

Graduate Employees' Work Hours and Compensation: A Survey

Josh Klugman

josh.klugman@gmail.com

on behalf of the Indiana University-Bloomington Graduate Employee Organization (GEO)

Acknowledgements

The survey was designed with Isaac Heacock and Amy Rubens, who provided very helpful input and advice. Isaac Heacock provided helpful feedback for this report. Jeff Welty used his own resources to translate the instrument into a web-friendly form, host it on the web, and store the data. Jeff was very patient in answering our inquiries and working with our requests; this survey would never have occurred without his assistance.

Introduction

This is a report on a web survey, conducted in the spring of 2006, that asked graduate employees (aka Student Academic Appointees, or SAAs) about their work conditions and compensation for the jobs they did in the Fall semester of 2005. The survey was conducted by the Graduate Employee Organization (GEO). All individuals who were graduate employees in the fall 2005 semester were invited, by e-mail, to participate in the survey. Of the 2,995 individuals invited, we had 882 valid respondents. Please see Technical Appendices 1-3 for more details on the data collection.

Highlights of our findings include:

- The typical Associate Instructor spends 15 hours a week on teaching; 23 percent of AIs spend more than 20 hours, and 31 percent of AIs spend more time on teaching than the amount specified in their contracts. AIs who study in the humanities, HPER, and Education programs are especially likely to put in long hours working on teaching-related duties.
- There are large inequalities among programs in terms of the salaries graduate employees earn. The typical SAA in a math or science program earns \$15,400 for a 10-month contract, while the typical Music student earns \$6,500. Much of these differences are not explained by differences among graduate in terms of workload or position.
- Two-thirds of graduate employees think they are being paid less than they deserve. Half of these individuals think they deserve a salary increase between \$1,000 to \$5,000 for a 10-month contract.
- All graduate employees surveyed report supplementing their incomes with either financial aid, savings, or another job.

Basic Characteristics of Respondents

Table 1 presents the breakdown of the **academic** homes of our respondents. Bear in mind that a graduate employee can be employed by a different department than the one she studies in, although 85 percent of respondents said they worked for the same department that they studied in. Slightly over half of our respondents came from the College of Arts and Sciences. The music, business, education, HPER, and SPEA students make up relatively small fractions of our sample (but enough to make comparisons in our analyses). We had very few students from Informatics, Journalism, SLIS, Optometry, and the Law School.

Obviously, the representation of programs in our sample not only reflect the actual composition of graduate students, but also the willingness of students in those programs to participate in a survey conducted by GEO. This means that the breakdowns for the programs shown in Table 1 should not be taken as reflecting the actual breakdown of all graduate employees at Indiana University-Bloomington. Humanities students may not actually make up 29 percent of all graduate employees; their receptiveness to GEO may result in them being overrepresented in our sample.

Most of our respondents were either Associate Instructors (56 percent), graduate assistants (28 percent), or research assistants (11 percent). Very few could be classified in other positions (faculty assistant, work-study, etc).

The average respondent in our sample had attended Indiana University for 2.7 years. The vast majority (86 percent) had been at IU for four years or less, and 55 percent have been at IU for two years or less. This suggests a large amount of turnover churn among graduate employees, or at least turnover among graduate employees who are responsive to a survey sponsored by GEO.

Table 1 • Summary Statistics of Sample (N = 882)

Academic Program	Percent
COAS - Humanities	28.9
COAS - Math/Sci	14.1
COAS - Social Science	9.3
Music	5.0
Business	9.7
Education	13.5
HPER	6.1
Informatics	3.1
Journalism	0.8
Law	0.8
SLIS	1.4
Optometry	0.6
SPEA	5.9
COAS - Other	0.5
Other	0.3
Total	100.0
Position	
AI	56.0
Faculty Assistant	0.2
GA	28.2
RA	10.8
Work-study	1.5
Other	3.4
Total	100.0
Years in Academic Program (Average =2.72 years)	
1	28.5
2	27.0
3	17.7
4	12.8
5	6.5
6+	7.5
Total	100.0
Gender	
Male	45.6
Female	54.4
Total	100.0

How Much Time Do Associate Instructors Spend on Teaching?

