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Report of the results - International survey of Master Students (SERU)

A report from the Student and Academic Services

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Introduction

The Student Experience in the Research University (SERU) association is a research cooperation based at the Centre for Studies in Higher Education at the University of California – Berkeley (CSHE), which conducts its activities in partnership with the University of Minnesota, the International Graduate Insight Group (i-graduate), the Higher School of Economics (Moscow) and various member universities.



Diagram 1: Universities and colleges participating in SERU ¹

The objective is to obtain comparative longitudinal data on the experiences of students at the various participating research universities using an international survey design and enabling systematic use of the results to improve course content and study environments².

In terms of target groups, the undergraduate SERU survey is aimed at Bachelors' students and the graduate SERU survey ("gradSERU") at Masters' students and students on doctoral degree programmes, and the University of Göttingen takes part in both. The gradSERU survey took place at the University of Göttingen for the first time in the 2018/2019 winter semester, with the aim of obtaining students' feedback on their study conditions and satisfaction with their studies, analysing it for international comparison, and incorporating it into change processes at the university.

¹ <https://cshe.berkeley.edu/seru/seru-consortium-members>, accessed on 23.10.2019

² <https://cshe.berkeley.edu/seru>, accessed on 23.10.2019

Planning and carrying out the survey

With the aim of achieving a high participation rate and strong support, e-mails announcing the survey to the entire university were sent to the Office of the Dean of Studies and their representatives as well as to study advisors, there were presentations and discussions held by various university bodies, and the relevant Masters' students were specifically targeted via the students' newsletter, a revised homepage³ and notification postcards.



Diagram 2: Notification postcards about the gradSERU survey for Masters' students

The gradSERU survey will take place annually during the winter semester of the academic year at the University of Göttingen, and between 2018 and 2020 is due to be held three times. The questionnaire focuses on all Masters' students at the University of Göttingen in the first to fifth semester and is offered as an online questionnaire in English.



Diagram 3: Questionnaire design for the gradSERU survey in the 2018/2019 winter semester

³ www.uni-goettingen.de/SERU, accessed on 23.10.2019

The questionnaire consists of a core questionnaire which is used by all participating universities and modules which can be chosen by each university individually. The University of Göttingen decided to use the modules “Health and Wellbeing”, “Professional Development”, “Workload” and “International Students” in the 2018/2019 winter semester. So the questionnaire contains a total of 89 questions on these wide ranging topics.

Method

The survey period for the first gradSERU survey was in the winter months (18th January to 2nd March 2019) and was sent to **4,646 Masters' students**. The students were invited to take part in the online survey in an e-mail sent out by the Student and Academic Services – Teaching and Learning Quality Management - and could respond to the above topics.

Over the period of the survey, 1,212 of the 4,646 Masters' students who were contacted stated that they were willing to take part in the survey. Of these 1,212 students, 769 Masters' students answered more than half of the questionnaire and were therefore able to be included in the survey data analysis. After excluding all 869 Masters' students who either had to be excluded because (a) they actively refused to take part in the survey or (b) the questionnaire was inappropriate for all students of the agricultural and forestry sciences, a **net response rate from 20.36 per cent** was realised. The survey itself takes on average 48 minutes and was offered in English.

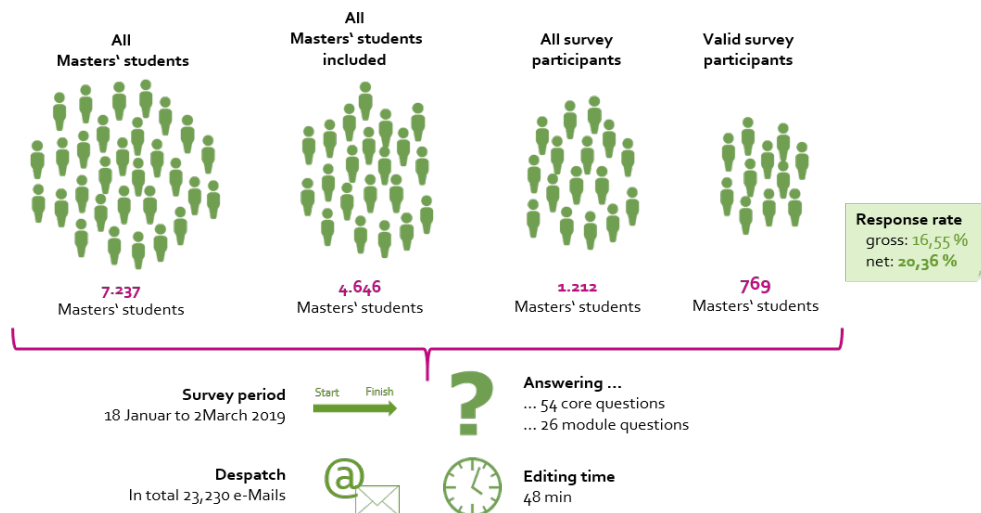


Diagram 4: Overview of first gradSERU survey in 2018/2019 winter semester

SERU survey results

Demographic data

A brief examination of the socio-demographic characteristics of the participating students shows that a majority of the students (65.7 per cent) have German citizenship, but nearly 23 per cent of these students have at least one parent who does not have German citizenship. Please see the diagram below for the percentage shares of the survey participants' distribution by continent of origin. This clearly shows that almost three quarters of all participants come from Europe, followed by Asia with 16.3 per cent.

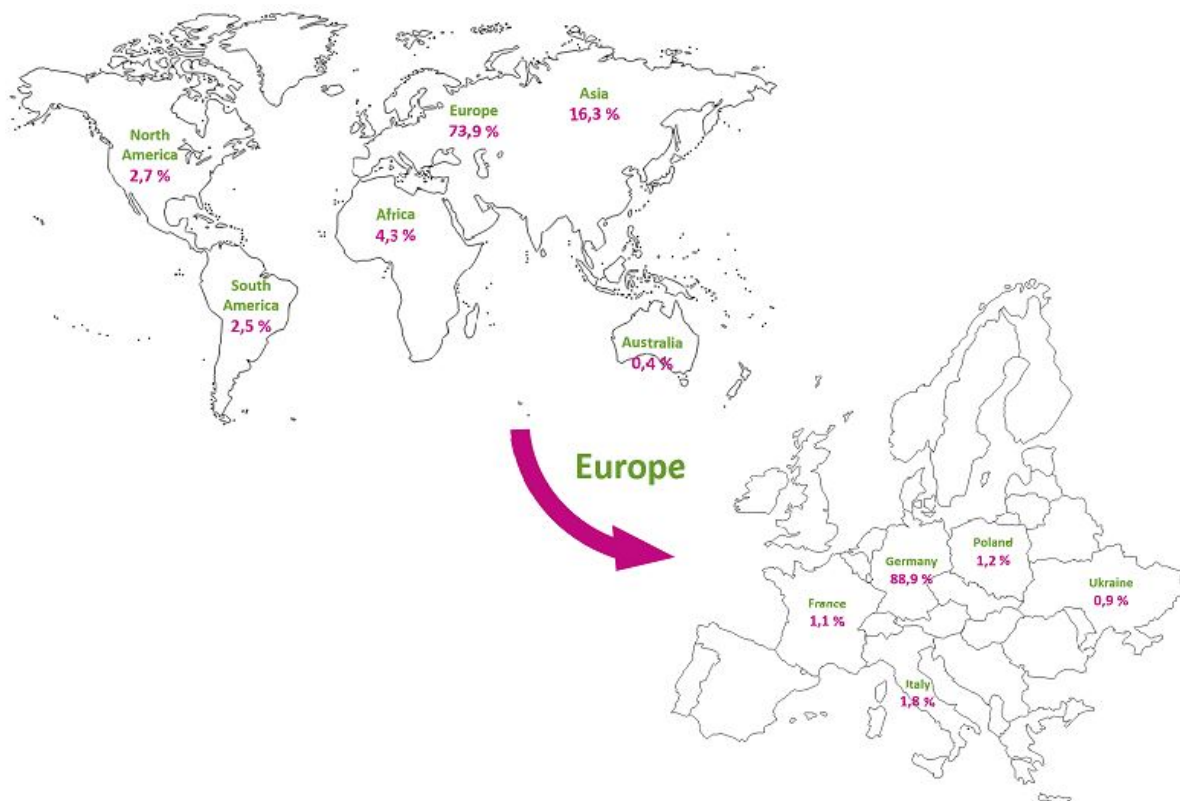


Diagram 5: Continents of origin and countries of origin in Europe of participating Masters' students (Question: What is the country of your birth?)

