



University of Maryland Doctoral Student Survey 2009

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Background

In May 2008, the University of Maryland released the 2007-2008 strategic plan entitled “Transforming Maryland: Higher Expectations.” As this document contains numerous initiatives involving graduate student education, the Completions Subgroup of the Campus Assessment Working Group (CAWG), in collaboration with The Graduate School, determined that a survey addressing the graduate student educational experiences and supports would be useful for the campus community. The University of Maryland Doctoral Survey was created and administered in an effort to inform the implementation of strategic planning initiatives and serve as a baseline on graduate student perceptions of their doctoral experience.

This report only covers a select number of the University of Maryland Doctoral Survey topics including general advising, dissertation advisor-specific assistance and mentoring, departmental assistance, career goals and job search process, and overall satisfaction with UM.

Methodology

The University of Maryland Doctoral Survey was administered online in February and March 2009. All currently enrolled doctoral students were asked to participate via a series of emails from the Dean of the Graduate School and the Director of Assessment in the Office of Institutional Research, Planning, and Assessment. The data presented in this report were analyzed using standard quantitative procedures.

The Survey

As previously mentioned, the University of Maryland Doctoral Survey was created to gather data on graduate student perceptions of their educational experience and will be used in implementation of strategic planning efforts. While drafting of the University of Maryland Doctoral Survey during the summer and fall of 2008, the Graduate School was simultaneously creating a survey to be filled out by all Graduate Program Directors to assess the services and supports they provide to their students. Where possible, the Doctoral Survey items mirrored the Graduate Program Director survey to elicit both the administrative and student perspectives on the same topic. The University of Maryland Doctoral Survey covered eleven topic areas: program-specific experiences; program advising; the dissertation proposal process; doctoral publications, presentations, and awards; departmental and dissertation advisor assistance; the job search process; sources of funding, educational debt, and obstacles to academic progress; teaching improvement; career goals; departmental climate; and overall satisfaction with UM. A copy of the full survey appears in Appendix A.

Survey Respondents

There were 4423 doctoral students (both full- and part-time) enrolled at the University in Spring 2009 and registered at the time the survey opened. Of those, 1377 (31%) gave their consent and completed the survey. Students were required to log into the survey with their directory ID and password, thereby enabling access to their institutional demographic information. Table 1 contains the demographic information of the University of Maryland Doctoral Survey respondents.

Table 1. Demographics of the University of Maryland Doctoral Survey

		Number	Percent
Race	American Indian	3	<1
	Black/African American	94	7
	Asian American	59	4
	Hispanic	29	2
	White	736	53
	Foreign	383	28
	Unknown	73	5
Sex	Female	772	56
	Male	605	44
Age	25 or younger	276	20
	26 – 30	554	40
	31 – 35	288	21
	36 – 40	127	9
	41 or older	132	10
Full-time/Part-Time Status	Full-time	1259	91
	Part-time	118	9
College	AGNR	63	5
	ARCH	11	1
	ARHU	224	16
	BMGT	28	2
	BSOS	204	15
	CLFS	142	10
	CLIS	11	1
	CMPS	168	12
	EDUC	250	18
	ENGR	201	15
	JOUR	13	1
	PUAF	21	2
	SPHL	41	3

		Number	Percent
Stage of Doctoral Program	Early stage	378	28
	Preparing to advance to candidacy	343	25
	Early dissertation stage	332	24
	Later dissertation stage	320	23
Job Search Process Status	No – Not seeking employment	789	58
	No – Already employed full-time	329	24
	Yes – Searching for a full-time position	249	18

Findings

This report covers five aspects of the University of Maryland Doctoral Survey: general advising, dissertation advisor-specific assistance and mentoring, departmental assistance, career goals and job search process, and overall satisfaction with UM.

IMPORTANT NOTE REGARDING SCALE DIRECTION: Please note the most positive response option (e.g., strongly agree, very strong) is associated with the lowest numerical value (i.e., 1) and vice versa. Therefore, for positively-worded items, a *lower* mean is associated with *more positive* perceptions and a *higher* mean is associated with *less positive* perceptions. The text associated with each table reflects this interpretation.

