

Exploring the Landscape of Graduate Student Mental Health: Populations, Methods, and Terminologies-Who is Missing from the Conversation?

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Introduction

Over the course of the past decade, the academic community has increasingly recognized the mental health challenges faced by graduate students as a pivotal area of concern (Evans, et al., 2018; Nature, 2019). This recognition is in response to findings that suggest graduate students, especially those in Science, Technology, Engineering, and Math (STEM) disciplines, are at a higher risk for mental health issues such as anxiety, depression, and stress (Bork & Mondisa, 2022; Diezel, et al., 2013; Nagy, et al., (2019) Saravanan & Wilks, 2014). Findings from Bork and Mondisa's (2022) recent scoping literature review attribute this heightened risk, in part, to the unique pressures and stressors inherent to the academic and research endeavors among STEM graduate students.

While the pressure of academic and research endeavors impacts all STEM doctoral students, a growing body of literature shows how consistent and persistent systemic racism, sexism, and xenophobia within the STEM higher education environment negatively and disproportionately impact the well-being of Black and Brown, women, and international students (Coley, et al, 2023b; Farra et al., 2023; McGee, et al., 2019; Wilkins-Yel, et al., 2022). All of the women doctoral students in the Wilkins-Yel, et al. (2022) study, for example, reported experiencing multiple instances of racism and/or sexism within their STEM program. They also attributed these experiences, which were partnered with related interactions with faculty and peers, to decreasing their mental health and making them less likely to complete their degrees. Coley et al. (2023) and

McGee, et al. (2019) similarly found that racialized experiences within STEM contributed negatively to the wellbeing of Black graduate students. Finally, Farra, et al., highlight the importance to mental health of cultivating sense of belonging among women international students in STEM, and the negative impact on their well-being of not doing so.

Despite the growing and rich body of literature addressing the mental health concerns of STEM graduate students, including recent work focused specifically on the impact of systems of oppression on both Women of Color and international students in STEM, less known about the specific population of International Women of Color (IWOC) in STEM. Over 900,000 foreign-born students sought higher educational opportunities in the US during the 2021-2022 academic year (Institute of International Education, 2022a), 60% of whom were pursuing degrees in STEM. Within the groups of international students and women, IWOC makes up an important component, yet their experiences remain notably underexplored, particularly in relation to their mental health. This is of particular note, given research showing a high incidence of psychological stress that stems from anti-immigrant rhetoric (García, 2018).

Our paper aims to advance understanding of the landscape encompassing research on the mental health experiences of graduate students. We used standard scoping literature review processes to identify a compendium of papers focused on graduate student mental health over the past 18 years (i.e., since 2005). This paper provides the analysis resulting from a high-level overview of these papers. In it, we highlight attributes (i.e., number of publications per year, research methods, terms used to describe mental health, research study population, and collaboration between STEM and Mental health experts) of the papers and explicitly do not attempt to synthesize their findings (this will be an area of future work).

As such, this paper serves as a precursor to a full-scoping literature review on the topic. In aligning our work with the principles outlined by Arksey and O'Malley (2005), we emphasize the iterative nature of scoping reviews (this paper is the result of an early part of that iterative process) and that scoping literature reviews are particularly suited to exploring broad research questions and identifying gaps in the literature. Our paper highlights the opportunities for more research in the area of STEM student graduate mental health and our overwhelming gap in understanding the nuanced experiences and mental health support needs of IWOC within those STEM graduate programs.

Methods

Following the process proposed by Samnani & Ahmed (2017), we sought to map the landscape of existing scholarship with a broad lens, capturing insights across the spectrum of graduate student mental health. This broad approach was necessary due to the anticipated scarcity of research specifically contextualized both within STEM and, even more so, on IWOC.