With regard to the family background of the students it is clear that two-thirds (66.3 per cent) come from a family background where at least one parent had a degree. Please see the following diagram for the subjectively experienced social class of participating students when growing up. This shows that almost half of students state that they grew up in middle-class families.

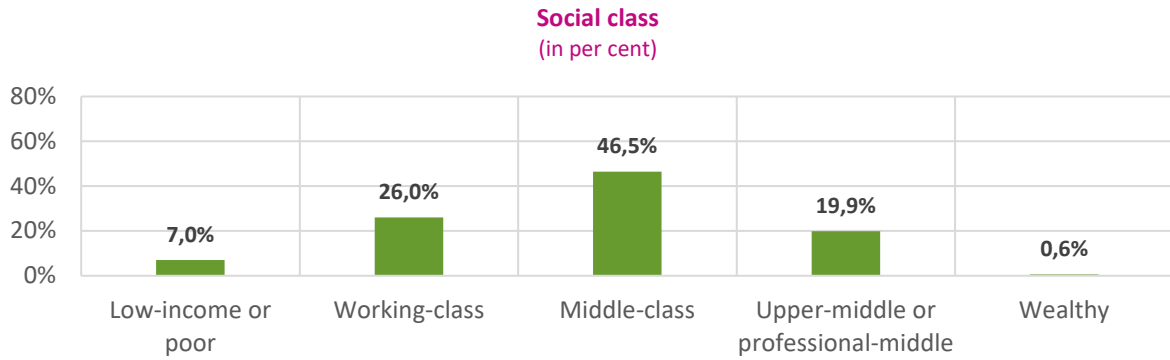


Diagram 6: Social class in which participating students grew up (Question: Which of the following best describes your social class when you were growing up?)

Below we go into the individual sections of the questionnaire and their results. These relate to data on the degree programme, health and wellbeing, professional development, workload in studies, and on the subject of “International Students” at the University of Göttingen.



Reasons for choice of course and previous engagement with studies

Why Masters' students choose to study at the University of Göttingen is one of the first questions this survey aims to answer and allows a basic insight into the initial situation of students on Masters' degree programmes at the University of Göttingen.

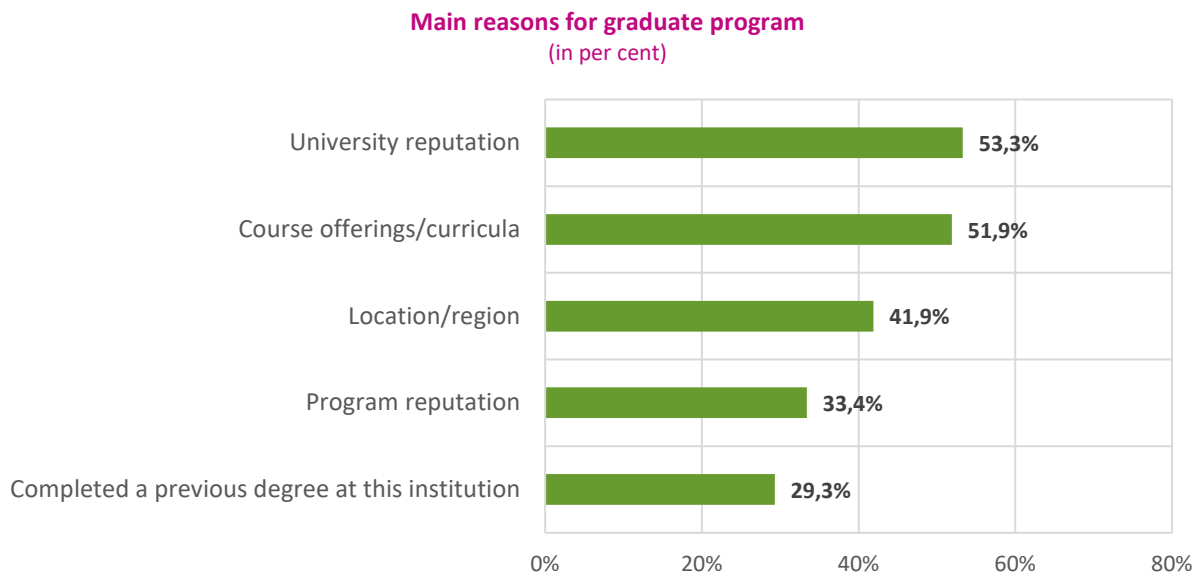


Diagram 7: Reasons for studying at the University of Göttingen (Question: What were the main reasons you selected your graduate/professional program?)

Here the good reputation of the University of Göttingen and the wide-ranging curricula of various degree programmes, the region and previously having completed Bachelor degree at the University of Göttingen above all play a major part in why students choose the University of Göttingen for their university education.

At the start of their studies, University of Göttingen students are above all aware of the program requirements, academic requirements for the thesis, possibilities for study and research stays abroad, and research opportunities within the University of Göttingen. More than half of participating students also took up the teaching, internship and career options during their studies, and vocational development and career opportunities afterwards.

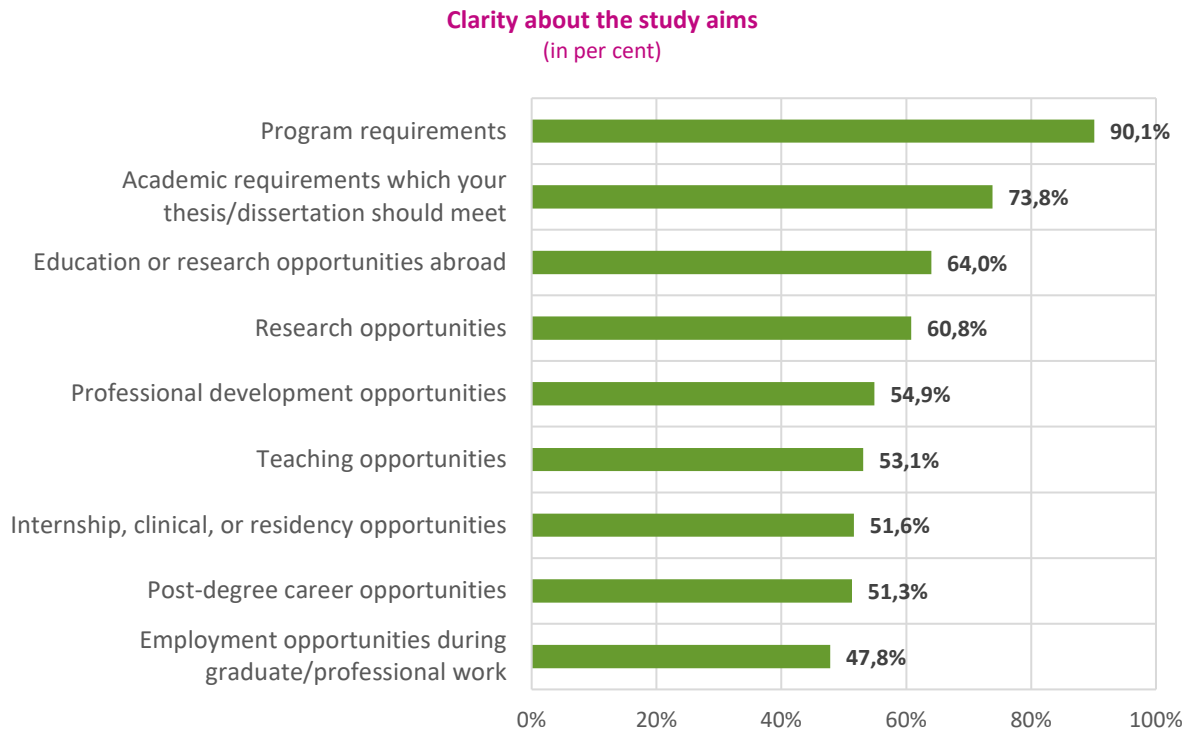


Diagram 8: Awareness of study requirements at start of studies (Question: How clearly has your graduate/professional program communicated the following to you?)