General advising

Items regarding general academic advising reveal that:

- On average, doctoral students at UM found advising regarding course selection, qualifying exams, and thesis/dissertation work to be adequate. (Table 2)
- Doctoral students indicated that on average they meet with their advisors on a monthly basis to a few times a semester. (Table 3)

Table 2

Please rate your academic program on the following: (Percent)*	Very strong	Strong	Adequate	Weak	Very weak	Mean	Standard Deviation
Advising regarding course selection	17	27	37	12	7	2.65	1.12
Advising received during your first year	19	25	31	15	9	2.70	1.20
Advising about department/discipline qualifying exams or papers	17	29	31	17	7	2.69	1.15
Advising about department oral exams	17	27	32	16	9	2.73	1.17
Advising in developing thesis/dissertation topic/proposal	22	28	28	13	9	2.60	1.22
Advising/supervision of thesis/dissertation	29	28	24	12	8	2.42	1.24
Advising regarding other specific program requirements (e.g., internships, program benchmarks)	14	26	31	18	11	2.85	1.18

*All items were calculated on a 5-point scale where 1 corresponds to “very strong” and 5 corresponds to “very weak.” “Not applicable” responses were excluded from analysis.

Table 3

Item: (Percent)*	Weekly	Monthly	A few times a semester	Once a semester	Once a year	Mean	Standard Deviation
At what interval do you typically meet with your current advisor to discuss your work or progress?	42	21	22	12	4	2.16	1.20

*Item utilized 5-point scale where 1 corresponds to “weekly” and 5 corresponds to “once a year.”

Dissertation advisor-specific assistance and mentoring

In relation to assistance and mentoring from dissertation advisors:

- About two-thirds or more of doctoral respondents indicated dissertation advisors in their department offer help in preparing and revising work for publication, but almost one-third responded they were “unsure” if their dissertation advisor would provide these types of assistance. (Table 4)
- Just over half of doctoral students (56%) did not know how difficult it might be to switch to a different dissertation advisor later in their program. (Table 5)
- Doctoral students who had completed their dissertation proposal meeting on average agreed that their advisor provided helpful criticism and responded appropriately and in a timely manner to requests for feedback. (Table 6)

Table 4

Does your department offer the following for graduate students?	Yes %	No %	Unsure %
Help from dissertation advisor in preparing work for publication submission	66	9	25
Advice from dissertation advisor about suitable publication outlets	69	8	23
Help from dissertation advisor in understanding and responding to comments from publication reviewers	60	8	32
Dissertation advisor calling or emailing editors/publishers to encourage them to consider your work	17	21	62

Table 5

How difficult is it for students to switch to a different dissertation advisor later in the program?	%
Very difficult	9
Somewhat difficult	16
Somewhat easy	13
Very easy	6
I don't know	56

Table 6

Please indicate your level of agreement with the following statements regarding your dissertation process: (Percent)*	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Standard Deviation
Outside of the proposal meeting, my advisor provides me with criticism and feedback to improve my scholarship	46	34	14	4	3	1.84	0.98
My advisor responds appropriately to my requests for feedback	48	31	12	6	3	1.86	1.06
My advisor responds in a timely manner such that I am able to proceed with my work	46	30	13	7	4	1.92	1.10
My dissertation committee's behavior has unnecessarily impeded my progress	4	7	16	30	43	4.01	1.12
Since my proposal meeting, my committee has significantly altered the original expectations of my dissertation	4	7	19	35	34	3.88	1.09

*All items were calculated on a 5-point scale where 1 corresponds to “strongly agree” and 5 corresponds to “strongly disagree.” These items were answered by individuals who had completed their dissertation proposal meeting, so Ns ranged from 466-480.

