

# Department of Educational Studies

## EDST 508D (021) - Analyzing Survey Data

Dr. Lesley Andres

Scarfe Lab 1007

Winter Term 2, Tuesdays, 4:30 – 7:30pm



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***Are you planning to administer a questionnaire for your graduate research?***

***Do you conduct survey research in your work place?***

***Would you like to improve your data gathering and analytical skills?***

***Would you like to increase your chances to gain employment as a graduate research assistant?***

### ***Overview of the Course***

In this course we will take a step by step approach to the analysis of survey (questionnaire) data. We will begin by reviewing the fundamentals of survey design, from problem formulation to code book development. Next, we will enter data from a questionnaire and learn methods of coding and data clean-up. Using SPSS statistical software, we will conduct analyses, beginning with simple data tabulation including frequencies, visual displays, graphic representations, and descriptive statistics. We will proceed to crosstabulations and related measures of association. Next, we will use the qualitative software program Atlas.ti to code qualitative questionnaire data. We will then explore more advanced methods of data analysis including correspondence analysis, discriminant analysis, correlation analysis, factor analysis, and regression techniques. Finally, we will read data coded in Atlas.ti into SPSS. The course will conclude with students completing a comprehensive report – and hence a joint publication – which incorporates the analyses and techniques learned.

This is a lab based course. As such, students will gain hands-on experience with each component of the course. We will use the following software: SPSS, MS Access, and Atlas.ti.

### ***Intended Outcomes***

The goals of the course include the following:

- ✓ Becoming familiar with each step of the survey data analysis process;
- ✓ Employing quantitative and qualitative techniques to answer given research questions;
- ✓ Preparing reports and presentations from the results of quantitative and qualitative analyses.

### ***Prerequisites***

Students should have a basic understanding of social science research design. Prerequisites include completion of EDUC 500 and EDST 515 – *Survey Research Design* or equivalents. Other courses such as EPSE 482, EPSE 596, EDUC 503 and EDST 504) are recommended. Please check with the instructor if you have any questions or concerns.

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Sample Report for Student Consideration Below:

**THE CSSHE**

**GRADUATE STUDENT MEMBERS SURVEY**

Prepared by

Josée Bouchard, Michele Pidgeon, Anne Marie Karlberg, Staffan Nilsson, Ruth Allman, Jonina Campbell, Hayden Edwards, Elinor Delgatty, Stephanie Howes, Anne-Marie Jakobi, Janice Murphy, Sandra Regan, Eran Rubin, Hong Tao, and Lesley Andres

April 2005

## Executive Summary

In the interest of finding out more about the student members of the Canadian Society for the Study of Higher Education (CSSHE) and to encourage students to join CSSHE, Josée Bouchard (the student representative on the Executive of the CSSHE) decided to conduct a survey of student members. Ms. Bouchard was assisted by Michelle Pidgeon and Dr. Lesley Andres in designing the questionnaire. Dr. Andres' Survey Analysis class, a group of 13 graduate students, conducted the data analysis and prepared the final report.

### RESPONSE RATE AND BACKGROUND INFORMATION

The adjusted response rate was 65%.

Sixty-eight percent of respondents were females; 77% spoke English as their first language and 15% spoke French; the average age was 40.

Seventy-seven percent of graduate student members were enrolled in Ph.D. programs.

Almost 70% aspired to careers in academia.

### ACADEMIC AND PROFESSIONAL INTERESTS

When asked to describe their research or thesis projects, students provided 92 unique descriptors. When categorized by theme, the most common descriptors were *faculty*, *equity*, and *post-secondary education*.

Eighty-one percent of student members indicated that they had or would be presenting at a conference in 2003-2004.

Forty-six percent of student members participated on university, faculty, departmental or professional society committees and 30% were involved in two or more.

Ninety-six percent of student members belonged to one or more professional association. In total, 25 members belonged to 85 associations.

The most widely identified needs for graduate student training were, in order of interest: mentoring, funding, publishing, academic jobs, and leadership. The most widely identified needs for post-doctoral training were, in order of interest: funding and financial, mentorship, and publishing.

### STUDENTS AND THE CSSHE

Sixty-eight percent of respondents became a member of CSSHE through a faculty member, a supervisor or other contacts within their graduate program.

Sixty-two percent of students did not know about student travel assistance for the annual conference; 62% did not know about the graduate student column in *Mosaic*; 38% did not know about the new CSSHE Award for Masters Thesis or Project; and 19% did not know about the CSSHE George L. Geiss Dissertation Award.

Sixty-nine percent of student members planned to attend the 2004 CSSHE conference and 50% (of the total) planned to present.

Of those student members who have attended a CSSHE conference (54%), 91% attended the keynote address and 54% attended the president's reception, but only 45% attended the graduate student lunch, 55% attended the annual general meeting, and only 45% attended the banquet.

The top five themes suggested for the 2005 conference included the following: *working in higher education* (38%), *the graduate student experience* (19%), *race/gender/aboriginal participation* (19%), *feminist pedagogy* (13%), and *critical theory* (13%).

The most widely identified themes for future workshops included: *publishing; jobs and employers; research; intellectual property; scholarly writing strategies; teaching and learning in higher education; and funding, bursaries and scholarships* – with women expressing more interest in the last three of these than men did.

## THE CSSHE WEBSITE

The most common reasons student members had for visiting the website were, in order of importance, to obtain information about the following: conferences information, calls for papers, publications, links, membership (i.e., the members directory) and news and events. Seventy-seven percent of student members found the website easy to use.

Suggestions for website formatting included adding pictures, making text less crowded, and making the colour scheme less dull.

Suggestions were made to include reference to graduate students in the mission statement and to add an invitation to graduate students on the JOIN page.

Student members identified a need for new links and information regarding the following (listed in order of how frequently they were identified): potential employers and actual job postings; student exchanges, graduate training, and post-doc opportunities; fields of expertise and research of its members, and program affiliation of student members.

## RECOMMENDATIONS

In order to increase recruitment and retention, students recommended improving services and opportunities to network. Specific recommendations toward this end included the following:

- a) Establish interest groups and a graduate student forum (e.g., create regional sub-groups, host a one day symposium).

- b) Establish a publishing forum.
- c) Increase opportunities for involvement (e.g., conference reviewers, session chairs, journal peer reviewer).
- d) Create a graduate student email listserv.
- e) Provide more funding opportunities.
- f) Provide more mentoring opportunities.
- f) Offer workshops addressing student issues and concerns (e.g., publishing, employment, mentoring, funding opportunities).
- g) Maintain high standards and a Canadian focus.

In order to increase recruitment and retention of graduate students, promotion and advertising the CSSHE through the following means were recommended:

- a) Universities (target masters students)
- b) Faculty
- c) Higher Education programs
- d) Professional organizations
- e) Graduate programs/students outside of typical education / higher education faculties (target those who would like to pursue an academic/research career)
- f) Subscription benefits (e.g., cheaper multiple year memberships, word-of-mouth advertising, discounts on academic journals, etc.,).

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## Introduction

The Canadian Society for the Study of Higher Education (CSSHE) is concerned with increasing its membership. Between 1992 and 2004, regular memberships have declined by 58% (from 527 to 222). The decline is due to several factors, including an ageing CSSHE membership and competition from other societies. However, during the same time period, student membership has increased slightly by 40% (from 31 to 52<sup>1</sup>). Despite increased membership, little is known about the composition of the student members, their interests, needs and views. In the interest of finding out more about the student members and to encourage students to join CSSHE, Josée Bouchard (the student representative on the Executive of the CSSHE) decided to conduct a survey of student members. Ms. Bouchard was assisted by Michelle Pidgeon and Dr. Lesley Andres in aspects of the survey design. Dr. Andres' Survey Analysis class, a group of 13 graduate students at the University of British Columbia, conducted the data analysis from which Dr. Andres compiled the final report.

## Research Design

The survey contained 29 questions. There was a range of open-ended and closed-ended questions. The survey included questions which covered the following areas: School, Research, and Professional Interests; Services offered to the CSSHE Graduate Student Members; Annual Meeting; CSSHE Website (<http://www.education.mcgill.ca/CSSHE>) and Demographics (*See Appendix A*). The target audience for this survey were registered student members of CSSHE. Officially, 45 individuals were registered as “student members” on the CSSHE membership listing at the time of the survey.

From the membership list, student members were contacted by e-mail and provided with both the French and the English versions of the survey. The French version was a direct translation of the English survey and participants could choose to complete either version. Since the only mode of dissemination was through e-mail, it can not be certain if all 45 student members received their survey. For example, one student's e-mail was full and consequently did not receive or respond to the survey, while another student member did not have an e-mail registered with CSSHE and attempts to contact this person were not successful. As a result

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<sup>1</sup> When this survey was conducted, there were only 45 CSSHE student members.

she/he was not sent the survey. This left 43 members who had active e-mail addresses listed with CSSHE. Since no non-deliverables were received from this group, it was assumed the messages were delivered successfully.