Atmosphere at the University of Göttingen and obstacles to graduation

However, the reasons why a student has come to the University of Göttingen and their awareness of program requirements and objectives beforehand and at the start of their degree are not the only interesting reference points for the University of Göttingen. Their subjective experience of the atmosphere while on the degree programme is also important to initiating change processes. To rate this, students were offered a total of 23 assessment criteria on the subject of “program climate”, which were divided into four major areas. Firstly, “Involvement of Faculty” and “Sense of Belonging”, and secondly “Equality” and “Fairness”.



Diagram 9: Atmosphere on and around degree programme in Göttingen (Question: To what extent do you agree or disagree with the following statements about your current graduate/professional programme?)

From Diagram 9 it can be seen that above all, with an average of more than 90 per cent, students valued aspects of Equality and Fairness highly, and students' Sense of Belonging was rated as very positive with an average of 87.9 per cent. Involvement of Faculty rated slightly less well in comparison to the other areas with on average 80 per cent, however this is still a highly positive level.

Looking at the obstacles that can lead to a student failing to graduate, it was mainly the course availability, course load, and inadequate financial support for studies that were named as primary obstacles to achieving their degree.

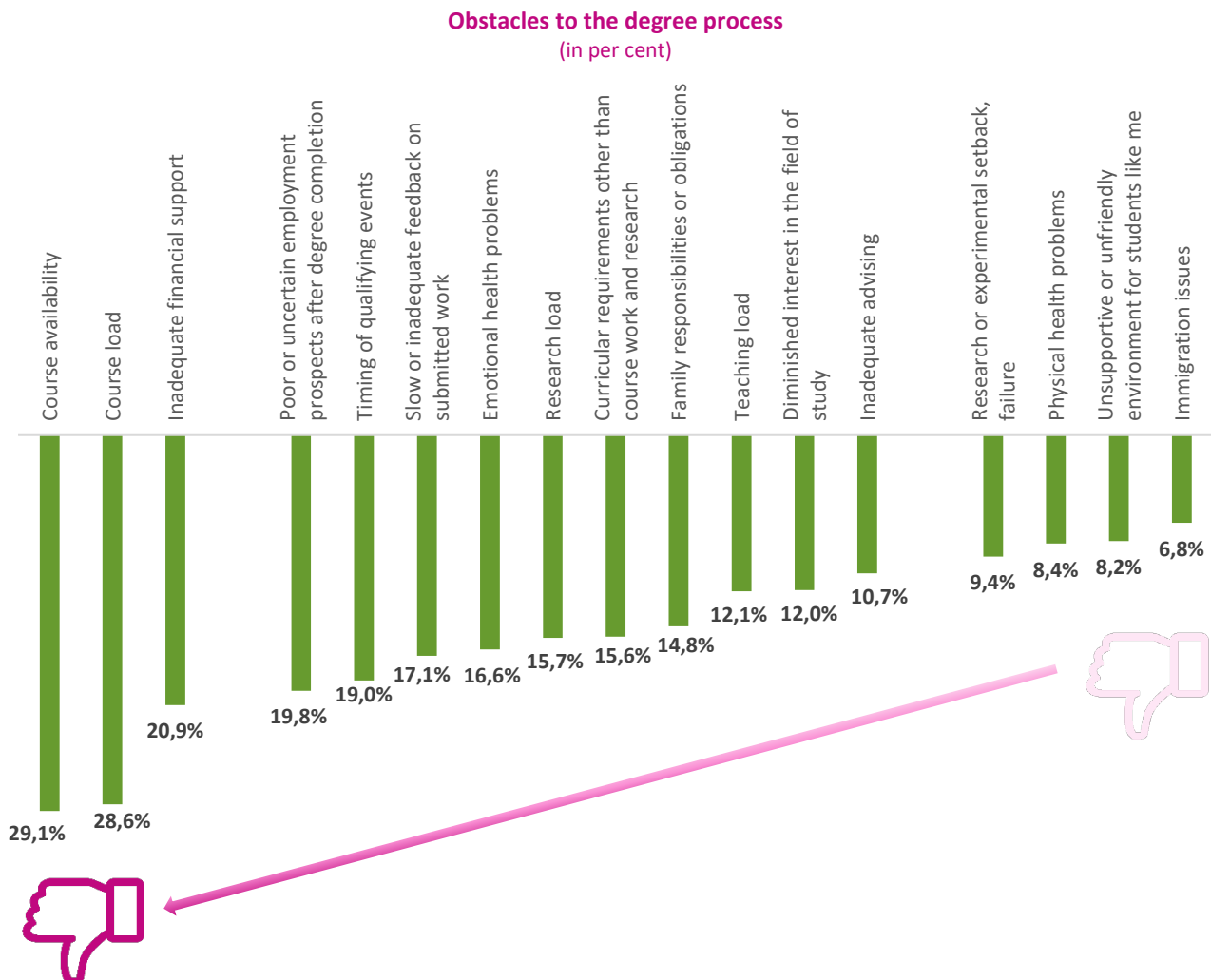


Diagram 10: Obstacles to the degree process (Question: Rate the extent to which the following factors have been an obstacle to your degree progress.)

By contrast, set-backs and failures in research and experiments, physical health problems, an unsupportive or unfriendly atmosphere for students, and problems with regard to

immigration matters played a far smaller role in relation to graduating and were never given as obstacles to completion of a degree by more than 10 per cent of students.

Transfer of competence on degree programme

Having analysed how students imagine studying, how they perceive the atmosphere in Göttingen, and whether there are obstacles to completion, the following looks at the content taught on the degree programme. What skills are taught on the degree programme and how do students perceive the quality of this teaching?

To do this, we looked at three different categories of skills using eighteen aspects. Students could state their level of ability in these skills at the start of their studies and whether they developed during their studies. Looking at the students who stated that their level of skills was poor at the start, the following developments can be seen during their studies:

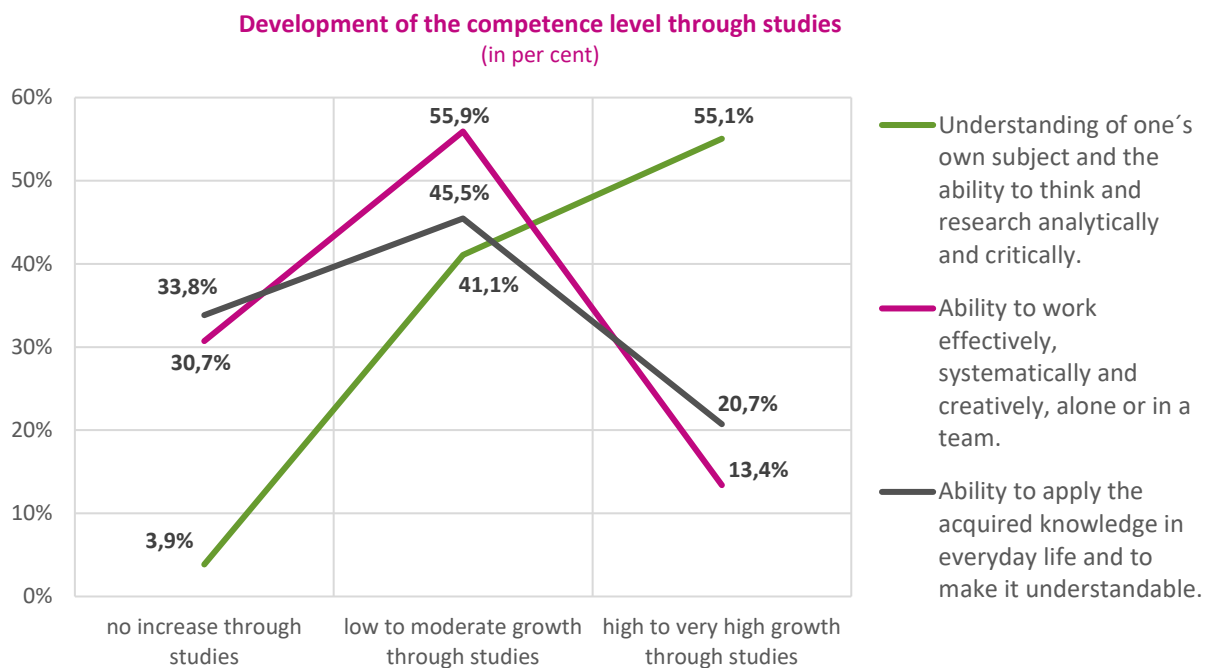


Diagram 11: Development of competence level during studies (Question: Please rate your level of competency in each of the following areas at the time you started your current graduate/professional programme and indicate to what extent your skills in the following areas developed during your enrolment.)

