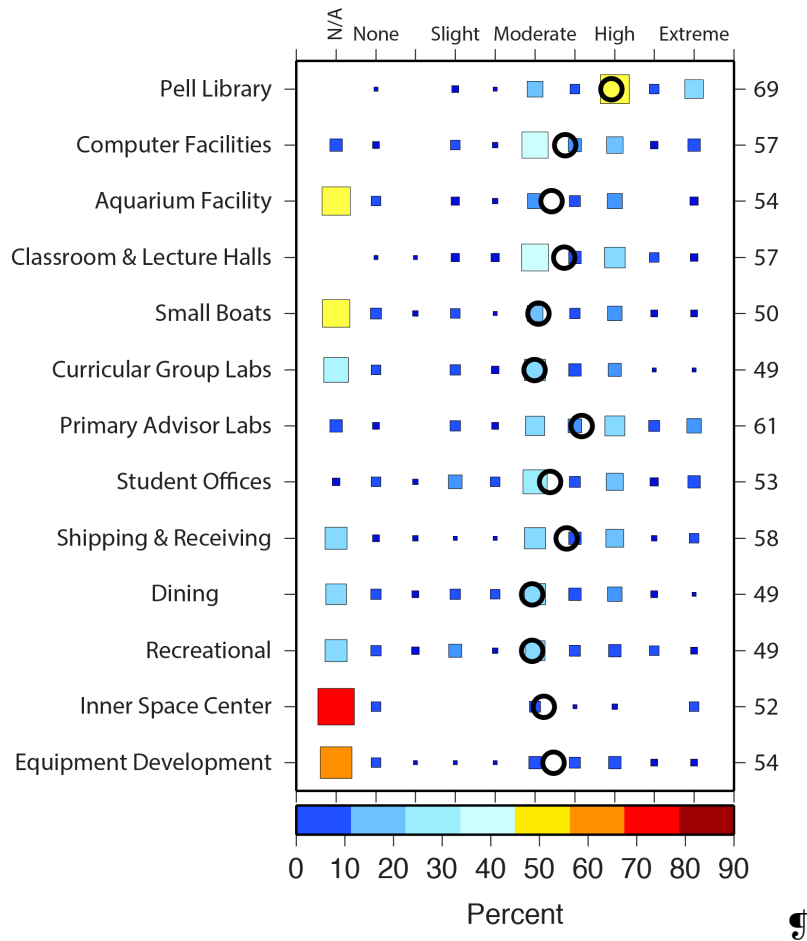
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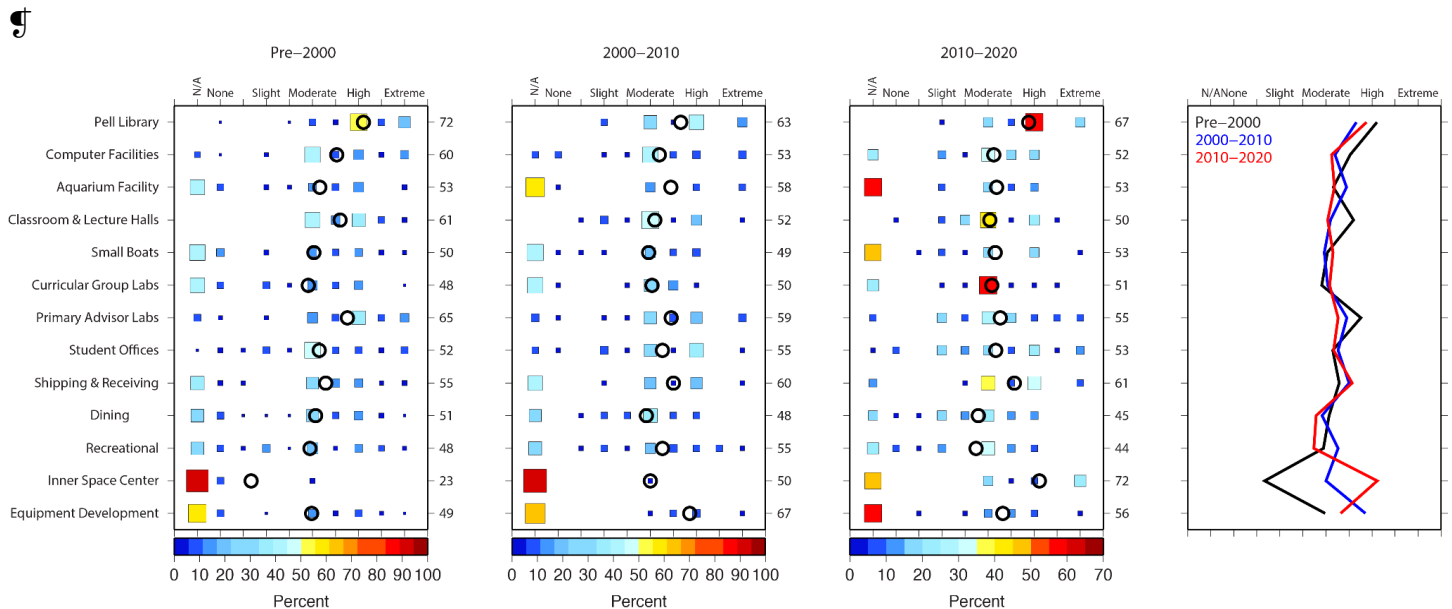
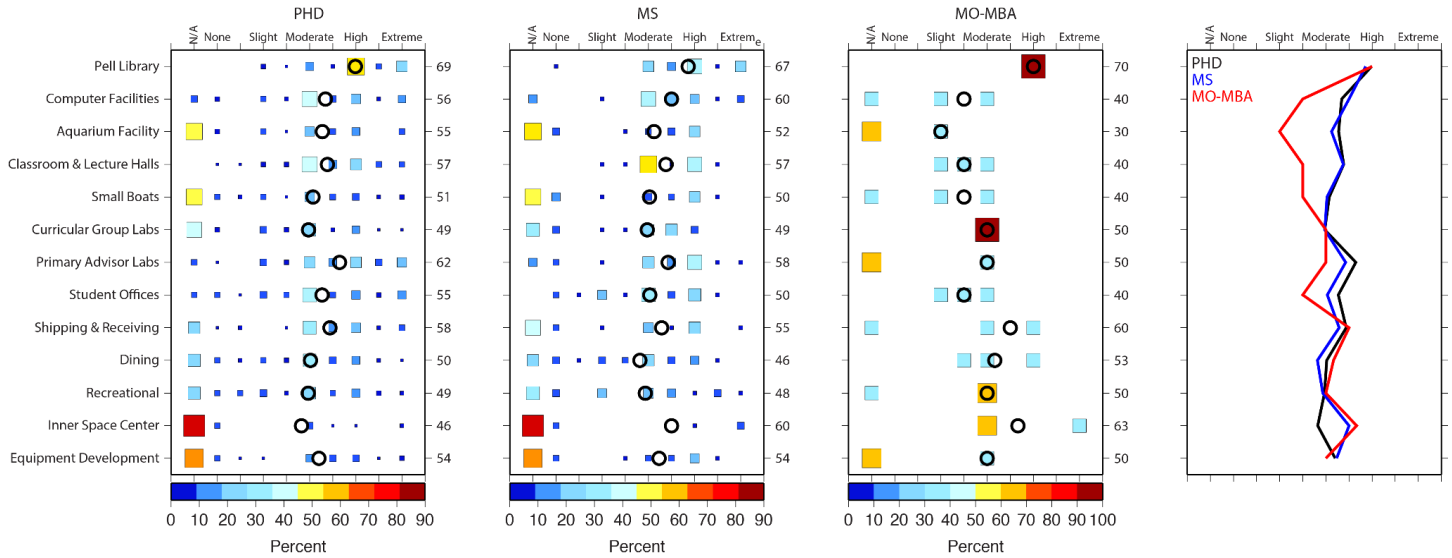
Facilities

27) Rate the quality of the various facilities you used while a graduate student at GSO.

n = 113 → BO-54 → CO-20 → GO-21 → PO-14
 → MO-0 → MBA-8 → MS-28 → PhD-76
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



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Comments:

MS	2011-2015	GO	Horn roof regularly leaked causing office flooding. Constant fear of mold-related health issues
MS	pre-2001	BO	My office was a trailer; I barely used it for anything except storage.
PHD	2001-2005	BO	My research took place at EPA and NOAA so I depended on their support staff and not the staff at GSO.
PHD	2006-2010	BO	New Pell Library/ISC opened at the very end of my time at GSO.
PHD	2011-2015	BO	The Inner Space Center was very exclusive when I attended. There was little opportunity for GSO students to benefit from its presence on campus.
PHD	2011-2015	BO	The student affairs office with Eileen Hughes helped untangle quagmires and

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			paperwork.
PHD	2011-2015	BO	Facilities really were a mess... but I learned that great work can be done in collapsing facilities (MERL)
PHD	2016-2020	BO	I worked primarily at external facilities
PHD	2016-2020	CO	I marked the computer slightly above average not because of the computers but because Bob Sand is there!
PHD	pre-2001	BO	There was no Inner Space Center when I was a grad student! The only recreational facilities were the beach and the volleyball court - both were great
PHD	pre-2001	BO	Inner Space Center??
PHD	pre-2001	CO	Mosbys was the only dining. It was good but limited. Mainly brought my lunch and dinner. Coat factory as well.
PHD	pre-2001	GO	What is the inner space center?
PHD	pre-2001	PO	R/V Endeavor cruises Trident room (for donut hour TGIF pingpong small group meetings) beach potlucks

