

Researching Science Graduate Education—
Situated Learning, Culture, Information Grounds, and Social Networks
U.S. Faculty Survey

Demographic Information

1. How long have you been a science and/or engineering professor?

- Zero to 12 months
- 1 to 2 years
- 2 to 3 years
- 3 to 4 years
- 4 to 5 years
- 5 to 6 years
- More than 6 years

2. What is your gender?

- Male
- Female

3. What is your ethnicity?

- Hispanic or Latino
- Not Hispanic or Latino

4. What is your race?

- American Indian or Alaska Native
- Black or African American
- Asian
- Native Hawaiian or Other Pacific Islander
- White

5. Are you tenured?

- Yes
- No

6. What is your country of origin? _____

7. If you were not born in US, did you do your undergraduate degree in the US?

- Yes
- No

8. If you were not born in US, did you do your graduate degree in the US?

- Yes
- No

9. If you were not born in US, how long have you lived in the US?

- Zero to 1 year
- 1 to 5 years
- 5 to 10 years
- 10 plus years

Personal History

10. When did you become interested in science and/or engineering?

- As a child, before 12 years of age?
 - As a teenager, between 12 and 17 years of age?
 - As an undergraduate?
 - Other times? **Please describe:** _____
-

11. Who, if anyone, influenced you to become a scientist or engineer?

◆ **Please select all that apply.**

- Friend?
 - Family members?
 - Teacher/Professor?
 - Graduate student?
 - Guest speaker in a class?
 - No one person in particular?
 - Other people? **Please describe:** _____
-

12. How did you become interested in science and/or engineering?

◆ **Please select all that apply.**

- Movies?
 - Television?
 - Books?
 - School?
 - Other influences? **Please describe:** _____
-

Do not answer any question that makes you uncomfortable
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13. On a scale of 1 to 5 (1 being unimportant and 5 being extremely important) how important were the following in making your decision to go to graduate school?

	Unimportant	←—————→			Extremely Important
	1	2	3	4	5
Sense of prestige	1	2	3	4	5
Needed for future career	1	2	3	4	5
Expanded employment opportunities	1	2	3	4	5
Economic benefit for you	1	2	3	4	5
Improve the quality of your life	1	2	3	4	5
Scientific intellectual curiosity	1	2	3	4	5
Family expectations	1	2	3	4	5
Improve the quality of life in your country	1	2	3	4	5
Benefit for humankind	1	2	3	4	5
Best option at the time	1	2	3	4	5
Please list any other reasons that are not mentioned above and their importance in the space below:					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

14. Of the factors listed above in question 13 which one is the most important?

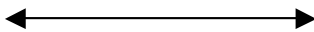
Please explain: _____

15. Of the factors listed above in question 13 which one is the least important?

Please explain: _____

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16. On a scale of 1 to 5 (1 being unimportant and 5 being extremely important) how important were the following in making your decision to enter your field of study?

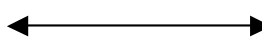
	Unimportant				Extremely Important
Desire to work with a particular scientist in the field	1	2	3	4	5
Desire to emulate a prominent scientist in the field	1	2	3	4	5
Passion for field of study	1	2	3	4	5
Please list any other reasons that are not mentioned above and their importance in the space provided below:					
<hr/>	1	2	3	4	5
<hr/>	1	2	3	4	5
<hr/>	1	2	3	4	5

17. Of the factors listed above in question 16 which one is the most important? **Please explain:**

18. Of the factors listed above in question 16 which one is the least important? **Please explain:**

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19. As a graduate student, on a scale of 1 to 5 (1 being unimportant and 5 being extremely important) how important were the following in making your decision to go to the university where you obtained your highest degree?

	Unimportant				Extremely Important
	1	2	3	4	5
Only program accepted into	1	2	3	4	5
Program with the highest graduate stipend/benefits	1	2	3	4	5
Prestige of the university	1	2	3	4	5
Prestige of the program	1	2	3	4	5
Geographical location	1	2	3	4	5
Please list any other reasons that are not mentioned above and their importance in the space provided below:					
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

20. Of the factors listed above in question 19 which one is the most important? **Please explain:**

21. Of the factors listed above in question 19 which one is the least important? **Please explain:**

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22. As a professor, on a scale of 1 to 5 (1 being unimportant and 5 being extremely important) how important were the following in making your decision to accept your current position?