We asked Associate Instructors how many hours they spent on various teaching-related tasks, such as being present in the classroom, preparing, grading, and meeting students. Our analysis (presented in Table 2) of Associate Instructors' hours spent on teaching-related tasks

show that the median level of total hours spent on teaching is 15—half of AIs spend 15 hours or less on teaching, and half spend fifteen hours or more on teaching. Table 2 also shows the median values for time spent in the classroom, preparing, grading, and meeting with students.

At first glance, a median of 15 hours does not seem particularly impressive, but further analysis suggests that a substantial percentage of AIs do work substantially more hours. 23 percent of AIs report spending more than 20 hours on their teaching assignments. 31 percent of AIs also report spending more time on their teaching than the amount of time specified in their contracts.

Teaching Task	Median/	
	Percent	n
Median Time Spent on Teaching	15	423
Percent Who Spend More Than 20 Hours/Week	23	423
Percent Who Spend More Than Contracted Time	31	278
Median Time Spent in Classroom	4	423
Median Time Spent Preparing	3	423
Median Time Spent Grading	4	423
Median Time Spent Meeting Students	3	423

Academic Program	Hours Spent on Teaching		Percent Who Spend More Than 20 Hours		Percent Who Spend More Than Contracted Time	
	Median	n	Percent	n	Percent	n
COAS - Humanities	16.5	180	33	180	41	105
COAS - Math/Sci	13	67	9	67	14	51
COAS - Social Science	14	40	23	40	27	26
Music	14	25	8	25	22	18
Business	11.25	12	0	12	0	6
Education	16	43	23	43	44	25
HPER	19.5	20	35	20	39	18
Informatics	11	13	8	13	9	11
Journalism	12	7	14	7	20	5
SLIS	16	3	0	3	0	1
Optometry	10	3	0	3	67	3
SPEA	18	7	29	7	29	7

The programs that see students putting in the most hours are the COAS Humanities (16.5 hours), Education (16 hours), and HPER (19.5 hours) programs. Around a third of students in the Humanities and HPER programs report working over 20 hours; around 40 percent report working over the number of hours specified in their contract. We also see 44 percent of students in Education programs reporting working over the number of hours specified in their contract as well.

The students who appear to be the best off are AIs in the Business and COAS Math & Science programs. Few math and science students report spending an inordinate amount of time on teaching; no business students report doing so.

How much do graduate employees earn?

Table 3 • Salary, by Contract Span (n = 851)

Contract Span	Minimum	25th Percentile	Median	75th Percentile	Maximum	n
Semester	500	3500	5500	8500	20000	167
10-month	500	8500	11500	12500	20000	563
12-month	500	12500	13500	18500	20000	95
Other	500	6500	11500	15500	20000	26

Table 3 shows the median salary for IU graduate employees, by the time covered by their contract. Not surprisingly, the amount of pay gets larger as the time covered by the contract increases as well. The median salary for students who have the most common contract (10-month), is approximately \$11,500. However, there is substantial variation in the levels of income being reported. At all contract types, there is at least one student who reported a salary of around \$500.¹ Table 3 also lists the 25th percentile of income for each contract type, indicating substantial chunks of students have incomes far less than the median salary. For example, at least 25 percent of students in the 10-month category report that they have an income of \$8,500 or less.

Table 4 presents the median and average salaries for IU graduate employees by program. These are standardized for 10-month periods. Two kinds of averages are presented: an unadjusted average and an average adjusted for differences across departments in time covered by contract (semester vs. 10 month vs. 12 month), positions (associate instructor vs. graduate assistant vs. research assistant), hours contracted to work per week, and students' years spent at IU pursuing graduate study. For the most part, the inequalities among departments in the unadjusted averages remain in the adjusted averages. This means that program differences are not due to differences in the contract time span, positions, contracted hours, or to years spent pursuing graduate study. We suspect that most of these differences are due to either resource inequalities among departments or the department's own decisions on how to allocate resources.