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Demographics

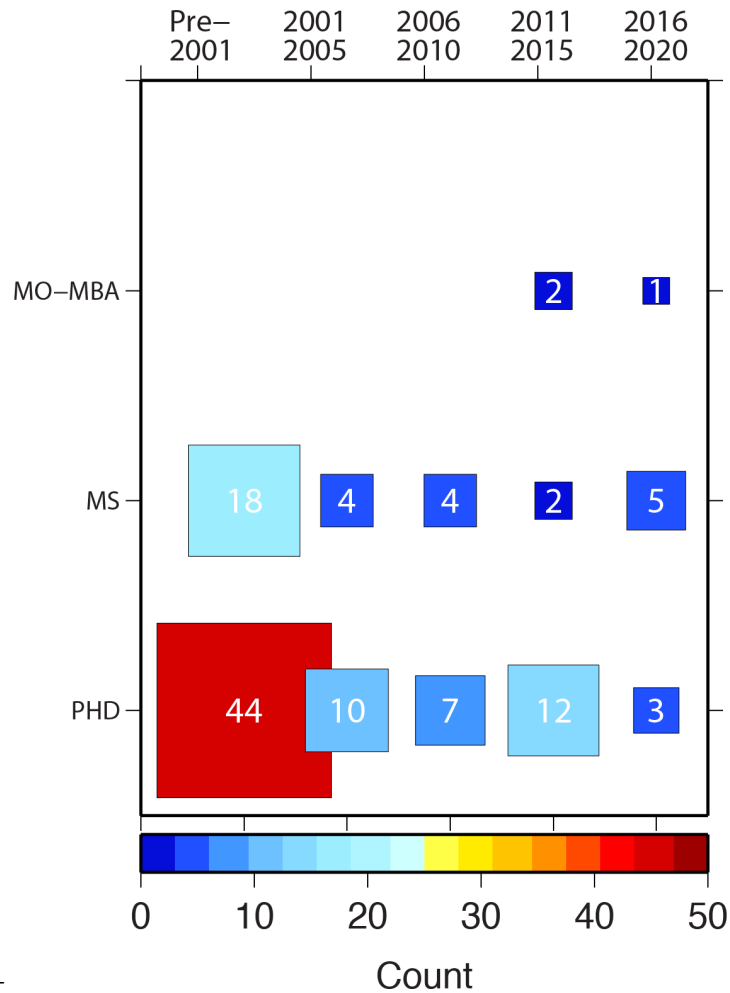
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28) What was your terminal degree at GSO?¶

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n = 112→ BO-54→ CO-20→ GO-21→ PO-14¶
 → MO-0→ MBA-3→ MS-33→ PhD-76¶
 → Pre2001-62→ 2001/2005-14→ 2006/2010-11→ 2011/2015-16→ 2016/2020-9¶

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Comments:¶

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No comments provided.¶

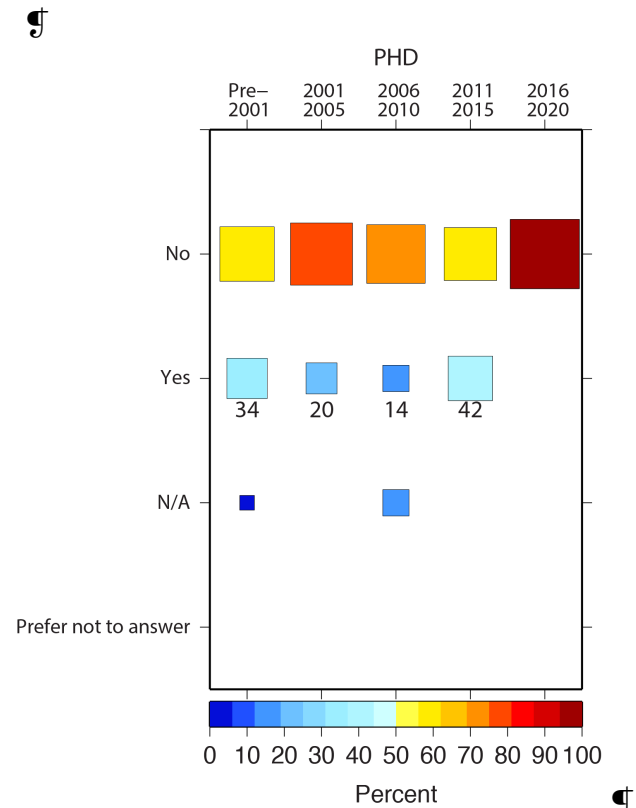
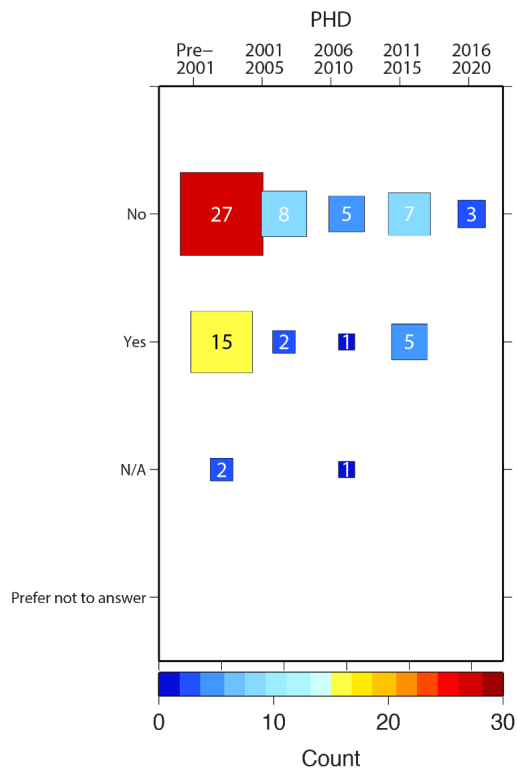
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29) If your terminal degree at GSO was a PhD, did you receive a fellowship or grant for postdoctoral training?

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 n = 112 → BO-54 → CO-20 → GO-21 → PO-14 ¶
 → MO-0 → MBA-8 → MS-28 → PhD-76 ¶
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9 ¶
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Comments: ¶

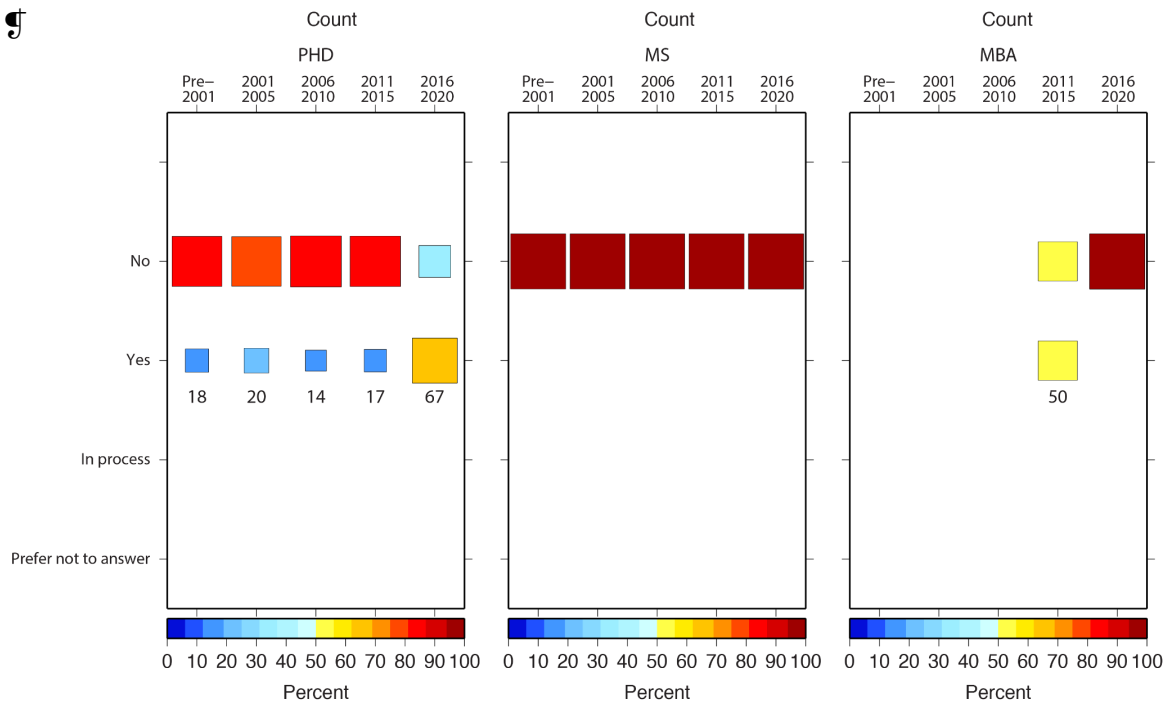
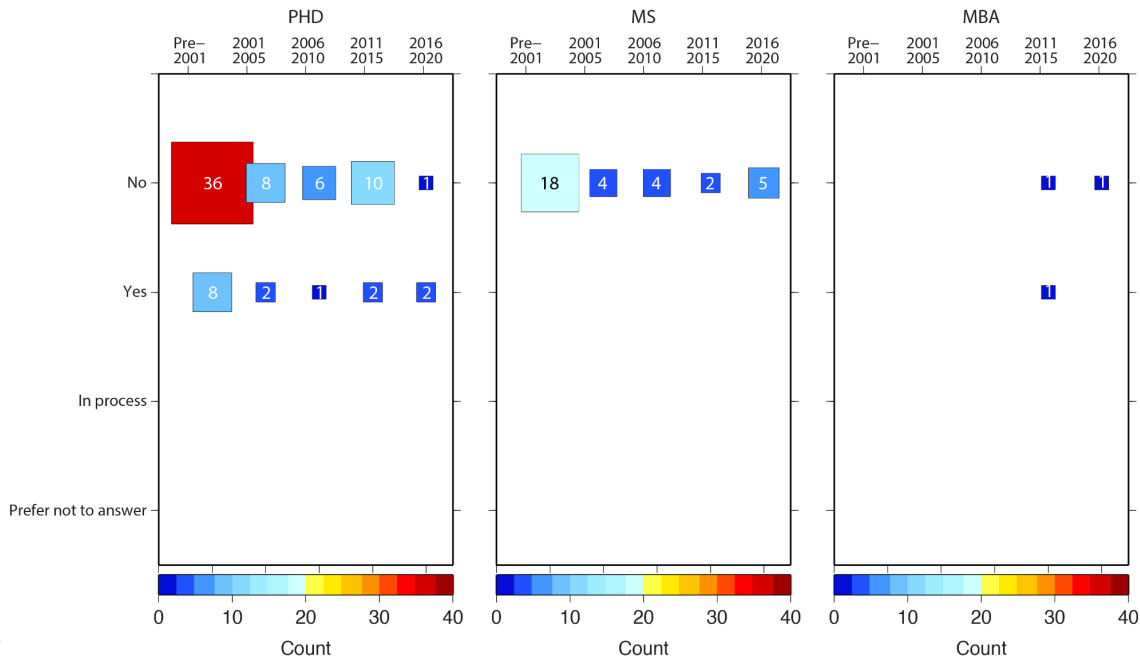
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30) Did you receive multiple graduate degrees from GSO?

