

Response Summary: 2018 Survey of University of Chicago Faculty

Office of Institutional Analysis

January 9, 2019

The 2018 Survey of University of Chicago Faculty was administered by the UChicago Survey Lab on behalf of the Committee on Graduate Education for faculty input regarding their goals and experiences of the doctoral programs in which they participate. The survey opened on September 24, 2018 and closed on October 29, 2018. Faculty members were sent a unique link to the survey and 39% (523) provided full or partial responses.

Respondents were asked to choose one doctoral program with which they were most involved or about which they were most knowledgeable to serve as the reference point for their responses to this survey. Responses Don't know, Unsure, NA, and similar are noted but not counted in totals.

SECTION 1 OF 5: Admissions

In your experience, how important are each of the following factors in determining cohort sizes in your doctoral program? - A. Faculty advising capacity.

	Frequency	Percent
Very important	266	52.6
Moderately important	139	27.5
Slightly important	55	10.9
Not important	46	9.1
Total	506	100.0
Don't know	13	

In your experience, how important are each of the following factors in determining cohort sizes in your doctoral program? - B. Quality of the applicant pool.

	Frequency	Percent
Very important	348	68.4
Moderately important	100	19.6
Slightly important	37	7.3
Not important	24	4.7
Total	509	100.0
Don't know	10	

In your experience, how important are each of the following factors in determining cohort sizes in your doctoral program? - C. Availability of funding.

	Frequency	Percent
Very important	336	66.0
Moderately important	115	22.6
Slightly important	39	7.7
Not important	19	3.7
Total	509	100.0
Don't know	10	

In your experience, how important are each of the following factors in determining cohort sizes in your doctoral program? - D. State of the job market.

	Frequency	Percent
Very important	63	12.8
Moderately important	165	33.4
Slightly important	132	26.7
Not important	134	27.1
Total	494	100.0
Don't know	23	

In your experience, how important are each of the following factors in determining cohort sizes in your doctoral program? - E. Faculty need for graduate students.

	Frequency	Percent
Very important	90	17.7
Moderately important	139	27.4
Slightly important	132	26.0
Not important	147	28.9
Total	508	100.0
Don't know	11	

In your experience, how important are each of the following factors in determining cohort sizes in your doctoral program? - F. Program teaching needs.

	Frequency	Percent
Very important	23	4.6
Moderately important	87	17.4
Slightly important	137	27.3
Not important	254	50.7
Total	501	100.0
Don't know	17	

If there are other important factors not listed above, please list them here: [TEXT]

	Frequency
Responded	92

In your experience, over the past five years, how effective has the admissions process for your doctoral program been in ... - A. Identifying a strong doctoral applicant pool.

	Frequency	Percent
Very effective	234	47.8
Moderately effective	207	42.2
A little bit effective	40	8.2
Not at all effective	9	1.8
Total	490	100.0
Don't know	21	

In your experience, over the past five years, how effective has the admissions process for your doctoral program been in ... - B. Recruiting admitted students to attend.

	Frequency	Percent
Very effective	104	21.4
Moderately effective	280	57.7
A little bit effective	86	17.7
Not at all effective	15	3.1
Total	485	100.0
Don't know	26	

In your experience, over the past five years, how effective has the admissions process for your doctoral program been in ... - C. Representing the views and interests of faculty not on the admissions committee.

	Frequency	Percent
Very effective	211	46.2
Moderately effective	171	37.4
A little bit effective	53	11.6
Not at all effective	22	4.8
Total	457	100.0
Don't know	50	

In your experience, over the past five years, how effective has the admissions process for your doctoral program been in ... - D. Identifying doctoral students with interests well matched to faculty research interests.

	Frequency	Percent
Very effective	219	45.2
Moderately effective	209	43.2
A little bit effective	44	9.1
Not at all effective	12	2.5
Total	484	100.0
Don't know	25	

In your experience, over the past five years, how effective has the admissions process for your doctoral program been in ... - E. Identifying faculty members interested and willing to advise admitted doctoral students.

	Frequency	Percent
Very effective	234	49.0
Moderately effective	181	37.9
A little bit effective	46	9.6
Not at all effective	17	3.6
Total	478	100.0
Don't know	29	

In your experience, over the past five years, how effective has the admissions process for your doctoral program been in ... - F. Achieving diversity within the doctoral student population.