The greatest individual increase was in “Understanding of one’s own subject and the ability to think and research analytically and critically”. Here, 55.1 per cent of students stated that their low skills level at the start of their degree increased to high or very high during their studies. So skills such as analytical and critical thinking, understanding of one’s specific field of study,

the ability to design and conduct original research and the ability to analyse research literature critically were taught very well during their studies.

The highest average growth in skills level was reached in “Ability to work effectively, systematically and creatively, alone or in a team”, which combines the following skills:

- Ability to work collaboratively on a project
- Ability to network effectively
- Ability to work internationally
- Ability to collaborate across disciplines
- Ability to manage a project or program
- Ability to see risks as opportunities
- Ability to innovate, be entrepreneurial
- Ability to transform creative ideas and innovations in practical solutions
- Ability to identify, assess and realise opportunities

By contrast, the skill “Ability to apply the acquired knowledge in everyday life and to make it understandable” was conveyed less well during studies. Consequently, skills such as understanding how one’s research relates to broad social issues, building relationships with local communities and including them in the research, navigating various cultures and various communities, engaging in civic affairs and making research understandable to people who might benefit from it, are only taught to a low to negligible extent during studies and therefore students barely perceived an increase in their skills level with regard to these competencies.

Satisfaction with study programme

All the data about the studies from students who participated in the gradSERU survey lead to the question of how satisfied they are with their studies as a whole. The precise areas with which students at the University of Göttingen are satisfied, any issues they identified, and whether they would recommend their degree programme are core questions in this section of the analysis.

According to the data here, University of Göttingen students are very satisfied with their studies and the environment. This shows that above all the very good resources in the libraries, university facilities and their facilities, the knowledge generated, the high quality of advice and the high quality of the education were rated very positively.

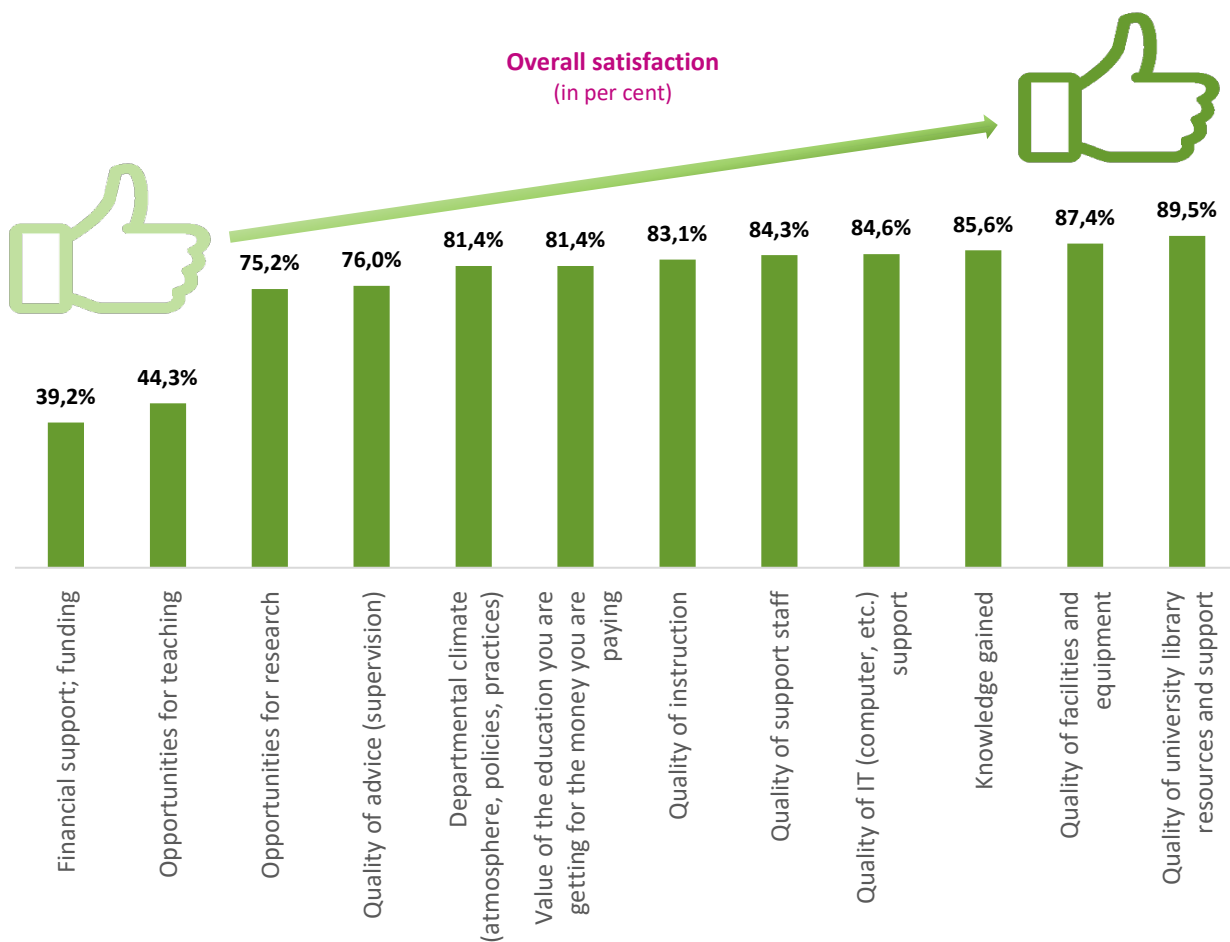


Diagram 12: Overall satisfaction of Göttingen students (Question: To what extent are you satisfied or dissatisfied with the following aspects to your graduate/professional programme?)

However, financial support and opportunities for teaching were only rated positively in the satisfaction assessment by less than half of the students.

Slightly more than half (54.3 per cent) of students would also choose the same subject area again, but barely 45 per cent would choose the degree programme again or recommend the University of Göttingen and the degree programme to others. Nevertheless what is most striking here is that not quite one-third (29.2 per cent) of students would opt for the University of Göttingen again as a place to study.

All the same, in general studying at the University of Göttingen was rated positively, even though there was room for improvement.

Health and wellbeing

Stress factors when studying

A good university is not just characterised by “how” one studies and satisfaction with this, but also the health and wellbeing of its students are a fundamental performance indicator in its assessment.

So the University of Göttingen decided to integrate the “Health and Wellbeing” module into the gradSERU survey. Taking eighteen aspects, students were asked to rate the previous academic year on a scale from “not at all stressful” to “extremely stressful”.