To obtain the papers included in this analysis, we utilized the following keywords: “Mental health” and “Graduate students” allowing us to capture a broad spectrum of relevant literature. Both keywords were entered simultaneously into the Scopus, PsycINFO, Eric, Engineering Village, and Science Direct databases, building on the process suggested by Bork (2019). Initially, this search yielded 958 articles, screening for relevance, focusing on articles published in English, peer-reviewed articles (conference or journal publications), and articles published since 2005, which were refined to 744 after removing duplicates. The process we employed in identifying duplication and applying inclusion criteria follows those described in scoping literature review methodological papers (Arksey & O'Malley, 2005; Samnani et al., 2017).

The final set of articles process ended up with 616 articles after screening to exclude reports, advertisements, book reviews, bibliographies, and other irrelevant materials that did not directly meet our inclusion criteria. Once the papers were identified, we conducted a high-level analysis of them to ascertain the following attributes: number of publications per year, terminologies used to describe mental health, research methodologies, study populations, and collaboration between STEM and Mental health experts.

Author Positionalities

The first author identifies as an international woman of color. Her background includes being raised in a conservative cultural setting and experience in the engineering workforce there. She is personally aware of the challenges that women and international students face in engineering and is committed to making engineering education more just and inclusive. She knows that her background might affect how she interprets literature and the insights she gets from it.

The second author identifies as a white woman engineering faculty member from the United States and an equity researcher. She recognizes herself as an outsider among the populations of Women of Color and immigrants and is careful to honor the perspectives of her coauthor, who is an insider among both of those identities, in meaning-making activities. The second author also brings to this work extensive experience collaborating with mental health experts in research designed to uncover the impact of racism and sexism on the well-being of graduate women in STEM and a belief that the higher education environment itself detracts from the well-being of IWOC doctoral students.

Across the author team, we share a belief in the existence of sexism, racism, and xenophobia within STEM. Through our research, we openly strive to have our research stimulate reflections

and changes that contribute to an environment in which the mental health of graduate students, particularly those who are most marginalized.

Limitations

In conducting this study, we encountered several limitations that warrant mention. First, we note that our literature review predominantly includes only studies published in English, potentially overlooking significant contributions in other languages. This language bias may result in an incomplete understanding of the subject matter and is of particular importance given our starting position of wanting to understand the research done on international Women of Color in STEM. Additionally, by conducting a scoping review, we might have missed some important studies, which could skew the results we looked at (Godin et al., 2015). It is also important to acknowledge that the analysis presented in this paper focuses primarily on descriptive trends within the literature. While this approach provides a foundational overview of the landscape of graduate student mental health research, particularly concerning engineering students and underrepresented groups such as IWOC in STEM, it inherently limits the depth of synthesis and interpretation of the implications of these findings. Finally, we acknowledge that neither author on this paper has background or training in mental health. This represents an important limitation in our ability to draw interpretations about mental health. Recognizing these limitations is crucial for interpreting our findings presented next.

Results

Our findings present descriptive trends in the set of included publications between 2005 - 2023 related to the mental health of graduate students. Specifically, we examine the number of publications per year and the language used in the research to describe mental health. The research

methods employed in these publications, populations that were under study in each article, and the number of publications written by a collaboration between STEM and Mental health experts. Next, we will report on the findings in each of these categories.

Temporal trends in mental-health-related publications. Figure 1 illustrates the distribution of these publications across the years. It shows a small but steady increase in the number of publications each year prior to the COVID-19 global pandemic. Figure 1 further shows that publication rates surged dramatically during and after the COVID-19 pandemic, indicating an increased interest within the research community concerning the mental health of graduate students during this time period. The pronounced rise in publications during these years, with over half of the total articles between 2020 - 2023, suggests that the pandemic may have intensified the focus on graduate student mental health, reflecting an obvious and heightened scholarly response to a critical aspect of student life exacerbated by the global crisis.