	Frequency	Percent
Very effective	75	15.7
Moderately effective	185	38.8
A little bit effective	158	33.1
Not at all effective	59	12.4
Total	477	100.0
Don't know	33	

If you have further comments related to doctoral student recruitment and admissions please write them here: [TEXT]

	Frequency
Responded	90

SECTION 2 OF 5: Doctoral Student Mentoring and Advising

By advising and mentoring we mean one-on-one advising, close monitoring of work with regular feedback, and informal interactions with doctoral students, whether or not they are your official advisees. Have you (so far) advised or mentored any doctoral students at the University of Chicago?

	Frequency	Percent
Yes	492	96.7
No	17	3.3
Total	509	100.0

In your program, is your advising and mentoring of doctoral students valued by your colleagues...

Displayed if "Have you (so far) advised or mentored any doctoral students at the University of Chicago?" response was not "No."

	Frequency	Percent
Very much	210	45.8
A fair amount	157	34.2
A little bit	80	17.4
Not at all	12	2.6
Total	459	100.0
Don't know	29	

In your program, is doctoral student advising and mentoring taken into account in overall distribution of committee and other departmental work?

	Frequency	Percent
Very much so.	35	8.2
Moderately so.	109	25.6
A little bit.	115	27.1
Not at all.	166	39.1
Total	425	100.0
Don't know	78	

Given the overall distribution of labor among faculty in your program, who would you say shoulders the responsibility for doctoral student advising and mentoring responsibilities ... A. Would you say that non-tenured tenure-track faculty (as compared to tenured faculty) shoulder more, about the same, or less of the doctoral student advising and mentoring responsibilities?

	Frequency	Percent
More	22	5.1
About the same	186	43.1
Less	224	51.9
Total	432	100.0
Unsure	40	
NA - There are no non-tenured faculty in your program.	30	

Given the overall distribution of labor among faculty in your program, who would you say shoulders the responsibility for doctoral student advising and mentoring responsibilities ... B. Would you say that faculty who are members of underrepresented minority groups (compared to faculty who are members of well-represented majority groups) shoulder more, about the same, or less of the doctoral student advising and mentoring responsibilities?

	Frequency	Percent
More	68	23.8
About the same	193	67.5
Less	25	8.7
Total	286	100.0
Unsure	90	
NA - There are no underrepresented minority faculty in your program	125	

Given the overall distribution of labor among faculty in your program, who would you say shoulders the responsibility for doctoral student advising and mentoring responsibilities ... C. Would you say that ***female faculty members*** (compared to male faculty members) shoulder more, about the same, or less of the doctoral student advising and mentoring responsibilities?

	Frequency	Percent
More	138	30.8
About the same	293	65.4
Less	17	3.8
Total	448	100.0
Unsure	53	
NA - There are no female faculty in your program.	1	

Are there (other) groups in your program that shoulder an inequitably large amount of responsibility for advising and mentoring doctoral students? If so, please describe: [TEXT]

	Frequency
Responded	88

Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - A. Academic coursework.

Items "A. Academic coursework" through "K. Non-program, personal matters" were displayed if "Have you (so far) advised or mentored any doctoral students at the University of Chicago?" response was not "No."

	Frequency	Percent
Often	200	41.2
Sometimes	193	39.8
Rarely	76	15.7
Never	16	3.3
Total	485	100.0

Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - B. Lab, practical or field work.

	Frequency	Percent
Often	235	52.1
Sometimes	91	20.2
Rarely	46	10.2
Never	79	17.5
Total	451	100.0

Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - C. Research.

	Frequency	Percent
Often	456	94.0
Sometimes	28	5.8
Rarely	1	0.2
Never	0	0.0
Total	485	100.0

Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - D. Teaching.

	Frequency	Percent
Often	105	21.7
Sometimes	234	48.4
Rarely	117	24.2
Never	27	5.6
Total	483	100.0

Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - E. Dissertation or thesis writing.

	Frequency	Percent
Often	400	82.5
Sometimes	74	15.3
Rarely	10	2.1
Never	1	0.2
Total	485	100.0

Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - F. Publications.

	Frequency	Percent
Often	340	70.2
Sometimes	124	25.6
Rarely	17	3.5
Never	3	0.6
Total	484	100.0

Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - G. Talks and presentations.

	Frequency	Percent
Often	313	64.7
Sometimes	149	30.8
Rarely	20	4.1
Never	2	0.4
Total	484	100.0

Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - H. Locating and applying for fellowships and grants.