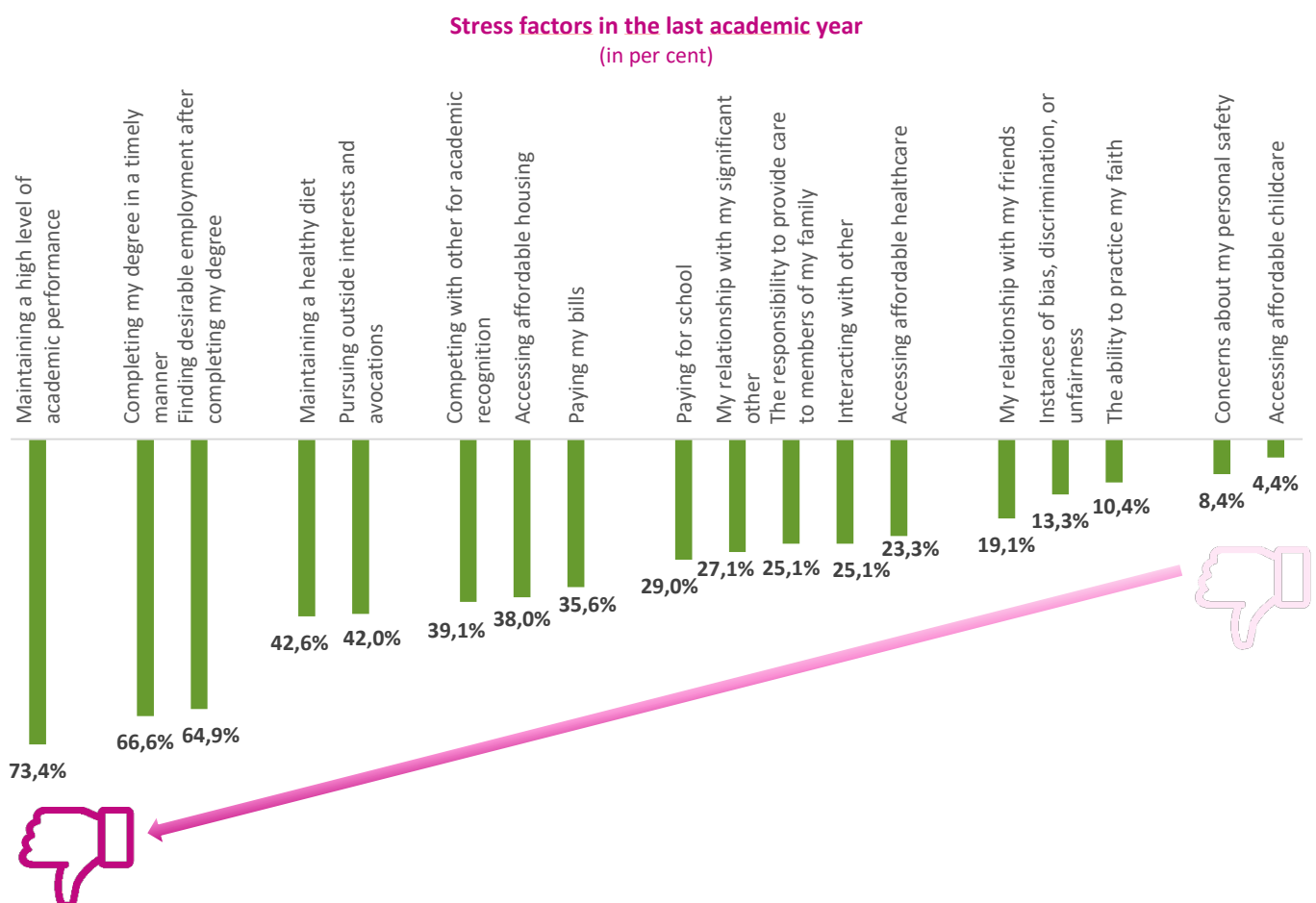


Diagram 13: Stress factors when studying (Question: Over the course of the last academic year, how stressful has each of the following been?)

With each being rated higher than 60 per cent, this showed that constantly maintaining a high level of academic performance, completing studies on time and finding adequate subsequent employment were the greatest stress factors for Göttingen students.

By contrast, stress factors in individuals' social and private lives were found to be stressful by less than 10 per cent of students.

Professional development

Desired vocational sectors for future career

Looking at the above analysis of stress factors in student life, it can be seen that 64.9 per cent of students feel or put themselves under pressure to find adequate employment after studying. So it is interesting to note the professional objectives of Göttingen students when they started university and how much these interests have changed during their studies. The diagram below gives a summary.

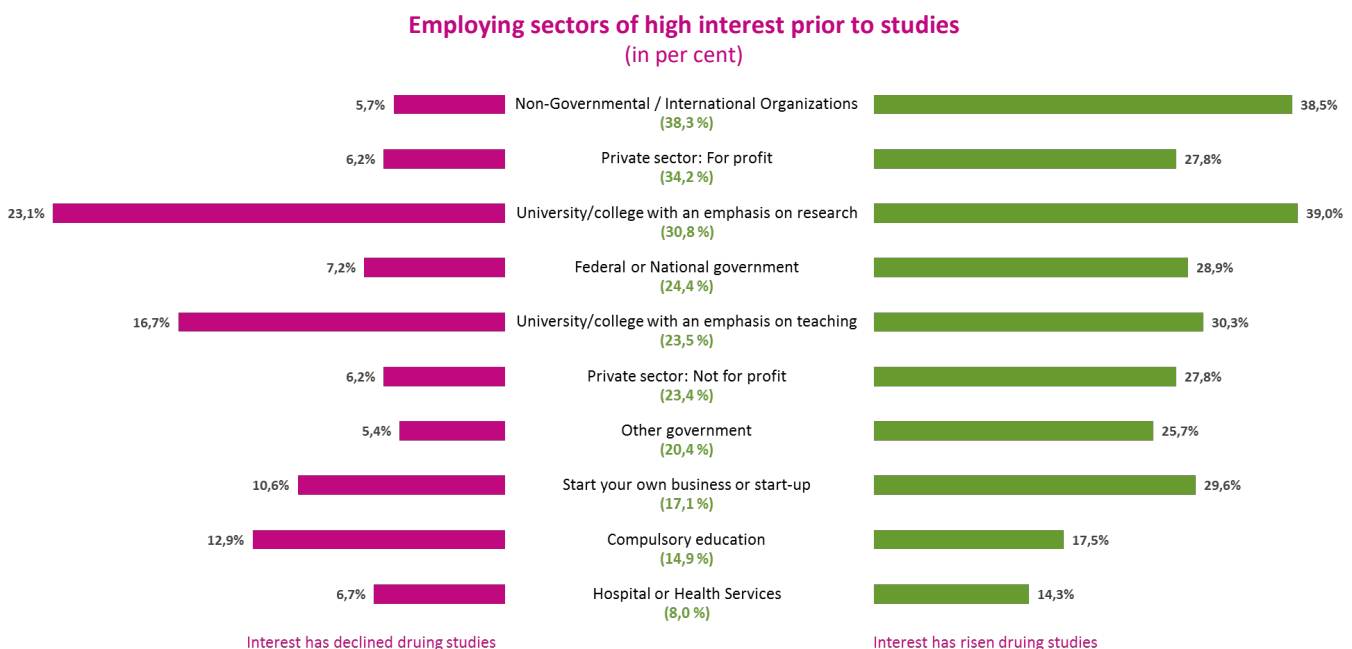


Diagram 14: Professional sectors and the developing interest to work in these sectors (Question: At present, to what extent do you view the possibility of working in the following employment sectors after completing your degree? How has that changed since starting your current degree programme?)

The centre of the diagram shows the range of vocational sectors and the percentages of students who planned to work in these sectors before they started studying.

Basically this shows that the vocational sectors most popular with Göttingen students as potential work areas are Non-Governmental/ international organisations, the private sector for profit, and universities/ colleges with an emphasis on research.

Considering simply the increases (green column on right side) and reductions (red column on left side) that developed as they studied it is evident that for a majority of the vocational sectors the interest in these future positions has grown. The Non-Governmental/ international

organisations in particular, but also working in universities/ colleges with an emphasis on research maintained the interests of students, with almost 40 per cent seeking jobs there. However studying at a major university in Lower Saxony led to a decline in interest in working in this sector for 23.1 per cent of students.

Another big winner in students' occupations of choice is also founding one's own enterprise/ start up. Here, the interest of 29.6 per cent of students grew during their studies and they finally wanted to take up this professional path.