The survey was sent out via e-mail between the dates of April 13-14, 2004. Students were given two weeks to respond (i.e., April 26<sup>th</sup>) and return their survey to Ms. Bouchard. As of April 21, only 11 surveys had been received, so a reminder was sent to those who had not yet responded. Upon receiving the survey, three members indicated that they would not participate since they were no longer students (two had recently graduated while another was on an indeterminate leave of absence). Hence, the total number of active student members was 40, which takes into account those who were not reachable via e-mail or no longer students.

A total of 26 completed surveys were received, resulting in an adjusted response rate of 65%. Twenty-five of the twenty-six responses were completed in English, and one was completed in French.

## **Findings**

### **BACKGROUND INFORMATION**

#### *Age of Students*

The following section will describe the demographic characteristics of the respondents to the CSSHE Graduate Student survey. Sixty-nine percent of respondents were female while 31% were male. Seventy-seven percent of respondents indicated their first language was English, while 15% spoke French as their first language. Two respondents indicated another language other than English or French as their first language (e.g., Croatian, Hebrew).

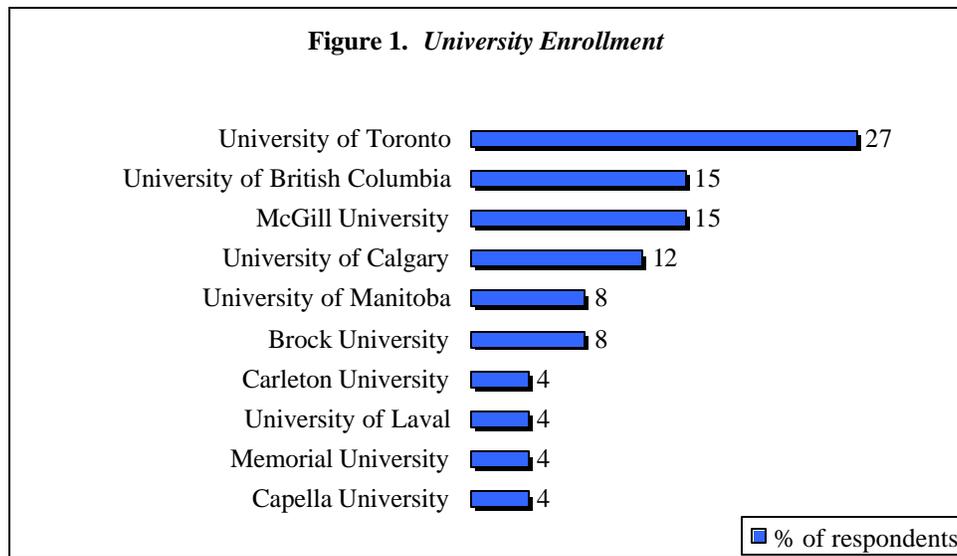
The range of ages was 24-57. Three participants chose not to disclose the year they were born. Respondents covered an age range of 33 years representing a median age of 37 (Table 1). The majority of respondents (31%) were born between 1971 and 1980 and were between 23 and 33 years of age. Twenty-three percent of respondents were between 34-43 years of age (i.e., born between 1961-1970) and another 27% were between the ages of 44-53 (i.e., born in the decade of 1951-1960). Eight percent of the group was born before 1950, that is, older than 54. Of the respondents who chose to disclose their age, there is only a marginal difference between the average age of women and men and no difference in median.

**Table 1. Mean and Median Ages of Male and Female Participants**

	Mean	Median	Minimum	Maximum
<b>Male</b>	1964.57	1967	1947	1980
<b>Female</b>	1964.13	1967	1948	1976

**University enrolment**

The graduate student members are enrolled in various universities across Canada (Figure 1), 43% of which are in Ontario. Twenty of the 26 respondents (77%) are enrolled in a doctoral program (17 are Ph.D. students and 3 are Ed.D.) and six are enrolled in programs at the masters level (4 are M.Ed. students and 2 are M.A.). Table 2 depicts the graduate programs in which respondents are enrolled by gender.



**Table 2. Graduate Program by Gender**

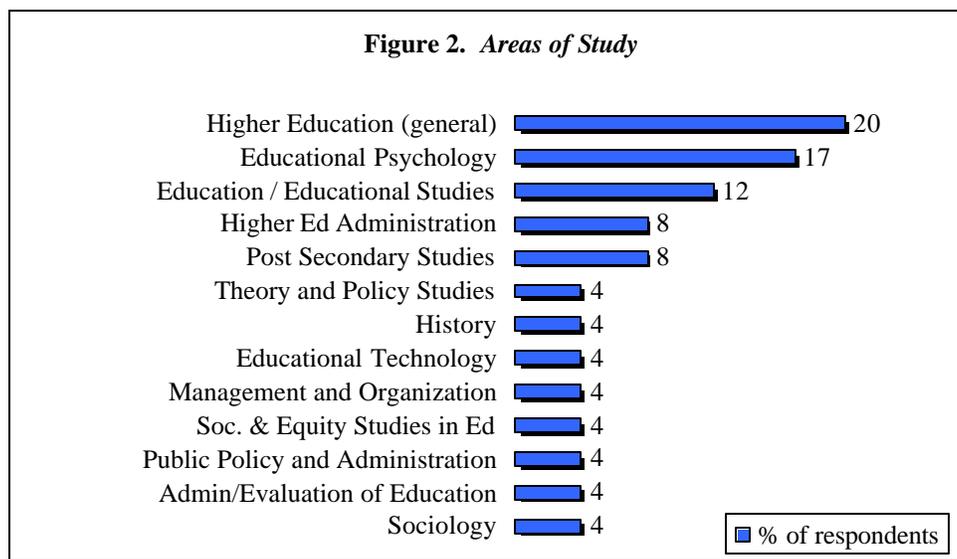
	Male	Female	Total
<b>M.A.</b>	1	1	2
<b>M.Ed.</b>	1	3	4
<b>Ph.D.</b>	6	11	17
<b>Ed.D.</b>	0	3	3
<b>Total</b>	8	18	26

## ACADEMIC AND PROFESSIONAL INTERESTS

Students were asked several questions about their academic and career interests. In this section, we describe students' areas of study, research interests, conference attendance, committee membership, participation in professional associations, graduate training, and career aspirations.

### *Areas of Study*

When asked what area of study they were pursuing, participants responded with a wide range of areas as demonstrated in Figure 2.



Although many respondents indicated their program areas to be higher education or post-secondary education or education (28%), others (20%) were enrolled in administration or leadership type programs. Other program areas were educational psychology (17%) and educational studies (12%). Other programs included sociology, theory and policy studies, social and equity studies in education, history, and educational technology.

The majority of respondents (61%) were recruited into CSSHE by a faculty member or their supervisor. Eleven percent learned of CSSHE through publication information, while 7% of respondents found information within their department or the Centre for Higher Education Research and Development (CHERD) respectively. The remaining respondents either learned of CSSHE through colleagues, the website or journals.

### **Research Interests**

Participants were asked to describe their theses or projects. In total there were 92 unique responses to this question from 25 participants. To adequately deal with this question, the responses were grouped according to theme (Table 3).

**Table 3. Participants’ Descriptions of their Thesis or Project by Theme**

	<b>N</b>	<b>%</b>
Faculty	13	14
Equity	9	10
Post-secondary education	9	10
Theory	8	9
Discipline areas	7	8
Evaluation	7	8
Methodology	6	7
Learning/knowledge	6	7
Student services	6	7
Administration	5	5
Policy	3	3
Students	3	3
Technology	2	2
Commercialization	2	2
Other	6	7
<b>Total</b>	<b>92</b>	<b>100</b>

For the purposes of this report, only the top three themes will be described in detail. However, the reader is encouraged to refer to **Appendix B** to see the descriptors included under the other themes. The most common descriptor was FACULTY (14%). This area included faculty development, professional collaboration, superior teaching, women faculty, academic culture, teaching knowledge, disciplinary culture, instructional psychology, continuing professional education, professions, and curriculum. EQUITY (10%) included topics such as race, power, gender discrimination, gender equity, racial equity, anti-racism, and women. POST-SECONDARY EDUCATION was the third most common theme. Under this heading topics included higher education, vocational and applied education, international education, education, college, community colleges, and graduate education. It is interesting to note that when respondents were asked to provide keywords to describe their work, there was hardly any exact

overlap. This finding implies that there is a large diversity of student interests, and that having a predefined set of keywords of interest would not have captured the breadth of students' interests.

### ***Conference Attendance***

Students were asked to share the conferences that they had attended or plan to attend in the academic year of 2003-2004 and whether they were presenting. Twenty-one respondents (81%) indicated they would be attending a conference. There were 49 different conferences listed by students. The most common conferences included 1) Canadian Society for the Study of Higher Education (CSSHE) (31%), 2) Society for Teaching and Learning in Higher Education (STLHE) (10%), 3) Canadian Society for the Study of Education (CSSE) (8%) and 4) International Consortium for Educational Development (ICED) (8%) (see ***Appendix C*** for a complete listing of conferences).