	Frequency	Percent
Often	204	42.3
Sometimes	184	38.2
Rarely	67	13.9
Never	27	5.6
Total	482	100.0

Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - I. Post-program academic career.

	Frequency	Percent
Often	279	57.6
Sometimes	180	37.2
Rarely	22	4.5
Never	3	0.6
Total	484	100.0

Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - J. Post-program non-academic career.

	Frequency	Percent
Often	97	20.3
Sometimes	208	43.4
Rarely	143	29.9
Never	31	6.5
Total	479	100.0

Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - K. Non-program, personal matters.

	Frequency	Percent
Often	44	9.2
Sometimes	193	40.2
Rarely	191	39.8
Never	52	10.8
Total	480	100.0

How often do you provide informal advising or mentoring to doctoral students who are not your advisees?

Displayed if "Have you (so far) advised or mentored any doctoral students at the University of Chicago?" response was not "No."

	Frequency	Percent
Often	235	48.4
Sometimes	216	44.4
Rarely	34	7.0
Never	1	0.2
Total	486	100.0

**Please list here any other key doctoral mentoring or advising roles you play that have not been covered:
[TEXT]**

	Frequency
Responded	81

To what degree do you feel it is an advisor's role to supply guidance related to doctoral students' ... - A. Time management.

Items "A. Time management" through "C. Non-program, personal matters" were displayed if "Have you (so far) advised or mentored any doctoral students at the University of Chicago?" response was not "No."

	Frequency	Percent
To a large degree	190	38.4
To a moderate degree	245	49.5
To a small degree	59	11.9
Not at all	1	0.2
Total	495	100.0

To what degree do you feel it is an advisor's role to supply guidance related to doctoral students' ... - B. General mental health.

	Frequency	Percent
To a large degree	61	12.6
To a moderate degree	247	50.8
To a small degree	146	30.0
Not at all	32	6.6
Total	486	100.0

To what degree do you feel it is an advisor's role to supply guidance related to doctoral students' ... - C. Non-program, personal matters.

	Frequency	Percent
To a large degree	16	3.4
To a moderate degree	113	23.8
To a small degree	249	52.4
Not at all	97	20.4
Total	475	100.0

Among your many professional responsibilities, how important is advising doctoral students?

Displayed if "Have you (so far) advised or mentored any doctoral students at the University of Chicago?" response was not "No."

	Frequency	Percent
Among the most important	282	57.9
Above average importance	136	27.9
Average importance	49	10.1
Below average importance	14	2.9
Among the least important	6	1.2
Total	487	100.0

Does your program provide guidelines for the mentoring/advising of doctoral students?

	Frequency	Percent
Yes	107	30.7
No	242	69.3
Total	349	100.0
Unsure	151	

Does your program provide training and supervision in the mentoring/advising of doctoral students?

	Frequency	Percent
Yes	38	9.7
No	352	90.3
Total	390	100.0
Unsure	109	

Please rate your own ability to mentor/advise doctoral students.

	Frequency	Percent
Excellent	123	25.3
Very good	231	47.4
Good	107	22.0
Fair	25	5.1
Poor	1	0.2
Total	487	100.0
NA - Have not yet advised any doctoral students (at UChicago or elsewhere)	9	

If the University offered these, would you take advantage of formal learning opportunities about how to mentor/advise doctoral students more effectively?

	Frequency	Percent
Definitely yes	80	16.0
Probably yes	222	44.3
Probably not	168	33.5
Definitely not	31	6.2
Total	501	100.0

SECTION 3 OF 5: Doctoral Program Requirements and Student Progress

>>> **Reminder: Please use the one doctoral program you identified at the beginning of this survey as your reference point in answering all questions. Ideally, in your discipline or field, how long should a PhD take?**

	Frequency	Percent
9 years or more	2	0.4
8 years	18	3.6
7 years	67	13.5
6 years	167	33.7
5 years	225	45.4
4 years or fewer	17	3.4
Total	496	100.0

In your doctoral program, is the time to degree typically too short, about right, or too long?

	Frequency	Percent
Much too long	26	5.3
A little too long	191	39.2
About right	244	50.1
A little too short	22	4.5
Much too short	4	0.8
Total	487	100.0
Don't know	12	

How effective is your program at identifying students who are not making satisfactory progress toward doctoral degrees?

	Frequency	Percent
Very effective	90	19.5
Moderately effective	246	53.4
A little effective	102	22.1
Not effective at all	23	5.0
Total	461	100.0
Don't know	36	

How effective is your program at advising students who are not making satisfactory progress toward doctoral degrees?