Departmental assistance

Regarding departmental assistance provided to doctoral students:

- Roughly two-thirds or more of doctoral student respondents indicated their department offers assistance in finding an assistantship, funding for conferences, conference travel, and doctoral student research, and information on fellowship and grant money. (Table 7)
- Approximately one-third of doctoral students (35%) were aware of a formal peer mentoring program for graduate students while 24% were unsure if this opportunity existed. Forty percent did not believe such a program was offered. (Table 7)

Table 7

Does your department offer the following for graduate students?	Yes %	No %	Unsure %
Orientation program for new graduate students	86	7	7
Assistance in finding available assistantships	66	16	19
Information on fellowships/grant money	75	12	13
Formal peer mentoring program for graduate students	35	40	24
Opportunities to present a seminar or paper to the department/campus community	78	7	15
Opportunities to give feedback on your experience with department (exit interviews, satisfaction surveys)	44	19	37
Funding for conferences and/or conference travel	73	8	18
Funding for doctoral student research	60	17	24

Career goals and job search process

Items focusing on respondents' future career goals and job search process revealed that:

- Forty percent of doctoral students' primary career goal is to be a tenure-track faculty member at a doctoral degree granting institution while 30% would like a non-tenure-track research-oriented position in industry, government, or higher education. (Table 8)
- With the exception of requesting letters of reference, approximately two-thirds or more of all doctoral students did not ask their dissertation advisors for job search assistance with activities such as preparing a job market paper or job dossier, critiquing interview and presentation skills, or having the dissertation advisor respond by phone/email to questions from prospective employers. (Table 9)

Table 8

What is your primary career goal?	%
Tenure-track faculty position at doctoral degree granting institution	40
Tenure-track faculty position at non-doctoral degree granting institution	13
Non-tenure-track faculty or instructional position	4
Research-oriented (non-tenure-track position; e.g., industry, government, higher education)	30
Applied practice (research is not primary function of position)	12
Higher education administration	2

Table 9

Did you request the following types of job search assistance from your dissertation advisor? *	Yes, I asked for this assistance and received it %	Yes, I asked for this assistance but did not receive it %	Did not ask for this type of assistance %
Write letters of reference	67	1	32
Respond by phone/email to questions from prospective employers	37	1	62
Help you prepare a job market paper	19	1	80
Critique of interview and seminar presentation skills	34	1	65
Help you prepare a job dossier (e.g., CV, teaching portfolio, electronic portfolio)	35	2	63
Call and/or email colleagues to urge them to consider a student for a job	27	4	69
Help you choose appropriate jobs to apply for	37	5	58

* Between 1048 and 1060 students chose not to answer these items, presumably because they are not currently or have never been in a job search during their doctoral career, so Ns ranged from 317-329.

Overall satisfaction with UM

Items pertaining to respondents overall satisfaction with UM revealed:

- On average, doctoral student respondents agree that they enjoy being a doctoral student at UM and are receiving a quality doctoral education. (Table 10)
- Doctoral students indicated that if they had to do it all over again, on average they would likely pursue graduate studies at UM, within their current department, and in their current field. (Table 11)

Table 10

Please indicate your level of agreement with the following statements: (Percent)*	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Mean	Standard Deviation
I enjoy being a doctoral student at the University of Maryland	30	46	14	7	3	2.06	0.98
I am receiving a quality doctoral education at the University of Maryland	38	43	13	5	2	1.89	0.90

*All items were calculated on a 5-point scale where 1 corresponds to “strongly agree” and 5 corresponds to “strongly disagree.”

Table 11

If you were to do it over again, would you pursue graduate studies:	Definitely	Likely	Unlikely	Definitely not	Mean	Standard Deviation
At this university	36	47	13	4	1.87	0.80
In your current department/program	42	39	13	7	1.85	0.89
In your current field	56	36	6	1	1.53	0.67
In another field	7	25	43	25	2.86	0.87

*All items were calculated on a 4-point scale where 1 corresponds to “definitely” and 4 corresponds to “definitely not.” “Don’t know” responses were excluded from analysis and, unless noted, comprised less than 13% of the responses.

