

Report of the University of Chicago Committee on Graduate Education

March 2019

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FIGURES AND TABLES

Table 2.1	First Placement Outcomes (Update to Baker Report Table 3)	11
Figure 2.1	Trends in the Academic Labor Force 1975–2015	12
Figure 2.2	Annual Research Doctorate Recipients, Survey of Earned Doctorates, 1982–2017	13
Figure 3.1	Enrollment Trends	21
Figure 3.2	PhD Enrollment Trends in Divisions (Update to Baker Report Figure 5)	22
Figure 3.3	Enrollment—Percent Change in Average Autumn PhD Enrollments from 2005–2007 to 2015–2017 (Update to Baker Report Figure 6)	23
Table 3.1	Employment Outcomes by Division	26
Figure 3.4	Student Satisfaction Metrics by Year of Study	33
Table 3.2	Obstacles to Academic Success, Ranked with Percentage Reporting	34
Table 4.1	Enrolled Graduate Student Responses to Select GGE Student Survey Questions Related to Climate by Select Student Group	48
Table 4.2	Gender Difference in Faculty Engagement Factors and Campus Climate by Division and School	53
Figure 6.1	PhD Student Attrition and Graduation by Year	81
Table 7.1	Modes of Transportation Used by Graduate Students in Their Daily Commutes	100

CONTENTS

Chapter 1: Introduction	1
1A. The Work of the Committee on Graduate Education	1
1B. Overarching Conclusions of Our Report	2
1B.1. <u>Graduate students should be included in deliberations relevant to their education and well-being</u>	3
1B.2. <u>Improvements in time to PhD and attrition require a holistic approach</u>	3
1B.3. <u>Improvements in mentorship are key to doctoral education reform</u>	4
1B.4. <u>Systematic data on all aspects of doctoral education should be collected and used to inform decision making</u>	4
1B.5. <u>Doctoral programs should undergo periodic assessment and review</u>	4
1B.6. <u>University payment practices contribute to student financial insecurity and require reform</u>	5
1B.7. <u>Challenges in effective communication and poor implementation fuel graduate student dissatisfaction</u>	5
1B.8. <u>Power dynamics should be acknowledged and their abuse mitigated</u>	6
1B.9. <u>Students lack consistent access to grievance policies and recourse mechanisms</u>	6
1B.10. <u>Graduate school is a stressful environment; appropriately designed and communicated University resources have the potential to reduce that stress</u>	7
1B.11. <u>Master’s and PhD programs affect one another</u>	7
1B.12. <u>Establishment of a graduate student center would solve many problems identified in this report</u>	8
1C. Acknowledgements	8
Chapter 2: The Contexts of Doctoral Education	10
2A. The Crises of Doctoral Education	10
2A.1. <u>The changing conditions of academic employment</u>	12
2A.2. <u>Demographic shifts in the student population and numbers of educational staff</u>	13
2A.3. <u>The funding of PhD education</u>	14
2A.4. <u>Shifts in undergraduate enrollment</u>	15

2A.5. <u>Expansion of master’s programs</u>	15
2A.6. <u>Additional factors and intersectionality</u>	16
2B. Our Report in the Context of Unionization	17
2C. Conclusion	17
Chapter 3: The Context of Doctoral Education at the University of Chicago	19
<hr/>	
3A. The Idea and Aims of Doctoral Education	19
3B. The Shifting Landscape of Doctoral Education	20
3B.1. <u>Historical context</u>	20
3B.2. <u>The changing career landscape</u>	24
3B.2A. <i>Preparing PhD students for diverse careers</i>	25
3B.2B. <i>Career development support for doctoral students at the University of Chicago</i>	28
3C. Assessing Doctoral Education	30
3C.1. <u>What counts as success in doctoral education?</u>	30
3C.2. <u>Student satisfaction with doctoral programs</u>	32
3D. The Impact of Demographic Changes in College and Master’s Enrollment	34
3D.1. <u>The impact of increasing College enrollments</u>	34
3D.2. <u>The impact of master’s programs</u>	35
3E. Representative Roles for Graduate Students	37
3F. Establishment of a Graduate Student Center	38
Chapter 4: Campus Climate	41
<hr/>	
4A. Graduate Student Views on Overall Campus Climate	43
4B. Campus Climate for Specific Student Populations	45
4B.1. <u>Students of color</u>	45
4B.2. <u>International students</u>	50
4B.3. <u>Gender</u>	52

Chapter 5: Academic Issues	56
<hr/>	
5A. Degree Requirements	56
5B. Advising and Mentoring	58
5C. Professionalization	62
5C.1. <u>Professional development activities</u>	63
5C.2. <u>Career development</u>	65
5D. Graduate Teaching	66
5E. Recruitment and Admissions	70
5F. Cohort Size	72
5F.1. <u>Relationship of cohort size and placement outcomes to attrition</u>	73
Chapter 6: Administration and Financial Issues	75
<hr/>	
6A. Graduate Aid Initiative Financing of Graduate Education	75
6A.1. <u>Graduate Aid Initiative</u>	75
6A.2. <u>Teaching</u>	76
6A.3. <u>Funding in practice</u>	79
6A.4. <u>Attrition, completion, and outcomes</u>	80
6A.5. <u>Suggestions</u>	83
6B. Non-GAI Financing of Graduate Education	84
6B.1. <u>Sources of funding for non-GAI units</u>	84
6B.2. <u>Financial aid and student teaching</u>	86
6B.3. <u>Additional concerns regarding the administration of non-GAI funding</u>	87
6B.4. <u>Suggestions</u>	87
6C. Suggestions Relevant to GAI and Non-GAI Units	89
6D. The Organization, Administration, and Provision of Graduate Student Services and Privileges	90

Chapter 7: Student Supports and Services	92
7A. Health and Mental Health	92
7B. Housing	97
7C. Transportation	99
7D. Emergency Financial Assistance	101
7E. Student Parents	103
7F. Programs and Services to Address Sexual Misconduct, Harassment, and Assault	106
7G. Other Activities to Improve Well-being and Student Life	108

Chapter 1: Introduction

1A. The Work of the Committee on Graduate Education

The Committee on Graduate Education began its work in April 2018 with a charge from Provost Daniel Diermeier to “provide [an] assessment of the present state of graduate education at the University in light of the University’s commitment to excellence in research and teaching, and in the context of the changing landscape of higher education.” (See Appendix 1, charge letter.) In personally conveying the charge to the Committee, the Provost requested a focus on PhD programs.¹

The Committee membership comprised both faculty and students, something rare among University-level committees. Faculty members were chosen by the Provost in consultation with the Deans. Student members were recommended by Graduate Council in collaboration with the various deans’ councils. All members were chosen for their demonstrated interest in and commitment to the improvement of graduate education at the University.

The Committee's work consisted in part of surveying graduate students, faculty, and directors of graduate studies about their experiences with graduate education, particularly PhD education, at the University (for survey instruments and data see Appendix 2, The Committee on Graduate Education Student Survey 2018 and Appendix 3, The Committee on Graduate Education Faculty Survey 2018²) and analyzing the results of those surveys. These surveys provided both quantitative and qualitative data for the Committee to use in its analyses.

We conducted multiple discussions with focus groups of students, faculty, and administrators across the divisions and schools that offer the PhD degree. (See Appendix 4, list of interviews conducted.) These focus groups provided the Committee with important qualitative information to clarify some of the quantitative data from the student and faculty surveys and to suggest areas of further research. We are particularly grateful to those students who spoke openly with members of our committee, despite fears of reprisal in some cases. We do our best to report their concerns while avoiding the possibility that they may be identified.

¹ The focus of the Committee has been on PhD education. There are other doctoral degrees (e.g. the Law School has a JSD), but these were not included in the Committee’s assessment. Throughout the report the term “doctoral” can thus be considered to be equivalent to “PhD”.

² The Committee on Graduate Education Student Survey 2018, abbreviated to “CGE Student Survey” was completed August 3, 2018. Forty percent of all PhD students provided full or partial responses, compared to 24 percent of all other graduate students, for a total of 2,261 responses. The Committee on Graduate Education Faculty Survey 2018, abbreviated to “CGE Faculty Survey” was completed October 29, 2018. Thirty-nine percent of faculty (523) provided full or partial responses. We note here that the CGE Survey results are not necessarily generalizable to the full student or faculty bodies. The Committee on Graduate Education Directors of Graduate Studies Survey 2018, abbreviated to “CGE DGS Survey”, consisted of a series of responses to specific questions about each program. This information provided a useful resource in the preparation of the report.

In addition to gathering information via surveys and focus groups, the Committee has availed itself of many prior reports issued by other entities at the University, as well as information about practices at peer institutions and national research on graduate education. The work of the Committee was further guided by the cumulative experience of its members, both at the University of Chicago and elsewhere.

Over the course of its work, the Committee as a whole met over 30 times, and the student and faculty members met separately in groups, for an additional 50-plus meetings. Subcommittees were also formed and met dozens of times, to research specific topics and draft chapters.

The Committee commenced and pursued its work in the context of efforts of doctoral students at the University of Chicago to unionize for the purpose of collective bargaining. This context is described in Chapter 2B. In a broader examination of the challenges experienced by graduate students, this report necessarily touches on issues that would potentially be subject to collective bargaining, as well as others. We therefore preface our remarks with this disclaimer: the Committee takes no position on whether collective bargaining is the appropriate mechanism for discussing these issues going forward, nor is the report intended to deflect, circumvent, or reinforce the efforts of graduate students to be recognized as employees of institutions of higher education. Instead, we emphasize that positive and ambitious reforms of graduate education require good will, trust, and support from every part of the University community.

1B. Overarching Conclusions of Our Report

Our report is organized into six substantive chapters. Chapter 2 outlines the national context of the report, including important issues of the day such as the changing demographics of higher education and unionization. Chapter 3 offers an overview of PhD education at the University of Chicago. Chapter 4 examines campus climate issues, especially as they concern diverse graduate student populations. Chapter 5 tackles academic issues and will be of particular value to individual graduate programs as they consider opportunities for reform. Chapter 6 dives into finance and administrative topics and will be particularly relevant to schools, divisions, and central University administration. Chapter 7 considers student experiences with select supports and services. In addition, we provide an extensive set of appendices where supporting data may be found.

The multiple aspects of graduate education studied in this report are deeply intertwined. This chapter therefore highlights significant points of intersection and traces several of the most important overarching themes of the report as a whole. Importantly, these broad conclusions do not represent a chapter-by-chapter summary of the major points of each chapter. In addition to the recommendations found below, a series of additional recommendations are made throughout the chapters that follow (each in a maroon box).

1B.1. Graduate students should be included in deliberations relevant to their education and well-being

The work of the Committee has been greatly enriched by the inclusion of graduate students as equal partners in its deliberations. The students' keen understanding, borne out of both personal experience and insightful analysis of the critical issues, has considerably enhanced this report. Building on our experience, we strongly recommend that PhD students continue to be included as active participants in the reform and guidance of doctoral education at the University. Students experience and understand the current challenges of graduate education; the exclusion of student partners from efforts to reform doctoral education impoverishes these efforts.

Through its work, the Committee has also uncovered a significant measure of student distrust in administrative mechanisms. Effective engagement of students in University processes must go hand in hand with efforts to regain that trust. Such efforts will be greatly aided by increased transparency and active consideration of student viewpoints.

We recommend the establishment of formal mechanisms to represent graduate student viewpoints and interests in matters of concern to graduate students at the University.

1B.2. Improvements in time to PhD and attrition require a holistic approach

Extended time to degree was raised with our Committee by stakeholders across the institution; it is of concern to students, faculty, and leadership alike; and it has been a consistent focus of attention at peer institutions and in national reports. A closely related issue is the rate and shape of attrition, which analysis reveals as problematic in a significant number of UChicago doctoral programs.

Chapter 6 provides an in-depth analysis of PhD student financial packages, including the Graduate Aid Initiative (GAI). The benefits of stable funding, and its essential role in contemporary doctoral education, are clear. In keeping with this view, in February 2019, the Humanities Division and Divinity School announced the addition of a sixth year of student funding through the GAI, while at the same time the Humanities Division, but not Divinity, is reducing the limit on registration to eight years, one year less than previous policy allowed.

Yet the provision of stable funding alone is insufficient to guarantee a reduced time to degree, or a more appropriate rate and shape of attrition. Curricular reform, including a reassessment of coursework, exam structure, and scholarly training as a whole, as well as improved advising and mentoring practices, must be deployed in parallel with stable funding paradigms if time to degree and attrition are to be improved. Further, the broad support of students, through all aspects of student life and campus climate, also plays a critical role in ensuring students are able to remain fully engaged with and committed to their doctoral work.

We conclude that all aspects of the student experience must be reformed in unison if positive changes in time to degree and attrition are to be achieved.

1B.3. Improvements in mentorship are key to doctoral education reform

Mentorship is primarily an academic issue, and this topic is therefore discussed in detail in Chapter 5. Here, however, we underscore that significant numbers of PhD students find multiple aspects of faculty mentorship lacking. It is clearly an area where improvements in doctoral education are needed.

The primary aspects of mentorship uncovered as problematic are: 1) inadequate feedback on scholarship and research, especially on written work; 2) inadequate mentorship around teaching; and 3) insufficient attention to career advising and support.

Chapter 5 affirms the importance and value of central resources such as the Chicago Center for Teaching (CCT) and UChicagoGRAD. However, it is also fundamentally clear that students benefit greatly from domain-specific mentorship from their own faculty. Chapter 5 therefore suggests ways to rectify problems in mentorship, but here we make the more general suggestion that partnerships between programs or faculty, and the CCT or UChicagoGRAD, have great potential to enable significant improvement in the overall level of mentorship available to doctoral students.

New approaches and incentives are required to ensure that faculty become better trained in how to provide strong mentorship to their doctoral students, while also developing partnerships with central offices that complement faculty efforts.

1B.4. Systematic data on all aspects of doctoral education should be collected and used to inform decision making

The work of the Committee has relied throughout on the gathering and analysis of relevant data. We applaud recent initiatives in the Provost's Office to track and publish substantive data on graduate programs and their outcomes, and urge that this effort both continue and expand. Given inherent differences in undergraduate, master's, and doctoral education, it is critical that systems of data collection and management retain data for the long term in forms that allow for separate analysis of these groups. As students graduate and move on, it becomes increasingly challenging to track their whereabouts, and in particular to survey their evolving opinions regarding their PhD education and its value. The information provided by such exercises is nonetheless invaluable; Chapter 5F offers recommendations in this domain.

1B.5. Doctoral programs should undergo periodic assessment and review

To ensure UChicago doctoral programs are responsive to the changing academic landscape and evolving needs of PhD students we recommend periodic evaluation of the effectiveness of our educational practices.

PhD programs rarely have the tools and resources to gather and analyze data on a consistent and wide-ranging basis. The continuation and furthering of such efforts in the Provost's office, and the provision of data to individual graduate programs, schools, and divisions, are essential to local efforts to reform and improve. It is also essential to the review of PhD programs, and Chapter 3 recommends the institution of regular reviews at every level.

1.B.6. University payment practices contribute to student financial insecurity and require reform

Student finances are often precarious, a situation exacerbated by University systems that tolerate inconsistent payment schedules and policies that require students to carry debt while awaiting reimbursement.

Chapter 6 provides a detailed consideration of financial and administrative aspects of PhD education. A common theme across all units, whether funded by the GAI or not, is that sources of payment can be irregular and payment schedules unclear. Further, students in many programs must wait periods as long as several months to be reimbursed for payments made in pursuit of their academic training. All these problems are exacerbated when, as does occur, existing policies are badly described and poorly executed.

We recommend an immediate reassessment and improvement of the mechanisms that lead to irregular, uncertain, or delayed payments to students.

1B.7. Challenges in effective communication and poor implementation fuel graduate student dissatisfaction

A consistent theme during the work of the Committee has been the challenge of communicating updated and accurate information effectively to PhD students. Examples, for illustrative purposes, include:

- Communication to students about coursework, program expectations, and policy changes related to program requirements
- Communication to faculty regarding the various resources available to their students
- Communication to students regarding the details of how their health insurance works
- Communication to students regarding their financial packages and payment schedules

Significant efforts have been made by various campus offices to improve communication, however, in each of these examples, lack of appropriate communication, or even inadvertent communication of outdated information, leads to significant challenges for PhD students and general dissatisfaction.

A further set of problems arises when errors occur in the implementation of policy, and it is unclear what person or office can and should provide assistance.

We recommend that the University invest in improved communication strategies and hire support staff to enhance student knowledge of key policies and resources.

1B.8. Power dynamics should be acknowledged and their abuse mitigated

Universities are hierarchical institutions, as are many forms of academic community. In these contexts, faculty exercise both social authority and real institutional power, which, when leveraged for the benefit of PhD students, can provide access to resources students need for research and necessary support when they look for jobs.

Faculty power also has potential for abuse, which can be heightened by the financial and professional dependency PhD students have on faculty. While, in many cases, the line for abusive conduct is a matter of consensus, there are also forms and patterns of conduct about which standards are less clear; and of course, norms of conduct are evolving.

Faculty abuse of power can have wide-ranging effects on the personal well-being, mental health, and academic success of students. Students in focus groups even expressed the concern that academic discourse was constrained by fear of reprisal on the part of faculty. PhD education is most robust when students have freedom to disagree with and challenge faculty without fear of reprisal.

Aspects of these issues are taken up in the following chapters. Here we underscore in emphatic terms that where abuse of power is perceived to occur, there must be clear and effective means for student reporting, with meaningful protection against reprisal.

1B.9. Students lack consistent access to grievance policies and recourse mechanisms

The Committee's work revealed student concern over lack of clear routes to resolve problems. The resulting uncertainty and distrust are substantial and detrimental.

Across the divisions and schools, grievance policies are somewhat inconsistent, and in many cases focus largely or exclusively on academic matters. University policies related to equal opportunity cover some issues (e.g. Title IX), but there are many areas of potential unfair treatment or problematic administrative processes where University policy may not be clear. Importantly, those individuals who in principle should support students—such as department chairs, directors of graduate studies, or deans of students—may themselves have, or at least be perceived by the student to have, a conflict of interest. While the student ombudsperson can play an important role in connecting a student with available University resources, this falls short of enabling the kind of impartial grievance or mediation mechanism that students are often seeking. Such mechanisms can be of special importance in addressing cases of abuse of power, as discussed above.

We suggest that the grievance policies across the University be re-evaluated with an eye towards expansion of purpose and greater uniformity. In Chapter 4A we recommend the

establishment of a University-wide grievance mechanism that enables graduate students to safely seek recourse from an independent arbiter beyond their own units or divisions.

1B.10. Graduate school is a stressful environment; appropriately designed and communicated University resources have the potential to reduce that stress

Doctoral education provides a remarkable degree of freedom to pursue one's independent intellectual interests. However, it can also be a period of great uncertainty. Many of the concerns raised in the sections above—e.g. extended time to degree, lack of mentoring, poor communication and execution of policies and programs, financial issues, and insufficient resolution of grievances—are common causes of PhD student stress.

A subset of students face additional sources of worry and frustration: health concerns or financial and housing insecurity; visa- and immigration-related concerns; or difficulties with campus climate. Circumstances such as these, when added to a rigorous academic workload, can lead to worry or outright dissatisfaction, as indicated by the CGE Student Survey, and also can cause or exacerbate anxiety, depression, and other mental health concerns.

Much can be done to remediate the sources of these concerns, for example, through improvements to supports and services (Chapter 7), and through greater consideration of campus climate (Chapter 4). Beyond ongoing and enhanced attention to student concerns, and further responsiveness to the concerns of students from diverse backgrounds and identities, we suggest that a broad change in culture, such that well-being initiatives are incorporated into all aspects of student life, may ultimately be necessary to enable an overall improvement in the culture of graduate education.

1B.11. Master's and PhD programs affect one another

The Committee was charged by Provost Diermeier to focus on doctoral programs. However, master's programs have a substantial impact on PhD programs, and vice versa.

Substantial changes in the makeup of the student body have taken place in recent years: new master's programs have been launched, and the overall number of master's students has grown, indeed, more rapidly than any other category of student. We address this topic in some detail in Chapter 3, and elsewhere.

Chapter 3 (see section 3D.2) provides guidance to assist departments, schools, divisions, and the University as a whole, in the process of evaluating the impact of recent and future expansions of master's programs and the overall balance among undergraduate, master's, and doctoral students at the University. The landscape has been changing rapidly; the time to evaluate has come.

1B.12. Establishment of a graduate student center would solve many problems identified in this report

We cap these recommendations with an exhortation that a substantial and specific response to many concerns expressed in this report could be advanced by the establishment of a graduate student center. Such a space could serve to respond to numerous needs:

- Lack of space and opportunity for interdisciplinary socialization
- Lack of office space to hold meetings for many PhD students serving as teaching assistants and writing interns
- Lack of academic workspace for PhD students in some divisions
- Problems of communication, information, and recourse

Such a center would complement and enhance the role of advocacy, advisement, and professionalization fulfilled by UChicagoGRAD as well as services provided by a number of University offices.

We recommend that a graduate center be established, with co-curricular spaces for collaboration and academic forms of sociability, as well as offices that can be reserved for individual use for office hours; the center should include staff competent to address needs and questions across the full range of interaction between the University and doctoral students and, where necessary, to advocate for students in difficult circumstances. We take up this topic in more detail in Chapter 3F.

1C. Acknowledgements

The Committee would like to thank early members of the Committee who, for various reasons, were not able to continue with the Committee until the end of its work: Hannah Burnett, Eric Gauchat, Elise Putnam, and Pietro Veronesi. We owe a special debt of gratitude to David Nirenberg, who initially chaired the Committee and who suggested many of the broad contours of the work that are evident in this final report.

Many thanks go to Survey Lab for their assistance with the graduate student and faculty surveys. Survey Lab staff helped the Committee in constructing and deploying the survey instruments, and in maintaining confidentiality of the responses. The Office of Institutional Analysis, in particular Caitlin Blacksmith, was critical in helping the Committee with survey analysis and a wide variety of data requests, while ensuring that data in aggregate remained anonymized.

We thank all those faculty and students who completed the CGE surveys, as well as the many individuals and groups who provided additional information. We especially thank those who shared sometimes challenging experiences through their written comments on the surveys, through emails to committee members, in focus groups, and in more informal discussions.

The Committee is particularly grateful to Beth Niestat at UChicagoGRAD for sharing her deep understanding of graduate education, and to Tamara Smith in the Office of the Provost for her invaluable help in administration and logistics.

The Committee's work has also benefitted from the wisdom and experience of numerous other members of our campus community. We wish to thank all those individuals for their generous assistance. The vast knowledge of the deans of students for the divisions and schools, and of staff members from a wide variety of offices, was exceptionally valuable.

Chapter 2: The Contexts of Doctoral Education

Doctoral education is the most essential expression of what the modern research university does. In training doctoral students and aiding their research, universities contribute uniquely to the creation, preservation, and dissemination of knowledge, and to the cultivation of the skills and methods upon which that knowledge rests. Whole areas of human inquiry, regarding ourselves, our past, and the contexts of our existence are sustained and furthered across time only thanks to the modern university. The stewardship of knowledge rests upon these traditions of curiosity, training, and disinterest. If the broader aims of civil society are furthered by an educated citizenry, that project is immeasurably enhanced by the modern doctorate and the cultures of critique and inquiry that it fosters.

PhD education is also expensive. Shifting social, institutional, and political priorities, alongside demographic change and new patterns in career outcomes, demand a reexamination of the purposes and logic of graduate education. But we should make no mistake: as the PhD is the quintessential expression of university education, so the crisis of doctoral education is a crisis of the modern research university. In this context, the role of top-ranked universities at large, and of the University of Chicago in particular, is special. These institutions are unique in their capacity, will, and resources to sustain and advance the frontiers of inquiry across the full range of disciplines, and the University of Chicago occupies a foundational place among universities in making doctoral research the purest core of what it does.

2A. The Crises of Doctoral Education

Doctoral education trains students to conserve, evaluate, produce, and disseminate knowledge, and doctorates are granted upon the completion of a dissertation, itself a contribution to knowledge. Behind this simple description, the contemporary landscape of doctoral education is complex and shifting, in patterned relation to the universities where that education occurs and the societies that those universities serve. Nevertheless, any effort to assess and reform doctoral education must keep its eyes clearly on the two overarching goals of training and production of new knowledge.

In the past, both faculty and PhD students understood the aim of doctoral education to be the training of new teaching and research faculty for institutions of higher education, an understanding that was largely vindicated by student career outcomes. This understanding held true throughout the period of postwar expansion in higher education and continued until the economic crisis of the 1970s. Broadly speaking, first placement³ outcomes for University of Chicago doctoral students shifted radically from academic year 1971 to academic year 1980 across all disciplines; by contrast the number of PhD graduates attaining research/teaching

³ First placement refers to the first position obtained after graduation.

positions between academic year 1980 and academic year 2012 has been comparatively steady (Table 2.1).⁴

It was in part perception of these shifts of the 1970s—away from solely academic placement and towards a broader range of other career outcomes—that led to the appointment of the Baker Commission in 1980,⁵ and we shall return more than once to its clear-sighted analysis, as well as its commendable caution.

Table 2.1: First Placement Outcomes

All Divisions combined (update to Baker Report Table 3)

	<u>AY1971</u>	<u>AY1980</u>	<u>AY2012</u>
Base data			
Total PhDs awarded	385	269	353
- Foreign PhDs	35 (9%)	26 (10%)	110 (31%)
- US PhDs	350 (91%)	243 (90%)	243 (69%)
Occupation of US PhDs			
-Research/teaching (subtotal)	286 (82%)	152 (63%)	158 (65%)
- Faculty positions (tenure & non-tenure track)	217 (62%)	104 (43%)	82 (34%)
- Postdoctoral (subtotal)	69 (20%)	48 (20%)	76 (31%)
- At Chicago	12 (3%)	9 (4%)	18 (7%)
- At all other institutions	57 (16%)	39 (16%)	58 (24%)
- At other US institutions	45 (13%)	33 (14%)	
- At foreign institutions	12 (3%)	6 (2%)	
- Other careers	39 (11%)	63 (26%)	48 (20%)
- Further education	7 (2%)	18 (7%)	5 (2%)
- Unemployed/unknown/other	18 (5%)	10 (4%)	32 (13%)

Sources: Baker Report (1971–80); Five Year Out Project (2012)

Note: The 2012 data is taken from the Five Year Out Project, but reflects the first placement after graduation (when known).

Since 1980, several trends have emerged that bear on the analysis of the success, and should perhaps inflect our understanding of the aims, of doctoral education. These include (1) changes in the conditions of academic employment; (2) demographic shifts in the size of student

⁴ Appendix 5 shows first placement outcomes by division (updates of Baker Report Tables 3–7), which reveal that the broad trends seen in aggregate (Table 2.1) are also reflected in individual units. These data also reveal increasing enrollment of international students over time, although these demographics show distinct differences between the divisions, a topic we return to in Chapter 3.

⁵ The Report of the Baker Commission, *The University of Chicago Record* 16.2 (3 May 1982): 67–180.

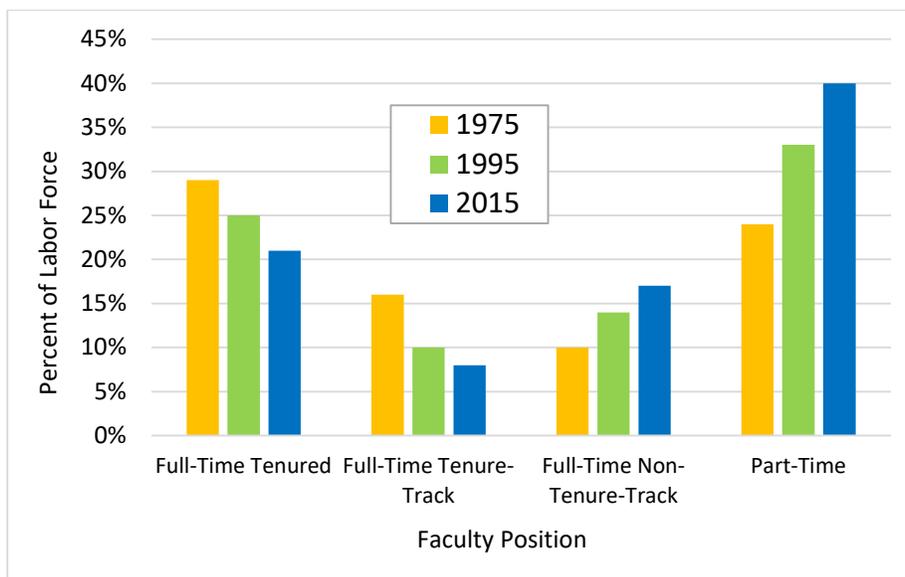
populations and numbers of educational staff; (3) substantial changes in the structure and cost of university-funded PhD education; (4) medium-term shifts in undergraduate enrollment across disciplines and their correlation with graduate enrollments and faculty hiring; and (5) expansion in master's programs.

2A.1. The changing conditions of academic employment

To speak of academic placement as an outcome of doctoral education as relatively constant since 1980 is misleading in at least one essential respect. The academic workforce has undergone substantial structural changes. In 1975, tenure-stream faculty accounted for 45% of the academic labor force. By 1995, this number had shrunk to 35%; by 2015, it was 29%. Over the same intervals, faculty on short-term contracts had expanded from 34%, to 47%, to 57% of the academic labor force. Even more crucially, the percentage of the academic labor force working on part-time contracts expanded from 24% to 33% to 40% from 1975 to 2015. (See Figure 2.1.)

Fig. 2.1: Trends in the Academic Labor Force 1975–2015

Modified from: Trends in the Academic Labor Force 1975-2015, compiled by the AAUP research office, March 2017. Source: Integrated Postsecondary Education Data System.



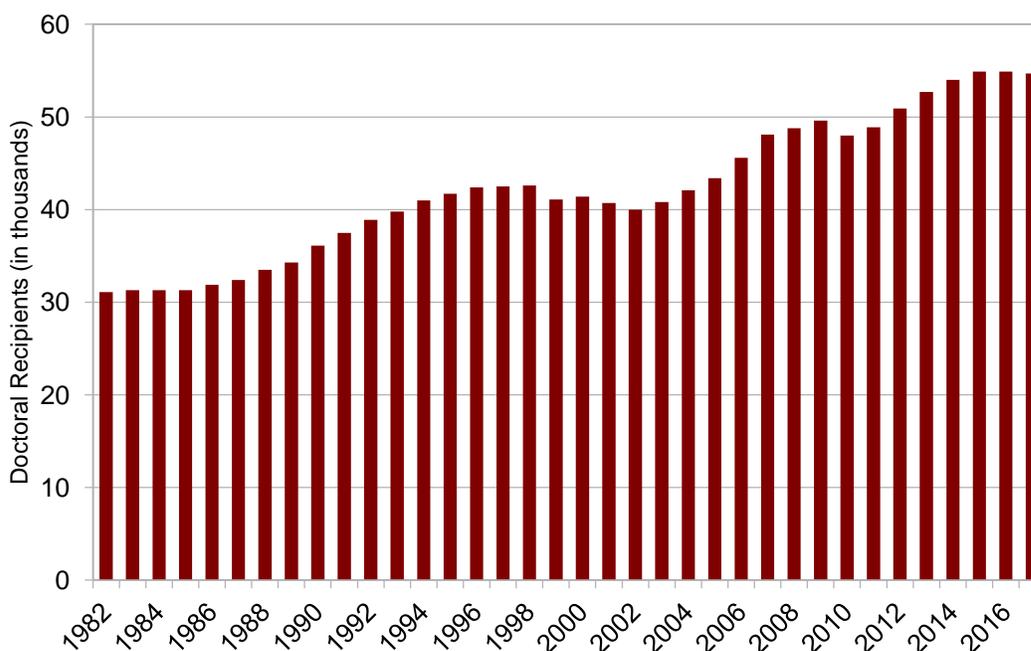
Doctoral education continues to attract remarkably talented individuals, even as the future of academic employment is growing more and more uncertain.

2A.2. Demographic shifts in the student population and numbers of educational staff

Despite changes in the conditions of academic employment, analysis of changing demographics reveals growth in all aspects of higher education, but a disproportionate expansion in the number of doctoral degrees awarded (Fig. 2.2).

Between 2002 and 2016, the number of undergraduate students enrolled in postsecondary education in the United States increased by 18%.⁶ Over the same period, the number of

Figure 2.2: Annual Research Doctorate Recipients, Survey of Earned Doctorates⁷, 1982–2017



instructional staff employed by degree-granting postsecondary institutions increased by 21%, and the increases have been continuous if not steady.⁸ However, over the nearly same period (2001–2016), the number of doctoral degrees awarded—including the health professions and legal studies—has increased by 49%, from 119,585 to 177,867. Excluding the health professions and legal studies, the growth has been 59%.

⁶ National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System (IPEDS) data, accessed 20 January 2019, <https://nces.ed.gov/ipeds/>.

⁷ <https://www.nsf.gov/statistics/srvydoctorates/>. The National Science Foundation (NSF) Survey of Earned Doctorates (SED) “is an annual census conducted since 1957 of all individuals receiving a research doctorate from an accredited U.S. institution in a given academic year.” Data from the SED shows significant growth in the annual rate of production of research doctorates, with an increase of 76% between 1982 and 2017.

⁸ NCES IPEDS data, accessed 20 January 2019.

An important contributing factor in the growth of the number of doctorates awarded has been growth in number of fields in which doctorates are granted, and we return to this issue (Chapter 3B.1); nevertheless, notable growth has occurred in the number of doctorates in every field measured by the Integrated Postsecondary Education Data System (IPEDs), save one.⁹ A special contribution is made in science and engineering fields by fluctuations in funding: the number of PhDs created in science and engineering fields increased from c. 19,000 to c. 36,000 between 1981 and 2011, with an especially sharp increase in basic biomedical PhDs, apparently in response to the doubling of National Institutes of Health funding in the first decade of this century. While these same grants have allowed for an increase in the number of federally-funded postdoctoral researchers, the number of faculty positions in these fields has largely held constant.^{5,10}

If there is a crisis in doctoral education, it seems clear that policies of both universities and funding bodies, including in proliferating doctoral programs and establishing cohort size, have contributed substantially to it.

2A.3. The funding of PhD education

Notable changes to the material conditions of graduate education have taken place since the report of the Baker Commission (1982). Most prominent among these are the institution of multi-year funding packages, comprising stipend, tuition, and benefits, in fields of study where doctoral education is not funded by external grants. It must emphatically be asserted that the resulting security of conditions of life was an educational and moral imperative. There should be no question of the necessity of this change. But neither can one deny that this change has radically increased the cost to the institution of doctoral education. As importantly, this change has introduced a criterion of evaluation whose incidence appears to vary among fields: what outcomes of doctoral education merit the extraordinary investment required of institutions? If we are not doing all that we can to meet these objectives, what changes might draw us closer to that goal? And can we do this in a fashion that conduces a convergence between institutional interests and the aspirations of the students themselves?

In speaking of contexts of graduate education, we do not suggest that any given aspect of those contexts should be taken as given, nor that solutions to "the" crisis in graduate education necessarily lie in reform to doctoral education, narrowly construed. It is universities, themselves, who have shifted the focus of employment so overwhelmingly to non-tenure-stream contracts and above all to part-time contracts. In other words, although part of any response to the current crisis must be a calibration of doctoral education to the job markets in which it places graduates, another essential response must be reform to the labor markets that the selfsame universities control.

⁹ The exception is "English language and literature/letters."

¹⁰ Maximiliaan Schillebeeckx, Brett Maricque, and Cory Lewis, "The missing piece to changing university culture," *Nature Biotechnology* 31.10 (October 2013), 938–41.

2A.4. Shifts in undergraduate enrollment

Universities are continually subject to medium-term shifts in the academic priorities of undergraduates, and these bring in their train substantial consequences for staffing, alongside other material and economic entailments. Between 2011 and 2017, for example, the number of undergraduate degrees awarded by US postsecondary institutions in humanistic fields (including history) declined by nearly 30%. Over the same period, management, environmental studies, computer sciences, and many health sciences saw gains of the same size or greater.¹¹ Such shifts no doubt account, at least in part, for the move on the part of universities to increase the percentage of contingent workers among its labor force. Similar shifts are visible in enrollment in doctoral programs and, with greater time lag, in tenure-stream academic hiring. The nature of the causality among these trends, and their importance in setting university policy, is a complex matter. At this juncture, we wish only to observe that these connections were already a concern to the Baker Commission, which was admirably cautious regarding its ability to prognosticate in this regard—and, indeed, many recent trends in doctoral enrollments in the sciences reverse those visible in the decade prior to the Baker Commission. The fact that we cannot predict the future does not, however, erase the essential matter that undergraduate enrollments do matter, and must play an important role, among many considerations, in determining the funding and vitality of programs, departments, and fields.

2A.5. Expansion of master's programs

A further context for doctoral education is supplied by the expansion of master's programs in recent decades. Between 1971 and 2016, the number of master's degrees awarded in the US rose from 235,564 in 1971, to 473,502 in 2001, to 785,595 in 2016, a 233% increase.¹² However, the great bulk of these degrees are concentrated in public administration and social services, engineering, health professions, education, and business. By contrast, the percentage increase in the humanities, social sciences, and physical sciences (in particular mathematics, computer sciences, and statistics) has been 83%, and their share of the overall number of master's degrees awarded has fallen from 31% to 18%. In many of the fields where the degrees are concentrated, the master's degree is a professional credential that carries meaningful weight in the job market, even in supplement to a PhD, in a fashion that it is not true in the disciplines of the traditional arts and sciences. In the national context, the salience of these master's programs and the resources allocated to them for doctoral education is not clear. At the University of Chicago, by contrast, the changes in University revenue allocation have

¹¹ Colleen Flaherty, "The Vanishing History Major," *Inside Higher Ed*, 27 November 2018, <https://www.insidehighered.com/news/2018/11/27/new-analysis-history-major-data-says-field-new-low-can-it-be-saved>; see also NCES Digest of Education Statistics Table 322.10, "Bachelor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970–71 through 2014–15" accessed 24 February 2018, https://nces.ed.gov/programs/digest/d16/tables/dt16_322.10.asp.

¹² NCES Digest of Education Statistics, Table 318.20, "Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970–71 through 2014–15," https://nces.ed.gov/programs/digest/d16/tables/dt16_318.20.asp.

provided incentives for increasing the number of master's students. This issue will be taken up again in Chapter 3D.

2A.6. Additional factors and intersectionality

As the financial cost of supporting doctoral students increases, the inherent value of PhD education comes under increasing scrutiny. Any attempt to establish value forces a serious consideration of both the aims of doctoral education and the extent to which those aims are being met. This consideration must take into account the increasing numbers of PhDs being produced nationally, and the concurrent reduction in tenure-track faculty positions available to PhD graduates. The key point here is that a doctoral education model predicated on replication of University faculty is, and has been for some time, untenable. Nevertheless, new doctoral students have continued to be attracted to the academy by the tacit promise of future tenure-track positions, with doctoral programs encouraging their students to work harder and longer to become as competitive as possible in a shrinking job market. Given this situation, recent reports of PhD students suffering anxiety and depression at rates six times higher than the general populace are perhaps unsurprising.¹³

We take as a given that increasing financial cost is a central element of the current crisis in doctoral education. But we must also acknowledge that this cost is borne not only by universities, but also in significant part by students. A PhD student's low income, coupled with the extended time period before a stable, benefits-eligible position can be expected, may be viewed as an appropriate personal investment in a future career, especially—as is ideal—if the pursuit of doctoral training and research are accompanied by significant personal fulfillment. However, the uncertainties of the job market add greatly to the perceived risk of that personal investment, and long training periods have significant potential to reduce lifetime earnings. Importantly, in this climate, personal circumstances including socioeconomic background may either deter well-qualified individuals from pursuing doctoral education, or increase the likelihood that once embarked upon the PhD will not be completed. Thus, the real or perceived personal cost of doctoral training may block access to educational opportunities, while additionally functioning to limit diversification of the academic community.

In summary, the crisis in doctoral education takes the form of multiple linked crises: changing job markets, increasing costs to both universities and students, increasing mental health issues in the student population, and ongoing lack of diversity in the student (and faculty) population. Our report is wide-ranging, but it attempts to keep these points clearly in mind.

¹³ Teresa M. Evans, Lindsay Bira, Jazmin Beltran Gastelum, L. Todd Weiss, and Nathan L. Vanderford, "Evidence for a mental health crisis in graduate education," *Nature Biotechnology* 36 (2018): 282–284, doi:10.1038/nbt.4089, <https://www.nature.com/articles/nbt.4089>.

2B. Our Report in the Context of Unionization

We cannot conclude this chapter without some discussion of graduate student unionization efforts. In the wake of a 2016 National Labor Relations Board (NLRB) decision allowing students at private institutions to unionize, students at campuses across the country, including our own, who had been organizing and affiliating with national unions for the past decade, held elections for union representation. In October 2017 University of Chicago students voted 1,103 to 479 to be represented by Graduate Students United (GSU), the American Federation of Teachers (AFT), and the American Association of University Professors (AAUP) for purposes of collective bargaining. The University of Chicago, however, did not begin bargaining, and in February 2018, the union withdrew its formal petition for recognition. Similar withdrawals occurred at other institutions, presumably to avoid providing a vehicle that a more conservative-leaning NLRB might use to overturn the previous liberal-leaning NLRB ruling that allowed students at private universities to unionize in the first place.

Despite the withdrawal of formal petitions, during the preparation of this report several private universities voluntarily entered into bargaining agreements with graduate student unions or signaled their readiness to do so. The UChicago GSU has continued to request formal recognition and has called upon the University of Chicago to enter into collective bargaining voluntarily. In response, University of Chicago leadership has communicated to the GSU and the entire campus community that the University does not intend to recognize GSU.

2C. Conclusion

Arguably, a new paradigm in doctoral education is needed to respond to the crises we outline above. (See section 2A.) We recognize that such a call for change is hardly novel: this same point was made in the Report of the University of Chicago's Baker Commission, as well as by multiple national reports that followed, including those by the Carnegie Foundation,¹⁴ the Mellon Foundation,¹⁵ and the Council of Graduate Schools.¹⁶ Further, we note that a primary challenge to altering our institution's expectations of doctoral education is the need to effect cultural change among our faculty, whose own training was completed in an earlier period and

¹⁴ Chris M Golde and George E Walker, *Envisioning the Future of Doctoral Education: Preparing Stewards of the Discipline*, Carnegie Essays on the Doctorate, San Francisco: Jossey-Bass, 2006; George Walker, Chris M. Golde, Laura Jones, Andrea Conklin Bueschel, and Pat Huntchings, *The formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century*, San Francisco: Jossey-Bass, 2008.

¹⁵ Robert Weisbuch and Leonard Cassuto, "Reforming Doctoral Education 1990 to 2015 Recent Initiatives and Future Prospects, A report submitted to the Andrew W. Mellon Foundation," June 2, 2016, <https://mellon.org/resources/news/articles/reforming-doctoral-education-1990-2015-recent-initiatives-and-future-prospects/>. Referred to hereafter as the Mellon Report.

¹⁶ Council of Graduate Schools and Educational Testing Service, *The Path Forward: The Future of Graduate Education in the United States. Report from the Commission on the Future of Graduate Education in the United States* Princeton, NJ: Educational Testing Service, 2010.

was therefore subject to different pressures and expectations. Indeed, the ending of US mandatory faculty retirement practices at the beginning of 1994 only served to increase the likely temporal gap between the training of faculty mentors and the training of their graduate student mentees. One important goal of this report is therefore to inform our faculty about the challenges their PhD students face.

Chapter 3: The Context of Doctoral Education at the University of Chicago

This chapter picks up the thread of the previous chapter with an analysis of the idea and aims of doctoral education, then considers the shifting landscape of doctoral education at the University of Chicago within its national and historical context, the career landscape for PhDs, and their career preparation. It next addresses the topic of doctoral education assessment, and considers the impact of demographic changes in College and master's enrollment on PhD programs. The chapter concludes with discussion of the continuation and growth of representative roles for graduate students and the creation of a graduate student center.

3A. The Idea and Aims of Doctoral Education

Doctoral education is where the University's core missions of research, scholarship, and education merge most completely. Doctoral education is the primary vehicle for bringing new generations of researchers into the fold, and it is a principal means by which previous accomplishments are articulated, consolidated, challenged and, at times, superseded.

An essential feature of doctoral education is that students become conversant with a body of scholarship (often crossing disciplinary boundaries) to a degree that allows them to make meaningful contributions of their own. This requires an understanding of the problems and questions that motivated the work to which they respond or build upon, the successes that have been achieved, the modes of investigation and persuasion that have been deployed in the field(s) in which they work, and the assumptions that underlie all of this. Of necessity, doctoral students develop particular forms of expertise within the subjects in which they work, with the goal of reaching the point where their expertise can be used creatively. In addition to this, doctoral students are acculturated to norms and practices in their fields of research, learning the various ways researchers communicate with each other, work together, find necessary support for research, and teach; they are shown how to become members of a research community and become stewards of their academic disciplines¹⁷ through publication, teaching, and public presentations. Doctoral education is the essential means by which the academy reproduces itself.

Nonetheless, if we are to serve all doctoral students well, we cannot conceive of doctoral education exclusively as a means of producing new faculty; to do so would be to set up significant numbers of students for failure. In some fields, natural career paths are available outside the academy, paths that leverage the specific kinds of expertise developed by PhD

¹⁷The phrase 'stewards of the academic disciplines' was previously coined in a collection of essays commissioned for the Carnegie Initiative on the Doctorate (Golde and Walker, 2006), in which stewardship was defined as "encompassing a set of knowledge and skills, as well as a set of principles" and an academic steward as one "capable of *generating* and critically evaluating new knowledge; of *conserving* the most important ideas and findings" and of "understanding how knowledge is *transforming* the world in which we live, and engaging in the transformational work of communicating their knowledge responsibly to others."

students. More often, however, the value of a PhD for students seeking careers outside the academy lies not so much in the specific expertise they develop, but rather in skills they have gained that are transferable to new contexts. Such skills have the potential to serve students well no matter what career path they follow after graduation, and it is incumbent on us to offer the fullest possible opportunity for the development of those skills.

From its inception, the University of Chicago has defined certain intellectual values as crucial to its identity. Among these is a commitment to interdisciplinarity, which, through a synthesis of the methods and philosophies of diverse disciplines, requires a careful and reflective awareness and interrogation of the assumptions and modes of analysis being brought to bear on an investigation as well as the appropriateness and effectiveness of one's methods. Related to this is, as described by President Robert Zimmer in his statement on diversity, a "singular commitment to rigorous inquiry that demands multiple and often competing perspectives."¹⁸ In a fundamental sense, the aim of doctoral education is to enable students to actualize this commitment to rigorous inquiry in their own work. This entails a great deal—learning to listen to relevant and differing perspectives; understanding the complex motivations behind ideas and opinions; recognizing when ideas have been accepted or rejected without due consideration; hearing questions, doubts, and voices which are hidden in silence; and engaging genuinely and generously with perspectives outside our favored and habitual views. To whatever degree any human being, or any community—including our University—develops these qualities, they are hard-won, and precious.

An intellectual culture marked by these qualities cannot be taken for granted; it can only be created and sustained through clear, honest, and self-aware commitment. Under the influence of forces within ourselves and the culture at large, it can easily devolve into something less worthy of our aspirations. In order to consider the way forward for doctoral education at this juncture in our history, it is necessary to orient ourselves by a clear vision of the aims of doctoral education, to explore basic questions about how the intellectual culture of the University can be strengthened and sustained, to consider how doctoral students are situated within it, and to give wide-ranging consideration to factors that affect doctoral students, both while they are here and after they leave.

3B. The Shifting Landscape of Doctoral Education

3B.1. Historical context

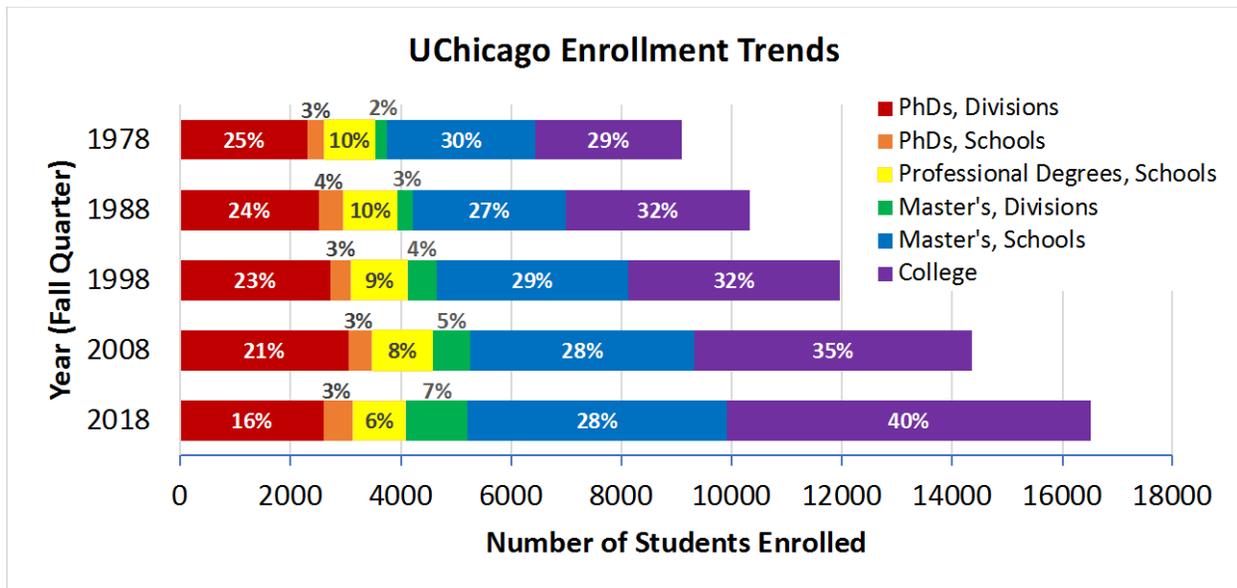
The last forty years witnessed a number of projects of diagnosis and reform with regard to doctoral education. We have used two such reports extensively in our analysis. First is the 2016 report of the Mellon Foundation, which summarized and analyzed the reports produced between 1990 and 2016. The report of the Mellon Foundation observes that the weakness of the academic job market has been the motivation for most analyses and efforts toward reform

¹⁸ Diversity & Inclusion: Statement from the President, <https://diversity.uchicago.edu/the-power-of-diversity/statement-from-the-president/>.

in doctoral education. Given the rise in employment of arts and sciences PhDs in non-academic jobs, a related concern is whether the form of PhD education suits that increasing proportion of its graduates. In addition, the report highlights the perceived inefficiencies of PhD education, particularly time to degree and attrition.

The University of Chicago itself produced one of the most wide-ranging and empirically rich reports in this field, that of the Baker Commission. While the report of the Baker Commission was published outside the window embraced by the Mellon Foundation's study, many of the notes from the Mellon Foundation report were also sounded in the Baker Report, whose own general recommendations for reform were largely not taken up.¹⁹ An attempt to read each in light of the other provides a useful framework within which to assess the context of this Committee's work.

Figure 3.1: Enrollment Trends²⁰ (See also Appendix 6: Enrollment Trends.)



The Baker Commission commenced its work from the proposition, at once historical and normative, that among American institutions of higher education, the University of Chicago had

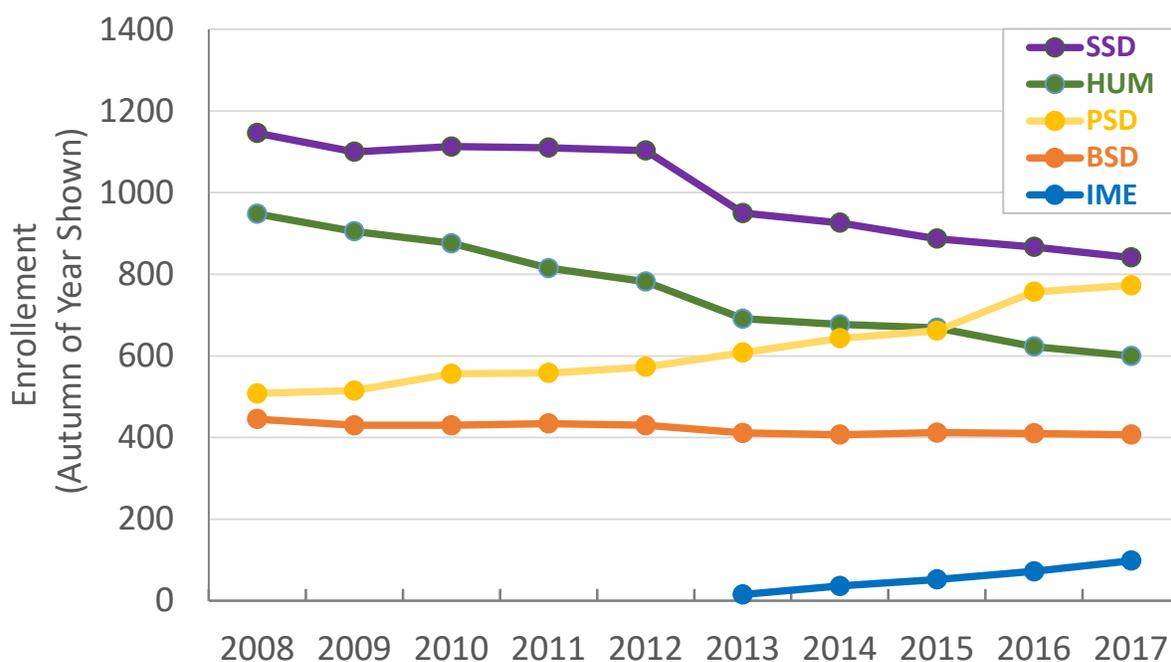
¹⁹ Baker Report, 91–95.

²⁰ For 1978, breakdowns and totals within units are estimates since source data did not distinguish PhD from master's students. Totals may appear low compared to other years due to absence of Doctoral Residence Policy (effective 1984). For 1988, breakdowns and totals within units are estimates since source data did not distinguish PhD from master's students. For 1988 and 1998, PhD totals include Full-Time and Part-Time PhD students and also Active File. For 2008, PhD totals include Full-Time and Part-Time students and also Extended Residence (effective 1999). For 2018, PhD totals include Full-Time students. Extended Residence was eliminated in 2013, and students who had not graduated by 12/10 year limit were administratively withdrawn. For years 1978, 1988, 1998, and 2008, numbers represent End-of-Quarter, for 2018 as of Census, representing respective official reporting policies.

been nearly uniquely committed to graduate education.²¹ It was therefore a cause for concern to the Commission that the proportion of University enrollment distributed at the divisions, schools, and College had been shifting through the 1970s, with steady increases in the schools and College and a steady decline in the divisions.²² Change since 1982 has not been linear, of course, but the overall trajectory of change has continued the trends discerned by the Commission. (See Figure 3.1.)

Figure 3.2: PhD Enrollment Trends in Divisions

Shown by academic year for the Social Sciences Division (SSD), the Humanities Division (HUM), the Physical Sciences Division (PSD), the Biological Sciences Division (BSD), and the Institute for Molecular Engineering (IME). These data represent an update to Baker Report Figure 5, p. 83.



Presented in aggregate, these numbers mask several important changes. One is the creation of new units, most notably the Harris School, which was formally founded in 1988, and the Institute for Molecular Engineering, which was established in 2011. More importantly, trends in enrollment in the separate divisions have diverged quite widely from one another, and have not necessarily been stable over time; the same can be said for trends at the departmental level. For example, overall enrollments in the Physical Sciences Division declined steadily across the 1970s,²³ but that trend reversed dramatically over the last decade (Figure 3.2). Similarly, graduate enrollments in Anthropology and Economics grew across the 1970s,²⁴ but over the last decade, Psychology alone in the Social Sciences Division exhibited robust growth (Figure 3.3).

²¹ Baker Report, 76.

²² Ibid, Table 1, 82.

²³ Ibid, Figure 5, 83.

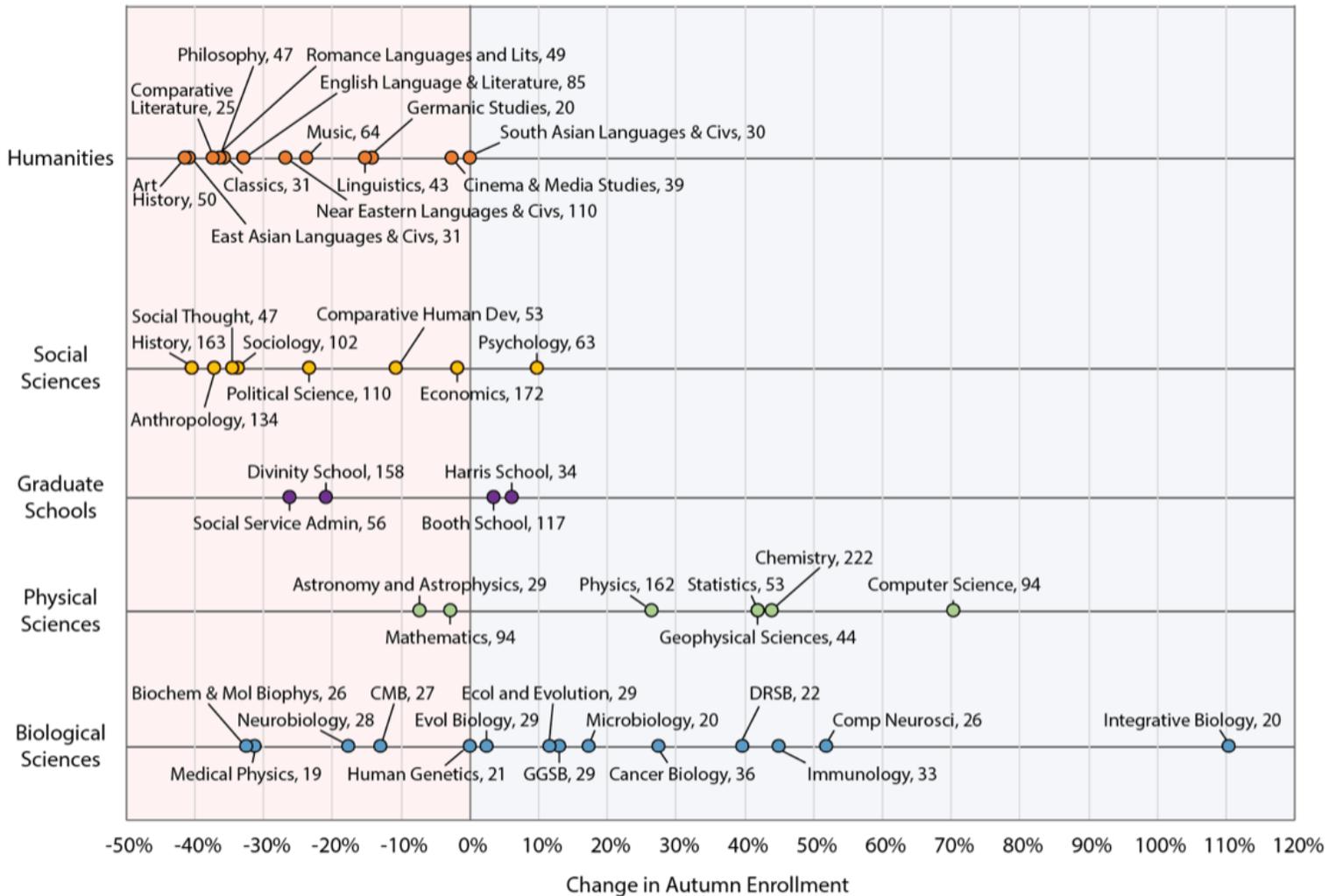
²⁴ Ibid, Figure 6, 85.

Figure 3.3: Enrollment—Percent Change in Average Autumn PhD Enrollments from 2005–2007 to 2015–2017.

These data represent an update to Baker report Figure 6, p. 85.

Ph.D. Autumn Enrollment Percent Change Over Ten Years

Three-Year Average Comparisons by Program and School: 2005-2007 to 2015-2017



Labels include the program or school represented and the average of Autumn 2015, Autumn 2016 and Autumn 2017 end-of-quarter enrollment.

Source: University Registrar End-of-Quarter Statistical Report Booklets for programs and schools with average Autumn enrollment of at least fifteen Ph.D. students for years 2015-2017.

Program Abbreviations: Development, Regeneration, and Stem Cell Biology (DRSB), Genetics, Genomics, and Systems Biology (GGSB), Cell & Molecular Biology (CMB)

The data distinguished according to field exhort us to heed the caution articulated throughout the Baker Report, that one should not allow shifts in the micro-data to weigh too heavily in the consideration of policy.

That said, the historical data in aggregate do teach several important lessons. For one thing, the proportion of University enrollment in the graduate divisions has declined fairly steadily since 1948–49. The great bulk of that change occurred prior to the Baker Commission's work in 1980–82. The incidence of change over the last two decades has been comparatively incremental. And yet, a second important lesson is that the University of Chicago is not the University of its primordial self-regard: it is not "a small liberal arts college" attached to "a much larger graduate school".²⁵ It has not been that institution for a very long time.

3B.2. The changing career landscape

A primary goal of doctoral education has been to put students in a strong position to enter careers in academia. This (often singular) focus, combined with the significant investment of time generally required to earn a PhD and the uncertainties of the academic job market, has contributed to persistent anxieties over the prospects for doctoral students after graduation.²⁶ The uncertainties of the academic job market relate not just to its capacity to absorb graduating PhD students, but also to the changing nature of the jobs it offers (as also discussed in Chapter 2A). Teaching-track, adjunct, and staff scientist positions all constitute increasing fractions of the academic workforce (summarized in Fig. 2.1), while the typical length of time people spend in postdoctoral positions is increasing in some fields. At the same time, the job market for doctoral recipients is a global one, making it difficult to get a clear sense of the magnitude of the effects of these trends on graduates of American universities.

A major shift in the academic job market took place from 1993 to 2015, with substantially more jobs that were neither postdoctoral positions nor on the tenure-track. It seems likely this shift was experienced more acutely by more recent recipients of PhDs. Furthermore, it should be remembered that tenure-track positions at research intensive institutions represent only a fraction of all tenure-track positions. Finally, it should be noted that even those who enter the tenure-track may not remain on it over the long term. One study²⁷ indicated that, for PhD holders who obtained tenure-track assistant professorships in science and engineering between 1990 and 2002, the median time to departure from the tenure-track was 10.9 years; a similar study for the social sciences²⁸ found a median time to departure of 9 years.

²⁵ Ibid, 76.

²⁶ Laura McKenna, "The ever-tightening job market for PhDs," *The Atlantic*, 21 April 2016, <https://www.theatlantic.com/education/archive/2016/04/bad-job-market-phds/479205/>.

²⁷ Deborah Kaminski and Cheryl Geisler, "Survival Analysis of Faculty Retention in Science and Engineering by Gender," *Science*, 335(6070) (17 February 2012): 864–866 doi:10.1126/science.1214844.

²⁸ Janet M. Box-Steffensmeier, Rafael C. Cunha, Roumen A. Varbanov, Yee Shwen Hoh, Margaret L. Knisley, Mary Alice Holmes, "Survival Analysis of Faculty Retention and Promotion in the Social Sciences by Gender," *PLOS ONE*, 10(11) (18 November 2019), doi:10.1371/journal.pone.0143093.

It is of vital interest to understand how the employment picture for graduates of the University of Chicago compares with the national picture. For example, one would like to know how the rates at which graduates of the University enter tenure-track positions compare to those for the national population of PhD recipients. Unfortunately, the data available to us are both limited and difficult to compare with national data. The only systematic University-wide data of which we are aware is data on immediate employment outcomes for PhD students graduating in 2013–17, and data on employment five years beyond the PhD for students graduating in 2010–12. (See Table 3.1.) It is therefore impossible to determine the degree to which career outcomes for University of Chicago PhDs mirror those found on a national scale. However, in very rough terms, the data we have for career outcomes at the University are consistent with the more robust data available from institutions like Cornell²⁹ and Duke,³⁰ both of which are members of the Coalition for Next Generation Life Science (NGLS).³¹ (Of relevance, the Biological Sciences Division³² is currently pursuing membership in the NGLS coalition.) In general, we find graduates in the humanities going on to tenure-track jobs at relatively high rates, graduates in the social sciences at modestly lower rates, and graduates in the life and physical sciences at significantly lower rates. The University community at all levels should make it a priority to collect and distribute data about career outcomes of PhD graduates.

3B.2A. Preparing PhD students for diverse careers

To serve PhD students well, we must prepare them for diverse careers, both inside and outside the academy, and focus on building a variety of transferable skills. It is worth mentioning that considerable evidence shows that the vast majority of recipients of research doctorates are either very or somewhat satisfied with their (diverse) careers. Data on job satisfaction among both SEH (science, social science, engineering, and health) doctoral recipients³³ and those in the humanities³⁴ show rates of satisfaction hovering around 90%. Furthermore, at every stage of the career, significantly more SEH doctoral recipients regard their jobs as closely related to their degrees than hold positions at four-year institutions. On this basis, it is plausible to claim that the population of doctoral recipients who function as stewards of the research tradition extends well beyond the population of those employed at four-year institutions, even further beyond the population of those on the tenure track, and still further beyond the population of those on the tenure track at research-intensive universities. It is a disservice to students to

²⁹ Cornell Doctoral Degree Outcomes 1994–2014, <https://gradschool.cornell.edu/degrees-fields/program-metrics-assessments-and-outcomes/doctoral-career-outcomes/>

³⁰ Duke Doctoral Degree Outcomes 2004–2018, <https://gradschool.duke.edu/about/statistics/all-departments-phd-career-outcomes-statistics>.

³¹ nglscoalition.org

³² The Biological Sciences Division also provides information on PhD graduate career outcomes online at <https://biosciences.uchicago.edu/after-uchicago/outcomes>.

³³ National Science Board, “SEH Doctorates in the Workforce, 1993–2013,” <https://www.nsf.gov/nsb/sei/infographic2/?yr=2013&fd=All%20SEH%20Fields&cs=ShowJobSatisfaction#main>.

³⁴ Humanities Indicators, a Project of the American Academy of Arts & Sciences, III-81, “Humanities Ph.D. Recipients Indicating They Are ‘Very’ or ‘Somewhat’ Satisfied with Their Job, by Field of Degree and Employment Sector, 2015,” <https://www.humanitiesindicators.org/content/indicatordoc.aspx?i=31285>.

Table 3.1: Employment Outcomes by Division

Sources: AAUDE Doctoral Exit Survey, annual five-year outcomes collection

Unit	Immediate Outcomes (Exit Survey, 2013–17 PhD graduates)									
	N	Academic			Other employment				Further study	Still looking or part-time
		Tenure-track faculty	Non-tenure-track faculty	Post-doctoral	Industry/for-profit business	Non-profit org	Gov't (elected or civil service)	Other full-time empl		
Biological Sciences	283	1%	1%	51%	6%	3%	0%	4%	6%	27%
Humanities	318	14%	16%	16%	1%	4%	1%	5%	1%	42%
Physical Sciences	351	3%	3%	50%	11%	2%	0%	9%	1%	20%
Social Sciences	431	25%	9%	29%	6%	1%	3%	6%	0%	21%
Booth School	60	47%	0%	12%	10%	5%	3%	13%	0%	10%
Divinity School	57	16%	16%	11%	2%	4%	2%	2%	0%	49%
Harris School	29	24%	0%	38%	7%	7%	7%	7%	0%	10%
Social Services Administration	43	53%	2%	16%	2%	7%	0%	5%	0%	14%

Unit	Five Year Outcomes (Public Data, 2010–12 PhD graduates)									
	N	Academic			Other employment				Further study	Other
		Tenure-track faculty	Non-tenure-track faculty	Post-doctoral	Industry/for-profit business	Non-profit org	Gov't (elected or civil service)	Other full-time empl		
Biological Sciences	176	11%	7%	35%	27%	18%	1%	1%	1%	0%
Humanities	205	63%	11%	2%	7%	10%	1%	4%	1%	0%
Physical Sciences	213	30%	11%	18%	28%	7%	4%	1%	1%	0%
Social Sciences	257	55%	10%	5%	11%	9%	7%	3%	0%	0%
Booth School	49	71%	4%	0%	16%	2%	6%	0%	0%	0%
Divinity School	50	68%	12%	0%	2%	10%	0%	8%	0%	0%
Harris School	26	54%	12%	0%	4%	12%	19%	0%	0%	0%
Social Services Administration	13	54%	15%	0%	0%	31%	0%	0%	0%	0%

organize their education around the presumption that the only successful outcome of doctoral education is a tenure-track position at a research-intensive university.

Within the instructional and research staff of a university, non-tenure track jobs, such as lecturer, adjunct, and staff scientist positions, constitute increasing fractions of the academic workforce. One aspect of this change is the growth in teaching-intensive faculty positions—including in the science, technology, engineering, and mathematics (STEM) fields. Therefore, students need access to significant training and experience in teaching and pedagogy, which opportunities are available to some UChicago PhD students, especially in STEM fields, at a lower rate than is ideal. (See Chapters 5 and 6.)

If doctoral education is about training stewards of the disciplines or, more broadly, stewards of the research tradition, it is incumbent on us to understand the full range of forms this kind of stewardship can take. Research depends on an infrastructure of libraries, journals, academic presses, conferences, museums, university administration, professional organizations, preprint servers, funding agencies, grants, laboratories, experimental equipment, and computation and data sources among many other resources. Often, PhDs are necessary to staff such resources and can thus develop rewarding research-focused careers outside of the tenure track.

As noted in section 3A, much of the inherent value of the PhD lies in the transferable skills students develop. Some of these skills are central to research in any area: the ability to ask illuminating questions, or to frame problems in ways that make them accessible to investigation, and the ability to develop and carry out a research program. Others are related to communication, such as the ability to write and speak about complex subjects with clarity, or to teach effectively, or to find ways to facilitate communication between groups with differing expertise or perspectives. Some are skills that are ancillary to research in a specific area, such as programming or data analysis, while others are soft skills, such as the ability to collaborate with or mentor others. Of relevance, Sinche et al.³⁵ studied the self-reported acquisition of fifteen transferable skills, and identified six that graduate programs were not adequately developing in students: the ability to set a vision and goals, time management, ability to work on a team, ability to work with people outside the organization, ability to manage others, and career

³⁵ Melanie Sinche, Rebekah L. Layton, Patrick D. Brandt, Anna B. O’Connell, Joshua D. Hall, Ashalla M. Freeman, Jessica R. Harrell, Jeannette Gowen Cook, and Patrick J. Brennwald, “An evidence-based evaluation of transferable skills and job satisfaction for science PhDs,” *PLOS ONE* 12(9): e0185023, 20 September 2017, doi: 10.1371/journal.pone.0185023. These authors studied the self-reported acquisition of fifteen different transferable skills during the course of doctoral training in the sciences, and the relevance of these skills to career outcomes and job satisfaction. A majority of the skills were found to be similarly important in both research-intensive (RI) and non-research-intensive (NRI) jobs, while three (creativity/innovative thinking, career planning and awareness skills, ability to work with people outside the organization) were found to be more relevant to RI careers, and three others (time management, ability to learn quickly, ability to manage a project) were found to be more relevant to NRI careers. Of these fifteen transferable skills, six were identified which graduate programs were not adequately developing in students as discussed above. It is worth noting that two of the skills were among those with special (but not exclusive) relevance to RI careers, and the development of the career planning and awareness skill during graduate school was rated barely above neutral by respondents.

planning and awareness. No matter what career path PhD graduates follow, the development of a full range of transferable skills has great value.

It is not only important to build these skills but also to build confidence around these skills. As Sinche and colleagues note, doctoral students may not lack skills but rather “confidence or awareness of their skill levels.” Furthermore, as shown by St. Clair et al.,³⁶ the effectiveness of career development efforts by students is mediated by perceptions of their own efficacy and their environment, specifically the perceived support for a broad range of career goals. Currently, however, such support does not seem to exist for University of Chicago students from many of the faculty. According to the CGE Faculty Survey, only 42% of faculty judged “Providing highly-specialized skills to society” as very important, and only 25% of faculty judged “Training for non-academic research positions” as very important. These figures must be compared to the 92% of faculty who judged “Training research faculty” as very important. The consequence of this disjuncture between the reality of contemporary career prospects for PhD students and the expectations of faculty may be starkly drawn: if the environment in which doctoral students are educated is not supportive of a broad range of career goals, then they are likely being trained into some degree of helplessness in determining their own career paths.

3B.2B. Career development support for doctoral students at the University of Chicago

While faculty are important models and mentors for doctoral students as they think about careers, they represent and can advise for only a fraction of the spectrum of career possibilities, even among research-intensive careers. Many faculty are unfamiliar with career paths outside of academia, and anecdotal evidence suggests that some actively discourage students from considering such career paths. This situation is particularly problematic, because evidence suggests that, due to the fact that the relationship between advisor and advisee often takes the form of a psychological contract, the career goals of the advisee are expected to reflect those of the advisor.³⁷ For obvious reasons, students can be highly reluctant to breach such contracts, and may wait until late in their graduate careers to do so, often when faced with the realities of the job market waiting for them. In such cases, students can find themselves with little idea of how to go about finding jobs.

Across the University several programs and services target this problem and help PhD students prepare for a variety of careers inside and outside the academy. The myCHOICE (Chicago Options in Career Empowerment) program was established through a National Institutes of Health (NIH)-funded mechanism to provide career training for biomedically oriented trainees, mostly in the Biological Sciences Division, but reaching to other units such as the Physical Sciences Division and the Institute for Molecular Engineering. PATHS (Professional Advancement and Training for Humanities Scholars) was established with a National

³⁶ Rebekah St. Clair, Tamara Hutto, Cora MacBeth, Wendy Newstetter, Nael A. McCarty, and Julia Melkers, “The ‘new normal’: Adapting doctoral trainee career preparation for broad career paths in science,” *PLOS ONE* 12(5) (24 May 2017): e0177035, doi:10.1371/journal.pone.0177035.

³⁷ e.g. Vincent Mangematin, “PhD Job Market: Professional Trajectories and Incentives during the PhD,” *Research Policy*, 2000; 29(6): 741–56, doi:10.1016/S0048-7333(99)00047-5.

Endowment for the Humanities (NEH) grant, and the new Mellon Scholarly Careers Initiative is being made possible with grant funding from the Mellon Foundation. The focus of all of these programs is to educate graduate students about career areas available to them (including academia), provide hands-on training for professional skill development, and to introduce the students to an invaluable network of professionals, many of whom are alumni of the University, all while educating employers about the benefits of doctoral education and building a pipeline of University of Chicago graduate students working at their organizations.

More generally, UChicagoGRAD provides dedicated career development support for graduate students. Key aspects of UChicagoGRAD as a resource for graduate students preparing for careers in academia, industry, nonprofits, and government include development of written and oral communication skills, fellowship advising, exposure to alumni working in a wide variety of fields, mentoring in critical job search skills, internship opportunities, and establishment of a network of potential contacts for future employment. Two large-scale UChicagoGRAD career preparation events book-end the year: in the fall, GRADFair brings dozens of employers to campus for a traditional job fair combined with on-campus interviews, and in the spring, GRADUCon brings dozens of alumni to campus for a wide range of panel discussions on career exploration and planning as well as individual “coffee chats” for students to learn from recent alumni. It is important, as we stress in Chapter 5, for individual doctoral programs to work together with UChicagoGRAD and encourage their students to make use of its services and programs.

Finally, the involvement of alumni who have pursued nonacademic careers is of critical importance. For many of them, there was little support as they went through the experience of finding a career, and they may be enthusiastic to help current students make the same transition. Many of these alumni have become very successful professionals in their fields and thus are invaluable resources for students. Importantly, this involvement may also increase the enthusiasm for alumni to return to the University and engage with the faculty and student population as a whole, which has obvious benefits to the translational aspects of academic research, but also has the potential to generate philanthropic support for new programs or research areas.

The model of having tailored supplemental programs that enhance but do not alter the research and educational mission of the graduate programs has been a demonstrated success³⁸ and should be considered in other divisions/programs to complement the UChicagoGRAD program, which operates at a slightly broader level.

³⁸Evidence for satisfaction of students with supplemental programs such as myCHOICE comes from extensive post-event surveys conducted by individual programs.

3C. Assessing Doctoral Education

3C.1. What counts as success in doctoral education?

Any comprehensive discussion of doctoral education, and in particular any discussion of its aims, must consider what counts as success. Many relevant perspectives can be brought to bear on this question, due in part to the fact that multiple constituencies have a direct interest in the enterprise. It is important to understand from the outset that there cannot be a unique answer to this question. Here, we consider the perspectives of three groups with a direct interest in doctoral education and its success: doctoral students themselves, faculty, and the institutions that fund doctoral education.

For PhD students, a number of issues of concern can be easily identified. PhD students aim to successfully complete their degrees and, in doing so, to demonstrate success in producing research or scholarship of high quality and interest and developing the full range of skills needed to initiate and succeed in careers after graduation. Given the opportunity costs of PhD education, the training should open up a career path that would not have been accessible without it. Finally, PhD students should have quality of life during their studies, with adequate financial support, support for mental and physical health, and a social environment in which they can find the acceptance and support they need.

For many faculty, working with PhD students is a highlight of their professional lives. They have a strong interest in working with students with great aptitude and motivation for research and scholarship, and a powerful commitment to the generation of new knowledge that comes out of their work with PhD students. They have an interest in assembling and maintaining the resources necessary for effective work with PhD students as students grow into peers and collaborators. And, admittedly, faculty tend to have an interest in the intellectual legacy they leave behind.

Many different investors converge in doctoral education, including the University itself, government agencies, private foundations, and donors to the University, each with a somewhat different perspective on the enterprise. Even within the University, one finds multiple frames of reference: the view from the Provost's office is different from that of a dean or a department chair, and each makes decisions about how to allocate resources relevant to doctoral education. Some typical issues of concern to investors (not all universally shared) include:

- strengthening the national and global research/scholarship enterprise generally
- improving national competitiveness in research
- promoting research in specific areas of concern
- contributions to workforce development
- efficient and effective use of investments, often with an eye toward transformative impact
- improving breadth of participation in research and scholarship

- broadening and multiplying pathways from K–12 to undergraduate to graduate to careers
- improving or maintaining program reputation

When considered in broad strokes, significant alignments emerge among these various sets of concerns, and are essential in making doctoral education possible. While no single answer to the question of whether a given doctoral program is successful is possible, we believe there are a number of questions whose answers provide essential raw material for any attempt at assessment. These include:

1. What is the overall structure of the program? What are the significant milestones? How do degree requirements, including teaching, contribute to a student's education and professionalization?
2. What are the completion rates for entering students? What is the average time to degree? What are the attrition rates by year in program?
3. What mechanisms are in place to guard against students getting off track?
4. What are the career outcomes for students, both at graduation and farther out?
5. What is the evidence that the research and scholarship done by students is significant?
6. Do students have access to the resources they need to succeed? Is there adequate faculty advising capacity in the program? Are required courses offered with reasonable frequency? Do students have access to resources needed to perform necessary research or scholarly activity? What kind of space is given to graduate students? Are students satisfied with their doctoral education?
7. How are students supported financially during the course of the program? Are support levels adequate?
8. What is the climate in the program? What effort is made to help students from diverse backgrounds acclimate and succeed in the program? What efforts have been made to build and recruit from a diverse applicant pool?
9. What effects do cohort sizes have within the program? Are there signs that they are too large? Too small?

While we do not offer a template for assessment, we believe the effort to assess doctoral programs is crucial to their flourishing, and we recommend a regular system of internal and external assessment. Under ideal circumstances, such an effort is undertaken as a collaboration between faculty and students, and leads to a consensus about what works and what doesn't. In cases where it can be achieved, a consensus between faculty and students about the success of a program will be a powerful tool for recruitment of new students, and a powerful argument to stakeholders external to the program itself.

Beyond regular assessment, there are no doubt thresholds regarding the shape and rate of attrition and time to degree, as well as other factors, that should trigger urgent review on the part of the University, regarding all relevant aspects of programmatic practice and culture. Graduate programs should be invited to submit plans for reform to redress any such problem or

problems, potentially as a condition before further investment on the part of either the University or the students who entrust themselves to programs.

Such processes of assessment and review should be undertaken with the same rigor that we apply to our other scholarly pursuits. The work of the committee has benefitted from the existence of a great deal of data and from its analysis. To build on its work effectively, the University should continue, and indeed expand, the collection and retention of data about doctoral programs and their outcomes, as well as ensure careful analysis of that data. Related to this, the institution must also continue to be attentive to ongoing changes in academia and the job market that impact our doctoral students, and importantly should ensure that such changes are well understood by the community as a whole. A final important goal is the prominent and public display of the graduation rates, times to degree, and career outcomes of the University's PhD programs. This information should become a core element of doctoral student recruitment practices, thus providing “truth in advertising” by ensuring that prospective PhD students have a realistic understanding of what their graduate school experience is likely to entail.

Recommendation 3.1: Each doctoral program should periodically undertake a self-assessment, with input from both faculty and students, and using the questions above as starting points. These assessments should be undertaken approximately every five years.

Recommendation 3.2: The University should periodically review PhD programs, with each program being reviewed at least once every ten years. The University should also monitor relevant data about programs, attuned to signs that merit urgent review.

Recommendation 3.3: Applicants to PhD programs should have easy access to data on completion rates, average time to degree, attrition rates, and career outcomes.

3C.2. Student satisfaction with doctoral programs

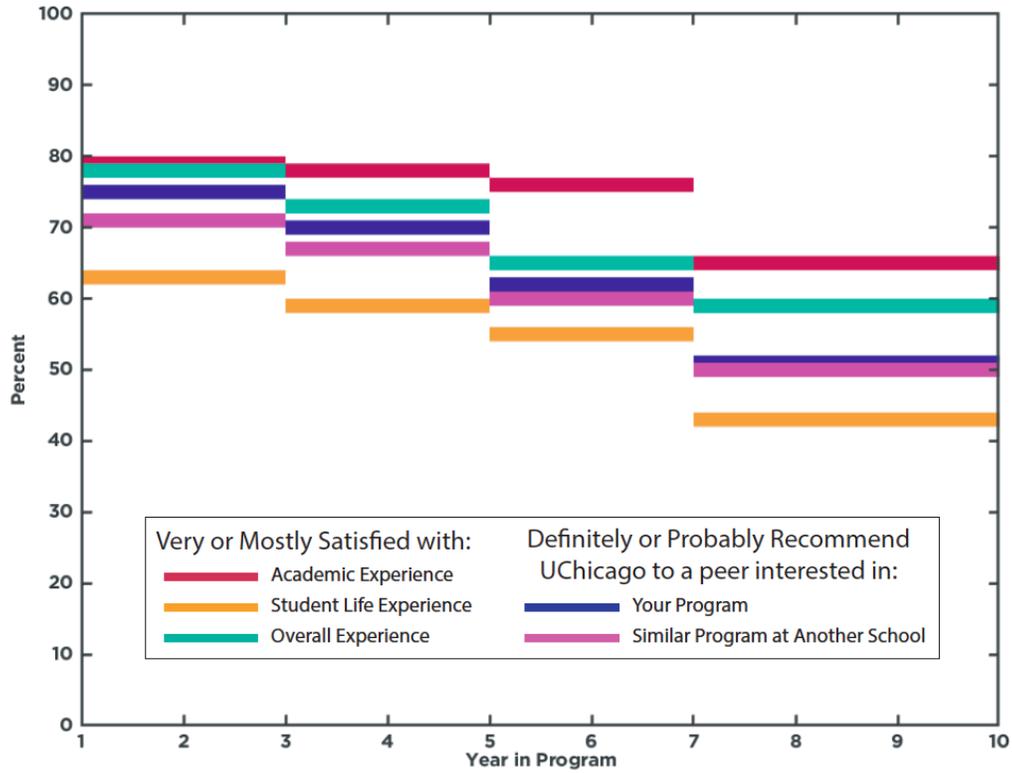
Student satisfaction is an important benchmark to measure the success of doctoral education and should be one measure considered when evaluating success of PhD education. The CGE Student Survey showed that on the whole PhD students at the University of Chicago are satisfied with their overall experience, with 20% of respondents choosing “very satisfied” and 51% “mostly satisfied.” PhD students are even more satisfied with their academic experience, with 26% of respondents choosing “very satisfied” and 50% choosing “mostly satisfied.” PhD students reported a lower satisfaction with their student life experience, with 13% of respondents choosing “very satisfied” and 46% choosing “mostly satisfied.”

Graduate school is a difficult transitional period that is meant to push graduate students out of their academic comfort zones. The period of graduate education is a time when students transition from purely a consumer of tertiary education to a producer of tertiary education, a consumer of research to a producer of research. This may in part—but cannot fully—explain

why data from the CGE Student Survey show the length of time a student remains at the University correlates inversely with satisfaction (Figure 3.4).

Figure 3.4: Student Satisfaction Metrics by Year of Study

Data from Section 1 of the CGE Student Survey (Appendix 2) are binned for years 1+2, 3+4, 5+6, and 7+



Adopting a different frame of reference, student satisfaction correlates with higher self-assessment of academic and professional skills. In the CGE Student Survey, students who self-identified as “Overall Satisfied” and “Overall Dissatisfied” assessed their pre-UChicago skills nearly identically. However, students grouped as “Overall Satisfied” assessed their current skills across the board as higher than “Overall Dissatisfied” students. These responses suggest that dissatisfied students either have lower academic and professional skills or lower confidence in their academic and professional skills, while the satisfied students could well attribute some measure of their improvement to the education provided at UChicago. As discussed above, doctoral students’ perception of their own skills affects their career development.³⁹

Furthermore, dissatisfied students report more obstacles to academic success than do satisfied students, and these obstacles are more likely to be obstacles internal to the University of Chicago (Table 3.2). For instance, in the top five obstacles to academic success reported by “Overall Satisfied” students only one internal obstacle appeared: lack of faculty helpfulness (17%, ranked 5th). By contrast, three of the top five obstacles to academic success reported by

³⁹St. Clair et al., 2017.

“Overall Dissatisfied” students were internal obstacles: lack of faculty helpfulness (54%, ranked 1st), negative department culture (46%, ranked 4th), and lack of faculty availability (40%, ranked 5th). These responses show that not only do “Overall Dissatisfied Students” experience more obstacles to academic success but also that these obstacles are more likely to be internal to the University.

Table 3.2: Obstacles to Academic Success, Ranked with Percentage Reporting
(internal obstacles highlighted)

Overall Satisfied Students	Overall Dissatisfied Students
1. Personal illness, injury, or lack of psychological well-being (33%)	1. Lack of faculty helpfulness (54%)
2. Time management challenges (29%)	2. Personal illness, injury, or lack of psychological well-being (53%)
3. None of the above (25%)	3. Financial challenges (50%)
4. Financial Challenges (22%)	4. Negative department culture (46%)
5. Lack of faculty helpfulness (17%)	5. Lack of faculty availability (40%)
6. Family obligations (15%)	6. Poor future career prospects (32%)
7. Lack of faculty availability (15%)	7. Time management challenges (31%)
8. Poor future career prospects (14%)	8. Negative research group culture (27%)
9. Negative department culture (12%)	9. Family obligations (22%)
10. Negative research group culture (9%)	10. Housing problems (18%)
11. Housing Problems (9%)	11. Other (12%)
12. Immigration (6%)	12. Transportation (10%)
13. (tied) Transportation (5%)	13. Immigration (7%)
13. (tied) Other (5%)	14. None (3%)

Taken together, these trends suggest that dissatisfied students assess their academic and professional skills lower than their satisfied colleagues and also attribute barriers to academic success as directly related to the doctoral education provided at the University of Chicago. Although the association is only correlational, it still suggests that student satisfaction is one important benchmark for assessing graduate education at the University of Chicago.

3D. The Impact of Demographic Changes in College and Master’s Enrollment

3D.1 The impact of increasing College enrollments

Enrollment in the College at the University of Chicago has increased steadily over the last two decades (from 47% of the total enrollment in 1998 to 52% of the total enrollment in 2018, reflecting a 71% increase in undergraduate student numbers over that same period). This increase has had some impact on doctoral education in such realms as housing (e.g., converting International House to an undergraduate dorm), space on campus (e.g., competition for library study space), and teaching (e.g., increased need for TAs and especially writing interns in the College). Moreover, College enrollment also has complex effects, not simply on specific

institutional priorities but also on the broad campus climate, as well as the vitality of departments and fields. Such effects will be worked out in practice, and deserve sustained and ongoing attention.

3D.2 The impact of master's programs

Data on enrollment trends reveal a significant increase in the numbers of master's students at the University of Chicago over recent years (Figure 3.1). This upward trend in both the number of master's students and the number of master's programs is expected to continue.⁴⁰

As discussed in Chapter 2, the cost of doctoral education has increased and is likely to continue to increase. Thus, a major benefit of master's programs to PhD-awarding departments and divisions is their capacity to provide a reliable source of local revenue that can help to offset that high cost. Continuing to increase this revenue may be one effective way to allow the institution to maintain robust doctoral programs, but it is important to consider carefully the full extent of the opportunity costs associated with the establishment and expansion of master's programs.

The ongoing increases in master's programs and master's students bring both benefits and challenges, which, in turn, have both positive and negative impacts on doctoral training. Whether there is a net gain or loss can typically only be fully evaluated at a local level, but here we discuss factors that should be considered in the course of such cost-benefit analyses—analyses that should inform future decisions.

Beyond providing financial support, master's programs can further benefit doctoral programs, especially those in small sub-fields, by providing an additional cohort of students with shared interests who can help to maintain acceptable enrollment rates in specialized courses. Indeed, in some cases, this additional enrollment may be a necessity for courses to be offered regularly, a topic we return to in Chapter 5F. However, we also note that enrollment of master's students, especially in large numbers, has the potential to be detrimental to the experience of doctoral students, both in individual shared courses and more generally.

In the context of courses taken by both master's and doctoral students, master's students may have different educational goals and be prepared to engage with the material in ways less useful for doctoral education. Their inclusion may thus alter the classroom dynamic, potentially to the point that doctoral students are no longer benefitting from the course and thus elect to drop it or even not enroll. Changes in classroom culture may be especially problematic when master's students outnumber doctoral students.

The teaching and mentoring of master's students also takes up significant faculty time and effort; the increase in master's student numbers has potential to reduce the accessibility of

⁴⁰ In part because the Biological Sciences Division, currently an outlier in only offering a single small program, is actively considering the addition of new master's programs.

faculty mentors to both PhD and master's-level mentees. In Chapter 5B we return to the issue of lack of faculty availability and accessibility, which our CGE Student Survey and especially our conversations with student groups have identified as a significant concern. Indeed, a thinly stretched faculty is less likely to provide high quality teaching and mentoring to students of all levels.

To be sure, the coexistence and coeducation of master's and doctoral students can enhance the training and professionalization of doctoral students, by providing opportunities for doctoral students to serve as TAs, preceptors,⁴¹ or mentors to master's students. However, as master's program enrollment increases, there is a risk that doctoral students are serving in teaching roles beyond what is pedagogically useful and possibly forgoing more meaningful research opportunities. We discuss the need to carefully balance professionalization activities with research and scholarship in Chapter 5C.

In discussions with student and leadership focus groups (Appendix 4), we learned that the concerns we have laid out here are not merely hypothetical. For instance, in the Harris School, due to the dramatic expansion of the School's master's student population, PhD students find that courses that include large numbers of master's students have reduced educational value. Further, increased expectations at the Harris School regarding work as TAs have put excessive demands on PhD students and interfered with their own coursework and research productivity. More generally, students shared with us their concerns that master's students are at times treated as second-class citizens, whose mentoring and advising needs receive inadequate attention. Having learned of these concerns, we recommend that master's education receive in-depth consideration, and that feedback from PhD students be solicited as part of that process.

It is also important to consider the impact of UChicago academic master's programs on recruitment to the PhD programs. Candidates who are already known to the faculty through their time on campus in a master's program may be viewed as safe choices. While not inherently problematic, this circumstance may have the unexpected consequence of reducing diversity, both at an intellectual level—given that incoming students have already experienced UChicago training and are not bringing in external ideas—and potentially at a broader level, given that tuition-paying UChicago master's cohorts might have less ethnic and socioeconomic diversity than students recruited more widely. The latter issue can potentially be offset, or even reversed, by careful selection of and financial support for master's cohorts. However, given the potential impact on the PhD pipeline, careful data-driven scrutiny of the system as a whole, as well as at the level of individual programs, is needed.

⁴¹ The role of a "preceptor" is typically to provide mentorship during the development of a master's (or, in the case of undergraduates, "senior") thesis.

Recommendation 3.4: The University of Chicago should assess and evaluate master’s education and its intersection with other educational programs, especially PhD education. Further, proposals for new master’s programs should be considered in the full context of the sponsoring unit’s mission.

Recommendation 3.5: Attrition and time to degree data should be evaluated for students who enter PhD programs *with* versus *without* master’s degrees.

3E. Representative Roles for Graduate Students

Graduate education will be most successful when its every aspect is shaped by full and open communication among students, faculty, and university leadership, and when decisions are informed by the perspectives of all stakeholders. It was to attempt to achieve these goals among others that many UChicago graduate students voted in favor of collective bargaining. Wherever possible, roles should be found for graduate student representation in decision-making bodies, at all levels of the University. In recent years, significant progress has been made in this domain. Graduate students already serve in representative roles and are valuable members of various committees and advisory boards. Examples include graduate student liaisons to departmental chairs and faculty; deans’ advisory boards; graduate student seats on advisory boards for student health, transportation, and diversity and inclusion; and graduate student participation in ad hoc University-level committees such as the Diversity Advisory Council and our Committee on Graduate Education. These practices should be generalized and adopted across the University. Many arguments might be advanced in support of this recommendation. We single out two.

First, graduate students bring particular insights and perspectives to issues of graduate education that may be unknown to or overlooked by faculty and administrators. Graduate education sits at the intersection of many complex systems, and graduate students occupy a distinct position within these. They are often situated to perceive the tensions at these intersections.

Second, the project of graduate education itself is furthered by the experience graduate students derive from such participation. Not only will they build transferable skills, but they will also better understand the ways in which departments, divisions, and universities operate—and build bridges among communities within the University. Students with such experience will arrive at the next stage of an academic career better situated to become full citizens of academic communities. Knowledge of institutional operations and acquired professional skills will also serve students well in many other types of work environment.

Persons in leadership positions at all levels of University administration (e.g., Provost, deans, department chairs, program directors) should consider where graduate student representation would be most valuable for their units.

Recommendation 3.6: We recommend including graduate students in roles on current and future committees and advisory boards that pertain to the intellectual, professional, and material lives of graduate students. We further recommend the continuation and the growth of graduate student representation at the highest levels of University affairs.

Representation at the highest levels is one place where graduate student participation at the University of Chicago particularly lags behind peer institutions, likely because UChicago lacks a centralized graduate school structure. Under the purview of the Provost's office, the current Committee on Graduate Education and the Diversity Advisory Council (2015–2017) serve as models for a comprehensive committee and a topical committee with graduate student representation.

Recommendation 3.7: We recommend remuneration of graduate students for their participation in certain representative roles.

Good arguments exist for the remuneration of graduate students. We will focus on two. First, while faculty members, whose income is already considerably higher than that of graduate students, are expected to perform service as part of their employment, graduate students are not generally expected as a requirement of their academic programs to perform service. Therefore, graduate students typically perform this effort outside of the academic work supported by their funding. Remuneration for such service can help bring financial security and stability to individual graduate students, which may bolster academic success. (In the CGE Student Survey, 31% of PhD students noted that financial challenges have created obstacles to meeting academic milestones or requirements or provided significant barriers to their success at UChicago.) Second, remuneration should increase the interest and competitiveness of these roles and attract later-stage, and thus often more experienced, graduate students. Ultimately it is up to the unit leaders if and how graduate students should be remunerated for their participation in representative roles. Examples of current and possible remuneration structures include stipends, funding that supports specially created internships, waiving of the student life fee, waiving of tuition for advanced students, and awarding of Graduate Aid Initiative "points" for service.

3F. Establishment of a Graduate Student Center

The Committee's work has revealed that some of the overarching concerns that negatively impact PhD education at the University of Chicago are lack of communication, inability to connect students to already present resources and programs, lack of centralization and consistency of information and support, and lack of space on campus for academic and teaching needs as well as for building community. The University and its units have yet to meet the needs of graduate students on these issues, despite their many serious attempts to do so. Maintaining the status quo and continuing to make incremental fixes will likely never fully address these serious issues.

To meet the needs of the graduate students, we recommend that the University establish a graduate student center. A similar call for dedicated graduate student space was put forward at the Student Perspectives Series (SPS) meeting with the University Trustees in Spring 2018. (See Appendix 7.) In the report released to the University community following the meeting with the trustees, it was noted that “as the amount of on-campus housing for graduate students has decreased and the population of undergraduates has increased, graduate students seek places to study, work, and socialize.”⁴²

With the removal of much of the graduate student housing (discussed in Chapter 7), including at the International House, graduate student social life is now more narrowly constrained to institutional and departmental spaces. As noted in the SPS report, “students seek connection with other students but there is no ‘uniting’ and ‘neutral’ space to meet.”⁴³

PhD students must also find space to study and meet with students as teaching assistants. While many PhD students have shared office space or a lab bench, a significant minority of students, especially in the Humanities Division, have no assigned workspace. It is not even possible, dissimilar to peer institutions, for PhD students to reserve carrels in libraries.⁴⁴ With students living a nomadic existence, productivity and communication suffer.

Furthermore, in some units, PhD students only receive an office to meet with students when serving as the primary instructor for a course. However, PhD students also meet extensively with students when serving as TAs and writing interns. These meetings are often held by necessity in public spaces, such as cafes and hallways. This issue negatively impacts undergraduate learning and has, at times, created situations where undergraduate students must disclose disabilities and accommodations and discuss grades and other sensitive matters in public spaces shared by their peers. Instruction, learning, and simple work demand greater dignity and privacy than this.

Problems of communication, information, and recourse could be greatly ameliorated by an in-house staff with the capacity to answer or direct questions concerning University-level policies, payments, leave, or health insurance, to name but four areas of concern. Regardless of the position one takes on the centralization of governance and administration—a topic discussed in Chapter 6D—the centralization of services need not be contrary to the goals of decentralized divisions. Moreover, such a center would complement and enhance the role of advocacy, advisement, and professionalization fulfilled by UChicagoGRAD. Additionally, the central nature of the space could help advertise graduate student opportunities, such as the wide array of programming offered by UChicagoGRAD, and events, such as those organized by Graduate Council.

⁴² Appendix 7, SPS Spring 2018 report, p. 3.

⁴³ Ibid, p. 6.

⁴⁴ Ibid, p. 12.

Recommendation 3.8: We recommend that the graduate student center have space for quiet individual study, co-curricular spaces for collaboration and academic forms of sociability, reservable spaces for office hours, and space to socialize with other graduate students. The center should include staff competent to address needs and questions across the full range of interaction between the University and doctoral students and, where necessary, to advocate for students in difficult circumstances.

Chapter 4: Campus Climate

The Committee considers a healthy campus climate for graduate education to be an environment where students are welcomed, valued, and respected; where curiosity and critical thinking are encouraged; where inclusion and diversity are actively sought; and where opportunities for intellectual and social exchange with students, faculty, and staff, and the communities neighboring the University, are encouraged.⁴⁵ Research suggests that such an environment fosters student learning and intellectual growth and supports the emotional and physical well-being of all students.⁴⁶

Diversity and inclusion are components of campus climate. As the University continues to take meaningful steps in recruiting and retaining talented graduate students from a diversity of backgrounds and identities, it is imperative that it foster and maintain a campus climate that is welcoming and inclusive. The first significant audit of diversity and inclusivity on campus in recent memory was the 2016 Climate Survey, which afforded significant insight into climate issues disproportionately affecting students (undergraduate and graduate) from specific backgrounds and identities. As noted in the introduction to the 2016 Spring Campus Climate Survey:

The University has a foundational commitment to the idea that a culture of free and open inquiry requires empowering individuals of all backgrounds, experiences, identities, and perspectives to challenge conventional thinking in pursuit of original ideas. Such goals can only fully be realized within a climate that is inclusive.⁴⁷

Thus, it is a precondition of the sort of free speech community for which UChicago advocates that individuals from diverse backgrounds and viewpoints feel they are fully recognized participants in the community. Such diversity and inclusion are also important components of a vibrant campus climate and supports academic discourse.⁴⁸

⁴⁵ Rankin and Reason (p. 264) refer to campus climate as the “current attitudes, behaviors, and standards of employees and students that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.” Susan Rankin and Robert Reason, “Transformational tapestry model: A comprehensive approach to transforming campus climate,” *Journal of Diversity in Higher Education*, 1(4) (2008): 262–274, doi:10.1037/a0014018.

⁴⁶ Council of Graduate Schools, “The Organization and Administration of Graduate Education: A Guide for University Leaders,” Council of Graduate Schools (Washington, D.C.: 13 February 2019); Ernest T. Pascarella and Patrick T. Terenzini, *How College Affects Students, Volume 2, A Third Decade of Research* (San Francisco, CA: Jossey-Bass, John Wiley & Sons, 7 February 2005); Robert D. Reason, Patrick T. Terenzini, and Robert J. Domingo, “First things first: Developing academic competence in the first year of college,” *Research in Higher Education*, 47(2) (March 2006): 149–175, doi:10.1007/s11162-005-8884-4.

⁴⁷ University of Chicago Climate Survey, 2016, p.3, <https://provost.uchicago.edu/sites/default/files/documents/reports/Spring2016ClimateSurveyReport.pdf>.

⁴⁸ See University of California Campus Climate Study, 2014, <http://campusclimate.ucop.edu/what-is-campus-climate/index.html#collapse2>.

Safety is another component of campus climate. Safety is central to the operations of the University, and is of vital importance to members of the campus community and its neighbors and visitors. Real and perceived risks to safety undoubtedly contribute to graduate student understandings of campus climate. The University addresses these risks to safety primarily through proactive deterrence and well-trained emergency responders, including its administration of an unarmed security detail, an accredited police force, and an Emergency Management Program. The University also strives to maintain safety through its administration of Transportation and Parking Services and Environmental Health and Safety, and by installing security cameras in many of its buildings and affording transparency of information related to safety, in accordance with Title IX and the Clery Act of 1990. It is essential that all these practices be advanced in concert with efforts to improve and sustain good relations with neighboring communities.

Studies of campus climate reveal the importance of institutional factors and individual perceptions and experiences in determining campus climate.⁴⁹ Successful efforts to improve campus climate for all graduate students, and in particular for those who may already face obstacles to inclusion because of background or identity, will entail actively working to promote civil and respectful interpersonal interactions and to reform policies and correct institutional practices that contribute to marginalization, negative graduate student experiences, and dissatisfaction with campus life. Partly in response to the 2016 Campus Climate Survey, the University commissioned the Diversity Advisory Council's report in January 2017⁵⁰ (many of whose recommendations are being implemented) and created the UChicago Diversity and Inclusion Initiative within the Provost's office. The Committee commends the University for the work that has been done in these areas while simultaneously acknowledging the great deal left to do in order to ensure an inclusive environment for all students. In this chapter, we review some of the graduate student concerns related to campus climate, overall and for particular student populations, and make the following broad recommendation:

Recommendation 4.1: The Committee recommends that University leadership systematically assess the effectiveness for graduate students of programs and initiatives meant to foster positive climate, and also undertake serious review and reform of a broad range of institutional policies and practices that contribute to campus climate and graduate student life. In addition, an effective analysis of campus climate will need to take seriously the particular concerns of those graduate student populations who experience the climate most negatively.

⁴⁹ Susan Rankin, Dan Merson, Jason C. Garvey, Carl H. Sorgen, India Menon, Karla Loya, and Leticia Oseguera, "The influence of climate on the academic and athletic success of student-athletes: Results from a multi-institutional national study," *Journal of Higher Education*, 87(5) (31 October 2016): 701-730, doi:10.1080/00221546.2016.11777419.

⁵⁰ Final Report of the Diversity Advisory Council, January 2017, <https://provost.uchicago.edu/sites/default/files/documents/reports/ReportDiversityAdvisoryCouncilJanuary2017.pdf>.

4A. Graduate Student Views on Overall Campus Climate

The 2016 Climate Survey Report did not present findings separately by graduate or undergraduate student status, making it impossible to parse out the particular concerns of graduate students who responded to the climate survey. However, through the data in the CGE Student Survey and conversations with PhD students in focus groups, we are able to partially address this information gap. One-fourth of PhD students who responded to the CGE Student Survey reported that they felt “unwelcome” at least some of the time in their departments and also at UChicago. The survey does not allow a direct examination of the sources of such feelings of exclusion; however, the qualitative data from open-ended responses in the CGE Student Survey indicated that students reported being dissatisfied with their access to faculty and advising/mentoring relationships and frustrated with administrative practices and campus services (such as late payments, housing, transportation, and health care). Furthermore, students felt additionally unwelcome or dismissed once they attempted to resolve these issues and found no recourse or insufficient support. Of the 13% of PhD student respondents who reported that they sought resolution for a climate-related issue, 76% felt as if the resolution was “middling” or worked “somewhat poorly” or “very poorly.” In open-ended responses these students cited lack of administrative support for issues related to “climate,” often feeling as if they were not taken seriously, and felt that little changed despite their attempts to address these problems.

At the interpersonal level, climate problems as reported on the CGE Student Survey often involved difficulties with a professor or a fellow graduate student. Some PhD students reported that “inclusion in social groups” (30%) and “a collegial atmosphere among students” (27%) was lacking. In circumstances where the climate issue involved a professor, students who responded to the survey cited the problem of faculty authority, highlighting the power differential between faculty and students that affords students little recourse to reprimand or distance themselves from a professor who they believe is treating them unfairly. Moreover, in the open-ended responses in the CGE Student Survey, PhD students reported being disinclined to do anything that could jeopardize their relationships with their advisors, whose support is necessary to graduate and whose recommendations facilitate forward movement in one’s career. Similar concerns also surfaced in focus groups with PhD students in individual units. Perhaps because there is no clear way to centrally (e.g. outside of one’s division or school) report grievances of this type or others, students also reported feeling helpless and without recourse in these situations. These power differentials may prove especially challenging for students who already experience a negative campus climate or face obstacles to full inclusion due to their identity, background characteristics, or membership in a marginalized population.

The above findings related to climate are closely tied to faculty mentorship and advising, which is taken up directly in Chapter 5. Briefly, according to the CGE Student Survey (Appendix 2), an important minority of PhD students reported multiple difficulties with faculty engagement, including garnering supportive mentorship and advising: approximately one-fourth reported the availability and quality of faculty advising to be lacking and almost one-third reported advising continuity to be lacking. Despite this, 80% of faculty who responded to the CGE Faculty

Survey reported that PhD student advising is valued “very much” or a “fair amount” and almost all (99.8%) reported that they “sometimes” or “often” provided support for PhD student research, including dissertation or thesis writing (98%) and publishing (96%). This disconnect—between faculty feeling as if they are providing support and students feeling unsupported—could result in a potentially problematic departmental climate, leading to broader doctoral student dissatisfaction, as is, to some extent, shown in our data.

Considerations of climate are relevant to assessing the overall well-being of PhD students beyond the departmental context, including their general satisfaction, financial and material well-being, their physical and mental health, and their sense of physical safety. In the CGE Student Survey most PhD students reported being satisfied with their academic, student life, and overall experiences at UChicago (although nearly one-fourth reported some dissatisfaction on these measures). Almost one-third (31%) of PhD students cited financial challenges as an obstacle to academic success, and in open-ended responses, students elaborated on these difficulties, pointing to health care expenses, financial challenges after funding runs out, and housing costs. Seven percent of PhD students reported that they ran out of food within the past twelve months. Internal 2014 and 2016 data provided to us from the UChicago Health Promotion and Wellness Office indicates that UChicago graduate students fare better on measures of mental health than do graduate students nationally.⁵¹ Nevertheless, 39% of PhD students who responded to the CGE Student Survey cited illness, injury, or lack of psychological well-being as an obstacle to academic progress. One-fifth of PhD students also reported being “very dissatisfied” or “mostly dissatisfied” with safety on campus and in Hyde Park, and another 24% reported being “equal parts satisfied and dissatisfied” in this regard.

Problems related to such areas as finances, housing, transportation, and health care are clearly major sources of dissatisfaction for many students that contribute to campus climate and may threaten their academic success and overall well-being. Student concerns about the perceived insufficiency of University responses to these aspects of their well-being loomed large in our focus group discussions with PhD students and in the open responses to items in the CGE Student Survey. Students indicated a range of concerns related to awareness/communication, adequacy, and implementation challenges (e.g. understaffed and unresponsive offices), as well as insufficient formal mechanisms to provide student input about concerns or ways to file and address grievances. We address PhD student concerns with financial packages and supports and services in greater detail in Chapter 6 and Chapter 7.

Recommendation 4.2: We recommend the establishment of a University-wide grievance mechanism that enables graduate students to safely seek recourse from an independent arbiter beyond their own units or divisions.

⁵¹ <http://healthymindsnetwork.org/research/hms> “The Healthy Minds Study is an annual web-based survey study examining mental health, service utilization, and related issues among undergraduate and graduate students. Since its national launch in 2007, HMS has been fielded at over 180 colleges and universities, with over 200,000 survey respondents.”

4B. Campus Climate for Specific Student Populations

Campus climate is in part a microcosm of broader social, political, and economic factors that impact individuals' engagement, participation, and feelings of belonging. As noted earlier, campus climate is shaped as well by institutional practices and, more intimately, by interactions students have with one another and with faculty. Reflecting these dynamics, our CGE Student Survey data and those of the 2016 Campus Climate Survey suggest that students from backgrounds and identity groups that are minoritized regard several aspects of the campus climate as more problematic and undesirable than their peers. Such a regard is likely to impede optimal scholarship and eventual success.

Above, we summarized overall PhD student views about campus climate and related issues that affect student satisfaction with campus life. We now turn our attention to the particular experiences of three student populations: graduate students of color, international graduate students, and female graduate students. The data from the CGE Student Survey that we analyze and present in the next three sections includes all collected responses, and thus includes both master's and PhD students rather than focusing exclusively on PhD students as elsewhere in the report. We acknowledge that our discussion is only a partial representation of the concerns related to climate facing these three groups of students; we also acknowledge that we do not highlight here the concerns of many other student populations also experiencing a negative campus climate or confronting barriers to full inclusion because of, for example, their sexual orientation, ability, religious affiliation, veteran status, non-binary gender status, first-generation student status, or other identities.

Recommendation 4.3: We recommend that future surveys and research about campus climate and the graduate student body include a fuller analysis of the ways in which campus climate differentially impacts graduate students from specific student populations. It behooves the University to take significant steps to identify sources of discontent and make a committed effort to dismantle institutional discrimination and unwelcoming policies and practices in its respective divisions, departments, and schools that may contribute to lack of inclusion and the negative campus climate that students at the University of Chicago experience.

4B.1. Students of color

The percentage of PhD students of color at the UChicago has grown since 1998, but not at the same rate across groups. (See Appendix 6: PhD Students Comparison, Race/Citizenship, Gender.) For example, within the domestic student population, Hispanic/Latino⁵² percentages and Asian percentages stayed roughly the same from 1998 (4% Hispanic/Latino and 7.3% Asian) to 2008 (4.9% Hispanic/Latino and 7% Asian), and then increased by 2018 (to 9.3% Hispanic/Latino and 11.2% Asian). On the other hand, the percentage of Black/African American PhD students grew from 1998 (3.9%) to 2008 (5.3%), but fell to 4.8% in 2018. Part of this change may be explained by the addition of a "Multi-racial" category in 2008 (2%) and 2018 (4.3%);

⁵² Terms used are consistent with those used by the University Office of the Registrar.

but, nevertheless, the overall numbers remain disturbingly low. The discrepant improvements for different ethnic groups are part of a more widespread problem, as illustrated by a recent report from the Council of Graduate Schools⁵³ which shows a similar discrepancy between increasing graduate school enrollment of Hispanic/Latino versus essentially flat enrollment of African-American students from 2007–2017.

Significant variation exists in the percentage of students from underrepresented backgrounds by academic unit. These differences are especially stark when examining Black/African American, Hispanic/Latino, and Multi-racial categories. For example, in 2018, and considering these three racial/ethnic groups together, they make up between 12 and 16% in the Humanities, Social Sciences, and Biological Sciences Division (BSD), but less than 5% in the Physical Sciences Division (PSD). In the professional schools, Black/African American, Hispanic/Latino, and Multi-racial PhD students make up 30% of School of Social Service Administration (SSA) PhD students and 19% of Pritzker School of Medicine MD/PhD students, but 7% or less of PhD students at the Booth School of Business, the Divinity School, the Harris School of Public Policy, and the Institute for Molecular Engineering (IME). (See Appendix 6.)

The relatively small percentage of students and faculty from underrepresented backgrounds on campus is troubling, and raises concern about whether the educational benefits of racial and ethnic diversity in graduate education at the University are being realized. While numbers alone may be insufficient to transform campus climate and reap all the educational benefits of diversity, it is nevertheless the case, as Garces and Jayakumar note:

Institutions still require meaningful representation of students of color in a range of institutional and educational settings to signal that diversity is valued, to ensure students of color feel welcomed, to prevent tokenism and racial isolation, to incite positive learning experiences, and to sustain participation and engagement.⁵⁴

Although not specific to graduate students, findings from the 2016 Climate Survey⁵⁵ indicated that important shares of students who identify as Black, Hispanic/Latino, and Multi-racial experience the UChicago campus climate negatively. (On most measures, Asian students reported similar responses to the items on campus climate as the overall average, although this may mask variation within the Asian category, which includes students from a range of ethnicities.) Black students in particular reported feeling less valued by other students and faculty, perceived fewer opportunities for academic success than their classmates, and reported that Black students were not respected. Moreover, more than half (59%) of students

⁵³ Hironao Okahana and Enyu Zhou, “Graduate Enrollment and Degrees: 2007 to 2017,” (Council of Graduate Schools, October 2018) https://cgsnet.org/ckfinder/userfiles/files/CGS_GED17_Report.pdf.

⁵⁴ Liliana M. Garces and Uma M. Jayakumar, “Dynamic Diversity: Toward a Contextual Understanding of Critical Mass,” *Educational Researcher*, vol 43, no. 3 (1 April 2014): 115–124. doi:10.3102/0013189X14529814 (quote from p.116).

⁵⁵ 2016 Climate Survey Data is for undergraduate and graduate students combined. Table 3.1, p. 24 of the Climate Survey Data Summary Report provides a breakdown of student responses to non-inclusive climate items by race/ethnicity. See Appendix 6.

who identify as Black perceived the overall institutional climate to be racist, compared to 27% of those students who identify as Hispanic/Latino, 30% who identify as Multi-racial, 23% who identify as Asian, and 24% as White.

The CGE Student Survey provides an opportunity to consider these issues from the perspective of students of color. Of enrolled graduate students who responded to the survey,⁵⁶ students who identified as Black/African American and Hispanic/Latino were more likely than their peers to find “inclusion in social groups” to be lacking and a “collegial atmosphere among students” to be lacking. Moreover, these students were significantly more likely than their peers to find both their departments and UChicago unwelcoming. Overall, between one-third and one-half of Black/African American and Hispanic/Latino graduate students responded negatively to these items. (The specific distributions by group on these questions related to campus climate are provided in Table 4.1.) In addition, a majority of graduate students who identify as Black/African American and Hispanic/Latino (again including both PhD and master’s students) who responded to the CGE Student Survey reported dissatisfaction with local and campus programs and services for students from underrepresented backgrounds, as reported in Table 4.1.⁵⁷ These high percentages indicate that we have considerable work to do in our institutional efforts to improve campus climate and supports for Black/African American and Hispanic/Latino graduate students.

Through focus group conversations, we have also learned that many PhD students who identify as Black/African American and Hispanic/Latino hold the view that faculty and administrators do not sufficiently understand the unique challenges they face on campus, nor do they fully embrace the personal and administrative steps that faculty and University leadership would need to take to foster a campus climate that supports the creation of a diverse and inclusive campus. Some PhD students from underrepresented backgrounds who participated in the focus groups also discussed the significant time and energy they expend raising awareness of their particular concerns; a burden that is inequitable relative to what is required by their White peers. Some also noted the irony of being frequently asked to participate in events that showcase campus diversity, while not otherwise having their ideas and concerns sufficiently valued or recognized. Other PhD students reported that faculty make assumptions about

⁵⁶As also noted above, data regarding climate for graduate students broken down by division and race/ethnicity was not available to the Committee for PhD students alone, but was available for all enrolled graduate students, including both PhD and master’s students. These data indicate that one-fourth of this broader group of graduate students also report feeling unwelcome at least some of the time in their department. Graduate students in the BSD (18%), Booth Business (12%), Pritzker Medicine (11%), and IME (14%) were less likely to feel unwelcome as compared to the other divisions. For example, graduate students in Social Sciences (28%), Divinity (32%), and SSA (28%) were somewhat more likely to feel unwelcome at least some of the time in their departments. These overall statistics mask some important gender differences within division as discussed later in this chapter.

⁵⁷ This concern was also widespread among majority group members who answered these questions. Of those who responded to the CGE Student Survey, 44% of White students reported being mostly or very dissatisfied with programs and services for students from underrepresented backgrounds, and 26% reported equal parts satisfied and dissatisfied.

Table 4.1 Enrolled Graduate Student Responses to Select CGE Student Survey Items Related to Climate by Select Student Group

	Black/ African American	Hispanic/ Latino	Asian	White	All Other Races/ Ethnicities*	International	Female	Male	Total
<u>Faculty Engagement Factors (Lacking)#</u>									
Teaching/Classroom interactions	21% (56)	21% (122)	15% (158)	18% (981)	18% (138)	15% (595)	19% (1050)	16% (1000)	17% (2050)
Written/Verbal Feedback	38% (56)	40% (124)	35% (158)	38% (983)	37% (139)	36% (596)	38% (1057)	36% (999)	37% (2056)
Approachability of Faculty	23% (56)	26% (123)	23% (158)	24% (985)	26% (140)	22% (598)	25% (1059)	23% (1001)	24% (2060)
Faculty Availability for Advising	21% (56)	29% (124)	26% (157)	27% (980)	27% (139)	21% (596)	28% (1056)	23% (996)	25% (2052)
Quality of Faculty Advising	27% (56)	24% (124)	25% (154)	24% (981)	27% (139)	20% (591)	25% (1047)	21% (998)	23% (2045)
Continuity of Advising	34% (56)	32% (122)	36% (153)	33% (969)	33% (138)	28% (590)	34% (1044)	29% (984)	32% (2028)
<u>Inclusion and Student Collegiality (Lacking)#</u>									
Inclusion in social groups	36% (56)	42% (121)	33% (155)	27% (977)	27% (137)	39% (595)	34% (1042)	30% (999)	32% (2041)
Collegial atmosphere among students	39% (56)	39% (122)	30% (155)	25% (984)	28% (138)	30% (597)	30% (1050)	26% (1002)	28% (2052)
<u>Campus Climate (Unwelcoming)</u>									
How welcome have you felt in your department? (Percent indicates sometimes, mostly, or very unwelcome.)	43% (54)	35% (117)	25% (147)	21% (945)	26% (134)	22% (575)	26% (1013)	21% (959)	24% (1972)
How welcome have you felt at UChicago? (Percent indicates sometimes, mostly, or very unwelcome.)	52% (54)	44% (116)	22% (146)	21% (946)	22% (133)	22% (574)	24% (1011)	22% (958)	23% (1969)
<u>Local and Campus Services and Facilities for International and Students from Underrepresented Backgrounds (Dissatisfaction)</u>									
For international students (Percent indicates equal parts sat/dis, mostly, or very dissatisfied.)	50% (2)	30% (10)	59% (12)	53% (36)	33% (3)	47% (587)	50% (280)	46% (370)	47% (650)
For underrepresented minorities (Percent indicates equal parts sat/dis, mostly, or very dissatisfied.)	58% (54)	68% (98)	63% (69)	70% (234)	61% (54)	59% (312)	68% (463)	58% (358)	64% (821)
<u>Faculty/Administrators Responsiveness to Student Needs</u>									
Faculty (Percent indicates equally responsive/ nonresponsive, mostly, and very nonresponsive.)	28% (54)	32% (116)	28% (145)	25% (943)	26% (132)	26% (572)	27% (1008)	23% (954)	25% (1962)
Administrators (Percent indicates equally responsive/ nonresponsive, mostly, and very nonresponsive.)	33% (54)	36% (114)	30% (146)	28% (936)	31% (134)	19% (571)	29% (1006)	23% (949)	27% (1955)

* "The All Other race/ethnicity category includes U.S. citizens and permanent residents who identified as American Indian/Alaska Native, two or more races, or Native Hawaiian/Other Pacific Islander, or whose race/ethnicity was not specified.

#The formatting of these data is as follows: percent of responses that indicated the relevant item in the question was lacking (number of responses indicating the item was lacking).

scholarly areas of graduate student interest or presume deficits in background training based on a student's background.

Some more promising results emerged from the CGE Student Survey. For example, responses from graduate students from underrepresented backgrounds more-or-less mirrored those of their White peers with regard to several items related to faculty engagement and mentoring. (See Table 4.1.) However, as discussed in Chapter 5, an important minority of all students experience dissatisfaction related to mentoring. Moreover, when asked about the responsiveness of faculty and administrators to one's particular needs, Black/African American and Hispanic/Latino students reported somewhat less responsiveness than did their peers although these differences were not great. (See Table 4.1.)

In 2016, UChicagoGRAD created GRAD Diversity and Inclusion, an office to sustain and coordinate practices throughout the University that support the academic, scholarly, and career development of graduate students and postdocs from historically underrepresented and marginalized groups. The office also serves all graduate students and postdocs in incorporating diversity in their scholarly lives. In 2017, the Office of the Provost launched the Diversity and Inclusion Initiative. This initiative has introduced programs such as the "Hearing One Another" (HOA) workshop,⁵⁸ which was provided to all incoming first-year college students during orientation in 2017 and 2018. 95% of participants said that the workshop helped others to understand them better (2017); in particular, Black students were more likely to feel as if HOA helped others to understand them better (2017 and 2018). Additionally, Black, Latino, and mixed-race students were more likely than White students to find the workshop valuable (2018), and rated the workshop highly on other measures. Thus, HOA has been shown to support undergraduate students of color as well as other groups, such as international students, who also rated the workshop highly. Although participating in this workshop might be one avenue towards improving the overall climate for graduate students of color as well as college students, this workshop and the second workshop in this series, "Inclusion in Practice," have not been widely requested by PhD programs and faculty.

The Diversity Advisory Board (DAB) and the Graduate Recruitment Initiative Team (GRIT)⁵⁹ provide examples of initiatives undertaken as a result of student advocacy efforts to improve supports for students from underrepresented backgrounds. In the case of DAB, which is housed within UChicagoGRAD, graduate students of color hold leadership positions on the board through paid internships. Such compensation provides an avenue to recognize the

⁵⁸ "Hearing One Another," developed by the Harry L. Davis Center for Leadership at Booth in partnership with The Second City and offered by the Office of the Provost, uses interactive activities to introduce students to the skilled practice of communicating across difference and understanding one another. The workshop focuses on recognizing the richness of each University community member's identity and experiences, and on developing listening and conversation habits that can promote more meaningful interactions and a stronger sense of belonging. Post-event surveys indicate high student satisfaction with the workshop.

⁵⁹ <https://biosciences.uchicago.edu/diversity/grit>

administrative work that students of color do as part of their participation in the life of the University.

Finally, to advance understanding of how graduate students from underrepresented backgrounds experience campus climate it is important to recognize UChicago's position in the broader city of Chicago, and the South Side in particular, and the opportunities and challenges that position has presented historically and continues to present for the development of positive University–community relationships. Our campus has a relatively small percentage of students from underrepresented backgrounds, especially African-American students, at the same time that the neighboring Southside community is largely African American. An analysis of the sources and consequences of such segregation goes well beyond this report. However, its reality for graduate students, especially graduate students of color, is important to understanding experiences of campus climate and graduate student life more generally. Like the oft-cited example of Brent Staples “whistling Vivaldi”⁶⁰ to deflect stereotypic responses from Whites on the University of Chicago campus four decades ago, UChicago graduate students of color reported similar vigilance and need to attend to dress and demeanor as a protective strategy against an unwelcome or hostile environment.⁶¹ Graduate students of color indicated that the legitimacy of their presence on campus was questioned by the campus community, including campus security and police. These experiences likely contribute to the high percentages of graduate students of color who feel unwelcome at UChicago and undercut programmatic efforts to improve campus climate.

4B.2. International students

The percentage of international students at UChicago has increased sharply since 2008 (Appendix 6). Specifically, 24% of graduate students pursuing PhDs were international students in 1998, 27% in 2008, and by 2018, this percentage had increased to 39%. The share of international students varies quite a bit by campus unit (for example, in 2018, Booth, Harris, and the Physical Sciences are all at 50% or higher, whereas Divinity and SSA are under 20%); but all units have seen an increase in the enrollment of PhD students from countries other than the United States.

International students are likely less familiar than their US peers with the US university system. Moreover, and adding to their experience of campus climate, they face organizational and

⁶⁰ Brent Staples, *Parallel Time: Growing Up in Black and White* (New York, NY: HarperCollins, 1995). See also Claude M. Steele, *Whistling Vivaldi and Other Clues to How Stereotypes Affect Us* (New York, NY: W. W. Norton and Company, 2010).

⁶¹ Using signifiers of middle class, white ‘respectability’ as protective measures against police (and other) affronts may come at a price to health and wellbeing and still does not guarantee safety. See, for example, E. Frances White, *Dark Continent Of Our Bodies: Black Feminism and Politics Of Respectability*, (Philadelphia: Temple University Press, 2001); Christopher Lebron, “I’m Fine How I Am: A Response to Randall Kennedy’s Defense of Respectability Politics,” *Boston Review* 25 September 2015, <https://bostonreview.net/books-ideas/chris-lebron-response-randall-kennedy-respectability-politics>; Hedwig Lee and Margaret Takako Hicken, “Death by a thousand cuts: The health implications of black respectability politics,” *Souls*, 18(2-4) (14 December 2018): 421–445, doi:10.1080/10999949.2016.1230828.

administrative barriers that make navigating housing, employment, and funding opportunities more difficult.⁶² International students face particular challenges related to their initial arrival (visa issues, getting a social security card, getting a driver's license, lack of familiarity with the area, finding housing, concerns about safety, knowledge of health care and health insurance, getting used to American university culture, etc.). These problems might be mitigated by better information prior to arrival on campus and through improved orientation activities and supports upon arrival. However, some of the problems that international students face at arrival are not quickly alleviated and therefore the need for ongoing attention to international student life is also evident. These challenges are likely to feed into the experience that international students have of campus climate.

While the 2016 UChicago Climate Survey did not discuss the particular experiences of international students, our CGE Student Survey and focus groups did seek out the particular views of international graduate students. (See Table 4.1.) Overall, the majority of international graduate students (including both PhD and master's) who responded to the CGE Student Survey reported that they were "very" or "mostly" satisfied with programs and services for international students; however, 47% reported at least some dissatisfaction with these programs and services. Not shown on Table 4.1, some of the difficulties that international graduate students face include immigration challenges that they report being a barrier to their academic progress (23%). Moreover, 30% of international graduate students were at least "somewhat dissatisfied" with their current housing (compared to 23% of graduate students overall), which can be difficult to procure and set up from abroad; and 29% reported being "mostly" or "very dissatisfied" with safety on campus and in Hyde Park (compared to 18% of graduate students overall). Moreover, 44% of international students were at least "somewhat dissatisfied" with fellowship advising support (compared to 36% of graduate students overall). These concerns were highlighted in focus group discussions as well, as were other concerns related to the availability of Office of International Affairs (OIA) staff; the degree to which staff in Deans of Students offices and at UChicagoGRAD were knowledgeable about international student-related questions; and financial insecurity that is exacerbated by legal constraints on outside work. Several students in focus groups reported difficult or unhelpful interactions with administrators related to visa issues. Focus groups also revealed that international students can be uniquely affected by general policy changes related to graduate students, especially when these changes are not clearly communicated and when the particular implications for international students are not anticipated by the University. Some students indicated that they do not believe there to be sufficient opportunities for international student input or participation in University governance that could address these concerns.

In contrast to the data on underrepresented graduate students reported above, international graduate students who responded to the CGE Student Survey did not report feeling less welcome in their departments or at UChicago compared to their peers overall, nor did they report at greater levels than their peers overall that faculty and administrators have been

⁶² As we heard in focus groups; see also Council of Graduate Schools *The Organization and Administration of Graduate Education: A Guide for University Leaders* (Washington, D.C.: Council of Graduate Schools, 2019).

unresponsive to their needs. (See Table 4.1.) Of course there is likely a range of interpersonal experiences among international graduate students depending on, among other things, their ethnicity, nationality, English competency, and their familiarity with US university environments and US culture more broadly, which these data cannot discern.

Of the international graduate students who responded to the CGE Student Survey, 39% felt that “inclusion in social groups” was lacking (compared to 32% of graduate students overall.)⁶³ This difference is relatively small but may indicate that international graduate students socialize less with US students in the department or program and across the University, and their social activities may be more often exclusively with other international graduate students with whom they may share similar backgrounds and a similar outsider status on campus and more generally in US society.⁶⁴ Some of these background differences might extend to the student-advisor relationship and the ways in which the student is able to engage with the professor. However, the CGE Student Survey data on faculty engagement do not indicate that international students view faculty mentoring and interactions as lacking to a greater degree than their domestic peers. (See Table 4.1.) Nevertheless, international students who are less socially integrated might miss out on information and opportunities that are learned about through informal interactions between students, between students and faculty, or between students and administrators. None of this is to imply, however, that the social networks that international students form with other international students are detrimental; to the contrary, they are likely to be supportive and promote well-being.

4B.3. Gender

The proportion of female PhD students at UChicago has stayed relatively constant for the past twenty years: in 1998, women made up 41% of PhD students; in 2008, 44%; and in 2018, they comprised 41.% of the PhD student population (Appendix 6). By 2018, almost half of the PhD student body in the BSD (50%), Harris School (48%), Humanities Division (48%), and Social Sciences Division (SSD; 46%) identified as female. The numbers are higher for Pritzker School of Medicine PhD/MD program (60%) and for the School of Social Service Administration (SSA), where over two-thirds (68%) of its PhD students identify as female. On the other hand, the share of female PhD students is lower in Booth (34%), Divinity (36%), and the Institute for Molecular Engineering (IME; 33%); and just over one-fourth of PhD students in the PSD (27%) identify as female. For those units experiencing an increase in the share of PhD students who identify as female, most of the increase occurred between 1998 and 2008; the shares have been relatively stable, and have even declined since 2008 in some units (for example, Harris and Humanities).

⁶³ These statistics include MA/MS and PhD students.

⁶⁴ Elisabeth Gareis, “Intercultural friendship: Effects of home and host region,” *Journal of international and Intercultural Communication*, Vol. 5(4) (14 June 2012): 309–328, doi:10.1080/17513057.2012.691525.25

TABLE 4.2: Gender Differences in Faculty Engagement Factors and Campus Climate by Division and School

	PSD		IME		SSD		BSD		HUM		HARRIS		BOOTH		SSA	
	female	male	female	male	female	male	female	male	female	male	female	male	female	male	female	male
Faculty Engagement Factors (Lacking)*																
Teaching/Classroom interactions	49% (90)	26% (199)	13% (16)	15% (33)	14% (230)	11% (208)	16% (108)	17% (78)	13% (115)	13% (110)	35% (99)	30% (76)	10% (68)	7% (92)	14% (140)	24% (21)
Written/Verbal Feedback	47% (92)	33% (198)	38% (16)	21% (33)	37% (232)	33% (208)	32% (108)	35% (78)	35% (117)	38% (109)	55% (99)	56% (77)	31% (68)	43% (93)	24% (141)	33% (21)
Approachability of Faculty	36% (92)	21% (199)	44% (16)	30% (33)	37% (232)	30% (207)	18% (108)	19% (78)	20% (116)	25% (110)	24% (99)	29% (78)	16% (69)	24% (93)	20% (141)	14% (21)
Faculty Availability for Advising	25% (92)	20% (198)	50% (16)	25% (32)	35% (232)	27% (208)	21% (107)	26% (78)	21% (117)	23% (110)	32% (99)	32% (76)	23% (69)	25% (92)	34% (140)	33% (21)
Quality of Faculty Advising	26% (90)	20% (197)	31% (16)	21% (33)	28% (231)	22% (208)	16% (106)	26% (78)	19% (115)	21% (110)	33% (99)	36% (77)	19% (67)	20% (92)	33% (138)	24% (21)
Continuity of Advising	36% (90)	24% (195)	44% (16)	27% (33)	36% (231)	29% (207)	34% (106)	36% (77)	32% (114)	32% (107)	39% (99)	38% (73)	22% (68)	28% (92)	47% (137)	62% (21)
Inclusion and Student Collegiality (Lacking)*																
Inclusion in Social Groups	42% (90)	35% (198)	50% (16)	6% (33)	40% (229)	27% (209)	23% (105)	26% (78)	34% (116)	38% (108)	22% (99)	25% (76)	19% (67)	30% (93)	49% (138)	62% (21)
Collegial Atmosphere among Students	45% (90)	32% (198)	44% (16)	13% (33)	37% (229)	28% (209)	18% (106)	15% (78)	28% (116)	28% (110)	12% (99)	19% (77)	16% (68)	19% (93)	49% (140)	33% (21)
Campus Climate																
Felt Very or Mostly Welcome in your department	59% (90)	84% (191)	82% (16)	88% (34)	67% (226)	77% (208)	83% (104)	81% (73)	76% (114)	71% (103)	80% (94)	74% (76)	90% (62)	86% (84)	72% (135)	62% (21)
Felt Sometimes Welcome/Sometimes Unwelcome; Mostly Unwelcome; Very Unwelcome	41% (90)	16% (191)	18% (16)	12% (34)	33% (226)	23% (208)	17% (104)	19% (73)	24% (114)	29% (103)	20% (94)	26% (76)	10% (62)	14% (84)	28% (135)	38% (21)

* The formatting of these data is as follows: percent of responses that indicated the relevant item in the question was lacking (number of responses indicating the item was lacking).

In the 2016 Climate Survey, 54% of students who identify as female and 63% of students who identify as transgender, genderqueer, and agender found the University climate to exhibit sexism or were neutral about whether the University climate exhibits sexism. (41% of all respondents⁶⁵ fell into these two categories.) Notably, only 29% of students who identify as men found the University climate to exhibit sexism or were neutral about whether the University climate exhibits sexism. Graduate students who identify as male who responded to the CGE Student Survey were more likely than those who identify as female to feel “very welcome” in their department (48% versus 36%) and at UChicago (44% versus 33%). However, the gender differences were primarily at the extreme and positive end of the scale; the differences in the percentages of men and women who feel “equal parts welcome and unwelcome,” “mostly unwelcome,” or “very unwelcome” in their departments and at UChicago are small. (See Table 4.2.) A similar gender difference in positivity (rather than negativity) is revealed across other items, for example, students identifying as male as compared to female were more likely to be “very satisfied” with their academic experience (32% vs. 24%), student life experience (17% versus 12%), and overall experience (28% versus 19%), even though the differences in dissatisfaction were relatively small. (See Table 4.2.) Women were consistently more likely to judge faculty engagement factors to be lacking (teaching and classroom interactions with faculty; written/verbal feedback; approachability of faculty; faculty availability for advising; quality of faculty advising; continuity of advising), although the differences were again relatively small. (See Table 4.2.)

By division, we observe more striking differences in how all graduate students who identify as male and female responded to the survey items, especially around faculty engagement and social inclusion and collegiality among students: In PSD, IME, and, to a lesser extent, SSD, women tended to respond more negatively to the questions related to faculty feedback, approachability, availability, quality of advising, and continuity of advising, whereas in SSA, where the large majority of students identify as female, men tended to respond more negatively than women. The same pattern was observed for social inclusion and student collegiality. Overall, women in PSD and SSD, and to a lesser extent IME, were more likely to report feeling unwelcome at least some of the time in their departments; for SSA, the pattern was again reversed. (See Table 4.2.) Open-ended responses from the CGE Student Survey and from focus groups indicated that entrenched lab-based culture in particular can create environments in which some women feel neither welcome nor safe. Given that PSD and IME have several lab-based departments or groups, it is plausible that this culture contributes to lower percentages of positive responses from women. On the other hand, women in the BSD, who likely also spend considerable time engaged in lab-based research, did not report less welcoming environments or social collegiality/inclusiveness than their male counterparts. In general, programs have slow faculty and student turnover rates and, as a result, negative environments can continue to reproduce themselves over time with little change. Opportunity for women (or men) to distance themselves from problematic local climates may be limited; this effect might be exacerbated in programs with labs, where continuing one’s ongoing research project is typically dependent upon remaining in that lab.

⁶⁵ Includes faculty, staff, and students.

Moreover, the ways in which male and female faculty interact with each other, as well as the number of female faculty in the department, could set the tone for a broader culture within the program. The composition of female and male faculty within units is beyond the scope of this report; however, the 2011 report on the status of academic women at the University of Chicago provides such data, and the CGE recommends the report be updated for 2020. It is important to note that subtle determinants can also affect local culture: the ways in which professors and students speak about gender differences, or the slight differences in how a professor engages with a male student versus a female student, for example. Concerns about dismissive and uncomfortable ways that male faculty communicated to female faculty and students were expressed in some focus groups.

Responsiveness of our University to gender-based misconduct is another important aspect of campus climate. This issue is addressed in greater depth in Chapter 7; however, we note here that although gender-based misconduct and sexual assault⁶⁶ occur across all gender identities, women and LGBTQ+ communities have the highest victimization rates.⁶⁷ Only a minority of sexual misconduct cases are reported. Research suggests that graduate students experience lower incidences of sexual assault and misconduct than undergraduates.⁶⁸ However, graduate students are more likely than undergraduates to be victimized by a faculty member.⁶⁹ Sexual misconduct by faculty towards graduate students includes both verbal harassment and unwelcome physical contact. In fact, a recent study found that over half of reported graduate student misconduct cases involving professors concerned physical misconduct and over half of these cases involved professors who had serial complaints against them.⁷⁰ This situation once again underscores the special concern in PhD education about faculty–student power imbalances that we identify at several junctures in this report.

⁶⁶ Gender-based misconduct includes a wide range of behaviors including harassment, stalking, and intimate partner violence; sexual assault includes diverse forms of nonconsensual sexual contact. For a discussion of different types of gender-based misconduct and sexual assault see David Cantor, Bonnie Fisher, Susan Chibnall, Reanne Townsend, Hyunshik Lee, Carol Bruce, and Gail Thomas, “Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct,” (Westat, 20 October 2017), <https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/AAU-Campus-Climate-Survey-FINAL-10-20-17.pdf>. See also the University of Chicago Policy on Harassment, Discrimination, and Sexual Misconduct which defines sexual misconduct as including but not limited to sexual harassment, sexual abuse, sexual assault, domestic violence, dating violence, and stalking: <http://studentmanual.uchicago.edu/page/policy-harassment-discrimination-and-sexual-misconduct>.

⁶⁷ Cantor et al, 2017.

⁶⁸ Ibid. Graduate students show somewhat higher rates of intimate partner violence perhaps because they are more likely to have been in an intimate relationship.

⁶⁹ Ibid.

⁷⁰ Nancy Chi Cantalupo and William Kidder, “A Systematic Look at a Serial Problem: Sexual Harassment of Students by University Faculty,” *Utah Law Review*, Volume 2018 (30 June 2018): 671–786, <https://ssrn.com/abstract=2971447>.

Chapter 5: Academic Issues

This chapter focuses on issues that are common to the design of PhD programs and that affect PhD education across the disciplines: degree requirements, including decision points such as qualifying exams; the shared projects of advising and mentoring; various forms of professional training, including teaching; and admissions and cohort size.

We proceed throughout with an awareness that metrics of success in graduate education are in flux, particularly in light of the shifting landscape of post-graduate employment. (See Chapters 2 and 3.) Our assessment and recommendations are crafted with respect for the autonomy of units with regard to discipline-specific concerns. It is nevertheless clear that both students and doctoral programs can be positively influenced by attention to systematic hurdles to progress as well as to the shape and timing of attrition; insights on both of these issues are revealed by attention to data. Future progress will depend on the continued collection and thoughtful analysis of data, in dialogue with extended internal discussion and self-evaluation of departments and programs.

5A. Degree Requirements

PhD programs at UChicago assess progress toward the degree in three phases: coursework, admission to candidacy, and the dissertation. All degree requirements should have the ultimate goal of ensuring intellectual preparation for independent research while also providing training that is suited to a wide variety of relevant careers.

As fields evolve, some aspects of coursework and training become obsolete and new ones become crucial. Failure to evaluate carefully the value of all requirements in preparing PhD students as independent researchers and scholars has the strong likelihood of unnecessarily extending time to degree. Data from the CGE Faculty Survey suggest some concern on this topic from faculty across the University, but especially in the Divinity School (where 24% feel time to degree is “much too long” and 59% “a little too long”), as well as in the Humanities and Social Sciences Divisions. Furthermore, in our conversations with leadership of schools and divisions (Appendix 4), we learned that most units view extended time to degree as an important challenge to address. Extended time to degree has also been viewed as a national problem, with the 2016 Mellon Report thoughtfully discussing the necessity of programmatic reform if time to degree is to be reduced. To avoid the potential for inadvertently extending time to degree, we exhort programs to beware the temptation to only add training requirements rather than replace them.

For all disciplines, we recommend that programs regularly evaluate requirements to determine whether curricular content meets the field’s evolving needs, the appropriate number of courses are required, and whether elective courses, or courses with non-traditional formats such as

workshops or “nano”⁷¹ courses, could appropriately meet program requirements. We recommend programs ensure that the content and structure of qualifying exams are relevant, serving the important role of ensuring PhD students are appropriately prepared for the next stage in their degree work. Furthermore, we recommend that each program considers the appropriate time-to-degree for its particular discipline.

Recommendation 5.1: The underlying rationale for inclusion of all elements of coursework, exams, and other requirements, should be regularly evaluated and made clear to both PhD students and faculty. Programs should consider the appropriate time-to-degree for their particular disciplines.

Kaplan–Meier plots (Appendix 9) reveal that in some PhD programs there is not only substantial attrition, but much of it is occurring in the later years. Students continue too long without clear judgement on their suitability for dissertation research, a practice that is costly to the student, the department, and the University. (See also Chapter 6.) Leaving a program earlier, especially if accompanied by a terminal master’s degree, provides both a valuable educational experience and a tangible outcome. When PhD students receive a master’s after five or more years of graduate school, that argument is far less compelling. For PhD students entering with a master’s degree, it is all the more important that attrition occur early in circumstances where it is necessary.

Some programs, such as Divinity, require a master’s degree for entry to the PhD. In other programs master’s degrees are just one route to PhD entry, arguably a route that assists students to become competitive candidates when their undergraduate degrees were obtained at less well-known institutions, whether in the US or internationally. We investigated whether students who enter with a master’s degree fare better than or differently from those with bachelor’s degrees. Kaplan–Meier data (see Appendix 10) suggest that in both the Humanities and Social Sciences divisions rates of attrition are lower for master’s graduates, perhaps because these students are committed to the PhD route in a way that those who matriculate with only an undergraduate degree are not. However, we see less obvious trends in other divisions and schools. While it is premature to draw any major conclusions, we recommend that data of this nature continue to be carefully evaluated going forward. In particular, we note that it is especially important to consider total time in post-baccalaureate education if no, or only minimal, reduction in time is given to PhD for students who obtain a master’s degree before commencing doctoral work.

Returning to the topic of the timing of attrition, qualifying examinations can be a good indicator of suitability to continue, but in programs where they typically occur after the third year of study, alternative mechanisms need to be developed to evaluate student progress. Regardless of the precise milestones a program might use, it is imperative that faculty, students, and administrators all be fully cognizant of the model and its underlying rationale.

⁷¹ We define “nano” courses as short, intensive educational experiences that are completed in a shorter time frame than a quarter.

Recommendation 5.2: Milestones linked to up-or-out decisions should ideally occur within the first three years of doctoral training to prevent late attrition, which benefits neither the student nor the institution.

It is important to note that late attrition is due to a variety of factors. In some cases, it is due to a student's individual circumstances or lack of appropriate support, and particularly lack of mentorship, a topic to which we now turn.

5B. Advising and Mentoring

Providing high quality advising and mentoring to all PhD students is a fundamental institutional obligation. Faculty concur: in the 2018 CGE faculty survey 80% of respondents indicate their colleagues value advising and mentoring "very much" or "a fair amount." This section highlights relevant concerns, current improvements, and suggestions for how advising and mentoring can be improved.

Advising is the process of guiding students to successful and timely completion of the PhD by providing accurate information appropriate to each student's stage of training as well as individualized evaluation and guidance. In supplement to faculty-driven approaches, well-trained and committed administrative staff can also play important roles in ensuring students stay on track.

Despite students' reasonable expectation of formalized advising structures, we uncovered an acute and widespread need for improved advising. We heard repeatedly in our conversations with PhD student focus groups that lack of clarity regarding program expectations—and lack of uniformity in how faculty interpret requirements—are sources of significant anxiety that negatively impact the educational experience. Students seek more clarity regarding available University resources, the formal policies of their graduate programs, and, perhaps most important of all, to know the expectations of their program faculty. Written information tends to become outdated rapidly, and students may find themselves reliant on inaccurate anecdote. Students note the value of peer mentoring, but both senior students and individual faculty may lack awareness of evolving resources and programmatic policies.

One effective advising model already used by a subset of programs is a formalized quarterly advising meeting, where each PhD student in the cohort, at least for the first year of study and in some cases beyond, meets in turn with a small faculty committee to discuss academic matters including course selection, and where relevant the choice of laboratory rotations. Such committees provide a broader range of knowledge and opinions than any one individual. Further, the formalized nature of the interaction, which may be scheduled well in advance by administrative staff, prevents postponement or cancellation of advising by students who are simply unaware they lack relevant information.

For more advanced students, annual meetings of entire cohorts with their director of graduate studies provide a useful opportunity for students to provide feedback on their experience and for program leadership to discuss expectations and resources relevant to the students' specific phases of training.

Recommendation 5.3: Students should have straightforward access to up-to-date, accurate information about requirements, expectations, and resources.

Mentorship is a more personalized form of communication and relationship-based guidance, tailored to the individual mentee by an engaged and experienced mentor. Mentors typically take an interest in the student's career development and personal well-being, as well as in the student's research progress. Despite the acknowledged value of mentorship by both students and faculty, we learned from student focus groups that faculty are often ill-equipped to function as mentors.

The incentives provided to faculty for graduate advising in all its forms are often indirect and inadequately documented. Thus, a critical component of professional conduct, essential to the identity of the institution, lacks accounting, accountability, and reward. The problem is rendered all the more acute insofar as duties in this regard are distributed unevenly across the faculty: the CGE Faculty Survey showed that at least in some units more of the responsibility for PhD student advising and mentoring is perceived to be shouldered by faculty who are female or from underrepresented backgrounds. One way to positively influence the quality of faculty mentoring going forward, and at the same time to reward good mentoring, is to increase the level of scrutiny on mentorship by enlisting student feedback during faculty promotion and tenure decisions. Another is to systematically collect information during review processes about mentoring activities and link them to clear incentives/rewards.

Opportunities for University of Chicago faculty training in mentorship are currently very limited. The CGE Faculty Survey indicates that 0–19% of respondents (varying by division/school) have access to program-level training/supervision in the mentoring/advising of PhD students. Consistent with these data, the CGE DGS Survey indicates that most programs have no overt mechanism for training faculty to mentor. However, some directors mention that they discuss expectations with their new faculty or provide *ad hoc* advice when needed, comment on broadly focused junior faculty mentorship from senior colleagues, or suggest that faculty meetings where student progress is discussed serve as a form of training. One interesting outlier is the Biophysical Sciences program, which has more extensive mentor training activities, as we discuss below.

In contrast to practice at the University of Chicago, many peer institutions provide their faculty with comprehensive written or web-based guides to mentorship (see Appendix 12), and such examples could provide useful starting points for the development of documents and programming appropriate to our own institution. While we acknowledge that delivering such programming will have challenges, the CGE Faculty Survey suggests faculty are open to formal

mentorship training: 16% would “definitely” and 44% would “probably” take advantage of training were it to be offered. One graduate program, Biophysical Sciences, has begun to use a formalized mentor training approach based on the University of Wisconsin Center for the Improvement of Mentored Experiences in Research (CIMER) curriculum,⁷² which may provide a useful model.⁷³ The CIMER approach is to develop, implement, and evaluate mentor and mentee training using theoretically grounded, evidence based, and culturally responsive training interventions and investigations. Biophysical Sciences plans to use trained senior faculty to work with their junior faculty colleagues using this curriculum.

Turning to the mentees, it is typically up to PhD students to seek out mentoring relationships, but the development of self-advocacy skills can be challenging for some students. Students can be assisted in becoming effective mentees with appropriate preparation and support from their programs. They also should have access to data on career and publication outcomes for prospective mentors’ previous mentees, and should feel empowered to ask questions of faculty mentors such as how often they meet with their mentees, what their philosophy on mentorship is, and what their opinions on career and professional development are.

In particular, as students from underrepresented or marginalized backgrounds seek mentorship, they may run up against a lack of cultural competency in the faculty. This in turn can lead to a subset of faculty bearing a high proportion of the responsibility of mentoring. Consistent with this concern, and as noted above, female faculty and faculty from underrepresented backgrounds are perceived to shoulder more of the advising burden. To ameliorate this problem, mentor training and faculty recruitment should be attentive to cultural competency.

The onus should be on programs and divisions/schools to help not only their students, but also their faculty, to develop appropriate expectations regarding advising and mentorship. This requires both a culture of open discussion and resources to facilitate communication. Relevant resources include mentoring compacts and discussion documents; useful examples include the Association of American Medical Schools mentoring compact (Appendix 13) and the BSD’s guide entitled “Choosing Your Research Mentor: A Student’s Perspective” (Appendix 13). Given the power imbalance between faculty and students, it will be vital for programs to actively and reiteratively educate both parties on the importance and utility of this approach, both to allay student concerns and to normalize the process. Moreover, mentorship training for faculty

⁷² Jo Handelsman, Christine Pfund, Sarah Miller Lauffer, and Christine Maidl Pribbenow, *Entering Mentoring A Seminar to Train a New Generation of Scientists* (The Wisconsin Program for Scientific Teaching, 2005), www.hhmi.org/sites/default/files/Educational%20Materials/Lab%20Management/entering_mentoring.pdf; see also Stephanie A. Robert and Pamela S. Asquith, “Mentor training for Social Science Researchers,” adapted from the W.H. Freeman *Entering Mentoring* series (2017),

https://www.cimerproject.org/Content/PDFs/completeCurricula/Overview_SocialSciencesMentorFinal.pdf

⁷³ Christine Pfund, Christine Maidl Pribbenow, Janet Branchaw, Sarah Miller Lauffer, and Jo Handelsman, “The Merits of Training Mentors,” *Science*, Vol. 331 (27 January 2006): 473–474, <https://biostat.wustl.edu/dacc/wp-content/uploads/2013/10/Pfund-et-al-Merits-of-Mentoring-Science-2006.pdf>

should highlight and raise awareness of the challenges that power differentials present for both faculty and students in fostering and maintaining constructive academic discourse.

Recommendation 5.4: To improve mentorship, divisions and schools should ensure that mentoring is tied to incentives/rewards, including promotion and tenure, and to provide active training to the faculty in how to advise and mentor PhD students. Reciprocally, students need guidance in how to be effective mentees.

In the CGE Student Survey, about a quarter of PhD student respondents were dissatisfied with either the availability or quality of faculty advising, and almost one-third found continuity of faculty advising lacking. Both faculty as individuals, and departments and programs, need to expand their efforts to make sure that PhD students are aware of where they stand in their programs, what they need to do to move forward, and how they can obtain clarification of any obligations that may be unclear to them. A larger, and truly alarming, problem is that a great many students felt that faculty were not providing adequate feedback on their academic work. Thirty-seven percent of PhD student respondents felt that written or verbal feedback on academic work from faculty was lacking. In conversations with student groups we learned that this occurs in multiple contexts, including coursework assignments (e.g., we were disturbed to learn students had produced term papers for multiple courses yet failed to receive any feedback beyond a final grade), dissertation proposals, required oral presentations, and dissertation chapters.

The CGE Student Survey also revealed that 40% of those PhD students who expressed dissatisfaction with their academic experiences had met with their advisor only once or never in Spring Quarter, compared to 21% of PhD students who were very or mostly satisfied with academics at the University. These same students were more likely to state that their programs did not meet their expectations. The survey data further show that 49% of dissatisfied and 38% of satisfied students had never met one-on-one with another faculty member in Spring Quarter. While there are many reasons that students might be meeting with faculty relatively infrequently, the correlations mentioned above indicate that infrequent meetings may be contributing to or may be in part derived from overall dissatisfaction.

Regular and systematic communication with multiple faculty members is essential to timely progress; research flourishes when informed by a diversity of viewpoints. The intellectual, professional, and social situations of PhD students are best nurtured, and protected from dependency on any one individual, when embedded in a network of relations.

Thesis committees play a special role in providing such networks. We strongly recommend that programs ensure their PhD students meet on a regular basis with their full thesis committee, or, in those programs where the committee forms relatively late, with an interim advising committee. (We acknowledge that in some areas the burden of serving on thesis committees is shared unevenly by faculty, and this can present a barrier to increasing the frequency of meetings. Solving this issue may require incentivizing thesis committee service.) For some

programs, an annual meeting on a fixed schedule will be appropriate, while for others the meetings might most usefully occur when the student has completed a dissertation chapter, providing an opportunity for in-depth feedback on the document. In addition, written reports of the regular or annual committee meeting, gathered and maintained by program staff, are necessary to ensure all parties agree on outcomes and to enable programs to effectively monitor student progress.

Programs, faculty, and students have a shared responsibility to ensure students are making progress towards the degree with known and enforced consequences when this is not the case. Extenuating circumstances should be taken into account in evaluating student progress.

Students also benefit greatly from intellectual input gained in group contexts. This point was recognized by the Baker Commission, which led to the foundation of the Council for Advanced Studies and the Workshop system, which is widely used across the Humanities and Social Sciences Divisions, as well as in the Divinity School. Similar events occur in Booth, Harris, and the School of Social Service Administration. These activities have been instrumental in nurturing local intellectual cultures of critical engagement and support. However, we do not know for how many workshops this statement is true at the moment.

STEM departments have no direct equivalent of workshops, but have a culture of regular collaborative discussion that centers on doctoral students while also including faculty and others. Common models include informal lab group meetings and more formalized “research in progress series” and “journal clubs.” As with workshops, these opportunities for intellectual discussion and collaborative learning, which occur in various forms—in and outside of STEM fields—have significant value in ensuring feedback and a sense of connection, as well as in preparing students to disseminate research and scholarship beyond the institution.

The CGE Student Survey indicated that across all units nearly three-quarters of PhD students were satisfied with opportunities to present their research output and receive feedback. However, it was reported in conversations with student focus groups that faculty involvement in workshops, research series, and journal clubs—common venues for students to present research and receive feedback—is highly variable by program. We encourage programs to use data-driven approaches to establish whether all of their PhD students have appropriate access to these opportunities, to investigate whether faculty participation and engagement are sufficient to meet students needs, and to develop thoughtful approaches to remedy deficits.

Recommendation 5.5: PhD students should have access to regular, structured opportunities for intellectual interaction with and feedback from their faculty.

5C. Professionalization

Professional development encompasses a wide range of skills and activities including teaching (a topic we return to in 5D below), applying for grants and fellowships, publishing, presenting,

mentoring, and other types of service. Faculty may not be best positioned to provide effective career mentoring, especially for non-academic careers where they may lack experience and information, but in some cases also for academic careers where practice may have altered. The CGE Student Survey showed that close to one-third of PhD students felt meetings with their advisor made no positive contribution to their career development, and over 40% of PhD students felt the availability of faculty for career advice was lacking. We make some suggestions on how to rectify these concerns in the sections below.

Programs should identify dedicated faculty member(s) (e.g. a professionalization chair) to coordinate professionalization activities and provide guidance to students. One important role for this person would be to assist students in finding the appropriate balance between their scholarship and research activities and their professional development activities. Faculty, program administrators, UChicagoGRAD, and broader mentoring networks can assist students in a variety of ways regarding fellowships and publications. We consider these and other professional development activities in more depth below, then conclude with a focus on those activities that relate more specifically to career development.

Recommendation 5.6: Given the critical importance of professionalization, we recommend that programs develop an intentional process to assist students with professional development.

5C.1. Professional development activities

Developing strong writing skills is key to producing a dissertation and also for success in grant and fellowship writing and in publishing. The CGE Faculty Survey revealed that more than 50% of faculty feel that for “those students who have trouble completing the doctoral program” poor writing skills are moderately (41%) or even very (13%) common. UChicago benefits from its renowned Writing Program (The Little Red Schoolhouse; LRS), and 73% of PhD student respondents to the CGE Student Survey were “very” or “mostly” satisfied with academic writing support. Further, the proportion of PhD students assessing their writing skill level as “medium-high” or “high” increased from 40% upon matriculation to 67% at the time of completing the survey. Recently, UChicagoGRAD has worked with LRS to expand offerings to graduate students, and LRS has also begun to cater more directly to STEM students. Some international students may need specialized assistance in learning to write in English. Written communication courses are offered through the English Language Institute, and a standby list is also available to graduate students for the Writing Program ESL/EAL (English as a second/additional language) writing tutors. (Priority is given to College Core students.) Continued attention to ensuring broad access to writing training is crucial for academic success as well as important because writing is such a highly transferable skill.

Also transferable, the ability to win fellowship or grant funding can both enhance the student’s doctoral training experience and better qualify the student for future career opportunities. UChicagoGRAD provides significant assistance with both identification of opportunities and proposal development. 54% of PhD student survey respondents had made use of fellowship

advising and support within the last year, with 66% “very” or “mostly” satisfied with their experience. However, that 20% were neither satisfied nor unsatisfied, and another 14% dissatisfied, suggests that local domain-specific expertise from the faculty remains invaluable. Programs that do not currently offer evaluated grant writing opportunities in the context of coursework—for example as a final paper—are urged to consider and potentially develop such opportunities.

Another form of professional development is the one-on-one mentorship of more junior students by doctoral students. In some units, formalized opportunities exist that can enable PhD students to develop mentoring skills that will prove useful in their future careers. These include preceptorships, where doctoral students mentor bachelor’s or master’s students through the writing of their theses, and in the Mathematics Department the Directed Reading Program. In laboratory settings, it is a general expectation that more experienced lab members will train and mentor the less experienced in techniques and approaches. While such mentorship can provide a valuable professional development opportunity, it also has the potential to negatively impact a PhD student’s research progress. It is thus important that both students and their faculty mentors regularly evaluate the extent of mentoring demands on a student’s time and maintain an open dialogue to ensure shared expectations.

The dissemination of research findings, presenting at conferences, and publishing research findings contribute fundamentally to professionalization and postgraduate careers, especially academic careers. In the CGE Student Survey, 45–70% of student respondents (varying by unit) across all years of study stated that conference attendance had made a positive contribution to their career development. When evaluated by year in program, 55% of students in years three to four, 68% in years five to six, and 71% in years seven and beyond stated that conference attendance had made a positive contribution to their career development. While at conferences, students become acquainted with faculty from other institutions, an important aspect of building a professional network, with 62% having become acquainted with faculty from other institutions when they reach year five or above. Both unit-specific and more centralized sources of funding are available to students to support conference attendance. However, given the importance of this activity, we suggest programs develop mechanisms to both track, and, where appropriate, assist with financial support of, conference attendance of advanced students, who should ideally attend a major conference in their fields each year.

Similarly, writing research publications is judged to have made a positive contribution to career development for 55% of PhD students across all units in year five and beyond. However, the CGE Student Survey data also indicated that students were significantly less satisfied with support for publishing their research than with support for presenting their research. Notably, in some units, more students were dissatisfied than were satisfied with support for publishing. This dissatisfaction is likely associated with the more general problem we discussed above (see section 5B), of inadequate feedback from faculty. In conversations with student focus groups, we learned that students receive mixed messages regarding the importance and timing of publication, and widely variable levels of support from their faculty mentors.

Finally, to conclude this section on modes of professional training, we note that performing other forms of important service—for example through functioning as a departmental or divisional representative—also has potential to provide significant professional development to students, a topic we have already considered in Chapter 3. It should also be emphasized that some administrative tasks—such as ordering food for and otherwise coordinating logistical aspects of departmental events—is likely not an appropriate avenue towards professionalization. We encourage graduate programs to consider carefully whether certain tasks should be completed by graduate students or by a program administrator.

5C.2. Career development

For PhD students who aspire to academic positions, specific job market preparation such as domain-specific CV input and attending faculty job talks, perhaps with faculty coordinated debriefings afterwards, is invaluable.

For students interested in both academic and non-academic careers, bringing diverse alumni back to campus to discuss their own career trajectories has great value. This approach is already used extensively by UChicagoGRAD and BSD’s myCHOICE, as well as in some local units. There is value in developing broader opportunities for students to network with alumni and other professionals, especially those from outside academia. The online WISR mentoring platform facilitates connection with interested alumni. The recently launched Mellon Scholarly Careers Initiative will provide Humanities, Social Sciences, and Divinity School students with opportunities to gain professional experience through specialized courses, paid internships, and “treks” to explore diverse career trajectories. The goal is “to extend the range and influence of PhD education.”⁷⁴ This approach has many commonalities with the myCHOICE program, which has successfully served PhD students and postdoctoral trainees in the biological sciences (and several other STEM departments) since its launch in 2014, and also builds on the Mellon-funded “Making History Work” program, begun in the same year. Finally, there may also be opportunities to bring non-faculty professionals to campus in the role of visiting “professors of practice,” thus enabling exposure of PhD students to a wider range of influences.