Of the 49 conferences listed, the majority were being held in Canada. Fifty-one percent (51%) were located in Western Canada, 36% were being held at institutions in Central Canada and 2% were held in Atlantic Canada. Another 8% were being held in the United States and 2% were International conferences outside of North America. The majority of the conferences (48%) were being held in the summer months (June-August), while 37% were in the spring (March-May). Approximately 8% were being held in the winter (December-February) while 6% were in the fall (September-November). The timing of these conferences coincides with the academic year and "time-off" periods for students and faculty. Of those who said that they were attending the conference, 75% indicated they would be presenting. This indicates that many of the student members are actively participating in conferences.

### ***Committee Membership***

An important aspect of the graduate student experience is involvement in professional or institutional associations/committees. Twelve respondents (46%) indicated they had participated in a committee or association at the university, faculty, department or professional level during the academic year 2003-2004. There were 26 different committees listed (see ***Appendix D***) indicating that of those who indicated they did participate, students were members of more than one committee.

The majority of the committees (50%) fall under the umbrella of professional associations. The remaining committees were either at an institutional (38%) or departmental (15%) level. In terms of the nature of their participation on these committees, 42% indicated they were the student representative, while 23% indicated they were a member. Other roles (35%) included the following: member, new scholar, faculty representative, advisor, review, Aboriginal sub-committee, mentee, conference chair, VP academic and chair.

***Participation in Professional Associations***

The active participation of students in professional associations is further supported by the variety of organizations respondents in which they held either professional or student memberships. Ninety-six percent of respondents indicated they belonged to one or more associations. In total, there were 85 different organizational memberships provided by 25 respondents. Those associations identified by more than one student member are shown in Table 4 below. Respondents held membership in 33 organizations not included in the table (please refer to *APPENDIX E* and *F* for more detailed information)

***Table 4. Organizations in which Respondents Held Professional or Student Memberships***

<b>Organization</b>	<b>Frequency (N)</b>	<b>Percent (%)</b>
CSSHE	21	84
AERA	7	28
CSSE	7	28
STLHE	5	20
CSAA	3	12
CWSA	2	8
EARLI	2	8
CACUSS	2	8
CDHA	2	8

Most of the respondents (84%) indicated they were members of CSSHE<sup>2</sup>. The American Educational Research Association (AERA) and Canadian Society for the Studies in Education (CSSE) represented approximately 28% of the memberships respectively. Another 20% belonged to Society for Teaching and Learning in Higher Education (STLHE). Parallels are evident between the organizational memberships students held and the types of conferences they attended.

### ***Graduate Training***

Students were also asked under this section of the survey to indicate what issues related to 1) graduate training and 2) post-graduate training were of interest or concern to them. Although the rank order of the top three concerns varied between graduate and post-graduate training, the concerns were similar. In the case of graduate training, 21 respondents provided 38 unique comments. The first was mentoring (18%), the second was funding (13%), and the third was publishing (8%). Job searching (5%) and leadership (5%) tied for fourth as issues of graduate training. In the area of post-graduate training, 18 respondents provided 29 comments. Funding was their top concern (17%), while mentorship ranked second (10%) and publishing was third (7%).

### ***Career Aspirations***

In terms of professional development and the role CSSHE could have in the future careers of the student membership, it was of interest to learn about respondents' career aspirations and where they saw themselves five and 10 years from now. Twenty-five respondents shared their career aspirations. Thirty-one percent (31%) indicated a career in the "academy." However, another 38% indicated they wished to have some form of an academic/research/teaching career which can be seen also as the academy (i.e., 69% in total wish to be in the academy). Fourteen percent (14%) of respondents wish to have an administration/leadership position within higher education. Another 10% wished to be consultants. These answers were not mutually exclusive therefore students did not limit

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<sup>2</sup> In fact, all 26 respondents to this survey were members of the CSSHE.

themselves to just a teaching role or a research role. In fact, many indicated a combination of the aforementioned aspirations.

In ten years time, many students envisioned themselves as having advanced their positions. More students foresaw themselves as tenured faculty (17.6%) compared to their five year assessments (12.5%). Many students still saw themselves on the tenure track but not necessarily tenured (11.8%). Male and female students do not differ significantly in their five and ten year career plans. Overall, most students are looking to academia as a career choice.

## **STUDENTS AND THE CSSHE**

### ***Student Interest in the CSSHE***

The CSSHE executive were also interested the level of interest student members had in contributing or participating in various aspects of the CSSHE organization. All respondents (N=26) answered this question. As can be seen in Table 5, the majority of respondents were “interested” or “very interested” in a graduate student forum (61%) and a graduate student CSSHE e-mail list-serv (49%). There was approximately the same level of interest or disinterest in acting as a student representative on the CSSHE executive along with acting as a student representative at one’s home institution. The interest in the latter two options should not be disregarded as general disinterest but more situational. For example, it is easier for graduate students to participate in a forum or list-serv as a group rather than compete for one CSSHE Student representative position. It is also worth mentioning here that compared to female respondents, male respondents were less interested in becoming representatives at their institutions or within CSSHE.

**Table 5. Respondents’ Levels of Interest in Contributing or Participating in the CSSHE.**

	N	Not Interested %	Minimally Interested %	Somewhat Interested %	Interested %	Very Interested %
A graduate student forum	26	4	12	23	42	19
Acting as a student representative on CSSHE executive	26	23	8	31	19	19
Acting as a student representative at your institution	26	27	11	15	35	11
A graduate student CSSHE e-mail list-serv	26	11	11	27	11	38

Students were also provided the opportunity to share comments on other ways graduate students could become involved in CSSHE. Nine individuals chose to provide further commentary from the group of 26 respondents. The majority of these comments focused on the possible roles graduate students could have in CSSHE. Many saw the CSSHE as an opportunity for students to become mentored for the possible roles they would have to fulfill as academics. As one student indicated, they could serve as “*as conference reviewers, session chairs, [and] journal peer reviewers.*”

Two respondents mentioned the need for regional representation and meetings. According to one student, opportunities could be provided so that “*we can meet and network at a regional level – perhaps a one-day symposium.*” Another student felt that such representation would be important to discuss issues specific to a particular region and nationally:

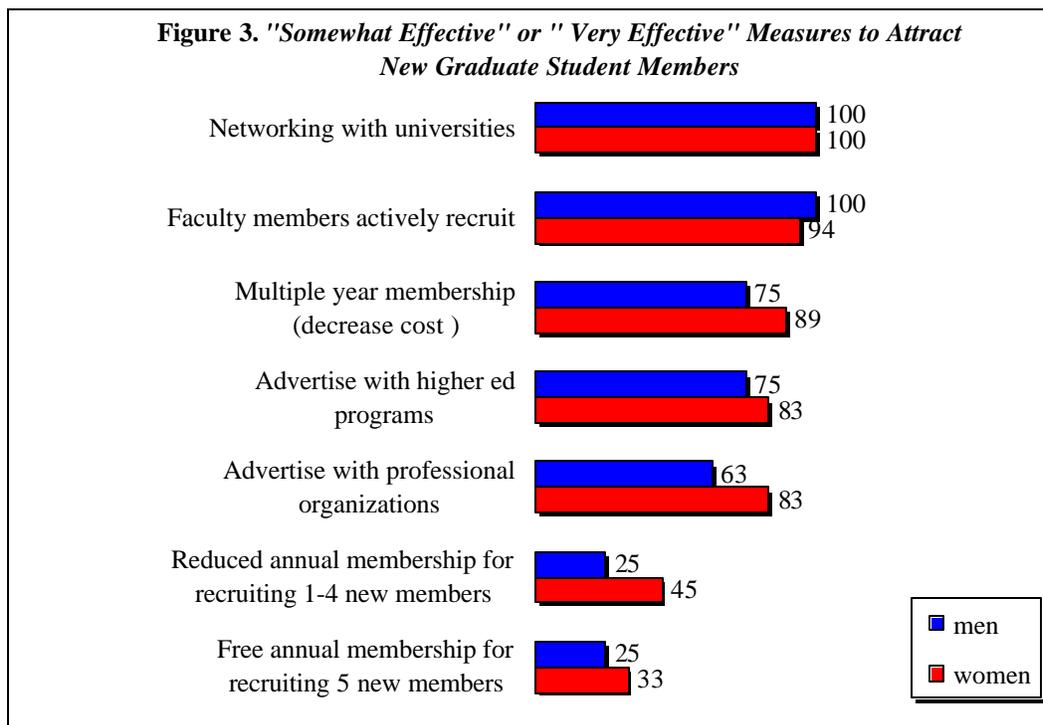
*Creating provincial sub-committees. . . of graduate students[could serve to] address specific issues of interest to graduates of everywhere in Canada.*