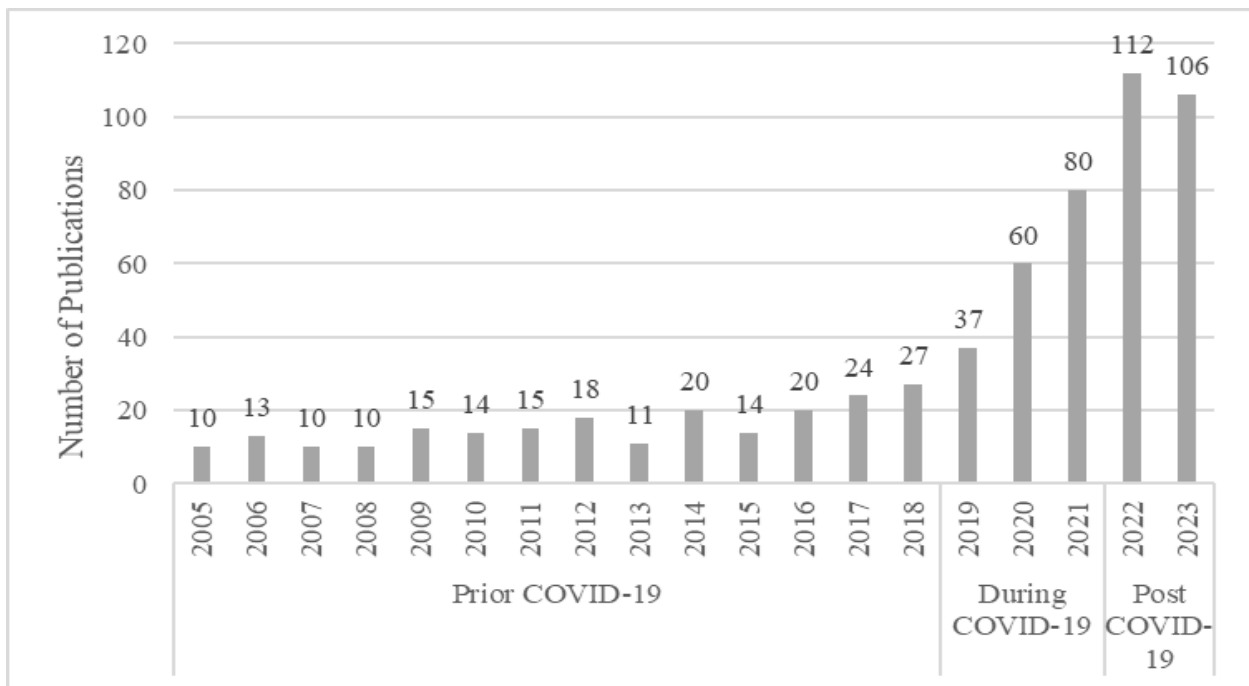


Figure 1: Temporal trends showing the number of publications before, during, and after the COVID-19 global pandemic.

Mental health-related terminologies. In our examination of the 616 identified peer-reviewed articles, we cataloged the terminologies employed to discuss mental health. We conducted a detailed review of the abstracts from each paper and counted every mention of a mental health-related term. In instances where a single paper used more than one term, each occurrence was recorded individually, allowing for an accurate reflection of the frequency of each term's usage. This process ensured that the prevalence of terms captured in Figure 2 represents a true count rather than an estimate. Following this, Figure 2 captures the prevalence of specific mental health-related terms within the literature. The phrase “mental health” was used most frequently in the paper abstracts, appearing 420 times across the papers. This makes sense given that “mental health” was one of our keywords. “Anxiety” and “depression” follow as the most commonly used terms, appearing 152 and 134 times respectively in the paper abstracts. “Stress” and “well-being” also hold considerable weight, appearing 119 times and 88 times, respectively, reflecting the literature's interest in both contributors to mental health challenges and the positive aspects of mental health. Terms such as “mental illness,” “suicide,” “psychology,” “burnout,” and “mindfulness” emerged less frequently. There were additional terms identified that appeared less than 10 times across the paper abstracts and were not included in the chart. These terms included "imposter syndrome," "self-injury," "trauma," "self-esteem," "OCD," "shame," "self-care," "mental strain," "distress," and "coping mechanisms." The range of terms identified highlights the varied yet interrelated facets of mental health research being explored within the academic community.