In our discussions with both PhD students and faculty we heard that UChicagoGRAD has great utility, particularly for career development beyond academia. However, we also heard repeatedly that in some situations UChicagoGRAD lacks key domain-specific knowledge of the academic job market, and this deficit can even on occasion lead to the provision of bad advice. To avoid these kinds of problems, we strongly encourage graduate programs to actively partner with UChicagoGRAD to ensure students receive training and information that is field-specific, thus bridging current gaps. Notably, a nearly identical proposal, to “Create a formal connection between an appointed departmental professional development advisor and UChicagoGRAD” may be found in the Winter 2018 Summary of Student Perspectives Series Meeting between

⁷⁴ Mellon Scholarly Careers Initiative (MSCI), <https://grad.uchicago.edu/career-development/mellon-scholarly-careers-initiative-msci/>.

students and University trustees⁷⁵. There may also be value in coordinating meetings between professional development advisors of multiple programs, thus allowing them to learn from one another's ideas and to develop best practices. Furthermore, in our conversations with student focus groups, students noted significant value in intentional joint mentoring strategies, where faculty and UChicagoGRAD staff are simultaneously in the room with students, thus establishing beneficial partnerships. Finally, both faculty and students need to be fully aware of UChicagoGRAD activities, with faculty providing active endorsement.

As already mentioned in several places within this report, a key aspect of career development is the development of transferable skills. Specific methods and approaches that students learn during the course of their PhD work, such as project management, coding, or statistics, can be of great value to a variety of employers. One way of honing these skills and better understanding their broader utility can be through internship opportunities. Iteratively, once a student knows which skills are valuable to employers and why, the student can come back to campus ready to improve existing skills further or pick up new ones. Indeed, internships, and other non-academic training opportunities, can be of special value to students who wish to prepare for a variety of careers. We therefore endorse the expansion of such opportunities through UChicagoGRAD, myCHOICE, and other mechanisms. However, we recommend that programs actively advise students regarding appropriate balance in their activities since completion of the PhD should always be the primary goal of doctoral training.

5D. Graduate Teaching

Teaching is a requirement in many programs, not least because teaching is an important component of the academic career to which many PhD students aspire. In our group discussions, students across the divisions and schools expressed interest in careers based in liberal arts or other primarily-teaching institutions. Teaching also contributes to the development of communication skills that will assist in virtually all other areas of professional life. It is therefore essential that students receive appropriate training and support in learning to teach, and that they are assigned duties as teachers that contribute to their professional development.

Notably, in the CGE Student Survey, only about 50% of PhD students were very or mostly satisfied with the training for teaching provided in their departments or divisions. Our conversations with student focus groups, as well as analysis of comments from the CGE Student Survey, further clarified that many students feel they lack significant mentorship in the development of their teaching capabilities.

As with other forms of professional development, heavy teaching loads produce diminishing returns. Interestingly, however, a recent study by Shortlidge and Eddy⁷⁶ provides evidence that

⁷⁵ "Summary of Student Perspectives Series Meeting, March 1, 2018," <https://drive.google.com/file/d/1uvxv6yu6j-IX0YQtULtC4ZM6OOCgs5PQ/view>.

⁷⁶ Erin E. Shortlidge and Sarah L. Eddy, "The trade-off between graduate student research and teaching: A myth?" *PLOS ONE* (25 June 2018), doi:10.1371/journal.pone.0199576.

STEM students who participate in training in evidence-based teaching do not lose research productivity. Rather these authors point out the intrinsic value of producing better prepared future faculty and the benefits to students in being more fully prepared for future academic careers. Despite such findings, excessive teaching can block progress towards the PhD. In some focus groups, PhD students reported that teaching expectations interfered with their ability to spend sufficient time on their own studies and research. Some programs, such as the Harris School, have considerably higher teaching assistant expectations than other units on campus. In the CGE Student Survey, just over half of dissatisfied students stated that financial concerns were a significant impediment to progress, and taking on additional teaching duties to earn money is probably one pathway by which financial pressure exerts that effect. Moreover, some kinds of teaching are more useful than others, in ways that are both general and highly specific to certain fields and career trajectories.

Recommendation 5.7: We recommend PhD programs evaluate whether their teaching requirements are excessive and risk interfering with student progress.

Below, we consider specific issues in teaching preparation, noting some area-specific challenges, and recommend some approaches towards their solution.

Scholarship on pedagogy suggests much of what can be taught about how to teach is discipline-specific, because the skills students need in order to continue to learn differ by field.⁷⁷ It is thus striking—and somewhat discouraging—that about half of the CGE student survey respondents were not satisfied with the preparation for teaching provided by their units.

That almost 80% of students expressed satisfaction with the courses, workshops, and seminars offered by the Chicago Center for Teaching (CCT), and over 80% expressed satisfaction with the results of individual consultations with CCT, speaks well for that institution. Importantly, the CCT has special value in providing students with training in modern evidence-based teaching approaches, an arena where many faculty lack significant experience. The activities of CCT staff who focus on specific subject-domain areas may therefore be sufficient for students in some disciplines; however, the difference between these strengths and graduate students' less enthusiastic assessment of the teaching guidance provided locally suggests all the more

⁷⁷ Nira Hativa and Michele Marinovich, eds., *Disciplinary Differences in Teaching and Learning: Implications for Practice* (San Francisco: Jossey-Bass Inc., 1995); Janet Gail Donald, *Learning to Think: Disciplinary Perspectives* (San Francisco: Jossey-Bass Inc., 2002); Ruth Neumann, "Disciplinary Differences and University Teaching," *Studies in Higher Education*, 26:2 (25 August 2010): 135–146, doi:10.1080/03075070120052071; Tony Becher and Paul R. Trowler, *Academic Tribes and Territories: Intellectual Enquiry and the Cultures of Disciplines* (Philadelphia: The Society for Research into Higher Education and Open University Press, 2001); Tamsin Haggis, "Constructing Images of Ourselves? A Critical Investigation into 'Approaches to Learning' Research in Higher Education," *British Educational Research Journal*, 29:1 (2 January 2003), 89–104, doi:10.1080/0141192032000057401; Denis Berthiaume, "Teaching in the Disciplines," in Heather Fry, Steve Ketteridge, and Stephanie Marshall, eds., *A Handbook for Teaching and Learning in Higher Education*, 3rd edition (New York: Routledge, 2009), 215–226.

strongly that some students' home programs need to do more in this area.⁷⁸ Student satisfaction with advising from faculty in the courses they taught rates better than support from the department, school, or division—with 60% satisfaction rates—but still less well than CCT.

We might conclude that CCT is simply better than faculty at preparing students to teach. But based on both the previously cited literature, and the wishes of our student body, as gleaned from survey comments and conversations, even the best and best-supported CCT cannot fully substitute for improving training within a student's own program. Moreover, the number of students who reported having an individual consultation with CCT is less than one-fifth the number who reported getting advice from the faculty member in the course they were teaching and less than one-quarter the number who reported within-department training. While this issue may be partially solved by better promoting (and, if needed, expanding) the CCT, it will remain critical also to improve the teaching preparation that occurs at the program level. Moreover, we note that this same concern was raised in the 2009 report of the Pedagogical Training Subcommittee of the Provost's Committee on Graduate Student Teaching.⁷⁹

An urgent need for improvement in our faculty's ability to help PhD students develop as teachers was revealed by quantitative student survey data, qualitative analysis of survey comments, and our conversations with student groups. For example, we were concerned to learn that students feel there is no expectation that it is part of a faculty member's role to teach TAs how to teach. Worse, students feel some UChicago professors don't prioritize teaching classes at all, let alone the teaching of pedagogy. Moreover, they indicated that under some circumstances, professors may not even be qualified to teach pedagogy.

It is important to take student views into consideration as we reevaluate best practices. We learned from survey comments that students feel a mentorship relationship *while teaching*, together with faculty providing feedback and acting as a sounding board as a student goes through the quarter, is likely more helpful than are trainings before teaching, when the student might not know what difficulties will arise. Such mentorship is of value to all PhD students, but may have special relevance to individuals—including many international students—whose own undergraduate experiences diverge markedly from those of undergraduates at the University of Chicago.

With these various concerns in mind, we urge graduate programs to consider carefully how to improve local training for their students in how to teach. This process will include choosing between models that rely on training from a few good faculty teachers versus more distributed

⁷⁸ If we isolate responses from students who were dissatisfied with their academic experience here, the satisfaction rates for the training provided by departments, schools/divisions, and the various sorts of training/consultation offered by CCT all fall by around 10%. However, the rate of satisfaction with the advice offered by faculty in the courses in which students were teaching falls by over 20%.

⁷⁹ "Report of the Pedagogical Training Subcommittee of the Provost's Committee on Graduate Student Teaching" 3 June 2009, https://provost.uchicago.edu/sites/default/files/documents/reports/Report_pedagogicaltrainingsubcommittee.pdf.

models, developing incentives to encourage faculty to take on this responsibility, and establishing mechanisms to evaluate success.

There may also be ways for more experienced graduate-student teachers within a program to mentor beginners, and the CCT already offers compensated fellowship opportunities that begin to serve this need. However, it will be important to continue to develop ways to better connect the fellows to their home programs and faculty.

The successful establishment of improved pedagogy training for University of Chicago PhD students, not only with regards to classroom teaching but also in the context of their own mentorship of more junior students, has the potential to greatly improve our students' educational experience.

Recommendation 5.8: We recommend departments and divisions develop improved faculty-driven approaches to train their students in how to teach their discipline well.

In addition to concerns around lack of training in how to teach, we also heard from students that the lack of appropriate spaces in which to hold office hours or otherwise meet with mentees can be detrimental to their teaching efforts. Student teachers are frequently forced to use open lobby areas, which may be distracting and/or lack privacy for their teaching assignments. It is particularly problematic that undergraduates may need to request accommodations related to a disability in public spaces. Although the CGE Student Survey did not ask specifically about office space for teaching, it showed that for several divisions and schools, only 57% of PhD students were satisfied with their "workspace."

We recognize that finding more suitable spaces can be a significant challenge, especially as our undergraduate and master's program sizes are growing, and limited classroom space is thus at a greater premium. Nevertheless, the University's long-term planning efforts should take into account the need for PhD students to have appropriate space in which to work, and especially in which to meet with their students. Further, this important topic is one on which student input should be sought. Our recommendation of the establishment of a new Graduate Student Center (Chapter 1B.12) has significant potential to address this concern.

Recommendation 5.9: Doctoral student teachers should be provided with adequate office or classroom space in which to meet their own students.

A potential problem for STEM students who wish to teach as a career is lack of opportunity to teach a full course, rather than merely serve as a teaching assistant. For example, the only current opportunity to teach a full course in BSD is to teach the TA training course. More recently, the CCT together with the myCHOICE program has provided a pedagogy course that allows BSD students opportunities to partner with BSD lecturers to design and teach modules in the core. Our conversations with STEM student groups suggest that the majority are not seeking teaching experience beyond TA-ships. However, a subset of students across all the units

we met with would greatly value the opportunity either to teach a full course or to have an alternative experience of independent teaching, and it is important to find ways to meet this need.

In the GAI units, typically more value is placed on teaching stand-alone courses as an important aspect of career development. However, internal data indicate that a full 30% of PhD students in GAI units also lack this experience, a topic to which we return in Chapter 6.

Recommendation 5.10: All programs should work with their students, the College, and the CCT to develop opportunities to teach independently for those who would benefit.

5E. Recruitment and Admissions

While the majority of our report focuses on current students, prospective student recruitment is a topic that relates to institutional reputation, and it is therefore important that this section of our report pays attention to the external world. In the section that follows (5F), we focus on the related topic of cohort size, with a consideration of factors that should influence cohort size and its relationship to admissions practices.

Effective recruitment is key not only to the success of individual PhD programs, which can only be as strong as the students they attract and train, but also to the broader reputation of the University as a whole, which, in turn, is evaluated at least in part by the placement of the PhDs it graduates.

A tight, if temporally offset, relationship exists between placement outcomes, program reputation, and student quality. For departments that place graduates into faculty positions at top-ranked institutions, a positive feedback loop is established; these departments develop a reputation that enables continued recruitment of the very best students and thus continued strong placement of graduates. Conversely, for departments that fail to place graduates into positions at top institutions, reputation eventually falters, the best students are not attracted, and a downward spiral results.

The continued collection and analysis of detailed data on placement outcomes should enable our programs to evaluate where they lie on this continuum. While expectations regarding the proportion of graduates who should remain in academia differ markedly by field, the fundamental relationship between reputation and ability to attract the best graduate students remains consistent. The Provost's office has recently been collecting useful data that reveal how effectively our programs compete in head-to-head competitions with specific competitor schools. However, arguably even more important is the number of excellent prospective students who elect not even to apply to the University of Chicago.

We encourage programs to monitor their applicant pools, placement outcomes, and, where possible, their positions relative to their peers, and to use this information to improve

recruitment and other practices where needed. In particular, we encourage units to seek out appropriate opportunities to enhance their reputations (e.g., through the development of prestigious postdoctoral opportunities), given that this is one important route to attracting the best students.

Effective recruitment also involves a broader-based marketing component—ensuring prospective students are aware of the University of Chicago and its individual programs and their strengths. In recent years, the College has made extraordinary positive changes in its marketing strategy, which have led to very high selectivity and concomitant high rankings. Paying close attention to this aspect of doctoral student recruitment has similar potential to result in beneficial change. We therefore recommend continued investment in both local and centralized student recruitment resources with the expertise and capacity to assist PhD programs with their outreach and branding.

The next step of yielding matriculants from admitted students may also be influenced by broader branding efforts, but is primarily dependent on program-specific approaches. Faculty indicated in the survey that their programs have been more effective at identifying a strong applicant pool (“very effective,” 48%) than in recruiting those students to their programs (“very effective,” 21%), revealing another component of the admissions process that requires continued attention. Faculty do, however, feel that the admissions process has identified students whose interests match those of the faculty (“very effective,” 45%), and has reciprocally identified faculty interested and willing to advise admitted students (“very effective,” 49%). Importantly, however, faculty state that their programs have been significantly less successful at achieving diversity in the student population (“very effective,” 16%).

Faculty perception of a lack of success in diversifying the student body is largely accurate, as discussed in Chapter 4. Currently, a variety of ongoing student-centric diversity recruiting efforts abound, for example the BSD’s grassroots student organization, the Graduate Student Recruitment Initiative (GRIT), which has recently expanded to include some PSD units. Overall, we encourage programs to monitor their admissions data carefully, to quantitatively evaluate the utility of various initiatives designed to enhance recruitment, both in general and with respect to diversity, and to evaluate their practices. Departments should also avail themselves of the programmatic efforts and recruitment training available from the Provost’s Diversity Initiative. Going forward, it will be especially important to evaluate whether major changes (such as BSD’s recent decision to drop the GRE requirement), have the hoped-for positive impact on recruitment outcomes.

Recommendation 5.11: Data-driven approaches should be used to evaluate and modify recruitment practices, including diversity recruitment.

5F. Cohort Size

The CGE Faculty Survey data show that faculty find the quality of the applicant pool to be a primary factor limiting the number of admits: 68% of faculty rank “quality of the applicant pool” as very important in determining cohort size. Given the importance of student access to quality advising and mentoring, another primary driver of program size should be faculty availability; program size should not exceed mentoring capacity. However, fewer survey respondents, only 53%, ranked “advising capacity” as very important in determining cohort size. We suggest that programs reflect on the appropriate metrics needed to establish the mentoring capacity of their faculty, a topic where student input should be valued. Faculty, as well as their deans and deans of students, also understand that financial considerations must limit cohort sizes.⁸⁰

As discussed in section 5D, programs need to be able to provide their graduate students with adequate and appropriate opportunities to develop their teaching skills while ensuring that the need to teach college or master’s degree students does not become a driver of graduate program size. The faculty agree, with over 50% of survey respondents ranking teaching needs as “not important” in determining cohort size. While deans and deans of students generally agreed that the ability to meet teaching needs is not a driving force in determining PhD student cohort size, the University’s approach to both college and master’s student teaching will need careful monitoring. As discussed in Chapter 3D, there are already situations that need to be re-evaluated to ensure PhD students are not over-burdened with teaching. We also learned from conversations with students that it is important to avoid “informal” teaching expectations from their faculty, which may go well beyond academic requirements, where PhD students feel obliged to teach beyond what is useful for their professional development, potentially to the detriment of their research progress. We note that in such cases the inherent power differential between PhD students and faculty can serve to block students from voicing valid concerns.

Our faculty survey also reveals that many faculty view the state of the job market as a less important driver of cohort size than funding, applicant pool quality, or advising capacity. Additionally, in STEM divisions, where faculty research output is to some extent dependent on PhD students, they rank the “state of the job market” as less important than “faculty need for graduate students.” By contrast, we learned in our conversations that some PhD students believe that the job market should play a key role in determining cohort size. We therefore recommend that graduate programs engage more effectively with the topic of how the job market, defined by specific programs, should relate to cohort size in their fields and sub-fields. This a subject area where programs will benefit from the input of their students. As a related issue, it is important to recognize that changing training paradigms may offer potential for a wider array of career outcomes.

⁸⁰ 66% of faculty ranked “availability of funding” as very important in determining cohort sizes.

Recommendation 5.12: Cohort size should take into account applicant quality, mentoring capacity, and, importantly, the job market for graduates, as well as financial support considerations.

Recommendation 5.13: We recommend that data on both attrition and job placement be easily accessible to prospective doctoral students, thus enabling them to make data-driven decisions about joining a given program.

Because alumni views might change over time after their degrees, groups of alumni should be surveyed at different junctures. Additionally, obtaining qualitative responses would add nuance to our understanding of alumni experiences. This information could inform discussions of both training approaches and appropriate cohort size.

Recommendation 5.14: We recommend that going forward alumni be surveyed, to the degree possible, not only about the nature of their current career, but also regarding: (1) whether they are satisfied with their current career, and (2) whether they view their PhD training as an acceptable route to that career.

We also recognize the need to avoid cohorts that are too small to enable the program to run effectively. In very small fields it may be better to bring in zero students in some years rather than just one or two, who will lack a true cohort, and for whom it makes little sense to run full courses. Departments may also wish to consider to what extent they can restructure training so that at least some courses can effectively serve students from multiple sub-fields, or serve both PhD and master's students. Nevertheless, it may be important to maintain some courses that will inevitably be very small, while trying to avoid having these form the bulk of any student's experience. At the same time, faculty—and particularly junior faculty—should generally not teach such small courses as “reading courses” or “independent studies.” The work is uncompensated and largely uncredited, and carries non-trivial opportunity costs.

Recommendation 5.15: We recommend that graduate programs, departments, and divisions give careful consideration to the question of appropriate course enrollment and its relationship to the size of program cohorts.

This exercise should include evaluation of a potential role for strong master's students in enabling doctoral classes to run—but bearing in mind the caveats we laid out in Chapter 3D—and should also include consideration of flexible rules that enable occasional small enrollment courses to be balanced by larger enrollment courses taught by the same faculty.

5F.1. Relationship of cohort size and placement outcomes to attrition

As also discussed above (section 5A) our evaluation of Kaplan–Meier plots has revealed in many programs a substantial degree of attrition, with too much of it occurring late, after multiple

years of training. We have already commented that such attrition comes at a substantial cost—financially and personally—to the students, the faculty, the programs, and the institution, a topic we will return to again in Chapter 6.

It is critical to evaluate the timing of attrition (see section 5A) and the underlying reasons why attrition rates are high in some programs but not others. Attrition rates vary from under 10% to up to 30%, 40%, or even 50% in some cases. While some attrition is inevitable, and indeed healthy, as students realize their goals no longer align with their current trajectory, the substantial discrepancies in attrition rates across units seem to suggest differences between these units. Some of these differences may lie in the outside world—for example strong industry job markets can lure students away from particular programs—but others likely lie either in the admissions process that matriculated the students, or in the advising and mentoring processes that should support them through their training. We encourage programs with high attrition rates to at least consider the real possibility that they are matriculating too many students and/or the wrong students and poorly supporting the students when they arrive.

On a related note, it is also important to consider both attrition and time to degree as we evaluate placement data. To provide examples, in 2017, 63% of PhD graduates from the Humanities Division and 55% of PhD graduates from the Social Sciences Division who had received the PhD degree between 2010 and 2012, were in tenure-track positions. These numbers are at first glance reassuring: they imply our training has proved capable of placing many PhDs into the academic positions to which students of these fields frequently aspire. However, a different picture emerges if these numbers are considered in the context of graduation rates over a similar time frame. For Humanities Division students who matriculated between 2004/5 and 2006/7 only 50% had graduated after eight years, and even after eleven years the graduation rate had only gone up to 65%. Similarly, in the Social Sciences Division only 32% had graduated after eight years and 54% after eleven years. If we consider placement data as a proportion of matriculants, rather than graduates, the academic placement rate drops dramatically.

We close by encouraging individual programs to think carefully about how to evaluate success (Chapter 3C: Assessing Doctoral Education), and to consider not only placement outcomes for their graduates, but also their rates of graduation, as they consider appropriate cohort sizes. We will return to this topic in Chapter 6, as we delve into the financial considerations that must also be considered as we determine appropriate cohort sizes going forward.

Chapter 6: Administration and Financial Issues

This chapter considers administrative aspects of doctoral education, in particular its financing, the provision of pedagogical training, and the administration of services. Its analytic perspective is on those aspects of these issues that impinge on the experience and well-being of students. Important issues, such as the proportion of the cost of doctoral education subvented by the GAI block grant from the Provost's office unit by unit, are therefore set aside.

PhD education is funded via a number of mechanisms. The highest-order division distinguishes between those funded directly by the University through its own resources, with support from and under the rules of the Graduate Aid Initiative (GAI), and those funded via external grants or internal divisional or school resources that are independent of the GAI. The distinction GAI versus non-GAI masks forms of heterogeneity within each category, as will be explained below. As of the writing of this report, units participating in the GAI include: Divinity, Humanities, Social Sciences, and School of Social Service Administration. Non-GAI units include Biological Sciences, Booth, Harris, Molecular Engineering, and Physical Sciences.

An important goal of the GAI was to establish a floor for the stipend, pedagogical training, and benefits afforded to PhD students. An important consequence of this has been the elevation of the support granted to PhD students in GAI units to basic parity with those funded by external grants or unit-specific revenues.

6A. Graduate Aid Initiative Financing of Graduate Education

6A.1. Graduate Aid Initiative

The Graduate Aid Initiative was announced on 7 February 2007. Effective for students matriculating in the Humanities and Social Sciences Divisions in 2007–2008, it included a five-year package comprising tuition, health insurance, and five years of nine-month funding with two years of summer support. It also mandated that students should complete a specified amount of professional training. Graduate programs were given license to determine the form and quantity of training above a threshold specified by the Initiative. The form of that training was determined by the curricular requirements of individual programs. In most programs this takes the form of teaching; in SSA, it includes research assistantships.

A substantial revision in 2008–2009 extended the GAI to matriculating doctoral students in the Divinity School, while offering all GAI-units the option of extending the GAI's more generous funding to existing students in exchange for reducing the number of new students they might enroll for the 2008–2009 academic year. The School of Social Service Administration was incorporated within the GAI in 2014. Incremental changes since the GAI's inception have included increases to the stipend, further years of summer support, and the extension of health insurance coverage. Substantial revisions in both Humanities and Divinity were announced in Winter Quarter 2019, extending the GAI to six years and, with minor variations, extending health insurance while eliminating out-of-pocket tuition for all students. Humanities feels that

the increased support should allow an overall improvement in time to degree, such that it will disallow regular registration by doctoral students beyond the eighth year. Some programs understand prolonged time to degree to arise from pedagogical and research necessities, and are contesting this last change in particular.

The GAI intervened in a landscape in which graduate cohorts were large and funding for many students was unstable, with discrepant packages not only across divisions but even within departments. Before the GAI, many advanced students sought, and some of course received, multi-year external fellowship support. Aspirations for the GAI included: improving Chicago's competitiveness in recruiting graduate students; shortening time to degree and improving attrition rates by providing support that in amount and duration allowed students to focus on scholarship; systematic provision of a range of teaching experiences as essential to doctoral education; and the furnishing of health insurance for the duration of the package.⁸¹

The administration of the GAI exhibits a certain amount of diversity in practice, as regards the level of per-capita support from the Provost, aspects of financial administration within units, and the experience of students as regards pedagogy requirements. This diversity arises in large measure from the superimposition of the GAI and its mandates onto preexisting landscapes, and some of these differences are being ironed out over time.

The GAI in its initial form was intended to have no immediate effect on the size of doctoral programs. For those units that elected during 2008–09 to expand the GAI's provisions to already-enrolled students in the first four years of study, this cost was afforded via the diminution of the cohort admitted in that year. However, that diminution turned out to be part of a longer-term trend, of multiple causes, toward smaller doctoral cohorts across nearly all GAI-departments. That trend commenced before the implementation of the GAI, continued steadily after 2008–09 (see Figure 2.1), and receives comment elsewhere. (See Chapter 3B.) In what follows, we therefore concentrate on several aspects of the GAI's implementation, including (6A.2) the success of the GAI in providing pedagogical training and experience to graduate students, (6A.3) the stability of the funding provided by the GAI, and (6.A.4) the relationship of the GAI to attrition.

6A.2. Teaching

The GAI funding package includes funding of two kinds: direct support in the form of a fellowship, and payment for training and practice in the profession. Above a certain floor, the program may specify the quantity of training (in the form of "points") that students must undertake in fulfillment of the package. In most GAI units, training takes the form of pedagogy: doctoral students train and practice as teachers. In SSA, students also have an academic

⁸¹ A background assumption appears to have been that the aim of graduate education is the training of the next generation of research academics. According to President Zimmer, "It is our obligation to support these programs at the highest level, allowing us to continue to attract emerging scholars who will shape academic fields and set the intellectual agenda in the decades to come" (*University of Chicago Chronicle* 26.10, 15 February 2007).

requirement of research assistantships, which was a component of SSA's doctoral curriculum before it joined the GAI.

In most GAI-based programs, students are expected to complete their teaching requirements by the end of their fifth year. (Students in SSA do not teach in the College and are excluded from the analysis of the teaching of undergraduates that follows.) An internal study performed in Spring Quarter 2018 showed that approximately one-third do not. The causes and effects of this situation are complex. The shortfall is experienced almost wholly by students in five programs, Anthropology, History, East Asian Languages and Civilizations (EALC), Near Asian Languages and Civilizations (NELC), and South Asian Languages and Civilizations (SALC), and is explained by those departments in response to communication from this committee as a consequence of the need on the part of students to work abroad during their doctoral education. This non-completion of pedagogical training would be alarming if a five-year degree was a realistic expectation, but in most of these programs, it is not; and if students are going to be here more than five years, there may be good reasons for postponing some teaching to a later year in their programs.⁸² Nonetheless, an effect of this postponement is that the students in question do not receive the level of financial support over the years of the GAI that they were promised in their letters of admission.⁸³

Recommendation 6.1: We recommend that departments investigate the causes, implications, and effects of delayed completion of teaching requirements: whether, for example, there are sufficient opportunities for the students who desire to teach, whether students are having trouble meeting threshold requirements, and so on.

Very few students complete their PhD within five years and most continue to teach beyond year five. As a consequence, a large percentage of students in GAI programs who teach in the College eventually accrue significantly more than their required teaching points. Students may have a variety of reasons for wanting to teach more; this teaching—at an average of a bit over one TA-ship or half a lectureship (defined as teaching a full course) per year, these jobs having the same value within the GAI—does not seem like it would greatly impede progress to the degree. There may, however, be a small group of students who, because of financial need or for reasons unconnected to pedagogical training or professionalization, are teaching a great deal, which would be a cause for concern; we encourage departments and divisions to study these cases and, where possible, address any underlying problems.

Related to these issues are the essential questions of what kinds of teaching are appropriate to PhD education and what kind of teaching students are, in fact, doing. In what follows, we take it as given that the large majority of students in GAI fields are at least considering academic jobs, and that having taught one's own course is (a) typically advantageous in competing for such

⁸² Anecdotal information suggests that outside the departments where shortfalls in the completion of GAI points are common, some students deliberately postpone some teaching until after the GAI in order to have a claim on teaching in later years, but we do not have the means to quantify this phenomenon.

⁸³ For the details, see below, 6.A.3.

jobs; and (b) helps those who get such jobs do well. Moreover, outside of SSA, lectureships receive double credit in the GAI point system, while the average enrollment in student-taught courses is 14; thus this very valuable experience is usually offered on favorable terms, even once we account for how much extra work it is to teach one's own course.⁸⁴

Despite the potential advantages of teaching a stand-alone course, among PhD students who matriculated under the GAI in Humanities, Social Sciences, and Divinity, data from the internal study revealed that only 70% of graduates had had a lectureship. (35% had had two or more.) Those who did not hold a lectureship are concentrated in a small number of programs: Comparative Human Development (39% held no lecturer role), Economics (51%), Financial Economics (78%), Psychology (50%), and Sociology (42%), as well as the programs in the Divinity School. Among students who are still enrolled and have met or exceeded their GAI teaching points, the percentage who have not had a lectureship is unusually high (40%–100%) in three large programs (Economics, Psychology, and Sociology) and a half dozen small ones (History of Religions, Philosophy of Religions, Religion/Lit/Visual Culture, Religious Ethics, Comparative Human Development, and Financial Economics). Future analysis should be performed to establish whether this situation is appropriate to career aspirations of the students in these programs.

A significant administrative issue that leads to problems with student teaching in some divisions, is that faculty may not know until very shortly before classes begin whether their course will have a TA, or how many, because the College waits to see whether certain enrollment targets have been reached before authorizing TAs. Under these circumstances, faculty are unable to select their course TA(s), plan how to use them, or meet with them, often until the class has begun. For their part, graduate students are unable to plan their work, or even balance their finances, until the first week of any given quarter; and the hunt for teaching opportunities repeats itself each quarter. The result for all parties is a less satisfactory pedagogical experience. While the desire not to assign a TA to a class that might under-enroll is understandable, this system makes it considerably less likely that TAs will have an optimal teaching experience, and it is worth asking whether we are being penny-wise and pound-foolish by not committing to more TA allocations further in advance of the start of term.

Recommendation 6.2: Every effort should be made to guarantee PhD-student teaching positions in advance of the academic year.

Finally, we flag an issue that merits attention but for which we do not have the requisite data for even preliminary analysis, namely, the teaching undertaken by UChicago PhD students at other area schools. Is this done for financial reasons, or in order to acquire experience of a particular sort of teaching, or for some combinations of these and other reasons? Focus-group

⁸⁴ About 60% of lectureships are in College Core classes. The burden of entry in these classes is lower than in new stand-alone classes, but the utility of teaching in the Core varies from field to field, and the time-commitment of the internship, which is a threshold requirement for teaching one's own class, is not negligible. Its utility should be studied.

conversation with students and leadership in the Divinity School confirmed that for this group, this practice is widespread, accepted, and indeed endorsed, which stems from the lack of undergraduate teaching opportunities on our own campus. It would be helpful to understand how widespread this practice is beyond Divinity and why it is done. To the extent that such teaching is undertaken as an aspect of professionalization, we may wish to find ways to support students in this effort, whether via formal connections and financial support in their seeking out a type of instruction not generally available at UChicago, or developing pedagogy training in relevant domains.

6A.3. Funding in practice

The nominal promise of the GAI is of stable income each year over the duration of the package. One might well also expect that financial support would be evenly distributed across a year, or at least the nine-month academic year. But in point of fact, funding for students on the GAI is administered from two sources: the division distributes the stipend portion of funding while the College generally distributes the funding for pedagogical training through the teaching of undergraduates. The disbursement of fellowship money is administratively separate from the disbursement of pay for teaching. These disjunctures have the potential to play out in ways that subvert one of the very significant goods to which the GAI can (and does) contribute, namely, stability of income and the many goods that flow from that.

In Humanities and Social Sciences, the dean of students reduces a given student's nine-month stipend by as much as s/he expects that student to earn from teaching over the course of the year, and then distributes the amount of the remaining fellowship payment evenly across the three quarters of the academic year. In any given year, the amount that a student earns via stipend is therefore constant from quarter to quarter, even when the amount that a student derives from fellowship varies from year to year. Payment for teaching, however, generally arrives in five bi-weekly payments during the quarter in which the teaching is performed, and so the actual amount of a student's quarterly income can vary considerably from quarter to quarter. The administration of pay in SSA is being brought into alignment with this system; it diverged during a period of transition, as SSA joined the GAI after its initial implementation. A further problem, structurally similar to those thus far identified, concerns the disparity between summer and academic-year stipends.

In Humanities and Social Sciences, the division makes a budgetary commitment according to a normative conception of the distribution of workload across the five years of the GAI. In consequence, when a student teaches against expectation in year two, she is paid more than the nominal GAI package in that year. In order to even out payment, such that the student would earn over five years the value of the GAI, the division would then need to reduce the stipend payment in a subsequent year, resulting in reduced overall income for that academic year. The overall effect is that the amount spent on the student across five years meets the budgetary expectations of the GAI, but for the student herself, there is great fluctuation in income. The incidence of these effects on persons at the level of income afforded by the GAI should need no emphasis.

The effects that we have discussed could well occur even for those who complete their GAI points within the timeframe of the GAI. Section 6A.2 discusses the distribution of teaching as it relates to the training and workload of graduate students, especially in connection with the pronounced tendency within select programs for students not to complete their GAI points during the five-year duration of the package. Those patterns are likely to have substantial effects on student well-being.

The CGE Student Survey data may point to one effect of those patterns. Students report strongly different effects of financial constraints on their ability to attend class in contrast to the effects of financial constraints on their ability to do "academic work or research outside of a class or laboratory." Only 4.4% of PhD students spent less time in class in response to financial constraints, whereas 56% report that financial constraints affected their ability to do research. This difference may, in part, reflect the student's stage of training, with classwork occurring in the early years, and academic work or research outside of a class or laboratory occurring in the later years of training, including years after GAI funding terminates. In support of this interpretation, across the divisions and schools, 43% of PhD students in years 3-4 versus 59% in years 5+, responded that, due to financial pressures, they spent less time than they would have liked doing "academic work or research outside of a class or laboratory."

6A.4. Attrition, completion, and outcomes

The outcomes of graduate education bear discrepant costs and yield distinct fruits. Efforts at reform in doctoral education over the last quarter century have paid increasing attention to the shape of attrition, and in particular to the institutional and human costs associated with late departure from graduate programs without a degree.⁸⁵ The GAI arrived late in this era—and, indeed, late in the movement toward guaranteed funding packages for doctoral students—and amounted to a significant investment of institutional resources. How does it appear in this light?

The GAI was expected to positively affect attrition and completion rates among graduate students at the University of Chicago. Hoped-for effects included decreasing attrition rates, shifting the bulk of attrition to an earlier phase of graduate education (years two through three rather than years five through six), and increasing completion rates while decreasing the time it takes to complete a degree. Yet, when examined in aggregate at the divisional or departmental level, attrition and completion rates have not improved dramatically since the GAI was adopted. The matter is most easily comprehended visually in the figures published both here and comprehensively in the appendix, but may be summarized as follows.

The divisions of Humanities and Social Sciences have participated in the GAI from its foundation, and the historical data for those units are most robust. We therefore focus our analysis on them. Analysis of three-year cohorts before and after the implementation of the

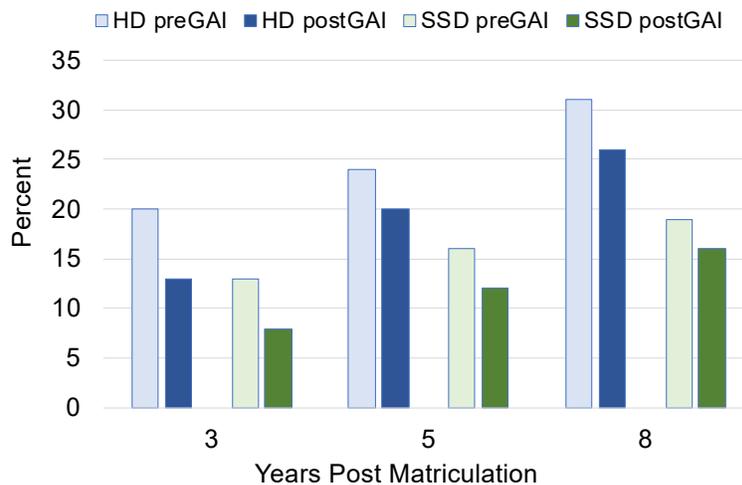
⁸⁵ Mellon Report, i, iii, vii, 1, 10, and *passim*.

GAI reveals modest gains in respect of the shape and rates of attrition, as well as time to degree. (Figure 6.1; see also Appendix 9, Kaplan–Meier plots for HUM and SSD.)

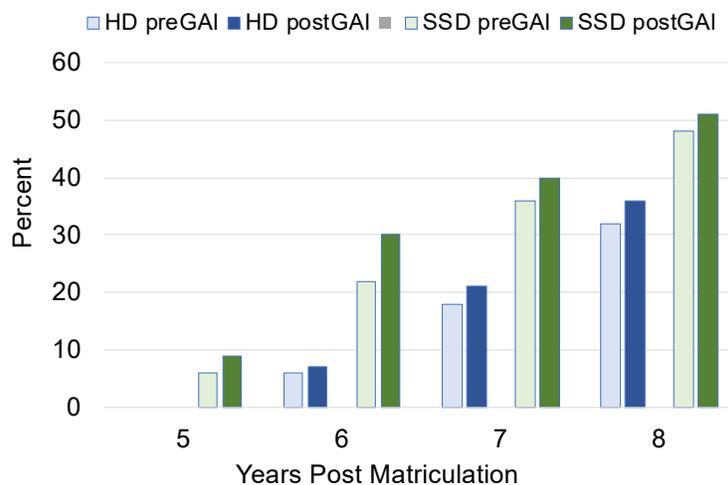
Figure 6.1: PhD Student Attrition and Graduation by Year

Data are derived from Kaplan–Meier plots for preGAI years (2004/5–2006/7) and postGAI years (2007/8–2009/10) see Appendix 9. HD = Humanities Division; SSD = Social Sciences Division

A. PhD Student Attrition



B. PhD Graduation by Year



Adjudged in light of its stated goals, the GAI's initial achievement was unexceptional. This was likely a fault of design. As is noted in the Mellon Report, surveying the results of its own and other efforts to spur reform, increasing graduate aid packages must be coupled with programmatic reforms if the desired result is a higher completion rate and lower time to

degree, yet across the universities reviewed by Mellon, the latter have not been implemented to the same extent as the former.⁸⁶

Indeed, the GAI and similar funding initiatives may have contained perverse incentives of two types that operated to undermine their positive effects: students who did not exit as the result of an up-or-out requirement early in the program (e.g., a qualifying exam) were encouraged to linger by the guarantee of income (see also section 6A.5, below), while programs were granted little incentive to implement such requirements, as the opportunity costs to a particular program of retaining senior students were not made clear.

Divisions in particular have begun attending to these issues, and it will take some time before the potential benefits of recent changes in practice can be evaluated, but the onus will ultimately lie on departments and programs. It is hoped that the analysis performed here will assist them in substantial acts of self-study, to which the data in the Appendix should provide assistance. Reform should begin from the understanding that attrition early in the doctoral career is sometimes appropriate; it should provide incentives to departments; and it should address the human cost to students of departure without a PhD. The shape of attrition and time to degree can both be improved via curricular reform alongside well-administered up-or-out requirements. Departments can to a point be assured that counseling students out will not result in a diminished overall population, a point to which we return in section 6A.5, below. Finally, students who are counselled against continuation in a PhD program before the end of the third year might be granted a terminal fourth year of funding, which could be used to enroll in a career-oriented master's program.

We also analyzed Kaplan–Meier data with respect to gender (Appendix 11), and found the impact of the GAI was similar for both men and women. However, we noted that patterns of attrition in later years were not equivalent by gender in some units. Specifically, in the Humanities Division and the Divinity School female students have attrited in larger numbers in the later years of the program. While we are unable to speculate on the causes of this gender-based difference, we raise it as a topic for future tracking and consideration.

In closing, we again flag an issue that we lacked the data to assess: namely, the application by and award to PhD students of external fellowships. Has this declined in response to the guarantee of internal funding? The GAI and its improvements were intended to support the recruitment of the best students, who might be expected to do well in these competitions. If, however, the guarantee of local funding has reduced the incentive of students to apply for fellowships, this would be an unfortunate outcome. As a related matter, we exhort the divisions to allow sufficient flexibility in the administration of the GAI to enable—and, in fact, incentivize—students to take advantage of such opportunities. Overall, further study of success

⁸⁶ See also Ronald Ehrenberg, Harriet Zuckerman, Jeffrey Groen, and Sharon Brucker, *Educating Scholars: Doctoral Education in the Humanities*, (Princeton, NJ: Princeton University Press, 2010), analyzing Mellon's *Graduate Education Initiative*.

in fellowship applications would be useful, and should take account of any changes in the larger funding environment, as well as the experience of peer institutions.

6A.5. Suggestions

Assessment of the GAI and its implementation should proceed from the recognition that its effects reach well beyond the goods identified as its aims when it was first announced. Many students and faculty felt the provision of uniform funding to be a good in itself. Two reasons deserve mention above all: the GAI provided for vastly more stable and predictable living conditions; and it contributed to eliminating invidious forms of competition and hierarchy within the graduate student population.

The GAI does not appear to have had substantial effect on time to degree, which was an avowed aim of the initiative, or on the overall shape of attrition. To a point, this has been true of similar initiatives elsewhere: the Mellon Report observes about the move to multi-year funding packages in the "non-science fields," that it has resulted in only minimal reductions in time-to-degree and mean time-to-attrition.⁸⁷ It cites with approval the suggestion of Ehrenberg and colleagues: "A plausible scenario is that students with guaranteed funding stay longer and drop out later than they would have done" without such funding.⁸⁸ The suggestion is thus that guaranteed funding packages may provide perverse incentives that undercut some of the very aspirations that impelled their creation.

Guaranteed long-term funding packages are here to stay, and we emphatically affirm the goods that they have achieved. What is more, that the GAI, like other similar initiatives, may have provided insufficient incentives to reduce time-to-degree is, in our view, a problem of design rather than an intrinsic failing of guaranteed funding. At the same time, we urge respect for essential principle of departmental autonomy in matters of curricular design. The perspective that should drive reform of the GAI is therefore one that underlines the University's commitment to the autonomy of departments and the flourishing of individual students, while incentivizing attention to curricular reform and the intelligent use of regular assessment and communication about student progress. One such reform, which we name as an example, might fix the overall size of a program's graduate population. Extended time-to-degree would then inversely correlate with the size of graduate cohorts, and the relationship between curricular profile of a program and the demographic profile of its graduate student population would be clarified.

Recommendation 6.3: Funding packages should be disbursed in a manner that insofar as is possible stabilizes student funding across the year to fulfill the promise of the GAI.

Such stabilization would ideally take place in connection with heightened attention on the part of departments to the relationship between the pedagogical training of PhD students and their

⁸⁷ pp. 11 and 38.

⁸⁸ Ehrenberg et al, pp. 253 and 5.

undergraduate curriculum; as we have stressed, it will also require the collaboration of College Masters.

6B. Non-GAI Financing of Graduate Education

There are multiple PhD programs for which student support does not come from the GAI. These comprise the graduate programs in the Biological Sciences Division (16 committee- and department-based programs, plus the dual degree MD/PhD program associated with Pritzker), those in the Physical Sciences Division (nine committee- and department-based programs plus Biophysical Sciences), and single programs based in each of the Institute for Molecular Engineering, Harris School of Public Policy Studies, and Booth School of Business. All these programs provide students with a stipend and cover costs of tuition and health insurance for at least the first five years of study, with the exception of Harris, which guarantees four years without summer stipend. Details of the stipend amounts vary from unit to unit as do periods of guaranteed coverage.

6B.1. Sources of funding for non-GAI units

The sources of funding used to cover non-GAI PhD education costs are different across the different units. One key difference among the non-GAI units is that many of the “STEM” programs rely on external sources for funding, such as grants and fellowships, while for other programs, such as Harris and Booth, the funding is primarily internal and based on tuition revenues. A reliance on external sources of funding by many of the STEM programs can introduce uncertainty, both at programmatic level and on a student-by-student level. If mentors lose their external grants other options must be accessed if the student is to continue in that particular research group. By contrast, a reliance on internal funding raises the possibility that program size is unduly influenced by tuition revenues. (See Chapter 5F for a discussion of program size.)

For the STEM programs that rely heavily on external grant and fellowship support, most of that support comes from large federal agencies such as the National Institutes of Health (NIH), the National Science Foundation (NSF), and the Department of Defense, with additional grant support from smaller non-profit groups such as the American Cancer Society and American Heart Association, as well as occasional industry support. These funding mechanisms include training-specific awards (either individual fellowships to students or institutional training grants), as well as research focused awards made to individual or groups of faculty investigators.

The reliance of our STEM programs on external funding drives other important issues. First of all, the extensive dependence on federal funding means that changing policies at the federal level will of necessity impact our ability to fund not only the research mission but also the training mission. Nationwide, past increases in federal research funding have led to huge expansions in the size of STEM PhD programs, a topic we discuss in Chapter 2.

Across shorter time frames, the impact of reductions in external funding or changes in research priorities can be effectively buffered by availability of divisionally supplied—including endowed—funds that are dedicated to doctoral education. Endowed funds are especially important for funding international students who are ineligible for federal training grants or for many personal fellowship opportunities. The proportion of students funded by endowments is lower at UChicago than at some peer institutions, meaning that our buffering capacity is currently fairly limited. By contrast, Stanford Biosciences, whose 14 programs benefit from the “independent funding” model, ensures four full years of student support independent of faculty funding.⁸⁹ Such a model also provides students with greater freedom in their choice of dissertation research: independent funding opens areas of PhD research beyond those funded through the research grants of students’ primary mentors.

Financial buffering can also be of great importance in situations where faculty advisors lose their external funding, or when students have a valid need to switch to a new research group, for example because their mentor leaves the institution, or due to irreconcilable differences with their mentor, and thus require short-term funding through the transition. In BSD, all students are guaranteed at least five years of support if in good standing, which BSD interprets as requiring the allocation of divisional funds to support students in such transitional circumstances. Nevertheless, if a BSD student elects to seek a new research group, or their original advisor declines to continue to play the advisory role, they are typically expected to find a new advisor who can offer long-term financial support, unless they are fortunate enough to be funded through an external fellowship. If a BSD student proves unable to identify a thesis advisor, a process their program actively assists with, they will ultimately be considered “not in good standing” and asked to leave the program. A similar process is used in PSD, although departments play a larger role in providing financial support during such transitions, but with the division providing at least partial support when necessary.

The close interrelationship between funding and student status in STEM units thus elevates the role of thesis committee, and especially the chair of that committee, to one of very considerable importance. This contributes to the establishment of conditions of possibility for a conflict of interest, given that the student’s research productivity towards the goals of an advisor’s funded grant or research program as a whole, may on occasion be at odds with other important aspects of that student’s training and professionalization. To ensure that students have a strong advocate who can assist in making decisions that focus primarily on the benefit to their training, we recommend programs consider appointing thesis committee chairs who are not the primary advisor, as is currently the case in all BSD doctoral programs.

Importantly, the ability of specific STEM sub-fields to access federal funding varies dramatically, and this variance too impacts local funding of PhD education. For example, in PSD the Mathematics department does not have access to extensive grant support, with implications

⁸⁹ Tracie White, “New graduate students suit up for the future,” Stanford Medicine News Center, 27 September 2017, <https://med.stanford.edu/news/all-news/2017/09/new-graduate-students-in-biosciences-hit-the-books.html>.

for the teaching load of its graduate students—see below. Changing access to federal funding is a current source of significant concern for the nationally prominent BSD programs in “Darwinian Sciences.” These three programs (the Committee on Evolutionary Biology, the department of Organismal Biology & Anatomy’s Integrative Biology program, and the department of Ecology & Evolution’s program) are not biomedically focused and are therefore largely ineligible for National Institutes of Health funding. Recent changes in the National Science Foundation and Department of Education’s funding strategies have left these programs overly reliant on divisionally-provided funds, in a manner that is arguably unsustainable. It should be noted here that BSD’s financial relationship with the rest of the University currently rules out the option of Darwinian Sciences graduate students being supported via TAships—a model that similar programs at peer institutions typically use. For these three programs in particular, the acquisition of endowed funds would have a significant stabilizing influence.

6B.2. Financial aid and student teaching

PhD education in non-GAI units generally includes training in teaching. Teaching is clearly an important skill for PhDs who want to go into academics and who will likely teach (the extent of teaching duties varying widely by institution and precise role), but may also be valuable in non-academic positions that require good presentation, communication, and training/ mentoring skills. PhD teaching exposure in most non-GAI units usually comes in the form of teaching assistantships, but in some rare cases may include actual teaching of courses. In some units, TAships are an academic requirement (BSD and IME); in others they are a requirement in order to obtain full funding (e.g., in Booth, and several PSD departments). For units such as BSD, where funding is frequently tied to a faculty grant, teaching beyond the academic requirement—which is compensated over and above the standard stipend—may be viewed as a distraction from research and discouraged.

The timing of teaching assistantships varies across units. For example, Booth restricts fulfilling the teaching requirement to the third and fourth years, after students have finished their core courses. In the department of Mathematics, students act as teaching assistants in their second year as part of their training to teach courses on a standalone basis starting in their third year. The department of Chemistry requires students to be teaching assistants in their first year, and occasionally students will TA again later. Ideally, the timing of teaching assistantships would be carefully determined by each unit so as to mesh well with other PhD requirements like coursework and research, and the constituents of the workload should always be calibrated to enhance the professional and academic qualifications of the student.

The reliance of some units on external grant funding impacts how those units view teaching and professional development activities more generally. Faculty who are supporting students as research assistants on their external grants may not be supportive of their students’ teaching beyond the graduate program’s academic requirements, because this activity takes students away from participation in the funded research mission. Similar attitudes may arise when students need to take time for other professional development activities. Of relevance, NIH’s

own language recognizes the dual status of graduate students as “trainees” and “employees” when funded on research grants.⁹⁰

Conversely, units that depend primarily on teaching as a mechanism for funding graduate students may require more teaching than is optimal. In the department of Mathematics, for example, students without alternative sources of funding, such as external fellowships, may be required to teach three courses per year in every year from the third onward. While this provides valuable experience, it exceeds the requirements typical at peer institutions, and may slow down students’ progress to degree. These circumstances have been exacerbated by the increasing size of the College, with graduate students teaching sections of increasing size. It may therefore be worthwhile to consider expanding the GAI framework to units in this position.

For some students, the limited opportunity to teach beyond academic requirements is a financial issue rather than a professional development one. For others, who plan a teaching-based or teaching-intensive career, it can be challenging to gain sufficient experience to be competitive on the job market. Chapter 5D discusses the important role of the Chicago Center for Teaching in adding to student’s teaching credentials. Nevertheless, very limited opportunities exist to teach full courses in most of the non-GAI units, which has led to some students accepting part-time evening teaching roles at other schools in Chicago, potentially without the knowledge of their programs.

6B.3. Additional concerns regarding the administration of non-GAI funding

The Committee identified a number of additional issues regarding the administration of non-GAI funding. Some of these bear on communication; others more directly on administration. As regards communication, some students were not clear on the details of their financial package, including the duration of the stipend and what aspects of the funding are fully guaranteed. There may also be lack of clarity regarding what opportunities beyond the stipend are present to boost their income, such as teaching assistantships, payment for non-dissertation research, and paid internships. On the administrative side, payment glitches have resulted in incorrect payments, late payments, and incorrect deductions, all leading to significant stress. In addition, STEM students often switch from receiving their stipend quarterly in advance to monthly in arrears at some point during their doctoral education. The transition causes a financial stress point.

6B.4. Suggestions

While students in non-GAI units shared significant concerns about the timing of their stipend release, they were less concerned about the overall level of support. This was especially true in Booth, which has a substantially higher stipend than other units. Non-GAI units tend to provide

⁹⁰ National Institutes of Health, “OMB Clarifies Guidance on the Dual Role of Student and Postdoctoral Researchers,” Notice Number NOT-OD-15-008, 10 October 2014, <https://grants.nih.gov/grants/guide/notice-files/NOT-OD-15-008.html>

funding that is less tightly tied to the undergraduate teaching mission than the GAI units, so in principle, students have more freedom to decide how to allocate their time across teaching duties on the one hand and research and coursework on the other. Presumably this should result in better outcomes for the students. The tendency for non-GAI units to rely on non-central University funding also allows these different units to respond more rapidly to changes in the competitive environment for the best PhD students.

However, there are areas in need of improvement in both the structure and functioning of the support as well as the administrative aspects.

Recommendation 6.4: Clarity about both financial and teaching expectations should be conveyed at the point of the offer of admission letter. The letter should include information on whether students are allowed to take on paid work, with details such as at what point in their education such work is acceptable and for how many hours, as well as what kinds of work are both accessible and acceptable.

Recommendation 6.5: In programs where individual student support is essentially tied to the funding of a single faculty member, the potential consequences of that faculty member losing funding need to be clearly laid out to the student, again at the point of the offer of admission.

Recommendation 6.6: When accepting offers of admission, students should be required to affirm that they have both read and understood all the details of their offer.

Recommendation 6.7: Considerable heterogeneity exists in when, how much, and what type of teaching (teaching assistant versus teaching a class) students do. Departments and programs should evaluate how teaching restrictions or requirements, whether or not these are tied to funding, align with the goals of the PhD program.

Recommendation 6.8: To avoid the switch from stipend being received quarterly in advance to monthly in arrears, the possibility of establishing monthly payment throughout students' tenure should be carefully evaluated by the University.

Recommendation 6.9: In units where student funding is often tied to faculty grants, it should be made clear to the student and the faculty with the supporting grant what (if any) restrictions are placed on the student regarding earning additional funding such as teaching assistantships, internship opportunities, or work in a non-dissertation lab. Units may wish to develop general policy on this point, and when needed, we recommend a role for the student's thesis committee and program in making such decisions.

Recommendation 6.10: To ensure that students have a strong advocate who can assist in making decisions that focus primarily on the benefit to their training, we recommend programs consider appointing thesis committee chairs who are not the primary advisor.

6C. Suggestions Relevant to GAI and Non-GAI Units

We close this section of the report by focusing on a number of important issues relating to financial administration that are relevant to doctoral students across the University. These focus on alleviating instability and unnecessary variation in the actual financial situation of students, as well as the provision of information necessary to long-term planning.

Recommendation 6.11: First, and most essentially, the University should develop mechanisms to ensure that students always receive appropriate payments at the correct time.

Recommendation 6.12: The mechanisms for supporting travel, conference participation, and research via reimbursement frequently require students to carry debt for extended periods. This can have very different impact on students depending on their personal financial situations, and everything should be done to imagine alternatives or mitigate these effects.

Recommendation 6.13: Students should receive an annual advisory document laying out the details of payment dates and amounts, deductions, etc., for the coming academic year. Incoming students should be provided with cost of living estimates—with relevant taxes taken into consideration—that have in view what we might term the cost of academic life, as well as realistic rent rates.

Recommendation 6.14: All units should examine their expectations with regard to teaching opportunities and the specific relevance of particular kinds of teaching to their students.

Divisions, departments, and the College must do better to provide both instructors and students with the ability to plan workload and instruction over the full course of an academic year. In February, 2010, the Provost and Deputy Provost for Graduate Education responded to the report of the Committee on Graduate Student Teaching by recommending the centralization and rapid distribution of information on teaching opportunities.⁹¹ The effort then undertaken to build a University-wide system for advertising and processing opportunities for graduate student teaching did not realize its intended benefits and has been discontinued, while many of the problems identified by the Committee on Graduate Student Teaching persist. The data collected by the present Committee demonstrate both the nature and urgency of the current situation. We can and must do better.

⁹¹ Tom Rosenbaum, Provost, and Cathy Cohen, Deputy Provost for Graduate Education, “Response to graduate education committee reports,” email to Graduate Students, Faculty, and Staff, 25 February 2010, <https://provost.uchicago.edu/sites/default/files/documents/reports/Response%20to%20graduate%20education%20committee%20reports.pdf>

6D. The Organization, Administration, and Provision of Graduate Student Services and Privileges

The University of Chicago has nearly 10,000 graduate students enrolled in over 100 different graduate degree programs offered by twelve academic divisions and professional schools. Distinct from most of our peer institutions, UChicago does not have a graduate school of arts and sciences with a graduate dean and a centralized administrative staff. Instead, each of the twelve graduate-degree granting units has its own dean, dean of students, and staff and structures to address a wide range of administrative functions including graduate recruitment and admissions; student aid, grants, and financial administration; and the design, implementation, and enforcement of policies related to degree requirements, academic progress, and degree completion. The academic units vary greatly in size and structure, with the four major academic divisions—biological sciences, humanities, physical sciences, and social sciences—further divided into 55 departments, many of which have developed over time their own systems, organizational structure, and graduate student support functions.

This heterogenous and distributed approach to the governance and administration of graduate education has its advantages and disadvantages.⁹² An important advantage is that it keeps decisions about support structures close to their constituents (students, faculty, and deans). This closeness is particularly important in areas—such as graduate admissions, pedagogical training, research assignments, degree requirements, and others—where field-specific expertise is crucial. But it also has some disadvantages that need to be addressed. Few divisions or schools have the resources to fully finance and support graduate student services at the scale our students deserve and many of our peers are providing. Moreover, the multiplicity of some twelve administrative structures, each operating independently within a division or school, results in inconsistencies among units. While such variance is often a positive reflection of essential differences in graduate training and support, it can sometimes negatively affect the student experience, risk unintentional non-compliance with fluctuating federal and state laws and regulations, and fall short—despite the best intentions and vigorous efforts of dedicated divisional staff—of our highest aspirations to meet the needs of our programs and students.

In particular, the policies and procedures related to graduate funding and payments; registration processes; and assignment and notification of pedagogical training opportunities, student employment, and other non-academic issues often vary across divisions and schools, and even within the divisions they can vary across departments. Furthermore, the *communication* of such policies and procedures—even when the policies and procedures themselves are intended to be similar throughout the University—are more likely to be inconsistent when managed at the local level. Having multiple administrative offices responsible for similar functions has potential to increase the likelihood for mistakes,

⁹² A topic considered in some detail by the Council of Graduate Schools, *The Organization and Administration of Graduate Education: A Guide for University Leaders* (Washington, DC: Council of Graduate Schools, 13 February 2019).

miscommunication, and even an absence of communication entirely for some students. The result of a distributed administrative model is that some of these issues unnecessarily become pain points for graduate students when more consistent implementation and communication would improve the graduate student experience.

A more centralized approach to non-field-specific issues could allow for more streamlined business processes, consistent implementation and enforcement of University policies, quicker adoption of newer technologies, and more effective and efficient implementation of graduate education administration. A particular point of attention, as raised in Chapter 1, section B.9, might be a centralized grievance policy, that elevates attention to problems beyond the institutional and social field of a student's immediate context. The establishment of a graduate student center (Chapter 1, section B.12) has great potential to assist in the establishment of such centralized approaches.

The Committee's assessment of aspects of the student experience pertaining to certain administrative functions raises questions about what changes to existing organizational structures and business practices would maintain the ability of divisions, schools, and departments to distinguish themselves academically—and in fact better position them to focus on those areas for which they have unique expertise—while improving support for students and the faculty and staff who work most closely with them as they proceed through their degree programs.

Needless to say, any effort toward centralization should be conducted through dialogue with all relevant units.

Chapter 7: Student Supports and Services

In this chapter, we discuss PhD student experiences with (7A) Health and Mental Health, (7B) Housing, (7C) Transportation, (7D) Emergency Financial Needs, (7E) Supports for Student Parents, and (7F) Services and Supports Related to Sexual Misconduct, Harassment, and Assault. University programs and services are in place to support graduate students across these domains, as well as many other areas important to student life. We have chosen to focus on these six domains in particular because the data showed them to be particularly important and relevant to PhD students. Our assessment of student experiences led us to four broad conclusions:

- knowledge about campus programs and services is incomplete (The University lacks a coherent strategy to communicate their existence or how to obtain them.)
- programs and services can be insufficient in their coverage
- there are myriad implementation challenges to accessing programs and services
- program and service challenges are especially pronounced for particular groups of students

The University invests in a wide range of services for graduate students. UChicagoGRAD is the umbrella office for most central programs and supports directly targeted to graduate students; however, many offices and departments across the University serve the campus community broadly and, therefore, are also essential to graduate student life. It is outside the scope of this report to provide a detailed organizational chart of this landscape or to describe fully what is available on campus in this regard and what may be lacking. However, we believe that such a mapping of institutional resources and supports contributing to graduate student life and campus climate would have significant value. Focus groups and qualitative survey data reveal a major concern to be the difficulty of navigating the diffuse system of campus supports and services. A graduate student center where information—but not necessarily resources—is centrally shared, could significantly ameliorate this problem.

Recommendation 7.1: The University should maintain comprehensive lists of services and supports and improve communication strategies so that services are made easily accessible to graduate students who need to know about them and use them.

7A. Health and Mental Health

Student health and wellness at the University of Chicago falls under the purview of the Student Health and Counseling Services (SHCS), which comprises the Student Health Service, the Student Counseling Service, and Health Promotion and Wellness. The University Student Health

Insurance Plan (U-SHIP) premiums and student life fee⁹³ provide access to medical and mental health services as well as an array of other wellness and healthy living programs. Dental and vision insurance are not currently covered by the University, but are available at an additional cost to graduate students—a matter of discontent among most students.⁹⁴ SHCS conducts ongoing assessment of campus health needs and student wellness through periodic collection of student data through surveys and focus groups, and is active in developing solutions that account for all stakeholders.

Over the past decade, the University has increased staff and launched new programs to meet a more diverse set of student needs, including telemedicine services, hereditary cancer screenings, and drop-in counseling sessions. The Student Wellness Center, currently under planning and development, is one recent result of this coordinated assessment process, and will integrate student counseling facilities into an expanded student health center. Further, SHCS convenes monthly a Student Health Advisory Board where College and Graduate student board members provide feedback on SHCS services, on their wellness experiences, and on proposed improvements. One salient topic that arises from these discussions is that student frustrations with SHCS can arise both from the general funding and insurance model in the United States as well as internal failings in the University system related to communication, wait times, and confusion about coverage.

The existing funding model of the student health insurance option precludes significant changes to insurance for graduate students, as the choice of an appropriate student insurance plan for the entire student body is complicated by differing financial needs of the many stakeholders. This model makes optimizing coverage for any specific subpopulation difficult. The needs of students who pay their own premiums (primarily those in the College outside of parental coverage, master's students, most 8+ year doctoral students in some divisions, and students paying for dependents' coverage) are balanced against the needs of PhD students (mostly in years one through seven) who are primarily concerned with the deductible as their U-SHIP premiums are generally funded by their units or through the University. Assisted by its large user base, the University of Chicago provides a Platinum-rated⁹⁵ health insurance plan that provides students with lower out-of-pocket costs than other plans available to the public.⁹⁶ Although the UChicago U-SHIP program is one of the better plans available across the country

⁹³ In some cases, these quarterly student fees are paid or subsidized by the division or school, while in other cases, students must pay the whole fee. Lack of consistency across programs results in varied graduate student experiences regarding these quarterly fees.

⁹⁴ 64% of PhD students reported being “mostly dissatisfied” or “very dissatisfied” with dental/vision insurance. At least part of this discontent can be attributed to the yearly billing structure that requires a lump-sum payment of premiums with no option to spread the cost over the academic year.

⁹⁵ US Centers for Medicare & Medicaid Services, “How to pick a health insurance plan: The 'metal' categories: Bronze, Silver, Gold & Platinum,” <https://www.healthcare.gov/choose-a-plan/plans-categories/>.

⁹⁶ At the time of this report, a comparably-priced plan on the ACA exchange charges over four times the deductible (\$2,200 for Blue Cross Blue Shield Silver-level PPO versus \$500 for Platinum-level U-SHIP), over five times the yearly out-of-pocket maximum (\$7,900 BCBS versus \$1,500 U-SHIP), and five times the required co-insurance costs (50% BCBS versus 10% U-SHIP) at an increase of \$800 in premium (\$5,160 BCBS versus \$4,400 U-SHIP).

at low cost⁹⁷ (comparable to those offered at our “Ivy Plus” peer institutions), students still experience issues with health care at UChicago and cost is still a significant concern. Overall, 44% of PhD students reported being “very satisfied” or “mostly satisfied” with the U-SHIP program, and another 27% reported “equal parts satisfied and dissatisfied.” While the rising cost of health care is of national concern, it can be felt most acutely by those of limited financial means, such as graduate students who rely solely or primarily on their stipends for financial support or those graduate students with dependents.

Fundamental structural challenges in the funding infrastructure of US health care trickle down to affect student health care and well-being. Routine, covered screenings can result in the diagnosis of a non-covered illness, changing billing codes from screening to diagnostic and resulting in unexpected charges. Students who, after an acute injury, seek ongoing care that extends to a second insurance year can be charged their annual out-of-pocket maximum twice for treatment related to the same injury.⁹⁸

Other financial issues related to health care are more local. For some procedures, students are unaware of charges until after services have been provided. While most services within the Student Health Service are covered by the student life fee, any service beyond general care, such as specialist care or laboratory testing that is provided by the University of Chicago Medical Center (UCMC) is billed to insurance while the student is charged a deductible and 10% coinsurance. The overall costs of these services are often unknown even to care providers in the Student Health Service as the hospital does not make the cost of its services available to SHCS. The lack of integration or coordination of SHCS with the overall health system leads to unexpected expenses to students for health care services, however under the current structure, full integration of SHCS into the UCMC would preclude students from accessing specialized services that are unavailable at UCMC or are cheaper elsewhere. Importantly, students who have limited means to pay a health care bill have access to financial assistance through the University of Chicago Hospitals Financial Assistance Plan. Our conversations with students indicate that knowledge about the availability of this aid is uneven.

Clear communication about health care options and costs, as well as accurate information about billing and the availability of financial assistance, is critically important to all PhD students. Many students are confused by obscure health insurance terminology and charges, a problem that is likely widespread, but especially acute for international students new to the country, who have less familiarity with the US health care system and whose friends and family may be similarly unfamiliar. One-fifth of all doctoral students who completed the CGE Student Survey reported being dissatisfied with the availability of information on programs offered by Student Health. This finding, in concert with our student focus group data, suggests that University communication about the ins and outs of the health care system can be opaque,

⁹⁷ A direct comparison cannot be drawn to insurance plans offered at public institutions that are heavily state-subsidized.

⁹⁸ For example, an injury toward the end of the Spring Quarter can require monthly physical therapy extending into the Autumn Quarter, when the next insurance coverage year begins.

despite efforts toward increased transparency. Students have access to some information about health and mental health services on the University website, although for ease of use some students opt to utilize external resources such as the guide to health care services prepared by Graduate Students United. But it is apparent that these communication mechanisms are felt to be insufficient.

Open-ended survey data indicate that students who suffer financial burden as a result of health care needs often experience significant setbacks and obstacles to their success. PhD students in most units of the University who take a medical leave of absence do not lose access to their health insurance but do become financially responsible for their coverage, and also no longer receive their stipend, so a leave is disincentivized when it may otherwise be a medically and academically-preferable course of action. Another issue concerns a lack of clarity around cost coverage for injuries sustained while PhD students are conducting research or working at the University. In cases when a student is acting as a University employee, workers' compensation policies at the University level may be in effect.⁹⁹ But of course student injuries can occur outside of regular employment and it can be unclear what coverage is available in these instances. Overall, our data suggest that greater attention needs to be paid to the problems with our medical leave options¹⁰⁰ and with the preparedness of units for responding to injuries sustained as a PhD student, including guidance in seeking appropriate medical attention and receiving proper coverage for the cost of this care.

Focus group data and open-ended responses in the CGE Student Survey have indicated some concerns about limitations of care in the SHCS as well. Due to student demand and the limited number of care providers at the Student Health Service, some students report difficulty in accessing treatment in a timely manner. Walk-in health care appointments have been discontinued in exchange for same-day appointments contingent upon the availability of doctors. This situation can lead to issues for graduate students, who being generally older than students in the College, seek medical care services more frequently.¹⁰¹

Regarding mental health services, 60% of PhD student respondents to the CGE Student Survey reported being "very" or "mostly satisfied" with campus psychological counseling services; however 19% reported being "mostly" or "very dissatisfied," and likewise a similar number reported dissatisfaction with the availability of information on counseling services and programs. To provide acute counseling for students in the College, the counseling service has opted for a model that optimizes the volume of students who can meet with counselors for

⁹⁹ The University of Chicago Environmental Health and Safety, "Accident Incident Reporting and Investigation Program" <https://safety.uchicago.edu/occupational-health-safety/occupational-safety/accident-incident-reporting-and-investigation-program/>.

¹⁰⁰ One possibility would be to adopt a medical leave policy more similar to UChicago's parental leave policy that is in place for new graduate student parents.

¹⁰¹ Berhanu Alemayehu and Kenneth E. Warner, "The Lifetime Distribution of Health Care Costs," *Health Services Research*, 39(3) (June 2004): 627–642, doi:10.1111/j.1475-6773.2004.00248.x; Charles R. Fisher, "Differences by Age Groups in Health Care Spending," *Health Care Finance Review*, 1(4) (Spring 1980): 65–90, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4191127/>.

acute care. It does not offer long-term in-house counseling, and students in need of chronic counseling or psychiatric services are referred to external providers. SCS staff maintain that long-term in-house counseling is an unrealistic option and would require a huge expansion in number of providers and space in which they work. Nevertheless, the current model can be problematic for graduate students who are more likely to seek continuous long-term mental health care than students in the College,¹⁰² who are more likely to seek the type of acute care provided by SCS.

In our focus groups, students reported frustration with the SCS focus on short-term acute care, indicating that while students in crisis are seen immediately, wait times are problematic for non-urgent counseling appointments. Students also perceive a shortage of available psychiatrists at the SCS, leading students to seek outside care to fill prescriptions for psychiatric medication. Students who receive outside referrals or who otherwise seek help elsewhere face additional barriers to care when external providers are not taking in new clients or are located prohibitively far from campus. Identifying an appropriate provider can be especially challenging for marginalized students—e.g., gender and sexual minority students, people of color, students who do not speak English as a first language, undocumented students—and partnerships are perceived to be lacking with diverse care providers.

To attempt to counteract issues with the referral process, SCS has recently increased their case management staff to include two full-time case managers to follow up on referrals, updated its software system to improve its capacity to maintain up-to-date information about partnered external providers, and added new programs for faculty to identify and support students in need of mental health resources. In addition, it is hoped that the new unified health center (scheduled to open in 2020) may reduce perceived or actual stigma for seeking counseling and make it easier for students to access all health-related services in a centralized location.

Recommendation 7.2: The University should improve mechanisms for communication and education about health care services, in particular regarding availability, access, and the financial infrastructures of health care and insurance. An easy-to-access, consolidated guide to health care services should be added to the University website.

Information on insurance should cover the topics of coinsurance and student responsibility for payments beyond the deductible. We also recommend proactive support of applications for financial assistance, as well as improved coordination with the UCMC to provide estimated charges for services not covered by student fees as far as is possible.

¹⁰² Tammy Wyatt and Sara B. Oswalt, “Comparing Mental Health Issues Among Undergraduate and Graduate Students,” *American Journal of Health Education*, 44 (12 March 2013): 96–107, doi:10.1080/19325037.2013.764248.

Programs that utilize peer communication, such as the “peer health liaison” system piloted by the BSD¹⁰³ (where students are trained by SHCS staff to provide useful information to their local peers) have the potential to augment other communication mechanisms but are not a comprehensive solution to this issue.

It will be important to reform existing mechanisms to address the pressing challenges we outline in this section, while keeping in consideration the circumstances of all students, including those who may have unique challenges using existing health and counseling services or who are in particularly vulnerable economic situations—such as student parents, international students, students who are undocumented or have vulnerable documentation statuses, and students who identify as LGBTQ+.

7B. Housing

Adequate housing is a crucial environment for graduate studies, providing students with not only a place to reside, but a place to study, develop social ties, and access University resources. As a major metropolitan area, Chicago rental rates, while lower than many major coast cities, are nevertheless considerably more expensive than the US national average. For instance, the rental site Zumper, which measures rents in the 100 largest US cities, rated Chicago as the 17th most expensive housing market in the US in June of 2018. Within Chicago, Hyde Park is less expensive, with the average rental apartment costing about 83 percent of the Chicago average.

Three-fourths of the PhD students who responded to the CGE Student Survey reported that they were “mostly satisfied” or “very satisfied” with their current housing situation, whereas 16% were “equal parts satisfied and dissatisfied,” and 9% reported being “mostly” or “very dissatisfied” with their current housing situation. We learned of specific housing concerns, with 12% of PhD students indicating that housing issues were an obstacle to their academic success.

For decades, University of Chicago graduate students had the option of living in graduate student housing in buildings owned and managed by the University, but the University has recently sold most of these properties. During a period of heavy University investment in new undergraduate housing, the number of University-managed graduate units declined from 1,466 in 2015 to just 262 in 2019.¹⁰⁴ In Autumn 2016, the University reorganized International House, which has over 400 single units, into an undergraduate-only housing facility, and the building formerly known as “New Grad” (because it was a new graduate dorm) was taken offline for graduate housing years ago and was recently repurposed as the new Keller Center. According to statistics gathered by Real Estate Operations, rental costs and location (as measured by zip code of residence) have changed little as a result of the University’s selling their properties. However, focus group and qualitative survey data revealed that many students experience high housing costs as a significant burden and several attributed it to the selling off of University-

¹⁰³ UChicago Biosciences Peer Health Liaison Program, <https://biosciences.uchicago.edu/content/peer-health-liaison-program>.

¹⁰⁴ Information provided by Real Estate Operations and Campus & Student Life/I-House, University of Chicago.

owned properties, reporting rental increases within the first year of new property ownership. Students also indicated frustration (and in some cases betrayal) about poor advanced communication regarding the real estate sales with insufficient attention to the hardship the sales caused current residents. These difficulties led some students to move out of Hyde Park, logistically distancing themselves from the University community and sometimes causing additional burdens related to transportation. The cost to the character of university life, by its becoming more of a commuter campus, cannot be measured, and deserves serious scrutiny.

The sale of University housing had a further consequence for students who were forced to move. It is not simply that moving itself was expensive. Lessors on the private market expect that two months of rent should be paid at move-in, half of which is a security deposit that will not be returned until after the student vacates the property. University buildings had no such expectation. Moreover, private landlords can be less responsive to the needs of student renters (e.g., regarding late payments, rental repairs) than was the University, contributing to material and psychological hardships for some students. These difficulties can disproportionately affect certain groups, such as students who come from low-income backgrounds and who cannot rely on family or friends for financial support.

These challenges have an ongoing importance for incoming students, and are exacerbated for students without earnings or savings at the time of their move and before the first graduate stipend has been dispersed. They are also exacerbated for international students who encounter related obstacles, such as the need to travel to designated and potentially distant outposts to prove identity in order to set up utilities; the need (and potential difficulty or delay in) setting up a US bank account and establishing a credit history; and the need to have a US bank account and/or established credit history in order to satisfy landlord requirements. Targeted outreach to incoming international students prior to their arrival on campus and tangible supports to assist them with utility connection and other housing-related needs once on campus could mitigate some of these problems. International students, and other students unfamiliar with the Hyde Park/Chicago area, may also face hurdles identifying neighborhoods that are perceived as safe, and additionally, the University faces challenges communicating safety concerns in a sensitive manner that does not stereotype or profile particular groups of people and the communities in which they live. In the CGE Student Survey international students in particular report higher levels of dissatisfaction with their housing and with safety in Hyde Park. Orientation activities must do a better job highlighting the strengths of our diverse community so as not to fuel misguided fears or safety concerns.

UChicagoGRAD offers a menu of housing resources to incoming students¹⁰⁵ including information about Chicago neighborhoods and tips about approaching a housing search and participating in the rental market. However, more might need to be done to attract those students to our graduate programs for whom housing is a serious obstacle.

¹⁰⁵ Grad Housing Resources, <https://grad.uchicago.edu/life-at-uchicago/housing/>.

Recommendation 7.3: The University should invest in graduate student housing support, and should evaluate, regularly review, and monitor graduate student housing experiences and needs.

Some examples of supports that would be desirable include the provision of financial support for a summer housing visit, help with moving expenses (as BSD already provides), security deposit assistance, temporary housing during a search period, and a program that helps match graduate students who are seeking roommates with one another. In addition, some students would benefit from the availability of housing in a graduate student dorm or other University-owned unit at least on a temporary basis or perhaps for the first year of their program. This may be especially beneficial for international students.

7C. Transportation

Transportation affects students' everyday life. Without convenient and safe transportation alternatives, daily inconveniences and stresses of transit can trickle down into other aspects of a graduate student's life and impact success. The current transportation options and the numbers of PhD, master's, and other professional graduate students who use each method as part of their daily commute are summarized in Table 7.1 below.

As the table indicates, the CTA buses and University shuttles are widely used among graduate students. The University shuttles and the 171 and 172 CTA bus routes are currently free to students, but students must pay to use other CTA buses and trains, which is especially relevant for students who live outside of Hyde Park. The CTA UPass would give graduate students access to all CTA routes, however, the UPass must be adopted at the divisional level, and currently the only graduate division that has the UPass is SSA. Because the adoption of UPass would likely result in a student fee increase, many graduate students have voted against adopting the UPass in the past. Ride sharing has become a popular mode of transportation for many students, especially at times when the shuttle and CTA lines are unavailable or inconvenient.

In discussions with PhD students, several concerns emerged regarding buses and shuttle service, including space constraints on buses especially during peak travel times, infrequent buses and shuttles during non-peak hours and throughout the summer months, when many PhD students continue their regular work on campus; and inconvenience and inefficiencies regarding the routes themselves. Not all areas of Hyde Park where students commonly live are accessible by the current bus and shuttle routes; at the same time, some routes appear to be underutilized. Long wait times and bus routes that do not align with residential addresses can both create safety concerns, especially during early morning and evening hours.

Overall, students expressed a concern that current transportation options at the University of Chicago are geared more towards undergraduate students living in University housing than towards graduate students. More information is needed about where graduate students live and where transportation is needed. To respond to this need, the Transportation and Parking

Services office will be conducting a campus access survey in Spring Quarter 2019 that will collect information about where graduate students live and what forms of transportation they use. Currently, graduate students can make their voice on transportation heard through several transportation advisory boards that include graduate students and by emailing bus@uchicago.edu with any transportation concerns they have. However, few students seem to be aware of these avenues for input.

Table 7.1: Modes of Transportation Used by Graduate Students in Their Daily Commutes. More than one response possible. These data are from a survey conducted by the Transportation and Parking Services office in January of 2018. The survey was sent to all enrolled graduate students; respondents include a mix of PhD, master’s, and professional students. 1,173 students responded to the survey.

Mode of Transportation	Number of Individuals using	Percentage
CTA Bus	930	79
Walk	663	57
University Shuttle	565	48
Uber/Lyft (Ride Share)	282	24
Bike	249	21
Drive	156	13
CTA Red Line	114	10
Metra Electric District Line	111	9
CTA Green Line	83	7
Divvy	50	4
Carpool	36	3
Other	22	2
South Shore Line	16	1
Car Share	10	1

Another concern that emerged through student discussions regarded the availability and cost of parking on and around campus. There is a tradeoff here because parking revenue helps to fund transportation services. Nonetheless, there is a sense that street parking has become scarcer and more expensive with the addition of city-enforced permit parking on several streets and with the commercial development in and around 53rd street. Parking challenges are of course heightened in winter months.

The current transportation options offered by the University are aimed at making students feel secure in getting around campus. These options include the availability of a Safety Escort provided by the University of Chicago Police Department; although it is unclear how well known

to students this program is. Additionally, not all students may feel safe with a police escort. Another option that the University might explore would be a University agreement with a rideshare service, especially to improve safety and student satisfaction with night-time transportation options. Of relevance, the University previously offered a “SafeRide” option, with shuttles dispatched to take students to the address of their choice between 5pm and 4am, but this plan was discontinued in 2012 in favor of the more scheduled NightRide system. The SafeRide system suffered from long wait times and inefficiency, but did have the advantage of increased flexibility.

One last major area of concern is transportation for injured students or those with disabilities. All campus bus and shuttle transportation is accessible to Americans with Disabilities Act (ADA) standards. Additionally, for students with long-term limited mobility, the University offers the Dial-A-Ride program, where students may request curb-to-curb transportation service to and from class and medical appointments at the University of Chicago Medicine complex. Injured students may request transportation to and from classes, meals, appointments, and other University-related activities Monday through Friday between the hours of 8 a.m. and 6 p.m. In both cases, rides must be scheduled anywhere from 24 hours to three business days in advance, which can be an inconvenience to riders. Additionally, the limited hours and days of operation of the buses, shuttles, and requested rides leave injured students and students with disabilities having to arrange their own transportation, which can be inconvenient and potentially costly.

Overall, the concerns about transportation are primarily centered around convenience and security as they relate to graduate students in particular. Transportation has a tangible effect on the daily lives of students, and 7% of PhD students who completed the CGE Student Survey reported transportation problems as a barrier to academic success. Based on the concerns detailed here, despite the fact that many transportation options are currently available to students, some re-evaluation may be beneficial.

Recommendation 7.4: The University should evaluate, regularly review, and monitor the transportation system to keep up with graduate student transportation needs and their residential decisions. The inclusion of graduate students in these review processes, in a manner that is representative of the population as a whole, is urged.

The results of the Spring 2019 campus access survey, as well as information gained from the transportation advisory boards and other unsolicited information from graduate students should be actively considered in future transportation decisions.

7D. Emergency Financial Assistance

PhD students who rely primarily or exclusively on their stipends to get by financially, with limited additional savings or supports from family or friends, may be in need of emergency financial assistance from time to time. Student finances can be precarious; and emergencies—

caused by such events as an unforeseen medical problem, move, legal encounter, or housing or car repair—can present a serious financial burden that requires access to immediate financial support. The qualitative data available through the CGE Student Survey and focus groups indicate that some financial emergencies are not the result of unanticipated expenses such as these, but, rather, are the result of delayed, unpredictable, and/or uneven disbursements of regular stipend and pay, and in some cases delayed reimbursements for workshop expenses or other reimbursable expenses, a topic we also consider in section 6C.¹⁰⁶ Such delays and other inconsistencies can make it difficult for students to meet regular monthly rent and utility obligations and may require access to emergency financial assistance.

Students undoubtedly deal with such financial emergencies in different ways, but access to private resources/informal supports is unevenly distributed across the student body. Some students take out loans from financial institutions or run up credit card bills to respond to unpredictable or delayed income or to meet unexpected expenses. Some students may need to borrow money to participate in events that they cannot afford, but professionally feel they must attend, such as conferences.

Several PhD students mentioned the difficulties of securing funding after their fifth year, both in the CGE open-ended survey data and in focus groups. Some divisions are now instituting funding for a sixth year; however, given that time to degree in certain units is typically well beyond six years, and that several units do not provide more than five years of funding, these concerns remain. Due to late notice of receiving fellowships (Spring Quarter) or teaching assignments (often Autumn Quarter), students find it difficult to budget and plan for an upcoming academic year in which they do not know if they will have a source of income. Even students in excellent standing with their programs can find themselves in these situations—continually scrambling for funding while also attempting to complete their degrees. Further, second-order effects might create circumstances wherein a student needs to take a job outside of the University, such that completing the program is significantly deferred or, in some circumstances, abandoned. Another difficulty of these circumstances is that international students might not be able to prove that they will have an income, and, thus, might encounter visa problems.

The University offers several different forms of emergency assistance that can be used by graduate students. (See Appendix 14.) These include emergency payments without expectation for payback (such as the \$200 Student Government Emergency Fund and the Campus and Student Life Emergency Fund, the *Harrison Fund*) as well as different emergency loan options, some of which must be paid back within a particular time period (such as the 30-day, no-interest/no penalty \$1,500 Mandel Emergency Cash Loan). In some cases, students cite needing to pay back these emergency loans before they receive their next stipends, merely delaying the

¹⁰⁶ Because the University does not itemize payments, and because amounts of pay are inconsistent, record keeping is difficult, and students do not always know if they have been paid for work they have done. This additional concern related to reimbursements was frequently indicated in qualitative data from the CGE Student Survey.

problem. As noted previously, the hospital offers financial assistance toward payment of a hospital care balance (University of Chicago Hospitals Financial Assistance Plan), and the Center for Identity + Inclusion office of Student Support Services provides food security assistance (campus meals, credit from Hyde Park Produce), without expectation of repayment. In addition to these programs, some divisions and schools have additional supports for students in financial crisis.

The availability of emergency assistance from different sources, the kinds of emergencies that qualify for aid, and the process by which to request it may not be widely known by students. Moreover, although each of the programs discussed above provides important support for graduate students, there does not seem to be a unified, comprehensive plan for helping graduate students in financial need as well as limited options for those who need a cash advance immediately. As noted, in some cases, emergency aid is provided in the form of a short-term loan to students (e.g., Mandel loan), which may be an unrealistic approach to responding to the unexpected financial needs of graduate students, given their low income. Moreover, for a student paid quarterly, an expectation of payback within 30-days makes limited sense.

Recommendation 7.5: A University-wide policy should be developed that makes emergency aid more easily available to students in need. Effort should be made to provide this aid in the form of a gift and not a loan where appropriate, and the policy regarding emergency assistance should be clearly communicated to graduate students and be straightforward to use.

7E. Student Parents

Much as with health care, many challenges facing student parents reflect national policy: the United States lacks the government-sponsored parental support structures typical across much of the world. However, unlike health care, which is needed by all students, only a small fraction of PhD students are raising children.

Approximately 200 self-declared student parents are enrolled in PhD programs at the University. These student parents have unique health care and child care needs around the time of a birth (or child adoption) and onward, in subsequent years of the PhD program. Student parents also have unique demands on their time; shaping their daily routines and schedules and the kinds of activities in which they can easily engage. For example, child care constraints can make it difficult for student parents to attend a late afternoon or early evening workshop or class review session, a dinner with a visiting faculty member, or a department social event that takes place outside of standard business hours. Awareness of these scheduling demands, and accommodation of them whenever possible, would likely improve the life of student parents on campus.

Regarding the period around a birth/adoption of a child, the University has a Graduate Student Parent Policy that outlines three academic support options (Parental Relief Academic

Modification, Leave of Absence for Parental Relief, and Milestone Extensions), each one-quarter in length, that can be used by pregnant students (when medically necessary) and by new parents. The specifics of each policy are described in the student manual.¹⁰⁷ Students on parental leave may continue to receive stipend, however in the GAI units additional stipend is not also available later, should the students need support beyond their standard fellowship period. During our focus groups with PhD students, we heard about the difficult choice the policy presents to student parents—effectively requiring them to trade loss of support in the future for parental leave now. Student parents in BSD, PSD, and IME do not typically face this same challenge, as their stipend is covered until graduation.

Most student parents also have child care needs. Finding safe, affordable, and quality child care is difficult. There is a shortage of infant and toddler slots available in the Hyde Park area. This problem is national, not unique to the Hyde Park neighborhood. Student parents face the additional challenge of finding child care that can accommodate variable and part-time child care needs, as most licensed child care programs limit care provision to daytime, weekday hours, and many do not offer pro-rated part-time slots. Nationally, child care costs vary by region, care setting, and children’s age, but child care is expensive and a significant component of most families’ budgets. In Cook County, for example, families on average pay more for child care than they pay for food, transportation, or rent,¹⁰⁸ and center-based childcare costs are comparable to tuition at a public university.¹⁰⁹ In Cook County, full-time infant care tuition is more than \$13,500 per year for centers and about \$9,000 per year for licensed home-based care. Annual tuition is somewhat lower for preschoolers (about \$10,000 for a licensed center and \$8,000 for a licensed home). Unless subsidized, these rates are simply not affordable for most student parents.

The University maintains a child care website to support the child care searches of employee and student parents.¹¹⁰ Two onsite child care centers are on campus (available to the community), and University partnerships with area child care providers set aside a limited number of slots for infants and toddlers of University employees and students. None of these programs are targeted to graduate student parents, however; and because the University does not directly subsidize the child care tuition for graduate students who use these programs, student parents are likely not to use them unless they have additional sources of income beyond the student stipend.¹¹¹ The University does offer a program that provides PhD student parents a \$2,000 Child Care Grant to help subsidize the cost of child care (or other expenses related to raising a child). Over 90% of student parents who applied in the 2017–2018 and the

¹⁰⁷ Graduate Student Parent Policy, <https://studentmanual.uchicago.edu/parents>.

¹⁰⁸ Illinois Action for Children, “Report on Child Care in Cook County 2018,” Prepared by Research Department Illinois Action for Children, http://www.actforchildren.org/wp-content/uploads/2018/04/CookCountyReport_2018_April_Final.pdf.

¹⁰⁹ Child Care Aware of America, “The US and the High Cost of Child Care: A Review of Prices and Proposed Solutions for a Broken System, 2018 Report,” <https://cdn2.hubspot.net/hubfs/3957809/costofcare2018.pdf>.

¹¹⁰ Childcare Resources, <https://childcare.uchicago.edu>.

¹¹¹ At the time of this report, 16 student parents had children enrolled in one of the two Bright Horizons child care centers on the University campus.

2018–19 academic years received this stipend. In focus group discussions, some student parents noted that the process by which the stipend is awarded is opaque, and that although the \$2,000 stipend is useful, child care continues to be a significant expense. In addition, student parents with more than one child are not eligible for more than the \$2,000 stipend although their child care costs are typically assessed on a per child basis. Student parents also discussed the limited availability of supports from the University to help parents learn about and apply for public assistance that may be available to student parents to support their child care needs (such as the Illinois Child Care Assistance Program) or other family needs (such as the Supplementary Nutrition Assistance Program). While not all student parents are eligible for these programs, some are, and the program benefits would alleviate their financial burden.

In addition to the PhD Child Care stipends, additional resources are provided to student parents by the Family Resource Center, including most recently the piloting (in 2018–19) of child care “write-in” groups that offer a limited number of drop-in childcare supports at designated times during the week. To date, these slots have been used by a small number of families and the utilization rate has ranged from 50–80%. The Family Resource Center (FRC) provides space for parents to interact with their children, including an outdoor playground. Although parents are not allowed to leave their children unattended outside of the drop-in child care hours, the FRC is nevertheless a resource for student parents to meet other student parents and develop social relationships across departments.

Finally, we draw attention to the unique health care needs of student parents. Children, especially babies and toddlers, require more frequent health care visits than working-age adults out of developmental necessity and also due to greater rates of illness and injury. The PhD student scholarship does not cover the health insurance of a dependent, which results in a significant financial burden for student parents. International student parents with a spouse who is unable to work due to visa status, may face the additional expense of spousal coverage. Focus group discussions revealed that the high cost of health insurance contributed to the financial burden of student parents.

Recommendation 7.6: An assessment of the needs of student parents should be conducted, with special attention to how student parents are navigating the complicated child care landscape and their satisfaction with their child care arrangements in the areas of affordability, convenience, and quality.

Recommendation 7.7: The University should consider providing student parents with paid parental leave that is supernumerary to the total period of fellowship support, and also consider expanding the PhD Child Care Grant budget to increase the \$2,000 child care subsidy to a level that makes a bigger impact on student parents’ child care costs. The University might also consider a sliding scale approach that gives more grant assistance to students with greater financial need.

7F. Programs and Services to Address Sexual Misconduct, Harrassment, and Assault

Like all University faculty, staff, and students, graduate students can be the victims or the perpetrators of harassment, discrimination, and sexual misconduct.¹¹² The University's Policy on Harassment, Discrimination, and Sexual Misconduct describes the University's commitment and responsibilities on these matters and includes an appendix that lists available resources.¹¹³ The University provides a range of prevention and intervention services, offers confidential supports and referrals, encourages and assists reporting whether or not incidents rise to the level of a policy violation, and also disciplines individuals determined to have violated the Policy.¹¹⁴

Most related services are housed in the Office of the Provost's Equal Opportunity Programs, which includes the Office for Sexual Misconduct Prevention and Support, the Office for Access and Equity, the Office for Affirmative Action, and Campus and Student Life, which oversees the Sexual Assault Dean-on-Call Program and houses the Associate Dean in the University for Disciplinary Affairs, whose role is to investigate matters involving student respondents and coordinate the University-wide Disciplinary Committee. Title IX-related support services, which include assisting students with accommodations; changes to academic, living, dining, working, or transportation situations; obtaining No-Contact Directives; and safety planning; are run out of the Office for Sexual Misconduct Prevention and Support. In addition to maintaining a website with information and resources, this Office provides programming on a range of topics¹¹⁵ and also trains students to be peer educators through the Resources for Sexual Violence Prevention (RSVP) Programming Center, with the goal of promoting healthy relationships and ending sexual misconduct. A sexual assault dean-on-call is available around-the-clock to answer questions related to sexual misconduct and assist students to get the help they need whether related to Title IX, University policy and processes, resources and support services, filing a report with law enforcement, or obtaining medical assistance.

All University graduate students must complete, on an annual basis, a mandatory web-based sexual misconduct awareness and prevention training, as do undergraduates, faculty, other academic appointees, staff, and postdoctoral researchers. The online trainings are purchased from an outside vendor by the University. Supplemental trainings are available by request through the Office of Sexual Misconduct.

¹¹² Sexual misconduct includes but is not limited to sexual harassment, sexual abuse, sexual assault, domestic violence, dating violence, and stalking. "The University of Chicago Student Manual: Policy on Harassment, Discrimination, and Sexual Misconduct," <http://studentmanual.uchicago.edu/page/policy-harassment-discrimination-and-sexual-misconduct>.

¹¹³ The policy is not specific to students; it covers anyone on whom the University has formally conferred a title, regardless of employment status.

¹¹⁴ Section II. Policy Basis and Application, "University of Chicago Policy on Harassment, Discrimination, and Sexual Misconduct," <https://harassmentpolicy.uchicago.edu/policy/>.

¹¹⁵ Some example programming topics include: communication and sexual decision-making, recognition of forms of sexual misconduct, prevention and awareness of sexual assault, and bystander training.

The PhD students who we talked with expressed some dissatisfaction with the mandatory online trainings. Concerns focused primarily on three issues. First, several students commented that the trainings seemed to be geared more toward college student than graduate student concerns. They remarked that the online scenarios were marketed toward an undergraduate audience and addressed issues that were sometimes obvious or otherwise more appropriate for younger adults. Given the research showing that undergraduate and graduate students often experience different kinds of sexual misconduct—and in particular, that graduate students are three times more likely than undergraduates to be harassed by a faculty member¹¹⁶—it seems especially important that the online trainings address these scenarios directly and appropriately.

Second, students told us that the annual trainings are repetitive; rather than building on knowledge gained in prior years, each year’s training reviews basic information already learned. We understand from conversations with the Title IX office that training modules have improved in recent years and that they do aim to deepen knowledge through the addition of new material in subsequent years.

Third, PhD students need to be given accurate information about reporting responsibilities, what to report and how to report it, and proper training in how to respond to a student who discloses an incident of sexual misconduct. However, the mandatory online trainings do not include information on reporting responsibilities, even though all graduate students who serve in roles such as teaching assistants, preceptors, instructors, resident heads, and some staff positions are required to report all incidents of sexual misconduct to a Title IX coordinator. The TA orientation at CCT provides this training, however not all PhD students receive that training. The Office for Equal Opportunity Programs also provides a useful resource guide describing reporting responsibilities on the University website.¹¹⁷ The Office for Sexual Misconduct Prevention and Support is able to provide training on reporting requirements to any unit that requests it; however, not all programs request this.

Recommendation 7.8: Mandatory online trainings for PhD students should be improved to better reflect the realities of sexual misconduct as experienced by graduate students and to build on knowledge gained in prior years. In addition, mandatory online training that covers the graduate student’s Title IX reporting responsibilities is essential given most PhD students will be subject to Title IX reporting requirements during their time at the University.

¹¹⁶ See David Cantor, Bonnie Fisher, Susan Chibnall, Reanne Townsend, Hyunshik Lee, Carol Bruce, and Gail Thomas, “Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct,” (Rockville, MD: Westat, 20 October 2017), <https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/AAU-Campus-Climate-Survey-FINAL-10-20-17.pdf>.

¹¹⁷ The University of Chicago Office of the Provost, Office for Equal Opportunity Programs, “What Individuals with Title IX Reporting Responsibilities Need to Know,” <https://cpb-us-w2.wpmucdn.com/voices.uchicago.edu/dist/6/480/files/2019/01/Individuals-with-Title-IX-Reporting-Responsibilities-Shea-Wolfe-1b12jt8.pdf>.

7G. Other Activities to Improve Well-Being and Student Life

While much of this report has focused on the academic side of work–life balance, this chapter has emphasized the “life” side of the equation. Having healthy, well balanced graduate students requires us to be concerned not only with student health and mental health, housing, transportation, financial well-being, and dependent supports, but also with student wellness, fitness, access to cultural events, sports, volunteer activities, and social groups to support camaraderie within and across programs. Such programs not only help to develop well-rounded students, but also benefit student mental health. Many of these activities may involve community outreach, which can foster productive exchange and help improve the University’s relationships with the surrounding communities. The Office of Civic Engagement, as well as many local organizations, provides support for student civic engagement.

Thus, the University has a role—through deans councils, Grad Council, and other University resources—in facilitating graduate student access to these activities. Grad Council has resources to help support such activities, and some deans of students’ offices also organize wellness activities and community outings for graduate students to support wellness, social interaction, and community engagement. Addition of a graduate student center would provide another appropriate location where students from across all units could come together for many such activities.

Recommendation 7.9: The University should continue to promote wellness activities centrally and to encourage individual units to invest in localized wellness activities.

APPENDICES

1. Charge of the Committee	A2
2. Graduate Student Survey 2018 Instrument	A5
2.1. Graduate Student Survey Summary	A79
2.2. Graduate Student Survey by Academic Unit	A125
3. Faculty Survey 2018 Instrument	A195
3.1. Faculty Survey Summary	A240
3.2. Faculty Survey by Academic Unit	A266
4. List of Interviews Conducted	A305
5. Update to Baker Report Tables 3–7	A307
6. Enrollment Trends	A313
7. Student Perspective Series Meeting Summary May 31, 2018	A317
8. Climate Survey Report 2016	A333
9. Kaplan–Meier charts—division/school	A374
10. Kaplan–Meier charts—prior degree by division	A383
11. Kaplan–Meier charts—gender by division/school	A390
12. Sample Mentoring Guides	A398
▪ Best Practices for Mentors, The Graduate School, Northwestern University	
▪ How to Mentor Grad Students Faculty Guide, University of Michigan	
▪ Mentoring Graduate Students, The Graduate College, University of Illinois, Urbana	
▪ Cultivating a Culture of Mentoring, Duke Graduate School	
13. Mentoring Compacts and discussion documents	A459
▪ Compact Between Biomedical Graduate Students and Their Research Advisors	
▪ 2019 Jan 16 Student Mentor Guide, UChicago Biosciences	
14. Emergency Financial Resources Available to Graduate Students	A479

APPENDIX 1

Charge of the Committee



April 29, 2018

To: Members of the Committee on Graduate Education

Many thanks for agreeing to participate in the important work of the Committee on Graduate Education, which will be chaired by David Nirenberg, Executive Vice Provost and Deborah R. and Edgar D. Jannotta Distinguished Service Professor of Medieval History and Social Thought.

The issues before the Committee derive from the University's role as a private research university dedicated to the training of scholars and teachers, to a strong liberal arts college, and to first-rate professional education. The national and international context of these activities is continually changing, and we need to be looking forward in order to set our own course toward the forms and possibilities of graduate education that will build on the strengths and aspirations we have for this University.

In the face of a range of challenges to academic institutions today, the University must take the initiative to evaluate its programs and the concepts that underlie them with the same critical attention that as scholars we each apply to our research. The Committee's task is to survey graduate education at the University in the broadest sense: not only to assess the merits or limitations of a particular program or aspect of graduate education, but to examine its most basic assumptions, with the goal of enhancing the University's ability to maintain the highest standards of quality for graduate education today and in the future.

You are charged with providing your assessment of the present state of graduate education at the University in light of the University's commitment to excellence in research and teaching, and in the context of the changing landscape of higher education. I ask that your evaluation consider graduate education, research, and experience at the University holistically and as they interrelate with undergraduate and professional education. The structure of your written assessment may well reflect the recognition that faculty and students have overlapping but different roles in that enterprise.

You have wide latitude to determine the report's structure as well as the specific issues to be addressed. I nevertheless expect you would assess graduate student funding, the financing of graduate education, and the requirements for and time to completion of graduate degree programs. Further, and related to funding, I anticipate you reviewing the availability and affordability of housing, health care and support for student parents. I also see as crucial a review of the role of teaching in graduate education, of graduate students in teaching, and of faculty in advising and mentoring.

EDWARD H. LEVI HALL

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Important as well would be focus on the purposes and professions towards which graduate degree programs may be directed and the appropriateness of training for those purposes. I look forward to learning what you find with respect to these and any other issues you deem important to include in your report.

Former University President Hanna Gray issued a similar charge to the Commission on Graduate Education in 1980, which resulted in the Baker Report of 1982. You may wish to include this report and other historical University documents as part of the data about the University's practices that you will gather and analyze in your own assessment. And you may want to assemble and analyze information related to these issues at other research universities, as well as ours. Staff will be available to help with that.

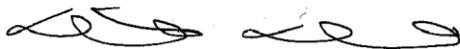
A great deal has changed in the thirty-six years since the Baker Report, not only here at the University but also in the broader society. Among the many changes is an increased understanding of the importance of student as well as faculty perspectives on committees such as this. That awareness is reflected in your membership. In order to facilitate student participation, I ask that the Committee commence and complete its charge within one calendar year. To that end, the Committee should submit its written report to the Provost by January 11, 2019. The report will be made available to the University Community.

President Gray wrote in her 1980 invitation letter to members of the Commission on Graduate Education,

I expect the work of this group to be unusually important in exploring and shaping the nature and directions of the University's definition of purpose and of its academic objectives in the years ahead. The Commission's activity ... will give stimulus and substance to the most significant discussions and decisions that we need to undertake.

I hold the same expectation for the Committee today.

Yours sincerely,



Daniel Diermeier

APPENDIX 2

Graduate Student Survey 2018 Instrument

UChicago Grad Enrolled Grad Student Survey 2018

Start of Block: Default Question Block

Q1

Welcome to the 2018 Enrolled Graduate Student Survey.

The survey takes about 25 minutes to complete. If you are unable to complete this survey in one sitting, you can use the same link you were sent to re-enter the survey at the point you left it.

The Survey Lab is collecting the survey data on behalf of the Committee on Graduate Education. The responses you provide will remain confidential. We will not associate your answers with you individually however we are interested in analyzing the data by divisions, schools, and demographic groups. All of our reporting will be done in the aggregate. Reviewing the data this way will help us understand where there are things that are working well and where we have work to improve. Although the Survey Lab tracks who has responded to the survey, they only do so in order to send reminders to those who have not yet responded. Again, we are interested in analyzing data in the aggregate, and not interested in individual responses.

As a thank you for participating in this survey, you will be entered into a raffle to receive one of fifty \$50 gift cards of your choice to the Seminary Co-op or Amazon.com. If we can reach 50% participation as a graduate community, the Committee on Graduate Education and the Graduate Council will co-host a community party on the quad in the Autumn quarter. Those selected to receive gift cards in the raffle will be notified via their UChicago email addresses.

Page Break

Q2 SECTION 1 of 6: Overall Satisfaction with Your UChicago Graduate Experience

Q3 Overall, how satisfied are you to date with the following aspects of your UChicago graduate student experience?

A. Academic experience

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
-

Q4

B. Student life experience

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
-

Q5

C. Overall experience

- Very satisfied (1)
- Mostly satisfied (2)
- Equal parts satisfied and dissatisfied (3)
- Mostly dissatisfied (4)
- Very dissatisfied (5)

Page Break

Q6 Would you recommend UChicago to a peer who is interested in your program?

- Definitely would (1)
- Probably would (2)
- Maybe (3)
- Probably would not (4)
- Definitely would not (5)

Q7 What are the main reasons you would or would not recommend your UChicago program to another?

Page Break

Q8 Would you recommend UChicago to a peer who is interested in a similar program at another school?

- Definitely would (1)
- Probably would (2)
- Maybe (3)
- Probably would not (4)
- Definitely would not (5)

Q9 What are the main reasons?

Page Break

Q10 Please rate the following specific aspects of your overall academic experience:

A. General quality of instruction in your courses.

- Excellent (1)
 - Very good (2)
 - Middling (3)
 - Poor (4)
 - Very poor (5)
-

Q11

B. Quality of curriculum overall - available courses and coverage of field

- Excellent (1)
 - Very good (2)
 - Middling (3)
 - Poor (4)
 - Very poor (5)
 - Insufficient exposure to program and field to say (6)
-

Q12

C. Clarity of program expectations and requirements.

- Very clear (1)
 - Mostly clear (2)
 - Equal parts clear and unclear (3)
 - Mostly unclear (4)
 - Very unclear (5)
-

Q13

D. Satisfaction with PhD qualifying exam process.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable - not been through this yet or program does not include (6)
-

Page Break

Q14

Please rate your satisfaction with the following material academic resources:

A. Library

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable to your program (6)
-

Q15

B. Laboratory resources.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable to your program (6)
-

Q16

C. Database access, computing services.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable to your program (6)
-

Q17

D. Workspace.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q18

E. Please list and evaluate any important material resources relevant to your program not covered above.

Page Break

Q20

Please rate your satisfaction with the following scholarly supports and opportunities.

A. Opportunities to collaborate across disciplines.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q21

B. How your program helps you develop as a scholar.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q22

C. How your program prepares you for your career or next step.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q23

D. Departmental non-faculty advising and support.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Page Break

Q24 Note which, if any, of the following faculty engagement factors have been lacking.

	Lacking (1)	Sufficient (2)
Teaching and classroom interactions. (1)	<input type="radio"/>	<input type="radio"/>
Written or verbal feedback on academic work. (2)	<input type="radio"/>	<input type="radio"/>
Availability of faculty for broader discussion of academic topics. (3)	<input type="radio"/>	<input type="radio"/>
Approachability of faculty. (4)	<input type="radio"/>	<input type="radio"/>
Administrative facilitation of faculty contact. (5)	<input type="radio"/>	<input type="radio"/>
Availability of faculty for advising. (6)	<input type="radio"/>	<input type="radio"/>
Quality of faculty advising. (7)	<input type="radio"/>	<input type="radio"/>
Continuity of advising. (8)	<input type="radio"/>	<input type="radio"/>
Availability of faculty for career advice. (9)	<input type="radio"/>	<input type="radio"/>
Faculty help in career placement, including quality of recommendation letters. (10)	<input type="radio"/>	<input type="radio"/>
Other, please describe (11)	<input type="radio"/>	<input type="radio"/>

Page Break

Q25 Note which, if any, of the following peer and social network factors has been lacking.

	Lacking (1)	Sufficient (2)
Inclusion in social groups. (1)	<input type="radio"/>	<input type="radio"/>
Collegial atmosphere among students (2)	<input type="radio"/>	<input type="radio"/>
Opportunities for supportive collaboration with other students on academic work. (3)	<input type="radio"/>	<input type="radio"/>

Page Break

Q26 Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following:

A. Your current housing situation.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q28

C. Safety on campus and in Hyde Park.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Page Break

Q29

D. Financial support from UChicago.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q30

E. UChicago athletic facilities.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Page Break

Q31

F. University Student Health Insurance Plan.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q32

G. Dental / vision insurance.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q33

H. Campus health care services.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q34

I. Availability of information on programs offered by Student Health.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Page Break

Q35

J. Campus psychological counseling services.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q36

K. Availability of information on programs offered by Student Counseling.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Page Break

Q37 L. Programs and services for international students.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q38

M. Programs and services for students from underrepresented backgrounds

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Page Break

Q39 SECTION 2 of 6: Professionalization in your Graduate Student Program

Q40

During your University of Chicago graduate program have you taught ...
(Please select all that apply)

- at UChicago? (1)
- at other schools or institutions to fulfill UChicago program requirements? (2)
- outside UChicago but not as part of a UChicago program requirement? (3)
- None of these - no teaching (yet) while a graduate student at UChicago (4)

Skip To: Q49 If During your University of Chicago graduate program have you taught ... (Please select all that ap... = None of these - no teaching (yet) while a graduate student at UChicago

Q41 Please rate your satisfaction with the following resources for graduate student teaching support:

A. Within your department, training for teaching.

- Very satisfied. (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and unsatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Did not take this training (yet) (6)
 - Not aware of this training (7)
 - Not applicable to my program (8)
-

Q42

B. Within your Division or School, training for teaching.

- Very satisfied. (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and unsatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Did not take this training (yet) (6)
 - Not aware of this training (7)
-

Q43

C. Chicago Center for Teaching (CCT) conference or forum.

- Very satisfied. (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and unsatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Never used this service (6)
 - Not aware of this service (7)
-

Q44

D. CCT seminar, workshop or course.

- Very satisfied. (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and unsatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Never used this service (6)
 - Not aware of this service (7)
-

Q45

E. CCT individual consultation.

- Very satisfied. (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and unsatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Never used this service (6)
 - Not aware of this service (7)
-

Q46

F. Advising from faculty involved in the course you taught.

- Very satisfied. (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and unsatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q155 Please provide any specific comments concerning the support you received or did not receive from faculty.

Q47 G. If you used other teaching resources not listed above, please list and evaluate these below.

Page Break

Q49 During your graduate program at UChicago, have you conducted one or more significant (four week or longer) research projects, including dissertation research?

Yes (1)

No (2)

Skip To: Q57 If During your graduate program at UChicago, have you conducted one or more significant (four week o... = No

Q50 How satisfied have you been with the following aspects of support for your UChicago research work?

A. Faculty research project guidance.

Very satisfied (1)

Mostly satisfied (2)

Equal parts satisfied and dissatisfied (3)

Mostly dissatisfied (4)

Very dissatisfied (5)

Q51

B. Facilities and equipment for conducting research.

- Very satisfied (1)
- Mostly satisfied (2)
- Equal parts satisfied and dissatisfied (3)
- Mostly dissatisfied (4)
- Very dissatisfied (5)
- Not applicable (6)

Page Break

Q53

D. Financial support for conducting research.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q54

E. Opportunities to present your research output and receive feedback within UChicago.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q55

F. Opportunities to present your research output and receive feedback beyond UChicago.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Q56

G. Support for publishing research output.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
-

Page Break

Q57

How satisfied have you been with the following academic support services?

A. Writing support.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Never used this service (6)
 - Not aware of this service (7)
-

Q58

B. Fellowship advising and support.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Never used this service (6)
 - Not aware of this service (7)
-

Q59

C. English as a Second Language (ESL) resources.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Not applicable (6)
 - Never used this service (7)
 - Not aware of this service (8)
-

Q60

D. Public speaking training and support.

- Very satisfied (1)
 - Mostly satisfied (2)
 - Equal parts satisfied and dissatisfied (3)
 - Mostly dissatisfied (4)
 - Very dissatisfied (5)
 - Never used this service (6)
 - Not aware of this service (7)
-

Page Break

Q61 SECTION 3 of 6: Expectations and Challenges

Q62 How well did your program meet the expectations you had when you first enrolled?

- Exceeded expectations (1)
 - Very well (2)
 - Moderately well (3)
 - Only slightly (4)
 - Not at all (5)
-

Q63 How well is your program meeting your current expectations?

- Exceeding expectations (1)
 - Very well (2)
 - Moderately well (3)
 - Only slightly (4)
 - Not at all (5)
-

Q64 Please elaborate on ways your expectations have changed since coming to UChicago, and/ or the specifics of how your program as exceeded or fallen short of your expectations.

Page Break

Q65

Given your specific background and needs due to race/ethnicity, nationality, economic constraints, parent status, gender, gender identity, sexual orientation, disability, religion, or other factors, please rate the following aspects of campus climate:

A. How welcome have you felt in your department?

- Very welcome (1)
 - Mostly welcome (2)
 - Sometimes welcome, sometimes unwelcome (3)
 - Mostly unwelcome (4)
 - Very unwelcome (5)
-

Q66 B. How welcome have you felt at the University of Chicago?

- Very welcome (1)
 - Mostly welcome (2)
 - Sometimes welcome, sometimes unwelcome (3)
 - Mostly unwelcome (4)
 - Very unwelcome (5)
-

Q67 C. How responsive have faculty been to you and your needs?

- Very responsive (1)
 - Mostly responsive (2)
 - Equally responsive and nonresponsive (3)
 - Mostly nonresponsive (4)
 - Very nonresponsive (5)
-

Q68 D. How responsive have administrators been to you and your needs?

- Very responsive (1)
 - Mostly responsive (2)
 - Equally responsive and nonresponsive (3)
 - Mostly nonresponsive (4)
 - Very nonresponsive (5)
-

Q69 Have you ever sought resolution for any inclusion or climate issues?

- Yes (1)
 - No (2)
-

Display This Question:

If Have you ever sought resolution for any inclusion or climate issues? = Yes

Q70 Please rate how well the path(s) for resolution worked for you.

- Very well (1)
- Fairly well (2)
- Middling (3)
- Somewhat poorly (4)
- Very poorly (5)

Display This Question:

*If Have you ever sought resolution for any inclusion or climate issues? = Yes
And Please rate how well the path(s) for resolution worked for you. != Very well*

Q71 Please describe any specific problems you had seeking resolution.

Page Break

Q72 Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply.

Personal illness, injury or lack of psychological well-being (1)

Lack of faculty availability (2)

Lack of faculty helpfulness (3)

Negative research group culture or environment (4)

Negative department culture or environment (5)

Housing problems (6)

Transportation problems (7)

Family obligations (8)

Time management challenges (9)

Poor future career prospects (10)

Immigration challenges (11)

Financial challenges (12)

Other obstacle, please describe (13)

None of the above (14)

Q73 At any time in the past 12 months was there a significant possibility your food would run out before you were financially able to buy more?

- Yes, often (1)
 - Yes, sometimes (2)
 - No (3)
-

Q74 At any time in the past 12 months were there occasions when your food ran out before you were financially able to buy more?

- Yes, often (1)
 - Yes, sometimes (2)
 - No (3)
-

Display This Question:

If At any time in the past 12 months was there a significant possibility your food would run out before you were financially able to buy more? = Yes, often

Or At any time in the past 12 months were there occasions when your food ran out before you were financially able to buy more? = Yes, sometimes

Or If

If Please note which, if any, of the following created obstacles to meeting academic milestones or requirements? q://QID75/SelectedChoicesCount Is Greater Than or Equal to 1

And Please note which, if any, of the following created obstacles to meeting academic milestones or requirements? != None of the above

Or If

At any time in the past 12 months were there occasions when your food ran out before you were financially able to buy more? = Yes, often

Or At any time in the past 12 months were there occasions when your food ran out before you were financially able to buy more? = Yes, sometimes

Q75 Did you use any UChicago services to help overcome any of the obstacles noted?

Yes (1)

No (2)

Display This Question:

If Did you use any UChicago services to help overcome any of the obstacles noted? = Yes

Or If

*If Please note which, if any, of the following created obstacles to meeting academic milestones or r...
q://QID75/SelectedChoicesCount Is Greater Than or Equal to 1*

And Please note which, if any, of the following created obstacles to meeting academic milestones or r... != None of the above

Or If

*At any time in the past 12 months was there a significant possibility your food would run out bef... =
Yes, often*

*Or At any time in the past 12 months was there a significant possibility your food would run out bef...
= Yes, sometimes*

Or If

*At any time in the past 12 months were there occasions when your food ran out before you were fin...
= Yes, often*

*Or At any time in the past 12 months were there occasions when your food ran out before you were fin...
= Yes, sometimes*

Q76 Please elaborate about any ways in which services you needed or used were lacking:

Page Break

Q77 How much financial hardship has your attending UChicago created for your household (including you, spouse or partner and any dependents or children)?

- Severe (1)
 - Considerable (2)
 - Moderate (3)
 - Negligible (4)
-

Q78 How much financial hardship has your attending UChicago created for your parents or those outside your household who support you financially?

- Severe (1)
 - Considerable (2)
 - Moderate (3)
 - Negligible (4)
-

Page Break

Q79 SECTION 4 of 6: Day-to-Day Graduate Student Experience

Q80 In this quarter (Spring 2018), how often have you ...

A. Presented in class?

- 4 or more times (1)
 - 2-3 times (2)
 - Once (3)
 - Never (4)
 - Not applicable - not taking classes this quarter (5)
-

Q81

B. Presented to your research group or adviser?

- 4 or more times (1)
 - 2-3 times (2)
 - Once (3)
 - Never (4)
-

Q82 C. Presented to your peers?

4 or more times (1)

2-3 times (2)

Once (3)

Never (4)

Page Break

Q83 In this quarter (Spring 2018), how often have you ...

A. Attended a seminar or lecture in your department.

- 4 or more times (1)
 - 2-3 times (2)
 - Once (3)
 - Never (4)
-

Q84 B. Attended a Council on Advance Studies-sponsored workshop session.

- 4 or more times (1)
 - 2-3 times (2)
 - Once (3)
 - Never (4)
 - Not applicable (5)
 - Not know what this is (6)
-

Q85 C. Attended a conference in your field.

- 4 or more times (1)
 - 2-3 times (2)
 - Once (3)
 - Never (4)
-

Q86 In this quarter (Spring 2018), how often have you ...

A. Attended a peer's presentation.

4 or more times (1)

2-3 times (2)

Once (3)

Never (4)

Q87

B. Given feedback on another person's work.

4 or more times (1)

2-3 times (2)

Once (3)

Never (4)

Page Break

Q88 In this quarter (Spring 2018), have you worked on any independent research?

- Yes, a solo project (1)
 - Yes, a group project (2)
 - Yes, including a solo project and a group project (3)
 - No (4)
-

Q89 In this quarter (Spring 2018), did you perform any research in a laboratory setting?

- Yes, a solo project (1)
 - Yes, a group project (2)
 - Yes, including a solo project and a group project (3)
 - No (4)
-

Page Break

Q90

This quarter (Spring 2018), how often have you ...

A. Met one-on-one with a peer to discuss your research?

4 or more times (1)

2-3 times (2)

Once (3)

Never (4)

Q91

B. Met one-on-one with a faculty member supervising your research?

4 or more times (1)

2-3 times (2)

Once (3)

Never (4)

Q92

C. Met one-on-one with another faculty member (not the supervising faculty person)?

4 or more times (1)

2-3 times (2)

Once (3)

Never (4)

Display This Question:

If In this quarter (Spring 2018), have you worked on any independent research? = Yes, a group project

Q93

D. Met in a group project meeting with a faculty member supervising your research?

- 4 or more times (1)
 - 2-3 times (2)
 - Once (3)
 - Never (4)
-

Display This Question:

If In this quarter (Spring 2018), have you worked on any independent research? = Yes, a group project

Q94

E. Met in a group project meeting with other researchers?

- 4 or more times (1)
 - 2-3 times (2)
 - Once (3)
 - Never (4)
-

Q95

F. Gone to a campus library, computer room or data center for resources?

- 4 or more times (1)
- 2-3 times (2)
- Once (3)
- Never (4)

Page Break

Q99 Please check activities that, due to *financial* pressures, you spent *less* time on than you would have liked.

- Attending class (1)
- Performing academic study or research in a laboratory (2)
- Doing academic work or research outside of a class or laboratory (3)
- Teaching at UChicago (4)
- Teaching at other institutions (5)
- Participating in a Council on Advanced Studies-sponsored workshop (7)
- Writing grant or fellowship proposals (8)
- Coordinating a Council on Advanced Studies-sponsored workshop (9)
- Attending myChoice seminars or short courses (10)
- Attending myChoice seminars or short courses (11)
- Attending UChicagoGRAD events (12)
- Attending events hosted by Graduate Student Organizations (13)
- Paid hourly work on campus. (14)
- Paid work off campus. (15)
- Volunteer work on or off campus. (16)
- Parenting and other family responsibilities. (17)
- Shopping, cooking, cleaning, clothes care and similar maintenance tasks. (18)

Q100 Please check activities that, due to academic pressures, you spent less time on than you would have liked.

- Attending class (1)
 - Performing academic study or research in a laboratory (2)
 - Doing academic work or research outside of a class or laboratory (3)
 - Teaching at UChicago (4)
 - Teaching at other institutions (5)
 - Research Assistant (RA) work at UChicago (6)
 - Participating in a Council on Advanced Studies-sponsored workshop (7)
 - Writing grant or fellowship proposals (8)
 - Coordinating a Council on Advanced Studies-sponsored workshop (9)
 - Attending myChoice seminars or short courses (10)
 - Attending myChoice seminars or short courses (11)
 - Attending UChicagoGRAD events (12)
 - Attending events hosted by Graduate Student Organizations (13)
 - Hourly work on campus (not RA work). (14)
 - Paid work off campus. (15)
 - Volunteer work on or off campus. (16)
 - Parenting and other family responsibilities. (17)
 - Shopping, cooking, cleaning, clothes care and similar maintenance tasks. (18)
-

Q101

How satisfied are you with how you currently spend your time compared to how you think your time would best be utilized?

- Very satisfied (1)
- Mostly satisfied (2)
- Equal parts satisfied and dissatisfied (3)
- Mostly dissatisfied (4)
- Very dissatisfied (5)

Display This Question:

If How satisfied are you with how you currently spend your time compared to how you think your time... != Very satisfied

Q102 Please tell us what could improve how you spend your time.

Page Break

Sec 5 Intro SECTION 5 of 6: Career and Skill Development

There are several questions in this section concerning internships. By "internships" here, we mean non-required internships (i.e., not field placements in SSA or other curricular-related positions).

Q103 What career path are you currently thinking of taking?

- Academic (1)
 - Industry (2)
 - Nonprofit (including K-12 and higher education administration) (3)
 - Government (elected or civil service) (4)
 - Other (5) _____
 - Not sure (6)
-

Q104 Which of the following have made a positive contribution to your career development? Please select all that apply.

- Coursework (1)
 - Research (2)
 - Conference attendance (3)
 - Writing research publications (4)
 - Teaching opportunities / requirements (5)
 - Meetings with faculty advisor (6)
 - Meetings with other faculty (7)
 - Interactions and connections with other graduate students (8)
-

Q105 Which of the following services have you used in the past year? Please select all that apply.

- Resume or CV drafting assistance (1)
 - Writing advising and support (2)
 - Fellowship advising and support (3)
 - Meeting with alumni (4)
-

Page Break

Q106 Which of the following UChicagoGRAD career activities have you done in the past year? Please select all that apply.

- Searched for jobs / internships on the UChicagoGRAD / GRADGargoyle job board (1)
 - Applied for jobs / internships through the job board (2)
 - Attended a UChicagoGRAD job fair (3)
 - Visited the UChicagoGRAD office (on the 3rd floor of the Campus Bookstore building) (4)
 - UChicagoGRAD interview / job talk practice / GRADTalk (5)
 - Individual career advising session with UChicagoGRAD (6)
-

Q107 Which of the following additional career activities have you done in the past year? Please select all that apply.

- Attended a job fair not sponsored by UChicagoGRAD (1)
 - Applied for jobs / internships outside of UChicagoGRAD listings (2)
 - Departmental interview / Job talk practice (3)
 - Completed an internship (4)
 - Created or edited a LinkedIn profile (5)
 - Created or edited another online profile - please identify type (6)
-

Page Break

Q108 Since the start of your UChicago graduate program, how many internships have you had?

▼ None (3) ... 2 or more (5)

Display This Question:

*If Since the start of your UChicago graduate program, how many internships have you had? = 1
Or Since the start of your UChicago graduate program, how many internships have you had? = 2 or more*

Q109 How did you find this internship?

- UChicagoGRAD / GRADGargoyle posting. (1)
- MyChoice posting. (2)
- Faculty member recommendation. (3)
- University staff or administrator recommendation. (4)
- Fellow UChicago student recommendation. (5)
- Former UChicago student (alum). (6)
- Family or friend outside of UChicago. (7)
- Other, please describe (8) _____

Display This Question:

If Since the start of your UChicago graduate program, how many internships have you had? != None

Q110 Please mark all of the ways you found these internships.

- UChicagoGRAD / GRADGargoyle posting. (1)
- MyChoice posting. (2)
- Faculty member recommendation. (3)
- University staff or administrator recommendation. (4)
- Fellow UChicago student recommendation. (5)
- Former UChicago student (alum). (6)
- Family or friend outside of UChicago. (7)
- Other, please describe (8) _____

Display This Question:

If Since the start of your UChicago graduate program, how many internships have you had? != None

Q111 How useful to your academic development was this internship?

- Extremely useful (1)
- Moderately useful (2)
- Slightly useful (3)
- Not at all useful (4)

Display This Question:

If Since the start of your UChicago graduate program, how many internships have you had? != None

Q112 How useful to your academic development were these internships?

- Extremely useful (1)
- Moderately useful (2)
- Slightly useful (3)
- Not at all useful (4)

Display This Question:

If Since the start of your UChicago graduate program, how many internships have you had? != None

Q113 Please note all the reasons you did not have an internship.

- Internships are not common or expected in your program. (1)
 - Applied, but not selected. (2)
 - Did not apply. (3)
 - Lacked required or appropriate experience for internship. (4)
 - Lacked recommendations for internship. (5)
 - Something else, please describe. (6)
-

Page Break

Q114 Please indicate which of the following you know well enough to ask for a recommendation for an academic job:

- UChicago faculty (1)
 - UChicago staff in your department or program (2)
 - Other UChicago staff (3)
 - UChicago alumni (4)
 - Faculty at other institutions (5)
 - Another recommendation source for an academic job, please describe (6)
-

Display This Question:

If Please indicate which of the following you know well enough to ask for a recommendation for an ac... = Faculty at other institutions

Q115 How did you become acquainted with faculty from other institutions? Please check all that apply.

- Conferences (1)
 - Workshop or departmental seminar series visitors (2)
 - Visiting faculty at UChicago (3)
 - Your time at another institution (4)
 - Former UChicago faculty who moved elsewhere (5)
 - Research paper collaborator (6)
 - Something else, please describe (7)
-

Q119 For each of the following skills, please rate your ability before beginning your UChicago graduate program and now.

A. Posing good research questions.

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Q120

B. Designing research.

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Q121

C. Executing research.

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Q124

C. Presenting information orally.

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Q125

D. Writing

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Page Break

Q116 For each of the following skills, please rate your ability before beginning your UChicago graduate program and now.

A. Programming.

Skill pre UChicago (1)	▼ 5 High (1) ... 1 Low (5)
Skill now (2)	▼ 5 High (1) ... 1 Low (5)

Q117

B. Data analysis.

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Q118

C. Using quantitative tools.

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Page Break

Q126 For each of the following skills, please rate your ability before beginning your UChicago graduate program and now.

A. Managing people.

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Q127

B. Managing budgets.

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Q128

C. Prioritizing tasks.

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Page Break

Q129 For each of the following skills, please rate your ability before beginning your UChicago graduate program and now.

A. Working collaboratively.

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Q130

B. Working with people from diverse backgrounds.

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Q131

C. Building a network of collaborators.

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Page Break

Q132 For each of the following skills, please rate your ability before beginning your UChicago graduate program and now.

A. Mentoring students.

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Q133

B. Teaching groups of people.

Skill pre UChicago (1)	▼ High (1) ... Low (5)
Skill now (2)	▼ High (1) ... Low (5)

Page Break

Q134 SECTION 6 of 6: Demographics and Final Comments



Q135 Are you ...

- Married or living in a domestic partnership or civil union (1)
 - Single (2)
-

Q136 How many children do you have?

- None (1)
 - 1 (2)
 - 2 (3)
 - 3 (4)
 - 4 or more (5)
-

Q137 What is your current neighborhood where you live?

- Hyde Park (1)
 - Kenwood (4)
 - Woodlawn (5)
 - South Loop (6)
 - Other (please specify) (7) _____
-

Q142 What is the highest education attained by the person(s) who mostly raised you?

- Less than high school (1)
- High school graduate or GED (2)
- Some college (3)
- 2 year Associate's degree (4)
- 4 year Bachelor's degree (5)
- Professional degree beyond college (6)
- Doctorate (7)
- Other, specify (8) _____

Page Break

Q144 Please share any feedback about this specific survey here.

Q145 Please share any other thoughts about your UChicago graduate program here.

Q157 We will randomly select 50 persons to receive either a \$50 Amazon gift card or a \$50 gift card to the Seminary Co-op.

If you are randomly selected, which gift card would you prefer?

- \$50 Amazon gift card (1)
- \$50 Seminary Co-op gift card (2)
- If I am randomly selected, I would prefer my incentive go to another student. (3)

Q158 PLEASE PROCEED TO THE NEXT PAGE TO SUBMIT YOUR RESPONSES

Q146

Thank You!

We greatly appreciate your taking the time to complete this survey. We cannot evaluate or improve our programs without your input.

End of Block: Default Question Block

APPENDIX 2.1

Graduate Student Survey 2018 Summary*

*Note that the introduction was written prior to the change in chairship of the committee.

University of Chicago Enrolled Graduate Student Survey 2018 Committee on Graduate Education

- ▶ **Introduction and Methodology**
- ▶ **Response Highlights**
- ▶ **Response Summary by Degree Category**

Introduction and Methodology

In April 2018, Provost Daniel Diermeier appointed and charged a Committee on Graduate Education to assess the state of graduate education at the University of Chicago. Composed of graduate students and faculty from across programs and fields of study, the Committee is chaired by the Dean of the Divinity School and Executive Vice Provost, David Nirenberg, and co-chaired by Jordan Johansen, a 4th-year Ph.D. student in the Humanities Division, and Victoria Prince, a faculty member and the dean of students in the Biological Sciences Division.

Per the Provost's charge, "The Committee's task is to survey graduate education at the University in the broadest sense: not only to assess the merits or limitations of a particular program or aspect of graduate education, but to examine its most basic assumptions, with the goal of enhancing the University's ability to maintain the highest standards of quality for graduate education today and in the future."

The Committee began its work in spring, identifying topics for review and gathering information from many sources across the University. In addition to drawing existing data from these diverse sources, in order to help inform its assessment it also created surveys of graduate students, faculty, and directors of graduate studies in all programs. We are reporting the results of the graduate student survey here.

The Enrolled Graduate Student Survey, administered by the UChicago Survey Lab on behalf of the Committee, opened on June 5, 2018, and closed on August 3, 2018. Current students in all graduate degree programs (excluding UChicago Booth School's Executive, Weekend, and Evening MBA students) were each sent a unique link to the survey and reminder emails. Forty percent of all Ph.D. students provided full or partial responses, compared to 24 percent of all other graduate students, for a total of 2,261 responses. The Committee is sharing the aggregate survey results without interpretation and with full transparency, so that community members can decide for themselves what aspects of the responses are most meaningful to them.

The online survey asked questions on topics including:

- academic and social experience;
- quality of research and pedagogical training;
- faculty interaction and mentoring;
- funding and financial considerations;
- housing, transportation, and safety;
- health insurance and healthcare;
- academic and personal obstacles to success; and
- professional development and career advising.

In addition to multiple choice questions, the survey allowed for open-ended text responses to some questions. These open-ended responses are of great importance to the Committee, but in order to protect confidentiality, we will not report individual-level text responses here. A few survey questions that were inadvertently duplicated, included incorrect display logic, or were displayed with incorrect selection types, have been omitted from the summary results.

Over the course of Autumn Quarter the Committee will analyze the data and segment it by program, demographic, cohort, and other factors. That said, the summary data point to some specific areas of student concern.

To give just a few examples:

- Although three-quarters of survey respondents were very or mostly satisfied with the quality of their faculty's advising and instruction, less were satisfied with their faculty's advice about teaching or careers.
- More than half of respondents were very or mostly satisfied with programs and services for international students, but that number dipped to slightly over a third as it related to programs and services for students from underrepresented backgrounds.
- While over half of respondents reported being very or mostly satisfied with campus health care services and psychological counseling services, fewer than half were very or mostly satisfied with the University Student Health Insurance Plan.
- Although only 19 percent of PhD respondents reported being very or mostly dissatisfied with their financial support (the number for non-PhD respondents was 31 percent), 7 percent of all respondents reported troubling levels of financial insecurity.

Our committee will evaluate these and many other areas across our diverse programs. In the next few pages, we visually highlight a few key summary findings, and these are followed with the full survey results. The Committee's analysis of the survey will be incorporated into its final report.

Enrolled Graduate Student Survey 2018

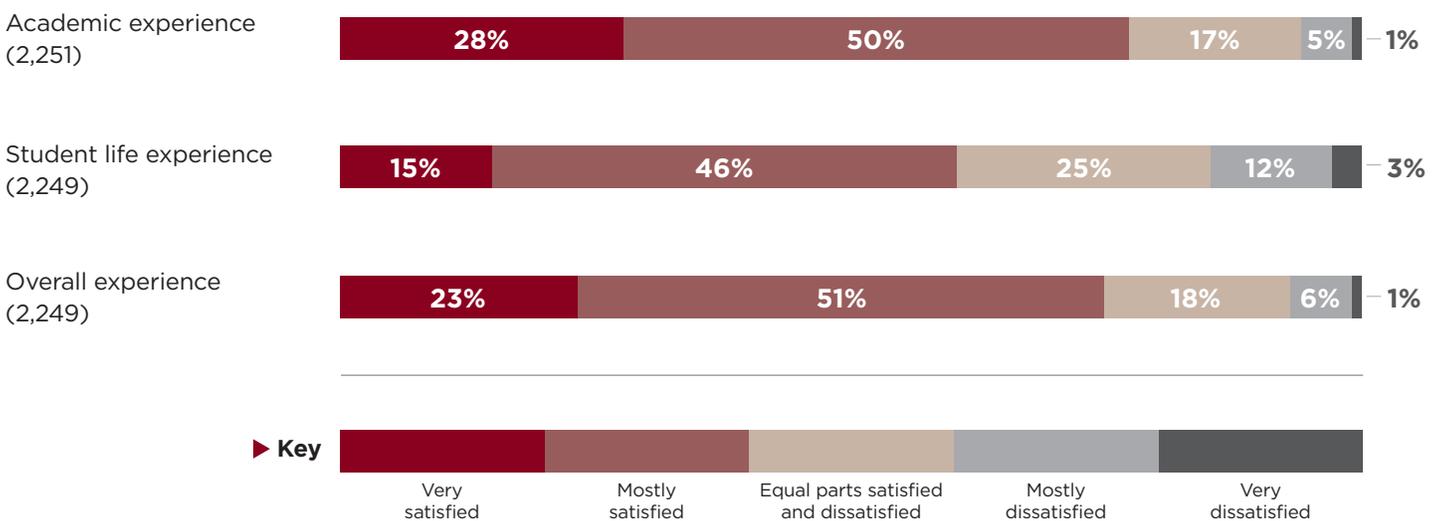
Response Highlights

The below sample of key survey results (in the order the questions appeared in the survey) is followed by the full survey results. Note that the highlights below represent the combined PhD and non-PhD responses, while the full survey results that follow include PhD, non-PhD, and the total results combined.

	Survey
General Satisfaction	(p. 1)
Academic Resources and Support	(p. 2-4)
Faculty Engagement	(p. 4-5)
Housing and Safety	(p. 6)
University Support	(p. 6-8)
Pedagogical Training	(p. 9-10)
Obstacles to Success	(p. 15-16)

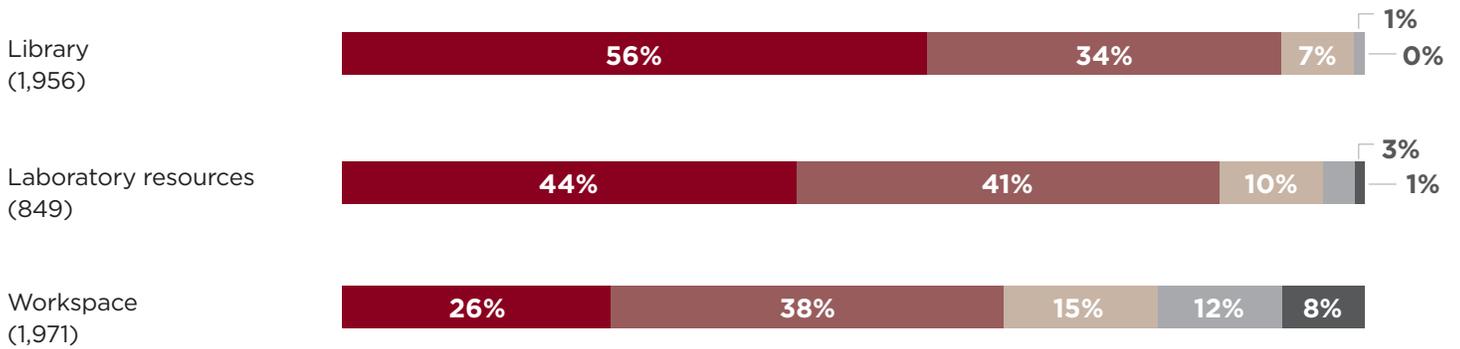
General Satisfaction

Overall, how satisfied are you to date with the following aspects of your UChicago graduate student experience?

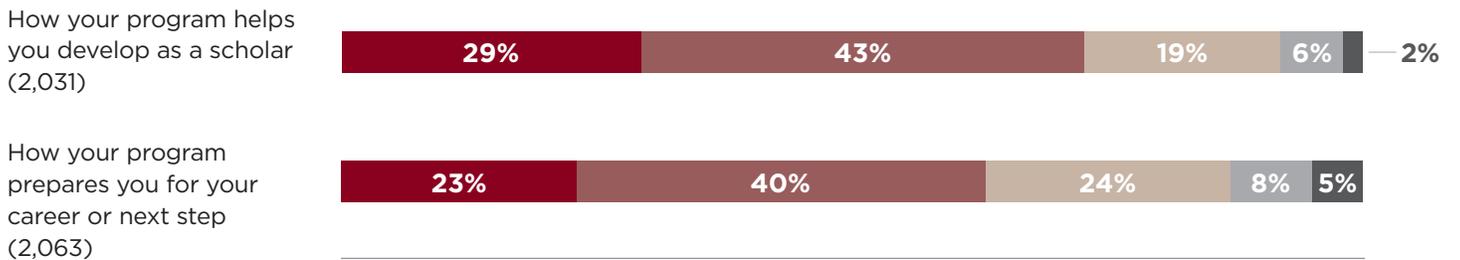


Academic Resources and Support

Please rate your satisfaction with the following material academic resources:

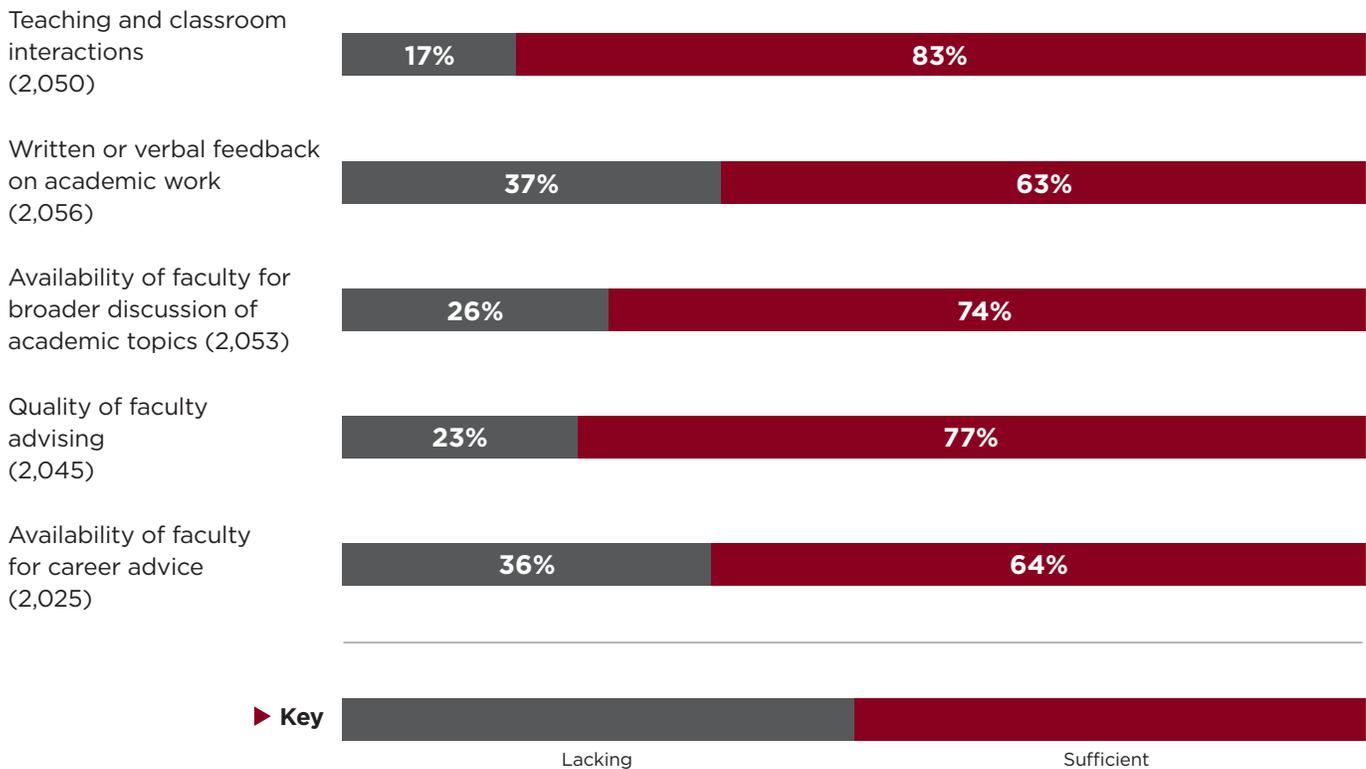


Please rate your satisfaction with the following scholarly supports and opportunities:



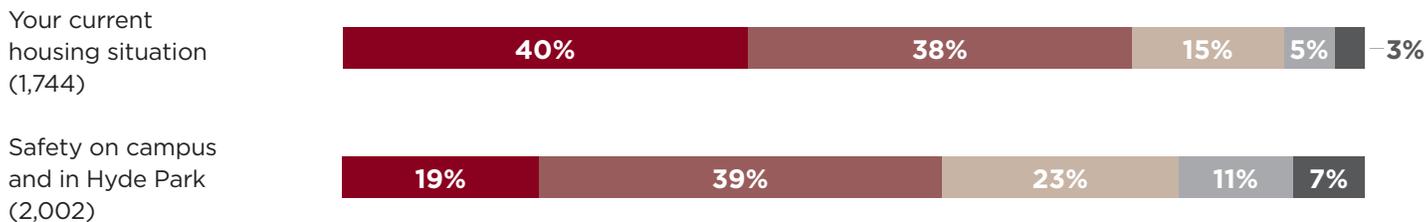
Faculty Engagement

Note which, if any, of the following faculty engagement factors have been lacking.



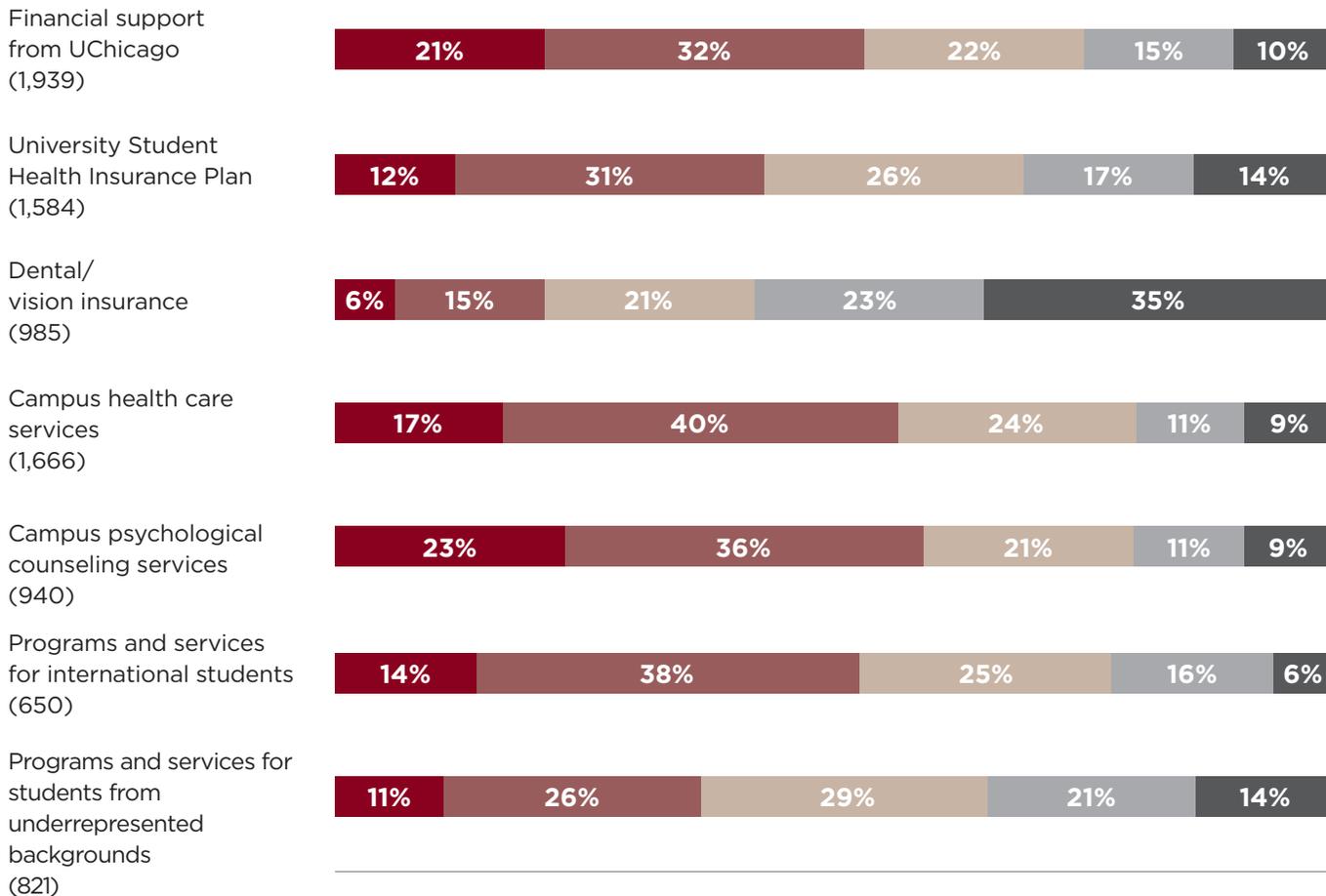
Housing and Safety

Please rate your overall satisfaction with each of the following:



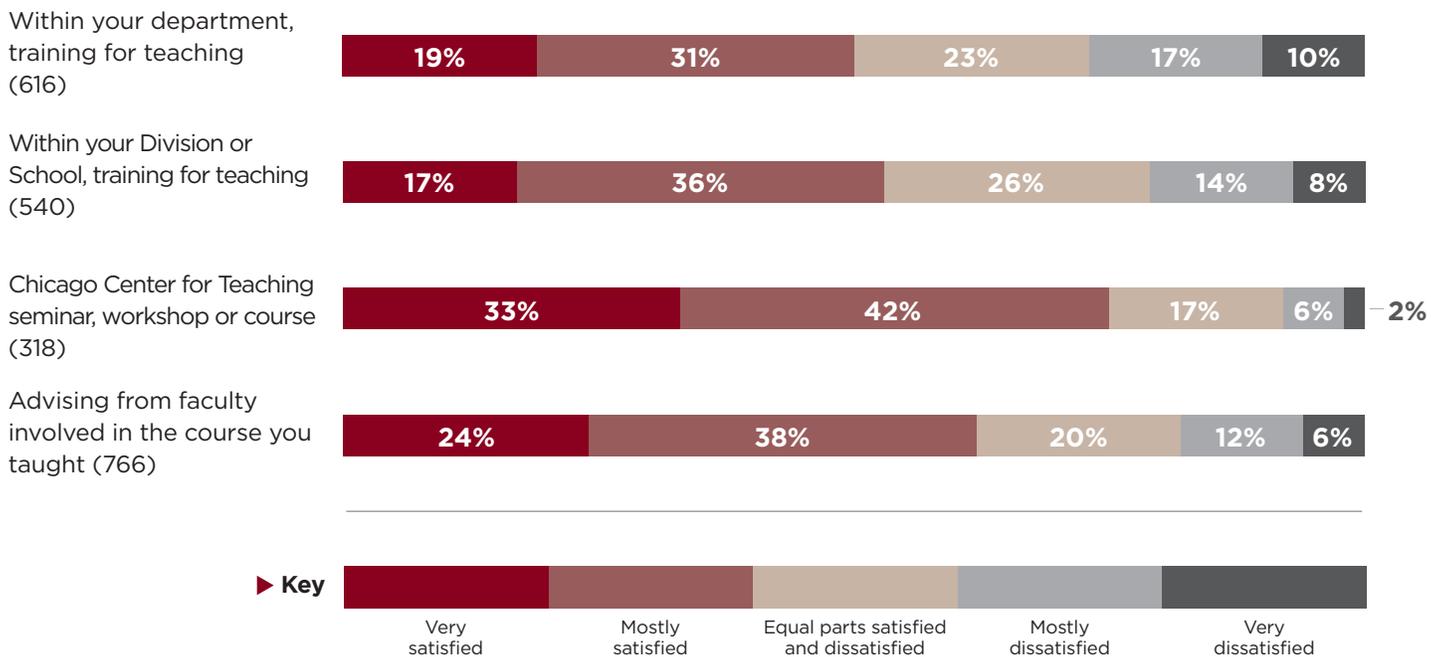
University Support

Please rate your overall satisfaction with each of the following:



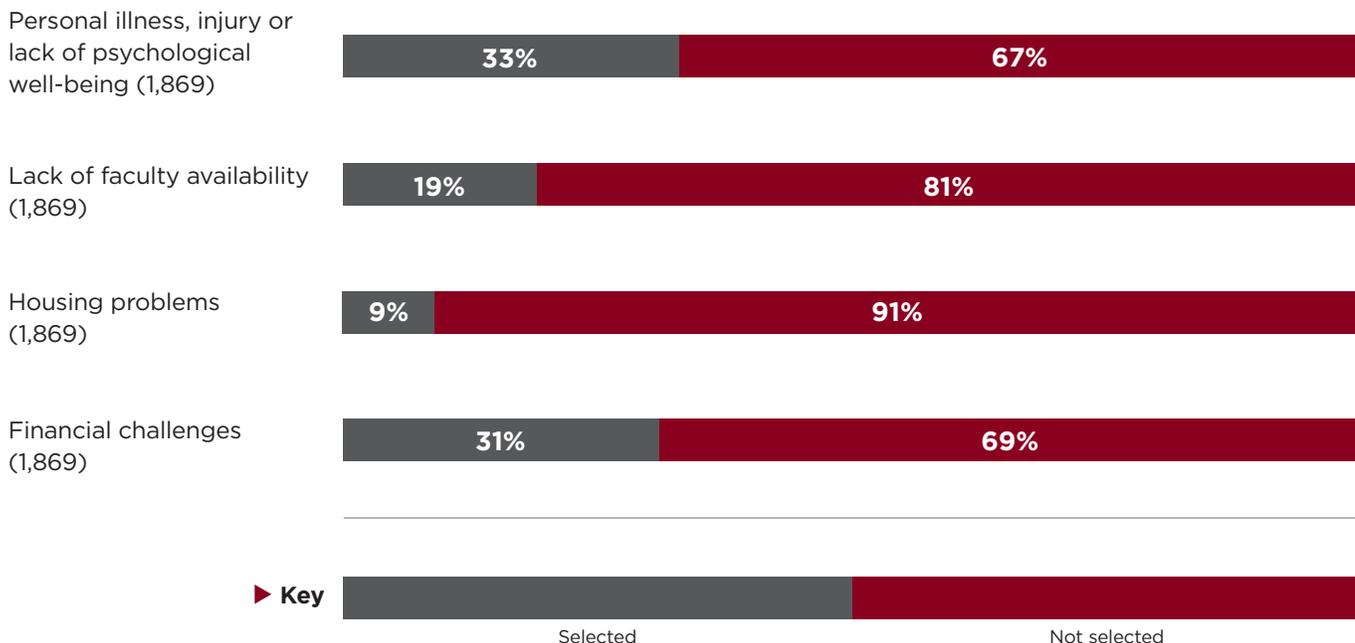
Pedagogical Training

Please rate your satisfaction with the following resources for graduate student teaching support.



Obstacles to Success

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago.



Enrolled Graduate Student Survey 2018 Response Summary by Degree Category

Office of Institutional Research

Degree Category Non-PhD includes respondents in master's degree, MD, JD, and JSD programs
Totals exclude "not applicable" and "do not know" selections

Overall, how satisfied are you to date with the following aspects of your UChicago graduate student experience? Academic experience

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	303	26%	320	30%	623	28%
Mostly satisfied	591	50%	529	50%	1120	50%
Equal parts satisfied and dissatisfied	195	16%	184	17%	379	17%
Mostly dissatisfied	80	7%	28	3%	108	5%
Very dissatisfied	14	1%	7	1%	21	1%
Total	1183	100%	1068	100%	2251	100%

Overall, how satisfied are you to date with the following aspects of your UChicago graduate student experience? Student life experience

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	152	13%	177	17%	329	15%
Mostly satisfied	540	46%	492	46%	1032	46%
Equal parts satisfied and dissatisfied	302	26%	262	25%	564	25%
Mostly dissatisfied	149	13%	112	10%	261	12%
Very dissatisfied	39	3%	24	2%	63	3%
Total	1182	100%	1067	100%	2249	100%

Overall, how satisfied are you to date with the following aspects of your UChicago graduate student experience? Overall Experience

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	236	20%	284	27%	520	23%
Mostly satisfied	596	50%	556	52%	1152	51%
Equal parts satisfied and dissatisfied	239	20%	176	16%	415	18%
Mostly dissatisfied	97	8%	43	4%	140	6%
Very dissatisfied	13	1%	9	1%	22	1%
Total	1181	100%	1068	100%	2249	100%

Would you recommend UChicago to a peer who is interested in your program?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Definitely would	430	38%	454	43%	884	40%
Probably would	359	31%	312	30%	671	31%
Maybe	207	18%	188	18%	395	18%
Probably would not	101	9%	70	7%	171	8%
Definitely would not	47	4%	20	2%	67	3%
Total	1144	100%	1044	100%	2188	100%

What are the main reasons you would or would not recommend your UChicago program to another? [TEXT]

	PhD	Non-PhD	Total
Responses	800	708	1508

Would you recommend UChicago to a peer who is interested in a similar program at another school?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Definitely would	348	31%	391	38%	739	34%
Probably would	387	34%	334	32%	721	33%
Maybe	256	23%	211	21%	467	22%
Probably would not	91	8%	68	7%	159	7%
Definitely would not	47	4%	24	2%	71	3%
Total	1129	100%	1028	100%	2157	100%

What are the main reasons? [Follow up to Would you recommend UChicago to a peer who is interested in a similar program at another school?] [TEXT]

	PhD	Non-PhD	Total
Responses	631	540	1171

Please rate the following specific aspects of your overall academic experience: A. General quality of instruction in your courses.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Excellent	254	23%	292	29%	546	26%
Very good	523	46%	493	49%	1016	47%
Middling	269	24%	196	19%	465	22%
Poor	59	5%	29	3%	88	4%
Very poor	20	2%	6	1%	26	1%
Total	1125	100%	1016	100%	2141	100%

Please rate the following specific aspects of your overall academic experience: B. Quality of curriculum overall - available courses and coverage of field

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Excellent	193	17%	229	23%	422	20%
Very good	529	47%	502	50%	1031	49%
Middling	306	27%	224	22%	530	25%
Poor	73	7%	40	4%	113	5%
Very poor	13	1%	12	1%	25	1%
Total	1114	100%	1007	100%	2121	100%
Insufficient exposure to program and field to say	11		8		19	

Please rate the following specific aspects of your overall academic experience: C. Clarity of program expectations and requirements.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very clear	285	25%	344	34%	629	29%
Mostly clear	481	43%	482	48%	963	45%
Equal parts clear and unclear	235	21%	142	14%	377	18%
Mostly unclear	91	8%	41	4%	132	6%
Very unclear	35	3%	5	0%	40	2%
Total	1127	100%	1014	100%	2141	100%

Please rate the following specific aspects of your overall academic experience: D. Satisfaction with PhD qualifying exam process.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	229	27%	18	31%	247	27%
Mostly satisfied	388	45%	31	53%	419	45%
Equal parts satisfied and dissatisfied	153	18%	8	14%	161	17%
Mostly dissatisfied	61	7%	0	0%	61	7%
Very dissatisfied	32	4%	1	2%	33	4%
Total	863	100%	58	100%	921	100%
Not applicable - not been through this yet or program does not incl	264		953		1217	

Please rate your satisfaction with the following material academic resources: A. Library

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	616	59%	487	54%	1103	56%
Mostly satisfied	343	33%	330	36%	673	34%
Equal parts satisfied and dissatisfied	73	7%	73	8%	146	7%
Mostly dissatisfied	15	1%	13	1%	28	1%
Very dissatisfied	4	0%	2	0%	6	0%
Total	1051	100%	905	100%	1956	100%
Not applicable to your program	72		107		179	

Please rate your satisfaction with the following material academic resources: B. Laboratory resources.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	254	46%	123	41%	377	44%
Mostly satisfied	212	38%	137	46%	349	41%
Equal parts satisfied and dissatisfied	62	11%	26	9%	88	10%
Mostly dissatisfied	20	4%	8	3%	28	3%
Very dissatisfied	4	1%	3	1%	7	1%
Total	552	100%	297	100%	849	100%
Not applicable to your program	572		714		1286	

Please rate your satisfaction with the following material academic resources: C. Database access, computing services.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	393	40%	356	42%	749	41%
Mostly satisfied	437	45%	378	45%	815	45%
Equal parts satisfied and dissatisfied	102	10%	84	10%	186	10%
Mostly dissatisfied	36	4%	18	2%	54	3%
Very dissatisfied	5	1%	6	1%	11	1%
Total	973	100%	842	100%	1815	100%
Not applicable to your program	150		167		317	

Please rate your satisfaction with the following material academic resources: D. Workspace.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	256	24%	265	30%	521	26%
Mostly satisfied	366	34%	389	44%	755	38%
Equal parts satisfied and dissatisfied	158	15%	135	15%	293	15%
Mostly dissatisfied	171	16%	73	8%	244	12%
Very dissatisfied	132	12%	26	3%	158	8%
Total	1083	100%	888	100%	1971	100%
Not applicable	40		122		162	

Please list and evaluate any important material resources relevant to your program not covered above. [TEXT]

	PhD	Non-PhD	Total
Responses	200	142	342

Please rate your satisfaction with the following scholarly supports and opportunities. A. Opportunities to collaborate across disciplines.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	273	26%	159	18%	432	23%
Mostly satisfied	412	39%	348	40%	760	40%
Equal parts satisfied and dissatisfied	221	21%	196	23%	417	22%
Mostly dissatisfied	115	11%	131	15%	246	13%
Very dissatisfied	24	2%	33	4%	57	3%
Total	1045	100%	867	100%	1912	100%
Not applicable	69		129		198	

Please rate your satisfaction with the following scholarly supports and opportunities. B. How your program helps you develop as a scholar.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	293	26%	293	32%	586	29%
Mostly satisfied	499	45%	378	41%	877	43%
Equal parts satisfied and dissatisfied	202	18%	191	21%	393	19%
Mostly dissatisfied	86	8%	41	4%	127	6%
Very dissatisfied	31	3%	17	2%	48	2%
Total	1111	100%	920	100%	2031	100%
Not applicable	5		78		83	

Please rate your satisfaction with the following scholarly supports and opportunities. **C. How your program prepares you for your career or next step.**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	170	16%	309	31%	479	23%
Mostly satisfied	427	40%	392	40%	819	40%
Equal parts satisfied and dissatisfied	280	26%	210	21%	490	24%
Mostly dissatisfied	126	12%	47	5%	173	8%
Very dissatisfied	71	7%	31	3%	102	5%
Total	1074	100%	989	100%	2063	100%
Not applicable	42		8		50	

Please rate your satisfaction with the following scholarly supports and opportunities. **D. Departmental non-faculty advising and support.**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	299	31%	275	32%	574	31%
Mostly satisfied	339	35%	308	36%	647	35%
Equal parts satisfied and dissatisfied	194	20%	162	19%	356	19%
Mostly dissatisfied	87	9%	84	10%	171	9%
Very dissatisfied	51	5%	30	3%	81	4%
Total	970	100%	859	100%	1829	100%
Not applicable	144		137		281	

Note which, if any, of the following faculty engagement factors have been lacking. **Teaching and classroom interactions.**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lacking	208	19%	143	15%	351	17%
Sufficient	877	81%	822	85%	1699	83%
Total	1085	100%	965	100%	2050	100%

Note which, if any, of the following faculty engagement factors have been lacking. **Written or verbal feedback on academic work.**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lacking	398	37%	363	37%	761	37%
Sufficient	689	63%	606	63%	1295	63%
Total	1087	100%	969	100%	2056	100%

Note which, if any, of the following faculty engagement factors have been lacking. **Availability of faculty for broader discussion of academic topics.**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lacking	308	28%	231	24%	539	26%
Sufficient	778	72%	736	76%	1514	74%
Total	1086	100%	967	100%	2053	100%

Note which, if any, of the following faculty engagement factors have been lacking. **Approachability of faculty.**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lacking	288	27%	203	21%	491	24%
Sufficient	798	73%	771	79%	1569	76%
Total	1086	100%	974	100%	2060	100%

Note which, if any, of the following faculty engagement factors have been lacking. **Administrative facilitation of faculty contact.**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lacking	341	32%	229	24%	570	28%
Sufficient	736	68%	734	76%	1470	72%
Total	1077	100%	963	100%	2040	100%

Note which, if any, of the following faculty engagement factors have been lacking. Availability of faculty for advising.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lacking	274	25%	245	25%	519	25%
Sufficient	811	75%	722	75%	1533	75%
Total	1085	100%	967	100%	2052	100%

Note which, if any, of the following faculty engagement factors have been lacking. Quality of faculty advising.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lacking	254	23%	218	23%	472	23%
Sufficient	827	77%	746	77%	1573	77%
Total	1081	100%	964	100%	2045	100%

Note which, if any, of the following faculty engagement factors have been lacking. Continuity of advising.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lacking	339	32%	302	32%	641	32%
Sufficient	737	68%	650	68%	1387	68%
Total	1076	100%	952	100%	2028	100%

Note which, if any, of the following faculty engagement factors have been lacking. Availability of faculty for career advice.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lacking	434	40%	290	30%	724	36%
Sufficient	639	60%	662	70%	1301	64%
Total	1073	100%	952	100%	2025	100%

Note which, if any, of the following faculty engagement factors have been lacking. Faculty help in career placement, including quality of recommendation letters.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lacking	261	26%	265	29%	526	27%
Sufficient	754	74%	656	71%	1410	73%
Total	1015	100%	921	100%	1936	100%

Note which, if any, of the following faculty engagement factors have been lacking. Other, please describe

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lacking	37	45%	28	26%	65	34%
Sufficient	45	55%	81	74%	126	66%
Total	82	100%	109	100%	191	100%

Note which, if any, of the following faculty engagement factors have been lacking. Other, please describe [TEXT]

	PhD	Non-PhD	Total
Responses	47	37	84

Note which, if any, of the following peer and social network factors has been lacking. Inclusion in social groups.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lacking	323	30%	329	34%	652	32%
Sufficient	756	70%	633	66%	1389	68%
Total	1079	100%	962	100%	2041	100%

Note which, if any, of the following peer and social network factors has been lacking. Collegial atmosphere among students

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lacking	294	27%	287	30%	581	28%
Sufficient	790	73%	681	70%	1471	72%
Total	1084	100%	968	100%	2052	100%

Note which, if any, of the following peer and social network factors has been lacking. Opportunities for supportive collaboration with other students on academic work.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Lacking	369	34%	284	30%	653	32%
Sufficient	712	66%	674	70%	1386	68%
Total	1081	100%	958	100%	2039	100%

Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: A. Your current housing situation.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	367	37%	325	44%	692	40%
Mostly satisfied	386	39%	273	37%	659	38%
Equal parts satisfied and dissatisfied	159	16%	97	13%	256	15%
Mostly dissatisfied	59	6%	34	5%	93	5%
Very dissatisfied	28	3%	16	2%	44	3%
Total	999	100%	745	100%	1744	100%
Not applicable	100		227		327	

Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: C. Safety on campus and in Hyde Park.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	184	17%	196	21%	380	19%
Mostly satisfied	421	39%	365	40%	786	39%
Equal parts satisfied and dissatisfied	263	24%	200	22%	463	23%
Mostly dissatisfied	133	12%	97	11%	230	11%
Very dissatisfied	82	8%	61	7%	143	7%
Total	1083	100%	919	100%	2002	100%
Not applicable	16		56		72	

Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: D. Financial support from UChicago.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	232	22%	172	20%	404	21%
Mostly satisfied	391	36%	232	27%	623	32%
Equal parts satisfied and dissatisfied	248	23%	186	22%	434	22%
Mostly dissatisfied	119	11%	164	19%	283	15%
Very dissatisfied	88	8%	107	12%	195	10%
Total	1078	100%	861	100%	1939	100%
Not applicable	19		113		132	

Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: E. UChicago athletic facilities.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	376	41%	217	32%	593	37%
Mostly satisfied	417	45%	295	44%	712	45%
Equal parts satisfied and dissatisfied	86	9%	100	15%	186	12%
Mostly dissatisfied	22	2%	38	6%	60	4%
Very dissatisfied	17	2%	19	3%	36	2%
Total	918	100%	669	100%	1587	100%
Not applicable	180		304		484	

Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: **F. University Student Health Insurance Plan.**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	121	12%	63	12%	184	12%
Mostly satisfied	340	33%	151	28%	491	31%
Equal parts satisfied and dissatisfied	281	27%	133	25%	414	26%
Mostly dissatisfied	176	17%	101	19%	277	17%
Very dissatisfied	128	12%	90	17%	218	14%
Total	1046	100%	538	100%	1584	100%
Not applicable	54		436		490	

Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: **G. Dental / vision insurance.**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	37	5%	22	8%	59	6%
Mostly satisfied	93	13%	57	22%	150	15%
Equal parts satisfied and dissatisfied	132	18%	74	28%	206	21%
Mostly dissatisfied	168	23%	55	21%	223	23%
Very dissatisfied	292	40%	55	21%	347	35%
Total	722	100%	263	100%	985	100%
Not applicable	376		709		1085	

Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: **H. Campus health care services.**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	146	14%	130	20%	276	17%
Mostly satisfied	406	40%	259	39%	665	40%
Equal parts satisfied and dissatisfied	245	24%	148	23%	393	24%
Mostly dissatisfied	121	12%	67	10%	188	11%
Very dissatisfied	92	9%	52	8%	144	9%
Total	1010	100%	656	100%	1666	100%
Not applicable	88		313		401	

Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: **I. Availability of information on programs offered by Student Health.**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	154	15%	160	21%	314	18%
Mostly satisfied	413	40%	283	37%	696	39%
Equal parts satisfied and dissatisfied	251	25%	186	25%	437	25%
Mostly dissatisfied	126	12%	88	12%	214	12%
Very dissatisfied	79	8%	42	6%	121	7%
Total	1023	100%	759	100%	1782	100%
Not applicable	75		209		284	

Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: **J. Campus psychological counseling services.**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	143	24%	77	22%	220	23%
Mostly satisfied	210	36%	124	35%	334	36%
Equal parts satisfied and dissatisfied	124	21%	73	21%	197	21%
Mostly dissatisfied	61	10%	40	11%	101	11%
Very dissatisfied	52	9%	36	10%	88	9%
Total	590	100%	350	100%	940	100%
Not applicable	505		620		1125	

Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: **K. Availability of information on programs offered by Student Counseling.**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	156	20%	125	21%	281	20%
Mostly satisfied	293	37%	221	38%	514	37%
Equal parts satisfied and dissatisfied	205	26%	136	23%	341	25%
Mostly dissatisfied	90	11%	66	11%	156	11%
Very dissatisfied	45	6%	39	7%	84	6%
Total	789	100%	587	100%	1376	100%
Not applicable	307		383		690	

Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: **L. Programs and services for international students.**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	53	14%	40	14%	93	14%
Mostly satisfied	131	36%	117	41%	248	38%
Equal parts satisfied and dissatisfied	99	27%	66	23%	165	25%
Mostly dissatisfied	57	15%	48	17%	105	16%
Very dissatisfied	28	8%	11	4%	39	6%
Total	368	100%	282	100%	650	100%
Not applicable	728		685		1413	

Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: **M. Programs and services for students from underrepresented backgrounds**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	45	11%	44	11%	89	11%
Mostly satisfied	93	22%	117	29%	210	26%
Equal parts satisfied and dissatisfied	118	28%	119	30%	237	29%
Mostly dissatisfied	98	23%	73	18%	171	21%
Very dissatisfied	67	16%	47	12%	114	14%
Total	421	100%	400	100%	821	100%
Not applicable	672		567		1239	

During your University of Chicago graduate program have you taught ...(Please select all that apply) at UChicago?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	763	70%	97	10%	860	42%
Not selected	325	30%	848	90%	1173	58%
Total	1088	100%	945	100%	2033	100%

During your University of Chicago graduate program have you taught ...(Please select all that apply) at other schools or institutions to fulfill UChicago program requirements?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	26	2%	23	2%	49	2%
Not selected	1062	98%	922	98%	1984	98%
Total	1088	100%	945	100%	2033	100%

During your University of Chicago graduate program have you taught ...(Please select all that apply) outside UChicago but not as part of a UChicago program requirement?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	104	10%	34	4%	138	7%
Not selected	984	90%	911	96%	1895	93%
Total	1088	100%	945	100%	2033	100%

During your University of Chicago graduate program have you taught ...(Please select all that apply) None of these - no teaching (yet) while a graduate student at UChicago

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	307	28%	808	86%	1115	55%
Not selected	781	72%	137	14%	918	45%
Total	1088	100%	945	100%	2033	100%

Please rate your satisfaction with the following resources for graduate student teaching support: A. Within your department, training for teaching.

