

AAU PhD Education Initiative Faculty Survey Questions

Introduction

The goal of this survey is to compile the perceptions of faculty members at a beginning time in the AAU PhD Education Initiative. It will help establish an initial snapshot against which change can be measured. The survey will be administered a second time toward the end of the project. All survey data will be held confidentially and shared in a way that an individual respondent cannot be identified.

Definitions

Primary advisor: The formally appointed faculty member who directs the doctoral student's dissertation and serves as the lead academic advisor. The terminology on your campus may be different, such as "research advisor," "thesis advisor," "dissertation advisor," or "principal investigator (PI)." In some cases, this is a shared role of co-advisor with another faculty member.

Doctoral student/PhD student: Any student formally enrolled in a degree-granting program leading to the PhD degree.

Faculty member: Members of the instructional staff, regardless of tenure status, affiliated with a particular department/program. Faculty members teach and advise students.

Department: A formal organizational unit of the university. Usually these are led by a department chair or head, and have affiliated faculty members. Departments have affiliated degree-programs, and, at the doctoral level, have affiliated students.

Careers: The professional path of employment taken through one's life.

Professional development activities: The things students do to develop skills and prepare for their future careers, such as service work, workshops, trainings, or internships.

PhD program data: The data that most departments use to understand and chart the progress of their departments and students: admissions statistics, time to degree, and completion rates.

Students from diverse backgrounds: Students from all racial and ethnic backgrounds enter their doctoral programs with a unique blend of prior experiences, educational ambitions, and professional goals.

Section I

[Options from drop-down lists]

1. Department Name
[Names of departments the survey is distributed to]
2. Faculty Status
 - a. [Tenured; Tenure-track; Non-tenure-track/Contingent]
 - b. [Full-time; Part-time]
3. Gender Identity
[Woman; Man; Non-binary; Prefer to self-describe: _____; Prefer not to say]

4. Citizenship
[US Citizen; permanent resident; non-US citizen (this option skips question 5)]
5. Race/Ethnicity (Select all that apply)
[American Indian or Alaska Native; Asian; Native Hawaiian or Other Pacific Islander; Black, not of Hispanic origin; Hispanic; White, not of Hispanic origin; Prefer to self-describe: _____; Prefer not to say]
6. When did you begin as a faculty member in this department?
[Pick Month and Pick Year from drop down list]
7. In this current term, for how many PhD students (including students on leave) are you serving as primary advisor or co-advisor? [Definition: The formally appointed faculty member who directs the doctoral student's dissertation and serves as the lead academic advisor. The terminology on your campus may be different, such as "research advisor," "thesis advisor," "dissertation advisor," or "principal investigator (PI)." In some cases, this is a shared role of co-advisor with another faculty member.]
[Pick a number from drop down: 0, 1, 2, etc. up to 10, then 10+]

Section II [If answer 0 to question 7 then survey skips this section.]

In this section, we want you to reflect on the ways you interact with your primary advisees related to career development.

Since September 1, 2020, thinking collectively about all the students for whom you serve as primary advisor or co-advisor [Definition: The formally appointed faculty member who directs the doctoral student's dissertation and serves as the lead academic advisor. The terminology on your campus may be different, such as "research advisor," "thesis advisor," "dissertation advisor," or "principal investigator (PI)." In some cases, this is a shared role of co-advisor with another faculty member], how many times in total did you...

[Pick a range from drop down: 0, 1-3, 4-6, 7-10, 11-15, >15]

8. ...have conversations about their plans for professional development over the next year (i.e., the specific things they plan to do to develop skills and prepare for future careers)?
9. ...have conversations about their career goals/next steps after the PhD?
10. ...offer advice related to pursuing faculty careers?
11. ...offer advice related to pursuing other careers?
12. ...have conversations about their personal lives and interests outside of graduate school?
13. ...encourage them to use campus offices or off-campus resources (e.g., the career center, the center for teaching and learning, the graduate school, or disciplinary societies) to get help with career exploration or skill development?
14. ...encourage them to spend some time away from their research and writing to engage in professional development activities (e.g., service work, workshops, trainings, or internships)?

15. [Open Response] You may use this space to comment on or clarify your responses to questions 8-14.

	A Lot Fewer Now (1)	Somewhat Fewer Now (2)	Stayed the Same (3)	Somewhat More Now (4)	A Great Deal More Now (5)	Not Applicable (6)
16. How has the number of conversations you are having with your primary advisees about their futures and career prospects/plans changed since before the onset of COVID-19?						

Section III

Now we want to understand your preferences for doctoral students in your department, thinking of them as a group.

I prefer that PhD students in my department...

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
17. ...enter careers as faculty members, rather than other careers					
18. ...focus exclusively on their research and writing, rather than spend some time on professional development activities (e.g., service work,					

workshops, trainings, or internships)					
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Section IV

Now we are asking you to assess how much you know about each of the following items.

How much do you know about...

	No Knowledge (1)	Little Knowledge (2)	Moderate Knowledge (3)	Good Knowledge (4)	A Great Deal of Knowledge (5)
19. ...the campus offices & programs that help students with career exploration or skill development (e.g., the career center, the center for teaching and learning, the graduate school, interdisciplinary workshops)?					
20. ...the campus offices & programs that support student health and well-being (e.g., the counseling center, community centers, the graduate life office, mental health initiatives)?					
21. ...careers other than as faculty members that PhD students in my					

	department can pursue?					
22.	...my department's career outcome data for PhD alumni?					
23.	...my department's PhD program data (i.e., admissions statistics, time to degree and completion rates)?					

Section V

The questions in this section ask you to consider the department overall.

I think that my department...

		Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	I Don't Know (6)
24.	...does a good job of recruiting PhD students from diverse backgrounds (i.e., students from varied racial and ethnic backgrounds, with varied background experiences, educational ambitions, and professional goals)						
25.	...does a good job of ensuring that all PhD students have equitable access to funding for graduate studies (i.e., tuition and living expenses)						

26.	...does a good job of ensuring that all PhD students have equitable access to resources for scholarship and research (i.e., tools, data, projects, and funding)						
27.	...does a good job of ensuring that all PhD students have equitable access to professional development resources (e.g., workshops, mentoring, internships, opportunities to attend conferences)						
28.	...does a good job of preparing doctoral students for a range of careers (e.g., in the professoriate and careers other than as faculty members)						
29.	...values doctoral students' entry into faculty careers more highly than their entry into other careers						
30.	...encourages students to spend some time on professional development activities (e.g., service work, workshops, trainings, or internships)						
31.	...rewards faculty members for mentoring PhD students						

32.	...showcases PhD alumni who are working in a variety of career fields on the department website or in online/print media and communications					
33.	...is a place where PhD students are comfortable discussing their career interests, including those other than faculty careers, with their faculty advisors					

34. What changes should the department make to become one that better fosters the full inclusion of current and prospective doctoral students from diverse backgrounds (i.e., students from varied racial and ethnic backgrounds, with varied background experiences, educational ambitions, and professional goals)? [Open response]

SECTION VI

[Open response]

35. This year there have been many significant events that have shaped the way people are living their lives and thinking about their futures. The AAU PhD Education Initiative was designed and launched prior to 2020. The goals of the Initiative are to foster increased inclusion of current and prospective doctoral students from diverse backgrounds, and to better provide PhD students with the knowledge, skills, and abilities to succeed in careers of choice within and beyond academia.

Thinking specifically about these goals, in what ways have the significant events of 2020 changed/shaped your thoughts and behaviors as a faculty member?