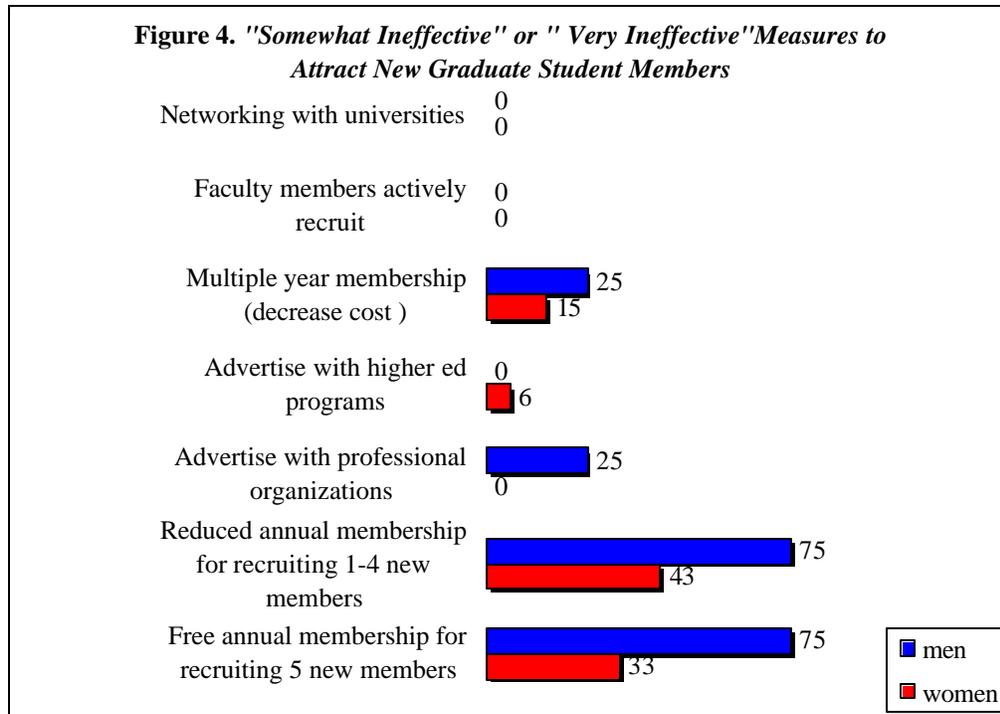
Communicating the benefits of a CSSHE membership for graduate students (e.g., funding, travel stipends, workshops) was also another common theme. One student suggested the following:

*Establishing a publishing forum (i.e., a peer mentoring group) to discuss/encourage submission to CJHE, other journals and ways to demystify/de-isolate the thesis research and writing stage.*

Again, the theme of building supports and networks comes through in this comment. Two students commented on the list-serv itself, seeing it as “*an opportunity to for electronic mentoring and membership in a learning community*” for discussion of relevant issues with peers.

Following up on graduate student membership, respondents were asked to rate the effectiveness of several recruitment techniques. Figures 3 and 4 provide a summary of these ratings.





Figures 3 and 4 illustrate that *advertising* and a *multiple year membership at a decreased cost* were viewed as effective recruitment measures. However, the option of *reduced annual membership fees to those students recruiting 1-4 new members* and a *free annual membership to graduate student recruiting five new members* were not popular with women and even less so with men. A free membership may be a recruitment option but it should not be relied upon as the sole recruitment technique.

### *Services offered to the CSSHE Graduate Student Members*

This section attempts to gauge the level of awareness graduate student members have about various CSSHE services. Table 6 provides a summary of the findings.

**Table 6. Graduate Student Members' Awareness of Various Services Provided by CSSHE**

	No		Yes, but do not think it applies to me		Yes, I was aware of the opportunity	
	N	%	N	%	N	%
Travel assistance	16	62	8	31	2	8
George L. Geiss Dissertation Award	5	19	15	58	6	23
Master's thesis/project award	10	38	10	38	6	23
Graduate student perspectives column in the <i>Mosaic</i>	16	62	-	-	10	38

Sixty-two percent of respondents did not know about the travel assistance that the CSSHE provides to its graduate student members to attend the annual CSSHE conference. It is also interesting to note that while 31% of respondents were aware of the travel assistance, they did not think it applied to them. Eighty-one percent were aware of the George L. Geiss Dissertation Award; however, 58% of these respondents did not feel that the award applied to them. This is not necessarily the case since the majority of respondents indicated they were Ph.D. students. Although 23% were aware of the new master's award for best project/thesis, another 38% were aware of the award but did not think it applied to them. Since this particular award does not apply to Ph.D. students, it was interesting that respondents were aware of it. However, most participants (62%) were not aware of the graduate student perspectives column in the *Mosaic*.

### *CSSHE Annual Meeting*

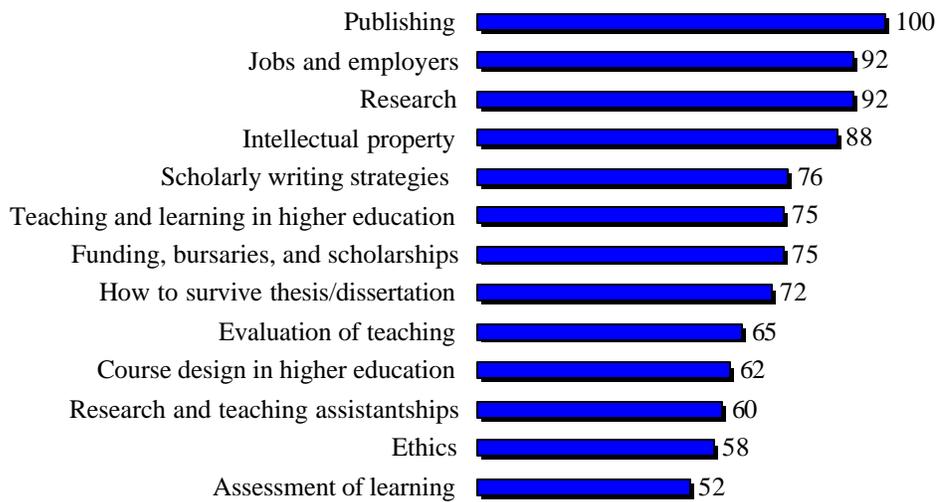
The lack of awareness of the travel assistance seems to parallel participation in the CSSHE annual conference. For example, 54% of respondents have not attended the annual conference. Nineteen percent (19%) had participated at least once and 11% had participated two to three times. One individual (4%) had attended the conference five times. Interestingly, 61% of respondents indicated they were planning to attend the 2004 conference in Winnipeg. Of the 11 students who had previously attended the CSSHE conference, they were asked to share the conference events in which they had participated.

**Table 7. Respondents’ Participation in Various CSSHE Conference Events**

Event	No		Yes		Total	
	N	%	N	%	N	%
Keynote address	1	9	10	91	11	100
CSSHE banquet	6	55	5	45	11	100
President’s reception	4	36	7	64	11	100
Graduate student lunch	6	55	5	45	11	100
CSSHE annual general meeting	5	45	6	55	11	100

According to Table 7, the majority of participants in the CSSHE conference had attended the keynote address. Sixty-four percent had attended the president’s reception. However, at the remaining events – CSSHE banquet, graduate student lunch, and the CSSHE annual general meeting – approximately half of the respondents attended. To further address student conference needs, respondents were asked to share their interest in attending various workshops. Figure 5 provides a summary of the workshops and respondents’ interests.

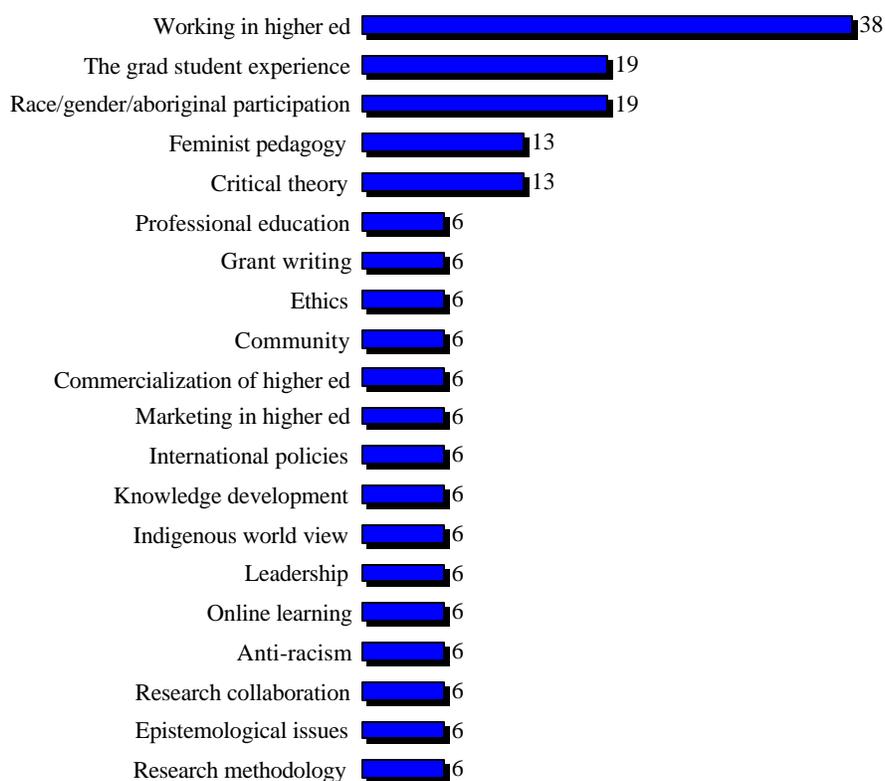
**Figure 5. "Interested" or "Very Interested" in Attending Workshops**



From the information presented in Figure 5, respondents were interested to very interested in the majority of the workshops. The most popular workshop was *publishing* (100%). The followed by *jobs and employers* (92%), *research* (92%), *intellectual property* (88%), *scholarly writing strategies, proposals, grants and thesis* (76%) and *teaching and learning in higher education* (75%).

