

CARNEGIE FOUNDATION SURVEY
OF DOCTORAL STUDENTS

Developed by the Carnegie Initiative on the Doctorate (CID)
Fall 2003

About the Survey

This survey was originally administered in 2005 by The Carnegie Foundation for the Advancement of Teaching as part of the [Carnegie Initiative on the Doctorate](#) (CID), a research and action project which works with over 80 departments around the country that are committed to examining and improving their doctoral programs.

The purpose of this survey was to examine the relationship between student experiences in a doctoral program and the outcomes of doctoral education. The survey addressed the full range of responsibilities which may be expected of a holder of the doctorate, including research, teaching, and the application of knowledge and skills in the discipline to practical problems in the world outside of the university.

The findings of the study were reported in the 2008 book [The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century](#) by George Walker, Chris M. Golde, Laura Jones, Andrea Conklin Bueschel, and Pat Hutchings.

About Carnegie Tools

Carnegie research tools were developed and piloted as part of the Carnegie Foundation's internal projects, with our own research frameworks and design considerations. Please be aware when you adapt our tools (i.e., expand, reorder, translate into a different language, rephrase individual items, apply to different populations, or implement different data collection methods), you will need to conduct a pilot test of your adaptations and re-evaluate the reliability and validity of the new versions of the tools.

More information at:

<http://www.carnegiefoundation.org/carnegietools>

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CARNEGIE FOUNDATION SURVEY OF DOCTORAL STUDENTS

INTRODUCTION

Thank you for taking the time to complete this survey. It is being administered by The Carnegie Foundation for the Advancement of Teaching as part of the Carnegie Initiative on the Doctorate (CID), a research and action project which works with over 80 departments around the country that are committed to examining and improving their doctoral programs. Your department/program is a participating department in the CID.

The purpose of this survey is to examine the relationship between student experiences in a doctoral program and the outcomes of doctoral education. The survey addresses the full range of responsibilities which may be expected of a holder of the doctorate including research, teaching, and the application of knowledge and skills in the discipline to practical problems in the world outside the university.

Some items ask you to describe the experiences you have had to date in your doctoral program; if you have been enrolled for a short time, you may have had fewer such experiences. Indeed, we expect considerable variation in these areas across the disciplines as well and many of you may find some of these experiences unfamiliar. In any case, the questions are intended to inquire about opportunities provided by your program and not to evaluate your personal achievements.

Your individual responses to the survey are anonymous and confidential and will not be shared with your department or program. Your department will receive aggregated results from its students. You will be notified when the survey results are made available on the CID web page.

INSTRUCTIONS

There are 7 sections of questions in this survey and it will take approximately 25-35 minutes to complete. You may elaborate on any answer by using the space at the end of each section of questions.

At any point you may return to prior sections of the survey to change your responses by clicking on "previous" at the bottom of a page. If you do not complete the survey, you can "exit the survey," reopen it later and it will return you to the point where you left off. Your answers are submitted when you click "done" at the end of the survey.

After you complete the survey, you have the option to provide your email address to us. This will enter you in a drawing for one of ten \$100 gift certificates from Amazon.com. Your email address will not be connected to your survey responses.

If you have any questions, please contact us by email at cid@carnegiefoundation.org.

GLOSSARY

When answering the questions, please use the definitions below:

Doctoral program: Your current program at your current university. In some cases a program is the same as a department, sometimes a program crosses several departments, and sometimes a department includes several programs. In some programs, students start in a master's degree program that flows into a doctoral program; in this case refer to your experiences in both programs collectively.

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

Research: The research and scholarly work that is the primary focus of your training and related to your own dissertation.

Discipline: Your primary field of study: English, mathematics, education, history, neuroscience or chemistry.

Subfield: The specialty area of your expertise (the novel, algebra, math education, American history, analytic chemistry).

I. YOUR EXPERIENCES AS A DOCTORAL STUDENT

These activities might be required or optional parts of your program, and may have taken place in the summer or during a time when you were not formally enrolled. Please do not include activities from the time before you enrolled in this doctoral program. There are 11 questions in this section.

1. While pursuing doctoral studies, which of the following have you discussed with faculty or fellow doctoral students? (Check all that apply.)

- I have discussed the historical progression of ideas and approaches in my discipline.
- I have discussed controversies in my discipline.
- I have discussed current issues of importance in my discipline.
- I have discussed the contributions of my discipline to society.
- I have discussed ethical dilemmas that might arise in research (e.g., intellectual property, plagiarism, confidentiality).
- I have discussed ethical dilemmas that might arise in teaching (e.g., cheating, sexual harassment).
- I have discussed ethical dilemmas that might arise in non-academic work settings (e.g., freedom of expression, intellectual property, issues of conscience, conflict of interest).

