

QoL Survey Answers

Statistical

1. I am a member of the Quality of Life committee and I regularly attend meetings.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
No	76	81	63	75	76	76
Yes	24	19	37	25	24	24

2. In the past 12 months, I have attended approximately ____ QoL meetings.

<i>Answers</i>	<i>All</i>	<i>QoL</i>	<i>Non-QoL</i>
0	60	0	79
1-2	13	0	16
3-5	12	33	5.2
> 6	16	67	0

3. I would categorize my research group as _____. Check all that apply.

<i>Answers</i>	<i>All</i>	<i>QoL</i>	<i>Non-QoL</i>
Synthetic	25	25	26
Bio. Chem.	32	33	32
Synthetic/Bio. Chem.	4.9	4.2	5.2
P. Chem.	26	25	26
P. Chem./Synthetic	4.9	8.3	3.9
Theory	2	4.2	1.3
P. Chem./Theory	3.9	0	5.2

4. I am a _____.

<i>Answers</i>	<i>All</i>	<i>QoL</i>	<i>Non-QoL</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
female	26	42	22	22	39	16
male	74	58	78	78	61	84

5. I am a _____.

<i>Answers</i>	<i>All</i>	<i>QoL</i>	<i>Non-QoL</i>
G2	19	8.3	22
G3	28	21	30
G4	26	38	23
G5+	26	33	25

Instruction and Training

Cumulative Exams

6. The cumulative exams are a _____ part of the learning experience during your graduate degree.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
highly valuable	4	5.4	0	2.8	2.6	5.4
valuable	24	24	22	22	7.9	43
neutral	24	27	15	28	24	24
not so valuable	36	31	48	33	47	22
not valuable at all	13	12	15	14	18	5.4

Physical chemistry replaced in part its cumulative exam requirement by an oral presentation of a research proposal.

7. I think this is a change _____.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
for the worse	6	8.1	0	5.6	2.8	13
neutral	40	43	31	56	28	37
for the better	54	49	69	39	69	50

8. This is a model the rest of the department should _____ try to emulate.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
definitely not	5.1	2.8	12	5.6	11	2.7
probably not	13	15	7.7	19	17	11
maybe	31	32	27	28	17	43
probably	29	31	23	28	20	30
definitely	22	19	31	19	34	14

Advising

9. I am _____ with the advising I receive as a graduate student.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
very satisfied	12	16	0	11	11	11
satisfied	35	35	37	33	34	39
somewhat satisfied	29	31	26	28	34	26
dissatisfied	17	15	22	22	11	18
very dissatisfied	6.9	4	15	5.6	11	5.3

10. What would best describe the frequency at which you are in contact with your principal advisor to discuss your research projects?

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
daily	7.8	8	7.4	5.6	5.3	13
weekly	41	40	44	36	42	39
monthly	25	27	19	33	18	21
each semester	21	19	26	22	21	24
yearly	5.9	6.7	3.7	2.8	13	2.6

11. I am _____ with the amount of contact time I get.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
very satisfied	16	17	11	8.3	18	16
satisfied	43	41	48	42	45	42
somewhat satisfied	23	24	19	31	13	26
dissatisfied	15	13	19	17	21	11
very dissatisfied	3.9	4	3.7	2.8	2.6	5.3

12. A multi-advisor system is _____.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
highly valuable	27	29	22	19	32	29
valuable	34	37	26	31	26	45
neutral	27	23	41	33	29	21
not so valuable	8.8	8	11	14	11	5.3
not valuable at all	2	2.7	0	2.8	2.6	0

13. Did you form your PDAC?

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
No	63	63	63	53	68	66
Yes	37	37	37	47	32	34

14. How often have you met with the members of your PDAC?

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
each semester	0	0	0	0	0	0
annually	4.9	4	7.4	8.3	11	0
biannually	8.8	9.3	7.4	22	2.6	0
never	23	24	22	16	19	34
No PDAC	63	63	63	53	68	66

Graduate Courses

15. The amount of graduate courses offered by the CCB is _____ to a proper intellectual training.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
highly valuable	15	14	19	31	11	2.6
valuable	46	49	37	58	43	37
neutral	13	8.1	26	2.8	24	11
not so valuable	17	18	15	0	19	26
not valuable at all	9.9	12	3.7	8.3	2.7	24

16. The amount of graduate courses offered by the CCB and the surrounding departments is _____ to a proper intellectual training.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
highly valuable	18	16	22	25	19	7.9
valuable	56	59	48	56	51	68
neutral	22	20	26	17	22	24
not so valuable	4	4.1	3.7	2.8	8.1	0
not valuable at all	0	0	0	0	0	0

17. The quality of the graduate teaching done in the CCB is _____ my expectations.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
well above	8	8.1	7.7	14	8.3	2.6
above	12	12	12	25	8.3	2.6
satisfying	50	54	38	50	47	53
below	20	18	27	8.3	28	24
well below	10	8.1	15	2.8	8.3	18

What courses would you like to see offered by CCB?