Displayed to respondents who selected "at UChicago," "at other schools or institutions to fulfill UChicago program requirements," and/or "outside UChicago but not as part of a UChicago program requirement" to "During your University of Chicago Graduate program have you taught..."

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied.	99	18%	19	30%	118	19%
Mostly satisfied	166	30%	24	38%	190	31%
Equal parts satisfied and unsatisfied	132	24%	11	17%	143	23%
Mostly dissatisfied	97	18%	7	11%	104	17%
Very dissatisfied	59	11%	2	3%	61	10%
Total	553	100%	63	100%	616	100%
Did not take this training (yet)	56		11		67	
Not applicable to my program	55		38		93	
Not aware of this training	115		25		140	

Please rate your satisfaction with the following resources for graduate student teaching support: B. Within your Division or School, training for teaching.

Displayed to respondents who selected "at UChicago," "at other schools or institutions to fulfill UChicago program requirements," and/or "outside UChicago but not as part of a UChicago program requirement" to "During your University of Chicago Graduate program have you taught..."

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied.	74	15%	16	30%	90	17%
Mostly satisfied	173	36%	19	35%	192	36%
Equal parts satisfied and unsatisfied	126	26%	12	22%	138	26%
Mostly dissatisfied	69	14%	6	11%	75	14%
Very dissatisfied	44	9%	1	2%	45	8%
Total	486	100%	54	100%	540	100%
Did not take this training (yet)	107		23		130	
Not aware of this training	186		58		244	

Please rate your satisfaction with the following resources for graduate student teaching support: C. Chicago Center for Teaching (CCT) conference or forum.

Displayed to respondents who selected "at UChicago," "at other schools or institutions to fulfill UChicago program requirements," and/or "outside UChicago but not as part of a UChicago program requirement" to "During your University of Chicago Graduate program have you taught..."

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied.	75	26%	5	24%	80	26%
Mostly satisfied	131	46%	8	38%	139	45%
Equal parts satisfied and unsatisfied	52	18%	6	29%	58	19%
Mostly dissatisfied	21	7%	2	10%	23	7%
Very dissatisfied	7	2%	0	0%	7	2%
Total	286	100%	21	100%	307	100%
Never used this service	352		34		386	
Not aware of this service	139		81		220	

Please rate your satisfaction with the following resources for graduate student teaching support: D. CCT seminar, workshop or course.

Displayed to respondents who selected "at UChicago," "at other schools or institutions to fulfill UChicago program requirements," and/or "outside UChicago but not as part of a UChicago program requirement" to "During your University of Chicago Graduate program have you taught..."

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied.	97	33%	7	30%	104	33%
Mostly satisfied	128	43%	7	30%	135	42%
Equal parts satisfied and unsatisfied	47	16%	8	35%	55	17%
Mostly dissatisfied	18	6%	1	4%	19	6%
Very dissatisfied	5	2%	0	0%	5	2%
Total	295	100%	23	100%	318	100%
Never used this service	341		31		372	
Not aware of this service	140		82		222	

Please rate your satisfaction with the following resources for graduate student teaching support: E. CCT individual consultation.

Displayed to respondents who selected "at UChicago," "at other schools or institutions to fulfill UChicago program requirements," and/or "outside UChicago but not as part of a UChicago program requirement" to "During your University of Chicago Graduate program have you taught..."

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied.	59	45%	6	35%	65	44%
Mostly satisfied	47	36%	4	24%	51	35%
Equal parts satisfied and unsatisfied	12	9%	6	35%	18	12%
Mostly dissatisfied	8	6%	1	6%	9	6%
Very dissatisfied	4	3%	0	0%	4	3%
Total	130	100%	17	100%	147	100%
Never used this service	482		33		515	
Not aware of this service	164		86		250	

Please rate your satisfaction with the following resources for graduate student teaching support: F. Advising from faculty involved in the course you taught.

Displayed to respondents who selected "at UChicago," "at other schools or institutions to fulfill UChicago program requirements," and/or "outside UChicago but not as part of a UChicago program requirement" to "During your University of Chicago Graduate program have you taught..."

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied.	157	23%	25	26%	182	24%
Mostly satisfied	245	37%	48	51%	293	38%
Equal parts satisfied and unsatisfied	135	20%	15	16%	150	20%
Mostly dissatisfied	88	13%	5	5%	93	12%
Very dissatisfied	46	7%	2	2%	48	6%
Total	671	100%	95	100%	766	100%
Not applicable	104		40		144	

Please provide any specific comments concerning the support you received or did not receive from faculty. [TEXT]

Displayed to respondents who selected "at UChicago," "at other schools or institutions to fulfill UChicago program requirements," "outside UChicago but not as part of a UChicago program requirement," to "During your University of Chicago Graduate program have you taught..."

	PhD	Non-PhD	Total
Responses	225	13	238

G. If you used other teaching resources not listed above, please list and evaluate these below. [TEXT]

Displayed to respondents who selected "at UChicago," "at other schools or institutions to fulfill UChicago program requirements," "outside UChicago but not as part of a UChicago program requirement," to "During your University of Chicago Graduate program have you taught..."

	PhD	Non-PhD	Total
Responses	35	4	39

During your graduate program at UChicago, have you conducted one or more significant (four week or longer) research projects, including dissertation research?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	931	86%	388	41%	1319	65%
No	153	14%	550	59%	703	35%
Total	1084	100%	938	100%	2022	100%

How satisfied have you been with the following aspects of support for your UChicago research work? A. Faculty research project guidance.

Displayed to respondents who selected "Yes" to "During your graduate program at UChicago, have you conducted one or more significant (four week or longer) research projects, including dissertation research?"

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	332	36%	147	38%	479	37%
Mostly satisfied	310	34%	135	35%	445	34%
Equal parts satisfied and dissatisfied	161	17%	62	16%	223	17%
Mostly dissatisfied	77	8%	29	8%	106	8%
Very dissatisfied	42	5%	11	3%	53	4%
Total	922	100%	384	100%	1306	100%

How satisfied have you been with the following aspects of support for your UChicago research work? B. Facilities and equipment for conducting research.

Displayed to respondents who selected "Yes" to "During your graduate program at UChicago, have you conducted one or more significant (four week or longer) research projects, including dissertation research?"

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	343	44%	128	40%	471	43%
Mostly satisfied	303	39%	135	42%	438	40%
Equal parts satisfied and dissatisfied	74	10%	45	14%	119	11%
Mostly dissatisfied	37	5%	10	3%	47	4%
Very dissatisfied	14	2%	2	1%	16	1%
Total	771	100%	320	100%	1091	100%
Not applicable	153		63		216	

How satisfied have you been with the following aspects of support for your UChicago research work? D. Financial support for conducting research.

Displayed to respondents who selected "Yes" to "During your graduate program at UChicago, have you conducted one or more significant (four week or longer) research projects, including dissertation research?"

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	284	33%	59	30%	343	33%
Mostly satisfied	293	34%	57	29%	350	33%
Equal parts satisfied and dissatisfied	124	14%	26	13%	150	14%
Mostly dissatisfied	99	12%	35	18%	134	13%
Very dissatisfied	58	7%	17	9%	75	7%
Total	858	100%	194	100%	1052	100%
Not applicable	64		189		253	

How satisfied have you been with the following aspects of support for your UChicago research work? E. Opportunities to present your research output and receive feedback within UChicago.

Displayed to respondents who selected "Yes" to "During your graduate program at UChicago, have you conducted one or more significant (four week or longer) research projects, including dissertation research?"

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	327	38%	91	31%	418	36%
Mostly satisfied	317	37%	111	38%	428	37%
Equal parts satisfied and dissatisfied	153	18%	57	19%	210	18%
Mostly dissatisfied	56	6%	28	10%	84	7%
Very dissatisfied	15	2%	7	2%	22	2%
Total	868	100%	294	100%	1162	100%
Not applicable	53		89		142	

How satisfied have you been with the following aspects of support for your UChicago research work? F. Opportunities to present your research output and receive feedback beyond UChicago.

Displayed to respondents who selected "Yes" to "During your graduate program at UChicago, have you conducted one or more significant (four week or longer) research projects, including dissertation research?"

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	244	32%	62	29%	306	32%
Mostly satisfied	320	42%	71	33%	391	40%
Equal parts satisfied and dissatisfied	119	16%	44	20%	163	17%
Mostly dissatisfied	48	6%	31	14%	79	8%
Very dissatisfied	22	3%	7	3%	29	3%
Total	753	100%	215	100%	968	100%
Not applicable	167		165		332	

How satisfied have you been with the following aspects of support for your UChicago research work? G. Support for publishing research output.

Displayed to respondents who selected "Yes" to "During your graduate program at UChicago, have you conducted one or more significant (four week or longer) research projects, including dissertation research?"

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	164	24%	63	32%	227	26%
Mostly satisfied	206	30%	47	24%	253	29%
Equal parts satisfied and dissatisfied	135	20%	41	21%	176	20%
Mostly dissatisfied	113	17%	32	16%	145	17%
Very dissatisfied	65	10%	12	6%	77	9%
Total	683	100%	195	100%	878	100%
Not applicable	236		185		421	

How satisfied have you been with the following academic support services? A. Writing support.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	107	28%	82	24%	189	26%
Mostly satisfied	173	45%	147	44%	320	44%
Equal parts satisfied and dissatisfied	59	15%	64	19%	123	17%
Mostly dissatisfied	34	9%	30	9%	64	9%
Very dissatisfied	13	3%	14	4%	27	4%
Total	386	100%	337	100%	723	100%
Never used this service	585		418		1003	
Not aware of this service	103		161		264	

How satisfied have you been with the following academic support services? B. Fellowship advising and support.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	157	30%	42	21%	199	28%
Mostly satisfied	182	35%	79	40%	261	37%
Equal parts satisfied and dissatisfied	105	20%	43	22%	148	21%
Mostly dissatisfied	51	10%	22	11%	73	10%
Very dissatisfied	22	4%	12	6%	34	5%
Total	517	100%	198	100%	715	100%
Never used this service	428		450		878	
Not aware of this service	128		268		396	

How satisfied have you been with the following academic support services? C. English as a Second Language (ESL) resources.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	29	35%	27	25%	56	29%
Mostly satisfied	32	38%	42	38%	74	38%
Equal parts satisfied and dissatisfied	15	18%	28	25%	43	22%
Mostly dissatisfied	2	2%	10	9%	12	6%
Very dissatisfied	6	7%	3	3%	9	5%
Total	84	100%	110	100%	194	100%
Never used this service	276		226		502	
Not applicable	674		516		1190	
Not aware of this service	39		63		102	

How satisfied have you been with the following academic support services? D. Public speaking training and support.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	41	23%	25	19%	66	21%
Mostly satisfied	70	39%	65	50%	135	44%
Equal parts satisfied and dissatisfied	38	21%	24	19%	62	20%
Mostly dissatisfied	19	10%	9	7%	28	9%
Very dissatisfied	13	7%	6	5%	19	6%
Total	181	100%	129	100%	310	100%
Never used this service	601		425		1026	
Not aware of this service	288		363		651	

How well did your program meet the expectations you had when you first enrolled?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Exceeded expectations	125	12%	162	18%	287	14%
Very well	468	44%	368	40%	836	42%
Moderately well	309	29%	264	29%	573	29%
Only slightly	114	11%	96	11%	210	11%
Not at all	50	5%	24	3%	74	4%
Total	1066	100%	914	100%	1980	100%

How well is your program meeting your current expectations?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Exceeding expectations	81	8%	130	14%	211	11%
Very well	475	45%	385	42%	860	43%
Moderately well	353	33%	278	30%	631	32%
Only slightly	124	12%	96	11%	220	11%
Not at all	33	3%	24	3%	57	3%
Total	1066	100%	913	100%	1979	100%

Please elaborate on ways your expectations have changed since coming to UChicago, and/ or the specifics of how your program as exceeded or fallen short of your expectations. [TEXT]

	PhD	Non-PhD	Total
Responses	445	334	779

Given your specific background and needs... please rate the following aspects of campus climate: **A. How welcome have you felt in your department?**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very welcome	449	42%	370	41%	819	42%
Mostly welcome	354	33%	336	37%	690	35%
Sometimes welcome, sometimes unwelcome	197	18%	158	17%	355	18%
Mostly unwelcome	40	4%	37	4%	77	4%
Very unwelcome	25	2%	6	1%	31	2%
Total	1065	100%	907	100%	1972	100%

Given your specific background and needs... please rate the following aspects of campus climate: **B. How welcome have you felt at the University of Chicago?**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very welcome	410	39%	347	38%	757	38%
Mostly welcome	409	38%	342	38%	751	38%
Sometimes welcome, sometimes unwelcome	181	17%	172	19%	353	18%
Mostly unwelcome	50	5%	37	4%	87	4%
Very unwelcome	13	1%	8	1%	21	1%
Total	1063	100%	906	100%	1969	100%

Given your specific background and needs... please rate the following aspects of campus climate: **C. How responsive have faculty been to you and your needs?**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very responsive	368	35%	320	36%	688	35%
Mostly responsive	408	38%	366	41%	774	39%
Equally responsive and nonresponsive	192	18%	155	17%	347	18%
Mostly nonresponsive	73	7%	53	6%	126	6%
Very nonresponsive	20	2%	7	1%	27	1%
Total	1061	100%	901	100%	1962	100%

Given your specific background and needs... please rate the following aspects of campus climate: **D. How responsive have administrators been to you and your needs?**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very responsive	404	38%	328	37%	732	37%
Mostly responsive	373	35%	335	37%	708	36%
Equally responsive and nonresponsive	152	14%	157	17%	309	16%
Mostly nonresponsive	76	7%	54	6%	130	7%
Very nonresponsive	52	5%	24	3%	76	4%
Total	1057	100%	898	100%	1955	100%

Have you ever sought resolution for any inclusion or climate issues?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	136	13%	131	15%	267	14%
No	924	87%	767	85%	1691	86%
Total	1060	100%	898	100%	1958	100%

Please rate how well the path(s) for resolution worked for you.

Displayed to respondents who selected "Yes" to "Have you ever sought resolution for any inclusion or climate issues?"

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very well	12	9%	19	15%	31	12%
Fairly well	21	15%	31	24%	52	19%
Middling	44	32%	35	27%	79	30%
Somewhat poorly	28	21%	31	24%	59	22%
Very poorly	31	23%	15	11%	46	17%
Total	136	100%	131	100%	267	100%

Please describe any specific problems you had seeking resolution. [TEXT]

Displayed to respondents who selected "Yes" to "Have you ever sought resolution for any inclusion or climate issues?" and any selection except "Very well" to "Please rate how well the path(s) for resolution worked for you."

	PhD	Non-PhD	Total
Responses	65	54	119

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Personal illness, injury or lack of psychological well-being

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	400	39%	221	26%	621	33%
Not selected	624	61%	624	74%	1248	67%
Total	1024	100%	845	100%	1869	100%

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Lack of faculty availability

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	231	23%	118	14%	349	19%
Not selected	793	77%	727	86%	1520	81%
Total	1024	100%	845	100%	1869	100%

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Lack of faculty helpfulness

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	287	28%	173	20%	460	25%
Not selected	737	72%	672	80%	1409	75%
Total	1024	100%	845	100%	1869	100%

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Negative research group culture or environment

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	151	15%	44	5%	195	10%
Not selected	873	85%	801	95%	1674	90%
Total	1024	100%	845	100%	1869	100%

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Negative department culture or environment

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	232	23%	110	13%	342	18%
Not selected	792	77%	735	87%	1527	82%
Total	1024	100%	845	100%	1869	100%

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Housing problems

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	121	12%	51	6%	172	9%
Not selected	903	88%	794	94%	1697	91%
Total	1024	100%	845	100%	1869	100%

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Transportation problems

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	70	7%	79	9%	149	8%
Not selected	954	93%	766	91%	1720	92%
Total	1024	100%	845	100%	1869	100%

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Family obligations

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	178	17%	107	13%	285	15%
Not selected	846	83%	738	87%	1584	85%
Total	1024	100%	845	100%	1869	100%

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Time management challenges

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	303	30%	237	28%	540	29%
Not selected	721	70%	608	72%	1329	71%
Total	1024	100%	845	100%	1869	100%

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Poor future career prospects

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	203	20%	123	15%	326	17%
Not selected	821	80%	722	85%	1543	83%
Total	1024	100%	845	100%	1869	100%

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Immigration challenges

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	62	6%	74	9%	136	7%
Not selected	962	94%	771	91%	1733	93%
Total	1024	100%	845	100%	1869	100%

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Financial challenges

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	315	31%	266	31%	581	31%
Not selected	709	69%	579	69%	1288	69%
Total	1024	100%	845	100%	1869	100%

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Other obstacle, please describe

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	75	7%	52	6%	127	7%
Not selected	949	93%	793	94%	1742	93%
Total	1024	100%	845	100%	1869	100%

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Other obstacle, please describe [TEXT]

	PhD	Non-PhD	Total
Responses	75	51	126

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. None of the above

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	190	19%	213	25%	403	22%
Not selected	834	81%	632	75%	1466	78%
Total	1024	100%	845	100%	1869	100%

At any time in the past 12 months was there a significant possibility your food would run out before you were financially able to buy more?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes, often	23	2%	30	3%	53	3%
Yes, sometimes	117	11%	109	12%	226	12%
No	915	87%	752	84%	1667	86%
Total	1055	100%	891	100%	1946	100%

At any time in the past 12 months were there occasions when your food ran out before you were financially able to buy more?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes, often	12	1%	16	2%	28	1.4366%
Yes, sometimes	57	5%	50	6%	107	5.4900%
No	988	93%	826	93%	1814	93%
Total	1057	100%	892	100%	1949	100%

Did you use any UChicago services to help overcome any of the obstacles noted?

Displayed to respondents who selected "Yes, often" or "Yes, sometimes" to either "At any time in the past 12 months was there a significant possibility your food would run out before you were financially able to buy more?" or "At any time in the past 12 months were there occasions when your food ran out before you were financially able to buy more?" or if at least one selection, excluding "None of the above," was made for "Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago."

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Yes	335	40%	190	30%	525	36%
No	501	60%	445	70%	946	64%
Total	836	100%	635	100%	1471	100%

Please elaborate about any ways in which services you needed or used were lacking: [TEXT]

Displayed to respondents who selected "Yes, often" or "Yes, sometimes" to either "At any time in the past 12 months was there a significant possibility your food would run out before you were financially able to buy more?" or "At any time in the past 12 months were there occasions when your food ran out before you were financially able to buy more?" or if at least one selection, excluding "None of the above," was made for "Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago." or if "Yes" was selected for "Did you use any UChicago services to help overcome any of the obstacles noted?"

	PhD	Non-PhD	Total
Responses	324	223	547

How much financial hardship has your attending UChicago created for your household (including you, spouse or partner and any dependents or children)?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Severe	37	4%	69	8%	106	5%
Considerable	169	16%	230	26%	399	20%
Moderate	359	34%	342	38%	701	36%
Negligible	492	47%	249	28%	741	38%
Total	1057	100%	890	100%	1947	100%

How much financial hardship has your attending UChicago created for your parents or those outside your household who support you financially?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Severe	6	1%	37	4%	43	2%
Considerable	53	5%	126	14%	179	9%
Moderate	167	16%	226	26%	393	20%
Negligible	820	78%	490	56%	1310	68%
Total	1046	100%	879	100%	1925	100%

In this quarter (Spring 2018), how often have you ... A. Presented in class?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
4 or more times	125	25%	206	24%	331	24%
2-3 times	159	32%	334	39%	493	36%
Once	110	22%	180	21%	290	21%
Never	105	21%	143	17%	248	18%
Total	499	100%	863	100%	1362	100%
Not applicable - not taking classes this quarter	558		25		583	

In this quarter (Spring 2018), how often have you ... B. Presented to your research group or adviser?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
4 or more times	240	23%	83	9%	323	17%
2-3 times	327	31%	170	19%	497	26%
Once	250	24%	124	14%	374	19%
Never	235	22%	506	57%	741	38%
Total	1052	100%	883	100%	1935	100%

In this quarter (Spring 2018), how often have you ... C. Presented to your peers?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
4 or more times	117	11%	189	21%	306	16%
2-3 times	298	28%	285	32%	583	30%
Once	313	30%	142	16%	455	24%
Never	324	31%	268	30%	592	31%
Total	1052	100%	884	100%	1936	100%

In this quarter (Spring 2018), how often have you ... A. Attended a seminar or lecture in your department.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
4 or more times	594	56%	371	42%	965	50%
2-3 times	260	25%	259	29%	519	27%
Once	77	7%	121	14%	198	10%
Never	124	12%	131	15%	255	13%
Total	1055	100%	882	100%	1937	100%

In this quarter (Spring 2018), how often have you ... B. Attended a Council on Advance Studies-sponsored workshop session.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
4 or more times	116	25%	22	7%	138	18%
2-3 times	67	15%	58	18%	125	16%
Once	63	14%	48	15%	111	14%
Never	210	46%	195	60%	405	52%
Total	456	100%	323	100%	779	100%
Not applicable	82		106		188	
Not know what this is	516		452		968	

In this quarter (Spring 2018), how often have you ... C. Attended a conference in your field.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
4 or more times	24	2%	37	4%	61	3%
2-3 times	180	17%	87	10%	267	14%
Once	354	34%	216	24%	570	29%
Never	496	47%	543	61%	1039	54%
Total	1054	100%	883	100%	1937	100%

In this quarter (Spring 2018), how often have you ... A. Attended a peer's presentation.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
4 or more times	460	44%	144	16%	604	31%
2-3 times	362	34%	242	27%	604	31%
Once	118	11%	184	21%	302	16%
Never	113	11%	312	35%	425	22%
Total	1053	100%	882	100%	1935	100%

In this quarter (Spring 2018), how often have you ... B. Given feedback on another person's work.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
4 or more times	385	37%	214	24%	599	31%
2-3 times	371	35%	257	29%	628	32%
Once	144	14%	132	15%	276	14%
Never	154	15%	278	32%	432	22%
Total	1054	100%	881	100%	1935	100%

This quarter (Spring 2018), how often have you ... A. Met one-on-one with a peer to discuss your research?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
4 or more times	354	34%	113	13%	467	24%
2-3 times	298	28%	146	17%	444	23%
Once	142	13%	87	10%	229	12%
Never	258	25%	528	60%	786	41%
Total	1052	100%	874	100%	1926	100%

This quarter (Spring 2018), how often have you ... B. Met one-on-one with a faculty member supervising your research?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
4 or more times	440	42%	123	14%	563	29%
2-3 times	344	33%	208	24%	552	29%
Once	175	17%	100	11%	275	14%
Never	92	9%	443	51%	535	28%
Total	1051	100%	874	100%	1925	100%

This quarter (Spring 2018), how often have you ... C. Met one-on-one with another faculty member (not the supervising faculty person)?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
4 or more times	96	9%	67	8%	163	8%
2-3 times	258	25%	173	20%	431	22%
Once	266	25%	140	16%	406	21%
Never	431	41%	490	56%	921	48%
Total	1051	100%	870	100%	1921	100%

This quarter (Spring 2018), how often have you ... F. Gone to a campus library, computer room or data center for resources?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
4 or more times	425	40%	413	47%	838	43%
2-3 times	174	17%	171	20%	345	18%
Once	86	8%	73	8%	159	8%
Never	368	35%	218	25%	586	30%
Total	1053	100%	875	100%	1928	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Attending class

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	25	4%	60	11%	85	8%
Not selected	539	96%	463	89%	1002	92%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Performing academic study or research in a laboratory

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	119	21%	100	19%	219	20%
Not selected	445	79%	423	81%	868	80%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Doing academic work or research outside of a class or laboratory

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	247	44%	195	37%	442	41%
Not selected	317	56%	328	63%	645	59%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Teaching at UChicago

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	57	10%	26	5%	83	8%
Not selected	507	90%	497	95%	1004	92%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Teaching at other institutions

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	48	9%	18	3%	66	6%
Not selected	516	91%	505	97%	1021	94%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Participating in a Council on Advanced Studies-sponsored workshop

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	89	16%	60	11%	149	14%
Not selected	475	84%	463	89%	938	86%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Writing grant or fellowship proposals

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	161	29%	82	16%	243	22%
Not selected	403	71%	441	84%	844	78%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Coordinating a Council on Advanced Studies-sponsored workshop

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	48	9%	26	5%	74	7%
Not selected	516	91%	497	95%	1013	93%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Attending UChicagoGRAD events

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	133	24%	177	34%	310	29%
Not selected	431	76%	346	66%	777	71%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Attending events hosted by Graduate Student Organizations

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	117	21%	152	29%	269	25%
Not selected	447	79%	371	71%	818	75%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Paid hourly work on campus.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	40	7%	90	17%	130	12%
Not selected	524	93%	433	83%	957	88%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Paid work off campus.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	50	9%	101	19%	151	14%
Not selected	514	91%	422	81%	936	86%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Volunteer work on or off campus.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	232	41%	259	50%	491	45%
Not selected	332	59%	264	50%	596	55%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Parenting and other family responsibilities.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	173	31%	121	23%	294	27%
Not selected	391	69%	402	77%	793	73%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to financial pressures, you spent less time on than you would have liked. Shopping, cooking, cleaning, clothes care and similar maintenance tasks.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	418	74%	374	72%	792	73%
Not selected	146	26%	149	28%	295	27%
Total	564	100%	523	100%	1087	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Attending class

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	125	14%	104	14%	229	14%
Not selected	747	86%	630	86%	1377	86%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Performing academic study or research in a laboratory

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	151	17%	91	12%	242	15%
Not selected	721	83%	643	88%	1364	85%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Doing academic work or research outside of a class or laboratory

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	233	27%	199	27%	432	27%
Not selected	639	73%	535	73%	1174	73%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Teaching at UChicago

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	210	24%	49	7%	259	16%
Not selected	662	76%	685	93%	1347	84%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Teaching at other institutions

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	119	14%	27	4%	146	9%
Not selected	753	86%	707	96%	1460	91%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Research Assistant (RA) work at UChicago

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	131	15%	161	22%	292	18%
Not selected	741	85%	573	78%	1314	82%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Participating in a Council on Advanced Studies-sponsored workshop

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	137	16%	53	7%	190	12%
Not selected	735	84%	681	93%	1416	88%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Writing grant or fellowship proposals

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	253	29%	120	16%	373	23%
Not selected	619	71%	614	84%	1233	77%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Coordinating a Council on Advanced Studies-sponsored workshop

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	73	8%	34	5%	107	7%
Not selected	799	92%	700	95%	1499	93%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Attending UChicagoGRAD events

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	296	34%	329	45%	625	39%
Not selected	576	66%	405	55%	981	61%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Attending events hosted by Graduate Student Organizations

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	253	29%	275	37%	528	33%
Not selected	619	71%	459	63%	1078	67%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Hourly work on campus (not RA work).

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	97	11%	187	25%	284	18%
Not selected	775	89%	547	75%	1322	82%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Paid work off campus.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	133	15%	272	37%	405	25%
Not selected	739	85%	462	63%	1201	75%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Volunteer work on or off campus.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	387	44%	393	54%	780	49%
Not selected	485	56%	341	46%	826	51%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Parenting and other family responsibilities.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	250	29%	208	28%	458	29%
Not selected	622	71%	526	72%	1148	71%
Total	872	100%	734	100%	1606	100%

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Shopping, cooking, cleaning, clothes care and similar maintenance tasks.

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	667	76%	548	75%	1215	76%
Not selected	205	24%	186	25%	391	24%
Total	872	100%	734	100%	1606	100%

How satisfied are you with how you currently spend your time compared to how you think your time would best be utilized?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Very satisfied	47	4%	76	9%	123	6%
Mostly satisfied	429	41%	395	45%	824	43%
Equal parts satisfied and dissatisfied	398	38%	294	34%	692	36%
Mostly dissatisfied	128	12%	87	10%	215	11%
Very dissatisfied	47	4%	21	2%	68	4%
Total	1049	100%	873	100%	1922	100%

Please tell us what could improve how you spend your time. [TEXT]

Displayed to respondents who selected any option except "Very satisfied" for "How satisfied are you with how you currently spend your time compared to how you think your time would be best utilized?"

	PhD	Non-PhD	Total
Responses	457	252	709

What career path are you currently thinking of taking?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Academic	659	73%	179	23%	838	50%
Industry	160	18%	303	38%	463	27%
Nonprofit (including K-12 and higher education administration)	26	3%	170	21%	196	12%
Government (elected or civil service)	19	2%	104	13%	123	7%
Other	33	4%	37	5%	70	4%
Total	897	100%	793	100%	1690	100%
Not sure	144		72		216	

What career path are you currently thinking of taking? Other [TEXT]

	PhD	Non-PhD	Total
Responses	30	24	54

Which of the following have made a positive contribution to your career development? Please select all that apply.

Coursework

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	628	62%	695	84%	1323	72%
Not selected	391	38%	134	16%	525	28%
Total	1019	100%	829	100%	1848	100%

Which of the following have made a positive contribution to your career development? Please select all that apply.

Research

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	885	87%	371	45%	1256	68%
Not selected	134	13%	458	55%	592	32%
Total	1019	100%	829	100%	1848	100%

Which of the following have made a positive contribution to your career development? Please select all that apply.

Conference attendance

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	581	57%	202	24%	783	42%
Not selected	438	43%	627	76%	1065	58%
Total	1019	100%	829	100%	1848	100%

Which of the following have made a positive contribution to your career development? Please select all that apply. Writing research publications

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	432	42%	84	10%	516	28%
Not selected	587	58%	745	90%	1332	72%
Total	1019	100%	829	100%	1848	100%

Which of the following have made a positive contribution to your career development? Please select all that apply.

Teaching opportunities / requirements

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	511	50%	70	8%	581	31%
Not selected	508	50%	759	92%	1267	69%
Total	1019	100%	829	100%	1848	100%

Which of the following have made a positive contribution to your career development? Please select all that apply.

Meetings with faculty advisor

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	681	67%	295	36%	976	53%
Not selected	338	33%	534	64%	872	47%
Total	1019	100%	829	100%	1848	100%

Which of the following have made a positive contribution to your career development? Please select all that apply.

Meetings with other faculty

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	491	48%	296	36%	787	43%
Not selected	528	52%	533	64%	1061	57%
Total	1019	100%	829	100%	1848	100%

Which of the following have made a positive contribution to your career development? Please select all that apply.

Interactions and connections with other graduate students

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	688	68%	533	64%	1221	66%
Not selected	331	32%	296	36%	627	34%
Total	1019	100%	829	100%	1848	100%

Which of the following services have you used in the past year? Please select all that apply. Resume or CV drafting assistance

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	165	39%	423	73%	588	58%
Not selected	263	61%	157	27%	420	42%
Total	428	100%	580	100%	1008	100%

Which of the following services have you used in the past year? Please select all that apply. Writing advising and support

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	137	32%	163	28%	300	30%
Not selected	291	68%	417	72%	708	70%
Total	428	100%	580	100%	1008	100%

Which of the following services have you used in the past year? Please select all that apply. Fellowship advising and support

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	229	54%	74	13%	303	30%
Not selected	199	46%	506	87%	705	70%
Total	428	100%	580	100%	1008	100%

Which of the following services have you used in the past year? Please select all that apply. Meeting with alumni

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	124	29%	292	50%	416	41%
Not selected	304	71%	288	50%	592	59%
Total	428	100%	580	100%	1008	100%

Which of the following UChicagoGRAD career activities have you done in the past year? Please select all that apply.

Searched for jobs / internships on the UChicagoGRAD / GRADgargoyle job board

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	208	46%	382	76%	590	62%
Not selected	245	54%	121	24%	366	38%
Total	453	100%	503	100%	956	100%

Which of the following UChicagoGRAD career activities have you done in the past year? Please select all that apply.

Applied for jobs / internships through the job board

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	60	13%	245	49%	305	32%
Not selected	393	87%	258	51%	651	68%
Total	453	100%	503	100%	956	100%

Which of the following UChicagoGRAD career activities have you done in the past year? Please select all that apply.

Attended a UChicagoGRAD job fair

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	123	27%	196	39%	319	33%
Not selected	330	73%	307	61%	637	67%
Total	453	100%	503	100%	956	100%

Which of the following UChicagoGRAD career activities have you done in the past year? Please select all that apply. Visited the UChicagoGRAD office (on the 3rd floor of the Campus Bookstore building)

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	306	68%	181	36%	487	51%
Not selected	147	32%	322	64%	469	49%
Total	453	100%	503	100%	956	100%

Which of the following UChicagoGRAD career activities have you done in the past year? Please select all that apply.

UChicagoGRAD interview / job talk practice / GRADTalk

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	75	17%	82	16%	157	16%
Not selected	378	83%	421	84%	799	84%
Total	453	100%	503	100%	956	100%

Which of the following UChicagoGRAD career activities have you done in the past year? Please select all that apply.

Individual career advising session with UChicagoGRAD

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	106	23%	95	19%	201	21%
Not selected	347	77%	408	81%	755	79%
Total	453	100%	503	100%	956	100%

Which of the following additional career activities have you done in the past year? Please select all that apply. Attended a job fair not sponsored by UChicagoGRAD

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	47	10%	127	19%	174	15%
Not selected	431	90%	526	81%	957	85%
Total	478	100%	653	100%	1131	100%

Which of the following additional career activities have you done in the past year? Please select all that apply. Applied for jobs / internships outside of UChicagoGRAD listings

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	138	29%	382	58%	520	46%
Not selected	340	71%	271	42%	611	54%
Total	478	100%	653	100%	1131	100%

Which of the following additional career activities have you done in the past year? Please select all that apply.

Departmental interview / Job talk practice

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	65	14%	108	17%	173	15%
Not selected	413	86%	545	83%	958	85%
Total	478	100%	653	100%	1131	100%

Which of the following additional career activities have you done in the past year? Please select all that apply. Completed an internship

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	48	10%	247	38%	295	26%
Not selected	430	90%	406	62%	836	74%
Total	478	100%	653	100%	1131	100%

Which of the following additional career activities have you done in the past year? Please select all that apply. Created or edited a LinkedIn profile

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	319	67%	496	76%	815	72%
Not selected	159	33%	157	24%	316	28%
Total	478	100%	653	100%	1131	100%

Which of the following additional career activities have you done in the past year? Please select all that apply. Created or edited another online profile - please identify type

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	112	23%	42	6%	154	14%
Not selected	366	77%	611	94%	977	86%
Total	478	100%	653	100%	1131	100%

Which of the following additional career activities have you done in the past year? Please select all that apply. Created or edited another online profile - please identify type [TEXT]

	PhD	Non-PhD	Total
Responses	101	31	132

Since the start of your UChicago graduate program, how many internships have you had?

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
None	894	87%	454	54%	1348	72%
One	84	8%	238	28%	322	17%
Two or more	44	4%	146	17%	190	10%
Total	1022	100%	838	100%	1860	100%

Please indicate which of the following you know well enough to ask for a recommendation for an academic job: UChicago faculty

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	954	96%	527	75%	1481	87%
Not selected	44	4%	174	25%	218	13%
Total	998	100%	701	100%	1699	100%

Please indicate which of the following you know well enough to ask for a recommendation for an academic job: UChicago staff in your department or program

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	285	29%	302	43%	587	35%
Not selected	713	71%	399	57%	1112	65%
Total	998	100%	701	100%	1699	100%

Please indicate which of the following you know well enough to ask for a recommendation for an academic job: Other UChicago staff

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	80	8%	89	13%	169	10%
Not selected	918	92%	612	87%	1530	90%
Total	998	100%	701	100%	1699	100%

Please indicate which of the following you know well enough to ask for a recommendation for an academic job: UChicago alumni

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	71	7%	135	19%	206	12%
Not selected	927	93%	566	81%	1493	88%
Total	998	100%	701	100%	1699	100%

Please indicate which of the following you know well enough to ask for a recommendation for an academic job: Faculty at other institutions

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	501	50%	233	33%	734	43%
Not selected	497	50%	468	67%	965	57%
Total	998	100%	701	100%	1699	100%

Please indicate which of the following you know well enough to ask for a recommendation for an academic job: Another recommendation source for an academic job, please describe

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	29	3%	33	5%	62	4%
Not selected	969	97%	668	95%	1637	96%
Total	998	100%	701	100%	1699	100%

Please indicate which of the following you know well enough to ask for a recommendation for an academic job: Another recommendation source for an academic job, please describe [TEXT]

	PhD	Non-PhD	Total
Responses	25	27	52

How did you become acquainted with faculty from other institutions? Please check all that apply. Conferences

Displayed to respondents who selected "Faculty at other institutions" for "Please indicate which of the following you know well enough to ask for a recommendation for an academic job"

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	220	44%	26	12%	246	34%
Not selected	278	56%	193	88%	471	66%
Total	498	100%	219	100%	717	100%

How did you become acquainted with faculty from other institutions? Please check all that apply. Workshop or departmental seminar series visitors

Displayed to respondents who selected "Faculty at other institutions" for "Please indicate which of the following you know well enough to ask for a recommendation for an academic job"

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	103	21%	15	7%	118	16%
Not selected	395	79%	204	93%	599	84%
Total	498	100%	219	100%	717	100%

How did you become acquainted with faculty from other institutions? Please check all that apply. Visiting faculty at UChicago

Displayed to respondents who selected "Faculty at other institutions" for "Please indicate which of the following you know well enough to ask for a recommendation for an academic job"

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	97	19%	10	5%	107	15%
Not selected	401	81%	209	95%	610	85%
Total	498	100%	219	100%	717	100%

How did you become acquainted with faculty from other institutions? Please check all that apply. Your time at another institution

Displayed to respondents who selected "Faculty at other institutions" for "Please indicate which of the following you know well enough to ask for a recommendation for an academic job"

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	383	77%	190	87%	573	80%
Not selected	115	23%	29	13%	144	20%
Total	498	100%	219	100%	717	100%

How did you become acquainted with faculty from other institutions? Please check all that apply. Former UChicago faculty who moved elsewhere

Displayed to respondents who selected "Faculty at other institutions" for "Please indicate which of the following you know well enough to ask for a recommendation for an academic job"

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	57	11%	13	6%	70	10%
Not selected	441	89%	206	94%	647	90%
Total	498	100%	219	100%	717	100%

How did you become acquainted with faculty from other institutions? Please check all that apply. Research paper collaborator

Displayed to respondents who selected "Faculty at other institutions" for "Please indicate which of the following you know well enough to ask for a recommendation for an academic job"

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	133	27%	19	9%	152	21%
Not selected	365	73%	200	91%	565	79%
Total	498	100%	219	100%	717	100%

How did you become acquainted with faculty from other institutions? Please check all that apply. Something else, please describe

Displayed to respondents who selected "Faculty at other institutions" for "Please indicate which of the following you know well enough to ask for a recommendation for an academic job"

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Selected	51	10%	20	9%	71	10%
Not selected	447	90%	199	91%	646	90%
Total	498	100%	219	100%	717	100%

How did you become acquainted with faculty from other institutions? Please check all that apply. Something else, please describe [TEXT]

Displayed to respondents who selected "Faculty at other institutions" for "Please indicate which of the following you know well enough to ask for a recommendation for an academic job"

	PhD	Non-PhD	Total
Responses	50	19	69

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. A. Posing good research questions. Skill pre UChicago

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	37	4%	58	8%	95	5%
Medium-high	118	12%	128	17%	246	14%
Medium	335	33%	290	38%	625	35%
Medium-low	328	32%	177	23%	505	29%
Low	195	19%	103	14%	298	17%
Total	1013	100%	756	100%	1769	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **A. Posing good research questions. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	233	23%	135	18%	368	21%
Medium-high	449	44%	338	45%	787	45%
Medium	244	24%	205	27%	449	25%
Medium-low	69	7%	48	6%	117	7%
Low	17	2%	28	4%	45	3%
Total	1012	100%	754	100%	1766	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **B. Designing research. Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	30	3%	32	4%	62	4%
Medium-high	105	10%	89	12%	194	11%
Medium	298	29%	230	31%	528	30%
Medium-low	313	31%	216	29%	529	30%
Low	265	26%	183	24%	448	25%
Total	1011	100%	750	100%	1761	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **B. Designing research. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	216	21%	90	12%	306	17%
Medium-high	436	43%	268	36%	704	40%
Medium	262	26%	221	30%	483	28%
Medium-low	76	8%	102	14%	178	10%
Low	16	2%	66	9%	82	5%
Total	1006	100%	747	100%	1753	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **C. Executing research. Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	66	7%	45	6%	111	6%
medium-high	171	17%	127	17%	298	17%
Medium	342	34%	273	36%	615	35%
Medium-low	278	27%	162	22%	440	25%
Low	154	15%	141	19%	295	17%
Total	1011	100%	748	100%	1759	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **C. Executing research. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	268	27%	131	18%	399	23%
medium-high	414	41%	271	36%	685	39%
Medium	248	25%	197	27%	445	25%
Medium-low	57	6%	84	11%	141	8%
Low	20	2%	60	8%	80	5%
Total	1007	100%	743	100%	1750	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **C. Presenting information orally. Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	111	11%	131	17%	242	14%
Medium-high	234	23%	205	27%	439	25%
Medium	317	31%	269	35%	586	33%
Medium-low	201	20%	112	15%	313	18%
Low	149	15%	48	6%	197	11%
Total	1012	100%	765	100%	1777	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **C. Presenting information orally. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	242	24%	183	24%	425	24%
Medium-high	424	42%	308	40%	732	41%
Medium	253	25%	205	27%	458	26%
Medium-low	69	7%	52	7%	121	7%
Low	23	2%	14	2%	37	2%
Total	1011	100%	762	100%	1773	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **D. Writing Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	132	13%	159	21%	291	16%
Medium-high	276	27%	244	32%	520	29%
Medium	323	32%	246	32%	569	32%
Medium-low	187	18%	85	11%	272	15%
Low	94	9%	29	4%	123	7%
Total	1012	100%	763	100%	1775	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **D. Writing Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	273	27%	238	31%	511	29%
Medium-high	406	40%	330	43%	736	42%
Medium	243	24%	154	20%	397	22%
Medium-low	65	6%	30	4%	95	5%
Low	24	2%	8	1%	32	2%
Total	1011	100%	760	100%	1771	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **A. Programming. Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
5 High	51	5%	22	3%	73	4%
4	78	8%	35	5%	113	7%
3	148	16%	97	13%	245	15%
2	185	20%	102	14%	287	17%
1 Low	480	51%	468	65%	948	57%
Total	942	100%	724	100%	1666	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **A. Programming. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
5 High	97	10%	54	7%	151	9%
4	200	21%	112	15%	312	19%
3	215	23%	165	23%	380	23%
2	117	12%	111	15%	228	14%
1 Low	309	33%	281	39%	590	36%
Total	938	100%	723	100%	1661	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **B. Data analysis. Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	34	4%	21	3%	55	3%
Medium-high	94	10%	62	8%	156	9%
Medium	236	25%	188	25%	424	25%
Medium-low	247	26%	213	29%	460	27%
Low	323	35%	256	35%	579	35%
Total	934	100%	740	100%	1674	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **B. Data analysis. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	135	15%	73	10%	208	12%
Medium-high	254	27%	206	28%	460	28%
Medium	261	28%	222	30%	483	29%
Medium-low	116	12%	133	18%	249	15%
Low	165	18%	104	14%	269	16%
Total	931	100%	738	100%	1669	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **C. Using quantitative tools. Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	47	5%	28	4%	75	5%
Medium-high	92	10%	70	10%	162	10%
Medium	203	22%	158	21%	361	22%
Medium-low	212	23%	170	23%	382	23%
Low	371	40%	309	42%	680	41%
Total	925	100%	735	100%	1660	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **C. Using quantitative tools. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	120	13%	79	11%	199	12%
Medium-high	220	24%	175	24%	395	24%
Medium	225	24%	194	27%	419	25%
Medium-low	135	15%	132	18%	267	16%
Low	223	24%	152	21%	375	23%
Total	923	100%	732	100%	1655	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **A. Managing people. Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	86	9%	65	9%	151	9%
Medium-high	173	18%	211	28%	384	22%
Medium	289	30%	270	36%	559	33%
Medium-low	215	22%	134	18%	349	20%
Low	197	21%	72	10%	269	16%
Total	960	100%	752	100%	1712	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **A. Managing people. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	107	11%	100	13%	207	12%
Medium-high	261	27%	262	35%	523	31%
Medium	340	35%	252	34%	592	35%
Medium-low	153	16%	86	11%	239	14%
Low	97	10%	50	7%	147	9%
Total	958	100%	750	100%	1708	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **B. Managing budgets. Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	102	11%	64	9%	166	10%
Medium-high	156	16%	152	20%	308	18%
Medium	284	30%	260	35%	544	32%
Medium-low	206	22%	136	18%	342	20%
Low	210	22%	132	18%	342	20%
Total	958	100%	744	100%	1702	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **B. Managing budgets. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	136	14%	76	10%	212	12%
Medium-high	234	24%	205	28%	439	26%
Medium	305	32%	248	34%	553	33%
Medium-low	146	15%	111	15%	257	15%
Low	136	14%	100	14%	236	14%
Total	957	100%	740	100%	1697	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **C. Prioritizing tasks. Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	133	14%	115	15%	248	14%
Medium-high	232	24%	253	34%	485	28%
Medium	354	36%	274	36%	628	36%
Medium-low	179	18%	91	12%	270	16%
Low	76	8%	22	3%	98	6%
Total	974	100%	755	100%	1729	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **C. Prioritizing tasks. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	181	19%	213	28%	394	23%
Medium-high	355	36%	314	42%	669	39%
Medium	310	32%	178	24%	488	28%
Medium-low	94	10%	40	5%	134	8%
Low	33	3%	7	1%	40	2%
Total	973	100%	752	100%	1725	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **A. Working collaboratively. Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	124	13%	183	24%	307	18%
Medium-high	273	28%	260	34%	533	31%
Medium	370	38%	238	31%	608	35%
Medium-low	155	16%	56	7%	211	12%
Low	59	6%	19	3%	78	4%
Total	981	100%	756	100%	1737	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **A. Working collaboratively. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	151	15%	232	31%	383	22%
Medium-high	374	38%	311	41%	685	40%
Medium	320	33%	164	22%	484	28%
Medium-low	100	10%	31	4%	131	8%
Low	35	4%	15	2%	50	3%
Total	980	100%	753	100%	1733	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **B. Working with people from diverse backgrounds. Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	281	29%	256	34%	537	31%
Medium-high	276	28%	225	30%	501	29%
Medium	292	30%	196	26%	488	28%
Medium-low	94	10%	54	7%	148	9%
Low	35	4%	24	3%	59	3%
Total	978	100%	755	100%	1733	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **B. Working with people from diverse backgrounds. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	326	33%	339	45%	665	38%
Medium-high	354	36%	282	38%	636	37%
Medium	235	24%	110	15%	345	20%
Medium-low	42	4%	10	1%	52	3%
Low	20	2%	11	1%	31	2%
Total	977	100%	752	100%	1729	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **C. Building a network of collaborators. Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	76	8%	75	10%	151	9%
Medium-high	119	12%	156	21%	275	16%
Medium	291	30%	300	40%	591	34%
Medium-low	280	29%	161	21%	441	26%
Low	207	21%	61	8%	268	16%
Total	973	100%	753	100%	1726	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **C. Building a network of collaborators. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	115	12%	139	19%	254	15%
Medium-high	248	26%	269	36%	517	30%
Medium	332	34%	211	28%	543	32%
Medium-low	178	18%	96	13%	274	16%
Low	99	10%	35	5%	134	8%
Total	972	100%	750	100%	1722	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **A. Mentoring students. Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	67	7%	103	14%	170	10%
Medium-high	144	15%	151	21%	295	17%
Medium	315	32%	250	35%	565	33%
Medium-low	235	24%	121	17%	356	21%
Low	210	22%	94	13%	304	18%
Total	971	100%	719	100%	1690	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **A. Mentoring students. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	159	16%	132	18%	291	17%
Medium-high	378	39%	198	28%	576	34%
Medium	264	27%	239	33%	503	30%
Medium-low	105	11%	87	12%	192	11%
Low	62	6%	60	8%	122	7%
Total	968	100%	716	100%	1684	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **B. Teaching groups of people. Skill pre UChicago**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	49	5%	77	11%	126	7%
Medium-high	150	15%	139	19%	289	17%
Medium	311	32%	257	36%	568	34%
Medium-low	250	26%	138	19%	388	23%
Low	211	22%	109	15%	320	19%
Total	971	100%	720	100%	1691	100%

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **B. Teaching groups of people. Skill now**

	PhD		Non-PhD		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
High	152	16%	102	14%	254	15%
Medium-high	386	40%	187	26%	573	34%
Medium	285	29%	242	34%	527	31%
Medium-low	95	10%	106	15%	201	12%
Low	51	5%	79	11%	130	8%
Total	969	100%	716	100%	1685	100%

Please share any feedback about this specific survey here. [TEXT]

	PhD	Non-PhD	Total
Responses	184	127	311

Please share any other thoughts about your UChicago graduate program here. [TEXT]

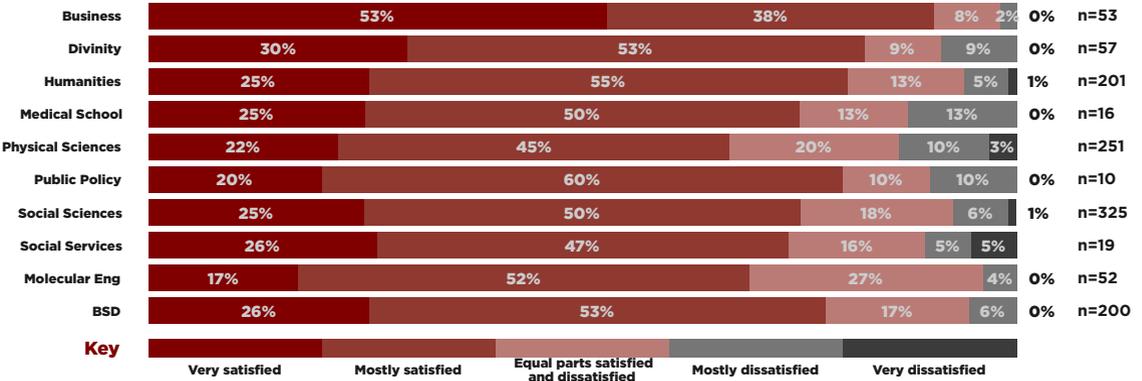
	PhD	Non-PhD	Total
Responses	190	116	306

APPENDIX 2.2

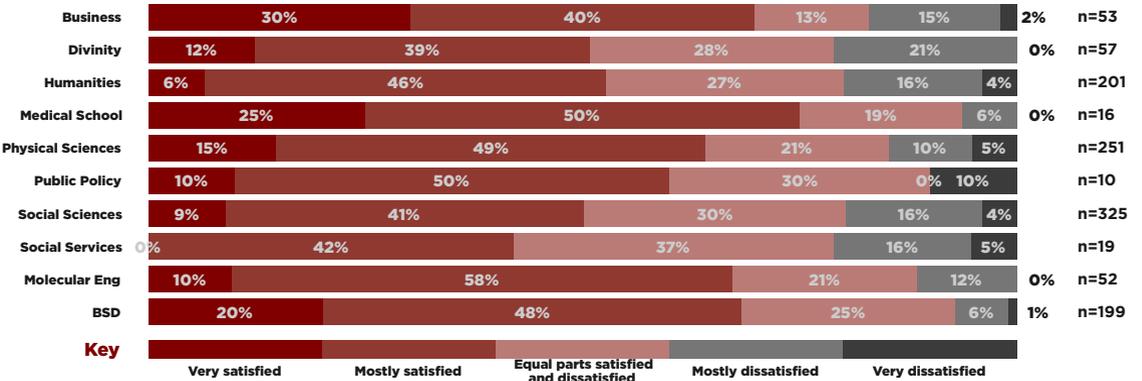
Enrolled Graduate Student Survey 2018 PhD Response Summary by Academic Unit*

*The survey introduction for respondents specified that all reporting of responses would be in aggregate. For this reason, one non-PhD student response is included in this summary.

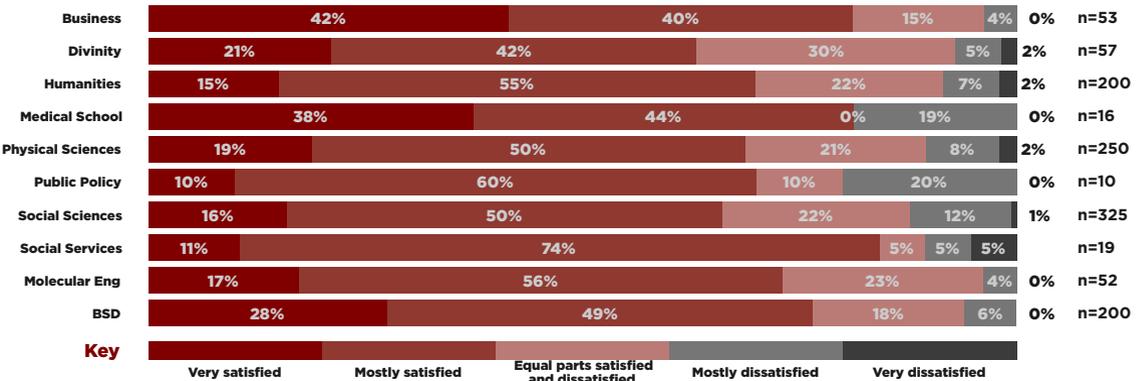
Overall, how satisfied are you to date with the following aspects of your UChicago graduate student experience? Academic experience



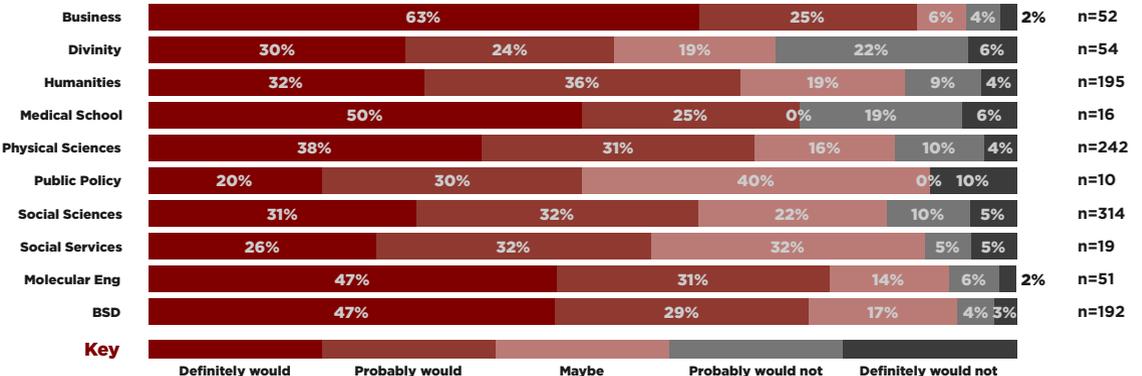
Overall, how satisfied are you to date with the following aspects of your UChicago graduate student experience? Student life experience



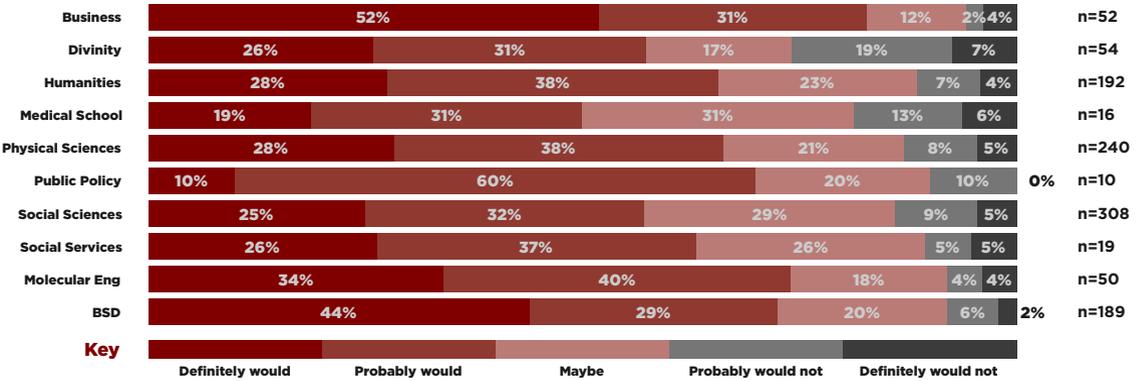
Overall, how satisfied are you to date with the following aspects of your UChicago graduate student experience? Overall Experience



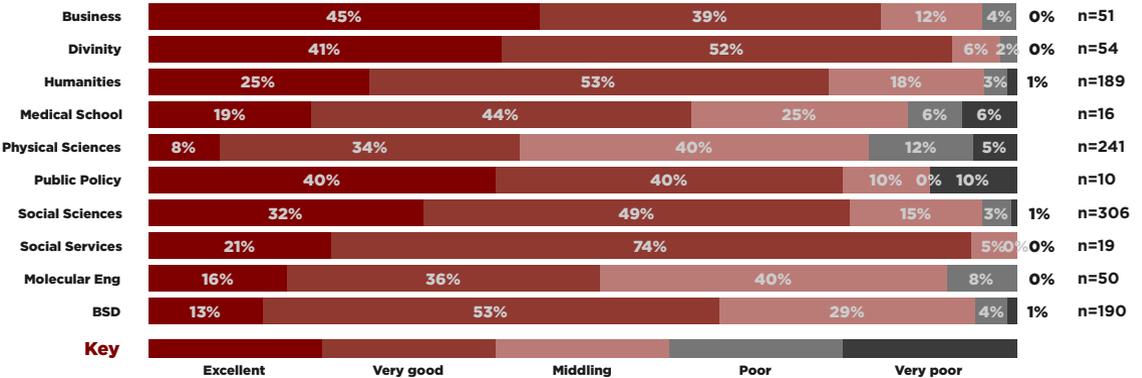
Would you recommend UChicago to a peer who is interested in your program?



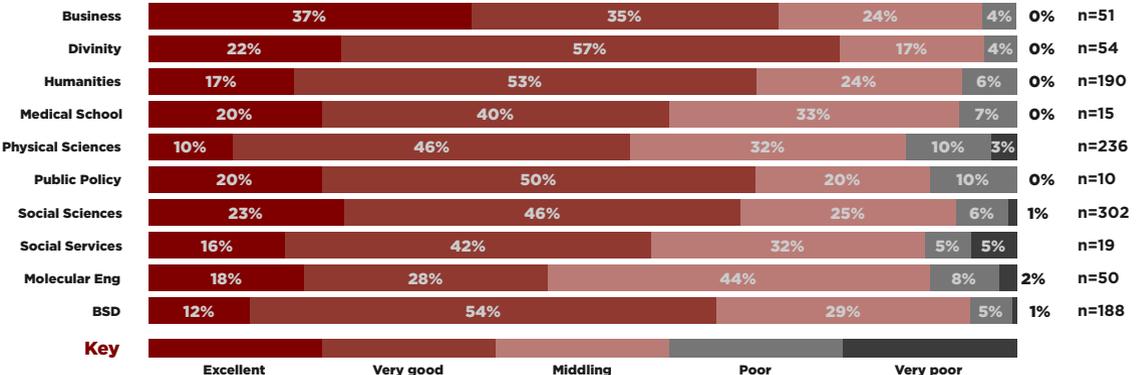
Would you recommend UChicago to a peer who is interested in a similar program at another school?



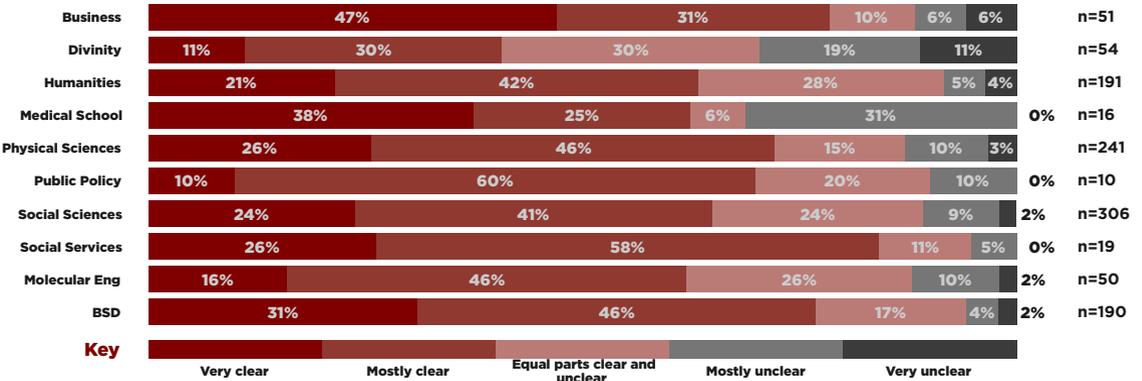
Please rate the following specific aspects of your overall academic experience: A. General quality of instruction in your courses.



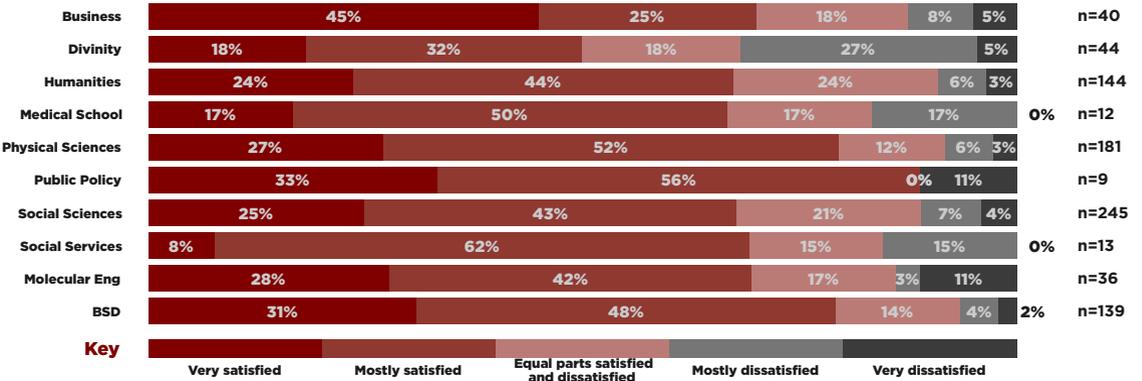
Please rate the following specific aspects of your overall academic experience: B. Quality of curriculum overall - available courses and coverage of field



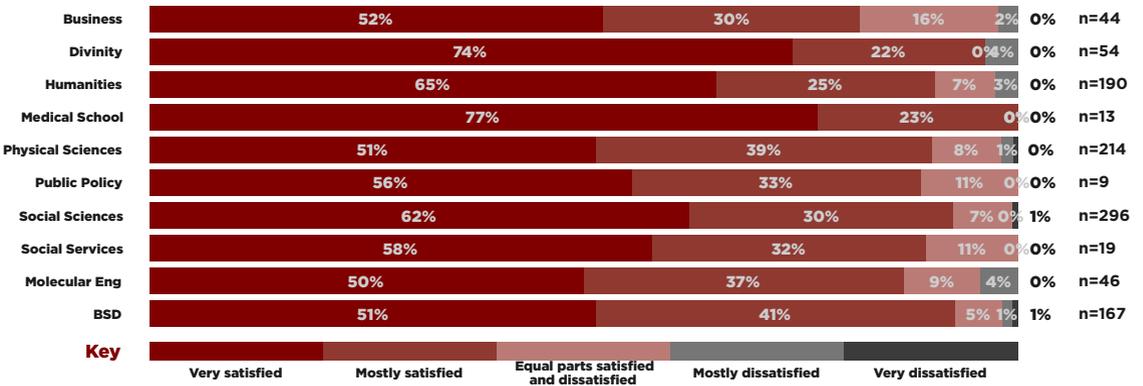
Please rate the following specific aspects of your overall academic experience: C. Clarity of program expectations and requirements.



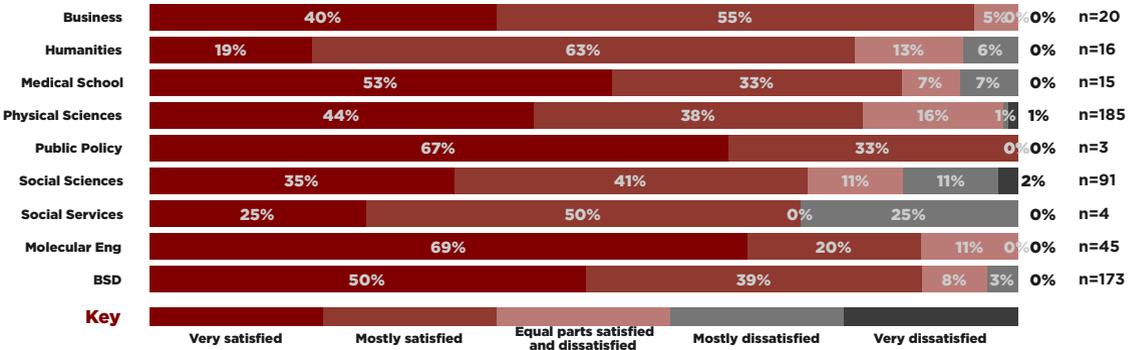
Please rate the following specific aspects of your overall academic experience: D. Satisfaction with PhD qualifying exam process.



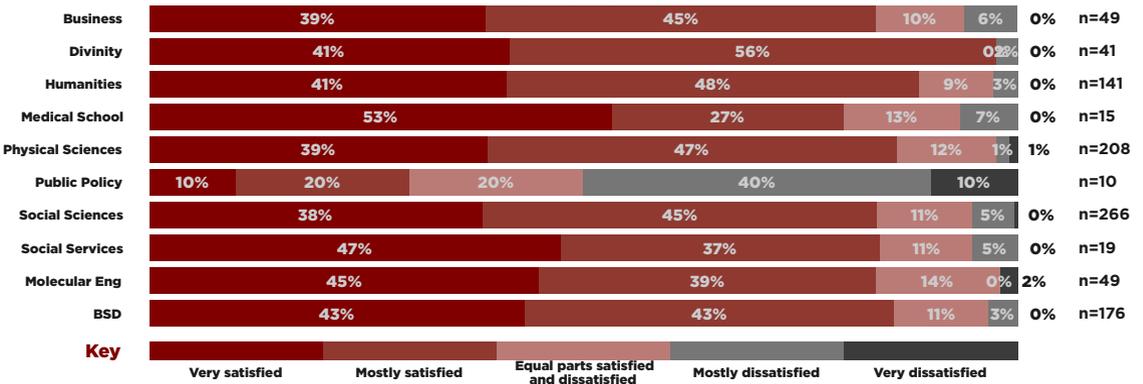
Please rate your satisfaction with the following material academic resources: **A. Library**



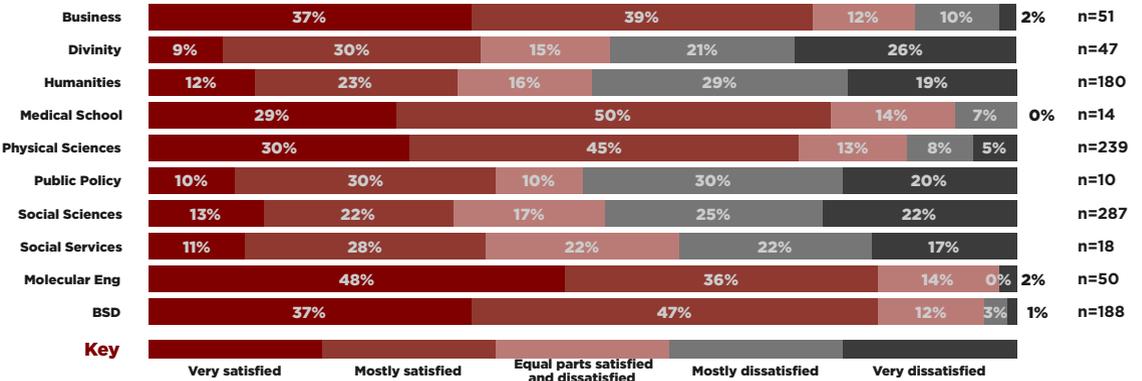
Please rate your satisfaction with the following material academic resources: **B. Laboratory resources.**



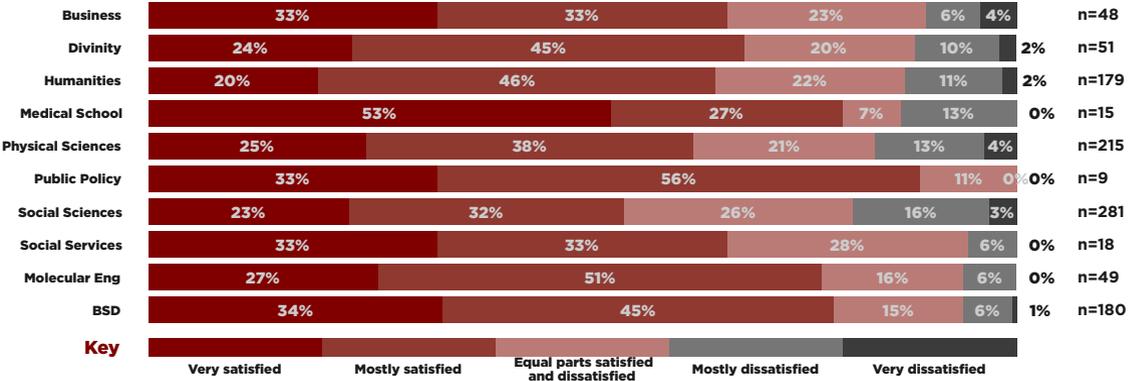
Please rate your satisfaction with the following material academic resources: **C. Database access, computing services.**



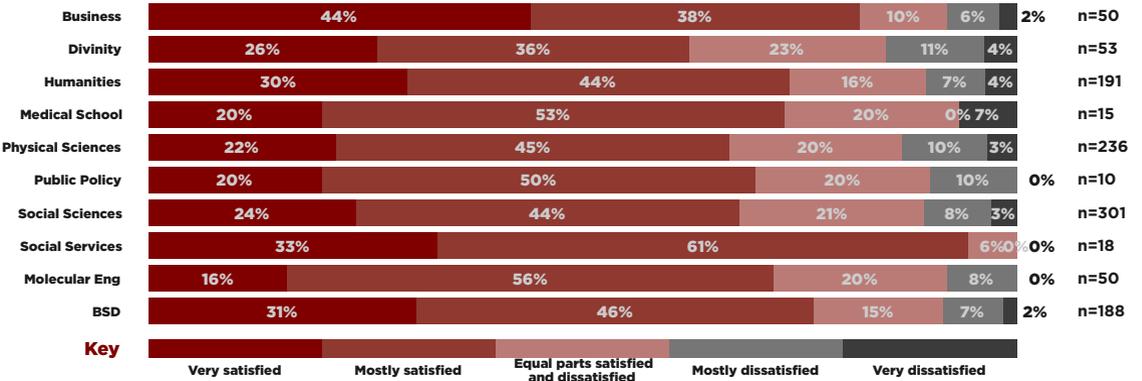
Please rate your satisfaction with the following material academic resources: **D. Workspace.**



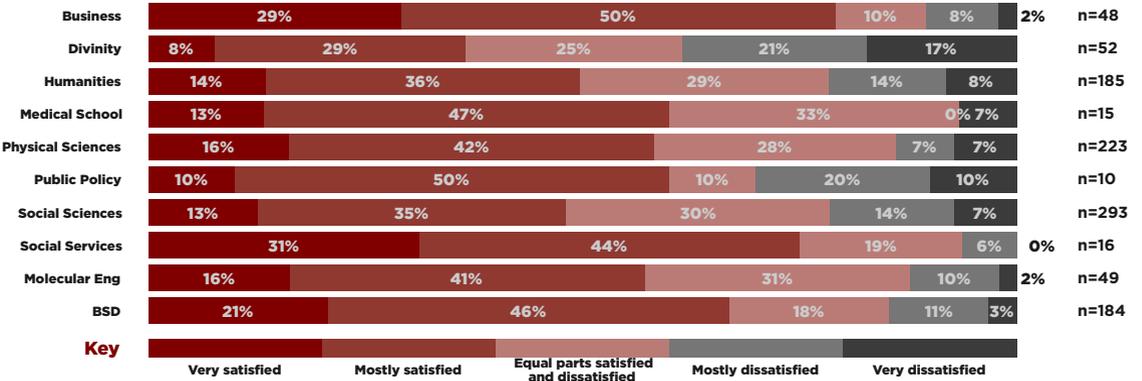
Please rate your satisfaction with the following scholarly supports and opportunities. **A. Opportunities to collaborate across disciplines.**



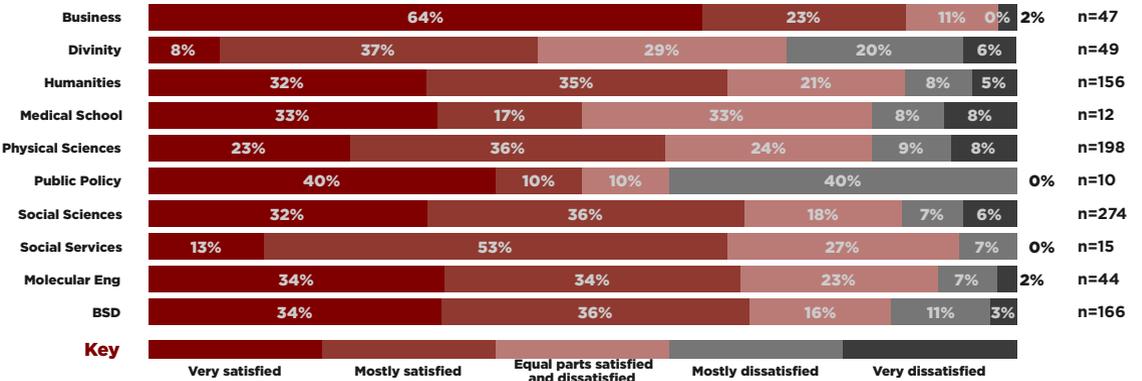
Please rate your satisfaction with the following scholarly supports and opportunities. **B. How your program helps you develop as a scholar.**



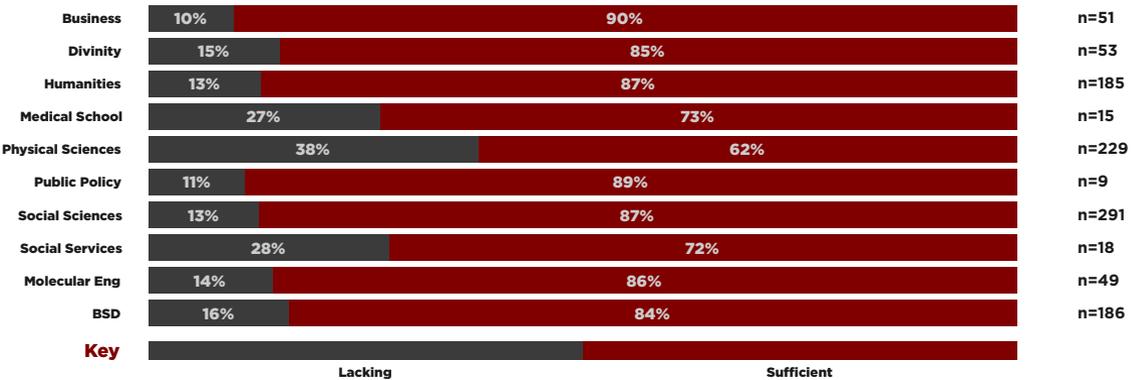
Please rate your satisfaction with the following scholarly supports and opportunities. C. How your program prepares you for your career or next step.



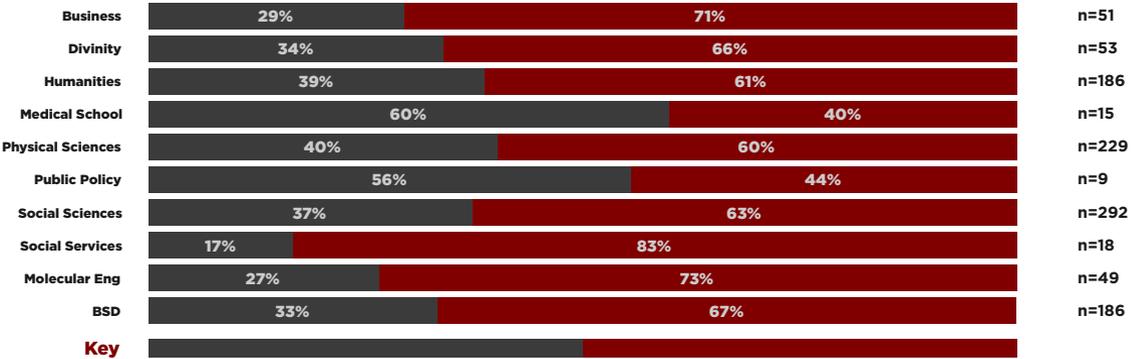
Please rate your satisfaction with the following scholarly supports and opportunities. D. Departmental non-faculty advising and support.



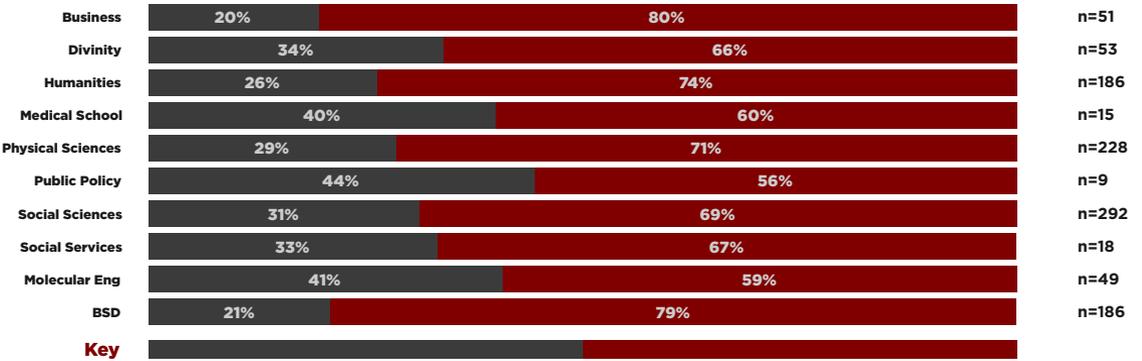
Note which, if any, of the following faculty engagement factors have been lacking. Teaching and classroom interactions.



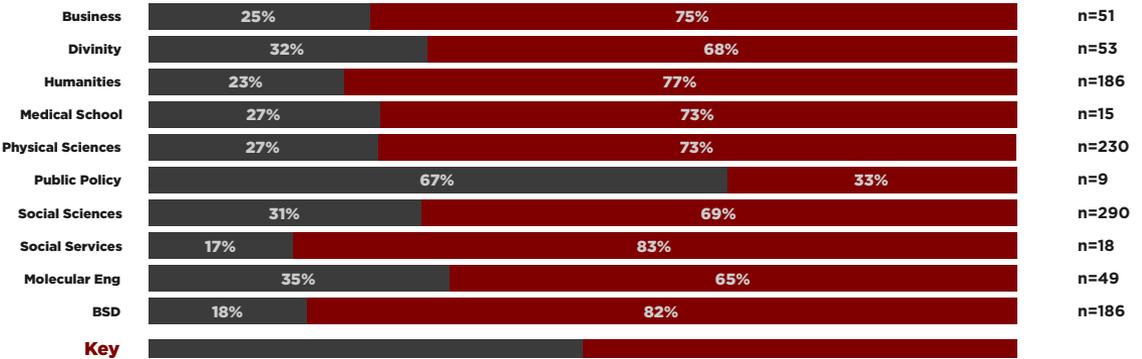
Note which, if any, of the following faculty engagement factors have been lacking. Written or verbal feedback on academic work.



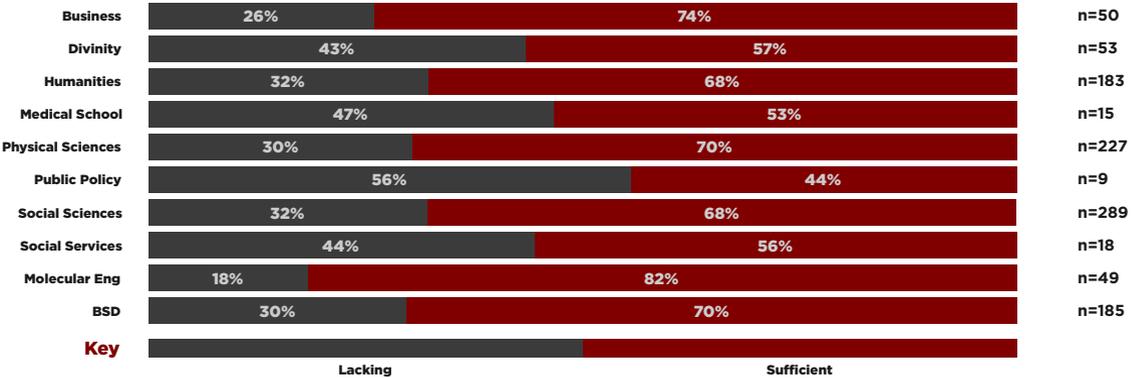
Note which, if any, of the following faculty engagement factors have been lacking. Availability of faculty for broader discussion of academic topics.



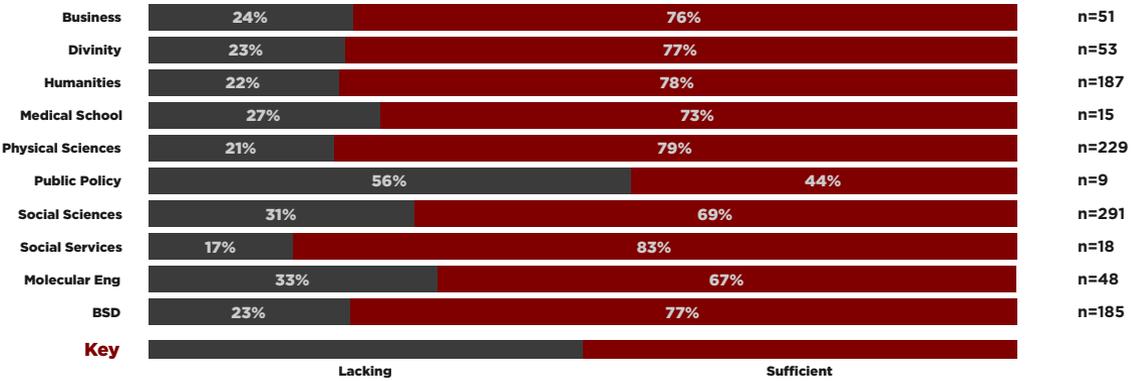
Note which, if any, of the following faculty engagement factors have been lacking. Approachability of faculty.



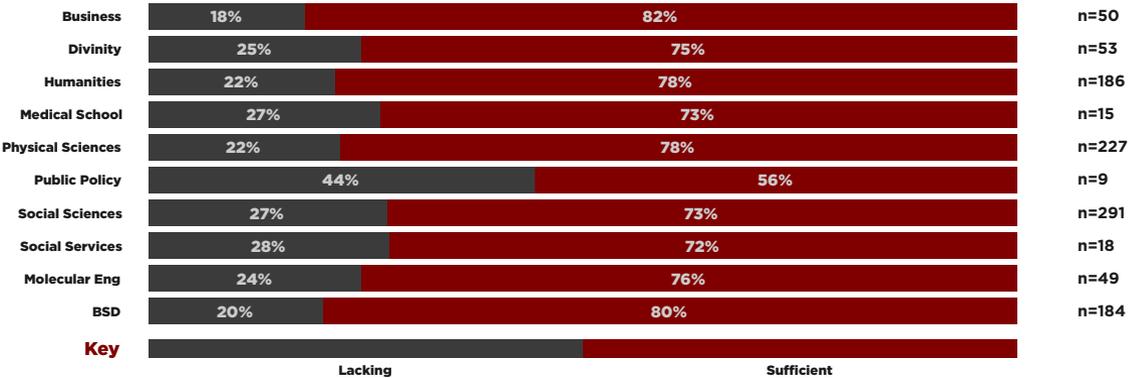
Note which, if any, of the following faculty engagement factors have been lacking.
Administrative facilitation of faculty contact.



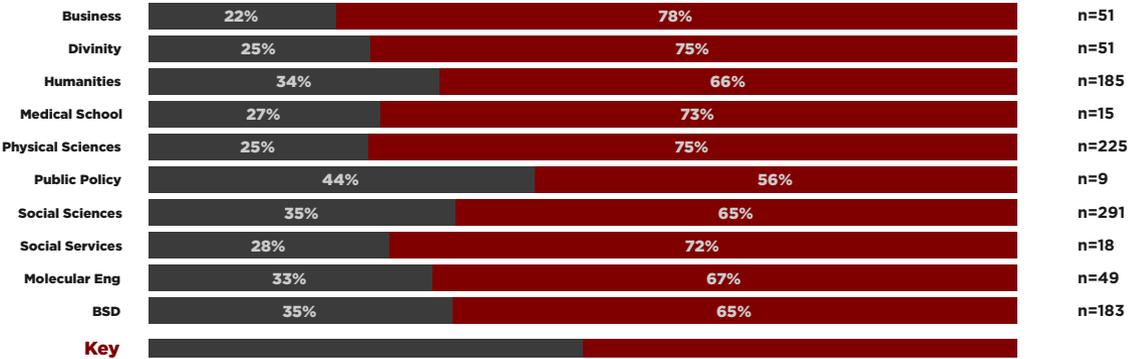
Note which, if any, of the following faculty engagement factors have been lacking.
Availability of faculty for advising.



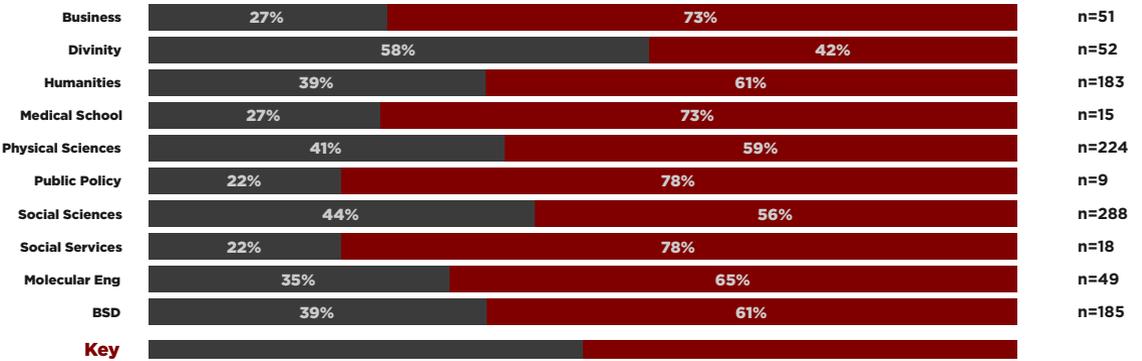
Note which, if any, of the following faculty engagement factors have been lacking. **Quality of faculty advising.**



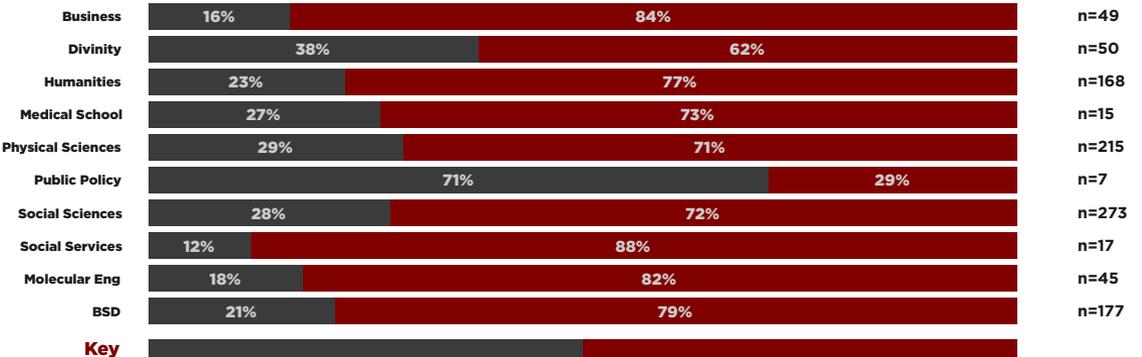
Note which, if any, of the following faculty engagement factors have been lacking. Continuity of advising.



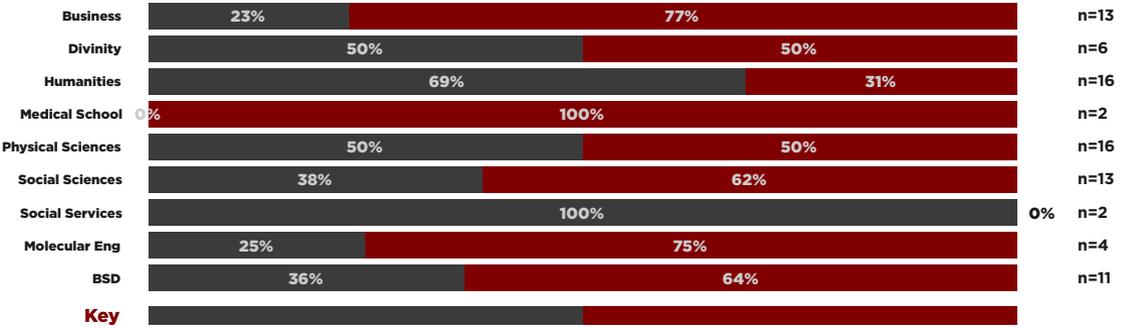
Note which, if any, of the following faculty engagement factors have been lacking. Availability of faculty for career advice.



Note which, if any, of the following faculty engagement factors have been lacking. Faculty help in career placement, including quality of recommendation letters.



Note which, if any, of the following faculty engagement factors have been lacking. Other, please describe

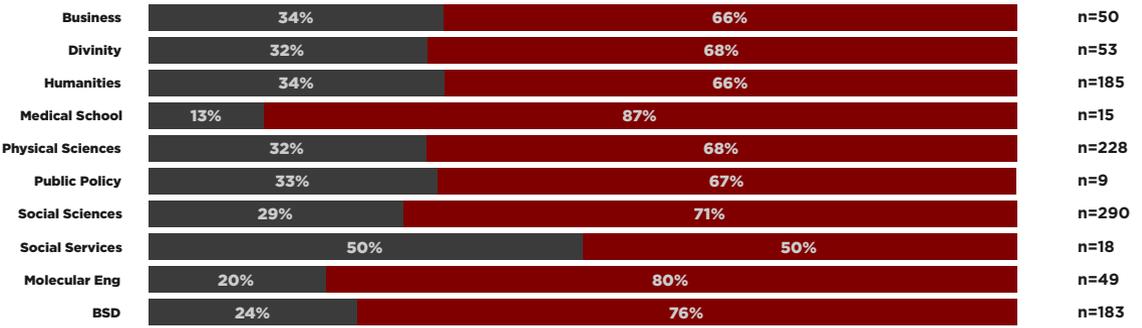


Key

Lacking

Sufficient

Note which, if any, of the following peer and social network factors has been lacking. Inclusion in social groups.

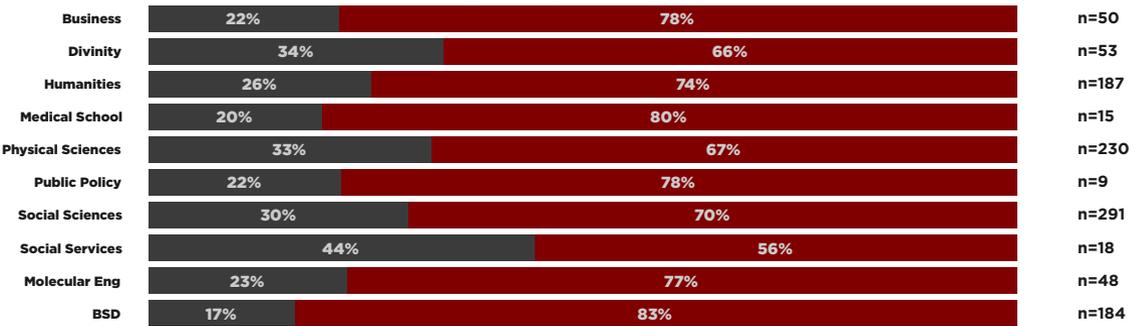


Key

Lacking

Sufficient

Note which, if any, of the following peer and social network factors has been lacking. Collegial atmosphere among students

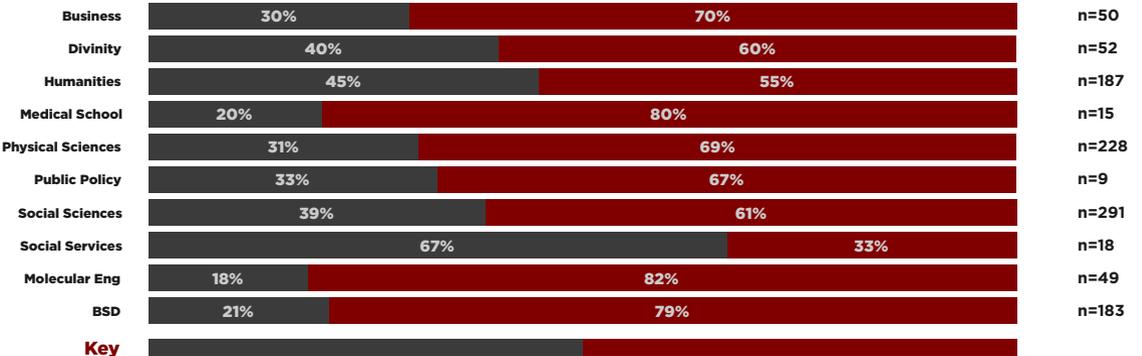


Key

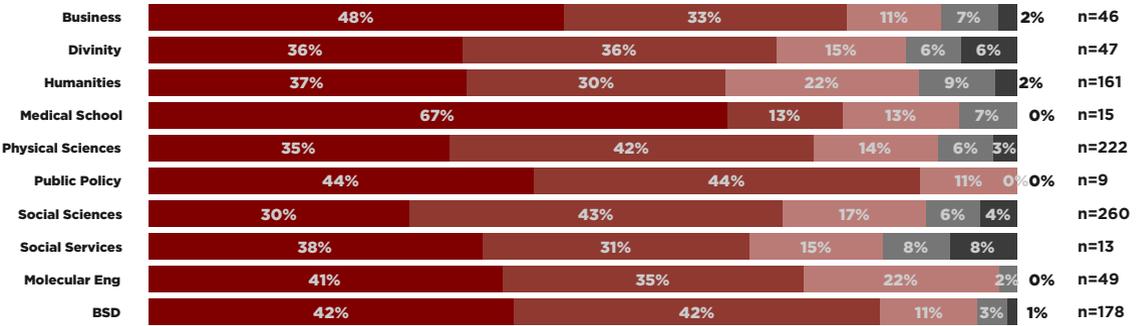
Lacking

Sufficient

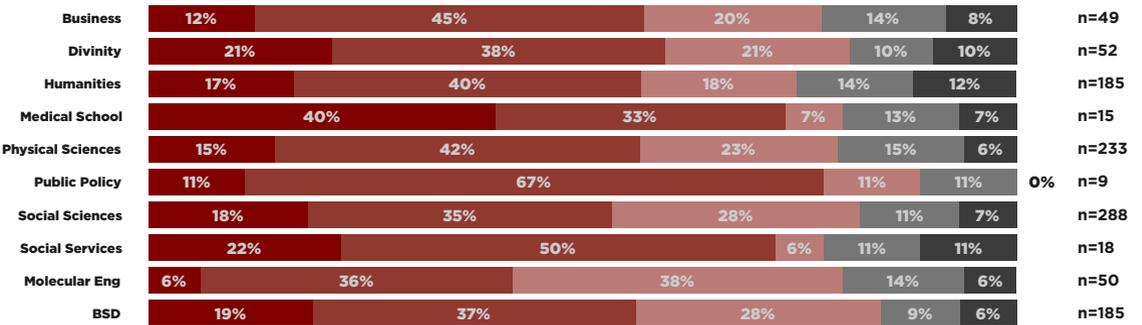
Note which, if any, of the following peer and social network factors has been lacking. Opportunities for supportive collaboration with other students on academic work.



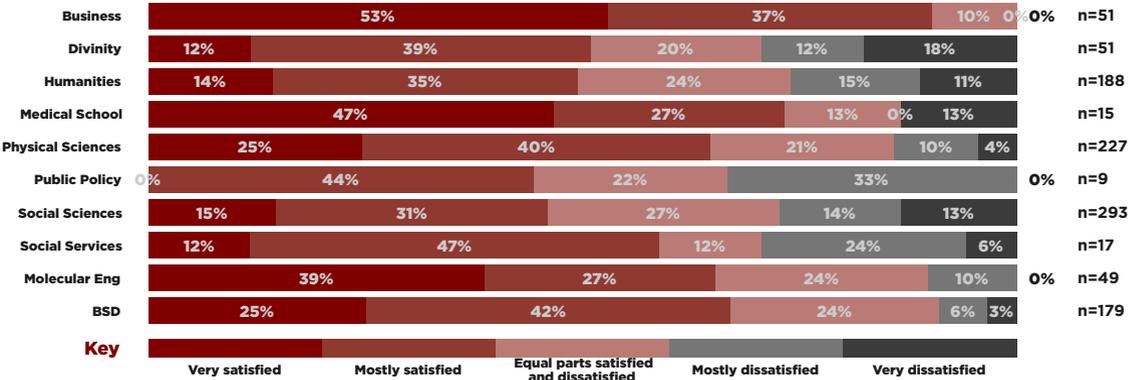
Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: A. Your current housing situation.



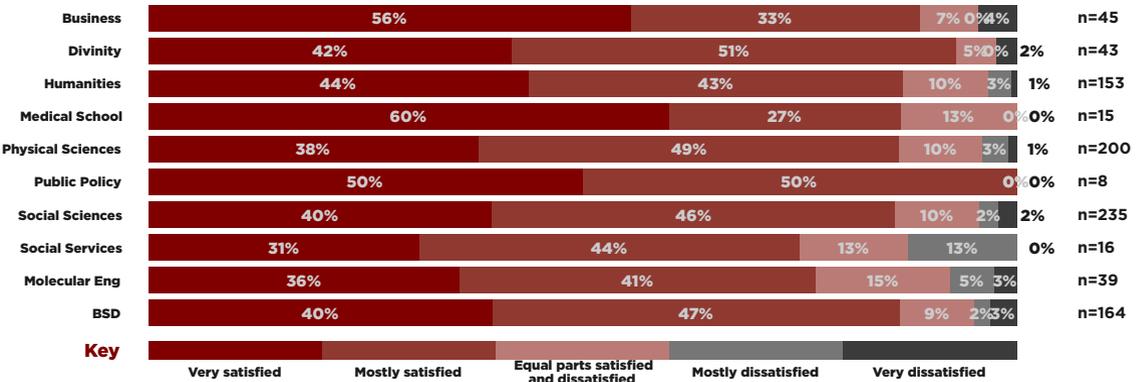
Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: C. Safety on campus and in Hyde Park.



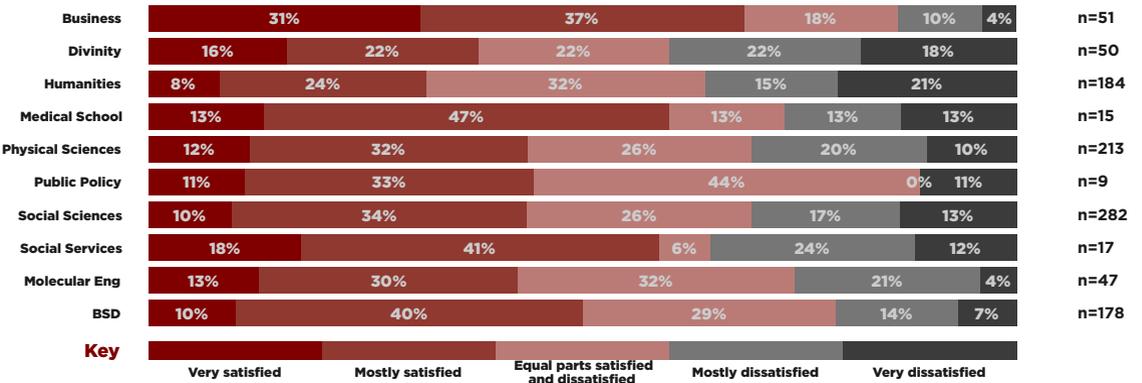
Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: D. Financial support from UChicago.



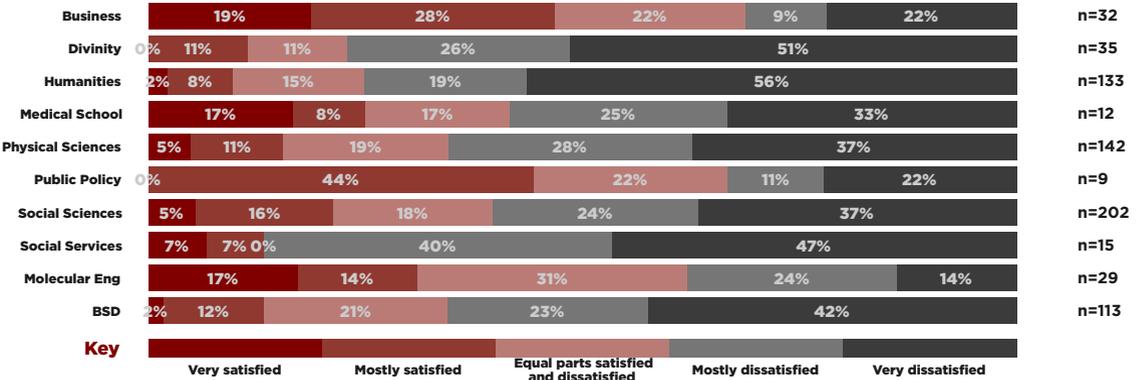
Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: E. UChicago athletic facilities.



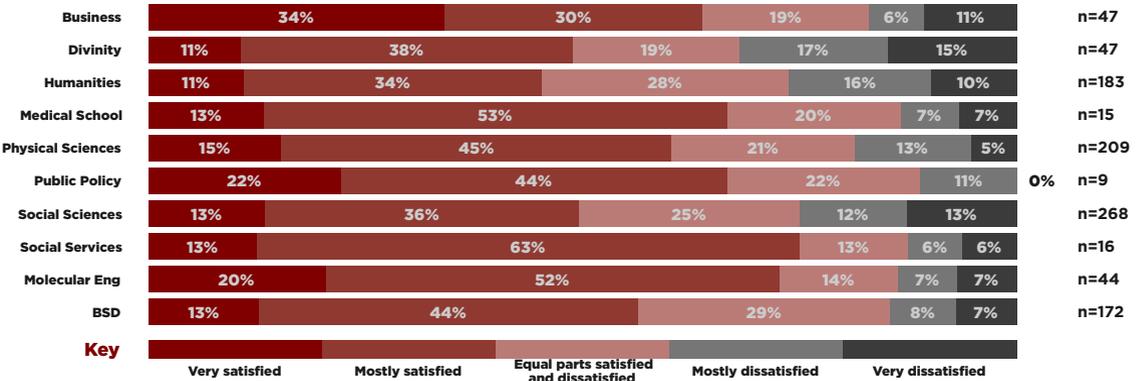
Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: F. University Student Health Insurance Plan.



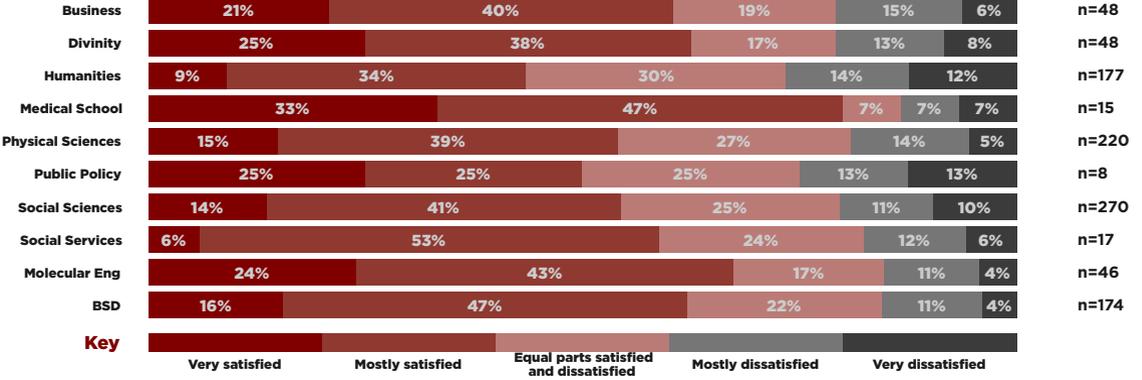
Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: G. Dental / vision insurance.



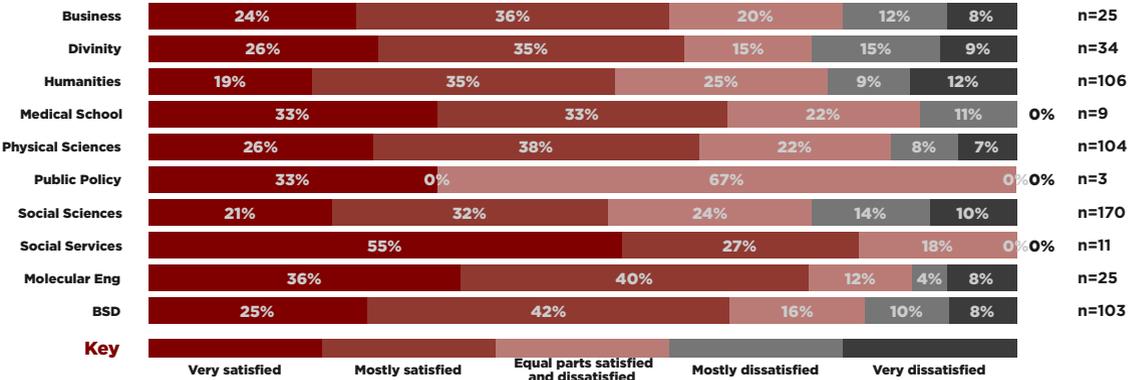
Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: H. Campus health care services.



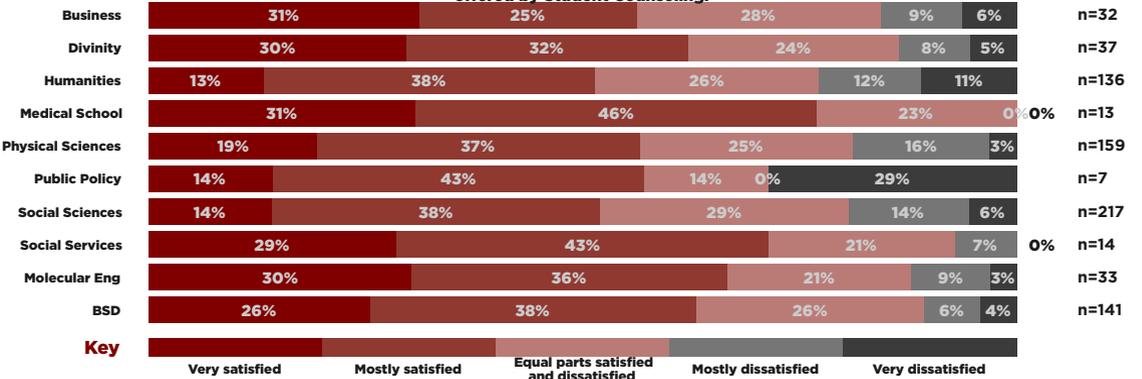
Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: I. Availability of information on programs offered by Student Health.



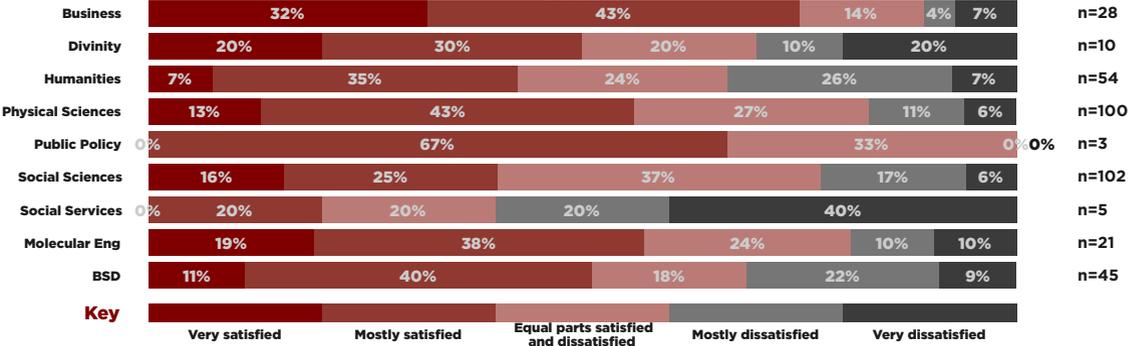
Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: J. Campus psychological counseling services.



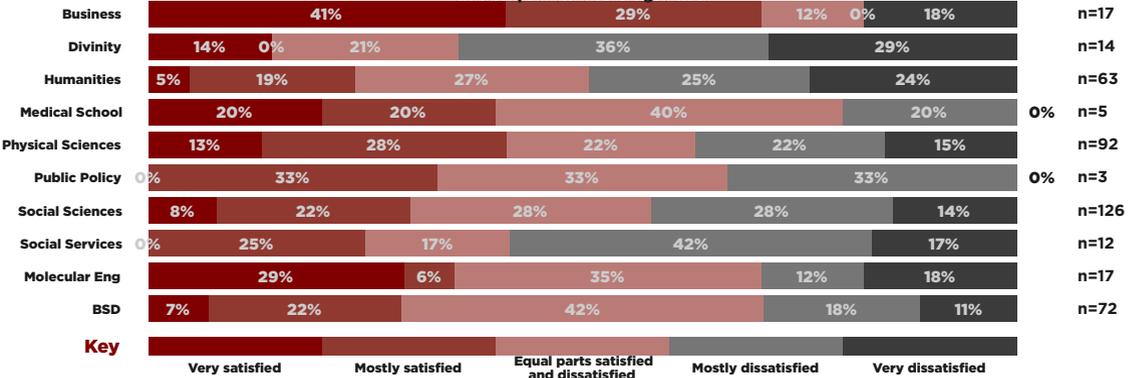
Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: K. Availability of information on programs offered by Student Counseling.



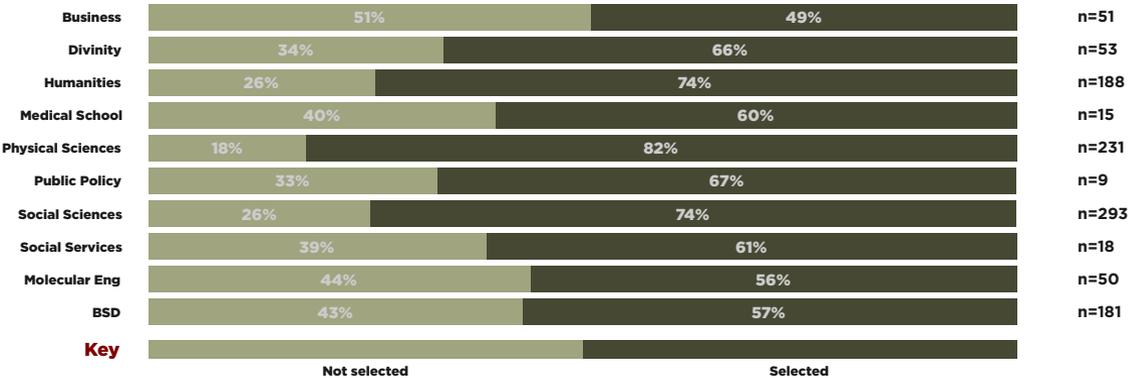
Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: L. Programs and services for international students.



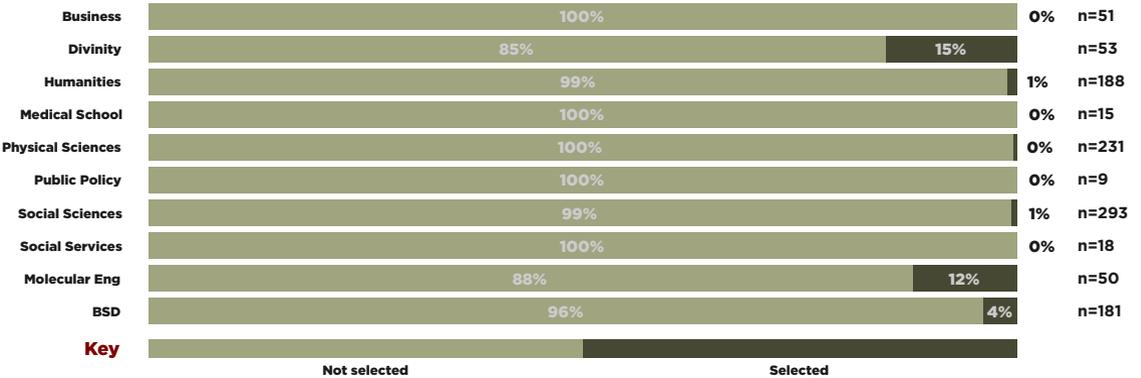
Now are some questions about local and campus services and facilities. Please rate your overall satisfaction with each of the following: M. Programs and services for students from underrepresented backgrounds



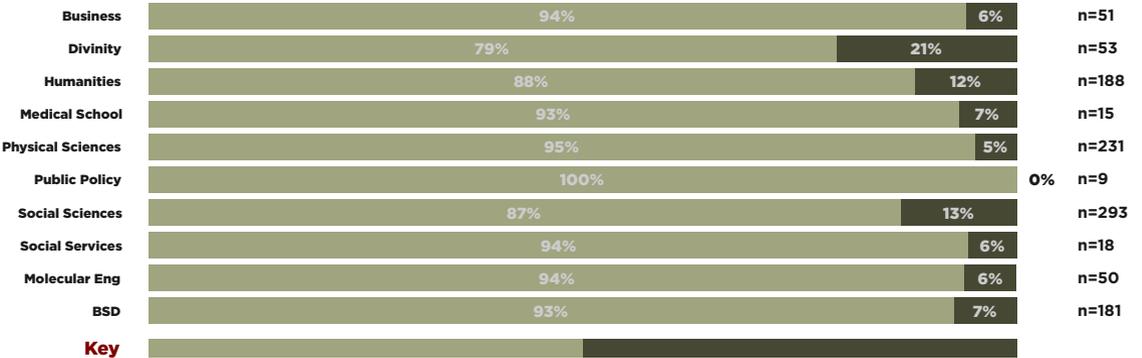
During your University of Chicago graduate program have you taught ... (Please select all that apply) at UChicago?



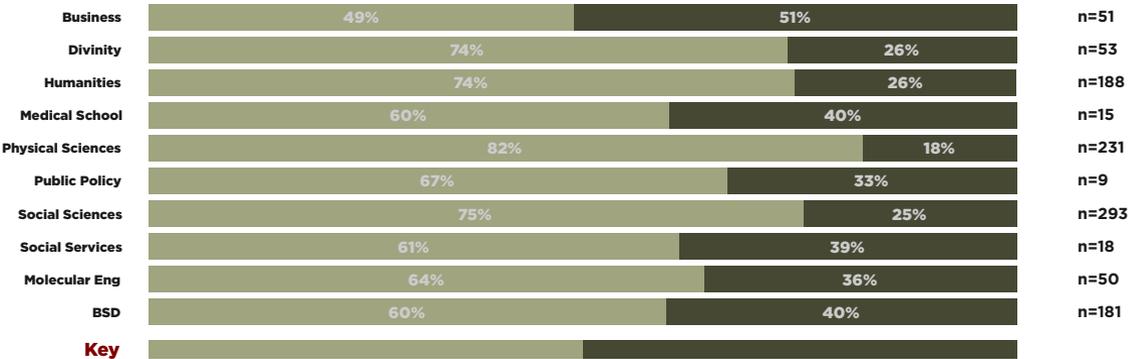
During your University of Chicago graduate program have you taught ... (Please select all that apply) at other schools or institutions to fulfill UChicago program requirements?



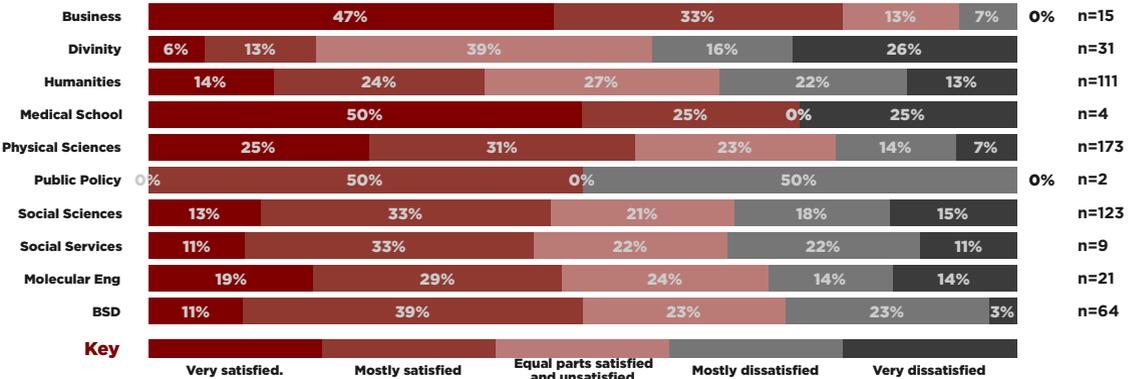
During your University of Chicago graduate program have you taught ... (Please select all that apply) outside UChicago but not as part of a UChicago program requirement?



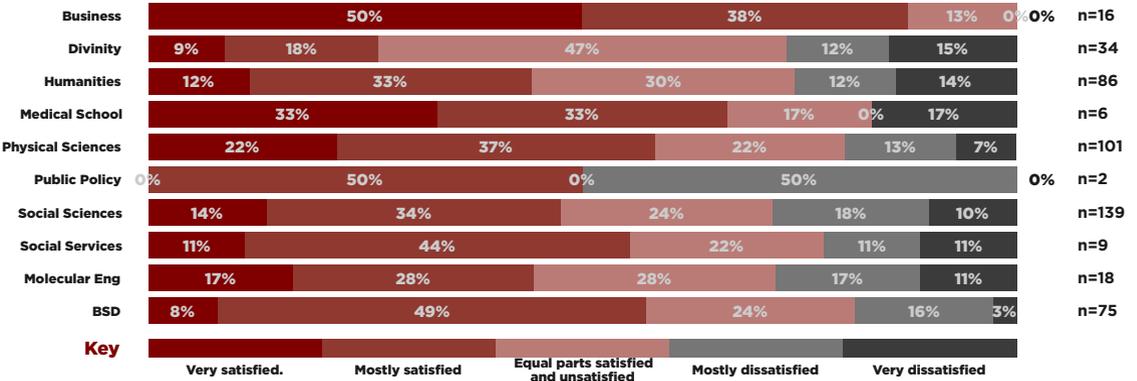
During your University of Chicago graduate program have you taught ... (Please select all that apply) None of these - no teaching (yet) while a graduate student at UChicago



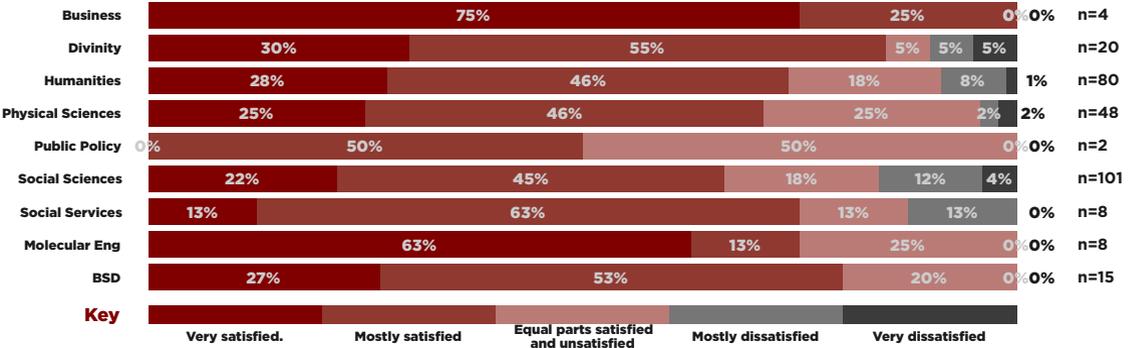
Please rate your satisfaction with the following resources for graduate student teaching support: A. Within your department, training for teaching.



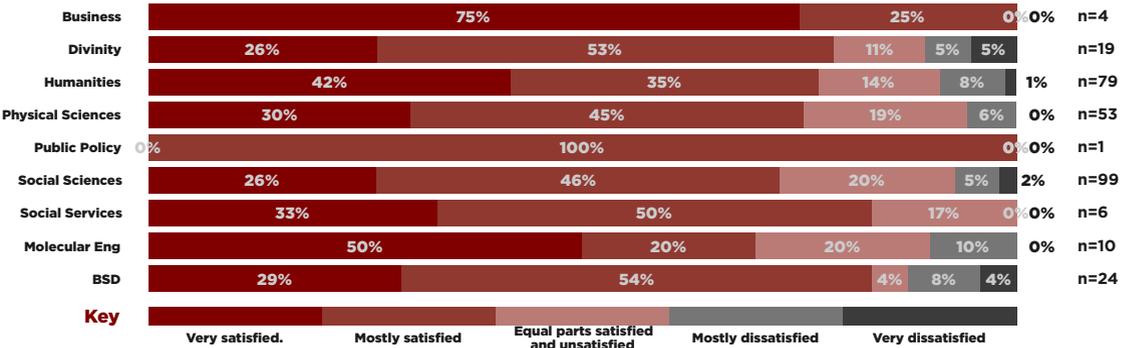
Please rate your satisfaction with the following resources for graduate student teaching support: B. Within your Division or School, training for teaching.



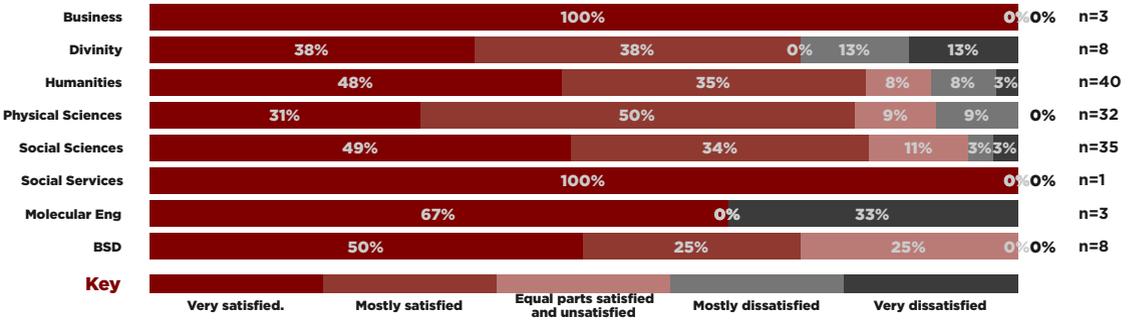
Please rate your satisfaction with the following resources for graduate student teaching support: C. Chicago Center for Teaching (CCT) conference or forum.



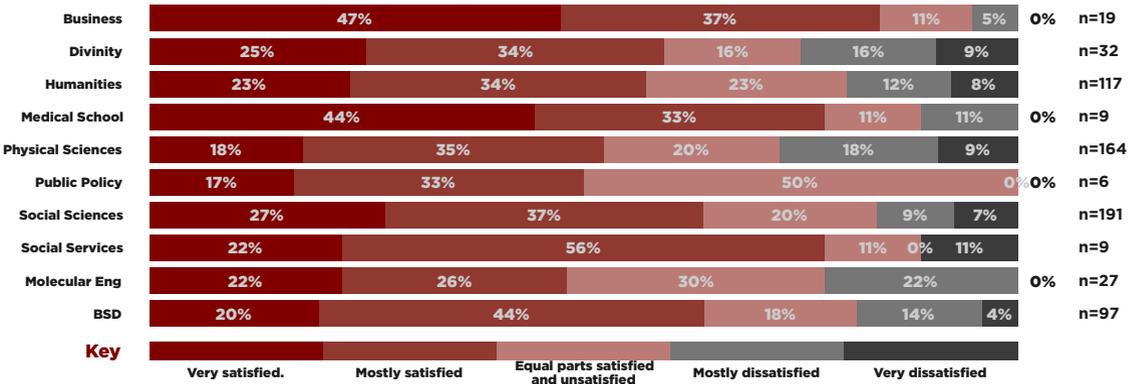
Please rate your satisfaction with the following resources for graduate student teaching support: D. CCT seminar, workshop or course.



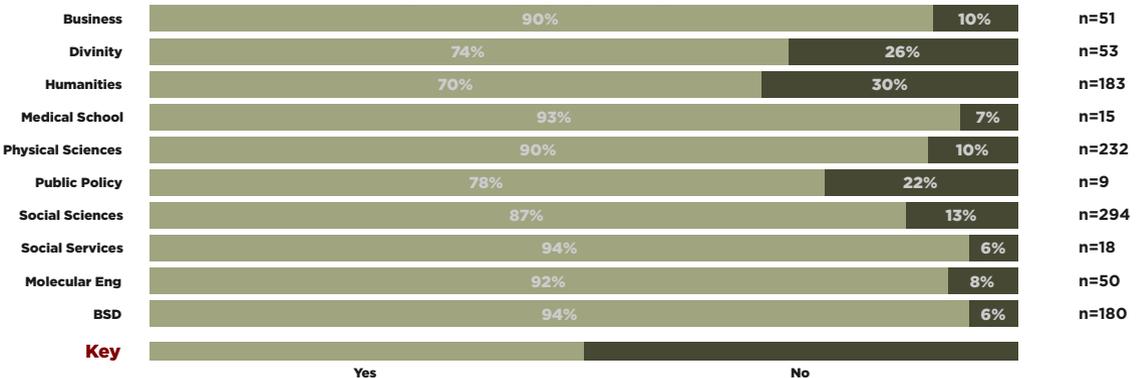
Please rate your satisfaction with the following resources for graduate student teaching support: E. CCT individual consultation.



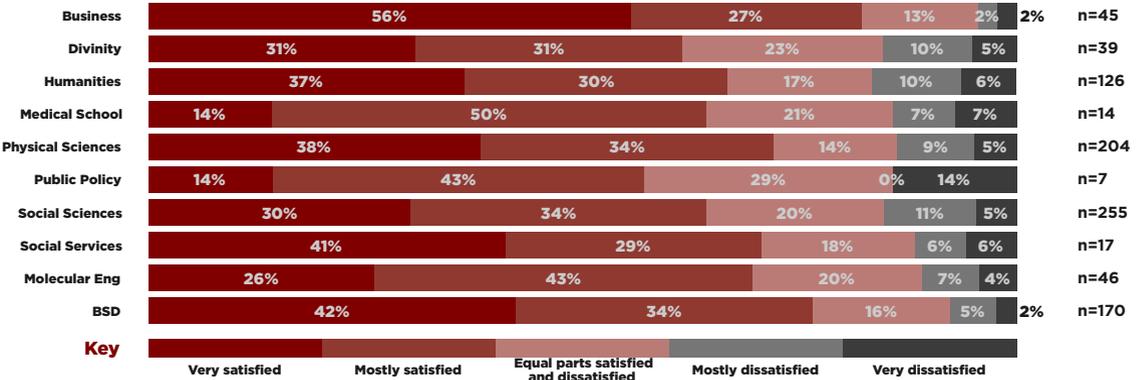
Please rate your satisfaction with the following resources for graduate student teaching support: F. Advising from faculty involved in the course you taught.



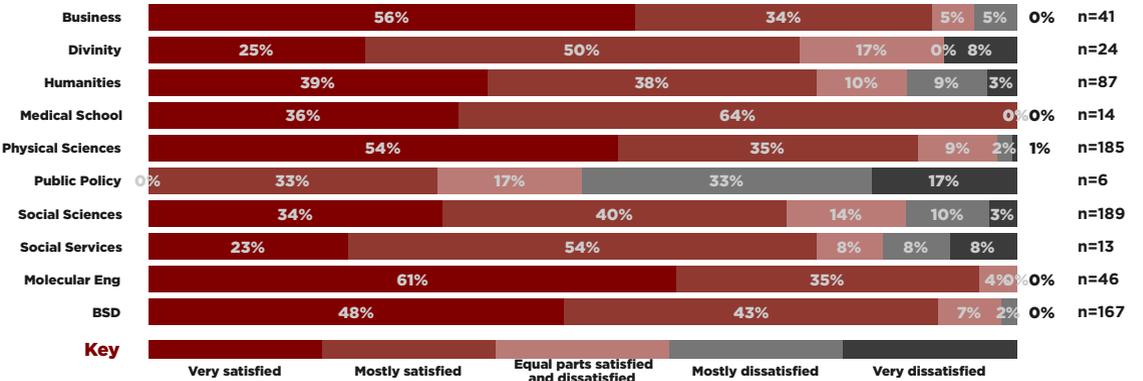
During your graduate program at UChicago, have you conducted one or more significant (four week or longer) research projects, including dissertation research?



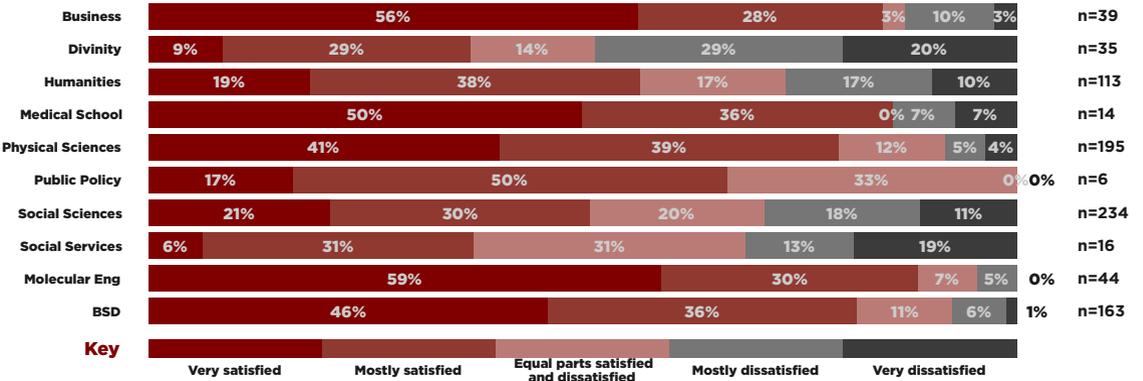
How satisfied have you been with the following aspects of support for your UChicago research work? A. Faculty research project guidance.



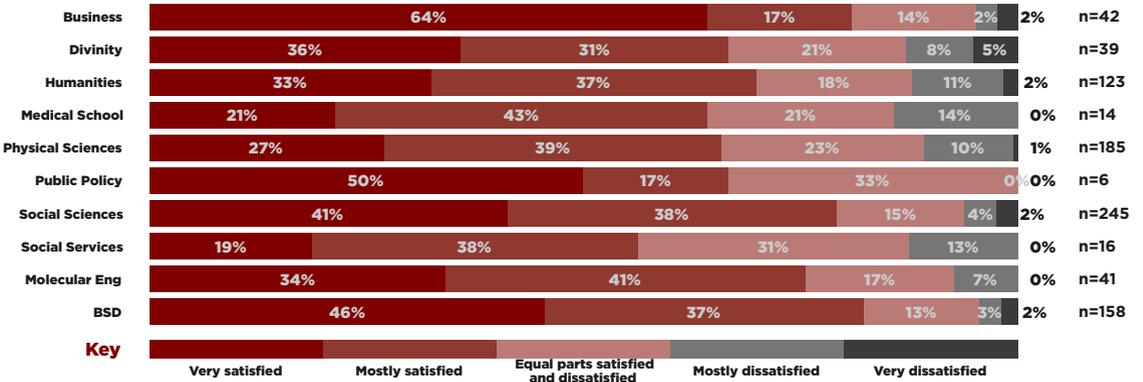
How satisfied have you been with the following aspects of support for your UChicago research work? B. Facilities and equipment for conducting research.



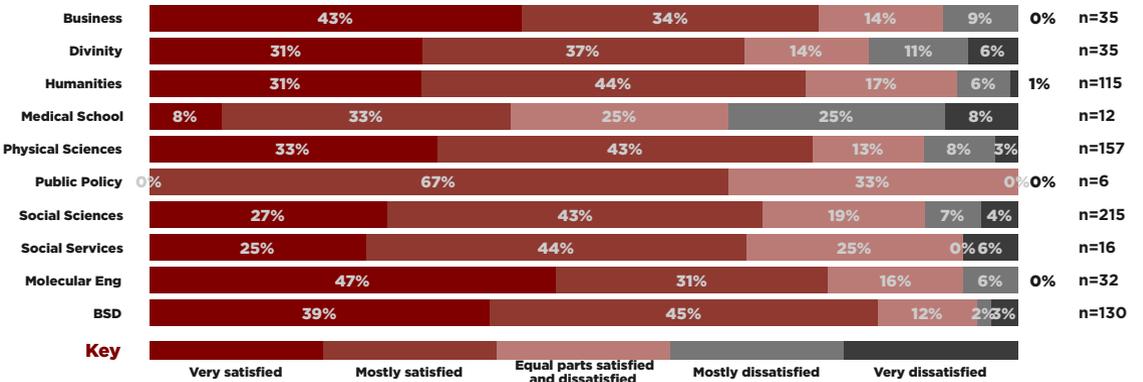
How satisfied have you been with the following aspects of support for your UChicago research work? D. Financial support for conducting research.



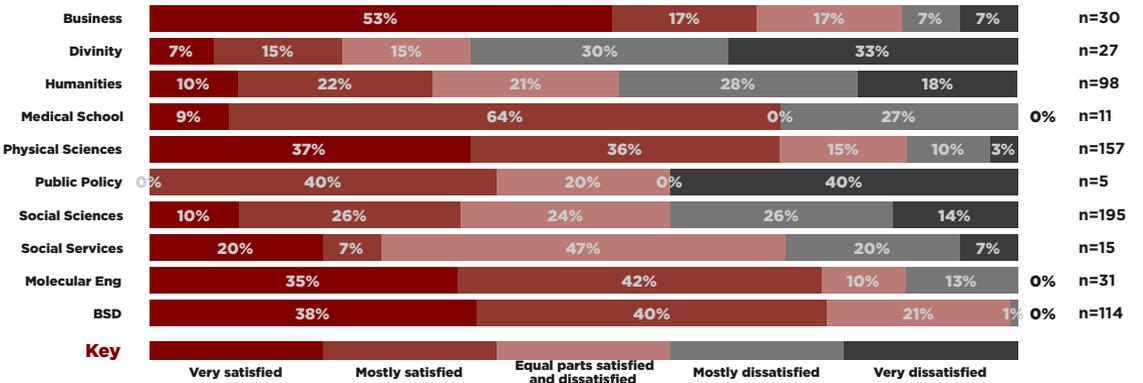
How satisfied have you been with the following aspects of support for your UChicago research work? E. Opportunities to present your research output and receive feedback within UChicago.



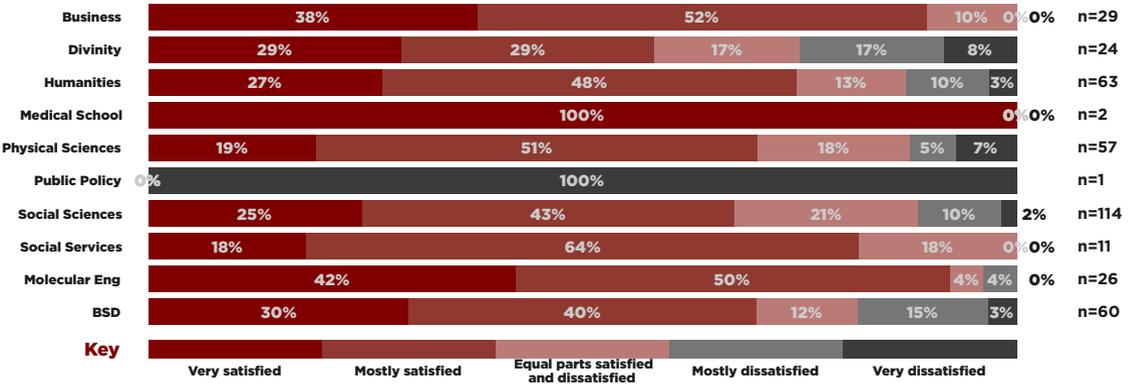
How satisfied have you been with the following aspects of support for your UChicago research work? F. Opportunities to present your research output and receive feedback beyond UChicago.



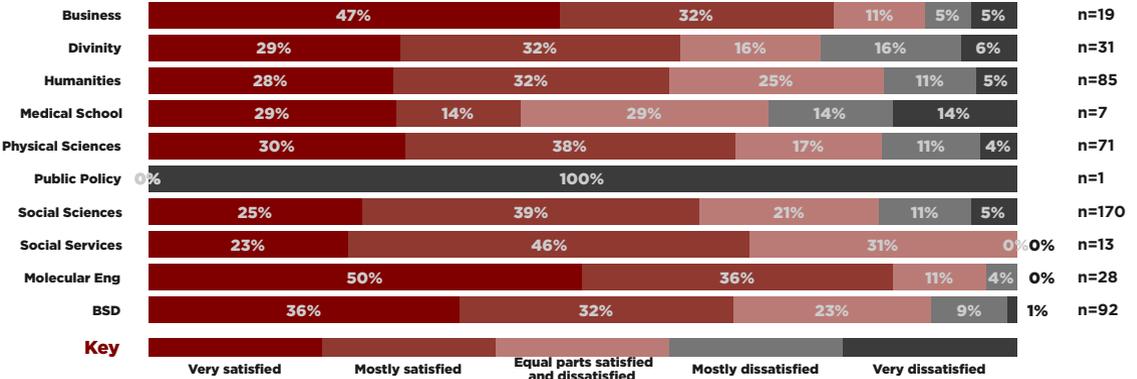
How satisfied have you been with the following aspects of support for your UChicago research work? G. Support for publishing research output.



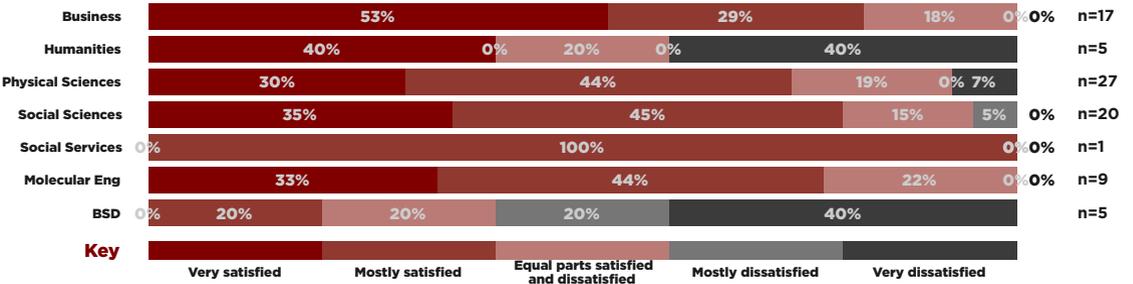
How satisfied have you been with the following academic support services? A. Writing support.



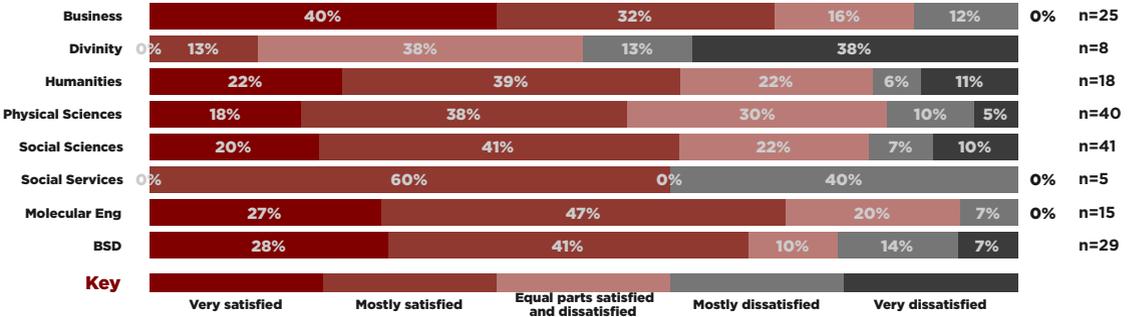
How satisfied have you been with the following academic support services? B. Fellowship advising and support.



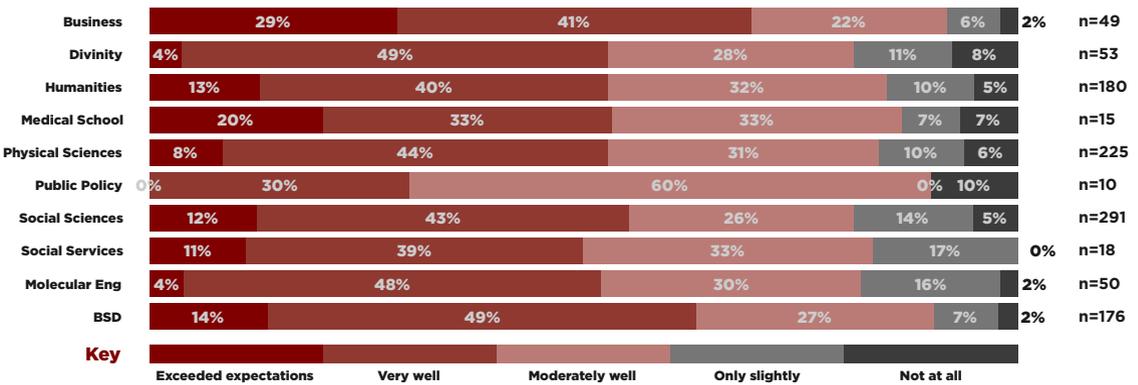
How satisfied have you been with the following academic support services? C. English as a Second Language (ESL) resources.



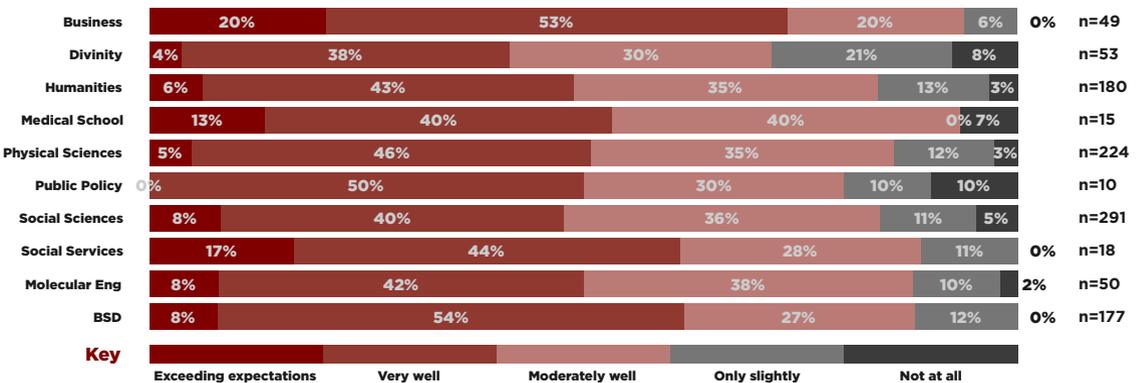
How satisfied have you been with the following academic support services? D. Public speaking training and support.



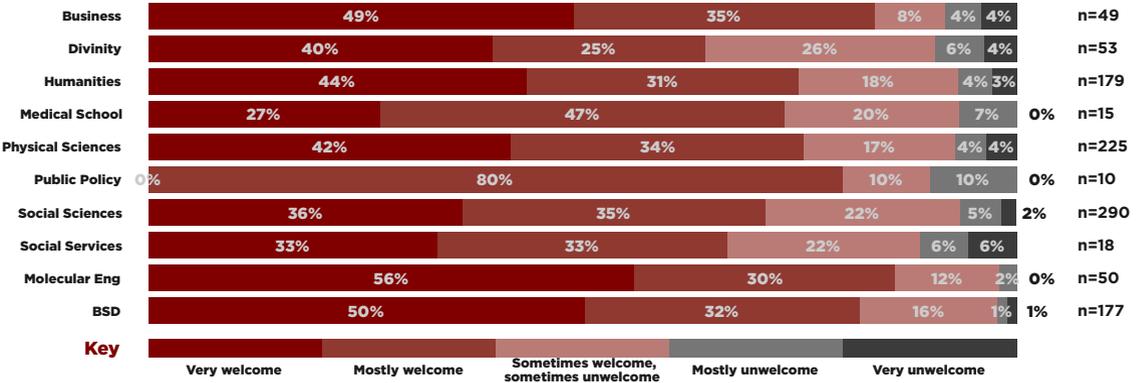
How well did your program meet the expectations you had when you first enrolled?



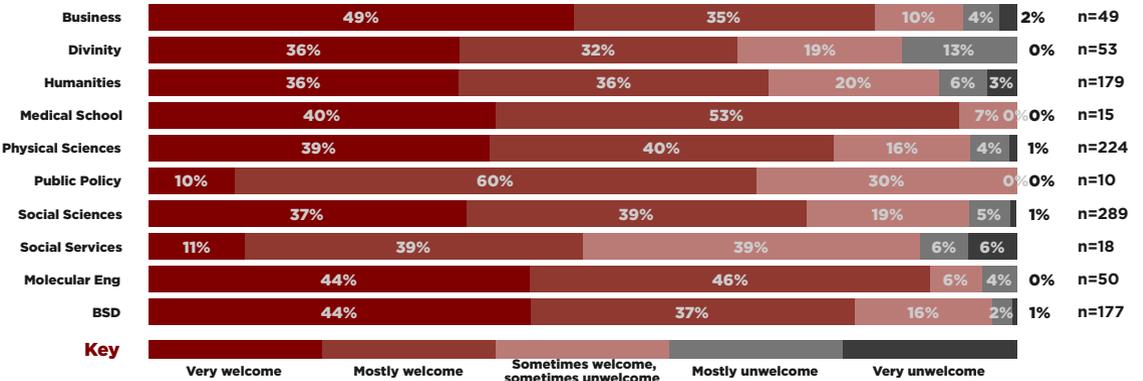
How well is your program meeting your current expectations?



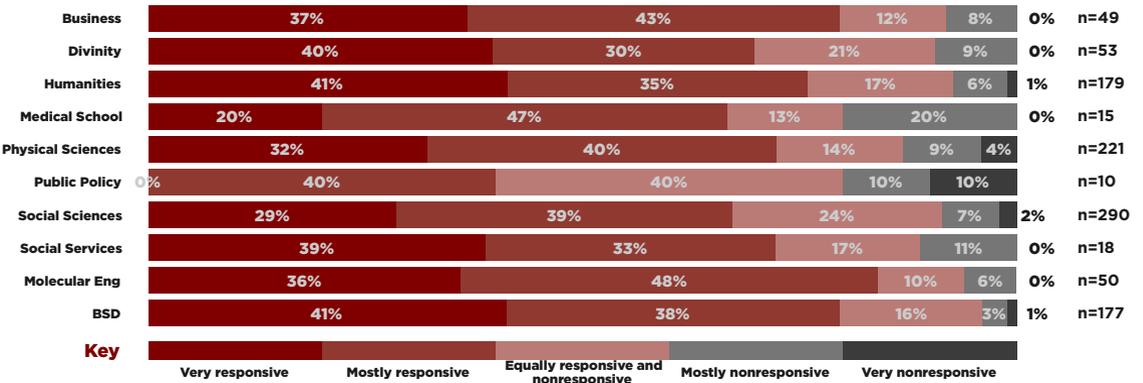
Given your specific background and needs... please rate the following aspects of campus climate: A. How welcome have you felt in your department?



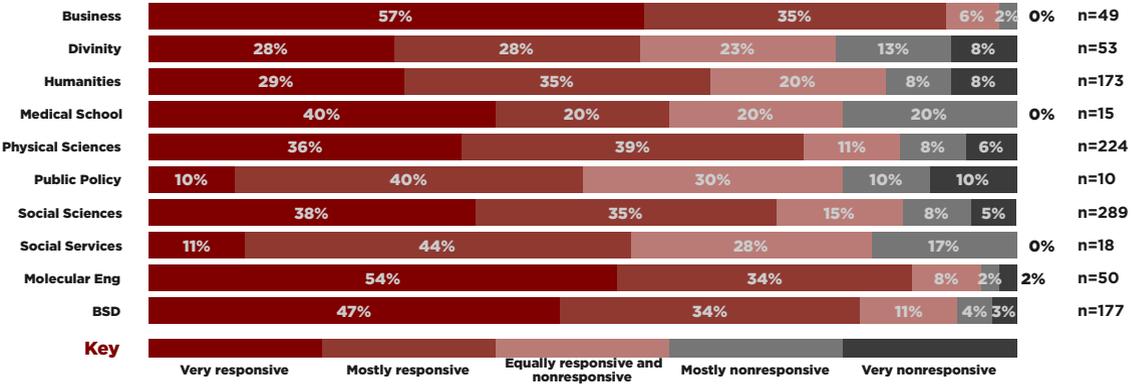
Given your specific background and needs... please rate the following aspects of campus climate: B. How welcome have you felt at the University of Chicago?



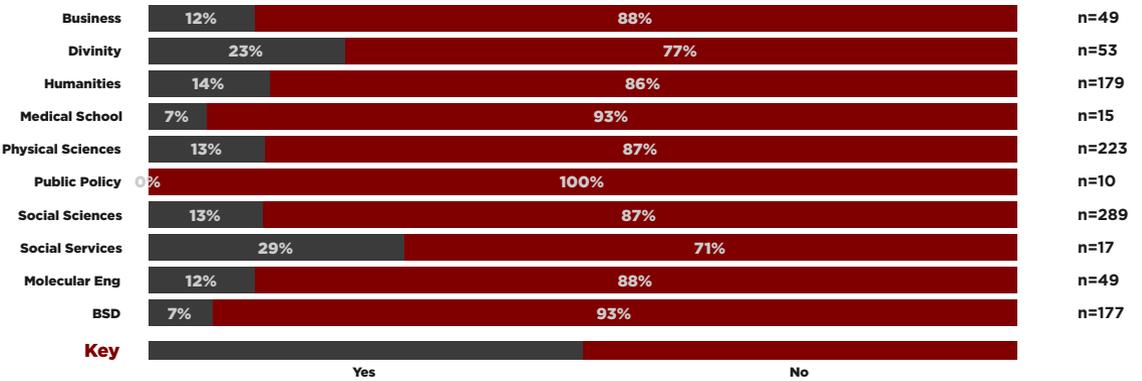
Given your specific background and needs... please rate the following aspects of campus climate: C. How responsive have faculty been to you and your needs?



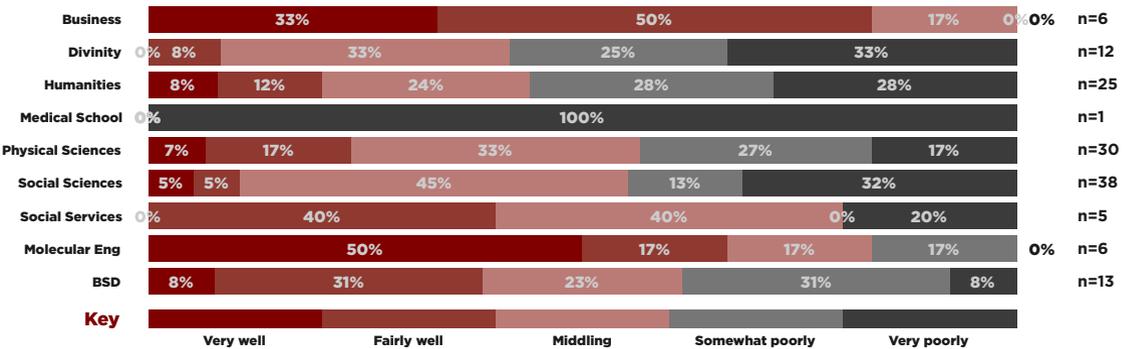
Given your specific background and needs... please rate the following aspects of campus climate: D. How responsive have administrators been to you and your needs?



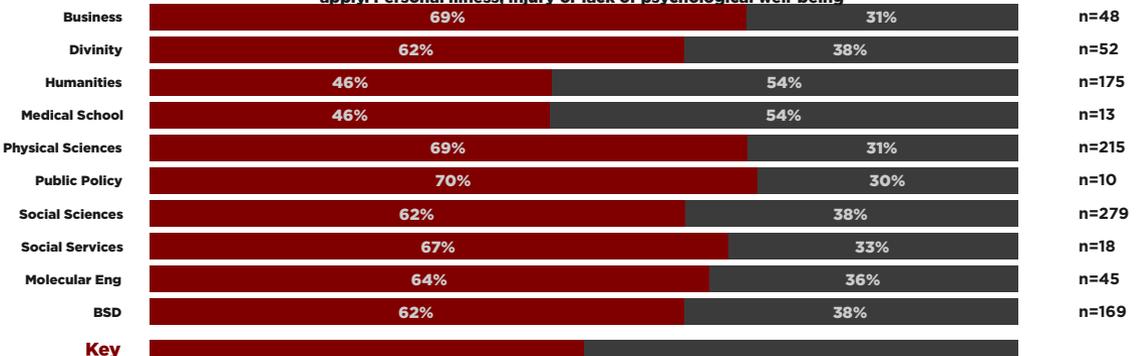
Have you ever sought resolution for any inclusion or climate issues?