2. While pursuing doctoral studies, which of the following teaching activities have you engaged in? (Check all that apply.)

- I attended a workshop/course on teaching in my discipline.
- I attended a general workshop/course on teaching.
- My teaching was observed by a faculty member or fellow doctoral student with the goal of providing me constructive feedback on my teaching.
- I used the resources of the campus teaching and learning center.
- I discussed teaching philosophy and strategies with a faculty member.
- I discussed teaching philosophy and strategies with fellow graduate students.

3. While pursuing doctoral studies, which of these teaching activities have you performed? (Check all that apply.)

- I led a discussion section or lab section.
- I gave a lecture.
- I prepared a syllabus.
- I experimented with a variety of instructional strategies.
- I designed assignments or examinations.
- I evaluated and graded assignments or examinations.
- I used information technology in teaching (e.g., Powerpoint, animations, digital video).
- I defined learning objectives for my students.
- I held office hours.
- I developed a written teaching philosophy.
- I had successive teaching opportunities in which I took increased responsibility (e.g., from grader to section leader to independent instructor; or from lab assistant to head lab manager to developing labs).
- I was the primary instructor for an undergraduate course at my university.
- I was the primary instructor for an undergraduate course at another college or university.

4. While pursuing doctoral studies, which of the following community service activities related to your discipline have you engaged in? (Check all that apply.)

- I took part in civic or advocacy activities related to my discipline (e.g., writing legislation, writing an opinion piece, giving testimony).
- I gave a formal talk about my research to an audience of people outside of my discipline (e.g., alumni, civic organizations).
- I took part in an educational event aimed at the public (e.g., museum display, Brain Awareness Week, a public history project).
- I took part in an educational event aimed for K-12 students or undergraduates (e.g., majors day, tutoring, literacy programs).

5. Prior to starting work on your dissertation, which of these research-related activities have you engaged in? (Check all that apply.)

- I discussed what makes a good research question.
- I critically evaluated or reviewed published work in my field.
- I helped others develop a research or funding proposal.
- I independently developed a proposal for a research grant or fellowship.
- I analyzed and interpreted data (or text).
- I wrote up research findings.

6. While working on your dissertation, which of these research-related activities have you engaged in? (Check all that apply.)

- I discussed what makes a good research question.
- I critically evaluated or reviewed published work in my field.
- I helped others develop a research or funding proposal.
- I independently developed a proposal for a research grant or fellowship.
- I analyzed and interpreted data (or text).
- I wrote up research findings.
- I haven't yet begun my dissertation research.

7. Have you started work (e.g., literature review, proposal development, data collection) on your dissertation?

- Yes No

8. While pursuing doctoral studies, I engaged in collaborative intellectual work (research, teaching, outreach, writing) with colleagues in other disciplines:

- Never On two occasions or fewer On three occasions or more

9. While pursuing doctoral studies, how many research presentations (including poster presentations) have you made at conferences? (Enter number below.)

_____ On my campus

_____ At regional or national meetings

10. While pursuing doctoral studies, how many research papers have you authored or co-authored (including pieces accepted for publication but not yet published)? (Enter number below.)

11. Please use this space to elaborate on your answer to any question in this section, or to tell us anything else you would like us to know about your experiences as a doctoral student. (Please limit your response to 250 words or less.)

II. YOUR EXPERIENCES WITH ADVISING AND MENTORING

This section asks questions about the faculty members who are responsible for guiding you through your program. Your Primary Advisor is the faculty member formally serving as your academic advisor, dissertation chair, or research supervisor. If you have co-advisors, answer questions in reference to the one person with whom you work most closely. If you have no advisor, you can skip the question. There are 4 questions in this section.

12. Which of these behaviors describes your primary advisor:

My advisor is available to me when I have questions related to my research.

Not at all To a great extent

My advisor gives me regular feedback on my research.

Not at all To a great extent

My advisor gives me regular feedback on my progress toward degree completion.

Not at all To a great extent

My advisor's feedback is valuable to me.

Not at all To a great extent

My advisor helps me develop professional relationships with others in the field.

Not at all To a great extent

My advisor advocates for me with others.

Not at all To a great extent

My advisor challenges me intellectually.

Not at all To a great extent

My advisor provides information about academic career paths open to me.