Physical/Theoretical

Kinetics (enzyme, etc.) (5), Advanced Spectroscopy (nonlinear, etc.) (5), Materials properties/synthesis (not just student presentations, not just nano) (4), Graduate level statistical mechanics (2), Computational Chemistry (2)

Comments

Anything physical chemistry - the near complete lack of courses is embarrassing. I would like them to restore the classes that have been taken away over the past few years.

The good p.chem courses are few and far between.

More than one graduate physical chemistry course would be useful to a proper intellectual training.

It appears that few courses are offered, that they are designed for minimal time commitment by professors and that in the case of physical chemistry we basically rely on the Physics department for academic instruction.

Any physical chemistry would be nice, especially if it would provide the opportunity to learn about and read papers in a field that is interesting, but not necessarily one's field of research. The physical chemistry education deeply lacks breadth. [from Seminar section]

Synthetic/Biological

Advanced synthetic classes (3), Advanced inorganic/organometallic/bioinorganic (4), Biosynthesis, Supramolecular chemistry, Comprehensive physical organic/biophysical chemistry (2), Group theory, Analytical spectroscopic methods in biological/synthetic context (7), Biochemistry (3), Biomolecular theory, Chemo/bio informatics

Comments

There is no basic biochemistry class at Harvard and it should be taught by a CCB faculty member.

The synthesis course (Chem115) should be split into two.

206, 115: these courses are essential.

Other Topics

Interdisciplinary fields

A course that examines scientific discoveries in terms of the experiments that brought about the discovery

General Comments

It is a ridiculously low number of classes that are offered. The fact that some basic grad classes are not offered significantly reduced the quality of the work I produce.

No one course, exactly; but it would be useful if the department suggested a series of 3-4 courses for an entering organic/physical/biochem student each fall.

Any graduate class. 1 professor, 10-15 graduate students. Read literature discuss. Anyone heard of those?

The courses also need to limit their enrollment (fewer undergrads).

I can read PowerPoint slides on my own time; what I need is more face-time with professors to discuss their unique insights. MIT courses seem to be organized like this; we should try to model our system after theirs.

The amount of courses is not the problem in CCB and in Harvard courses in general. The problem is a lack of good teaching and a rigorous foundation from which to approach the material and really learn it rather than memorize a collection of random facts. For example, in the surface chemistry class, equations were put up on an overhead and were neither derived, explained, or used. This is the kind of teaching approach that pervades this university, and is particularly rampant in upper level graduate courses.

The existing classes should be improved before trying to add more courses.

More courses should be taught like the seminar class on chemical biology that was offered last year.

There are many topics (organometallics, crystallography, protein folding) that I am interested in knowing about -- not to the extent that I would develop a research project around said topics -- but enough to carry on a conversation with a peer doing research in these fields. What I have suggested to my peers, in the past, were short (2-4 weeks) seminars, taught by a professor who was considered the expert in that field. For instance, Prof. [XYZ] could give a short course, MWF for two weeks (maybe 1.5 hours each meeting) on some basics of organometallics. If there was interest, he could offer another more advanced course later on. Perhaps several of these courses would be required to incoming classes -- say 5-6. But the brevity of the course would make it possible that older graduate students could also take part in it. The more advanced courses could also be more literature-based -- similar to the "seminar courses" described below. The general idea with this suggestion is that anyone participating in the course should be pretty excited about it -- making the course overall a pleasant experience. The shortened time-frame eliminates "burn-out" on both the student and professors part.

Seminar Course

Last semester Prof. Knowles was hosting a discussion group, opened to senior graduate CCB members, about the development of Chemical Biology, based on the reading of seminal papers in the field. The meetings also included general discussions about scholarship.

18. I think that getting such interactions with professors outside of the regular lab/classroom environment is _____.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
highly valuable	47	40	65	42	62	42
valuable	42	47	27	44	22	55
neutral	11	12	7.7	14	14	2.6
not so valuable	1	1.3	0	0	2.7	0
not valuable at all	0	0	0	0	0	0

19. If a professor were offering such a thing in a field of interest to me, I would _____ consider participating.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
definitely not	0	0	0	0	0	0
probably not	0	0	0	0	0	0
maybe	12	12	12	14	14	5.3
probably	29	29	27	22	22	39
definitely	59	59	62	64	65	55

If you would consider participating, please rate the following topics from 1 (least interesting) to 7 (most interesting).