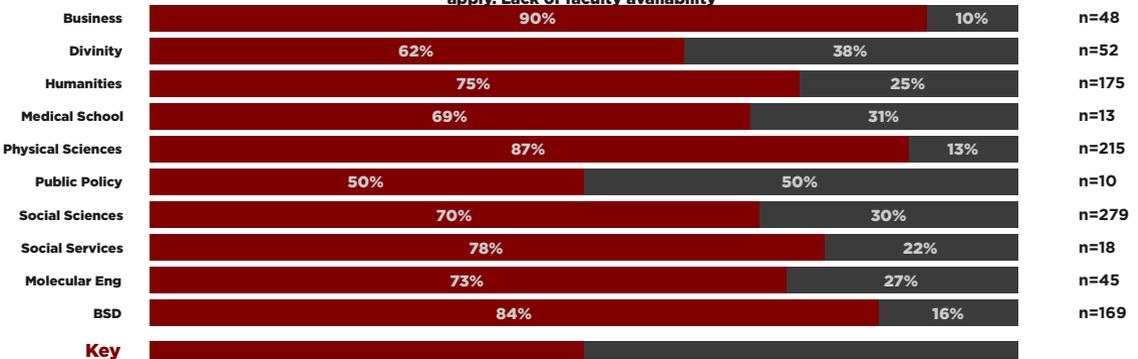
Please rate how well the path(s) for resolution worked for you.



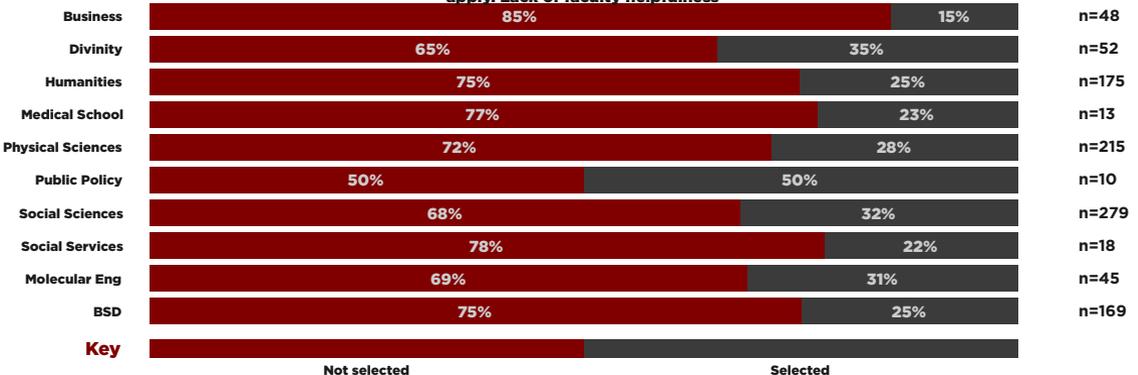
Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Personal illness, injury or lack of psychological well-being



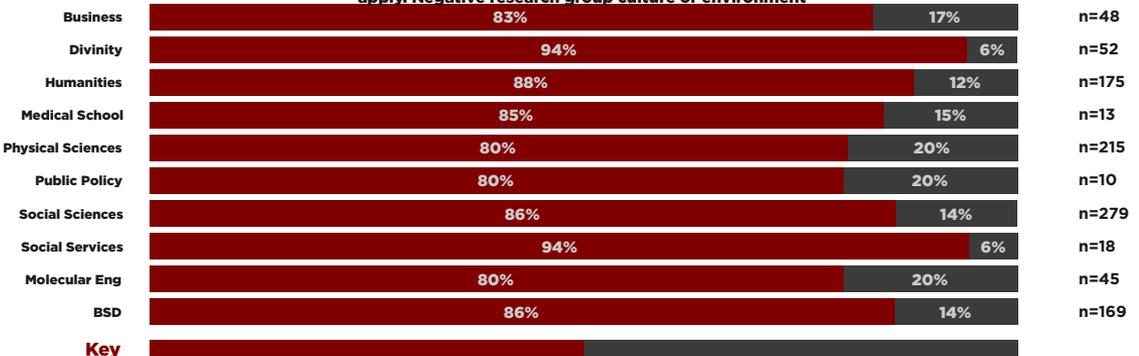
Not selected Selected
Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Lack of faculty availability



Not selected Selected
Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Lack of faculty helpfulness



Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Negative research group culture or environment

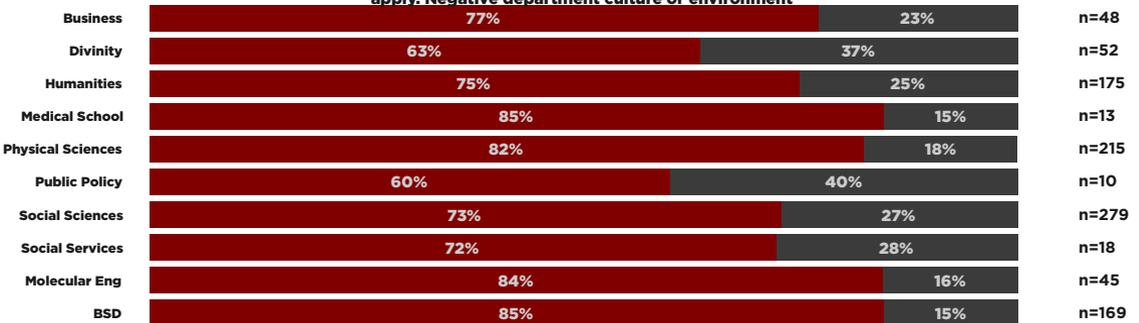


Key

Not selected

Selected

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Negative department culture or environment

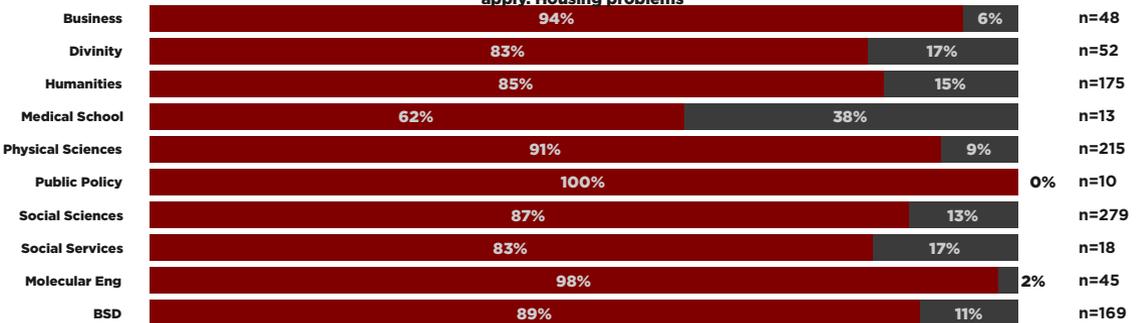


Key

Not selected

Selected

Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Housing problems



Key

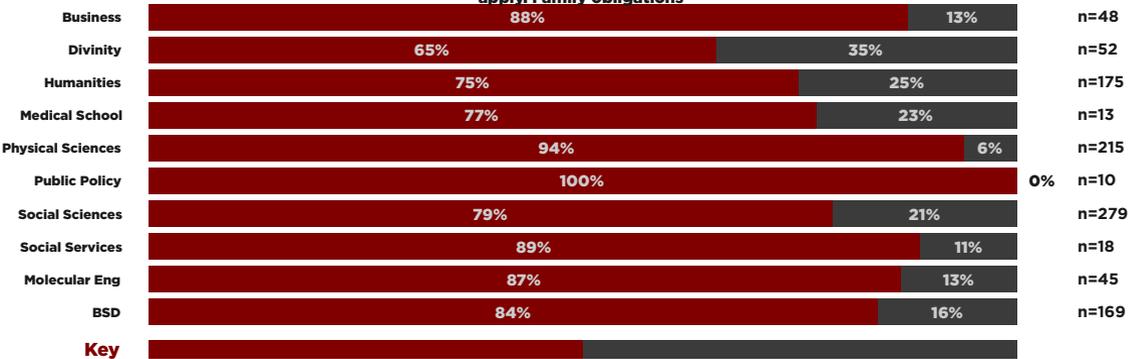
Not selected

Selected

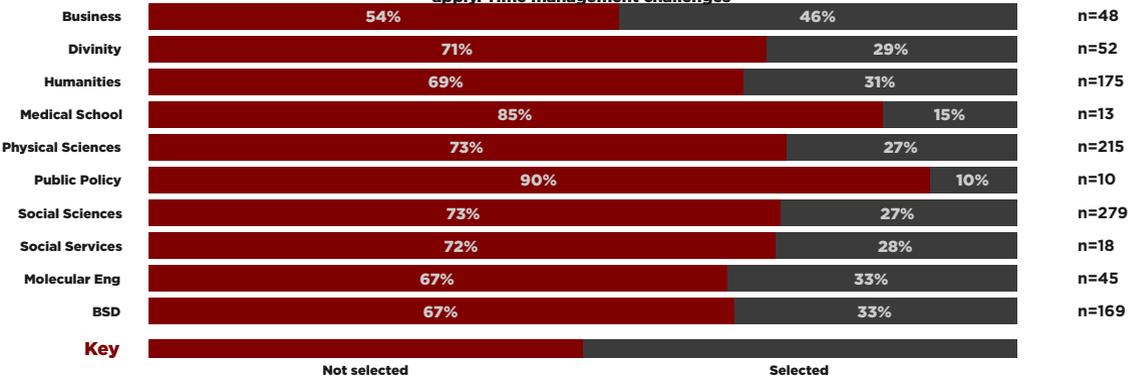
Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. **Transportation problems**



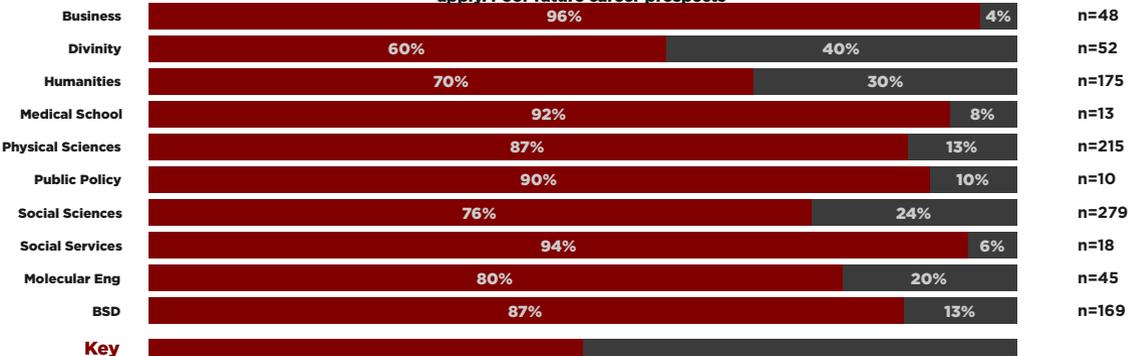
Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. **Family obligations**



Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. **Time management challenges**



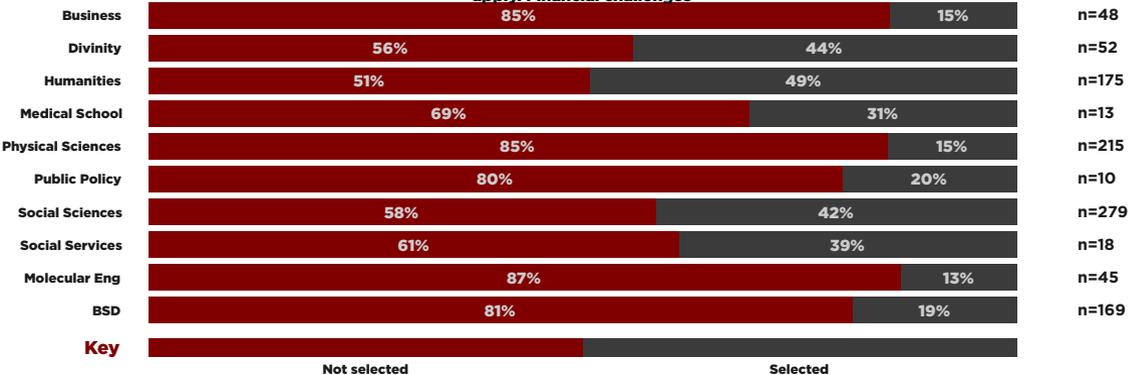
Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. **Poor future career prospects**



Key
 Not selected Selected
 Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. **Immigration challenges**



Key
 Not selected Selected
 Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. **Financial challenges**



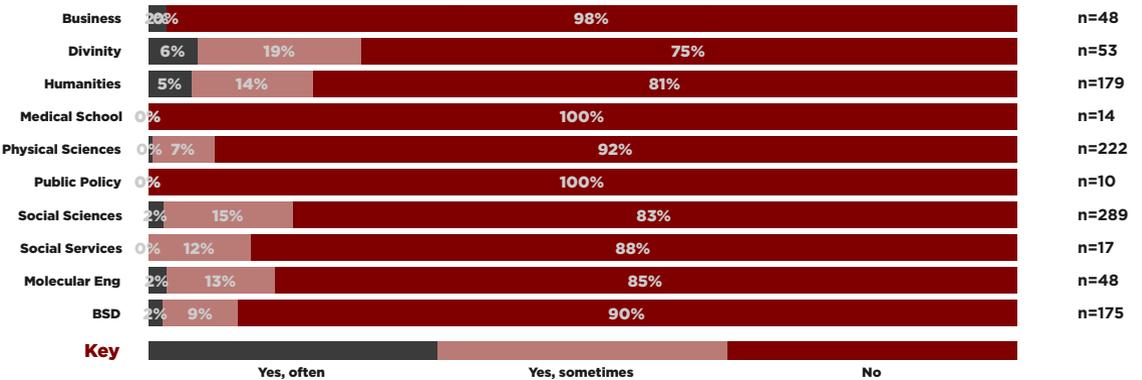
Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. Other obstacle, please describe



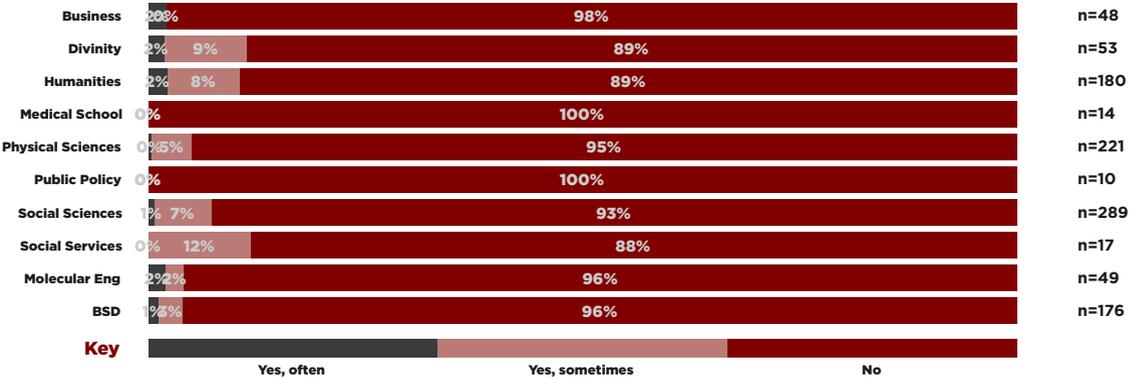
Please note which, if any, of the following created obstacles to meeting academic milestones or requirements or provided significant barriers to your success at UChicago. Check all that apply. None of the above



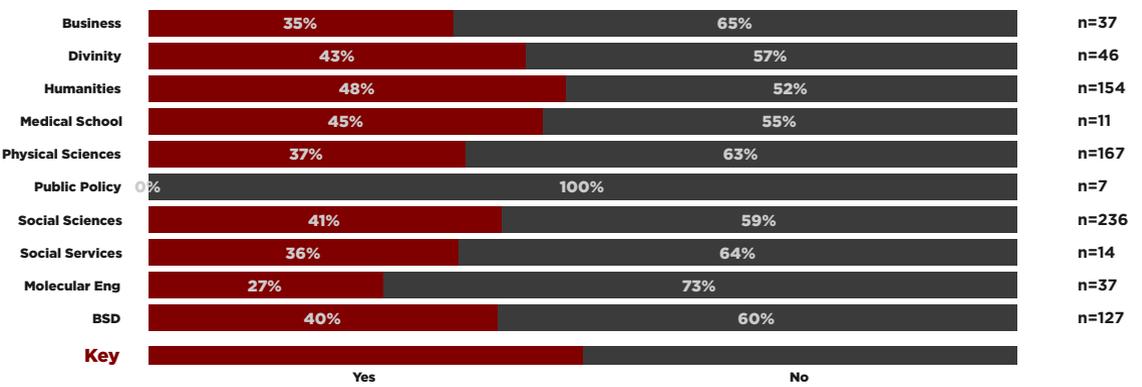
At any time in the past 12 months was there a significant possibility your food would run out before you were financially able to buy more?



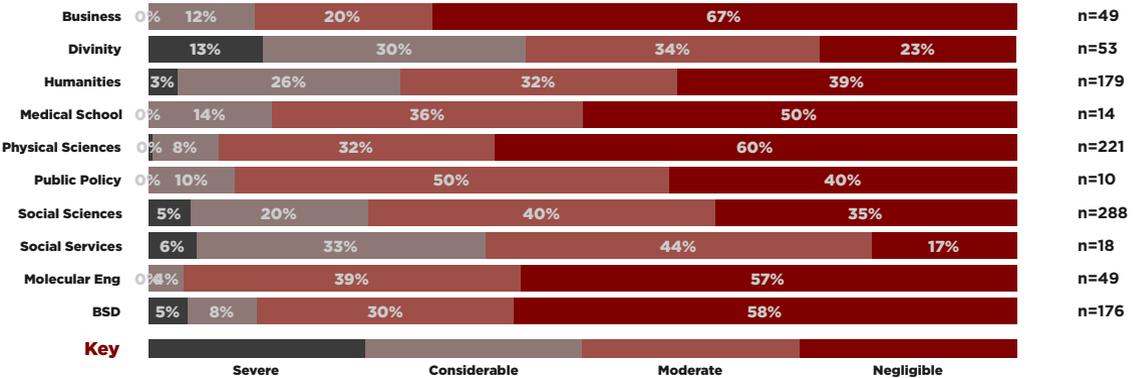
At any time in the past 12 months were there occasions when your food ran out before you were financially able to buy more?



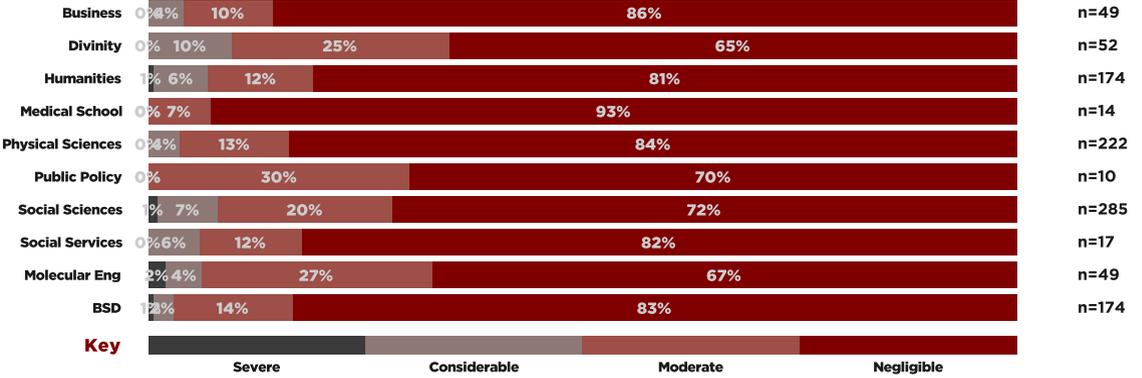
Did you use any UChicago services to help overcome any of the obstacles noted?



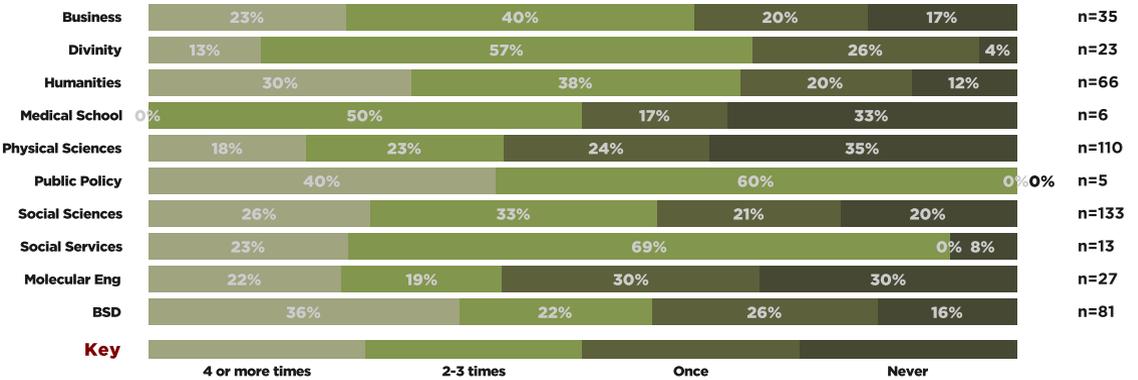
How much financial hardship has your attending UChicago created for your household (including you, spouse or partner and any dependents or children)?



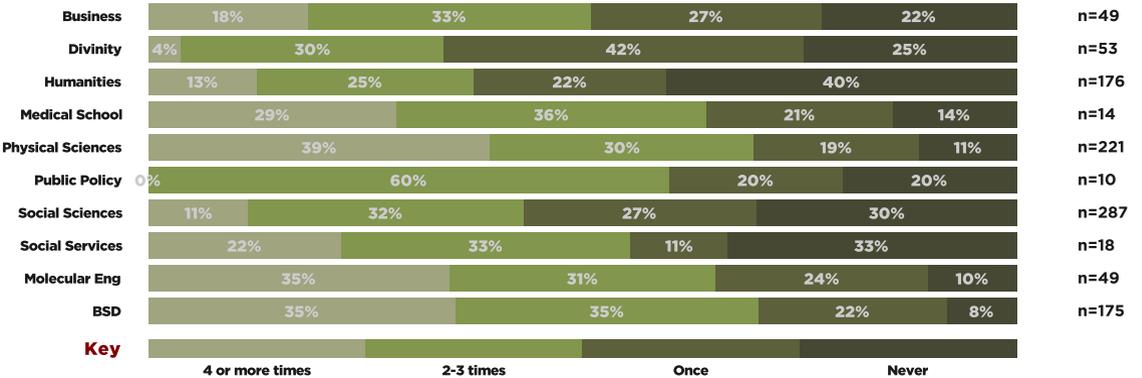
How much financial hardship has your attending UChicago created for your parents or those outside your household who support you financially?



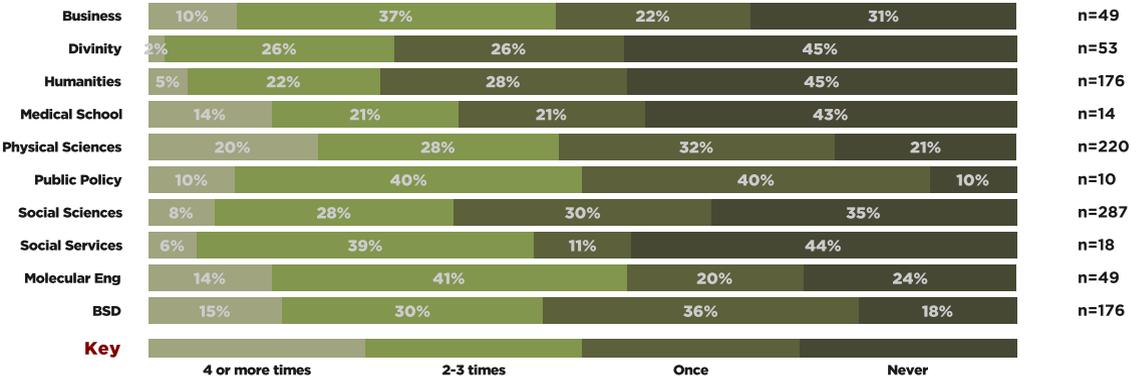
In this quarter (Spring 2018), how often have you ... A. Presented in class?



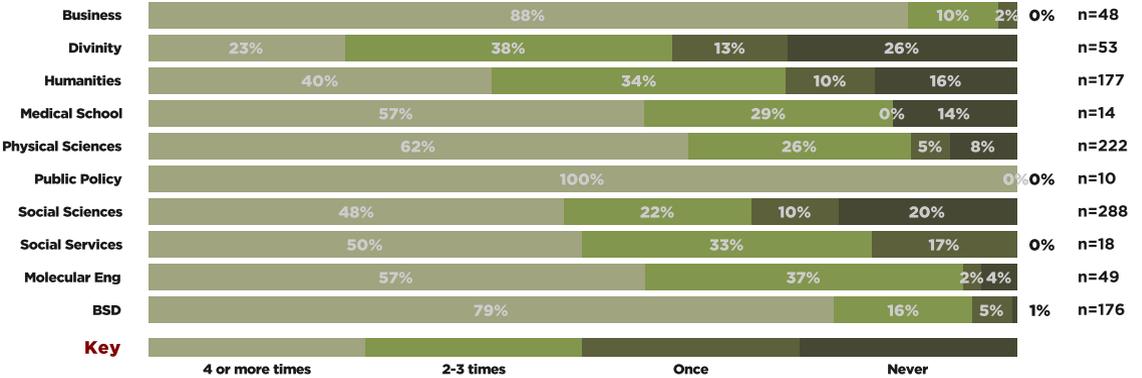
In this quarter (Spring 2018), how often have you ... B. Presented to your research group or adviser?



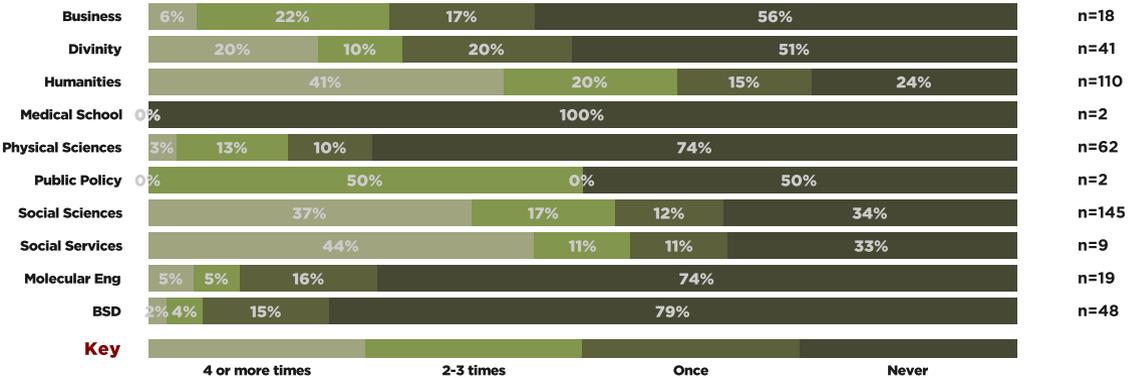
In this quarter (Spring 2018), how often have you ... C. Presented to your peers?



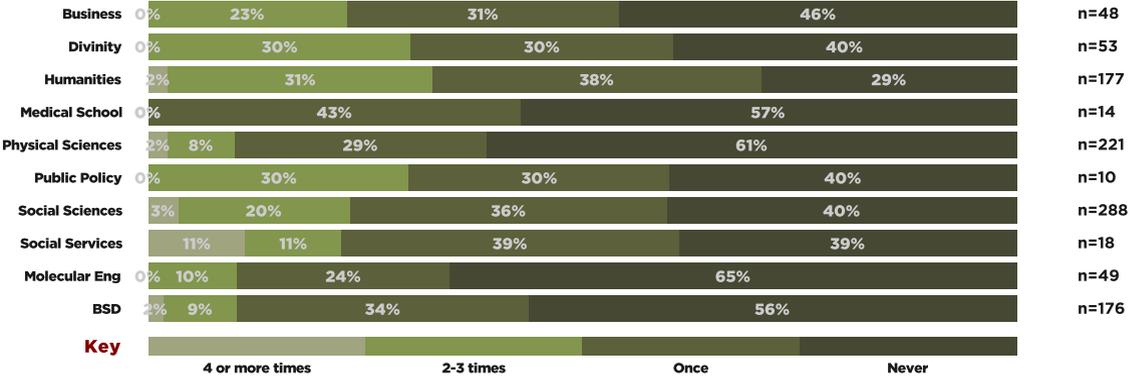
In this quarter (Spring 2018), how often have you ... A. Attended a seminar or lecture in your department.



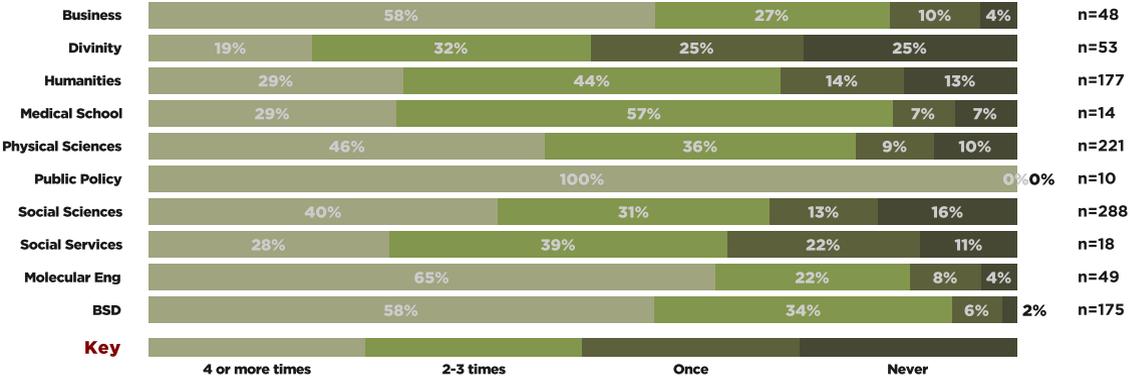
In this quarter (Spring 2018), how often have you ... B. Attended a Council on Advance Studies-sponsored workshop session.



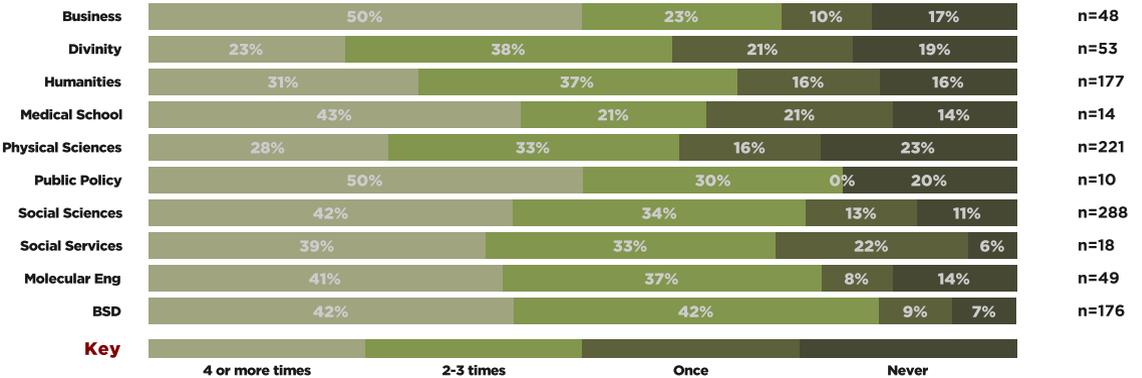
In this quarter (Spring 2018), how often have you ... C. Attended a conference in your field.



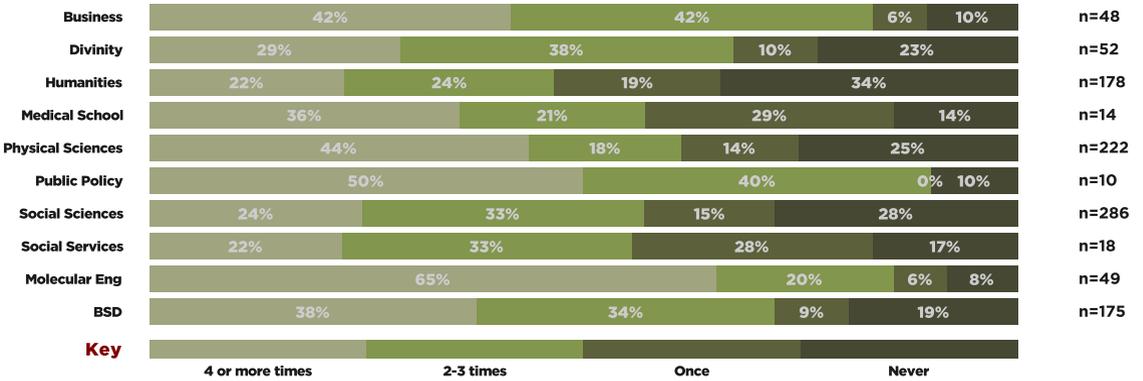
In this quarter (Spring 2018), how often have you ... A. Attended a peer's presentation.



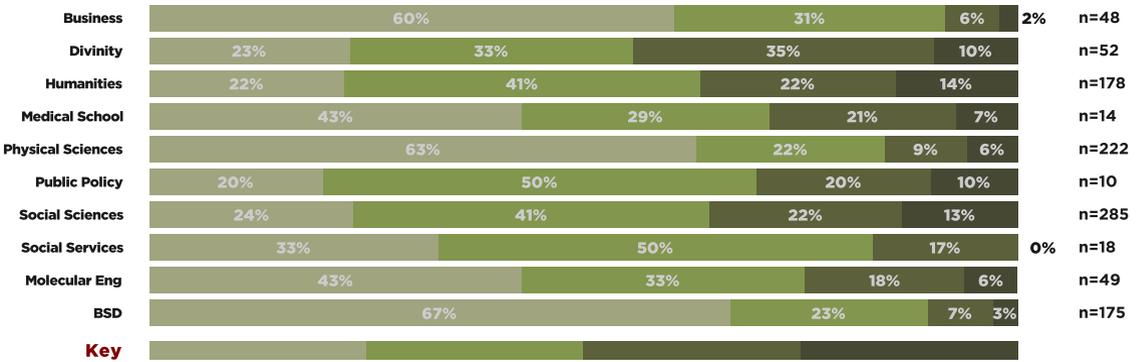
In this quarter (Spring 2018), how often have you ... B. Given feedback on another person's work.



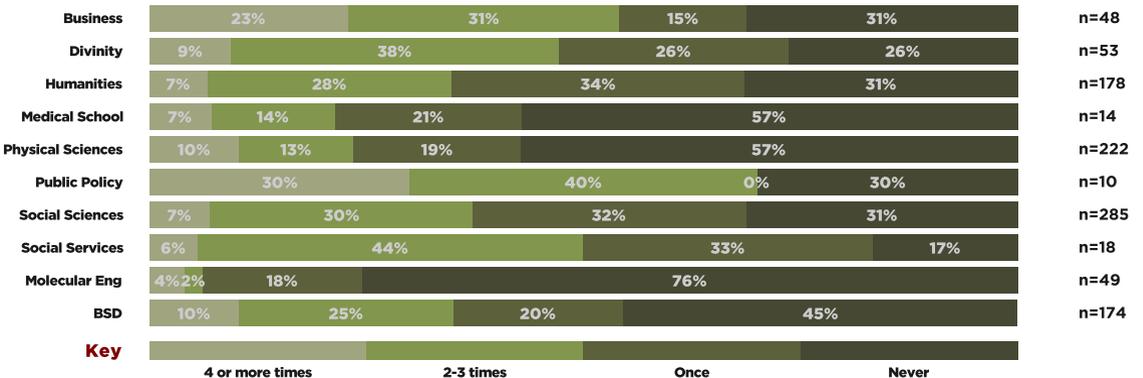
This quarter (Spring 2018), how often have you ... A. Met one-on-one with a peer to discuss your research?



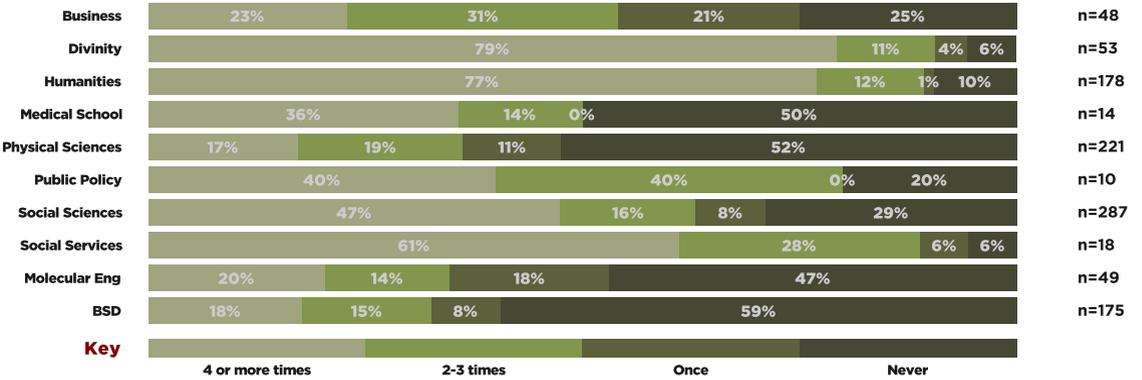
This quarter (Spring 2018), how often have you ... B. Met one-on-one with a faculty member supervising your research?



This quarter (Spring 2018), how often have you ... C. Met one-on-one with another faculty member (not the supervising faculty person)?



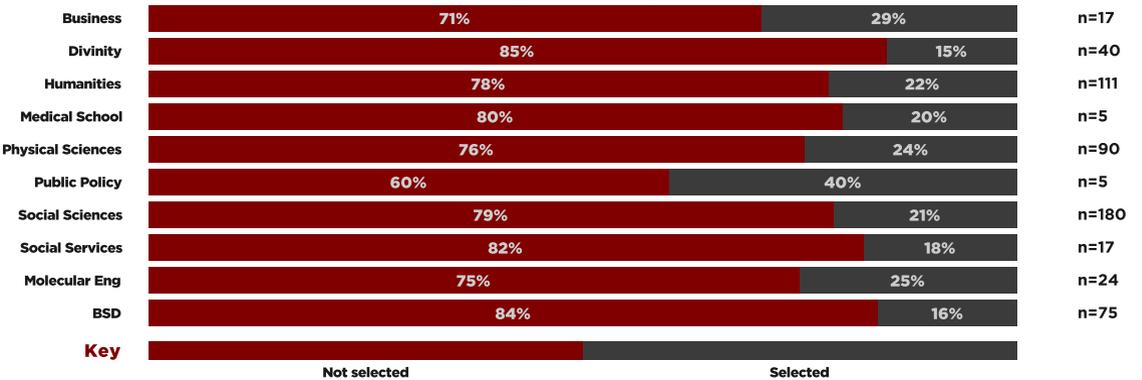
This quarter (Spring 2018), how often have you ... F. Gone to a campus library, computer room or data center for resources?



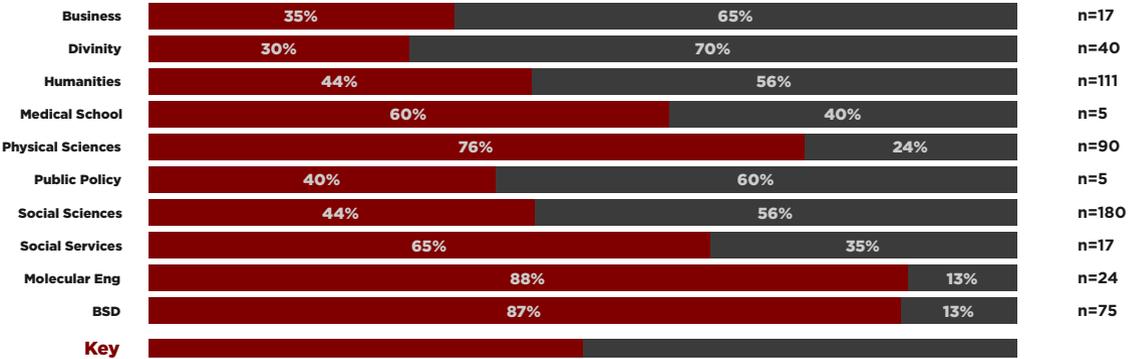
Please check activities that, due to financial pressures, you spent less time on than you would have liked. Attending class



Please check activities that, due to financial pressures, you spent less time on than you would have liked. Performing academic study or research in a laboratory



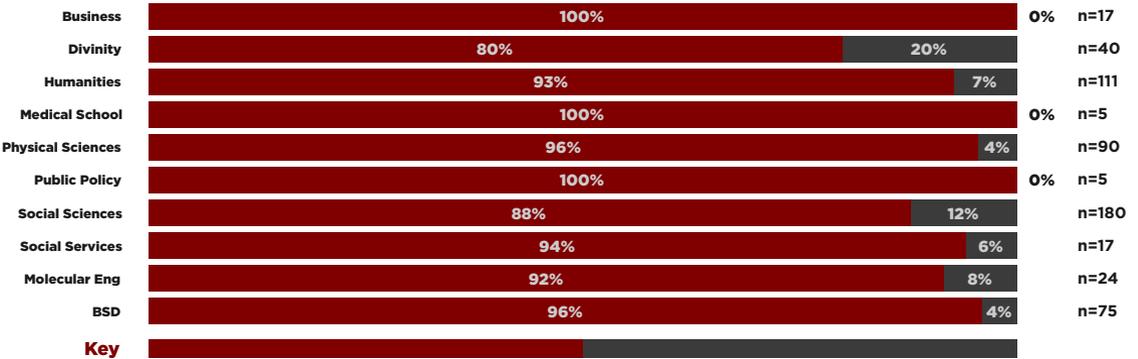
Please check activities that, due to financial pressures, you spent less time on than you would have liked. Doing academic work or research outside of a class or laboratory



Please check activities that, due to financial pressures, you spent less time on than you would have liked. Teaching at Uchicago



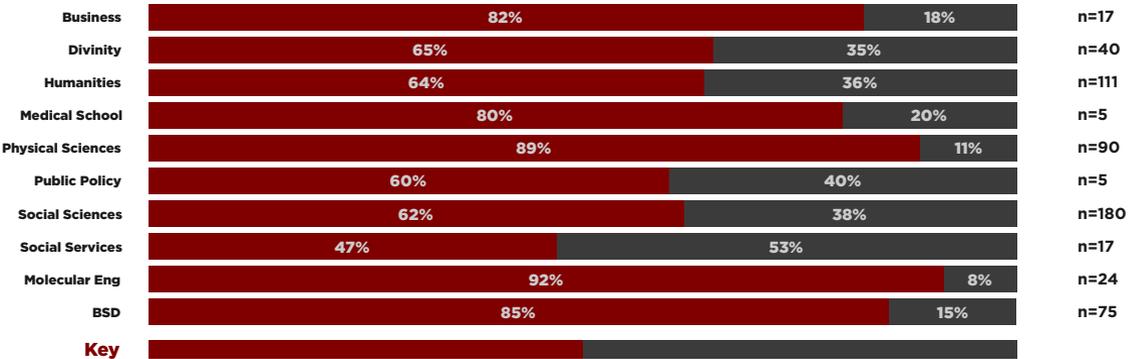
Please check activities that, due to financial pressures, you spent less time on than you would have liked. Teaching at other institutions



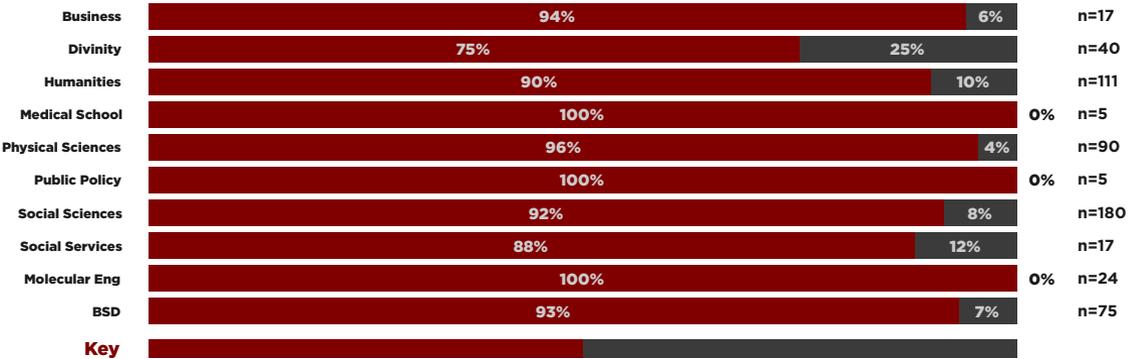
Please check activities that, due to financial pressures, you spent less time on than you would have liked. Participating in a Council on Advanced Studies-sponsored workshop



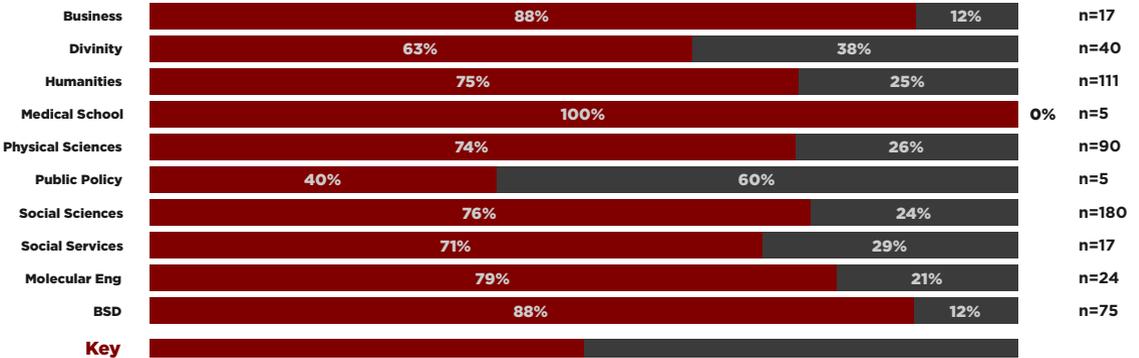
Please check activities that, due to financial pressures, you spent less time on than you would have liked. Writing grant or fellowship proposals



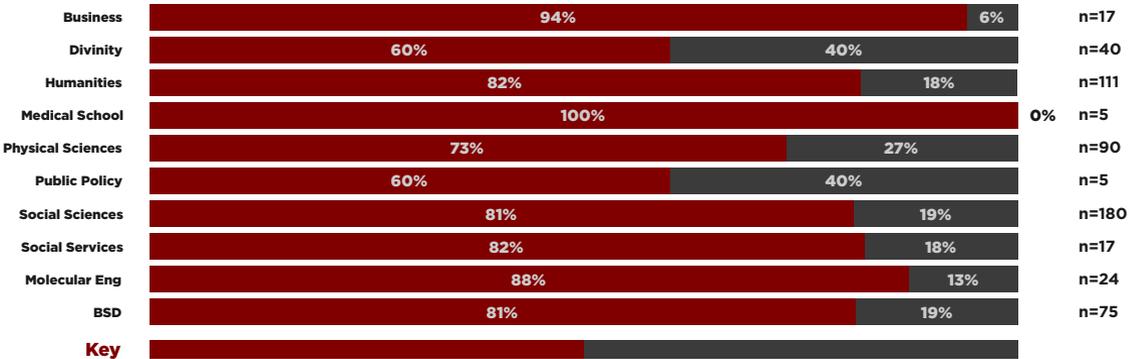
Please check activities that, due to financial pressures, you spent less time on than you would have liked. Coordinating a Council on Advanced Studies-sponsored workshop



Please check activities that, due to financial pressures, you spent less time on than you would have liked. Attending UChicagoGRAD events



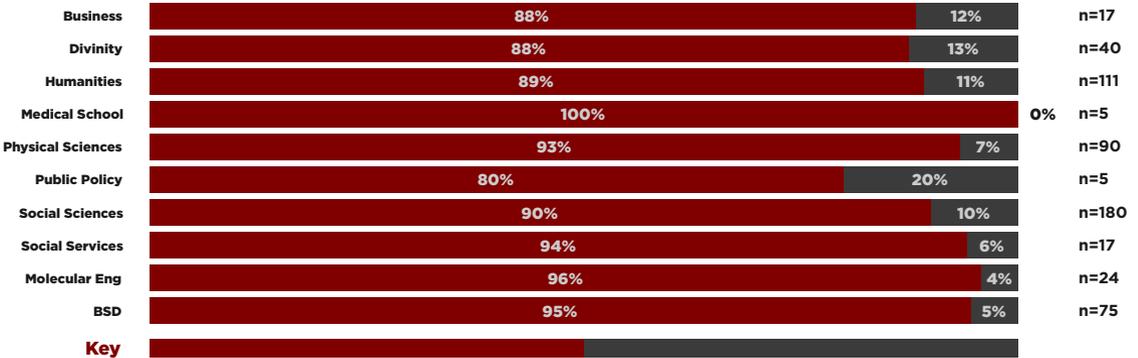
Please check activities that, due to financial pressures, you spent less time on than you would have liked. Attending events hosted by Graduate Student Organizations



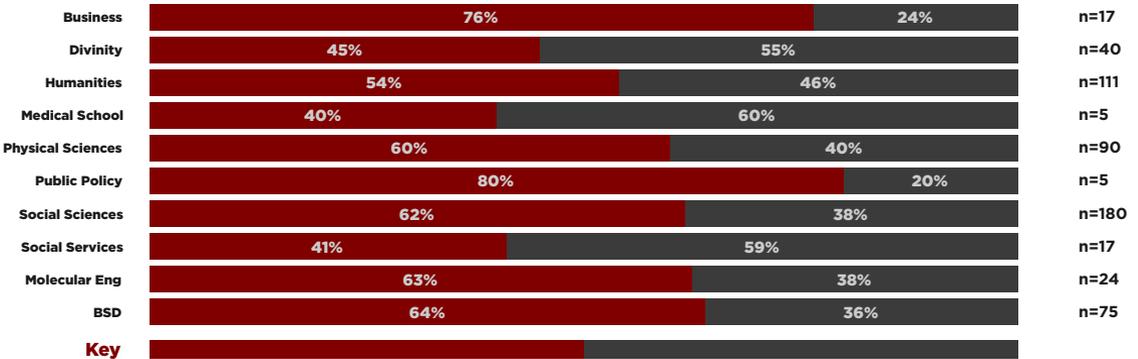
Please check activities that, due to financial pressures, you spent less time on than you would have liked. Paid hourly work on campus.



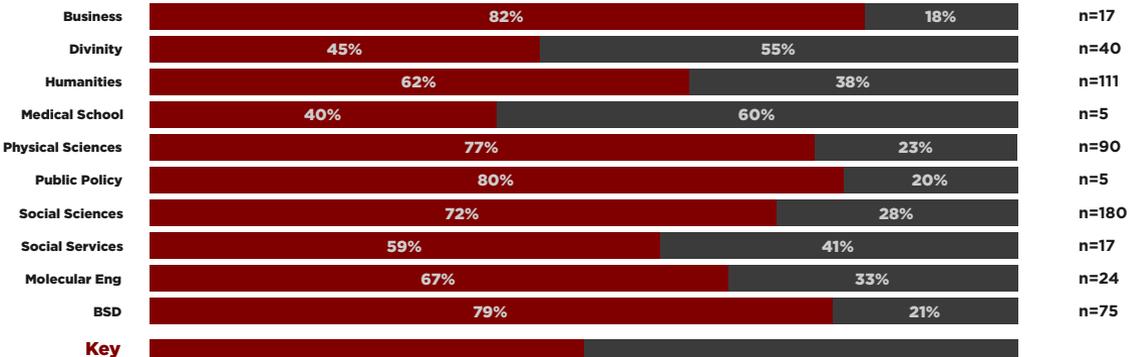
Please check activities that, due to financial pressures, you spent less time on than you would have liked. Paid work off campus.



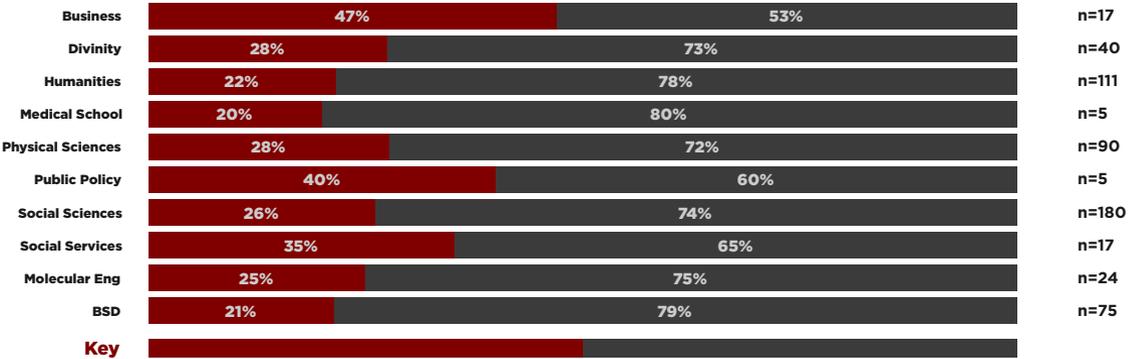
Please check activities that, due to financial pressures, you spent less time on than you would have liked. Volunteer work on or off campus.



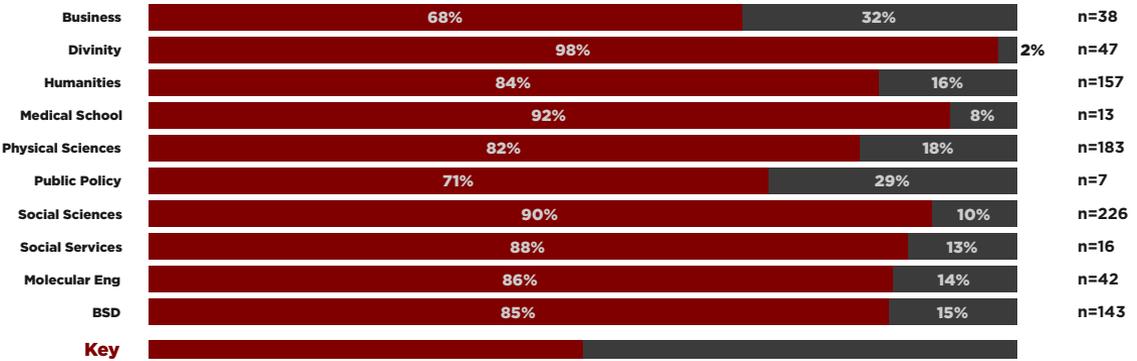
Please check activities that, due to financial pressures, you spent less time on than you would have liked. Parenting and other family responsibilities.



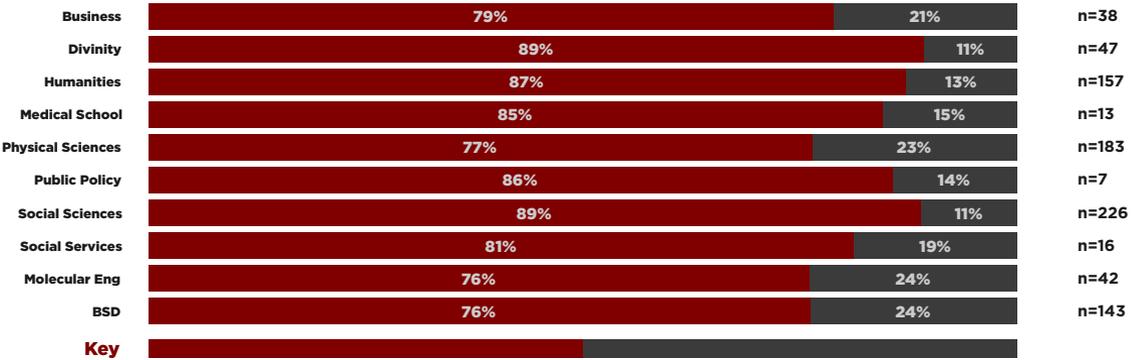
Please check activities that, due to financial pressures, you spent less time on than you would have liked. Shopping, cooking, cleaning, clothes care and similar maintenance tasks.



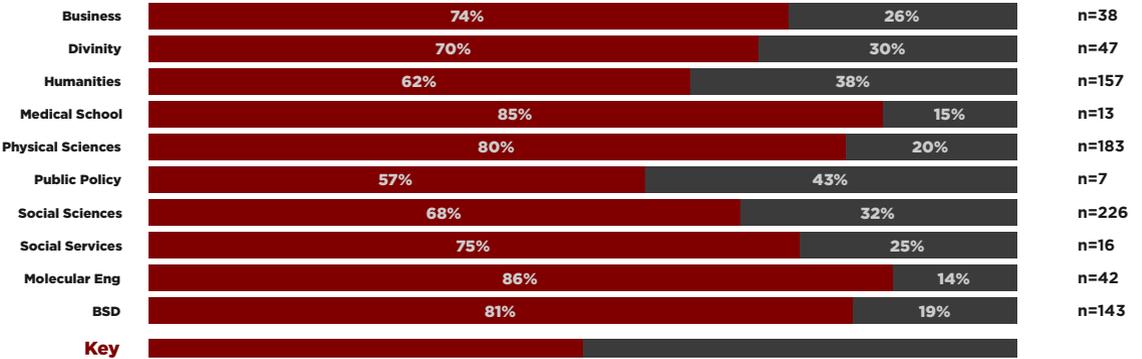
Please check activities that, due to academic pressures, you spent less time on than you would have liked. Attending class



Please check activities that, due to academic pressures, you spent less time on than you would have liked. Performing academic study or research in a laboratory



Please check activities that, due to academic pressures, you spent less time on than you would have liked. Doing academic work or research outside of a class or laboratory

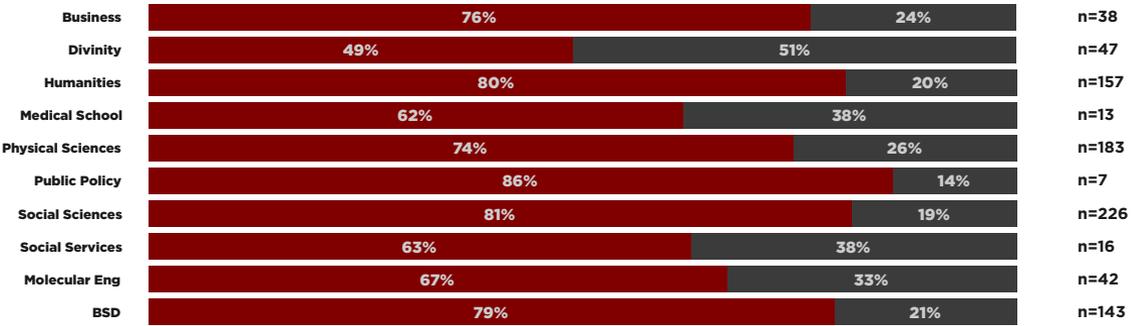


Key

Not selected

Selected

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Teaching at Uchicago

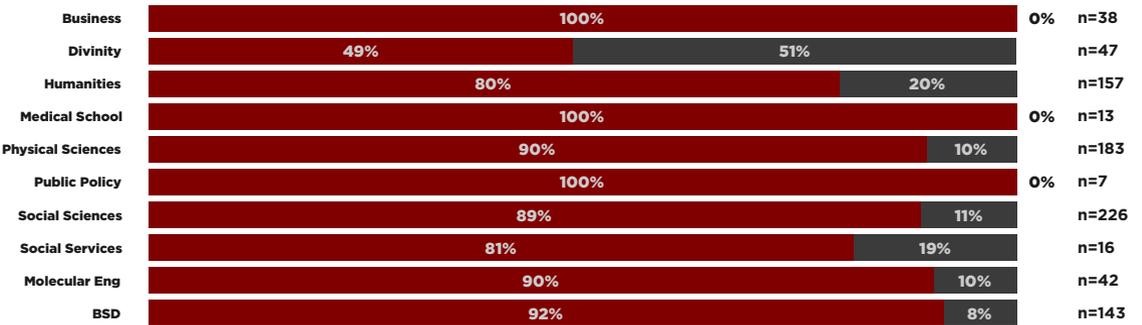


Key

Not selected

Selected

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Teaching at other institutions

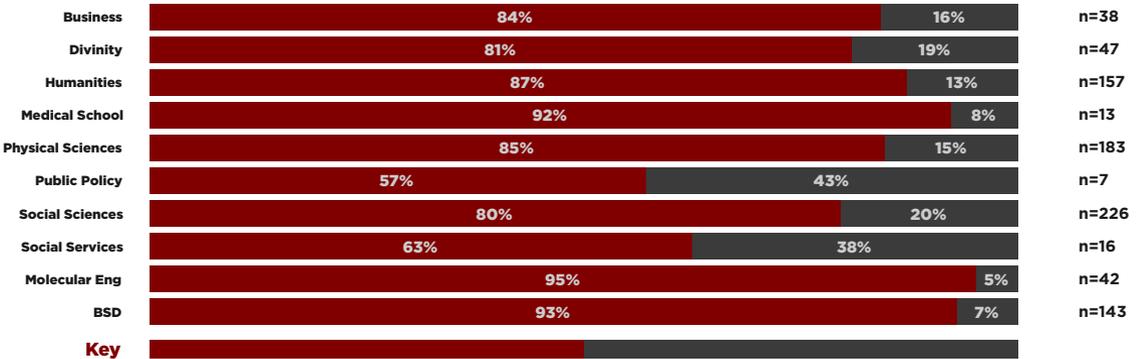


Key

Not selected

Selected

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Research Assistant (RA) work at Uchicago

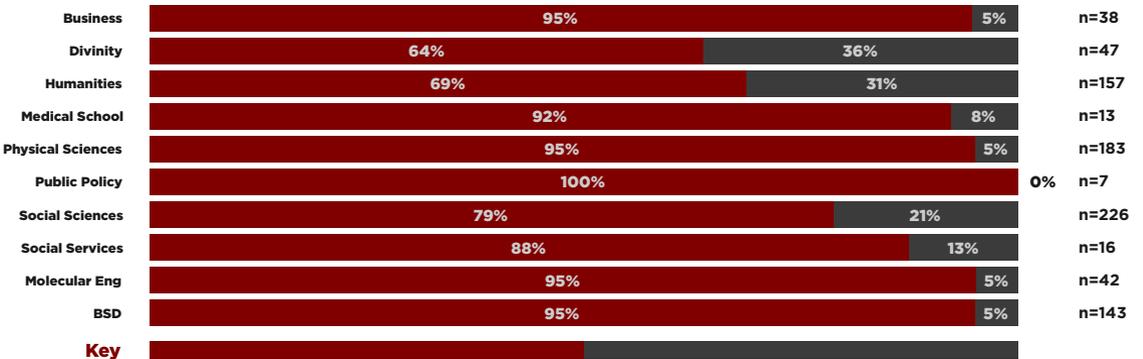


Key

Not selected

Selected

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Participating in a Council on Advanced Studies-sponsored workshop

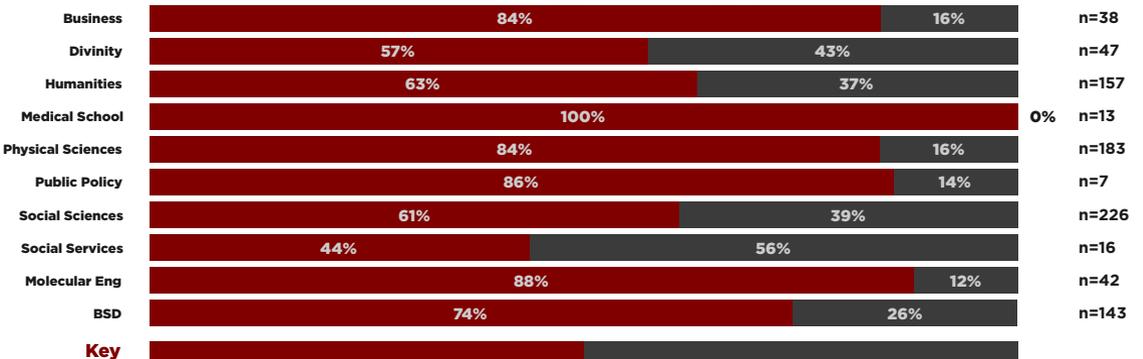


Key

Not selected

Selected

Please check activities that, due to academic pressures, you spent less time on than you would have liked. Writing grant or fellowship proposals

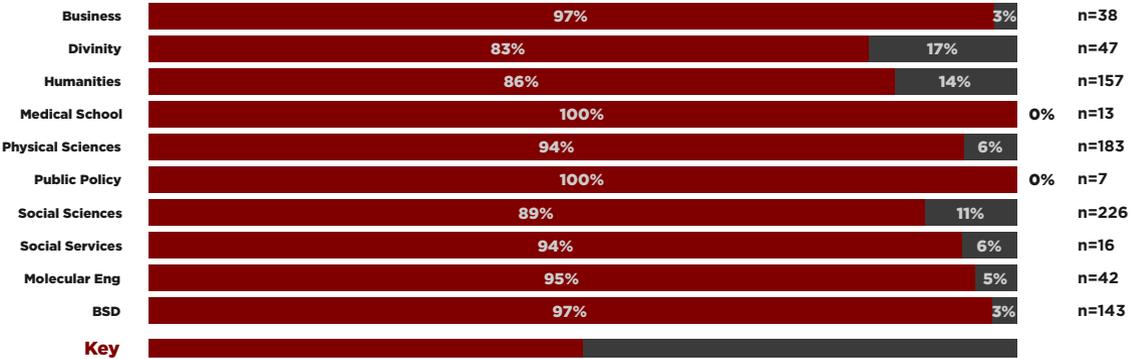


Key

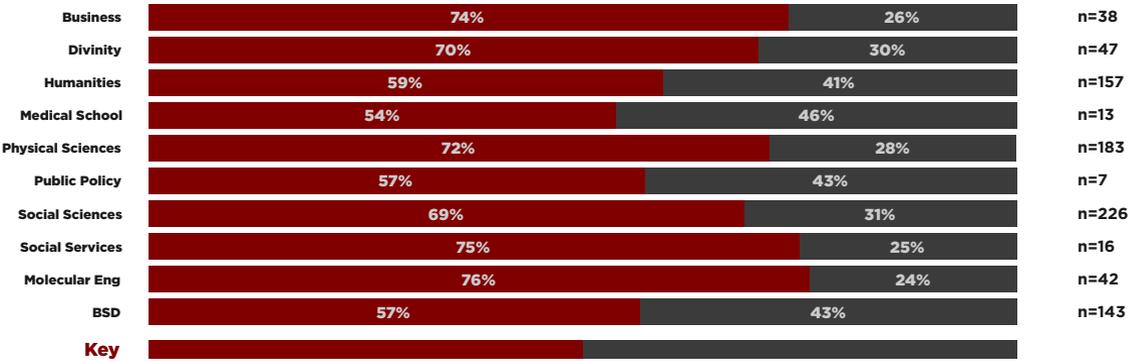
Not selected

Selected

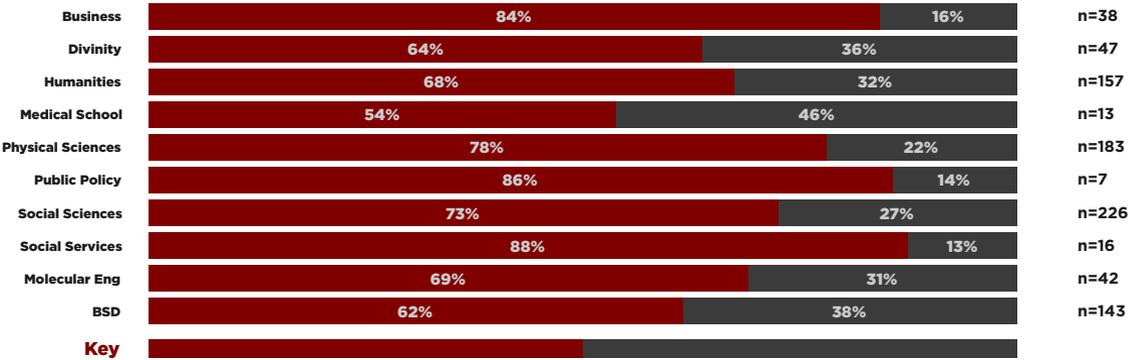
Please check activities that, due to academic pressures, you spent less time on than you would have liked. Coordinating a Council on Advanced Studies-sponsored workshop



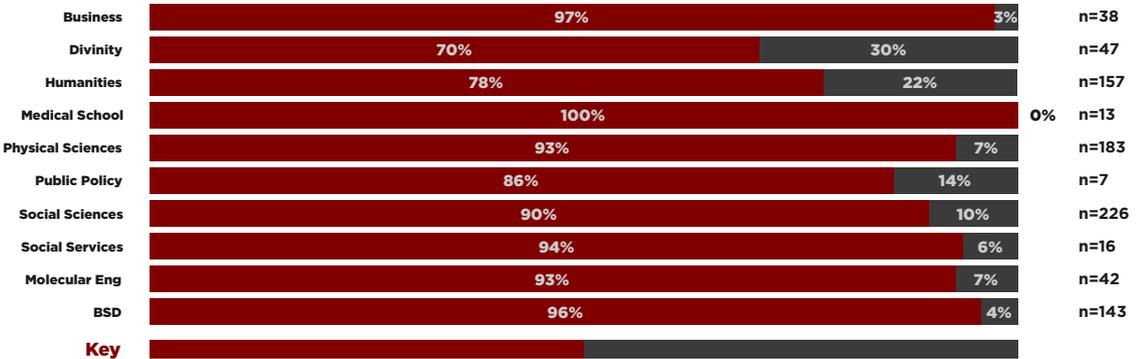
Please check activities that, due to academic pressures, you spent less time on than you would have liked. Attending UChicagoGRAD events



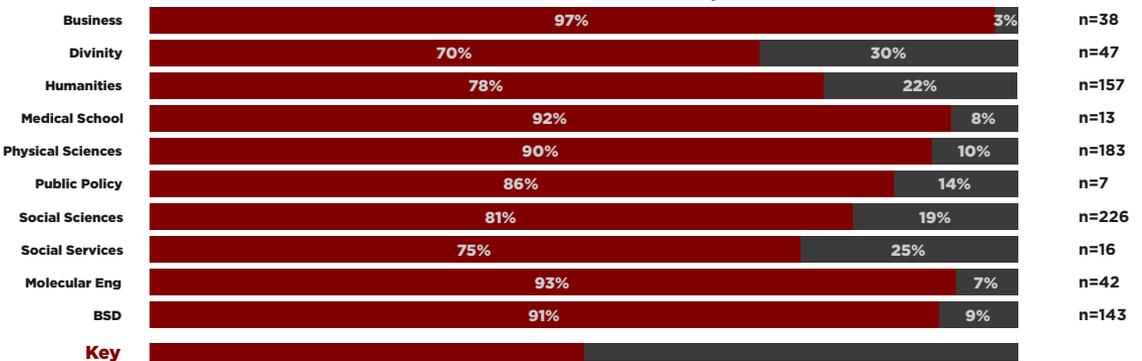
Please check activities that, due to academic pressures, you spent less time on than you would have liked. Attending events hosted by Graduate Student Organizations



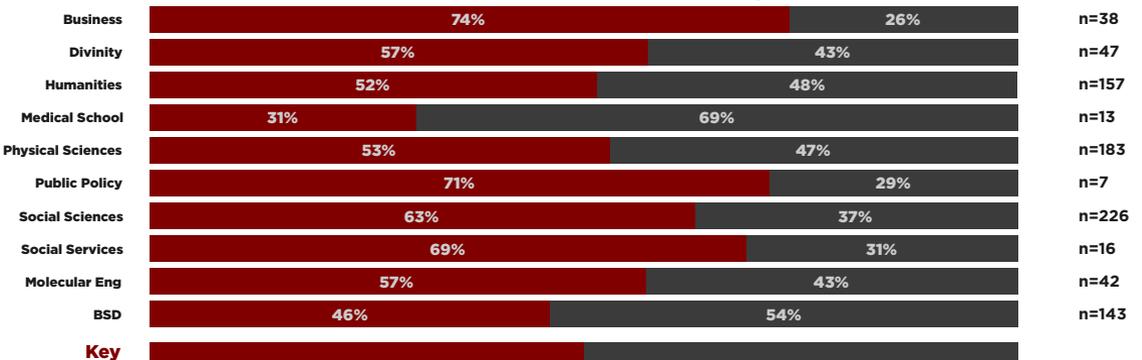
Please check activities that, due to academic pressures, you spent less time on than you would have liked. Hourly work on campus (not RA work).



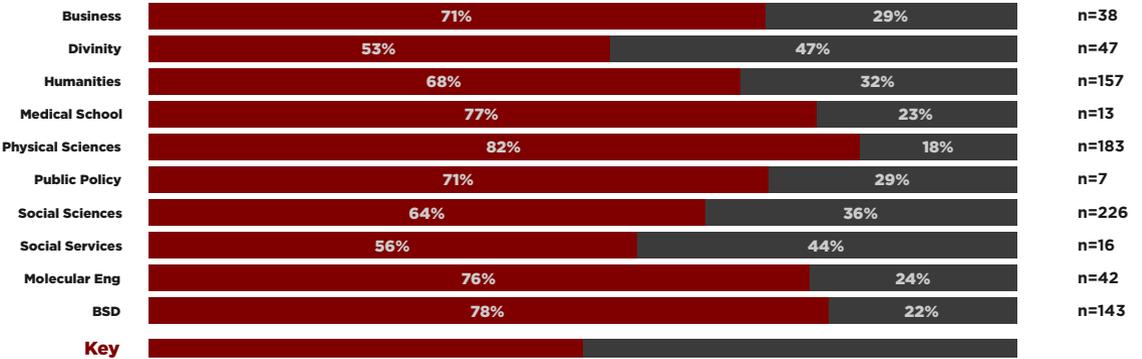
Please check activities that, due to academic pressures, you spent less time on than you would have liked. Paid work off campus.



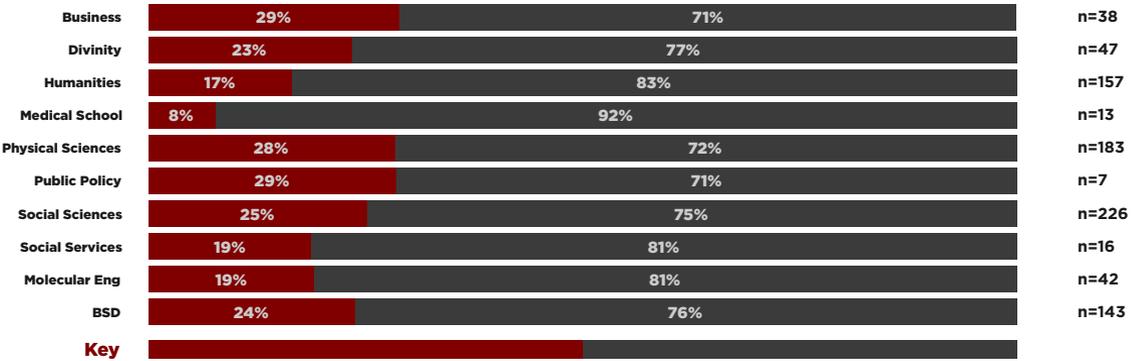
Please check activities that, due to academic pressures, you spent less time on than you would have liked. Volunteer work on or off campus.



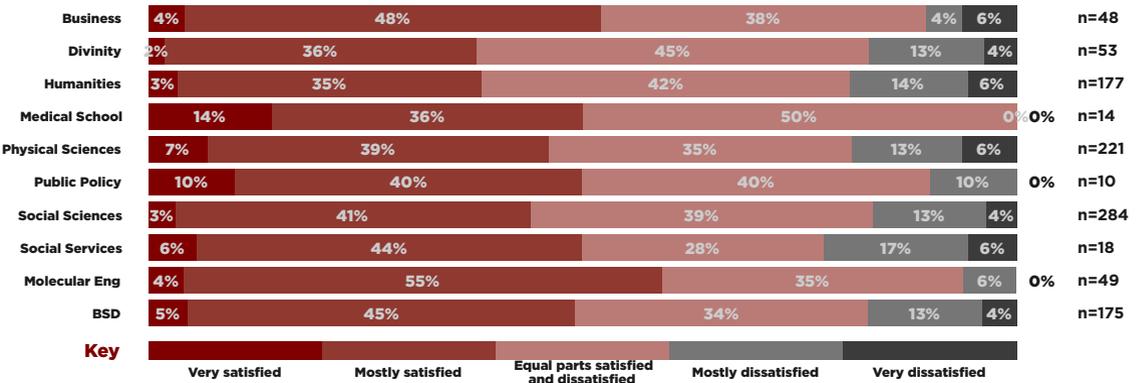
Please check activities that, due to academic pressures, you spent less time on than you would have liked. Parenting and other family responsibilities.



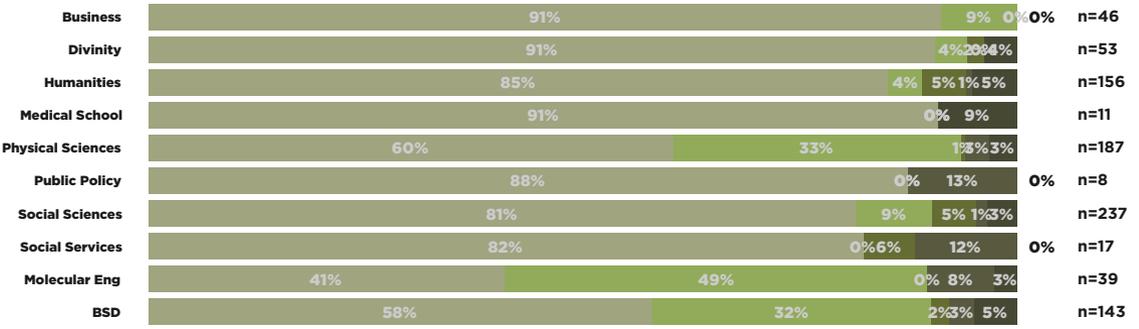
Please check activities that, due to academic pressures, you spent less time on than you would have liked. Shopping, cooking, cleaning, clothes care and similar maintenance tasks.



How satisfied are you with how you currently spend your time compared to how you think your time would best be utilized?



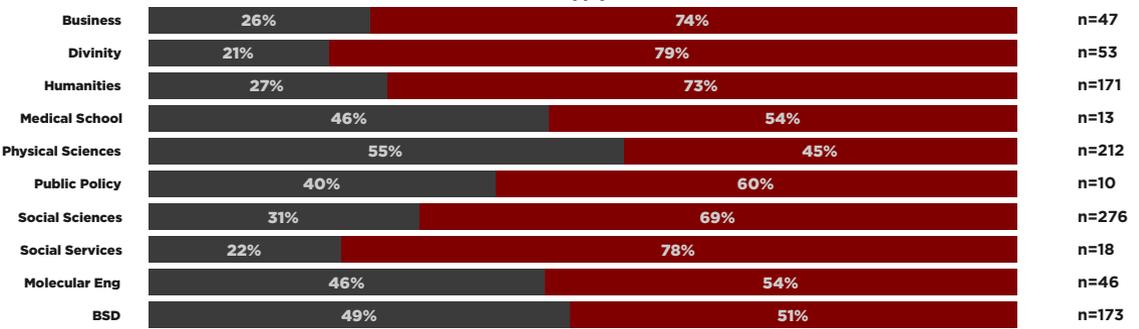
What career path are you currently thinking of taking?



Key

Academic Industry Nonprofit (including K-12 and higher education administration) Government (elected or civil service) Other

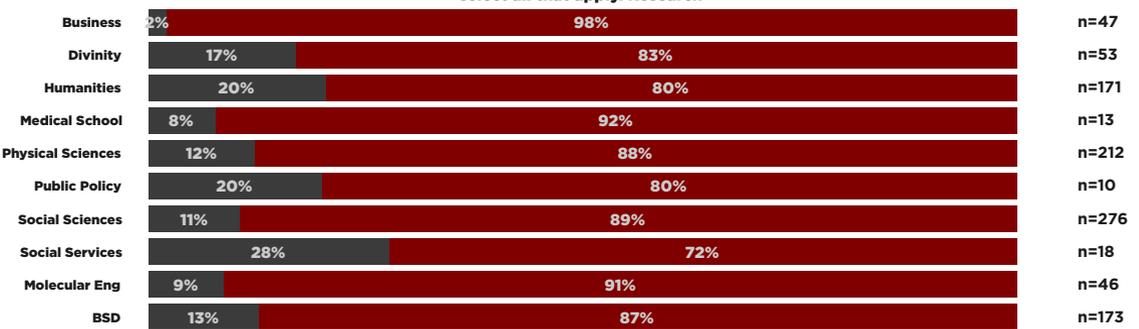
Which of the following have made a positive contribution to your career development? Please select all that apply. Coursework



Key

Not selected Selected

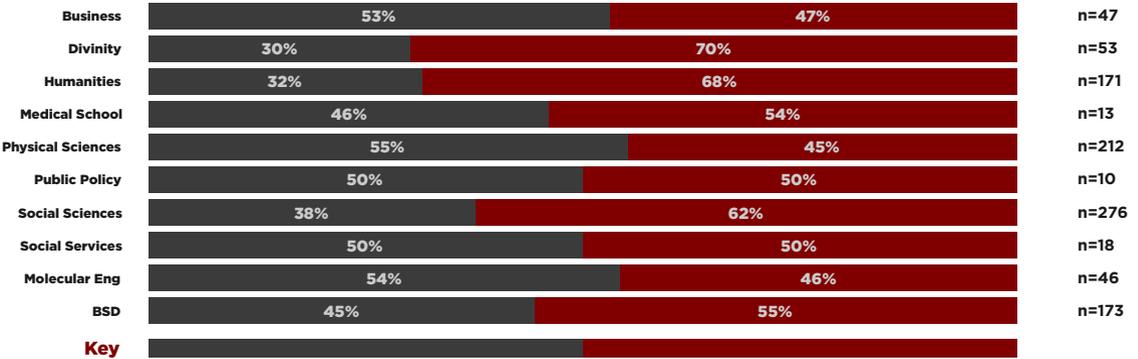
Which of the following have made a positive contribution to your career development? Please select all that apply. Research



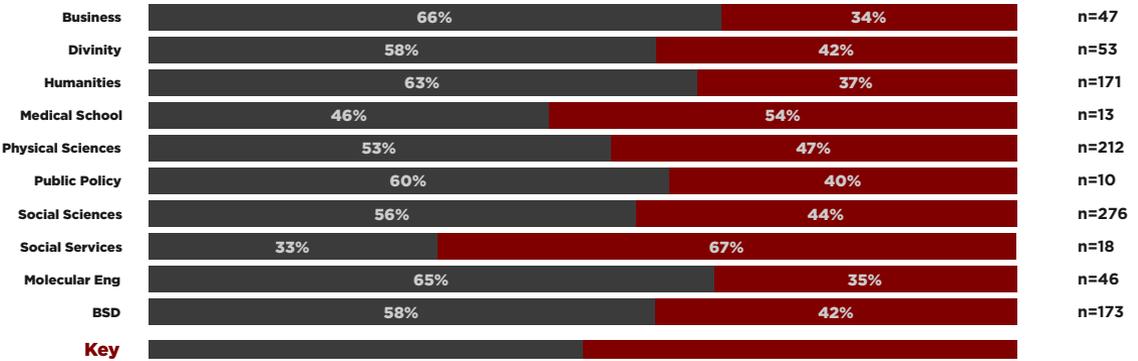
Key

Not selected Selected

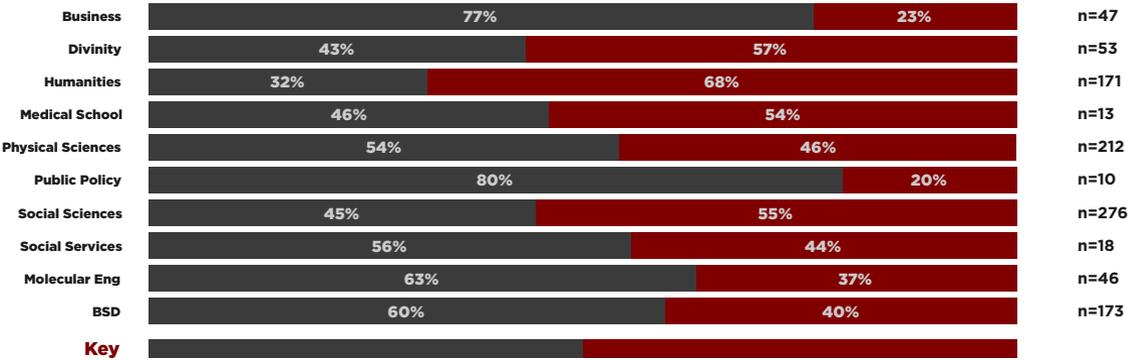
Which of the following have made a positive contribution to your career development? Please select all that apply. Conference attendance



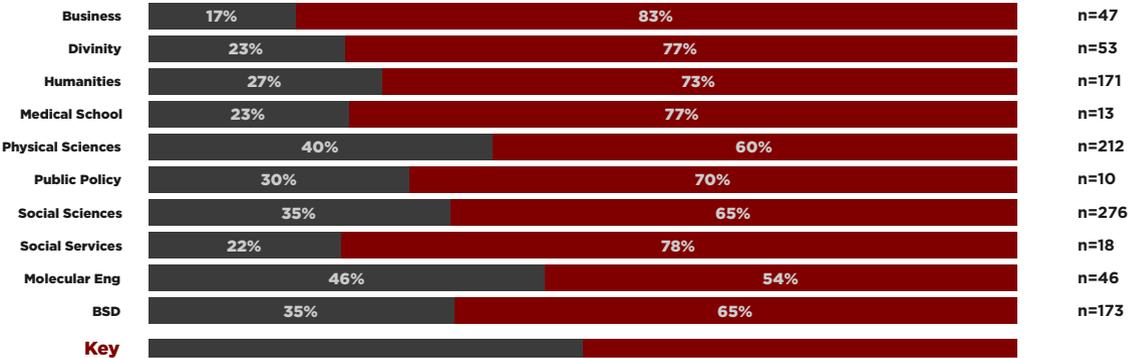
Which of the following have made a positive contribution to your career development? Please select all that apply. Writing research publications



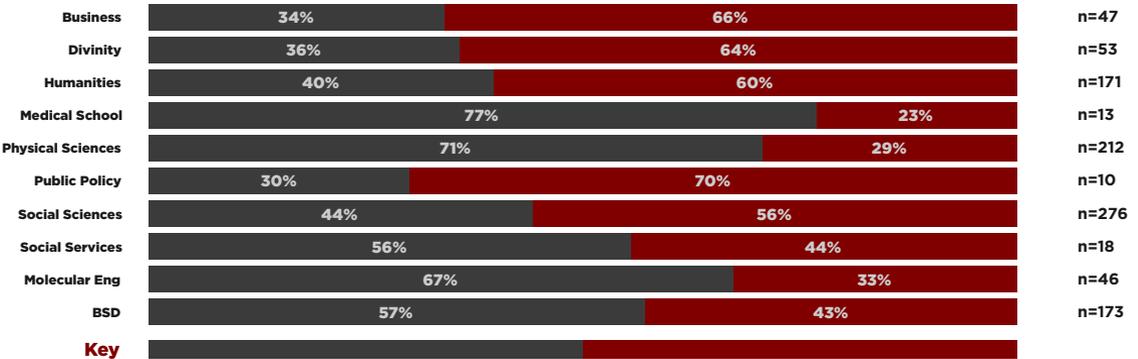
Which of the following have made a positive contribution to your career development? Please select all that apply. Teaching opportunities / requirements



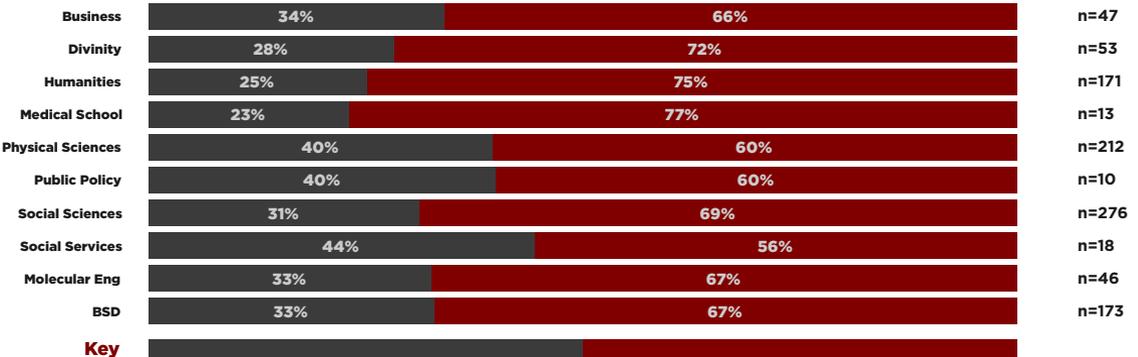
Which of the following have made a positive contribution to your career development? Please select all that apply. Meetings with faculty advisor



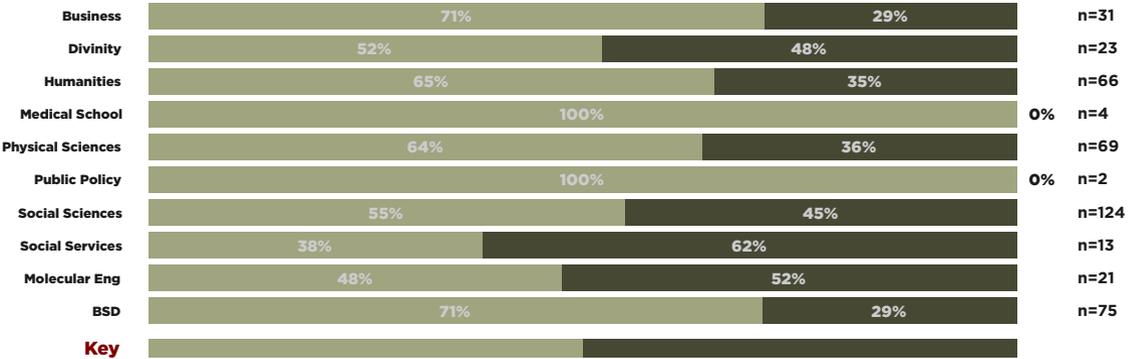
Which of the following have made a positive contribution to your career development? Please select all that apply. Meetings with other faculty



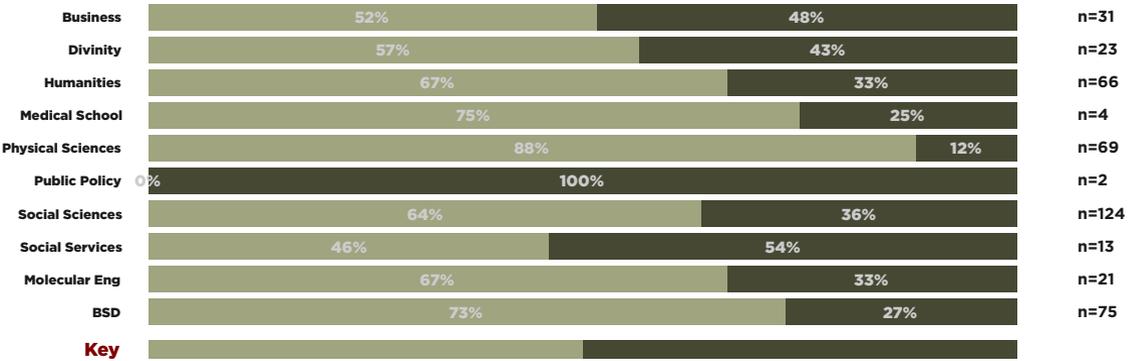
Which of the following have made a positive contribution to your career development? Please select all that apply. Interactions and connections with other graduate students



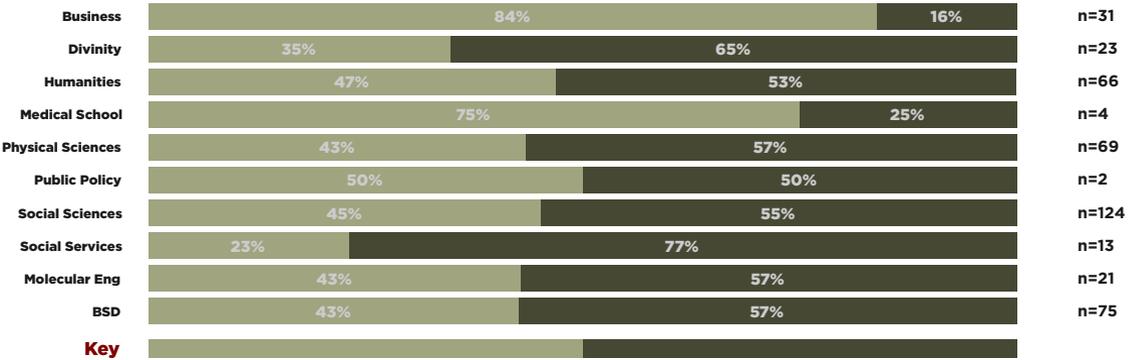
Which of the following services have you used in the past year? Please select all that apply. Resume or CV drafting assistance



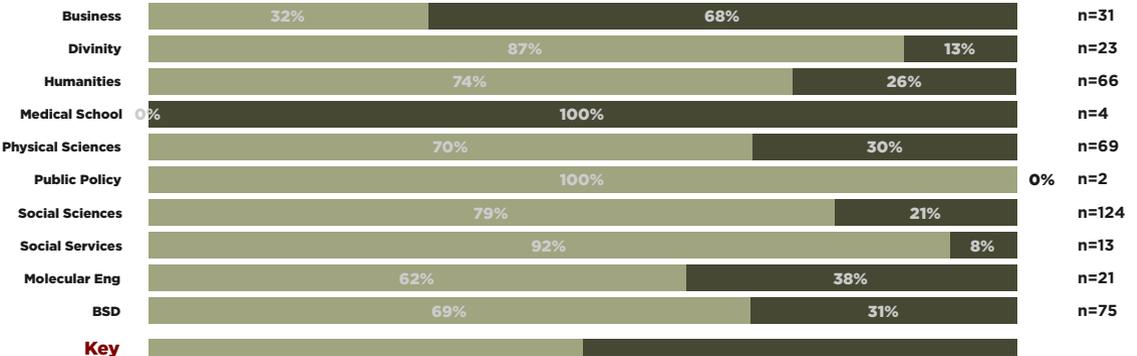
Which of the following services have you used in the past year? Please select all that apply. Writing advising and support



Which of the following services have you used in the past year? Please select all that apply. Fellowship advising and support

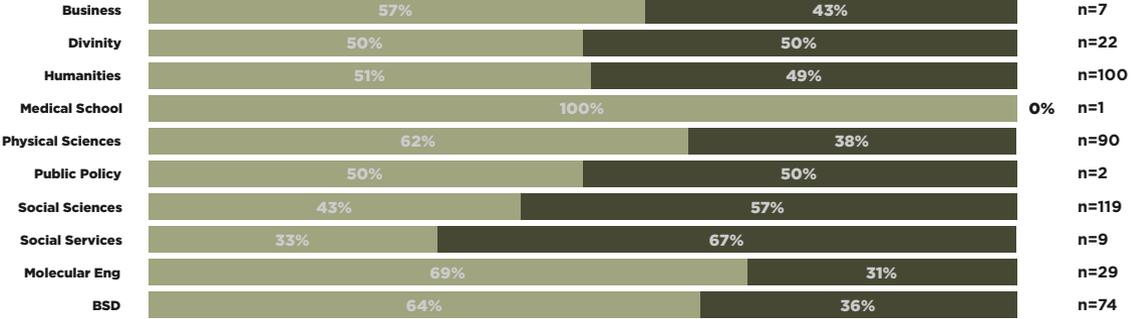


Which of the following services have you used in the past year? Please select all that apply. Meeting with alumni



Key

Which of the following UChicagoGRAD career activities have you done in the past year? Please select all that apply. Searched for jobs / internships on the UChicagoGRAD / GRADgargoyle job board



Key

Which of the following UChicagoGRAD career activities have you done in the past year? Please select all that apply. Applied for jobs / internships through the job board

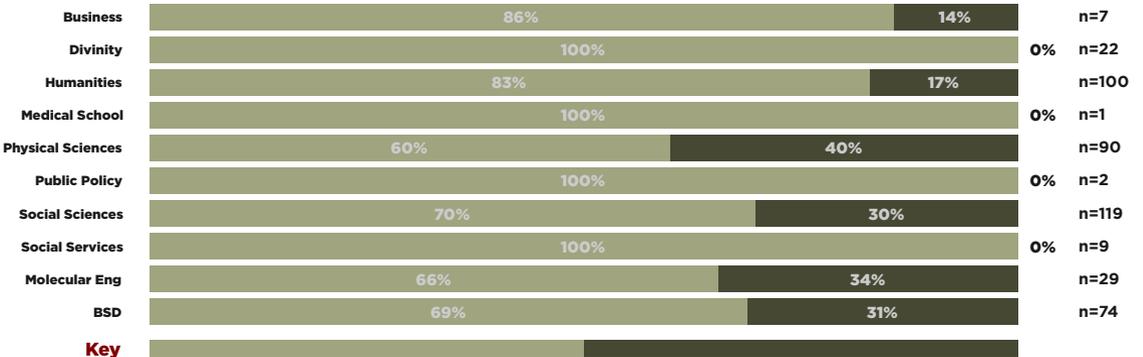


Key

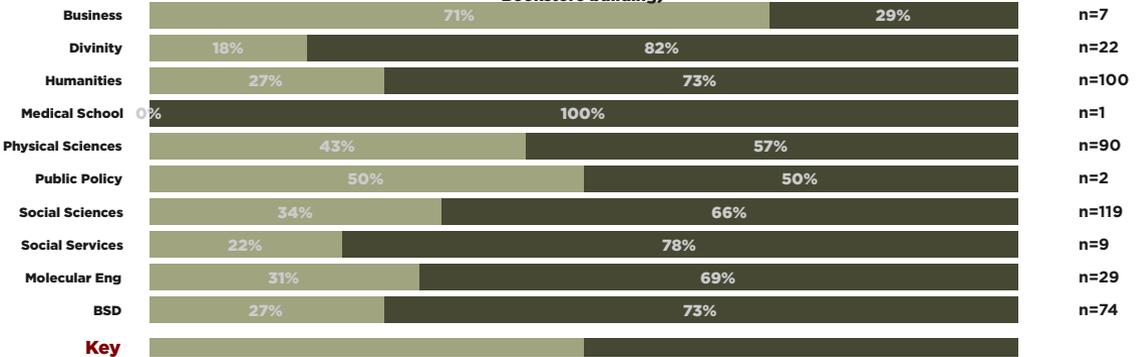
Not selected

Selected

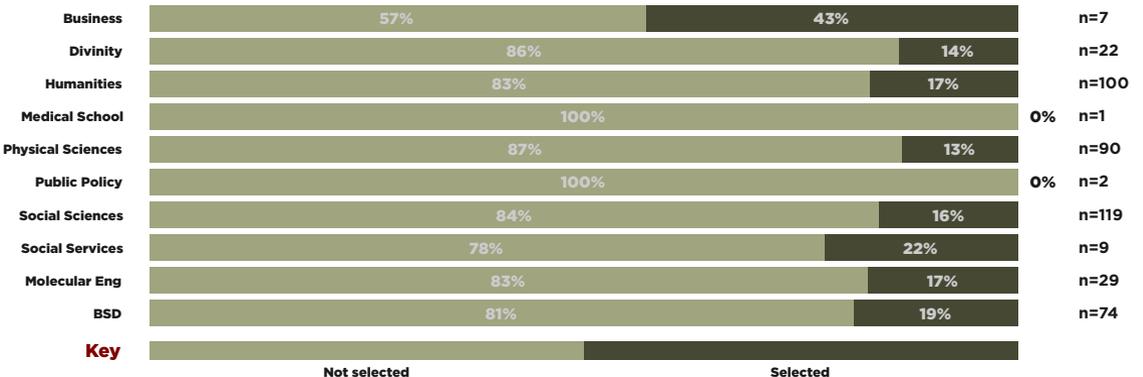
Which of the following UChicagoGRAD career activities have you done in the past year? Please select all that apply. Attended a UChicagoGRAD job fair



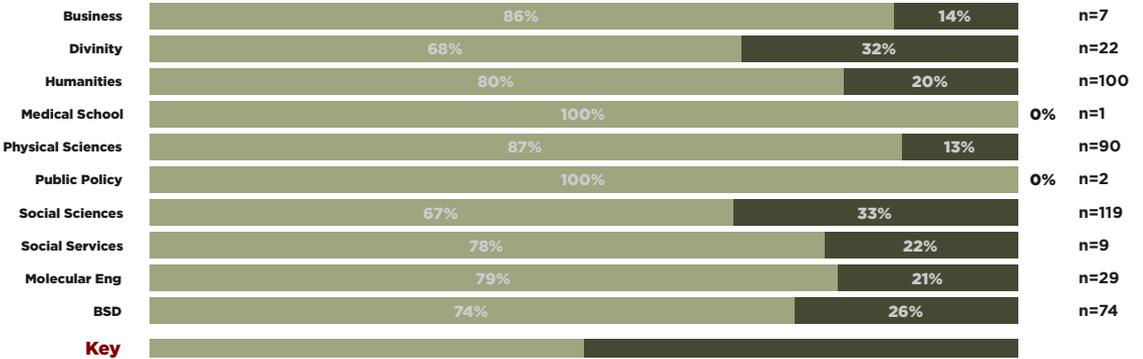
Which of the following UChicagoGRAD career activities have you done in the past year? Please select all that apply. Visited the UChicagoGRAD office (on the 3rd floor of the Campus Bookstore building)



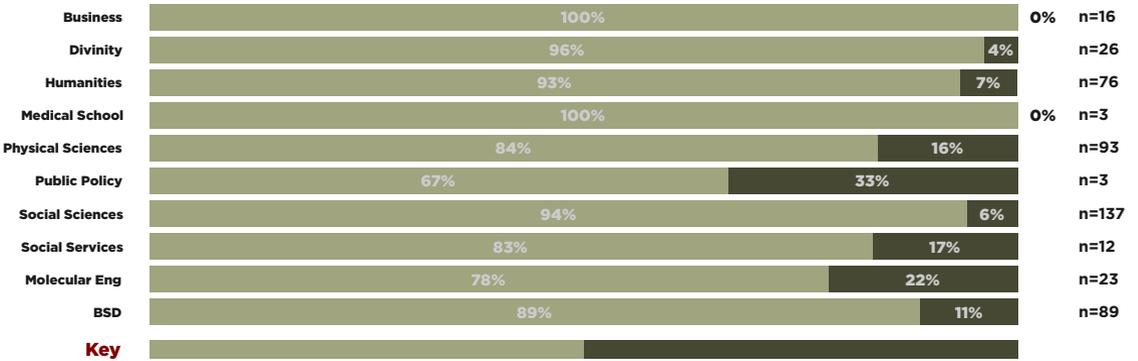
Which of the following UChicagoGRAD career activities have you done in the past year? Please select all that apply. UChicagoGRAD interview / job talk practice / GRADTalk



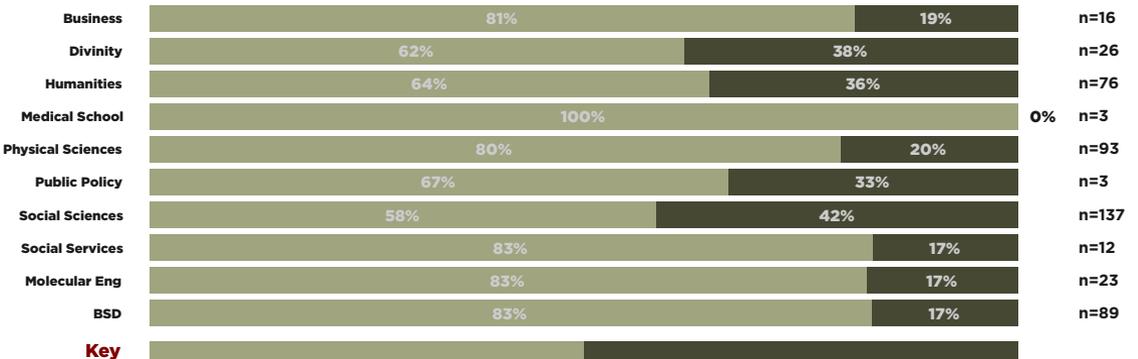
Which of the following UChicagoGRAD career activities have you done in the past year? Please select all that apply. Individual career advising session with UChicagoGRAD



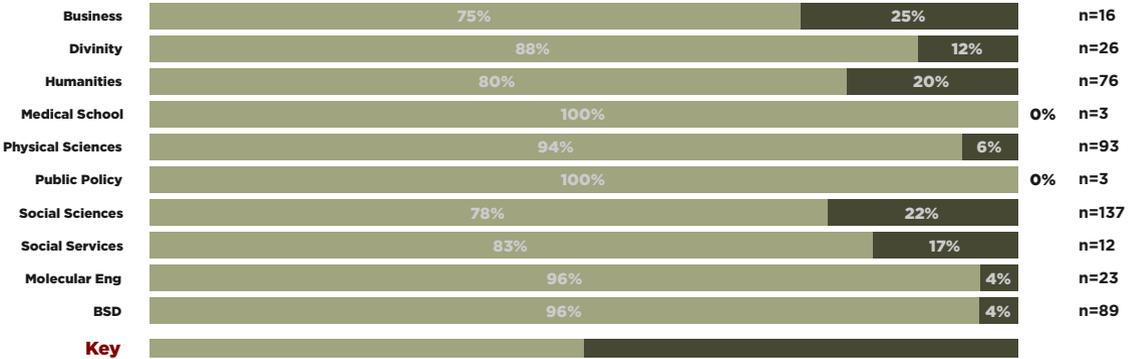
Which of the following additional career activities have you done in the past year? Please select all that apply. Attended a job fair not sponsored by UChicagoGRAD



Which of the following additional career activities have you done in the past year? Please select all that apply. Applied for jobs / internships outside of UChicagoGRAD listings



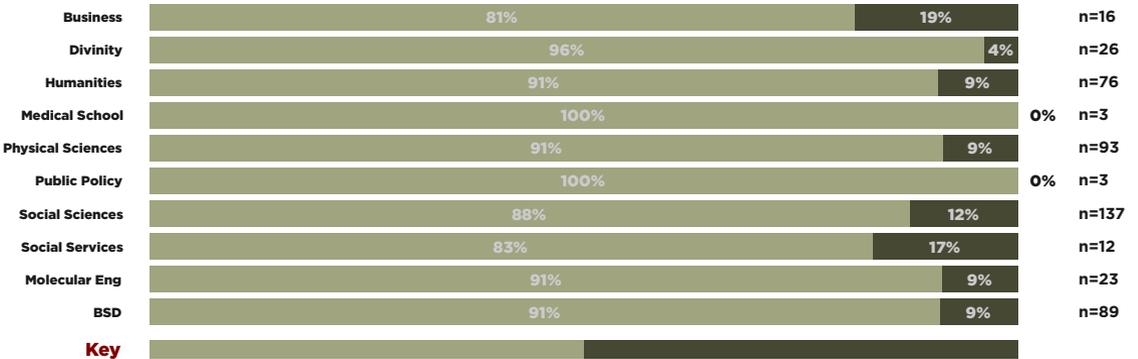
Which of the following additional career activities have you done in the past year? Please select all that apply. Departmental interview / Job talk practice



Not selected

Selected

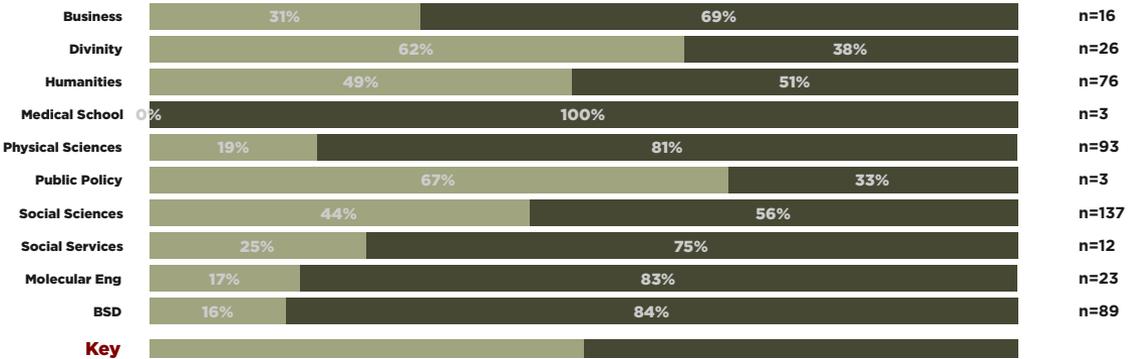
Which of the following additional career activities have you done in the past year? Please select all that apply. Completed an internship



Not selected

Selected

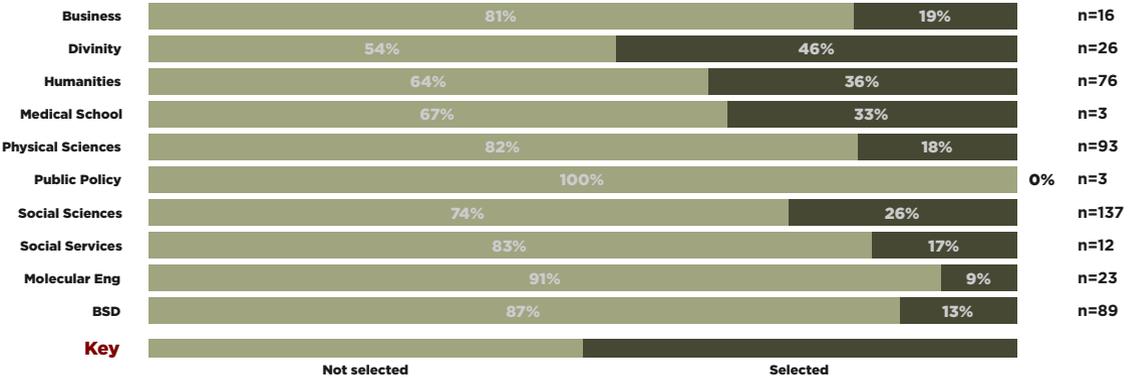
Which of the following additional career activities have you done in the past year? Please select all that apply. Created or edited a LinkedIn profile



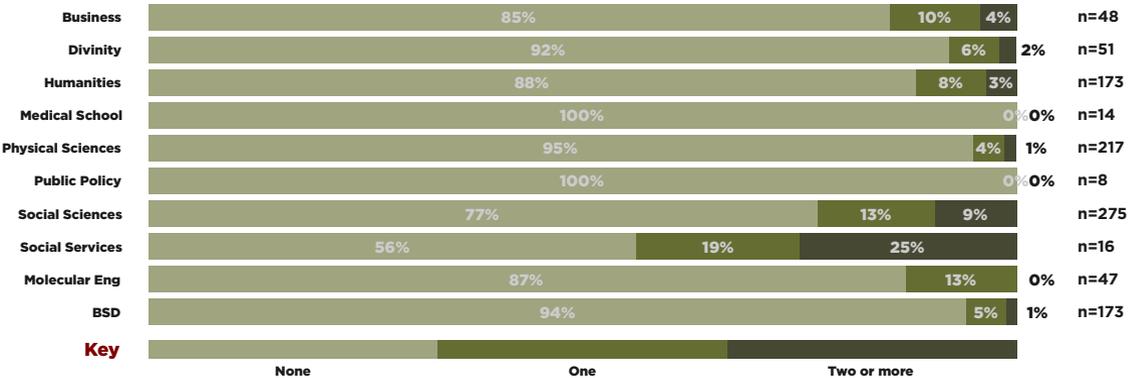
Not selected

Selected

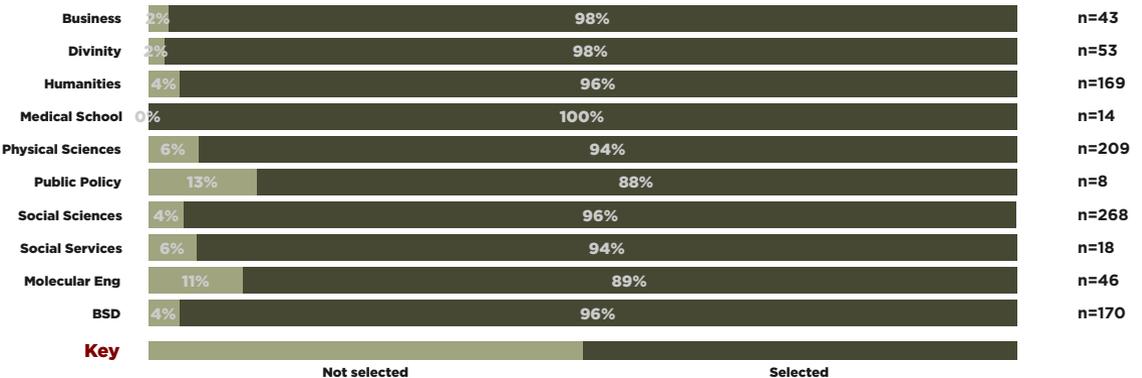
Which of the following additional career activities have you done in the past year? Please select all that apply. Created or edited another online profile - please identify type



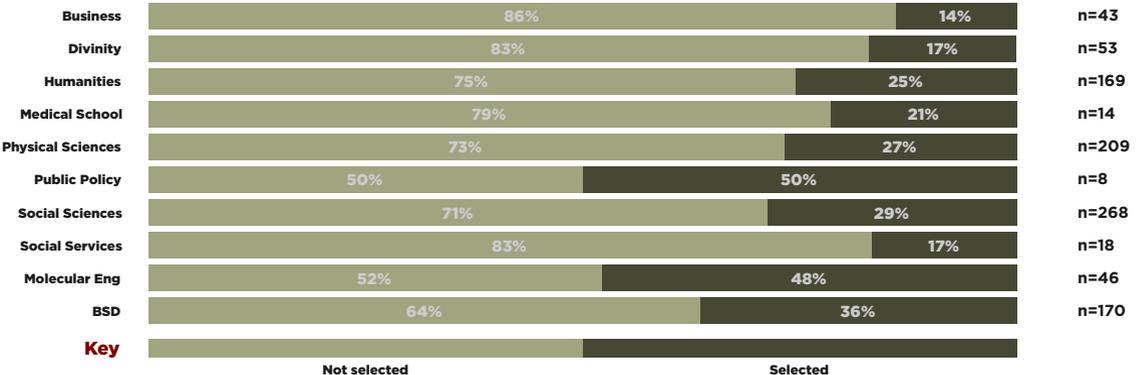
Since the start of your UChicago graduate program, how many internships have you had?



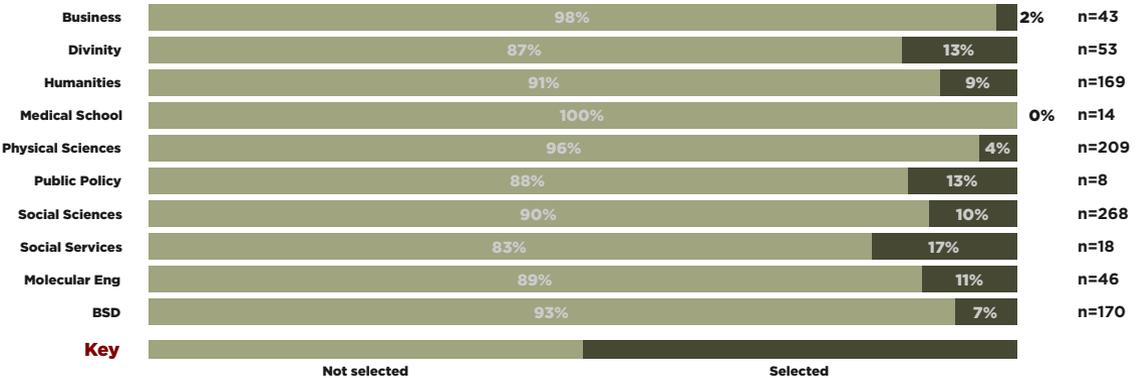
Please indicate which of the following you know well enough to ask for a recommendation for an academic job: UChicago faculty



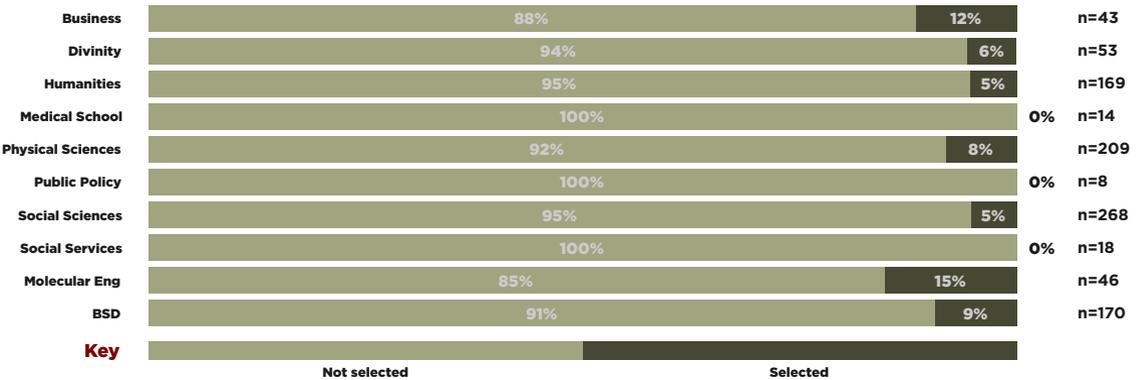
Please indicate which of the following you know well enough to ask for a recommendation for an academic job: UChicago staff in your department or program



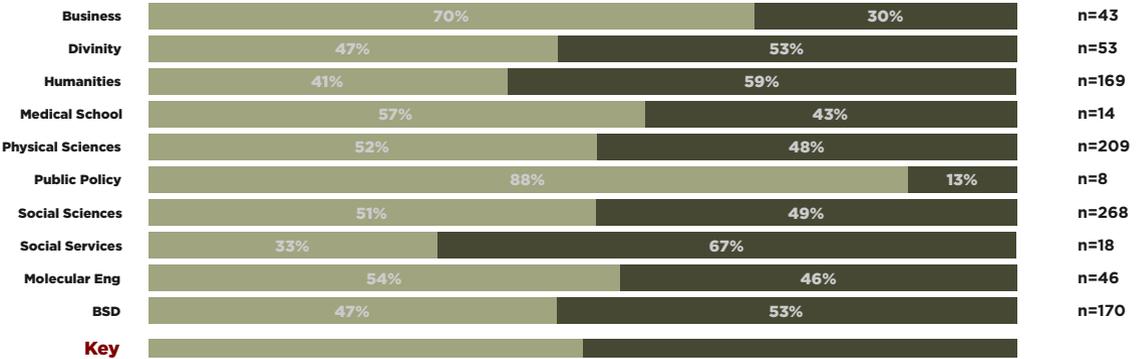
Please indicate which of the following you know well enough to ask for a recommendation for an academic job: Other UChicago staff



Please indicate which of the following you know well enough to ask for a recommendation for an academic job: UChicago alumni



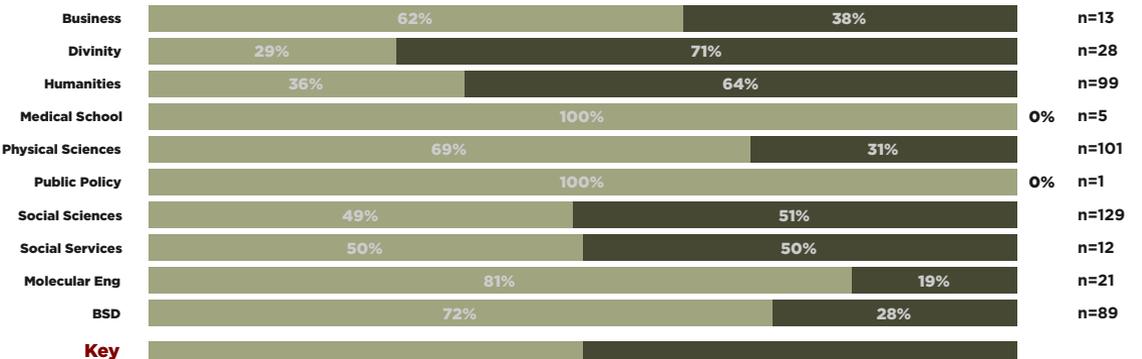
Please indicate which of the following you know well enough to ask for a recommendation for an academic job: Faculty at other institutions



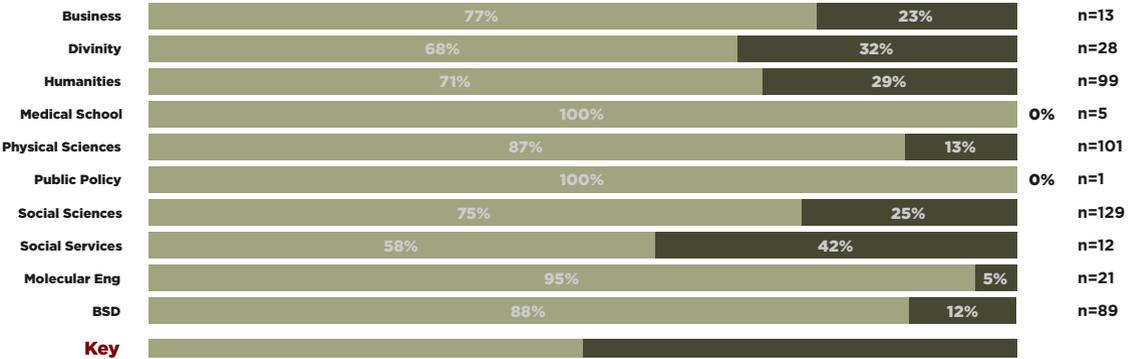
Please indicate which of the following you know well enough to ask for a recommendation for an academic job: Another recommendation source for an academic job, please describe



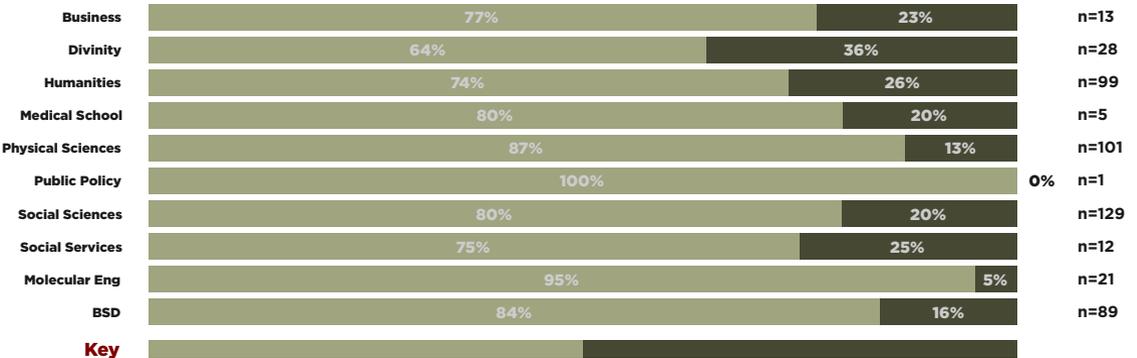
How did you become acquainted with faculty from other institutions? Please check all that apply. Conferences



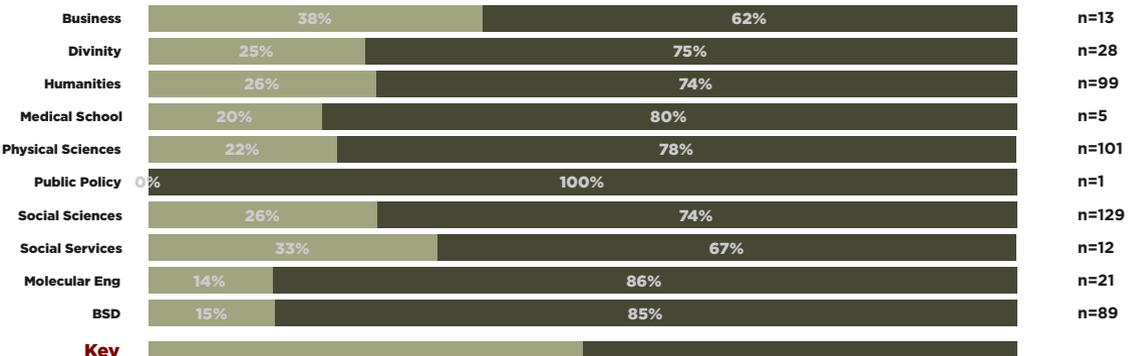
How did you become acquainted with faculty from other institutions? Please check all that apply. Workshop or departmental seminar series visitors



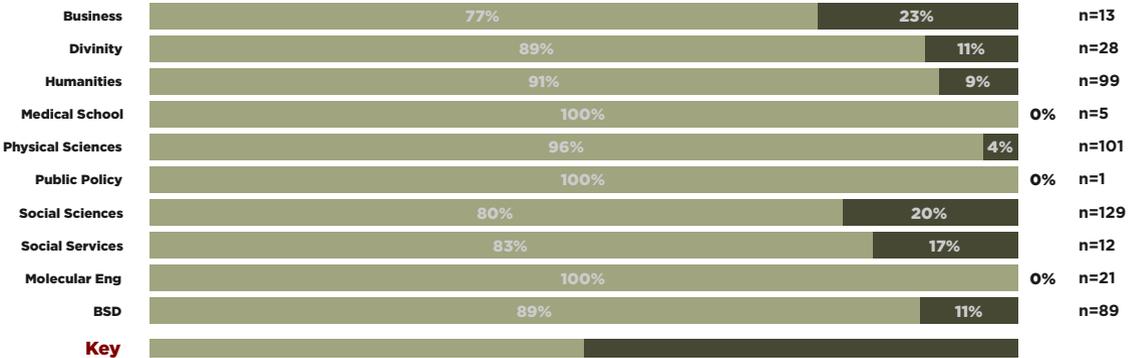
How did you become acquainted with faculty from other institutions? Please check all that apply. Visiting faculty at Uchicago



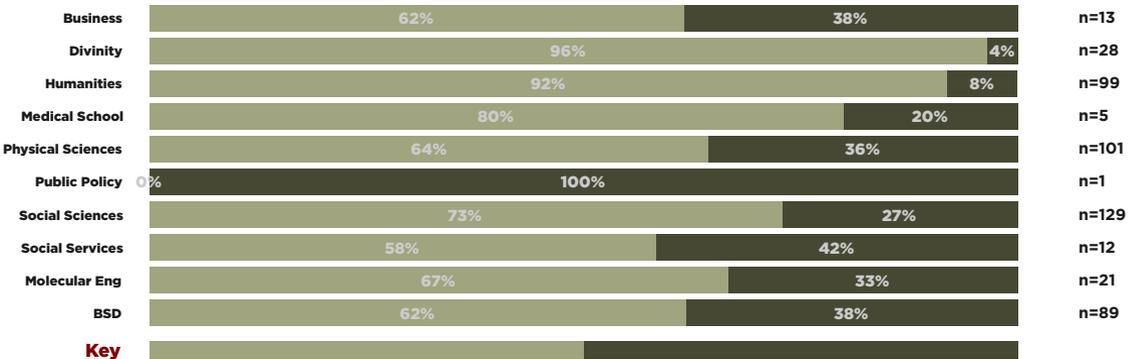
How did you become acquainted with faculty from other institutions? Please check all that apply. Your time at another institution



How did you become acquainted with faculty from other institutions? Please check all that apply. Former UChicago faculty who moved elsewhere



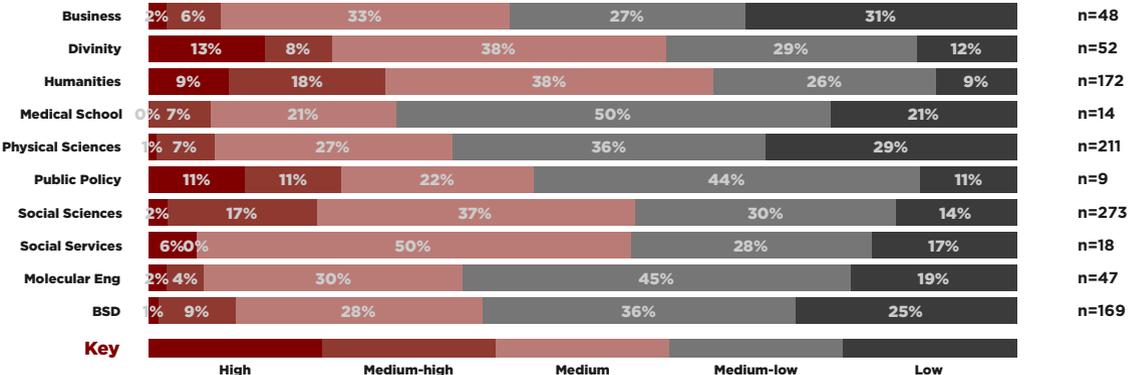
How did you become acquainted with faculty from other institutions? Please check all that apply. Research paper collaborator



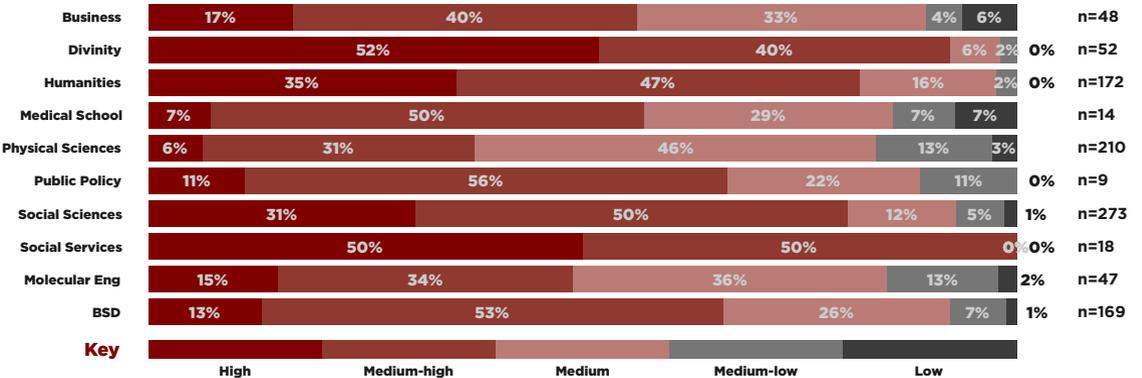
How did you become acquainted with faculty from other institutions? Please check all that apply. Something else, please describe



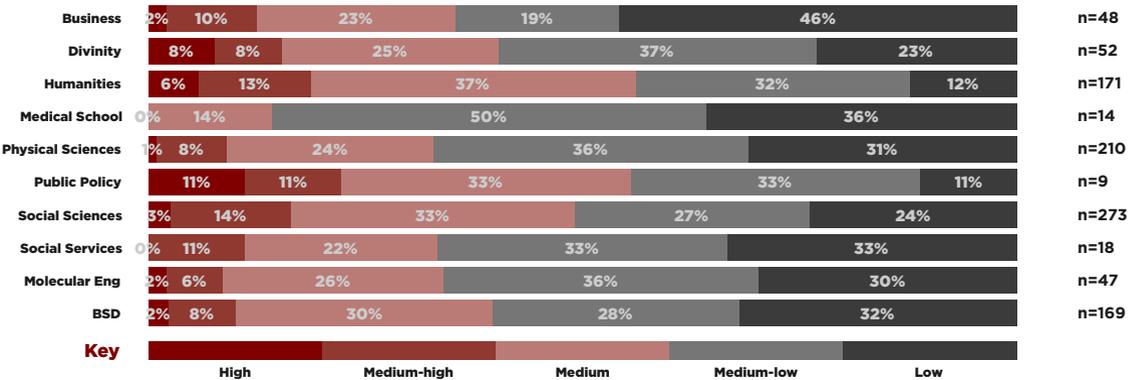
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. A. Posing good research questions. Skill pre UChicago



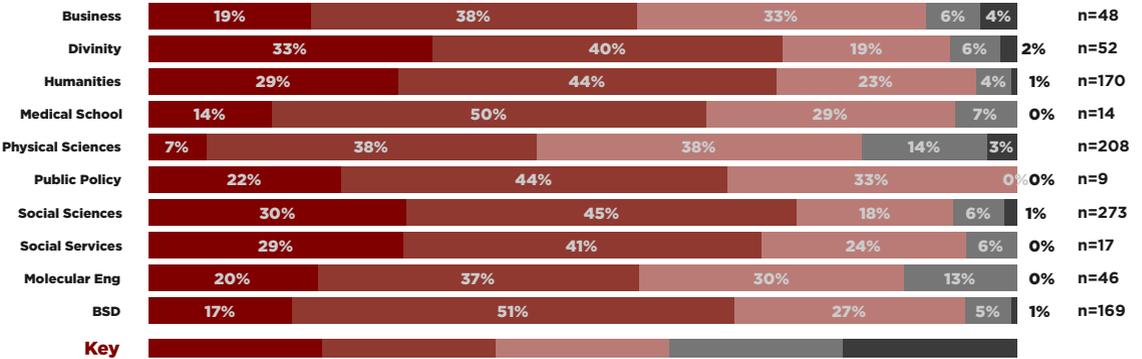
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. A. Posing good research questions. Skill now



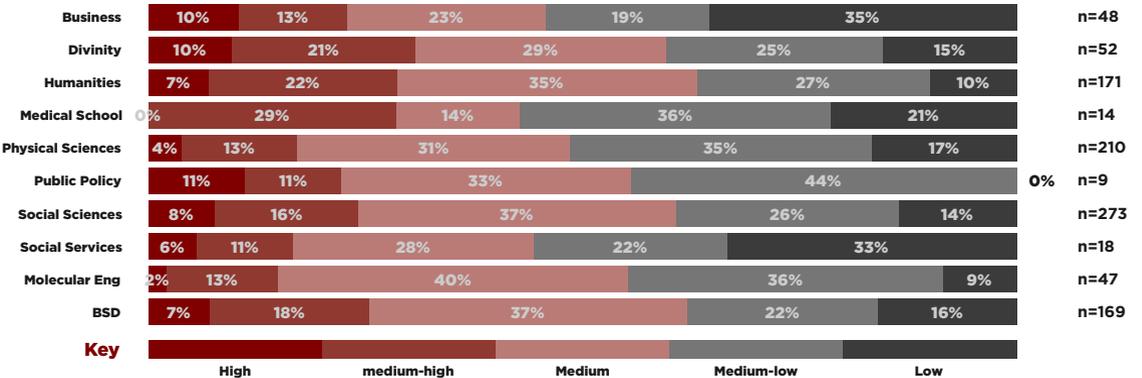
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. B. Designing research. Skill pre UChicago



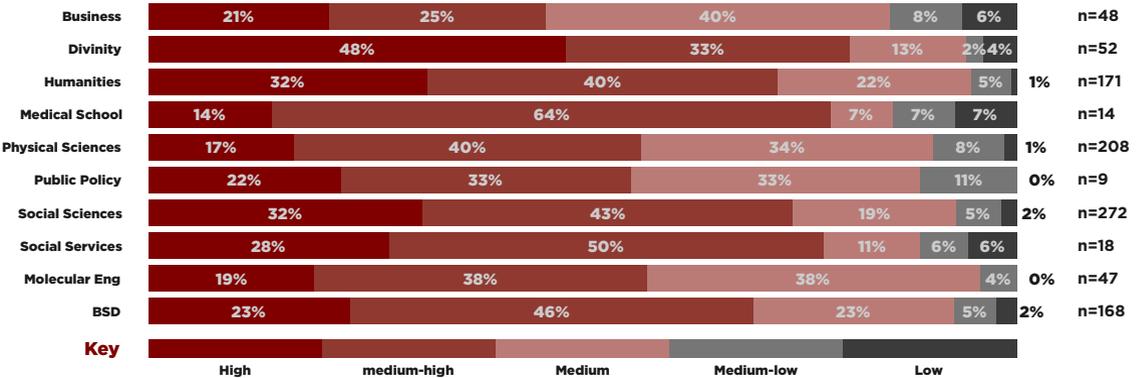
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. B. Designing research. Skill now



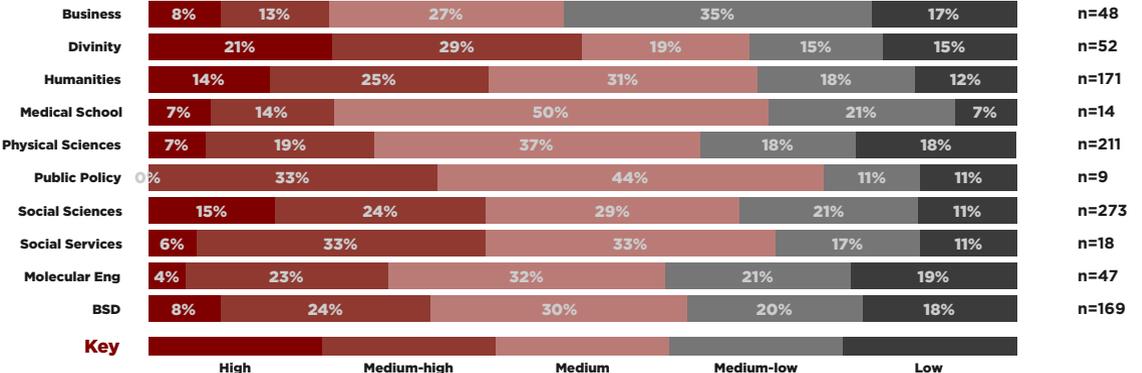
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. C. Executing research. Skill pre UChicago



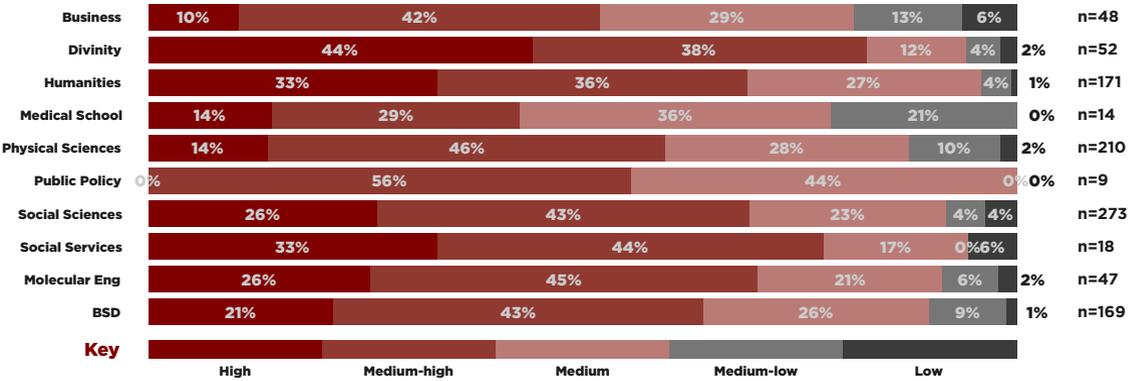
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. C. Executing research. Skill now



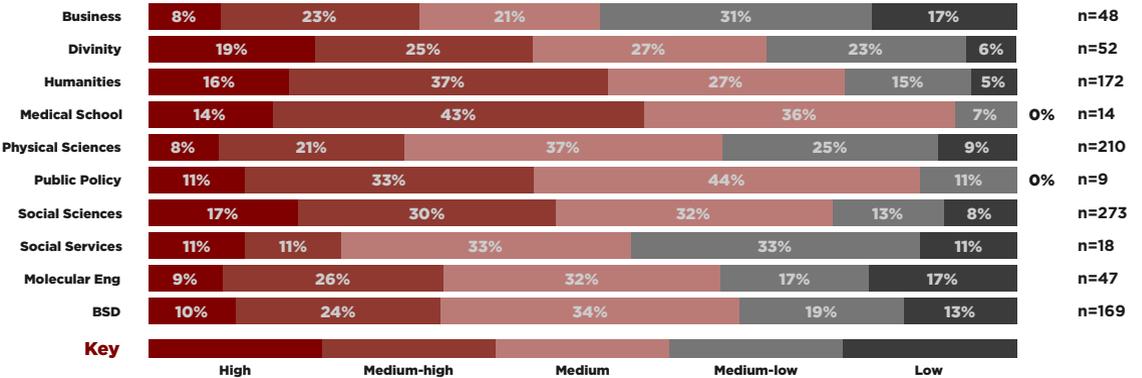
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. C. Presenting information orally. Skill pre UChicago



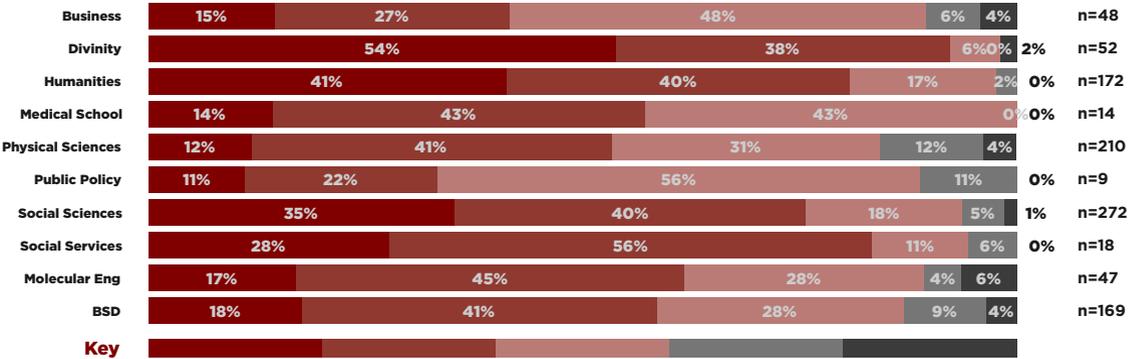
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. C. Presenting information orally. Skill now



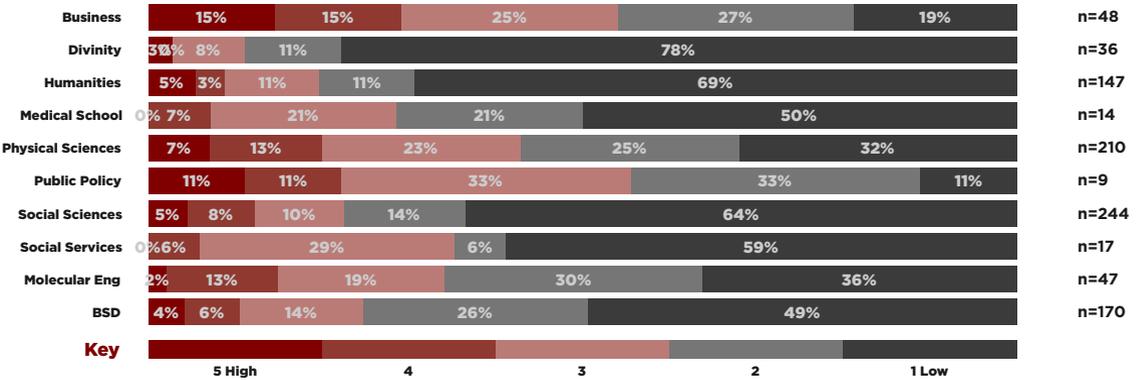
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. D. Writing Skill pre UChicago



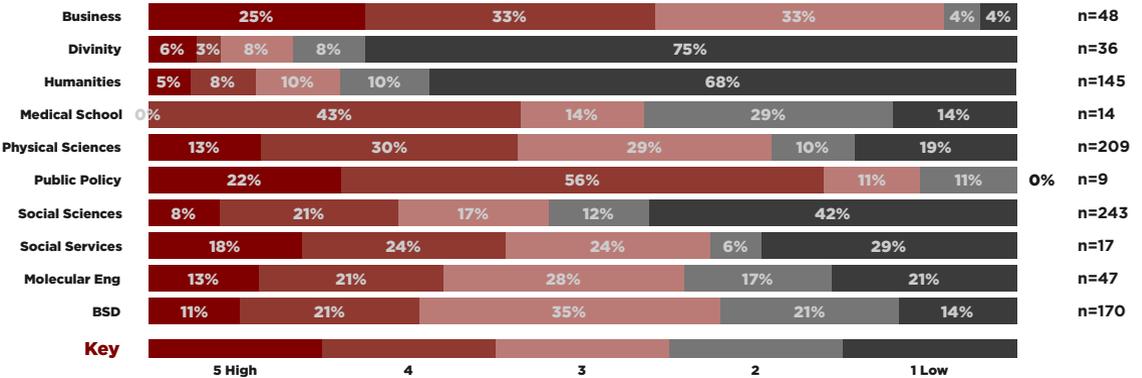
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **D. Writing Skill now**



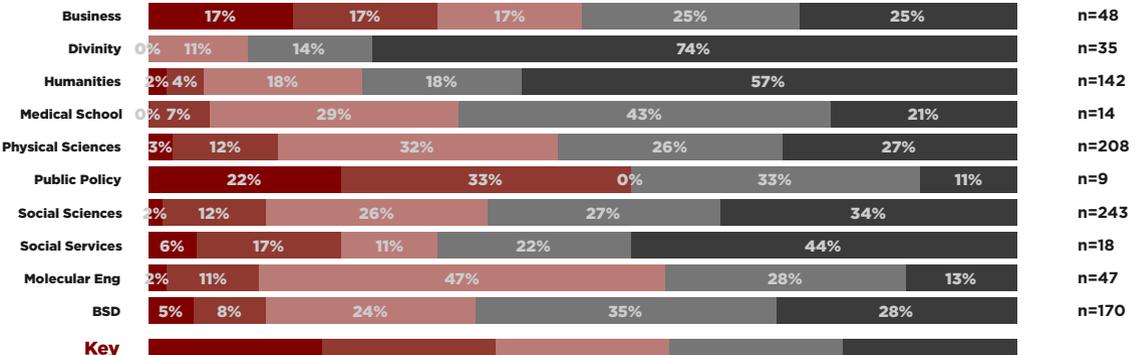
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **A. Programming. Skill pre UChicago**



For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. **A. Programming. Skill now**

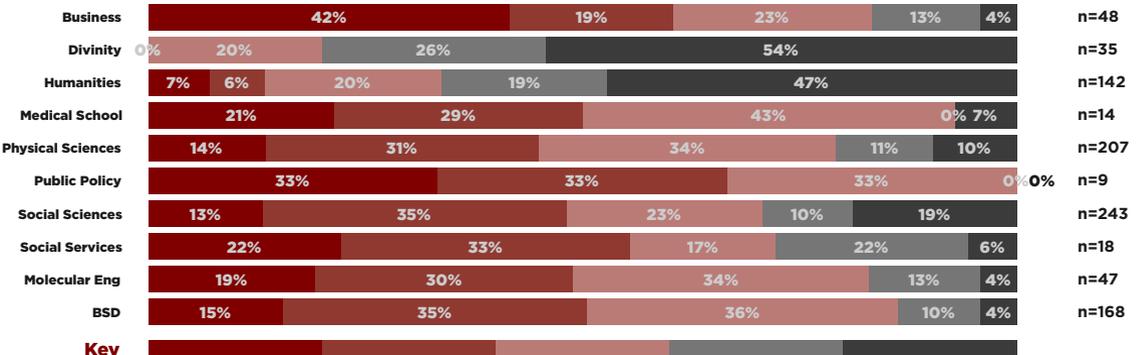


For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. B. Data analysis. Skill pre UChicago



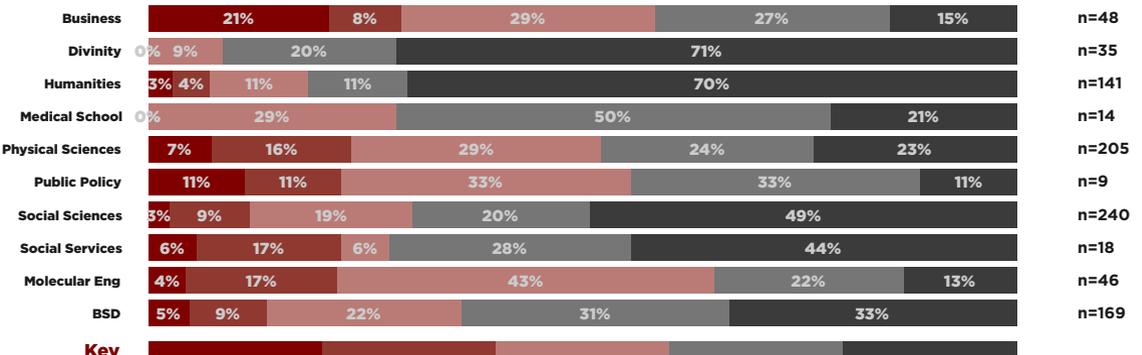
Key

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. B. Data analysis. Skill now



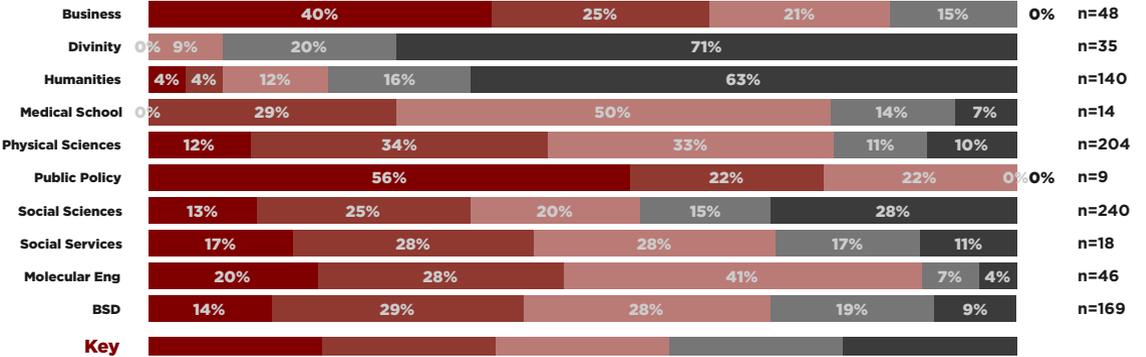
Key

For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. C. Using quantitative tools. Skill pre UChicago

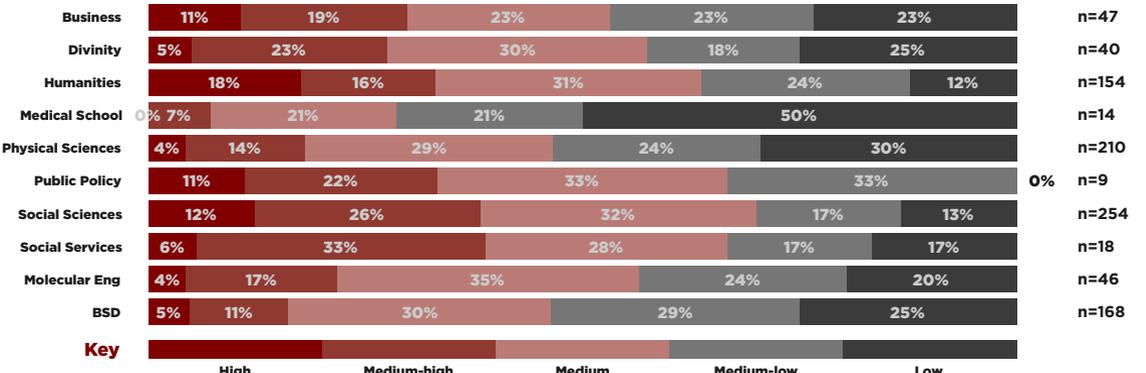


Key

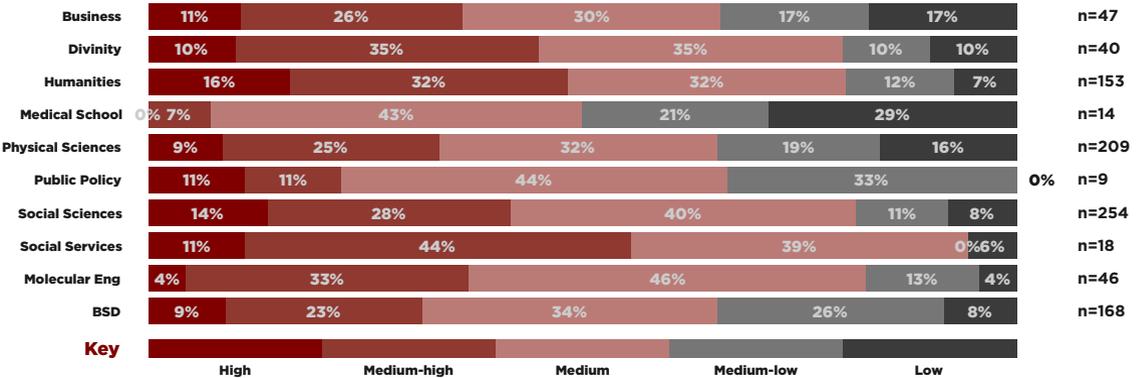
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. C. Using quantitative tools. Skill now



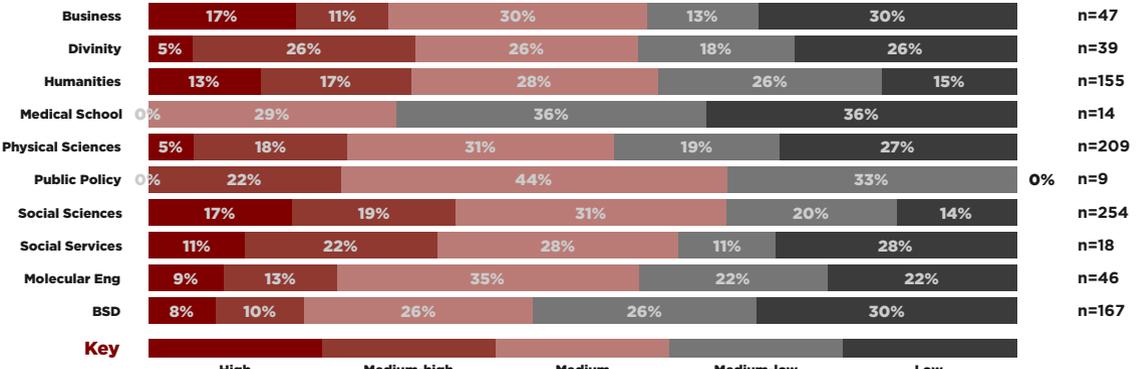
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. A. Managing people. Skill pre UChicago



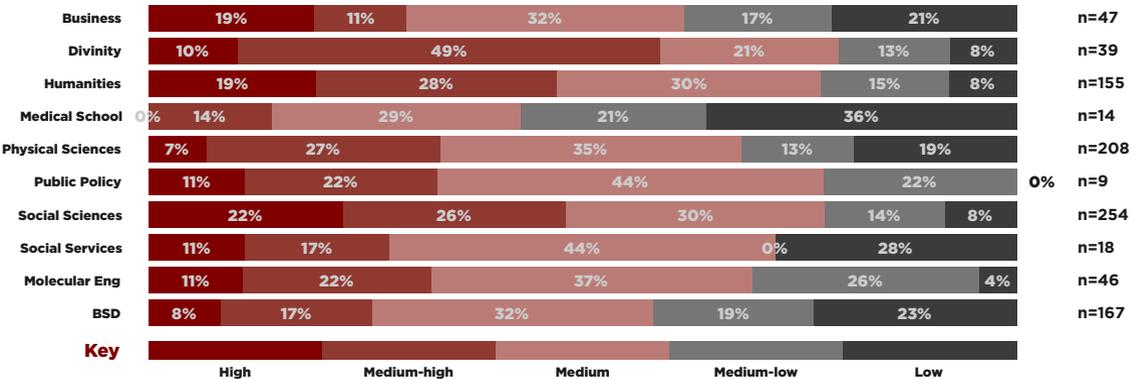
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. A. Managing people. Skill now



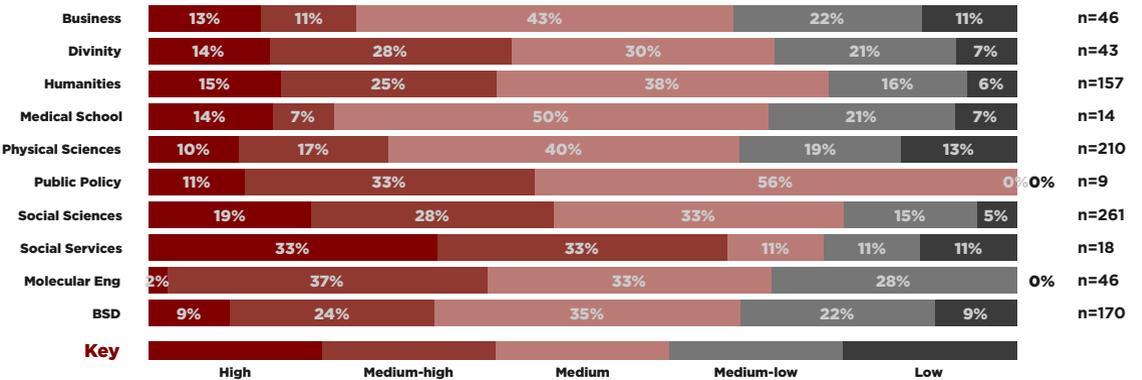
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. B. Managing budgets. Skill pre UChicago



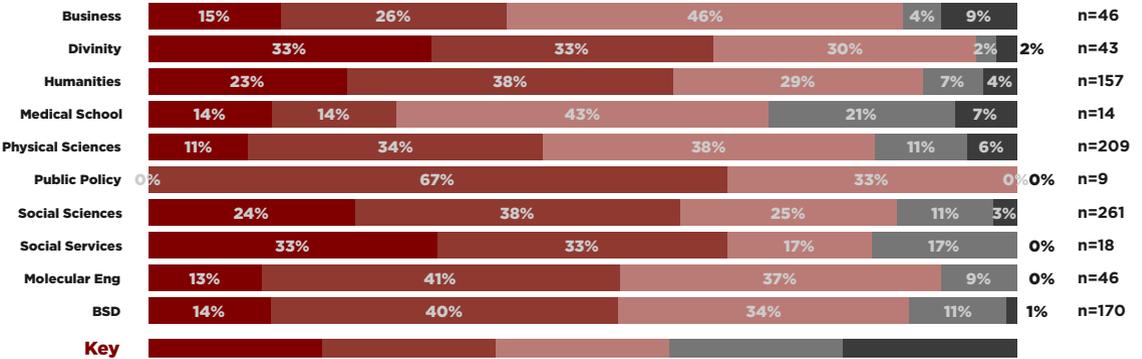
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. B. Managing budgets. Skill now



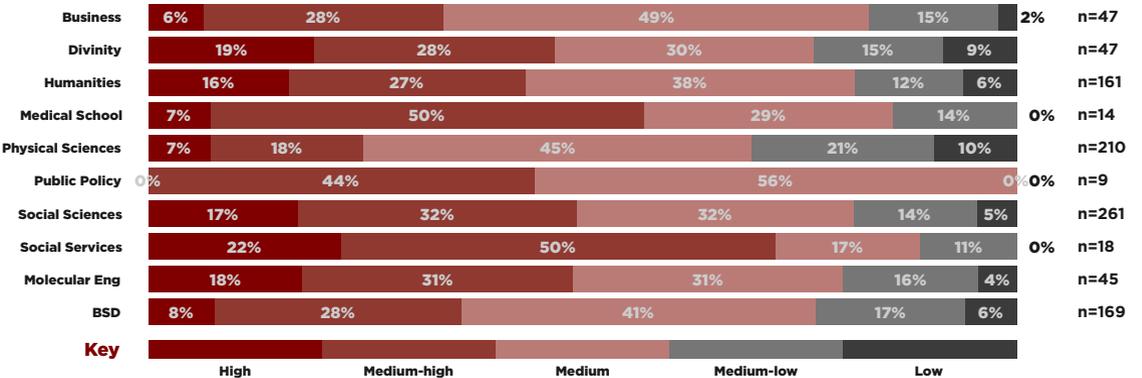
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. C. Prioritizing tasks. Skill pre UChicago



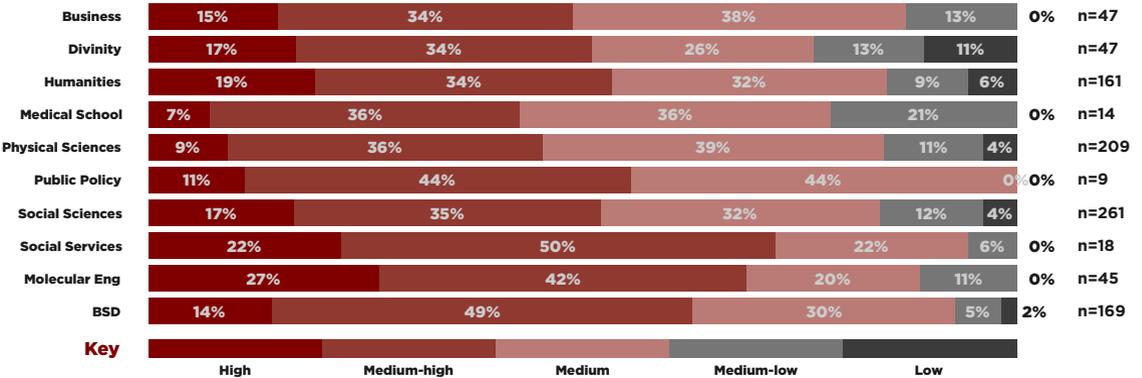
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. C. Prioritizing tasks. Skill now



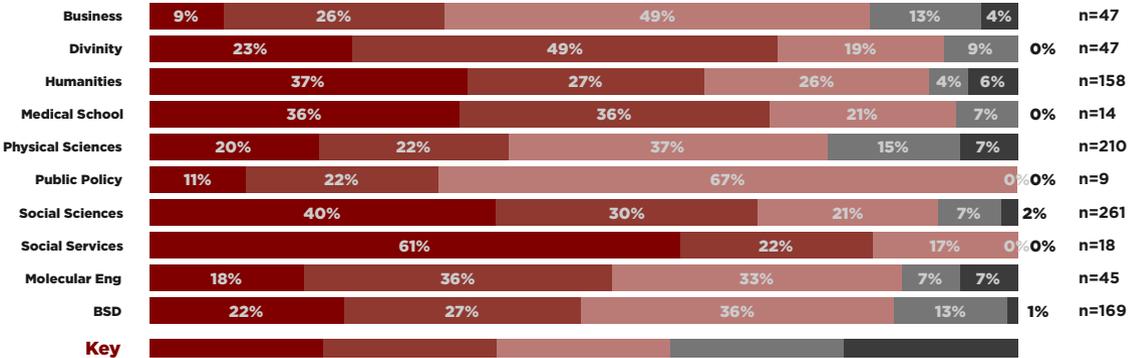
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. A. Working collaboratively. Skill pre UChicago



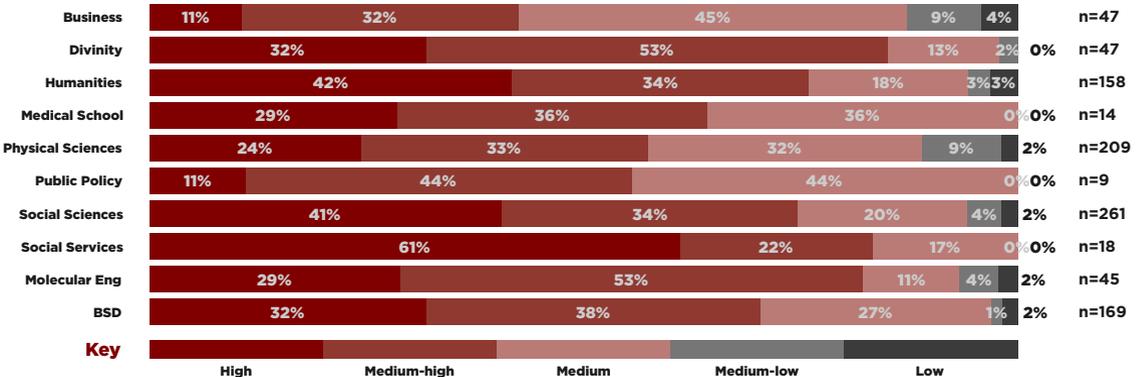
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. A. Working collaboratively. Skill now



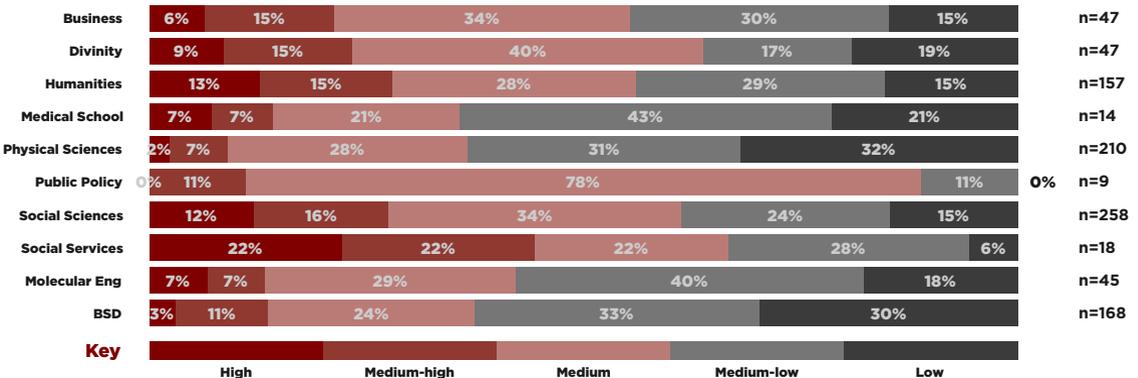
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. B. Working with people from diverse backgrounds. Skill pre UChicago



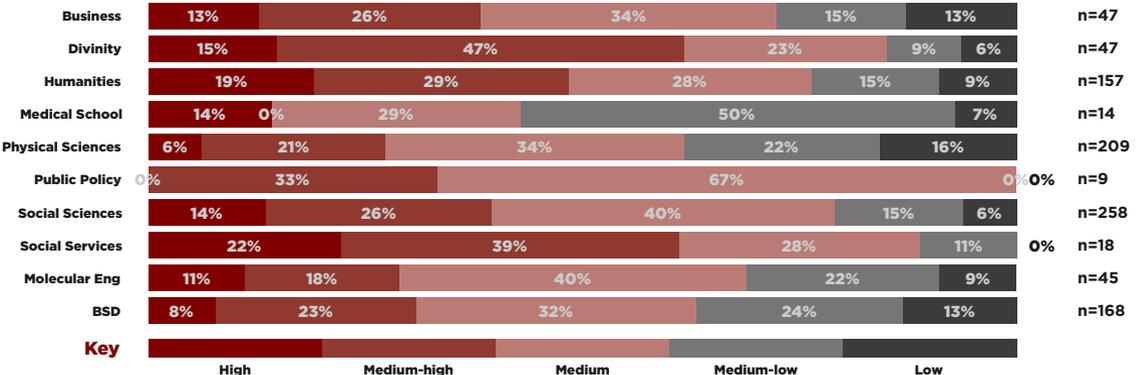
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. B. Working with people from diverse backgrounds. Skill now



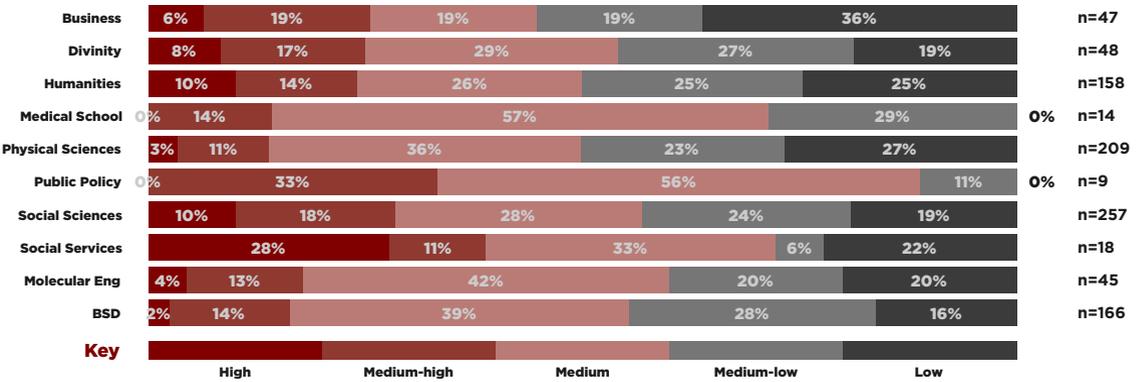
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. C. Building a network of collaborators. Skill pre UChicago



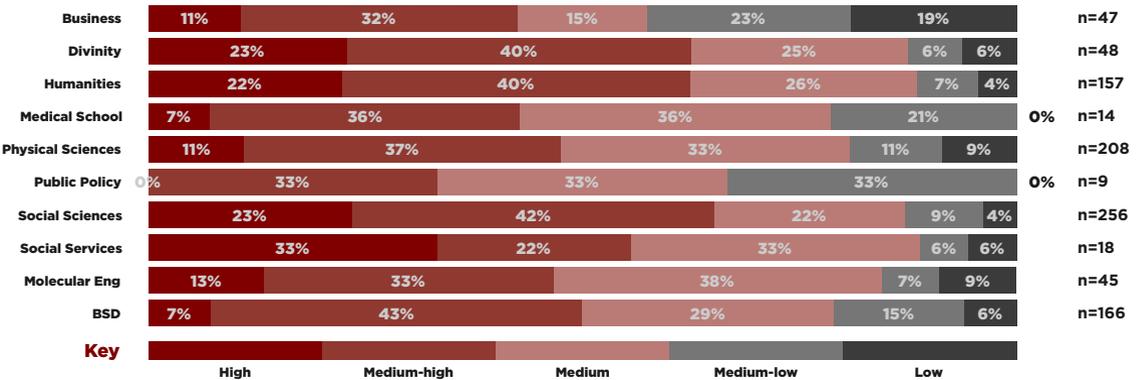
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. C. Building a network of collaborators. Skill now



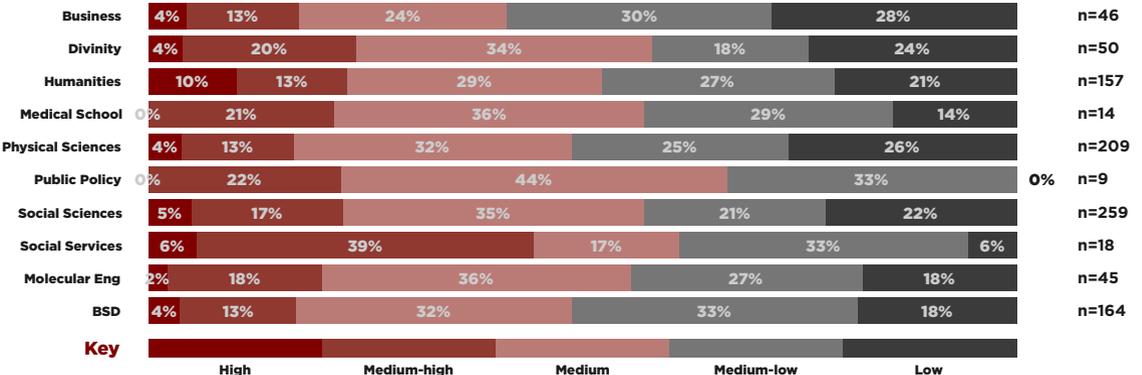
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. A. Mentoring students. Skill pre UChicago



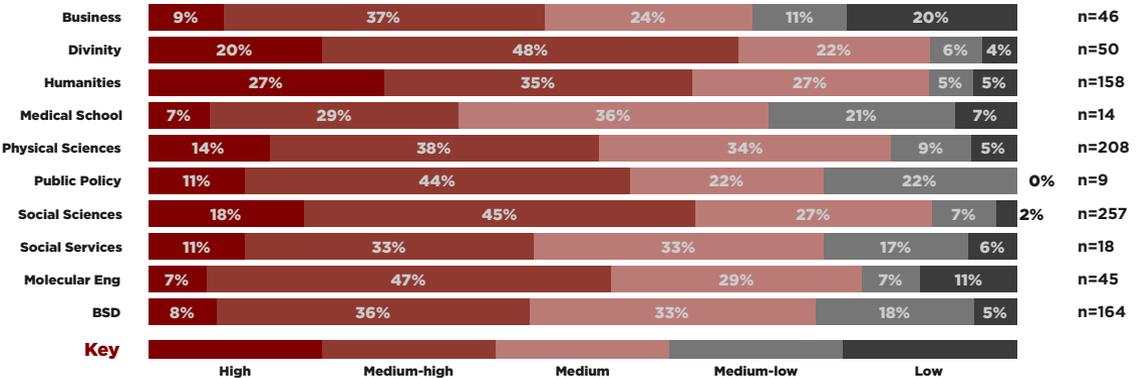
For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. A. Mentoring students. Skill now



For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. B. Teaching groups of people. Skill pre UChicago



For each of the following skills, please rate your ability before beginning your UChicago graduate program and now. B. Teaching groups of people. Skill now



APPENDIX 3

Faculty Survey 2018 Instrument

Faculty 2018 Survey of UChicago Doctoral Programs - LIVE

Start of Block: Default Question Block

Q105



INTRO The Committee on Graduate Education seeks input from faculty throughout the University concerning their goals for and experiences of the doctoral programs in which they participate. We have separately surveyed doctoral students about their experiences and goals. The survey takes about 15 minutes to complete. You can use the original link to the survey to return to where you left off if you are interrupted or prefer to complete the survey in multiple sittings. Data will *not* be linked to individual faculty. Survey results will be available to all faculty through the committee report. Full participation makes the results far more useful - we greatly appreciate your assistance.