Learning vocational skills

Ideally, the chosen degree should prepare for the future career. So in the gradSERU survey there were questions on fifteen themed areas, with three focal skills relating to professionalisation. Covering a scale from "not at all well" to "very well" these are designed to reveal how the degree programme conveys useful professional skills to Göttingen students and where the university can potentially improve.

The table clearly shows that almost half of Göttingen students felt well-prepared by their studies, insofar as dealing with and valuing different experiences and points of view are concerned. Above all, respect for differing opinions, recognising and appreciating a wide range of cultural and global perspectives, and promoting inclusion, belonging and community were highlighted.

Table 1: Abilities that are very well taught on degree programmes (Question: How well has your current graduate/professional training prepared you for the following:)

Valuing diverse experiences and perspectives	47,6%
Respecting differing opinions and backgrounds?	49,2%
Recognizing and appreciating a wide range of cultural and global perspectives?	51,4%
Promoting inclusion, belonging, and community?	42,2%
Behaving ethically & with professional integrity	39,1%
Conducting yourself and your work with a high level of professionalism and integrity?	35,1%
Making ethical and fair decisions?	36,1%
Treating other people fairly and equitably?	46,2%

In line with this, 39.1 per cent of students stated that "Behaving ethically & with professional integrity" was also conveyed well during their studies and is hugely important as a requirement for a future career. This topic mainly consists of the high level of professional and integrative work, making ethical and fair decisions and treating other people fairly and equitably.

Less well, however, was how the skills in the other thirteen areas were conveyed⁴. This table shows the two areas that were rated by Göttingen students as

Table 2: Abilities that are less well taught on degree programmes (Question: How well has your current graduate/professional training prepared you for the following:)

Developing leadership & entrepreneurial skills	12,5%
Leading, influencing, and inspiring individuals and groups?	11,3%
Advancing ideas and projects by taking risks and exploring different directions?	13,7%
Contributing to relevant professional communities?	12,6%
Developing job search skills	11,4%
Identifying and preparing for career paths that are a good fit for you?	14,4%
Preparing appropriate job application materials?	9,7%
Interviewing effectively in different settings?	10,1%

being worst taught. Here, above all the development of job search skills, and developing leadership qualities and entrepreneurial skills were negative. More than 80 per cent of students stated that they were taught little to no skills in relation to this on their degree programme.

Career guidance and development services

In order to qualify for a career, besides the acquisition of certain skills to cope with everyday working life, it is also important to make use of specific services designed to help with career guidance and development.

The following diagram shows which services are used by Göttingen students to obtain career guidance and development and how students rated them for usefulness in preparing for a career.

⁴ See Table 3 in the Annex on Page 28.

Use of university offers for professional development
(in per cent)

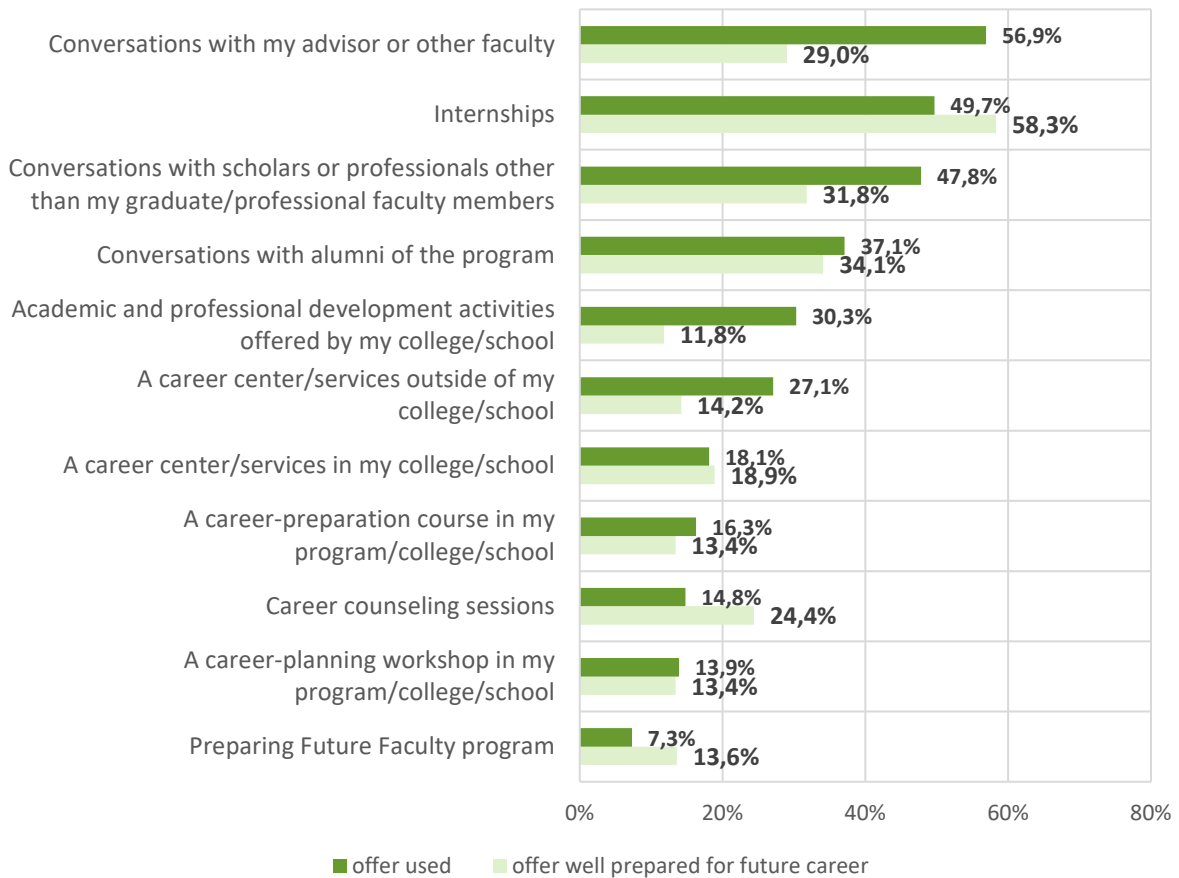


Diagram 15: Use of specific career guidance and development services and how they rate (Question: Have you used the following career-development resources since beginning your graduate/professional degree? How well did career orientation activities or career service activities prepare you for your future career?)

From this it is clear that almost half of Göttingen students held conversations with advisors or other members of the faculty, took up internships and held conversations with scholars or professionals to prepare for a career, and valued the usefulness of these opportunities.

By contrast, less use was made of workshops or careers information events, and these were then only rated as helpful in their future professional life by just 14 per cent of the students who attended them.

Workload

Weekly workload

As well as finding out why students come to the University of Göttingen, how stressful they find studying and how they prepare for their later professional life, there is also the question of students' time commitments during their degree studies. The following diagram gives details of this.

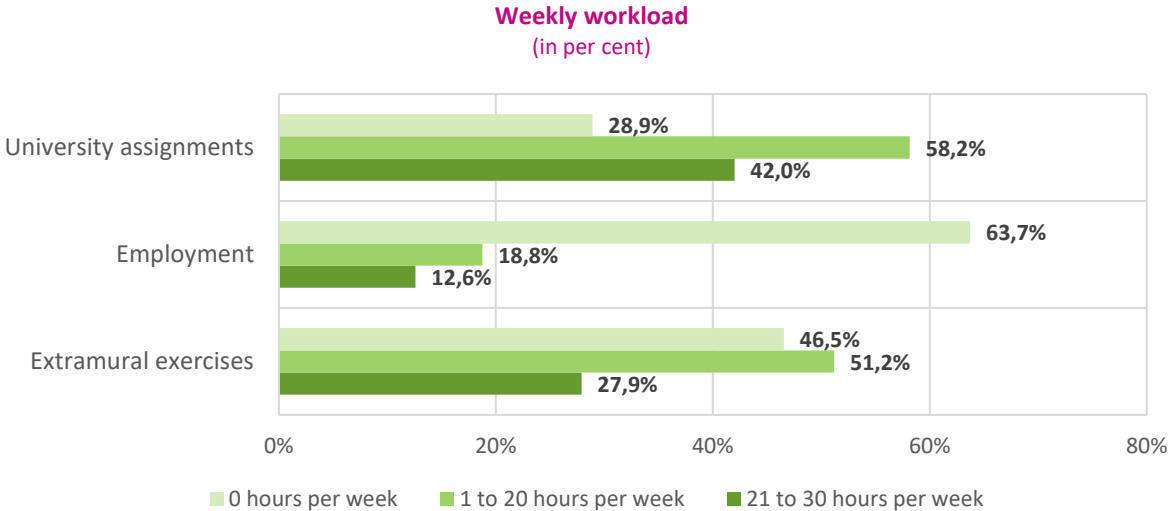


Diagram 16: Weekly workload (Question: This academic year, how many hours do you spend in a typical week (7 days) on the following activities?)