By any measure, the programs that lead in terms of employee salaries are the math/science programs. Some programs (namely, Law, Optometry, and Journalism) offer surprisingly low salaries although we have so few respondents from these schools that these numbers should be interpreted cautiously. Among those programs with a decent sample size (around forty or over), we see that the Music, Business, HPER, and SPEA programs offer low salaries. Only the COAS and Education programs (and possibly Informatics) pay standardized salaries that are well above \$10,000.

¹ Hopefully they were confused by the question and listed their monthly salary rather than the salary for the entire length of their contract.

Table 4 • Salary (standardized for a 10-month contract span) By Program (n = 785)

Program	Unadjusted Median	Unadjusted Mean	Adjusted Mean	n
COAS - Humanities	11,500	11,800	11,400	240
COAS - Math/Sci	15,400	15,500	14,700	118
COAS - Social Science	12,500	13,500	12,700	74
Music	6,500	7,200	7,800	39
Business	5,500	7,100	9,300	67
Education	12,500	12,100	12,100	107
HPER	10,500	10,100	10,400	47
Informatics	13,500	14,100	13,900	27
Journalism	7,300	7,100	6,200	6
Law	3,700	5,200	7,300	3
SLIS	9,800	10,100	9,500	8
Optometry	3,000	3,000	5,400	5
SPEA	7,000	8,700	10,100	44

Do Graduate Employees Feel They Deserve a Salary Increase?

In our survey, we asked respondents “Thinking in terms of your fall semester position, what salary from your job do you feel you deserved, one that would be fair given the work you do for the university and the constraints faced by the university?”

Table 5 presents the difference between respondents’ ideal salaries and their actual salaries (standardized for 10-month salaries). A positive number means that the respondent thought they deserved a higher salary; a negative number means that the respondent thought they deserved a lower salary. For the entire sample, five percent of respondents indicated they deserved a lower wage and 28 percent listed an ideal wage that was the same as their actual wage. The rest indicated they deserved a higher salary. Among those who thought this way, around half wanted a salary increase between \$1,001 to \$5,000. Given that we asked respondents to bear in mind the financial constraints faced by the university, it is striking that so many felt they were due a salary increase.

Table 5 • Respondents' Desired Salary Increase (standardized) (n = 794)

Desired Salary Increase	Percent	Cumulative Percent
-\$20,000 to -\$1	4.9	4.9
\$0	26.5	31.3
\$1 to 1,000	7.6	38.9
\$1,001 to 2,000	16.0	54.9
\$2,001 to 3,000	10.8	65.7
\$3,001 to 4,000	13.7	79.5
\$4,001 to 5,000	5.5	85
\$5,001 to 10,000	13.9	98.9
\$10,001 to 20,000	1.0	99.9
\$20,001 to 40,000	0.1	100
Total	100.0	

Table 6 lists the median desired salary increase by program. Five programs had a median desired salary increases of \$3,000 or greater—COAS humanities programs, the Music school, Education, HPER, and SLIS. The programs that had small-to-none desired increases were the COAS math and science programs, Business, Journalism, Law, and Optometry schools. The COAS social science, and SPEA programs were in between these extremes, with median desired increases of around \$2,000.

Table 6 • Desired Salary Increase By Program (n = 789)

Academic Program	Median Desired Salary Increase	n
COAS - Humanities	\$3,000	240
COAS - Math/Sci	\$500	118
COAS - Social Science	\$2,000	74
Music	\$3,000	39
Business	\$0	68
Education	\$3,000	107
HPER	\$3,000	47
Informatics	\$800	27
Journalism	\$1,500	6
Law	\$0	3
SLIS	\$4,000	8
Optometry	\$0	5
SPEA	\$2,000	44

Graduate Employees' Use of Financial Supplements

We also asked respondents to report if they ever did anything to supplement their incomes from their graduate employment. We asked if they ever relied on financial aid, relied on savings, took an on-campus job, took an off-campus job, or took an informal job such as tutoring. **Every single one of our respondents reported doing at least one of these things; on average employees took advantage of 1.9 of these supplements.** Over 60 percent of our respondents reporting relied on financial aid and/or relying on savings, and 47 percent reported taking on another job of some kind (see Table 7).

