

Survey on Doctoral Education

The survey takes about **30 minutes** to complete.

All answers are strictly confidential. Your name and address will NOT BE CONNECTED to your answers. All data will be only identified by the code number above.

If you have any questions, please contact us by email at phd-survey@wcer.wisc.edu or call 608/265-5647.

INSTRUCTIONS:

- Answer the questions candidly and to the best of your ability.
- To answer questions circle the numbers in pen or pencil.
- We invite you to elaborate on any answers by writing comments in the margins or on the space at the end of the survey.
- When answering the questions, please use the definitions in the glossary below.
- When you are finished, please mail the survey back in the postage paid envelope provided.

ELECTRONIC SURVEY VERSION:

If you prefer to take this survey electronically, a web-based version can be found at:

www.phd-survey.org

You will need a code number to enter the web-based survey – use the number that appears on the label at the top of this page.

GLOSSARY

- **Doctoral program** means your current program at your current university. In some cases a program is the same as a department, sometimes a program crosses several departments, and sometimes a department includes several programs. Some programs start students with a master's degree program that rolls into a doctoral program: in this case refer to your experiences in both programs together.
- **Advisor** means the one faculty member you have as your academic advisor, dissertation chair, or research supervisor whom you consider your primary formal advisor. If you have co-advisors, answer questions in reference to the one person with whom you work most closely.
- **Research** means the research and scholarship related to your own dissertation.
- **Dissertation topic** refers to the project(s) or subject of your dissertation.
- **Term** means an academic semester or quarter.

SECTION A: EXPERIENCES AS A GRADUATE STUDENT

To start with, we would like to learn about where you are in your doctoral program and about your dissertation research and advisor.

A1. What is your field of study? Select the one field that is closest to yours.

Art History

Philosophy

Sociology

Psychology

Ecology

Molecular/Cellular Biology

Chemistry

Geology

History

English

Mathematics

Other: _____

A2. When did you begin your current doctoral program? (If you are in a program where you first did a master's and then continued in the Ph.D. program at the same institution list the start of the master's years.)

Month _____ 19 ____

A3. What has your pattern of enrollment been?

a. During academic years I have primarily enrolled (*select one*):

Part-time

Full-time

b. During summers I have primarily spent my time (*select one*):

Enrolled

Not enrolled, primarily doing work related to my doctoral program

Not enrolled, primarily doing work not related to my doctoral program

c. I have taken at least one term off (excluding summer) during this doctoral program (*select one*):

Yes

No

A4. Tell us the name of your program and department: _____

- A5. A doctoral program has many requirements that students must fulfill. Typical requirements are listed here. Indicate if it is not a requirement of your program, if this requirement remains to be completed, or if you have completed this requirement. Circle the number that best applies. If you completed it, but it is not a requirement, circle 1.

	Not a requirement in my program	Remains to be completed	I have completed
a. Classes and coursework	1	2	3
b. Master's degree	1	2	3
c. Comprehensive exam in the middle of the program (also known as qualifiers, comps, cumulative exams)	1	2	3
d. Written proposal of planned dissertation work	1	2	3
e. Oral defense of planned dissertation work	1	2	3
f. Required teaching or teaching assistant position	1	2	3
g. Advancement to candidacy (also known as achieving dissertator status)	1	2	3
h. Oral defense of completed dissertation	1	2	3

- A6. Research is conducted in many ways and in many settings. Tell us how you conduct your dissertation research.

- a. My dissertation research is done primarily (*select one*):

_____ As part of a large research group (12 or more people, including advisor, faculty, students, post docs)
 _____ As part of a small research group (fewer than 12 people, including advisor, faculty, students, post docs)
 _____ Not in a group, but in close collaboration with a faculty member.
 _____ Individually, with some input from faculty.

- b. My dissertation research consists of several discrete projects, that will be collected together in the dissertation.

