

AAU PhD Education Initiative Student Survey Questions

Introduction

The goal of the survey is to compile the perceptions of PhD students 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. *[Note to campuses: The questions may be asked independent of other surveys, or they may be added onto an existing student survey that the department/campus plans to administer.]*

Section I

[Options from drop-down lists]

1. Department Name
[Names of departments the survey is distributed to]
2. Gender Identity
[Woman; Man; Non-binary; Prefer to self-describe: _____; Prefer not to say]
3. Citizenship
[US Citizen; permanent resident; non-US citizen (this option skips question 4)]
4. Race/Ethnicity (Select all that apply)
[American Indian or Alaskan 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]
5. When did you begin as a graduate student (master's or doctoral level) in this department?
[Pick Month and Pick Year from drop down list]
6. Do you have a primary advisor? By "primary advisor" we mean a faculty member formally appointed to direct your dissertation and serves as your 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. If you have primary co-advisors, please answer "Yes."
[Yes, No]

Section II [If answer No to question 6, then survey skips this section]

In this section, we want you to reflect on the ways you interact with your primary advisor (or co-advisors) related to career development. By "primary advisor" we mean the faculty member formally appointed to direct your dissertation and serves as your 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 (if this applies to you, please respond with both advisors in mind).

Since September 1, 2020, thinking about your interactions with your primary advisor (or collectively with your co-advisors), how many times in total did you...

[Pick from drop down: 0, 1, 2, 3, 4, 5, >5]

7. ...have conversations about your plans for professional development over the next year (i.e., the specific things you plan to do to develop skills and prepare for future careers)?
8. ...have conversations about your career goals/next steps after the PhD?
9. ...receive advice related to pursuing faculty careers?
10. ...receive advice related to pursuing other careers?
11. ...have conversations about your personal life and interests outside of graduate school?
12. ...receive encouragement 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?
13. ...receive encouragement to spend some time away from your research and writing to engage in professional development activities (e.g., service work, workshops, trainings, or internships)?

14. [Open Response] You may use this space to comment on or clarify your responses to questions 7-13.

	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)
15. How has the number of conversations you are having with your primary advisor (or co-advisors) about your future and career prospects/plans changed since before the onset of COVID-19?						

Section III

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)
16. ...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)?					
17. ...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)?					
18. ...careers other than as faculty members that PhD students in my department can pursue?					
19. ...my department's career outcome data for PhD alumni?					

20.	...my department's PhD program data (i.e., admissions statistics, time to degree and completion rates)?					
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Section IV

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)
21.	...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)						
22.	...does a good job of ensuring that all PhD students have equitable access to funding for graduate studies (i.e., tuition and living expenses)						
23.	...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)						

24.	...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)						
25.	...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)						
26.	...values doctoral students' entry into faculty careers more highly than their entry into other careers						
27.	...encourages students to spend some time on professional development activities (e.g., service work, workshops, trainings, or internships)						
28.	...rewards faculty members for mentoring PhD students						
29.	...showcases PhD alumni who are working in a variety of career fields on the department website or in online/print media and communications						
30.	...is a place where PhD students are comfortable						

discussing their career interests, including those other than faculty careers, with their faculty advisors						
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31. 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 with varied background experiences, educational ambitions, and professional goals)? [Open response]

SECTION V

[Open response]

32. This year there have been many significant events that have shaped the way people are living their lives and thinking about their futures. In what ways have the significant events of 2020 changed/shaped your experiences and aspirations as a PhD student?