Table 7 • Respondents' Financial Supplements
(n = 793)

Financial Supplement	Percent
Financial Aid	63
Savings	66
On-campus job	22
Off-campus job	20
Informal job	20
Count of Financial Supplements	
0	0
1	40
2	37
3	17
4	4
5	2

We also list the average number of financial supplements our respondents used by department (Table 8). Among the programs with a decent sample size, the Music school had the highest average number of financial supplements (2.4 supplements); the COAS math/science departments had the lowest (1.6). Other programs fell in-between these extremes.

Table 8 • Respondents' Use of Financial Supplements,
By Department (n = 790)

Program	Average	n
COAS - Humanities	1.9	235
COAS - Math/Sci	1.6	91
COAS - Social Science	1.9	71
Music	2.4	43
Business	1.8	80
Education	2.0	112
HPER	1.8	51
Informatics	1.4	21
Journalism	2.3	7
Law	2.1	7
SLIS	2.2	12
Optometry	1.6	5
SPEA	2.0	51
COAS - Other	2.3	3
Other	1.0	1

Technical Appendix 1 – Data Collection & Measures

Sample

Our sample was drawn from the entire group of Student Academic Appointees working at the Indiana University-Bloomington campus during the fall 2005 semester and who had a valid IU userid. We obtained a list of such persons from the Dean of Faculties. The total number of people in this group was 2,995. On April 19th, we sent e-mails from the GEO e-mail address to everyone in this group inviting them to participate in the survey. We sent a follow-up e-mail to everyone on April 23rd. When we shut down the survey on May 1st, we had a total of 962 responses.

Authentication Issues

To access the survey, respondents had to enter a valid IU userid and password, which was authenticated by the IU Central Authentication Service. Any person with a valid IU userid could take the survey, but since we only let graduate employees know of the survey's existence, it is unlikely that we have a problem with respondents falsely passing themselves off as graduate employees.

We did not have any means at our disposal to prevent a user from submitting a survey more than once. As a corrective, we limited the analyses presented here to only those respondents who had a unique IP address. In other words, we essentially dropped from the analysis any responses that originated from a shared computer (80 responses, or 8.3 percent of the total sample, leaving 882 cases). This measure is not perfect—we could not drop someone who submitted multiple surveys from multiple machines, and we would drop valid responses from different respondents who share the same computer. Our analyses suggest that our conclusions would not be dramatically different had we included all 80 responses that had a shared IP address.

Measures: Hours Worked

We asked all of our respondents to report the number of hours they spent per week on various tasks that might be required of them for their jobs. These tasks were: being in class, grading students' work, meeting with students, preparing for class, research, and other. Analysis of the data suggested that some respondents were not clear on what we were asking for. Some respondents reported an excessive amount of hours spent in the classroom (around 11 percent of Associate Instructors reported spending 10 or more hours in a classroom per week), and many respondents reported spending time on research, suggesting that some included research they were doing for their own scholarship, not necessarily research required for their employment (over half of Associate Instructors, whose duties are solely limited to instruction, reported spending some time on research). To address this problem, we limit our analysis to Associate Instructors and to the hours spent on tasks that are purely teaching related (being in class, grading, meeting with students, and preparing for class). We also dropped 164 respondents who reported spending 10 or more hours in the classroom from the analysis of hours.