	Frequency	Percent
Very effective	33	7.5
Moderately effective	229	52.2
A little effective	135	30.8
Not effective at all	42	9.6
Total	439	100.0
Don't know	58	

Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following student factors? - A. Students unprepared at start of program.

	Frequency	Percent
Very common	72	16.1
Moderately common	171	38.3
Not too common	155	34.8
Quite rare	48	10.8
Total	446	100.0
Don't know	47	

Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following student factors? - B. Unrealistic student expectations for work they must produce.

	Frequency	Percent
Very common	68	15.8
Moderately common	185	43.0
Not too common	139	32.3
Quite rare	38	8.8
Total	430	100.0
Don't know	64	

Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following student factors? - C. Students failing to request feedback from advisors or other faculty in a timely manner.

	Frequency	Percent
Very common	78	17.8
Moderately common	211	48.2
Not too common	127	29.0
Quite rare	22	5.0
Total	438	100.0
Don't know	53	

Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following student factors? - D. Poor student writing skills.

	Frequency	Percent
Very common	56	12.6
Moderately common	183	41.1
Not too common	152	34.2
Quite rare	54	12.1
Total	445	100.0
Don't know	47	

Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following student factors? - E. Poor student English skills.

	Frequency	Percent
Very common	12	2.7
Moderately common	76	17.4
Not too common	203	46.3
Quite rare	147	33.6
Total	438	100.0
Don't know	55	

Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following student factors? - F. Student personal circumstances (financial, logistical, familial, cultural, mental health, etc.)

	Frequency	Percent
Very common	99	23.3
Moderately common	186	43.9
Not too common	108	25.5
Quite rare	31	7.3
Total	424	100.0
Don't know	69	

Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following student factors? - G. Student lack of focus or organizational skills.

	Frequency	Percent
Very common	125	28.2
Moderately common	227	51.2
Not too common	80	18.1
Quite rare	11	2.5
Total	443	100.0
Don't know	51	

Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following program factors? - A. Key courses offered too rarely.

	Frequency	Percent
Very common	5	1.1
Moderately common	37	8.4
Not too common	184	41.8
Quite rare	214	48.6
Total	440	100.0
Don't know	53	

Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following program factors? - B. Unrealistic faculty expectations for work students must produce.

	Frequency	Percent
Very common	9	2.1
Moderately common	76	17.4
Not too common	213	48.6
Quite rare	140	32.0
Total	438	100.0
Don't know	56	

Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following program factors? - C. Advisor input inadequate to student need.

	Frequency	Percent
Very common	40	9.2
Moderately common	152	35.0
Not too common	171	39.4
Quite rare	71	16.4
Total	434	100.0
Don't know	60	

Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following program factors? - D. Insufficient access to advisor.

	Frequency	Percent
Very common	24	5.6
Moderately common	107	24.9
Not too common	198	46.2
Quite rare	100	23.3
Total	429	100.0
Don't know	64	

Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following program factors? - E. Insufficient funding (fellowship or grant support) to carry out dissertation work.

	Frequency	Percent
Very common	28	6.3
Moderately common	102	23.0
Not too common	155	34.9
Quite rare	159	35.8
Total	444	100.0
Don't know	50	

If there are other common problems among the students who have difficulty getting through your doctoral program, please list those here. [TEXT]

	Frequency
Responded	86

In your program, are there unnecessary requirements that slow down doctoral students? Excessive requirements for ... (select all that apply) - Selected Choice Coursework

	Frequency	Percent
Coursework	39	7.9
Not selected	456	92.1
Total	495	100.0

In your program, are there unnecessary requirements that slow down doctoral students? Excessive requirements for ... (select all that apply) - Selected Choice Exams (special field, qualifying, comprehensive, etc.)

	Frequency	Percent
Exams (special field, qualifying, comprehensive, etc.)	30	6.1
Not selected	465	93.9
Total	495	100.0

In your program, are there unnecessary requirements that slow down doctoral students? Excessive requirements for ... (select all that apply) - Selected Choice Language

	Frequency	Percent
Language	17	3.4
Not selected	478	96.6
Total	495	100.0

In your program, are there unnecessary requirements that slow down doctoral students? Excessive requirements for ... (select all that apply) - Selected Choice Auxiliary or practical skills (e.g. programming languages, equipment use, paleographic skills, etc.)