It is clear here that the weekly usable time of Göttingen students is mainly spent on university activities. Almost 60 per cent state that they spend up to 20 hours per week on university-related tasks, while 42 per cent even spend more than 20 hours per week on their studies. This shows that most time is taken up by students on reading and preparing for upcoming classes and on use of library resources.

The above diagram also shows that almost one-third of students work during their studies, and 12.6 per cent of them spend more than 20 hours per week at work.

Besides the time-consuming work required to succeed in studies and possible employment at the same time, Göttingen students' private lives are characterised by wide-ranging activities and take up the most time outside their studies. For instance, more than half of students

enrich their lives with sport, closely followed by intellectual and religious activities and activities with friends.

International students

At the University of Göttingen there were also 4,109 (13%) international students in the 2017/2018 winter semester⁵.

Of the total 4,646 students invited to take part in this survey, 1,251 students did not have German citizenship, which corresponds to a share of 26.93 per cent of Masters' students in the 2018/2019 winter semester. A total of 264 international students took part in the gradSERU survey, which represents a share of 34.33 per cent of them in the survey and that consequently allows us the opportunity to obtain information about the lives and studies of international students at the University of Göttingen.

Development of German language skills

First of all, international students at the University of Göttingen were asked in the gradSERU survey how their German language skills had changed over the course of their studies in Göttingen.

Development of language skills during studies
(in per cent)

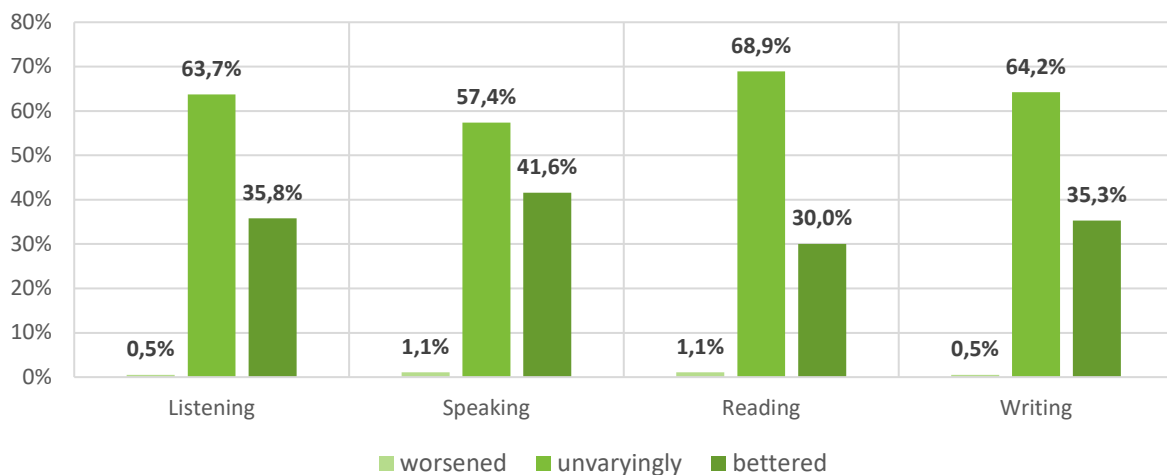


Diagram 17: Development of German language skills of international students whilst studying at the University of Göttingen (Question: How would you rate your proficiency in the language of instruction in the following areas, both when you started the graduate/professional programme and now?)

⁵ <http://www.uni-goettingen.de/de/24653.html>, accessed on 23.11.2019

On average, one-third of students stated that their listening, reading and writing skills were markedly better and for 41.6 per cent of international students their language skills had improved. Almost 60 per cent still say that their German language skills had not changed through their time in Göttingen and 0.5 to 1.1 per cent even indicate that their skills had become worse through studying at the University of Göttingen.

Difficulties dealing with others

International students at the University of Göttingen also expressed the difficulties they had faced with various groups during everyday student life.

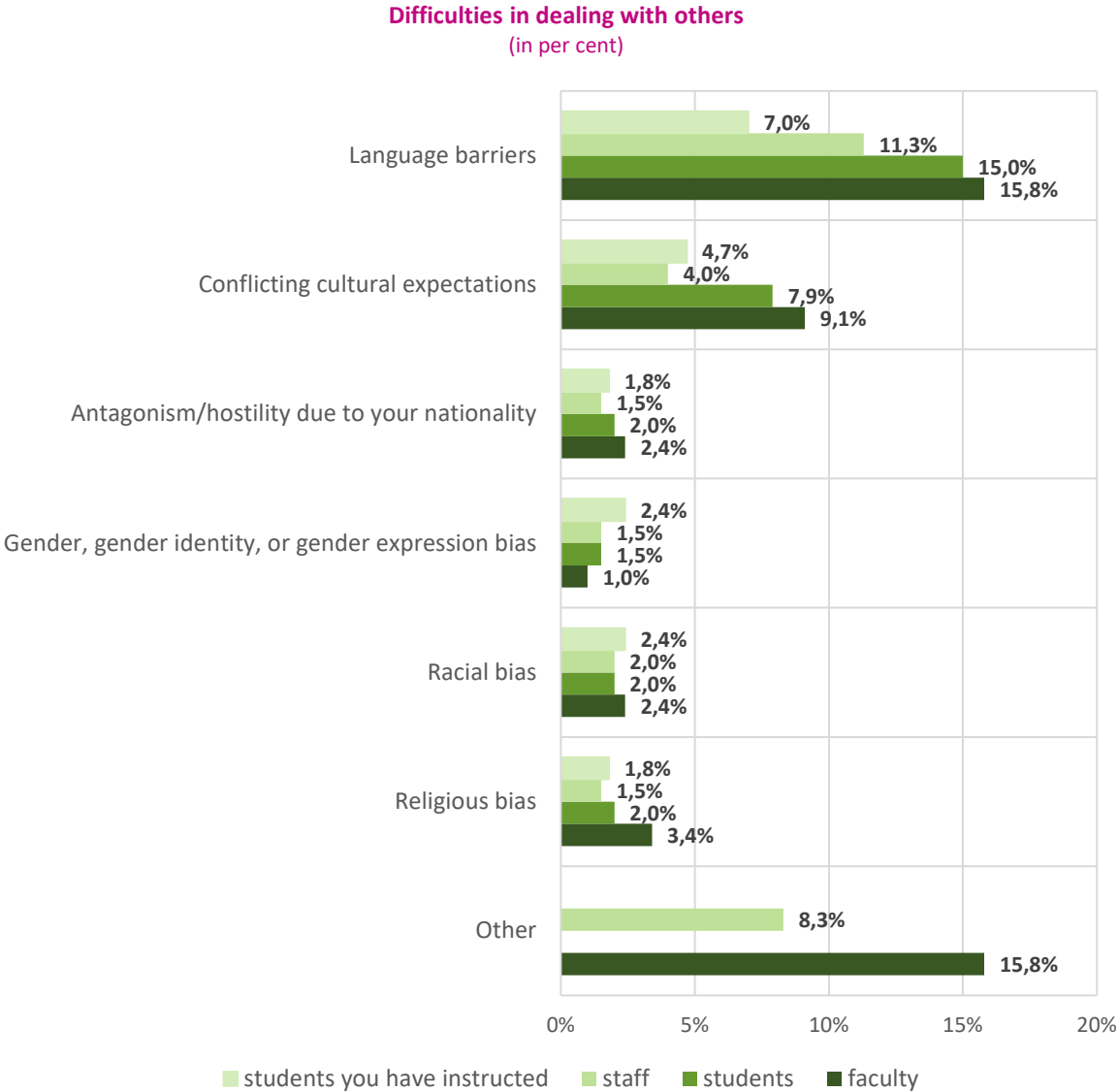


Diagram 18: International students’ difficulties when dealing with others (Question: To what extent have you experienced the following difficulties when interacting with faculty/fellow graduate students/ staff/ students you have instructed?)