We also present the percentage of workers who reported they spent more time on teaching than specified in their contract. We did this by taking the difference between the actual hours per week they spend on teaching, and the hours per week required by their contracts. Since many respondents did not tell us the weekly time commitment specified in their contracts, we have smaller sample sizes when we analyze the extent of people who work “overtime”.

Measure: Salaries

We asked our respondents to report the salary they received for the entire duration of their contract (e.g. the pay for the entire time period covered by a 10-month contract). In our analysis, we dropped 30 respondents who had such low salaries that they were working below Indiana’s minimum wage of \$5.15/hour.

In our analyses of salaries, we presented four different ways of looking at salaries.

Table 3: Nonstandardized salaries. In table 3, we present the median salaries for each type of contract time-span: semester, 10-month, 12-month, and other. The salaries presented here were not standardized nor adjusted in any way.

Table 4. All of the salaries in Table 4 have been standardized so the salaries for semester, 10-month, and 12-month contracts can be compared. The salaries for semester contracts were multiplied by 2 and the semesters of 12-month contracts were multiplied by .83, so that all salaries can be interpreted as those earned by someone on a 10-month contract. Table 4 shows the mean and median of standardized salaries.

One could argue that the differences between programs in the salaries their graduate employees earn are due to characteristics of the graduate students or the positions they hold. For example, Business and SPEA graduate employees earn surprisingly low salaries, compared to COAS departments. This could be owing to the fact that students in these programs have just started their graduate studies and are assigned graduate assistant positions and contracted to work only a few hours per week. To account for these differences, we used multivariate regression to create adjusted average salaries for each program.

We regressed standardized salaries on program of study, years spent as a graduate student, contracted hours per week, contract span, and title (GA, AI, RA, etc). We used the effects of program of study to construct the adjusted average salaries.

By comparing the differences among programs for both the unadjusted and adjusted means, one can gauge how much inequalities among programs are due to differences in the characteristics of grad students’ contracts versus allocation decisions made by the university or the programs themselves. As can be seen, while the differences among programs do shrink a little, they by and large remain even after the adjustment.

We also present the median salary levels for each department. Compared to means (also known as averages), medians are a superior measure of typical salaries because they are not affected by

respondents who earn very low or very high salaries. But medians cannot be adjusted as means can, therefore we present both the unadjusted medians and means, as well as adjusted means.

Measure: Desired Salary Increase

Graduate students' reports of fair salaries were standardized the same way as actual salaries. "Desired salary increase" was calculated by subtracting the standardized actual salary from the standardized fair salary.

Where are the wage workers?

Only 20 respondents (2.3 percent) reported working for an hourly wage, rather than a salary. Of those 20, only 13 reported their hourly wages. We decided that such a small number did not warrant further analysis.

Technical Appendix 2 – The Survey

The IU Graduate Employee Organization is collecting data on IU graduate students' work conditions. We are asking all graduate employees to fill out this survey. The survey should take no more than five minutes to complete. We'd appreciate your honest responses to our questions. Your responses are completely anonymous; your answers are not linked to your identity. The results of this survey will be reported in aggregated format.

Program

What is the program in which you are pursuing a graduate degree? If you are pursuing degrees in more than one program, select the program that you consider to be your main field. (select only one)

- College of Arts and Sciences--Humanities Program
 - (American and African Diaspora Studies, American Studies, Apparel Merchandising and Interior Design, Central Eurasian Studies, Classical Studies, Communication and Culture, Comparative Literature, Creative Writing, East Asian Languages and Cultures, English, Fine Arts, Folklore/Ethnomusicology, French/Italian, Geography, Germanic Studies, History, History and Philosophy of Science, Latin American & Caribbean Studies, Linguistics, Near Eastern Languages & Cultures, Philosophy, Religious Studies, Russian & East European Institute, Slavic Languages and Literatures, Spanish & Portuguese, Telecommunications, Theater and Drama, West European Studies)
- College of Arts and Sciences—Math or Science Program
 - (Anatomy, Astronomy, Astrophysics, Biochemistry, Biology, Chemistry, Cognitive Science, Computer Science, Geological Sciences, Mathematics, Medical Sciences, Neural Science Program, Pathology, Pharmacology, Physics, Physiology, Speech & Hearing Sciences)
- College of Arts and Sciences--Social Science Program
 - (Anthropology, Criminal Justice, Economics, Geography, Political Science, Psychology & Brain Sciences, Sociology)
- College of Arts and Sciences—Other Program (please list)
- Jacobs School of Music
- Kelley School of Business
- School of Education
- School of Health, Physical Education, and Recreation (HPER)
- School of Informatics
- School of Journalism
- School of Law
- School of Library and Information Science (SLIS)
- School of Optometry
- School of Public and Environmental Affairs (SPEA)
- Other (please list)\