Students were also asked about particular themes or domains they would like to see addressed during the 2005 Annual CSSHE conference. Sixteen respondents provided 32 suggestions (Figure 6). The most common suggestions were related to preparation/transition to a professional career within higher education, the graduate student experience, race/gender/Aboriginal participation, feminist pedagogy and critical theory. One student commented that she or he was happy with themes offered at previous conferences.

**Figure 6. Themes for the 2005 CSSHE Annual Conference**



Students were also asked to indicate who they would like to see as a guest speaker at the next CSSHE conference; eleven respondents put forward 32 names (see Table 8). Identified areas of expertise were higher education (e.g., teaching and learning, graduate student transition, effective teaching, student services), adult education (e.g., transformative learning), online learning (e.g., communities), Aboriginal education, gender studies, policy, education (e.g., transformative praxis), research methods (e.g., Indigenous research methodology), and mentoring.

**Table 8. Suggestions for Guest Speakers for Future CSSHE Annual Conferences**

Speaker	Institution	Area
<b>USA</b>		
Jill Ker Conway	Smith's College (Massachusetts)	Gender Studies
Pat Cross	UC Berkley	Adult Education
David L. Kirp	UC Berkley	Policy
Martha C. Nussbaum	University of Chicago	Emotional Intelligence
Marvin Peterson	University of Michigan	Higher Education
Catherine Marshall	Univ. of North Carolina, Chapel Hill	University Administration / Leadership
Philip Altbach	Boston College	Higher Education
Deborah J. Stipek	UCLA	Teaching / Instruction
Ann Austin	Vanderbuilt University	Higher Education
Carney Strang	Bowling Green University	Student Services
Mary Ellen Weimer	Penn State	Higher Education
Lee S. Shulman	Stanford	Teaching / Instruction
Peg Boyle Single	Univ. of Vermont	Mentorship
bell hooks	City College in New York	
<b>Canada</b>		
Marie Battiste	University of Saskatchewan	Aboriginal Education
Graham Smith	University of British Columbia	Aboriginal Education
Betty Donaldson	University of Calgary	Gender Studies
Robert Birgeneau	University of Toronto	University Administration / Leadership
Donna Hardy Cox	Memorial University	Student Services
Linda Smith	UBC / New Zealand	Research Methodology
Patricia Cranton	Saint Francis Xavier University	Adult Education
Tony Bates	UBC	Online Learning
Hugh Segal	Inst. for Res. on Pub. Pol. (Montreal)	
<b>Other</b>		
Noel Entwistle	University of Edinburgh	Higher Education
Ronald Barnett	Institute of Education, London, UK	Higher Education
R. Pallof & K. Pratt		Online Learning
<b>Incomplete Information</b>		
Burton Clark		
Vandana Shiva		
Lee Harvey		
Patricia Hill Collins		
Majorie Devault		

## CSSHE WEBSITE

Eighty-five percent (N=22) of students had browsed or used the CSSHE website (<http://www.education.mcgill.ca/CSSHE>). Most of the respondents indicated that they had visited the site regarding conference information. Others looked up membership information or searched for general information, current news, and newsletters.

Web site usage differed by the age group of student respondents. Only 67% of participants in the 1941-1950 age category indicated they had used the website, compared with 83% from the 1951-1960 age range and the 100% from both the 1961-1970 and 1971-1980 categories.

Seventy-seven percent of respondents found the website easy to use. The remaining 23% made comments such as *“the text is crowded into a small table at the center,” “grey text is hard to read”* and *“colour scheme is dull.”* One respondent indicated she or he did not find the website user-friendly, while another said *“sometimes yes, sometimes no.”* Another said the website *“was reasonable but not up to date.”*

Although 16% of respondents (N=13) indicated they could not think of recommendations to improve the CSSHE website, another 16% advocated for a *“student-only site.”* Another recommendation following on this idea was *“having student papers online/publications”* (11%) and *“specific links to graduate students”* (5%). Other recommendations were related to the visual presentation of the site, *“change grey to black for higher contrast [and] widen table for more use of screen.”* Two respondents suggested keeping the website updated with *“more current information.”* Another suggestion was having academic, institutional and organizational links and relevant search engines. One respondent felt it important to *“add an invitation to graduate students to join CSSHE on the main page of the web site”*; while another suggested that the CSSHE *“mission statement include students.”* A final recommendation was the development of separate French and English portals.

As the information in Table 9 indicates, the most frequent reason respondents visited the CSSHE website was regarding information about past or upcoming conference(s) (83%). The second most popular reason was concerning a call for papers (77%) and third was for CSSHE publications (CJHE, Mosaic, Professional file) (73%).

**Table 9. Areas of the Website Respondents had Visited**

Area	N	Frequency (N)	Percent (%)
Information about past or coming conference(s)	23	19	83
Call for papers	22	17	77
Publications (CJHE, Mosaic, Professional File)	22	16	73
Links	22	13	59
Member directory	22	12	55
News & Events	22	11	50
Awards	22	9	41
Membership information	22	7	32
Call for nomination	22	5	23

Respondents were also asked to rate their interest on various types of information or resources that could be provided on the CSSHE website (see Table 10). The majority of respondents (96%) were interested in seeing potential employers and actual job postings and information on student exchange, graduate training and post-doc opportunities on the CSSHE website. Eight-four percent were interested in seeing the fields of expertise and research interests of all members and 76% were interested in supervisors, program and affiliation of all graduate student members.

**Table 10. Respondents’ Interests in Information and Resources on the CSSHE Website**

Information/Resources	N	Not Interested		Minimally Interested		Somewhat Interested		Interested		Very Interested	
		N	%	N	%	N	%	N	%	N	%
Field(s) of expertise and research interests of all members	25	-	-	1	4	3	12	5	20	16	64
Supervisor(s), program and affiliation of all graduate student members	25	-	-	4	16	2	8	6	24	13	52
Potential employers and actual job postings	25	-	-	-	-	1	4	5	20	19	76
Information on students exchanges, graduate training and post-docs opportunities	25	1	4	-	-	-	-	5	20	19	76

Three students made further suggestions regarding the CSSHE website. Their comments were as follows: provide “clear link to funding opportunities,” and identify and list “opportunities for graduate students to become involved as leaders” within CSSHE; another suggested using the “model of community of science website” as a good example of a student-friendly website.

At the end of the survey, students were given an opportunity to provide any concluding comments or suggestions to the CSSHE. Eight respondents did so, four of whom took the time to thank CSSHE for conducting the survey and they looked forward to the results. To capture the remaining comments, students’ direct quotes are included below.

*Communication is key: Students need to be aware of the resources that you have to offer.*

*Higher Ed has a long way to go re: equity issues – students need to push this.*

*There are many journals and associations, and they all take time. The most important issue for most users (I assume) is quality. CSSHE should aim to ensure high standards of research and publication quality, good info, useful links, etc., all with a distinctly Canadian focus. Do not sacrifice these for the sake of becoming more accessible.*

*Let grad students, and particularly those in education, know that the organization exists!*

*Please do not put the CSSHE conference at the same time as the AIR annual conference.*

*As you interpret my comments keeping in mind that I do not live in Toronto where I attend university. It takes something very special to encourage me to make the 9-10 hours return trip. I am presently at the research stage of my work thus I commute only monthly to the university.*

*I think you could be asking about racial heritage as a way of tracking the membership because race matters.*

## **Discussion**

The purpose of this survey was to 1) learn more about CSSHE's student membership in order to gain a better understanding of the future leaders in higher education; 2) explore the needs of the student membership that can be addressed by CSSHE and 3) identify possible recruitment techniques to increase the membership of the CSSHE.

This survey provided an excellent window from which to examine these three objectives. The 65% response rate should provide the CSSHE executive with some confidence in findings as well as the recommendations arising from this survey. A recommendation to CSSHE would be to have this survey or some feedback mechanism in place to ensure that the CSSHE constantly has its finger on the pulse of the student members. Perhaps they may consider expanding such a survey to other members as well.