This clearly shows that above all international students experienced language barriers when dealing with various groups, and it is apparent that these problems mainly occurred in contact with the faculties and students. Subjectively, the second-largest problems was the conflicting cultural expectations placed on international students in their everyday lives.

However it is also apparent that never more than four per cent of international students state that they had problems with hostility on account of either their nationality, their gender, their race or their religion.

Summary of results

In conclusion, taking the previous section into account the survey results can be summarised as follows:

Studies and satisfaction

- 53.3 % of the students come to the University of Göttingen because of its good reputation
- The requirements for study (90.1 %) and the academic requirements for the degree (73.8 %) are clearest before the studies
- Fairness and equality are strong characteristics of the University of Göttingen
- Course workloads and availability are the most common reasons for completing a degree on time
- Competences in dealing with the contents one's own field of study are conveyed most effectively
- Most of the time in the course of study is spent on university tasks by students
- Library resources and the quality of facilities and equipment are best evaluated

Health and wellbeing

- The greatest perceived stress factors in studying are the continuous maintenance of a high standard of performance (73.4 %), the timely completion of the studies (66.6 %) and finding an adequate employment after graduation (64.9 %)



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- Non-governmental/ international organisations (38.3 %), the private sector with profit motive (34.2 %) and universities/ colleges with research focus (30.8 %) are among the popular professional sectors which are sought after graduation
- Skills such as appreciation of different experiences and perspectives and ethical behaviour and professional integrity are part of professional skills that are best taught in the course of study
- The most frequently used offers for professional orientation are conversations with consultants or members of the faculties, internships and discussions with scientists or experts

Professional development

- International students can best improve language skills (41.6 %) during their studies at the University of Göttingen, closely followed by listening, writing and reading skills in German
- Most difficult for international students are the language barriers and culturally different expectations in everyday life

International students

Conclusions on the survey in 2018/2019 winter semester

The questionnaire for the international survey of Masters' students was developed under the lead of CSHE at the University of California – Berkeley and technically realised by i-graduate in Redhill, Great Britain. This cooperation had both positive and negative effects on the individual surveys at specific universities, and these were also apparent at the University of Göttingen.

Positive aspects included that the international survey of Masters' students had undergone many years of testing in various research centres and that it is carried out annually by a competent service provider for online surveys. This meant it was possible to ensure a high degree of quality in the survey results, which are based on the students' assessments of various study situations and can be used to assess and further develop the range of courses, and enables comparison of the participating universities in the international higher education area.

The gradSERU survey also offers Masters' students at the University of Göttingen the opportunity to have their opinion about their studies heard by the University of Göttingen and play a significant part in the change process at the University of Göttingen.

For the University of Göttingen, the fact that the set gradSERU survey questionnaire is largely not designed for the German higher education environment particularly requires improvement, as does the fact that technical requirements could not be resolved in real-time in the survey phase by another cooperation partner (i-graduate). In the first international survey of Masters' students in the 2018/2019 winter semester, this resulted in students of the agricultural and forestry sciences having to be excluded from the survey, as even after repeated feedback they were unable to apply the questionnaire and therefore could not take part. In addition, after initial technical problems some individuals actively stated that they would not take part in the survey. In this survey this amounted to a total 869 students, which makes up 18.7 per cent of the survey group.

In addition, because the survey was designed to be anonymous it was impossible to tell which groups of students took part in the survey and how the responses to the survey in particular and correspondingly the representative nature of the survey results are made up and presented.

So the **conclusion** for the two following survey cycles would be that an adjustment of the questionnaire is necessary so that all the courses on offer at the University of Göttingen are appropriately represented in the questionnaire, and the survey is technically converted to a personalised survey. For the University of Göttingen and its students this would mean that every student would receive an individual access code with the invitation to the survey, which

in retrospect allows sending targeted reminders to students, and on conclusion of the survey allows analysis of the representative nature of the survey results and more precise group analyses.

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Notes

Table 3: Professional skills that were taught on degree programme (Question: How well has your current graduate/professional training prepared you for the following:)

Valuing diverse experiences and perspectives	47,6%
Respecting differing opinions and backgrounds?	49,2%
Recognizing and appreciating a wide range of cultural and global perspectives?	51,4%
Promoting inclusion, belonging, and community?	42,2%
Behaving ethically & with professional integrity	39,1%
Conducting yourself and your work with a high level of professionalism and integrity?	35,1%
Making ethical and fair decisions?	36,1%
Treating other people fairly and equitably?	46,2%
Solving problems and thinking creatively	29,6%
Implementing imaginative solutions to complex problems?	29,5%
Developing self-awareness and self-knowledge?	34,7%
Building resilience to manage stress and challenges?	24,7%
Writing	29,0%
Writing productively, clearly, succinctly, and in a style appropriate to your field and audience?	32,7%
Writing for academic purposes (e.g. courses, research, publication, etc.)?	35,3%
Writing for professional purposes (e.g. grant proposals, job applications, etc.)?	19,0%
Speaking	22,9%
Expressing yourself confidently in courses, meetings, and workshops?	27,1%
Speaking persuasively in high-stakes situations (e.g. job interview, thesis/dissertation defense)?	19,1%
Presenting in a public or professional forum?	22,6%
Managing people & projects	19,3%
Leading and collaborating with a wide range of individuals and teams, including peers and supervisors?	16,2%
Supervising individuals with a wide range of experiences and backgrounds?	11,6%
Completing projects successfully and on time?	30,1%
Exploring career options	17,3%
Understanding a variety of career paths?	18,8%
Discovering the job sectors and industries of most interest to you?	16,4%
Aligning your graduate studies, skills and values with career opportunities?	16,7%
Negotiating & resolving conflicts	16,2%
Advocating for yourself and on behalf of others?	16,2%
Engaging in difficult conversations with confidence?	19,1%
Moving a group from discord to shared goals?	13,2%
Networking	15,1%
Developing relationships with a wide range of people and organizations?	13,5%
Learning about career paths from others?	17,7%
Sharing your professional experiences and inspiring others?	14,1%
Advising & mentoring	15,1%
Cultivating relationships with advisors and mentors?	16,6%
Setting clear expectations and providing feedback for continuation and change?	15,2%
Sharing your experiences to mentor others academically and professionally?	13,5%
Applying digital & multimedia tools	14,5%
Developing skills and techniques to visualize and present your work and ideas?	24,7%
Creating and maintaining a professional online and social media presence?	9,0%
Sharing your work with non-academic audiences through a wide range of communication channels?	9,9%
Using effective instructional strategies	13,0%
Mastering different teaching techniques (e.g. lecturing, facilitating, demonstrating, coaching, etc.)?	13,8%
Applying appropriate tools and approaches, including instructional and evaluation technologies?	12,3%
Adapting your teaching techniques for different audiences or settings?	12,8%
Understanding principles of teaching & learning	13,0%
Creating syllabi, agendas, and lesson plans for formal courses and informal teaching settings?	12,1%
Aligning learning goals with content and instructional approach?	14,5%
Assessing the effectiveness of your teaching?	12,5%
Developing leadership & entrepreneurial skills	12,5%
Leading, influencing, and inspiring individuals and groups?	11,3%
Advancing ideas and projects by taking risks and exploring different directions?	13,7%
Contributing to relevant professional communities?	12,6%
Developing job search skills	11,4%
Identifying and preparing for career paths that are a good fit for you?	14,4%
Preparing appropriate job application materials?	9,7%
Interviewing effectively in different settings?	10,1%

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