Thank you, Committee on Graduate Education

Faculty members: Erin Adams, Biological Sciences Division Cliff Ando, Humanities Division Dan Black, Harris School of Public Policy Kevin Corlette, Physical Sciences Division Julia Henly, School of Social Services Administration David Nirenberg, Social Sciences and Humanities Divisions and Divinity School Ken Pomeranz, Social Sciences Division Vicky Prince, Biological Sciences Division Jeffery Russell, Booth School of Business

Graduate student members: Rita Biagioli, Social Sciences Division Sean Blackwell, School of Social Services Administration Hannah Burnett, Social Sciences Division Eric Gauchat, Biological/Physical Sciences Divisions Blaize Gervais, Divinity School Taylor Gray, Institute for Molecular Engineering Jordan Johansen, Humanities Division Joseph Mastron, Physical Sciences Division

RefProg This is a survey of faculty views on doctoral education. The focus is on PhD students and programs, not postdocs, master's students, or undergraduates. Please choose one doctoral program with which you are most involved or about which you are most knowledgeable as your reference point in answering all questions. This may be a program other than your department of (primary) appointment.

The drop-down list below is arranged by Division or School first (in alphabetical order), with doctoral programs listed alphabetically within each Division or School.

▼ BSD - Biochemistry/Molecular Biophys doctoral program (1) ... SSA - Social Service Administration doctoral program (60)

Page Break

SEC1 **SECTION 1 OF 5: Admissions**



Q1.1 In your experience, how important are each of the following factors in determining cohort sizes in your doctoral program?

	Very important (1)	Moderately important (2)	Slightly important (3)	Not important (4)	Don't know (-2)
A. Faculty advising capacity. (Q1.1A)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Quality of the applicant pool. (Q1.1B)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Availability of funding. (Q1.1C)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. State of the job market. (Q1.1D)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Faculty need for graduate students. (Q1.1E)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Program teaching needs. (Q1.1F)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q1.2 If there are other important factors not listed above, please list them here:

GoOn2 Please continue to next page.

Page Break



Q1.3 In your experience, over the past five years, how effective has the admissions process for your doctoral program been in ...

	Very effective (1)	Moderately effective (2)	A little bit effective (3)	Not at all effective (4)	Don't Know (-2)
A. Identifying a strong doctoral applicant pool. (Q1.3A)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Recruiting admitted students to attend. (Q1.3B)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Representing the views and interests of faculty not on the admissions committee. (Q1.3C)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Identifying doctoral students with interests well matched to faculty research interests. (Q1.3D)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Identifying faculty members interested and willing to advise admitted doctoral students. (Q1.3E)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Achieving diversity within the doctoral student population. (Q1.3F)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q1.4 If you have further comments related to doctoral student recruitment and admissions please write them here:



GoOn3 Please continue to next page.



Page Break

Sec2 **SECTION 2 OF 5: Doctoral Student Mentoring and Advising**



Q2.1 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?

- Yes (1)
 - No (2)
-

Display This Question:

If By advising and mentoring we mean one-on-one advising, close monitoring of work with regular feed... != No



Q2.2 In your program, is your advising and mentoring of doctoral students valued by your colleagues...

- Very much. (1)
 - A fair amount. (2)
 - A little bit. (3)
 - Not at all. (4)
 - Don't know. (-2)
-

Q2.3 In your program, is doctoral student advising and mentoring taken into account in overall distribution of committee and other departmental work?

- Very much so. (1)
 - Moderately so. (2)
 - A little bit. (3)
 - Not at all. (4)
 - Don't know. (5)
-



Q2.4A 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?

- More. (1)
 - About the same. (2)
 - Less. (3)
 - Unsure. (4)
 - NA - There are no non-tenured faculty in your program. (-4)
-



Q2.4B 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?

- More. (1)
 - About the same. (2)
 - Less. (3)
 - Unsure. (-2)
 - NA - There are no underrepresented minority faculty in your program. (-4)
-



Q2.4C 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?

- More. (1)
 - About the same. (2)
 - Less. (3)
 - Unsure. (-2)
 - NA - There are no female faculty in your program. (-4)
-

Q2.5 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:

GoOn4 Please continue to next page.

Page Break

Display This Question:

If By advising and mentoring we mean one-on-one advising, close monitoring of work with regular feed... != No



Q2.6 Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ...

	Often (1)	Sometimes (2)	Rarely (3)	Never (4)
A. Academic coursework. (Q2.6A)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Lab, practical or field work. (Q2.6B)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Research. (Q2.6C)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Teaching. (Q2.6D)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Dissertation or thesis writing. (Q2.6E)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F. Publications. (Q2.6F)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G. Talks and presentations. (Q2.6G)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H. Locating and applying for fellowships and grants. (Q2.6H)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I. Post-program academic career. (Q2.6I)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J. Post-program <i>non</i> -academic career. (Q2.6J)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K. Non-program, personal matters. (Q2.6K)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Display This Question:

If By advising and mentoring we mean one-on-one advising, close monitoring of work with regular feed... != No



Q2.7 How often do you provide informal advising or mentoring to doctoral students who are not your advisees?

- Often. (1)
- Sometimes. (2)
- Rarely. (3)
- Never. (4)

Display This Question:

If By advising and mentoring we mean one-on-one advising, close monitoring of work with regular feed... != No

Q2.8 Please list here any other key doctoral mentoring or advising roles you play that have not been covered:

Display This Question:

If By advising and mentoring we mean one-on-one advising, close monitoring of work with regular feed... != No

GoOn5 Please continue to next page.



Q2.9 To what degree do you feel it is an advisor's role to supply guidance related to doctoral students'...

	To a large degree (1)	To a moderate degree (2)	To a small degree (3)	Not at all (4)	No opinion (-2)
A. Time management. (Q2.9A)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. General mental health. (Q2.9B)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Non-program, personal matters. (Q2.9C)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Page Break

Display This Question:

If By advising and mentoring we mean one-on-one advising, close monitoring of work with regular feed... != No



Q2.10 Among your many professional responsibilities, how important is advising doctoral students?

- Among the most important. (1)
 - Above average importance. (2)
 - Average importance. (3)
 - Below average importance. (4)
 - Among the least important. (5)
-



Q2.11 Does your program provide guidelines for the mentoring/advising of doctoral students?

- Yes. (1)
 - No. (2)
 - Unsure. (-2)
-



Q2.12 Does your program provide training and supervision in the mentoring/advising of doctoral students?

- Yes. (1)
 - No. (2)
 - Unsure. (-2)
-



Q2.13 Please rate your own ability to mentor/advise doctoral students.

- Excellent. (1)
 - Very good. (2)
 - Good. (3)
 - Fair. (4)
 - Poor. (5)
 - Have not yet advised any doctoral students (at UChicago or elsewhere). (-4)
-



Q2.14 If the University offered these, would you take advantage of formal learning opportunities about how to mentor/advise doctoral students more effectively?

- Definitely yes. (1)
 - Probably yes. (2)
 - Probably not. (3)
 - Definitely not. (4)
-

GoOn7 Please continue to next page.

Page Break

Sec3 **SECTION 3 OF 5: Doctoral Program Requirements and Student Progress**



Q3.1 >>> 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?

- 9 years or more. (9)
 - 8 years. (8)
 - 7 years. (7)
 - 6 years. (6)
 - 5 years. (5)
 - 4 years or fewer. (4)
-



Q3.2 In your doctoral program, is the time to degree typically too short, about right, or too long?

- Much too long. (1)
 - A little too long. (2)
 - About right. (3)
 - A little too short. (4)
 - Much too short. (5)
 - Don't know. (-2)
-



Q3.3 How effective is your program at identifying students who are not making satisfactory progress toward doctoral degrees?

- Very effective. (1)
 - Moderately effective. (2)
 - A little effective. (3)
 - Not effective at all. (4)
 - Don't know. (-2)
-



Q3.4 How effective is your program at advising students who are not making satisfactory progress toward doctoral degrees?

- Very effective. (1)
 - Moderately effective. (2)
 - A little effective. (3)
 - Not effective at all. (4)
 - Don't know. (-2)
-

GoOn8 Please continue to next page.

Page Break



Q3.5 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?

	Very common (1)	Moderately common (2)	Not too common (3)	Quite rare (4)	Don't Know (-2)
A. Student s unprepared at start of program. (Q3.5A)	<input type="radio"/>				
B. Unrealis tic student expectations for work they must produce. (Q3.5B)	<input type="radio"/>				
C. Student s failing to request feedback from advisors or other faculty in a timely manner. (Q3.5C)	<input type="radio"/>				
D. Poor student writing skills. (Q3.5D)	<input type="radio"/>				
E. Poor student English skills. (Q3.5E)	<input type="radio"/>				
F. Student personal circumstances (financial, logistical, familial, cultural, mental health, etc.) (Q3.5F)	<input type="radio"/>				
G. Student lack of focus or organizational skills. (Q3.5G)	<input type="radio"/>				



Q3.6 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?

	Very common (1)	Moderately common (2)	Not too common (3)	Quite rare (4)	Don't know (-2)
A. Key courses offered too rarely. (Q3.6A)	<input type="radio"/>				
B. Unrealistic faculty expectations for work students must produce. (Q3.6B)	<input type="radio"/>				
C. Advisor input inadequate to student need. (Q3.6C)	<input type="radio"/>				
D. Insufficient access to advisor. (Q3.6D)	<input type="radio"/>				
E. Insufficient funding (fellowship or grant support) to carry out dissertation work. (Q3.6E)	<input type="radio"/>				

Q3.7 If there are other common problems among the students who have difficulty getting through your doctoral program, please list those here.

GoOn9 Please continue to next page.

Page Break



Q3.8 In your program, are there unnecessary requirements that slow down doctoral students?
Excessive requirements for ... (select all that apply)

- Coursework. (1)
 - Exams (special field, qualifying, comprehensive, etc.) (2)
 - Language. (3)
 - Auxiliary or practical skills (e.g. programming languages, equipment use, paleographic skills, etc.) (4)
 - Teaching. (5)
 - Other, please describe: (6) _____
 - No excessive requirements in your doctoral program. (-4)
 - You are not familiar enough with doctoral student requirements to respond. (-2)
-



Q3.9 With respect to student success in your doctoral program, is current faculty diversity /
cultural competence a ...

- Great strength. (1)
 - Moderate strength. (2)
 - Neutral. (3)
 - Moderate weakness. (4)
 - Great weakness. (5)
 - Don't know. (-2)
-

GoOn10 Please continue to next page.

Page Break

Display This Question:

If By advising and mentoring we mean one-on-one advising, close monitoring of work with regular feed... != No

Q3.10 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. (1)
- _____ General qualifying or comprehensive exams. (2)
- _____ Preparing a dissertation proposal. (3)
- _____ Carrying out research. (4)
- _____ Trying to get articles published. (5)
- _____ Writing the dissertation. (6)
- _____ Some other point, please describe: (7)

Display This Question:

If By advising and mentoring we mean one-on-one advising, close monitoring of work with regular feed... != No

GoOn11 Please continue to next page.

Page Break



Q3.11 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?

- 9+ quarters. (9)
- 7-8 quarters. (7)
- 5-6 quarters. (5)
- 3-4 quarters. (3)
- 2 quarters. (2)
- 1 quarter. (1)
- None. (0)



Q3.12 In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences?

	Very useful (1)	Moderately useful (2)	Slightly useful (3)	Not at all useful (4)	Does not apply to your program (-4)
Grader. (1)	<input type="radio"/>				
Language assistant. (2)	<input type="radio"/>				
Lab assistant. (3)	<input type="radio"/>				
Writing intern / Core intern. (4)	<input type="radio"/>				
Writing Lector. (5)	<input type="radio"/>				
Teaching Assistant. (6)	<input type="radio"/>				
Preceptor. (7)	<input type="radio"/>				
Instructor / Lecturer. (8)	<input type="radio"/>				

GoOn12 Please continue to next page.

Page Break

Q3.13 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. (1)
 - _____ Instructor preference. (2)
 - _____ Student preference. (3)
 - _____ Training needs of student. (4)
 - _____ Funding needs of student. (5)
 - _____ Other, please describe: (6)
-



Q3.14 Consider your answer above. How closely do you feel your program currently follows these priorities in making student teaching assignments?

- Very closely (1)
 - Moderately closely (2)
 - A little bit (3)
 - Not at all (4)
 - Don't know (-2)
-

GoOn13 Please continue to next page.

Page Break

Sec4 **SECTION 4 OF 5: Placement of Doctoral Students Post-graduation**



Q4.1 How effective do you think your program is in helping doctoral students obtain academic jobs?

- Very effective. (1)
 - Moderately effective. (2)
 - Somewhat effective. (3)
 - Not effective at all. (4)
 - Don't know. (-2)
-



Q4.2 How effective do you think your program is in helping doctoral students obtain non-academic jobs?

- Very effective. (1)
 - Moderately effective. (2)
 - Somewhat effective. (3)
 - Not effective at all. (4)
 - Don't know. (-2)
-

Display This Question:

If By advising and mentoring we mean one-on-one advising, close monitoring of work with regular feed... != No

Q4.3 How effective do you think you are in helping doctoral students obtain academic jobs?

- Very effective. (1)
 - Moderately effective. (2)
 - Somewhat effective. (3)
 - Not effective at all. (4)
-

Display This Question:

If By advising and mentoring we mean one-on-one advising, close monitoring of work with regular feed... != No

Q4.4 How effective do you think you are in helping doctoral students obtain non-academic jobs?

- Very effective. (1)
 - Moderately effective. (2)
 - Somewhat effective. (3)
 - Not effective at all. (4)
-

GoOn14 Please continue to next page.

Page Break

Q4.5 As an outcome of your doctoral program, are non-academic positions considered ...

- Much more prestigious than academic positions. (1)
 - Somewhat more prestigious than academic positions. (2)
 - No different in prestige from academic positions. (3)
 - Somewhat less prestigious than academic positions. (4)
 - Much less prestigious than academic positions. (5)
-



Q4.6 When do discussions with your students about career options generally begin? During

- Student initiation into the program. (1)
 - Coursework. (2)
 - Special fields, qualifying or other major exam periods. (3)
 - Dissertation proposal development. (4)
 - Preparation for proposal defense. (5)
 - Application for post-graduation jobs. (6)
 - Never. (7)
 - Another time, please describe: (8)
-
- Don't know. (-2)
-

GoOn15 Please continue to next page.



Q4.7 Does your department or program have a placement director or advisor on professionalization?

- Yes. (1)
 - No. (2)
 - Unsure. (-2)
-



Q4.8A How familiar are you with the following UChicago programs?

A. Chicago Language Center

- Very familiar. (1)
 - Somewhat familiar. (2)
 - Heard of it, but not familiar with what they do. (3)
 - Never heard of it. (4)
-



Q4.8B

B. UChicagoGRAD

- Very familiar. (1)
 - Somewhat familiar. (2)
 - Heard of it, but not familiar with what they do. (3)
 - Never heard of it. (4)
-

Q4.8C

C. myChoice

- Very familiar. (1)
 - Somewhat familiar. (2)
 - Heard of it, but not familiar with what they do. (3)
 - Never heard of it. (4)
-



Q4.8D D. Chicago Center for Teaching (CCT)

- Very familiar. (1)
 - Somewhat familiar. (2)
 - Heard of it, but not familiar with what they do. (3)
 - Never heard of it. (4)
-



Q4.8E

E. Student Health Services

- Very familiar. (1)
 - Somewhat familiar. (2)
 - Heard of it, but not familiar with what they do. (3)
 - Never heard of it. (4)
-



Q4.8F

F. Student Counseling Services (SCS)

- Very familiar. (1)
 - Somewhat familiar. (2)
 - Heard of it, but not familiar with what they do. (3)
 - Never heard of it. (4)
-



Q4.8G

G. Health Promotion and Wellness (HPW)

- Very familiar. (1)
 - Somewhat familiar. (2)
 - Heard of it, but not familiar with what they do. (3)
 - Never heard of it. (4)
-

GoOn16 Please continue to next page.

Page Break

Sec5 **SECTION 5 OF 5: Overall purpose of doctoral-level education**



Q5.1A Thinking about your field, please rate each of the following goals of doctoral-level graduate education:

A. Training research faculty.

- Very important. (1)
 - Moderately important. (2)
 - Somewhat important. (3)
 - Not important. (4)
-



Q5.1B

B. Training for teaching positions.

- Very important. (1)
 - Moderately important. (2)
 - Somewhat important. (3)
 - Not important. (4)
-



Q5.1C

C. Training for non-academic research positions.

- Very important. (1)
 - Moderately important. (2)
 - Somewhat important. (3)
 - Not important. (4)
-



Q5.1D

D. Generating new knowledge.

- Very important. (1)
 - Moderately important. (2)
 - Somewhat important. (3)
 - Not important. (4)
-



Q5.1E E. Providing individuals with skills to cultivate their potential for thought and discovery.

- Very important. (1)
 - Moderately important. (2)
 - Somewhat important. (3)
 - Not important. (4)
-



Q5.1F

F. Providing highly-specialized skills to society.

- Very important. (1)
 - Moderately important. (2)
 - Somewhat important. (3)
 - Not important. (4)
-

Q5.2 If the primary purpose of doctoral-level graduate education in your field is other than those listed above, please list that here:

GoOn17 Please continue to next page.

Page Break

Display This Question:

If Thinking about your field, please rate each of the following goals of doctoral-level graduate edu... = Very important.

And B. Training for teaching positions. = Very important.

Or If

Thinking about your field, please rate each of the following goals of doctoral-level graduate edu... = Very important.

And C. Training for non-academic research positions. = Very important.

Or If

Thinking about your field, please rate each of the following goals of doctoral-level graduate edu... = Very important.

And D. Generating new knowledge. = Very important.

Or If

Thinking about your field, please rate each of the following goals of doctoral-level graduate edu... = Very important.

And E. Providing individuals with skills to cultivate their potential for thought and discovery. = Very important.

Or If

Thinking about your field, please rate each of the following goals of doctoral-level graduate edu... = Very important.

And F. Providing highly-specialized skills to society. = Very important.

Or If

Thinking about your field, please rate each of the following goals of doctoral-level graduate edu... = Very important.

And If the primary purpose of doctoral-level graduate education in your field is other than those lis...
Text Response Is Not Empty

Or If

B. Training for teaching positions. = Very important.

And C. Training for non-academic research positions. = Very important.

Or If

B. Training for teaching positions. = Very important.

And D. Generating new knowledge. = Very important.

Or If

B. Training for teaching positions. = Very important.

And E. Providing individuals with skills to cultivate their potential for thought and discovery. = Very important.

Or If

B. Training for teaching positions. = Very important.

And F. Providing highly-specialized skills to society. = Very important.

Or If

B. Training for teaching positions. = Very important.

*And If the primary purpose of doctoral-level graduate education in your field is other than those lis...
Text Response Is Not Empty*

Or If

C. Training for non-academic research positions. = Very important.

And D. Generating new knowledge. = Very important.

Or If

C. Training for non-academic research positions. = Very important.

And E. Providing individuals with skills to cultivate their potential for thought and discovery. = Very important.

Or If

C. Training for non-academic research positions. = Very important.

And F. Providing highly-specialized skills to society. = Very important.

Or If

C. Training for non-academic research positions. = Very important.

*And If the primary purpose of doctoral-level graduate education in your field is other than those lis...
Text Response Is Not Empty*

Or If

D. Generating new knowledge. = Very important.

And E. Providing individuals with skills to cultivate their potential for thought and discovery. = Very important.

Or If

D. Generating new knowledge. = Very important.

And F. Providing highly-specialized skills to society. = Very important.

Or If

D. Generating new knowledge. = Very important.

*And If the primary purpose of doctoral-level graduate education in your field is other than those lis...
Text Response Is Not Empty*

Or If

E. Providing individuals with skills to cultivate their potential for thought and discovery. = Very important.

And F. Providing highly-specialized skills to society. = Very important.

Or If

E. Providing individuals with skills to cultivate their potential for thought and discovery. = Very important.

*And If the primary purpose of doctoral-level graduate education in your field is other than those lis...
Text Response Is Not Empty*

Or If

F. Providing highly-specialized skills to society. = Very important.

And If the primary purpose of doctoral-level graduate education in your field is other than those lis...
Text Response Is Not Empty



Q5.3 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.

Thinking about your field, please rate each of the following goals of doctoral-level graduate edu... = Very important.

_____ Training research faculty. (1)

B. Training for teaching positions. = Very important.

_____ Training for teaching positions. (2)

C. Training for non-academic research positions. = Very important.

_____ Training for non-academic research positions. (3)

D. Generating new knowledge. = Very important.

_____ Generating new knowledge. (4)

E. Providing individuals with skills to cultivate their potential for thought and discovery. = Very important.

_____ Providing individuals with skills to cultivate their potential for thought and discovery. (5)

F. Providing highly-specialized skills to society. = Very important.

_____ Providing highly-specialized skills to society. (6)

If If the primary purpose of doctoral-level graduate education in your field is other than those listed above, please list that here: Text Response Is Not Empty

_____ \${Q5.2/ChoiceTextEntryValue} (7)

GoOn18 Please continue to next page.

Page Break

Q5.4 If there is anything else you would like us to know about improving doctoral-level graduate education at UChicago, please write it here:

Thanks **Thank you** for your time in taking this survey, and for your many other efforts on behalf of doctoral education at the University of Chicago. Please click the forward arrow to submit your survey.

End of Block: Default Question Block

APPENDIX 3.1

Faculty Survey 2018 Summary

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]

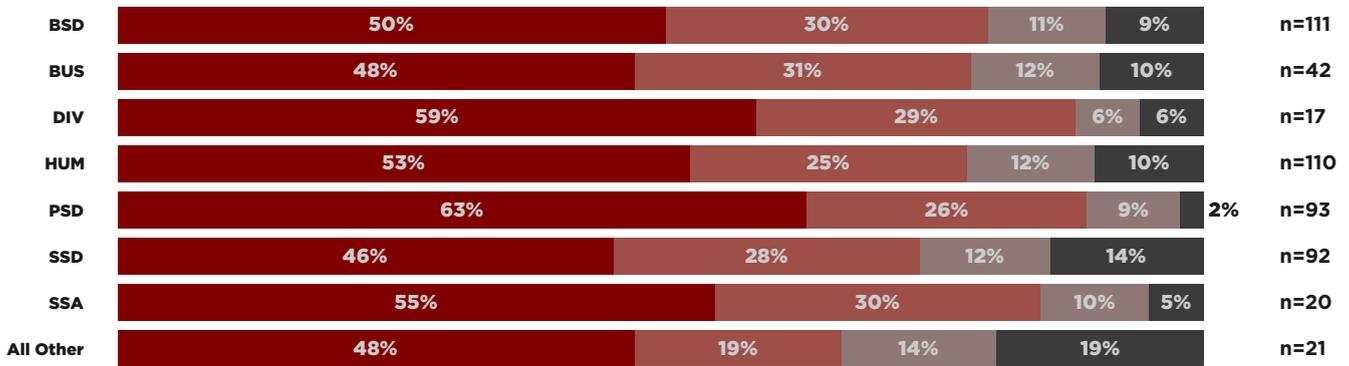
	Frequency
Responded	99

APPENDIX 3.2

Faculty Survey 2018 Response Summary by Academic Unit*

*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. "All Other" unit category includes the Harris School, Law School, and Institute for Molecular Engineering. Responses Don't know, Unsure, NA, and similar are noted but not counted in totals.

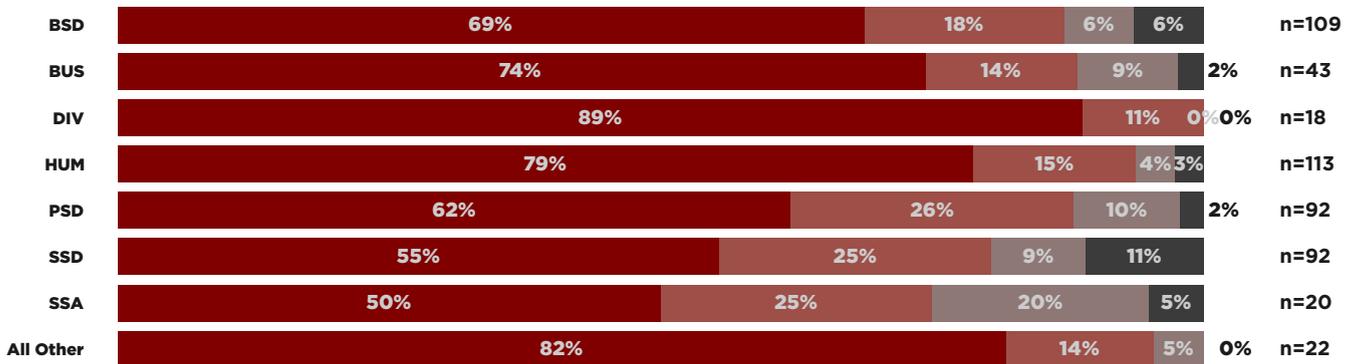
In your experience, how important are each of the following factors in determining cohort sizes in your doctoral program? - A. Faculty advising capacity.



Key

Very important Moderately important Slightly important Not important

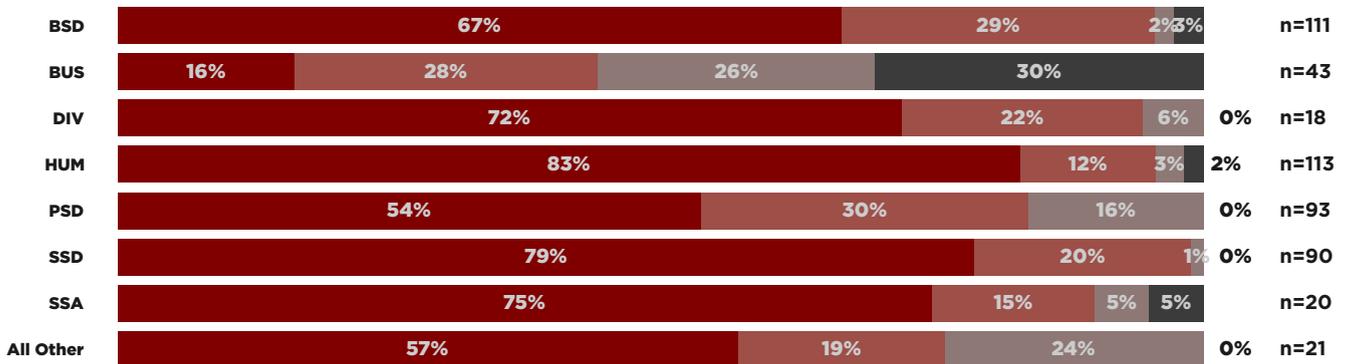
In your experience, how important are each of the following factors in determining cohort sizes in your doctoral program? - B. Quality of the applicant pool.



Key

Very important Moderately important Slightly important Not important

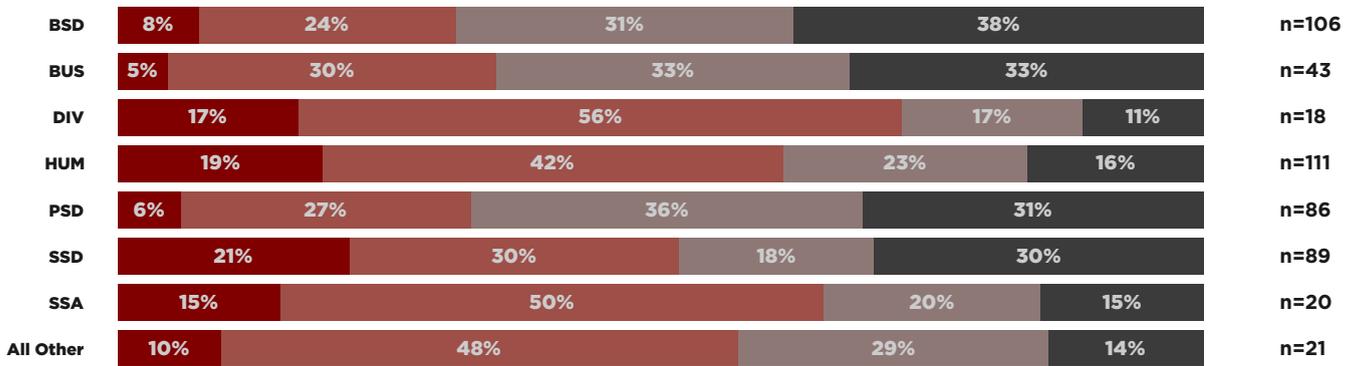
In your experience, how important are each of the following factors in determining cohort sizes in your doctoral program? - C. Availability of funding.



Key

Very important Moderately important Slightly important Not important

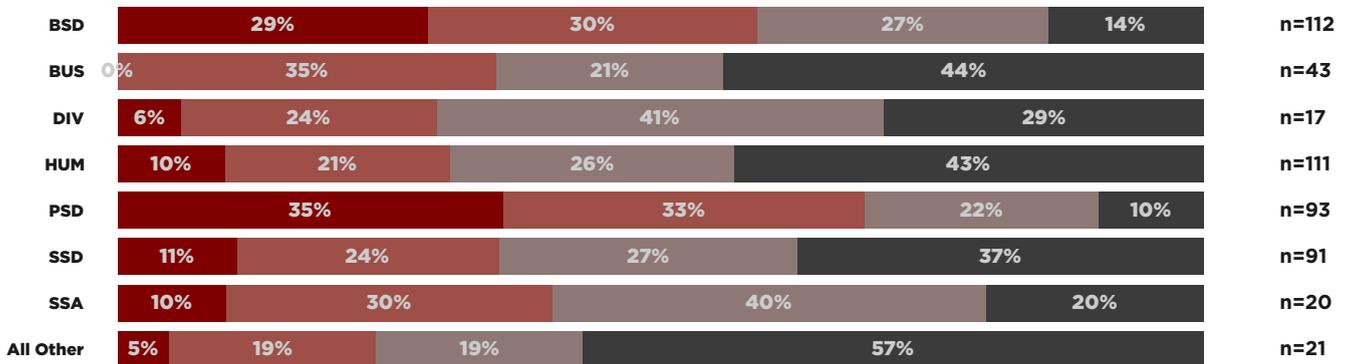
In your experience, how important are each of the following factors in determining cohort sizes in your doctoral program? - D. State of the job market.



Key

Very important Moderately important Slightly important Not important

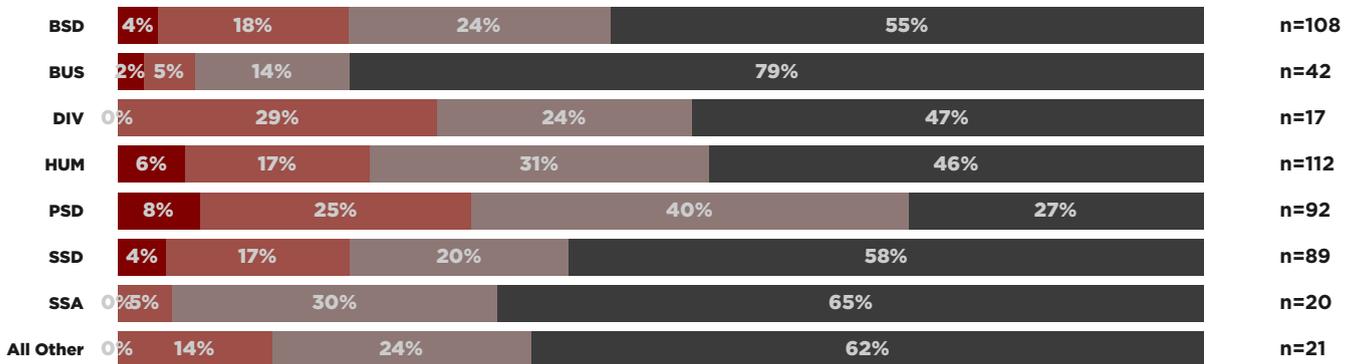
In your experience, how important are each of the following factors in determining cohort sizes in your doctoral program? - E. Faculty need for graduate students.



Key

Very important Moderately important Slightly important Not important

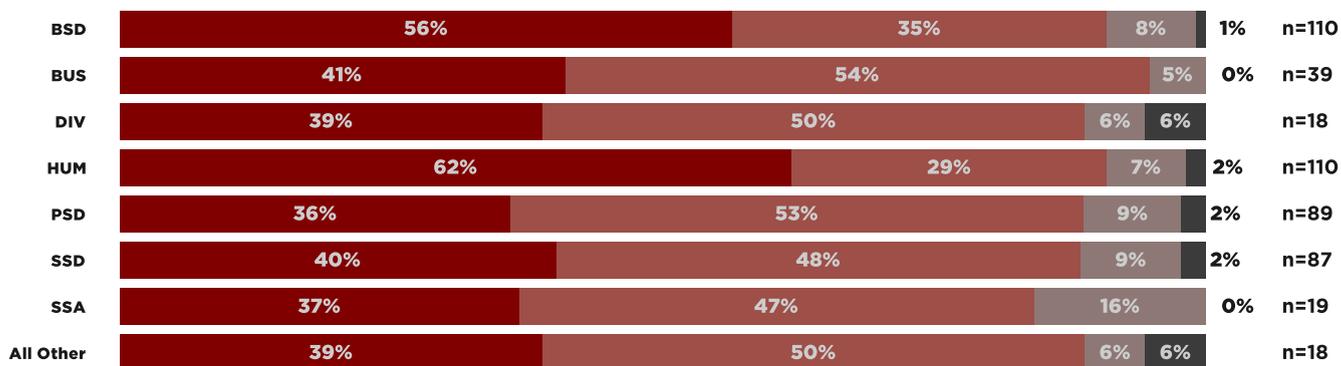
In your experience, how important are each of the following factors in determining cohort sizes in your doctoral program? - F. Program teaching needs.



Key

Very important Moderately important Slightly important Not important

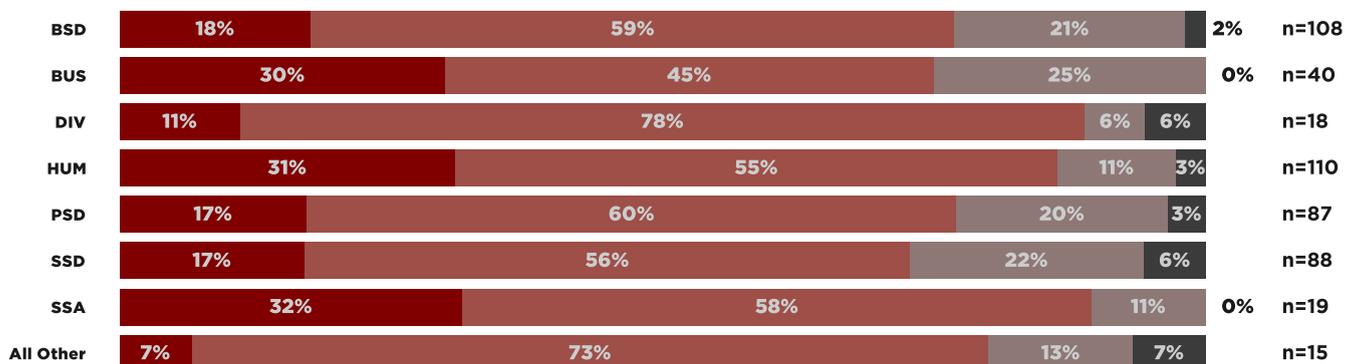
In your experience, over the past five years, how effective has the admissions process for your doctoral program been in ... - A. Identifying a strong doctoral applicant pool.



Key

Very effective Moderately effective A little bit effective Not at all effective

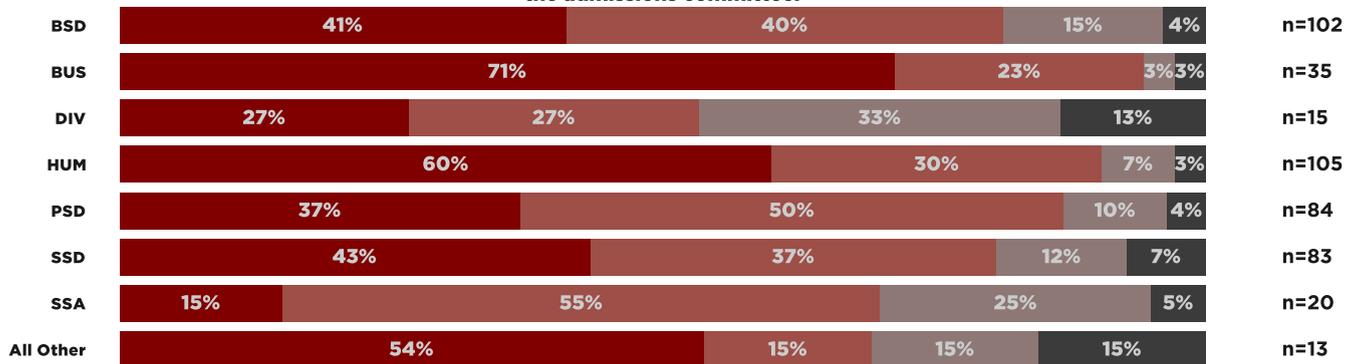
In your experience, over the past five years, how effective has the admissions process for your doctoral program been in ... - B. Recruiting admitted students to attend.



Key

Very effective Moderately effective A little bit effective Not at all effective

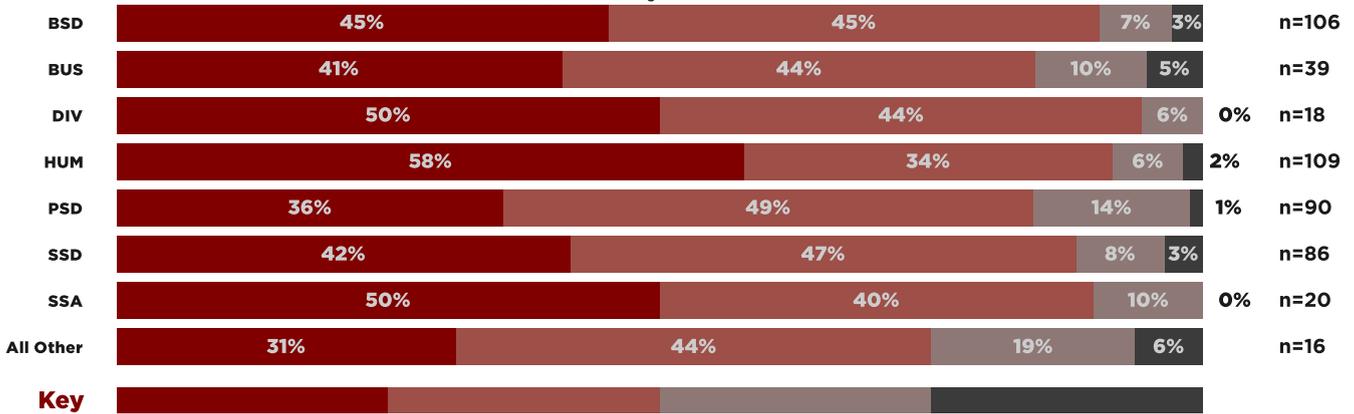
In your experience, over the past five years, how effective has the admissions process for your doctoral program been in ... - C. Representing the views and interests of faculty not on the admissions committee.



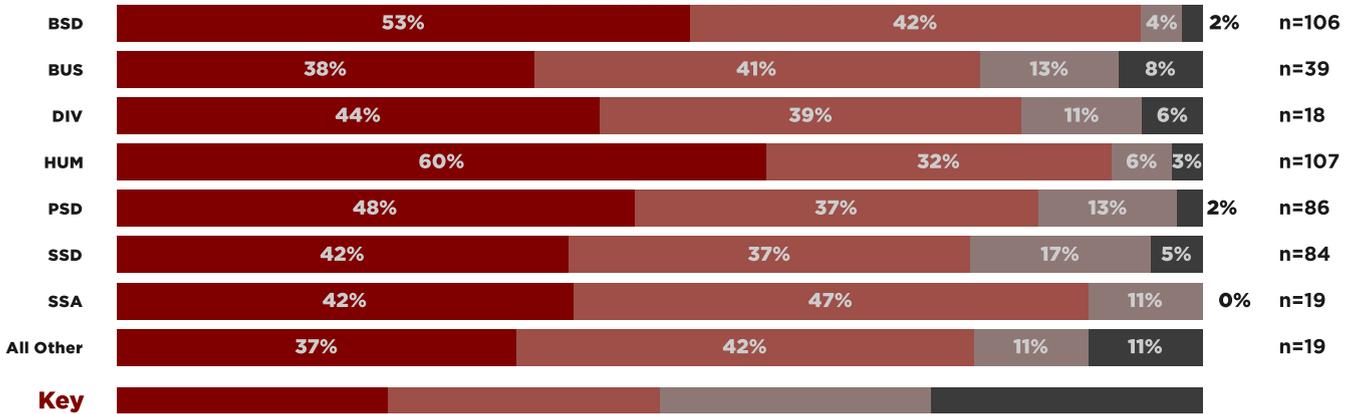
Key

Very effective Moderately effective A little bit effective Not at all effective

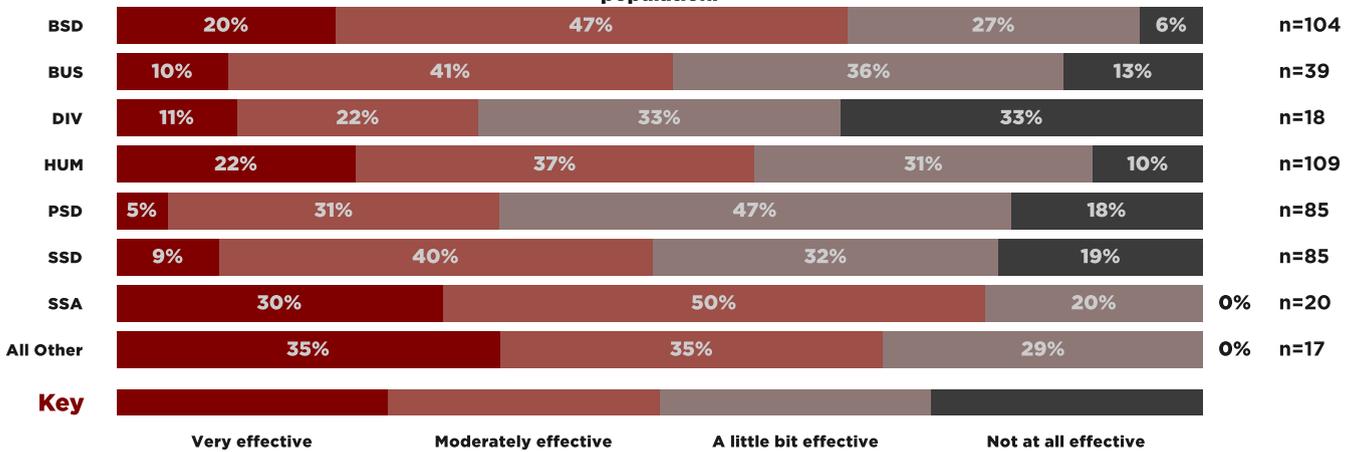
In your experience, over the past five years, how effective has the admissions process for your doctoral program been in ... - D. Identifying doctoral students with interests well matched to faculty research interests.



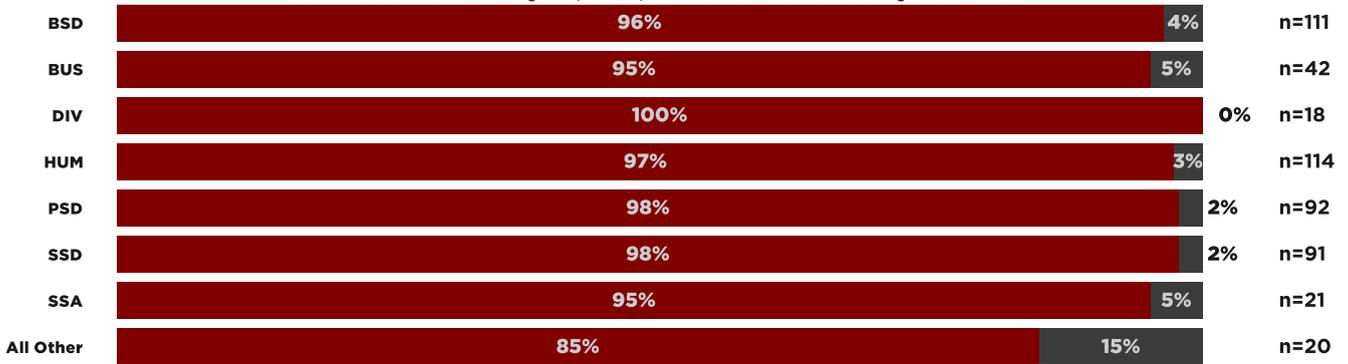
In your experience, over the past five years, how effective has the admissions process for your doctoral program been in ... - E. Identifying faculty members interested and willing to advise admitted doctoral students.



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.



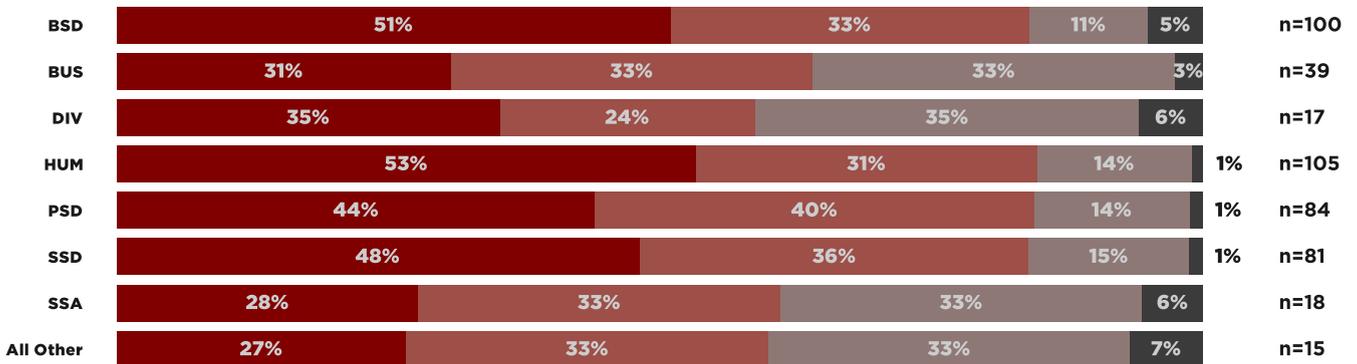
By advising and mentoring we mean one-on-one advising, close monitoring of work with regular feedback, and informal interactions with doctoral students, whether or not they are your official advisees. Have you (so far) advised or mentored any doctoral st



Key

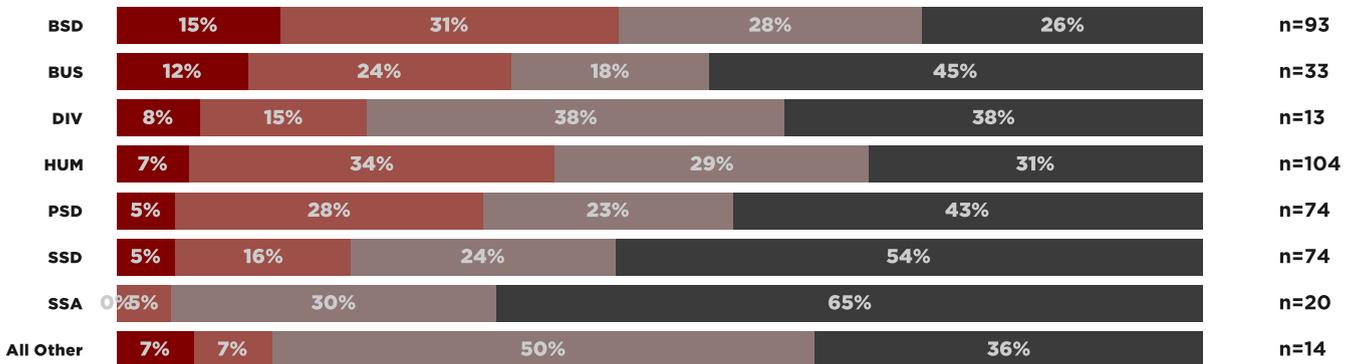
Yes No

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



Key

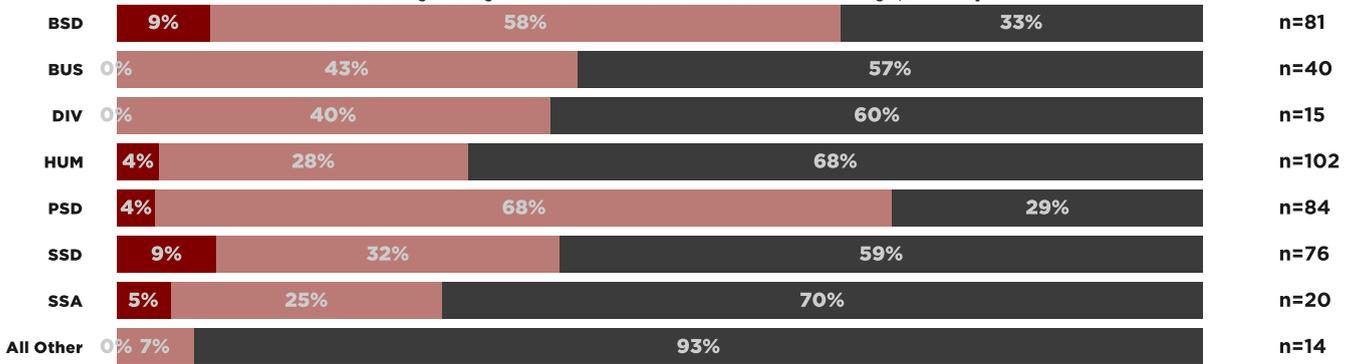
Very much A fair amount A little bit Not at all
In your program, is doctoral student advising and mentoring taken into account in overall distribution of committee and other departmental work?



Key

Very much so. Moderately so. A little bit. Not at all.

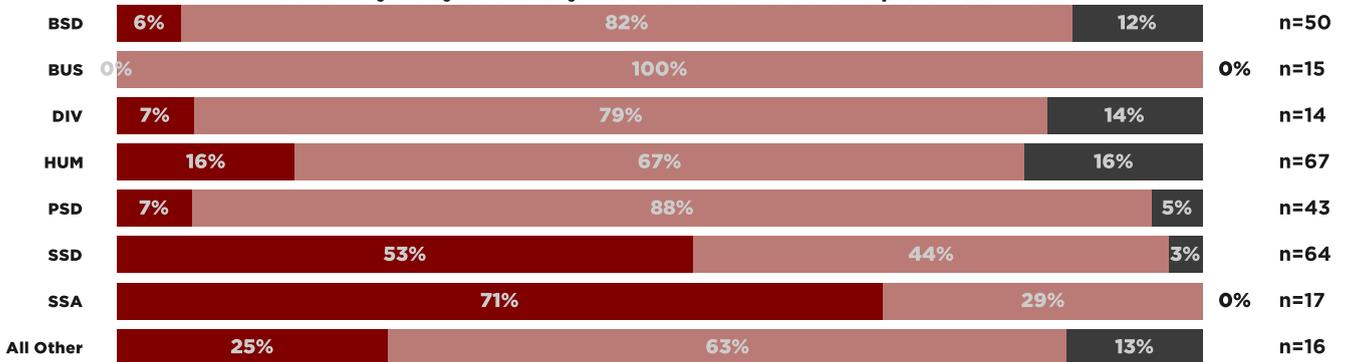
Given the overall distribution of labor among faculty in your program, who would you say shoulders the responsibility for doctoral student advising and mentoring responsibilities ...
A. Would you say that non-tenured tenure-track faculty (as compa



Key



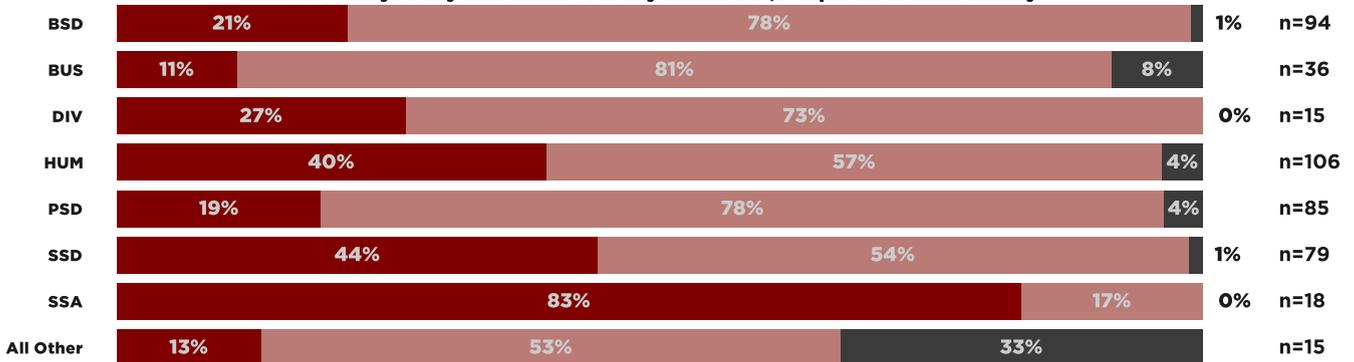
Given the overall distribution of labor among faculty in your program, who would you say shoulders the responsibility for doctoral student advising and mentoring responsibilities ...
B. Would you say that faculty who are members of underrepresented mino



Key



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

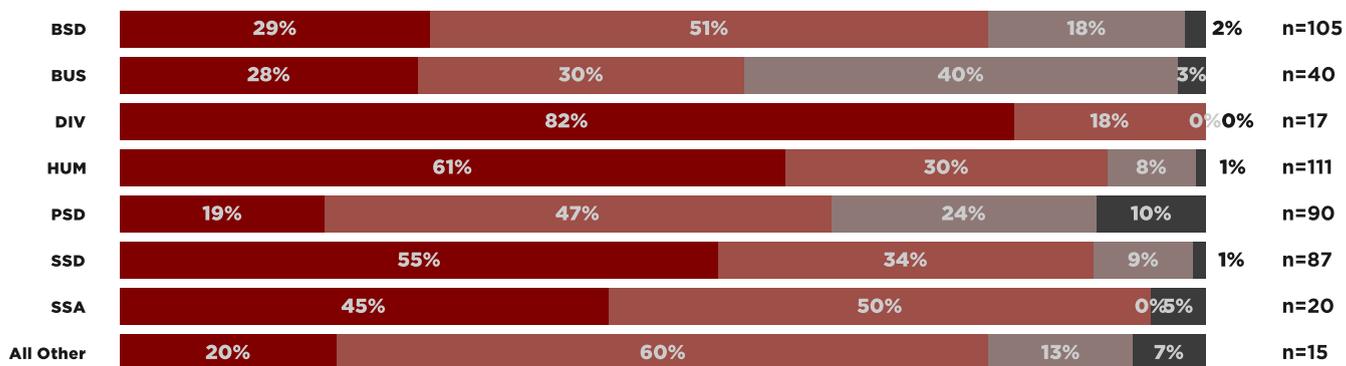


Key



More About the same Less

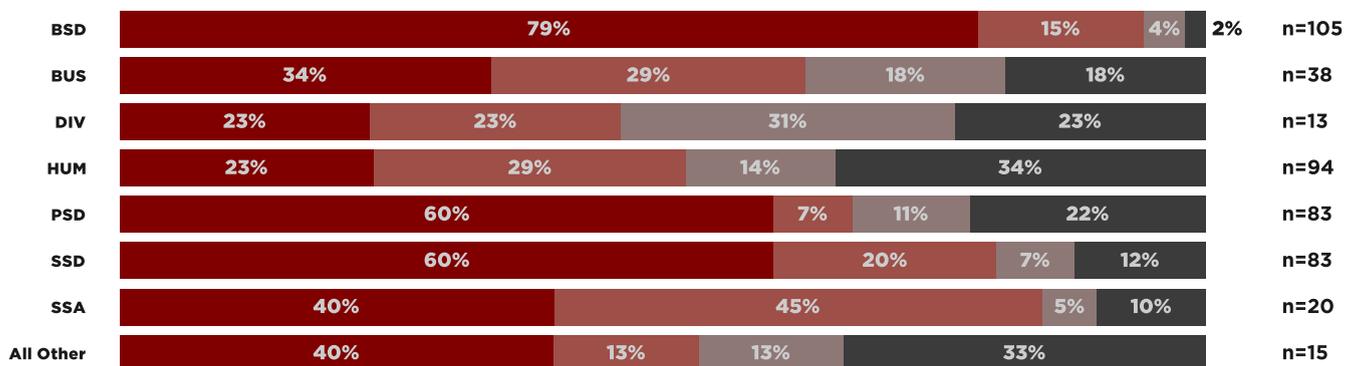
Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - A. Academic coursework.



Key

Often Sometimes Rarely Never

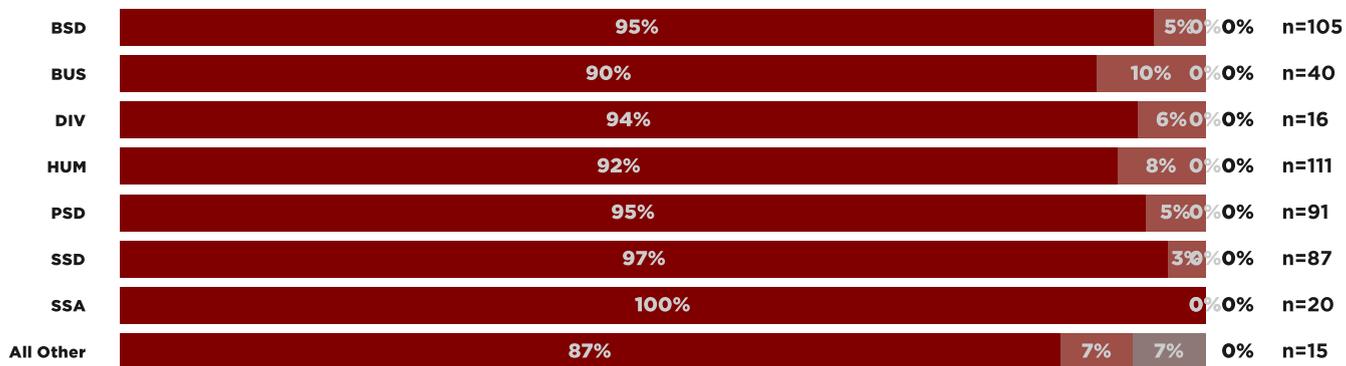
Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - B. Lab, practical or field work.



Key

Often Sometimes Rarely Never

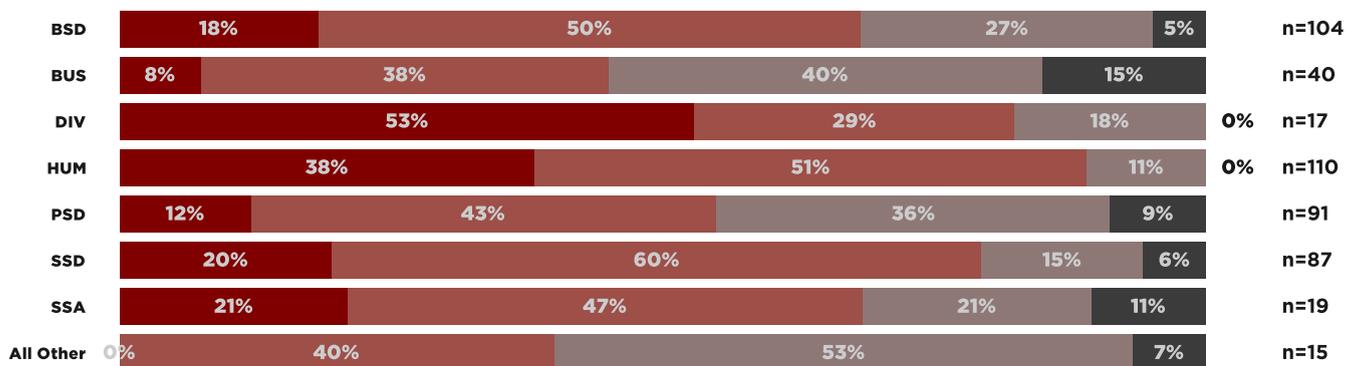
Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - C. Research.



Key

Often Sometimes Rarely Never

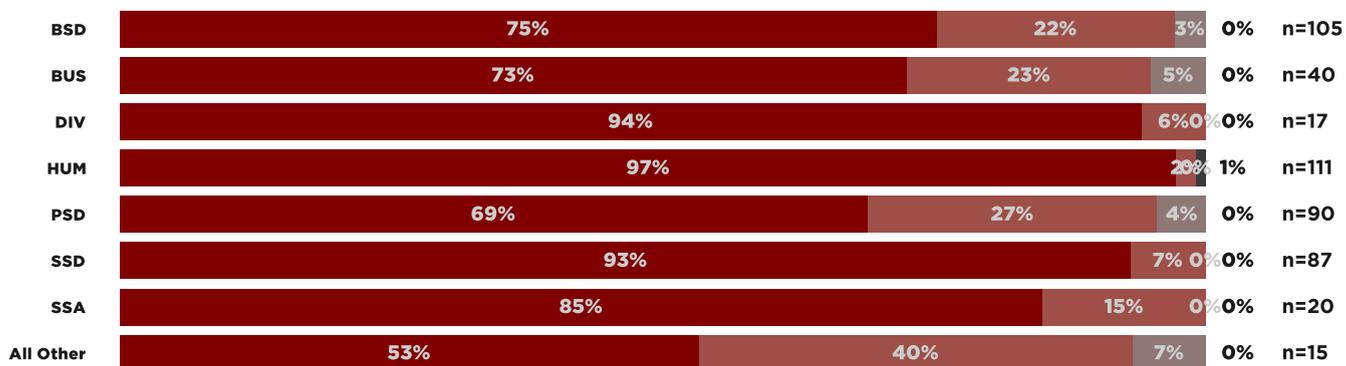
Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - D. Teaching.



Key

Often Sometimes Rarely Never

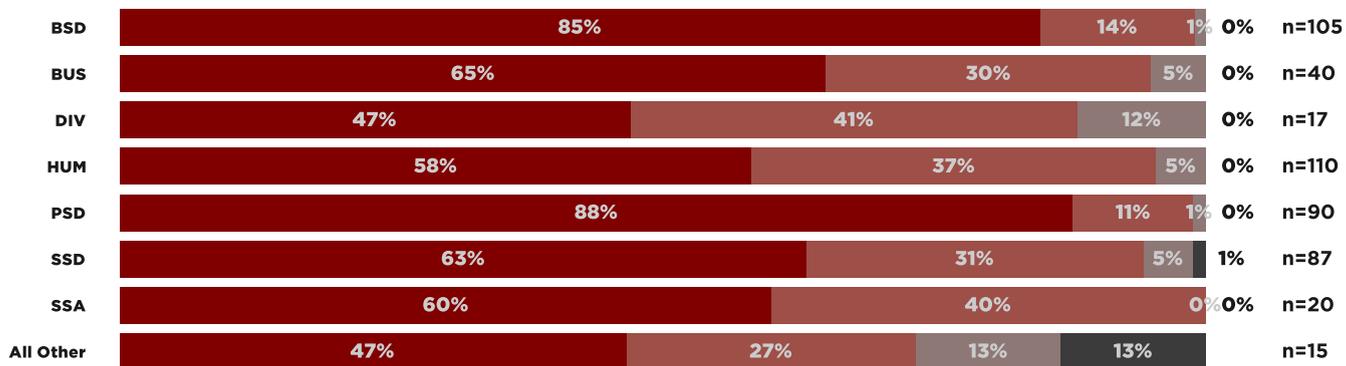
Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - E. Dissertation or thesis writing.



Key

Often Sometimes Rarely Never

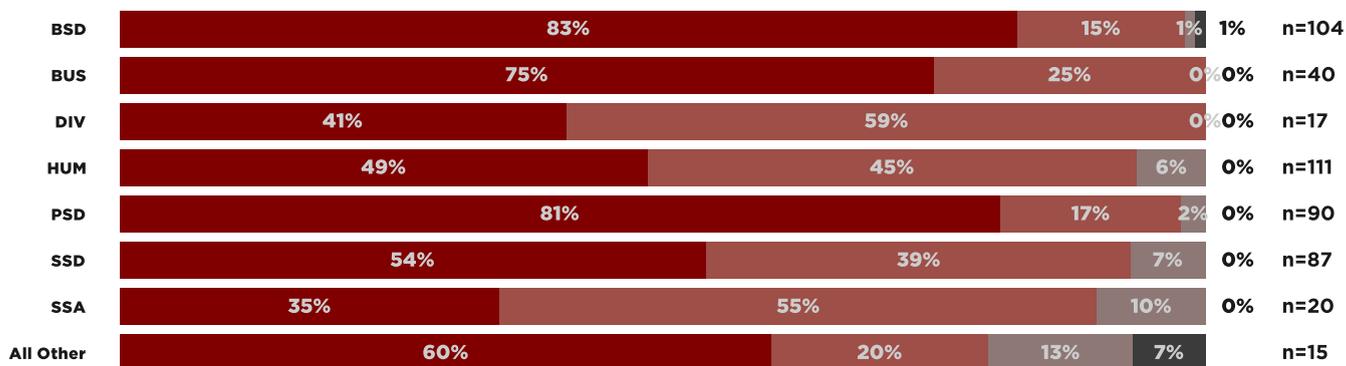
Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - F. Publications.



Key

Often Sometimes Rarely Never

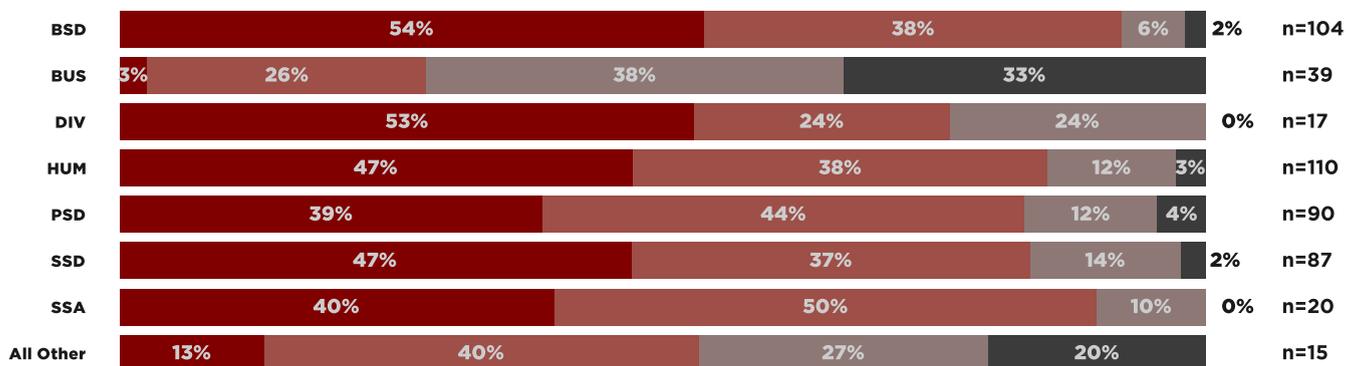
Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - G. Talks and presentations.



Key

Often Sometimes Rarely Never

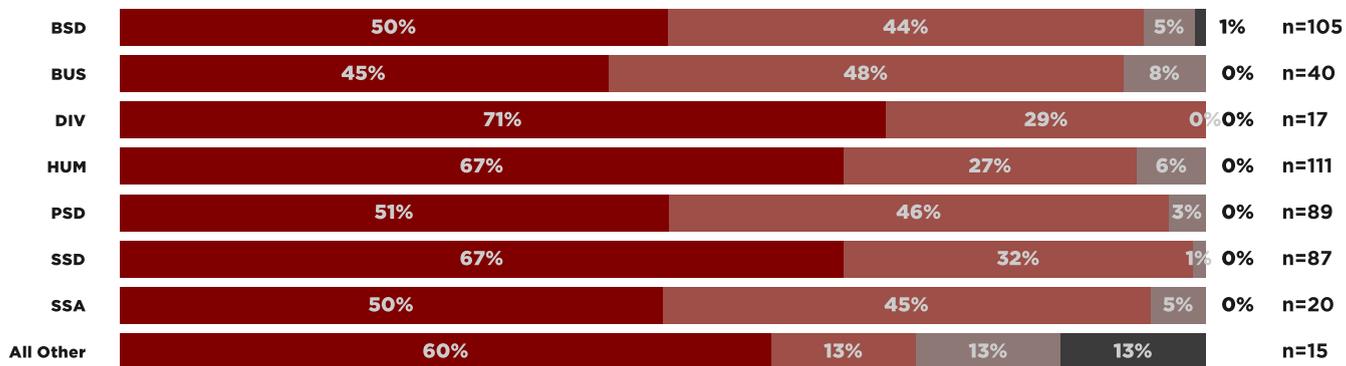
Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - H. Locating and applying for fellowships and grants.



Key

Often Sometimes Rarely Never

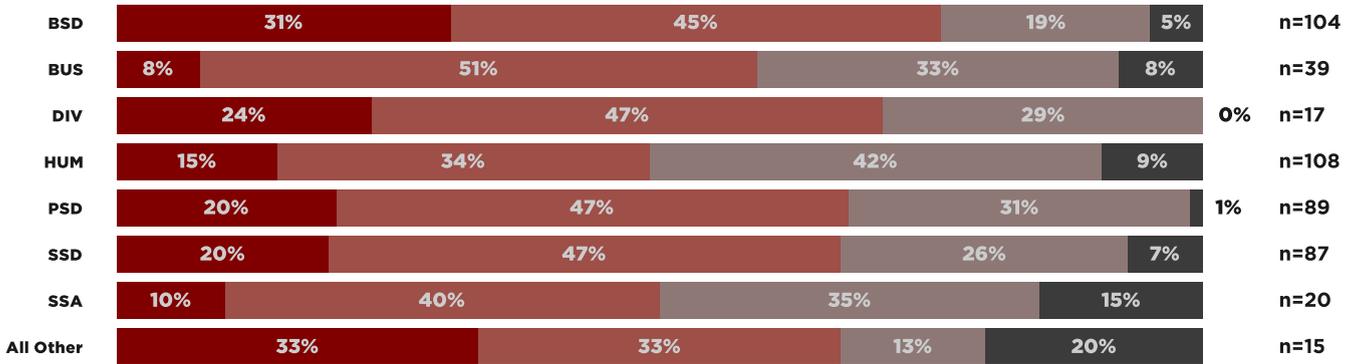
Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - I. Post-program academic career.



Key

Often Sometimes Rarely Never

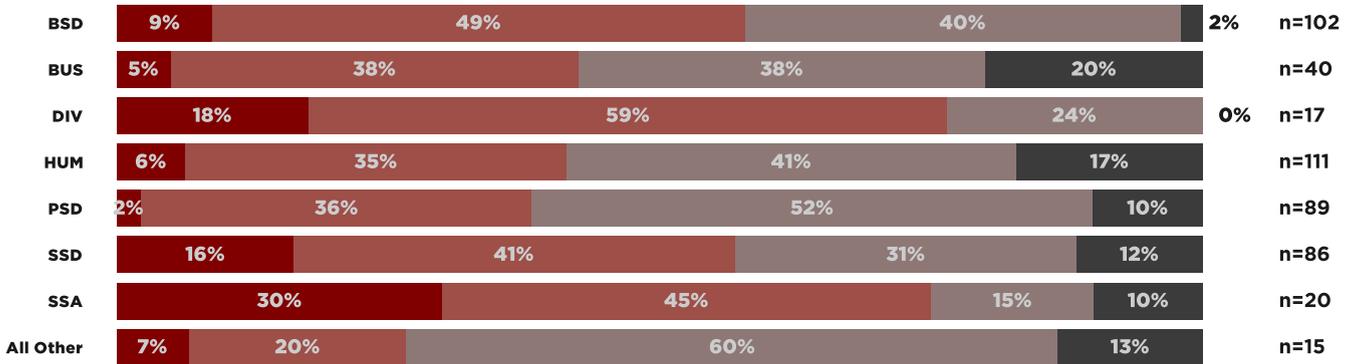
Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - J. Post-program non-academic career.



Key

Often Sometimes Rarely Never

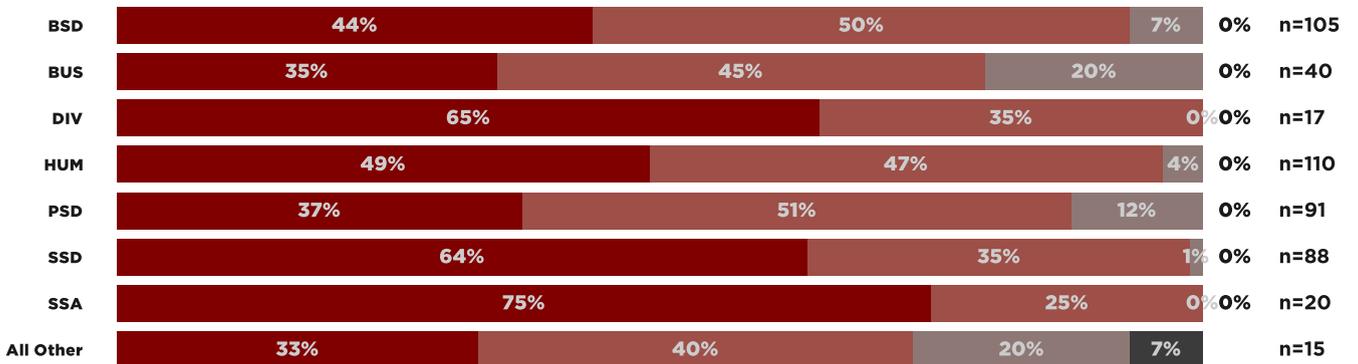
Consider the doctoral students you mentor and/or advise. How often do you provide guidance, support or training related to their ... - K. Non-program, personal matters.



Key

Often Sometimes Rarely Never

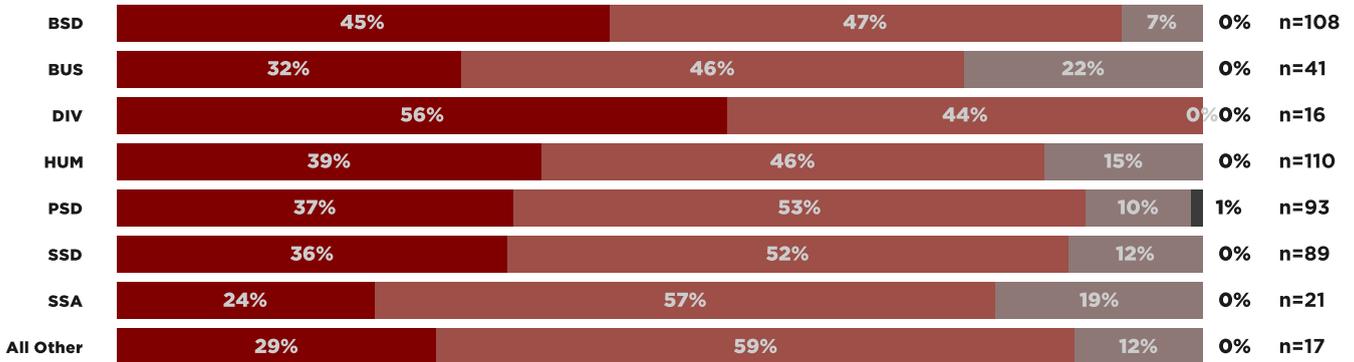
How often do you provide informal advising or mentoring to doctoral students who are not your advisees?



Key

Often Sometimes Rarely Never

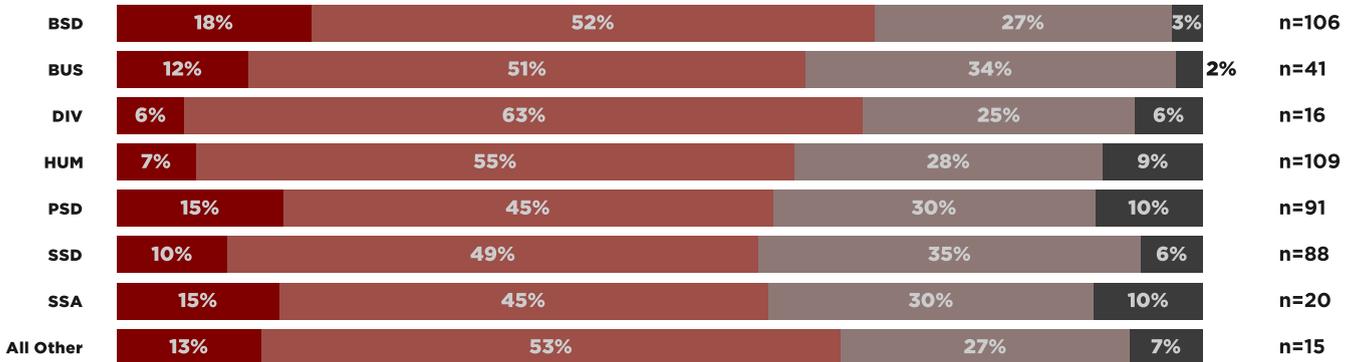
To what degree do you feel it is an advisor's role to supply guidance related to doctoral students'... - A. Time management.



Key

To a large degree To a moderate degree To a small degree Not at all

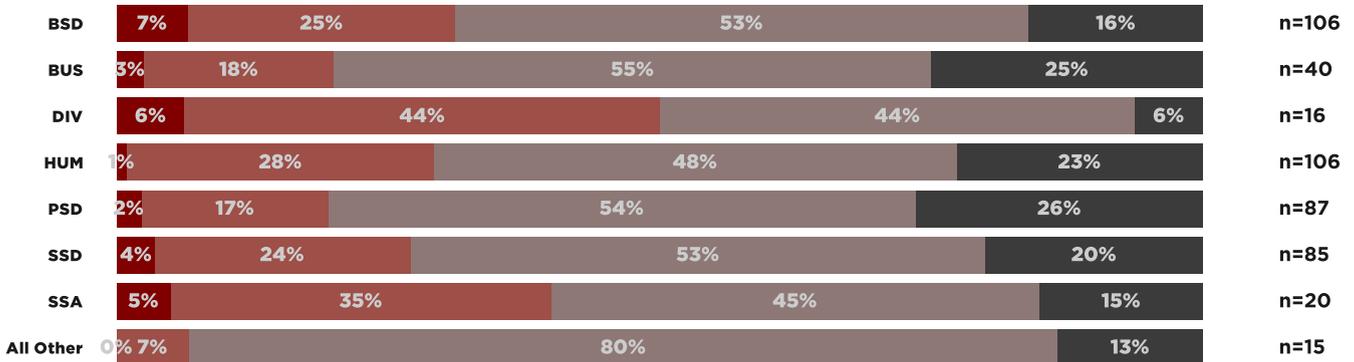
To what degree do you feel it is an advisor's role to supply guidance related to doctoral students'... - B. General mental health.



Key

To a large degree To a moderate degree To a small degree Not at all

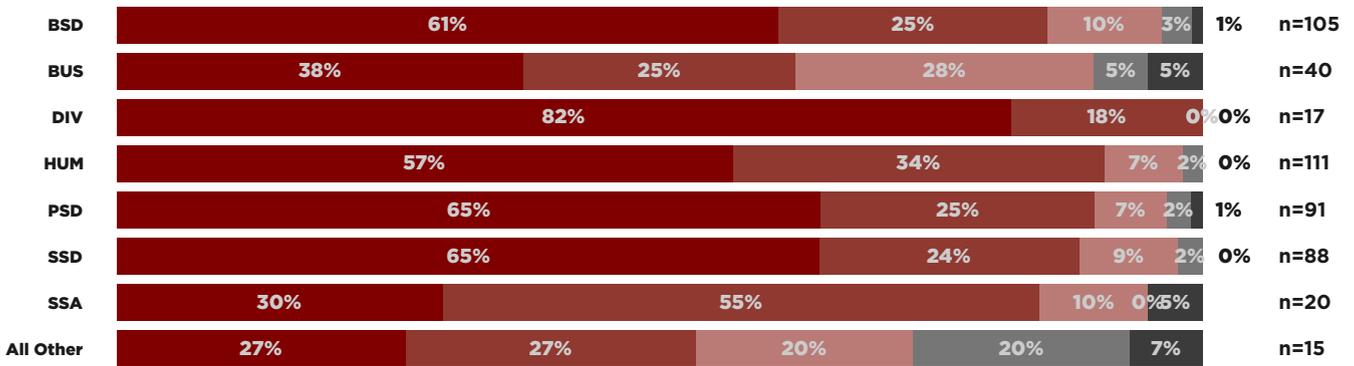
To what degree do you feel it is an advisor's role to supply guidance related to doctoral students'... - C. Non-program, personal matters.



Key

To a large degree To a moderate degree To a small degree Not at all

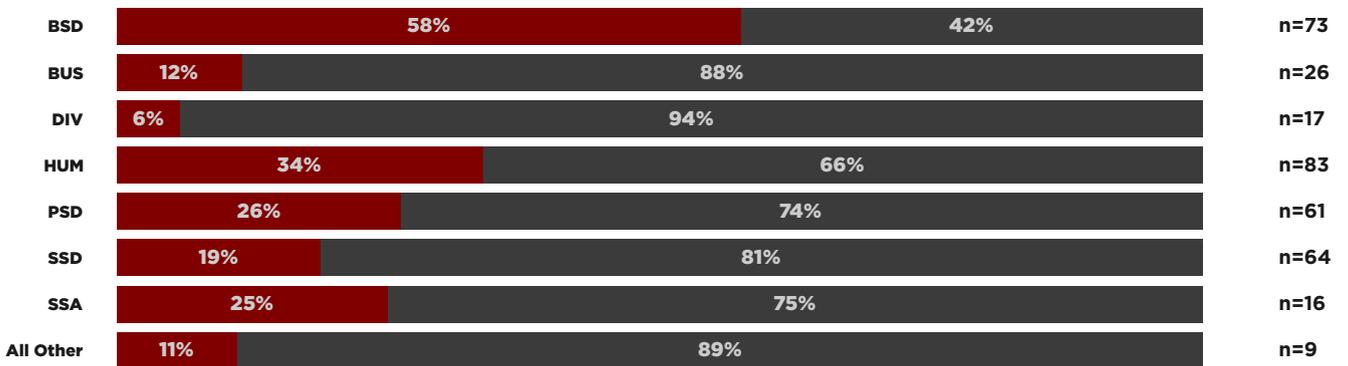
Among your many professional responsibilities, how important is advising doctoral students?



Key

Among the most important Above average importance Average importance Below average importance Among the least important

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



Key

Yes No

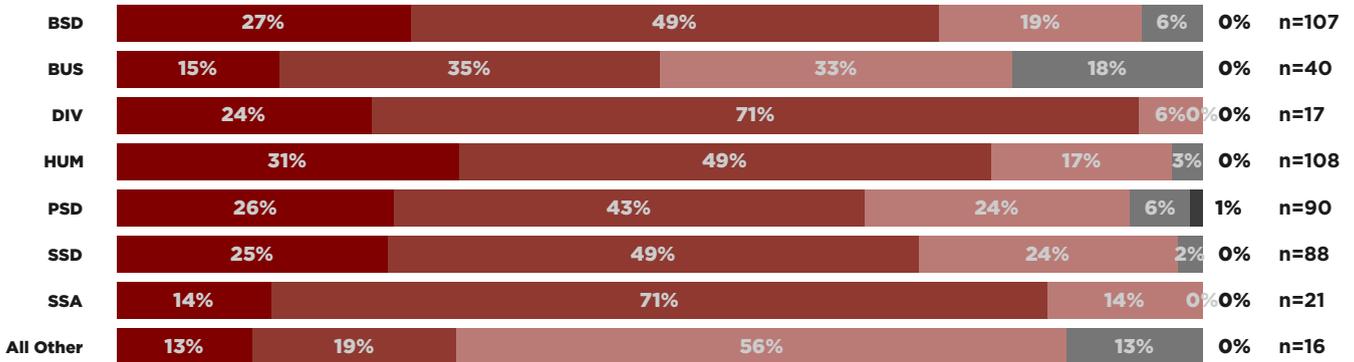
Does your program provide training and supervision in the mentoring/advising of doctoral students?



Key

Yes No

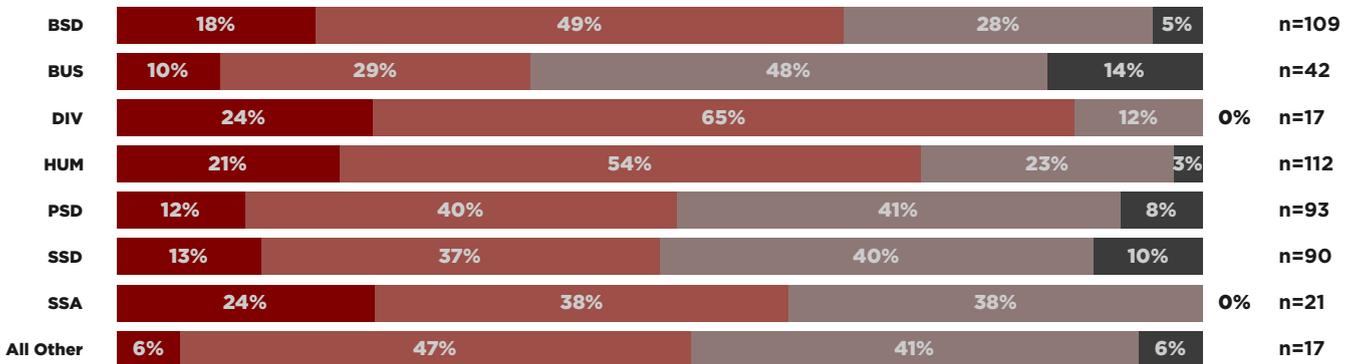
Please rate your own ability to mentor/advise doctoral students.



Key

Excellent Very good Good Fair Poor

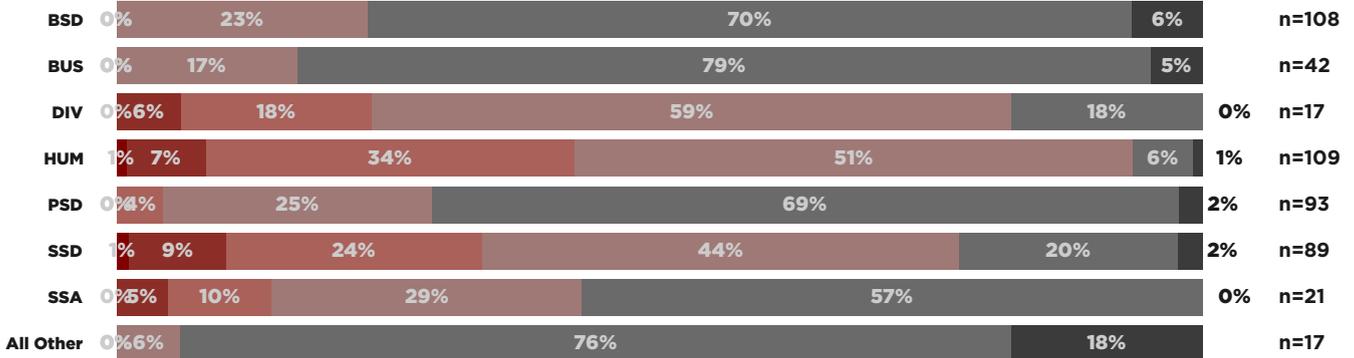
If the University offered these, would you take advantage of formal learning opportunities about how to mentor/advise doctoral students more effectively?



Key

Definitely yes Probably yes Probably not Definitely not

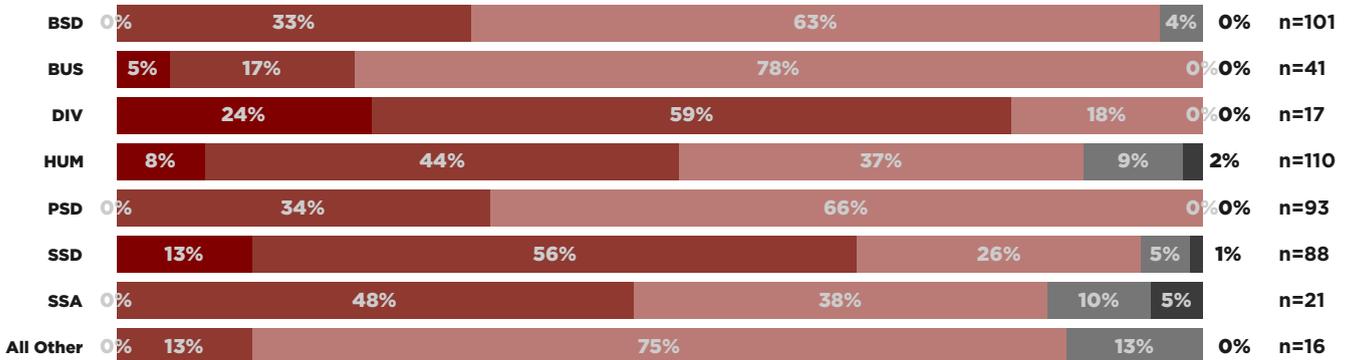
>>> Reminder: Please use the one doctoral program you identified at the beginning of this survey as your reference point in answering all questions. Ideally, in your discipline or field, how long should a PhD take?



Key

9 years or more. 8 years. 7 years. 6 years. 5 years. 4 years or fewer.

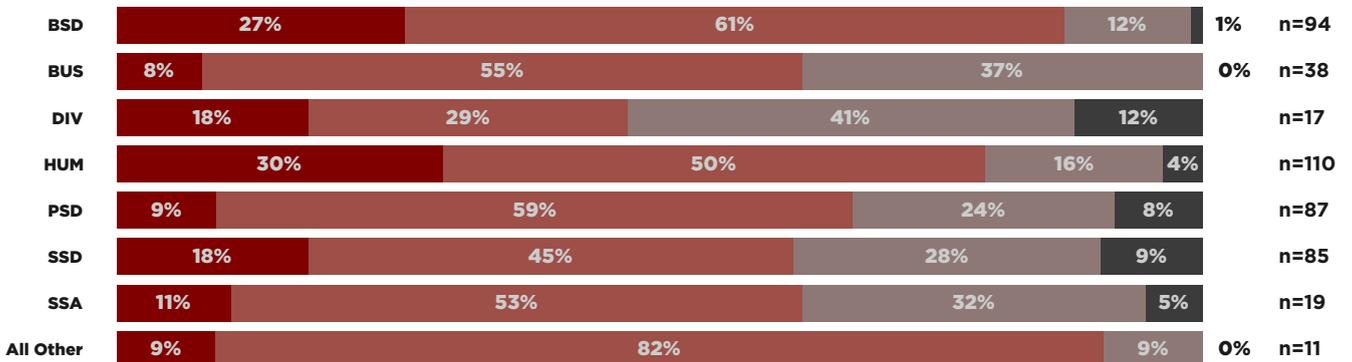
In your doctoral program, is the time to degree typically too short, about right, or too long?



Key

Much too long A little too long About right A little too short Much too short

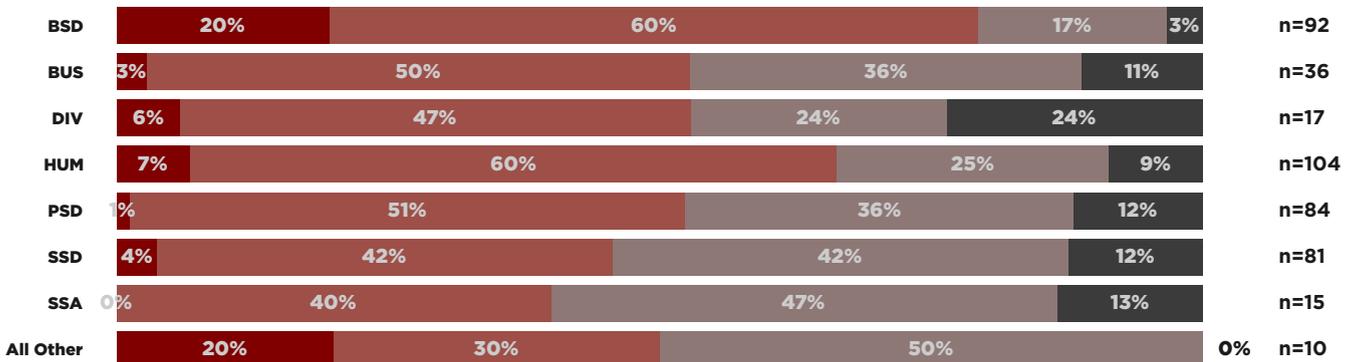
How effective is your program at identifying students who are not making satisfactory progress toward doctoral degrees?



Key

Very effective Moderately effective A little effective Not effective at all

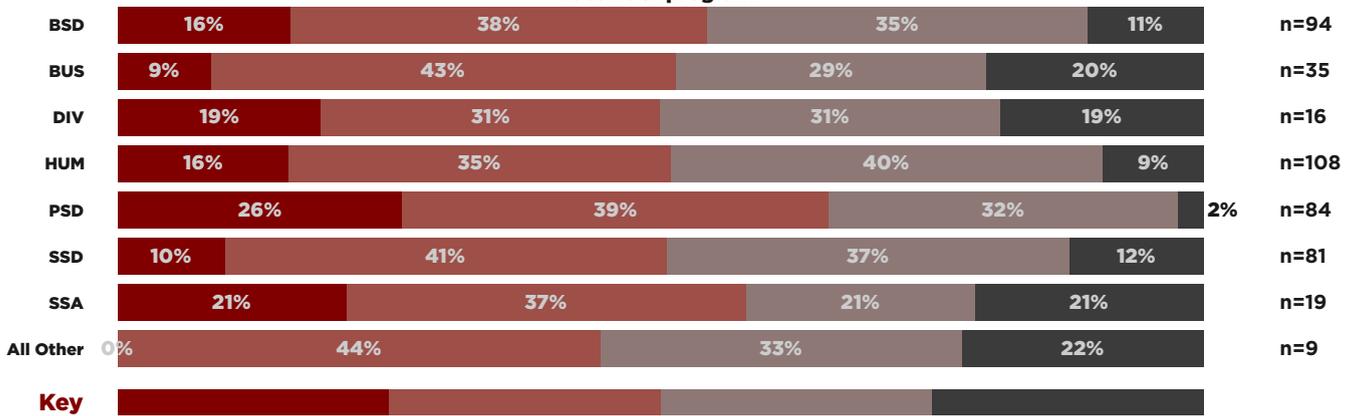
How effective is your program at advising students who are not making satisfactory progress toward doctoral degrees?



Key

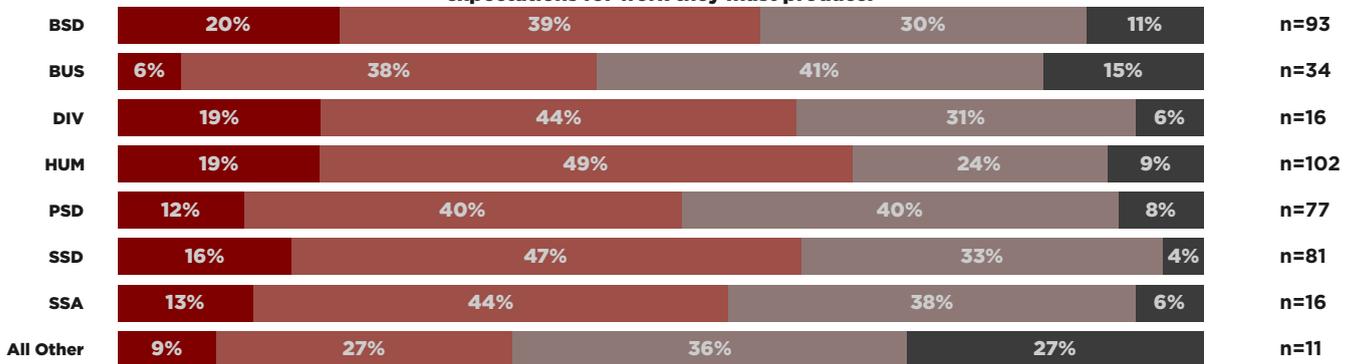
Very effective Moderately effective A little effective Not effective at all

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.



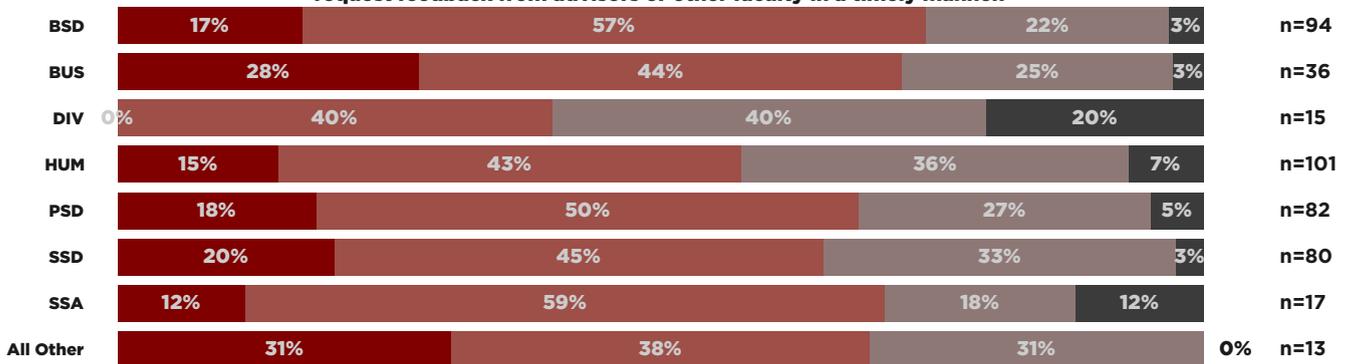
Key

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.



Key

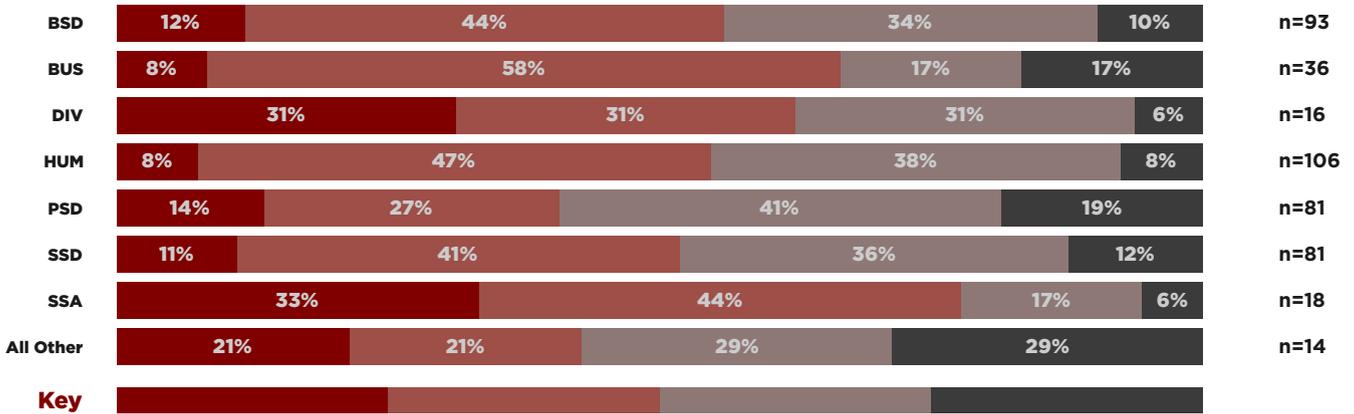
Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following student factors? - C. Students failing to request feedback from advisors or other faculty in a timely manner.



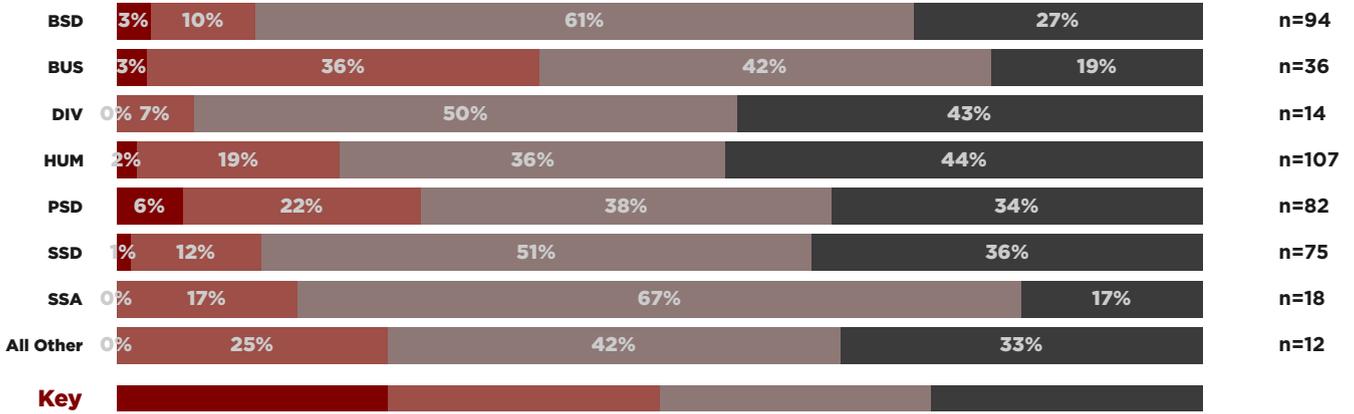
Key

Very common Moderately common Not too common Quite rare

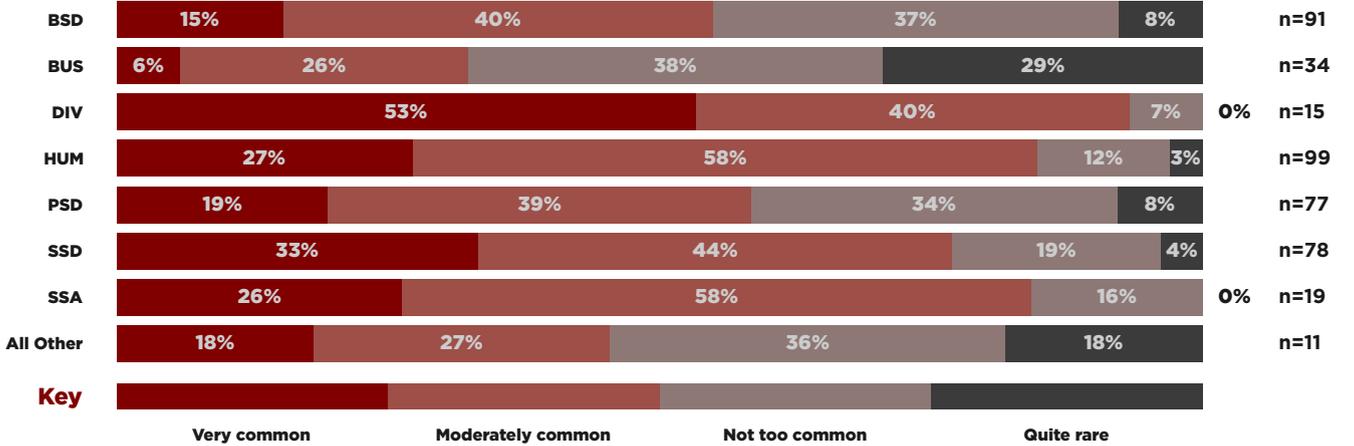
Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following student factors? - D. Poor student writing skills.



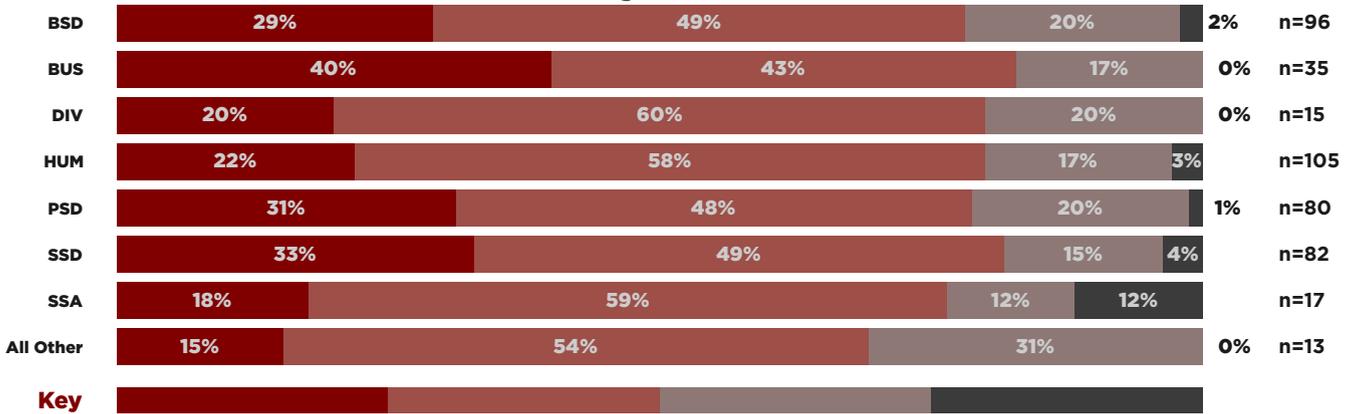
Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following skills? - E. Poor student English skills.



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).

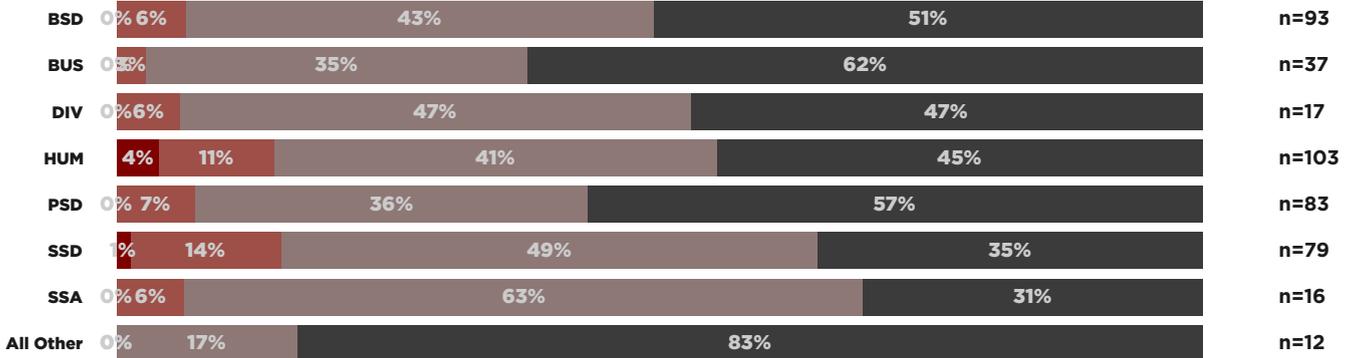


Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following student factors? - G. Student lack of focus or organizational skills.



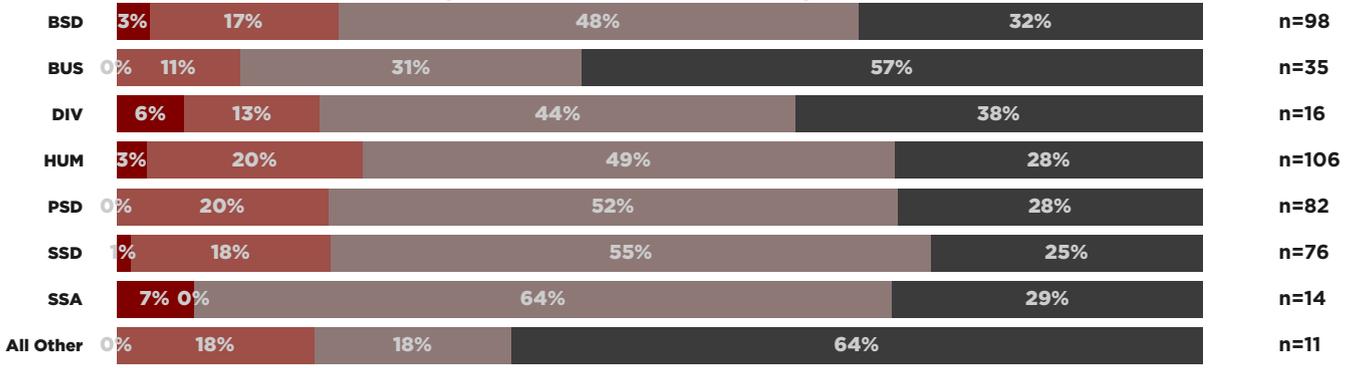
Key

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.



Key

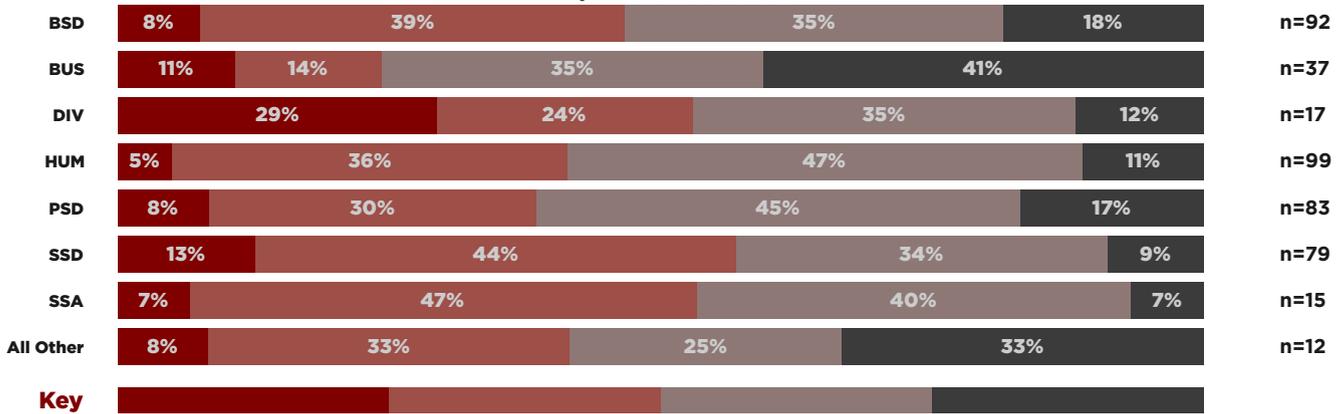
Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following program factors? - B. Unrealistic faculty expectations for work students must produce.



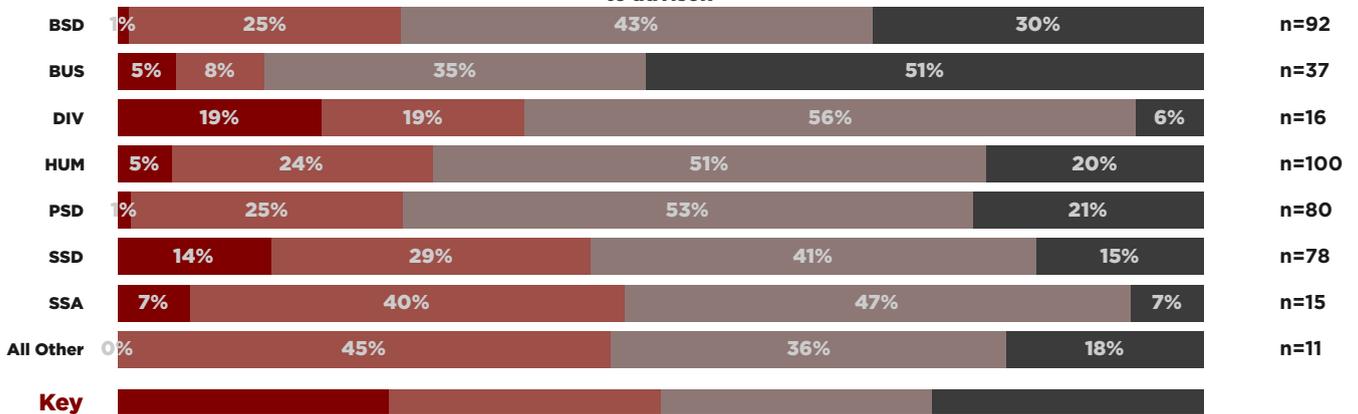
Key

Very common Moderately common Not too common Quite rare

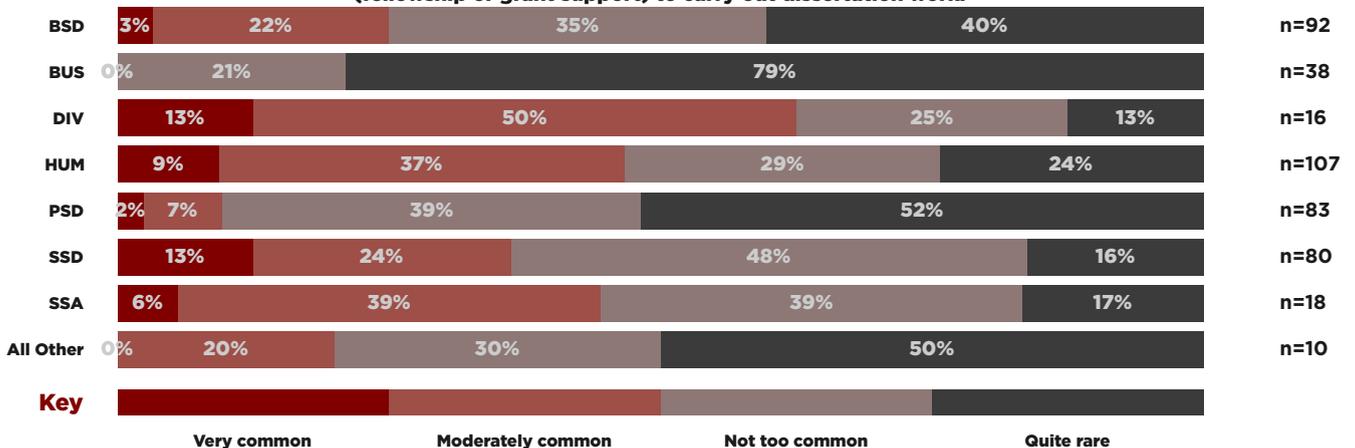
Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following program factors? - C. Advisor input inadequate to student need.



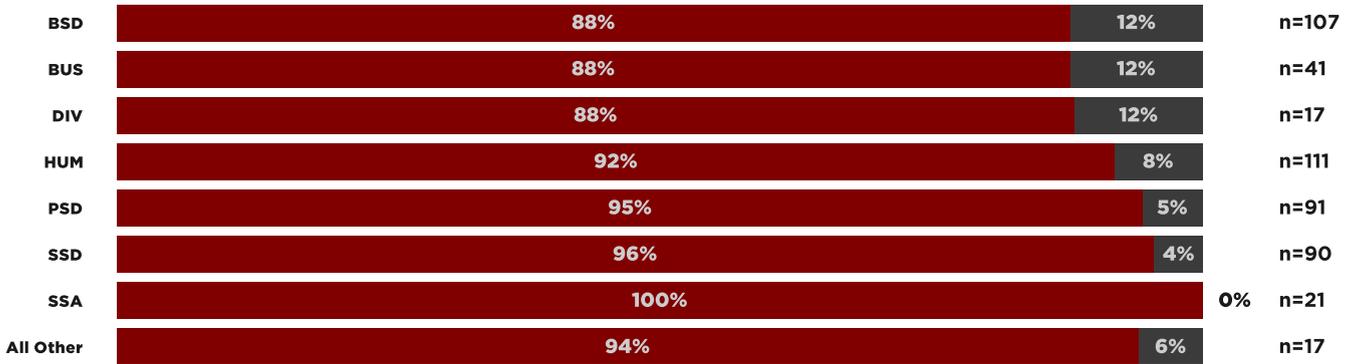
Of the students who have difficulty getting through your doctoral program (however few those might be as a group), how common are the following program factors? - D. Insufficient access to advisor.



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.



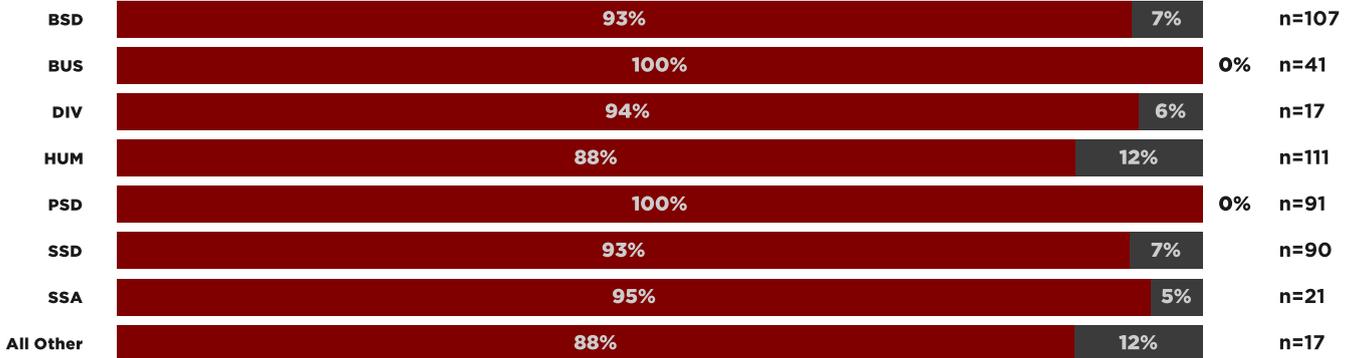
**In your program, are there unnecessary requirements that slow down doctoral students?
Excessive requirements for ... (select all that apply) - Selected Choice Coursework**



Key



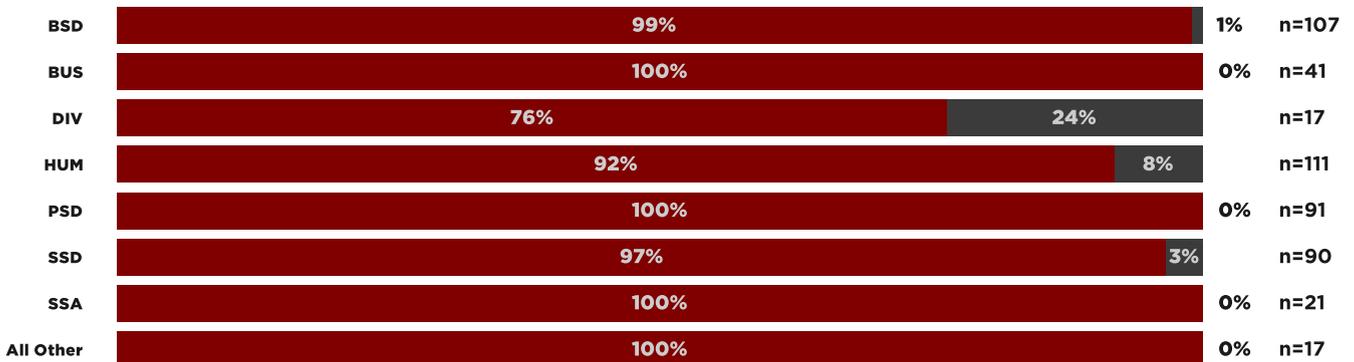
**In your program, are there unnecessary requirements that slow down doctoral students?
Excessive requirements for ... (select all that apply) - Selected Choice Exams (special field, qualifying, comprehensive, etc.)**



Key



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



Key



**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)**

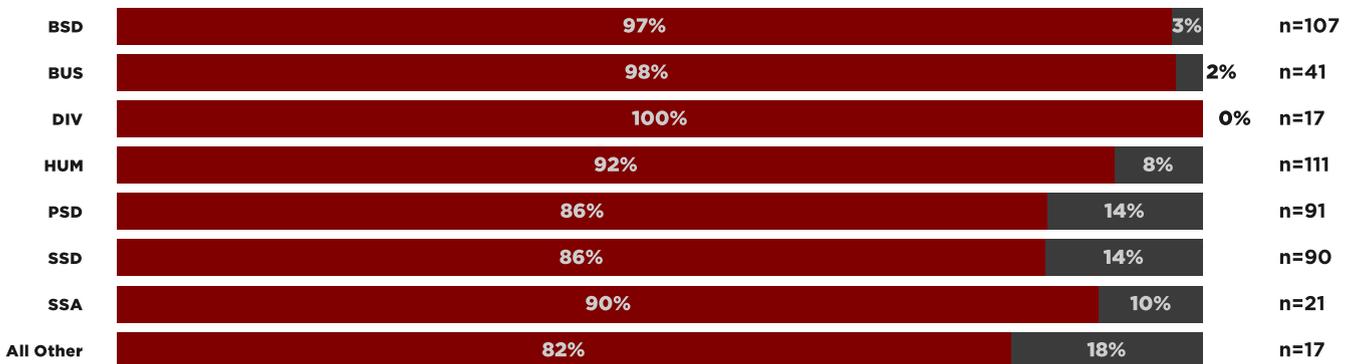


Key

Not selected

Auxiliary or practical skills (e.g. programming languages, equipment use, paleographic skills, etc.)

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

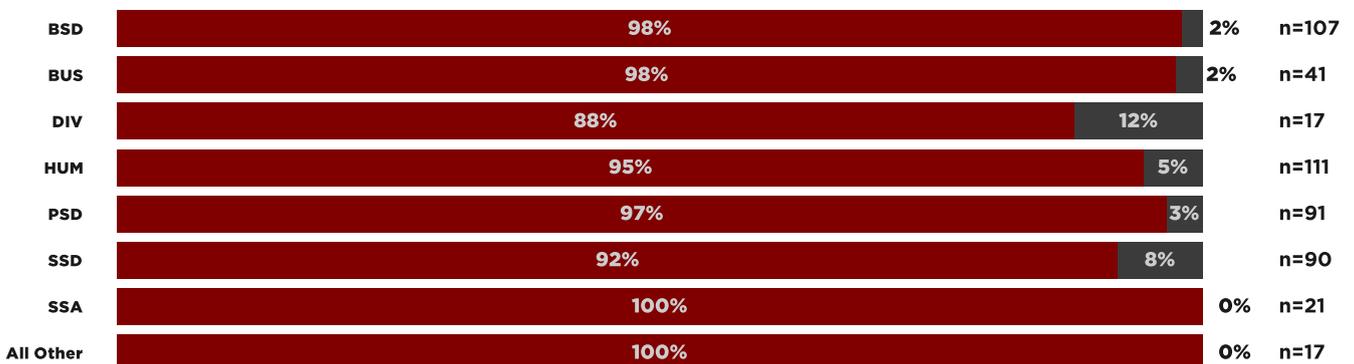


Key

Not selected

Teaching

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

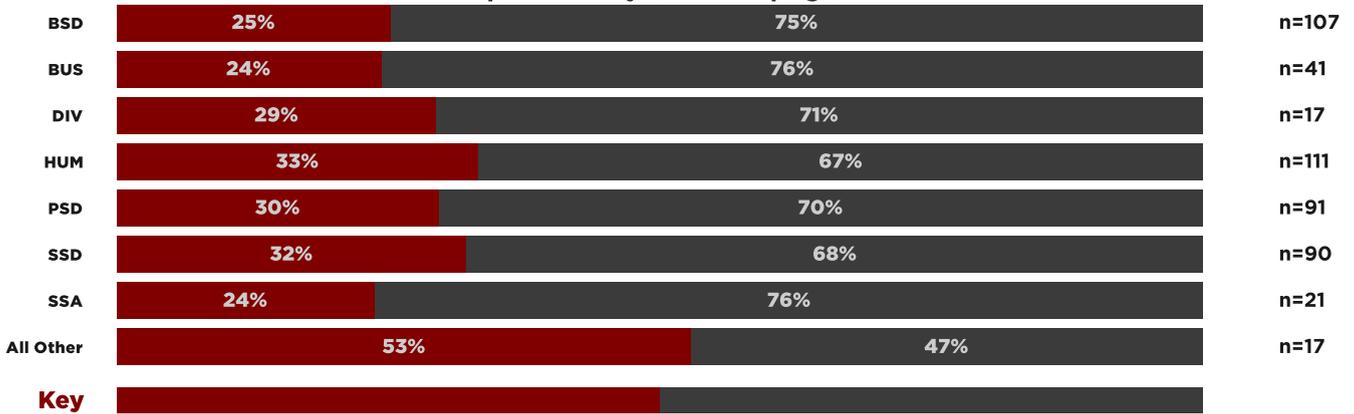


Key

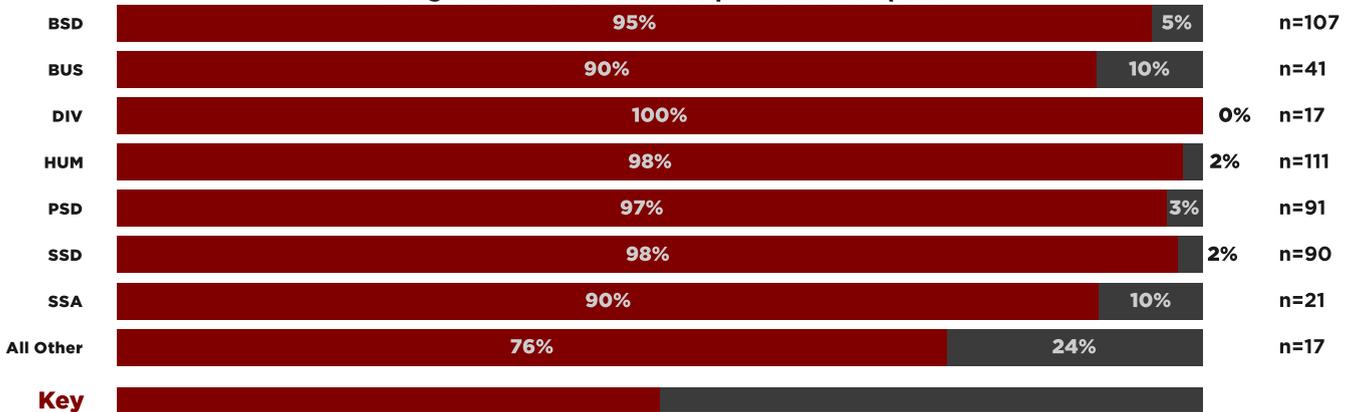
Not selected

Other, please describe

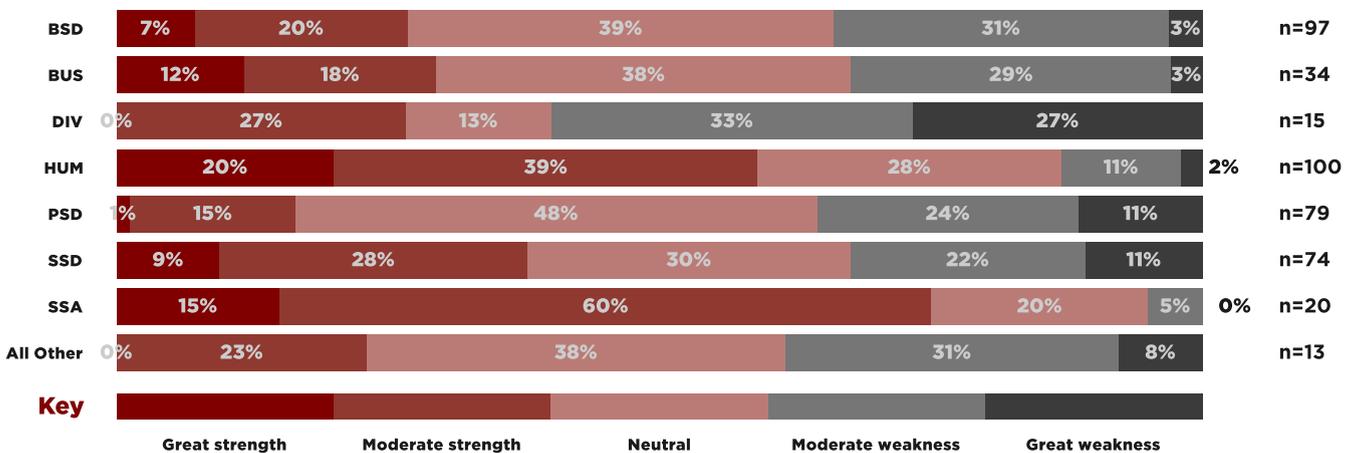
**In your program, are there unnecessary requirements that slow down doctoral students?
Excessive requirements for ... (select all that apply) - Selected Choice No excessive requirements in your doctoral program**



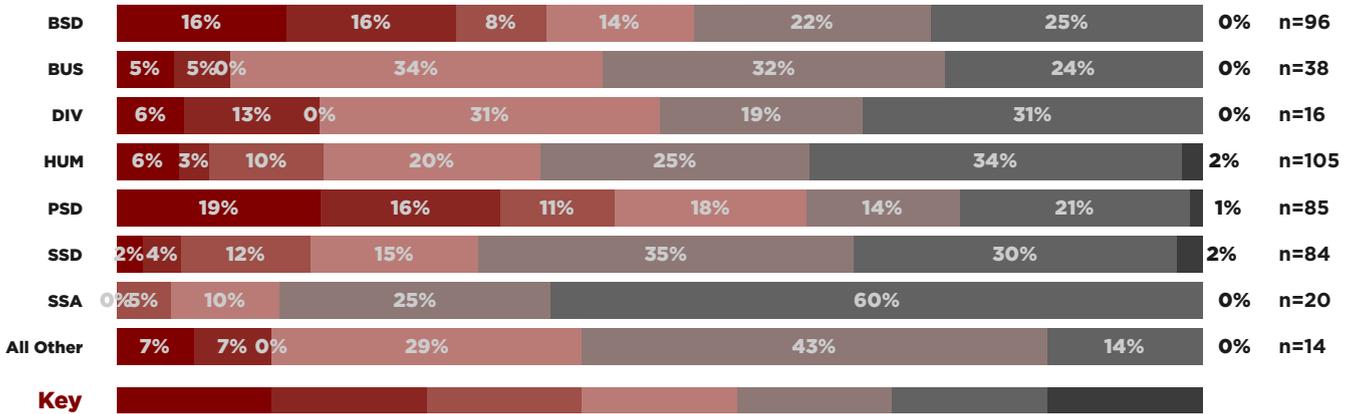
**In your program, are there unnecessary requirements that slow down doctoral students?
Excessive requirements for ... (select all that apply) - Selected Choice You are not familiar enough with doctoral requirements to respond**



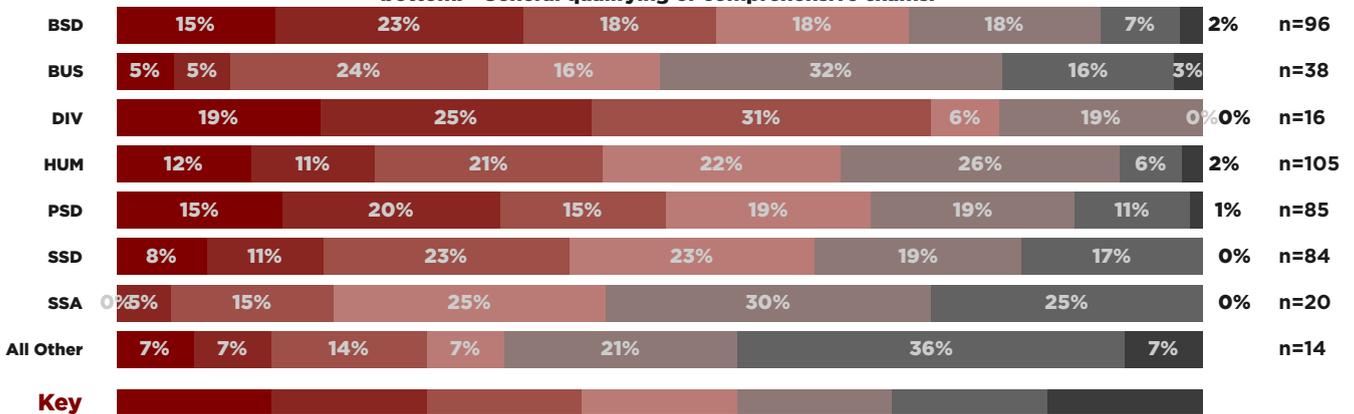
With respect to student success in your doctoral program, is current faculty diversity / cultural competence a ...



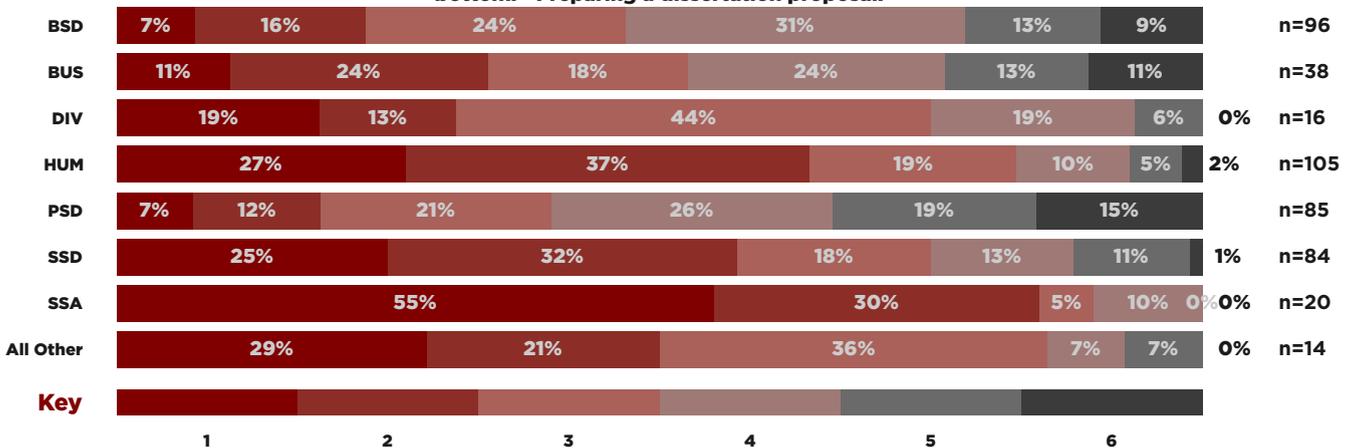
Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - Coursework.



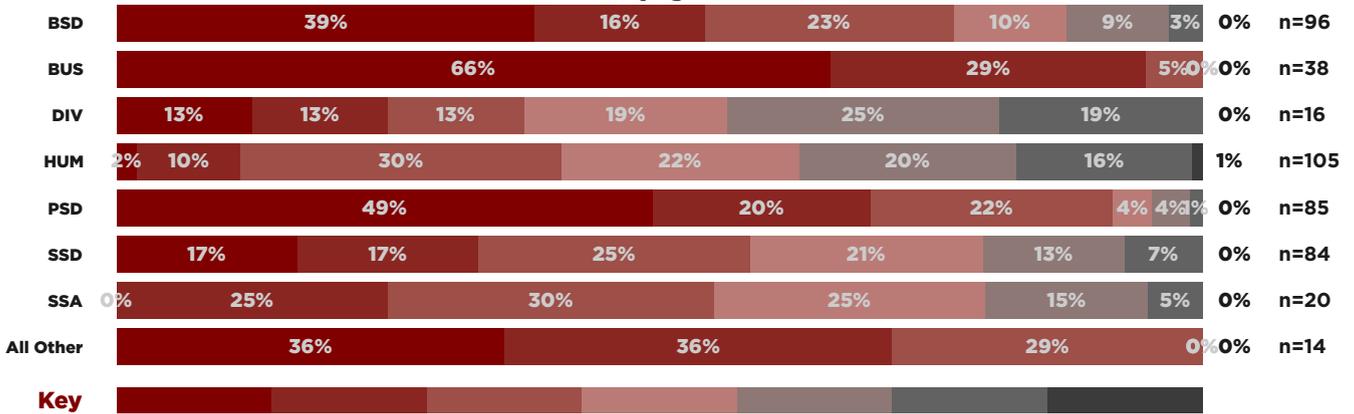
Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - General qualifying or comprehensive exams.



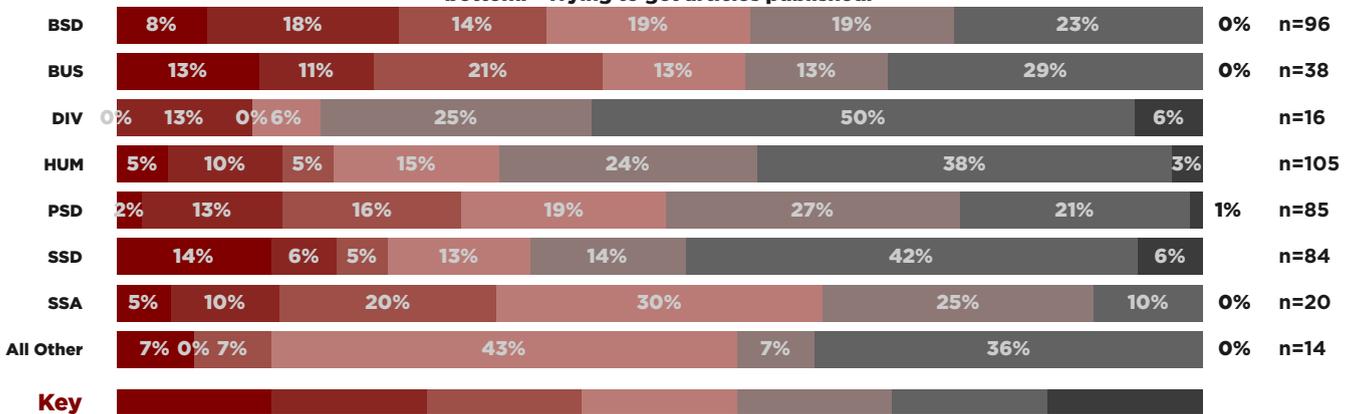
Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - Preparing a dissertation proposal.



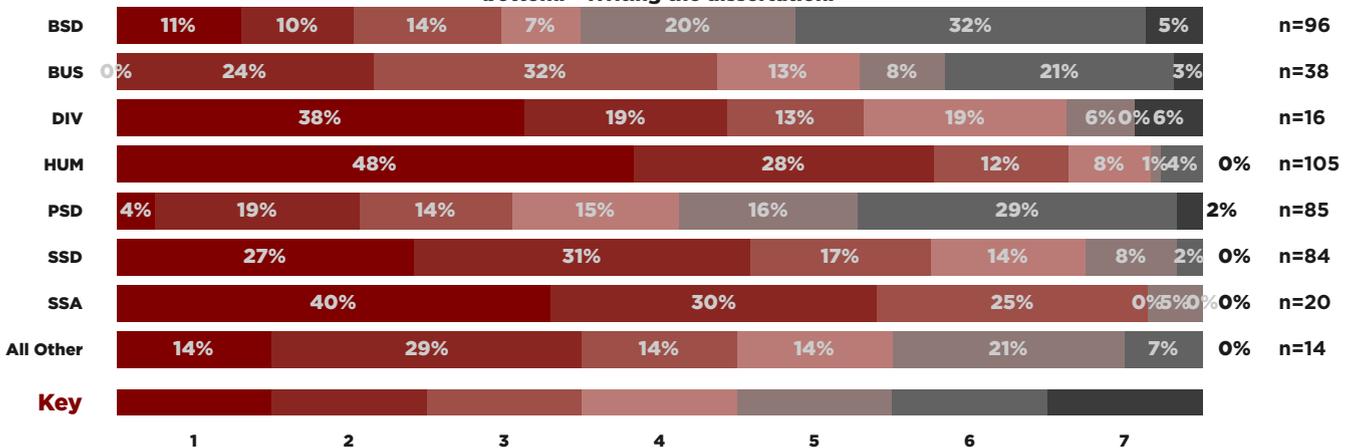
Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - Carrying out research.



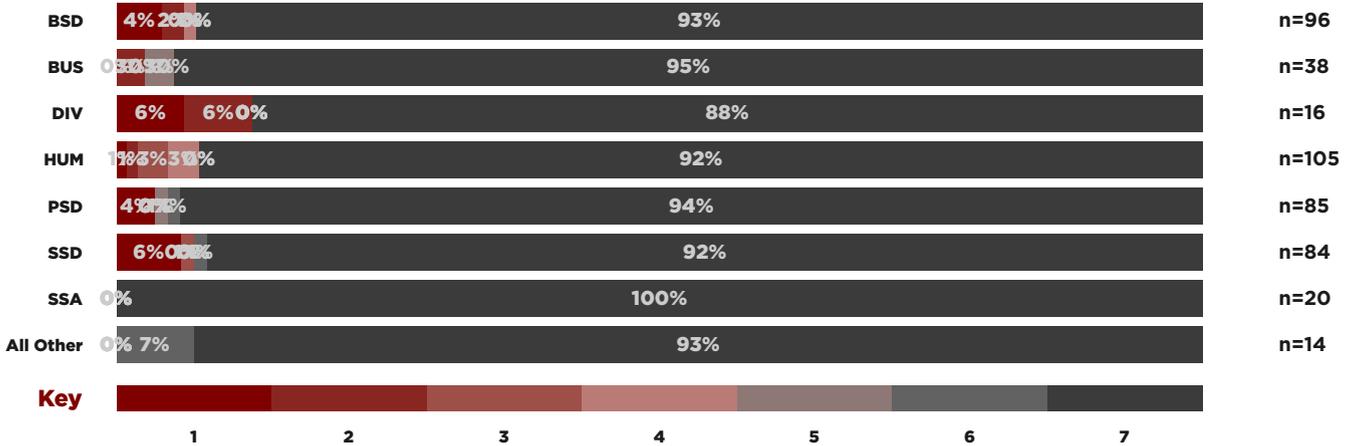
Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - Trying to get articles published.



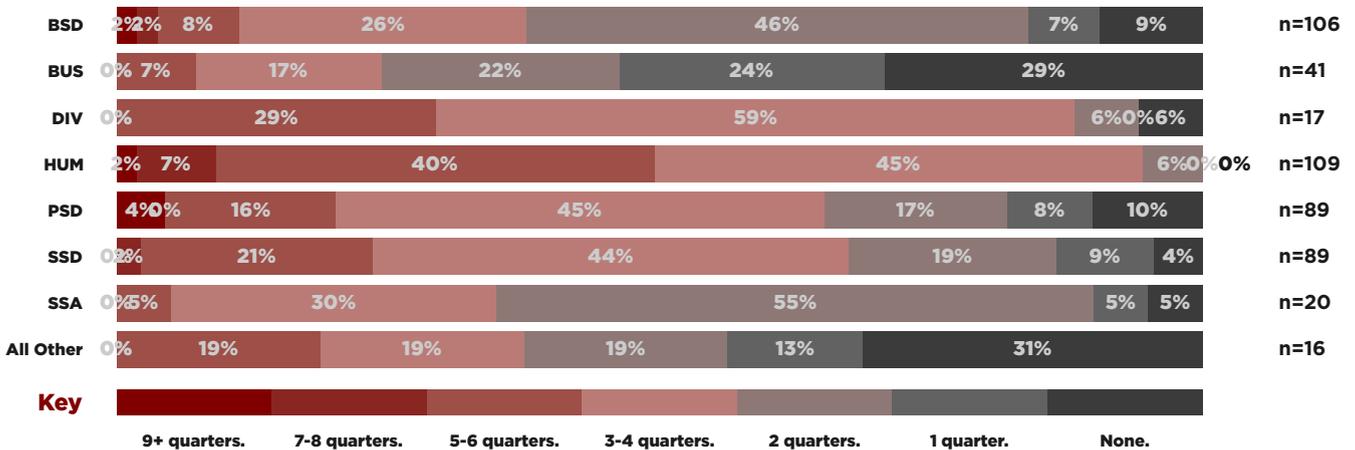
Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - Writing the dissertation.



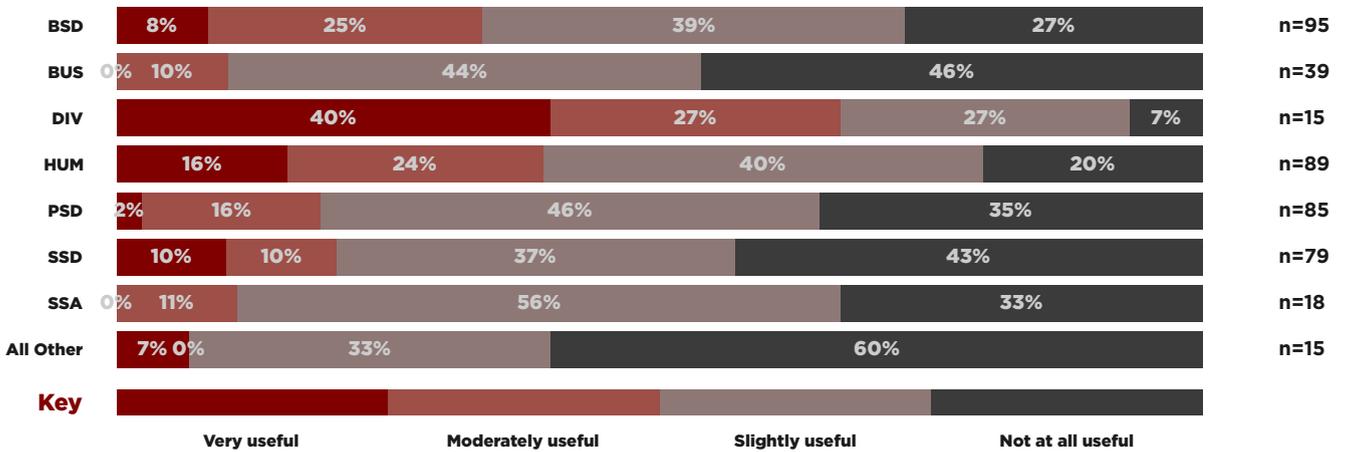
Please rank the points in your program at which doctoral students most commonly falter. Click on, hold and drag the most common sticking points to the top and the least common to the bottom. - Some other point, please describe:



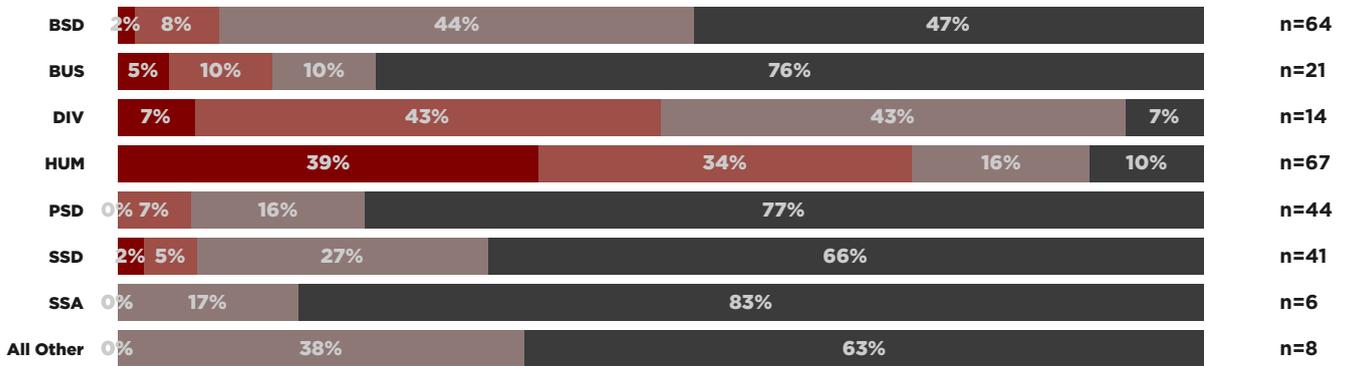
The following questions are about doctoral student teaching. In your field, to be well-prepared for the academic job market, how much teaching do doctoral students need?



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



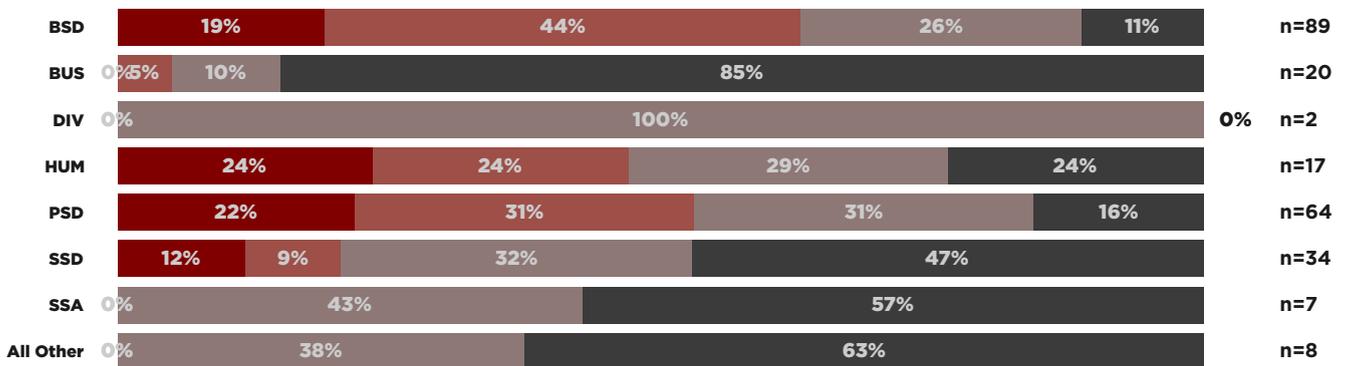
In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences? - Language assistant.



Key

Very useful Moderately useful Slightly useful Not at all useful

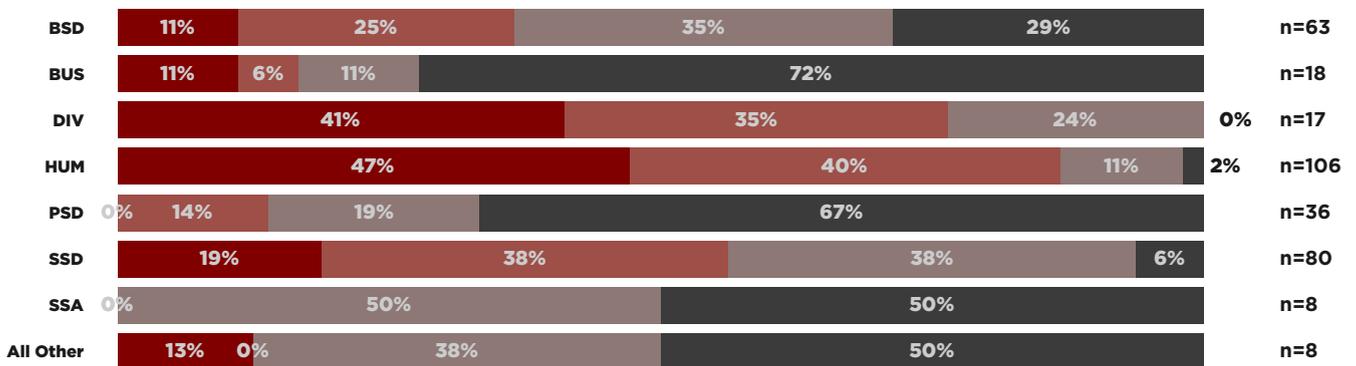
In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences? - Lab assistant.