An interesting demographic pattern is that the majority of males were enrolled in the Ph.D. program (75%), while the remaining 2 males were enrolled in a M.A. and M.Ed. program respectively. However, the female graduate student membership was more dispersed in their graduate training: 67% were Ph.D. students, 17% were Ed.D. students and the remaining 17% were Masters students (M.A. and M.Ed.). Some of the respondents were interested in gender equity issues. The representation of males and females at various graduate program levels may be of interest to CSSHE as Canadian post-secondary institutions face an aging workforce. These demographics may also represent future leadership and general membership trends of the CSSHE.

Resonating throughout this report is the diversity of the student membership and their active involvement in the various aspects of preparing for academic careers (e.g., committee membership, interest in publications and presenting at conferences). For example, 85% of respondents belonged to one or more organizations and many had participated in conferences. Since this active group is key to reenergizing the CSSHE organization, it is important that CSSHE provide a multitude of ways of participating.

Respondents who had attended previous CSSHE conferences shared that they had not participated in the banquet. However, participation may be encouraged by increasing awareness of the banquet being reimbursable in their travel claim or lowering the cost to student members. It would also be useful to communicate the importance of the lunch and AGM to student issues prior to the conference. The elected student representative to the CSSHE executive could play a role in communicating the importance of these various events (e.g., networking, mentoring, job prospects, letters to student members prior to the conference).

The parallels between issues of concern for graduate and post-graduate training highlight potential target areas for the CSSHE. Respondents shared that they were concerned about funding, mentoring and publishing at both the graduate and post-graduate areas. These concerns also resonate with the types of workshops in which graduate students were interested such as, publishing, jobs and employers, research and intellectual property. Suggested conference themes and guest speakers corroborate these findings and strongly parallel student research interests. A final link to these findings is the type of information students wish to see on the CSSHE website. Although many suggestions were made regarding the design of the site, respondents also requested information on potential employers and current job listings along with information on student exchanges and post-doctoral positions.

Active involvement in professional organizations, presenting and attending conferences, involvement at their institutions, along with their desire for mentorship, funding and publications illustrates students' awareness of the competitive process in achieving their goals of academic tenure track careers. With this in mind, future CSSHE activities could further develop programs and services. Since publications, mentoring and funding were broad themes arising from the results of this survey, the following sections discuss recommendations pertaining to these themes.

## IMPLICATIONS FOR POLICY AND PRACTICE

Implications for policy and practice include the following:

*To increase membership* it is important to note the following. First, graduate students become members of CSSHE primarily through a faculty member, a supervisor or contacts within their graduate program. Since this personal/program-level recruitment seems to have been most effective to date, CSSHE might want to adopt this as a priority recruitment strategy by more actively promoting and supporting faculty and departmental recruitment of graduate students. Second, it appears that the society is not doing an adequate job of attracting masters' students. Again, a priority strategy for accomplishing this should be through personal/program-level recruitment, as discussed above. Third, to the extent that peer-recruitment is also used as a recruitment strategy, the CSSHE should recognize that students are most interested in peer recruitment strategies that do not burden them with substantial time and energy commitments. On a related note, peer recruitment will occur most frequently and naturally to the extent that CSSHE increases its relevance to graduate students (see paragraph below). Fourth, recruitment strategies that work with one gender may not be equally effective for the other. For instance, although both men and women thought that networking with universities and encouraging faculty to recruit students was effective, women were more positive than men about the effectiveness of free and reduced annual membership for current members who recruit new members. However, due to the small sample size, it is difficult to draw any strong conclusions from this data. In this regard, it might be worth exploring further whether different strategies result in different levels of effectiveness for men and women. On the other hand, given limited time and resources, it might be sufficient to be aware of these potential differences between men and women and therefore employ a variety of different recruitment strategies.

*To ensure that the CSSHE remains relevant to student members*, the CSSHE should be attentive to the fact that students are most interested in resources (e.g., made available through conferences, the web site, email) that assist them with publishing/writing, obtaining employment or funding, receiving mentorship, and advancing research.

*To increase student participation in the activities of the society*, the CSSHE should deliver meaningful, attractive and high quality services and maintain high standards. As one student asserts "don't sacrifice these for the sake of becoming more accessible." In addition,

CSSHE should try to actively engage student members in more leadership roles, since many of them are already active in committees at their universities or with other organizations. In particular, attention to the following three areas may contribute considerably to the recruitment of student – and potentially life long – members.

***Publications:*** Although the CSSHE journal is a competitive peer-review process, there are several opportunities within CSSHE to engage students and provide them opportunities to learn about the various dimensions of publishing. For example, students teamed with their respective supervisors could be recruited to act as peer reviewers for the journal or as book reviewers. A less formal publication like the Mosaic or the Professional File provides opportunities for graduate students to become contributors (e.g., regional reporters).

***Mentoring:*** A theme repeated throughout this report is “mentorship”. Current CSSHE faculty members, administrators and policy makers could play a greater role as mentors to graduate students by becoming more engaged and active with the student membership. For example, students want to be mentored by those already in the field who could share their expertise on research, publishing, and other aspects of an academic career. An important part of mentoring is also peer-mentoring. The CSSHE could establish peer (student-student) and student-faculty mentoring opportunities by networking students and faculty with similar research interests (e.g., collaborative journal articles or research projects). Again, the notion of regional representation on the CSSHE executive would also assist in mentoring. The annual CSSHE conference also provides opportunities to graduate students to become mentors and mentees. Regional meetings and/or conferences would also foster collegiality, create space for sharing research and provide greater exposure for CSSHE.

***Funding:*** An important aspect of student life is funding. The path to an academic career requires one to actively research, publish and participate at conferences and participate within their organizations as committee members. A key finding of this report is the lack of knowledge student members had of the funding opportunities provided by the CSSHE to attend the annual conference. Since this annual conference is embedded within the larger Congress, it provides invaluable networking and mentorship possibilities. It also provides a venue in which higher education issues and research are discussed with peers and colleagues. Therefore, increasing

awareness of this funding opportunity is critical to maintain student involvement in the conference. Since many of the participants were already planning to attend the annual conference, funding could be viewed as a powerful recruitment tool. It may be advantageous for CSSHE to provide opportunities for students to receive some funding (e.g., travel and registration) prior to the conference so they would not have to incur the initial cost out of their pockets.

## **Conclusion**

This survey offers substantial information about the composition of the CSSHE graduate student membership, their interests, needs, and views. Based on this information, the CSSHE is in a better position to formulate strategic initiatives to increase graduate student recruitment and participation. Not all of the recommendations offered by students will be feasible for an organization with limited resources. In this regard, the survey data suggests that the highest priority should be placed on more systematically promoting and supporting graduate student recruitment by faculty members, supervisors, and other departmental contacts – as this appears to be the most common and effective form of recruitment to date. Other relatively cost-effective strategies might include more networking and advertising with relevant organizations and institutions; adapting CSSHE programs and resources to maximize their relevance for graduate students; decreasing the cost for student membership; creating a CSSHE listserv; and promoting greater student participation on CSSHE committees and forums. However, before committing resources to any of these recruitment strategies, the CSSHE should consider whether it has the resources and the desire to continue competing for membership with other societies that have overlapping missions and goals. It is possible that integration, rather than competition, might prove to be a more viable overall strategy.

## Appendix A

### Graduate Student Members Survey



The Canadian Society for the Study of Higher Education  
La société canadienne pour l'étude de l'enseignement supérieur

### Graduate Student Members Needs Assessment Questionnaire (English Version)

To complete this form you will use **text fields**, **pop-up menus**, and **check boxes**. Use the **arrow keys** or **Tab key** to move between data fields. For the text fields, simply click on the field and enter your answer. The text fields might appear short but they will actually expand (as needed) as you type. Once you have filled the form, please save your file and e-mail it as an attachment, before April/May ??, 2004 to: [josee.bouchard@mail.mcgill.ca](mailto:josee.bouchard@mail.mcgill.ca)

#### School, Research, and Professional Interests

1. List up to four descriptors or keywords to describe your thesis or project.

(1) \_\_\_\_\_  
 (2) \_\_\_\_\_  
 (3) \_\_\_\_\_  
 (4) \_\_\_\_\_

2. List the conferences you attended, or that you plan on attending, during the current academic year (2003-2004). Please specify the location and date for each conference.

(e.g., CSSHE / Winnipeg/ May-June 2004)

	Conference	Location	Date	Are you presenting?	
(1):	___	___	___	<input type="checkbox"/> Yes	<input type="checkbox"/> No
(2):	___	___	___	<input type="checkbox"/> Yes	<input type="checkbox"/> No
(3):	___	___	___	<input type="checkbox"/> Yes	<input type="checkbox"/> No
(4):	___	___	___	<input type="checkbox"/> Yes	<input type="checkbox"/> No

3. List participation on University, Faculty, Department, or Professional Society Committees and related accomplishments during the year 2003-2004.