n = 112 → BO-54 → CO-20 → GO-21 → PO-14
 → MO-0 → MBA-8 → MS-28 → PhD-76
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



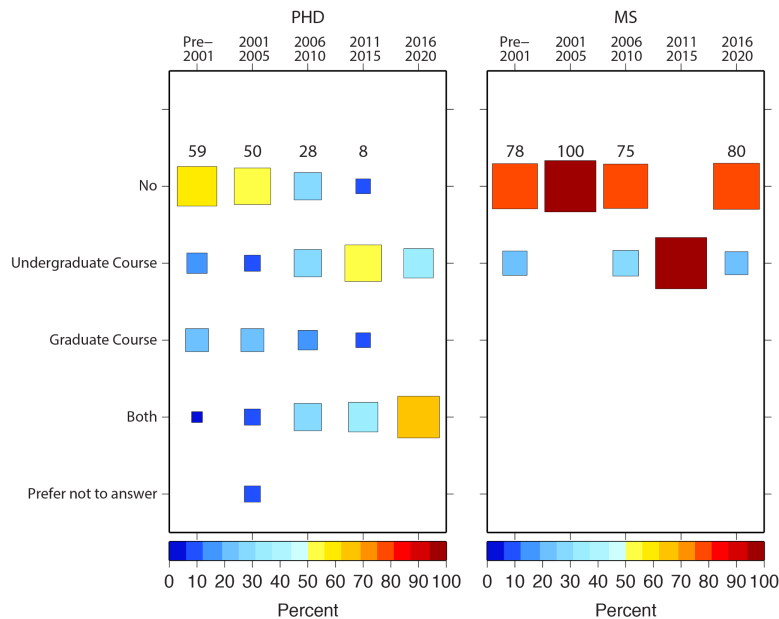
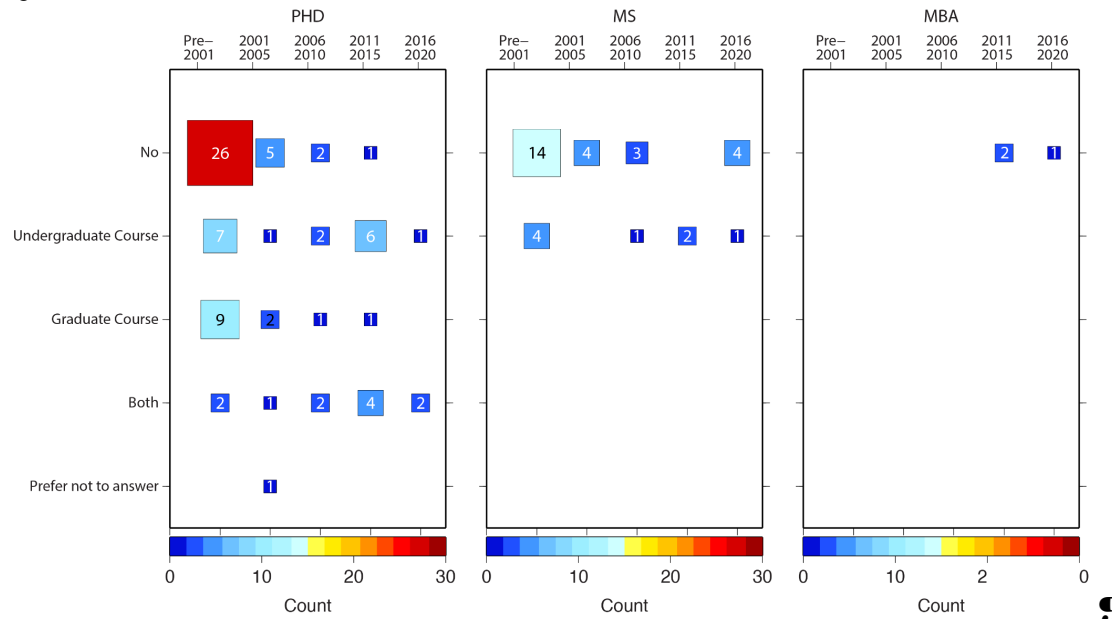
Comments:

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31) Were you a teaching assistant for any graduate or undergraduate courses while at GSO?

n = 112 → BO-54 → CO-20 → GO-21 → PO-14
 → MO-0 → MBA-8 → MS-28 → PhD-76
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



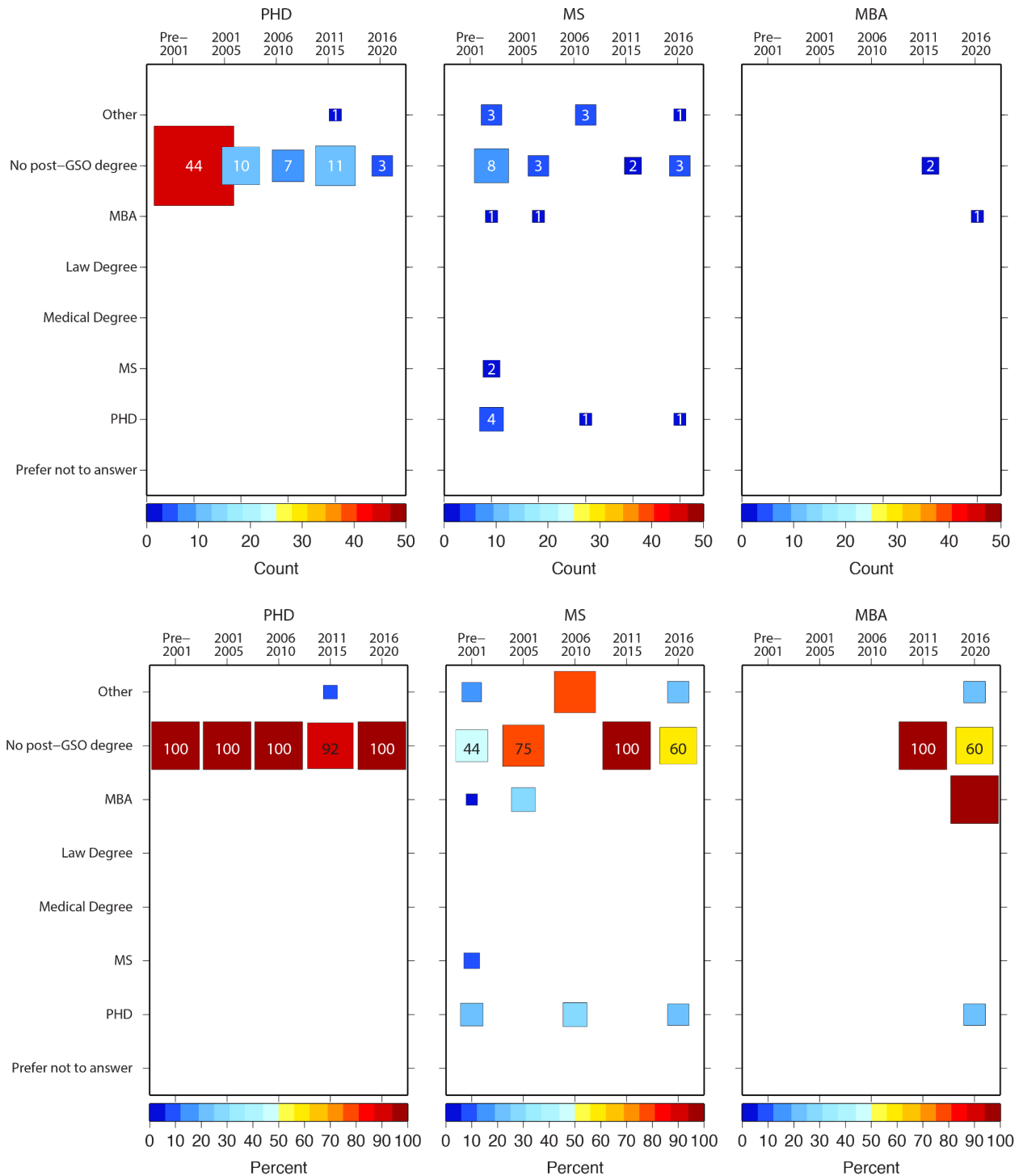
Comments:

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32) Did you receive another graduate degree after GSO? ¶

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n = 112 → BO-54 → CO-20 → GO-21 → PO-14 ¶
→ MO-0 → MBA-8 → MS-28 → PhD-76 ¶
→ Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9 ¶
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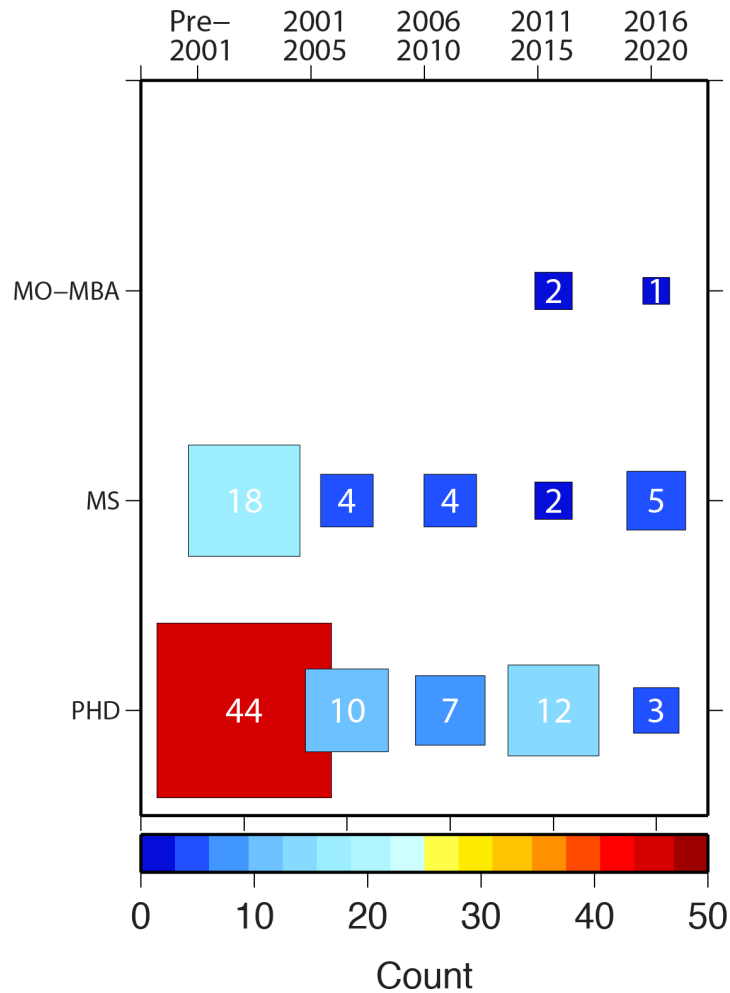
Comments:

MS	2006-2010	BO	Ph.D.
MS	2006-2010	BO	PhD
MS	2006-2010	GO	currently a Phd student
MS	2016-2020	CO	MEd (masters of education)
MS	pre-2001	BO	Master of Public Health (USA) PhD in fishery science (Poland)
MS	pre-2001	BO	Certificate in mediation and other skills
MS	pre-2001	BO	A single PhD after GSO
PHD	2011-2015	BO	concurrent M.Ma (URI)

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33) When did you graduate with your terminal degree from GSO?