	Frequency	Percent
Auxiliary or practical skills (e.g. programming languages, equipment use, paleographic skills, etc.)	7	1.4
Not selected	488	98.6
Total	495	100.0

In your program, are there unnecessary requirements that slow down doctoral students? Excessive requirements for ... (select all that apply) - Selected Choice Teaching

	Frequency	Percent
Teaching	44	8.9
Not selected	451	91.1
Total	495	100.0

In your program, are there unnecessary requirements that slow down doctoral students? Excessive requirements for ... (select all that apply) - Selected Choice Other, please describe

	Frequency	Percent
Other, please describe	21	4.2
Not selected	474	95.8
Total	495	100.0

In your program, are there unnecessary requirements that slow down doctoral students? Excessive requirements for ... (select all that apply) - Other, please describe: [TEXT]

	Frequency
Responded	21

In your program, are there unnecessary requirements that slow down doctoral students? Excessive requirements for ... (select all that apply) - Selected Choice No excessive requirements in your doctoral program*

	Frequency	Percent
No excessive requirements in your doctoral program	346	69.9
Not selected	149	30.1
Total	495	100.0

In your program, are there unnecessary requirements that slow down doctoral students? Excessive requirements for ... (select all that apply) - Selected Choice You are not familiar enough with doctoral student requirements to respond*

	Frequency	Percent
You are not familiar enough with doctoral student requirements to respond.	22	4.4
Not selected	473	95.6
Total	495	100.0

With respect to student success in your doctoral program, is current faculty diversity / cultural competence a ...

	Frequency	Percent
Great strength	42	9.7
Moderate strength	116	26.9
Neutral	150	34.7
Moderate weakness	96	22.2
Great weakness	28	6.5
Total	432	100.0
Don't know	60	

*This item was presented as a list of checkboxes and respondents could select any option or combination of options. Responses of "No excessive requirements in your doctoral program" or "You are not familiar enough with doctoral student requirements to respond" were not counted if requirements were also selected.

Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - Coursework.

Ranking selections "Coursework" through "Some other point, please describe" were displayed if "Have you (so far) advised or mentored any doctoral students at the University of Chicago?" response was not "No."

	Frequency	Percent
1	43	9.4
2	40	8.7
3	39	8.5
4	86	18.8
5	114	24.9
6	131	28.6
7	5	1.1
Total	458	100.0

Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - General qualifying or comprehensive exams.

	Frequency	Percent
1	53	11.6
2	68	14.8
3	90	19.7
4	88	19.2
5	100	21.8
6	52	11.4
7	7	1.5
Total	458	100.0

Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - Preparing a dissertation proposal.

	Frequency	Percent
1	84	18.3
2	111	24.2
3	96	21.0
4	89	19.4
5	49	10.7
6	29	6.3
7	0	0.0
Total	458	100.0

Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - Carrying out research.

	Frequency	Percent
1	127	27.7
2	79	17.2
3	107	23.4
4	62	13.5
5	51	11.1
6	31	6.8
7	1	0.2
Total	458	100.0

Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - Trying to get articles published.

	Frequency	Percent
1	34	7.4
2	52	11.4
3	49	10.7
4	79	17.2
5	93	20.3
6	141	30.8
7	10	2.2
Total	458	100.0

Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - Writing the dissertation.

	Frequency	Percent
1	103	22.5
2	103	22.5
3	73	15.9
4	50	10.9
5	49	10.7
6	71	15.5
7	9	2.0
Total	458	100.0

Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - Some other point, please describe:

	Frequency	Percent
1	14	3.1
2	5	1.1
3	4	0.9
4	4	0.9
5	2	0.4
6	3	0.7
7	426	93.0
Total	458	100.0

Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - Some other point, please describe: [TEXT]

	Frequency
Responded	40

The following questions are about doctoral student teaching. In your field, to be well-prepared for the academic job market, how much teaching do doctoral students need?

	Frequency	Percent
9+ quarters.	8	1.6
7-8 quarters.	12	2.5
5-6 quarters.	97	19.9
3-4 quarters.	182	37.4
2 quarters.	111	22.8
1 quarter.	35	7.2
None.	42	8.6
Total	487	100.0

In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences? - Grader.

	Frequency	Percent
Very useful	39	9.0
Moderately useful	77	17.7
Slightly useful	177	40.7
Not at all useful	142	32.6
Total	435	100.0
Does not apply to your program	48	

In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences? - Language assistant.