Committee	Association (e.g., CSSHE)	Role on Committee (e.g., member, student rep, chair)
(1): ___	—	—
(2): ___	—	—
(3): ___	—	—
(4): ___	—	—

4. Indicate the organizations in which you hold professional or student membership.

(1): \_\_\_\_\_  
 (2): \_\_\_\_\_  
 (3): \_\_\_\_\_  
 (4): \_\_\_\_\_

5. What issues related to graduate training are of interest or concern to you?

(1): \_\_\_\_\_  
 (2): \_\_\_\_\_

6. What issues related to post-doctoral training are of interest or concern to you?

(1): \_\_\_\_\_  
 (2): \_\_\_\_\_

7. a) What are your career aspirations?

\_\_\_\_\_

- b) Where do you see yourself in 5 years time?

\_\_\_\_\_

- c) Where do you see yourself in 10 years time?

\_\_\_\_\_

8. a) Please indicate your level of interest in contributing or participating in the following:

<b>Not interested at all</b>		<b>Somewhat Interested</b>		<b>Very Interested</b>
1	2	3	4	5

i) A forum, specific to graduate students,  
 where you could bounce ideas on higher  
 education or discuss issues that matter to you .........................

ii) Acting as a student representative on the CSSHE  
 Executive.........................

iii) Acting as a student representative at your institution ....................

iv) A graduate student CSSHE e-mail list-serv .........................

b) Other comments/suggestions on how graduate students could become involved in CSSHE

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9. How effective do you think the following measures would be in attracting new graduate student members?

	Very Ineffective 1	Somewhat Effective 2	Neutral 3	Somewhat Effective 4	Very Effective 5
a) A free annual membership to graduate student member who recruit 5 new members....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Reduced annual membership fees to graduate student members who bring 1-4 new members..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) A multiple year membership (decrease cost for 2-yr and 3-yr membership .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Advertising (i.e., sending brochures to higher education programs for students) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Networking with Universities that provide Higher education programs. ....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Current faculty members recruiting graduate students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Advertising with other professional associations (i.e., CAUT, CACUSS) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h) Of the options listed above (a-g), what one do you think would be most effective? \_\_\_

i) Are there other recruitment efforts CSSHE could try to attract new graduate students?

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## Services offered to the CSSHE Graduate Student Members and Membership Fees

Did you know that the CSSHE graduate student members who attend the CSSHE annual meeting are eligible to travel assistance, in order to facilitate their coming to the conference?

-> Make your selection

10. Did you know that the CSSHE grants the “George L. Geiss Dissertation Award” for the best doctoral dissertation?

-> Make your selection

11. Did you know there is a new “CSSHE Award for Masters Thesis or Project”?

-> Make your selection

12. Did you know “The Graduate Student Perspective” Column published in the CSSHE Newsletter Mosaic ?

-> Make your selection

### Annual Meeting

13. How many times have you attended the CSSHE annual conference? \_\_\_\_\_ time(s).

14. Do you plan on attending this year’s conference in Winnipeg? Make your selection

15. If you have attended a CSSHE conference, which of the following events did you go to? (Check as many as apply.)

- |  |   |
|--|---|
| <input type="checkbox"/> The Keynote Address       | <input type="checkbox"/> The CSSHE Graduate Student Lunch |
| <input type="checkbox"/> The CSSHE Banquet         | <input type="checkbox"/> The CSSHE Annual General Meeting |
| <input type="checkbox"/> The President’s Reception | <input type="checkbox"/> Other, please specify: _____     |

16. To what extent would you be interested in attending the following workshop?

	Not interested at all		Somewhat Interested		Very Interested
	1	2	3	4	5
a) Ethics .....	<input type="checkbox"/>				
b) Research .....	<input type="checkbox"/>				
c) Intellectual property .....	<input type="checkbox"/>				
d) Scholarly writing strategies for proposals, grants, & theses .....	<input type="checkbox"/>				

- e) Funding, bursaries, & scholarships  
available to graduate students .....  .....  .....  .....  .....
- f) Publishing: Strategies & possible  
journals where to send your manuscripts .....  .....  .....  .....  .....
- g) How to survive your thesis or  
dissertation .....  .....  .....  .....  .....
- h) Research & Teaching Assistantships.....  .....  .....  .....  .....
- i) Teaching & Learning in Higher Education .....  .....  .....  .....  .....
- j) Course Design in Higher Education .....  .....  .....  .....  .....
- k) Assessment of Learning .....  .....  .....  .....  .....
- l) Evaluation of Teaching .....  .....  .....  .....  .....
- m) Jobs & Employers: What can you do with your  
Masters or Ph.D. in Higher Education .....  .....  .....  .....  .....
- n) Other suggestions, please specify: \_\_\_\_\_

17. What broad themes or domains would you find particularly relevant or interesting if they were to be addressed during the 2005 CSSHE annual conference?

- (1): \_\_\_\_\_
- (2): \_\_\_\_\_
- (3): \_\_\_\_\_

18. Who would you like to have as a guest speaker in the context of the CSSHE annual conference?

Speaker	Institution/Association	Area of expertise
(1): _____	_____	_____
(2): _____	_____	_____
(3): _____	_____	_____
(4): _____	_____	_____

**CSSHE Website** (<http://www.education.mcgill.ca/CSSHE>)

19. a) Have you ever used or browsed the CSSHE Website? Make your selection

- b) What information were you looking for? \_\_\_\_\_
- c) Was the site easy to use and navigate? \_\_\_\_\_
- d) What improvements can be made to the CSSHE website to make it more relevant to our graduate student members? \_\_\_\_\_

20. On the CSSHE website, which of the following sections or zones did you visit at least once? Check as many as apply.

- |  |   |
|--|---|
| <input type="checkbox"/> Information about the past or coming conference(s)<br><input type="checkbox"/> Call for nomination<br><input type="checkbox"/> Call for papers<br><input type="checkbox"/> Publications (CJHE, Mosaic, Professional File)<br><input type="checkbox"/> Links (Education programs, Professional organizations, General Higher education links etc.) | <input type="checkbox"/> Awards<br><input type="checkbox"/> News & Events<br><input type="checkbox"/> Member Directory<br><input type="checkbox"/> Membership Information |
|--|---|

21. Indicate how interested you would be in finding the following types of information and resources on the CSSHE Website?

	1	2	3	4	5
	Not interested at all		Somewhat Interested		Very Interested
a) Field(s) of expertise and research interests of all members .....	<input type="checkbox"/>				
b) Supervisor(s), program and affiliation of all graduate student members.....	<input type="checkbox"/>				
c) Potential employers and actual job postings .....	<input type="checkbox"/>				
d) Information on students exchanges, graduate training, and post-docs opportunities .....	<input type="checkbox"/>				

e) Any other suggestions or comments regarding the CSSHE website?

\_\_\_\_\_

## Demographics

22. Institution you are currently enrolled?

Name of institution: \_\_\_\_\_

City: \_\_\_\_\_

Province: \_\_\_\_\_

23. What graduate program are you currently enrolled in at the above mentioned institution?

-> Make your selection in \_\_\_\_\_

If "Other", please specify: \_\_\_\_\_

24. Are you?

-> Make your selection

25. What year were you born?

-> \_\_\_\_\_

26. What is your mother tongue?

-> Make your selection

If "Other", please specify: \_\_\_\_\_

27. How did you become a graduate student member of the CSSHE? How did you discover our association?

\_\_\_\_\_

28. Do you have other concluding thoughts, comments or suggestions?

\_\_\_\_\_

**Thank you very much for your time and valuable input.  
Best wishes for a successful semester!**

## *Cover Letter for the CSSHE Survey*

Dear Graduate Student Member of the CSSHE,

I would like to request a moment of your time. The attached survey was developed in an effort to better know you, your needs and your opinions. We are currently considering the development of new services and resources for our graduate student members. You can help us to better serve you by answering either of the two attached versions (English or French) of the survey.

Simply open the survey that you prefer with your usual word processor application (e.g., Word) and fill out the form by typing your answers directly in the fields, using your mouse to select your answers in pop-up menus or check boxes to indicate your selections. When you are done, simply save your file and return it to [josee.bouchard@mail.mcgill.ca](mailto:josee.bouchard@mail.mcgill.ca)

Your response by Monday, April 26 would be most appreciated so that we can share students' interests and concerns with the CSSHE Executive at the May meeting.

Thank you very much for your time and consideration.