_____ Yes
 _____ No

- c. My dissertation research setting is primarily (*select one*):

_____ Lab based
 _____ Library based
 _____ Field based
 _____ Other. Specify: _____

A7. Students select their dissertation topics in many different ways. Rate the extent to which each statement describes your dissertation topic. *Circle the number that best applies.*

Of my dissertation topic, I would say:	Strongly Disagree	Disagree	Agree	Strongly Agree
a. My dissertation topic was solely of my own choosing.	1	2	3	4
b. My dissertation topic is related to work being done by my advisor or my advisor's research group.	1	2	3	4
c. My advisor has special expertise in my topic.	1	2	3	4
d. I am satisfied with the manner in which I came to my dissertation topic.	1	2	3	4
e. My dissertation topic interests me a great deal.	1	2	3	4

These next questions are about your advisor. Advisor means the one faculty member you have as your academic advisor, dissertation chair, or research supervisor whom you consider your primary formal advisor. If you have co-advisors, answer questions in reference to the one person with whom you work most closely.

A8. Do you currently have an advisor?

_____ Yes

_____ No → **IF NO, SKIP TO QUESTION B1.**

A9. Did you have an advisor immediately upon beginning the doctoral program? *If your program started with a master's degree, consider that the beginning of your doctoral program.*

_____ Yes

_____ No

A10. Tell us about your relationship with your advisor. Rate the extent to which each statement describes your relationship. *Circle the number that best applies.*

Of my advisor, I would say:	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I currently have the advisor I want.	1	2	3	4
b. I am satisfied with the process by which I came to have my current advisor.	1	2	3	4
c. The manner in which I came to work with my advisor is typical in this department.	1	2	3	4
d. I am satisfied with the amount and quality of time spent with my advisor.	1	2	3	4

A11. Students and advisors match up in a variety of ways. Bearing in mind that the exact process you used may not be listed, select the one statement that best describes the way you matched up with your advisor.

- _____ I came to this program planning to work with my advisor.
- _____ I selected my advisor after I started the program.
- _____ I switched to my advisor after I started the program, although I was initially with another advisor with whom I expected to complete my degree.
- _____ I switched to my advisor after I started the program; most students are expected to make such a switch.
- _____ I was assigned to my advisor. **————▶ IF ASSIGNED, SKIP TO QUESTION A13.**

A12. Students choose to work with a particular faculty member as their advisor for a variety of reasons. Rate the extent to which each statement describes why you chose your advisor. *Circle the number that best applies.*

I selected my advisor because she or he:

	Not at all a reason	Minor reason	Major reason
a. Is doing interesting research.	1	2	3
b. Has a reputation for getting students through the process in a timely manner.	1	2	3
c. Had money to support me.	1	2	3
d. Has intellectual interests that match mine.	1	2	3
e. Will make sure I do a rigorous dissertation.	1	2	3
f. Was recommended to me by other people.	1	2	3
g. Has a reputation for being a good researcher.	1	2	3
h. Has a reputation for being a good teacher.	1	2	3
i. Has a reputation for being a good advisor.	1	2	3
j. Is knowledgeable in the techniques and methods I will employ.	1	2	3
k. Was willing to take me on.	1	2	3
l. Fosters a working environment I like in his/her research group.	1	2	3
m. Can write a good recommendation letter that will carry my career a long way.	1	2	3
n. Other. Specify: _____	1	2	3

- A13. Advisors engage in many different behaviors. For each of these statements, indicate the extent that it **DESCRIBES THE BEHAVIOR** of your advisor. Circle the number in the first column that best applies.
- A14. Many students consider other faculty members to be their mentors. For each of these statements, indicate the extent that it **DESCRIBES THE BEHAVIOR** of your faculty mentor(s) who are not your advisor. Circle the number in the second column that best applies. If there is no other faculty member whom you consider a mentor leave A14 blank.