Not at all To a great extent

My advisor provides information about non-academic career paths open to me.

Not at all To a great extent

My advisor supports me in the career path of my choosing.

Not at all To a great extent

My advisor models good professional relationships.

Not at all To a great extent

My advisor clearly keeps my personal and professional interests in mind.

Not at all To a great extent

13. How many faculty members do you consider to be your advisors or mentors?

- None One Two Three Four or more

14. If there are people who consistently provide you with advice that you find helpful, who are they?

Check all that apply.

- My primary or formal advisor
 Another faculty member (who is not my formal advisor)
 A doctoral student in my program
 A post-doctoral fellow
 My spouse or partner
 Another family member
 A friend (who is not listed above)
 No one
 Other (please specify)

15. Please use this space to elaborate on your answer to any question in this section, or to tell us anything else you would like us to know about your experiences with advising and mentoring. (Please limit your response to 250 words or less.)

III. YOUR UNDERSTANDING OF YOUR DOCTORAL PROGRAM

A doctoral program consists both of formal written requirements (e.g., courses, examinations, the dissertation, some number of terms one must be registered) and informal expectations (e.g., to participate in meetings or conferences, to advise younger students, to apply for outside fellowships). Some doctoral programs make the formal requirements and informal expectations very clear, in other cases they are less clearly understood. In this section we want to determine the degree of clarity in your program regarding the requirements and expectations you must fulfill in order to receive the Ph.D. There are 4 questions in this section.

16. How well do you know the formal requirements for successful completion of your program?

- I know the requirements well enough to explain them to someone else.
- I know the requirements well enough to make it through the program but I could not fully explain them to someone else.
- I have an incomplete understanding of the requirements.
- I have no idea what the requirements are.

17. How well do you know the informal (or unspoken) expectations for successful completion of your program?

- I know the expectations well enough to explain them to someone else.
- I know the expectations well enough to make it through the program but I could not fully explain them to someone else.
- I have an incomplete understanding of the expectations.
- I have no idea what the expectations are.

18. Has the educational purpose of each of the following requirements or expectations been clearly conveyed to you? (Check N/A if not an expected part of your program.)

Introductory first year overview course

- No Yes N/A

Cumulative exam(s) (usually in first two years, demonstrating subject mastery)

- No Yes N/A

Qualifying exam or process (the requirement for Advancement to Candidacy)

- No Yes N/A

The dissertation prospectus/proposal

- No Yes N/A

Oral presentation or defense of the dissertation

- No Yes N/A

Annual review of your progress

- No Yes N/A

Preparation of a research or funding proposal

- No Yes N/A

Development of a research program (a stream of research projects)

- No Yes N/A

Development of a career plan

- No Yes N/A

19. Please use this space to elaborate on your answer to any question, or to tell us anything else you would like us to know about your understanding of your doctoral program. (Please limit your response to 250 words or less.)

IV. YOUR SENSE OF COMMUNITY

Departments and disciplines can contain communities of scholars: groups of colleagues who interact socially and intellectually. Participation in these communities includes formal interactions (in classrooms, seminars, labs and offices) and activities that are informal (for example, eating lunch together); and activities that may be primarily social in nature (potluck dinners, a softball team). Some of these interactions may take other forms than face-to-face exchanges (e.g., email, letters, telephone calls). This section has 5 questions.

20. While pursuing doctoral studies, which of the following activities related to participating in your departmental community have you engaged in? (Check all that apply.)

- I served on a departmental committee with faculty.
- I played a formal role in faculty hiring (e.g., served on a search committee, interviewed candidates).
- I played a formal role in graduate student admissions (e.g., served on an admissions committee, hosted potential students during campus visits).
- I participated in graduate student events (e.g., social events, orientation for new students, study groups).
- I organized graduate student events.
- I mentored other graduate students.
- I mentored undergraduate students.
- I gave or received feedback on ideas or work in progress to/from a fellow student.
- I am part of an intellectual network that goes beyond my immediate classmates and includes colleagues senior or junior to myself.
- I know a significant proportion of people in my department (faculty and students) outside my subfield.

21. While pursuing doctoral studies, which of the following activities related to participating in the broader disciplinary community have you engaged in? (Check all that apply.)

- I subscribed to a professional journal.
- I joined a professional association.
- I served on a committee for a professional association.
- I attended a regional or national professional meeting.
- I read professional journals regularly.
- I have given or received feedback on ideas or work in progress to/from a faculty member or researcher outside of my university.
- I have given or received feedback on ideas or work in progress to/from a student outside of my university.
- I am part of a professional network that extends beyond the boundaries of my department or university (e.g., keeping in touch with former classmates or colleagues, corresponding with colleagues at other institutions with similar interests).