Key

Very useful Moderately useful Slightly useful Not at all useful

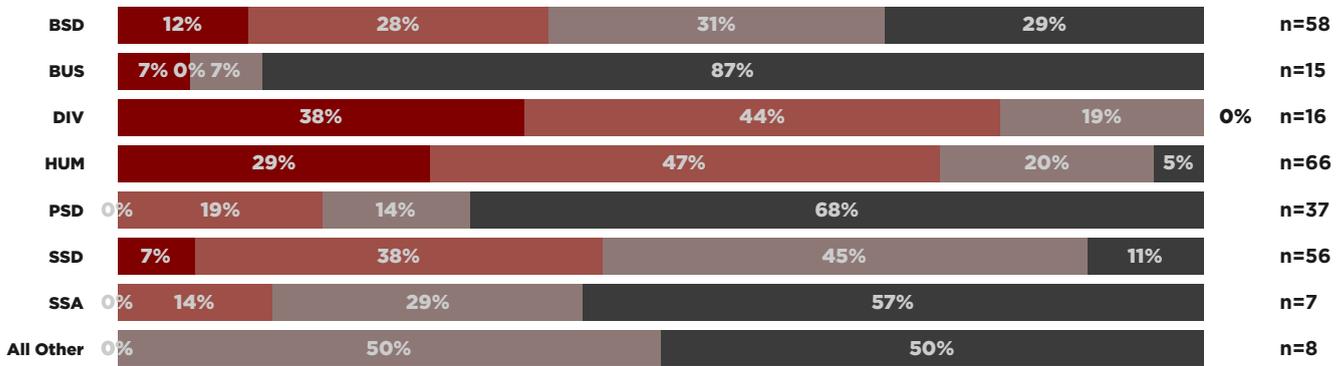
In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences? - Writing intern / Core intern.



Key

Very useful Moderately useful Slightly useful Not at all useful

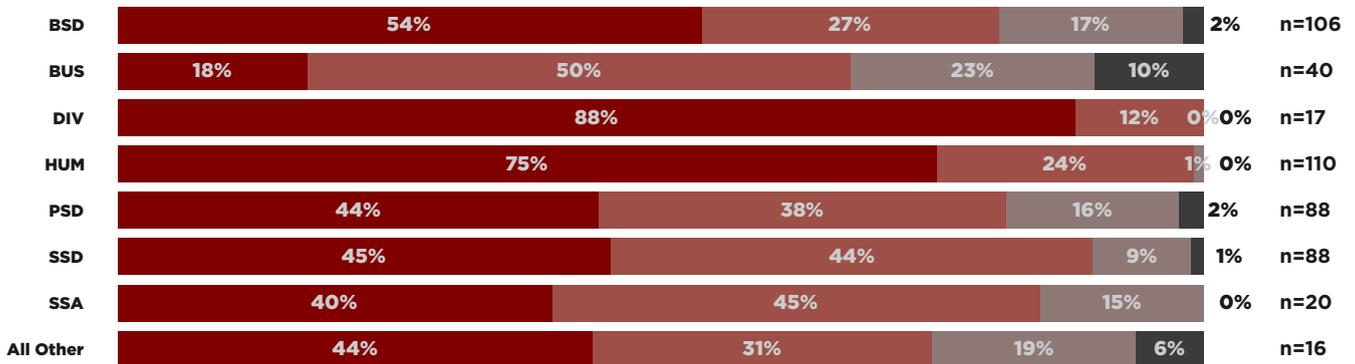
In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences? - Writing Lector.



Key

Very useful Moderately useful Slightly useful Not at all useful

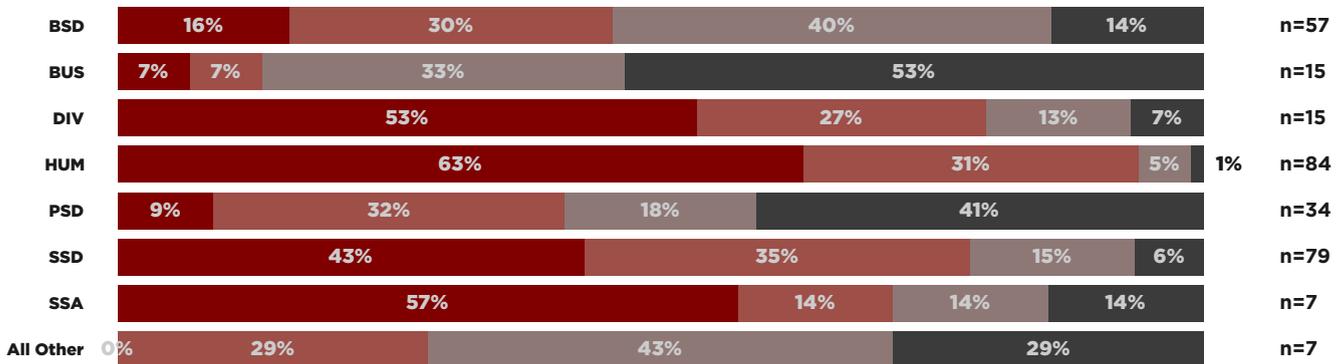
In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences? - Teaching Assistant.



Key

Very useful Moderately useful Slightly useful Not at all useful

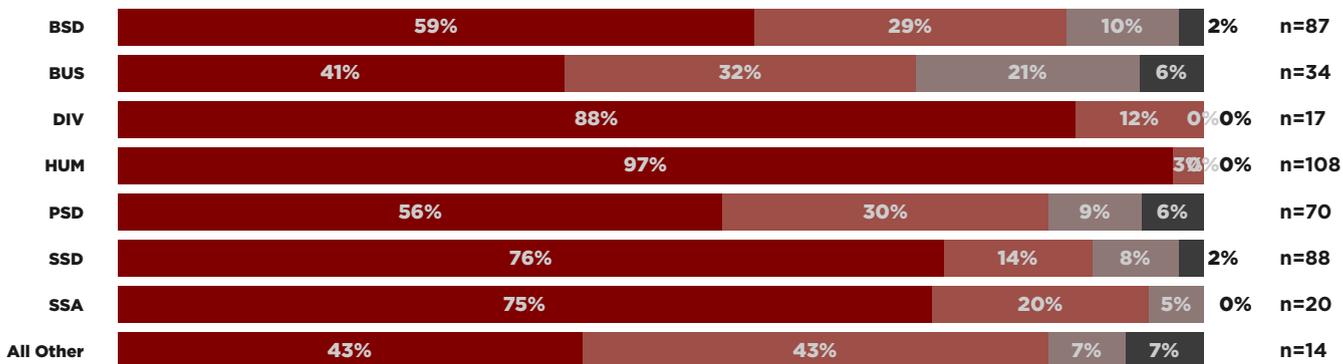
In your field, to prepare doctoral students for academic careers, how useful are the following types of teaching experiences? - Preceptor.



Key

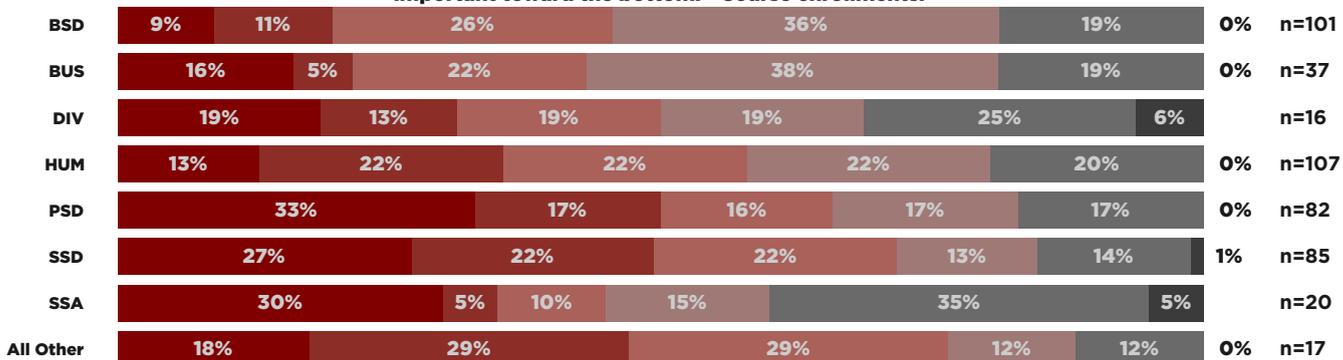
Very useful Moderately useful Slightly useful Not at all useful

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



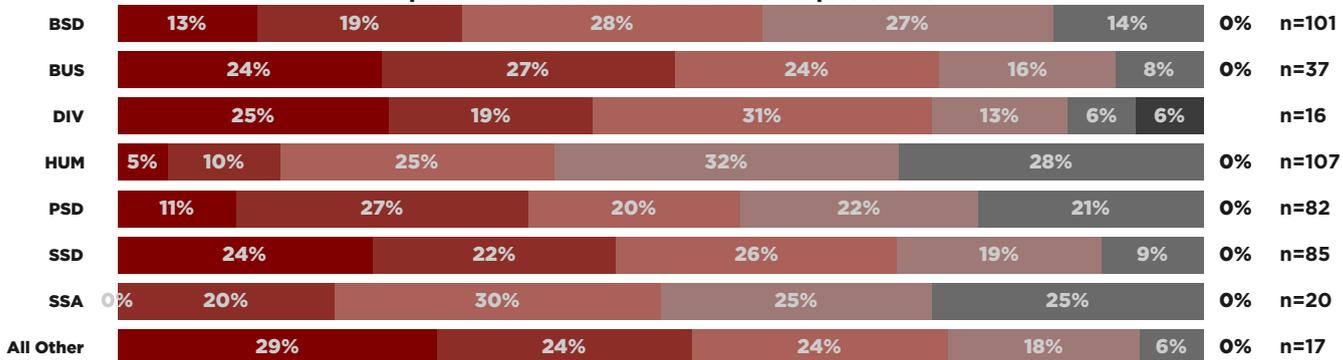
Key

Very useful Moderately useful Slightly useful Not at all useful
 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.



Key

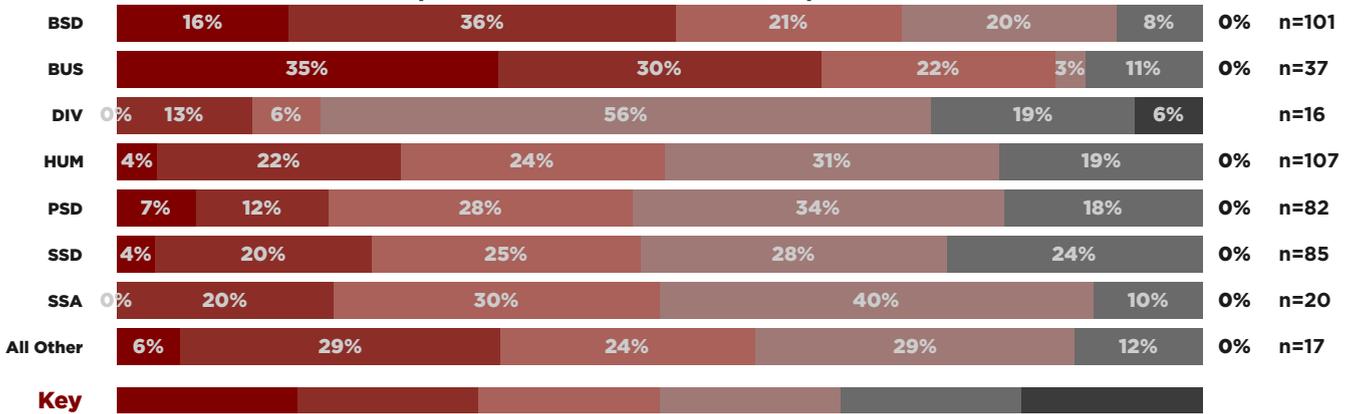
1 2 3 4 5 6
 Please rank the following for how much each should drive student teaching assignments. Click on, hold and drag the ones you think should be most important toward the top and least important toward the bottom. - Instructor preference.



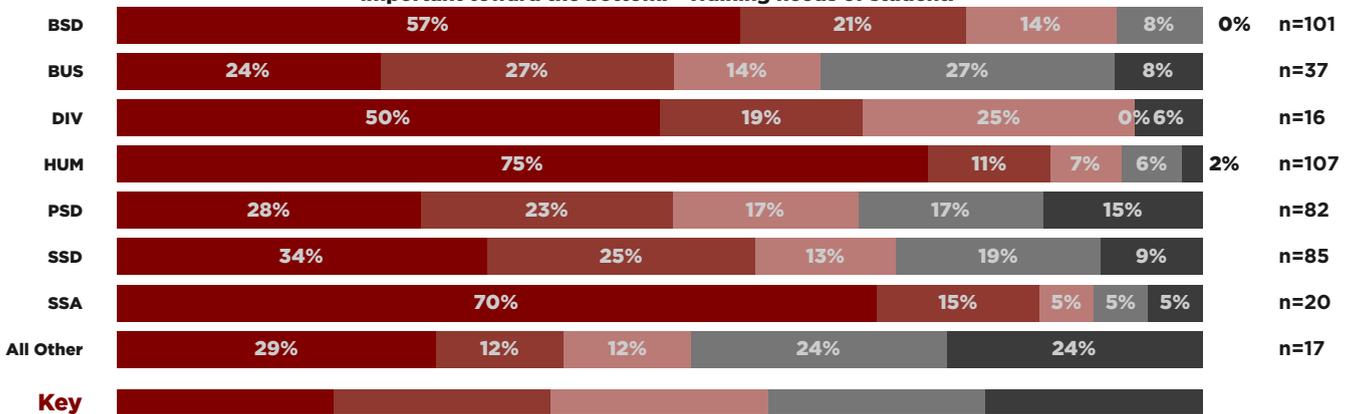
Key

1 2 3 4 5 6

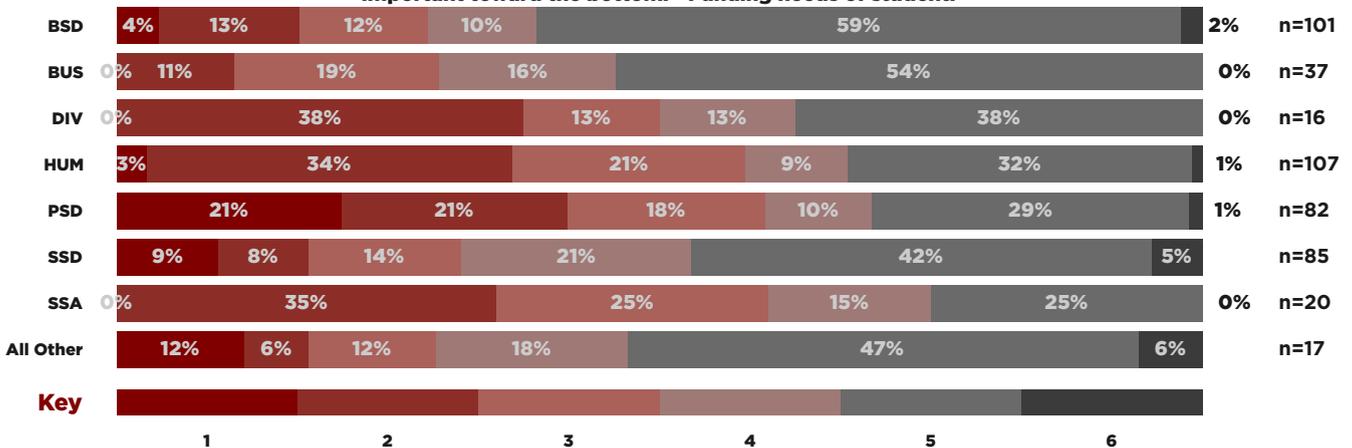
Please rank the following for how much each should drive student teaching assignments. Click on, hold and drag the ones you think should be most important toward the top and least important toward the bottom. - Student preference.



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.



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.



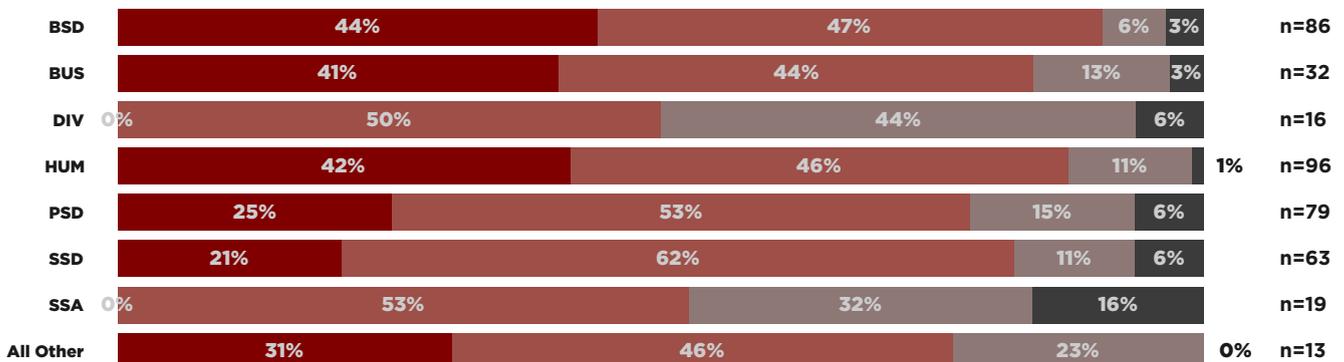
Please rank the following for how much each should drive student teaching assignments. Click on, hold and drag the ones you think should be most important toward the top and least important toward the bottom. - Other, please describe:



Key



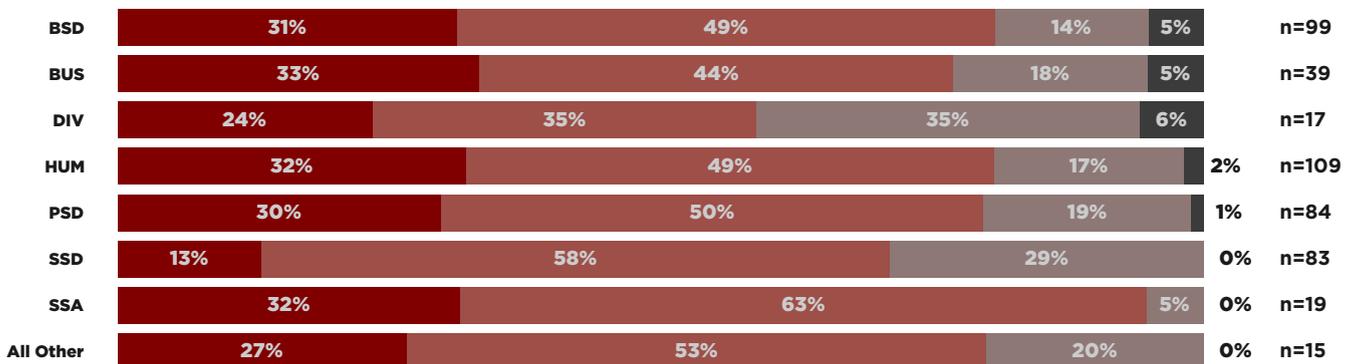
Consider your answer above. How closely do you feel your program currently follows these priorities in making student teaching assignments?



Key

Very closely Moderately closely A little bit Not at all

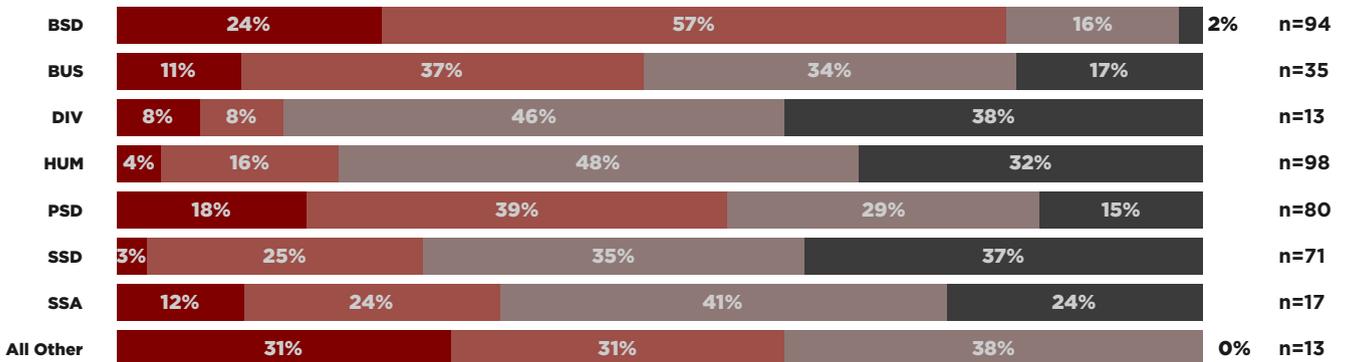
How effective do you think your program is in helping doctoral students obtain academic jobs?



Key

Very effective. Moderately effective. Somewhat effective. Not effective at all.

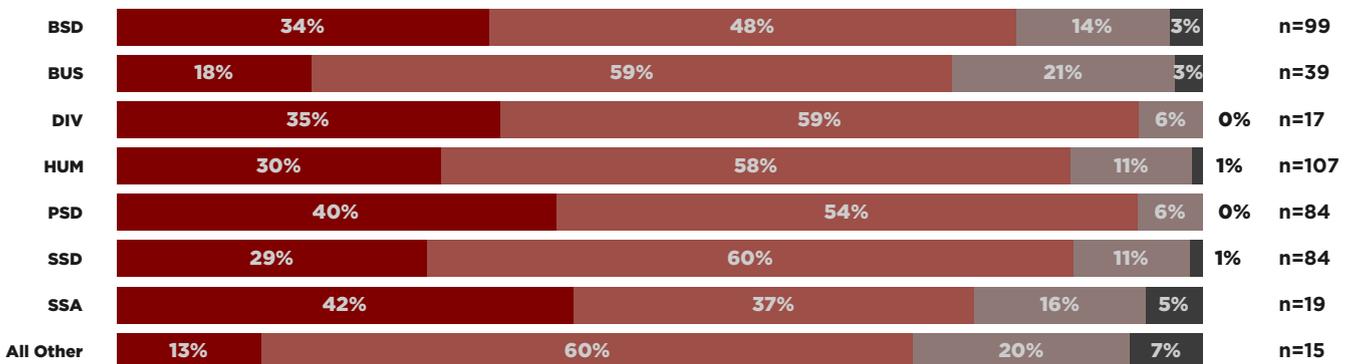
How effective do you think your program is in helping doctoral students obtain non-academic jobs?



Key

Very effective. Moderately effective. Somewhat effective. Not effective at all.

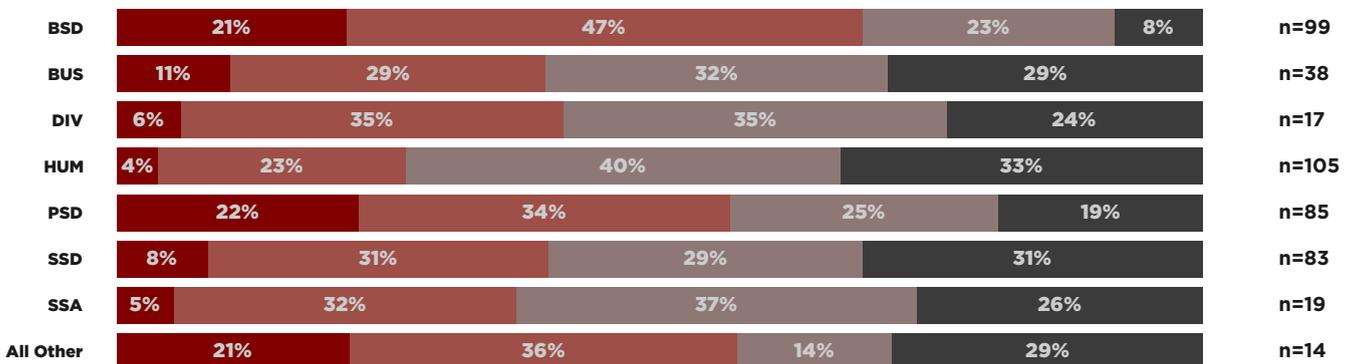
How effective do you think you are in helping doctoral students obtain academic jobs?



Key

Very effective. Moderately effective. Somewhat effective. Not effective at all.

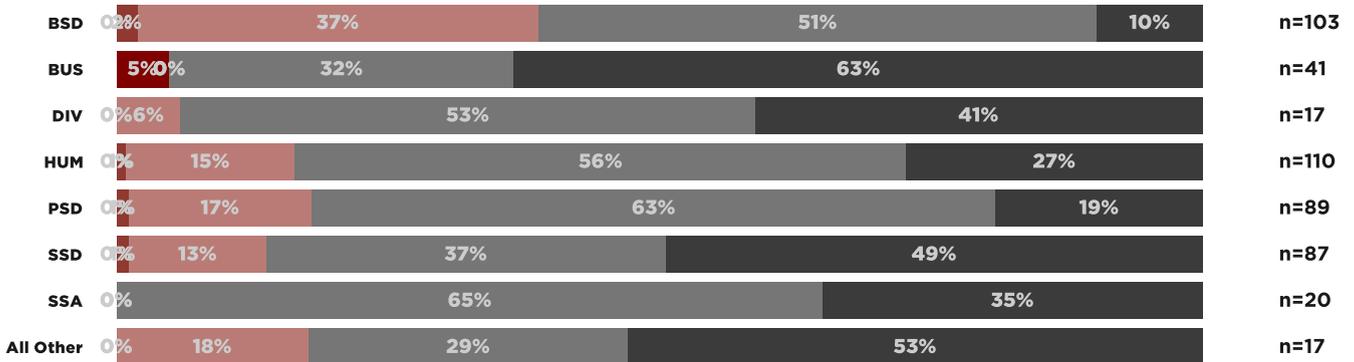
How effective do you think you are in helping doctoral students obtain non-academic jobs?



Key

Very effective. Moderately effective. Somewhat effective. Not effective at all.

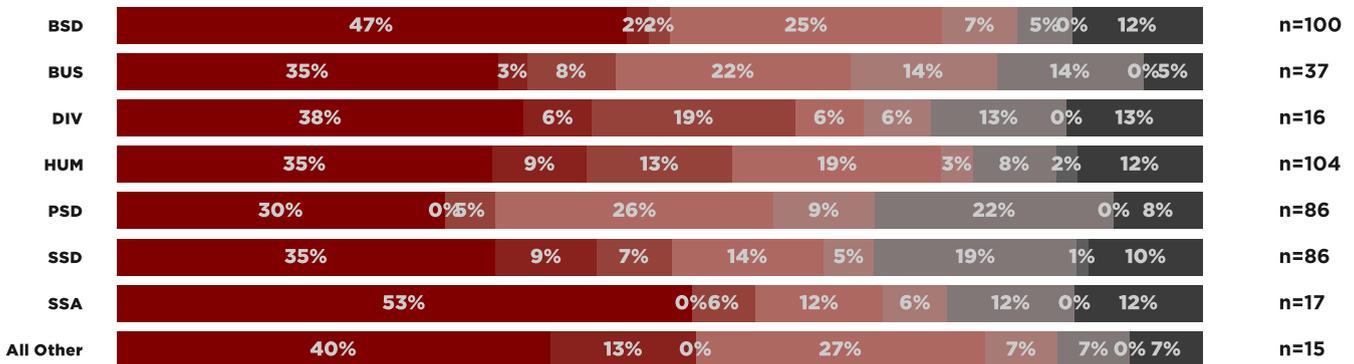
As an outcome of your doctoral program, are non-academic positions considered ...



Key



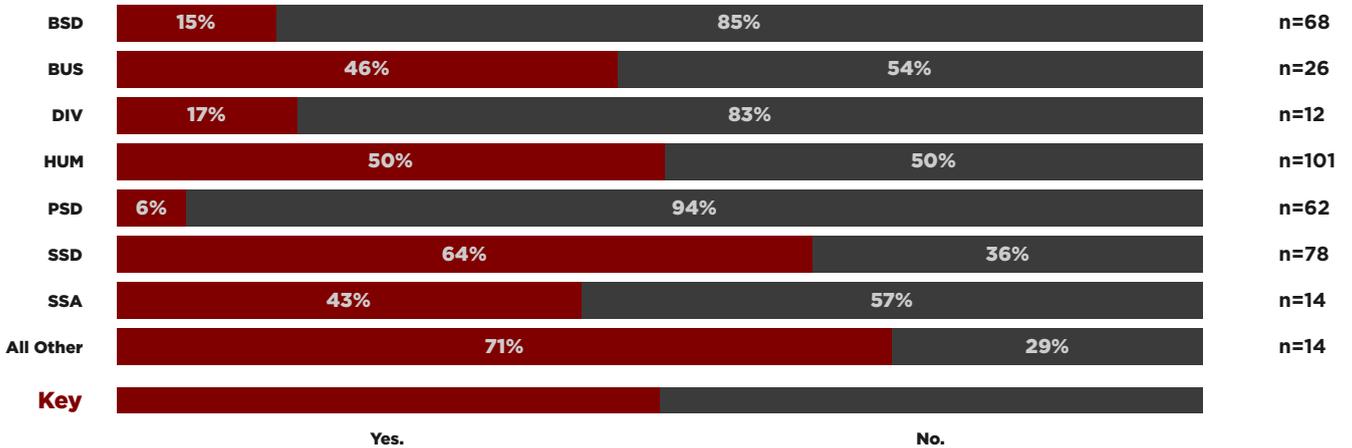
When do discussions with your students about career options generally begin? During - Selected Choice



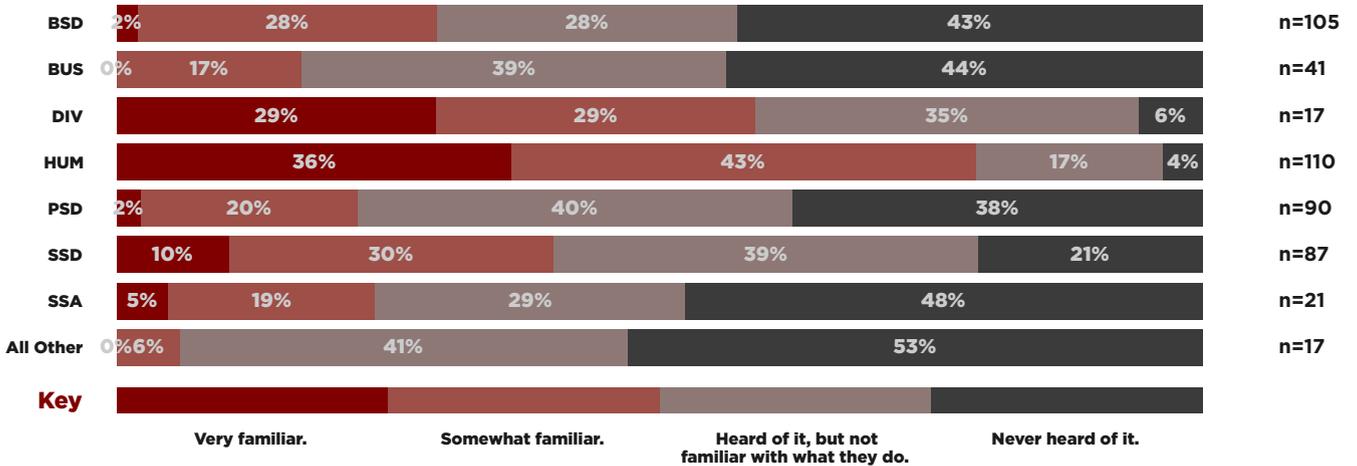
Key



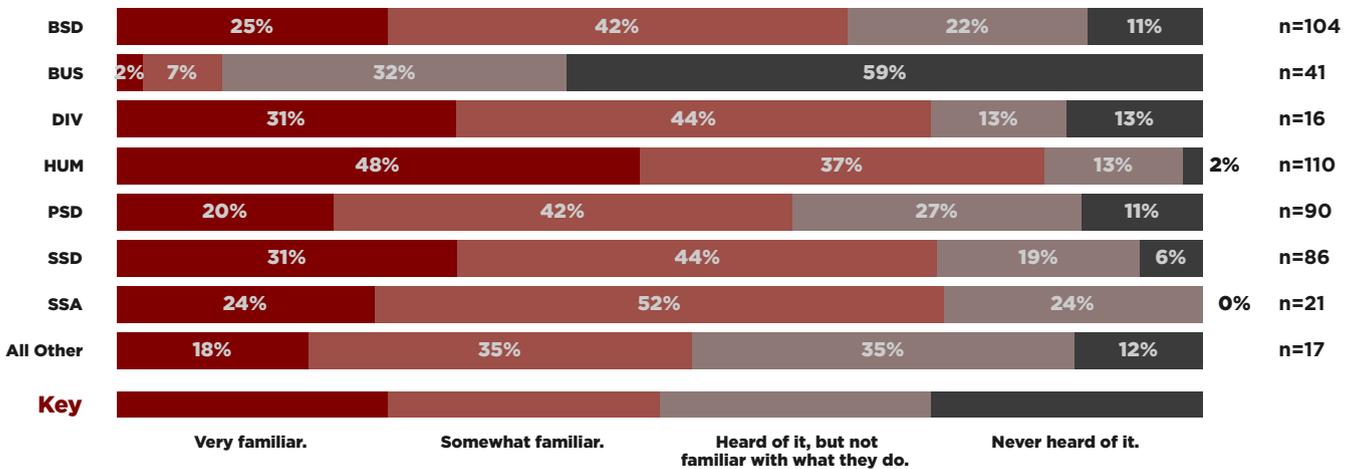
Does your department or program have a placement director or advisor on professionalization?



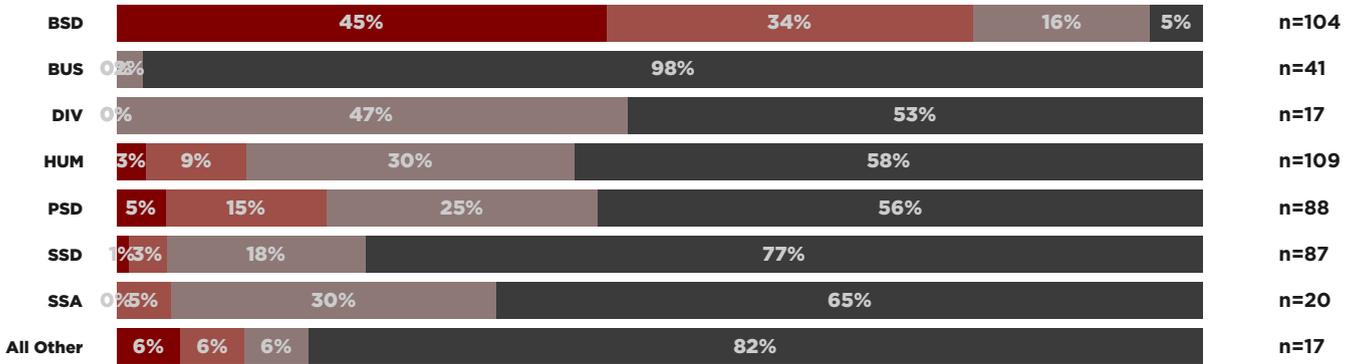
How familiar are you with the following UChicago programs? A. Chicago Language Center



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



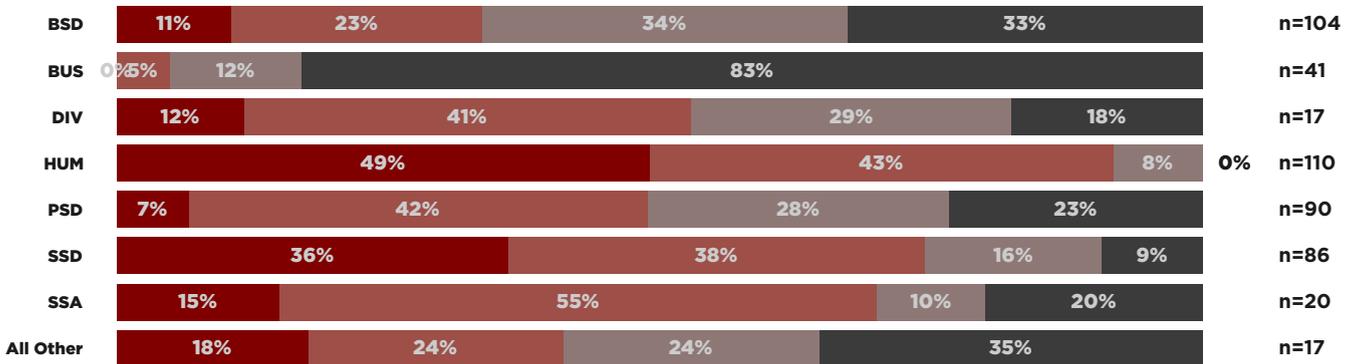
How familiar are you with the following UChicago programs? C. myChoice



Key

Very familiar. Somewhat familiar. Heard of it, but not familiar with what they do. Never heard of it.

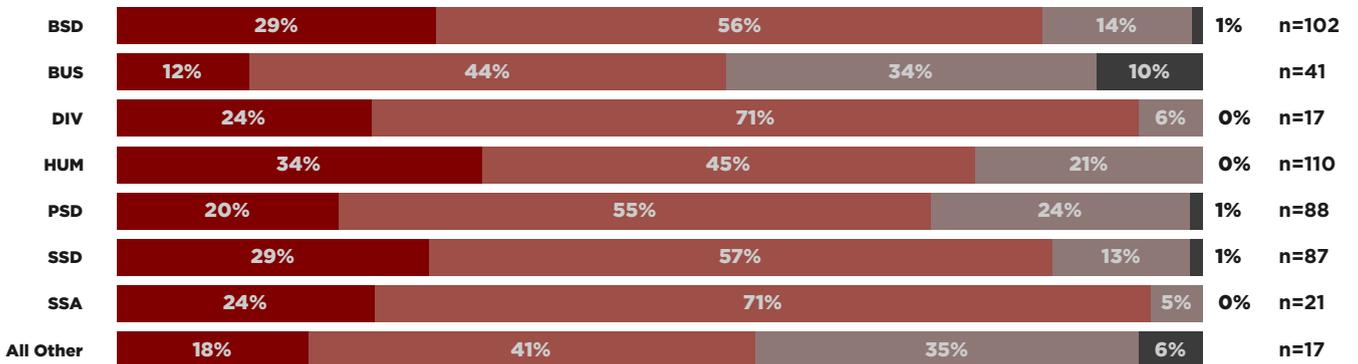
How familiar are you with the following UChicago programs? D. Chicago Center for Teaching (CCT)



Key

Very familiar. Somewhat familiar. Heard of it, but not familiar with what they do. Never heard of it.

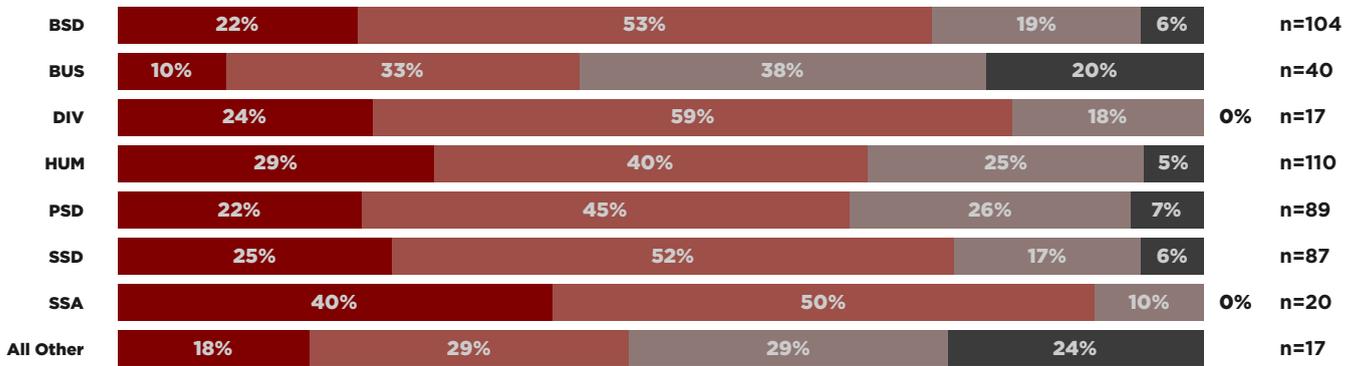
How familiar are you with the following UChicago programs? E. Student Health Services



Key

Very familiar. Somewhat familiar. Heard of it, but not familiar with what they do. Never heard of it.

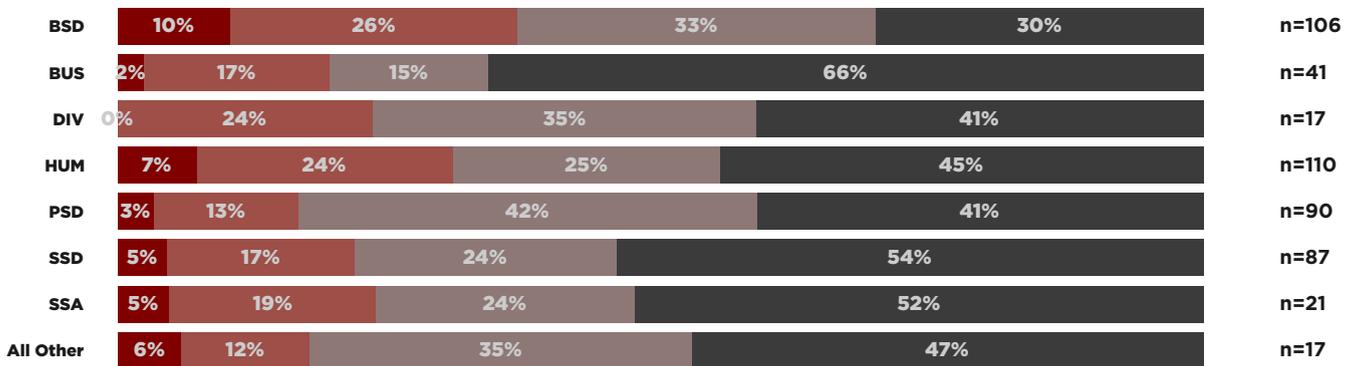
How familiar are you with the following UChicago programs? F. Student Counseling Services (SCS)



Key

Very familiar. Somewhat familiar. Heard of it, but not familiar with what they do. Never heard of it.

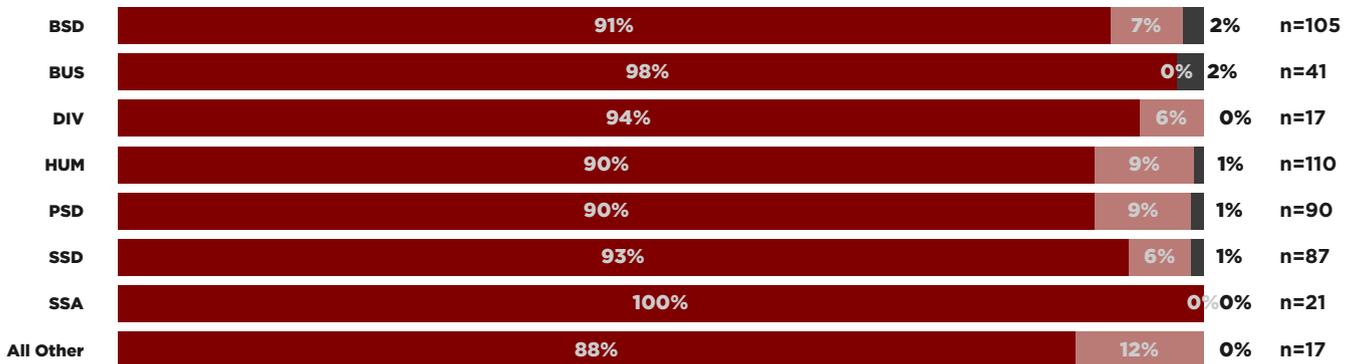
How familiar are you with the following UChicago programs? G. Health Promotion and Wellness (HPW)



Key

Very familiar. Somewhat familiar. Heard of it, but not familiar with what they do. Never heard of it.

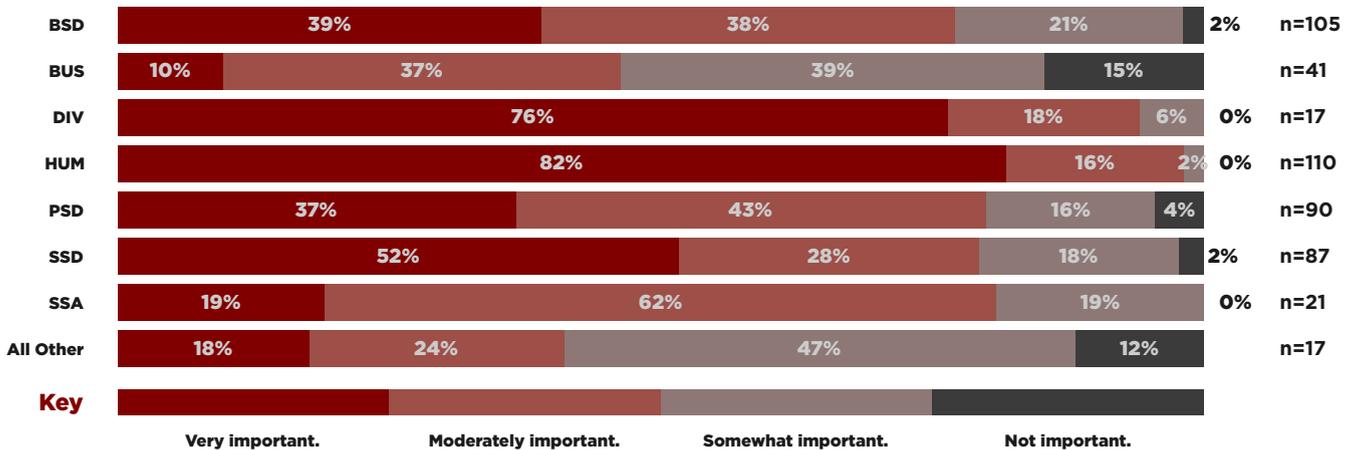
Thinking about your field, please rate each of the following goals of doctoral-level graduate education: A. Training research faculty.



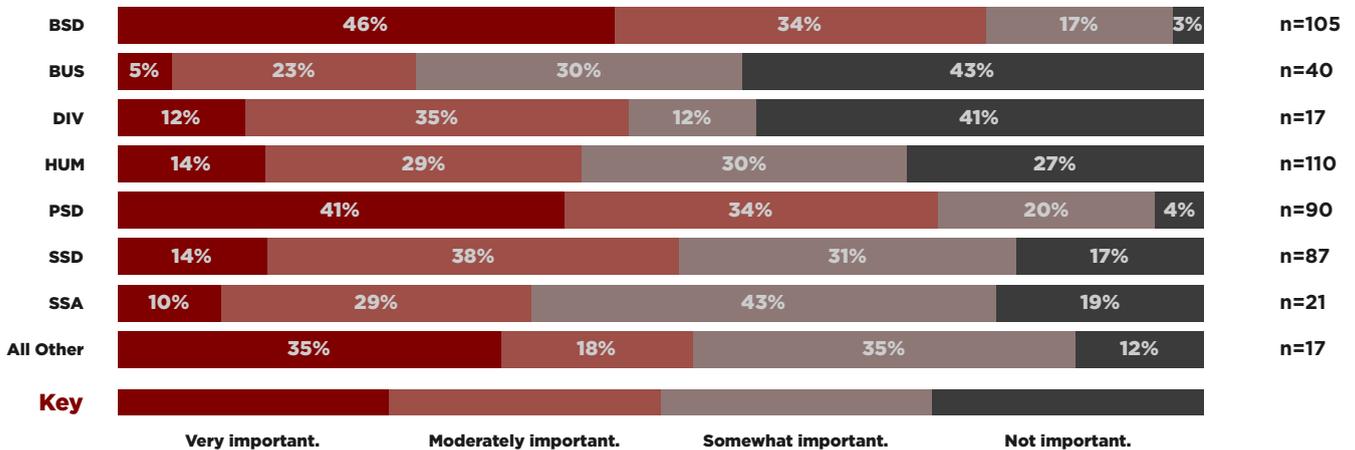
Key

Very important. Moderately important. Somewhat important.

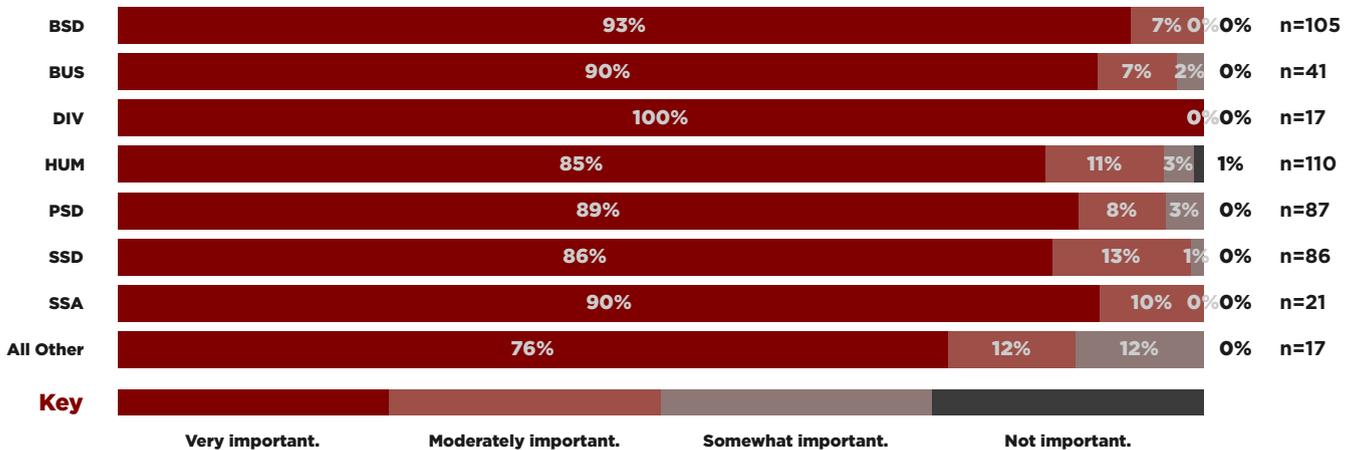
Thinking about your field, please rate each of the following goals of doctoral-level graduate education: B. Training for teaching positions.



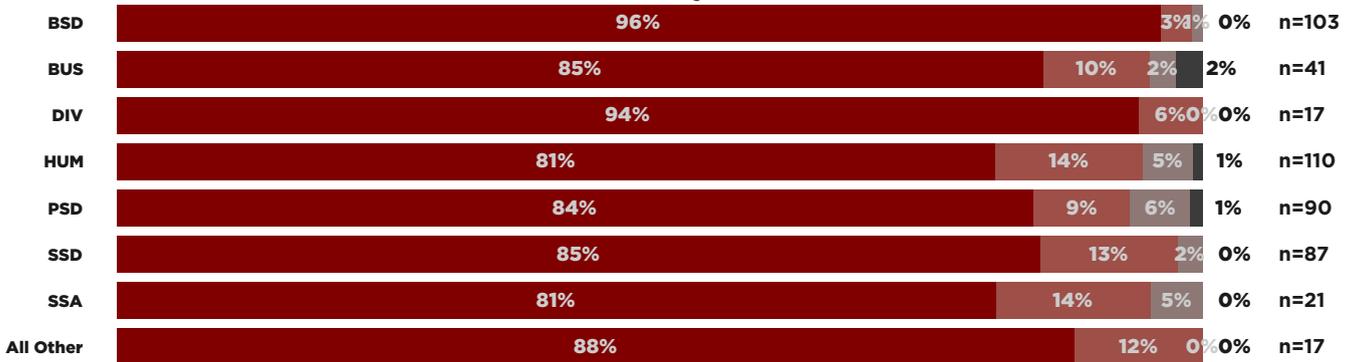
Thinking about your field, please rate each of the following goals of doctoral-level graduate education: C. Training for non-academic research positions.



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



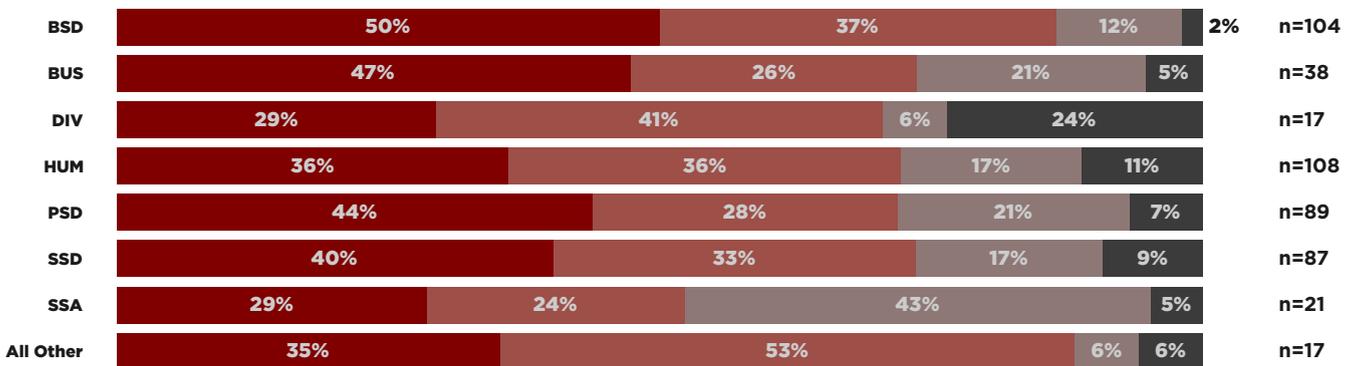
Thinking about your field, please rate each of the following goals of doctoral-level graduate education: E. Providing individuals with skills to cultivate their potential for thought and discovery.



Key

Very important. Moderately important. Somewhat important. Not important.

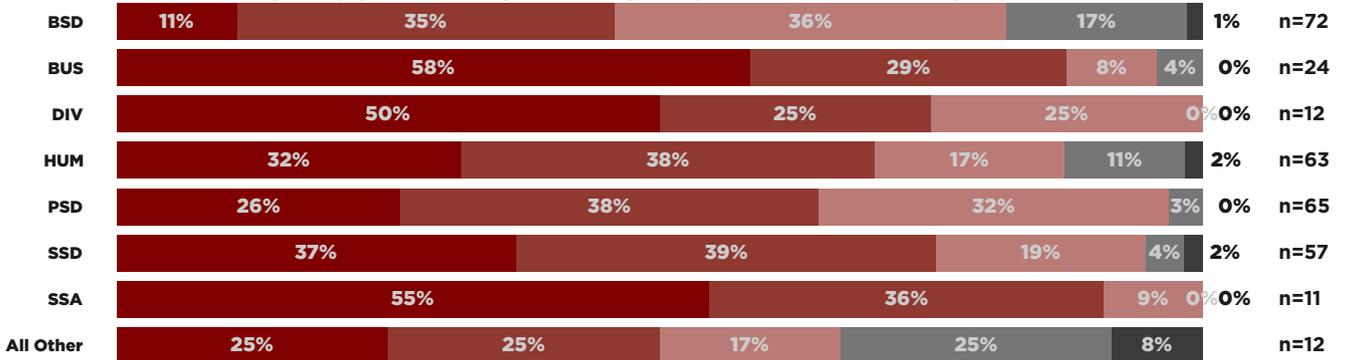
Thinking about your field, please rate each of the following goals of doctoral-level graduate education: F. Providing highly-specialized skills to society.



Key

Very important. Moderately important. Somewhat important. Not important.

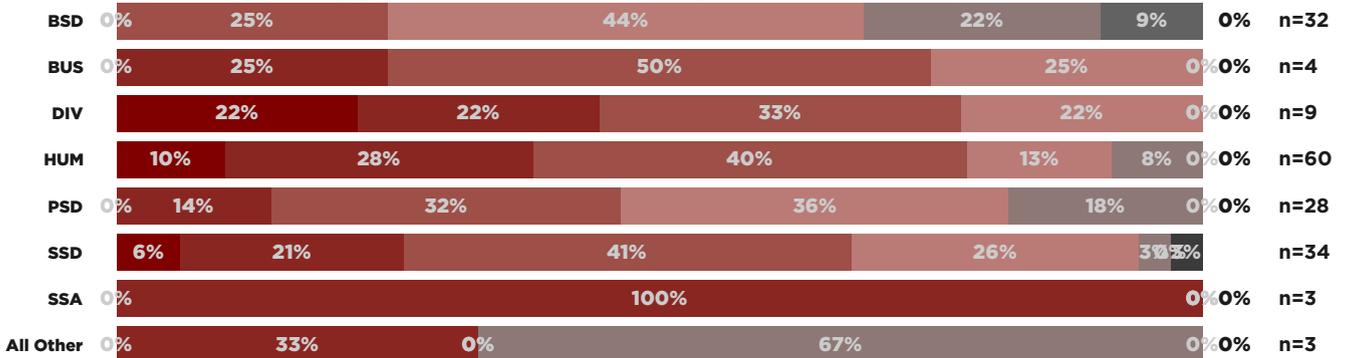
Thinking about your field, please rank these very important purposes of doctoral-level graduate education from highest to lowest priority. Click on, hold and drag the highest priority goals to the top and lower priority to the bottom. - Training research



Key

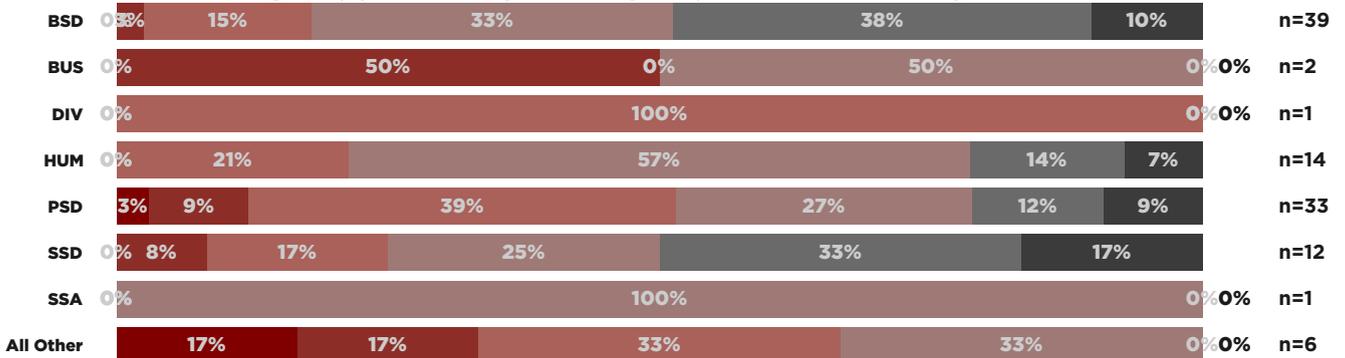
1 2 3 4 5

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 tea



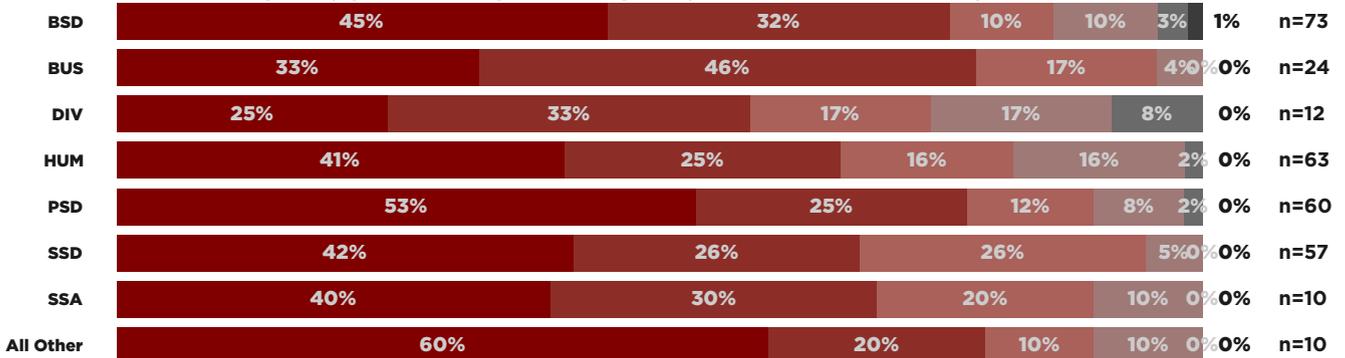
Key

1 2 3 4 5 6 7
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



Key

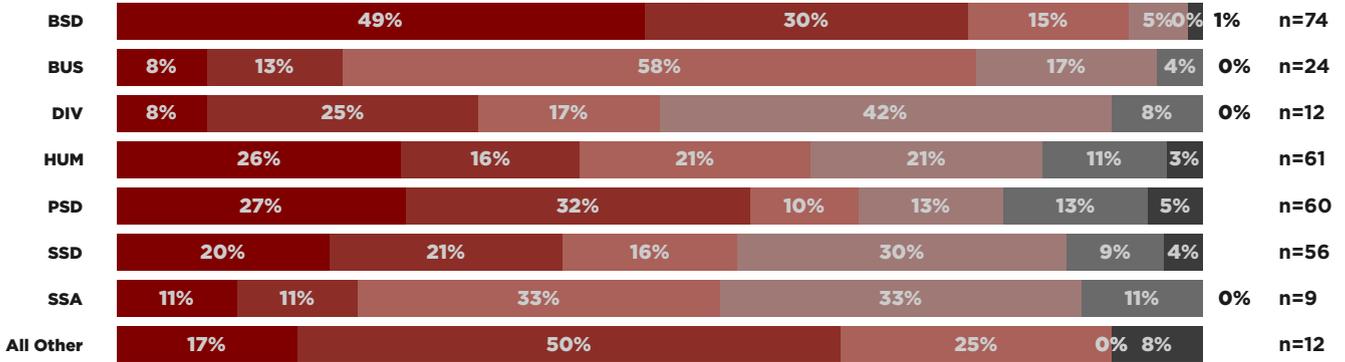
1 2 3 4 5 6
Thinking about your field, please rank these very important purposes of doctoral-level graduate education from highest to lowest priority. Click on, hold and drag the highest priority goals to the top and lower priority to the bottom. - Generating new k



Key

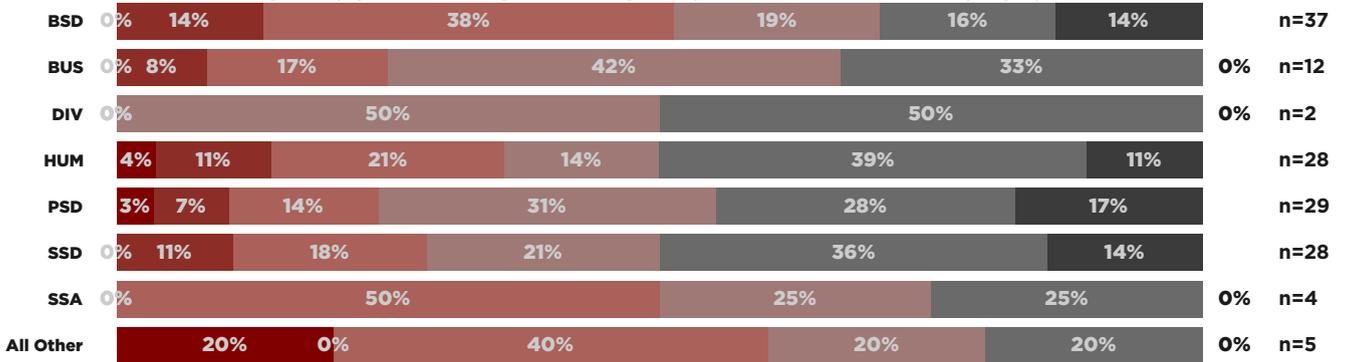
1 2 3 4 5 6

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 indivi



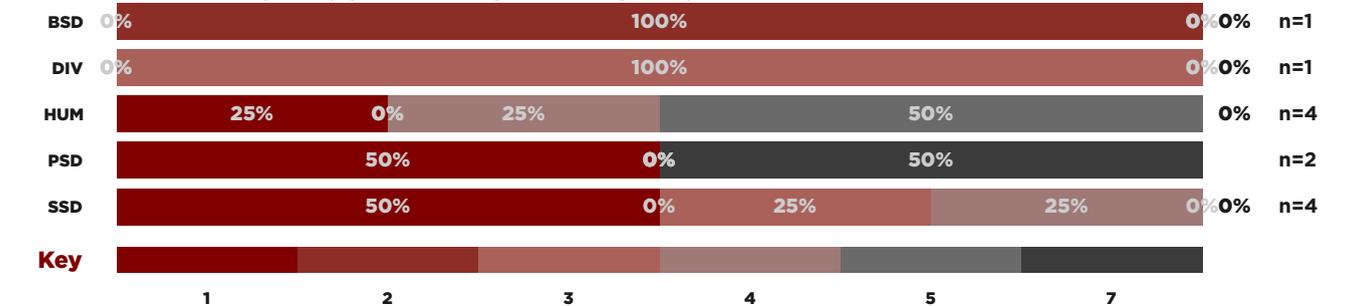
Key

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



Key

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. - [QID71-ChoiceTex



Key

APPENDIX 4

List of Interviews Conducted

Committee on Graduate Education

INTERVIEWS

Biological Sciences Division Graduate
Education Advisory Committee

Biological Sciences Division students

Booth School of Business students

Divinity School leadership

Josh Feigelson, Dean of Students

Divinity School students

Harris School of Public Policy leadership

Scott Ashworth, Director of the
PhD Program

Kate Shannon Biddle, Dean of Students

Cynthia Cook Conley, PhD Program
Academic Advisor

Harris School and School of Social Service
Administration students (joint meeting)

Humanities Division leadership

Martina Munsters, Dean of Students
and Associate Dean

Anne Robinson, Dean

Eric Slauter, Deputy Dean

Humanities Division students

Institute for Molecular Engineering
leadership

Paul Nealey, Deputy Director for
Education and Outreach

David Taylor, Associate Dean of
Students

Institute for Molecular Engineering students

International students

Physical Sciences Division leadership

Michael Foote, Deputy Dean

Karin LeClair, Dean of Students

Physical Sciences Division students

Social Sciences Division leadership

Mark Bradley, Deputy Dean

Patrick Hall, Dean of Students

Amanda Woodward, Dean

Social Sciences Division students

UChicagoGRAD Diversity Advisory Board

APPENDIX 5

Update to Baker Report Tables 3–7

Table 3: All Divisions Combined, First Placement Outcomes

	Counts			% of total		
	AY1971	AY1980	AY2012	AY1971	AY1980	AY2012
Base data						
Total PhDs awarded	385	269	353			
- Foreign PhDs	35	26	110	9%	10%	31%
- US PhDs	350	243	243	91%	90%	69%
Occupations of US PhDs						
- Research/teaching (subtotal)	286	152	158	82%	63%	65%
- Faculty positions (tenure track and non-tenure track)	217	104	82	62%	43%	34%
- Postdoctoral (subtotal)	69	48	76	20%	20%	31%
- At Chicago	12	9	18	3%	4%	7%
- At all other institutions	57	39	58	16%	16%	24%
- At other US institutions	45	33		13%	14%	
- At foreign institutions	12	6		3%	2%	
- Other careers	39	63	48	11%	26%	20%
- Further education	7	18	5	2%	7%	2%
- Unemployed/unknown/other	18	10	32	5%	4%	13%

Source: Baker Report (1971-80); Five Year Out Project (2012)

Note: The 2012 data is taken from the five-year out project, but reflects the first placement after graduation (when known)

Table 4: BSD First Placement Outcomes

	Counts			% of total		
	AY1971	AY1980	AY2012	AY1971	AY1980	AY2012
Base data						
Total PhDs awarded	49	56	63			
- Foreign PhDs	3	5	9	6%	9%	14%
- US PhDs	46	51	54	94%	91%	86%
Occupations of US PhDs						
- Research/teaching (subtotal)	34	32	32	74%	63%	59%
- Faculty positions (tenure track and non-tenure track)	11	10	2	24%	20%	4%
- Postdoctoral (subtotal)	23	22	30	50%	43%	56%
- At Chicago	0	6	6	0%	12%	11%
- At all other institutions	23	16	24	50%	31%	44%
- At other US institutions	16	14				
- At foreign institutions	7	2				
- Other careers	4	3	6	9%	6%	11%
- Further education	6	15	4	13%	29%	7%
- Unemployed/unknown/other	2	1	12	4%	2%	22%

Source: Baker Report (1971-80); Five Year Out Project (2012)

Note: The 2012 data is taken from the five-year out project, but reflects the first placement after graduation (when known)

Table 5: HUM First Placement Outcomes

	Counts			% of total		
	AY1971	AY1980	AY2012	AY1971	AY1980	AY2012
Base data						
Total PhDs awarded	73	49	100			
- Foreign PhDs	5	1	26	7%	2%	26%
- US PhDs	68	48	74	93%	98%	74%
Occupations of US PhDs						
- Research/teaching (subtotal)	63	33	47	93%	69%	64%
- Faculty positions (tenure track and non-tenure track)	62	32	35	91%	67%	47%
- Postdoctoral (subtotal)	1	1	12	1%	2%	16%
- At Chicago	0	0	2	0%	0%	3%
- At all other institutions	1	1	10	1%	2%	14%
- At other US institutions	0	1				
- At foreign institutions	1	0				
- Other careers	2	11	13	3%	23%	18%
- Further education	0	1	0	0%	2%	0%
- Unemployed/unknown/other	3	3	14	4%	6%	19%

Source: Baker Report (1971-80); Five Year Out Project (2012)

Note: The 2012 data is taken from the five-year out project, but reflects the first placement after graduation (when known)

Table 6: PSD First Placement Outcomes

	Counts			% of total		
	AY1971	AY1980	AY2012	AY1971	AY1980	AY2012
Base data						
Total PhDs awarded	87	43	91			
- Foreign PhDs	10	2	41	11%	5%	45%
- US PhDs	77	41	50	89%	95%	55%
Occupations of US PhDs						
- Research/teaching (subtotal)	65	27	34	84%	66%	68%
- Faculty positions (tenure track and non-tenure track)	24	10	12	31%	24%	24%
- Postdoctoral (subtotal)	41	17	22	53%	41%	44%
- At Chicago	11	2	6	14%	5%	12%
- At all other institutions	30	15	16	39%	37%	32%
- At other US institutions	26	11				
- At foreign institutions	4	4				
- Other careers	11	12	13	14%	29%	26%
- Further education	0	0	0	0%	0%	0%
- Unemployed/unknown/other	1	2	3	1%	5%	6%

Source: Baker Report (1971-80); Five Year Out Project (2012)

Note: The 2012 data is taken from the five-year out project, but reflects the first placement after graduation (when known)

Table 7: SSD First Placement Outcomes

	Counts			% of total		
	AY1971	AY1980	AY2012	AY1971	AY1980	AY2012
Base data						
Total PhDs awarded	176	121	99			
- Foreign PhDs	17	18	34	10%	15%	34%
- US PhDs	159	103	65	90%	85%	66%
Occupations of US PhDs						
- Research/teaching (subtotal)	124	60	45	78%	58%	69%
- Faculty positions (tenure track and non-tenure track)	120	52	33	75%	50%	51%
- Postdoctoral (subtotal)	4	8	12	3%	8%	18%
- At Chicago	1	1	4	1%	1%	6%
- At all other institutions	3	7	8	2%	7%	12%
- At other US institutions	3	7				
- At foreign institutions	0	0				
- Other careers	22	37	16	14%	36%	25%
- Further education	1	2	1	1%	2%	2%
- Unemployed/unknown/other	12	4	3	8%	4%	5%

Source: Baker Report (1971-80); Five Year Out Project (2012)

Note: The 2012 data is taken from the five-year out project, but reflects the first placement after graduation (when known)

APPENDIX 6

Enrollment Trends

Headcount Enrollments of Degree-Seeking Students

Autumn of Year	College	PhDs, Divisions	PhDs, Schools	Master's, Divisions	Master's Schools	Professional Degrees, Schools	Total Degree Students
1978	2653	2312	300	215	2686	929	9095
1988	3332	2510	450	265	2790	983	10330
1998	3852	2723	377	520	3471	1033	11976
2008	5026	3047	442	677	4069	1097	14358
2018	6600	2608	535	1110	4704	957	16514

Notes:

For 1978, breakdowns and totals within units are estimates since source data did not distinguish PHD from Masters students. Totals may appear low compared to other years due to absence of Doctoral Residence Policy (effect. 1984).

For 1988, breakdowns and totals within units are estimates since source data did not distinguish PHD from Masters students.

For 1988 and 1998, PHD totals include Full-Time and Part-Time PHD students and also Active File. For 2008, PHD totals include Full-Time, Part-Time students and also Extended Residence (effect. 1999).

For 2018, PHD totals include Full-Time students. Extended Residence was eliminated in 2013 and students who had not graduated by 12/10 year limit were administratively withdrawn.

For years 1978, 1988, 1998, and 2008 numbers represent End-of-Quarter, for 2018 as of Census, representing respective official reporting policies.

PHD STUDENT COMPARISONS: GENDER

	Autumn 1978			Autumn 1988			Autumn 1998			Autumn 2008			Autumn 2018		
	Female	Male	Total												
Biological Sciences Division	111	205	316	86	137	223	123	192	315	208	237	445	207	207	414
Chicago Booth School	19	71	90	27	81	108	18	72	90	40	70	110	44	86	130
Divinity School	53	107	160	100	170	270	98	114	212	73	128	201	52	89	141
Harris School of Public Policy	0	0	0	7	10	17	12	11	23	26	21	47	15	16	31
Humanities Division	309	322	631	375	383	758	439	390	829	483	465	948	285	300	585
Law School	0	0	0	0	0	0				1	4	5	4	11	15
Library	15	5	20	2	2	4									0
Molecular Engineering	0	0	0	0	0	0							42	86	128
Physical Sciences Division	41	360	401	78	355	433	88	351	439	145	363	508	216	596	812
Pritzker School of Medicine	0	0	0	0	0	0							22	15	37
Social Sciences Division	344	620	964	406	690	1096	487	653	1140	501	645	1146	364	433	797
Social Service Administration	23	7	30	40	11	51	43	9	52	50	29	79	36	17	53
Grand Total	915	1697	2612	1121	1839	2960	1308	1792	3100	1527	1962	3489	1287	1856	3143

Notes:

For 1978, breakdowns and totals within units are estimates since source data did not distinguish PHD from Masters students. Totals may appear low compared to other years due to absence of Doctoral Residence Policy (effect. 1984).

For 1988, breakdowns and totals within units are estimates since source data did not distinguish PHD from Masters students.

For 1988 and 1998, PHD totals include Full-Time and Part-Time PHD students and also Active File.

For 2008, PHD totals include Full-Time, Part-Time students and also Extended Residence (effect. 1999).

For 2018, PHD totals include Full-Time students. Extended Residence was eliminated in 2013 and students who had not graduated by 12/10 year limit were administratively withdrawn.

For years 1978, 1988, 1998, and 2008 numbers represent End-of-Quarter, for 2018 as of Census, representing respective official reporting policies.

PHD STUDENT COMPARISONS: RACE AND CITIZENSHIP

	Autumn 1998								Autumn 2008								AUTUMN 2018												
	International	Indian/Alaska American	Asian	Black/African American	Hispanic/Latino	Multi-Racial	Not Specified Race	White	TOTAL	International	Indian/Alaska Native	Asian	Black/African American	Hispanic/Latino	Multi-Racial	Not Specified Race	White	TOTAL	International	Indian/Alaska Native	Asian	Black/African American	Hispanic/Latino	Multi-Racial	Hawaiian/Oth Pac Island	Not Specified Race	White	TOTAL	
Biological Sciences Division	42	1	30	7	11			224	315	69	2	35	13	11	1	38	276	445	94		49	15	38	15		1	11	191	414
Chicago Booth School	37		5	1			1	46	90	61	1	15	1	2		3	27	110	67		18	1	4	3			8	29	130
Divinity School	13		7	10	3		4	175	212	28	1	8	13	5		16	130	201	24		6	3	3	3		5	97	141	
Harris School of Public Policy	6		3	1				13	23	19		3		1		6	18	47	16		5	1	1				8	31	
Humanities Division	162		40	17	27	1	8	574	829	228	3	42	32	23	8	102	510	948	205	2	28	15	43	18		21	253	585	
Law										5								5	14			1						15	
Library																		0										0	
Molecular Engineering																		0	62		7	1	2	6		3	47	128	
Physical Sciences Division	177		22	4	3		2	231	439	232		17	3	7	3	39	207	508	413		48	6	25	10		25	285	812	
Pritzker School of Medicine																		0			9	2	3	2		5	16	37	
Social Sciences Division	317	5	65	48	41		19	645	1140	335	8	50	73	54	16	102	508	1146	301	1	44	38	60	25		28	300	797	
Social Service Administration	4	1	2	6	1			38	52	10		7	12	3		1	46	79	8		3	12	4			3	23	53	
Grand Total	758	7	174	94	86	1	34	1946	3100	987	15	177	147	106	28	307	1722	3489	1204	3	217	95	183	82	1	109	1249	3143	

Above totals from EOQ, Race except WH from SIA, WH=Balance

Notes:

For 1978, no data is available. Race was not reported routinely in quarterly/annual statistics until 1980.

For 1988, no reliable source data is available. Available reports combine Masters with PHD student totals.

For 1998, totals are from current data on enrolled students then, with "White" adjusted for sum of rows to equal reported end-of-quarter totals.

Also for 1998, PHD totals include Full-Time and Part-Time PHD students and also Active File.

For 2008, PHD totals include Full-Time, Part-Time students and also Extended Residence (effect. 1999).

For 2018, PHD totals include Full-Time students. Extended Residence was eliminated in 2013 and students who had not graduated by 12/10 year limit were administratively withdrawn

For years 1998 and 2008 numbers represent End-of-Quarter, for 2018 as of Census, representing respective official reporting policies.

APPENDIX 7

Student Perspective Series Meeting Summary, May 31, 2018

Summary of Student Perspectives Series Meeting, May 31, 2018

Trustees in Attendance: Thomas A. Cole, John Liew, Greg Wendt

Students in Attendance: Erica Watkins Ryan (Booth '18 and Graduate Liaison), Christina Uzzo (College '18 and Undergraduate Liaison), Emilio Balderas (College '21), Jordan Johansen (Humanities '23), Miles Williams (SSA '18), Michelle Yang (College '20). The incoming student liaisons for 2018-19, Chris Stamper (BSD '20) and Kyle Shishkin (College '21), also attended.

The topic of the May 31, 2018 meeting was **student space on campus**. In advance of the meeting, the student liaisons prepared a memorandum for the Trustees that included questions for discussion and background information drawn from interviews, surveys and peer benchmarking (see Appendix).

Following introductions, Mr. Cole provided an overview of the role of the Board of Trustees at the University, noting that Trustees are not involved in day-to-day operations. He also stated that individual Trustees do not speak for the Board as a whole. Mr. Cole expressed appreciation for the input provided by students at the SPS meetings and let the group know that this input was shared with other Trustees and senior administrators.

The Trustees were asked how the Board thinks about student space. In recent years, the primary focus has been on building out research and faculty space for new academic programs and increasing residential spaces for undergraduates. There are historical and strategic reasons for the latter, including the recent growth of enrollment in the College and the different needs and preferences of graduate students that often manifest as a desire to live off-campus in housing that can accommodate partners and families. Space for graduate students to socialize and work outside of class has never been extensive at UChicago – a comparison was made between the old out-of-the-way Graduate School of Business attic lounge in Rosenwald and Harvard's dedicated student cubicles outside of faculty offices that facilitated student mentoring. Today, Booth students enjoy extensive space for group work and socializing at the Harper Center (and Pritzker students have multiple student spaces to relax and study), but students in other graduate areas, such as the Humanities and Social Sciences Divisions, have to make do with (at best) small lounges and shared offices.

The discussion then turned to what ideal graduate student space on campus would look like and how it could be optimally allocated, particularly in light of changing student demographics (for instance, while there has been extensive growth in the College in the last decade, some of the graduate divisions and schools have shrunk) and how students work. This is paralleled in the professional world, where the kinds of work spaces preferred by younger employees look very different than the office spaces of twenty or thirty years ago. Technology has also had an impact,

giving people more mobility to work in a variety of spaces (as seen in the “hoteling” phenomenon).

Many current graduate students have teaching requirements and would benefit from having access to private office space to discuss grades and other sensitive issues with their students. Even students with fewer instructional obligations (e.g., in the Biological Sciences Division) could use a communal meeting space since some of the labs where they work are inappropriate meeting locations (due to safety concerns).

Ideal spaces for graduate students include large common rooms with lockers for personal belongings, smaller rooms for private meetings and/or group work and individual carrels in a communal work space. For some functions, like review sessions and meetings, classrooms are more readily available although the number and location vary by building. There can also be challenges associated with getting into certain buildings in the evenings and on weekends. The students spoke highly of the online room reservation system used for Regenstein Library and wondered whether the same system could be used for reserving classrooms controlled by the University Registrar?

Students at the meeting expressed the view that both undergraduate and graduate students would benefit from spaces dedicated to specific populations based on race, ethnicity and even immigration status. Being able to associate with students from similar backgrounds helps with networking, learning how to navigate the University and finding mentors. Such spaces serve as academic work spaces, too, and foster student success. The Center for Identity + Inclusion¹ at 5710 S. Woodlawn, while very popular, does not carve out space for specific groups and has meeting rooms that are not large enough to accommodate growing RSOs like MEChA (Movimiento Estudiantil Chicano de Aztlán). Dedicated cultural spaces could take the form of stand-alone houses with their own dedicated staff and programs (including a mental health counselor). Alternatively, they could be dedicated rooms or suites within a larger student life center (which could have the benefit of offering more privacy to students who prefer confidentiality around certain aspects of their identity). These spaces need not be exclusive; all would be welcome. The distinction between such spaces serving as oases rather than silos was discussed by the group along with the concept of self-segregation on campus and the possible downside of not learning how to be comfortable engaging with different people, particularly as one moves into professional life. Students perceive this more as a “both and” rather than an “either or” situation. UChicago students are interested in meeting people from diverse backgrounds but also need a space to retreat to where they can feel comfortable being themselves. In this way, “oasis” space can serve as an “escape valve” from the discomfort of the classroom or campus life in general.

Such space does not necessarily have to be provided separately for undergraduate and graduate

¹ The Center houses the Offices of Multicultural Student Affairs (OMSA), LGBTQ Student Life and Student Support Services (for first generation, low-income and undocumented students).

students, but there would be several advantages to having some dedicated graduate student space, particularly for connecting grad students across departments, divisions and disciplines. Currently, the Pub in Ida Noyes Hall is one of the few spaces that meets this need, but not every social opportunity should be associated with alcohol. Relatedly, Campus and Student Life is exploring ways to use furnishings and amenities to make the event spaces in Ida Noyes more student-centric, so that the building is used optimally in the evenings and throughout the year.

Students offered examples of universities that have done a good job providing student spaces, including Elon (which has a strong focus on providing a positive student experience), Yale and Stanford (for their cultural centers) and the University of Vermont (which has a dedicated graduate student center).

The discussion closed with a general affirmation of the benefit of student spaces and centers serving as family-like support systems that do not have to be at odds with UChicago's commitment to academic rigor and inquiry. Hillel and Chabad House (both privately-owned) are examples of this at UChicago.

APPENDIX



May 24, 2018

To: Thomas A. Cole and Trustees Participating in the Student Perspectives Series

From: Erica Watkins Ryan (Booth '18), Christina Uzzo (College '18)

Re: Preparatory Materials for May 31 Student Perspectives Series Meeting on Student Space

Agenda:

- Introductions (5 mins)
- The Role of the Board (5 mins)
- Understand the Board's Priorities and Perspectives on Student Space (5 mins)
- Summary of the Issues and Questions for Discussion (35 mins)
- Next Steps and Wrap-Up (10 mins)

Summary:

A survey was sent to graduate students of the University of Chicago in January to identify a topic of discussion for the Student Perspective Series meeting. Students were asked to describe up to three topics relating to their lives as students that they would like to see improved. See Exhibit 1 for a description of the top issues that surfaced. Space was identified as an area of both satisfaction and an opportunity for improvement for both graduate and undergraduate students. We divide the topic of space into two parts, academic space and social space. We then delve into two key topics for discussion that arose from the survey and subsequent group discussions with graduate and undergraduate students. We seek to explore each issue, highlight resources available through the University, investigate the practices of peer institutions and propose next steps for discussion.

Graduate Student Space:

As the amount of on-campus housing for graduate students has decreased and the population of undergraduates has increased, graduate students seek places to study, work, and socialize. Undergraduate residence halls serve as a hub for student life, but the independent nature of graduate divisions leads to differences in access to space and lack of community among students. We acknowledge that space is perennially a constrained resource at a university and that funding varies by division. We have met with numerous administrators¹ and students to better understand the space constraints and creatively develop ideas for uses of existing space.

¹ David Nirenberg, Executive Vice Provost; Michele Rasmussen, Dean of Students in the University; Scott Campbell, University Registrar and Associate Dean of the College; Andrea Twiss-Brooks, Director of Research and Teaching Support at the University of Chicago Library; John Carey, Library Facilities Manager; Jennifer Kennedy, Director of Student Centers; Ravi Randhava, Senior Director for the Center of Identity and Inclusion; Beth Niestat, Executive Director of UChicagoGRAD Administration & Policy; and Brooke Noonan, Executive Director of UChicagoGRAD Experience.

Undergraduate Student Space:

There is currently a lot of work going on through multiple departments at UChicago to expand residential, study, and social space, and create new kinds of spaces for undergraduates. Many of these efforts have been successful in that students use new spaces, such as the first floor of Campus North Residential Commons, to socialize and study. However, as the College continues to grow in size and become more residential it is important to prioritize innovative use of space to accommodate all kinds of student groups and identities.

Undergraduate students seem to be very aware of the spaces that are available to them, as evidenced by the fact that many study rooms in the Regenstein library are often booked, student run cafes are often at or near their seating capacity, and Registered Student Organizations take advantage of classroom and other space for their meetings. Thus, the issue of not having enough space has more to do with physical limits on campus space rather than with a lack of awareness of what space is available.

Initial Questions to the Trustees:

- ***How do the Trustees think about space for undergraduate and graduate students?***
- ***Are there strategic priorities on the topic of space?***

Topic 1: Students seek a welcome space to socialize and build community. (See Appendix 1 & 2 for more detail).

Graduates and undergraduates seek connection with other students. For undergraduates, it is important to understand the many dynamic ways that they use space in order to correctly plan for the use of space in the future. UChicago is a highly collaborative environment, and collaborative study spaces are often full and spill over into cafes and other more social spaces. The College at UChicago is currently undergoing a transition to become larger and more residential, and the availability of space needs to match these fast-paced changes.

Graduate students seek a space to meet interdepartmentally and inter-divisionally. New undergraduate residence halls combine space to sleep, study and socialize, while many graduate students struggle with isolation. As graduate students have had to move off campus, much of their socializing is confined to the interactions of their departments. Whether a department has communal space varies among programs. Students seek connection with other students but there is no “uniting” and “neutral” space to meet.

Questions for discussion:

- ***What is the best way for students, the administration (including at the divisional level), and, potentially, the Board to influence investments in social spaces for students that are welcoming and foster community?***
- ***Some students feel that the University could do more to accommodate students of color and other marginalized groups, and that there are not sufficient spaces dedicated to them. Some are asking the University to dedicate space for cultural centers (more detail on this proposal is provided in the Appendix). Given the general lack of social spaces on campus, and in light of current plans and priorities, how could the University use space to better achieve a sense of inclusion and accommodate the desires of students of color for dedicated space?***

Topic 2: Individual study and office space is constrained for doctoral students, negatively impacting both graduate and undergraduate student experiences. (See Appendix 3 for more detail).

With the growing number of undergraduate and master's students, many doctoral students toil with finding space to study and hold office hours as teaching assistants. Many students have assigned spaces such as shared office space or a lab bench where they can store their belongings and work. There is a population of students, primarily in the Humanities, that does not have assigned workstations. These students are more nomadic, travelling between libraries to study and conduct research. Doctoral students across divisions also often struggle to find private space for office hours, which serves to negatively impact undergraduate learning.

Questions for Discussion:

- ***What advice does the Board have as to how graduate students could work with faculty and the administration to increase the amount of study and office space dedicated to graduate students?***
- ***How can the University expand on the success of collaborative study spaces, such as the A Level and 1st Floor of the Regenstein Library, as the College and University as a whole continue to increase enrollment?***

Appendix 1: Social Space

<p>The Problem</p>	<p>Graduate students: Social space: Students seek a welcoming space to meet interdepartmentally and inter-divisionally. New undergraduate residence halls combine space to sleep, study and socialize, while many graduate students struggle with isolation. As graduate students have had to move off campus, much of their socializing is confined to the interactions of their departments. Whether a department has communal space varies significantly among programs. Students seek connection with other students but there is no “uniting” and “neutral” space to meet.</p> <p>Undergraduate Students: Much of undergraduate socialization takes place either in the dormitories or in off campus apartments. Many of the older dorms do not have public space available to non-residents (unless they are signed-in by a resident). This is great for creating a strong sense of community within the house or dorm, but does not allow for socialization between people in different houses/dorms. For better or for worse, these older houses often develop reputations for being highly insular. The newer dorms (i.e. Campus North and the planned Woodlawn dorm) incorporate open public space on the first floor in the form of businesses. It is clear that Housing is thinking intentionally about how to create more public space for inter-house interactions, and we hope those efforts can be extended into the future.</p>
<p>Anecdotal Evidence</p>	<ul style="list-style-type: none"> ● “A lot of spaces on campus don’t feel welcoming to all students on campus, especially marginalized students. It can feel isolating, and so a proposition would be a way to interconnect people to make them feel welcome in all spaces. Other than these meetings at Booth, SSA, and the gym, I don’t know about the other spaces on campus, and wouldn’t necessarily feel comfortable in those other places.” – SSA Student ● “I have only met grad students from other departments through the [Eckhardt Research Center/IME/PSD building], Maroon Insights or now, in this group discussion. I don’t know how to meet other people.” – IME student ● “I use the Music Grad Lounge to study and socialize with my department.” – Humanities student ● “Unfortunately, our floor's lounge is no longer existent - they had to turn it into office space because we didn't have enough desk space. But, our main lounge is pretty amazing.” – IME student ● “I am extremely unhappy with how the University changed the International House to undergraduate housing. Some of the previous activities are still hosted there, but the health of I-House is suffering. Where international graduate students once lived and created a vibrant community, participating in all kinds of fun events, there are now few who attend, since they are scattered around the city. I have a fellowship to attend activities, and I have been to countless events where there is no one in attendance. The University claims that I-House is still fulfilling its mission, but they have dealt it a serious blow with this change.” – Humanities Student ● “I would like neutral event space, where I can hold things like student org events.” – Pritzker Student ● “I would like a dedicated graduate student space for general hangout or for organized events.” – PSD Student

	<ul style="list-style-type: none"> ● “My department lounge is not really a lounge, it is a mezzanine hallway that people walk through.” – Humanities Student
<p>UChicago Resources</p>	<ul style="list-style-type: none"> ● Communal space across divisions: Communal space varies by division and department. Some divisions, such as IME, have two student lounges and other divisions, such as BSD do not have student lounges dedicated only to student usage. ● Cafes and Pubs: Many students meet together in cafes and the Ida Noyes Pub. Cafes are good for one-on-one or small group socializing, but they do not facilitate new friendships. The Ida Noyes Pub is a space frequented by many graduate students. However, there is a desire by students to not always have events that center around alcohol. ● Center for Identity + Inclusion: Well-loved space among undergraduate and graduate students. Students want more spaces like this. Accepts student reservations for rooms, but they must be aligned to the Office of Multicultural Affairs, LGBTQ Student Life or Student Support Services. There is also a student lounge on the 3rd floor that is heavily utilized, especially from 3-10 p.m., Mon-Thurs. (See Appendix 2 for a more in-depth discussion on the Center for Identity + Inclusion). ● UChicagoGRAD: The large common space is often utilized for programming, but we have discussed creating an online calendar with UChicagoGRAD so that graduate students can have visibility as to when the space is open for multi-use. Brooke Noonan, the Executive Director of UChicagoGRAD Experience, is working closely with the graduate liaison on this topic.
<p>What Peer Institutions are Doing</p>	<p>Harvard:</p> <ul style="list-style-type: none"> ● Harvard has student lounges per division. ● As an example, the History Department has a Graduate Student Lounge in the Upper Library of Robinson Hall, the Graduate School of Arts and Science has Dudley House and the Chemistry Department has “the center” in its laboratory building. See quote from an article in the Harvard Crimson: “[The Harvard Department of Chemistry’s lounge] may very well be the best graduate student lounge in any chemistry department in the country,’ [student Timothy R. Dransfield] says. A large, colorful, metal-heavy room with a pool table that students call ‘the center,’ the new lounge in Mallinckrodt Laboratory is the product of a joint faculty-student project (started partly because of the 1998 suicide of a grad student) to relieve the stress of the chem student’s life.” <p>Yale:</p> <ul style="list-style-type: none"> ● A central location for graduate students called the McDougal Graduate Student Center. It is advertised as “your grad student space on campus” and “your ‘third place,’ not work/library or home, useful for building your own community.” <p>Stanford:</p> <ul style="list-style-type: none"> ● Has a two-story, 12,000 square foot building that provides spaces for both meetings and recreation that can accommodate a wide range of uses by the Stanford Graduate Community. <p>Cornell:</p> <ul style="list-style-type: none"> ● Has the Big Red Barn Graduate and Professional Student Center. A central place for eating and relaxing, the Big Red Barn hosts more than 200 events per year.

	<p>University of Pennsylvania</p> <ul style="list-style-type: none"> Has a Graduate Student Center that has a common area, multi-purpose room, conference rooms, reservable group study rooms, and a computer lab.
Proposals	<p>We propose a graduate student center that has space for quiet individual study, reservable rooms for group meetings, and space to socialize with other grad students. Such a center would allow students across divisions to interact more often and more organically. The center would also serve as a means to connect with services and advertise graduate student events and opportunities. For instance, UChicagoGRAD could improve awareness of some of its great programming by reaching a large swath of students through advertisements in the center. This would relieve academic space constraints and also facilitate community amongst the graduate divisions. We understand that new construction would be quite costly, so would like to explore options such as converting an existing home on Woodlawn.</p> <p>When we spoke with campus administrators who manage space on campus they indicated that they are looking into ways to make Ida Noyes Hall more accessible for use by student groups, as opposed to its current use as an event and office space (which many times has large rooms that are not in use). We propose that the University look into ways to expedite this process to open Ida Noyes Hall up to use by other groups and agree that this is an efficient way to use existing space.</p>

Appendix 2: Space for Marginalized and Underrepresented Identities on Campus

The Issue	<p>There is not enough space on campus for marginalized and underrepresented identities on campus. The Center for Identity and Inclusion does a lot of important work, but is not large enough or well-staffed enough to provide all the space needed for students of color to form strong communities at a Primarily White Institution (PWI). Unlike our peers, UChicago does not have specific cultural houses or cultural centers.</p> <p>Currently specific cultural Registered Student Organizations, such as the Organization of Black Students or MeCHA (a Chicano Student group), serve as the primary resource to interact in a culturally specific space. However, because these groups are student led they can experience turnover in terms of policies and approaches. Additionally, they do not have physical spaces and do not have a specific space to socialize. It is not sufficient to leave the creation of communities to support underrepresented and minority students only to undergraduate student groups, and likely leads to less involvement than if there were a physical space with a permanent staff.</p>
UChicago Resources	<p>The Center for Identity + Inclusion (CI+I) is the main resource for students from underrepresented racial, socioeconomic, or other marginalized identities to meet and have a space.</p> <p>The CI+I houses three different offices: 1) Office of Multicultural Student Affairs, 2) Office of LGBTQ Student Life, and 3) Student Support Services.</p> <p>All these offices do great work to support marginalized students on campus, but students feel that they are not sufficiently staffed to fulfill all of the demand.</p> <p>The CI + I is located at 5710 S. Woodlawn Avenue, for a full list of their resources see their website: inclusion.uchicago.edu/</p>

<p>Anecdotal Evidence</p>	<ul style="list-style-type: none"> ● The CI+I is so well used and overused at this point because it serves as a respite for students of color and students of other marginalized identities who often do not feel fully welcome in their courses or residence halls. One way to address overuse of the CI+I will be to continually work to make UChicago more inclusive on the whole. <i>-Ravi Randhava, the Senior Director of the CI + I (paraphrased from a phone conversation)</i> ● “We believe that through the grouping of these offices and the lack of funding for staffing and adequate programming, as the CI+I tried to become a place for everyone, it became a space for no one. We believe that the CI+I can still fulfill its vision and mission, but we are also clear that we are in need of specific spaces that intentionally center students of color.” <i>-UChicago United, a coalition of multicultural RSOs working across campus with students and administrators to improve the lived experience of Students of Color on this campus, from their Fall 2017 Research Report.</i> <p>Quotes from UChicago United’s ongoing <i>We Demand Cultural Centers</i> Campaign: “We demand cultural centers because . . .</p> <ul style="list-style-type: none"> ● . . . we are unique communities that deserve a space that centers us. We want to thrive not just survive.” ● . . . it’s time we caught up to other schools.” ● . . . people of color need spaces to exist.” ● . . . physical spaces give communities visibility / permanence / power.” ● . . . we deserve a space where we can be unapologetically us.” ● . . . space defines our world. We deserve our own spaces to shape our world.” ● . . . having only one center for racial diversity cannot center our communities.” ● . . . ‘Diversity + Inclusion’ does not mean erasing our differences, but rather highlighting and uplifting our unique cultures, experiences, perspectives, and histories.”
<p>What Peer Institutions are Doing</p>	<p>Many peer institutions have either Cultural Centers or Resource Centers</p> <p><u>Cultural Centers</u></p> <ul style="list-style-type: none"> ● <i>University of Pennsylvania</i> - Makuu Black Cultural Center The Black Cultural Center is the University of Pennsylvania's focal point for student activities, ideas, outreach, and support linked to Black culture and the African Diaspora. Makuu provides a comfortable and convenient space for students to gather. Makuu's professional and student staff work daily to provide academic, cultural, and social support to students and groups, connecting them to additional resources and opportunities. ● <i>MIT</i> - Latino Cultural Center The Latino Cultural Center (LCC) functions as the hub for Latino students and student organizations, as well as individual community members interested in learning more about Latino culture. The LCC is comprised of two main parts, the business offices of the student organizations, and the lounge for academic and social activities. The purpose of the LCC is to provide a space for students to meet with study groups or to study individually, to socialize, and to hold cultural and social events. ● <i>Yale</i> - The House The Afro-American Cultural Center at Yale University (affectionately called “the House”) was established in the fall of 1969 after the rise of issues surrounding race and civil unrest at Yale and throughout the New Haven community. Due to the increased number of Black

	<p>students and the rising social consciousness of the 1960s, Yale students rallied to create a space in which Black students and members of the community could convene for social and political means.</p> <ul style="list-style-type: none"> ● <i>Duke</i> - Mary Lou Center for Black Culture ● <i>Purdue University</i> - Black Cultural Center, Latino Cultural Center ● <i>UIC</i> - Rafael Cintrón Ortiz Latino Cultural Center, Asian American Resource and Cultural Center, African American Cultural Center <p><u>Resource Centers</u></p> <ul style="list-style-type: none"> ● <i>University of Pennsylvania</i> - African American Resource Center, The Center for Hispanic Excellence: La Casa Latina
Proposal	<p>We propose that UChicago work to establish: 1) a Black Center, 2) a Latinx Center, and 3) an Asian Center. These cultural centers will provide a protected, safe space for students of color to study, spend time with friends, learn from each other, and seek refuge from the often oppressive whiteness of the predominantly white institution. Ideally these centers will offer both academic and personal resources for students and University community members. The cultural centers will also provide meeting spaces for the cultural and political organizations that represent marginalized students and people across the world.</p> <p><i>Special thanks to the research and diligent work of UChicago United for their contributions to this section.</i></p>

**Appendix 3: Graduate Student Study Space
(including office space for teaching/research assistants)**

Student Use	<p>We would like to review how graduate students use study space. We asked the representatives of every graduate division to tell us where they study and work. Here are the most common locations: Regenstein Library, Harper Reading Room, Classics Café, Ex Libris Café, Starbucks, empty classrooms at night, Hutch, lab bench, Logan Center for the Arts, BSLC (Biological Sciences Collegiate Division), ERC (IME Building), Hospital, Booth Winter Garden.</p>
The Issue	<p>With the growing number of undergraduate and master’s students, many doctoral students toil with finding space to study and hold office hours as teachers’ assistants. Many students have assigned spaces, such as shared office space or a lab bench where they can store their belongings and work. The population of students, primarily in the Humanities, that do not have assigned workstations are more nomadic, travelling between libraries to study and conduct research, leading to some of the problems quoted below in anecdotal evidence.</p>
Anecdotal Evidence	<p>Study Space</p> <ul style="list-style-type: none"> ● “I would like a workspace that is not shared with the students I teach. Sometimes it is uncomfortable when I am grading homework and a student may sit across the table from me. They also see me in the library and want to chat, but I’m in the depths of doing my own work.” - Humanities student ● “I would like any space for writing where I can leave my books and a mug for coffee. The library has lockers, but no guarantee of desk space.” - Humanities student ● “When I am not doing bench work, I would like a place to work on writing/reading.” - BSD student

	<ul style="list-style-type: none"> ● “I would like more study space with white boards that can be reserved.” - Pritzker student ● “It feels uncomfortable to be a graduate student going to the library [Regenstein].” - IME student ● “Grad students in the Classics reading room leave huge stacks of books with notes not to move them. It would be difficult to cart those back and forth between a locker and the reading room every day.” - Humanities student <p>Office Hours Space</p> <ul style="list-style-type: none"> ● “I am lucky to have a shared office, but it is not private, making it uncomfortable for a student to share a sensitive topic such as a disability, mental health issue or a poor grade.” - SSD student ● “Some professors ‘loan’ out their office to grad students, but if your professor does not do this, then it is extremely hard to hold office hours, <u>especially</u> if students need to discuss confidential matters.” - Humanities student ● “Cafes are not a good place to have a conversation with students who are struggling. There were students in my writing seminars who needed intensive coaching, and I don’t think they would have been comfortable with my critiques if others could overhear. Often, students request help pretty late and it’s impossible to book rooms in the library day-of.” - Humanities student ● “I work at a bench in a shared lab, so I would like a dedicated space for office hours.” - BSD student ● “The building with my shared office closes at 5 p.m., so I sometimes meet with students in a stairwell because it’s quiet and nobody comes through there.” - Humanities student ● “I learned about all spaces, especially the unknown ones, through friends. Many classrooms’ reservations systems are opaque to me.” – Humanities student
<p>UChicago Resources</p>	<p>We asked the Deans of Students in SSD, Humanities, Divinity, IME, BSD and PSD what proportion of their students have an assigned workspace, whether it be an individual office, a shared office or a lab workspace. We chose to focus on doctoral students rather than professional students as office and workstation needs differ.</p> <p>Thus, far we have received the below information: 100% of IME and Biological Sciences Division students have an assigned student workspace. 0% of Humanities students have an assigned workspace, unless a student is a teaching assistant.</p>
<p>What Peer Institutions are Doing</p>	<p>Many peer institutions allow graduate students to reserve carrels for the full academic year. Currently, there are no reservable carrels at UChicago. This would help relieve the stress of finding space to work each day by many graduate students.</p> <p>The chart below outlines the undergraduate to graduate student breakdown at U Chicago and its peer institutions. It also breaks down whether the school has a Graduate Student Center, a Graduate Student Library space and reservable library carrels. It is evident that peer institutions have more dedicated graduate student space than U Chicago.</p>

	University of Chicago	Harvard	Yale	Stanford	Cornell	University of Pennsylvania	Duke
# Undergraduate Students	6299	5941	5453	7032	14907	10496	6609
% Undergraduate	41%	28%	44%	47%	65%	49%	42%
# Graduate Students	9150	15250	6859	7931	8109	11013	9126
% Graduate Students	59%	72%	56%	53%	35%	51%	58%
Graduate Student Center	No	Yes, by division	Yes	Yes	Yes	Yes	No
Graduate Specific Library Space	No	Unknown	Unknown	Unknown	Yes	Yes	Yes
Reservable Carrels in Libraries	No	Yes	Yes	Yes	Yes	Yes	Yes

Harvard:

- The ability to reserve carrels depends on the library. Assignments are usually made prior to the beginning of each semester, and up to two people are assigned to each carrel.

Yale:

- Study carrels in the stacks in the main library can be reserved by graduate students at any stage in the program. Reservations are awarded on a first-come, first-served basis for the full academic year. Only faculty have access to carrels that lock.

Stanford:

- Graduate Student Carrels with lockers are available to any grad student, but only 12 are available and there is currently a long waiting list. Lockers, however, are available for all graduate students.

Cornell:

- Graduate student carrels are available to any grad student. Locked carrels are available, but there is a waiting list.
- Cornell has individual “Grad Rooms” in its main library that are first-come, first-served and can be rented out for 8 hours at a time until 2 a.m.

University of Pennsylvania:

- Graduate students can sign up for a carrel in one of three libraries and charge library materials to that carrel for a full academic year. There are 182 graduate student only carrels and an additional 600 carrels that are shared between graduate and undergraduate students.
- Penn has a dedicated graduate student study area in the main library with individual carrels.

Duke:

- Carrels are available to all doctoral students on an annual basis. There is a waiting list.
- Reiss Graduate Student Reading Room in the main library that is key card access.

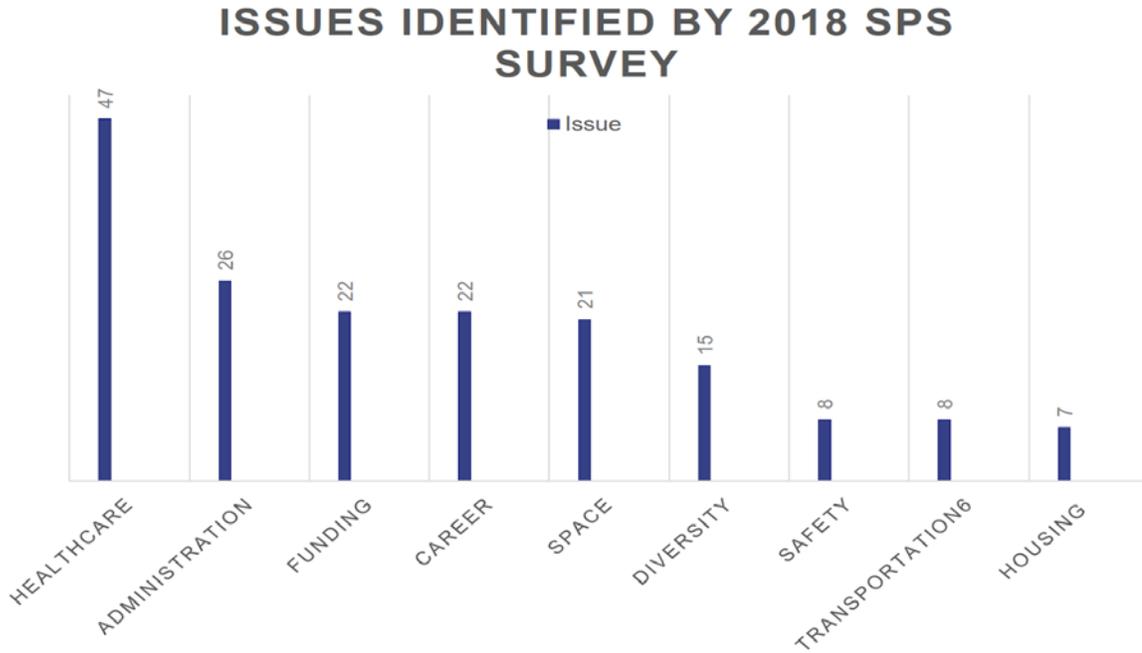
Proposal

- Reservable library carrels. At this time, the library is not considering making carrels reservable.
- Database of underutilized space that is reservable. For instance, the Booth interview center is heavily utilized in the Fall and Winter quarters, but mostly vacant in the Spring. This would require a comprehensive overview of underutilized space across campus and a potential investment in technology to allow for reservations across divisions.
- The Registrar’s Office controls classroom reservations and after 6 p.m., the classrooms open to College students for their utilization. We plan to work with the University Registrar and Scott Campbell to understand utilization of the rooms and potentially segregate some classrooms for graduate students’ use for office hours or study.
- The Graduate Student Center would also relieve study space constraints.

Exhibit 1:

1: Issues Identified by the 2018 SPS Survey of Graduate Students

Issue identified, number of responses per issue out of 183



- Healthcare is primarily cost of health insurance and ease of use of health services
- Administration is primarily communication with and transparency of administration
- Funding is primarily focused on funding needs of Humanities students in their 5th year
- Space is defined as lack of physical space to meet with students in offices, work independently, and meet socially
- Diversity is focused on diversity of faculty, including gender and racial/ethnic diversity
- Transportation is primarily shuttle transportation needs of graduate students to their housing, specifically at night

APPENDIX 8

Climate Survey Report 2016*

*Table 3.1, p. 24 of Report provides a breakdown of student responses to non-inclusive climate items by race/ethnicity.

SPRING 2016 CAMPUS CLIMATE SURVEY

Diversity and Inclusion

SURVEY RESULTS

CAMPUS CLIMATE COMMITTEE

SURVEY DEVELOPMENT, SURVEY ADMINISTRATION, AND DATA COMPILATION

Micere Keels (Chair)

Associate Professor, Comparative Human Development and the College

Melissa Gilliam

Ellen H. Block Professor of Health Justice, Obstetrics and Gynecology

Vice Provost for Academic Leadership, Advancement, and Diversity

William Greenland

Director of Institutional Analysis

Ronald A. Thisted

Professor, Public Health Sciences, Statistics, and the College

Vice Provost for Academic Affairs

OVERSIGHT

Campus Climate Survey Steering Committee

Chaired by Cathy Cohen

Mary Winton Green Professor, Political Science and the College

Working Group on Survey Development

Chaired by Micere Keels

Associate Professor, Comparative Human Development and the College

TABLE OF CONTENTS

- Preface **2**
- Introduction..... **3**
 - Survey Development **3**
 - Respondent Demographics and How to Interpret These Data **4**
- Broad Perceptions of Campus Climate..... **6**
 - Description of the Data..... **6**
 - Brief Summary of Findings..... **6**
 - Results **6**
- Experiences and Consequences of Discrimination and Harassment..... **12**
 - Description of the Data..... **12**
 - Brief Summary of Findings..... **12**
 - Results **13**
- Deeper Institutional Experiences of Campus Climate..... **21**
 - Description of the Data..... **21**
 - Brief Summary of Findings..... **21**
 - Results **23**
- Appendix 1: Participation Rates..... **32**
- Appendix 2: Survey Items Examined for This Report..... **33**
- Appendix 3: Steering Committee and Working Group Membership..... **38**

PREFACE

The Spring 2016 Campus Climate Survey is the first University of Chicago survey to attempt to capture some of the experiences and perceptions of students, staff, and academics (defined as tenure track and non-tenure track academic appointees and postdoctoral researchers) on a broad range of issues related to diversity and inclusion. Administering the Climate Survey is intended to be a crucial step towards improving our campus climate. The survey will serve as one baseline against which to measure improvement; be a catalyst for communication and discussion; and contribute to thinking about the implementation of new programs, policies, and activities that will foster an inclusive climate.

In addition to these initial survey results, additional data from the Climate Survey will be used to conduct in-depth examinations of important topics not addressed herein. Potential topics for further analysis include: discrimination, harassment, and bias associated with religious affiliation; views on what counts as discrimination, harassment, and bias; as well as views on how to respond to experiences and/or witnessing of discrimination, harassment, and bias.

INTRODUCTION

The Spring 2016 Campus Climate Survey provides data that will be enriched through further discussion. The findings from this survey compel us to contend with complex national and institutional issues. The campus climate around issues of diversity and inclusion is the aggregate of individual attitudes, interpersonal interactions, and institutionalized policies and practices. These factors and others collectively determine the extent to which individuals and groups feel welcomed, respected, and valued at the University of Chicago. The University has a foundational commitment to the idea that a culture of free and open inquiry requires empowering individuals of all backgrounds, experiences, identities, and perspectives to challenge conventional thinking in pursuit of original ideas. Such goals can only fully be realized within a climate that is inclusive.

No single characteristic identifies someone as a minority. The same individual may occupy a minority status with respect to one characteristic, but a majority status with respect to a different characteristic. Further, there are multiple dimensions of diversity, not all of which are captured in the survey. The data compiled here focus on minority status across several categories that identify historically marginalized and/or stigmatized groups: race/ethnicity, gender identification, ability status, and sexual orientation. Campus climate has implications for all students, academics, and staff. Yet it has especially strong effects related to minority status.

SURVEY DEVELOPMENT

During the fall of 2014, several groups of students, with the support of faculty and staff, raised issues about aspects of the climate on campus and called for a variety of actions to address climate issues and promote inclusion. To inform the University's efforts on these issues, the Spring 2016 Climate Survey focused on diversity and inclusion. Under the auspices of a broadly constituted Steering Committee chaired by Cathy Cohen, Mary Winton Green Professor in the Department of Political Science and the College (Appendix 3), students, academics, and staff provided feedback in the development and implementation of the Climate Survey through several channels, including 17 Climate Survey Forums that took place across campus, and through direct responses to climate-survey-project@uchicago.edu.

A Working Group on Survey Development with expertise in survey construction and deployment, chaired by Micere Keels, Associate Professor in the Department of Comparative Human Development and the College (Appendix 3), was convened to construct the survey instrument based on this broad feedback and with guidance from the Steering Committee. The Working Group also drew on findings from a literature

review and a review of several campus climate surveys developed by other institutions and national working groups, which were designed to measure discrimination and harassment regarding race/ethnicity, gender identification, ability status, sexual orientation, and religious identification.

The Spring 2016 survey consisted of approximately 75 questions. Respondents were instructed to base their responses on experiences that occurred over the past two years. This report is a compilation of the responses that are amenable to quantitative summary. It has been compiled by Micere Keels, Melissa Gilliam, William Greenland, and Ronald Thisted on behalf of the Working Group.

There are significant limitations to this survey. Discrimination and harassment are complex issues that cannot be captured fully with rating scales. Further, all relevant experiences cannot be gathered on one survey. There are important perspectives that are not captured such as questions regarding experiences of discrimination and harassment associated with age, socioeconomic status, and being a first-generation college student.

The survey also provided respondents with several opportunities to provide open-ended responses. Those qualitative responses reflect individual experiences and opinions, describe specific events or points of friction, offer insights and constructive suggestions. They are not easily summarized numerically and consequently are not included here.

RESPONDENT DEMOGRAPHICS AND HOW TO INTERPRET THESE DATA

The 2016 Campus Climate Survey engaged responses from a large enough segment of our overall campus community and the minority subgroups examined in this report to provide insights into common themes regarding diversity and inclusion, and to determine the extent to which those themes vary across different dimensions of diversity. These insights do not provide a course of action in themselves, but they can stimulate individual and institutional dialogue around potential targets for change.

It is important for the reader to recognize that the percentages contained in this report are percentages of those participating in the survey, and they may not be representative of the rest of the University population that was eligible but elected not to participate. The survey was neither a census nor a probability sample of groups in the University community. It is best described as having used voluntary sampling for which all members of the target population were recruited. Because all members of the community were invited

to participate, but not all did, individuals with certain experiences or beliefs may have been more likely than others to participate as a result of those experiences or beliefs. Consequently, those who responded to the survey may differ in systematic ways from the University population as a whole.

The results in this document are reported according to three broad categories of respondents: students (undergraduate, graduate, and professional), academics (tenure track and non-tenure track academic appointees and postdoctoral researchers), and staff (academic support and non-academic). It is important to recognize that each of these categories contains sub-categories whose responses may differ, perhaps in marked ways, from one another.

In April of 2016, the survey was sent to 14,658 students, 3,315 tenure track and non-tenure track academics and postdoctoral researchers, and 7,621 staff, and yielded a 29% campus-wide response rate. The response rate varied among the constituents: 26% among students, 28% among academics and postdoctoral researchers, and 35% percent among staff. More details on the participation rate are presented in Appendix 1.

Our overall response rate of 29% is similar to that obtained by other institutions that have done combined climate surveys of students, academics, and staff. For example, the University of Illinois system had a 16% response (2011), the University of Toledo had an 11% student and 21% academics/staff response (2012), the University of California system had a 27% response (2013), and Marquette University had a 31% response (2015).

The report is structured around four demographic items in the survey covering race/ethnicity, gender identification, ability status, and sexual orientation that will be used to structure the reporting of the results in this report.

In the figures that follow, responses are broken down by demographic/status categories. Some categories are larger than others, and a few do not permit reporting in the figures due to small numbers. The number of respondents in each demographic/status category is as follows:

- Race/ethnicity (federal methodology)
 - African American/Black: 543
 - American Indian/Native American: *
 - Asian: 974
 - European American/White: 4,402
 - Hispanic/Latinx: 641
 - Native Hawai'ian/Pacific Islander: *
 - Two or more races/ethnicities: 280

- The number of American Indian/Native American and Native Hawai'ian/Pacific Islander respondents is too low to allow reporting in the following charts.
- Gender identification (multiple responses allowed)
 - Female: 3,736
 - This category is used to identify respondents who selected only the female category for their gender identification.
 - Male: 3,190
 - This category is used to identify respondents who selected only the male category for their gender identification.
 - Trans-genderqueer-agender: 144
 - This category is used to identify respondents who selected transgender, genderqueer, non-binary, agender, and others, or checked multiple responses for their gender identification.
- Ability status
 - Any disability: 804
 - No disability selected: 7,002
- Sexual orientation
 - Heterosexual: 5,656
 - Not heterosexual: 1,206
 - No response (not shown in charts): 963

Representativeness was examined for two of the demographic categories (race/ethnicity and gender) that are the subject of this report (Table 1). To facilitate comparison between the University population as a whole and the survey respondents, the comparisons in Table 1 are based on the University's system of record. While the differences in response rates across these groups are small, keeping specific differences in mind when interpreting the results may be helpful. Women consistently responded at slightly higher rates than the overall average, but by small amounts. The most consistent differences regarding race/ethnicity are that Asian members of our community responded at somewhat lower rates and White members of our community responded at somewhat higher rates than did other community members.

The purpose of the Climate Survey was not to estimate the prevalence of particular experiences, attitudes, or beliefs. The goal of the survey is primarily descriptive—to describe group experiences, possibly account for observed relationships, and provide indicators of arenas in which improvements would be valued. For this reason, comparing responses across different groups or contexts is likely to be more informative than overall percentages might be. Reports such as this one can be particularly informative, for example, about the contexts in which particular attitudes have developed or persist and the consequences of particular experiences for individuals and the institution.

Table 1: Comparison of Campus Population with Survey Respondents

Status Category	Students		Academics		Staff	
	Percent of Population	Percent of Respondents	Percent of Population	Percent of Respondents	Percent of Population	Percent of Respondents
Race/Ethnicity*						
American Indian	0%	0%	0%	0%	0%	0%
Asian	14%	12%	18%	13%	10%	7%
Black	4%	5%	3%	4%	17%	15%
Hispanic/Latinx	8%	9%	2%	4%	6%	5%
International	18%	12%	4%	3%	0%	0%
Pacific Islander	0%	0%	0%	0%	0%	0%
Two or More	4%	5%	1%	1%	2%	2%
White	41%	47%	61%	68%	60%	68%
Unknown	10%	10%	11%	7%	5%	4%
Gender*						
Female	43%	50%	34%	40%	61%	64%
Male	57%	50%	62%	57%	39%	35%
Unknown	0.1%	0.4%	4%	2%	1%	1%

* Categories are those from the University system of record. The number of responses from American Indians and Pacific Islanders, which are less than 1% in each case, are too small to report for confidentiality reasons.

BROAD PERCEPTIONS OF CAMPUS CLIMATE

DESCRIPTION OF THE DATA

Broad perceptions of campus climate focus on responses to two sets of questions. One question measured **proximal campus climate**, by asking students/academics/staff to rate the climate in their classes/department/work unit respectively. Another question measured **overall institutional climate**, by asking respondents to rate the overall campus climate. Both of these questions used the following dimensions: racism, sexism, tolerance for disability accommodation, and homophobia. The wording of each question is detailed in Appendix 2 at the end of this report. In the summaries below, we characterize answers to these questions with a 1 or 2 as a negative view of the climate (e.g., homophobic, sexist, racist), answers of 4 or 5 as positive, and answers of 3 as neutral.

BRIEF SUMMARY OF RESULTS

Across all subgroups (i.e., race/ethnicity, sexual orientation, ability status, and gender identification), members of our campus community have a significantly more positive perception of their proximal climate than the overall institutional climate.

- The strongest perceptions of a negative climate involve racism and sexism.
 - Among respondents who identify as Black, 40% perceive the overall institutional climate as racist; this decreases to 27% regarding their proximal climate. A substantial minority of all racial/ethnic groups give low ratings for the University's climate regarding racism: 27% of those who identify as two or more races/ethnicities, 25% of those who identify as Hispanic/Latinx, 21% of those who identify as Asian, and 18% of those who identify as White perceive the overall institutional climate as racist. See figures on page 8.
 - Among respondents who identify as transgender/queer/agender, 41% perceive the overall institutional climate as sexist; this decreases to 32% regarding their proximal climate. Among respondents who identify as female, 28% perceive the overall institutional climate as sexist; this decreases to 21% regarding their proximal climate. In contrast, 12% of those who identify as male perceive the overall institutional climate as sexist; this decreases to 9% regarding their proximal climate. See figures on page 9.

- The strongest perception of a positive climate involves issues of homophobia. Gaps in perception remain, however, among those identifying as not heterosexual compared to those identifying as heterosexual.
 - Regarding homophobia, 13% of our campus community who identify as not heterosexual report a non-inclusive overall institutional climate regarding homophobia; this number decreases to 11% for proximal climate. In contrast, 4% of those who identify as heterosexual report a non-inclusive overall institutional climate regarding homophobia; this number decreases to 2% for proximal climate. This disparity suggests that there is incongruence on perception of the climate around homophobia between those most likely to be affected by homophobia and the majority of the campus community. See figures on page 11.
 - Approximately 30% of respondents with a disability perceive the overall institutional climate as intolerant of disability accommodation; this percentage decreases to 20% regarding their proximal climate. See figures on page 10.

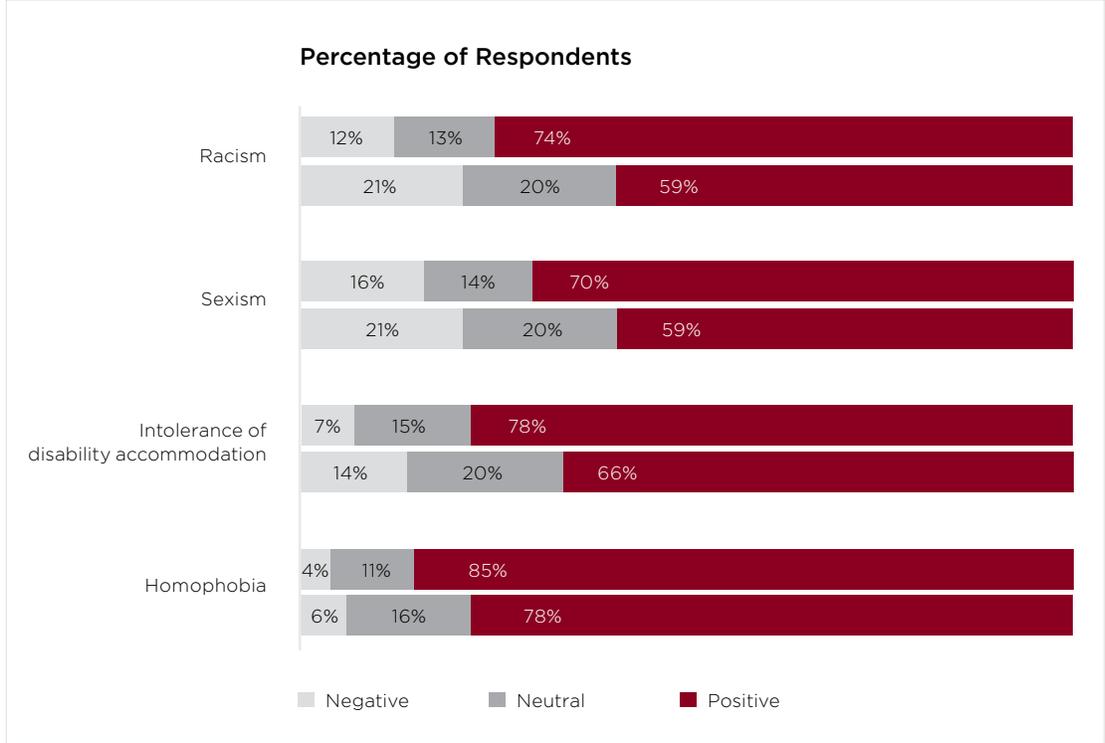
RESULTS

Figure 1 shows the percentage of respondents who selected 1 or 2 ("negative"), 3 ("neutral"), or 4 or 5 ("positive") on a five-point scale between the following anchor points:

- Racist ... Non-racist
- Sexist ... Non-sexist
- Intolerant of disability accommodation ... Tolerant of disability accommodation
- Homophobic ... Non-homophobic

In each case, the upper bar shows the response regarding proximal campus climate (climate in the respondent's department, immediate work environment, or classes), while the lower bar shows the response regarding overall campus climate.

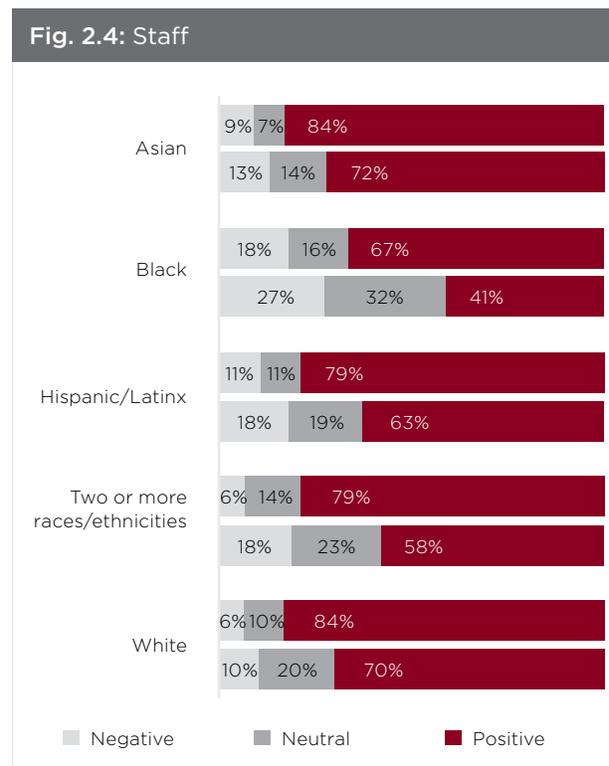
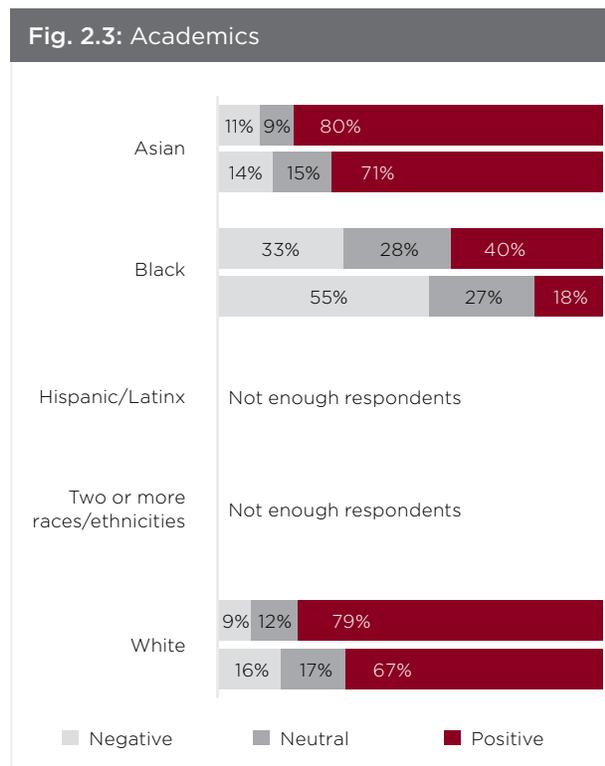
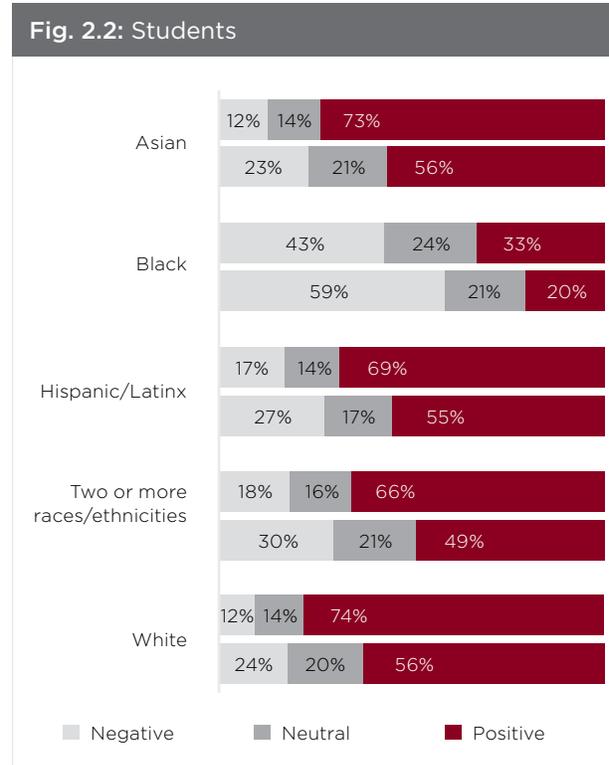
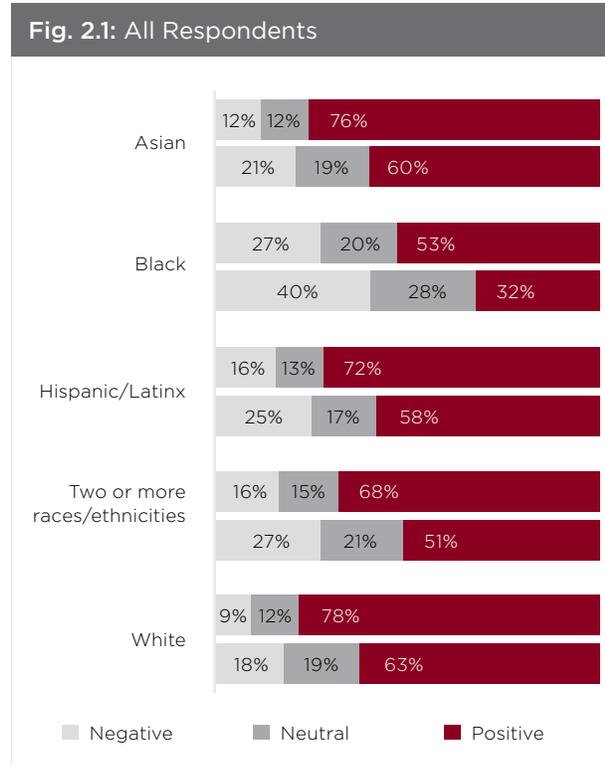
Figure 1: Responses to Overall and Proximal Climate Questions



Perception of Racism

Figures 2.1 through 2.4 show the percentage of respondents selecting 1 or 2 (“negative”), 3 (“neutral”), or 4 or 5 (“positive”) on the five-point scale anchored by “racist” and “non-racist.”

For each subgroup, the upper bar shows the perception of proximal campus climate, while the lower bar shows the overall climate.

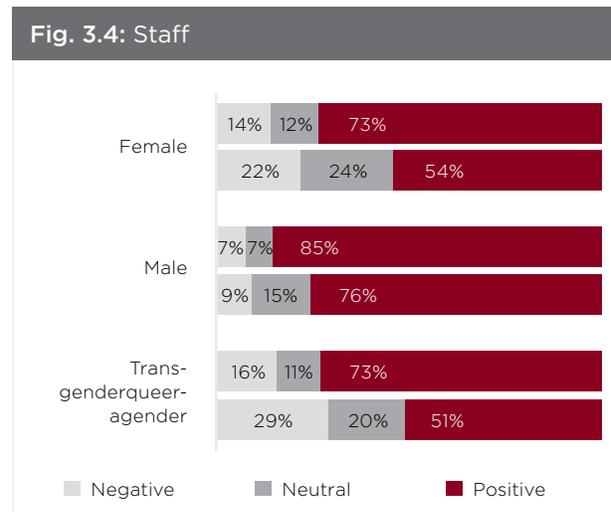
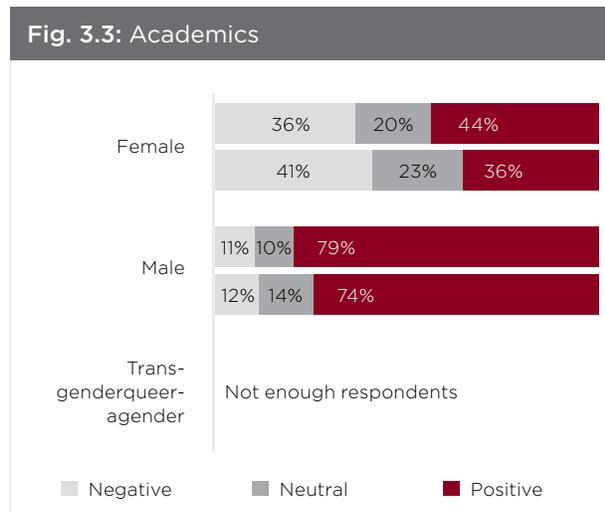
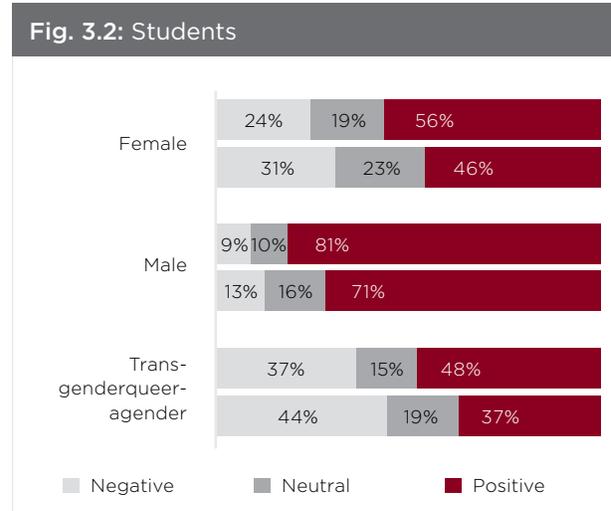
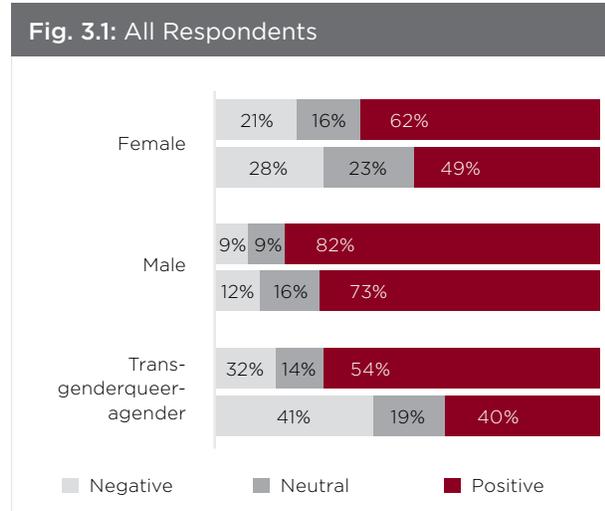


Federal methodology; American Indian/Native American and Native Hawaiian/Pacific Islander groups have insufficient numbers to allow reporting.

Perception of Sexism

Figures 3.1 through 3.4 show the percentage of respondents selecting 1 or 2 (“negative”), 3 (“neutral”), or 4 or 5 (“positive”) on the five-point scale anchored by “sexist” and “non-sexist.”

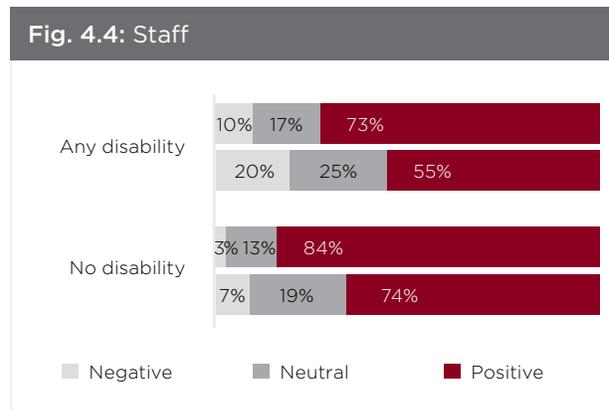
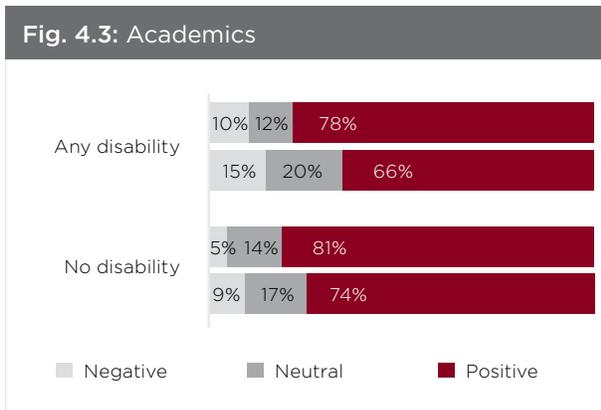
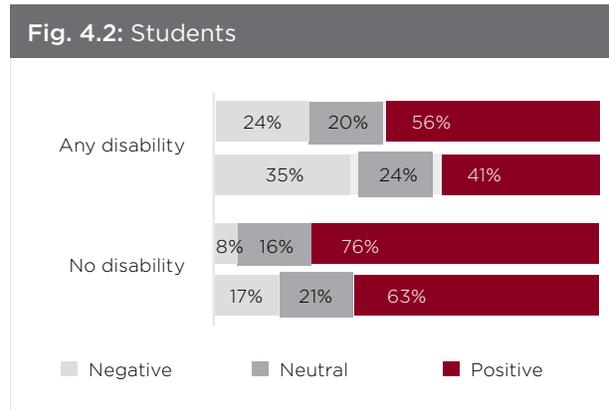
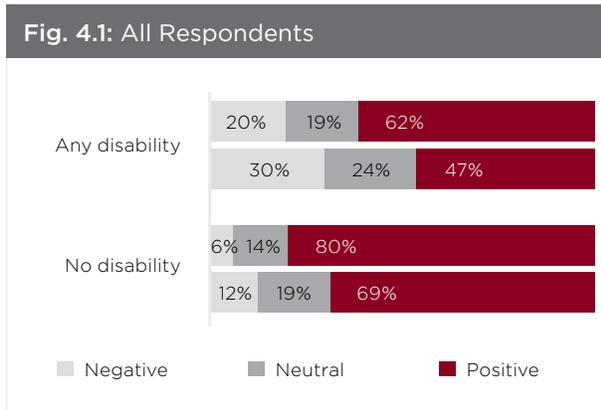
For each subgroup, the upper bar shows the perception of proximal campus climate, while the lower bar shows the overall climate.



Perception of Tolerance for Disability Accommodation

Figures 4.1 through 4.4 show the percentage of respondents selecting 1 or 2 (“negative”), 3 (“neutral”), or 4 or 5 (“positive”) on the five-point scale anchored by “intolerant of disability accommodation” and “tolerant of disability accommodation.”

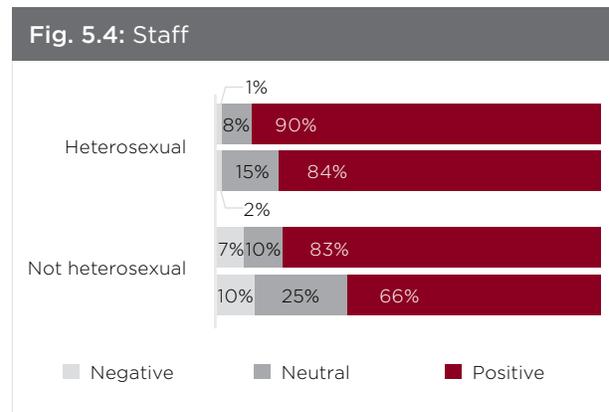
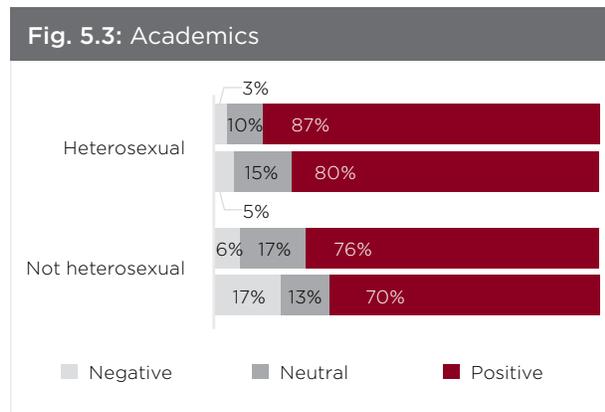
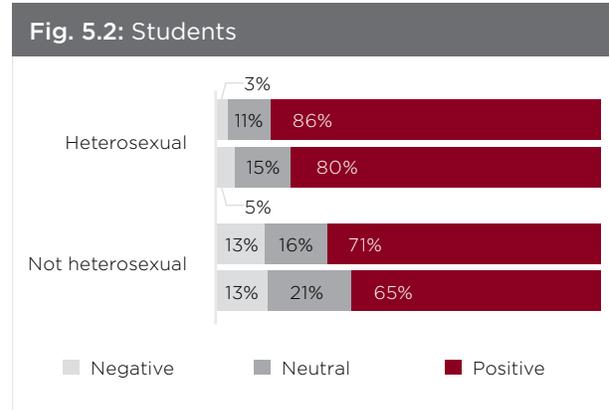
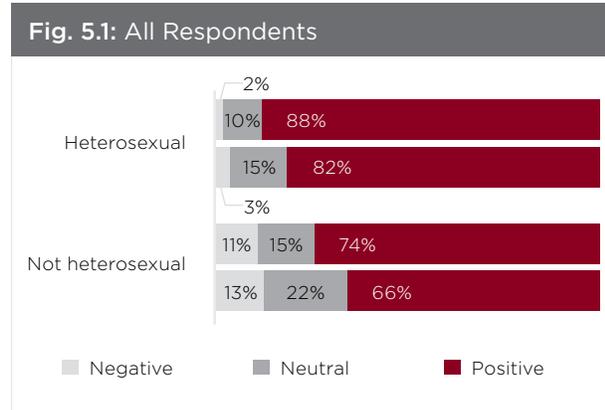
For each subgroup, the upper bar shows the perception of proximal campus climate, while the lower bar shows the overall climate.



Perception of Homophobia

Figures 5.1 through 5.4 show the percentage of respondents selecting 1 or 2 (“negative”), 3 (“neutral”), or 4 or 5 (“positive”) on the five-point scale anchored by “homophobic” and “non-homophobic.”

For each subgroup, the upper bar shows the perception of proximal campus climate, while the lower bar shows the overall climate.



EXPERIENCES AND CONSEQUENCES OF DISCRIMINATION AND HARASSMENT

DESCRIPTION OF THE DATA

Experiences and consequences of discrimination and/or harassment focus on responses to four questions. The first question asked respondents to report whether they have experienced any of 12 forms of discrimination and/or harassment. The second question asked respondents to report whether they have experienced any of three forms of online harassment. The third question asked respondents to report whether they have experienced any of three forms of physical harassment. The fourth question asked respondents to report whether they have considered doing any of the following things in response to experiencing discrimination and/or harassment on campus: (1) transferring/applying to another university; (2) dropping out/quitting; and (3) not recommending the University to prospective student/academic/staff member. The wording of each question is detailed in Appendix 2 at the end of this report.

BRIEF SUMMARY OF RESULTS

- Among respondents, 2% reported experiencing physical harassment (e.g., threats of physical violence, actual physical violence, or property damage). Physical harassment was most likely to occur among members of our campus community who identify as trans-genderqueer-agender (11% reported physical harassment). See figures on pages 13 and 14.
- Among respondents, 4% reported experiencing online harassment (e.g., embarrassed/humiliated, threatened, bullied). Online harassment was most likely to occur among members of our campus community who identify as trans-genderqueer-agender (16% reported online harassment)
- Approximately 16% of respondents reported experiencing non-physical forms of discrimination and/or harassment (e.g., denied service or promotion, unfair grading, derogatory remark or graffiti, or unfair comment due to one's status characteristic).
 - Members of our campus community who identify as one of the minority groups examined in this report are significantly more likely to have experienced discrimination and/or harassment. The highest rates are among those that identify as trans-genderqueer-agender (43%), having a disability (33%), not heterosexual (31%), two or more races/ethnicities (27%), and Black (25%). See figures on page 16.

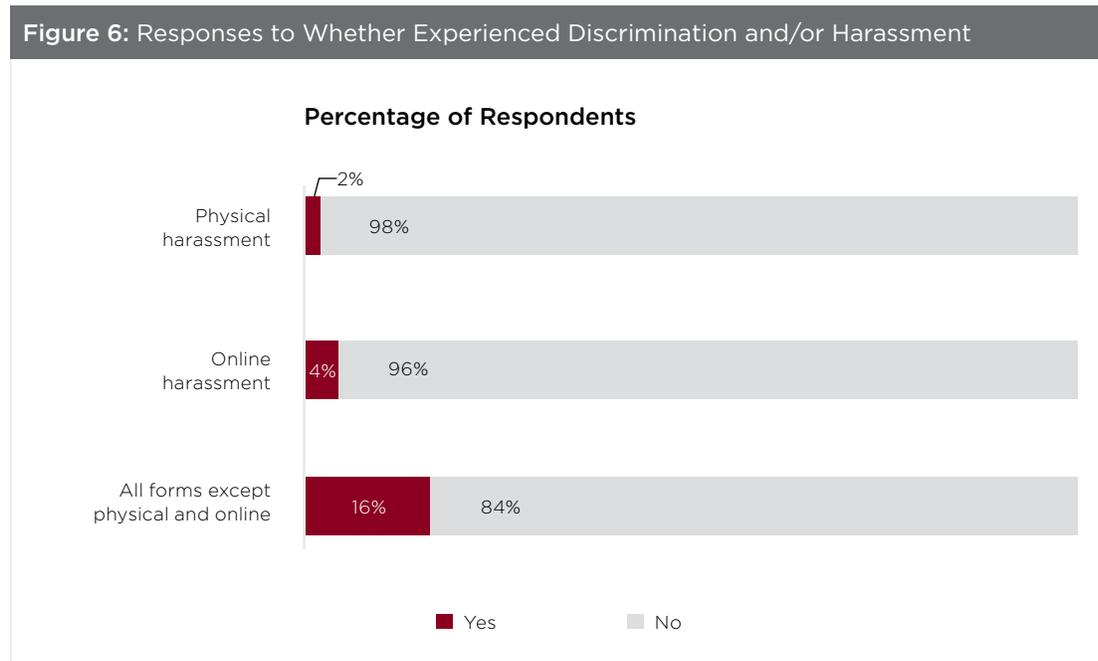
- Among those who experienced discrimination and/or harassment, 57% considered transferring/applying to another university, and 26% considered dropping out/quitting. Discrimination and/or harassment can also have meaningful consequences for the University's reputation. Among those who have experienced discrimination and/or harassment, 40% considered not recommending the University to a prospective member of our community. See figures on page 17.

Focusing on the 22% of respondents who have experienced discrimination and/or harassment:

- Among those who identify as Black, 68% of those who experienced discrimination and/or harassment considered transferring/applying to another university, 38% considered dropping out/quitting, and 78% considered not recommending the University to a prospective member of our community.
- Among those who identify as trans-genderqueer-agender, 50% considered transferring/applying to another university, 40% considered dropping out/quitting, and 72% considered not recommending the University to a prospective member of our community.
- Among those who identify as having a disability, 45% considered transferring/applying to another university, 32% considered dropping out/quitting, and 69% considered not recommending the University to a prospective member of our community.
- Among those who identify as female, 40% considered transferring/applying to another university, 25% considered dropping out/quitting, and 59% considered not recommending the University to a prospective member of our community.
- Among those who identify as not heterosexual, 36% considered transferring/applying to another university, 26% considered dropping out/quitting, and 63% considered not recommending the University to a prospective member of our community.
- See figures on pages 18 through 20.

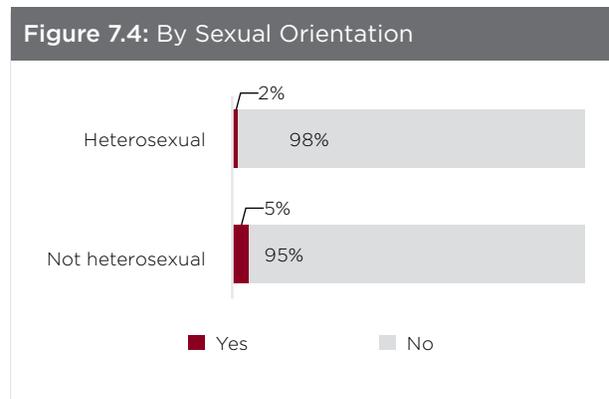
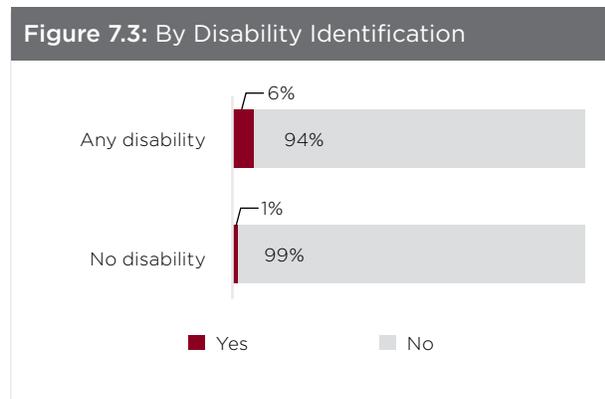
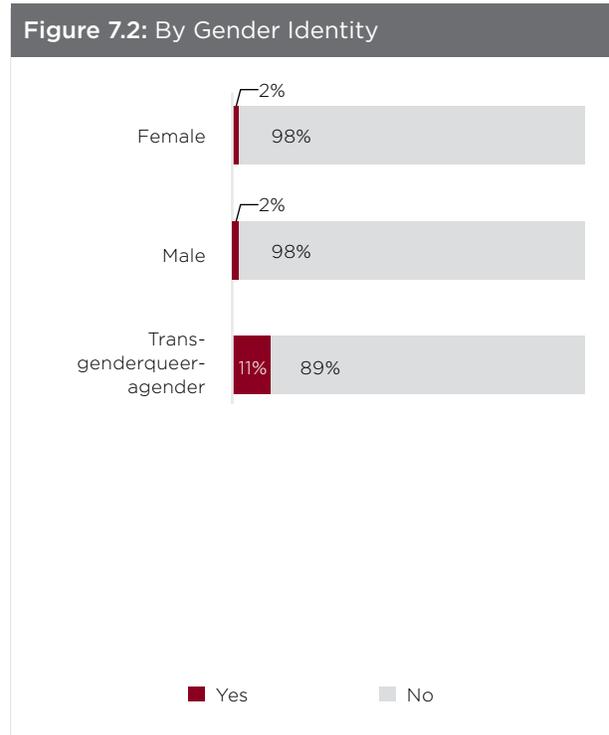
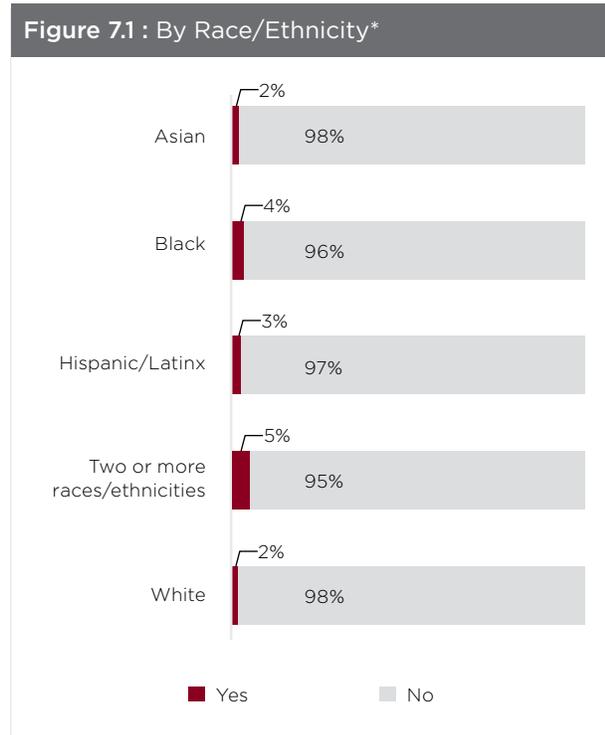
RESULTS

Figure 6 shows the percentage of respondents who selected “yes” or “no” to whether they have experienced various forms of discrimination and/or harassment.



Experienced Physical Harassment

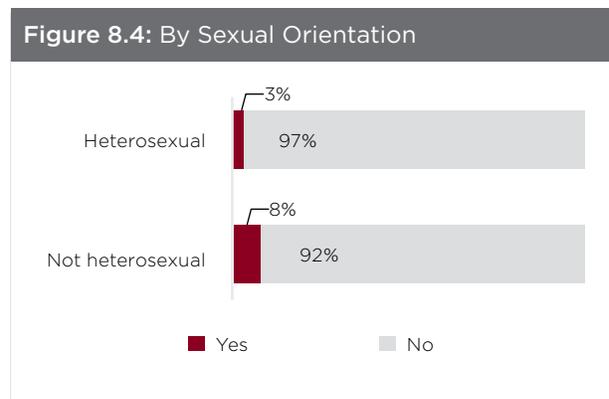
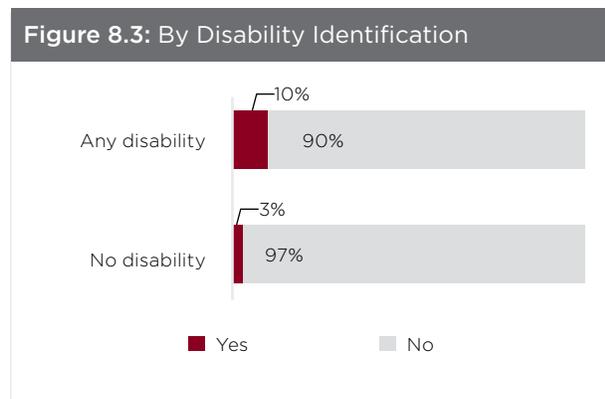
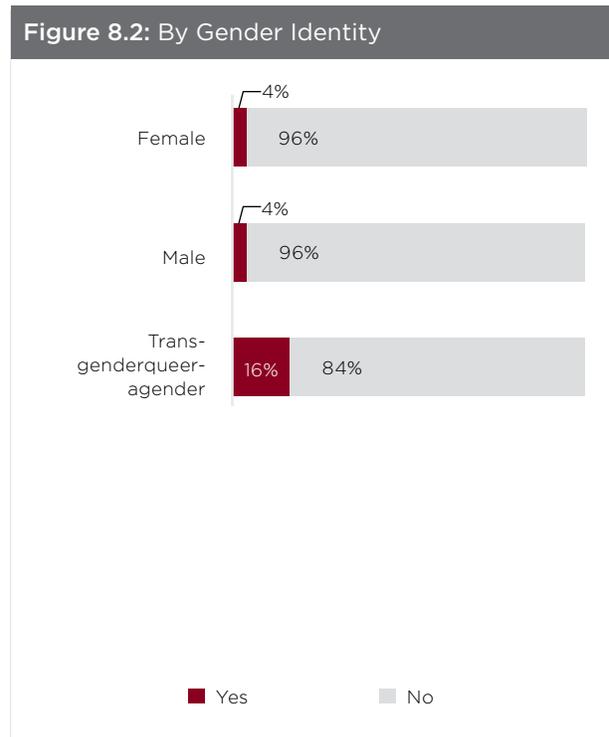
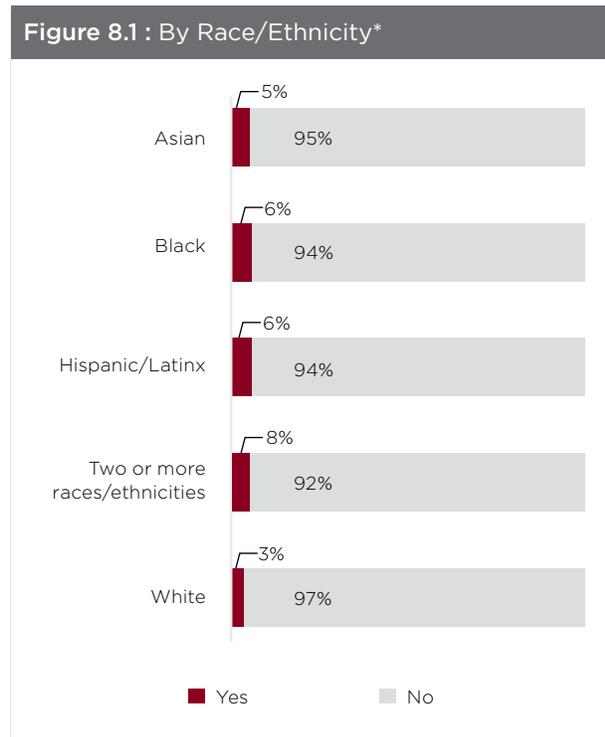
Figures 7.1 through 7.4 show the percentage of respondents selecting “yes” or “no” to whether they have experienced physical harassment.



* Federal methodology; American Indian/Native American and Native Hawai'ian/Pacific Islander groups have insufficient numbers to allow reporting.

Experienced Online Harassment

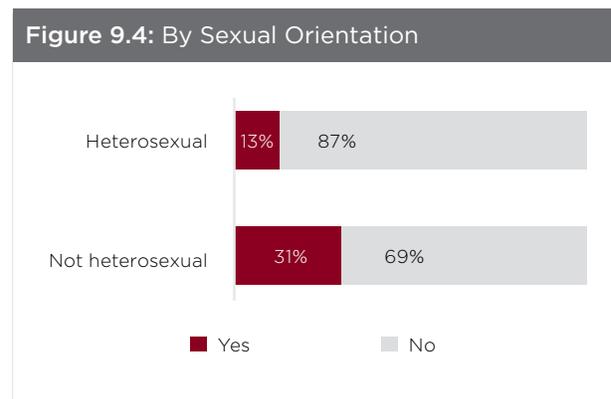
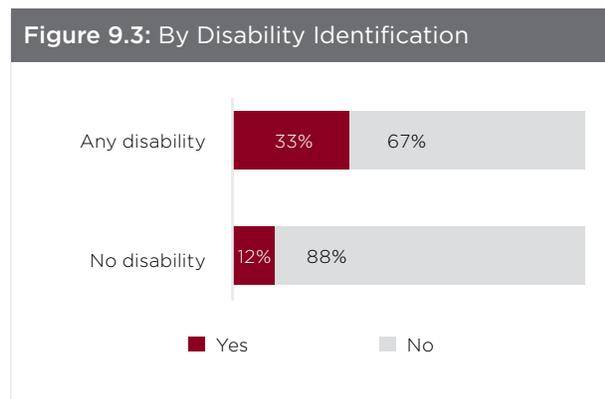
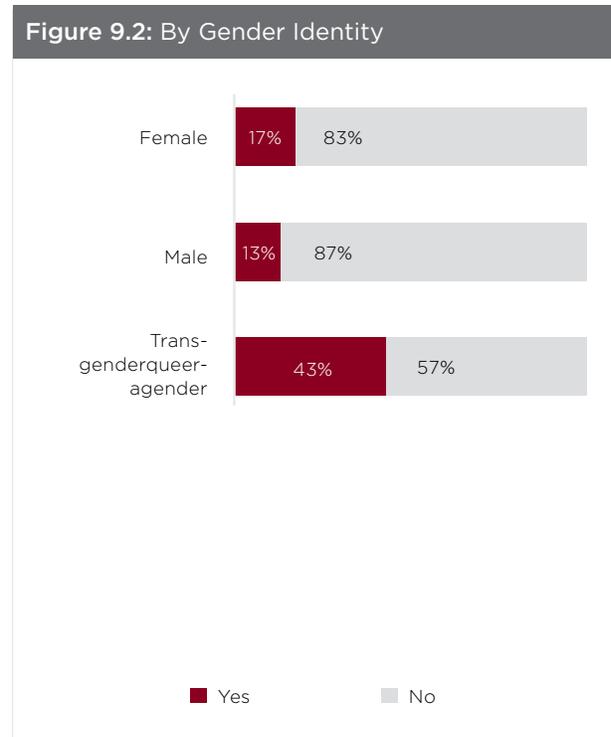
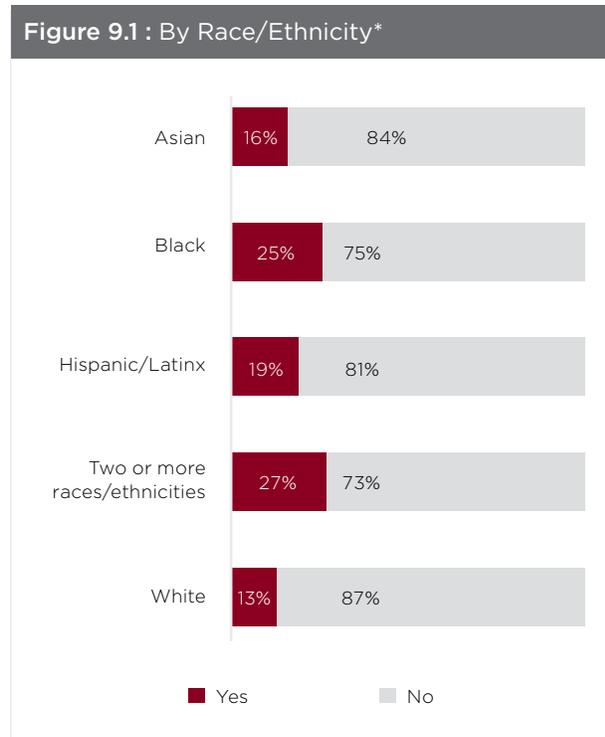
Figures 8.1 through 8.4 show the percentage of respondents selecting “yes” or “no” to whether they have experienced online harassment.