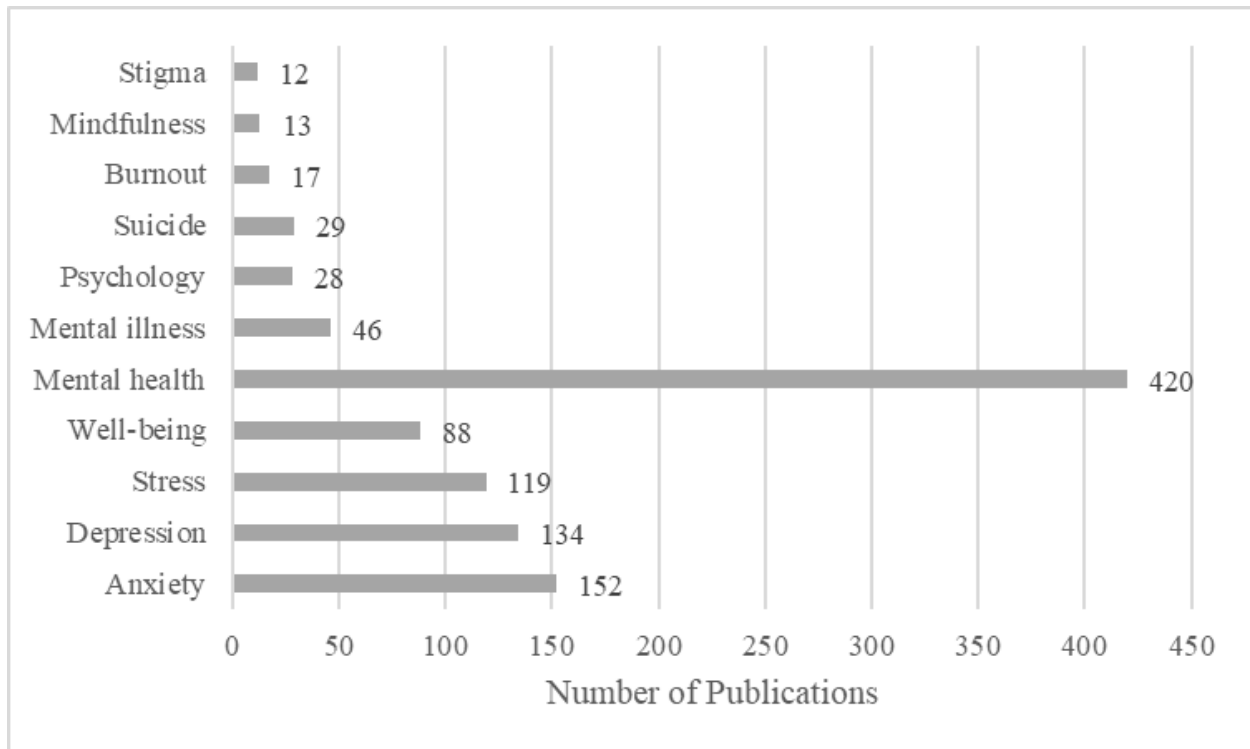


Figure 2: Frequency of terms used to describe mental health among analyzed publications.

Research methods used in papers focusing on mental health. We identified the research approaches utilized in each of the papers. Figure 3 delineates the prevalence of various research methodologies across the analyzed articles. Quantitative methods were utilized in 317 papers, most frequently among the methods and underscoring their dominant role in the current landscape of mental health research. They provide the advantage of generalizable findings but less often provide the opportunity to investigate the nuanced experiences of underserved and underrepresented groups within STEM. Qualitative approaches, while less prevalent, were still used in 166 papers, and do provide opportunities to gather deep insights into the lived experiences of the respective research populations. Mixed-methods research was employed 63 times among the analyzed papers, and 23 of the papers reported on formal literature reviews. The literature review papers synthesize existing research for new insights. There were also seven papers that utilized other methodological approaches (e.g., interventions).