My advisor and other mentor(s):	A13 ADVISOR				A14 MENTOR(S)			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Are available to me when I need help with my research.	1	2	3	4	1	2	3	4
b. Are available to me when I need to talk about my program and my progress in the program.	1	2	3	4	1	2	3	4
c. Treat my ideas with respect.	1	2	3	4	1	2	3	4
d. Give me regular and constructive feedback on my research.	1	2	3	4	1	2	3	4
e. Teach me the details of good research practice.	1	2	3	4	1	2	3	4
f. Provide me with information about ongoing research relevant to my work.	1	2	3	4	1	2	3	4
g. Teach me survival skills for this field.	1	2	3	4	1	2	3	4
h. Help me secure funding for my graduate studies.	1	2	3	4	1	2	3	4
i. Help me develop professional relationships with others in the field.	1	2	3	4	1	2	3	4
j. Assist me in writing presentations or publications.	1	2	3	4	1	2	3	4
k. Teach me to write grant and contract proposals.	1	2	3	4	1	2	3	4
l. Advocate for me with others when necessary.	1	2	3	4	1	2	3	4
m. Provide emotional support when I need it.	1	2	3	4	1	2	3	4
n. Are sensitive to my needs.	1	2	3	4	1	2	3	4
o. Take an interest in my personal life.	1	2	3	4	1	2	3	4
p. Have my best interests at heart.	1	2	3	4	1	2	3	4
q. Care about me as a whole person—not just as a scholar.	1	2	3	4	1	2	3	4

My advisor and other mentor(s):	A13 ADVISOR				A14 MENTOR(S)			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
r. Provide direct assessments of my progress.	1	2	3	4	1	2	3	4
s. Would support me in any career path I might choose.	1	2	3	4	1	2	3	4
t. See me as a source of labor to advance his/her research.	1	2	3	4	1	2	3	4
u. Expect me to work so many hours that it is difficult for me to have a life outside of school.	1	2	3	4	1	2	3	4
v. Give me regular and constructive feedback on my progress toward degree completion.	1	2	3	4	1	2	3	4
w. Provide information about career paths open to me.	1	2	3	4	1	2	3	4
x. Solicit my input on matters of teaching and research.	1	2	3	4	1	2	3	4

SECTION B. DESCRIPTION OF YOUR DOCTORAL PROGRAM AND DEPARTMENT

In this section we are interested in learning about the details of your doctoral program and your perceptions of your experiences. Doctoral program means your current program and department at your current university.

B1. One aspect of a doctoral program is the structure of the program. Indicate the extent to which each statement describes the structure of your program. *Circle the number that best applies.*

Of my doctoral program, I would say:	Strongly Disagree	Disagree	Agree	Strongly Agree
a. My coursework has laid a good foundation for doing independent research.	1	2	3	4
b. I understand the requirements in my program.	1	2	3	4
c. Some of the exams and other hurdles (qualifiers, prelims, orals, etc.) seem arbitrary and unhelpful.	1	2	3	4
d. My coursework has given me a broad foundation of knowledge, including related fields and subspecialties.	1	2	3	4
e. My doctoral program is highly flexible, and I can tailor it to my needs and interests.	1	2	3	4
f. I am annually reviewed to assess my progress.	1	2	3	4

B2. Another aspect of a doctoral program is the ways the students in the program act. For each of these statements, indicate the extent to which it describes students in your program. *Circle the number that best applies.*

Of students in my program, I would say:	Strongly Disagree	Disagree	Agree	Strongly Agree
a. There is a sense of solidarity among the students who enter the program at the same time.	1	2	3	4
b. Many students complain of feeling exploited by the faculty.	1	2	3	4
c. Students have an active role in program decisions that affect them.	1	2	3	4
d. Students freely share information with each other about opportunities and how to get through the program.	1	2	3	4
e. Students have little contact with each other.	1	2	3	4
f. Students must compete with each other for faculty time and attention.	1	2	3	4
g. Experienced students mentor newer students.	1	2	3	4
h. I am part of a supportive student community <u>in</u> my program.	1	2	3	4
i. I am part of a supportive student community <u>outside</u> my program.	1	2	3	4

B3. Another aspect of a doctoral program is the ways the faculty members in the program act. For each of these statements, indicate the extent to which it describes faculty in your program. *Circle the number that best applies.*