* Federal methodology; American Indian/Native American and Native Hawai'ian/Pacific Islander groups have insufficient numbers to allow reporting.

Experienced any Discrimination and/or Harassment, except Physical and Online

Figures 9.1 through 9.4 show the percentage of respondents selecting “yes” or “no” to whether they have experienced all other forms of discrimination and/or harassment specified, except physical and online harassment.



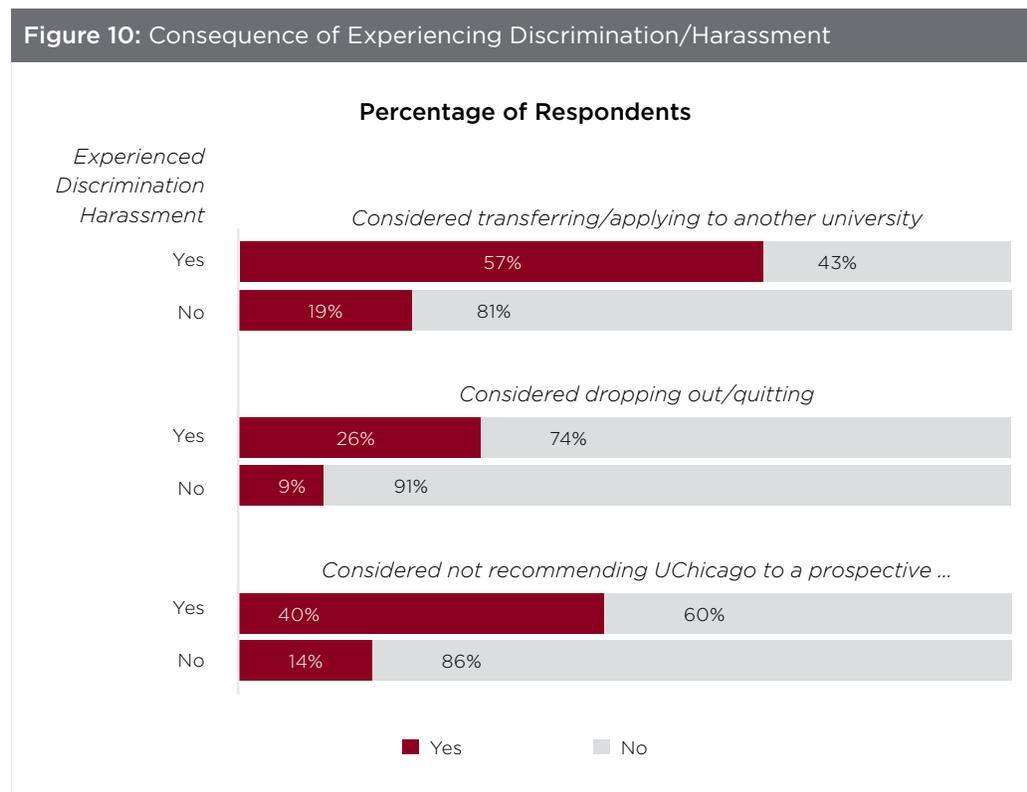
* Federal methodology; American Indian/Native American and Native Hawaiian/Pacific Islander groups have insufficient numbers to allow reporting.

Consequences of Discrimination and Harassment

Figure 10 shows the percentage of respondents who selected “yes” or “no” to whether they have considered doing any of the following because of their experiences of discrimination and/or harassment.

- Considered transferring/applying to another university
- Considered dropping out/quitting
- Considered not recommending the University to prospective student/academics/staff member

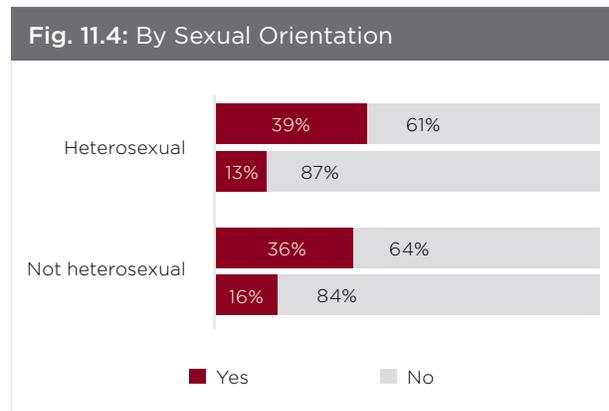
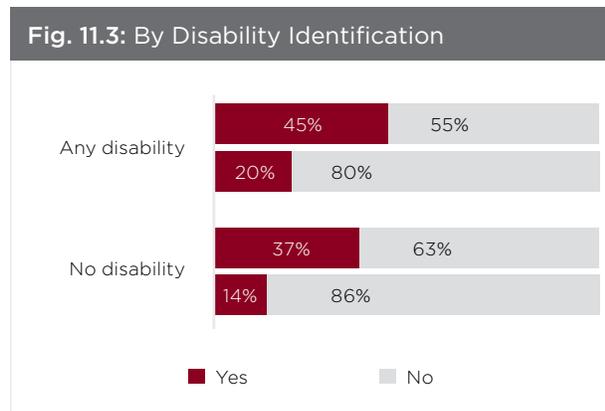
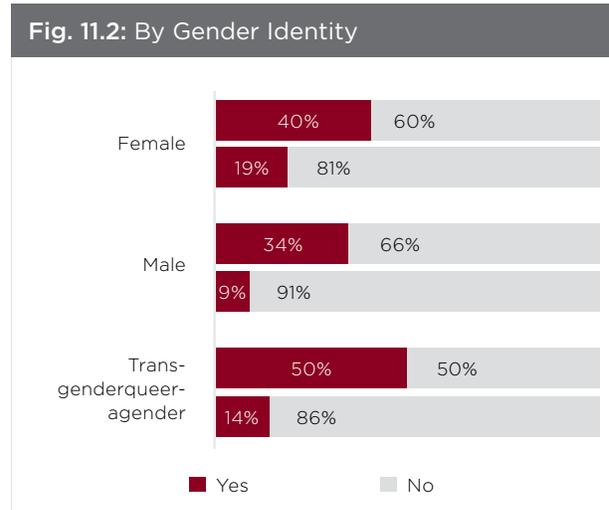
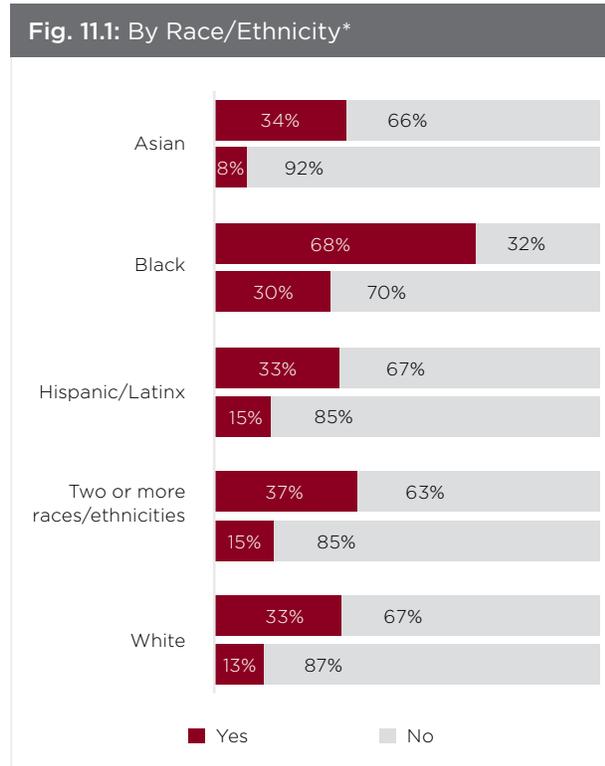
In each case, the upper bar shows the response for those who HAVE experienced discrimination and/or harassment and the lower bar shows the response for those who HAVE NOT.



Considered Transferring/Applying to Another University

Figures 11.1 through 11.4 show the percentage of respondents selecting “yes” or “no” to whether they have considered transferring/applying to another university.

In each case, the upper bar shows the response for those who HAVE experienced discrimination and/or harassment and the lower bar shows the response for those who HAVE NOT.

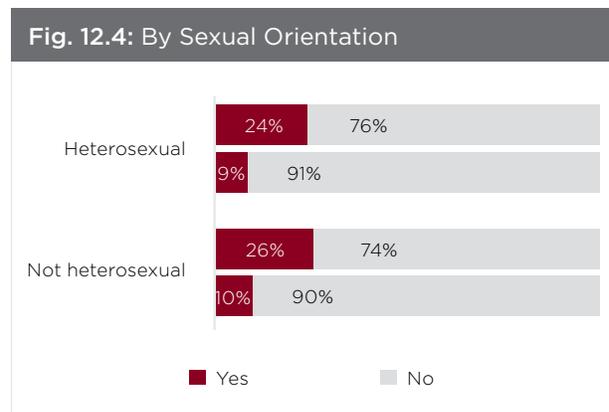
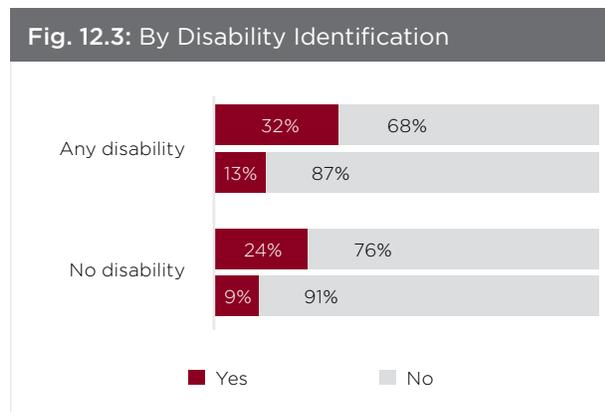
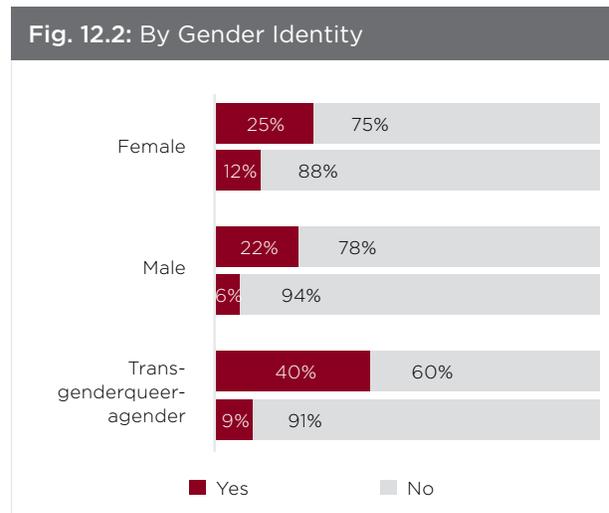
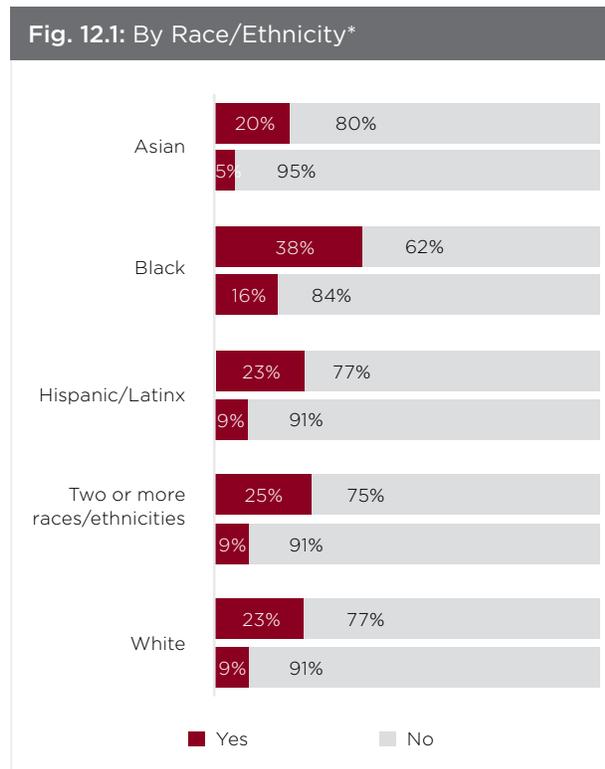


* Federal methodology; American Indian/Native American and Native Hawai'ian/Pacific Islander groups have insufficient numbers to allow reporting.

Considered Dropping Out/Quitting

Figures 12.1 through 12.4 show the percentage of respondents selecting “yes” or “no” to whether they have considered dropping out of school/quitting their position.

In each case, the upper bar shows the response for those who HAVE experienced discrimination and/or harassment and the lower bar shows the response for those who HAVE NOT.

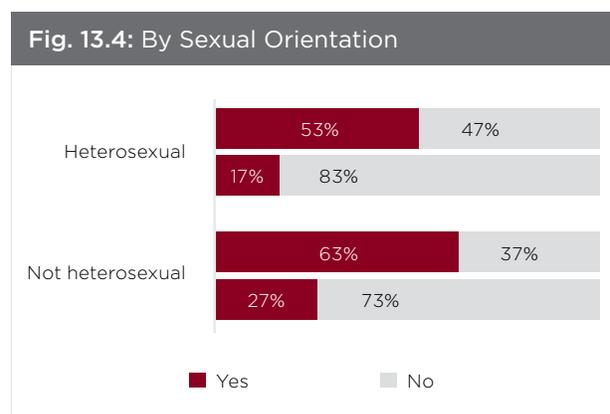
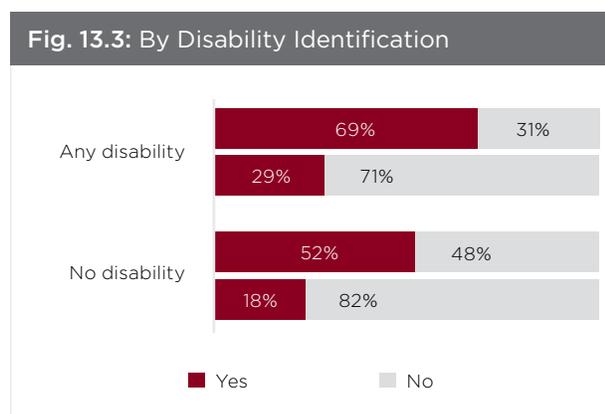
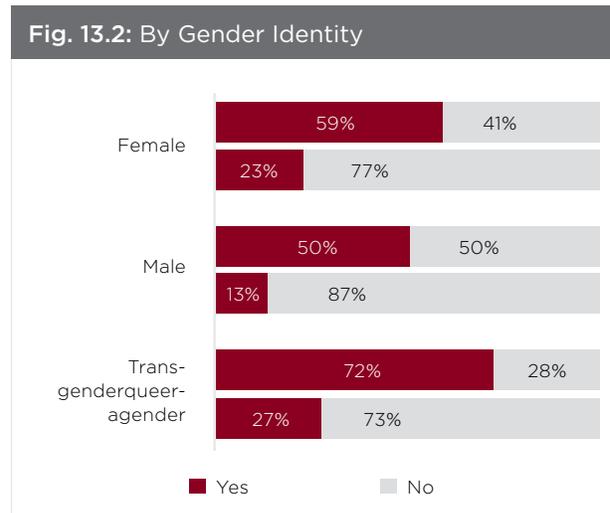
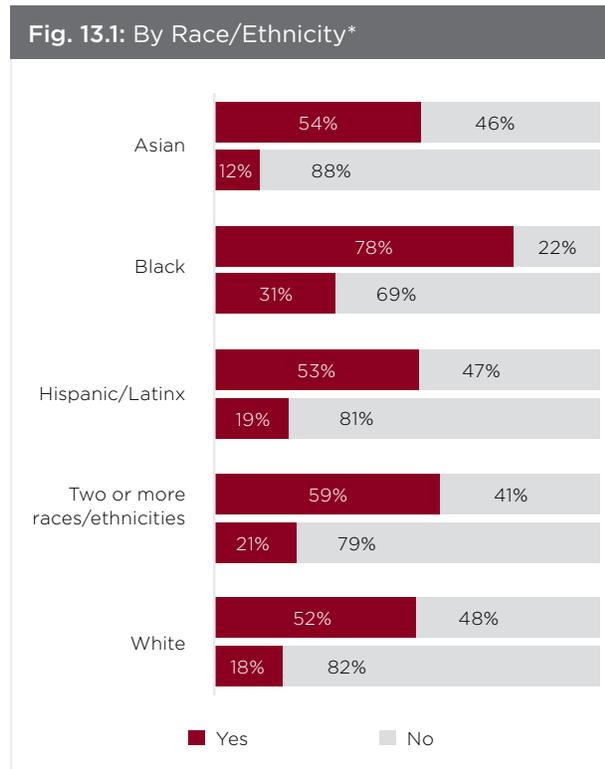


* Federal methodology; American Indian/Native American and Native Hawai'ian/Pacific Islander groups have insufficient numbers to allow reporting.

Considered Not Recommending the University to Prospective Student/Academics/Staff Member

Figures 13.1 through 13.4 show the percentage of respondents selecting “yes” or “no” to whether they have considered not recommending the University to a prospective ...

In each case, the upper bar shows the response for those who HAVE experienced discrimination and/or harassment and the lower bar shows the response for those who HAVE NOT.



* Federal methodology; American Indian/Native American and Native Hawai'ian/Pacific Islander groups have insufficient numbers to allow reporting.

DEEPER INSTITUTIONAL EXPERIENCES OF CAMPUS CLIMATE

DESCRIPTION OF THE DATA

Institutional experiences of campus climate focus on responses to two sets of questions. Students were asked to think about their classroom/learning environment and indicate their level of agreement with the following seven statements:

1. I feel valued by other students.
2. I feel valued by faculty.
3. I can fulfill the requirements of my coursework without unduly repressing my own identity, background, or experience.
4. I have opportunities for academic success that are similar to those of my classmates.
5. Students of my racial/ethnic group are respected at this university.
6. Students of my sexual orientation are respected at this university.
7. Students of my gender identity expression are respected at this university.

Academics and staff were asked to indicate their level of agreement with the following seven statements:

1. My work is respected by my peers.
2. I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.
3. Tenure/promotion standards are applied equally.
4. I receive adequate mentoring support on tenure/promotion.
5. I am supported when seeking information about my career development.
6. I have access to supportive social networks within my department.
7. I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion decision.

The wording of each question is detailed in Appendix 2 at the end of this report.

BRIEF SUMMARY OF RESULTS

Among students, those who identify as members of minority groups are substantially less likely to report experiencing a campus and classroom climate that is conducive to their full inclusion in the life of the University. This finding is seen most prominently among Black students and those who identify as trans-genderqueer-agender.

- Overall, respondents are least likely to endorse the statement that students of one's group "are respected at this university."

- Of respondents who identify as Black, 69% do not believe that students of their racial/ethnic group are respected, compared to 25% who identify as Hispanic/Latinx, 24% who identify as two or more races/ethnicities, 18% who identify as Asian, and 4% who identify as White. See tables on page 24 for more details.
- Of respondents who identify as trans-genderqueer-agender, 44% do not believe that students of their gender identity are respected, compared to 11% who identify as female, and 2% who identify as male. See tables on page 26 for more details.
- Of respondents who identify as not heterosexual, 20% do not believe that students of their sexual orientation are respected, compared to 1% who identify as heterosexual. See tables on page 30 for more details.
- Unfortunately, this question was omitted in reference to ability status.
- Regarding classroom experiences, 14% of respondents believe that they can't "fulfill the requirements of [their] coursework without unduly repressing [their] own identity, background, or experience." However, this response differs substantially by demographic/status group.
 - Forty-three percent of respondents who identify as Black, 21% who identify as two or more races/ethnicities, 16% who identify as Hispanic/Latinx, 11% who identify as Asian, and 9% who identify as White feel this way. See tables on page 24 for more details.
 - Thirty-six percent of respondents who identify as trans-genderqueer-agender, 16% who identify as female, and 8% who identify as male feel this way. See tables on page 26 for more details.
 - Twenty-six percent of respondents who have a disability and 11% who do not have a disability feel this way. See tables on page 28 for more details.
 - Twenty-three percent of respondents who identify as not heterosexual and 11% who identify as heterosexual feel this way. See tables on page 30 for more details.

Among academics and staff, there is strongest support for a positive climate around believing that one's work is respected by peers. However, fewer tenure track academics that identify as Black, Hispanic/Latinx, or not heterosexual believe that "their work is respected by their peers." Approximately a quarter of each of these groups does not endorse this statement. See tables on pages 24 and 25 for more details.

Among academics and staff, respondents that are other academic appointees are the most "reluctant to bring up issues that concern them for fear of affecting their performance evaluation or promotion." Approximately half of respondents that are other academic appointees report feeling this way compared to 40% of nonacademic staff, 37% of academic staff, and 35% of tenure track academics. See the bottom half of the table on page 23 for more details. This pattern cuts across all identity categories (race/ethnicity, gender identity, ability status, and sexual orientation).

Academics and staff that identify as belonging to groups that have a history of marginalization and/or stigmatization were substantially more likely to report issues regarding equity and career development than majority groups.

- Regarding equity, concerns as to whether promotion standards are applied transparently and equitably are seen among all groups. These concerns are even higher among members of our campus community that identify as belonging to one of the subgroups examined in this report.
 - For example, slightly more than half of non-tenure track academics, staff in academic units, and nonacademic staff, and 39% of tenure track academics, do not believe that "tenure/promotion standards are applied equally." Disaggregating this statistic by majority and minority statuses shows large subgroup differences. Using gender identification as an illustrative example:
 - Among tenure track faculty, 62% of those who identify as female and 50% of those who identify as trans-genderqueer-agender do not believe that tenure/promotion standards are applied equally, compared to 25% of those who identify as male.
 - Among non-tenure track academic appointees, 69% of those who identify as female do not believe that tenure/promotion standards are applied equally, compared to 47% of those who identify as male.
 - Among academic unit staff, 56% of those who identify as female and 62% of those who identify as trans-genderqueer-agender do not believe that tenure/promotion standards are applied equally, compared to 42% of those who identify as male.
 - Among nonacademic unit staff, 61% of those who identify as female and 71% of those who identify as trans-genderqueer-agender do not believe that tenure/promotion standards are applied equally, compared to 49% of those who identify as male.
 - See tables on page 26 and 27 for more details.

- Regarding career development, there is concern around lack of mentoring and support that would enable advancement; these concerns are highest among members of our campus community that identify as belonging to one of the historically marginalized and/or stigmatized groups examined in this report.
 - For example, slightly more than half of other academic and nonacademic staff, 46% of non-tenure track academic appointees, and 40% of tenure track faculty do not believe that they receive "adequate mentoring support on tenure/promotion." Disaggregating this statistic by majority and minority status shows meaningful subgroup differences. Using sexual orientation as an illustrative example:
 - Among tenure track faculty, 50% of those who identify as not heterosexual do not believe that they receive adequate mentoring support, compared to 37% of those who identify as heterosexual.
 - Among non-tenure track academic appointees, 61% of those who identify as not heterosexual do not believe that they receive adequate mentoring support, compared to 44% of those who identify as heterosexual.
 - Among academic unit staff, 62% of those who identify as not heterosexual do not believe that they receive adequate mentoring support, compared to 49% of those who identify as heterosexual.
 - Among nonacademic unit staff, 54% of those who identify as not heterosexual and those who identify as heterosexual do not believe that they receive adequate mentoring support.
 - See tables on page 30 and 31 for more details.

RESULTS

The following tables (Tables 2 through 6.5) show the percent of respondents that reported a non-inclusive climate regarding each statement. For example, reporting “disagree” or “strongly disagree” to “I feel valued by academics” indicates a non-inclusive climate. Similarly, reporting “agree” or “strongly agree” to “I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition” indicates a non-inclusive climate.

Table 2: Percent Reporting Non-Inclusive Climate

Item	All Students			
Don't feel valued by other students	15%			
Don't feel valued by faculty	20%			
Can't fulfill required courses without unduly repressing identity, background, or experience	14%			
Don't have opportunities for academic success that are similar to classmates	15%			
Believe students of their racial/ethnic group are not respected	14%			
Believe students of their sexual orientation are not respected	5%			
Believe students of their gender identity expression are not respected	8%			
Item	Tenure Track Faculty	Other Academic Appointees	Academic Unit Staff	Non Academic Unit Staff
Work is not respected by peers	10%	7%	7%	7%
Have to work harder than colleagues to achieve the same recognition	38%	46%	35%	36%
Tenure/promotion standards are not applied equally	39%	56%	54%	56%
Don't receive adequate mentoring support on tenure/promotion	40%	43%	51%	55%
Not supported when seeking information about career development	26%	30%	30%	34%
Don't have access to supportive social networks within department	26%	30%	24%	21%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	35%	48%	37%	40%

Percent Reporting Non-Inclusive Climate, by Race/Ethnicity

Table 3.1: Students						
Item	All	Asian	Black	Hispanic/ Latinx	2+ races/ ethnicities	White
Don't feel valued by other students	15%	14%	30%	19%	18%	13%
Don't feel valued by faculty	20%	19%	33%	22%	21%	18%
Can't fulfill required courses without unduly repressing identity, background, or experience	14%	11%	43%	16%	21%	9%
Don't have opportunities for academic success that are similar to classmates	15%	14%	39%	20%	18%	11%
Believe students of their racial/ethnic group are not respected	14%	18%	69%	25%	24%	4%

Table 3.2: Tenure Track						
Item	All	Asian	Black	Hispanic/ Latinx	2+ races/ ethnicities	White
Work is not respected by peers	10%	12%	25%	24%	0%	7%
Have to work harder than colleagues to achieve the same recognition	38%	49%	76%	50%	11%	33%
Tenure/promotion standards are not applied equally	39%	47%	67%	53%	40%	33%
Don't receive adequate mentoring support on tenure/promotion	40%	48%	62%	47%	22%	35%
Not supported when seeking information about career development	26%	28%	35%	24%	22%	22%
Don't have access to supportive social networks within department	26%	21%	52%	47%	27%	22%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	35%	44%	43%	50%	13%	31%

Table 3.3: Non Tenure Track Academic Appointees						
Item	All	Asian	Black	Hispanic/ Latinx	2+ races/ ethnicities	White
Work is not respected by peers	7%	13%	11%	8%	8%	6%
Have to work harder than colleagues to achieve the same recognition	46%	56%	74%	52%	67%	38%
Tenure/promotion standards are not applied equally	56%	40%	75%	71%	89%	57%
Don't receive adequate mentoring support on tenure/promotion	43%	37%	56%	56%	33%	44%
Not supported when seeking information about career development	30%	20%	22%	42%	31%	31%
Don't have access to supportive social networks within department	30%	25%	32%	39%	50%	29%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	48%	48%	72%	56%	62%	43%

Table 3.4: Academic Unit Staff

Item	All	Asian	Black	Hispanic/ Latinx	2+ races/ ethnicities	White
Work is not respected by peers	7%	5%	11%	11%	5%	6%
Have to work harder than colleagues to achieve the same recognition	35%	43%	56%	44%	29%	28%
Tenure/promotion standards are not applied equally	54%	29%	65%	57%	57%	54%
Don't receive adequate mentoring support on tenure/promotion	51%	39%	74%	45%	42%	50%
Not supported when seeking information about career development	30%	19%	42%	33%	21%	29%
Don't have access to supportive social networks within department	24%	22%	30%	27%	34%	22%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	37%	29%	48%	50%	36%	33%

Table 3.5: Non Academic Unit Staff

Item	All	Asian	Black	Hispanic/ Latinx	2+ races/ ethnicities	White
Work is not respected by peers	7%	4%	9%	12%	13%	6%
Have to work harder than colleagues to achieve the same recognition	36%	47%	51%	46%	41%	28%
Tenure/promotion standards are not applied equally	56%	44%	69%	62%	59%	52%
Don't receive adequate mentoring support on tenure/promotion	55%	33%	55%	64%	62%	53%
Not supported when seeking information about career development	34%	31%	36%	40%	27%	31%
Don't have access to supportive social networks within department	21%	23%	24%	36%	31%	17%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	40%	42%	43%	46%	44%	35%

Percent Reporting Non-Inclusive Climate, by Gender Identification

Table 4.1: Students				
Item	All	Male	Female	Trans-genderqueer-agender
Don't feel valued by other students	15%	11%	18%	29%
Don't feel valued by faculty	20%	16%	23%	31%
Can't fulfill required courses without unduly repressing identity, background, or experience	14%	8%	16%	36%
Don't have opportunities for academic success that are similar to classmates	15%	10%	18%	28%
Believe students of their gender identity expression are not respected	8%	2%	11%	44%

Table 4.2: Tenure Track				
Item	All	Male only	Female only	Trans-genderqueer-agender
Work is not respected by peers	10%	8%	13%	0%
Have to work harder than colleagues to achieve the same recognition	38%	20%	71%	29%
Tenure/promotion standards are not applied equally	39%	25%	62%	50%
Don't receive adequate mentoring support on tenure/promotion	40%	29%	54%	50%
Not supported when seeking information about career development	26%	14%	41%	60%
Don't have access to supportive social networks within department	26%	20%	37%	20%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	35%	24%	51%	43%

Table 4.3: Non Tenure Track Academic Appointees				
Item	All	Male only	Female only	Trans-genderqueer-agender
Work is not respected by peers	7%	6%	9%	a
Have to work harder than colleagues to achieve the same recognition	46%	33%	58%	a
Tenure/promotion standards are not applied equally	56%	45%	69%	a
Don't receive adequate mentoring support on tenure/promotion	43%	38%	48%	a
Not supported when seeking information about career development	30%	25%	34%	a
Don't have access to supportive social networks within department	30%	23%	35%	a
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	48%	36%	59%	a

^a Not enough respondents

Table 4.4: Academic Unit Staff

Item	All	Male only	Female only	Trans-genderqueer-agender
Work is not respected by peers	7%	8%	6%	11%
Have to work harder than colleagues to achieve the same recognition	35%	24%	36%	50%
Tenure/promotion standards are not applied equally	54%	42%	56%	62%
Don't receive adequate mentoring support on tenure/promotion	51%	45%	52%	50%
Not supported when seeking information about career development	30%	27%	31%	21%
Don't have access to supportive social networks within department	24%	23%	24%	41%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	37%	28%	39%	53%

Table 4.5: Non Academic Unit Staff

Item	All	Male only	Female only	Trans-genderqueer-agender
Work is not respected by peers	7%	7%	7%	7%
Have to work harder than colleagues to achieve the same recognition	36%	32%	38%	52%
Tenure/promotion standards are not applied equally	56%	49%	61%	71%
Don't receive adequate mentoring support on tenure/promotion	55%	53%	55%	50%
Not supported when seeking information about career development	34%	33%	32%	32%
Don't have access to supportive social networks within department	21%	19%	22%	14%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	40%	34%	41%	54%

Percent Reporting Non-Inclusive Climate, by Ability Status

Table 5.1: Students			
Item	All	Any disability	No disability
Don't feel valued by other students	15%	25%	13%
Don't feel valued by faculty	20%	32%	18%
Can't fulfill required courses without unduly repressing identity, background, or experience	14%	26%	11%
Don't have opportunities for academic success that are similar to classmates	15%	26%	13%

Table 5.2: Tenure Track			
Item	All	Any disability	No disability
Work is not respected by peers	10%	17%	9%
Have to work harder than colleagues to achieve the same recognition	38%	40%	38%
Tenure/promotion standards are not applied equally	39%	26%	40%
Don't receive adequate mentoring support on tenure/promotion	40%	41%	40%
Not supported when seeking information about career development	26%	35%	25%
Don't have access to supportive social networks within department	26%	31%	25%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	35%	36%	35%

Table 5.3: Non Tenure Track Academic Appointees			
Item	All	Any disability	No disability
Work is not respected by peers	7%	11%	7%
Have to work harder than colleagues to achieve the same recognition	46%	61%	44%
Tenure/promotion standards are not applied equally	56%	59%	56%
Don't receive adequate mentoring support on tenure/promotion	43%	47%	43%
Not supported when seeking information about career development	30%	38%	29%
Don't have access to supportive social networks within department	30%	33%	29%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	48%	66%	46%

Table 5.4: Academic Unit Staff

Item	All	Any disability	No disability
Work is not respected by peers	7%	10%	7%
Have to work harder than colleagues to achieve the same recognition	35%	49%	33%
Tenure/promotion standards are not applied equally	54%	55%	54%
Don't receive adequate mentoring support on tenure/promotion	51%	44%	52%
Not supported when seeking information about career development	30%	32%	30%
Don't have access to supportive social networks within department	24%	31%	24%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	37%	46%	36%

Table 5.5: Non Academic Unit Staff

Item	All	Any disability	No disability
Work is not respected by peers	7%	12%	7%
Have to work harder than colleagues to achieve the same recognition	36%	47%	35%
Tenure/promotion standards are not applied equally	56%	68%	55%
Don't receive adequate mentoring support on tenure/promotion	55%	64%	54%
Not supported when seeking information about career development	34%	43%	32%
Don't have access to supportive social networks within department	21%	28%	20%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	40%	58%	37%

Percent Reporting Non-Inclusive Climate, by Sexual Orientation

Item	All	Heterosexual	Not heterosexual
Don't feel valued by other students	15%	14%	20%
Don't feel valued by faculty	20%	18%	27%
Can't fulfill required courses without unduly repressing identity, background, or experience	14%	11%	23%
Don't have opportunities for academic success that are similar to classmates	15%	13%	23%
Believe students of their sexual orientation are not respected	5%	1%	20%

Item	All	Heterosexual	Not heterosexual
Work is not respected by peers	10%	8%	24%
Have to work harder than colleagues to achieve the same recognition	38%	35%	51%
Tenure/promotion standards are not applied equally	39%	35%	66%
Don't receive adequate mentoring support on tenure/promotion	40%	37%	50%
Not supported when seeking information about career development	26%	23%	36%
Don't have access to supportive social networks within department	26%	25%	38%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	35%	32%	51%

Item	All	Heterosexual	Not heterosexual
Work is not respected by peers	7%	7%	8%
Have to work harder than colleagues to achieve the same recognition	46%	43%	63%
Tenure/promotion standards are not applied equally	56%	55%	71%
Don't receive adequate mentoring support on tenure/promotion	43%	41%	57%
Not supported when seeking information about career development	30%	28%	35%
Don't have access to supportive social networks within department	30%	28%	40%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	48%	46%	63%

Table 6.4: Academic Unit Staff

Item	All	Heterosexual	Not heterosexual
Work is not respected by peers	7%	6%	7%
Have to work harder than colleagues to achieve the same recognition	35%	32%	34%
Tenure/promotion standards are not applied equally	54%	51%	63%
Don't receive adequate mentoring support on tenure/promotion	51%	49%	62%
Not supported when seeking information about career development	30%	28%	38%
Don't have access to supportive social networks within department	24%	22%	36%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	37%	34%	43%

Table 6.5: Non Academic Unit Staff

Item	All	Heterosexual	Not heterosexual
Work is not respected by peers	7%	7%	8%
Have to work harder than colleagues to achieve the same recognition	36%	35%	34%
Tenure/promotion standards are not applied equally	56%	56%	56%
Don't receive adequate mentoring support on tenure/promotion	55%	54%	54%
Not supported when seeking information about career development	34%	33%	32%
Don't have access to supportive social networks within department	21%	20%	24%
Reluctant to bring up issues for fear of affecting performance evaluation or promotion	40%	37%	44%

APPENDIX 1: PARTICIPATION RATES

	Population	Number Started	Number Completed	Percent Started	Percent Completed
Grand total	25,594	8,281	7,416	32%	29%
Students	14,658	4,307	3,847	29%	26%
Academics	3,315	1,024	912	31%	28%
Staff	7,621	2,950	2,657	39%	35%
Student detail					
Undergraduates	5,815	2,136	1,940	37%	33%
On-campus graduates	7,381	1,977	1,749	27%	24%
All on-campus	13,196	4,113	3,689	31%	28%
Executive MBA and other off-campus	1,247	183	149	15%	12%
Academics detail					
Tenure-track faculty	1,131	516	469	46%	41%
Other faculty and academic appointees	1,586	367	329	23%	21%
Postdocs	598	141	114	24%	19%
Staff detail					
Academic units	4,377	1,323	1,151	30%	26%
Non-academic units	3,236	1,619	1,501	50%	46%

APPENDIX 2: SURVEY ITEMS EXAMINED FOR THIS REPORT

Perceptions of Overall Climate

Based on your experiences and observations, please rate the OVERALL CAMPUS CLIMATE for students/academics/staff, using the following dimensions:

| Sexist | <input type="radio"/> | Non-sexist |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|
| Racist | <input type="radio"/> | Non-racist |
| Homophobic | <input type="radio"/> | Non-homophobic |
| Intolerant of disability accommodation | <input type="radio"/> | Tolerant of disability accommodation |

Based on your experiences and observations, please rate the climate in YOUR CLASSES/DEPARTMENT/WORK UNIT for students/academics/staff, using the following dimensions:

| Sexist | <input type="radio"/> | Non-sexist |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------------------|
| Racist | <input type="radio"/> | Non-racist |
| Homophobic | <input type="radio"/> | Non-homophobic |
| Intolerant of disability accommodation | <input type="radio"/> | Tolerant of disability accommodation |

Direct Experience of Discrimination and/or Harassment

Have you EXPERIENCED any of the following forms of harassment within the past two years?

	Due to sexual orientation (actual or as perceived by others)	Due to gender identity expression	Due to race/ethnicity	Due to religious identity	Due to disability status	Due to political views
Denied a promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denied any human resources services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graded unfairly by instructor/ professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denied any student services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfairly or unjustly stopped by UChicago police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Denied physical or mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Derogatory remarks or gestures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Derogatory graffiti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Derogatory e-mails, texts, or social media posts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threats to expose sexual orientation or gender identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pressure to be silent about sexual orientation or gender identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unfair comments in classroom/ workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Have you EXPERIENCED any of the following forms of online harassment (e.g., e-mail, text messages, social media posts) within the past two years?

	Due to sexual orientation (actual or as perceived by others)	Due to gender identity expression	Due to race/ethnicity	Due to religious identity	Due to disability status	Due to political views
Being embarrassed/humiliated online by a member of the UChicago community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being bullied online by a member of the UChicago community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being threatened online by a member of the UChicago community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What about physical harassment: have you EXPERIENCED any of the following forms of harassment within the past two years?

	Due to sexual orientation (actual or as perceived by others)	Due to gender identity expression	Due to race/ethnicity	Due to religious identity	Due to disability status	Due to political views
Threats of physical violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actual physical violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Property damage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Consequence of Discrimination and/or Harassment

Have you ever thought about doing any of the following because of your experiences of discrimination/harassment on campus?

	Yes	No
Transferring to another school /Applying for a position at another university	<input type="radio"/>	<input type="radio"/>
Dropping out of college /Quitting your position	<input type="radio"/>	<input type="radio"/>
NOT recommending UChicago to a prospective student/academics member/staff member	<input type="radio"/>	<input type="radio"/>

Deeper Institutional Experiences of Campus Climate

Students. Please think about the classroom/learning environment when thinking about the following questions and indicate your level of agreement with the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree	No answer
I feel valued by other students	<input type="radio"/>				
I feel valued by faculty	<input type="radio"/>				
I can fulfill the requirements of my coursework without unduly repressing my own identity, background, or experience	<input type="radio"/>				
Students of my sexual orientation are respected at this university	<input type="radio"/>				
Students of my racial/ethnic group are respected at this university	<input type="radio"/>				
Students of my gender identity expression are respected at this university	<input type="radio"/>				
I have opportunities for academic success that are similar to those of my classmates	<input type="radio"/>				

Academics and staff. Please indicate your level of agreement with the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree	No answer
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion decision	<input type="radio"/>				
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition	<input type="radio"/>				
My colleagues include me in opportunities that will help my career as much as they do others in my position	<input type="radio"/>				
Tenure/promotion standards are applied equally	<input type="radio"/>				
I receive adequate mentoring support on tenure/promotion	<input type="radio"/>				
I am supported when seeking information about my career development	<input type="radio"/>				
I have access to supportive social networks within my department	<input type="radio"/>				
My work is respected by my peers	<input type="radio"/>				

Demographics

With which of the following genders do you identify?
Check all that apply:

- Female
- Male
- Transgender
- Genderqueer
- Self-identify (please specify): _____
- Prefer not to answer

What is your sexual orientation? Check all that apply:

- Bisexual
- Fluid
- Gay
- Heterosexual
- Lesbian
- Queer
- Questioning
- Self-identify (please specify): _____
- Prefer not to answer

With which of the following races/ethnicities do you identify? Check all that apply:

- American Indian or Alaskan Native (e.g., Navajo Nation, Blackfeet Tribe, or Inupiat Traditional Govt., etc.)
- Asian or Asian American (e.g., Chinese, Japanese, Filipino, Korean, South Asian, Vietnamese, etc.)
- Black or African American (e.g., Jamaican, Nigerian, Haitian, Ethiopian, etc.)
- Hispanic or Latinx (e.g., Puerto Rican, Mexican, Cuban, Salvadoran, Colombian, etc.)
- Middle Eastern or North African (e.g., Lebanese, Iranian, Egyptian, Moroccan, etc.)
- Native Hawai'ian or Pacific Islander (e.g., Samoan, Guamanian, Chamorro, Tongan, etc.)
- White (e.g., German, Irish, English, Italian, Polish, French, etc.)
- Some other race, ethnicity, or origin (please specify): _____
- Prefer not to answer

Do you have a disability? Check all that apply:

- Autism/autism spectrum
- Emotional or psychological disturbance
- Hearing impairment
- Orthopedic impairment
- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment
- Other (please specify): _____
- Prefer not to answer

APPENDIX 3: STEERING COMMITTEE AND WORKING GROUP MEMBERSHIP

CLIMATE SURVEY STEERING COMMITTEE

Cathy Cohen (Chair)

David and Mary Winton Green Professor,
Department of Political Science and the
College

Jonathan Acevedo

Third Year Computer Science Major,
The College

Aidan Ali-Sullivan

Second Year, Chicago Booth Master of
Business Administration/Harris Public Policy
Master of Public Policy Program

Elise Covic

Deputy Dean, The College

Elizabeth Davenport

Dean, Rockefeller Chapel

Ruby Garrett

Student, Law School

Melissa Gilliam

Vice Provost for Academic Leadership,
Advancement, and Diversity; and Ellen H.
Block Professor of Health Justice, Obstetrics
and Gynecology

James Kiselik

Third Year Mathematics Major, The College,
and Master of Arts Program in the Humanities

Marlon Lynch

Associate Vice President for Safety, Security,
and Civic Affairs

Thomas Miles

Dean, Law School, and Clifton R. Musser
Professor of Law

Agnes Lugo-Ortiz

Associate Professor, Romance Languages
and Literatures

Ronald A. Thisted

Vice Provost for Academic Affairs and
Professor, Public Health Sciences, Statistics,
and the College

Adrienne Thomas

Local Business Center Manager, Social
Sciences Division, and Director of Grant &
Contract Administration

Ala Tineh

Third Year Economics Major, The College

William Towns

Assistant Vice President, Neighborhood
Initiatives

Renita Ward

Second Year, Master of Divinity Program

WORKING GROUP ON SURVEY DEVELOPMENT

Micere Keels (Chair)

Associate Professor, Comparative Human
Development and the College

William Greenland

Director of Institutional Analysis

Ronald A. Thisted

Vice Provost for Academic Affairs and
Professor, Public Health Sciences, Statistics,
and the College

Matthew Christian

Associate Provost and Chief of Staff

APPENDIX 9

Kaplan–Meier Charts By Division/School

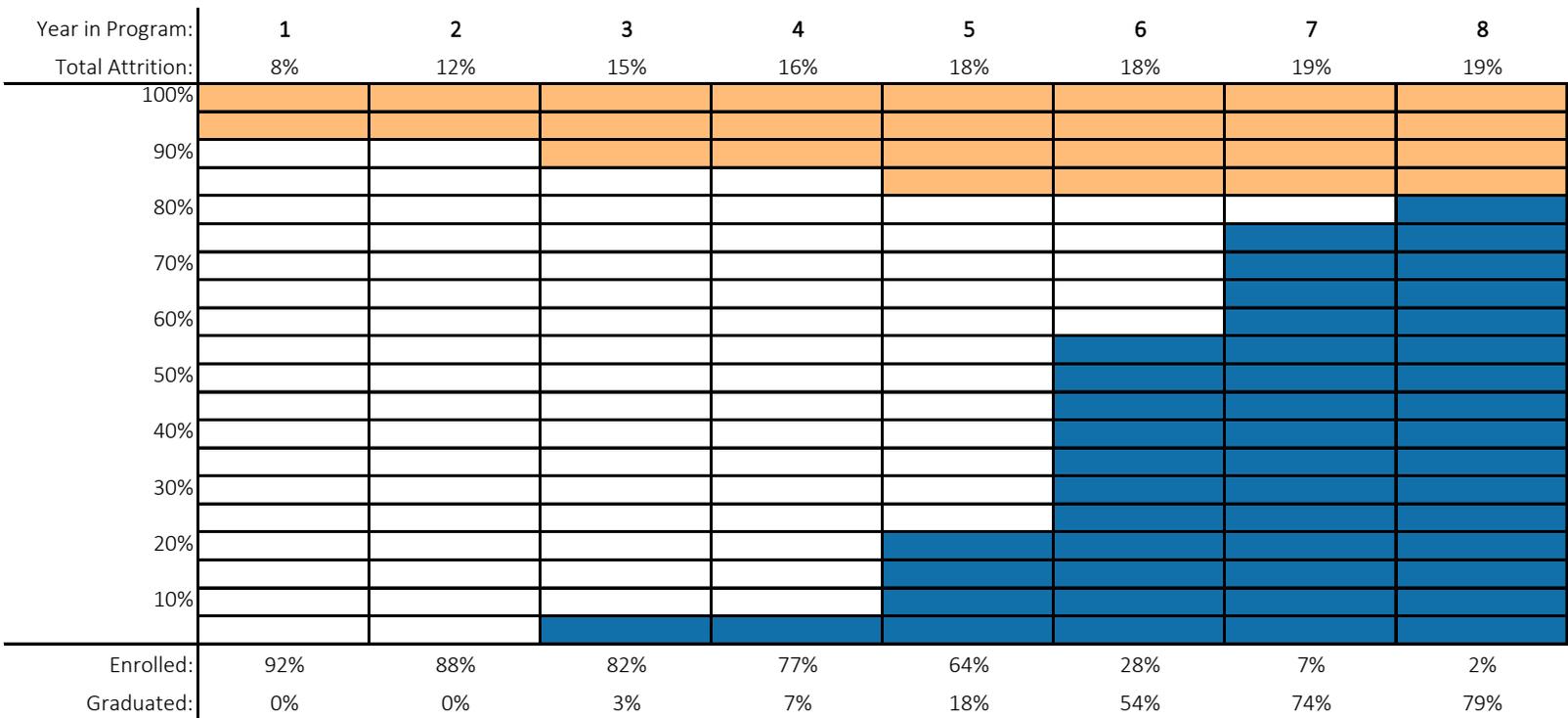
Biological Sciences Ph.D. Student Outcome Analysis by Year in Program: Cohort Group Comparison

Office of Institutional Analysis

August 21, 2018

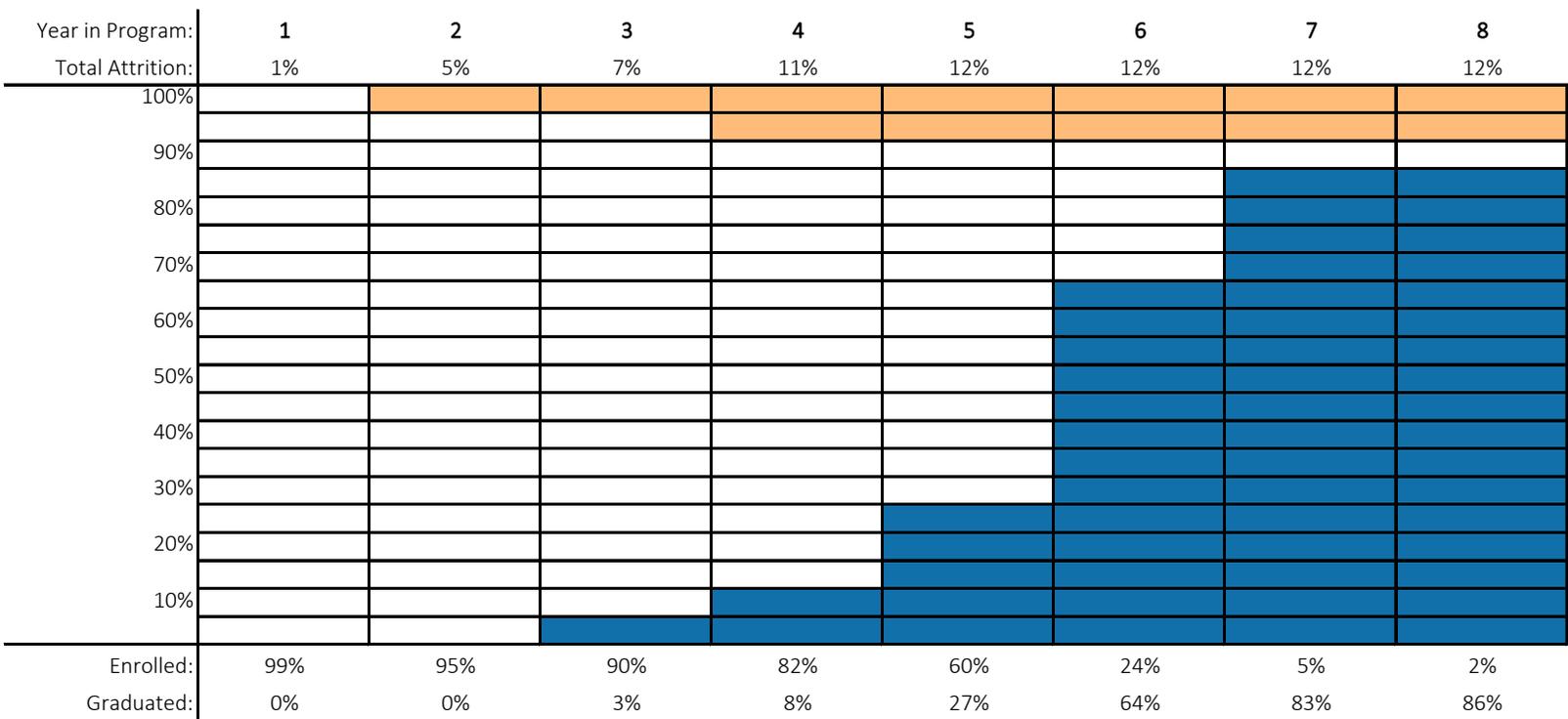
2004-05 through 2006-07 Academic Year Start Cohorts

Total Students: 237



2007-08 through 2009-10 Academic Year Start Cohorts

Total Students: 222



Key

- Total Attrition
- Enrolled as of year in program end*
- Graduated

*2009-10 matriculants included in Year in Program 8 Enrolled status if enrolled as of Spring 2017

Source: Registrar's Office GPD-2017-Start-End-Masters-ATC-JOINED v10

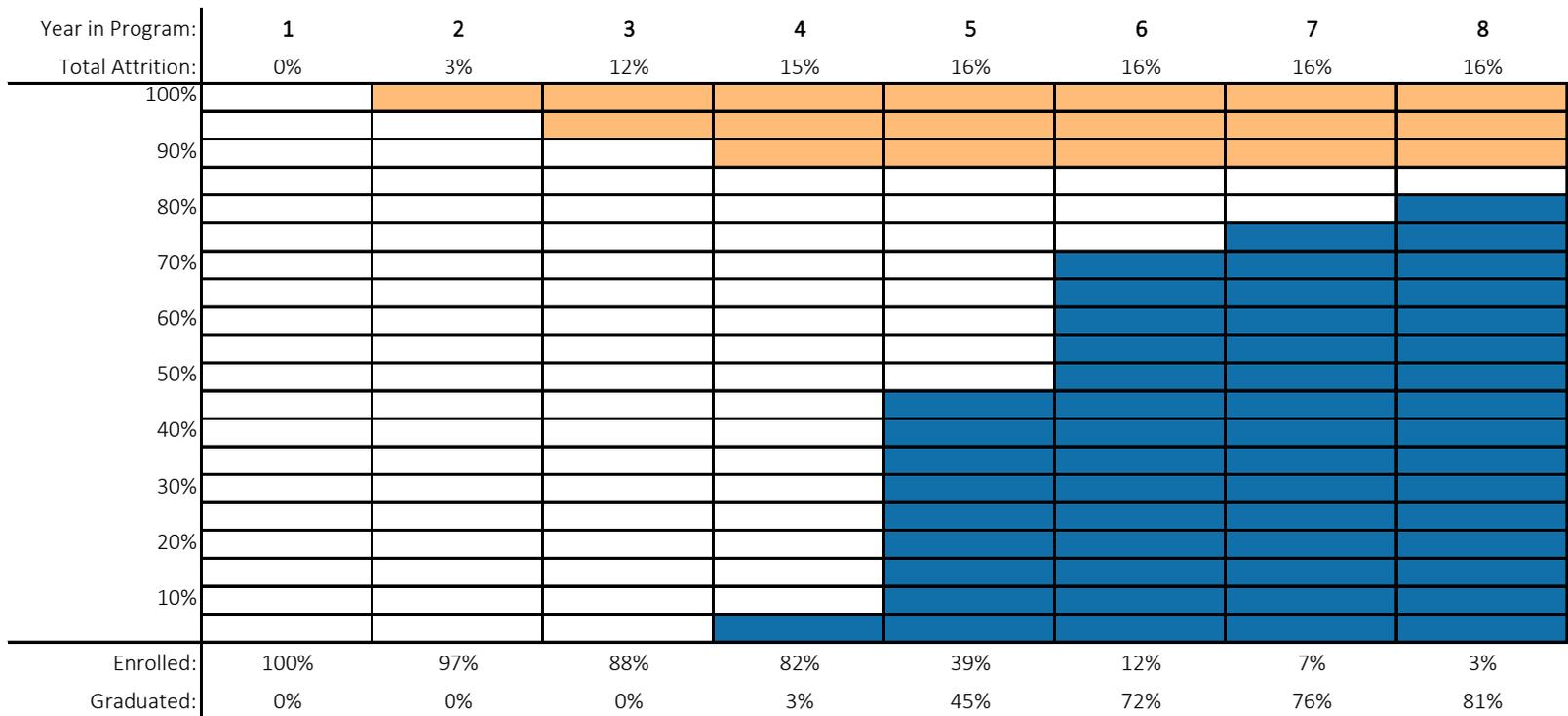
Booth School Ph.D. Student Outcome Analysis by Year in Program: Cohort Group Comparison

Office of Institutional Analysis

August 21, 2018

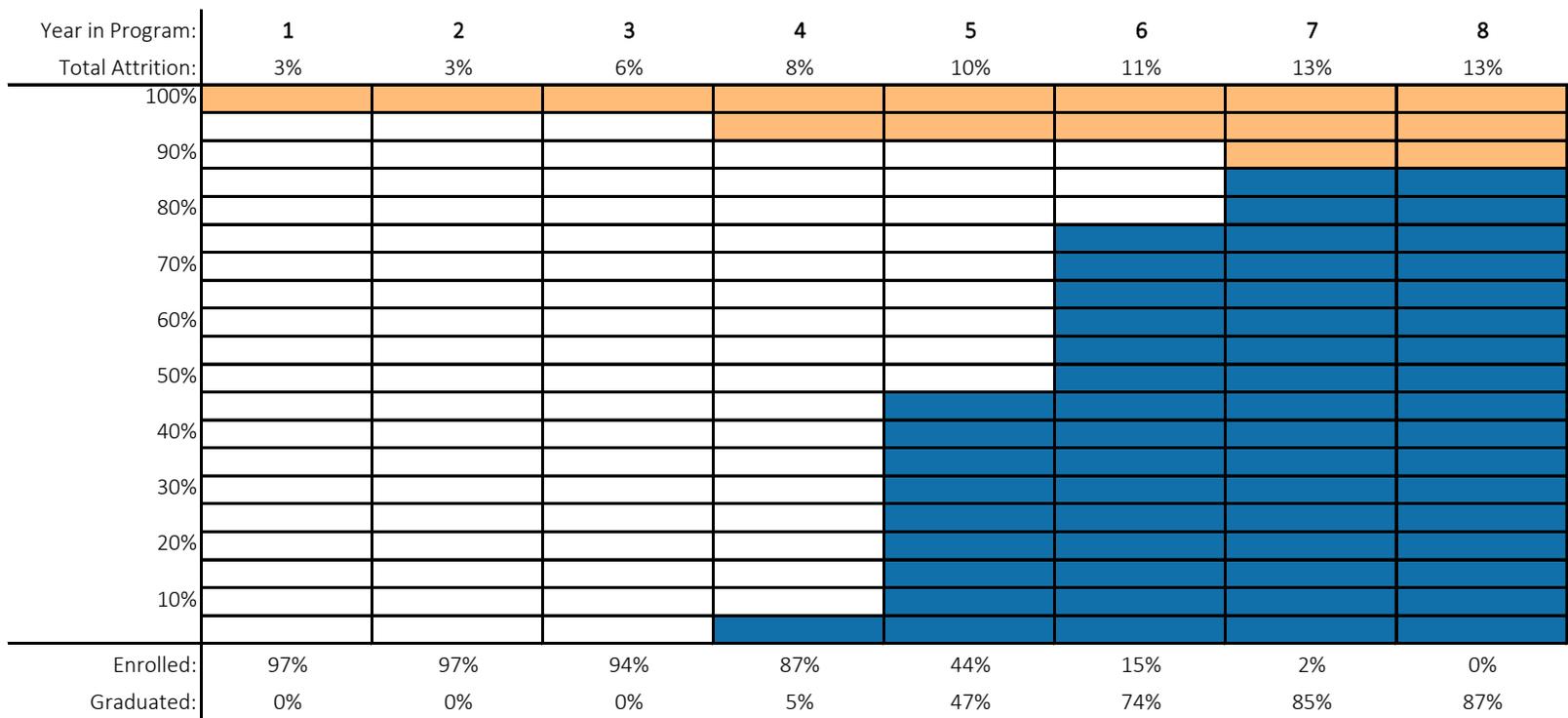
2004-05 through 2006-07 Academic Year Start Cohorts

Total Students: 67



2007-08 through 2009-10 Academic Year Start Cohorts

Total Students: 62



Key

- Total Attrition
- Enrolled as of year in program end*
- Graduated

*2009-10 matriculants included in Year in Program 8 Enrolled status if enrolled as of Spring 2017

Source: Registrar's Office GPD-2017-Start-End-Masters-ATC-JOINED v10

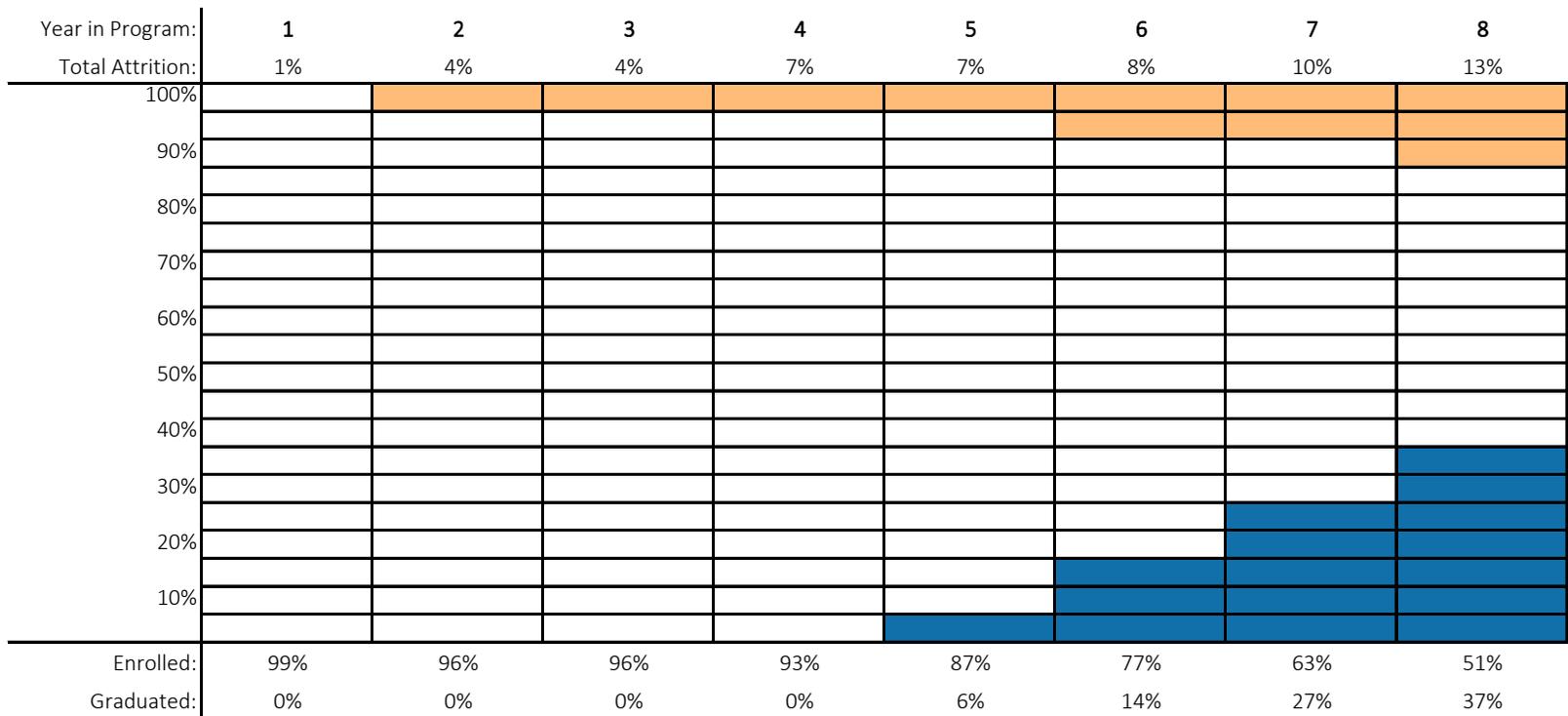
Divinity School Ph.D. Student Outcome Analysis by Year in Program: Cohort Group Comparison

Office of Institutional Analysis

August 21, 2018

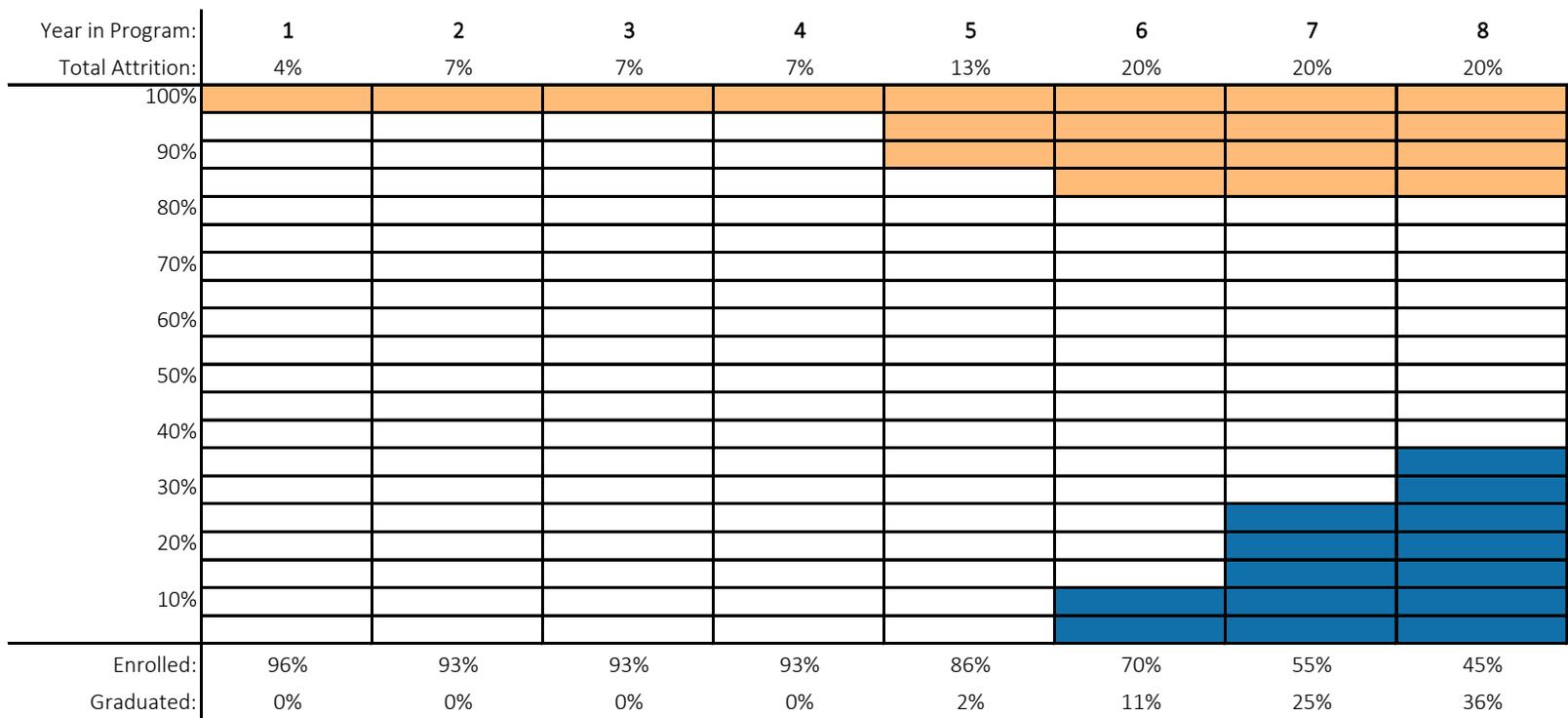
2004-05 through 2006-07 Academic Year Start Cohorts

Total Students: 71



2007-08 through 2009-10 Academic Year Start Cohorts

Total Students: 56



Key

- Total Attrition
- Enrolled as of year in program end*
- Graduated

*2009-10 matriculants included in Year in Program 8 Enrolled status if enrolled as of Spring 2017

Source: Registrar's Office GPD-2017-Start-End-Masters-ATC-JOINED v10

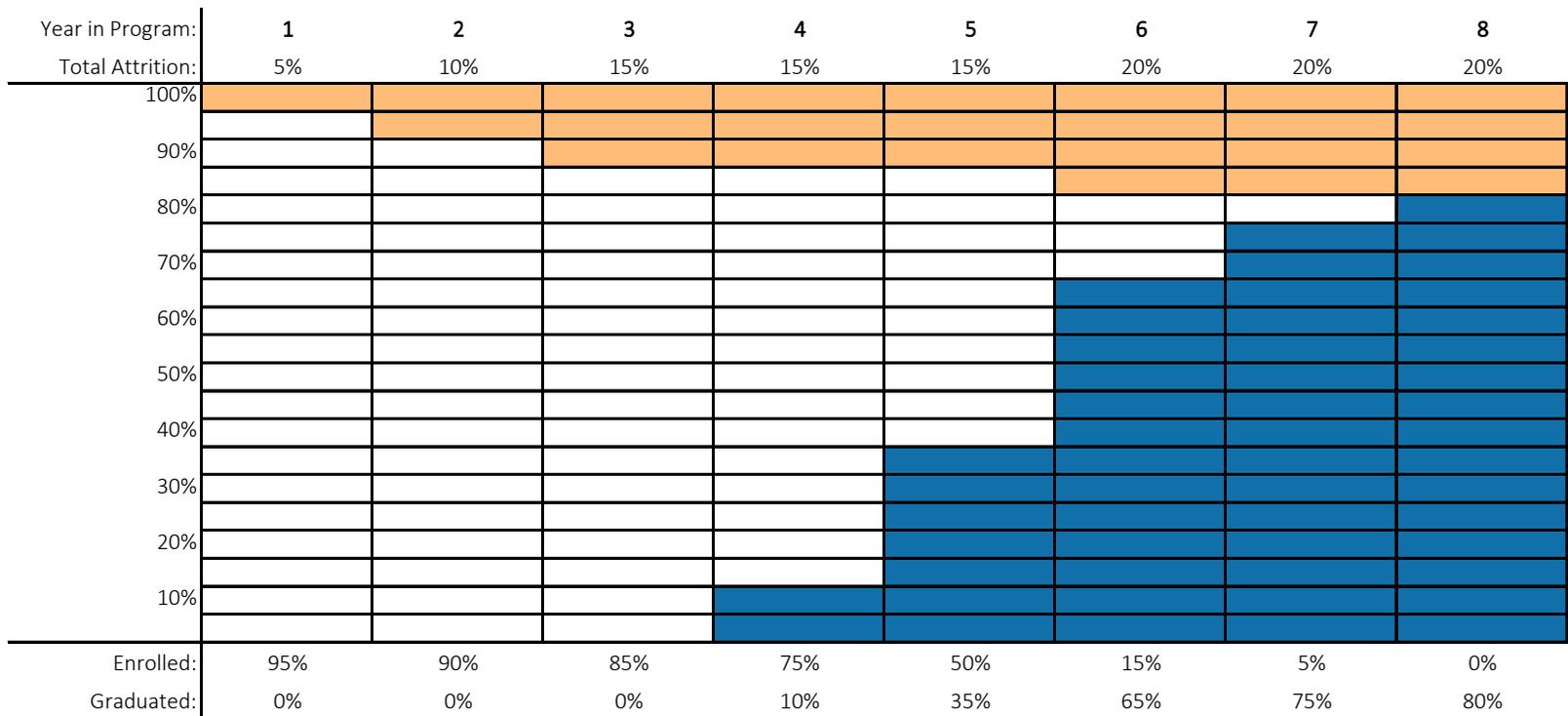
Harris School Ph.D. Student Outcome Analysis by Year in Program: Cohort Group Comparison

Office of Institutional Analysis

August 21, 2018

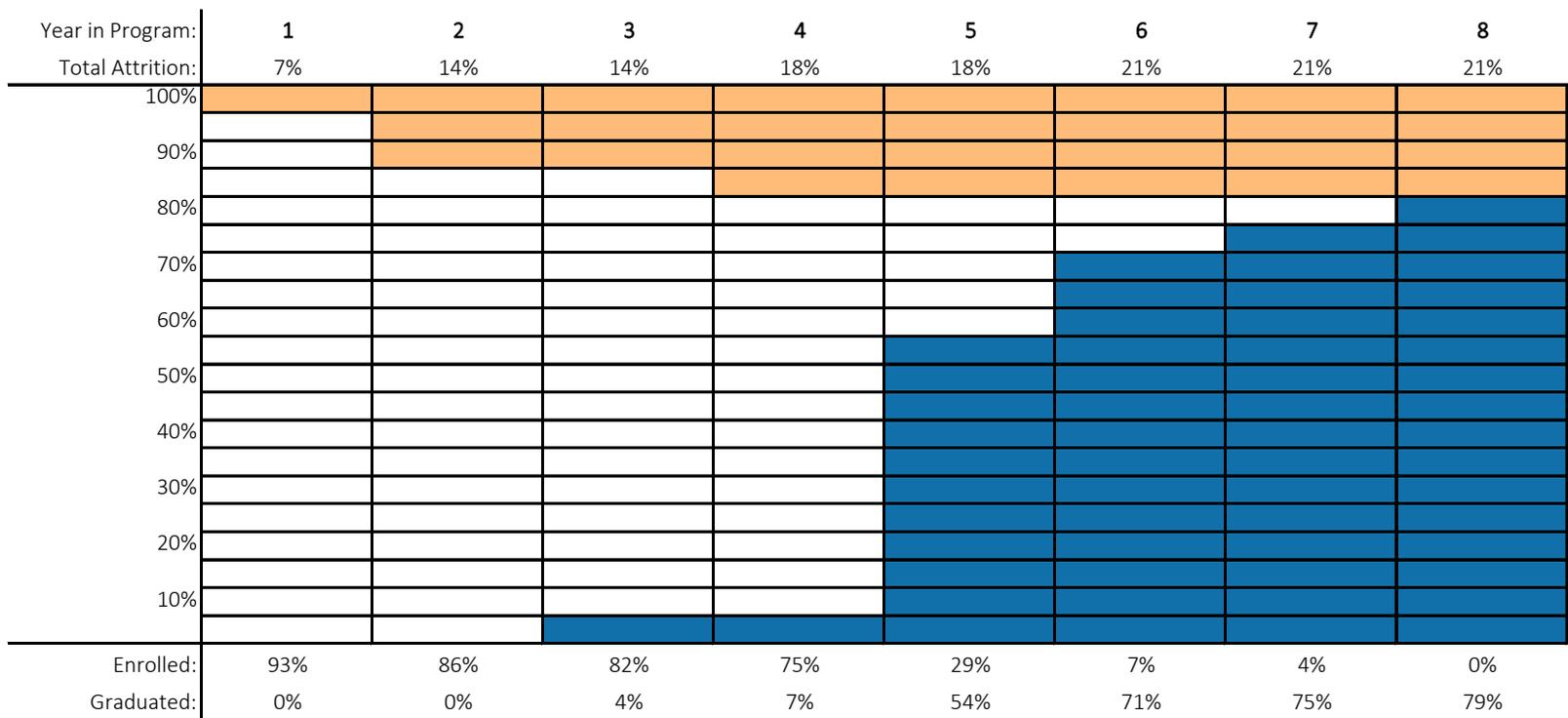
2004-05 through 2006-07 Academic Year Start Cohorts

Total Students: 20



2007-08 through 2009-10 Academic Year Start Cohorts

Total Students: 28



Key

- Total Attrition
- Enrolled as of year in program end*
- Graduated

*2009-10 matriculants included in Year in Program 8 Enrolled status if enrolled as of Spring 2017

Source: Registrar's Office GPD-2017-Start-End-Masters-ATC-JOINED v10

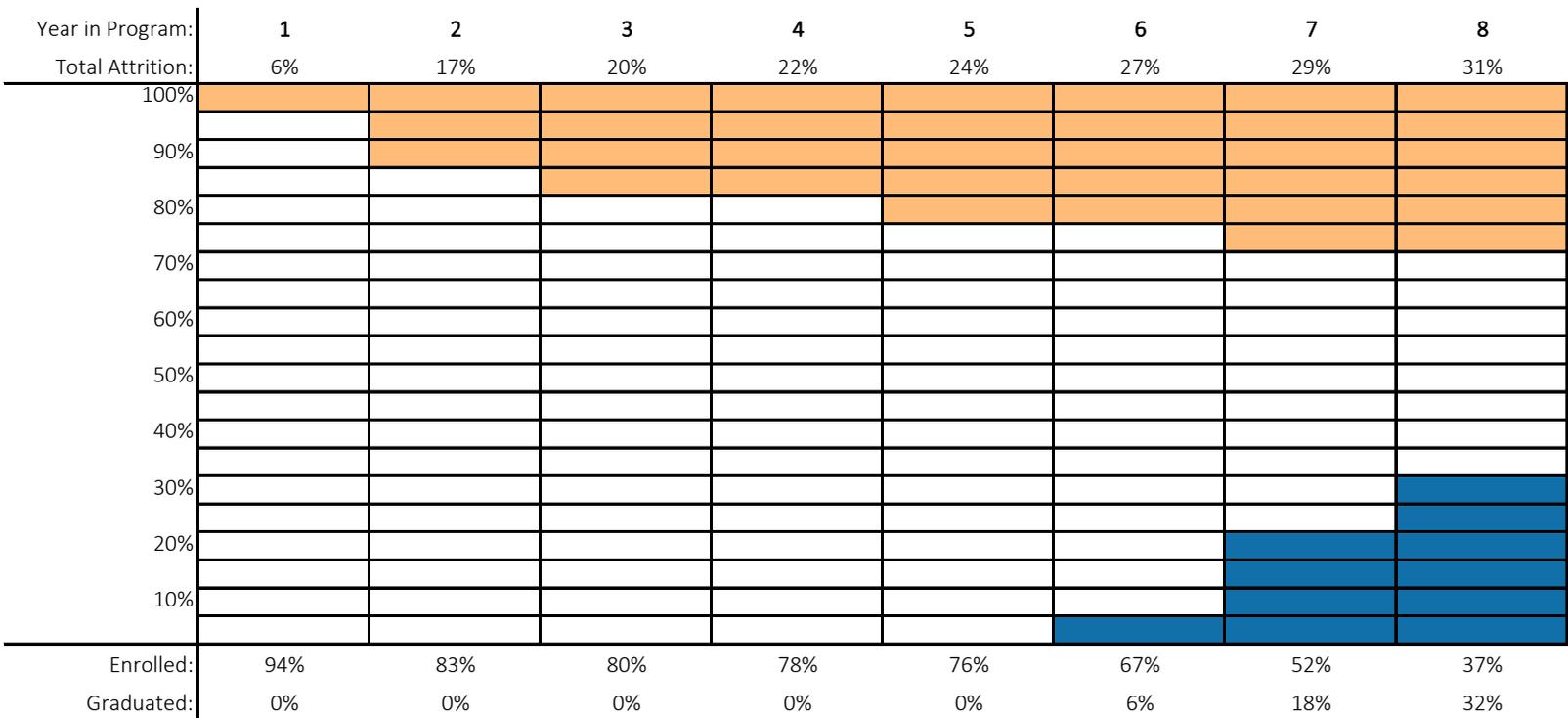
Humanities Ph.D. Student Outcome Analysis by Year in Program: Cohort Group Comparison

Office of Institutional Analysis

August 21, 2018

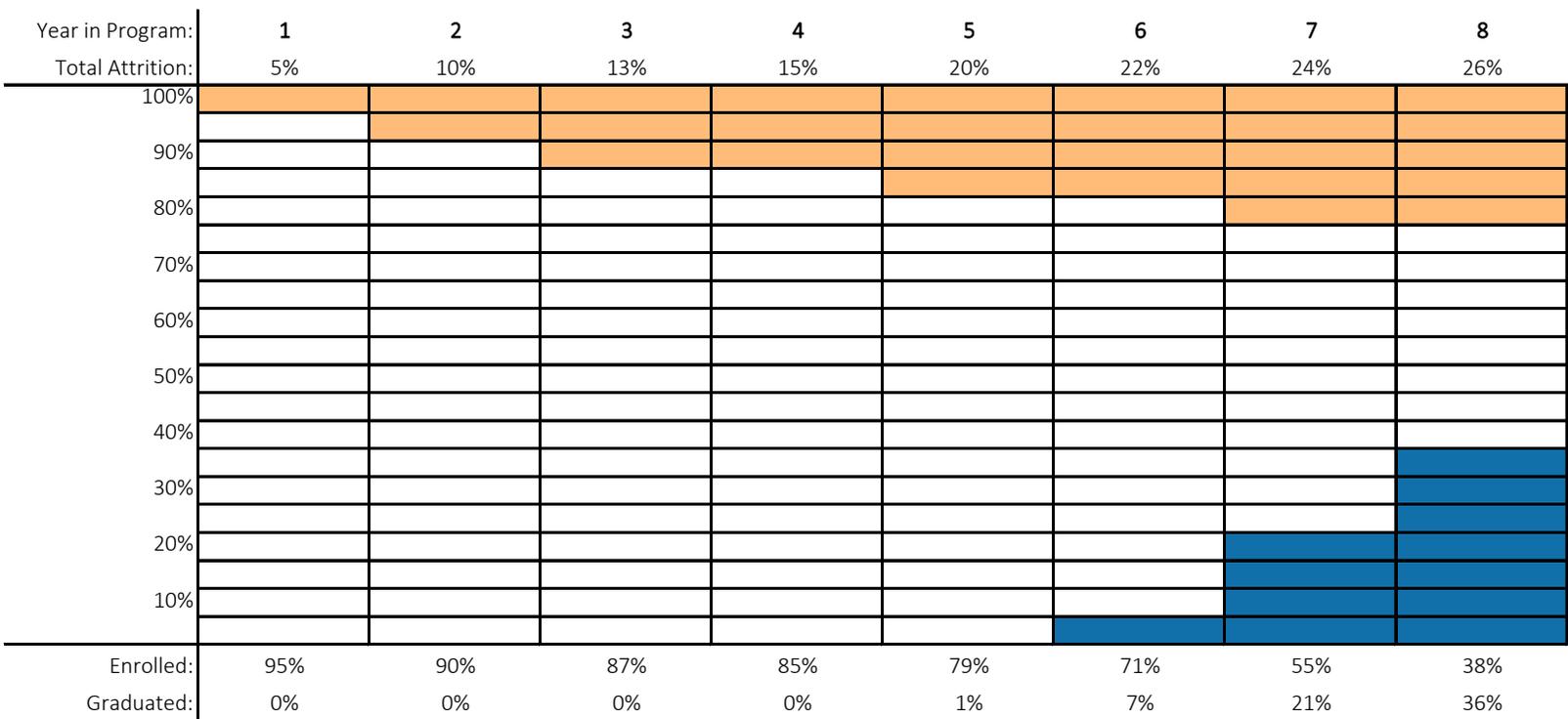
2004-05 through 2006-07 Academic Year Start Cohorts

Total Students: 343



2007-08 through 2009-10 Academic Year Start Cohorts

Total Students: 279



Key

- Total Attrition
- Enrolled as of year in program end*
- Graduated

*2009-10 matriculants included in Year in Program 8 Enrolled status if enrolled as of Spring 2017

Source: Registrar's Office GPD-2017-Start-End-Masters-ATC-JOINED v10

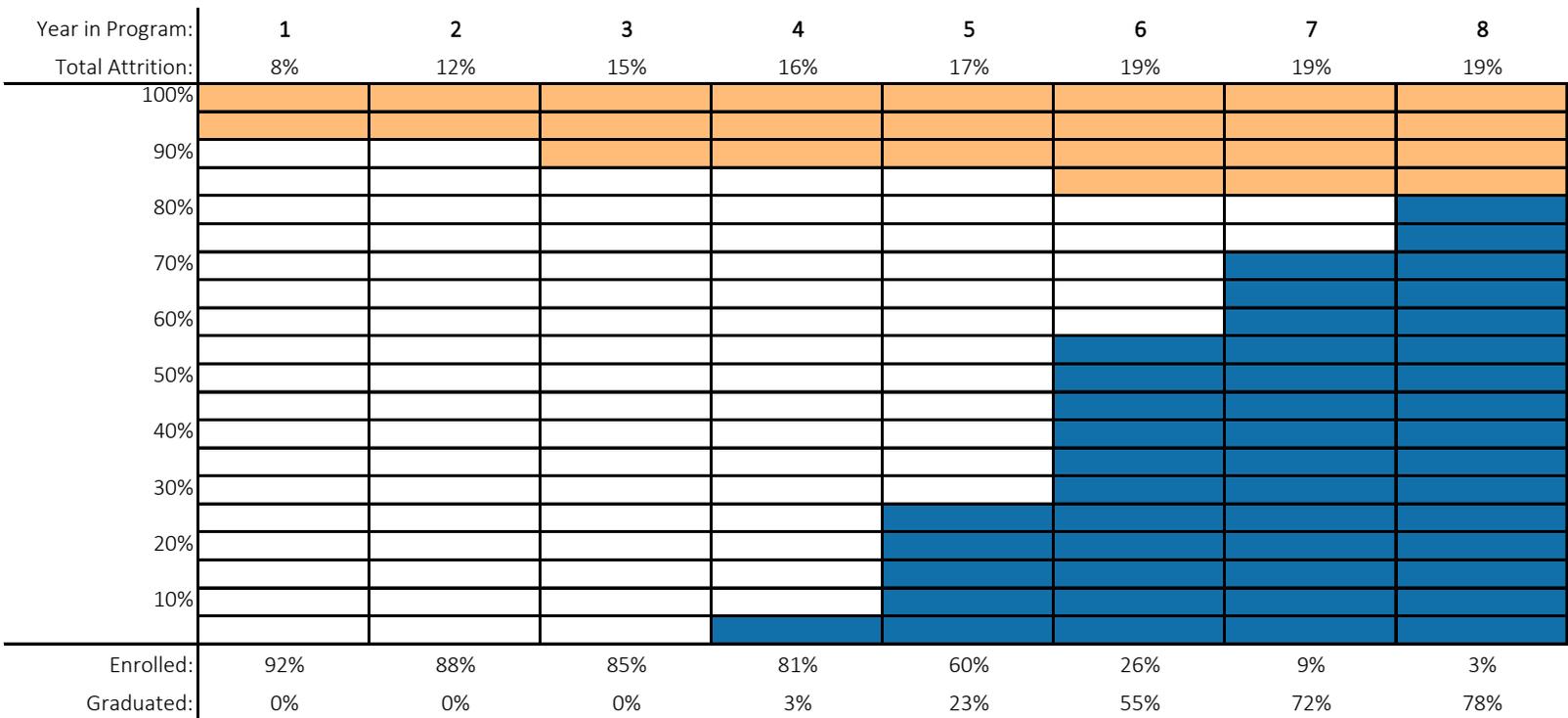
Physical Sciences Ph.D. Student Outcome Analysis by Year in Program: Cohort Group Comparison

Office of Institutional Analysis

August 21, 2018

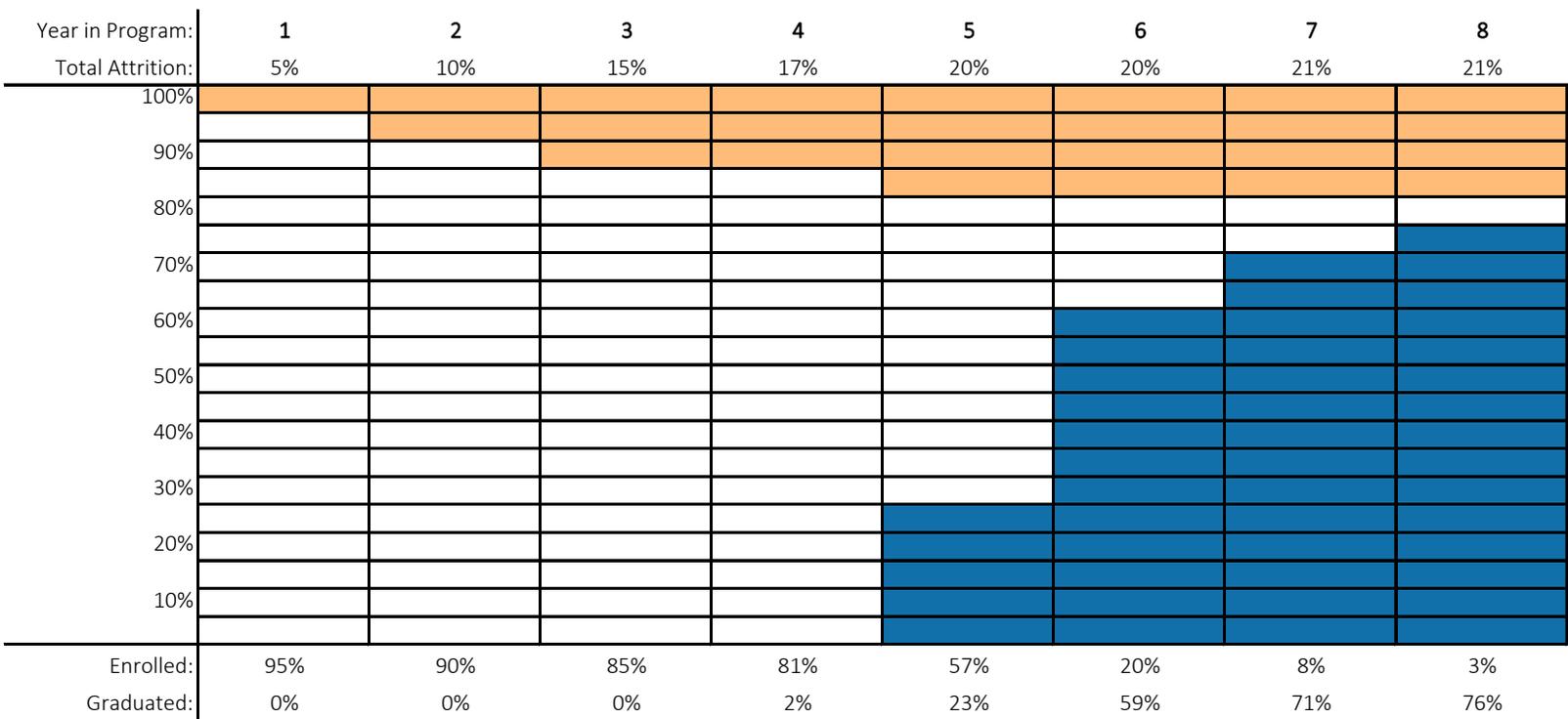
2004-05 through 2006-07 Academic Year Start Cohorts

Total Students: 278



2007-08 through 2009-10 Academic Year Start Cohorts

Total Students: 284



Key

- Total Attrition
- Enrolled as of year in program end*
- Graduated

*2009-10 matriculants included in Year in Program 8 Enrolled status if enrolled as of Spring 2017

Source: Registrar's Office GPD-2017-Start-End-Masters-ATC-JOINED v10

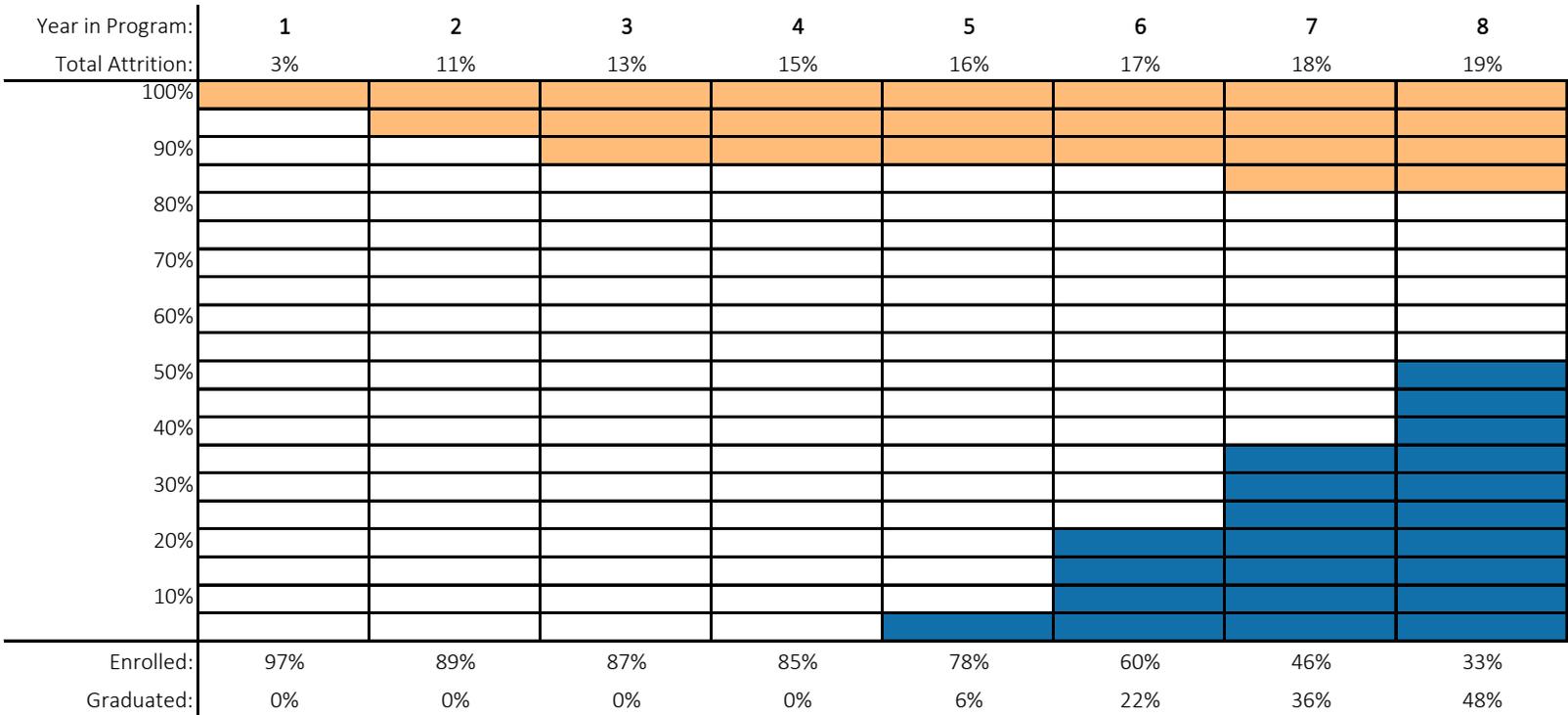
Social Sciences Ph.D. Student Outcome Analysis by Year in Program: Cohort Group Comparison

Office of Institutional Analysis

August 21, 2018

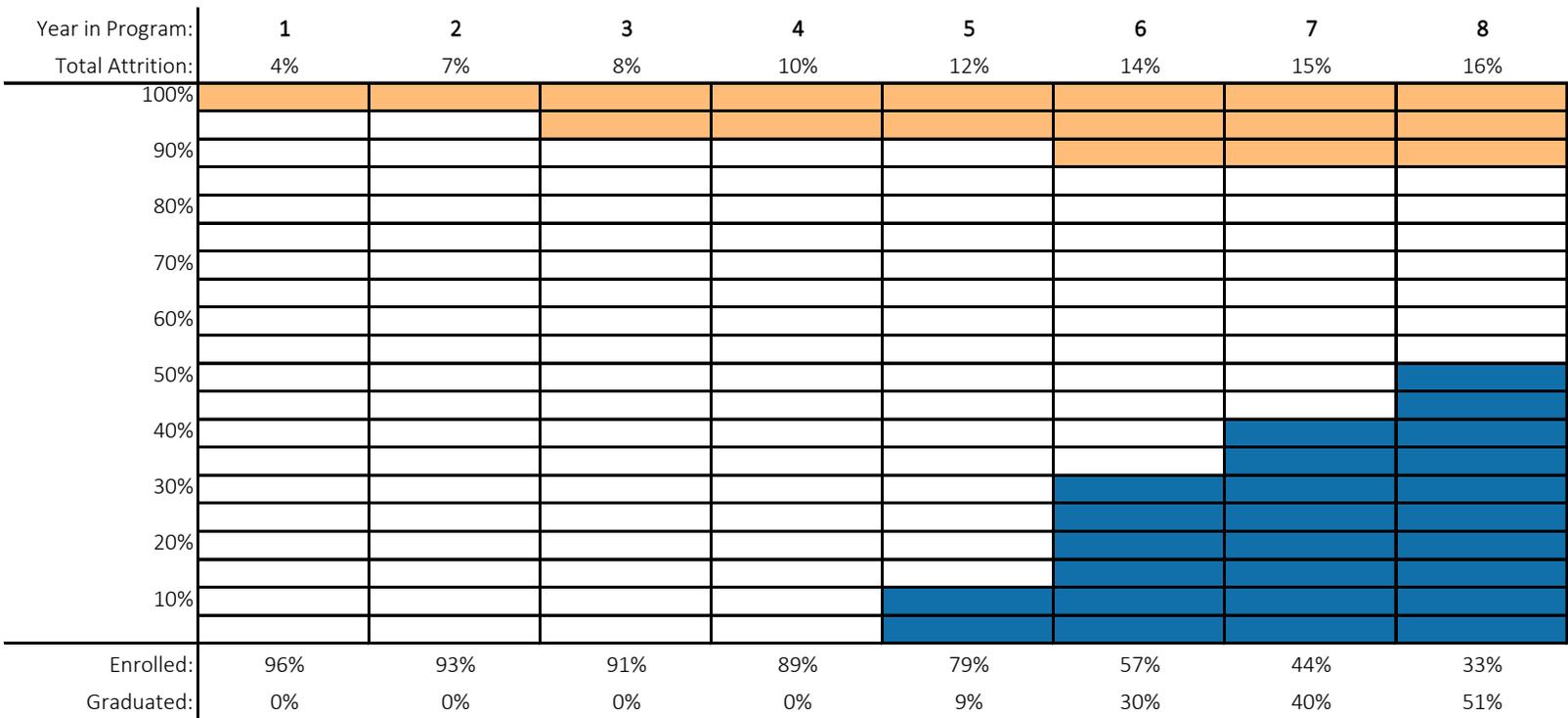
2004-05 through 2006-07 Academic Year Start Cohorts

Total Students: 406



2007-08 through 2009-10 Academic Year Start Cohorts

Total Students: 362



Key

- Total Attrition
- Enrolled as of year in program end*
- Graduated

*2009-10 matriculants included in Year in Program 8 Enrolled status if enrolled as of Spring 2017

Source: Registrar's Office GPD-2017-Start-End-Masters-ATC-JOINED v10

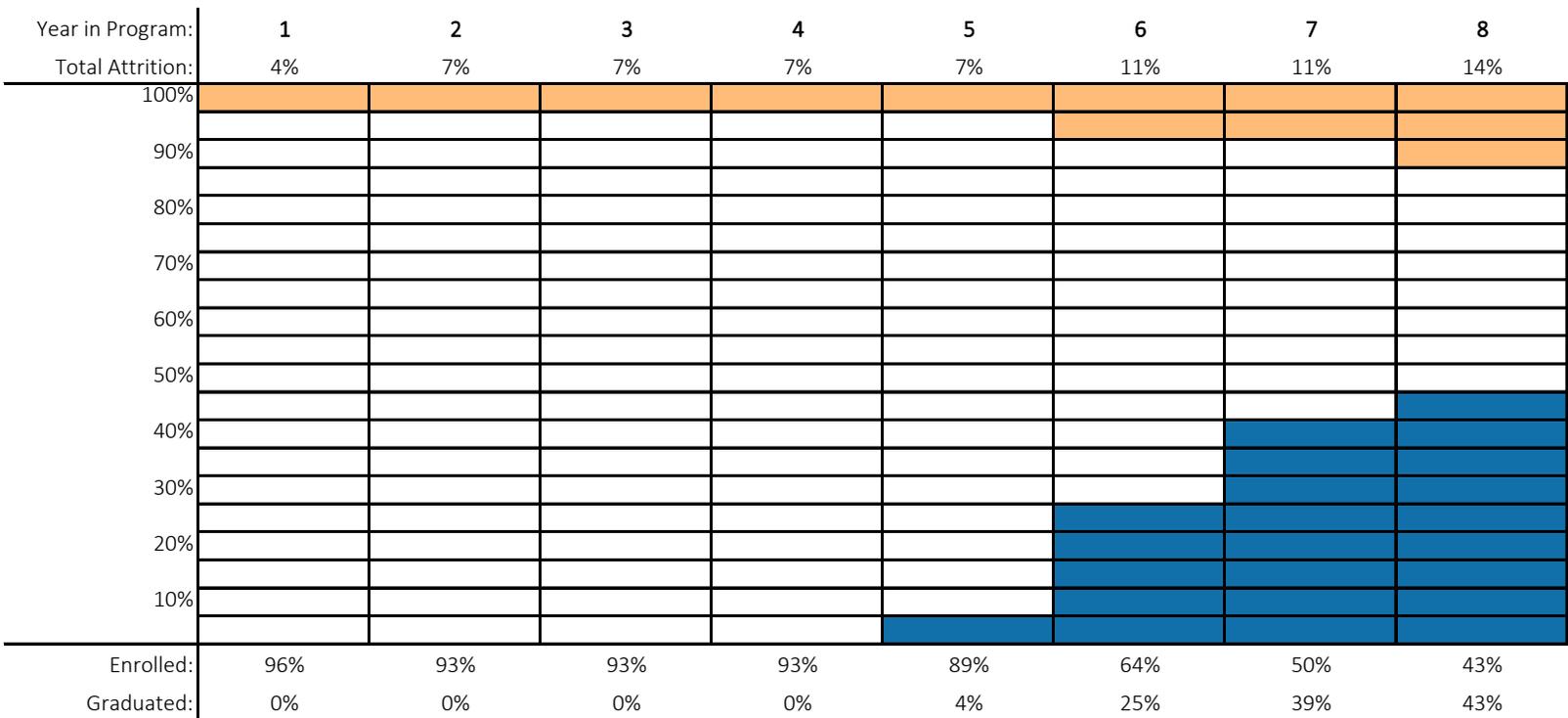
Social Service Administration Ph.D. Student Outcome Analysis by Year in Program: Cohort Group Comparison

Office of Institutional Analysis

August 21, 2018

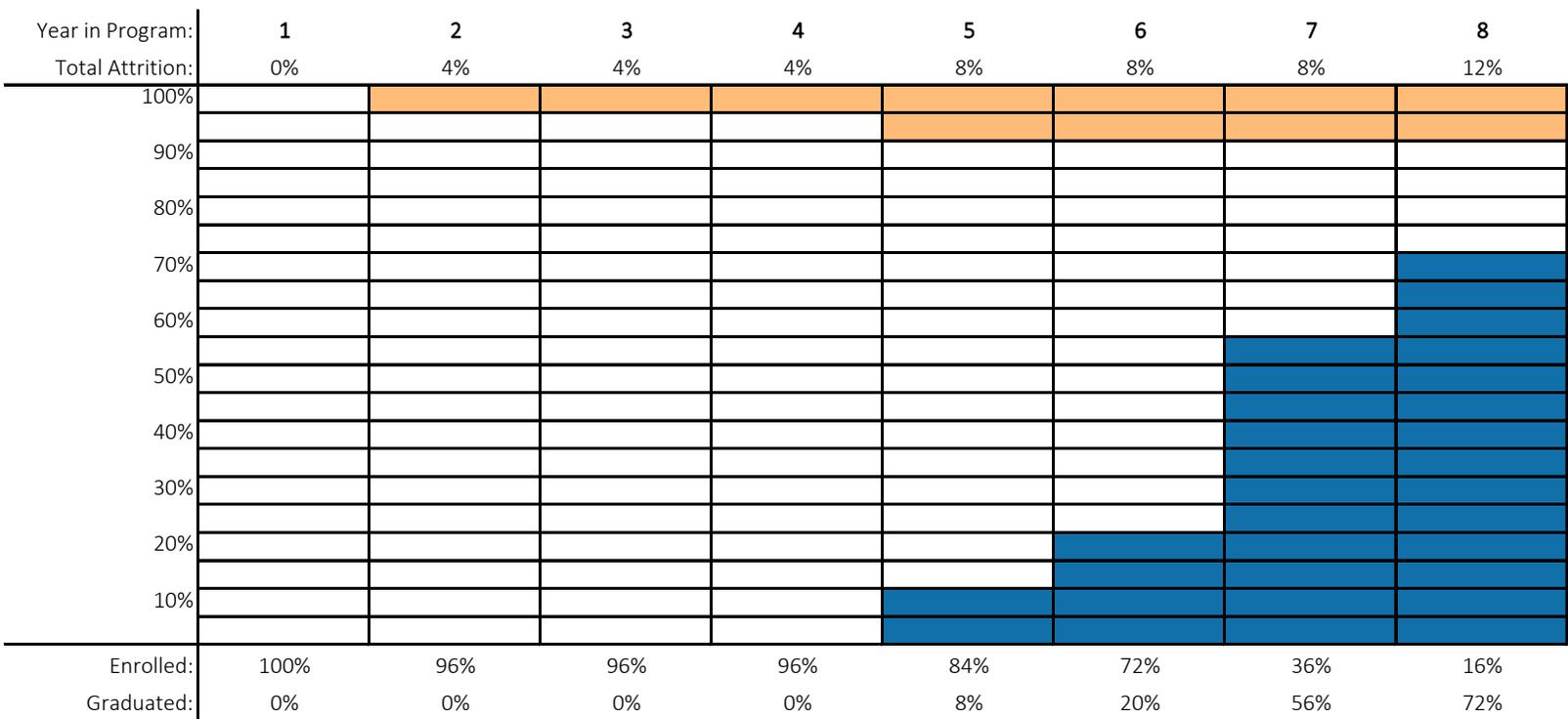
2004-05 through 2006-07 Academic Year Start Cohorts

Total Students: 28



2007-08 through 2009-10 Academic Year Start Cohorts

Total Students: 25



Key

- Total Attrition
- Enrolled as of year in program end*
- Graduated

*2009-10 matriculants included in Year in Program 8 Enrolled status if enrolled as of Spring 2017

Source: Registrar's Office GPD-2017-Start-End-Masters-ATC-JOINED v10

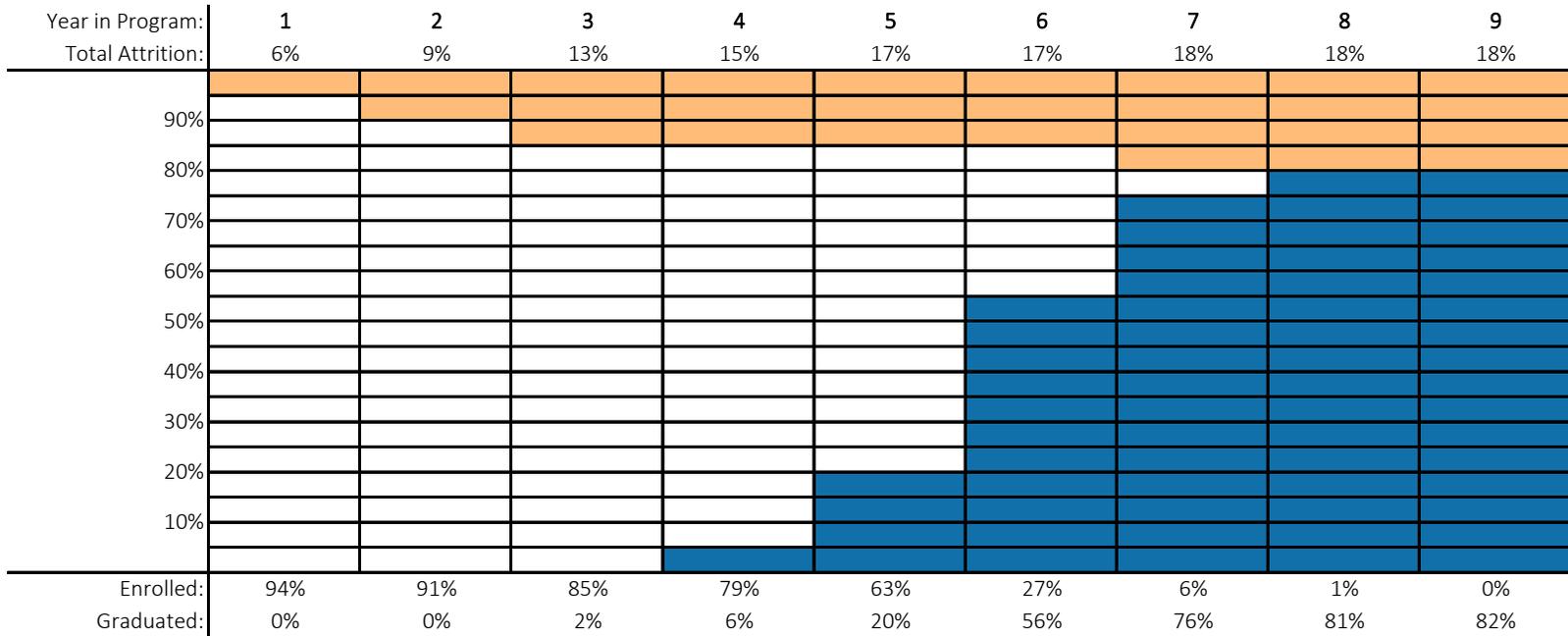
APPENDIX 10

Kaplan–Meier Charts Prior Degree by Division/School

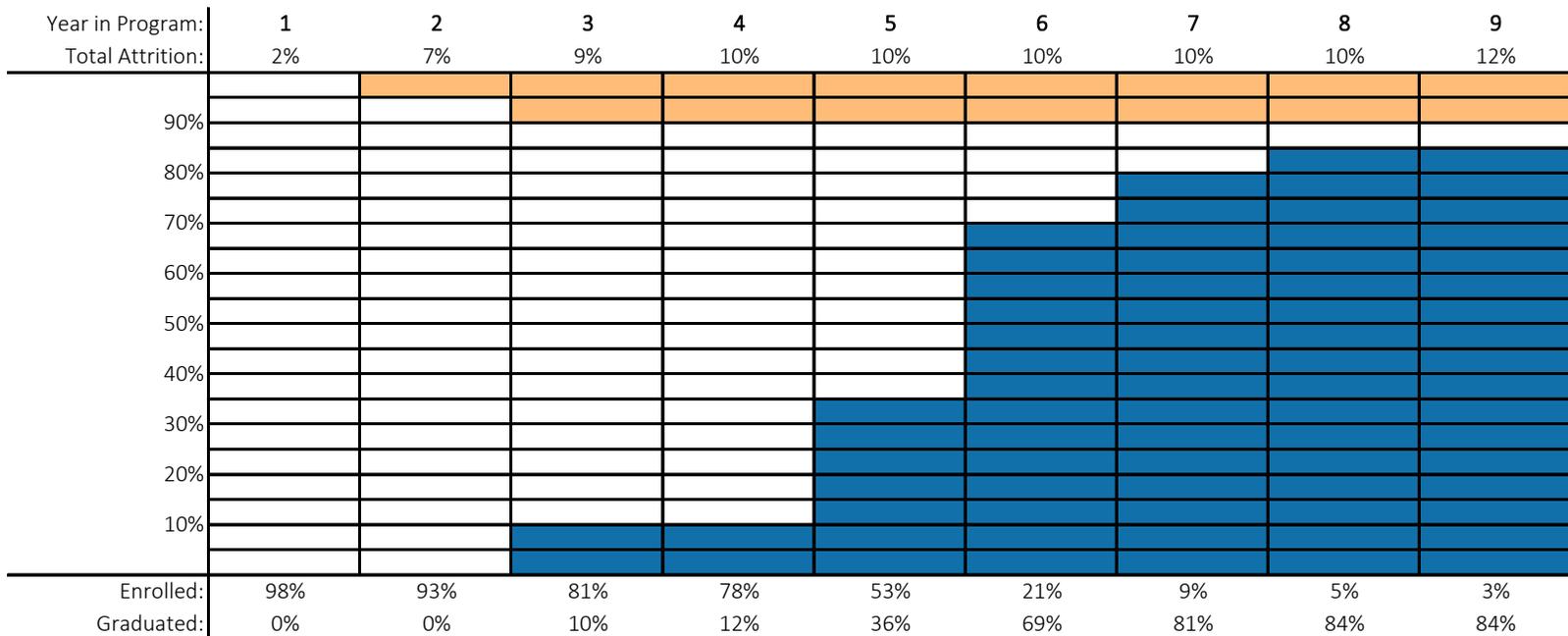
Biological Sciences Ph.D. Student Outcome Analysis by Year in Program: Comparison by Prior Degree
 Start Years 2004-05 through 2008-09
 Office of Institutional Analysis

February 5, 2019

No Prior Graduate/Professional Degree Recorded
 Students: 330



Prior Graduate/Professional Degree
 Students: 58



Key

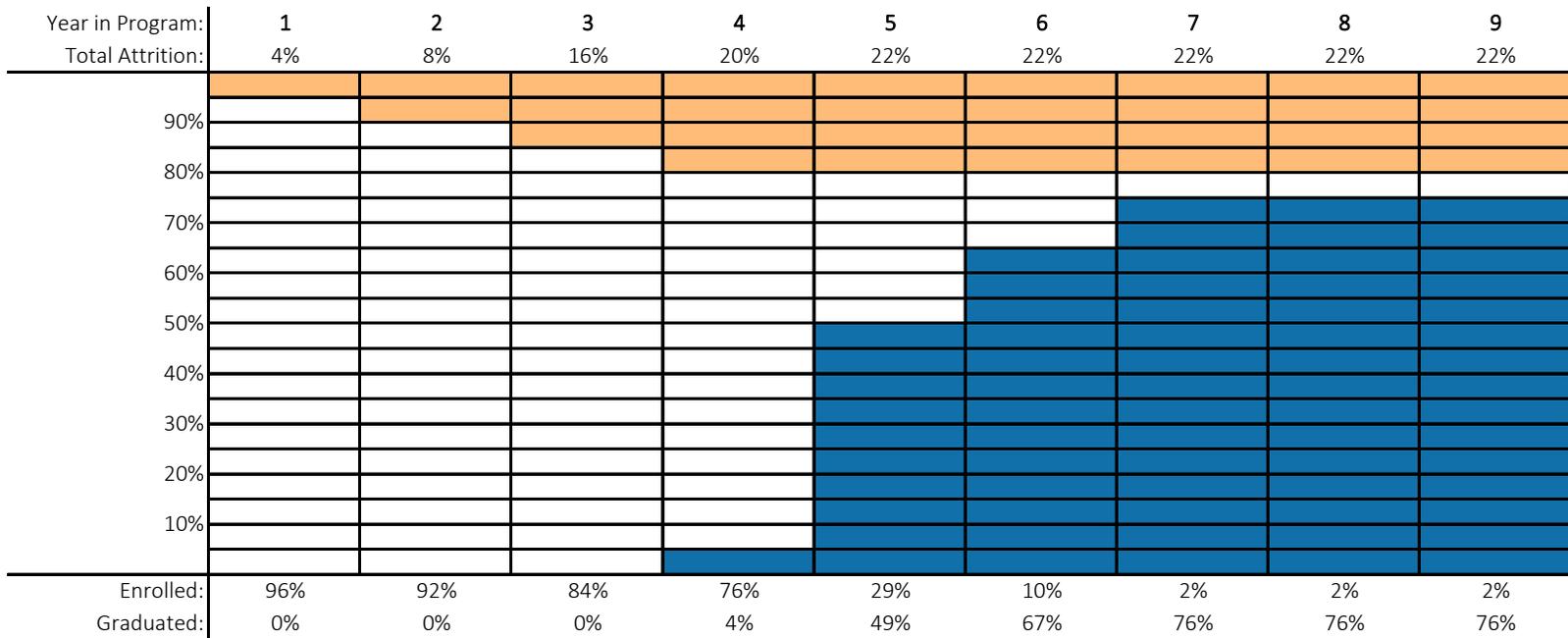
- Total Attrition
- Enrolled as of year in program end
- Graduated

Source: Registrar's Office GPD-2018-Start-End-Masters-ATC-JOINED v02

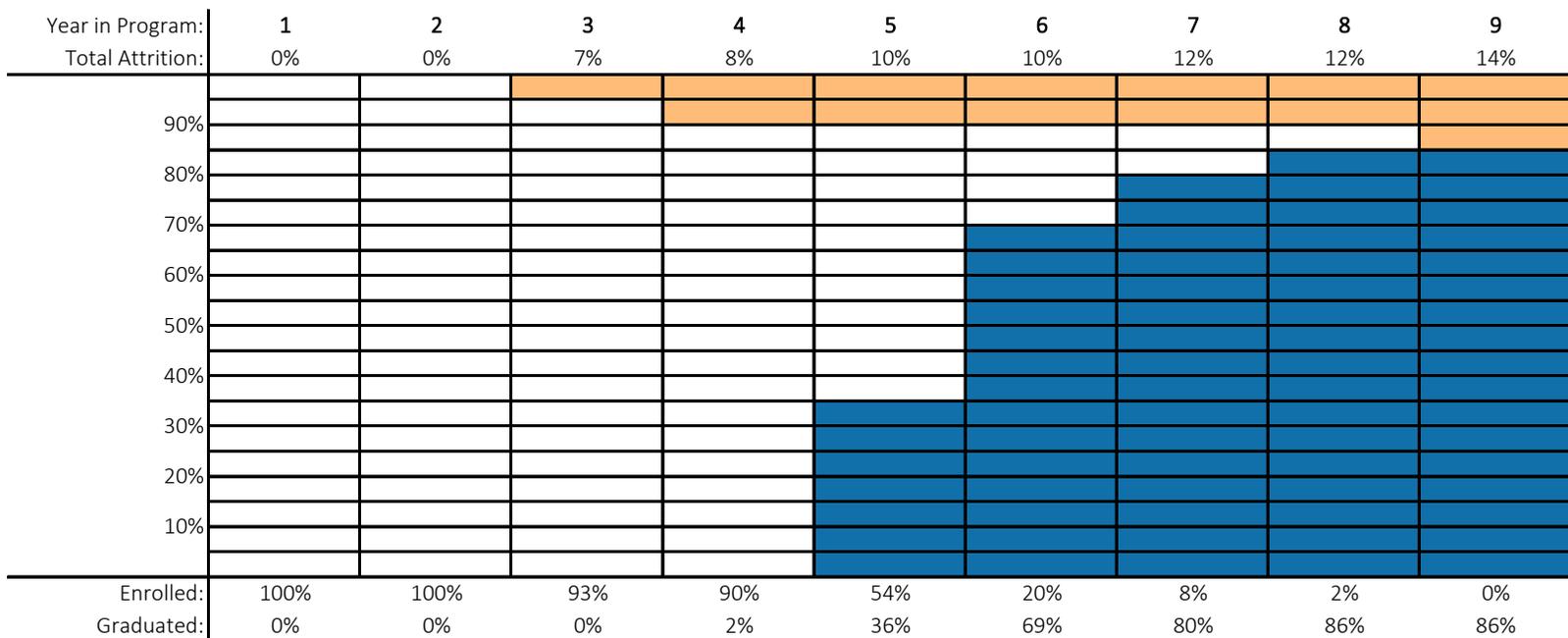
Business School Ph.D. Student Outcome Analysis by Year in Program: Comparison by Prior Degree
Start Years 2004-05 through 2008-09
 Office of Institutional Analysis

February 5, 2019

No Prior Graduate/Professional Degree Recorded
Students: 49



Prior Graduate/Professional Degree
Students: 59



Key

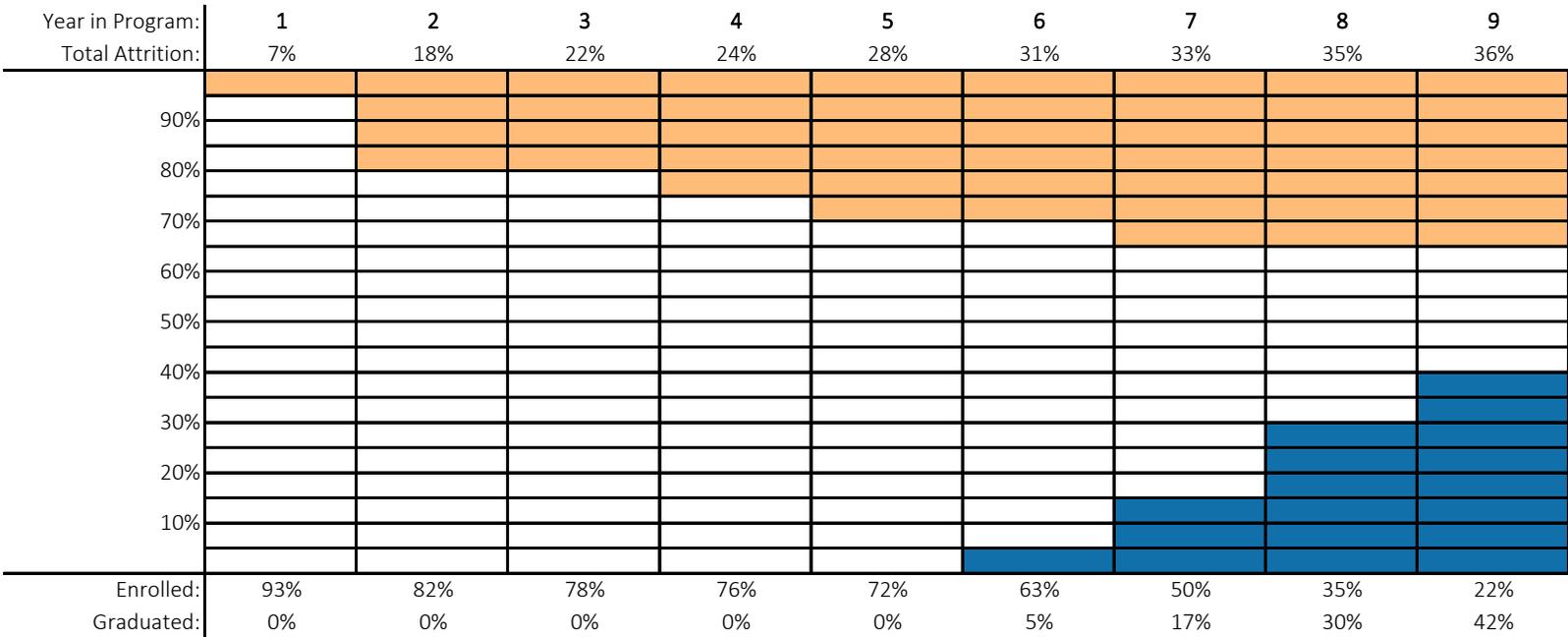
- Total Attrition
- Enrolled as of year in program end
- Graduated

Source: Registrar's Office GPD-2018-Start-End-Masters-ATC-JOINED v02

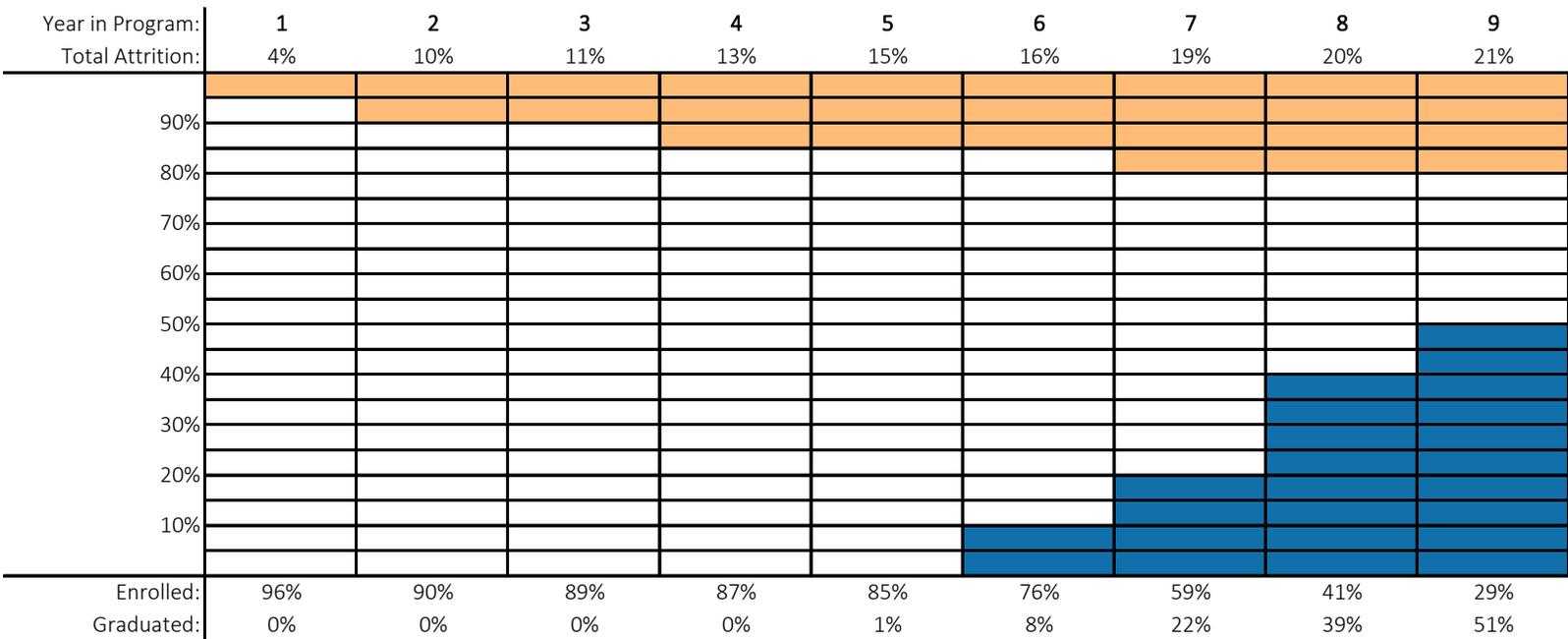
Humanities Ph.D. Student Outcome Analysis by Year in Program: Comparison by Prior Degree
 Start Years 2004-05 through 2008-09
 Office of Institutional Analysis

February 5, 2019

No Prior Graduate/Professional Degree Recorded
 Students: 321



Prior Graduate/Professional Degree
 Students: 247



Key

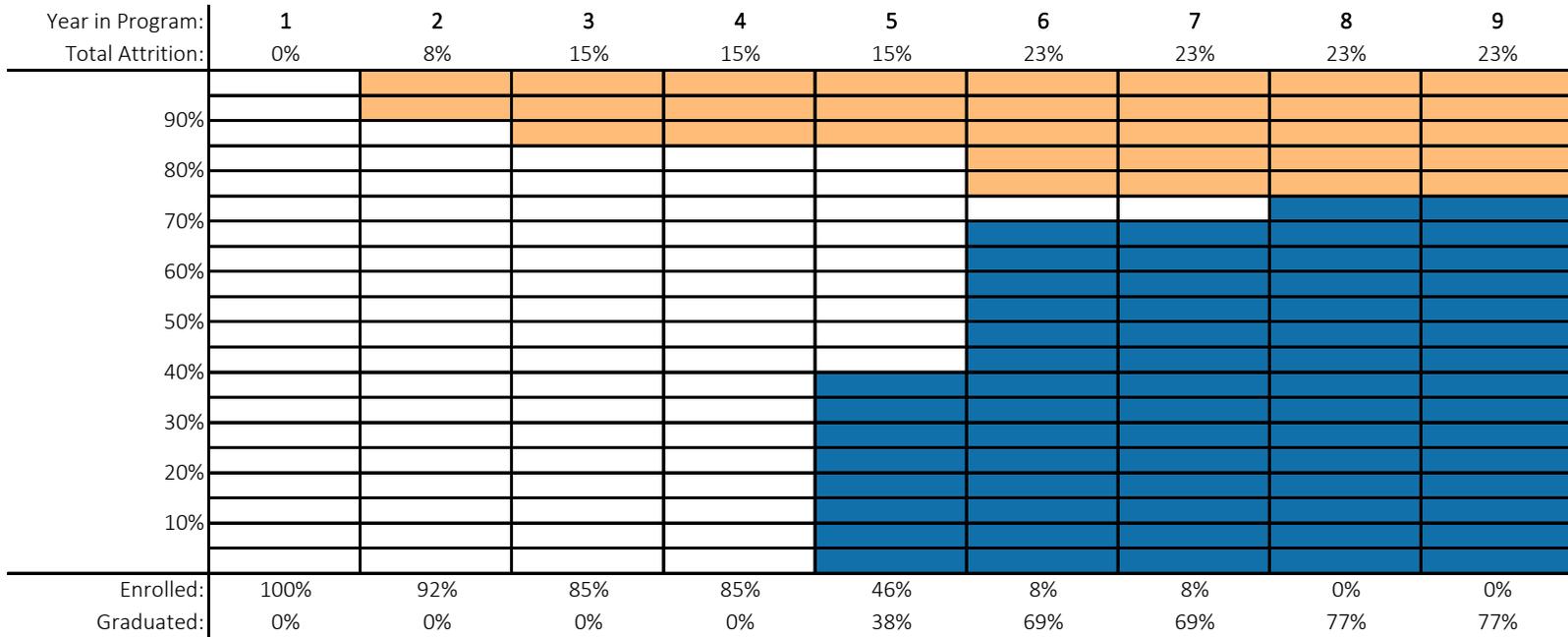
- Total Attrition
- Enrolled as of year in program end
- Graduated

Source: Registrar's Office GPD-2018-Start-End-Masters-ATC-JOINED v02

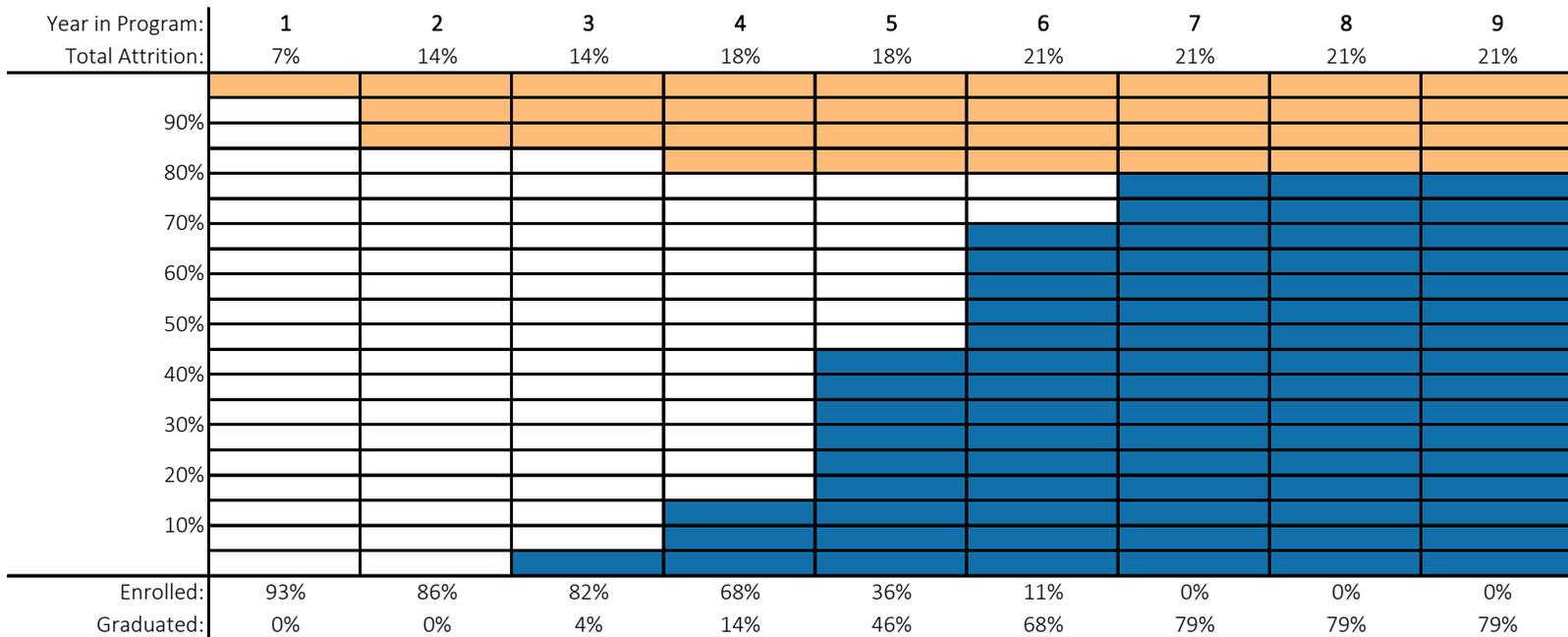
Harris School Ph.D. Student Outcome Analysis by Year in Program: Comparison by Prior Degree
 Start Years 2004-05 through 2008-09
 Office of Institutional Analysis

February 5, 2019

No Prior Graduate/Professional Degree Recorded
Students: 13



Prior Graduate/Professional Degree
Students: 28



Key

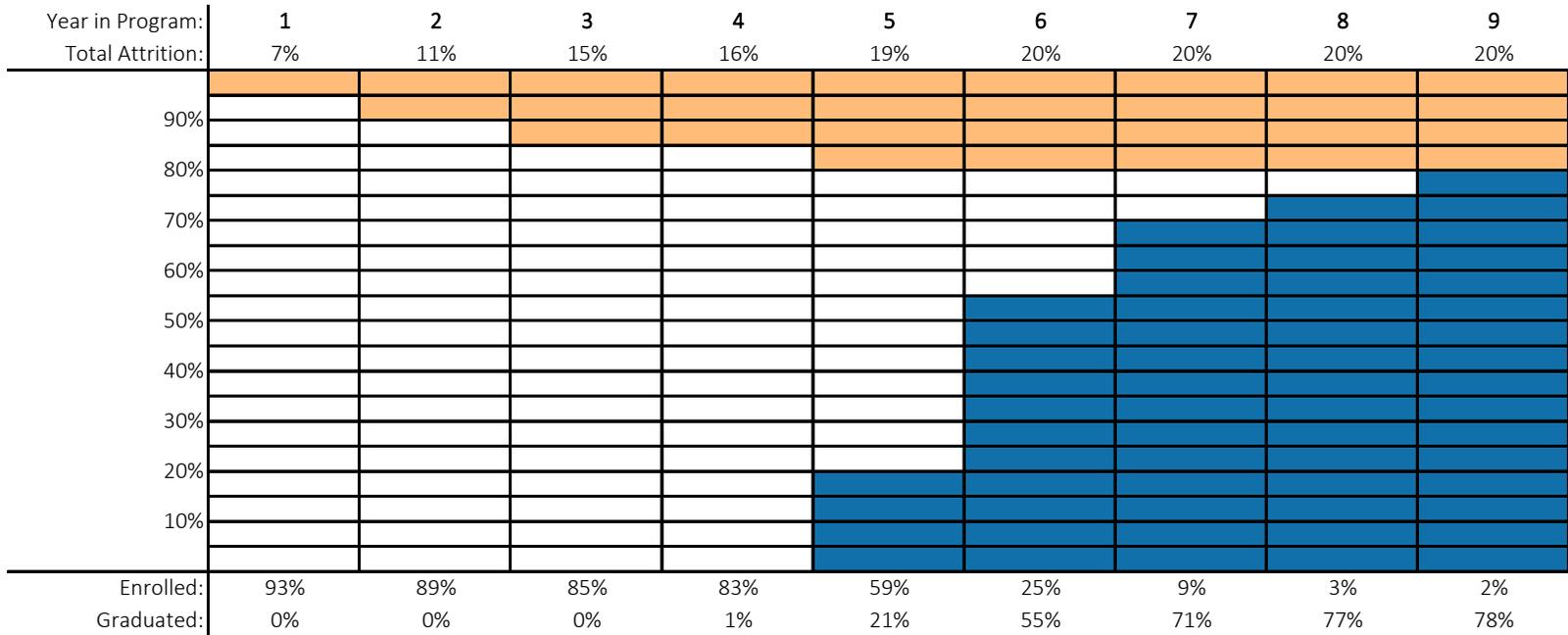
- Total Attrition
- Enrolled as of year in program end
- Graduated

Source: Registrar's Office GPD-2018-Start-End-Masters-ATC-JOINED v02

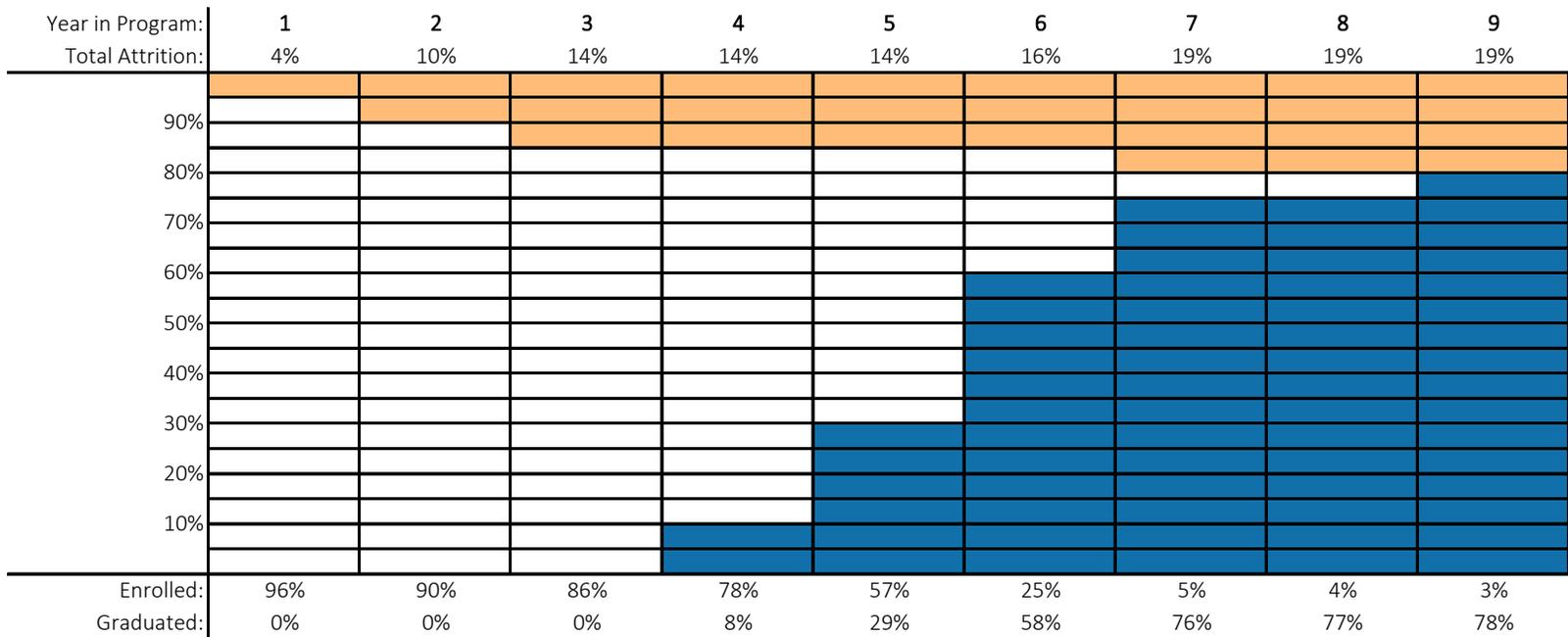
Physical Sciences Ph.D. Student Outcome Analysis by Year in Program: Comparison by Prior Degree
 Start Years 2004-05 through 2008-09
 Office of Institutional Analysis

February 5, 2019

No Prior Graduate/Professional Degree Recorded
 Students: 391



Prior Graduate/Professional Degree
 Students: 79



Key

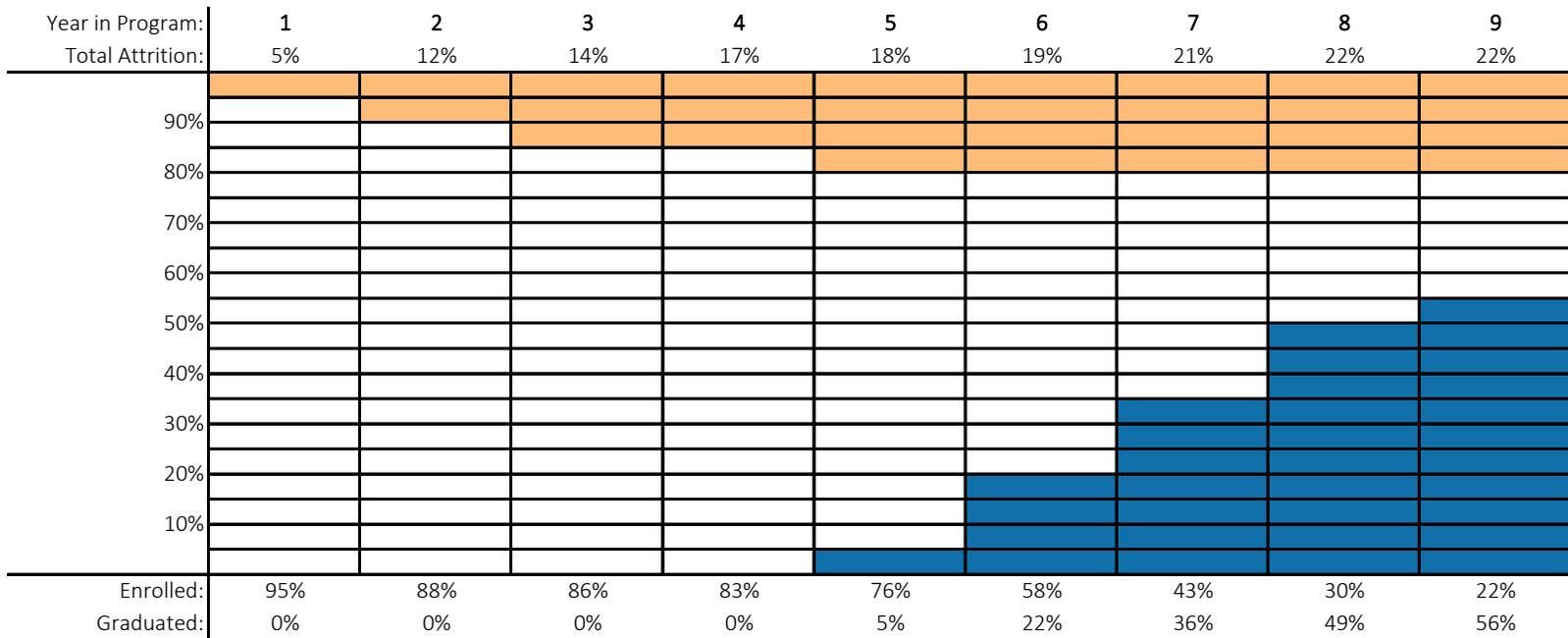
- Total Attrition
- Enrolled as of year in program end
- Graduated

Source: Registrar's Office GPD-2018-Start-End-Masters-ATC-JOINED v02

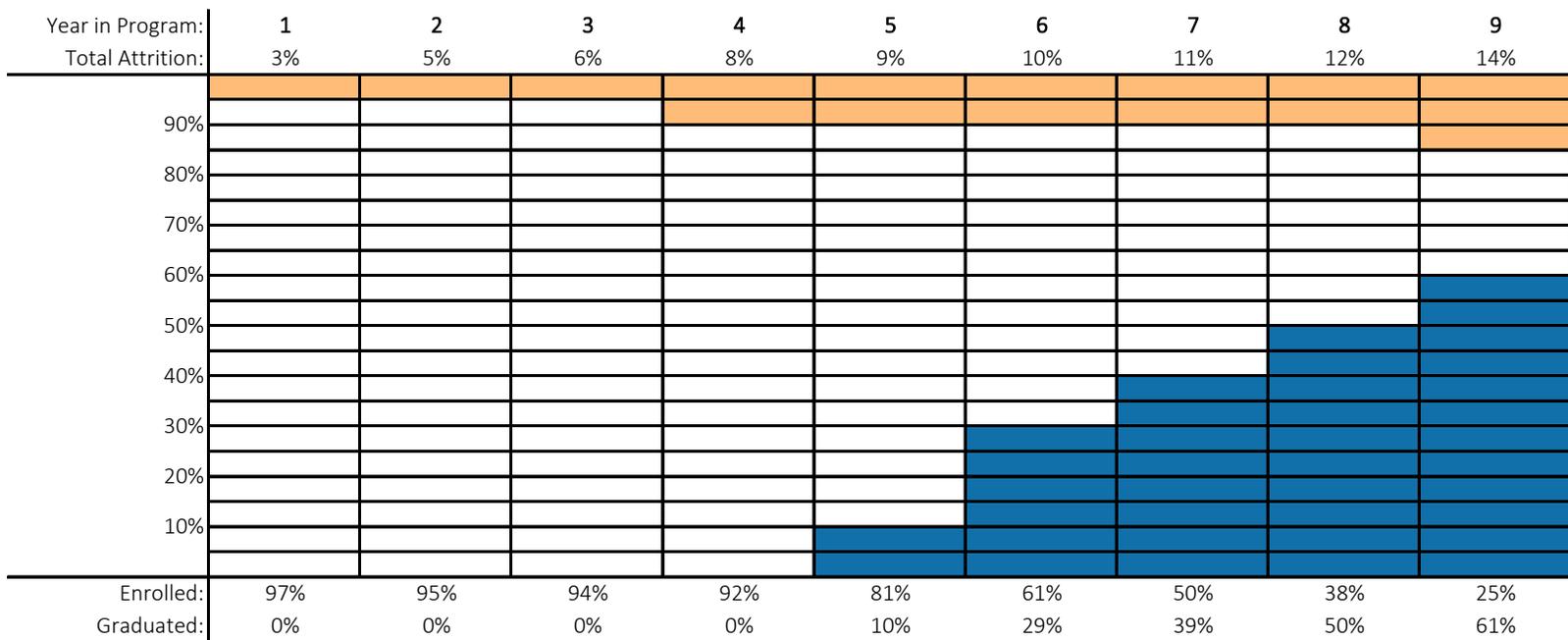
Social Sciences Ph.D. Student Outcome Analysis by Year in Program: Comparison by Prior Degree
 Start Years 2004-05 through 2008-09
 Office of Institutional Analysis

February 5, 2019

No Prior Graduate/Professional Degree Recorded
 Students: 407



Prior Graduate/Professional Degree
 Students: 259



Key

- Total Attrition
- Enrolled as of year in program end
- Graduated

Source: Registrar's Office GPD-2018-Start-End-Masters-ATC-JOINED v02

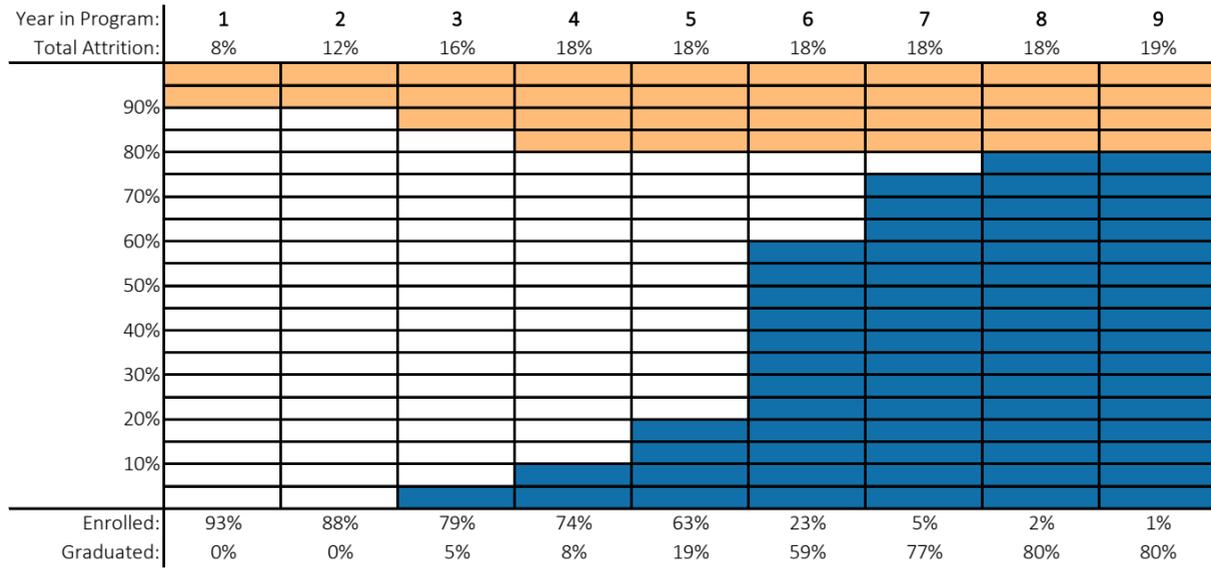
APPENDIX 11

Kaplan–Meier Charts Gender by Division/School

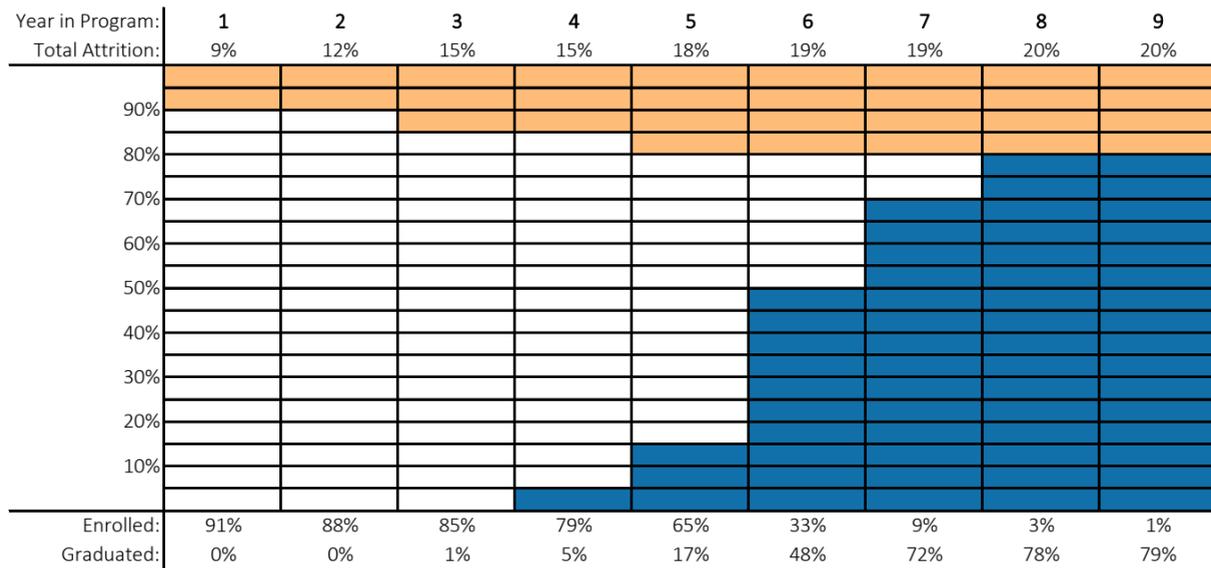
Biological Sciences Ph.D. Student Outcome Analysis by Year in Program: Gender Comparison
 Office of Institutional Analysis
 Start Years 2004-05 through 2006-07

November 8, 2018

FEMALE
 Students: 120

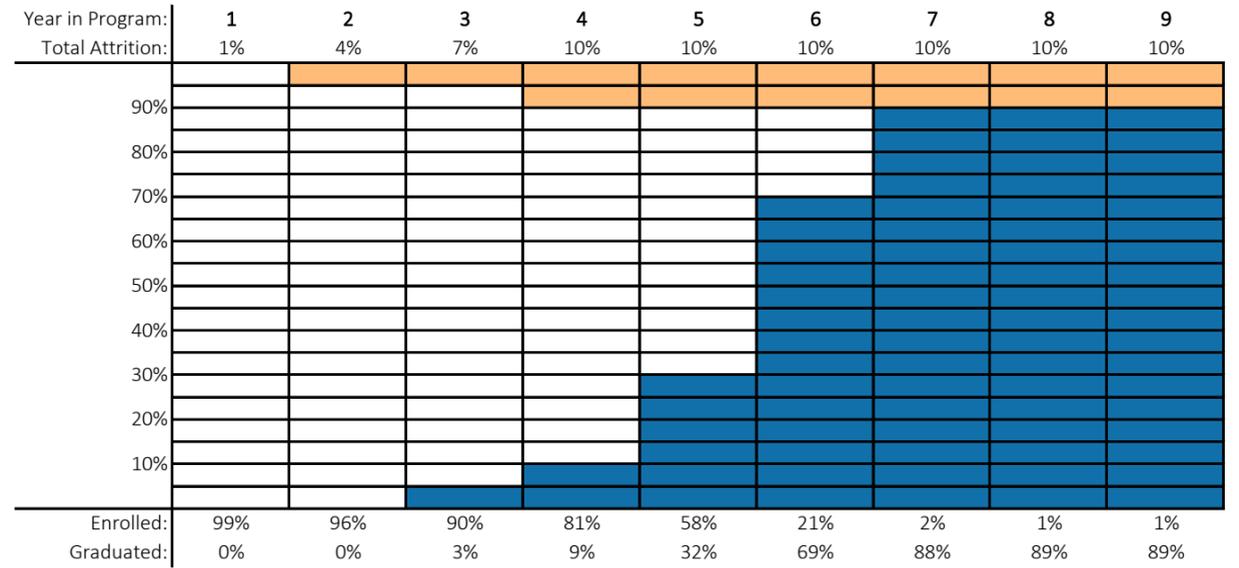


MALE
 Students: 117

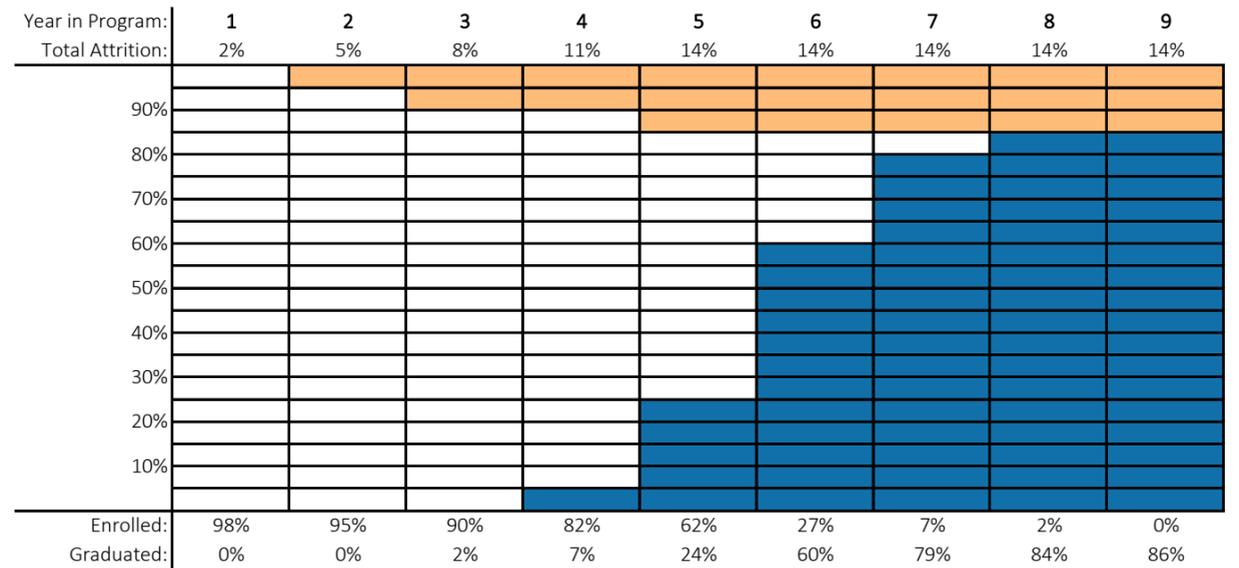


Start Years 2007-08 through 2009-10

FEMALE
 Students: 91



MALE
 Students: 131



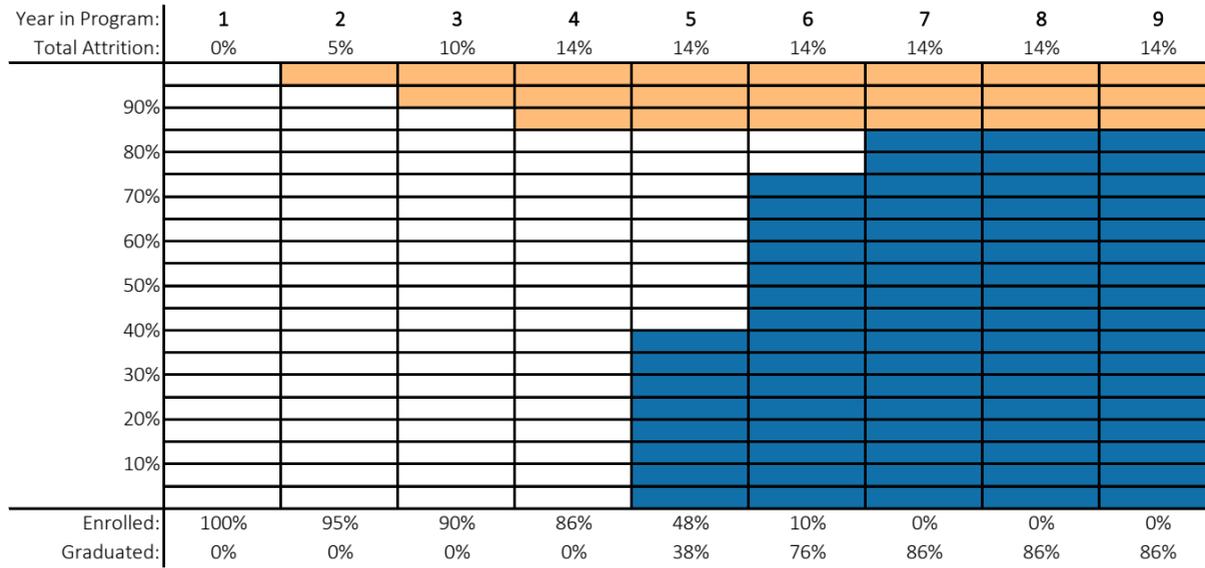
Key
 Total Attrition
 Enrolled as of year in program end
 Graduated

Source: Registrar's Office GPD-2018-Start-End-Masters-ATC-JOINED V01

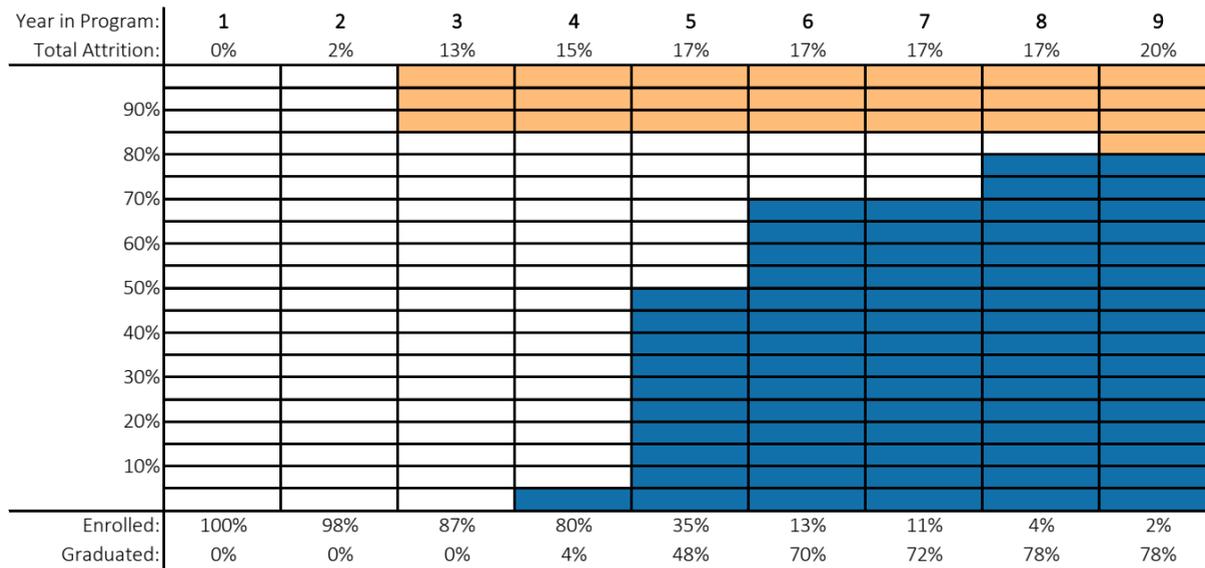
Booth School Ph.D. Student Outcome Analysis by Year in Program: Gender Comparison
 Office of Institutional Analysis
 Start Years 2004-05 through 2006-07

November 8, 2018

FEMALE
 Students: 21



MALE
 Students: 46

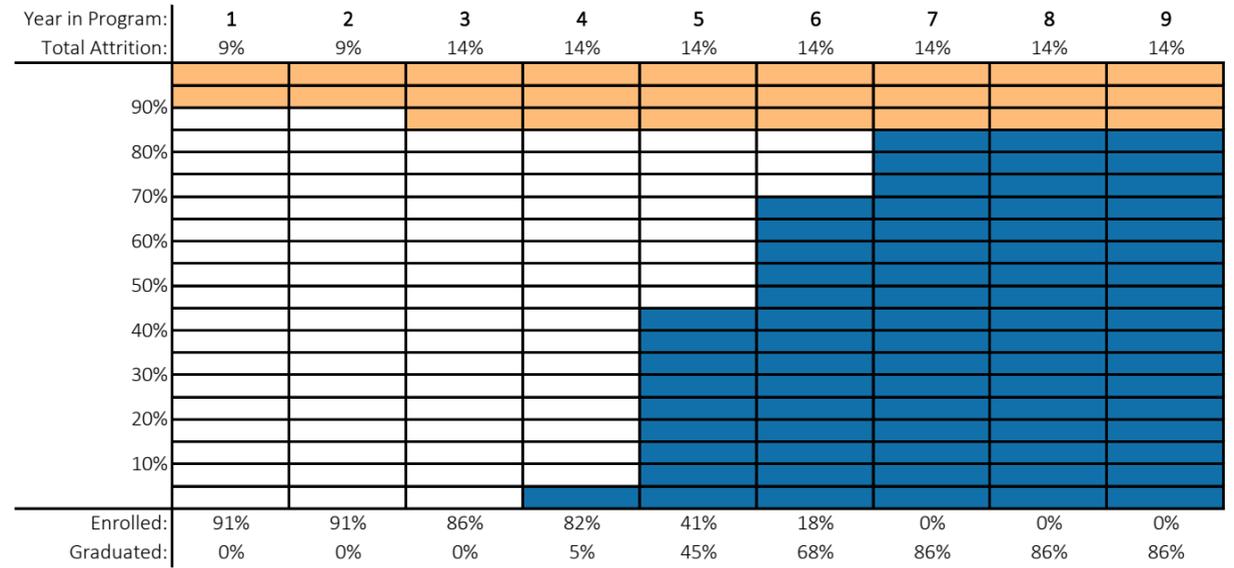


Key
 Total Attrition
 Enrolled as of year in program end
 Graduated

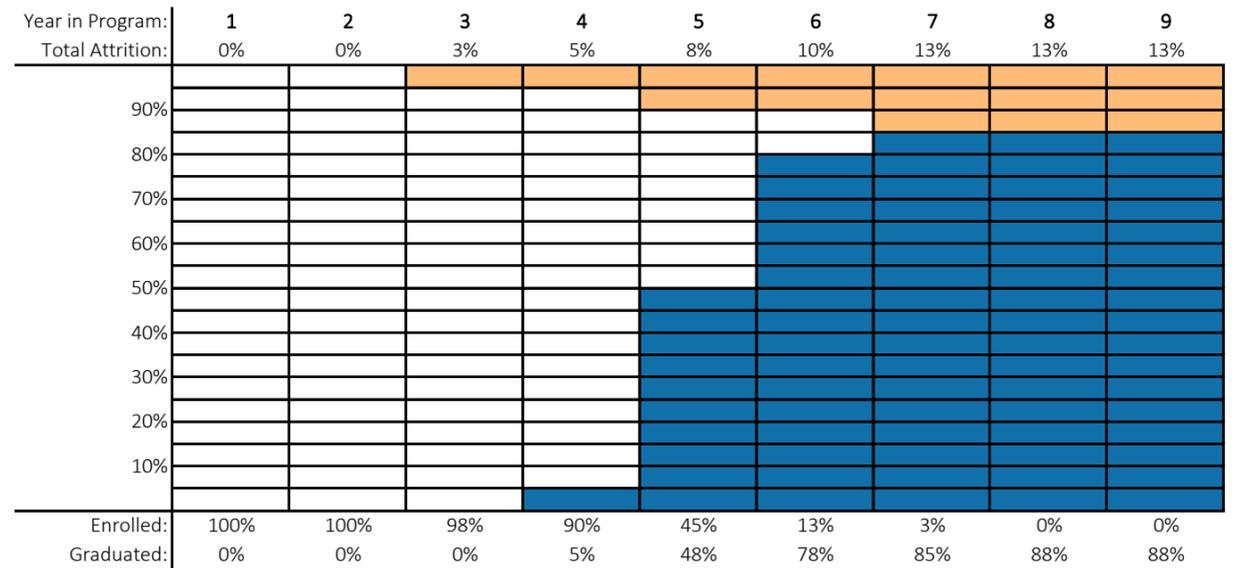
Source: Registrar's Office GPD-2018-Start-End-Masters-ATC-JOINED V01