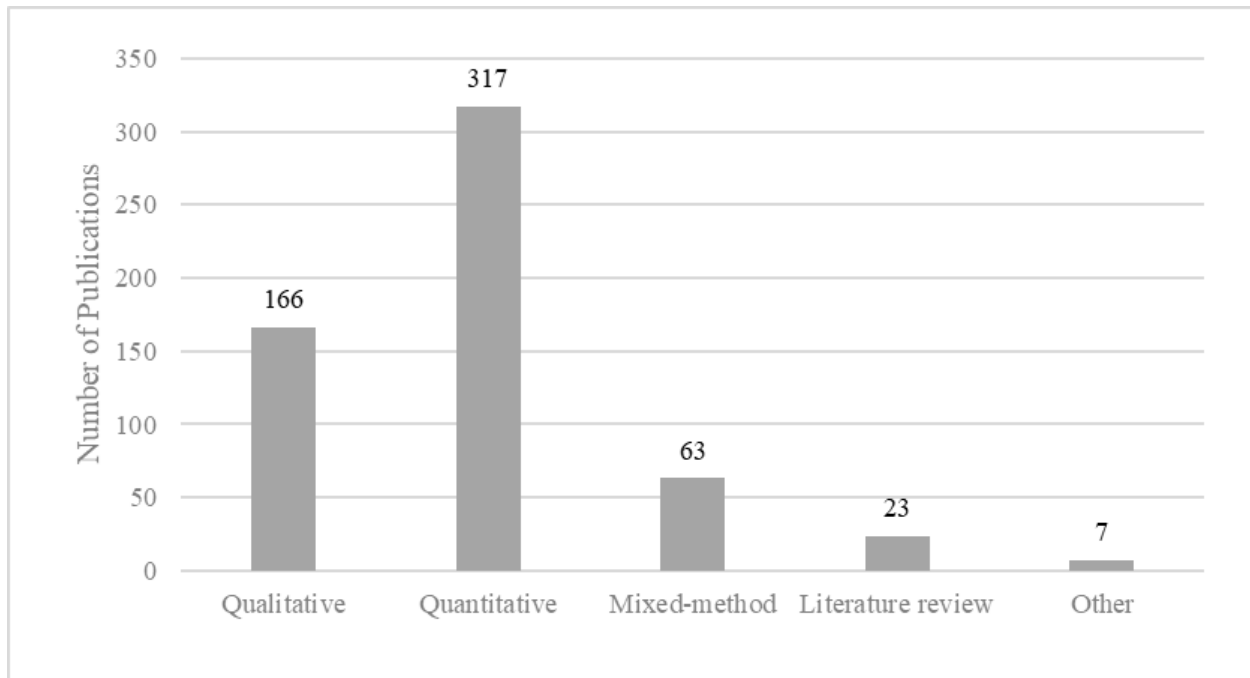


Figure 3: Distribution of research methods across analyzed publications.

Populations under study in mental health publications. A key interest in our study was to investigate the focus of mental health research on specific demographic groups among graduate students. The groups were selected based on our desire to situate research about the mental health of graduate students within STEM as well as within specific groups that have experienced long-term marginalization and exclusion within STEM. The populations of interest among the analyzed papers that we chose to include in Figure 4: papers that focus on graduate students in STEM disciplines, and papers that focus on international graduate students, international women graduate students, Women of Color graduate students, and International Women of Color graduate students. Of note is that we chose to exclude from Figure 4 all other papers, as it would have made it difficult to see the relative proportion of papers from our particular groups of interest (as they are all very small comparatively).

The chart shows that 36 papers (from among the 616 analyzed) focus on the mental health of STEM graduate students. This represents less than 6% of the scholarship in the years between 2005 - 2023. International graduate students are the subject of only 13 papers (around 2% of all analyzed papers), and papers focused on women, Women of Color, or International Women are scant (each being represented in less than 1% of the papers analyzed). Completely absent in the literature are studies centered on IWOC graduate students, with zero papers dedicated to this group. The low attention within the landscape of graduate mental health on all the identified demographic groups highlights the need for more focused research on mental health across diverse graduate student demographics.