The following questions are about your academic appointment (your job with Indiana University) in Fall semester of the 2005-06 academic year. If you held multiple appointments, please answer these questions based on the appointment you consider to be your main position.

SameProgram

Was your academic appointment in the fall semester with the program you were studying in, or was your appointment with a different department or program?

- Same Program
- Different department

Title

What was the title of the position you held in Indiana University in fall semester?

- Associate Instructor
- Faculty Assistant
- Graduate Assistant
- Research Assistant
- Student counselor
- Work-study
- Other (please list)

HoursContracted

In the fall semester, how many hours were you contracted to work per week for your job? If you can't remember the exact amount, please give an estimate.

- ___ Number of hours
- Don't know
- I was not contracted to work a certain amount of hours

HoursActuallyWorked

On average, how many hours per week did you work to complete all the tasks required for your job in the fall semester? Please give your best estimate for the amount of time you spent on the following tasks.

Presence in class

___ Number of hours

Meeting or communicating (i.e., emailing, posting on Oncourse, etc.) with students

___ Number of hours

Grading or commenting or drafts

___ Number of hours

Class Preparation

___ Number of hours

Research

___ Number of hours

Other

___ Number of hours

AI Duties

If you were an Associate Instructor, were you in charge of teaching your own course in fall semester?

- Yes
- No
- Not an AI

AI 1st Time

If you taught a course in fall semester, was the fall semester the first time you ever taught this course?

- Yes
- No
- Not applicable, I did not teach a course in fall semester

WageOrSalary

Did you have an hourly wage or a salary in the fall semester?

- Hourly wage
- Salary

Wage

If you had an hourly wage, what was your hourly wage in the fall semester? (if wage worker)

- ____ Amount
- Not applicable, I had a salary

Contract

If you had a salary, was the contract that covered your work in fall semester a:

- Semester contract
- 10-month contract
- 12-month contract
- Other (please specify)
- Not applicable, I had an hourly wage

Salary

If you had a salary, how much did your academic appointment pay you for the **entire period of time** (e.g. semester, 10 months, 12 months) specified in your contract?

- | | |
|---------------------------------------|--|
| <input type="radio"/> \$0-999 | <input type="radio"/> \$11,000-11,999 |
| <input type="radio"/> \$1,000-1,999 | <input type="radio"/> \$12,000-12,999 |
| <input type="radio"/> \$2,000-2,999 | <input type="radio"/> \$13,000-13,999 |
| <input type="radio"/> \$3,000-3,999 | <input type="radio"/> \$14,000-14,999 |
| <input type="radio"/> \$4,000-4,999 | <input type="radio"/> \$15,000-15,999 |
| <input type="radio"/> \$5,000-5,999 | <input type="radio"/> \$16,000-16,999 |
| <input type="radio"/> \$6,000-6,999 | <input type="radio"/> \$17,000-17,999 |
| <input type="radio"/> \$7,000-7,999 | <input type="radio"/> \$18,000-18,999 |
| <input type="radio"/> \$8,000-8,999 | <input type="radio"/> \$19,000-19,999 |
| <input type="radio"/> \$9,000-9,999 | <input type="radio"/> \$20,000 or higher |
| <input type="radio"/> \$10,000-10,999 | <input type="radio"/> Not applicable, I had an hourly wage |

IncomeSupp

At any time, currently or in the past, did you do any of the following to supplement your income while you held your academic appointment?