Start Years 2007-08 through 2009-10

FEMALE
 Students: 22



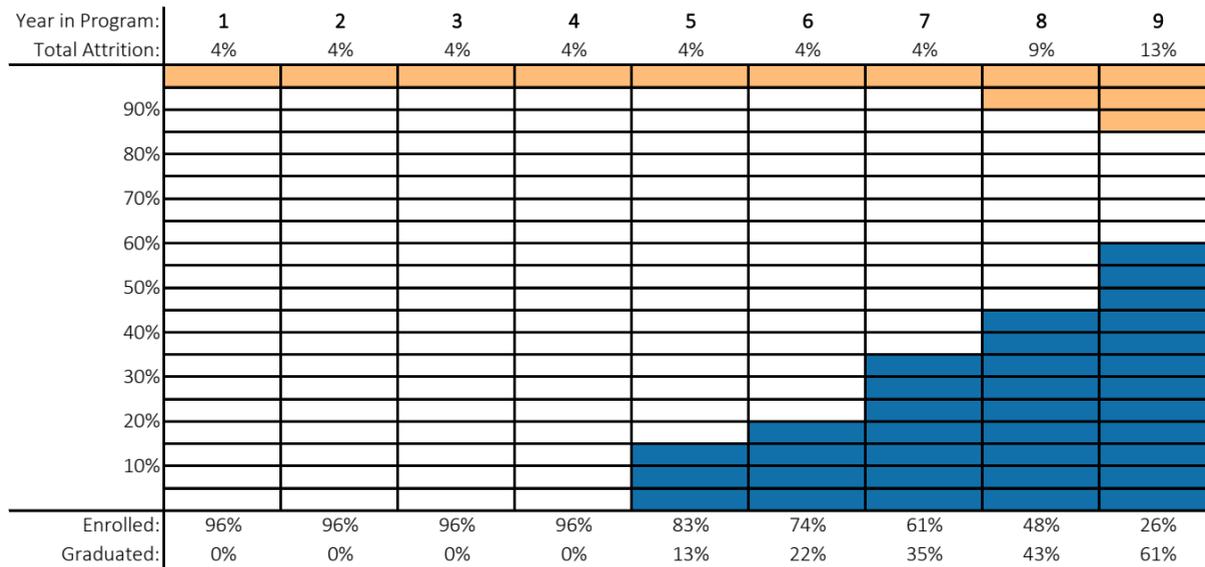
MALE
 Students: 40



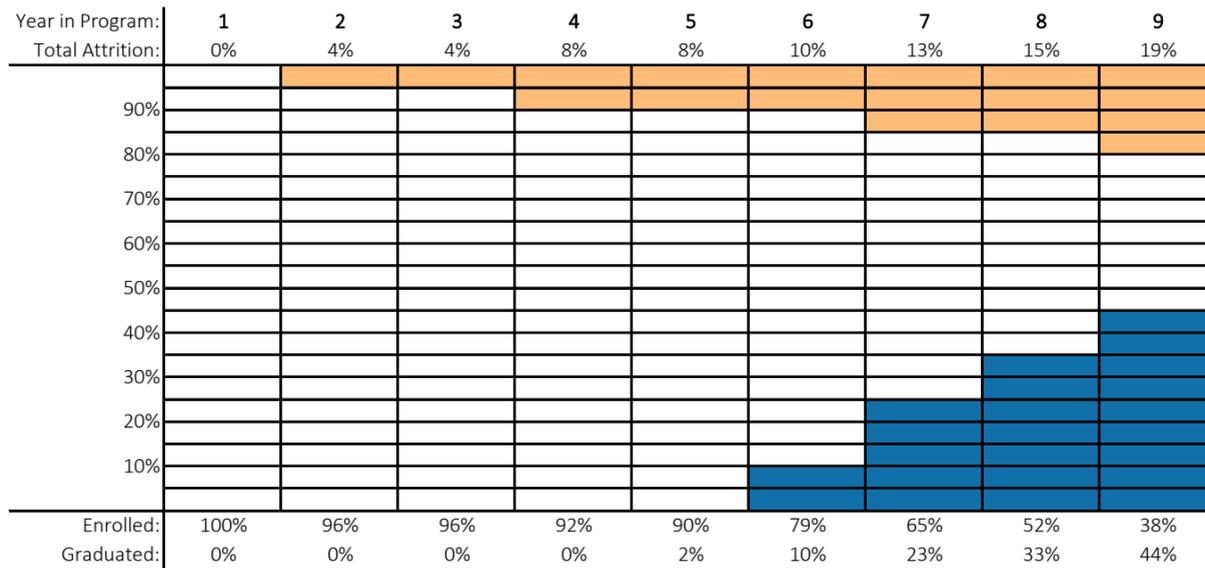
Divinity School Ph.D. Student Outcome Analysis by Year in Program: Gender Comparison
 Office of Institutional Analysis
 Start Years 2004-05 through 2006-07

November 8, 2018

FEMALE
 Students: 23



MALE
 Students: 48

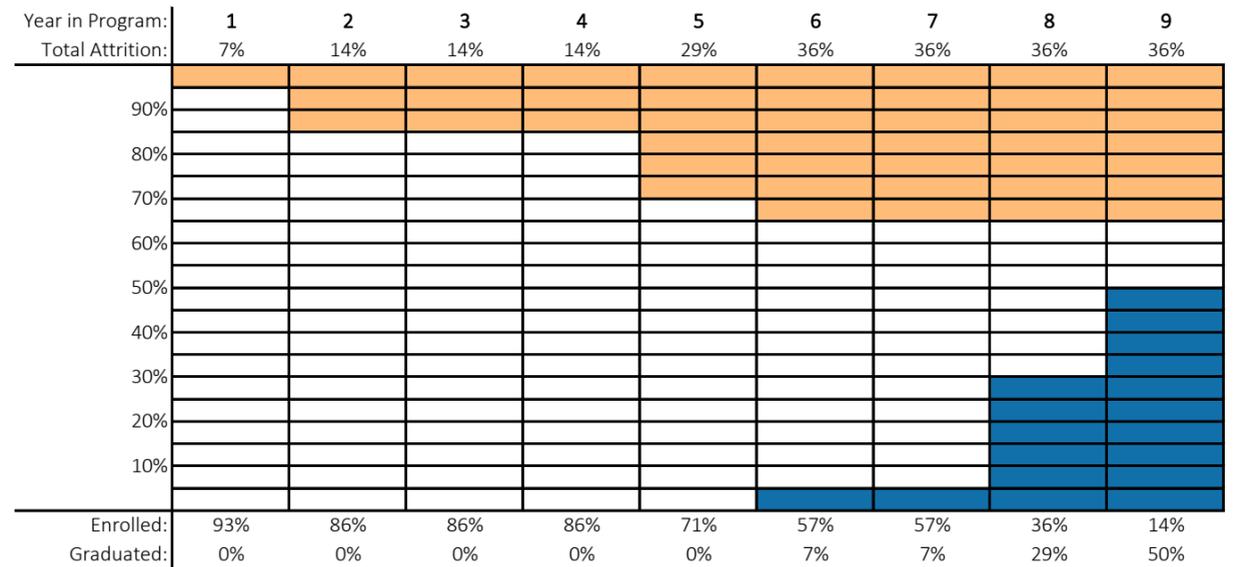


Key
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 Enrolled as of year in program end
 Graduated

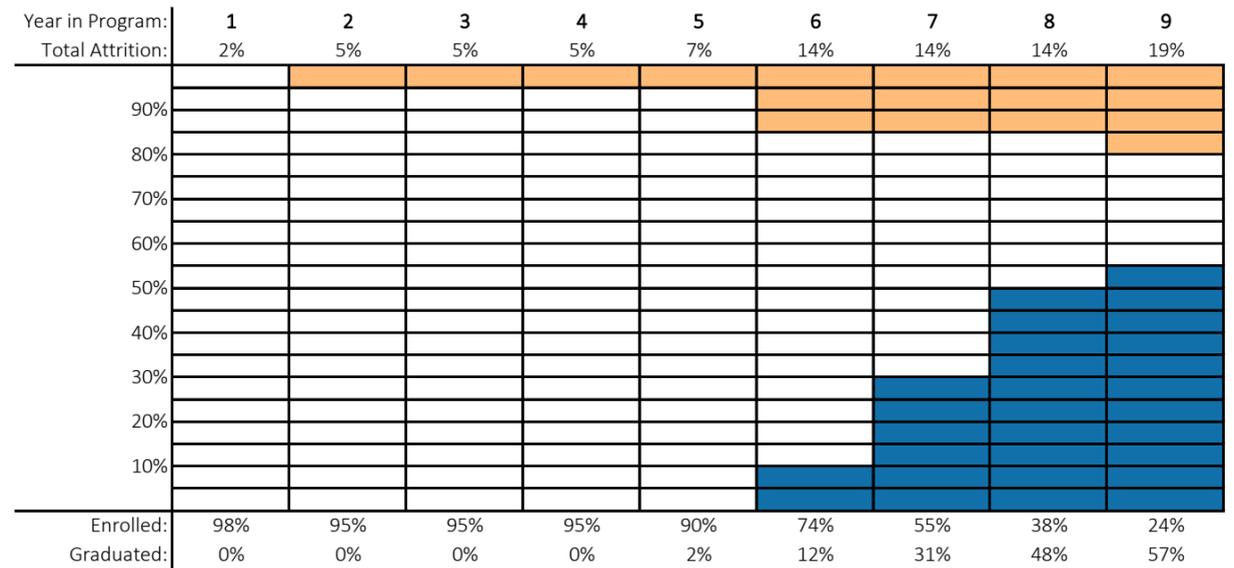
Source: Registrar's Office GPD-2018-Start-End-Masters-ATC-JOINED V01

Start Years 2007-08 through 2009-10

FEMALE
 Students: 14



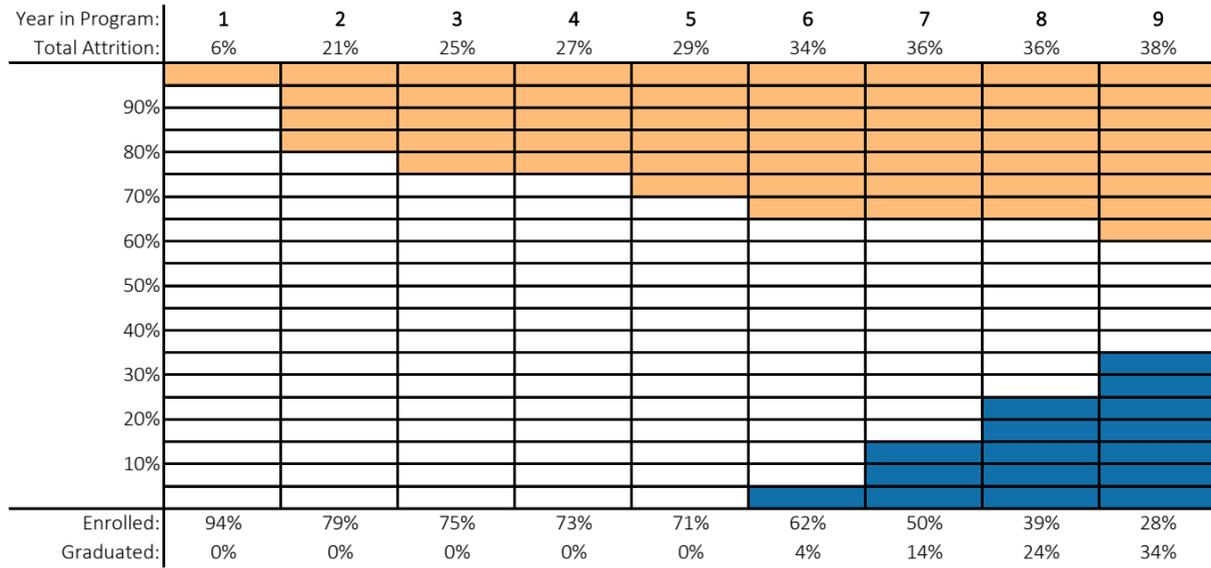
MALE
 Students: 42



Humanities Ph.D. Student Outcome Analysis by Year in Program: Gender Comparison
 Office of Institutional Analysis
 Start Years 2004-05 through 2006-07

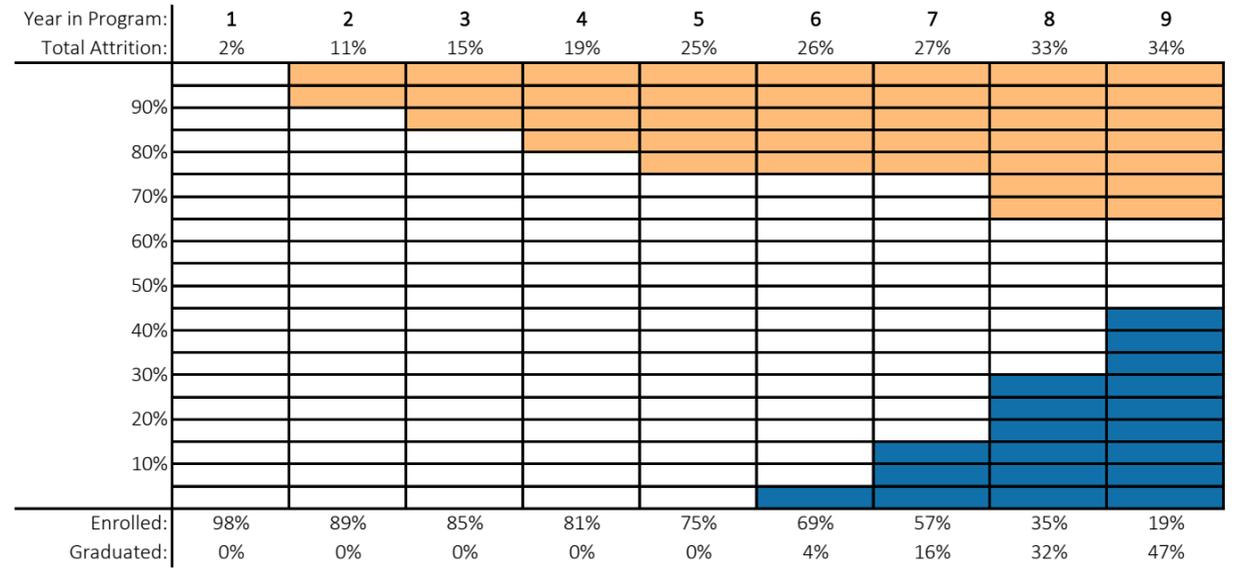
November 8, 2018

FEMALE
 Students: 173

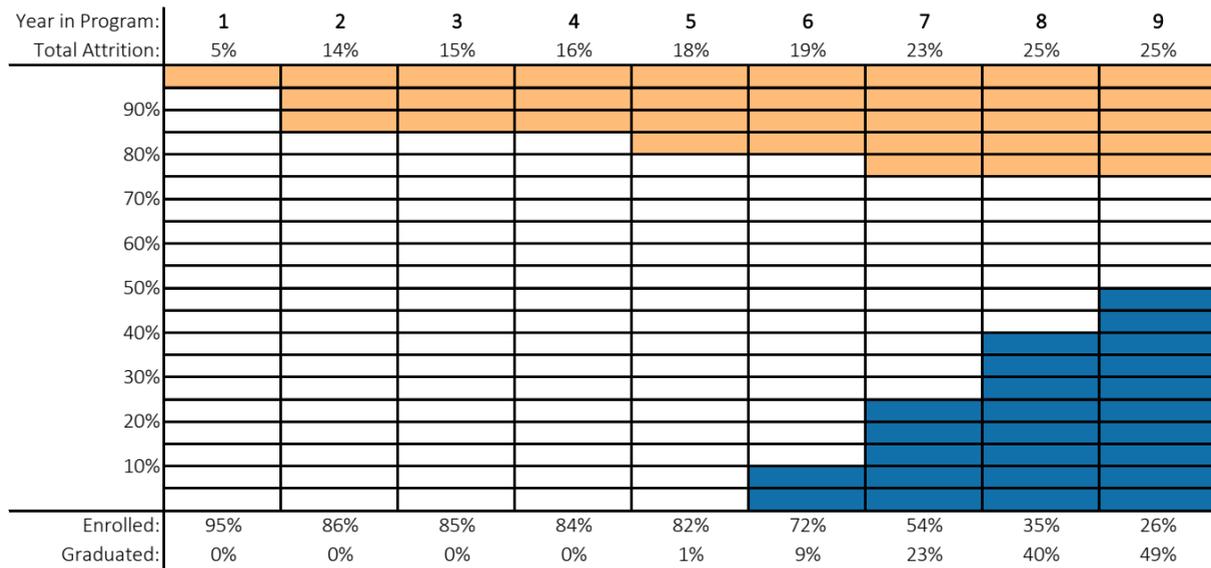


Start Years 2007-08 through 2009-10

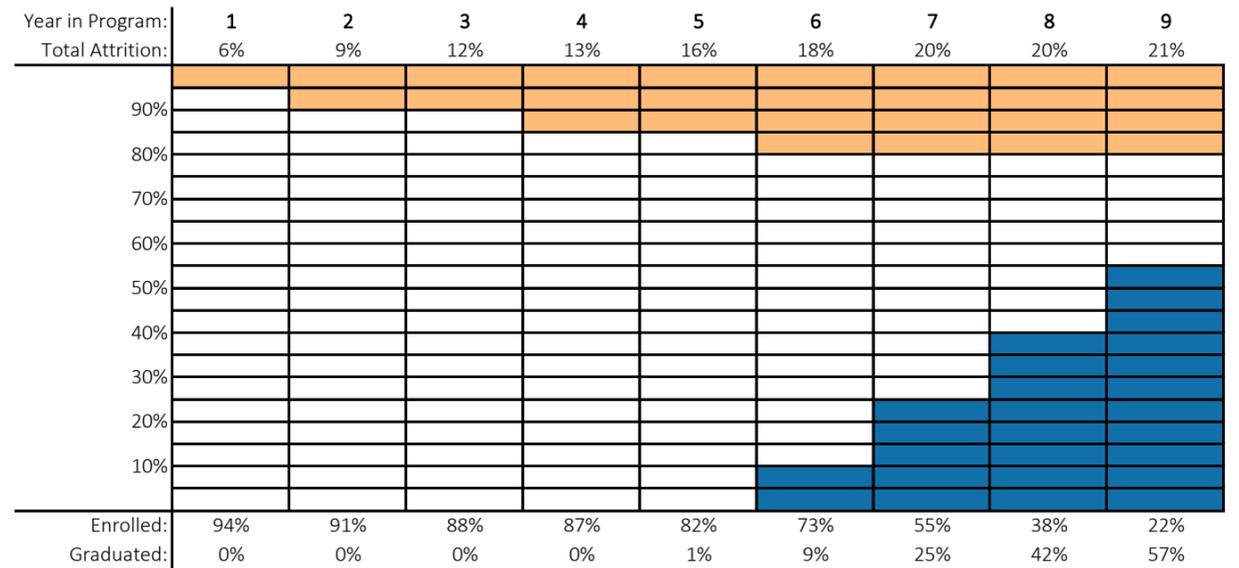
FEMALE
 Students: 121



MALE
 Students: 170



MALE
 Students: 158



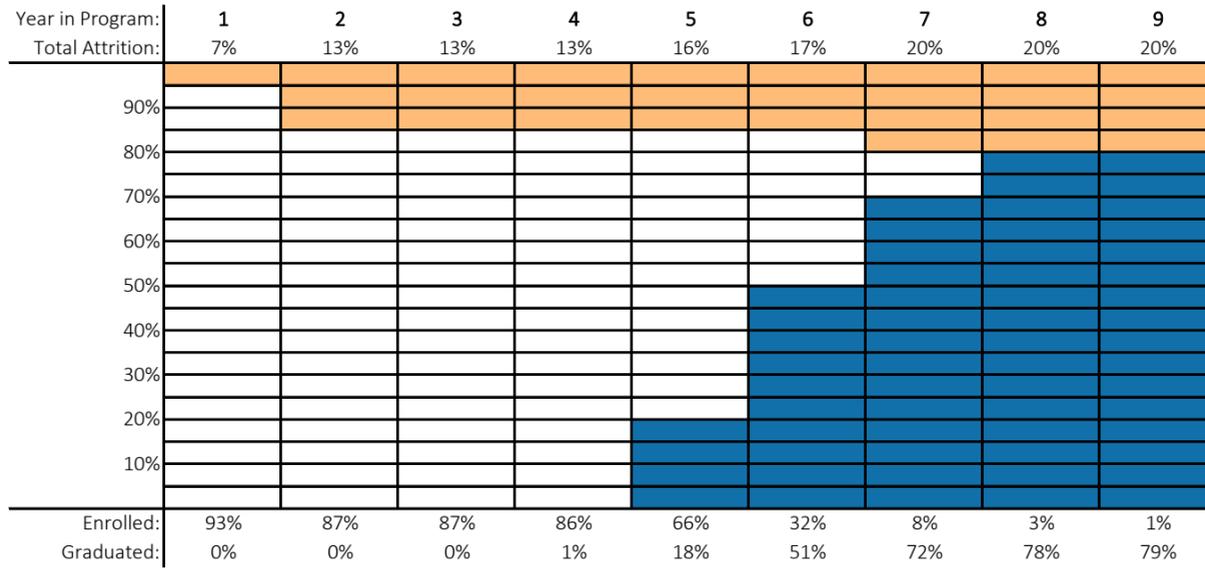
Key
 Total Attrition
 Enrolled as of year in program end
 Graduated

Source: Registrar's Office GPD-2018-Start-End-Masters-ATC-JOINED V01

Physical Sciences Ph.D. Student Outcome Analysis by Year in Program: Gender Comparison
 Office of Institutional Analysis
 Start Years 2004-05 through 2006-07

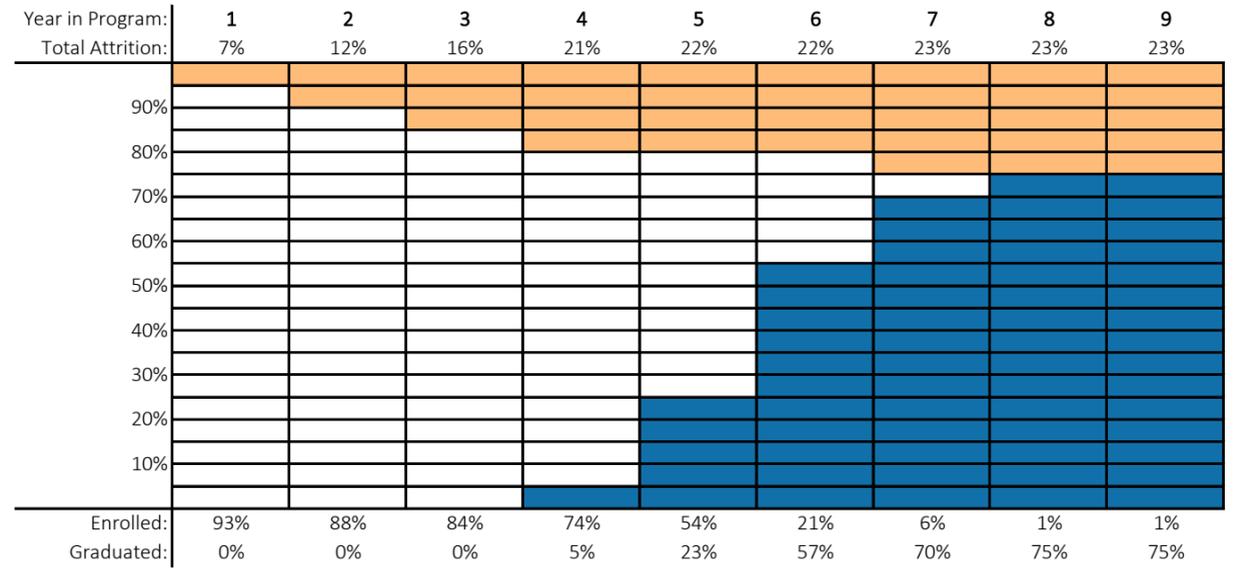
November 8, 2018

FEMALE
 Students: 76

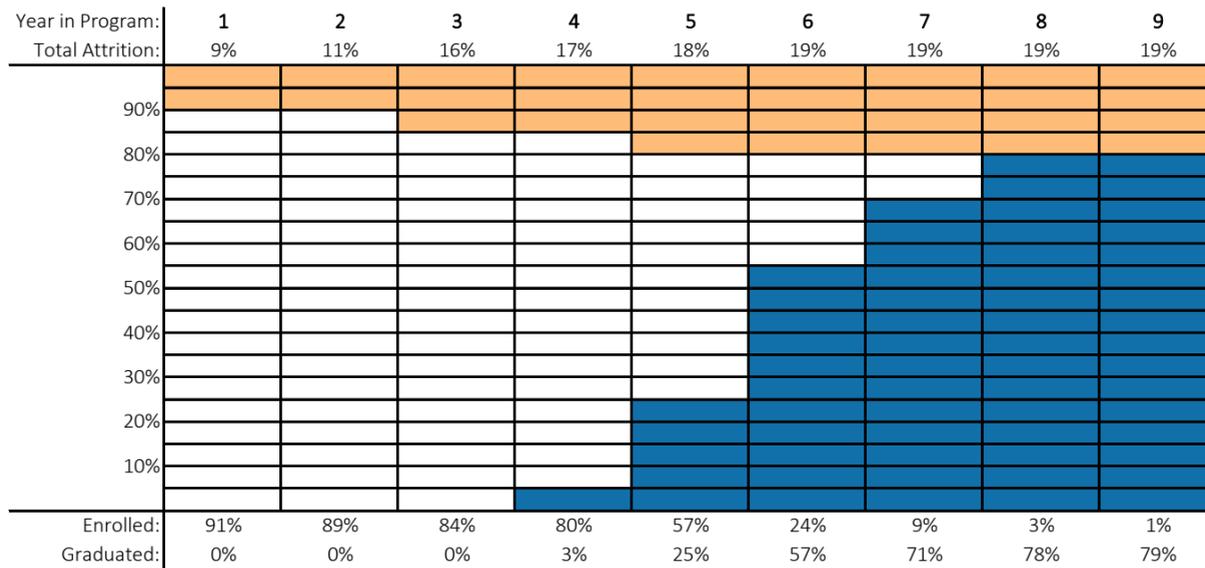


Start Years 2007-08 through 2009-10

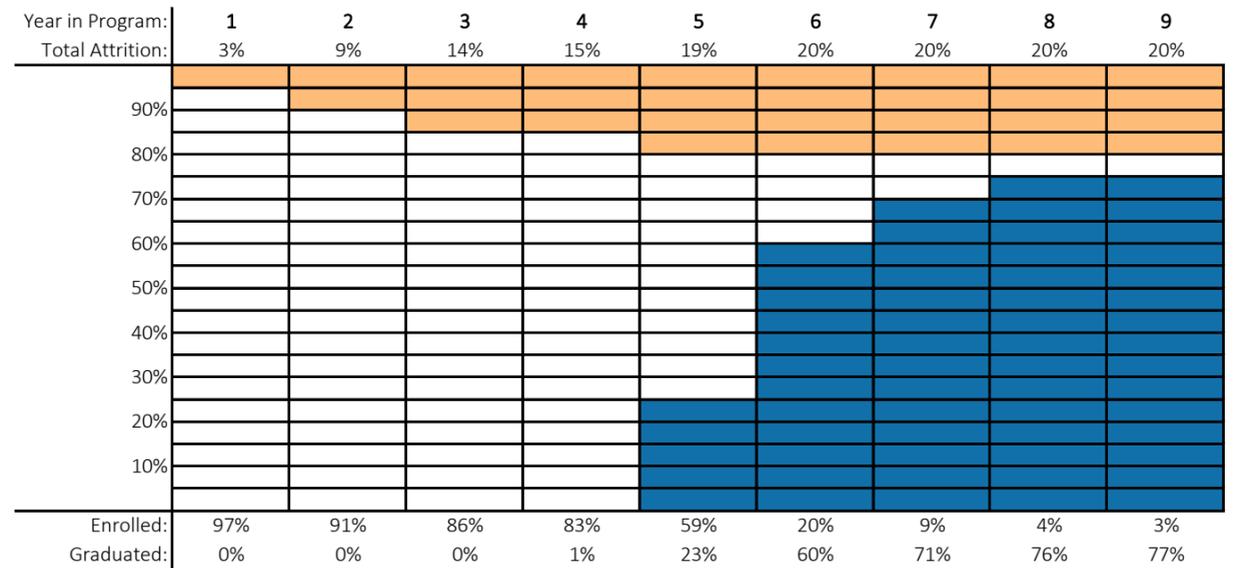
FEMALE
 Students: 81



MALE
 Students: 202



MALE
 Students: 203



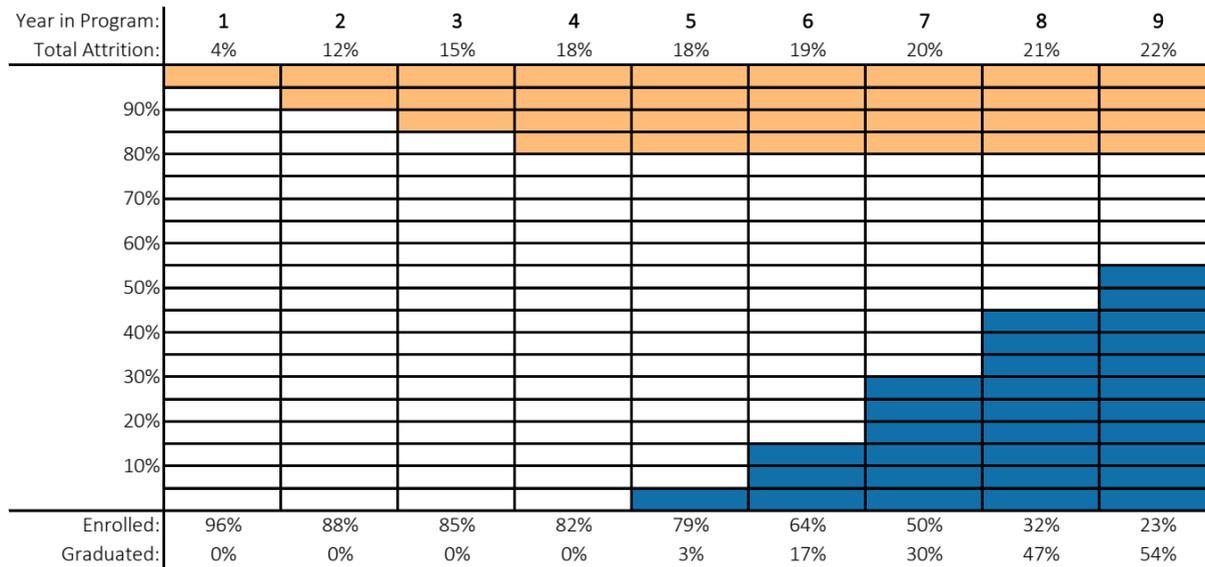
Key
 Total Attrition
 Enrolled as of year in program end
 Graduated

Source: Registrar's Office GPD-2018-Start-End-Masters-ATC-JOINED V01
 One student who enrolled in Winter 2010 is included in Year 9 as Enrolled, the student's status as of Summer 2018.

Social Sciences Ph.D. Student Outcome Analysis by Year in Program: Gender Comparison
 Office of Institutional Analysis
 Start Years 2004-05 through 2006-07

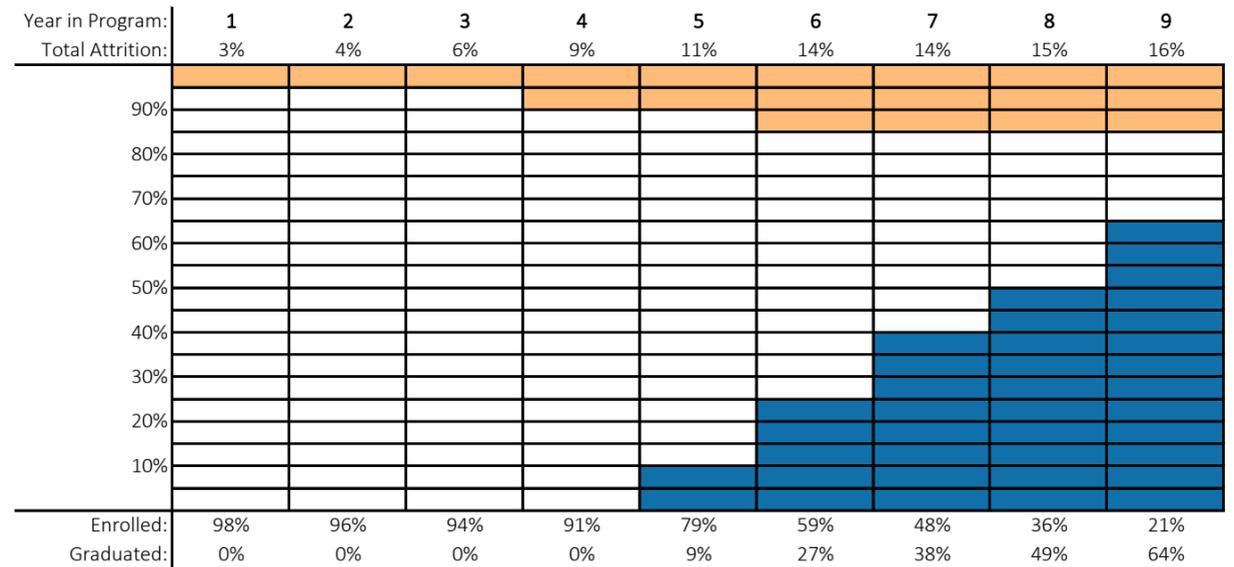
November 8, 2018

FEMALE
 Students: 184

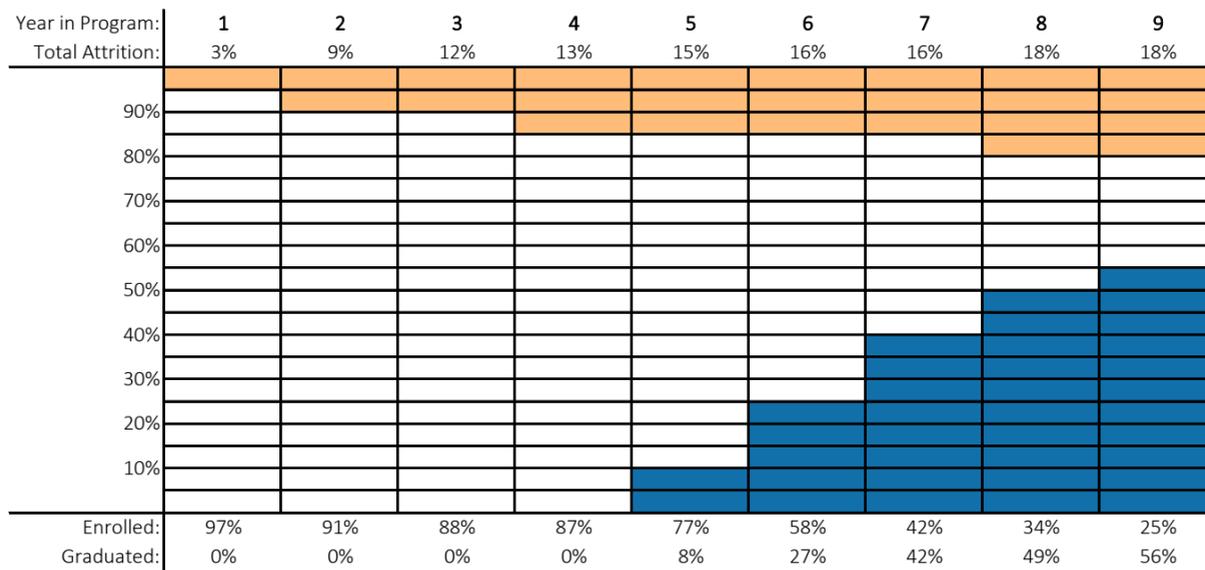


Start Years 2007-08 through 2009-10

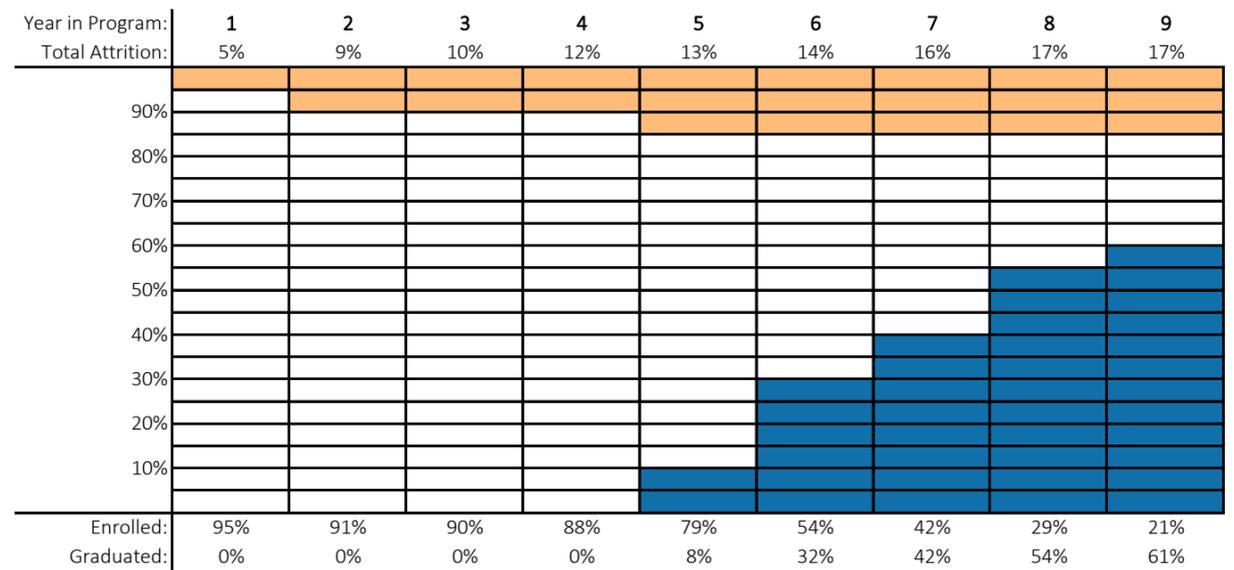
FEMALE
 Students: 160



MALE
 Students: 222



MALE
 Students: 202



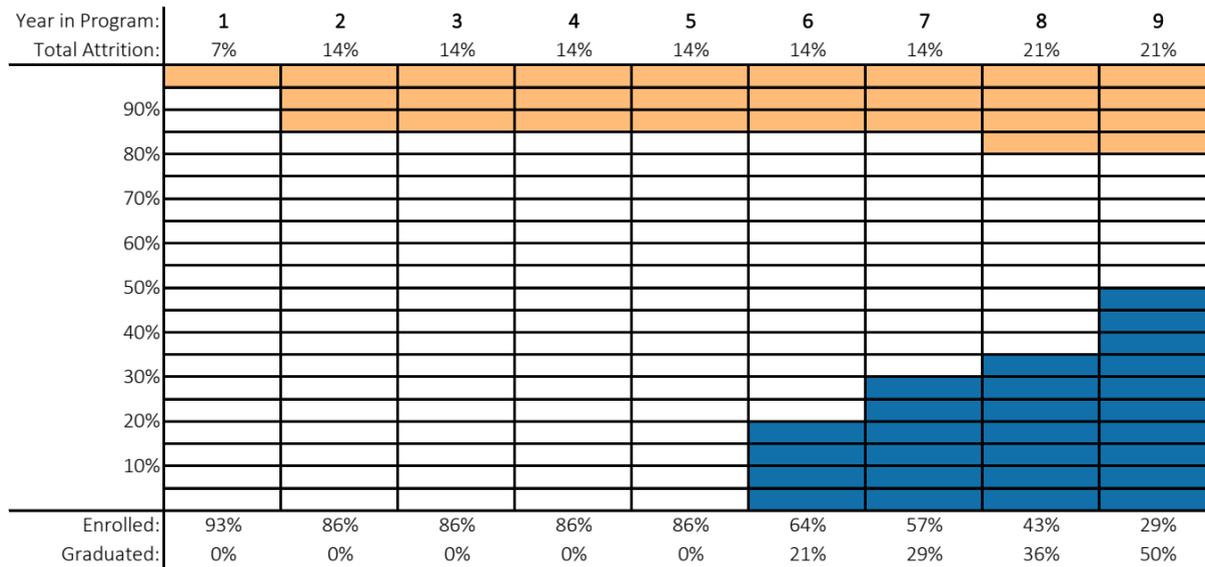
Key
 Total Attrition
 Enrolled as of year in program end
 Graduated

Source: Registrar's Office GPD-2018-Start-End-Masters-ATC-JOINED V01
 Two students who enrolled in Winter/Spring 2010 are included in Year 9 as Enrolled, their status as of Summer 2018.

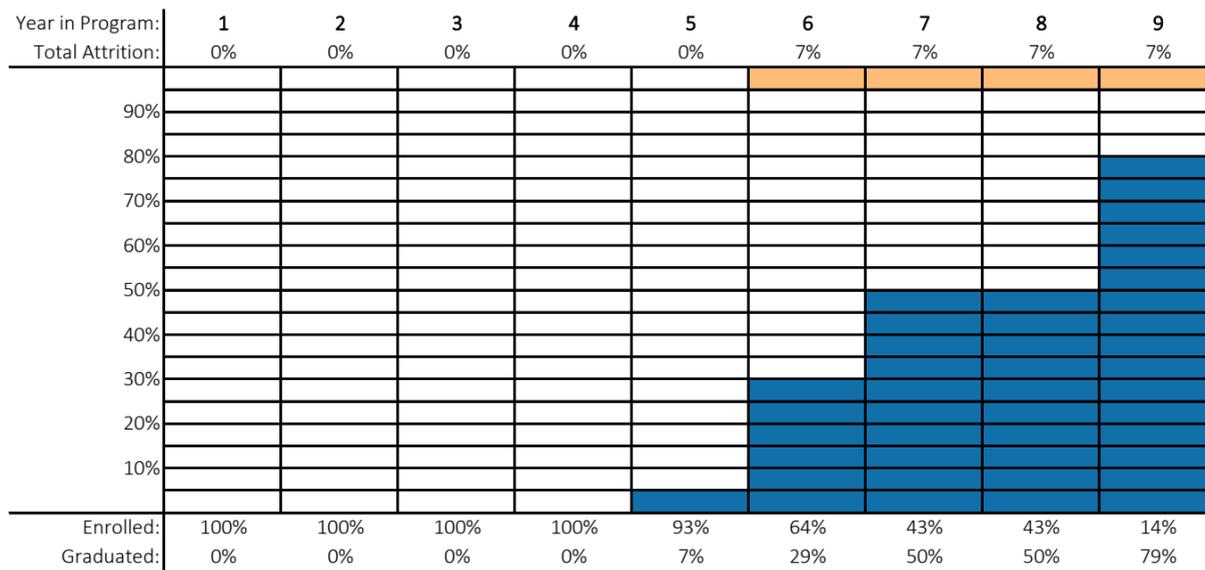
Social Service Administration Ph.D. Student Outcome Analysis by Year in Program: Gender Comparison
 Office of Institutional Analysis
 Start Years 2004-05 through 2006-07

November 8, 2018

FEMALE
 Students: 14



MALE
 Students: 14

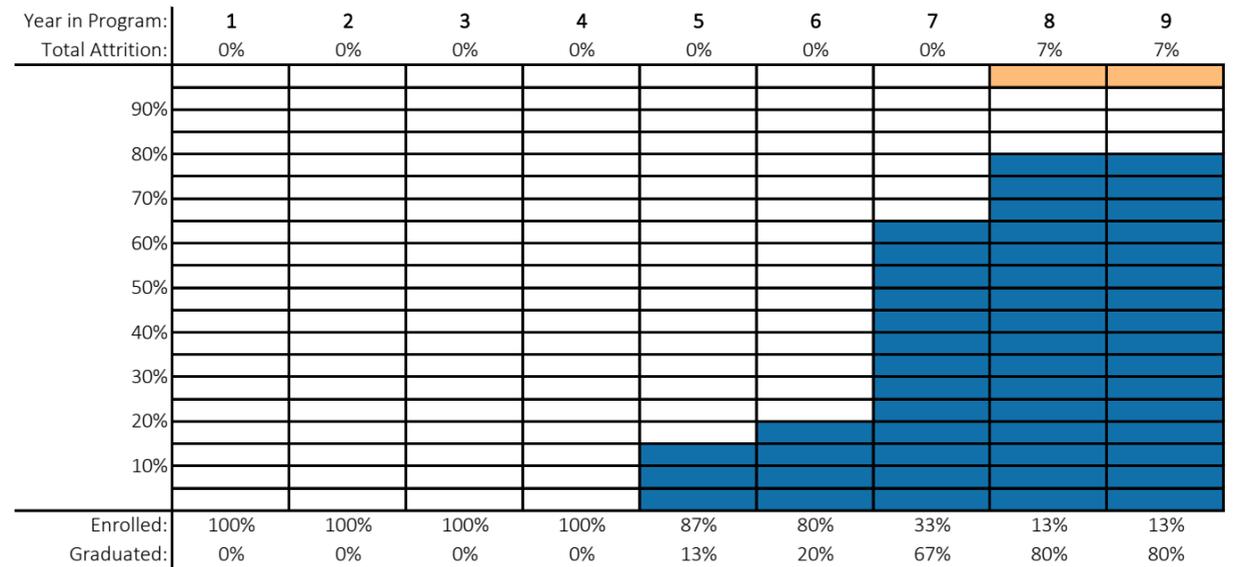


Key
 Total Attrition
 Enrolled as of year in program end
 Graduated

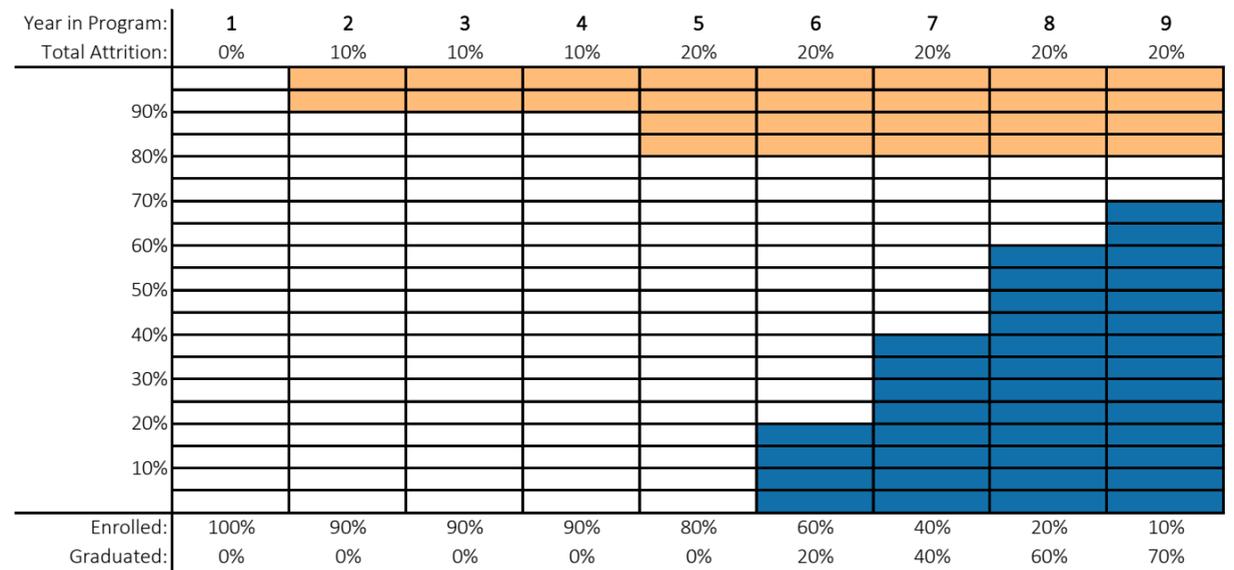
Source: Registrar's Office GPD-2018-Start-End-Masters-ATC-JOINED V01

Start Years 2007-08 through 2009-10

FEMALE
 Students: 15



MALE
 Students: 10



APPENDIX 12

Sample Mentoring Guides

- Best Practices for Mentors, The Graduate School, Northwestern University
- How to Mentor Grad Students Faculty Guide, University of Michigan
- Mentoring Graduate Students, The Graduate College, University of Illinois, Urbana
- Cultivating a Culture of Mentoring, Duke Graduate School

[THE GRADUATE SCHOOL \(/.../.../index.html\)](http://www.tgs.northwestern.edu/resources-for/faculty/excellence-in-mentoring/best-practices-for-mentors-of-doctoral-students.html)

Best Practices for Mentors

Below are some observations derived from interviews with 40 Northwestern faculty (from almost as many fields) — all renowned for their excellence as mentors.

Optimizing Student Progress

- Mentors are also responsible for making mentees successful
- Break tasks into manageable pieces
- Hold regular meetings
- Give explicit and frequent evaluation of achievement
- Enable to students to learn from and with each other and see each other's process
- When there's a problem, call attention to it sooner; don't let problems build up
- Find out what gets students excited
- Have a five-year model in mind from the outset: see the steps and the endpoint; actual time to degree may vary depending on research results
- Make quality and employability coextensive
- Help mentees recognize what they're suited for among specialties
- Diagnose the student's skill set (and develop a plan for utilizing and extending it)
- Treat students as junior colleagues
- Instill motivation and enthusiasm about students' projects
- Convey what the profession requires of them and the commitment necessary to excel
- Undertake bi-directional negotiation about topics
- Listen to where students are going and what they make of reading
- Help students clarify and crystallize their central idea in order to articulate the argument
- Care about your students; think about their careers; take time to give critical feedback
- Develop your own reputation in the field
- Respond promptly to students' work
- When students procrastinate, boost confidence, explain how they excel ("when you work, it's great...")
- It's difficult to ask questions autonomously, but we're not training students to be "problem-solving monkeys"
- You model how to be a good researcher
- Help them to form their research question, then link with hypotheses and methods
- Mentor independent research as early as possible (not the "indentured servitude model")
- Focus on basics first, then let students draw on basics to come up with new ideas
- Put students' papers at the front of your work queue
- Figure out what to tell each student to help them succeed
- Students are usually aware of their own learning processes; help them find words for it

Markers of Student Progress

- Partnership develops with mentor
- They meet research and personal goals
- Demonstrate how to be a good investigator
- Students take initiative (e.g. leadership relative to group/lab)
- Keep focus and priorities clear
- Connect one's passion to the project and deeply invest in the topic
- Thinking about research is thinking about teaching, and vice versa
- Growing awareness of oneself in the field, how one fits within a community of scholars

Meetings

- Let the student (or circumstances) set the agenda
- If you keep notes at meetings, give your student a photocopy each time
- If you don't keep notes on meetings, ask the student to do so and email you with a summary including the next task(s) and deadline(s) agreed upon
- At major decision points, have the student write a memo for the file (cc'ed to committee)
- If you juggle a lot of meetings, consider letting students slot themselves into your Google calendar
- Use email or Skype to keep track of students when you (or they) are abroad for extended periods
- Your notes may become a useful basis for letters of recommendation
- It's generally a bad sign when a student "disappears": intervene if meetings become too infrequent

A399

- Plan forward

Communicating Critique

- Be “face-sensitive”
- Always deliver difficult news in person
- Be tough, yet keep the intellectual criteria clear
- Trust your expertise and give direction
- Consider calling your department chair (or DGS) into difficult meetings to reduce (erroneous) impression of the mentor’s capricious opinions
- Convey private matters (such as criticism of work habits and outcomes) privately
- Focus on “seeing the story”: clear writing emerges from that
- Be rigorous: “It’s your job to take over the field; it’s mine to make it difficult”
- Group sessions are good for conveying technical skills: show that codes can be broken
- Truly bad news should never come as a surprise to the student
- Tell them what they don’t want to hear, and work with them to get things right
- Maintain openness yet preserve confidentiality
- Be honest; when there are setbacks, look for a positive spin
- TAs must also make progress on research; watch for signs that they are “stuck”
- Judge the output, not what (seems to be) the input
- Critique shortfalls, analytical errors, and shortcuts: work on problem solving
- “It’s a process”: the same question will recur if it was not comprehended
- Sometimes you can do more damage by being kind and nurturing than by being forthright

Personal/Social

- Keep it work related, though friendly
- Advise and assist
- (When relevant) model the practices of parenting as well as advising
- Be sensitive to the workday limits of students who are parents
- When personal problems arise, scope the situation then be decisive about steering students to appropriate help (e.g. CAPS)
- There is an onus to know each other as people (not just as researchers) reciprocally, but the means and boundaries to achieve this depend on you: be neither a distant person who sits in judgment nor someone needing placation

Generational Issues and Perceptions of Discrepancy

- Amounts of effort invested, and steadiness of input
- Students may have different commitments to both work and family than mentor
- The career cycle of the mentor may make students more and less dispensable (or their numbers vary) over time
- Over time, the mentor’s approach may fail to connect and require rethinking
- Treat advisees right and the generational gap is less likely to matter

Diversity

- Practical vs. visionary concerns
- The “centre” gets more interesting when students bring diversity
- This is an intellectual matter (attitudes, work style, and needs) not limited to the professional arena (passions and associations outside subject area)
- Recognize individual strengths; do not assume homogeneity
- International students may have fewer cultural touchstones; put time into figuring out what they do not understand
- Deliberately look for variation among your students; address it early on; figure out what motivates them

Pathway to the Professoriate

- Encourage teaching apprenticeships
- Demystify award-winning projects
- Professionalization is inseparable from students’ training overall
- Let students see all aspects of your job; let them help when feasible and appropriate (“legitimate peripheral participation”)
- DGS may coordinate professional development, but mentor oversees individual students’ career development and readiness for the job market (or postdocs)
- Coach students on what to do at conferences; how to be savvy in personal interactions
- Teaching them how the profession works: responding to referees; raising money; collecting data

A400

Expectations of Students

- Goal-directed
- Need for closure
- Contact advisor when needed
- Be willing to do what it takes
- Imagination and original thought
- Strive to do their best
- Self-actualization
- Perseverance; take comments and keep going
- Know what a good idea is
- Don't assume a student is "just struggling": maybe they're playing video games
- They will respect your time
- Professional adeptness and steady productivity

Pleasures of Mentoring

- Circulation of effort from one's own mentors through to the next generation
- Do mentoring because you're interested and motivated
- Office conversations can be very good teaching
- We get smarter by teaching young people
- Sustained contact with graduate students can change your thinking
- Watching neophytes develop into polished presenters of themselves and their work
- "Scientific progeny"
- Your commitment to mentees can be returned with their best efforts, passion, and loyalty vis-à-vis your (or your group's) efforts
- Grad students are wonderful people with whom you can share values in a deep way
- You will understand minds by building them
- "Liberating the form in the stone"
- Seeing someone understand something, with or without a great result
- It's rewarding to see student gain understanding of the discipline
- This is the best part of the job

Advice to New Mentors

- Getting formal training in mentoring will make the learning curve more manageable; fewer mistakes will result
- Mentoring can be frustrating early on
- There can be gender issues around listening and authority
- Remember what isolation was like for you and promote civility, respect and collegiality
- Your personal style will emerge; be comfortable with yourself in this role
- Be an ad hoc problem solver
- Keep your sense of humor
- Enjoy their successes when they get a good result
- Be patient
- Mentoring is an interchange: you'll learn from them too
- It's fun, enjoy it
- Don't take your own strengths for granted (if it's easy for you it's not unimportant)
- There is a status difference between mentor and student; respect the gap between buddy and gatekeeper
- Make letters of recommendation reflect students' work
- Respect senior colleagues' experience but insist on understanding what you are doing
- Supplement your mentorship with others': know what you don't know and who does know ("not all problems have to be solved solo"; "It takes a village to raise a graduate student")
- Don't do it unless you're willing to give 100% commitment
- Treat them like human beings: advice and love are cheap, be reassuring and affirmative
- Small things can matter a lot (e.g. having foreign students over at Thanksgiving)
- Consider carefully your group's size and rate of growth: one outstanding well-matched student can get you tenure
- You can't control for your students' IQ or creativity, but you can influence how hard they will work
- Be available: "recognition is much easier than recall", "don't triage your time by cutting out students"
- Express the value of the student's project to the field, and as confidence in their promise
- Think of what they can achieve with your support
- Let students come to problems through investigation and develop their questions through study
- Take the "mammalian" not the "fish egg" approach to fostering mentees"

A401

- “Cultivate down, rather than up”: consider doing this across the field as a whole, not just your own Northwestern students

After Graduation

- Help or get out of the way
- Over time, the colleague/mentor line may become blurred
- Help network your current students to your graduates

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- [University Policies \(http://policies.northwestern.edu/\)](http://policies.northwestern.edu/)
- Address
- **The Graduate School**
- 633 Clark Street
- Evanston, IL 60208-1113
- Phone number
- **Phone**
- (847) 491-5279
- **Fax**
- (847) 491-5070
- Email Address
- [tgs@northwestern.edu \(mailto:tgs@northwestern.edu\)](mailto:tgs@northwestern.edu)

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[We Will \(http://wewill.northwestern.edu/s/1479/282-giving/school-unit-campaign.aspx?pgid=7377&gid=282\)](http://wewill.northwestern.edu/s/1479/282-giving/school-unit-campaign.aspx?pgid=7377&gid=282) [Facebook \(https://www.facebook.com/TGSNU\)](https://www.facebook.com/TGSNU) [Linkedin \(https://www.linkedin.com/edu/school?id=188061\)](https://www.linkedin.com/edu/school?id=188061) [Twitter \(https://twitter.com/TGSatNU\)](https://twitter.com/TGSatNU)

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How to Mentor Graduate Students:

A Guide for Faculty



Table of Contents

Letter from Dean Mike Solomon	3
Acknowledgements	4
Chapter 1 What Is a Mentor?	5
Chapter 2 Why Be a Mentor?	6
Chapter 3 What Does a Mentor Do?	8
Chapter 4 General Guidelines for Mentors	9
Chapter 5 During the Initial Meetings	11
Chapter 6 Developing the Professional Relationship	13
Chapter 7 How Departments Can Encourage Mentoring	15
Chapter 8 Mentoring in a Diverse Community	17
Chapter 9 In Conclusion	19
Further Reading	20
Resources at the University of Michigan	22
Appendix	29

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A web version of this handbook can be obtained at
<https://rackham.umich.edu/downloads/publications/Fmentoring.pdf>.

Dear Colleagues,

Faculty mentors play a crucial role in the success of graduate students; at Rackham, we hear this message frequently from students. While styles of advising and mentoring vary across the disciplines and by personal inclination, the fundamentals apply throughout graduate education. Our goal in creating this guide is to provide a resource for faculty members who seek to improve their relationships with their students and their effectiveness in working with them. We hope it is useful not only for those who are new to the role, but also for those who have enjoyed success but are looking to become more skillful in the wide variety of situations that arise.

Students and their mentors share responsibility for ensuring productive and rewarding mentoring relationships. Both parties have a role to play in the success of mentoring. This handbook is devoted to the role of faculty members, though we also produce a companion volume for graduate students.

In the following pages, we've included suggestions for further reading, campus resources, and examples of practices that other faculty have found useful for cultivating a positive mentor-mentee relationship.

I appreciate your interest in this guide, your commitment to the profession, and your engagement in the rewarding work of mentoring graduate students.

Sincerely,

Mike Solomon
Dean of the Rackham Graduate School
Vice Provost for Academic Affairs

Acknowledgements

The Rackham Graduate School's mentoring guide for students, *How to Mentor Graduate Students: A Guide for Faculty at a Diverse University*, has proven to be a popular item for almost two decades; it has been requested, adopted, and adapted by graduate students, faculty, and staff around the country. Improving the quality of mentoring available to our students, as well as providing resources for both students and faculty, remains a top priority for Rackham.

Cartoonist Jorge Cham very generously allowed us to include strips from his series, *Piled Higher and Deeper*, which provides a delightful perspective on life in academia. We thank him for the permission to use his work, and for all he has done to lift the spirits of graduate students. Rebecca Aanerud, Associate Dean at the University of Washington Graduate School, has kindly provided permission to use two worksheets included in their mentoring guide for students.

Chapter 1: What Is a Mentor?

In nineteenth-century graduate education, the student-professor relationship looked a lot like the worst kind of apprenticeship: the price of admission to the craft was to do the bidding of the master. Today, that model is as obsolete as writing a dissertation on a typewriter.

The landscape of twenty-first century graduate education is much different, and so is its population. The quantity of knowledge has exploded, the boundaries between disciplines have blurred, and advances in both the resources and methods available for study and research fuel both phenomena.

Another key development has been the vastly larger pool from which the people engaged in graduate teaching, learning and research are increasingly drawn, which has helped drive a concomitant expansion of appropriate areas for scholarly investigation. Those people who were rarely included in higher education in the nineteenth century are in the majority now. They bring invigorating experiences and perspectives to the enterprise, but they also face challenges.

All these factors have necessitated both a broader, more sophisticated notion of mentoring, and a heightened recognition of its vital role in the preparation of the next generation's intellectual leaders, both within and beyond the academy.

Consider this multi-faceted definition of mentors as people who:

- take an interest in developing another person's career and well-being.
- have an interpersonal as well as a professional relationship with those whom they mentor.
- advance academic and professional goals in directions most desired by the individual.
- tailor mentoring styles and content to the individual, including adjustments due to differences in culture, ethnicity, gender and so on.

Some faculty limit the responsibilities of mentoring to simply discharging their role as advisor. While assigned advisors can certainly be mentors, and often are, effective mentoring requires playing a more expansive role in the development of a future colleague. The role of advisor usually is limited to guiding academic progress. The role of mentor is centered on a commitment to advancing the student's career through an interpersonal engagement that facilitates sharing guidance, experience, and expertise.

Like any interpersonal relationship, the one between mentor and student will evolve over time, with its attendant share of adjustments. The fact that today's students come from an increasingly diverse backgrounds may add a layer of complexity, but it is more likely to enrich than confound the relationship.

New graduate students, in particular, may express the desire for a mentor with whom they can personally identify, but their eventual level of satisfaction with their mentors seems to have little to do with this aspect of the relationship. This confirms the important point that you can be a

successful mentor even if you and your student do not share similar backgrounds. Of course, each mentoring relationship should be tailored to the student's goals, needs, and learning style, but the core principles apply across the board. What you and the student share—a commitment to the goals of the scholarly enterprise and a desire to succeed—is far more powerful and relevant than whatever might seem to divide you.

Just as students have different learning styles, the skill sets and aptitudes of mentors are as varied as mentors themselves. There is no foolproof recipe. This guide surveys practices and approaches that have demonstrated their value. Our intent is to help you become a successful mentor in your own way.

Promising Practices: Applied Physics

This program has a structured approach to pairing new students with faculty mentors that match student interests and needs. The students have a directed study or lab rotation during the winter term of the first year, the summer term, and then in the fall term of the second year. This gives the student exposure to working with a number of faculty in their areas of likely research. The program chair then provides the students with guidance regarding the faculty member who may be the best match for the student.

Student Perspective

My current advisor is very down to earth and places everything into perspective. Be it research, classes or professional growth. He doesn't force his opinion of these things on me, but allows me to make my own priorities and live with the consequences.

I value my advisor's devotion to his graduate students--he wants us to succeed, learn to do research well, reach lofty goals, and graduate in a reasonable amount of time. ...I value the faculty's commitment to graduate students' work and quality of life.

Chapter 2: Why Be a Mentor?

Far from being an optional extra, or a task to be attended as time permits, mentoring is as essential to a faculty member's success as teaching, research and publication are, and for the same reasons: it benefits both students and mentors as it advances the discipline, ensuring the quality and commitment of the next generation of scholars.

Mentoring benefits students because:

- It supports their advancement in research activity, conference presentations, publication, pedagogical skill, and grant-writing.
- Students are less likely to feel ambushed by potential bumps in the road, having been alerted to them, and provided resources for dealing with stressful or difficult periods in their graduate careers.
- The experiences and networks their mentors help them to accrue may improve the students' prospects of securing professional placement.
- The knowledge that someone is committed to their progress, someone who can give them solid advice and be their advocate, can help to lower stress and build confidence.
- Constructive interaction with a mentor and participation in collective activities he or she arranges promote engagement in the field.

And it rewards mentors in an abundance of ways:

- Your students will keep you abreast of new knowledge and techniques, and apprise you of promising avenues for research.
- A faculty member's reputation rests in part on the work of his or her former students; sending successful new scholars into the field increases your professional stature.
- Your networks are enriched. Helping students make the professional and personal connections they need to succeed will greatly extend your own circle of colleagues.
- Good students will be attracted to you. Word gets around about who the best mentors are, so they are usually the most likely to recruit—and retain—outstanding students.
- It is personally satisfying. Seeing your students succeed can be as rewarding as a major publication or significant grant.

Effective mentoring advances the discipline because these students often begin making significant contributions long before they complete their graduate degrees. Such students are more likely to have productive, distinguished, and ethical careers that reflect credit on their mentors and enrich the discipline. Effective mentoring helps to ensure the quality of research, scholarship, and teaching well into the future.

Student Perspective

My mentor is my strongest advocate and goes to bat for me when my program throws road blocks in my path.

The two things I like best about my relationship with my mentor is one, he thinks outside of the box when looking for funding for the lab and two, he is very good at keeping his mentees abreast of what is going on as well as encourages us to keep him informed.

Chapter 3: What Does the Mentor Do?

The mentor's responsibilities extend well beyond helping students learn what is entailed in the research and writing components of graduate school. First and foremost, mentors socialize students into the culture of the discipline, clarifying and reinforcing—principally by example—what is expected of a professional scholar.

Let us start with the basic responsibilities mentors have to those graduate students who seek their guidance.

Model professional responsibility. It is crucial that the mentor consciously act with integrity in every aspect of their work as teacher, researcher and author. Students must see that their mentors recognize and avoid conflicts of interest, collect and use data responsibly, fairly award authorship credit, cite source materials appropriately, use research funds ethically, and treat animal or human research subjects properly. This list is not meant to be exhaustive: never compromising the standards that bestow validity on the discipline is not a suggested guideline but essential to the profession.

Demystify graduate school. Many aspects of graduate education are unwritten or vague, and the ability of new students to understand them is hampered by the fact that they frequently do not know what questions to ask or what certain terminology means. You can help by adjusting your conversations accordingly and clarifying your program's expectations for lab work, coursework, comprehensive exams, research topics, and teaching. For each stage of the student's program, discuss the prevailing norms and criteria used to define quality performance.

Encourage the effective use of time. Work with the student on developing schedules and meeting benchmarks. Share techniques and practices that have been useful for others but do not insist there is only one way. Rather, help them blaze their own trail and devise a plan that keeps them on it. For many students, the shift from the highly structured nature of undergraduate education to the self-direction that is expected in graduate school presents a significant challenge.

Oversee professional development. Activities that have become second nature to you need to be made explicit to students, such as faculty governance and service, directing a lab, procuring grants, managing budgets, and being able to explain your research to anyone outside your discipline. Mentors help their students become full-fledged members of a profession and not just researchers.

Assist with finding other mentors. One size does not fit all, and one mentor cannot provide all the guidance and support that every student needs. Introduce students to faculty, emeriti, alumni, staff and other graduate students who have complementary interests. Effective mentoring is a community effort.

Student Perspective

I value my mentor's dedication and enthusiasm about science; also, his openness to discuss and aid in the development of my projects. He was able to establish clear project goals, in the beginning of my Ph.D., that reflected my preferences and listened to my ideas.

Reassurance... it's great to know that other people had to go through many experiences very similar to mine.

Chapter 4: General Guidelines for Mentors

The fundamental rubric for mentors is to be partial to the student but impartial about the student's work.

Clarity is the foundation upon which such a relationship is built. Be transparent about your expectations concerning the form and function of the relationship, and about what is reasonable to expect of you and what is not. Pay particular attention to boundaries, both personal and professional, and respect theirs just as you expect them to respect yours.

Within mutually agreeable limits, mentors have an open door. Because your time is so valuable, it is often the most precious thing you can give. What lies behind that door, literally and figuratively, should be a haven of sorts. Give students your full attention when they are talking with you, and the time and encouragement to open up. Try to minimize interruptions. Consider scheduling an occasional meeting away from the office or department to help create more personalized time.

Use concrete language to critique students' work. What the mentor communicates with the students must be timely, clear and, above all, constructive. Critical feedback is essential, but it is more likely to be effective if tempered with praise when deserved. Remind students that you are holding them to high standards in order to help them improve.

Mentors keep track of their students' progress and achievements, setting milestones and acknowledging accomplishments. Let your students know from the start that you want them to succeed, and create opportunities for them to demonstrate their competencies. When you feel a student is prepared, suggest or nominate him or her for fellowships, projects, and teaching opportunities.

Encourage students to try new techniques, expand their skills, and discuss their ideas, even those they fear might seem naive or unworkable. Let students know that mistakes are productive because we learn from our failures. These practices nurture self-sufficiency. As tempting as it can be to dictate paths, the person in front of you has different strengths and aspirations.

Provide support in times of discouragement as well as success, and be mindful of signs of emotional and physical distress. Do not assume that the only students who need help are those who ask for it. If a student is falling behind in his or her work, resist concluding that this shows a lack of commitment. Perhaps the student is exhausted, or unclear about what to do next, or is uncomfortable with some aspect of the project or research team. Although it is ultimately the responsibility of students to initiate contact with you, it may make a difference if you get in touch with those students who are becoming remote. Let them know they are welcome to talk with you during your office hours, and that the conversation can include nonacademic as well as academic issues.

Being open and approachable is particularly important when a student is shy or comes from a different cultural background. Many new students suffer from the impostor syndrome – anxiety about whether they belong in graduate school – so it is important to reassure them of their skills and abilities to succeed. The enthusiasm and optimism you show can be inspirational. Make sure that students understand not only the personal consequences of their commitment to their work, but also its value to the professional community and to the general public.

Share what you have learned as both a scholar and a member of a profession. You might think things are obvious to students that are not. At the same time, tell your students what you learn from them. This will make them realize they are potential colleagues. Identify professional workshops and networking opportunities for students. Involve students in editing, journal activities, conference presentations, and grant writing.

Promising Practices: Linguistics

Students are reviewed annually by the faculty. Prior to the meeting students prepare a progress report with the assistance of their advisors. Following the review the student receives feedback on progress in a letter explicitly intended to serve as a mentoring document.

Chemical Engineering

Mentor matching: During and after admission, faculty are encouraged to make contact with students who are interested in their areas, although no formal match is made at this time. The match is done in the first two months of the fall semester. During the first few weeks of our orientation course students hear twenty-minute presentations by all the faculty, including faculty from other departments who have some appointment in Chemical Engineering also. Students also have other opportunities to meet with the faculty, such as a picnic held in the first few weeks. The students then must make appointments with and talk to at least five faculty. Some faculty might ask the students to read a paper, attend group meetings, meet with the graduate students of the group, etc. In early October, the students submit a list of preferences for advisors.

We then match students with advisors, trying to give most students one of their top choices. When this is not possible, we discuss other possible options with the students and also faculty and work to make an acceptable arrangement for all involved.

Of course, it is not necessary to embody all of these attributes in order to be a successful mentor. Individuals have relative strengths in their capacity for mentoring, and mentors should be clear about what they can and cannot offer. Part of effective mentoring is knowing when to refer someone to another resource that might be more helpful.

Most important, and more than any particular piece of advice or supportive act, your students will remember how they were treated. The example you set as a person will have a profound effect on how they conduct themselves as professionals.

Student Perspective

In meetings, I show results and indicate where I would like to take experiments. She serves as a sounding board to improve and refine the ideas along with making additional suggestions. It allows me to take ownership of my project and not just be a technician.

What I like about my thesis advisor is how he balances both roles of listening to my ideas and giving them reasonable consideration, and guiding the direction of study from his own research experience. I don't think this is an easy task.

Chapter 5: During the Initial Meetings

You were mentored in some fashion as a graduate student, so you may find it a useful starting point to think about those days and how you felt about your mentoring. Consider these questions:

- What kind of mentoring did you have?
- What did you like and dislike about the mentoring you received?
- How well did your mentor(s) help you progress through your graduate program?
- How well did your mentor(s) prepare you for your academic career?
- What did you not receive in the way of mentoring that would have been helpful to you?

Thinking about these points can help you develop a vision of the kind of mentor you want to be, and the most effective ways you can mentor students inside and outside your discipline.

In the companion mentoring guide for graduate students, we suggest that they undertake a critical self-appraisal before they meet with faculty. Below are some points we recommend they consider. We share a modified version of this listing as possible topics for your first meeting.

- Find out about the student's previous educational experiences and why s/he decided to go to graduate school. What does the student hope to achieve in pursuing a graduate degree?
- Discuss your research projects and how they complement or diverge from the student's interests.

- Offer suggestions about courses the student should take, labs that might be appropriate, and other training experiences s/he should seek.
- Refer the student to other people inside or outside the university whom s/he should meet in order to begin developing professional networks.

You and your student need to communicate clearly from the start about your respective roles and responsibilities. Some people find it helpful to put such arrangements in writing, while recognizing that circumstances and needs can change. (See samples in appendix). Here are a few areas you may want to discuss.

- **Goals:** Ask students to develop and share with you a work plan that includes short-term and long-term goals as well as the timeframe for reaching those goals. Make sure the student's work plan meets the program's requirements and is feasible.
- **Meetings:** Tell students how frequently you will be able to meet with them, and that it is their responsibility to arrange and take the lead in these meetings. Let them know if you have a busy travel schedule, are about to take a sabbatical, or will be assuming an administrative position.
- **Thresholds:** Be explicit about the kinds of issues you feel require a face-to-face meeting. Also let students know if they may contact you at home, and under what circumstances, and ask them their preferences as well.
- **Assessments:** Discuss how often you will give them an assessment of their general progress, and let them know what type of feedback they can expect from you. Tell them how long it generally takes you to provide a response to their work, and how they can best remind you if they do not hear from you within the specified time.
- **Drafts:** Discuss your expectations of what first drafts should look like before they are submitted to you. If you do not want students to hand in rough drafts, suggest they share their work first with a trusted peer or writing group.
- **Publishing and Presenting:** Share your expectations regarding when and where you would like to see the student give research presentations. Explain the standards and norms for authorship credit in your field, and the extent to which you can assist them with preparing work for submission to journals and conferences.
- **Intellectual Property:** Before beginning work with students on a project, clarify who owns the data that is being collected, and whether others will have access to it. Also discuss issues of copyright and patent agreements that might occur as a result of a project.

The hallmark of a successful mentoring relationship is a shared understanding of expectations and responsibilities. These create the framework for the relationship, and they are largely established in the early meetings with a student. A relatively modest investment in those meetings can yield great dividends.

Student Perspective

I am able to approach them and express my concerns comfortably, they expect hard work from me and I expect patience and consideration from them.

I value that my mentor is very honest and that I always end a meeting with my mentor feeling as though I can tackle my problems.

Chapter 6: Developing the Professional Relationship

While graduate students deserve your support and attention, the specific needs of a first-year student just learning the ropes and fretting about the long and challenging road ahead are different from those of a student who is nearing completion of the dissertation and has refocused on career decisions.

Here again, the apprenticeship model of nineteenth-century graduate education is insufficient. The responsibility of the twenty-first-century mentor is to assist in the development of the next generation of scholars and researchers, and that requires a relationship of ever-growing collegiality.

The greatest challenge that faculty face with incoming graduate students is helping them make the transition from the format of undergraduate education—the short-term goals, predictable closure and tight structure of course work—to the unfamiliar, loosely structured, and relatively open-ended world of lab, research and dissertation. Mentors sometimes need to be directive, maintain a short-term focus, and assign concrete tasks and deadlines.

As students become more proficient with the basics, good mentors pay increasing attention to their progress both as researchers, by acting as a consultant or sounding board, and as professionals, by socializing them into the culture of their disciplines. The former means suggesting lines of inquiry and options for solving problems and discussing potential outcomes. The latter means encouraging the development of communication and networking skills by providing opportunities for teaching, writing, and presenting.

Promising Practices: Asian Languages and Cultures

Students have a mentoring committee assigned in their first year, and in second and subsequent years they form their own committee based on interests and specialization. The mentoring committee meets with the student twice each year for the purpose of advising on course selection and discussing the student's funding. The mentoring committee makes an end-of-year report to the graduate committee, and all faculty meet to discuss each student every year. The student receives a form letter if they are on track, but if there are concerns, these are addressed in the annual letter.

Good mentors help students gradually understand how their objectives fit into the particular graduate degree program, departmental life, and postgraduate options. As the relationship evolves, mentors expect and encourage their students to accept increasing responsibility and more complex challenges. It is essential to keep in mind that the doctoral program is the beginning, rather than the sum of the student's career. The mentor's "end game" requires assisting the student in successfully launching that career.

In particular, mentors need to understand that it is much harder today to find a tenure-track position or even, in many fields, any full-time faculty position. This makes the mentor's guidance, encouragement, networking and promotion of the student more critical than ever. If the relationship is, indeed, lifelong, then opportunities to provide such assistance do not end with the completion of the degree.

In some fields the primary career objective is the professoriate. In other fields the majority of graduate students will pursue non-academic positions. In working with them the mentor's function goes beyond the promotion of academic success, and so the mentor must be open minded about the students' career interests and paths, and help them to explore those options outside the academic world if that is where their interests lie.

The influence that research supervisors wield over their students is enormous; they are truly the gatekeepers of the student's professional future. How this power is used is at the heart of the difference between graduate education in the nineteenth- and twenty-first centuries. The effective mentor serves as advocate and guide, empowering the student to move from novice to professional.

Promising Practices: English Language and Literature

The department sponsors a group known as Jobseekers. This group meets once a month to prepare students for interviews at the Modern Language Association's annual conference. They offer students reimbursement for up to \$400 spent for dossier postage. They also provide up to \$600 in travel funds for students who have interviews at the MLA conference. In addition, there are mock interviews with the two faculty members who serve as directors of the group. The directors vet their cover letters and resumes. After the MLA, they do mock job talks for students who were invited for second stage interviews during the winter term. The directors keep a report on the students' interview progress.

Student Perspective

They give me close personal attention (it's a small lab), therefore they are able to correct weaknesses and prevent me from wasting time. They care about me as a person, and not just as a scientist.

His enthusiasm. Not just for my research, but for my post graduate school aspirations. My mentor definitely provides useful insight to both my current problems and any that he might foresee outside of school.

Chapter 7: How Graduate Programs Can Encourage Mentoring

Effective mentoring cannot be done in a vacuum. A successful relationship between a graduate student and mentor is built upon a foundation of commitment at the institutional as well as at the program level. The institution must be committed to ensuring that its programs are of the highest quality, producing professionals who are both ethical and accomplished. The department, in turn, is responsible for setting clear expectations and supervising progress. Each department should be responsible for creating an environment in which mentoring is valued and both students and faculty have access to resources that promote graduate student success. The following are examples of practices known to reinforce the efforts of faculty as they work with their students.

Provide an orientation session. This helps faculty get a head start with new graduate students by introducing them to program policies, practices, and resources, preferably at the beginning of the academic year. This should be followed up with a refresher session in the second term. Students should also be furnished with a departmental guide that acquaints them with its expectations, benchmarks, and milestones.

Assign a first-year temporary advisor. To facilitate graduate student engagement with faculty immediately upon entry into graduate school, assign incoming students a temporary faculty advisor. Students and faculty can be paired based upon stated interests. Each advisor should be required to meet with their advisees at least twice during the academic year to review course selections and departmental requirements, and to answer questions that arise. After this first year, it should be viewed positively if graduate students want to change advisors. Encourage the recognition that developing relationships with other faculty is a signal of a student's growth and progress.

Develop a set of core expectations for faculty to discuss with their advisees. Departments can affirm that mentoring is a core component of the educational experience for graduate students by

developing a compact or agreement, relevant to the discipline or field of study, for use by faculty and the students with whom they work. Such a document would list the essential commitments and responsibilities of both parties, set within the context of the department's fundamental values. This could be included in the departmental handbook and reviewed—or even signed—by both parties to acknowledge the mentoring relationship.

Provide an annual review of student progress.

The objective of a periodic review—annual, at least—is to identify ways in which faculty can more effectively help students make progress in their graduate studies by routinely documenting and sharing with each student a constructive critique of that individual's efforts across the entire spectrum of mastery that the student is expected to achieve. This extends beyond course grades to offer feedback on whether the student is acquiring the full set of experiences, methods, and professional experiences that the faculty think are critical to success in the field of study. While a wide range of formats can be used, the one common feature is that faculty share the results of the review with each student in writing, and include a copy in the student's file. The intention is to provide a framework for constructive discussion of student progress toward the degree and to document suggestions, guidelines, and benchmarks provided to the student.

Create structured activity for faculty and students. These events could be academic in nature, such as brown bags, colloquia, and workshops, or more socially oriented events like pot lucks, movie nights, and picnics. To establish a collegial atmosphere it is helpful to designate a space, such as a lounge. Many departments also use this space to host social events to which graduate students, faculty, staff, and families are invited.

Provide peer mentoring opportunities. In order to ease the transition to graduate student life, pair first-year graduate students with more advanced students who share similar interests. Peer mentors can familiarize incoming students with departmental culture, strategies for success in the first year, and resources at the university and in the local community.

Support professional socialization. Departments can make it easier for mentors to nurture the professional development of their graduate students by instituting certain policies and programs. For instance, a number of departments invite student participation on departmental committees,

Promising Practices: Political Science

The department has developed a number of practices to build and maintain community. Each fall and winter semester the department sponsors a “professional development day” when faculty and graduate students from each field gather for lunch to discuss new developments in the field and anything else that comes up. Then graduate students take part in a variety of professional workshops planned by the student members of the Department's Graduate Affairs Committee. These workshops have focused on a wide variety of issues from nonacademic employment to managing stress to applying for outside fellowships.

including those focusing on hiring and/or admissions. Some departments offer a special course for their graduate students who are working as graduate student instructors (GSI). Departments can require each student to make a presentation at a seminar or brown bag, with one or two faculty assigned to provide a critique. Graduate programs can encourage students to present their work at professional meetings.

Promote successful mentoring practices. Some departments have found it useful to hold annual seminars that update faculty on the latest employment trends and internship opportunities, as well as issues such as appropriate faculty-student relations, professional standards, research responsibility, and balancing career and personal life. New faculty often benefit from formal guidance in mentoring, which can include briefings, workshops, the assignment of senior mentors, and information about campus resources.

Reward effective mentoring. Mentoring performance and outcomes are worthy of inclusion in faculty evaluation for salary and promotion. An additional means for rewarding mentoring is to factor in teaching credits for faculty who assume heavy mentoring responsibilities. Another way of honoring good mentors is through public recognition. Remember to nominate your faculty for school and college awards, and for Rackham's Distinguished Graduate Mentor Award.

Chapter 8: Mentoring in a Diverse Community

The conventional categorization of students as traditional and non-traditional has outlived its usefulness. Graduate education is continually evolving: content and practices have changed over the decades and so have the students. If we put women, students from historically underrepresented groups, international students, LGBTQ+ students, students with disabilities, and students with children all in one category, it would constitute the majority of graduate students in the U.S. The diversity of those in graduate education has forced us to consider what is worth preserving and transmitting, and what is rooted in assumptions about homogeneity and should be adapted or discarded.

Research on the role that social identity plays in an individual's ability to succeed in graduate school indicates that there are issues that call for attention and thoughtfulness on the part of their mentors. Consider how the following might pertain to your mentoring of current and future students.

Need for Role Models. Students from historically underrepresented or marginalized groups have a harder time finding faculty role models who might have had experiences similar to their own. If the faculty and graduate students in your department are ostensibly homogenous, become more involved in efforts to identify and recruit new faculty and graduate students who represent diverse backgrounds. At the same time, never forget that you can provide excellent mentoring to students whose backgrounds are different from your own.

Questioning the Canons. Students from underrepresented or marginalized groups, particularly those in the social sciences and humanities, sometimes find that their research interests do not fit

into the current academic canons. Some fear that when they select research questions focusing on race, gender or sexual orientation, faculty will deem their work irrelevant, and others will see them as being only interested in these topics for the rest of their professional careers. More commonly, they find that their experiences are missing from current theory and research. Be open to hearing students' experiences and perspectives. Ask where a student's research interests lie rather than making assumptions about them based on the student's personal characteristics or past work. Think about the ways that race, gender, sexual orientation, ethnicity, and other characteristics help to expand the types of questions that are asked in your discipline and the approaches used for answering them. Direct them to the many interdisciplinary programs and research centers across campus that may provide them with a community of scholars whose interests intersect with their own.

Feelings of Isolation. Students from historically underrepresented groups and international students can feel particularly isolated or alienated from other students in their departments, especially if the composition of the current program is homogenous. Be aware of students who seem to be finding it particularly difficult to take active roles in academic or social settings and take the initiative to include them. Ask them about their research interests, hobbies and activities outside of their program. Introduce your student to other students and faculty with complementary interests. Remind students of the wealth of organizations within or outside the university that might provide them with a sense of community.

Burden of Being a Spokesperson. Students from underrepresented groups often expend a lot of time and energy speaking up when issues such as race, class, gender, ability status or sexual orientation arise – or are being ignored. Instead of assuming that certain experiences are the norm, question whether race, gender, or other characteristics provide different perspectives from those being expressed. For example, avoid calling on male or female, black or white, old or young graduate students to be spokespersons for their gender or race or age group. While their perspective is wanted, allow them to offer it freely and remember that it is the individual's view.

Promising Practices: Ecology and Evolutionary Biology

The Big Sibs Mentoring Program is meant to provide a comfortable, informal way for first year students (aka Little Sibs) to learn about the culture of graduate school, our department, and how to excel at the University of Michigan. A panel of older grad students (typically 3rd and 4th year students) meets regularly with the new cohort to answer questions and help ease the transition into graduate school. In the past we found that few Big Sib-Little Sib pairs worked out; the pairings were arbitrary, rather than natural pairings based on mutual compatibility. By moving to group discussion between the incoming students and a panel of more seasoned students, new students are introduced to a broad cross-section of the department; hopefully among these students is someone each new student would feel comfortable talking to one-on-one.

Concern about speaking up in class. Certain conditions may be greater obstacles for some students than for others. For example, research has shown that an overly competitive and critical atmosphere in graduate programs can alienate women and minority students, who lament that the system does not reward praising the contributions of other scholars. Stay attuned to what is happening in class. Try to change the tenor of discussions when they become overly critical. Set ground rules with your students for group discussions in your courses or labs, and explain how your expectations for participation will advance students' learning goals. Experiment with ways of preventing a few students from dominating your seminars.

Suffering from stereotypes. Few of us go through life without suffering the experience of others' assumptions and it still is challenging to displace that nineteenth-century gentleman scholar as the typical graduate student. While each identity group may face different issues and experiences, all students from that group will not share the same thoughts and perspectives. Social class, geographic origin, economic status, health and a wealth of other factors also play an important role in shaping behaviors and attitudes. Recognizing each student's unique strengths and scholarly promise will go far to eliminate stereotypes.

Student Perspective

He understands family and a 7-4 schedule. He understands and is willing to talk about female issues and is completely supportive... advising me of who to be careful of because they are judgmental towards women, etc.

I value that my mentors recognize that this is my graduate school experience. My mentors provide me with guidance and also allow me to make my own decisions. I also value that my mentors see me as a whole person. My personal and professional lives are interconnected and my mentors respect me beyond the work I do on a Friday afternoon.

Chapter 9: In Conclusion

Effective mentoring is good for mentors, good for students, and good for the discipline. You are probably already doing much of what's been discussed in the preceding sections: supporting your students in their challenges as well as their successes, assisting their navigation of the unfamiliar waters of a doctoral program, and providing a model of commitment, productivity and professional responsibility.

In most cases, the system works well: students make informed choices regarding faculty with whom they work; faculty serve as effective mentors and foster the learning and professional development of graduate students. During the graduate experience, students are then guided toward becoming independent creators of knowledge or users of research, prepared to be colleagues with their mentors as they complete the degree program and move on to the next phase of professional life.

In order to learn more about mentoring resources at the University of Michigan, and in particular about the Rackham initiative, Mentoring Others Results in Excellence (MORE), contact more-mentoring@umich.edu.

We have also included a few suggestions for further reading if you would like to explore some of the topics raised in this guide, sample forms in the appendix, and a list of related resources at the University of Michigan useful for those who work with graduate students in any capacity.

Student Perspective

They treat me with respect. I understand my position as a graduate student working for accomplished individuals, yet they treat me with the respect I deserve as well. That is invaluable.

Further Reading

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Resources at the University of Michigan

Research, Writing, and Teaching

The Center for Research on Learning and Teaching (CRLT)

CRLT works with U-M faculty, graduate students, and administrators to support different types of teaching, learning, and evaluation; including multicultural teaching, technology in teaching, evaluation, and workshops, and teaching grants.

1071 Palmer Commons
100 Washtenaw Avenue
Ann Arbor, MI 48109-2218
Phone: (734) 764-0505
Email: crlt@umich.edu
<http://www.crlt.umich.edu>

Sweetland Center for Writing

Sweetland offers writing assistance with course papers and dissertations to undergraduate and graduate students in the form of peer tutoring, appointments with Sweetland faculty, workshops, and additional resources.

1310 North Quad
105 South State Street
Ann Arbor, MI 48109-1285
Phone: (734) 764-0429
Email: sweetlandinfo@umich.edu
<https://www.lsa.umich.edu/sweetland/>

Scholarspace

Scholarspace provides workshops as well as one-on-one consultation over the phone, in person, or over email, on technology use related to research and writing (i.e., managing bibliographies with RefWorks and EndNote, using Microsoft Word for your dissertation, etc.).

Hatcher Graduate Library, Room 206
913 South University Avenue
Ann Arbor, MI 48109-1205
Phone: (734) 647-7406
Email: scholarspace@umich.edu
<https://www.lib.umich.edu/scholarspace>

GroundWorks Media Conversion Lab

GroundWorks is a facility supporting the production, conversion, and editing of digital and analog media using high-end Macintosh and Windows computers equipped with CD-R drives, flatbed scanners, slide scanners, slide film exposers, and video and audio equipment.

Room 1315 Duderstadt Center
2281 Bonisteel Boulevard
Ann Arbor, MI 48109
Phone: (734) 647-5739
Email: groundworks@umich.edu
<http://www.dc.umich.edu/spaces/groundworks>

Duderstadt Center

The Duderstadt Center is the library and media center on North Campus. The center houses computer labs, meeting space, the Art, Architecture, and Engineering Library, the College of Engineering Computer Aided Engineering Network (CAEN), the Digital Media Commons (GroundWorks), and Mujo Café.

2281 Bonisteel Boulevard
Ann Arbor, MI 48109
Phone: (734) 763-3266
<http://www.dc.umich.edu/>

Consulting for Statistics, Computing, and Analytics Research (CSCAR)

CSCAR is a research unit that provides statistical assistance to faculty, primary researchers, graduate students, and staff of the university.

3550 Rackham Building (3rd Floor)
915 East Washington Street
Ann Arbor, MI 48109-1070
Phone: (734) 764-STAT (7828)
Email: cscar@umich.edu
<https://cscar.research.umich.edu>

English Language Institute (ELI)

The English Language Institute offers courses for nonnative speakers of English enrolled at, and visiting, the University of Michigan. ELI also features instructional programs, courses, workshops for graduate student instructors (GSIs), ESL clinics, and intensive English summer programs.

500 Church Street, Suite 900

Ann Arbor, MI 48109-1042

Phone: (734) 764-2413

Email: eli-information@umich.edu

<https://www.lsa.umich.edu/eli>

University Career Center

The University Career Center supports students and faculty with exploring and pursuing their career and educational goals by assisting with internship searches, applying to graduate school, looking for a full time job, providing career counseling, and leading workshops.

515 East Jefferson Street

3200 Student Activities Building

Ann Arbor, MI 48109-1316

Phone: (734) 764-7460

Email: careercenter@umich.edu

<https://www.careercenter.umich.edu/>

Rackham's Dissertation Resources

This website provides a list of resources at the University of Michigan that can be helpful as students navigate their dissertation process.

<https://rackham.umich.edu/navigating-your-degree/>

Rackham Workshops

This site lists the workshops Rackham Graduate School offers throughout the year.

<https://rackham.umich.edu/events>

The California Alliance Research Exchange Program

The California Alliance is one of the Alliances for Graduate Education and the Professoriate (AGEP). It is a partnership between U-M and four leading California universities. The Alliance focuses on increasing diversity in mathematics, physical sciences, computer science, engineering and related disciplines.

Rackham Graduate School

915 East Washington Street

Ann Arbor, MI 48109-1070

<https://rackham.umich.edu/rackham-life/diversity-equity-and-inclusion/um-ca-alliance/>

Support Organizations and Services

Center for the Education of Women (CEW)

Available to men and women, CEW has professional counselors who help individuals explore their educational and career goals. CEW offers grants, free and low cost workshops, post-docs, and other services to students, faculty, staff and community members whereby they advocate for women in higher education and in the workplace.

330 East Liberty Street

Ann Arbor, MI 48104

Phone: (734) 764-6005

Email: contactcew@umich.edu

<http://www.cew.umich.edu/>

Institute for Research on Women and Gender (IRWG)

The Institute for Research on Women and Gender coordinates existing research activities by bringing together scholars across campus who have related interests in women and gender studies. IRWG also provides seed money for new research projects, sponsors public events, and supports research by graduate students.

1136 Lane Hall
204 South State Street
Ann Arbor, MI 48109-1290
Phone: (734) 764-9537
Email: irwg@umich.edu
<https://irwg.umich.edu/>

International Center

The U-M International Center provides a variety of services to assist international students, scholars, faculty and staff at the University of Michigan, as well as U-M American students seeking opportunities to study, work, or travel abroad.

1500 Student Activities Building
515 East Jefferson Street
Ann Arbor MI 48109-1316
Phone: (734) 764-9310
Email: icenter@umich.edu
<https://www.internationalcenter.umich.edu/>

Services for Students with Disabilities Office (SSD)

SSD Office provides campus and external resources as well as assistance for students with physical and mental health conditions in a private and confidential manner.

G-664 Haven Hall
505 South State Street
Ann Arbor, MI 48109-1045
Phone: (734) 763-3000
Email: ssdoffice@umich.edu
<https://ssd.umich.edu/>

The Adaptive Technology Computer Site (ATCS)

ATCS is an ergo-assistive work-study computing environment open to U-M students, faculty and staff. The site is designed to accommodate the information technology needs of physically, visually, learning, and ergonomically impaired individuals and a personal assistant or canine companion.

James Edward Knox Center Adaptive Technology Computing Site
Shapiro Undergraduate Library, Room 2064
919 South University Avenue
Ann Arbor, MI 48109-1185
Phone: (734) 647-6437
Email: sites.atcs@umich.edu
<https://its.umich.edu/computing/accessible-computing/atcs>

Spectrum Center

The Spectrum Center provides a comprehensive range of education, information and advocacy services working to create and maintain an open, safe and inclusive environment for lesbian, gay, bisexual, transgender, and similarly-identified students, faculty, and staff, their families and friends, and the campus community at large.

3200 Michigan Union
530 South State Street
Ann Arbor, MI 48109-1308
Phone: (734) 763-4186
Email: spectrumcenter@umich.edu
<https://spectrumcenter.umich.edu/>

LambdaGrads

LambdaGrads is the organization for Lesbian, Gay, Bisexual and Transgender (LGBT) graduate and professional students at the University of Michigan that provides a safe, fun and open environment for queer grad students to socialize and build community across academic disciplines.

Email: lambdagrads@umich.edu

The OUTlist

The OUTlist seeks to foster professional relationships and mentoring opportunities through engaging LGBTQ faculty, staff, students, and alumni in the creation of online searchable profiles. It is a database where university community members can connect with one another and where individuals new to the community can look to for resources.

<https://spectrumcenter.umich.edu/outlist/>

Student Legal Services

Student Legal Services (SLS) is a free full-service law office available to currently enrolled students at the University of Michigan - Ann Arbor campus.

Division of Student Affairs
715 North University Avenue, Suite 202
Ann Arbor 48104-1605
Phone: (734) 763-9920
<https://studentlegalservices.umich.edu/>

Veterans Affairs: Transcripts and Certification

Michelle Henderson in the Transcripts and Certification Office assists students who are veterans with certification, paperwork, transcripts, veterans' benefits, and other administrative needs.

1210 LSA/Veterans
500 South State Street
Ann Arbor, MI 48109-1382
Phone: (734) 763-9066

Veterans and Military Services

Phillip Larson assists U-M students who are veterans with their overall acclimation and adjustment to being a student at the University of Michigan (i.e., coursework, finding housing, social networks, etc.).

Veterans and Military Services
2011 Student Activities Building
515 East Jefferson Street
Ann Arbor, MI 48109-1316
Phone: (734) 764-6413
<http://vets.umich.edu/>

Multi Ethnic Student Affairs Office (MESA) & William Monroe Trotter Multicultural Center

The Office of Multi-Ethnic Student Affairs and the William Monroe Trotter Multicultural Center work in conjunction with one another to provide workshops and programs that foster learning, and cross-cultural competencies that represent an array of ethnic backgrounds.

Multi Ethnic Student Affairs Office

2202 Michigan Union
530 South State Street
Ann Arbor, MI 48109

(734) 763-9044, <https://mesa.umich.edu/>
and

William Monroe Trotter Multicultural Center
1443 Washtenaw Avenue
Ann Arbor, MI 48109
(734) 763-3670

<https://trotter.umich.edu/>

Graduate School Dispute Resolution and Academic Integrity Procedures

This office offers formal and informal dispute resolution services, provides resources and referrals, and can offer alternative resolutions in consultation with other offices as appropriate. Students can expect confidentiality in a safe environment.

Rackham Resolution Officer
1120 Rackham Building
915 East Washington Street
Ann Arbor, MI 48109-1070
Phone: (734) 764-4400

Email: RackResolutionOfficer@umich.edu
<https://rackham.umich.edu/academic-policies/>

Health and Wellness

Counseling and Psychological Services (CAPS)

CAPS provides services that are designed to help students reach a balanced university experience, ranging from various counseling services, educational and preventive initiatives, training programs, outreach and consultation activities, and guidance on how to fully contribute to a caring healthy community.

3100 Michigan Union

530 South State Street

Ann Arbor, MI 48109

Phone: (734) 764-8312

Email: tdsevig@umich.edu

<https://caps.umich.edu/>

U-M Psychiatric Emergency Services (PES)

Psychiatric Emergency Services (PES) provides emergency/urgent walk-in evaluation and crisis phone services available 24 hours a day, 7 days a week, for people of all ages. The following services are provided: psychiatric evaluation, treatment recommendations; crisis intervention; screening for inpatient psychiatric hospitalization and mental health and substance abuse treatment referral information.

University Hospital

1500 East Medical Center Drive

Reception: Emergency Medicine

Ann Arbor, MI 48109-5020

Phone: (734) 996-4747

Crisis phone service: (734) 936-5900

(24 hours/7 days)

<https://medicine.umich.edu/dept/psychiatry/patient-care/psychiatric-emergency-service>

Psychological Clinic

The U-M Psychological Clinic provides psychological care including consultation, short-term and long-term therapy for individual adults and couples, for students and residents of Ann Arbor and neighboring communities. Services and fees are on a sliding scale according to income and financial circumstances, and the clinic accepts many insurance plans.

500 East Washington Street, Suite 100

Ann Arbor , MI 48104

Phone: (734) 764-3471

Email: clinicinfo@umich.edu

<https://mari.umich.edu/psych-clinic/>

University Health Service (UHS)

UHS is a health care clinic available to U-M students, faculty, staff and others affiliated with U-M that meets most health care needs. For students who are enrolled for the current semester on the Ann Arbor campus most UHS services are covered by tuition.

207 Fletcher Street

Ann Arbor MI 48109-1050

Phone: (734) 764-8320

Email: ContactUHS@umich.edu

<https://www.uhs.umich.edu/>

SafeHouse Center

SAFE House provides free and confidential services for any victim of domestic violence that lives or works in Washtenaw County. Their programs include counseling, court accompaniment, information and referrals, emergency shelter, and personal advocacy.

4100 Clark Road

Ann Arbor, MI 48105

Crisis Line: (734) 995-5444 (24 hours /7 days)

Business Line: (734) 973-0242

<https://www.safehousecenter.org/>

Sexual Assault Prevention and Awareness Center (SAPAC)

SAPAC provides educational and supportive services for the University of Michigan community related to sexual assault, dating and domestic violence, sexual harassment, and stalking.

Michigan Union, Room 1551

530 South State Street

Ann Arbor, MI 48109-1308

Office Phone:

(734) 764-7771

24-hour Crisis Line:

(734) 936-3333

Email: sapac@umich.edu

<https://sapac.umich.edu>

Family and Community

The Guide to Campus and Community for Graduate and Professional Students

This online guide provides web links and information to students about numerous resources at the University of Michigan and in Ann Arbor.

<https://rackham.umich.edu/rackham-life/>

Students with Children

This website is dedicated to the needs of students at the University of Michigan who juggle parenting, study and work. This site is described as a “one-stop shop for all your parenting needs.”

<http://www.studentswithchildren.umich.edu/>

Work/Life Resource Center

The Work/Life Resource Center is a starting point for U-M staff, faculty, and students as they begin to investigate resources for eldercare, childcare, and other tools for work/life balance, such as flexible scheduling and child care leaves of absence.

2060 Wolverine Tower

3003 South State Street

Ann Arbor, MI 48109

Phone: (734) 936-8677

TTY: (734) 647-1388

Email: worklife@umich.edu

<https://hr.umich.edu/about-uhr/service-areas-offices/work-life-resource-center>

Child Care Subsidy Program

The Child Care Subsidy Program provides funds to students with children to assist in meeting the cost of licensed child care.

Office of Financial Aid

2500 Student Activities Building

515 East Jefferson Street

Ann Arbor, MI 48109-1316

Phone: (734) 763-6600

Email: financial.aid@umich.edu

<http://finaid.umich.edu/child-care-subsidy/>

University Center for the Child and the Family (UCCF)

UCCF offers a wide variety of family-oriented services to enhance the psychological adjustment of children, families, and couples. Services are offered on a sliding-fee scale and include individual and group psychotherapy for children, families, and couples, parent guidance, coping with divorce groups for parents and children, and social skills groups for children.

500 East Washington Street, Suite 100

Ann Arbor, MI 48104

Phone: (734) 764-9466

<https://mari.umich.edu/uccf/>

Housing Information Office

The Housing Information Office handles all residence halls and Northwood housing placements, provides counseling and mediation services for off-campus housing, and special services for students with disabilities, international students, and families.

1011 Student Activities Building
515 East Jefferson Street
Ann Arbor, MI 48109-1316
Phone: (734) 763-3164
Email: housing@umich.edu
<https://www.housing.umich.edu/>

Off-Campus Housing Resources

This program provides housing resources specifically related to living off campus.

Phone: (734) 763-3205
<https://offcampushousing.umich.edu/>

Rackham Student Organizations

Graduate Rackham International (GRIN)

GRIN is a student-run organization that aims to provide support for all international graduate students at the University of Michigan. Their goal is to establish a diverse and inclusive community, while providing international students with tools to grow professionally and personally. Avenues to achieve this vision include mentorship programs, social, and professional events.

grin.contact@umich.edu
<https://grin.rackham.umich.edu/>

Rackham Student Government (RSG)

Established in 1954, Rackham Student Government is the elected body representing the needs and concerns of the 8,300+ graduate student enrolled in rackham degree programs. RSG consists of multiple active governmental branches. The members of the Executive and Legislative Branches are elected annually by Rackham students.

rsg@umich.edu
<https://rsg.umich.edu/>

Students of Color of Rackham (SCOR)

SCOR is a network for Rackham graduate and professional students at the University of Michigan. SCOR is dedicated to the social, cultural, and academic well-being of students of color of African, Asian, Latino, and Native American descent, and also welcomes students of other cultures, ethnicities, and international origins. SCOR promotes, supports, and sponsors efforts to enhance and improve the quality of our students' academic, professional and social lives, respectful of cultural, disability, gender and sexual orientation.

scorcommunications@gmail.com
<http://www.scor-umich.com/>

Appendix: Samples of Tools Used by Rackham Degree Programs

Michigan Graduate Student Mentoring Plans, Rackham Graduate School

Student Information Form, Department of Psychology

Summary Report on Laboratory Thesis Progress, Immunology

Mentoring Report, Department of Asian Languages and Cultures

Procedure for Selection of Research Supervisor, Macromolecular Science and Engineering Program,

Academic Progress Report, Women's Studies and Sociology Doctoral Program

Developing Shared Expectations

Michigan Graduate Student Mentoring Plans

An early dialogue on the advising and mentoring relationship between faculty advisors and their graduate students or postdoctoral scholars can be an essential tool for setting up expectations for the mentoring relationship. The attached information and sample mentoring agreement offer tools for students and faculty mentors to use in defining those expectations.

It is assumed that these mentoring plans can to be modified in whatever way the individual program and advisor/advisee pair think is most appropriate to their intended relationship. These plans are not intended to serve as any kind of legal document, but rather as an agreement in principle as to the training goals of the advisor and advisee, after discussion between the two.

The attached document is based on a sample published by the Graduate Research, Education and Training (GREAT) group of the American Association of Medical Colleges (AAMC). Departments and Programs may wish to use it to create a customized mentoring plan that sets up a statement of principles governing student/faculty mentor relationships, and to be used at the time a student commits to working with a primary faculty mentor.

Tenets of Predoctoral Training

Institutional Commitment

Institutions that train graduate students must be committed to establishing and maintaining high-quality training programs with the highest academic and ethical standards. Institutions should work to ensure that students who complete their programs are well-trained and possess the foundational skills and values that will allow them to mature into independent academic professionals of integrity. Institutions should provide oversight for the length of study, program integrity, stipend levels, benefits, grievance procedures, and other matters relevant to the education of graduate students. Additionally, they should recognize and reward their graduate training faculty.

Program Commitment

Graduate programs should endeavor to establish graduate training programs that provide students with the skills necessary to function independently in an academic or other research setting by the time they graduate. Programs should strive to maintain academically relevant course offerings and research opportunities. Programs should establish clear parameters for outcomes assessment and closely monitor the progress of graduate students during their course of study.

Quality Mentoring

Effective mentoring is crucial for graduate school trainees as they begin their academic careers. Faculty mentors must commit to dedicating substantial time to graduate students to ensure their academic, professional and personal development. A relationship of mutual trust and respect should be established between mentors and graduate students to foster healthy interactions and encourage

individual growth. Effective mentoring should include teaching research methods, providing regular feedback that recognizes contributions and insights and offers constructive criticism, teaching the “ways” of the academic research and teaching enterprise, and promoting students’ careers by providing appropriate opportunities. Additionally, good graduate school mentors should be careful listeners, actively promote and appreciate diversity, possess and consistently exemplify high ethical standards, recognize the contributions of students in publications and intellectual property, and have a strong record of research accomplishments.

Provide Skills Sets and Counseling that Support a Broad Range of Career Choices

The institution, training programs, and mentor should provide training relevant to academic and other research and policy careers that will allow their graduate students to appreciate, navigate, discuss, and develop their career choices. Effective and regular career guidance activities should be provided, including exposure to academic and non-academic career options.

Commitments of Graduate Students

- **I acknowledge that I have the primary responsibility for the successful completion of my degree.** I will be committed to my graduate education and will demonstrate this by my efforts in the classroom and in research settings. I will maintain a high level of professionalism, self-motivation, engagement, curiosity, and ethical standards.
- **I will meet regularly with my research advisor and provide him/her with updates on the progress and results of my activities and experiments.**
- **I will work with my research advisor to develop a thesis/dissertation project.** This will include establishing a timeline for each phase of my work. I will strive to meet the established deadlines.
- **I will work with my research advisor to select a thesis/dissertation committee.** I will commit to meeting with this committee at least annually (or more frequently, according to program guidelines). I will be responsive to the advice of and constructive criticism from my committee.
- **I will be knowledgeable of the policies and requirements of my graduate program, graduate school, and institution.** I will commit to meeting these requirements, including teaching responsibilities.
- **I will attend and participate in relevant group meetings and seminars that are part of my educational program.**
- **I will comply with all institutional policies, including academic program milestones.** I will comply with both the letter and spirit of all institutional research policies (e.g., safe laboratory practices and policies regarding animal-use and human-research) at my institution.

- **I will participate in my institution's Responsible Conduct of Research Training Program and practice those guidelines in conducting my thesis/dissertation research.**
- **I will be a good research citizen.** I will agree to take part in relevant shared research group responsibilities and will use research resources carefully and frugally. I will be attentive to issues of safety and courtesy, and will be respectful of, tolerant of, and work collegially with all research personnel.
- **For use in relevant fields: I will maintain a detailed, organized, and accurate records of my research, as directed by my advisor.** I am aware that my original notes and all tangible research data are the property of my institution but that I am able to take a copy of my notebooks with me after I complete my thesis/dissertation.
- **I will discuss policies on work hours, sick leave and vacation with my research advisor.** I will consult with my advisor and notify any fellow research group members in advance of any planned absences.
- **I will discuss policies on authorship and attendance at professional meetings with my research advisor.** I will work with my advisor to submit all relevant research results that are ready for publication in a timely manner.
- **I acknowledge that it is primarily my responsibility to develop my career following the completion of my doctoral degree.** I will seek guidance from my research advisor, career counseling services, thesis/dissertation committee, other mentors, and any other resources available for advice on career plans.

Commitments of Research Advisors

- **I will be committed to mentoring the graduate student.** I will be committed to the education and training of the graduate student as a future member of the scholarly community.
- **I will be committed to the research project of the graduate student.** I will help to plan and direct the graduate student's project, set reasonable and attainable goals, and establish a timeline for completion of the project. I recognize the possibility of conflicts between the interests of my own larger research program and the particular research goals of the graduate student, and will not let my larger goals interfere with the student's pursuit of his/her thesis/dissertation research.
- **I will be committed to meeting with the student on a regular basis.**
- **I will be committed to providing resources for the graduate student as appropriate or according to my institution's guidelines, in order for him/her to conduct thesis/dissertation research.**

- **I will be knowledgeable of, and guide the graduate student through, the requirements and deadlines of his/her graduate program as well as those of the institution, including teaching requirements and human resources guidelines.**
- **I will help the graduate student select a thesis/dissertation committee.** I will help assure that this committee meets at least annually (or more frequently, according to program guidelines) to review the graduate student's progress.
- **I will lead by example and facilitate the training of the graduate student in complementary skills needed to be a successful researcher; these may include oral and written communication skills, grant writing, lab management, animal and human research policies, the ethical conduct of research, and scientific professionalism.** I will encourage the student to seek additional opportunities in career development training.
- **I will expect the graduate student to share common research responsibilities in my research group and to utilize resources carefully and frugally.**
- **I will discuss authorship policies regarding papers with the graduate student.** I will acknowledge the graduate student's contributions to projects beyond his or her own, and I will work with the graduate student to publish his/her work in a timely manner.
- **I will discuss intellectual policy issues with the student with regard to disclosure, patent rights and publishing research discoveries, when they are appropriate.**
- **I will encourage the graduate student to attend professional meetings and make an effort to help him/her secure funding for such activities.**
- **I will provide career advice and assist in finding a position for the graduate student following his/her graduation.** I will provide honest letters of recommendation for his/her next phase of professional development. I will also be accessible to give advice and feedback on career goals.
- **I will try to provide for every graduate student under my supervision an environment that is intellectually stimulating, emotionally supportive, safe, and free of harassment.**
- **Throughout the graduate student's time in graduate school, I will be supportive, equitable, accessible, encouraging, and respectful.** I will foster the graduate student's professional confidence and encourage critical thinking, skepticism and creativity.

Anticipated date Passed Passed with revisions Fail _____

3. **Dissertation**

General area of interest: _____ AREA OF INTEREST

Title: _____ TITLE

Chairperson: _____ NAME

Committee Members: _____ NAME
_____ NAME
_____ NAME

Progress to date

Prospectus (date): _____ DATE submitted accepted

Data Collection (dates): _____ DATE _____ DATE
began finished

Current Status (in progress, submitted, completed): _____ STATUS

Dissertation Defense: _____ DATE anticipated actual

C. **Other research in progress** (Please list and briefly describe the current status of each of your research projects. Please include any presentations or publications you may be working towards.)

Year One

GO BLUE. GO BLUE.

Year Two

GO BLUE. GO BLUE.

Year Three

Year Four

Year Five

D. Publications (List all published work, including work that is in press.)

PUBLICATION CITATION

E. Paper Presentations (List all paper presentations.)

PAPER PRESENTATION #1

F. Teaching Experience (List all courses taught at UM or elsewhere.)

List (1) Course Number, (2) Instructor, (3) Term Taught, (4) Appointment, (5) Average Evaluation

(1) COURSE NUM (2) INSTRUCTOR (3) TERM (4) APPT FRACT (5) EVAL
 (1) (2) (3) (4) (5)

G. Funding (Please list your primary sources of funding for graduate school (tuition, books and living expenses) for each term. Examples of these sources are: UM-fellowships, non-UM fellowship, GSI, GSRA, GSSA, department training grant, temp work, work study, employment outside of UM, personal income, family income, loans.)

Year in Graduate Program	Fall	Winter	Summer
First			
Second			
Third			
Fourth			
Fifth			

H. Please provide a short paragraph detailing what you have been doing or anything else you would like the faculty to know about your progress for the student evaluation meeting.

Year One

GO BLUE. GO BLUE.

Year Two

GO BLUE. GO BLUE.

Year Three

Year Four

Year Five

I. **As of Date** (Please enter the date you submitted this document.)

Year One: DATE

Year Two: DATE

Year Three: DATE

Year Four: DATE

Year Five: DATE

**Graduate Program in Immunology
SUMMARY REPORT ON LABORATORY THESIS PROGRESS**

Date:

Student:
Mentor:

Semester: **WINTER 2008**

Grade Given (S/U) _____ PLEASE NOTE:

Summary of Research effort:

- A. Time put into actual laboratory work:
Extensive _____ Adequate _____ Little _____
- B. Reading relevant scientific research articles
Extensive _____ Adequate _____ Little: _____
- C. Intellectual interest in the project:
Extensive _____ Adequate _____ Little: _____
- D. Student's capacity to grasp the appropriate concepts and follow the analytical transition between concept and experimental design:
Good _____ Average _____ Poor _____
- E. Please rank (circle) student's own intellectual input into the experimental design:

<i>Total passivity with</i>						<i>Strong creative contribution</i>
<i>All input from advisor</i>	1	2	3	4	5	<i>by the student</i>

Please comment on the student's strengths and weaknesses in research:

Are you satisfied with the student's progress?:

When did the student's Dissertation Committee last meet and what were their recommendations?
(Please note: The Immunology Program strongly recommends that the Dissertation Committee meet within 6 months after the student passes the preliminary exam, and at least once each year thereafter until the defense.):

I HAVE DISCUSSED THIS REPORT WITH MY MENTOR.

STUDENT SIGNATURE: _____

MENTOR SIGNATURE: _____

DEPARTMENT OF ASIAN LANGUAGES AND CULTURES

MENTORING REPORT

Student:					
Committee Members:					
	Excellent	Good	Satisfactory	Unsatisfactory	N/A
Current knowledge in chosen field					
Motivation and perseverance toward goals					
Ability to work independently					
Ability to express thoughts: speech/writing					
Communication/Listening Skills					
Ability/potential for college teaching					
Ability to plan and conduct research					
Linguistic competence in research field					
Circle the year in progress to degree:	1	2	3	4	5
	6	7			
If prelims have been scheduled, please note dates (describe fields in the comments section):					
If in candidacy, is student writing chapters?					
Have you seen any chapters? If yes, how many?					
Will student defend this academic year? If yes, is there a date set?					
Strengths					
Weaknesses					
Additional Comments	<p>The GPC is interested in knowing the committee's general appraisal of the student's performance, particularly regarding lacunae in coursework, additional or extraordinary training needs, financial issues, plans for study-abroad, and specific discussion points the committee intends to revisit in future mentoring sessions. Use extra pages if necessary.</p> <p style="text-align: center;">§</p> <p>If this is a 4th Term Review report, please describe the conclusions of the committee, highlighting any concerns that arose. Please end with a recommendation to the GPC.</p>				

Signature of Mentoring Committee Chair _____ Date _____

UNIVERSITY OF MICHIGAN
Macromolecular Science & Engineering Program

PROCEDURE FOR SELECTION OF RESEARCH SUPERVISOR
(MacroSE790)

The choice of Research Supervisor most often occurs during the first month of enrollment and the process is as follows:

1. Register in course MacroSe 790 (1 credit) (section #004).
2. Have an interview with the Director of the Program regarding your interests and agreement on at least five faculty members to be interviewed. Director signs form enclosed.
3. Interview at least faculty members chosen who sign the enclosed form.
4. Choose two faculty members as your potential research supervisor and choose a major option of study and report these choices on the form supplied.
5. Write a report at this time to include with the selection form with one paragraph on each individual interview with the faculty members. Describe the interview and research.
6. Return the Selection of Research Supervisor form and the report to the Program Director by the end of September.
7. The Director then contacts the chosen faculty member and gives formal approval of the selection after the faculty member has agreed to accept the student.

The student and Supervisor are jointly responsible for following the Macromolecular Science Program and Graduate School requirements for the M.S. or Ph.D. degree. The Supervisor's responsibilities begin at the time of the agreement to accept the student for research supervision. In addition to supervising the research, the staff member is expected to advise the student in course elections, examinations, independent study pertinent to his/her general development as a scientist and any other matters affecting his/her general progress toward a degree. In all these matters the Supervisor should have the active assistance of the student's Dissertation Committee.

The chosen Research Supervisor may be affiliated with any of the participating departments. He need not be a faculty member of the Macromolecular Science and Engineering Program. In such cases where the advisor is not a Macro. faculty member then a Macro. faculty member must be selected as a co-chairman.

8/06

UNIVERSITY OF MICHIGAN
Macromolecular Science & Engineering
SURVEY OF FACULTY RESEARCH AND SELECTION OF ADVISOR
(MacroSE 790)

Name of Student: _____

First interview with Program Director:

Signature of Director: _____ Date: _____

Minimum of five faculty members interviewed. Have them sign below.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

After interviews, choose one faculty as your research advisor and one alternate.

First choice of research advisor

Alternate choice for an advisor

Choice of a major field of study or major option in the Program:

Submit this with your short report on the interviews to the Macro Office.

To the chosen faculty advisor:

Are you willing to assume full support for this student commencing with the time he/she joins your group? Yes _____ No _____

Comments: _____

Signature of chosen faculty advisor: _____ Date: _____

.....

Approval by Director on behalf of Macromolecular Science and Engineering:

Signature of Director: _____ Date: _____

**Academic Progress Report
Women's Studies & Sociology Doctoral Program**

Over the next several years, we will work collaboratively with you to bring success to your scholarly work and to your development as a teacher. The purpose of the academic progress report is to: document and reflect on your progress as a teacher and scholar; create an annual opportunity for you to meet with your advisor about your efforts; and obtain written feedback from your advisor.

You should

- complete a draft of this form including the statement described on page 6
- download your unofficial transcript (available through Wolverine Access)
- and prepare your CV

After you complete these steps you should meet with your advisor.

After that meeting, make any revisions to your documents and electronically send your CV, progress report, personal statement, and your transcript to the Women's Studies Graduate Student Services Coordinator. In the meeting or shortly thereafter your advisor will draft a statement about your progress and will send it to you and the Women's Studies Graduate Office. *These are to be submitted before the end of the exam period in Winter term so please remind your advisor of that.*

We recommend setting up an appointment now with your advisor to be certain it takes place in time for this deadline.

Name: _____ Date: _____

Address: _____ Phone: _____

City, State: _____ Zip: _____

Advisor(s): _____

Prelim Chair(s): _____ Dissertation Chair(s): _____

WOMEN'S STUDIES COURSEWORK (Please give reason for any incomplete grades and your plans for completion)

Course	Title	Term	Grade	Instructor	Comments
WS 501	Intro to Graduate Studies				
WS 530	Feminist Theory				
WS 60	Methods Course				
WS 891	Joint PhD Research				

SOCIOLOGY COURSEWORK (Please give reason for any incomplete grades and your plans for completion)

Course	Title	Term	Grade	Instructor	Comments
SOC 500	Orientation Seminar				
SOC 505	Theory & Practice				
SOC 506	Theory & Practice				
SOC 507	Research Logic				
SOC 510	Statistics				
SOC 610	Statistical Methods				
	Research Practicum				

	Research Practicum				

TIMETABLE FOR COMPLETION OF DEGREE MILESTONES

Milestone	Term	Date (if known)	Comments
5 th Term Review			
Prelim			
Professional Paper			
891 Proposal Approved			
Candidacy			
Prospectus Defense			
Diss Committee Form filed with Rackham			
Dissertation Defense			

Have you received any grades about which you have particular concerns? If so, please describe the grade and your concerns.

Indicate status of WS 891 project

- Completed
- Proposal approved and work underway
- Proposal being developed
- Not yet begun

Expected Completion Date: _____

891 Committee: _____

Topic:

Indicate status of Sociology prelim:

- Completed
- In progress
- Not yet begun

Expected Completion Date: _____

Prelim Committee: _____

If "in progress," what remains to be completed?

--

RESEARCH/DISSERTATION PLANS (For Candidates only)

Dissertation Committee Chair(s): _____

Members: _____

If you have revised your committee, have you filed your new form with Rackham? Yes No

Women's Studies requires an annual meeting with your full dissertation committee. Please indicate the date of the most recent meeting: _____

Please indicate precisely where you are in the research process:

Is this a multi-paper dissertation single manuscript dissertation

Are you collecting data analyzing data writing up results

What point? (e.g. completed first paper and drafting second): _____

If a single manuscript, which portions have you drafted? _____

Has your advisor seen your chapters? Yes Not yet

If you are planning to defend soon, have you contacted Rackham? Yes No

If you are planning to defend this term, have you registered for Sociology 995? Yes No

Prospectus Title:	
Dissertation Title:	

TEACHING Please list all teaching appointments.

2 nd Year Fall	2 nd Year Winter	2 nd Year Summer
Course Name & No:	Course Name & No:	Course Name & No:
Supervisor if not solo:	Supervisor if not solo:	Supervisor if not solo:
Term & Year:	Term & Year:	Term & Year:
Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:
Median grade given:	Median grade given:	Median grade given:
3 rd Year Fall	3 rd Year Winter	3 rd Year Summer
Course Name & No:	Course Name & No:	Course Name & No:
Supervisor if not solo:	Supervisor if not solo:	Supervisor if not solo:
Term & Year:	Term & Year:	Term & Year:
Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:
Median grade given:	Median grade given:	Median grade given:
4 th Year Fall	4 th Year Winter	4 th Year Summer
Course Name & No:	Course Name & No:	Course Name & No:
Supervisor if not solo:	Supervisor if not solo:	Supervisor if not solo:
Term & Year:	Term & Year:	Term & Year:
Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:
Median grade given:	Median grade given:	Median grade given:
5 th Year Fall	5 th Year Winter	5 th Year Summer
Course Name & No:	Course Name & No:	Course Name & No:
Supervisor if not solo:	Supervisor if not solo:	Supervisor if not solo:
Term & Year:	Term & Year:	Term & Year:
Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:
Median grade given:	Median grade given:	Median grade given:
6 th Year Fall	6 th Year Winter	6 th Year Summer
Course Name & No:	Course Name & No:	Course Name & No:
Supervisor if not solo:	Supervisor if not solo:	Supervisor if not solo:
Term & Year:	Term & Year:	Term & Year:
Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:	Median Eval for Q1 and Q2*:
Median grade given:	Median grade given:	Median grade given:

* The median score for Question 1 and Question 2 on Instructor Evaluations, found on the summary sheets for each set of evaluations. These scores are only part of an indication of your teaching progress.

Do you plan to apply to teach Women's Studies 253? Yes No Maybe Expected term/year: _____

FUNDING Please list all sources.

1st Year Fall	1st Year Winter	1st Year Summer
<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other	<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other	<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other
Name of Fellowship:	Name of Fellowship:	Amount:
Awarded By:	Awarded By:	Awarded By:
Term & Year:	Term & Year:	Term & Year:
2nd Year Fall	2nd Year Winter	2nd Year Summer
<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other	<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other	<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other
Name of Fellowship:	Name of Fellowship:	Amount:
Awarded By:	Awarded By:	Awarded By:
Term & Year:	Term & Year:	Term & Year:
3rd Year Fall	3rd Year Winter	3rd Year Summer
<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other	<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other	<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other
Name of Fellowship:	Name of Fellowship:	Amount:
Awarded By:	Awarded By:	Awarded By:
Term & Year:	Term & Year:	Term & Year:
4th Year Fall	4th Year Winter	4th Year Summer
<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other	<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other	<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other
Name of Fellowship:	Name of Fellowship:	Amount:
Awarded By:	Awarded By:	Awarded By:
Term & Year:	Term & Year:	Term & Year:
5th Year Fall	5th Year Winter	5th Year Summer
<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other	<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other	<input type="checkbox"/> Fellowship <input type="checkbox"/> GSI <input type="checkbox"/> GSRA <input type="checkbox"/> Other
Name of Fellowship:	Name of Fellowship:	Amount:
Awarded By:	Awarded By:	Awarded By:
Term & Year:	Term & Year:	Term & Year:

List any honors or awards received, presentations, or published papers accomplished during the last year.

Comment on any curricular, structural, financial or advising problems that you have encountered in the last year and indicate suggestions for improvement.

PLEASE ATTACH

1. A personal statement (approximately 250 words) describing your plans for moving forward in the coming year including teaching, research, presentations/publications, department service, career planning, job search, etc.
2. A statement from your advisor (below).

FOR ADVISOR COMPLETION

Please comment on the student's progress, indicating areas of strength and plans discussed for continuing improvement.

Developing Shared Expectations

(select and adapt from these suggested topics, as relevant to your discipline)

1. **Communication and meetings.**
 - a. *What is the best way/technology to get a hold of each other? What is the appropriate time frame to expect a response?*

 - b. *When do you plan to meet (be as specific as you can), is an agenda required, how long will the meeting be?*

2. **Student's role on project:** *Describe student's primary area(s) of responsibility and expectations (e.g. reading peer-reviewed literature, in-lab working hours, etc.).*

3. **Participation in group meetings (if relevant).** *Student will participate in the following ongoing research group meetings. What does this participation look like?*

4. **Tentative papers on which student will be an author or coauthor.** *Discuss disciplinary norms around authorship; list the papers and the likely order of student's authorship, e.g., first, second, etc.*

5. **Opportunities for feedback.** *In what form and how often can the student expect to receive feedback regarding overall progress, research activities, etc.? How much time is needed by the mentor to provide feedback on written work, such as chapter and publication drafts?*

6. **Professional meeting(s) that the student will attend and dates:** *What funding is available to attend these meetings?*

7. **Networking opportunities:** *Discuss additional opportunities to network (e.g., meeting with seminar speakers, etc.)*

8. **Vacations, absences, and time away from campus.** *Discuss expectations regarding vacations and time away from campus and how best to plan for them. What is the time-frame for notification regarding anticipated absences?*

9. Funding: *Discuss the funding model and plans for future funding (e.g., internal and external fellowships, including RMF funding, training grants, GSI, GSRA, GSSA.); discuss any uncertainty in future sources of funding, and contingencies.*

10. Completion of programmatic milestones and other milestones (as applicable).

Academic Milestones	Year 1			Year 2			Year 3			Year	Year	Additional Years
	F	W	S/S	F	W	S/S	F	W	S/S			
Milestones:												
<i>Qualifying Exam</i>												
<i>Preliminary Exam</i>												
<i>Candidacy Exam</i>												
<i>Dissert. Comm. Mtg.</i>												
Other Milestones:												

Place an X in terms designated for milestones. F=Fall, W=Winter, S/S = Spring/Summer.
Other milestones might include: Conference presentation; peer-review publication, etc.

11. Anticipated date of defense and graduation:

12. Professional goals: *Identify short-term and long-term goals, and discuss any steps/resources/training necessary to accomplish the goals.*

13. Skill development: *Identify the skills and abilities that the student will focus on developing during the upcoming year. These could be academic, research, or professional skills, as well as additional training experiences such as workshops or internships.*

14. Other areas: *List here any other areas of understanding between the student and mentor regarding working relationship during the student's tenure.*

University of Illinois at Urbana-Champaign

The Graduate College at the University of Illinois at Urbana-Champaign

MENTORING GRADUATE STUDENTS

Mentoring Guides

The following guides provide information and resources on a number of topics related to the mentoring of graduate students. The first set of links provides a comprehensive introduction, whereas the next set of links provide information on specific issues related to mentoring as described by the headings.

INTRODUCTIONS AND COMPREHENSIVE GUIDES

University of Illinois Guiding Standards for Faculty Supervision of Graduate Students

The multiple roles of the faculty mentor

Best Practices used in Graduate Programs at Illinois

How to Mentor Graduate Students (University of Michigan)

Mentoring Guidebook (University of Nebraska)

Mentoring: A Guide for Faculty (University of Washington)

CGS Occasional Paper series: Great Mentoring in Graduate School: A quick start guide for protégés (Council of Graduate Schools).*

On the Right Track: A Manual for Research Mentors (Council of Graduate Schools)*

**As a benefit of institutional membership, online access to all CGS publications is provided to faculty and staff at member institutions. To create a new user account for publications access, complete this form.*

SETTING EXPECTATIONS

Professional Development Timeline (PDF)

PROVIDING FEEDBACK

Constructive Feedback as a Tool in Mentoring

PRACTICAL SCENARIOS

Creating an inclusive and creative environment

WRITING LETTERS OF RECOMMENDATION

Guide from Howard Hughes Medical Center

Guide from the University of Michigan

GSAS Guide for Teaching Fellows on Writing Letters of Recommendation

MANAGEMENT PRACTICES

Making the Right Moves: A Practical Guide to Scientific Management

Mind Matters: Managing Conflict in the Lab

A453

RESEARCH & ETHICS

[Academic Integrity](#)

[Research Integrity and Ethics \(OVCR\)](#)

[National Center for Professional & Research Ethics](#), located at the Urbana-Champaign campus

GRADUATE STUDENT MENTAL HEALTH

[University of Illinois Counseling Center Self-Help Brochures](#)

[Mental Health Assessment](#) (accessible through Project Muse)

Mentoring resources for student mentees are posted at www.grad.illinois.edu/mentoring.

[ABOUT](#)[ACADEMICS](#)[ADMISSIONS](#)[FINANCIAL SUPPORT](#)[STUDENT LIFE](#)[PROFESSIONAL DEVELOPMENT](#)[Home > Professional Development](#)

Cultivating a Culture of Mentoring

Mentoring is vital to graduate students' success, and The Graduate School is committed to cultivating a culture of mentoring in graduate education at Duke. Students with strong mentoring relationships are more productive, more involved in the campus community, and more satisfied with their graduate school experience. Mentoring support ensures that students will be well trained, successfully complete their degrees, and obtain promising job opportunities.

These webpages serve as a resource to help students and faculty become equal partners in the mentoring process. It shares successful strategies of accomplished faculty mentors at Duke and promotes the development of strong mentoring relationships for all students in The Graduate School. For graduate students, it is a starting point toward developing a network of mentors. For faculty, it is a resource and guide on serving as mentors for graduate students.



Professor Katherine Franz, 2016 mentoring award recipient.

[WHAT IS A MENTOR?](#)

[FOR GRADUATE STUDENTS](#)

[FOR FACULTY](#)

[MENTORING RESOURCES](#)

[MENTORING TOOLKIT](#)

[DEAN'S AWARD FOR EXCELLENCE IN MENTORING](#)

- [Profiles of Past Winners](#)

What are the qualities of a good mentor? How do students' mentoring needs change as they progress through graduate school? Why should graduate students make time to serve as mentors themselves? We asked some winners of the Dean's Award for Excellence in Mentoring for their insights into the art of mentoring, and here's what they said. | [Watch the whole playlist](#)

A Good Mentor Is ...



Acknowledgement

In constructing these webpages on mentoring for faculty, staff, and students, Duke has benefited enormously from other institutions with well-established mentoring programs. We wish to acknowledge the following resources that contributed to the building of this site:

- [University of Michigan, Rackham Graduate School](#)
- [The Graduate School at Northwestern](#)
- [University of California, Berkeley](#)
- [Graduate Student Mentoring Program at University of California, Riverside](#)
- [University of Nebraska, Lincoln](#)
- [The Graduate School at Penn State](#)

PROFESSIONAL DEVELOPMENT:

Duke OPTIONS: Plan Your Future

A456

Master's Students

Programs +

Events

Blog

Professional Development Grant

Mentoring -

- What Is a Mentor?

- For Graduate Students

- For Faculty

- Mentoring Resources

From a Distance: Online Resources

Access to Versatile PhD

The Graduate School

2127 Campus Drive

Box 90065

Durham, NC 27708 USA

Tel: (919) 681-3257

[Faculty & Staff Resources >](#)

[Contact >](#)

[About](#)

[Student Life](#)

[Academics](#)

[Professional Development](#)

[Admissions](#)

[Giving](#)

Financial Support

Contact



APPENDIX 13

Mentoring Compacts and Discussion Documents

- Compact Between Biomedical Graduate Students and Their Research Advisors
- 2019 Jan 16 Student Mentor Guide, UChicago Biosciences



Tomorrow's Doctors, Tomorrow's Cures®

Compact Between **Biomedical Graduate Students** and Their **Research Advisors**

A framework for aligning the graduate student mentor-mentee relationship

January 2017

The following members of the compact review team are gratefully acknowledged for their contributions to this update:

Jerome Breslin, PhD, USF Health Morsani College of Medicine

Patricia Cameron, PhD, Augusta University

Lique Coolen, PhD, University of Mississippi School of Medicine

Victoria Freedman, PhD, Albert Einstein College of Medicine

Ambika Mathur, PhD, Wayne State University

Nancy Schwartz, PhD, The University of Chicago

Jodi Yellin, PhD, AAMC

This is a publication of the Association of American Medical Colleges (AAMC). The AAMC serves and leads the academic medicine community to improve the health of all. www.aamc.org

The AAMC is a not-for-profit association representing all 147 accredited U.S. medical schools, nearly 400 major teaching hospitals and health systems, and more than 80 academic and scientific societies. Through these institutions and organizations, the AAMC represents nearly 160,000 faculty members, 83,000 medical students, 115,000 resident physicians, and thousands of graduate students and postdoctoral trainees in the biomedical sciences.

To download this document, go to www.aamc.org/gradcompact.

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Introduction

The *Compact Between Biomedical Graduate Students and Their Research Advisors* presents guiding principles intended to support the development of positive mentoring relationships between predoctoral students and their research advisors. A successful student-mentor relationship requires commitment from the student, mentor, graduate program, and institution. This document offers a set of broad guidelines that are meant to initiate discussions at the local and national levels about the student-mentor relationship.

There are several potential uses for this document. Among those suggested are the following:

- As a starting point for discussions between predoctoral students, research advisors, and institutional administrators about the issues addressed by the compact
- As part of the orientation for new predoctoral students
- As part of a regular and ongoing discussion between predoctoral students and their research advisors
- As a source of topics to be discussed in graduate research programs
- As a part of the orientation for new research faculty
- As a source of topics to be discussed in faculty mentorship programs
- As a component of faculty evaluations
- As a tool to initiate the development of additional programs and support services for predoctoral students within a graduate research program

This compact was originally drafted in 2008 in collaboration with representatives of the AAMC Group on Graduate Research, Education, and Training (GREAT Group) and is modeled on the AAMC's *Compact Between Postdoctoral Appointees and Their Mentors*, available at www.aamc.org/postdoccompact. Input on this document was received from GREAT Group representatives and members of the AAMC governance. The document was endorsed by the then AAMC Executive Council on September 25, 2008. In 2016, a team consisting of representatives from the GREAT Group and the AAMC Council of Faculty and Academic Societies (CFAS) reviewed and updated the document. The GREAT Group, CFAS, and AAMC staff leadership provided input on the revised draft.

Compact Between Biomedical Graduate Students and Their Research Advisors

Predoctoral training entails both formal education in a specific discipline and research experience in which the graduate student trains under the supervision of one or more investigators who will mentor the student through graduate school. A positive mentoring relationship between the predoctoral student and the research advisor is a vital component of the student's preparation for future careers and mentoring roles.

Individuals who pursue a biomedical graduate degree are embarking on a path of lifelong learning and are therefore expected to take responsibility for their scientific and professional learning and development from the onset. Graduate students must be in charge and take ownership of their progress through the graduate program. This means seeking guidance on and knowledge about course requirements and program requirements, policies, and procedures. Students must also commit to working on an individual development plan. Faculty members who advise students—with the backing of the graduate program and institution—are expected to fulfill the role of mentor, which includes providing scientific training, guidance, instruction in the responsible conduct of research and research ethics, and financial support. The faculty advisor also serves as a scientific and professional role model for the graduate student. In addition, the advisor offers encouragement as the graduate student prepares an individual development plan and facilitates the experiences and professional skills development essential for a broad set of career paths.

Core Tenets of Predoctoral Training

Institutional Commitment

Institutions that train biomedical graduate students must be committed to establishing and maintaining rigorous graduate programs with the highest scientific and ethical standards. Institutions should work to ensure that students who complete their programs possess the foundational knowledge, skills, and values that will allow them to mature into scientific professionals of integrity. They should have oversight of the graduate curricula, length of study, stipend levels, benefits, career guidance, grievance procedures, and other matters relevant to the education of biomedical graduate students (e.g., consideration of, preparation for, and exposure to various career paths). Institutions should recognize and reward their graduate-training faculty. With changing and diversified biomedical workforce needs, institutions should recognize the necessity of faculty development around multiple career paths for trainees and provide opportunities for faculty to acquire such skills and experiences. Additionally, institutions should also foster an environment that is diverse and inclusive.

Program Commitment

Graduate programs should establish training that prepares students with broad and deep scientific knowledge and the technical, professional, and leadership skills necessary for a successful career in the biomedical sciences. Programs should closely monitor the progress of graduate students during their course of study by establishing milestones and clear parameters for outcomes assessment, as well as maintain and make available career outcomes data.

Quality Mentoring

Effective mentoring is crucial for graduate school trainees as they begin their scientific careers. Faculty mentors must commit to dedicating substantial time to the scientific, professional, and personal development of the graduate student. Whether a faculty member acts as the primary research advisor or sits on a student's advisory committee, a relationship of mutual trust and respect between mentor and graduate student is essential for healthy interactions and to encourage individual growth. Effective mentoring should include teaching the scientific method, providing regular feedback in the form of both positive support and constructive criticism to foster individual growth, teaching the "ways" of the scientific enterprise, and promoting careers by providing or directing students to appropriate opportunities. The best mentors are careful listeners who actively promote and appreciate diversity. They possess and consistently maintain high ethical standards, acknowledge and recognize the contributions of students—in publications and intellectual property, for example—and have a record of research accomplishments and financial support. Finally, it should be recognized that mentoring does not end with a student's completion of the graduate program but continues throughout the student's professional life.

Skill Sets and Counseling for a Broad Range of Career Choices

The institution, training programs, and mentor should provide training relevant to a broad variety of careers that will allow graduate students to appreciate, navigate, discuss, and develop career choices. Effective and regular career guidance activities should be offered.

Commitments of Graduate Students

- **I acknowledge that I have the primary responsibility for the successful completion of my degree.** I will be committed to my graduate education and will demonstrate this by my efforts in the classroom, the research laboratory, and all other related academic and professional activities. I will maintain a high level of professionalism, self-motivation, initiative, engagement, scientific curiosity, and ethical standards, including complying with institutional and research group standards for contributing to an inclusive research environment.
- **I will meet regularly with my research advisor to provide updates on the progress and results of my course work, research, and professional and career development activities.**
- **I will work with my research advisor to develop a thesis/dissertation project.** This will include establishing a timeline for each phase of my work. I will strive to keep engaged with the work, discuss experimental findings and any pitfalls, and meet the established goals and deadlines.
- **I will work with my research advisor to select a thesis/dissertation committee.** I will commit to meeting with this committee at least annually (or more frequently, according to program guidelines). I will discuss my progress to date and be responsive to the advice and constructive criticism from my committee.
- **I will be a good lab citizen.** I agree to take part in shared laboratory responsibilities and will use laboratory resources carefully and frugally. I will maintain a safe and clean laboratory space. I will be respectful of, tolerant of, and work collegially with all laboratory personnel. I will be an active contributing member to all team efforts and collaborations and will respect individual contributions. I will also contribute to an environment that is safe, equitable, and free of harassment.
- **I will maintain detailed, organized, and accurate research records. With respect to data ownership, I acknowledge that original notebooks, digital files, and tangible research materials belong to the institution and will remain in the lab when I finish my thesis/dissertation so that other individuals can reproduce and carry on related research, in accordance with institutional policy.** Only with the explicit approval from my research mentor and in accordance with institutional policy may I make copies of my notebooks and digital files and have access to tangible research materials that I helped to generate during my graduate training.
- **I will discuss policies on work hours, medical leave, and vacation with my graduate program and research advisor.** I will consult with my advisor in advance of any planned absences and apprise my advisor of any unexpected absences due to illness or other issues.
- **I will discuss policies on authorship and attendance at professional meetings with my research advisor.** I will work with my advisor to disseminate all relevant research results in a timely manner before completion of all degree requirements.

- **I will be knowledgeable of the policies and requirements of my graduate program, graduate school, and institution.** I will commit to meeting these requirements in the appropriate time frame and will abide by all institutional policies and procedures.
- **I will attend and actively participate in laboratory meetings, seminars, and journal clubs that are part of my educational program.** To enhance research, leadership, and additional professional skills, I will seek out other enrichment opportunities, such as participation in professional organizations and meetings, student representation on institutional committees, and coordination of departmental events.
- **I will be knowledgeable of all institutional research policies.** I will comply with all institutional laboratory safety practices and animal-use and human-research policies. I will participate in my institution's Responsible Conduct of Research Training Program and practice the guidelines presented therein while conducting my research. I will also seek input on and comply with institutional policies regarding my research design and data analysis.
- **I acknowledge that I have the primary responsibility for the development of my own career.** I recognize that I need to explore career opportunities and paths that match and develop my individual skills, values, and interests to achieve my desired career goals. I understand that there are tools such as the individual development plan that I should use to help me define my career goals and develop my training plan. I will seek guidance throughout my graduate education from my research advisor, career counseling services, thesis/dissertation committee, other mentors, and any other resources that can offer advice on career planning and the wide range of opportunities available in the biomedical workforce.

Commitments of Research Advisors

- **Throughout the graduate student's time in my laboratory, I will be supportive, equitable, accessible, encouraging, and respectful.** I will foster the graduate student's professional confidence and encourage intellectual development, critical thinking, curiosity, and creativity. I will continue my interest and involvement as the student moves forward into a career.
- **I will be committed to meeting one-on-one with the student on a regular basis. I will regularly review the student's progress and provide timely feedback and goal-setting advice.**
- **I will be committed to the graduate student's research project.** I will work with the student to help plan and guide the research project, set reasonable and attainable goals, and establish a timeline for completion of the project.
- **I will help the graduate student select a thesis/dissertation committee.** I will assure that this committee meets at least annually (or more frequently, according to program guidelines) to review and discuss the graduate student's progress and future directions. I understand that the function of this committee is to help the student complete the doctoral research, and I will respect the ideas and suggestions of my colleagues on the committee.
- **I will provide an environment that is intellectually stimulating, emotionally supportive, safe, equitable, and free of harassment.**
- **I will demonstrate respect for all graduate students as individuals without regard to gender, race, national origin, religion, disability or sexual orientation, and I will cultivate a culture of tolerance among the entire laboratory.**
- **I will be committed to providing financial resources, as appropriate and according to my institution's guidelines, for the graduate student to conduct thesis/dissertation research.** I will not require the graduate student to perform tasks that are unrelated to the training program and professional development.
- **I will expect the graduate student to share common laboratory responsibilities and use resources carefully and frugally.** I will also regularly meet with the graduate student to review data management, storage, and record keeping. I will discuss with the student intellectual policy issues regarding disclosure, patent rights, and publishing research discoveries.
- **I will discuss with the graduate student authorship policies regarding papers.** I will acknowledge the graduate student's scientific contributions to the work in my laboratory, and I will provide assistance in getting the student's work published in a timely manner.
- **I will be knowledgeable of and guide the graduate student through the requirements and deadlines of the graduate program and the institution, as well as teaching requirements, if any, and human resources guidelines.**

- **I will encourage the graduate student to attend and present their research at scientific/professional meetings and make an effort to secure and facilitate funding for such activities. In addition, I will provide opportunities for the student to discuss science and their research findings with colleagues and fellow scientists within the institution and broader scientific community—for example, at lab meetings, research days, and seminars.**
- **I will promote the training of the graduate student in professional skills needed for a successful career. These skills include but are not limited to oral and written communication, grant writing, management and leadership, collaborative research, responsible conduct of research, teaching, and mentoring.** I will encourage the student to seek opportunities to develop skills in other areas, even if not specifically required by the student's program. I will also encourage the graduate student to seek input from multiple mentors.
- **I will create an environment in which the student can discuss and explore career opportunities and paths that match their skills, values, and interests and be supportive of their career path choices.** I will be accessible to give advice and feedback on career goals. I will work with the student on an individual development plan to help define career goals and identify training milestones. I will provide letters of recommendation for the student's next phase of professional development.



**Association of
American Medical Colleges**

655 K Street, NW, Suite 100, Washington, DC 20001-2399

T 202 828 0400

www.aamc.org

Student's Name: _____

Date: _____

Potential Advisor: _____

Motivation

Students embarking on their graduate careers are motivated primarily by the research questions they wish to pursue. While motivation to study one's research topic is important for a successful PhD, a good student-mentor relationship is equally important in creating a productive environment where the student will thrive. Many students fail to fully evaluate what they seek in their mentors and expect out of their graduate experiences before selecting advisors. This can lead to negative experiences in graduate school. This document is designed to help entering students to (1) evaluate their priorities and determine what they want out of their graduate careers, (2) have candid conversations with potential advisors to ensure they have clear pictures of the research groups' cultures, and (3) make the advisor-student pairings as beneficial as possible to both parties.

The PhD is the longest and most challenging educational experience for most graduate students. As they mature into independent researchers, students at the University of Chicago are supervised by world-class researchers, and their PhD dissertations make significant contributions to their fields. Scholarship of this caliber demands high expectations of the students, e.g., in terms of work ethic, intellectual input and ability to overcome challenges. Though such demands of graduate research can be mentally exhausting, positive student-advisor relationships can mitigate the exhaustion and contribute to happy and productive careers. Students therefore expect thoughtful mentorship that takes into consideration their personal and professional goals.

This document was made for students by students, based on our own experiences and guidelines developed by other universities (see the Resource Guide at the end). We recommend first reading through each section and considering your current preferences and priorities, as well as future goals. Consider talking about these topics with current members of the groups you are interested in — they know their lab cultures better than anyone. Your research interests will be a key driver of the lab you select. **But, the goal of this document is to help you figure out what else you want and need, and to decide whether a given advisor and their group are also a good fit outside your specific research interests.** Use this guide to reflect on your goals and expectations, and discuss these with your potential advisor to make sure your and your advisor's expectations align.

Finally, be aware that your needs will almost inevitably evolve over time as your dissertation work continues, and that your future goals may well change. Be ready to return to this document for guidance in future conversations with your mentor, as you navigate these changes. Good luck!

Your Feedback About This Guide

This guide is an initiative of the BSD Dean's Council. It was designed for students in the Biological Sciences Division at the University of Chicago by E. Leypunskiy, D. Harrison, H. Yoo and V. Prince, with input from the BSD Dean's Council and the Faculty Graduate Education Advisory Committee. Please direct feedback to BSDStudentMentorGuide@uchicago.edu.



Notes

Before reading the rest of the guide, use this space to reflect on the goals you've set for your PhD and the requirements described in your program's handbook. After reading the guide, revisit this box and write down the topics you would like to discuss with your potential advisor. We urge you to focus on issues most important to you, whether or not they appear on the following pages.

Research

The primary goal of graduate training is to help students develop into independent researchers. Begin your interactions with a potential advisor by discussing the main research directions of the lab, research methods that are most often employed, and the advisor's expectations for a new student in terms of the student's prior research, technical, and computational background. Discuss what research topics and approaches most interest you. What is the scale of biology that most excites you (e.g. molecular, cellular, organismal, population)? Is there a specific research method that you would like to learn? These conversations should occur before you start a research rotation in the lab, but will continue as you start to explore whether that lab is the right place to complete your dissertation project. As you consider what that project might look like discuss with your potential advisor whether you are comfortable taking on a high risk project. Importantly, consider what you and your potential advisor would do if, despite your best efforts, your research direction you have selected proves unproductive.

Mentorship

A mutually beneficial relationship between the student and the mentor relies on transparency and compatibility. Consider how your mentor's views on the goals of graduate education and expectations on what comprises a complete PhD thesis align with your ambitions. Think about the relationship you hope to have with your PhD advisor. How does the advisor view his or her role as a mentor? What qualities do you hope to find in your mentor? What qualities does the advisor wish to see in his or her mentee? Will the advisor be your primary mentor for day-to-day lab training, or will you rely more on a senior researcher within the lab?

Collaboration

Intra- and interlab collaboration can lead to impactful science and is almost inevitable in interdisciplinary research. Successful collaborations require thorough planning and considerable communication, both of which are important skills for many careers after graduate school including independent academic research. Does the lab have a history of collaborations internal to the lab or externally with labs at the University? Do you want to work in a team-based environment where a group of students/postdocs work together on a project? If you want your own project, when and how do you decide to bring in a collaborator? When a conflict arises between you and your collaborator, who is responsible for resolving the conflict? How is the order of authorship determined?

Research Progress & Feedback

Tracking your progress will help you stay focused on research and receive timely feedback to ensure your projects advance. Consider what forms of assessment work best for you and how you can use these tools to improve your performance. How often will you present your research progress and in what format (lab meeting, subgroup meeting, conferences)? Does the advisor expect progress reports? If so, in what format? Will you have opportunities for one-on-one meetings with the advisor and, if so, how frequently? Will these meetings be student-led or mentor-led? What does the mentor expect from the one-on-one meetings? Who is responsible for scheduling, setting agendas and distributing notes after meetings?

Coursework

As many faculty are appointees in multiple graduate programs with differing requirements, you should understand and be prepared to explain to your prospective advisor the course requirements of your program. Consider what remaining courses you plan to take, how well they align with your research goals in a given lab, and whether you'd benefit from taking elective courses beyond requirements. Understand and be ready to explain the advisory structure of your program in terms of course selection. Does the PhD advisor have recommendations for coursework you should complete before joining the lab? Will the PhD advisor be supportive if you want to take courses beyond the minimal requirements or enroll in research-intensive summer courses or workshops off campus that have the potential to improve your research? Will you be responsible for securing your own funding to attend such summer programs?

Teaching

The specific timing of teaching requirements also varies by program, so you should understand, and be prepared to explain, the teaching requirements of your program to the prospective advisor. Consider how teaching fits into your career trajectory and, if you plan to teach beyond the requirements of your program discuss your plan with your advisor. Does the advisor expect you to TA a course he or she teaches? Is there an expected timeline for completion of required TAships? Will you be encouraged to participate in pedagogy workshops or to TA beyond the minimal requirements if you wish?

Funding

Applying for and managing grant money is vital for a successful academic career. If you are a domestic student, does your graduate program support you on a training grant for one or two years? If you are an international student, make sure to discuss your specific funding circumstances with your prospective advisor. Does the advisor have enough funding for you once other sources come to an end? Are you expected to apply for fellowships? For which fellowships do students in the lab normally apply and what is the lab's success rate? How does the mentor train students in fellowship and grant writing?

Candidacy Exams & Thesis Requirements

Discuss with the prospective advisor your program's criteria for advancement to candidacy (e.g., preliminary and qualifying exams) and thesis requirements. There may have been recent changes to timing or format, or the advisor may not have previously mentored students from your program. Will the mentor provide guidance for the exam and selection of thesis committee? Who will be responsible for developing the thesis project? Will you have the opportunity to work on multiple projects in parallel in case your main project is not successful? Will you receive guidance from the advisor or the lab members in preparing for candidacy exams (e.g., research proposals or presentations) and writing your thesis? Considering program requirements, what would a completed thesis look like from this lab?

Graduation Timeline

Although you're just beginning your graduate career, being aware of key milestones early will help you stay on track. What is the average graduation time in the lab and for your graduate program? What expectations do you have for your time to degree? What are the advisor's criteria for a student to be ready to graduate? Because the thesis committee plays an important role in overseeing your progress towards graduation, discuss how you will select committee members whose expectations regarding graduation timelines align with yours and your advisor's.

Publications

Publications are vital to your academic career. You should expect to learn the key elements of the publication process from your advisor. Does your program have a publication requirement? How many papers should you expect – and do you want – to have by the end of graduate school? How many papers do other students in the lab typically author by graduation? Will the advisor or senior lab members provide guidance for planning and writing publications? Who generates the first draft of the paper? Does the lab's culture typically lead to co-authored collaborative papers? How and when is authorship order determined in such collaborative projects? What are your and your advisor's expectations for the intellectual contributions and responsibilities that justify authorship? If the results of your research could be patentable, will your mentor advise you on how to protect your intellectual property?

Presentations

Presentation of your work is an important component of the graduate experience. Will you be encouraged to attend and present at program-specific events and outside conferences? If so, at what stage in your career? Will the mentor help you develop presentations or posters and provide feedback at practice talks? Will you be expected to find your own external funding to attend conferences? What is the lab's policy on presenting unpublished data? What is the format of the lab's group meeting? Polished slides or raw data? Are all members of the lab required to attend the meeting? What is the frequency of presentations? What is expected of the presenter and the audience?

Time Commitments & Work-Life Balance

Consistent productivity throughout a 5-6 year PhD requires good time management and work-life balance to avoid burnout. Think about whether you need help developing good planning skills and detecting if you're stretched too thin. Are there strict expectations regarding working a certain number of hours or days per week in this advisor's lab? Are there expectations for vacation?

Although conducting research is our primary obligation, many students take on responsibilities outside of their primary thesis projects, both in and outside the lab. Such responsibilities are often part of being a good citizen of the University, and may also provide you with important professional development opportunities. Consider how much time other commitments require and how that will impact your research schedule. Will the prospective mentor's expectations for your work hours allow for non-research commitments you value such as outreach activities, participation in student government, recruitment, etc.? How much of your efforts in the lab will be spent on non-thesis projects? How will you be recognized in these collaborative projects? Will you be expected to share lab management roles, such as lab chores, animal care, plant care and tissue culture?

Career Development

Graduate school is a stepping stone to a career that can take many forms. Consider what career paths interest you and discuss them with your prospective advisor. What career paths do lab alumni follow post-graduation? Will the advisor give you access to their extended network? Does the advisor help with job placement? What is the mentor's opinion of students taking courses aligned with their career ambitions offered through myCHOICE or outside the BSD (e.g., in leadership, pedagogy, writing, or business)? Are there expectations for timing of career exploration efforts, such as attending career development seminars and participating in part-time or summer internships? What is an appropriate amount of time to devote to professional development and career development? Will the advisor help the student develop their resume, CV and job applications?

Resource Guide

We provide this guide as a resource for you to consider. Below we also listed other resources that we believe will be useful in choosing mentors and tracking your development into an independent researcher. Keep in mind that people can be your resources too; talk to your peers, professors you trust, and/or other human resources available on campus (e.g. committee members, UChicagoGrad advisors, program administrators, etc.) about questions and issues you have. Learn to ask for help – this is an important skill that you need to succeed in any career you choose after graduate school.

“Ben Barres: How to Pick a Graduate Advisor.” (2014) *iBiology*. <https://goo.gl/w1BWij>.

“Compact Between Biomedical Graduate Students and Their Research Advisors.” (2008) *Association of American Medical Colleges*. <https://goo.gl/S4oxx2>.

“Expectations in Supervision.” *The University of Adelaide*. <https://goo.gl/1vd2Dc>.

“How to Get the Mentoring You Want: A Guide for Graduate Students.” *University of Michigan*. <https://goo.gl/cGMnCS>.

“IDP Forms and Documentation” (2018) *Stanford Biosciences*. <https://goo.gl/T8UFV2>.

“Mentoring Agreement.” (2013) *University of Wisconsin-Madison*. <https://goo.gl/tEmLwv>.

“Yearly Planning Meetings: Individualized Development Plans Aren’t Just More Paperwork.” (2015) Vincent et al. *Mol. Cell*. <https://goo.gl/QtnHf3>.

“Six project-management tips for your PhD” (2019) Santiago-Lopez. *Nature*. <https://goo.gl/6pp41n>

APPENDIX 14

Emergency Financial Resources Available to Graduate Students

Emergency Financial Resources Available to Graduate Students Fall 2018

Compiled for Committee on Graduate Education

Office of Graduate Student Financial Aid

Mandel Emergency Cash Loan

All students can receive a \$1500 same day loan with no interest/penalties if paid back within 30 days. Students go to Graduate Financial Aid who reviews their financial aid award and approves the disbursement of funds. Funds are obtained immediately in the form of cash and disbursed by the University via Maroon Federal Credit Union and are subsequently debited to the Student Account. Normal policies regarding student account delinquent balances are applied if the monies are not repaid within 30 days.

Cash Advance of Loan Funds

Students can access up to 50% of their expected living expense refund (Direct Unsubsidized and/or Graduate Plus Loan) in advance of their assigned disbursement date for emergency situations. The maximum cash advance is either \$3000 or 50% of the expected refund. Students are approved for a Cash Advance by the Office of Graduate Student Financial Aid and are required to have completed all necessary financial aid documents, registered at least half-time and not carry a previous Mandel Emergency Loan balance. Student may access normal refund disbursement processes to access funds and are encouraged to enroll in direct deposit. The cash advance is automatically deducted from the expected refund when disbursed to the student account.

Student Government

[Student Government Emergency Fund](#)

Any current University of Chicago student can apply for up to \$200 to cover an emergency. Students apply online and applications are reviewed on a rolling basis. Students generally receive a decision within one week and funding via check two weeks after that. There is no expectation of repayment.

Campus and Student Life

Harrison Fund

Through their Dean of Students or other University administrator familiar with their situation, enrolled students can request one-time emergency funding to offset unplanned expenses from Campus and Student Life (CSL). Most awards are under \$1,000 but larger grants may be possible depending on the student's circumstances. Students receiving a Harrison Fund grant will be issued a W-9 or other relevant tax form. There is no expectation of repayment.

University of Chicago Hospitals

[University of Chicago Hospitals Financial Assistance](#)

Anyone with a balance related to care received at the University of Chicago Hospitals can apply for financial assistance, with discounts starting at 75%. Graduate students can apply online, in-person, by mail, or request an application over the phone; applications include documentation on income and expenses.

Center for Identity + Inclusion

[Food Security Assistance](#)

Any individual student with food insecurity can request one of two resources from Student Support Services. Either a meal at any of the dining halls or campus, or a \$50 credit to Hyde Park Produce, with increased funding available to students with dependents. Students request assistance by contacting Student Support Services (SSS) in the Center for Identity + Inclusion (5710 S. Woodlawn Ave.), emailing Ireri Rivas (mirivas@uchicago.edu), Director of SSS, and/or by completing the [food insecurity form](#). Vouchers are intended as a one-time, emergency support. Students with ongoing need meet with Ireri Rivas to discuss longer term financial support. There is no expectation of repayment.

Divisional Funding

Most academic and professional divisions have additional support for students in financial crisis. Students with need should discuss their situation with their Dean of Students to determine if divisional support may be available. In the Harris School, students should discuss any need with their academic advisor.