Appendix A: University of Maryland Doctoral Student Survey

University of Maryland - Doctoral Student Survey

Please select the response that best describes where you currently are in your doctoral program:

- | | |
|---|--|
| <input type="radio"/> Early stage (i.e. taking coursework)
<input type="radio"/> Preparing to advance to candidacy (i.e. preparing for qualifying exams, oral exams, and/or comprehensive exams) | <input type="radio"/> Early dissertation stage
<input type="radio"/> Later dissertation stage |
|---|--|

Are you currently in a job search process for a full-time position?

- | | |
|---|--|
| <input type="radio"/> No, I am already employed full-time
<input type="radio"/> No, I am not seeking employment at this time | <input type="radio"/> Yes, I am searching for a full-time position |
|---|--|

Please indicate your level of agreement with the following statements regarding your doctoral program:

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
Program requirements are clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Required courses are offered in a sequence that allow for continual progression toward my degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department informs me of deadlines and administrative procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel included in the intellectual community of my program/department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual caliber of the faculty is excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are accessible to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The quality of classroom instruction in my program is excellent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program/department encourages collaboration among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program/department encourages collaboration between students and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty give timely feedback on my academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get sufficient feedback on academic progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your academic program on the following:

	<i>Very strong</i>	<i>Strong</i>	<i>Adequate</i>	<i>Weak</i>	<i>Very weak</i>	<i>Not applicable</i>
Advising regarding course selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising you received during your first year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising about department/discipline qualifying exams or papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising about department oral exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising in developing thesis/dissertation topic/proposal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising/supervision of thesis/dissertation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising regarding other specific program requirements (e.g., internships, program benchmarks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At what interval do you typically meet with your current advisor to discuss your work or progress?

- Weekly
- Monthly
- A few times a semester
- Once a semester
- Once a year

Upon entry to your doctoral program, how were you matched with your initial advisor?

- I was assigned to an advisor by the department prior to admission
- I was assigned to an advisor by the department upon arrival on campus
- I was assigned to an advisor by the department during my first year on campus
- I was assigned to an advisor by the department after my first year on campus
- I was responsible for finding my own advisor once I arrived on campus

Is your dissertation advisor the same person as your initial advisor?

- Yes
- No

When were/will you be matched with your dissertation advisor?

- Upon admission/arrival to the University
- By end of the 1st year
- By end of the 2nd year
- By end of the 3rd year
- In the 4th year or beyond

Which of the following best describes how the match was/will be made between you and your dissertation advisor?

- The faculty member requests me and the match is then formalized by the department.
- I request a particular dissertation advisor and the match is then formalized by the department.
- The Graduate Program Director or committee makes the match with minimal input from me and my dissertation advisor.
- The Graduate Program Director or committee makes the match after significant consultation with me and my dissertation advisor.
- I have an advising committee from which my dissertation advisor was eventually designated.
- I don't know

How difficult is it for students to switch to a different dissertation advisor later in the program?

- Very difficult
- Somewhat difficult
- Somewhat easy
- Very easy
- I don't know

What is the most common way for a student in your department to choose a dissertation topic?

- The student independently selects a dissertation topic before obtaining a dissertation advisor
- The student selects a dissertation topic in consultation with dissertation advisor and/or other faculty members
- The dissertation advisor assigns a dissertation topic to the student

Typically, once the dissertation advisor is selected, how is the rest of the dissertation committee chosen?

- The student chooses the rest of the committee
- The dissertation advisor chooses the rest of the committee
- The student and dissertation advisor choose the committee together
- The program chooses the dissertation committee

If you have already had your dissertation proposal meeting, who was present at the meeting?

