Dear Graduate Director,

Welcome to the Mentoring and Advising Survey website!

As you well know, effective mentoring, advising, and professional development are essential to the successful training and placement of doctoral students.

The Graduate School and Graduate Council, accordingly, have undertaken a project to canvass all doctoral programs in order to map and assess mentoring, advising, and professional development policies and practices across campus. The goal of this canvassing is to identify best practices that can then be widely shared and, as feasible, seeded and implemented.

The following questionnaire applies only to doctoral programs (and any masters programs that are an integral part of doctoral programs), and a separate questionnaire should be completed for each doctoral program on campus. Because this is an initiative to map existing practices and to identify and share best practices, the survey is not anonymous. You should identify your program on the questionnaire.

Please note that some questions may not apply equally to all programs, and also that some flexibility is in order (questions regarding job placement, for example, are intended to include postdoctoral placement as well).

We estimate that completing the questionnaire should take about one hour. You will be able to complete part of the survey, save it, and return to it later, should you choose to do so.

The Graduate School recognizes that we are requesting Directors of Graduate Studies to collect and provide a good deal of data and other information this year. Such an effort is essential if we are to realize the bold vision for graduate education put forth in the campus Strategic Plan.

I would like to thank you, personally and on behalf of the Graduate School, for your cooperation in this overall effort and for your careful attention to the following questionnaire.

Would you kindly complete and submit your questionnaire by January 14, 2009.

Best regards,

Chuck Caramello
Dean, The Graduate School
Mentoring and Advising Survey
Draft as of October 6, 2008

Directions: Please complete the following survey thinking of the doctoral students in your program only.

Name: __________________________________________
Graduate Program: ________________________________
College: ________________________________________

I. Program’s formal requirements

1. At what point in their doctoral program will your students complete their Master’s degree?
   a. Prior to admission to the doctoral program (skip to Q3)
   b. While working toward completion of their doctorate
   c. Do not need to complete a Master’s degree in order to earn their doctorate
   d. B and C

2. For those who have not yet earned a Master’s degree, how many years does it typically take to complete a PhD in your program?
   a. 3 years or less
   b. 4 years
   c. 5 years
   d. 6 years
   e. 7 years
   f. 8 years
   g. 9 years or more

3. For those who have already earned a Master’s degree, how many years does it typically take to complete a PhD in your program?
   a. 3 years or less
   b. 4 years
   c. 5 years
   d. 6 years
   e. 7 years
   f. 8 years
   g. 9 years or more

4. Assuming a student is making normal progress in your program, in what year would you expect a student to reach each of the following benchmarks?

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>6th Year or Later</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the majority of their formal course work</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
</tr>
<tr>
<td>Complete the first set of comprehensive/qualifying exams</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
</tr>
<tr>
<td>Complete the second set of comprehensive/qualifying exams</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
</tr>
<tr>
<td>Complete the third set of comprehensive/qualifying exams</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
</tr>
<tr>
<td>Advance to candidacy</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
</tr>
<tr>
<td>Demonstrate foreign language proficiency</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
<td>≤</td>
</tr>
</tbody>
</table>
Defend a dissertation proposal
Complete their dissertation
Complete the program/graduate

II. Advising

1. When are students in your program matched with their dissertation advisor?
   a. Upon admission (skip to Q7)
   b. During the first or subsequent years of graduate study (continue to Q2)

2. For the following questions, the “first advisor” refers to the individual who advises a student in the early stages of his/her program prior to the selection of a dissertation advisor. “Early stages” are typically in the first one to two years of graduate study and are often prior to formal selection of a research topic. In your program, how are students matched with their first advisor?
   a. Faculty select candidates from a pool prior to admission
   b. Director of Graduate Studies assigns students to faculty
   c. Director of Graduate Studies advises all of the students in the early years
   d. Student is responsible for finding his/her own first advisor following admission
   e. No formal policy

3. What role does the first advisor play in the early stages of the program regarding the following aspects?

<table>
<thead>
<tr>
<th>Role</th>
<th>Significant</th>
<th>Moderate</th>
<th>Minimal</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selecting courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparing for comprehensive exams</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selecting a dissertation topic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selecting a dissertation advisor</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selecting a dissertation committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requesting or selecting teaching assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moral support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assisting in finding research opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Typically, at what point in their graduate study are students matched with their dissertation advisor?
   a. By end of the 1st year
   b. By end of the 2nd year
   c. By end of the 3rd year
   d. In the 4th year or beyond