¶
n = 112 → BO-54 → CO-20 → GO-21 → PO-14 ¶
→ MO-0 → MBA-3 → MS-33 → PhD-76 ¶
→ Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9 ¶
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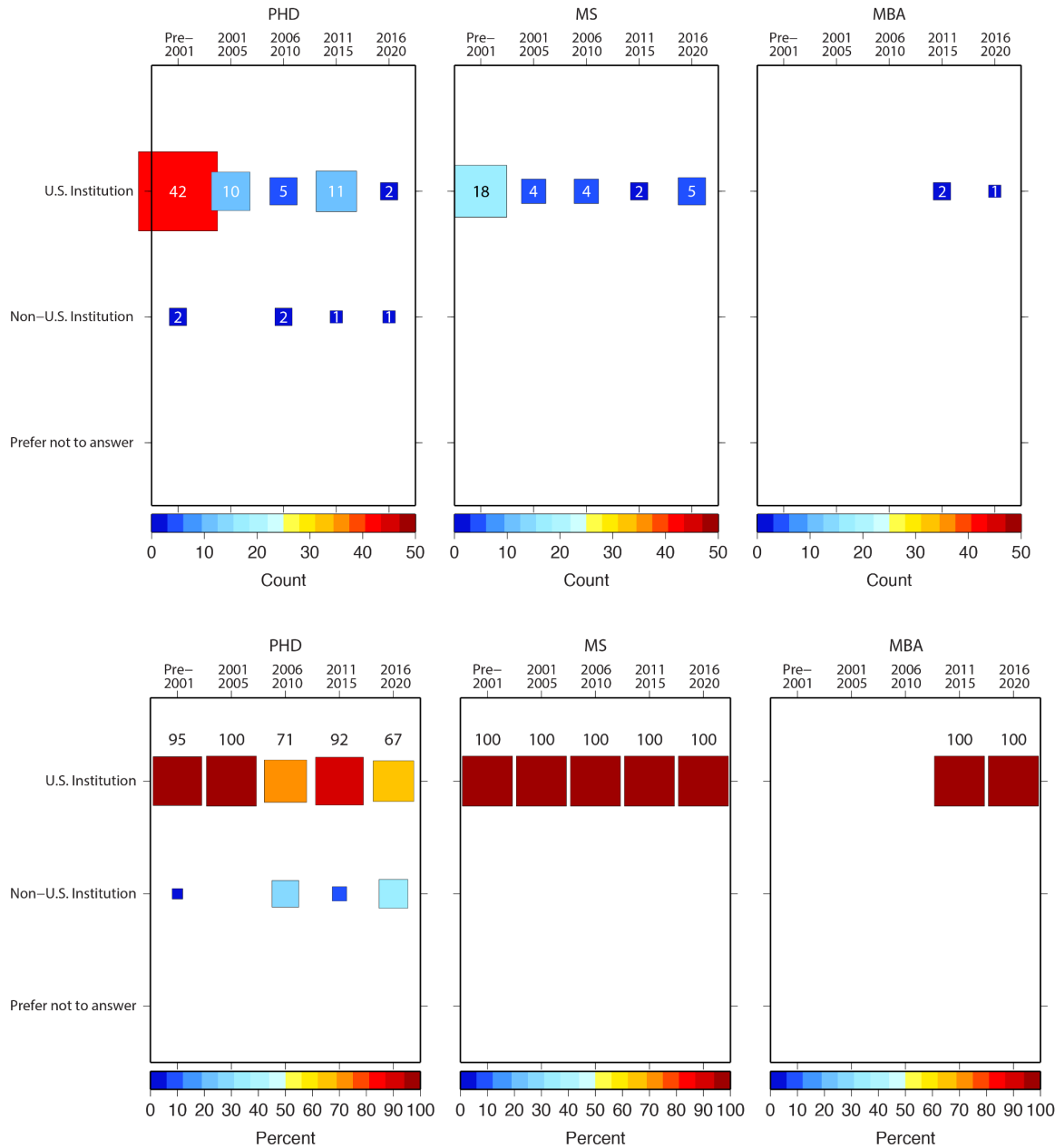


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Comments: ¶
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34) Where did you receive your undergraduate degree?

n = 112 → BO-54 → CO-20 → GO-21 → PO-14
 → MO-0 → MBA-8 → MS-28 → PhD-76
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



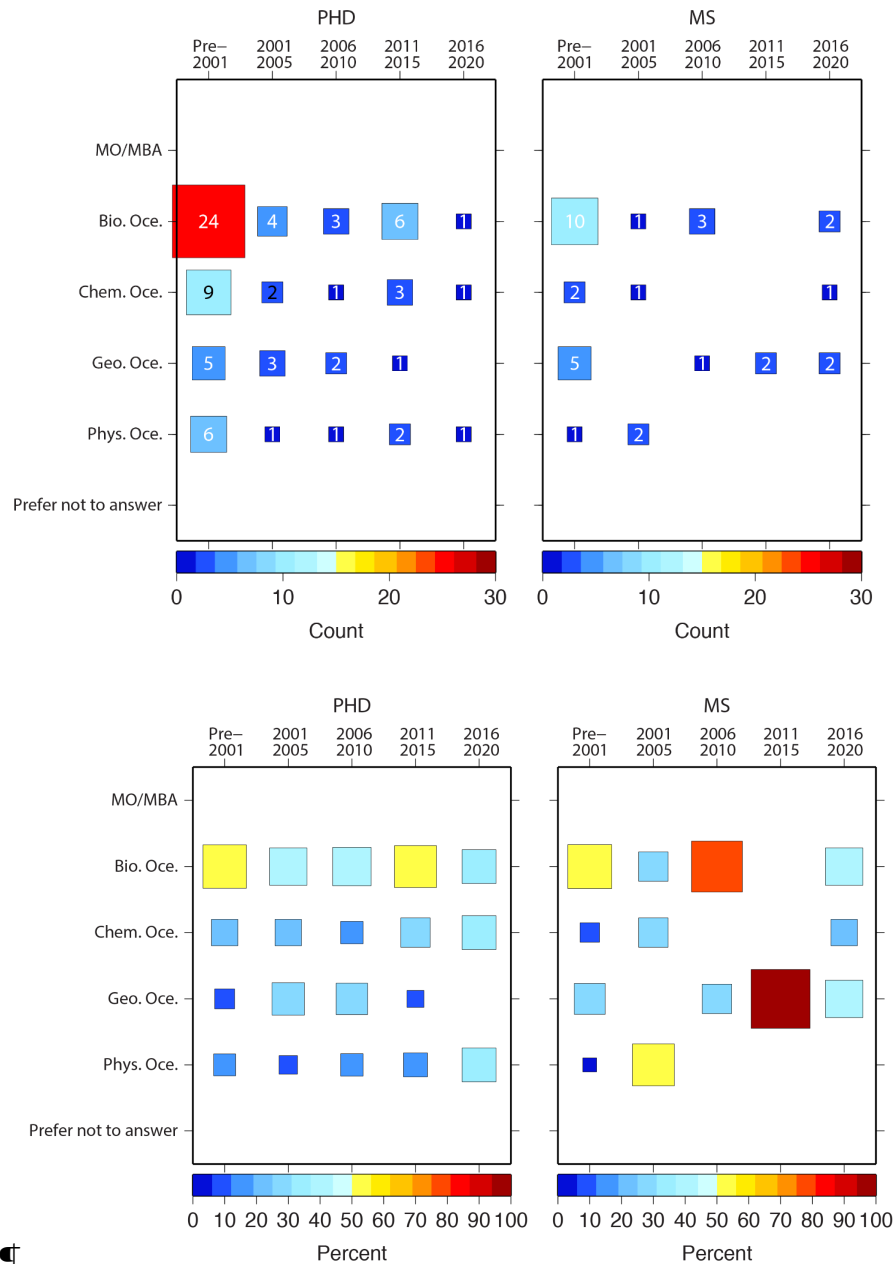
Comments:

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35) With which curricular group did you most closely identify? ¶

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n = 112 → BO-54 → CO-20 → GO-21 → PO-14 ¶
→ MO-0 → MBA-8 → MS-28 → PhD-76 ¶
→ Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9 ¶
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Comments: ¶