- I have not yet proposed my dissertation (Skip to Q16)
 - My dissertation advisor and just one or two faculty members
 - The complete dissertation committee
 - The complete dissertation committee and additional faculty members from the department
-

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Please indicate your level of agreement with the following statements regarding your dissertation process:

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
My proposal meeting required me to articulate, and thus focus, my dissertation topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My proposal meeting provided me with criticism and feedback to improve my scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My proposal meeting imposed a "timeframe" for me to gain preliminary results and/or keep me on track	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside of the proposal meeting, my advisor provides me with criticism and feedback to improve my scholarship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor responds appropriately to my requests for feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor responds in a timely manner such that I am able to proceed with my work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My dissertation committee's behavior has unnecessarily impeded my progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since my proposal meeting, my committee has significantly altered the original expectations of my dissertation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which statement best describes the involvement of the dissertation committee members (excluding the dissertation advisor) in your dissertation process:

- | | |
|---|--|
| <input type="radio"/> The committee members are mostly uninvolved until the dissertation is being reviewed for formal approval | <input type="radio"/> At least one of the committee members is very involved through direct research/collaboration with me |
| <input type="radio"/> The committee members are involved through informal advice/mentoring throughout the dissertation process | <input type="radio"/> Two or more of the committee members are very involved through direct research/collaboration with me |
| <input type="radio"/> The committee members are involved via mandatory meetings to provide feedback on the dissertation progression | |

Q16 How often have you done the following activities since enrolling in your doctoral program?

	<i>Never</i>	<i>1 - 2</i>	<i>3 - 4</i>	<i>5 or more</i>
Presented an oral or poster session for an international, national, or regional organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presented an oral or poster session for a UM-specific academic event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received an award/honor from a international, national, or regional organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received an award/honor from a UM-specific academic department/event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applied for and/or received a grant on your own through an international, national, or regional organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applied for and/or received a grant on your own through a UM-specific academic department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with faculty member on a research team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Submitted a research article for publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Published an essay, creative work, or book review	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often have you done the following in a peer-reviewed publication?

	<i>Never</i>	<i>1 - 2</i>	<i>3 - 4</i>	<i>5 or more</i>
Published as a first author with a faculty member as the second author	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Published as a second author with a faculty member as the first author	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-authored a publication with another student(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solo-authored a publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which statement best describes the publication expectations of your department?

- | | |
|---|--|
| <input type="radio"/> It is required of all students to submit for publication before graduation | <input type="radio"/> It is not required for students to submit for publication, but it occurs sometimes |
| <input type="radio"/> It is not required for students to submit for publication, but a significant number do submit | <input type="radio"/> Do not know the departmental expectations for publication |

Does your department offer the following for graduate students?

	<i>Yes</i>	<i>No</i>	<i>Unsure</i>
Orientation program for new graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance in finding available assistantships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information on fellowships/grant money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal peer mentoring program for graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help from dissertation advisor in preparing work for publication submission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice from dissertation advisor about suitable publication outlets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help from dissertation advisor in understanding and responding to comments from publication reviewers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dissertation advisor's calling or emailing editors/publishers to encourage them to consider your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to present a seminar or paper to the department/campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to give feedback on your experience with department (exit interviews, satisfaction surveys)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding for conferences and/or conference travel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding for doctoral student research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thus far in your doctoral program, have you participated in a job search?

- | | |
|---------------------------|---|
| <input type="radio"/> Yes | <input type="radio"/> No (Skip the next question) |
|---------------------------|---|

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Did you request the following types of job search assistance from your dissertation advisor?

	<i>Yes, I asked for this assistance and received it</i>	<i>Yes, I asked for this assistance but did not receive it</i>	<i>Did not ask for this type of assistance</i>
Write letters of reference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respond by phone/email to questions from prospective employers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help you prepare a job market paper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critique of interview and seminar presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help you prepare a job dossier (e.g., CV, teaching portfolio, electronic portfolio)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Call and/or email colleagues to urge them to consider a student for a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help you choose appropriate jobs to apply for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following are your current primary sources of funding for your doctoral program and related living expenses? Please select up to three sources of funding

	<i>First</i>	<i>Second</i>	<i>Third</i>
Assistantship (TA, RA, or GA)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University/college/department scholarship/fellowship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External scholarship/fellowship (i.e., government, professional associations, foundations, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Savings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spouse/partner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/other family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full-time employment (on- or off-campus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time non-assistantship employment (on- or off-campus)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is/are the non-listed primary sources of funding?