5. Is there a specific deadline when a student has to have selected a dissertation advisor?
   a. Yes
   b. No

6. What does your program usually do if a student has difficulty in finding a dissertation advisor? (Check all that apply.)
   □ The program director and/or program committee may intervene and work out a match.
   □ A student may be assigned a temporary thesis advisor (the program chair or his designee) until an acceptable match can be made.
The student may be encouraged to find an out-of-program or off-campus advisor to supervise his/her research. A faculty co-dissertation advisor will then be assigned to ensure the fulfillment of program requirements.

The student may be assigned a faculty committee to supervise dissertation research until a dissertation advisor can be designated.

A student may be asked to take a leave-of-absence from the program until he/she finds an acceptable dissertation advisor.

A student may be terminated from the program for failure to find a dissertation advisor within a prescribed period of time.

Other, please explain.

7. Which of the following best describes how the match between student and dissertation advisor is made?
   a. A faculty member requests a particular doctoral student and the match is then formalized by the program.
   b. A doctoral student requests a particular dissertation advisor and the match is then formalized by the program.
   c. The Graduate Program Director or committee makes the match with minimal input from student and dissertation advisor.
   d. The Graduate Program Director or committee makes the match after significant consultation with doctoral student and dissertation advisor.
   e. The doctoral student has an advising committee from which the dissertation advisor is eventually designated.

8. Is an effort made to match international students with dissertation advisors with the same international origin/citizenship?
   a. Yes
   b. No

9. How common is it for a student to switch to a different dissertation advisor later in the program?
   a. Very unusual - it is very unusual for students to change dissertation advisors after initial assignment/selection
   b. Unusual – students do sometimes change dissertation advisors after the initial assignment/selection, but the majority do not
   c. Neutral – students often change dissertation advisors, but many remain with their original dissertation advisor
   d. Common – it is quite common for a student to change dissertation advisors
   e. Very common – students typically change dissertation advisors at least once

10. Some programs have replaced comprehensive/qualifying exams with graduate portfolios. Does your program require graduate students to complete a portfolio instead of comprehensive/qualifying exams?
   a. Yes
   b. No (Skip to Section III, Q1)

11. If your program does require your doctoral students to complete a portfolio, which of the following elements do you expect students to include? (Check all that apply.)
   a. Dissertation prospectus
   b. Grant proposals
Publishable research articles or articles that have been published
- Literature reviews
- An essay explaining how candidate's major and minor fields of study relate to each other
- An essay discussing candidate’s “intellectual agenda” for their scholarly development
- An essay explaining candidate's future research agenda
- Portfolio is presented in web-based format
- Other selections

III. Dissertation advising

1. What is the **most common** way for a student to choose a dissertation topic?
   a. The student independently selects a dissertation topic before obtaining a dissertation advisor
   b. The student selects a dissertation topic in consultation with dissertation advisor and/or other faculty members
   c. The dissertation advisor assigns a dissertation topic to the student

2. Typically, once the dissertation advisor is selected, how is the rest of the dissertation committee chosen?
   a. The student chooses the rest of the committee
   b. The dissertation advisor chooses the rest of the committee
   c. The student and dissertation advisor choose the committee together
   d. The program chooses the dissertation committee

3. Which statement **best describes** the involvement of the dissertation committee members (excluding the dissertation advisor) in a typical student’s dissertation process:
   a. The committee members are mostly uninvolved until the dissertation is being reviewed for formal approval.
   b. The committee members are involved through informal advice/mentoring throughout the dissertation process
   c. The committee members are involved via mandatory meetings to provide feedback on the dissertation progression
   d. At least one of the committee members is very involved through direct research/collaboration with the student.
   e. Two or more of the committee members are very involved through direct research/collaboration with the student.

4. What role do off-campus scholars **typically** play in your doctoral program?
   a. Limited role - Students rarely interact with off-campus scholars on research, dissertation committees, or via informal advising
   b. Moderate role - Off-campus members serve on dissertation committees, but do not actively participate in the student research/directly advise the student.
   c. Significant role - Off-campus members serve on dissertation committees and actively participate in the student’s research/directly advise the student.