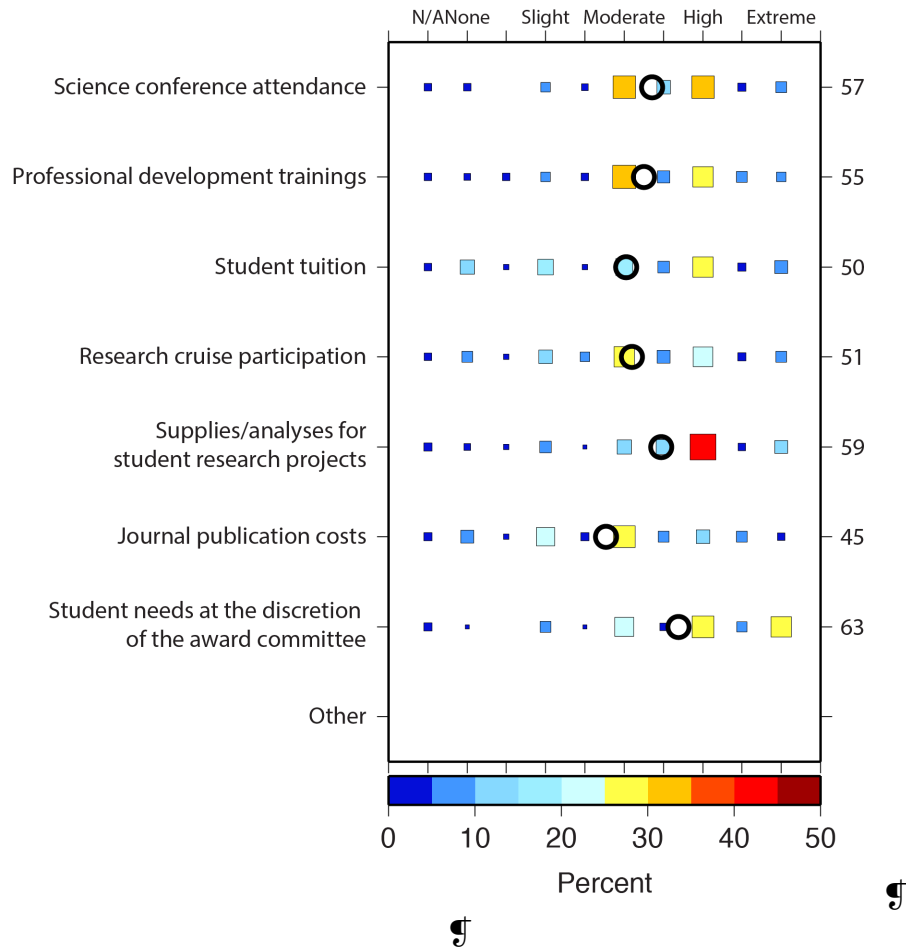
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36) Rate your preference for the use of your donations to the GSO Alumni Fund?

n = 112 → BO-54 → CO-20 → GO-21 → PO-14
 → MO-0 → MBA-8 → MS-28 → PhD-76
 → Pre2001-62 → 2001/2005-14 → 2006/2010-11 → 2011/2015-16 → 2016/2020-9



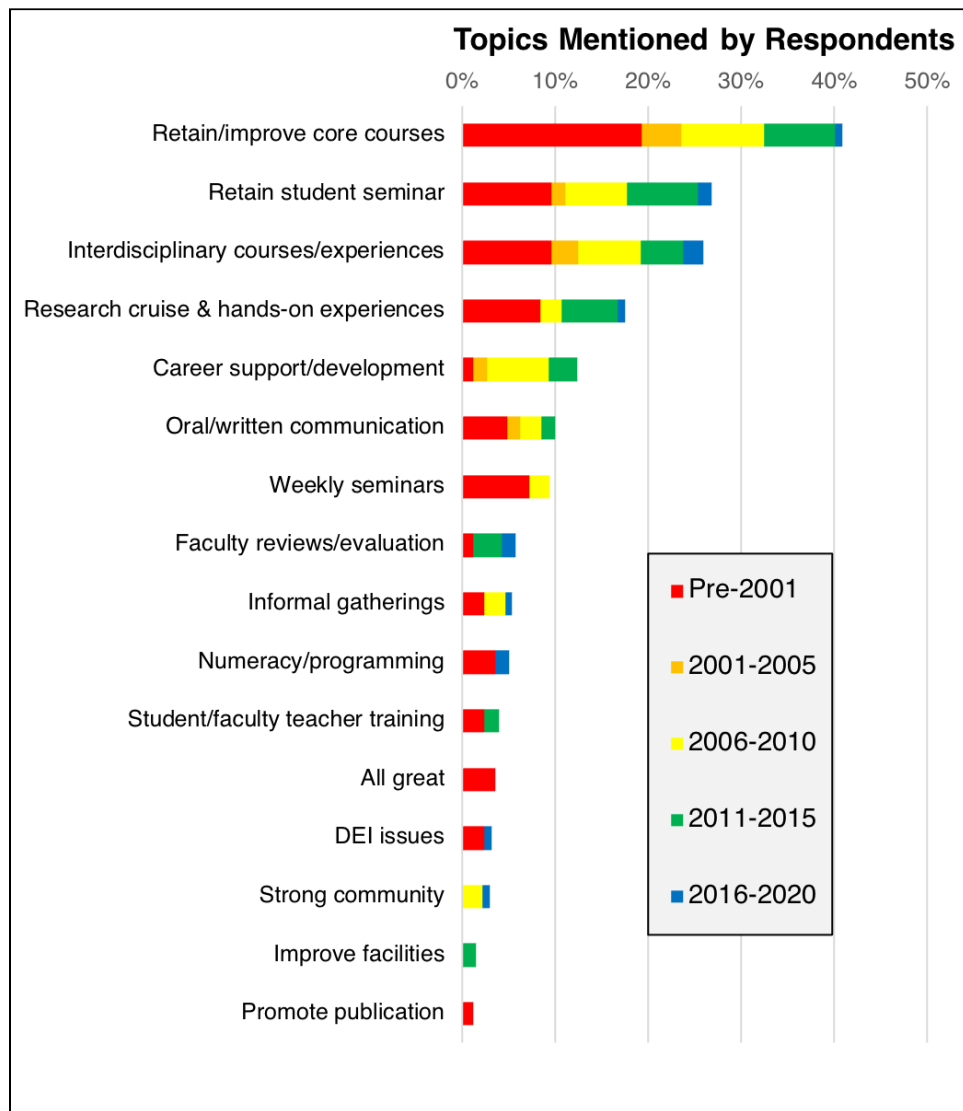
Comments:

MS	2016-2020	BO	For this question I use lower scores for costs that I think should be paid for by the university or the advisor not because they are less important.
PHD	2001-2005	BO	Research grants should cover many of these aspects. GSO alumni funds should be earmarked for professional development and other aspects not necessarily covered on research grants (e.g. increasing the quality of education and opportunities for students) - at least that is my opinion.
PHD	2011-2015	BO	There are other small grants out there for most things except tuition.
PHD	2016-2020	BO	To promote DEI I think there should be a housing stipend for underrepresented students
PHD	pre-2001	BO	I would hope they could get tuition covered by other means (assistantship)

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37) Which components/aspects of GSO's academic program should be retained and/or improved?

n = 82
 BO-47 CO-12 GO-13 PO-7
 MO-0 MBA-7 MS-19 PhD-56
 Pre2001-44 2001/2005-10 2006/2010-9 2011/2015-12 2016/2020-7



Comments:

MBA	2011-2015	MO-MBA	Alumni career support would be so valuable both to strengthening the GSO network and for graduates.
MBA	2011-2015	MO-MBA	GSO is a great place with a strong sense of community and

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			internetworked sciences. This should be retained and built upon. Conversely with so many internal connections it feels like operating in a bubble at the end of the degree without enough connections being built to career or research opportunities outside GSO.¶
MBA¶	2016-2020¶	MO-MBA¶	It was challenging to feel part of a cohort as is the experience of many graduate students particularly those who are around for a while (2-5 years for Masters or PhD). The MO degree had me splitting time between main campus and GSO so I was not in very many classes with the same people. Taking MBA classes while working on the MO at the same time meant that I went to a third campus again with different people. Juggling three campuses for two programs made it hard to develop a sense of community. I don't think it would have been much more successful if I had done one program at a time because the MO students come in and leave so quickly. I think the online students will feel even less a part of the campus. If I did not work on campus between classes I would have felt even less a part of the community. I would recommend finding jobs for MO students on the GSO campus whenever possible to keep them connected and engaged.¶
MS¶	2001-2005¶	BO¶	Keep core curriculum more elective courses¶
MS¶	2001-2005¶	CO¶	Core courses¶
MS¶	2001-2005¶	PO¶	One aspect of my experience that I felt was a little lacking was in the preparation of manuscripts. Although I did not continue for a PhD I had essentially zero experience on how to write a manuscript for publication when I graduated nor did I know anything about how journals differ in their content and format. A formal paper discussion group would have been helpful as well in this regard.¶
MS¶	2006-2010¶	BO¶	Core curriculum annual seminar presentation¶
MS¶	2006-2010¶	BO¶	I had just an EXCELLENT experience at GSO. Great student community awesome advising great location/facilities happy people. I got my master's at GSO before going to get my PhD at Brown and would repeat my GSO experience in a heartbeat. I recommend GSO to anyone who will listen!¶
MS¶	2006-2010¶	BO¶	Boat burnings and weekly seminars!¶
MS¶	2006-2010¶	GO¶	Multidisciplinary seminar 4 core courses fieldwork focus¶
MS¶	2011-2015¶	GO¶	Feedback on professors/teachers and advisors should become a bigger part of the overall running of GSO and evaluation of faculty.¶

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MS¶	2016-2020¶	BO¶	The weekly student seminar was extremely valuable for me. I remember a strong encouragement to attend and review talks. I wish more grad schools had a similar opportunity. I remember that the faculty consistently attended and were generally very engaged at the weekly seminar and other weekly/periodic seminars and discussions. I think that is important to encourage a culture of participation among students. When I was there getting food on campus was definitely a challenge. I understand that is better now. I think the non-core GSO electives both the quantity available and the diversity of excellent classes was one of the most valuable things for me as well.¶
MS¶	2016-2020¶	GO¶	More focus on interdisciplinary research/projects. Disciplines seemed very siloed (even by building!) - this hasn't been my experience in my career many interdisciplinary projects. More focus on diversity / inclusion. Balancing research with coursework was a challenge. Was very dependent on advisor priorities - rather than needs/goals of student. Activities like seminar and boat burning might not have helped me in my career... but they did help with my mental health / sense of community while at GSO. this was very important - particularly given siloed disciplines mentioned above.¶
MS¶	2016-2020¶	GO¶	The cruise requirement is a must. I also think that a coastal / small boat project would be a great addition. My first project upon arriving at GSO was an upper bay circulation study where the students in our lab group prepared the instruments locations, trailered the boat to EG deployed (with help from RWU divers) and recovered 31/32 instruments. This was super enlightening as to how oceanography actually gets done. I also think all students regardless of major concentration should take a programming / numerical methods / data processing course. These are probably the most important skills for any career field these days.¶
MS¶	pre-2001¶	BO¶	Core courses participation in cruises and giving seminars on research.¶
MS¶	pre-2001¶	BO¶	I'm not familiar with the recent program thus I'll not voice my opinion.¶
MS¶	pre-2001¶	BO¶	My experience at GSO was great!¶
MS¶	pre-2001¶	BO¶	GSO has a serious culture problem in terms of learning to embrace justice equity diversity and inclusion. Focusing this survey solely on academics will not help GSO uncover major issues and work to mitigate issues and improve.¶
MS¶	pre-2001¶	BO¶	A broad interdisciplinary basis is essential as is attending student seminars in other areas, social (TGIF) events, spaces for people to meet