Best regards,

Graduate Student Representative  
Canadian Society for the Study of Higher Education (CSSHE)

## *Appendix B*

### **Descriptors of Thesis/Project by Theme**

**Faculty:** faculty development, professional collaboration, superior teaching, women faculty, academic culture, teaching knowledge, disciplinary culture, instructional psychology, continuing professional education, professions, curriculum

**Theory:** feminist pedagogy, critical theory, social theory, educational theory, queer theory, critical pedagogy, activity theory, critical feminism

**Post Secondary Education:** higher education, vocational and applied education, international education, education, college, community colleges, graduate education

**Administration:** educational leadership, higher education administration, leadership, leadership development

**Student services:** academic advising, employability skills development, school-work transitions, retention/persistence

**Students:** student decision making, Aboriginal post-secondary students, Indigenous student success,

**Equity:** race, power, gender discrimination, gender equity, racial equity, anti-racism, women

**Methodology:** Indigenous methodology, collaborative action research, decolonization methods, qualitative, reflective practice

**Technology:** online learning communities, innovation

**Policy:** educational policy, preservice admission policy

**Knowledge/Learning:** knowledge transfer, knowledge production, knowledge construction, online learning communities, plagiarism, problem based learning

**Commercialization:** university-industry links

**Discipline area:** health professions, nutrition, women's studies, Biglan academic disciplines, post-colonial studies, physics education, and police

**Evaluation:** institutional evaluation, indicators, scope of practice, evaluation of teaching, performance, MacLean's university rankings, benchmarks

**Other:** violence, language, nationalism, union, Atlantic Canada, philosophy of body

## Appendix C

*List of the conferences the graduate students had attended, or that they were planning to attend, during the academic year, 2003-2004.*

Conference / Association	Abbreviation	Location	Date	Number of respondents attending the conference
The Canadian Society for the Study of Higher Education	CSSHE	Winnipeg	May – June, 2004	14
Society for Teaching and Learning in Higher Education	STHLE	Ottawa	June, 2004	5
International Consortium for Educational Development	ICED	Ottawa	June, 2004	4
Canadian Society for the Study of Education	CSSE	Winnipeg	May 29 <sup>th</sup> – June 1 <sup>st</sup> , 2004	3
American Educational Research Association	AERA	San Diego	April	2
Race, Racism and empire: The Local and The Global	-	Toronto	April 29 <sup>th</sup> – May 1 <sup>st</sup> , 2004	2
Professional and Organizational Development Network in Higher Education	POD	Montreal	November, 2004	2
Canadian Women's Studies Association	CWSA	Winnipeg	May 30 <sup>th</sup> -June 1 <sup>st</sup> , 2004	1
Equity/Diversity	-	Toronto	March 2004	1
American Association for Applied Linguistics	AAAL	Oregon	May 1-4	1
Cultural Studies Association of Australasia	CSAA	Winnipeg	June 3	1
College of humanities and social sciences	CHSS	Winnipeg	May 29	1
European Association for International Education	EAIR	Spain	September 5-8	1
Centre for organisational and human resource research	COHR	Dalhousie	March 23-25	1
Ontario Student Assistant Program	OSAP	Florida, USA	June 10-14	1
Association de Science Regionale de Langue Francaise	ASRDLF	Trois. Rivières	August 21-23	1
Canadian society for the study of education, La société canadienne pour l'étude de l'éducation	SCÈES	Winnipeg	May 30, 2004	1
Indigenous Scholars	-	Vancouver	March	1
Jean Piaget Society	-	Toronto	June	1
Canadian Association of College and University Student Services	CACUSS	Winnipeg	June	1
-	CASJA	-	October	1
Association francophone pour le savoir	ACFAS	Montreal	May 10-14, 2004	1
Council for Higher Education Accreditation	CHEA	Calgary	October 21-24	1
Canadian Society for Medical Laboratory Science	-	Saskatoon	June 12-17	1

## Appendix D

*Participation on University, Faculty, Department, or Professional Society Committees and related accomplishments during the year 2003-2004.*

Association	Committee	Role on committee
CWSA	Board	Member
CSAA	Anti racism	Member
Alliance for international higher education Policy Studies (AIHEPS)	B.C. team	New Scholar
Departmental, Educational psychology, McGill University, Montreal	Departmental	Student representative
Dept. EDST, UBC	GPACC	Student representative
Dept. EDST, UBC	Ph.D. Management	Student representative
Dept. EDST, UBC	Space allocation	Student representative
UBC	Indigenous graduate student	Student member
GSA (graduate student association???)	New University Gov.	Student representative
Holland college	Academic council	Faculty representative
CDHA	Research Advisory Council	Advisor
CCDC	Working group on accreditation	Reviewer
CSSHE	Board member	Member
CMSF	Aboriginal Sub Committee	Foundation member
AHRDCC/CCHREI	BEAHR	Member/Advisor
AERA	SAGE	Mentee
University of Toronto	Thesis to Book Conference	Conference chair
OISE/Dept. theory & policy studies	Faculty Council	Graduate student voting representative
OISE/UT	Internal Centres Review	Designated graduate student representative
AERA	SIG-Applied Sem.	Graduate student representative
OISE/UT	TPS-GSA	Graduate student representative
Faculty Educational psychology, McGill University, Montreal	Academic Policy	Student representative
Faculty Educational psychology, McGill University, Montreal	Graduate association	VP academic
CSSHE	Board of directors	Graduate student representative
TPS (OISE/UT)	Mentor group	Member
CSMLS	Steering committee	Chair

## Appendix E

### Societies and Organizations

AHA  
AIR  
American Association for Applied Linguistics  
American Association of Physics Teachers  
American Educational Research Association  
American Psychological Association  
Association de Science Régionale de Langue Française  
ASTD  
Canadian Association for the Study of Adult Education  
Canadian Association for the Study of Women and Education  
Canadian Association of college and University Student Services  
Canadian Healthcare Association  
Canadian Society for Medical Lab Science  
Canadian Society for Medical Laboratory Science  
Canadian Society for the Study of Education  
Canadian Society for the Study of Higher Education  
Canadian Women's Studies Association  
CDA  
CDHA  
Centre for Education Reform  
CERA  
CNO  
College of Dietitians of Ontario  
Council for Advancement of Adult Literacy  
Council for the Establishment of the Andre Gagnon School  
Cultural Studies Association of Australasia  
Dieticians of Canada  
European Association for Research on Learning and Instruction  
European Association for International Education  
International Association of Workforce Professionals  
MMO  
National Academic Advising Association  
National Association of Student Personnel Administrators  
Ontario Student Assistance Program  
Ontario Women in Law Enforcement  
Philosophy of Education Society  
Professional and Organisational Development Network in Higher Education  
Quebec Bar Association  
Society for Teaching and Learning in Higher Education  
SSS  
Texas Women in Law Enforcement

## Appendix F

*List of abbreviations and definitions of organizations that appear in the report.*

Abbreviation	Organization (and link to website)
CWSA	Canadian Women's Studies Association <a href="http://www.yorku.ca/cwsaacef/cwsaacef/cwsa.htm">http://www.yorku.ca/cwsaacef/cwsaacef/cwsa.htm</a>
AAAL	American Association for Applied Linguistics <a href="http://www.aal.org/">http://www.aal.org/</a>
CSAA	Cultural Studies Association of Australasia <a href="http://www.staff.vu.edu.au/CSAA/about.html">http://www.staff.vu.edu.au/CSAA/about.html</a>  Chinese Studies Association of Australia <a href="http://www.anu.edu.au/asianstudies/chinakoreacen/csaa/">http://www.anu.edu.au/asianstudies/chinakoreacen/csaa/</a>
ICED	International Consortium for Educational Development <a href="http://www.csd.osds.uwa.edu.au/about/activities/hosted_sites/iced">http://www.csd.osds.uwa.edu.au/about/activities/hosted_sites/iced</a>
STHLE	Society for Teaching and Learning in Higher Education <a href="http://www.uottawa.ca/services/flss/stlhe2004/">http://www.uottawa.ca/services/flss/stlhe2004/</a>
POD	Professional and Organizational Development Network in Higher Education <a href="http://www.podnetwork.org/conferences/2003/">http://www.podnetwork.org/conferences/2003/</a>
EAIR	European Association for International Education <a href="http://www.eair.nl/association/index.asp">http://www.eair.nl/association/index.asp</a>
OSAP	Ontario Student Assistant Program <a href="http://osap.gov.on.ca/eng/intro.htm">http://osap.gov.on.ca/eng/intro.htm</a>
ASRDLF	Association de Science Regionale de Langue Francaise <a href="http://asrdlf.montesquieu.u-bordeaux.fr/">http://asrdlf.montesquieu.u-bordeaux.fr/</a>
AERA	American Educational Research Association <a href="http://www.aera.net/">http://www.aera.net/</a>
CACUSS	Canadian Association of College and University Student Services <a href="http://www.cacuss.ca/en/index.lasso">http://www.cacuss.ca/en/index.lasso</a>
ACFAS	Association francophone pour le savoir <a href="http://www.acfas.ca/">http://www.acfas.ca/</a>
CHEA	Council for Higher Education Accreditation <a href="http://www.chea.org/">http://www.chea.org/</a>
CSMLS	Canadian Society for Medical Laboratory Science <a href="http://www.csmls.org/english/english.htm">http://www.csmls.org/english/english.htm</a>