	Unimportant		←————→		Extremely Important
Only job offer received	1	2	3	4	5
Program with the highest salary/benefits	1	2	3	4	5
Prestige of the university	1	2	3	4	5
Prestige of the program	1	2	3	4	5
Geographical location	1	2	3	4	5
Please list any other reasons that are not mentioned above and their importance in the space provided below:					
	1	2	3	4	5
	1	2	3	4	5
	1	2	3	4	5

23. Of the factors listed above in question 22 which one is the most important? **Please explain:**

24. Of the factors listed above in question 22 which one is the least important? **Please explain:**

Career Issues

25. On a scale of 1 to 5 (1 being not valuable and 5 being extremely valuable) please answer the following:

	Not Valuable				Extremely Valuable
What is the value of research to you?	1	2	3	4	5
What is the value of science to society?	1	2	3	4	5

26. What do you think are *the two most* important issues facing your graduate students while they are in graduate school?

- Family issues
 - Job opportunities
 - Salary
 - Funding in your field
 - Don't know
 - Other, **please describe:** _____
-

27. What do you think will be *the two most* important issues your students will face when they graduate?

- Family issues
 - Job opportunities
 - Salary
 - Funding in your field
 - Don't know
 - Other, **please describe:** _____
-

28. What are *the two most important* issues facing you at this stage in your scientific career?

- Family issues
 - Salary
 - Teaching responsibilities
 - Funding in your field
 - Don't know
 - Other, **please describe:** _____
-

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29. Have you discussed any of the career issues in questions 25 to 28 with your students?

- Yes No

30. If you answered *yes* to question 29, please explain which career issues you have discussed:

31. If you answered *no* to question 29, please explain why you have not discussed career issues with your students:

32. In the spaces provided below please write the number of PhD and Master's students you currently advise.

_____ PhD

_____ Master's

Weekly Activities

33. How much time do you think your graduate students believe is the right amount of time to spend on their degree in a typical week?

- 10 to 20 hours
- 20 to 40 hours
- 40 to 60 hours
- More than 60 hours

34. As a graduate student, in a typical week, how much time did you spend working with your advisor?

- No time
- Less than 1 hour
- 1 to 3 hours
- 4 to 5 hours
- 6 or more

35. As a professor, in a typical week, how much time do you spend working with your graduate students?

- Zero to 10 hours
- 10 to 20 hours
- 20 to 40 hours
- more than 40 hours

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36. In the table below, please check the responses that reflect the amount of time, in typical week, you spent as a graduate student and now spend as a professor, engaged in the activities listed in the left hand column.

	As a graduate student	As a professor
Working?		
Less than 10 hours	<input type="radio"/>	<input type="radio"/>
10 to 20 hours	<input type="radio"/>	<input type="radio"/>
20 to 40 hours	<input type="radio"/>	<input type="radio"/>
40 to 60 hours	<input type="radio"/>	<input type="radio"/>
More than 60 hours		
Working in the laboratory?		
Zero to 10 hours	<input type="radio"/>	<input type="radio"/>
10 to 20 hours	<input type="radio"/>	<input type="radio"/>
20 to 40 hours	<input type="radio"/>	<input type="radio"/>
More than 40 hours	<input type="radio"/>	<input type="radio"/>
Working on teaching responsibilities including preparation, grading, and office hours?		
No hours	<input type="radio"/>	<input type="radio"/>
1 to 10 hours	<input type="radio"/>	<input type="radio"/>
10 to 20 hours	<input type="radio"/>	<input type="radio"/>
20 to 40 hours	<input type="radio"/>	<input type="radio"/>
More than 40 hours	<input type="radio"/>	<input type="radio"/>
Working in the library?		
Zero to 10 hours	<input type="radio"/>	<input type="radio"/>
10 to 20 hours	<input type="radio"/>	<input type="radio"/>
20 to 40 hours	<input type="radio"/>	<input type="radio"/>
More than 40 hours	<input type="radio"/>	<input type="radio"/>
Working in your office?		
Zero to 10 hours	<input type="radio"/>	<input type="radio"/>
10 to 20 hours	<input type="radio"/>	<input type="radio"/>
20 to 40 hours	<input type="radio"/>	<input type="radio"/>
More than 40 hours	<input type="radio"/>	<input type="radio"/>
Working at home?		
Zero to 10 hours	<input type="radio"/>	<input type="radio"/>
10 to 20 hours	<input type="radio"/>	<input type="radio"/>
20 to 40 hours	<input type="radio"/>	<input type="radio"/>
More than 40 hours	<input type="radio"/>	<input type="radio"/>

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37. In the table below, please check the responses that reflect the amount of time, in typical week, you expect your graduate students to spend engaged in the activities listed in the left hand column.