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			and converse across disciplines.¶
MS¶	pre-2001¶	BO¶	Interdisciplinary¶
MS¶	pre-2001¶	BO¶	I'm sure it has changed a lot since I was there. But I think the emphasis on oral presentation, written communication and critical thinking will be helpful in any field and are absolutely essential to a graduate degree.¶
MS¶	pre-2001¶	BO¶	Cross-disciplinary afternoon lecture series¶
MS¶	pre-2001¶	CO¶	Making sure people are well rounded in all the core science disciplines and numeracy.¶
MS¶	pre-2001¶	GO¶	I've been out of school so long that I cannot answer that question.¶
MS¶	pre-2001¶	GO¶	I found them all valuable and would not change a thing.¶
PHD¶	2001-2005¶	BO¶	It's been a long time since I was a student at GSO so I don't have a lot to say about this. However from what I've heard GSO's academic program is in need of a refresh that would emphasize interdisciplinarity beyond the oceanographic sub-disciplines to include social science and engineering. Students need the practice of working in teams with diverse skill sets, goals and competencies.¶
PHD¶	2001-2005¶	BO¶	The interdisciplinary nature of oceanography is of great value so I'd keep that aspect of the overall program. I was focused on teaching in my future career not research but while my advisor was supportive of this GSO didn't have a lot of opportunities for students like me to explore and learn about non-research focused career options.¶
PHD¶	2001-2005¶	BO¶	As a biological oceanographic student having all four core courses was important for breadth of knowledge. The student seminar was important. Flexibility in taking courses on the main campus is also important.¶
PHD¶	2001-2005¶	CO¶	Working in academia, multidisciplinary coursework has been incredibly valuable to me. I hope that GSO is doing a better job along with the URI graduate school to help people finish. I watched too many bright hard working ABD people get hurt by the way the URI system works, in particular if an advisor was awful there was NO support. My advisor was wonderful and the others in the curricular group were supportive and therefore my experience was positive.¶
PHD¶	2001-2005¶	GO¶	Retain: seminar participation exposure to all core courses (I still refer back to my core course material and the field experiences I got in bio oce). I loved and highly valued the research cruise requirement but it might make sense to provide other options for a practicum (like a modeling internship at NOAA for those who don't like boats). ¶

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			Improve: promoting publication of thesis exposure to non-academic career options better training regarding potential post-degree progressions add debate/elocution public speaking options.¶
PHD¶	2001-2005¶	GO¶	I have no complaints about my experience at GSO. Overall I had a great experience.¶
PHD¶	2001-2005¶	PO¶	The core courses should be retained. Improvement could be made to cross disciplinary courses.¶
PHD¶	2006-2010¶	BO¶	More professional and career development.¶
PHD¶	2006-2010¶	BO¶	I would have liked to have access to more professional development workshops which are much more prevalent now. I like that every student needs to take all of the core courses - that should definitely stay as a requirement.¶
PHD¶	2006-2010¶	BO¶	Communication was not an emphasis when I was a student but has grown to become a critical component of my work. I had to invest a lot into learning these aspects post graduation. There was also very little exposure to different career choices beyond academia at the time. I found a lot of value in the core courses and have had to lean on that material in my own teaching. The students should be receiving more oral communication training as part of the student seminar experience.¶
PHD¶	2006-2010¶	GO¶	Interdisciplinary work is always a good thing.¶
PHD¶	2006-2010¶	PO¶	Combination between science and engineering.¶
PHD¶	2011-2015¶	BO¶	The core courses are important and need to be retained. However they were not created equal when I took them (albeit a long time ago). I feel they should be treated the same with similar intensity and requirements. I do like the variety of courses URI offers and would encourage GSO students to look at the main campus for varied offerings. The best experience is Student Seminar and I think that should remain.¶
PHD¶	2011-2015¶	BO¶	Small boat facilities for hands-on experiences cross-institution collaborations interactions with ocean users applied science more emphasis on fisheries and human-dimensions of oceanography¶
PHD¶	2011-2015¶	BO¶	Core courses were good. Student seminars had value but could be improved with constructive comment. Business finance accounting proposal writing agency interaction could be improved. Some system for evaluating faculty members/mentoring might be helpful.¶
PHD¶	2011-2015¶	BO¶	I thought Chem & PO were very interesting and useful to my further career (I am in Bio). The bio core course was for me just not

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			challenging or new material and geo. was an unmitigated disaster (no relevance to my work or the other courses, zero coordination between the four instructors, tedious and meaningless labs/field that felt designed to waste your time). But I think I was also lucky to have been taught by Pilson & Wimbush. I think student seminar is useful - I was surprised when I started going to conferences just how bad some students from schools that don't have this were! The fisheries courses I took just to fill up the required course credits also turned out to be quite useful to my career. I think the seminar series could be better integrated - to encourage people to attend the seminars outside their discipline.¶
PHD¶	2011-2015¶	BO¶	Core courses and cruise requirement should be maintained. Facilities need improvement¶
PHD¶	2011-2015¶	BO¶	Cruise requirement is an excellent idea. I think more integration between the sub-disciplines.¶
PHD¶	2011-2015¶	CO¶	Student seminar should definitely be retained and also cruise requirement should be kept¶
PHD¶	2011-2015¶	CO¶	There needs to be an increased emphasis placed on teaching by the GSO faculty and teacher training for graduate students. Teaching classes often seemed to be an afterthought for many professors and TAs received minimal (if any) training. This meant both that the classroom experience was suboptimal for many GSO students and that there was little opportunity for graduate students to engage in teaching-related professional development. The Monday grad student talks are a valuable way for students to hone their oral communication skills.¶
PHD¶	2011-2015¶	GO¶	The hands-on aspects of the courses should be retained. While I did not fully appreciate the need for the core courses I have found myself appreciative of being exposed to all areas of oceanography while a graduate student.¶
PHD¶	2016-2020¶	BO¶	Increased emphasis on interdisciplinary collaboration and solutions-focused work.¶
PHD¶	2016-2020¶	CO¶	The core courses could use a revamp to make sure all students take the same intro work and the faculty know what is actually taught in the intro courses. Students should leave with basic coding skills an idea of what goes on in the other disciplines and knowing how to work with diverse groups. I loved GSO and am happy with my time there but it would be nice to have systems in place to help students trapped in bad advising situations or those without any funding. David and Meredith definitely helped me with the latter but a system should not be dependent on 2

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			people for success. I have great hopes for what Dean Bontempi will do to bring GSO fully into the 21st Century and beyond!!¶
PHD¶	2016-2020¶	PO¶	Please hold your colleagues accountable when you see them abuse students. Put them on notice and tend to the students. Make sure to only admit students you can support financially throughout the program, especially international students. No student should have to live on their savings for an entire semester while the advisor is trying to delay the completion of their degree. Do not let professors pass the students at their comps to then fail them afterwards. Make sure communication is well established with Main Campus (Grad School office AND Counseling Center) to support the students.¶
PHD¶	pre-2001¶	BO¶	Core courses!!! cruise requirement numerical methods and data analysis training¶
PHD¶	pre-2001¶	BO¶	Core courses¶
PHD¶	pre-2001¶	BO¶	Cruise research student seminars guest lectures¶
PHD¶	pre-2001¶	BO¶	Retained: student seminar diverse research opportunities Improve: more proposal writing more exposure to new technology and new ways of examining data¶
PHD¶	pre-2001¶	BO¶	Core courses possibly improving on interdisciplinarity¶
PHD¶	pre-2001¶	BO¶	No idea what today's course structure is like. I do feel that the core courses were a positive influence and should be retained -- after all it is Oceanography and we are supposed to know how all aspects of ocean biology physics geology and chemistry influence our objective.¶
PHD¶	pre-2001¶	BO¶	Not familiar enough with current to comment¶
PHD¶	pre-2001¶	BO¶	Bio-optics¶
PHD¶	pre-2001¶	BO¶	Very broad statement ! I believe the core requirements are very important if the student intends to pursue work in an oceanographic field. If the person was actually intending to get into marine environmental fields I think greater emphasis on basic physical/chem/geol + bio ocg and more hands-on experience with use of modern environmental monitoring instruments is needed. Maybe an MS in marine environmental science ? I was very interested in animal behavior and spent most of my elective courses in that area. Although I delighted in what I learned I used very little of that knowledge area during my career as an environmental scientist. More practical applied experience would have helped + potentially helped in job applications to