5. Who is typically involved in a dissertation **proposal** defense?
   a. The advisor and just one or two faculty members
   b. The complete dissertation committee
   c. The complete dissertation committee and additional faculty members from the department.

6. At what stage do you expect a **typical** student to defend a dissertation proposal?
a. The student will broadly outline a topic and present a research plan without the expectation that original research will be presented
b. The student will present preliminary research to demonstrate the feasibility of his/her method and sharpen his/her research topic
c. The student will have completed a significant fraction of his/her research and may have already published portions of his/her research in journal articles

7. How important are the following aspects of the dissertation proposal defense in your program?

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires the student to articulate, and thus focus, his/her dissertation topic</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Provides the student with criticism and feedback to improve his/her scholarship</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Imposes a &quot;timeframe&quot; for the student to gain preliminary results; keeps the student on track</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Establishes the intellectual fitness of the student to perform dissertation research</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Is the key factor in determining continued financial support of the student in a graduate assistantship</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Allows dissertation committee members other than the dissertation advisor to learn about the student’s research</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

IV. Professional development

1. How common is it for students to publish in some manner prior to graduation?
   a. Very common for most or all students to publish
   b. Common for some students to publish
   c. Not at all common/very unusual for students to publish (Skip to Q4)

2. If some or most students publish prior to graduation, how many students publish in the following ways?

<table>
<thead>
<tr>
<th>Co-authorship</th>
<th>Many</th>
<th>Some</th>
<th>Few</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-author with UM faculty member(s)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Co-author with another student(s)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Co-author with someone outside of UM</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>As solo author</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

3. Which statement best describes the publication activities of your students?
   a. It is required of all students to submit for publication before graduation
   b. It is not required for students to submit for publication, but a significant number do submit
   c. It is not required for students to submit for publication, but it occurs sometimes

4. Aside from co-authoring publications, how important are the following roles of the dissertation advisor in the publication process of their doctoral students prior to going on the job market?

<table>
<thead>
<tr>
<th>Role of the dissertation advisor</th>
<th>Very</th>
<th>Somewhat</th>
<th>Not very</th>
</tr>
</thead>
</table>

5
5. The University provides Goldhaber Travel Grants for student travel to professional conferences that require matching funds from the receiving student’s department. How often does your department/program agree to match Goldhaber Travel Grant funding for students?
   a. The department/program matches funds for all students who receive this grant
   b. It is common for the department/program to support many but not all of these requests
   c. It is uncommon for the department/program to support these requests – some, but not many, are granted
   d. The department/program rarely matches funds for this request

6. Excluding the Goldhaber Travel Grants, how common is it for the department to provide funds for student travel to professional conferences?
   a. Very common
   b. Somewhat common
   c. Not at all common

7. How common is it for the research grant of a faculty member to provide funds for student travel to professional conferences?
   a. Very common
   b. Somewhat common
   c. Not at all common
   d. Does not apply

8. How common is it for students to receive funding for research purposes aside from conference presentations (such as data collection, equipment, research-related travel, field research, archival research)?
   a. Very common
   b. Somewhat common
   c. Not at all common (Skip to section V, Q1)

9. If students do receive funding for research purposes aside from conference presentations, who typically contributes to this funding? (Check all that apply)
   - [ ] The student’s dissertation advisor
   - [ ] Other individual faculty
   - [ ] The department/program

V. Job Search Assistance

1. While it is expected that the dissertation advisor will provide assistance in the job search process, some programs have a person who formally coordinates the job search process for graduating doctoral students. Please select the statement that best describes your program’s job coordination system.
   a. No one from our program formally coordinates the job search process
b. The Director of Graduate Studies serves in this capacity  
c. The Department Chair/Associate Chair serves in this capacity  
d. Another faculty member serves in this capacity  
e. An administrative person serves in this capacity

2. Aside from working with students on their dissertations, in your program how important is it for the dissertation advisor to play the following roles related to the doctoral student job search?