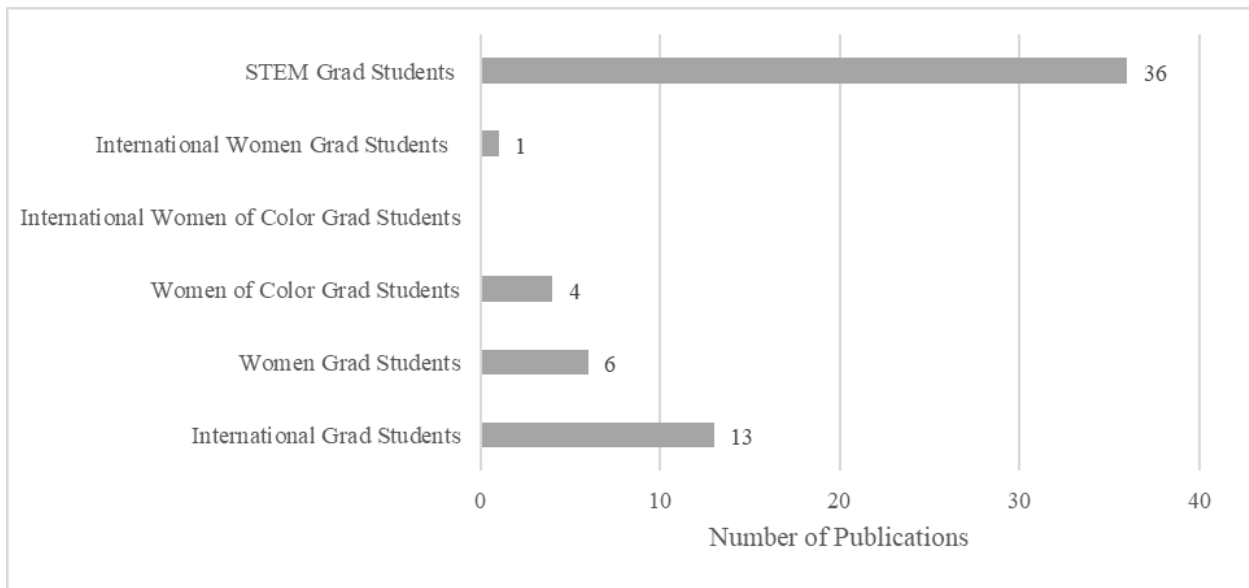


Figure 4: Distribution of research populations across analyzed publications.

Collaboration between STEM and Mental Health. To be effective in understanding contributors to mental health within STEM, we believe that STEM experts and mental health experts need to be in collaboration with one another. We then reviewed the list of authors from among the 36 papers related to mental health that were identified as being contextualized within

STEM (i.e., those shown in Figure 4 as focused on STEM graduate students), and we determined the makeup of the authors list in terms of representation from among mental health and STEM disciplines. Figure 5 shows that of the 36 papers examined, only 7 had co-authors from both disciplines (i.e., a STEM field and a mental health field).