22. In your doctoral program, to what extent do the following groups operate as intellectual and social communities?

Cohorts of students (entering in the same year)

Not at all To a great extent N/A

Cross-cohort groups of students

Not at all To a great extent N/A

Lab groups

Not at all To a great extent N/A

Subfields or areas of study

Not at all To a great extent N/A

The department or program as a whole

Not at all To a great extent N/A

23. To what extent do you participate in these communities?

Student cohort

Not at all To a great extent N/A

Cross-cohort group of students

Not at all To a great extent N/A

Lab group

Not at all To a great extent N/A

Subfield or area of study

Not at all To a great extent N/A

The department or program as a whole

Not at all To a great extent N/A

24. Please use this space to elaborate on your answer to any question, or to tell us anything else you would like us to know about your sense of belonging to a community. (Please limit your response to 250 words or less.)

V. OUTCOMES OF YOUR DOCTORAL PROGRAM

At the end of your doctoral program, regardless of the career you pursue, you will be joining a disciplinary community. There are norms and standards for the knowledge, skills, and habits of mind you ought to learn and develop over the course of your doctoral studies. We want to understand how well you believe you have internalized them at this stage in your career. We also want to understand your overall assessment of your doctoral experiences to this point. There are 8 questions in this section.

25. To what extent have your experiences in your doctoral program contributed to your knowledge, skills and habits of mind in the following areas:

I have a broad understanding of my discipline as a whole.						
Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
I have deep expertise in at least one specialized area of knowledge.						
Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
I am proficient in some research techniques commonly used within my discipline.						
Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
I am familiar with most of the research techniques used in my field.						
Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
I am aware of major issues and controversies in my discipline.						
Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
I am aware of major issues and controversies in my discipline about methodological approaches.						
Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
I have knowledge of the history of my discipline.						
Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
I can locate my work in the intellectual landscape of my discipline.						
Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
I understand how knowledge in my discipline is relevant to public issues.						
Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
I can work collaboratively with colleagues.						
Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
I am comfortable explaining basic concepts of my discipline to someone outside of it.						
Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
I can apply the ethical standards of practice in my discipline.						
Not at all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	To a great extent	N/A
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>

I can design AND teach a course in my field.					
Not at all				To a great extent	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can use a variety of instructional strategies when teaching.					
Not at all				To a great extent	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can create a classroom climate inclusive of a diverse population of students and diverse learning styles.					
Not at all				To a great extent	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to communicate my ideas in oral forms expected by my discipline.					
Not at all				To a great extent	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can state and defend a position to a group of colleagues that includes colleagues senior to me.					
Not at all				To a great extent	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can generate interesting questions that are worth investigating.					
Not at all				To a great extent	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can design research that meets the standards of credible work in my discipline.					
Not at all				To a great extent	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can design AND carry out a line of research or scholarship of my own devising.					
Not at all				To a great extent	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel prepared to become a leader in my disciplinary community.					
Not at all				To a great extent	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can apply my skills and knowledge to important social issues.					
Not at all				To a great extent	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Which three areas of development should your program pay more attention to? (Choose three.)

- A broad understanding of my discipline as a whole.
- Deep expertise in at least one specialized area of knowledge.
- Proficiency in some research techniques commonly used within my discipline.
- Familiarity with most of the research techniques used in my field.
- Awareness of major issues and controversies in my discipline.
- Knowledge of the history of my discipline.
- Locating my work in the intellectual landscape of my discipline.
- Understanding how knowledge in my discipline is relevant to public issues.
- Working collaboratively with colleagues.
- Confidence when explaining basic concepts of my discipline to someone outside of it.
- Ability to apply the ethical standards of practice in my discipline.
- Ability to design AND teach a course in my field.
- Using a variety of instructional strategies when teaching.
- Creating a classroom climate inclusive of a diverse population of students and diverse learning styles.
- Communicating my ideas in oral forms expected by my discipline.
- Stating and defending a position to a group of colleagues that includes colleagues senior to me.
- Generating interesting questions that are worth investigating.
- Designing research that meets the standards of credible work in my discipline.
- Designing AND carrying out a line of research or scholarship of my own devising.
- Participating as a member of the intellectual community of my department.
- Participating as a member of the intellectual community of my discipline.