(respondent can choose more than one option)

- Rely on financial aid
- Rely on savings
- Take another job (on-campus)
- Take another job (off-campus)
- Take another job (informal, e.g. tutoring)

FairWage

If you were a wage worker in the fall semester: thinking in terms of your fall semester position, what hourly wage from your job do you feel you deserved, one that would be fair given the work you do for the university and the constraints faced by the university?

- Fair wage
- Not applicable, I had a salary

FairSalary

If you had a salary in the fall semester: Thinking in terms of your fall semester position, what salary **(covering the same time period as your contract did)** from your job do you feel you deserved, one that would be fair given the work you do for the university and the constraints faced by the university?

- | | |
|---------------------------------------|--|
| <input type="radio"/> \$0-999 | <input type="radio"/> \$11,000-11,999 |
| <input type="radio"/> \$1,000-1,999 | <input type="radio"/> \$12,000-12,999 |
| <input type="radio"/> \$2,000-2,999 | <input type="radio"/> \$13,000-13,999 |
| <input type="radio"/> \$3,000-3,999 | <input type="radio"/> \$14,000-14,999 |
| <input type="radio"/> \$4,000-4,999 | <input type="radio"/> \$15,000-15,999 |
| <input type="radio"/> \$5,000-5,999 | <input type="radio"/> \$16,000-16,999 |
| <input type="radio"/> \$6,000-6,999 | <input type="radio"/> \$17,000-17,999 |
| <input type="radio"/> \$7,000-7,999 | <input type="radio"/> \$18,000-18,999 |
| <input type="radio"/> \$8,000-8,999 | <input type="radio"/> \$19,000-19,999 |
| <input type="radio"/> \$9,000-9,999 | <input type="radio"/> \$20,000 or higher |
| <input type="radio"/> \$10,000-10,999 | <input type="radio"/> Not applicable, I had an hourly wage |

YearsExp

How many years have you been a graduate student at Indiana University-Bloomington?

Number of years

Gender

What is your gender?

- Male
- Female

Technical Appendix 3 - Content of E-mails to Graduate Students

Invitation Sent on April 19th, 2006:

Subject: Survey on Your Work conditions

Hello,

The Indiana University Graduate Employee Organization (GEO) is asking all graduate employees to take an online survey about your work conditions. You can access the survey at <https://www.iub.edu/~geo/survey/>. It should take only five minutes of your time to complete, and the information you provide will be kept completely confidential. Please answer all questions honestly.

We are using the survey to gauge graduate employees' experiences here at IU. This information will be used in our efforts to improve graduate students' work conditions.

You are being sent this e-mail because you were employed by the university during the Fall semester. If you were not employed by the university during this time, please do NOT take the survey.

To access the survey, you will need to login using your official IU userid and password. Because this authentication occurs on IU's central server, we will NOT have access to your userid or password.

If you have any questions or concerns about the survey, please e-mail us at geo@indiana.edu.

Once again, you can access our survey at <https://www.iub.edu/~geo/survey/>.

We appreciate your time and assistance in this matter.

Best regards,

The IU Graduate Employee Organization

Follow-up E-mail Sent on April 23rd, 2006

Subject: REMINDER: Survey on your work conditions

Hello,

This is a reminder from the IU Graduate Employee Organization (GEO) to please take our online web survey about your work conditions. You can access the survey at <https://www.iub.edu/~geo/survey/>.

To those who took our survey: thank-you and please disregard this message.

To those who did not take our survey yet: we would really appreciate it if you did so. It should only take five minutes of your time to complete it, and we guarantee that all of the information you provide will be kept confidential.

Once again, you can access our survey at <https://www.iub.edu/~geo/survey/>.

Best regards,

The IU Graduate Employee Organization