<i>Answers</i>	<i>1-2</i>	<i>3-4-5</i>	<i>6-7</i>
seminal papers in the field	38	15	47
how to choose collaborators	24	56	21
when to collaborate and when to compete	25	53	23
when to publish	19	61	21
what happens when you get scooped	25	46	30
choosing how to run a lab	26	46	29
science outside of the journals	30	30	41

Host suggestions:

George Whitesides (2), James Anderson (2), David Liu, Dudley Herschbach, Jeremy Knowles (2), E. J. Corey (3), Yoshito Kishi (2), William Lipscomb
Industry members and people from non-industrial places like NASA

Topic Suggestions:

Physical/Theoretical Chemistry

Materials biophysics catalysis, Liquid theory, Experimental physical chemistry, Materials science: polymers and surfaces (2), Statistical mechanics, Interdisciplinary in materials science, physical chemistry, nano, and biophysics, Any physical chemistry would be nice!

Biological Chemistry

Biomolecular theory, Biochemistry, Stem Cells, Chemical biology

Synthetic Chemistry

Synthetic organic chemistry, Synthesis II, NMR and crystallography

History of Science

Simulation history, History of chemistry, History of chemistry at Harvard, The "Real" future of chemistry, Future direction of research in Physical Chemistry

Other Topics

Science and public policy, Science education, How to communicate scientific principles to "lay" people, How to run a lab, How to choose a project to work on, How to make steady progress of your research, How to do research in order to be more relevant to the scientific community at large, How to work with nationally funded organizations and private companies as an academic.

Clambake

20. It has been decided that as of this year the G1 clambake will cease to exist, due to funding problems. In the interest of providing face time between faculty and G1s some other event that does not include the entire department would be _____.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
highly valuable	30	30	30	33	24	34
valuable	46	46	44	44	46	39
neutral	18	18	19	14	19	21
not so valuable	5.9	5.4	7.4	8.3	8.1	5.3
not valuable at all	1	1.4	0	0	2.7	0

Department Social/Budgetary Related

In addition to departmental social events, the department provides the QoL with a finite amount of funding each year. We would like to evaluate the events that utilize this money and poll opinions on other possible events.

Student Colloquia

21. I think the student research colloquium series is _____ to my graduate training.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
highly valuable	12	12	11	14	13	5.3
valuable	48	44	59	58	34	55
neutral	28	29	26	19	37	29
not so valuable	9.8	12	3.7	5.6	13	11
not valuable at all	2	2.7	0	2.8	2.6	0

22. I think that the student-colloquium talks happen _____.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
too infrequently	34	30	46	39	36	29
just often enough	65	70	50	61	61	71
too often	1	0	3.8	0	2.8	0

Student-invited Seminar Series

23. I am _____ aware of which seminars are student-invited and which are faculty-invited

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
totally	27	24	37	28	26	32
somewhat	52	56	41	61	47	50
not really	17	19	11	11	18	16
not at all	3.9	1.3	11	0	7.9	2.6

24. The choice of speakers reflects my career/research interests _____.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
very poorly	2	2.8	0	2.8	0	2.7
poorly	10	8.3	15	11	2.9	14
moderately	52	53	50	50	54	54
well	32	32	31	36	34	27
very well	4.1	4.2	3.8	0	8.6	2.7

25. On average, on a given year, I attend student-invited seminars about _____ times.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
3 or more	40	42	35	36	44	37
1-2	55	54	58	58	50	61
0	5	4.1	7.7	5.6	5.6	2.6

Beverage Bashes

26. Beverage Bashes events are _____ in promoting social interaction.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
highly valuable	26	27	22	31	16	26
valuable	41	41	41	39	38	53
neutral	22	19	30	17	32	16
not so valuable	6.9	6.8	7.4	11	2.7	5.3
not valuable at all	5	6.8	0	2.8	11	0

27. This summer, how many Beverage Bashes have you attended?

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
3 or more	59	58	63	61	51	63
1-2	21	23	15	25	14	24
0	20	19	22	14	35	13

Midterm Goals of the QoL

Note: the following categories were chosen by the QoL as plans to pursue during the coming year or two. It would be very useful to get feedback about how these are perceived amongst the graduate community.

OTFP

Last year, a team composed of QoL and faculty members came up with a project of revision of the predoctoral advising structure which contained two main changes to the actual system.

- Change the yearly aspect to 1-3-5+ (meet with PDAC at end of first, third, fifth and subsequent years)
- Let the committee be by default the advisors under which a rotation was done in the first year; composition of committee can be changed at any time
- Program would be mandatory for all.