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			environmental state and federal agencies. Also- please don't publish the details I have given you concerning RI state agencies weaknesses as I see them. I still have lots of friends there and do not mean my comments to be a condemnation of hard-working civil servants. I believe it's just RI politics that holds the state back !
PHD	pre-2001	BO	Please keep the core courses.
PHD	pre-2001	BO	The graduate student seminar series all disciplines combined
PHD	pre-2001	BO	Weekly seminars, cruises (more than one) pre-graduation publication improve collaboration in thesis project development and vastly improve placement help.
PHD	pre-2001	BO	Some emphasis on teaching should be factored in on faculty hiring.
PHD	pre-2001	BO	I am so long graduated that I have no valid opinion
PHD	pre-2001	BO	Require Core courses PO BO CO GO for ALL STUDENTS!!!!!!
PHD	pre-2001	BO	Improve mentoring by advisors.
PHD	pre-2001	BO	Core courses still relevant!
PHD	pre-2001	BO	Too old a dog to have good advice for you guys.
PHD	pre-2001	BO	My experience was so long ago (1974) that is certainly irrelevant today
PHD	pre-2001	BO	Core courses student seminar cruise requirement
PHD	pre-2001	CO	The CORE of oceanography. Foundation for interdisciplinary science. Could be expanded. Student seminar oral and written presentation. It has been 21 years since I departed. I hope that mentoring and personal support diversity and inclusion have developed over that time. It was a critical gap in my experience at GSO. There were issues that leadership should have addressed head on that was either kept under the table or deemed unimportant/inconsequential. Disparity between the professors and marine scientists was also an issue back then that needed to be addressed.
PHD	pre-2001	CO	It's all good!
PHD	pre-2001	CO	Please keep the seminar requirement, the cruise requirement, and the core course requirement at a minimum. Do not feel I can comment on other requirements after almost 40 years.
PHD	pre-2001	CO	I am too far removed in time from graduation with my Ph.D. to offer useful advice.
PHD	pre-2001	CO	While at GSO I realized that in the aggregate the chemistry GSO

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			<p>professorial core was about the best anywhere. I don't think you can duplicate my experiences now. All were at the top of their various disciplines. I consider myself to be extremely fortunate to have had the opportunity to study with Drs. Duce Kester Quinn and Pilson. Also I took full advantage of the main campus chemistry resources taking every Main Campus chemistry course I could get. The two-fold academic approach of GSO/Main Campus approach served me in good stead after my degree. As I said I was highly motivated to complete my PhD degree in record time and get on with my career. Now over 40 years later I realize what a monumental task I set for myself and how singularly important the combined GSO/Main campus approach benefitted me. I would encourage all incoming students to take full advantage of ALL academic resources available through GSO. GSO should emphasize such opportunities to all incoming students.</p>
PHD	pre-2001	CO	A focus on problem-solving and good written and oral communication should continue to serve every graduate well!
PHD	pre-2001	GO	Core courses and student seminar
PHD	pre-2001	GO	4 Core courses Cruise requirement
PHD	pre-2001	GO	Retain broad array of core courses weekly student seminars.
PHD	pre-2001	PO	<p>The mixers where everyone across disciplines are hanging out talking getting to know each other ... are really important for creating community and learning about the big world outside of the student's particular research focus. I also valued the leadership roles GSO gave students (running seminars, SURFO program TAing ...). I look back on time at GSO very fondly. What a great education.</p>
PHD	pre-2001	PO	Not sure how the curriculum has changed since 1989! Core courses were excellent training.
PHD	pre-2001	PO	As a 1995 graduate I'm out of touch with the current program.



Appendix D. Employment Trends (2001-2020)

Temporal Trends

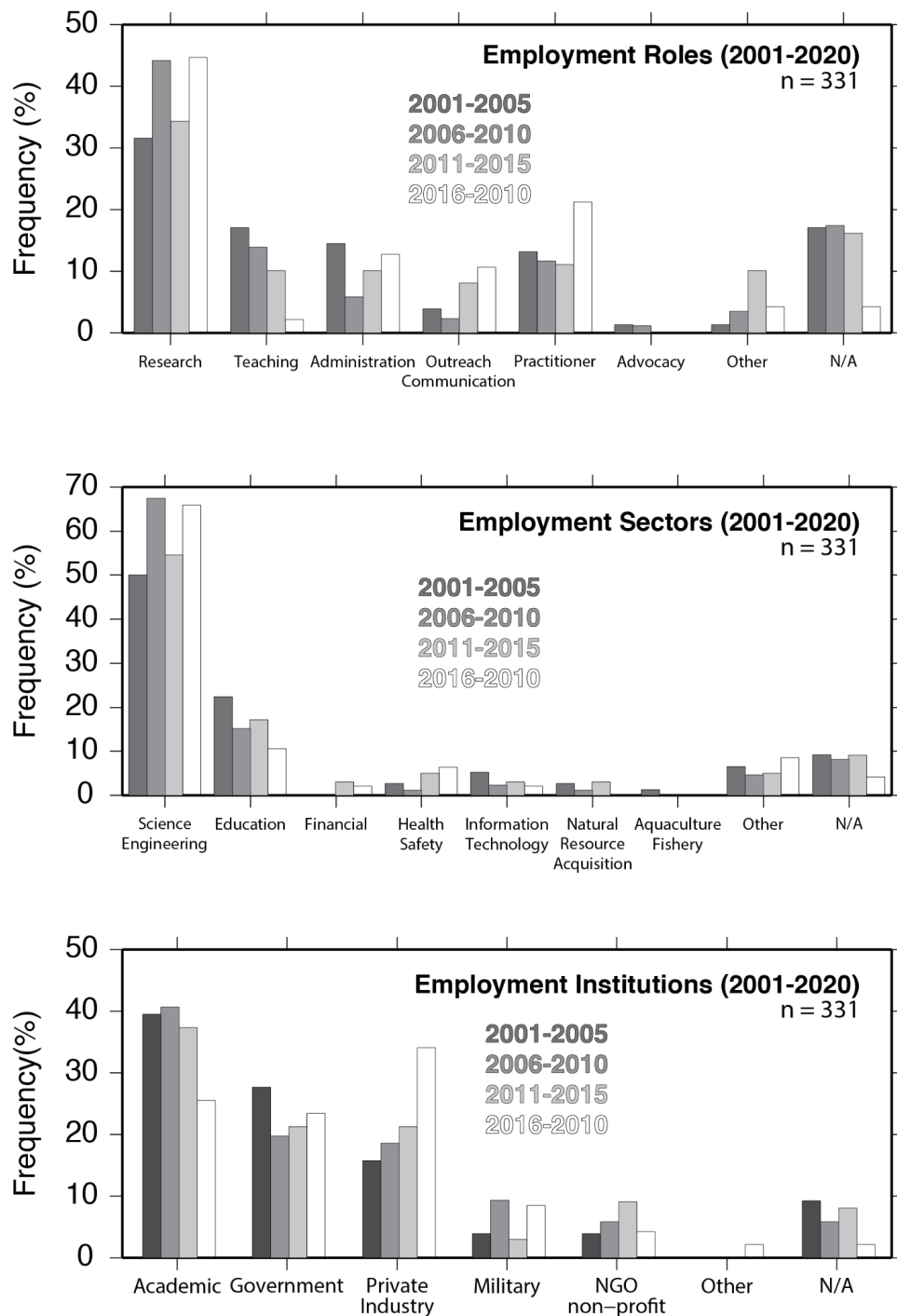


Figure D1. Breakdown of current listed employment institutions, sectors, and roles for URI/GSO graduates from 2001 to 2020 and disaggregated by year span of graduation. Original data are provided by Alumni Relations Coordinator Veronica Berounsky on December 10, 2020 in a file named "Alumni Information Spreadsheet as of 11-15-20 - for alum speaker series.xlsx."