Of faculty in my program, I would say:	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Faculty in the program have the best interests of students at heart.	1	2	3	4
b. Faculty value individual research over collaborative research.	1	2	3	4
c. Faculty make sure that students feel like members of the program.	1	2	3	4
d. Faculty care about students in the program.	1	2	3	4
e. Some faculty here make sexist, racist, or homophobic remarks.	1	2	3	4
f. Faculty appear to give most of the attention and resources to a select group of students.	1	2	3	4
g. Faculty collaborate with students on publications.	1	2	3	4
h. Faculty treat students with respect.	1	2	3	4
i. Faculty are willing to bend the rules for some students, but not others.	1	2	3	4
j. Faculty carefully guard results and new ideas from others in the field.	1	2	3	4
k. Faculty seem more concerned with furthering their own careers than with the well-being of the program as a whole.	1	2	3	4
l. Faculty really care about their teaching.	1	2	3	4
m. Faculty really care about their research.	1	2	3	4
n. Faculty really care about advising students.	1	2	3	4
o. Faculty are explicit in their expectations of students.	1	2	3	4
p. Faculty carefully supervise teaching assistants.	1	2	3	4
q. Faculty carefully supervise research assistants.	1	2	3	4
r. Faculty regularly socialize with students.	1	2	3	4
s. Faculty are generous with their time, and help students to grow as a scholars, researchers and writers.	1	2	3	4
t. Faculty have high ethical standards.	1	2	3	4
u. There are tensions among program faculty.	1	2	3	4
v. Faculty are accessible to students.	1	2	3	4
w. Faculty seem to believe that students are here to help faculty fulfill their research and teaching obligations.	1	2	3	4

Following is a list of **issues and concerns** that often face doctoral students.

B4. Since you started your program, have you developed **clear understandings** regarding these items? *In the first column, circle the number that best applies. If not applicable to you, leave blank.*

B5. What was your **primary source of information** regarding these items? *In the second column, circle the number that best matches the source of your information. Only select one. If this was never made clear to you, leave B5 blank.*

Issue or concern:	B4			B5				
	I HAVE A CLEAR UNDERSTANDING			PRIMARY INFORMATION SOURCE				
	Not at all Clear	Some-what Clear	Very Clear	1	2	3	4	5
a. Commitments regarding the funding of your graduate studies.	1	2	3	1	2	3	4	5
b. Length of time you would be a student.	1	2	3	1	2	3	4	5
c. Criteria for determining that you were ready to graduate.	1	2	3	1	2	3	4	5
d. Amount of time to be spent with your advisor.	1	2	3	1	2	3	4	5
e. Fulfilling teaching assistant obligations: number of courses, number of hours spent, etc.	1	2	3	1	2	3	4	5
f. Customary practices regarding publication: when and how to submit, etc.	1	2	3	1	2	3	4	5
g. Customary practices about determining authorship of research papers: order of authors, who is included, etc.	1	2	3	1	2	3	4	5
h. Customary practices for the appropriate use of research funds.	1	2	3	1	2	3	4	5
i. Customary practices for generating, handling, and using research data responsibly.	1	2	3	1	2	3	4	5
j. Customary practices for reviewing and refereeing academic papers fairly.	1	2	3	1	2	3	4	5
k. Customary practices involving biosafety, human subjects, animal care, etc.	1	2	3	1	2	3	4	5
l. Customary practices regarding appropriate sexual and romantic relationships with undergraduates.	1	2	3	1	2	3	4	5
m. Commitments regarding the funding of your dissertation research project.	1	2	3	1	2	3	4	5
n. Customary practices for using copyrighted material or material written by others.	1	2	3	1	2	3	4	5
o. Customary practices for grading student work.	1	2	3	1	2	3	4	5
p. Customary practices for avoiding conflict of interest: industry funding, consulting, etc.	1	2	3	1	2	3	4	5
q. Customary practices regarding patent policies.	1	2	3	1	2	3	4	5

Following is a list of resources and programs that some campuses have for doctoral students.