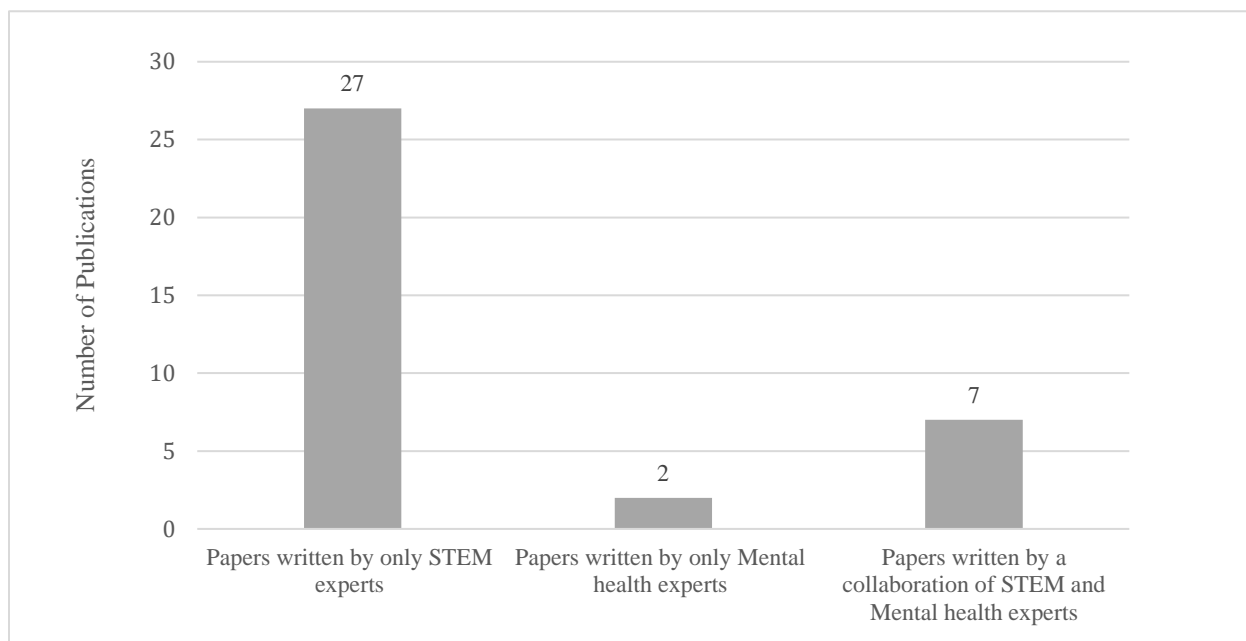


Figure 5: Distribution of collaboration between STEM and Mental health experts among publications focused on STEM grad students' mental health.

Discussion and Implications

This paper unpacks the various attributes and trends in publications concerning the mental health of graduate student demographics. Our goal at the onset of this study was to understand, amid the landscape of research on the mental health of graduate students, what the findings related to STEM and what the findings related to particular groups that are historically excluded and oppressed within STEM (e.g., women, international students, Women of Color). The findings -- particularly those related to the small number of articles focused on STEM graduate students or on graduate students who hold marginalized identities -- highlight the ongoing need to research the mental

health of STEM graduate students and how mental health influences various aspects of their lives and academic trajectories, aligning with the conclusion in the review conducted by Bork and Mondisa focused on graduate student mental health in engineering (2021).

Our findings reveal a significant shift in the focus on mental health publications during and after the COVID-19 pandemic. The observed shift in focus towards mental health publications during and after the COVID-19 pandemic is indicative of an increased acknowledgment of the mental health challenges that arose and the necessity for supportive measures and interventions to effectively tackle these issues. Furthermore, it reflects a more comprehensive understanding among academic and healthcare professionals regarding the enduring effects of pandemics on mental health (Singh, Kumar, & Gupta, 2022) and the increased demand for mental health services amidst their diminishing availability (Wasil et al., 2021).

Missing from these studies are acknowledgments of the additional impact that systems of exclusion and marginalization have an impact on the mental health of marginalized communities during and after (and before) the COVID-19 pandemic (Coley & Thomas, 2023; Farra, et al., 2024; McGee, et al., 2019; Wilkins-Yel, et al., 2022). While the heightened focus on graduate student mental health after the pandemic is an important step forward, academic institutions must also be intentional in their prioritization of the mental health needs of the most vulnerable members of the community, including Women of Color and international students. An example of this highlighted by Coley et al. (2023) is to ensure that counseling centers contain counselors who are equipped to affirm and respond to the lived experiences around gendered racism and xenophobia.

Based on the frequency of terminologies across the analyzed papers, 11 terms appeared more than ten times across the papers. The array of terms highlights the different ways of conceptualizing

and describing mental health and makes it more challenging to synthesize across the literature. Further, it underscores the importance of collaborative work between researchers with expertise in mental health and those from other disciplines (such as STEM disciplines) in order to appropriately communicate contextualized findings about mental health.