Degree Trends

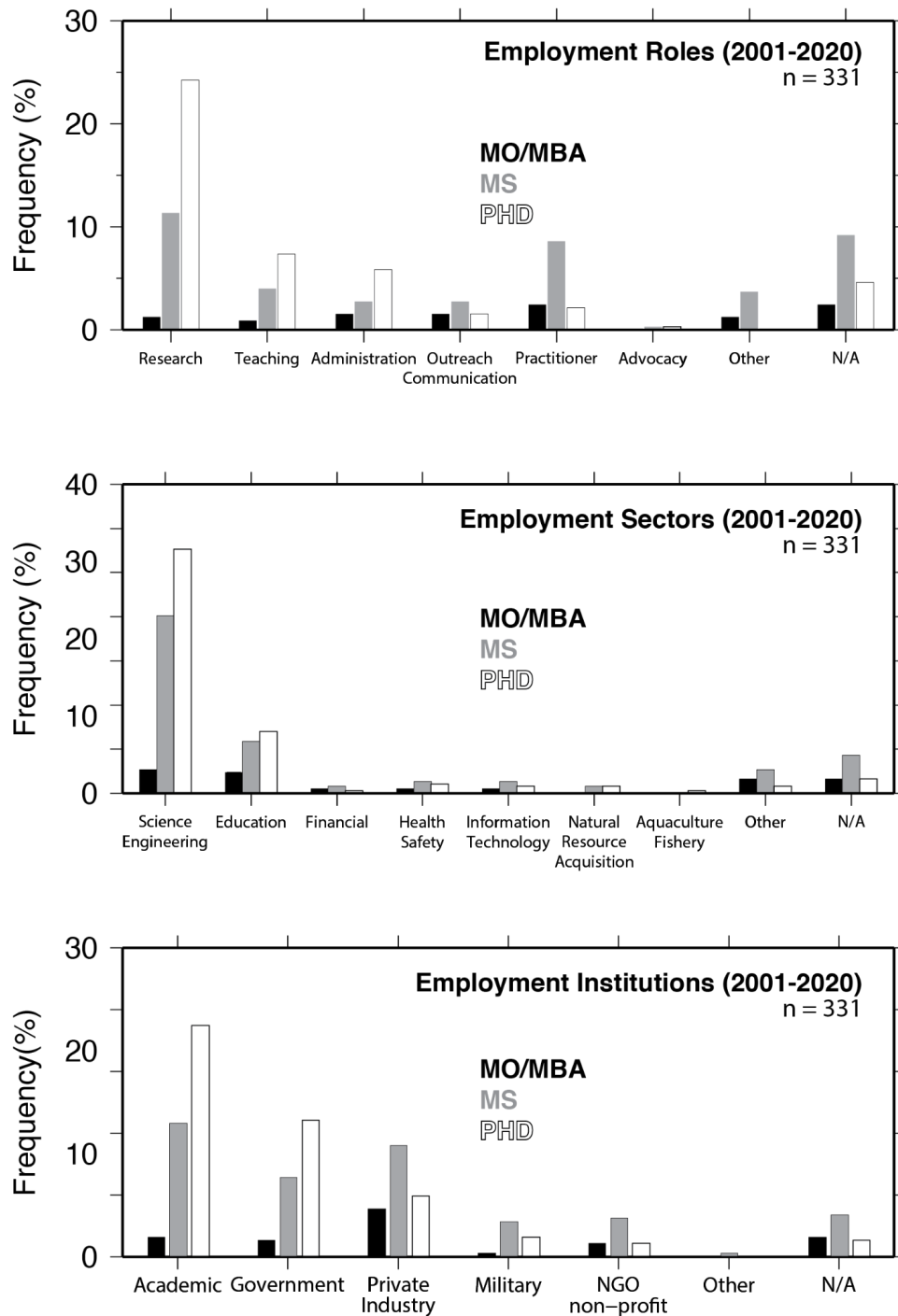
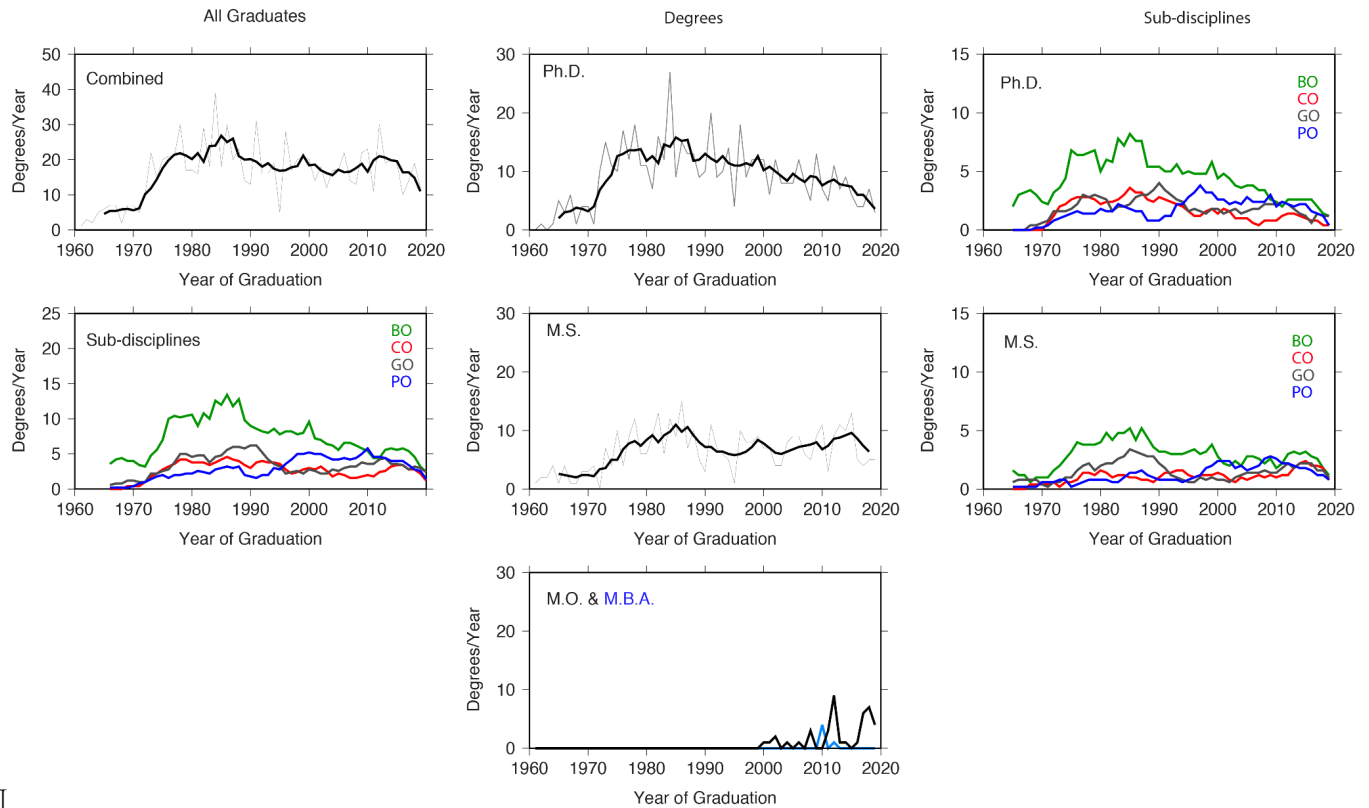


Figure D2. Breakdown of current listed employment institutions, sectors, and roles for URI/GSO graduates from 2001 to 2020 and disaggregated terminal degree obtained. Original data are provided by Alumni Relations Coordinator Veronica Berounsky on December 10, 2020 in a file named "Alumni Information Spreadsheet as of 11-15-20 - for alum speaker series.xlsx." ¶

Appendix E. Graduation Trends (1961-2020)



¶

Figure E1. Plots of temporal patterns of URI/GSO graduates based on sub-discipline and terminal degrees from URI/GSO.

Appendix F. Methodology

Assessment Development

The development of the academic assessment tool required several steps including,¶

- choosing a survey mechanism, ¶
- recruiting a development team, ¶
- creating a list of assessed topics, and¶
- designing the survey.¶

¶

After exploring several free online survey tools (e.g., Google Forms), we ultimately chose the SurveyMonkey™ (<https://www.surveymonkey.com>) paid service, as this application provided more flexibility and logic/redirection capabilities. Our 7-person development team consisted of 4 URI/GSO faculty ranging from assistant to full professors, 1 emeritus URI/GSO faculty member, 1 marine research scientist, and 1 alumni relations coordinator (Table II). One of the faculty members is also the Associate Dean of Academic Affairs at URI/GSO. Five of the team members received their doctorate degrees in oceanography at GSO/URI.¶

¶

Table II. Names and positions of development team members who assisted in the design of the alumni assessment survey. ¶

Team Members ¶	Position¶
Berounsky, Veronica ¶	Alumni Relations Coordinator¶
Donohue, Kathy ¶	Professor of Oceanography¶
Mouw, Colleen¶	Associate Professor of Oceanography¶
Pockalny, Rob¶	Associate Marine Research Scientist¶
Smith, David¶	Professor of Oceanography¶ Associate Dean of Academic Affairs, URI/GSO¶
Wei, Matt¶	Assistant Professor of Oceanography¶
Yoder, Jim¶	Emeritus Professor of Oceanography¶

¶

The assessment team lead (Pockalny) created and placed an initial list of potential assessment topics as a Google document and requested asynchronous input from development team members. Comments and suggestions from team members were incorporated into the evolving survey draft, and the results were shared during a follow-up teleconference. A near-final draft was shared, and final comments from team members were incorporated. The final draft of the survey was reviewed by all team members and given approval.¶

Survey Design

¶

A total of 37 assessment items was then transmogrified into the SurveyMonkey™ format (Table III). Built-in survey assistance tools predicted the survey would take 19 minutes to complete with a completion rate of 83%. A full list of the survey questions is available in Appendix A, and the images of questions in SurveyMonkey™ format are available in Appendix B.¶

¶

Table III. List of general topics for the alumni program assessment.¶

Primary Topics ¶	Secondary Topics¶
Employment Type (first & most recent)¶	when hired, institution, sector, role, field¶
Impacts on Career ¶	courses, research activities, requirements, social¶
Advising and Mentoring¶	sources, types, quality¶
Skills ¶	importance, availability¶
Course Designs¶	formats, topics¶
Student Funding¶	concerns, sources¶
Facilities¶	use, quality¶
Demographics¶	degree, sub-discipline, graduation date, other degrees ¶
Alumni Funds¶	preferred allocation¶
Open-ended Comments¶	retained or improved curriculum program components¶

¶

A significant amount of demographic information was requested in the surveys to identify potential degree, sub-discipline, and/or temporal trends. We wanted to assure the anonymity of respondents, while at the same time providing important information for disaggregation of the results. Therefore, we requested graduation dates with a time range of at least 5 years. We used one survey question to redirect graduates to questions about more recent employment if the characteristics of their first hire were significantly different. We requested information about the location of alumni's undergraduate degree (i.e. U.S. versus non-U.S.) to explore potential differences in the population and the graduate experience for U.S.- and non-U.S.-educated alumni. For all respondents, the recording of the IP Address was disengaged within the SurveyMonkey™ application, and only a time-progressive, 11-digit Respondent ID number was recorded.¶

¶

The majority of survey items requested ratings of multiple parameters on an expanded Lykert scale to increase dynamic range of responses. In all rating systems, numerical values were assigned. There was one major open response item at the end of the survey, and most all other survey items allowed for additional comments. All of the questions and responses are represented in graphical and text-based form in Appendix C. ¶

¶

Data Analysis Approach

Analysis of the survey results combined graphical and statistical representations of the response data with the review of open responses and additional comment contributions. These approaches required:¶

- downloading and extracting data from SurveyMonkey™ platform,¶
- converting extracted data to comma-delimited values with Unix line feeds, and¶
- creating Unix shell scripts with Generic Mapping Tool functions to process and plot the numerical data and parse/group text responses.¶

¶

Data extraction from SurveyMonkey™ was very straightforward with the assistance of the "SAVE AS" tab and the "Export file | All individual responses" options. Additional options

allowed for the selection of the CSV (comma-separated value) file format with "Condensed Columns" and "Numerical Value" preferences. A zip file was created for download. The zip file was then unzipped and opened with Excel™ v. 16.30, all commas were removed, and then saved as a CSV file. This resulting file was opened with text editing software Textwrangler™ v.4.5.12 and saved in Unicode (UTF-8) format with Unix line feeds.¶

¶

Unix shell scripts combined with Generic Mapping Tools functions were generated to create heat maps of each question by binning and displaying frequency of responses by color and size of symbol (see Appendix C). The scripts calculated the mean response and scaled this value to the full range of possible selections to create a normalized rating from 1-100. For example, a question with 8 possible ranking choices would have a lowest possible survey value of 0 and a highest possible survey value set to 7. The mean of all values would then be divided by the highest possible value and then multiplied by 100 (e.g., $100 * \text{mean} / 7$). Any "N/A" responses were removed from this list of responses prior to this analysis. The survey results were also disaggregated by degree sought (MO-MBA, MS, PHD), curricular group (BO, CO, GO, PO), and graduation date range (e.g., pre-2001, 2001-2005, 2006-2010, 2011-2015, 2016-2020).

In addition, we analyzed data from the alumni mailing list provided by Veronica Berounsky (e.g., "Alumni Information Spreadsheet as of 11-15-20 - for alum speaker series.xlsx") to explore a broader pool of employment trends over time and by degree for comparison with our survey results (see Appendix D).