<table>
<thead>
<tr>
<th>Role</th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not very important</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing letters of reference</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Responding by phone/email to questions from prospective employers</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Helping students prepare a job market paper</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Advising students on interview and seminar presentation skills</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Helping students prepare a job dossier (e.g., CV, teaching portfolio)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Calling and emailing colleagues to urge them to consider a student for a job</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Helping students choose appropriate jobs to apply for</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Communicate with the individual within the program who formally coordinates the job search process (if applicable) about appropriate position and marketing strategy for the student</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Other (please explain):
3. With respect to doctoral student job placement, is it important for the person who coordinates the overall departmental job search process to play a role in the following:

<table>
<thead>
<tr>
<th>Role</th>
<th>Very important</th>
<th>Somewhat important</th>
<th>Not very important</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing letters of reference</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Responding by phone/email to questions from prospective employers</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Helping students prepare a job market paper</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Advising students on interview and seminar presentation skills</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Helping students prepare a job dossier (e.g., CV, teaching portfolio)</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Calling and emailing colleagues to urge them to consider a student for a job</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
<tr>
<td>Helping students choose appropriate jobs to apply for</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
<td>☒</td>
</tr>
</tbody>
</table>

Other (please explain):

4. Does your program hold mock job interviews for students who are on the job market?
   a. Yes
   b. No (Skip to Q6)

5. How many students typically participate in the mock interviews?
   a. Over 75% of the students who are on the job market
   b. 25% to 75% of the students on the job market
   c. Less than 25% of the students on the job market

6. Does your program give students an opportunity to present a seminar or paper to the department prior to going on the job market?
   a. Yes
   b. No (Skip to Q8)

7. How many students typically present a seminar?
   a. Over 75% of the students who are on the job market
   b. 25% to 75% of the students on the job market
   c. Less than 25% of the students on the job market

8. Does your department pay job market expenses for students?
   a. Yes
   b. No (Skip to next section)

9. If the department does pay job market expenses for students, select all of the types of expenses they assist with. (Check all that apply)
   - Photocopying costs
   - Mailing costs
   - Travel costs to the interviews
   - Other
VI. Monitoring Progress

1. How does your program monitor graduate students’ progress? (Check all that apply)
   - □ Dissertation advisors prepare a formal assessment of each of their students every year
   - □ Dissertation advisors meet with students who are not making normal progress through the program
   - □ The director of graduate studies meets with each student every year
   - □ The director of graduate studies meets with students who are not making normal progress through the program
   - □ A group of faculty prepares formal assessments of every student each year
   - □ Students prepare a self-evaluation and dissertation advisor/graduate director reviews and approves
   - □ Other, please specify

____________________________________________________________________________________
____________________________________________________________________________________

2. How do you inform your doctoral students about the program’s expectations and the consequences of failing to meet those expectations? (Check all that apply)
   - □ Letter sent to students when they are admitted
   - □ Graduate student handbook
   - □ Departmental meetings
   - □ Orientation sessions
   - □ Information posted on department's website
   - □ Individual meetings with dissertation advisor

3. Graduate programs are concerned with doctoral students remaining in their programs for long periods of time without making sufficient progress toward their degree. The following questions address the consequences of failing to meet the benchmarks outlined by your program for progress to degree.
   1) When students fail to complete their coursework in the timeframe established in your program benchmarks, they are:
      a. Placed on academic probation
      b. Dismissed from the program
      c. Lose assistantship/fellowship
      d. Not applicable
   2) When students fail to pass their comprehensive/qualifying exams established in allotted number of retakes established by your program benchmarks, they are:
      a. Placed on academic probation
      b. Dismissed from the program
      c. Lose assistantship/fellowship
      d. Not applicable
   3) When students fail to advance to candidacy in the timeframe established in your program benchmarks, they are:
      a. Placed on academic probation
      b. Dismissed from the program
      c. Lose assistantship/fellowship
      d. Not applicable
   4) When students fail to defend their dissertation proposal in the timeframe established in your program benchmarks, they are:
      a. Placed on academic probation
      b. Dismissed from the program
      c. Lose assistantship/fellowship
      d. Not applicable
5) When students fail to defend their dissertation in the timeframe established in your program benchmarks, they are:
   a. Placed on academic probation
   b. Dismissed from the program
   c. Lose assistantship/fellowship
   d. Not applicable