	Zero to 10 hours	10 to 20 hours	20 to 40 hours	40 to 60 hours	More than 60 hours
Working?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in the laboratory?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working on teaching responsibilities including preparation, grading, and office hours?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working on their coursework?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in library?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working in their office?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. As a graduate student, how much time in a typical week did you spend on your course work?

- Zero to 10 hours
- 10 to 20 hours
- 20 to 40 hours
- more than 40 hours

Interpersonal Issues

39. From 1 to 3, **rank** the following in terms of who you spend the most time with in a typical week when you are not working.

◆ 1 equals the most time spent ◆ 2 equals second most time spent ◆ 3 equals the least time spent

- ___ Family?
- ___ Colleagues in your field?
- ___ Colleagues not in your field?

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40. Think about the person who is not a member of your family who you spent the *most time* with outside of work during a typical week. Which of the following *best describes* this person?

- Graduate student in your field?
- Graduate student in not in your field?
- Not a graduate student?
- Professional in your field?
- Professional not in your field?
- Not a professional?
- Professor in your field?
- Professor not in your field?
- Not a professor?
- Any other person not mentioned above but in your field? **Please describe:**

- None of the above? **Please describe:**

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41. Think of the 3 non-family individuals who are part of your *closest* social support network.
Write their initials in the spaces provided at the top of the 3 columns in the table below and then
answer the questions in the left hand column for *each* of the 3 people.

	Person 1's Initials _____	Person 2's Initials _____	Person 3's Initials _____
What is their gender?			
Male?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Female?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What is their age?			
15-20	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21-25	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26-30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31-35	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36-40	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
older than 40	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of the following check <i>the one</i> that best applies to this person:			
Professional?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-professional?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Of the following choose <i>the one</i> that best applies to this person:			
Professor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not a professor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If not in academia, please describe their occupation in the space provided below:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Person 1	_____		
Person 2	_____		
Person 3	_____		
Of the following check <i>the one</i> that best applies to this person:			
Works or studies in your field?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does not work in your field?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works or studies in a related field?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please list the related field in the space provided below:			
Person 1	_____		
Person 2	_____		
Person 3	_____		

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Scholarly Information Issues

42. On a scale of 1 to 5 (1 being unimportant and 5 being extremely important), *how important* are the following in helping you with your research?

	Unimportant				Extremely Important
	1	2	3	4	5
Scholarly journals in print	1	2	3	4	5
Scholarly journals found on the Internet	1	2	3	4	5
Other information from the Internet	1	2	3	4	5
Books	1	2	3	4	5
Textbooks	1	2	3	4	5
Attendance at conferences	1	2	3	4	5
E-mail discussion with colleague	1	2	3	4	5
Face-to-face discussion with colleagues	1	2	3	4	5
E-mail discussion with your students	1	2	3	4	5
Face-to-face discussion with your students	1	2	3	4	5
E-mail discussion with post doctoral fellows	1	2	3	4	5
Face-to-face discussion with post doctoral fellows	1	2	3	4	5
Please list any other resources that are not mentioned above and their importance in the space provided below:					
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

43. Of the information resources listed above in question 41 which one is the *most important* to your research? **Please explain:**

44. Of the information resources listed above which in question 41 one is the *least important* to your research? **Please explain:**

45. In a typical week how much time do you spend at the library looking for information to help you with your research?

- Zero to 30 minutes
- 30 to 60 minutes
- 1 to 2 hours
- More than 2 hours

46. In a typical week how much time do you spend reading journal articles?

- Zero to 30 minutes
- 30 to 60 minutes
- 1 to 2 hours
- More than 2 hours

47. In a typical week how much time do you spend using the Internet looking for information to help you with your research?

- Zero to 30 minutes
- 30 to 60 minutes
- 1 to 2 hours
- More than 2 hours

48. If you use the Internet, please list the 5 sites you visit most frequently in a typical week:

Do not answer any question that makes you uncomfortable
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Additional Comments

49. Please add any additional comments you would like about graduate science education in the space provided below:

Thank you very much for your participation!