	Frequency	Percent
Very useful	30	11.3
Moderately useful	41	15.5
Slightly useful	69	26.0
Not at all useful	125	47.2
Total	265	100.0
Does not apply to your program	217	

In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences? - Lab assistant.

	Frequency	Percent
Very useful	39	16.2
Moderately useful	67	27.8
Slightly useful	69	28.6
Not at all useful	66	27.4
Total	241	100.0
Does not apply to your program	229	

In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences? - Writing intern / Core intern.

	Frequency	Percent
Very useful	82	24.4
Moderately useful	100	29.8
Slightly useful	84	25.0
Not at all useful	70	20.8
Total	336	100.0
Does not apply to your program	146	

In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences? - Writing Lector.

	Frequency	Percent
Very useful	37	14.1
Moderately useful	83	31.6
Slightly useful	71	27.0
Not at all useful	72	27.4
Total	263	100.0
Does not apply to your program	208	

In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences? - Teaching Assistant.

	Frequency	Percent
Very useful	256	52.8
Moderately useful	163	33.6
Slightly useful	56	11.5
Not at all useful	10	2.1
Total	485	100.0
Does not apply to your program	3	

In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences? - Preceptor.

	Frequency	Percent
Very useful	112	37.6
Moderately useful	90	30.2
Slightly useful	56	18.8
Not at all useful	40	13.4
Total	298	100.0
Does not apply to your program	179	

In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences? - Instructor / Lecturer.

	Frequency	Percent
Very useful	312	71.2
Moderately useful	84	19.2
Slightly useful	31	7.1
Not at all useful	11	2.5
Total	438	100.0
Does not apply to your program	48	

Please rank the following for how much each should drive student teaching assignments. Click on, hold and drag the ones you think should be most important toward the top and least important toward the bottom. - Course enrollments.

	Frequency	Percent
1	91	19.6
2	78	16.8
3	100	21.5
4	107	23.0
5	86	18.5
6	3	0.6
Total	465	100.0

Please rank the following for how much each should drive student teaching assignments. Click on, hold and drag the ones you think should be most important toward the top and least important toward the bottom. - Instructor preference.

	Frequency	Percent
1	65	14.0
2	92	19.8
3	117	25.2
4	111	23.9
5	79	17.0
6	1	0.2
Total	465	100.0

Please rank the following for how much each should drive student teaching assignments. Click on, hold and drag the ones you think should be most important toward the top and least important toward the bottom. - Student preference.

	Frequency	Percent
1	43	9.2
2	109	23.4
3	110	23.7
4	128	27.5
5	74	15.9
6	1	0.2
Total	465	100.0

Please rank the following for how much each should drive student teaching assignments. Click on, hold and drag the ones you think should be most important toward the top and least important toward the bottom. - Training needs of student.

	Frequency	Percent
1	226	48.6
2	91	19.6
3	58	12.5
4	59	12.7
5	31	6.7
6	0	0.0
Total	465	100.0

Please rank the following for how much each should drive student teaching assignments. Click on, hold and drag the ones you think should be most important toward the top and least important toward the bottom. - Funding needs of student.

	Frequency	Percent
1	34	7.3
2	91	19.6
3	78	16.8
4	60	12.9
5	193	41.5
6	9	1.9
Total	465	100.0

Please rank the following for how much each should drive student teaching assignments. Click on, hold and drag the ones you think should be most important toward the top and least important toward the bottom. - Other, please describe:

	Frequency	Percent
1	6	1.3
2	4	0.9
3	2	0.4
4	0	0.0
5	2	0.4
6	451	97.0
Total	465	100.0

Please rank the following for how much each should drive student teaching assignments. Click on, hold and drag the ones you think should be most important toward the top and least important toward the bottom. - Other, please describe: [TEXT]

	Frequency
Responded	27

Consider your answer above. How closely do you feel your program currently follows these priorities in making student teaching assignments?

	Frequency	Percent
Very closely	128	31.7
Moderately closely	203	50.2
A little bit	55	13.6
Not at all	18	4.5
Total	404	100.0
Don't know	77	

SECTION 4 OF 5: Placement of Doctoral Students Post-graduation

How effective do you think your program is in helping doctoral students obtain academic jobs?

	Frequency	Percent
Very effective.	129	27.7
Moderately effective.	235	50.5
Somewhat effective.	90	19.4
Not effective at all.	11	2.4
Total	465	100.0
Don't know	25	

How effective do you think your program is in helping doctoral students obtain non-academic jobs?