- B6. For each resource or program listed below, tell us if it is available to doctoral students like you. *Circle the number in the first column that best applies.*
- B7. IF IT IS AVAILABLE, have you used that resource or participated in that program? *Circle the number in the second column that best applies. If it is not available or don't know, leave B7 blank.*
- B8. IF IT IS AVAILABLE, do faculty in your program encourage students to use the resource or participate in the program? *Circle the number in the third column that best applies. If it is not available or you don't know, leave B8 blank.*

Resource or program:	B6			B7		B8			
	AVAILABLE			I USED		ENCOURAGED			
	No	Don't know	Yes	No	Yes				
a. An orientation for new graduate students in the program.	1	2	3	1	2	1	2	3	4
b. A university-wide orientation for graduate students.	1	2	3	1	2	1	2	3	4
c. A graduate student handbook for the program.	1	2	3	1	2	1	2	3	4
d. A graduate student handbook for the University.	1	2	3	1	2	1	2	3	4
e. A graduate student center (i.e., center with resources, hang out space).	1	2	3	1	2	1	2	3	4
f. A written policy on research misconduct.	1	2	3	1	2	1	2	3	4
g. A person or office to help students explore options for action when they perceive abuse or misconduct in their program.	1	2	3	1	2	1	2	3	4
h. A teaching development center.	1	2	3	1	2	1	2	3	4
i. A teaching assistant training course, lasting at least one term.	1	2	3	1	2	1	2	3	4
j. A mentor for your professional development who is not your advisor.	1	2	3	1	2	1	2	3	4
k. A seminar or course designed to develop you as a prospective faculty member.	1	2	3	1	2	1	2	3	4
l. A career planning workshop on the academic job search.	1	2	3	1	2	1	2	3	4

Following is a list of opportunities that some campuses have for doctoral students.

B9. For each opportunity listed below, tell us if it is available to doctoral students like you. *Circle the number in the first column that best applies.*

B10. IF IT IS AVAILABLE, have you participated in that opportunity? *Circle the number in the second column that best applies. If it is not available or you don't know, leave B10 blank.*

B11. IF IT IS AVAILABLE, do faculty in your program encourage students to participate in that opportunity? *Circle the number in the third column that best applies. If it is not available or don't know, leave B11 blank.*

Opportunity:	B9			B10		B11			
	AVAILABLE			I USED		ENCOURAGED			
	No	Don't know	Yes	No	Yes				
a. Workshop/seminar on teaching in your discipline.	1	2	3	1	2	1	2	3	4
b. An organized trip to another campus to learn about being a faculty member in another setting.	1	2	3	1	2	1	2	3	4
c. A workshop on career opportunities outside of academia.	1	2	3	1	2	1	2	3	4
d. Progressively more responsible roles in teaching.	1	2	3	1	2	1	2	3	4
e. Progressively more responsible roles in research.	1	2	3	1	2	1	2	3	4
f. Opportunity to participate in campus or department governance (e.g., serve on committees).	1	2	3	1	2	1	2	3	4
g. Internship (e.g., in industry).	1	2	3	1	2	1	2	3	4
h. Opportunity to work on another campus (e.g., teaching a course).	1	2	3	1	2	1	2	3	4
i. Opportunity to make a presentation at a regional or national meeting.	1	2	3	1	2	1	2	3	4
j. Workshop/seminar on faculty roles and responsibilities.	1	2	3	1	2	1	2	3	4
k. Workshop/seminar on research ethics.	1	2	3	1	2	1	2	3	4
l. Workshop/seminar on history, mission and purpose of higher education.	1	2	3	1	2	1	2	3	4
m. Workshop/seminar on organization and administration of colleges and universities.	1	2	3	1	2	1	2	3	4

B12. Have you ever participated in a Preparing Future Faculty program?

_____ Yes

_____ No

B13. If you could go back in time and start your doctoral program over, knowing what you know now, which decisions would you change? *Circle the number that best applies.*

If I did it over, I would:	No	Maybe	Yes
a. Select a different field or sub-field	1	2	3
b. Select a different advisor	1	2	3
c. Select a different university	1	2	3
d. Select a different dissertation topic	1	2	3
e. Change my decision about taking time off <u>before entering</u> my doctoral program	1	2	3
f. Change my decision about taking time off <u>during</u> my doctoral program	1	2	3
g. Not go to graduate school	1	2	3
h. Take more courses outside of department.	1	2	3

Which courses? _____

B14. Knowing everything that you know now, what advice would you give others entering or in the early years of graduate school? *If you need it, there is more space at the end of the survey.*

SECTION C: CAREER PLANS

Now we would like to learn about your plans and dreams for the future. Doctoral students consider a wide range of career options. Furthermore, their plans change over time.