VII. Research assistantships

1. Do most graduate assistants work as research assistants (i.e., working with faculty on the faculty member’s research projects) at some point in the program?
   a. Yes
   b. No (Skip to Section VIII)

2. How are research assistants typically selected? (Check all that apply)
   - Students are offered research assistantship when they are admitted
   - Faculty request a particular student
   - The director of graduate studies chooses research assistantship assignments
   - Students request/apply for a research assistantship

3. How are research assistants typically evaluated?
   a. Formal evaluation by supervisor
   b. Formal evaluation by director of graduate studies
   c. No formal evaluation

4. Do post-docs play an important role in mentoring research assistants?
   a. Post-docs assume much of the responsibility for mentoring research assistants
   b. Post-docs and faculty typically share responsibility for mentoring research assistants
   c. Post-docs play a very limited role in mentoring research assistants
   d. We have very few or no post-docs in our program

VIII. Teaching assistantships

1. How common is it for students in your program to teach a course on their own/as the main instructor?
   a. Very common for most or all students to serve in these roles
   b. Common for some students to serve in these roles
   c. Not at all common/very unusual for students to serve in these roles (Skip to Q4)

2. If students do teach a course on their own, at what point in their doctoral program are they allowed to do this?
   a. Immediately
   b. After being a teaching or lab assistant for one course
   c. After being a teaching or lab assistant for two or more courses
   d. Later in their program, but without a requirement of previous teaching experience
   e. Varies depending on the student's previous teaching experience

3. How common is it for students in your program to serve as lab assistants/discussion section leaders/assistants to the main instructor?
   a. Very common for most or all students to serve in these roles
   b. Common for some students to serve in these roles
c. Not at all common/very unusual for students to serve in these roles
d. Never, our program does not offer these positions (Skip to Section IX)

4. Is it common for students to serve as a teaching assistant for the same course several times?
   a. Yes
   b. No
   c. Not applicable

5. How are teaching assistants typically selected? (Check all that apply)
   - Students are offered teaching assistantship when they are admitted
   - Faculty request a particular student
   - The director of graduate studies/program director/department chair chooses teaching assistantship appointments
   - Students request/apply for a teaching assistantship

6. How are teaching assistants typically evaluated? (Check all that apply)
   - Course evaluations
   - Formal evaluation by supervisor
   - Formal evaluation by director of graduate studies
   - No formal evaluation

7. Which of the following do you require students to attend to improve their teaching skills? (Check all that apply)
   - Departmental workshops
   - Campus workshops (e.g., Center for Teaching Excellence)
   - Off-campus workshops
   - In-class observation and critique

8. How does your program recognize outstanding work by a teaching assistant? (Check all that apply)
   - Department teaching awards
   - Teaching plays a role in decisions on continuing an assistantship
   - Summer or winter term teaching assignments
   - No formal recognition

9. Who monitors a teaching assistant’s workload? (i.e., amount of time TAs are spending on course(s))
   a. The director of graduate studies/program director
   b. The department chair
   c. The student’s supervisor for the course
   d. The department teaching committee
   e. Dissertation advisor
   f. Workload is not monitored

**IX. Rewards and Incentives**
1. What role does serving as a dissertation committee chair play in:

<table>
<thead>
<tr>
<th>Role</th>
<th>Very important – at least as important as teaching and service</th>
<th>Important, but less important than teaching and service</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring associate professors and promotion from assistant to associate professor</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
### 2. What role does serving on a dissertation committee but not as the chair play in:

<table>
<thead>
<tr>
<th>Role and Promotion Levels</th>
<th>Very important – at least as important as teaching and service</th>
<th>Important, but less important than teaching and service</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring associate professors and promotion from assistant to associate professor</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Hiring full professors and promotion from associate to full professor</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Salary decisions for assistant professors</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Salary decisions for associate and full professors</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

### 3. How does your program see dissertation advising responsibilities as being shared among the faculty?

- a. Most faculty have a role in the dissertation advising process
- b. Some faculty serve as dissertation advisors
- c. Few faculty serve as dissertation advisors

### X. Open-ended questions

1. Describe one or more effective, successful innovations that involve mentoring and advising in your program.

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