Based on our findings, out of 616 filtered publications focused on graduate students' mental health, 23 publications were literature reviews. However, among those, none focused explicitly on the experiences of marginalized students in STEM. This finding here underscores one benefit of the structured approach for identifying articles as part of a formal scoping literature process: highlighting areas yet to be explored. The review process revealed an opportunity for greater methodological diversity in mental health research among graduate students. While quantitative studies offer broad insights into the prevalence and general trends, they frequently overlook the layered complexities and personal narratives that qualitative and mixed-methods studies can provide (Renjith, Yesodharan, Noronha, Ladd, & George, 2021). This gap is particularly notable in the underrepresentation of studies focused on the experiences of marginalized groups such as International Women of Color (IWOC) in STEM. Future research must incorporate a more balanced mix of methodologies, including longitudinal studies to understand the evolution of mental health concerns over time and participatory research designs that engage directly with graduate student populations, especially those from marginalized communities.

Our review of collaborations between mental health and STEM scholars showed that the vast majority of research on mental health in STEM is divorced from expertise in either the STEM or mental health context. We see this as a significant limitation to the advancement of mental health in STEM and a call to action to our engineering education community to partner with mental health experts in the study of mental health within STEM.

The most significant part of our results is the investigation into "**Who is Missing from the Conversation?**" Our search produced no publications focusing specifically on the mental health of IWOC graduate students, a glaring omission that highlights a critical gap in the existing literature. Even though there is a growing body of literature amplifying the experiences of highlighting the experiences of oppressed and marginalized communities within STEM (e.g., WOC, international students), there is very little literature focused explicitly on their mental health. Despite findings here that show an increased focus on mental health research in the post-COVID era, the literature often treats mental health as a monolithic experience, overlooking the distinct support needs of specific groups. Such research could lead to more effective support systems that are sensitive to the nuanced needs of IWOC graduate students, ultimately fostering an inclusive academic culture that promotes mental health and well-being for all (Anandavalli et al., 2021). This absence underscores a critical gap in the existing literature and signals an urgent need for research that addresses the unique mental health challenges faced by this demographic.

Additionally, these observations underscore the critical need for advancing diversity and inclusion within STEM fields. The scant representation of certain demographics in mental health research could further marginalize these groups within academic and professional settings. This situation calls for significant reflection and action from the academic community to not just react to immediate crises but to actively confront the systemic inequities influencing mental health outcomes. Emphasizing the necessity for research that is both inclusive and intersectional, this paper advocates for a holistic approach that acknowledges the complex identities and experiences of STEM graduate students.

Addressing the mental health concerns of graduate students, and especially those from groups such as IWOC, demands a collective endeavor beyond conventional disciplinary limits. The complexity

of mental health challenges necessitates collaboration across various disciplines and sectors. The establishment of partnerships between scholars with expertise in mental health and scholars embedded within STEM disciplines can most effectively help to uncover opportunities to not only improve the well-being and academic success of graduate students but also cultivate a more just and supportive environment across the academic landscape.

Future Work

This paper sets the stage for a more comprehensive exploration, intending to pave the way for subsequent research. The follow-up study will delve deeper into the synthesis and interpretation of the research findings among the papers that focused on populations identified in Figure 4 and will include as a collaborator a counseling psychologist with expertise in equity. Through that follow-up work, we will provide a richer understanding of the complex interplay between graduate student mental health, systemic challenges, and the need for targeted interventions and support mechanisms. Furthermore, the conspicuous absence of research specifically targeting IWOC necessitates a thorough future examination of its root causes. This notable gap may arise from methodological constraints that fail to capture the nuanced experiences of this group, as well as an academic culture that inadvertently maintains exclusions. Future work will look to identify and amplify these root causes so that they can be attended to, in turn supporting the development of effective mental health interventions for all graduate students.

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