First, consider what you currently hope and plan to pursue as a career after you complete your doctorate and any postdoctoral training you anticipate.

- C1. Currently, how strong is your interest in or desire for each of these career options? *Circle the choice that best applies to you now in the first column.*
- C2. Since you began your program, has your interest in this option decreased, stayed the same, or increased? *Circle your choice in the second column.*

Career option:	C1			C2		
	MY CURRENT INTEREST & DESIRE			CHANGE IN INTEREST SINCE I BEGAN PROGRAM		
	Not at all	Possibly	Definitely	Decreased	Stayed the Same	Increased
a. To become a professor in a college or university	1	2	3	1	2	3
b. To teach, but not in a college or university setting	1	2	3	1	2	3
c. To conduct research in a college or university (non-faculty job)	1	2	3	1	2	3
d. To become an administrator in a college or university	1	2	3	1	2	3
e. To conduct research in business, industry, or the private sector	1	2	3	1	2	3
f. To become an administrator/manager in business, industry, or the private sector	1	2	3	1	2	3
g. To conduct research in a non-profit organization or government agency	1	2	3	1	2	3
h. To become an administrator/manager in a non-profit, public service, or government agency	1	2	3	1	2	3
i. To work independently, e.g., consultant, writer	1	2	3	1	2	3
j. To start my own business	1	2	3	1	2	3
k. Not to be employed for pay	1	2	3	1	2	3

Regardless of your current interest and desire, we now want you to consider how realistic it would be for you to pursue each career option.

C3. Currently, how realistic would it be for you to pursue each of these career possibilities? *Circle the number that best applies to you now in the first column.*

C4. Since you began your program, has your perception of how realistic it is to pursue each option decreased, stayed the same, or increased? *Circle your choice in the second column.*

Career option:	C3			C4		
	MY CURRENT PERCEPTION AS REALISTIC			CHANGE IN PERCEPTION SINCE I BEGAN PROGRAM		
	Not at all	Possibly	Definitely	Decreased	Stayed the Same	Increased
a. To become a professor in a college or university	1	2	3	1	2	3
b. To teach, but not in a college or university setting	1	2	3	1	2	3
c. To conduct research in a college or university (non-faculty job)	1	2	3	1	2	3
d. To become an administrator in a college or university	1	2	3	1	2	3
e. To conduct research in business, industry, or the private sector	1	2	3	1	2	3
f. To become an administrator/manager in business, industry, or the private sector	1	2	3	1	2	3
g. To conduct research in a non-profit organization or government agency	1	2	3	1	2	3
h. To become an administrator/manager in a non-profit, public service, or government agency	1	2	3	1	2	3
i. To work independently, e.g., consultant, writer	1	2	3	1	2	3
j. To start my own business	1	2	3	1	2	3
k. Not to be employed for pay	1	2	3	1	2	3

- C5. Help us to understand the influences on your career goals and plans. Please elaborate on whether, how and why your career goals and plans have changed during your time in your doctoral program. What experiences have affected your goals and plans? Be as specific as you like.

SECTION D: EXPECTATIONS OF THE FACULTY JOB

In this section we want to learn about your interest in various aspects of a faculty job and the preparation you believe you are receiving for that job.

D1. Are you considering a faculty job at any point in the future?

_____ Yes

_____ Perhaps

_____ No **—————▶ IF NO, SKIP TO SECTION E.**

D2. At what kind of institution would you prefer to be employed? *Circle the number that best applies in the first column.*

D3. At what kind of institution do you think it is likely that you will be employed? *Circle the number that best applies in the second column.*

Kind of institution:	D2 PREFERENCE			D3 LIKELIHOOD		
	Not at all	Some what	Very strong	Not likely	Some what	Very likely
a. Two year community college	1	2	3	1	2	3
b. Four year liberal arts college, with predominantly undergraduates (Oberlin, College of Wooster)	1	2	3	1	2	3
c. Four year comprehensive university, with undergraduates and master's students (SW Missouri State, Loyola University)	1	2	3	1	2	3
d. Large university, with undergraduates, master's, and doctoral students (Michigan, Stanford)	1	2	3	1	2	3
e. Other. Specify: _____	1	2	3	1	2	3