27. If you could go back in time, knowing what you know now, would you enter doctoral studies again?

- Yes Maybe No

28. If you would choose to pursue the doctorate again, would you change your choice of the following:

- | | | | |
|------------------|------------------------------|--------------------------------|-----------------------------|
| Discipline | <input type="checkbox"/> Yes | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |
| Subfield or Area | <input type="checkbox"/> Yes | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |
| University | <input type="checkbox"/> Yes | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |
| Department | <input type="checkbox"/> Yes | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |
| Advisor | <input type="checkbox"/> Yes | <input type="checkbox"/> Maybe | <input type="checkbox"/> No |

29. At this point in your studies:

How satisfied are you with the educational experiences you have had in this program?
 Not at all To a great extent N/A

How well prepared do you feel to begin a career in your discipline?
 Not at all To a great extent N/A

30. What is your primary career goal?

- I would prefer a research-intensive faculty position.
- I would prefer a teaching-intensive faculty position.
- I would prefer a non-teaching academic research position.
- I would prefer to work in business, government, or a non-profit organization.
- I would prefer to be self-employed.
- Undecided
- Other (please specify)

31. How many faculty members in your department personify the principles and life you aspire to, regardless of your career goals?

- None One or two Three or more

32. Please use this space to elaborate on your answer to any question, or to tell us anything else you would like us to know about the outcomes of your doctoral program. (Please limit your response to 250 words or less.)

VI. YOUR PROGRAM AND THE CID

We would like to know your impressions of how much influence participation in the CID (Carnegie Initiative on the Doctorate) has had in your department during the last year. There are 4 questions in this section.

33. Have you been invited to participate in activities related to your department's CID work?

Yes Not sure No

34. Do you feel that your opinions and those of other doctoral students are influencing the decision-making process in your program's CID work? (Check N/A if you haven't participated or don't know.)

To what extent?

Not at all

To a great extent

N/A

35. Do the proposed changes to the doctoral program appear significant to you? (Check N/A if you haven't participated or don't know.)

How significant?

Not at all

To a great extent

N/A

36. Please use this space to elaborate on your answer to any question, or to tell us anything else you would like us to know about your program's participation in the Carnegie Initiative on the Doctorate. (Please limit your response to 250 words or less.)

VII. INFORMATION ABOUT YOU

Please tell us a little more about yourself. Your identity is completely private. You are of course free to skip any questions that you do not wish to answer. There are 9 questions in this section.

37. What is your discipline?

- | | | |
|------------------------------------|----------------------------------|---------------------------------------|
| <input type="checkbox"/> Chemistry | <input type="checkbox"/> English | <input type="checkbox"/> Mathematics |
| <input type="checkbox"/> Education | <input type="checkbox"/> History | <input type="checkbox"/> Neuroscience |

38. What is your university?

- | | |
|---|--|
| <input type="checkbox"/> Arizona State University | <input type="checkbox"/> University of Kansas |
| <input type="checkbox"/> Boston University School of Medicine | <input type="checkbox"/> University of Kentucky |
| <input type="checkbox"/> Columbia University | <input type="checkbox"/> University of Louisville |
| <input type="checkbox"/> Dartmouth College | <input type="checkbox"/> University of Maryland, Baltimore |
| <input type="checkbox"/> Duke University | <input type="checkbox"/> University of Michigan |
| <input type="checkbox"/> Georgetown University | <input type="checkbox"/> University of Minnesota |
| <input type="checkbox"/> Howard University | <input type="checkbox"/> University of Nebraska-Lincoln |
| <input type="checkbox"/> Indiana University | <input type="checkbox"/> University of New Mexico |
| <input type="checkbox"/> Kent State University | <input type="checkbox"/> University of North Carolina at Chapel Hill |
| <input type="checkbox"/> Michigan State University | <input type="checkbox"/> University of Oklahoma |
| <input type="checkbox"/> Northeastern University | <input type="checkbox"/> University of Pittsburgh |
| <input type="checkbox"/> Pennsylvania State University | <input type="checkbox"/> University of Rochester |
| <input type="checkbox"/> Stony Brook University (SUNY) | <input type="checkbox"/> University of Southern California |
| <input type="checkbox"/> Texas A&M University | <input type="checkbox"/> University of Texas at Austin |
| <input type="checkbox"/> The Ohio State University | <input type="checkbox"/> University of Toronto |
| <input type="checkbox"/> University of Alabama at Birmingham | <input type="checkbox"/> University of Utah |
| <input type="checkbox"/> University of California, Davis | <input type="checkbox"/> University of Vermont College of Medicine |
| <input type="checkbox"/> University of Colorado at Boulder | <input type="checkbox"/> University of Wisconsin-Madison |
| <input type="checkbox"/> University of Connecticut | <input type="checkbox"/> Virginia Tech |
| <input type="checkbox"/> University of Georgia | <input type="checkbox"/> Washington State University |
| <input type="checkbox"/> University of Illinois at Urbana-Champaign | <input type="checkbox"/> Washington University in St. Louis |
| <input type="checkbox"/> University of Iowa | <input type="checkbox"/> Wayne State University |