	Frequency	Percent
Very effective.	54	12.8
Moderately effective.	141	33.5
Somewhat effective.	140	33.3
Not effective at all.	86	20.4
Total	421	100.0
Don't know	69	

How effective do you think you are in helping doctoral students obtain academic jobs?

	Frequency	Percent
Very effective.	147	31.7
Moderately effective.	254	54.7
Somewhat effective.	55	11.9
Not effective at all.	8	1.7
Total	464	100.0

How effective do you think you are in helping doctoral students obtain non-academic jobs?

	Frequency	Percent
Very effective.	60	13.0
Moderately effective.	154	33.5
Somewhat effective.	137	29.8
Not effective at all.	109	23.7
Total	460	100.0

As an outcome of your doctoral program, are non-academic positions considered ...

	Frequency	Percent
Much more prestigious than academic positions.	2	0.4
Somewhat more prestigious than academic positions.	5	1.0
No different in prestige from academic positions.	85	17.6
Somewhat less prestigious than academic positions.	243	50.2
Much less prestigious than academic positions.	149	30.8
Total	484	100.0

When do discussions with your students about career options generally begin? During

	Frequency	Percent
Student initiation into the program.	173	37.5
Coursework.	23	5.0
Special fields, qualifying or other major exam periods.	33	7.2
Dissertation proposal development.	94	20.4
Preparation for proposal defense.	30	6.5
Application for post-graduation jobs.	58	12.6
Never.	3	0.7
Another time, please describe:	47	10.2
Total	461	100.0
Don't know	27	

When do discussions with your students about career options generally begin? During - Another time, please describe: [TEXT]

	Frequency
Responded	47

Does your department or program have a placement director or advisor on professionalization?

	Frequency	Percent
Yes.	145	38.7
No.	230	61.3
Total	375	100.0
Unsure.	114	

How familiar are you with the following UChicago programs? A. Chicago Language Center

	Frequency	Percent
Very familiar.	59	12.1
Somewhat familiar.	137	28.1
Heard of it, but not familiar with what they do.	153	31.4
Never heard of it.	139	28.5
Total	488	100.0

How familiar are you with the following UChicago programs? B. UChicagoGRAD

	Frequency	Percent
Very familiar.	138	28.5
Somewhat familiar.	188	38.8
Heard of it, but not familiar with what they do.	103	21.2
Never heard of it.	56	11.5
Total	485	100.0

How familiar are you with the following UChicago programs? C. myChoice

	Frequency	Percent
Very familiar.	56	11.6
Somewhat familiar.	63	13.0
Heard of it, but not familiar with what they do.	104	21.5
Never heard of it.	260	53.8
Total	483	100.0

How familiar are you with the following UChicago programs? D. Chicago Center for Teaching (CCT)

	Frequency	Percent
Very familiar.	110	22.7
Somewhat familiar.	166	34.2
Heard of it, but not familiar with what they do.	99	20.4
Never heard of it.	110	22.7
Total	485	100.0

How familiar are you with the following UChicago programs? E. Student Health Services

	Frequency	Percent
Very familiar.	127	26.3
Somewhat familiar.	257	53.2
Heard of it, but not familiar with what they do.	91	18.8
Never heard of it.	8	1.7
Total	483	100.0

How familiar are you with the following UChicago programs? F. Student Counseling Services (SCS)

	Frequency	Percent
Very familiar.	116	24.0
Somewhat familiar.	222	45.9
Heard of it, but not familiar with what they do.	111	22.9
Never heard of it.	35	7.2
Total	484	100.0

How familiar are you with the following UChicago programs? G. Health Promotion and Wellness (HPW)

	Frequency	Percent
Very familiar.	29	5.9
Somewhat familiar.	98	20.0
Heard of it, but not familiar with what they do.	144	29.4
Never heard of it.	218	44.6
Total	489	100.0

Section 5 of 5: Overall purpose of doctoral-level education

Thinking about your field, please rate each of the following goals of doctoral-level graduate education: A. Training research faculty.

	Frequency	Percent
Very important.	449	92.0
Moderately important.	33	6.8
Somewhat important.	6	1.2
Not important.	0	0.0
Total	488	100.0

Thinking about your field, please rate each of the following goals of doctoral-level graduate education: B. Training for teaching positions.

	Frequency	Percent
Very important.	233	47.7
Moderately important.	156	32.0
Somewhat important.	83	17.0
Not important.	16	3.3
Total	488	100.0

Thinking about your field, please rate each of the following goals of doctoral-level graduate education: C. Training for non-academic research positions.