Please provide an estimate of your UNDERGRADUATE educational debt:

- | | |
|---|---|
| <input type="radio"/> \$0 | <input type="radio"/> \$50,000 - 74,999 |
| <input type="radio"/> a.\$1 - 24,999 | <input type="radio"/> \$75,000 - 99,999 |
| <input type="radio"/> \$25,000 - 49,999 | <input type="radio"/> \$100,000 or more |

Please provide an estimate of your GRADUATE educational debt:

- | | |
|---|---|
| <input type="radio"/> \$0 | <input type="radio"/> \$50,000 - 74,999 |
| <input type="radio"/> a.\$1 - 24,999 | <input type="radio"/> \$75,000 - 99,999 |
| <input type="radio"/> \$25,000 - 49,999 | <input type="radio"/> \$100,000 or more |

To what extent have the following been an OBSTACLE to your academic progress?

	<i>Major obstacle</i>	<i>Minor obstacle</i>	<i>Not an obstacle</i>
Lack of affordable housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of daycare for children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family obligations other than child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigration laws or regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of study space for graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of graduate student work space (e.g., office or lab)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following activities have you participated in to improve your teaching skills since arriving at UM? (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Serving as a TA/instructor
<input type="checkbox"/> Taking a course
<input type="checkbox"/> Course on teaching through your department

<input type="checkbox"/> Departmental workshops
<input type="checkbox"/> Campus workshops (e.g., Center for Teaching Excellence) | <input type="checkbox"/> Off-campus workshops
<input type="checkbox"/> In-class observation and critique
<input type="checkbox"/> I have not done any of these activities because I have prior teaching experience
<input type="checkbox"/> I have not done any of these activities regardless of prior experience |
|---|---|

What is your primary career goal?

- | | |
|--|---|
| <input type="radio"/> Tenure-track faculty position at doctoral degree granting institution

<input type="radio"/> Tenure-track faculty position at non-doctoral degree granting institution
<input type="radio"/> Non-tenure-track faculty or instructional position | <input type="radio"/> Research-oriented (non-tenure-track position; e.g., industry, government, higher education)
<input type="radio"/> Applied practice (research is not primary function of position)
<input type="radio"/> Higher education administration |
|--|---|

To what extent do you agree that your department's climate and policies are inclusive of the following groups of people:

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>I don't know</i>
Female students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Female faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of racial/ethnic minority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty of racial/ethnic minority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBT students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBT faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with a disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty with a disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty with children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate your level of agreement with the following statements:

	<i>Strongly agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
I enjoy being a doctoral student at the University of Maryland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am receiving a quality doctoral education at the University of Maryland	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you were to do it over again, would you pursue graduate studies:

	<i>Definitely</i>	<i>Likely</i>	<i>Unlikely</i>	<i>Definitely not</i>	<i>Don't know</i>
At this university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In your current department/program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In your current field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In another field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you recommend your degree program to prospective students?

- | | |
|---|------------------------------|
| <input type="radio"/> Yes
<input type="radio"/> No | <input type="radio"/> Unsure |
|---|------------------------------|

When you entered your PhD program, how long did you anticipate it would take you to complete your degree?

- | | |
|--|---|
| <input type="radio"/> 3 years or less
<input type="radio"/> 4 years
<input type="radio"/> 5 years
<input type="radio"/> 6 years | <input type="radio"/> 7 years
<input type="radio"/> 8 years
<input type="radio"/> 9 years or more |
|--|---|

At this point in your PhD program, what is your best estimate of how many more years it will take to complete your degree?

- | | |
|--|--|
| <input type="radio"/> 1 year
<input type="radio"/> 2 years
<input type="radio"/> 3 years
<input type="radio"/> 4 years
<input type="radio"/> 5 years | <input type="radio"/> 6 years
<input type="radio"/> 7 years
<input type="radio"/> 8 years
<input type="radio"/> 9 years or more |
|--|--|