39. How many years of doctoral study have you completed? _____

40. How many more years of doctoral study do you anticipate before earning your doctorate? _____

41. Which of these have you completed? (Check all that apply.)

- Required courses
- Qualifying exams
- Advancement to candidacy
- Approval of proposed dissertation project
- Dissertation defense
- None of the above

42. Sex: Male Female

43. Age: _____

44. Nationality: U.S. citizen Resident alien Other (please specify)

45. Race/ethnicity: (If more than one applies, check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> White, non-Hispanic | <input type="checkbox"/> Asian |
| <input type="checkbox"/> Black, non-Hispanic | <input type="checkbox"/> Native Hawaiian/Other Pacific Islander |
| <input type="checkbox"/> Hispanic/Latino | <input type="checkbox"/> American Indian/Alaskan Native |

REGISTER TO WIN!

Now we need to know who you are...

Thank you for completing the Carnegie Foundation Survey of Doctoral Students! We know that you took the time to do this because it was the right thing to do. Your participation will strengthen the work of your department and contribute to the national dialogue on the future of doctoral education. Before you leave us, remember that we promised prizes. So, if you'd like to register to win one of the \$100 Amazon.com gift certificates, you need to provide us with contact information. Your survey responses have already been recorded anonymously. This information cannot be linked to your survey information (you're in a whole new information world now).

What is your name?

What is your discipline?

- Chemistry
- Education
- English
- History
- Mathematics
- Neuroscience

What is your university?

- | | |
|---|--|
| <input type="checkbox"/> Arizona State University | <input type="checkbox"/> University of Kansas |
| <input type="checkbox"/> Boston University School of Medicine | <input type="checkbox"/> University of Kentucky |
| <input type="checkbox"/> Columbia University | <input type="checkbox"/> University of Louisville |
| <input type="checkbox"/> Dartmouth College | <input type="checkbox"/> University of Maryland, Baltimore |
| <input type="checkbox"/> Duke University | <input type="checkbox"/> University of Michigan |
| <input type="checkbox"/> Georgetown University | <input type="checkbox"/> University of Minnesota |
| <input type="checkbox"/> Howard University | <input type="checkbox"/> University of Nebraska-Lincoln |
| <input type="checkbox"/> Indiana University | <input type="checkbox"/> University of New Mexico |
| <input type="checkbox"/> Kent State University | <input type="checkbox"/> University of North Carolina at Chapel Hill |
| <input type="checkbox"/> Michigan State University | <input type="checkbox"/> University of Oklahoma |
| <input type="checkbox"/> Northeastern University | <input type="checkbox"/> University of Pittsburgh |
| <input type="checkbox"/> Pennsylvania State University | <input type="checkbox"/> University of Rochester |
| <input type="checkbox"/> Stony Brook University (SUNY) | <input type="checkbox"/> University of Southern California |
| <input type="checkbox"/> Texas A&M University | <input type="checkbox"/> University of Texas at Austin |
| <input type="checkbox"/> The Ohio State University | <input type="checkbox"/> University of Toronto |
| <input type="checkbox"/> University of Alabama at Birmingham | <input type="checkbox"/> University of Utah |
| <input type="checkbox"/> University of California, Davis | <input type="checkbox"/> University of Vermont College of Medicine |
| <input type="checkbox"/> University of Colorado at Boulder | <input type="checkbox"/> University of Wisconsin-Madison |
| <input type="checkbox"/> University of Connecticut | <input type="checkbox"/> Virginia Tech |
| <input type="checkbox"/> University of Georgia | <input type="checkbox"/> Washington State University |
| <input type="checkbox"/> University of Illinois at Urbana-Champaign | <input type="checkbox"/> Washington University in St. Louis |
| <input type="checkbox"/> University of Iowa | <input type="checkbox"/> Wayne State University |

What is your email address?

Can we contact you for a follow-up interview?

- Yes No