	Frequency	Percent
Very important.	124	25.5
Moderately important.	156	32.0
Somewhat important.	125	25.7
Not important.	82	16.8
Total	487	100.0

Thinking about your field, please rate each of the following goals of doctoral-level graduate education: D. Generating new knowledge.

	Frequency	Percent
Very important.	429	88.6
Moderately important.	44	9.1
Somewhat important.	10	2.1
Not important.	1	0.2
Total	484	100.0

Thinking about your field, please rate each of the following goals of doctoral-level graduate education: E. Providing individuals with skills to cultivate their potential for thought and discovery.

	Frequency	Percent
Very important.	421	86.6
Moderately important.	47	9.7
Somewhat important.	15	3.1
Not important.	3	0.6
Total	486	100.0

Thinking about your field, please rate each of the following goals of doctoral-level graduate education: F. Providing highly-specialized skills to society.

	Frequency	Percent
Very important.	200	41.6
Moderately important.	162	33.7
Somewhat important.	83	17.3
Not important.	36	7.5
Total	481	100.0

If the primary purpose of doctoral-level graduate education in your field is other than those listed above, please list that here: [TEXT]

	Frequency
Responded	16

Thinking about your field, please rank these very important purposes of doctoral-level graduate education from highest to lowest priority. Click on, hold and drag the highest priority goals to the top and lower priority to the bottom. - Training research faculty.

Respondents who selected "Very important" for at least two goals in "Thinking about your field, please rate each of the following goals of doctoral-level graduate education" were asked to rank those selections by priority.

	Frequency	Percent
1	95	30.1
2	113	35.8
3	77	24.4
4	27	8.5
5	4	1.3
6	0	0.0
7	0	0.0
Total	316	100.0

Thinking about your field, please rank these very important purposes of doctoral-level graduate education from highest to lowest priority. Click on, hold and drag the highest priority goals to the top and lower priority to the bottom. - Training for teaching positions.

	Frequency	Percent
1	10	5.8
2	35	20.2
3	60	34.7
4	44	25.4
5	20	11.6
6	3	1.7
7	1	0.6
Total	173	100.0

Thinking about your field, please rank these very important purposes of doctoral-level graduate education from highest to lowest priority. Click on, hold and drag the highest priority goals to the top and lower priority to the bottom. - Training for non-academic research positions.

	Frequency	Percent
1	2	1.9
2	7	6.5
3	27	25.0
4	37	34.3
5	25	23.1
6	10	9.3
7	0	0.0
Total	108	100.0

Thinking about your field, please rank these very important purposes of doctoral-level graduate education from highest to lowest priority. Click on, hold and drag the highest priority goals to the top and lower priority to the bottom. - Generating new knowledge.

	Frequency	Percent
1	136	44.0
2	89	28.8
3	48	15.5
4	30	9.7
5	5	1.6
6	1	0.3
7	0	0.0
Total	309	100.0

Thinking about your field, please rank these very important purposes of doctoral-level graduate education from highest to lowest priority. Click on, hold and drag the highest priority goals to the top and lower priority to the bottom. - Providing individuals with skills to cultivate their potential for thought and discovery.

	Frequency	Percent
1	85	27.6
2	76	24.7
3	61	19.8
4	54	17.5
5	23	7.5
6	9	2.9
7	0	0.0
Total	308	100.0

Thinking about your field, please rank these very important purposes of doctoral-level graduate education from highest to lowest priority. Click on, hold and drag the highest priority goals to the top and lower priority to the bottom. - Providing highly-specialized skills to society.

	Frequency	Percent
1	3	2.1
2	14	9.7
3	35	24.1
4	34	23.4
5	42	29.0
6	17	11.7
7	0	0.0
Total	145	100.0

Thinking about your field, please rank these very important purposes of doctoral-level graduate education from highest to lowest priority. Click on, hold and drag the highest priority goals to the top and lower priority to the bottom. - [Text entry to item "If the primary purpose of doctoral-level education in your field is other than those listed above, please list that here."]

	Frequency	Percent
1	4	33.3
2	1	8.3
3	2	16.7
4	2	16.7
5	2	16.7
6	0	0.0
7	1	8.3
Total	12	100.0

If there is any thing else you would like us to know about improving doctoral-level graduate education at UChicago, please write it here: [TEXT]

	Frequency
Responded	99