28. How would you rate such a change?

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
highly valuable	22	20	26	22	21	24
valuable	34	35	33	33	32	34
neutral	29	29	30	31	32	29
not so valuable	12	13	7.4	8.3	13	13
not valuable at all	2.9	2.7	3.7	5.6	2.6	0

Retreat

29. An annual CCB department-wide retreat that included talks by professors and student poster sessions would be a _____ academic opportunity.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
highly valuable	31	29	37	28	37	29
valuable	45	44	48	42	50	42
neutral	16	16	15	17	11	21
not so valuable	4.9	6.7	0	5.6	2.6	7.9
not valuable at all	2.9	4	0	8.3	0	0

30. Such a retreat would be a _____ social opportunity to talk to professors and other colleagues.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
highly valuable	26	25	30	31	29	24
valuable	52	49	59	42	61	47
neutral	18	20	11	19	11	24
not so valuable	2	2.7	0	2.8	0	5.3
not valuable at all	2	2.7	0	5.6	0	0

31. If such retreat occurred during a weekend at an off-campus location, I would _____ attend.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
definitely not	2.9	4	0	8.3	0	0
probably not	11	9.3	15	17	5.3	16
don't know	13	12	15	11	7.9	16
probably	40	40	41	31	45	39
definitely	33	35	30	33	42	29

Outreach

It was suggested last year that the QoL should try to promote diversity within the graduate student body by means such as recruiting at predominantly minority schools.

32. Do you think this should be part of the QoL's responsibilities?

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
No	56	54	63	67	70	37
Don't know	24	23	26	22	14	34
Yes	20	23	11	11	16	29

33. Would you be interested in participating in such endeavors?

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
No	58	61	52	72	76	29
Don't know	24	23	26	14	11	42
Yes	18	16	22	14	14	29

General QoL Issues

Communication

34. A CCB facebook containing the names and emails of all grad students would be

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
very useful	31	31	31	22	27	47
useful	41	41	38	42	46	32
not useful	8.9	9.3	7.7	11	11	7.9
pointless	7.9	8	7.7	11	5.4	5.3
no opinion	12	11	15	14	11	7.9

35. A QoL website containing statistical information on research groups (size, time to graduation, retention, etc.), general information about QoL-managed events and programs, and an annual report of the QoL activities would be valuable.

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
highly valuable	39	36	48	33	39	50
valuable	49	51	44	47	53	45
neutral	8.8	11	3.7	14	7.9	2.6
not so valuable	2	1.3	3.7	2.8	0	2.6
not valuable at all	1	1.3	0	2.8	0	0

Representatives

36. Do you know who your group's QoL representative is?

<i>Answers</i>	<i>Non-QoL</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
No	19	16	11	8.3	21	16
I think	22	20	11	8.3	21	21
Yes	59	64	78	83	58	63

37. My QoL representative asks for my input on issues

<i>Answers</i>	<i>Non-QoL</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
frequently	18	24	19	19	21	26
sometimes	27	29	37	39	21	34
rarely	26	21	26	28	26	16
never	29	25	19	14	32	24

Mental Health

38. How would you describe your level of happiness overall with CCB?

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
very happy	6.9	8	3.8	8.3	5.4	7.9
happy	48	52	35	61	41	39
neutral	29	32	19	25	30	34
not happy	15	8	35	2.8	22	16
not happy at all	2	0	7.7	2.8	2.7	2.6

39. The psychological help provided by CCB for the students was

<i>Answers</i>	<i>All</i>	<i>Male</i>	<i>Female</i>	<i>Synthetic</i>	<i>Biological</i>	<i>Phys/Theo.</i>
very important	14	13	15	14	14	13
important	19	15	31	19	14	26
neutral	47	49	38	42	54	39
not important	11	12	7.7	14	11	11
not important at all	9.9	11	7.7	11	8.1	11

Mission Statement

“The Quality of Life Committee (QoL) represents the graduate students of CCB. It strives to promote wellness and intellectual development during the graduate school career. Advocating on behalf of the graduate student body, the QoL communicates with the faculty and administration in such areas as department policy, develops programs that facilitate faculty-student dialogue, serves as a reliable information source, and organizes social and career-building events.”

40. I think it properly describes what should be the goals of the Committee.

<i>Answers</i>	<i>All</i>	<i>QoL</i>	<i>Non-QoL</i>
strongly agree	29	54	22
agree	58	46	62
no opinion	12	0	15
disagree	0	0	0
strongly disagree	1	0	1.3

41. I feel the graduate student body is well represented by the QoL.

<i>Answers</i>	<i>All</i>	<i>QoL</i>	<i>Non-QoL</i>
strongly agree	13	38	5.1
agree	47	42	49
no opinion	27	8.3	33
disagree	8.8	13	7.7
strongly disagree	3.9	0	5.1

42. I entrust the QoL to make recommendations or raise concerns on issues that influence the graduate student social and academic life.

<i>Answers</i>	<i>All</i>	<i>QoL</i>	<i>Non-QoL</i>
strongly agree	21	54	10
agree	55	38	61
no opinion	14	0	18
disagree	6.9	8.3	6.5
strongly disagree	3	0	3.9