D4. Some faculty members are involved with campus life in ways that other faculty members are not. For each of these activities, indicate how interested you are in doing this at some point in your career. *Circle the number that best applies.*

Campus activity:	Very Uninterested	Uninterested	Interested	Very Interested
a. Become a department chair or a dean.	1	2	3	4
b. Serve on the academic senate or university governing body.	1	2	3	4
c. Get involved in activities with undergraduates outside of class (e.g., student clubs, in the dorms)	1	2	3	4

As a doctoral student, you have probably learned a lot about faculty life. In the first column below is a list of factors that influence people's interest in being a faculty member. Some people view these factors positively and others view the same factors negatively.

D5. What is your opinion about each of these factors? Circle your rating of the item on the scale in the second column.

D6. How have each of these factors affected your interest in a career as a faculty member? Has it made you less interested, had no effect, or made you more interested? Circle the number in the third column that best applies.

If you think that Salary Levels in academia are high, circle the number 4 or 5 in the Opinion scale (D5). If that has made you more interested in a faculty career, circle the number 3 in the Interest scale (D6).

Factor:	D5						D6			
	OPINION OF ITEM						INTEREST IN FACULTY CAREER			
		1	2	3	4	5	Less interested	No effect	More interested	
a. Salary levels in academia	They are low	1	2	3	4	5	They are high	1	2	3
b. Obtaining research funding	Impossible for me to get	1	2	3	4	5	I could get easily	1	2	3
c. Enjoyment of teaching	I dislike intensely	1	2	3	4	5	I enjoy enormously	1	2	3
d. Enjoyment of service	I dislike intensely	1	2	3	4	5	I enjoy enormously	1	2	3
e. Enjoyment of research	I dislike intensely	1	2	3	4	5	I enjoy enormously	1	2	3
f. Working on a college campus	I dislike intensely	1	2	3	4	5	I enjoy enormously	1	2	3
g. Academic job market in my field	Very few jobs available	1	2	3	4	5	Many jobs available	1	2	3
h. Lifestyle of faculty members	I dislike intensely	1	2	3	4	5	I enjoy enormously	1	2	3
i. Work load expectations	Very low	1	2	3	4	5	Very high	1	2	3
j. Behavior of the faculty in my program.	Awful	1	2	3	4	5	Exemplary	1	2	3
k. Tenure and promotion process	Problematic	1	2	3	4	5	Unproblematic	1	2	3
l. Postdoctoral position	Not required & unusual	1	2	3	4	5	Required & normal	1	2	3

Similarly, there are other factors that may have influenced you towards or away from being a faculty member.

D7. What is your opinion about each of these factors? *Circle your rating of the item on the scale in the second column.*

D8. How have each of these factors affected your interest in a career as a faculty member? Has it made you less interested, had no effect, or made you more interested? *Circle the number in the third column that best applies.*

Factor:	D7						D8			
	OPINION OF ITEM						INTEREST IN FACULTY CAREER			
		1	2	3	4	5	Less interested	No effect	More interested	
a. Appeal of other careers	Unappealing	1	2	3	4	5	Very appealing	1	2	3
b. Encouragement I received from faculty	Strongly discouraged	1	2	3	4	5	Strongly encouraged	1	2	3
c. Exposure to other careers	Know very little	1	2	3	4	5	Know a lot about them	1	2	3
d. My spouse's/partner's career	Conflicts with mine	1	2	3	4	5	Poses no conflict	1	2	3
e. Geographic restrictions	I am very constrained	1	2	3	4	5	I am free to move	1	2	3
f. Ability to raise family & lead a balanced life	Impossible to do	1	2	3	4	5	Very possible to do	1	2	3

Faculty members do many different tasks. As you look forward to these tasks, to what extent would you say:

D9. I am comfortable and confident in my ability to do this task. *Circle your answer in the first column.*

D10. I am interested in and looking forward to doing this task. *Circle your answer in the second column.*

D11. I have been prepared by my program to do this task. *Circle your answer in the third column.*

Task of faculty job:	D9 CONFIDENT			D10 INTERESTED			D11 PREPARED		
	Not at all	Some what	Very Much	Not at all	Some what	Very Much	Not at all	Some what	Very Much
a. Teach lecture courses.	1	2	3	1	2	3	1	2	3
b. Teach discussion sections and courses.	1	2	3	1	2	3	1	2	3
c. Teach laboratory courses.	1	2	3	1	2	3	1	2	3
d. Teach specialized graduate courses.	1	2	3	1	2	3	1	2	3
e. Incorporate information technology in the classroom.	1	2	3	1	2	3	1	2	3
f. Develop and articulate a teaching philosophy.	1	2	3	1	2	3	1	2	3
g. Create a classroom climate inclusive of a diverse population of students and diverse learning styles.	1	2	3	1	2	3	1	2	3
h. Advise undergraduates.	1	2	3	1	2	3	1	2	3
i. Advise graduate students.	1	2	3	1	2	3	1	2	3
j. Serve on departmental and institution-wide committees, help craft policy, and engage in university governance.	1	2	3	1	2	3	1	2	3
k. Apply my expertise in service to the community beyond campus.	1	2	3	1	2	3	1	2	3
l. Review papers, serve on disciplinary society committees, and engage in other forms of service to my profession.	1	2	3	1	2	3	1	2	3
m. Conduct research.	1	2	3	1	2	3	1	2	3
n. Publish research findings.	1	2	3	1	2	3	1	2	3
o. Collaborate with others in interdisciplinary research.	1	2	3	1	2	3	1	2	3

SECTION E: BACKGROUND INFORMATION

Finally, help us to know a little more about you. For each question, check the selection that best applies to you.

E1. Male Female

E2. Single Married or partnered

E3. No children Have dependent children living with me

E4. US Citizen Permanent Resident Non-US Citizen

E5. If US Citizen, what is your ethnic background? *Select one.*

- African American Native American – Alaska Native
- Asian American – Pacific Islander Caucasian
- Chicano/a – Hispanic – Latino/a Other. Specify: _____

E6. When were you born?

- a. Birth year: 19 _____
- b. Birth Month: _____

E7. Year received bachelor’s degree: 19 _____

E8. Have you been enrolled in a doctoral program prior to this one?

Yes No

If yes, what was different? *Check all that apply.*

- Different discipline
- Different institution
- Different advisor

E9. What is the highest level of education reached by your family members? *Circle the number that corresponds with the highest level reached by any family member in each category. If you do not have such a family member, leave blank.*

Highest degree reached by:	No College	Some College	Bachelor’s Degree	Master’s or Professional Degree	Doctorate
a. Any parent or guardian	1	2	3	4	5
b. Any sibling	1	2	3	4	5
c. Spouse/Partner	1	2	3	4	5

Here is the chance to share some final thoughts.

E10. This summer we plan to interview a subset of survey respondents in greater depth. Would you be willing to be interviewed?

_____ Yes. You may contact me to discuss an interview.

_____ Maybe. I need more information, you may contact me to talk further.

If Yes or Maybe, please tell us how to reach you.

You can reach me at this email address: _____

or this phone number: _____

_____ No. I am not interested in an interview.

E11. Please use this space to elaborate on your answer to any question, or to tell us anything else you would like us to know about your doctoral education experience.

Thank you again for your help and thoughtful participation in this survey. We expect to begin to publish our results in the spring of 2000.

Please return the survey in the postage paid envelope

mailed with the survey. Thanks!

If you no longer have the envelope, then.....

Fold the survey in half along this line. Fasten shut and mail. Thanks!

Survey on Doctoral Education
1025 W. Johnson St., Room 570
University of Wisconsin-Madison
Madison, WI 53705
phd-survey@wcer.wisc.edu
2001/02/25 5:21:17

**Mail in postage
paid envelope, or
affix 55¢ postage**

Survey on Doctoral Education

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University of Wisconsin-Madison
Madison, WI 53705



Staple or tape shut

