

**DOCTORAL PROGRAM EVALUATIONS**

**EXIT SURVEYS**

**OCTOBER 2001 - OCTOBER 2004**

**HISTORY**

**PREPARED BY**

**OFFICE OF INSTITUTIONAL RESEARCH AND ACADEMIC PLANNING**

**DECEMBER 2004**

# Phd Exit Survey New Brunswick Oct. 2001 through Oct. 2004

## SECTION I: SATISFACTION WITH PROGRAM

History

		Count	Col %
<b>My program's reputation</b>	Very Satisfied	24	73%
	Somewhat Satisfied	8	24%
	Somewhat Dissatisfied	1	3%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>The intellectual caliber of the faculty in my program</b>	Very Satisfied	32	97%
	Somewhat Satisfied	0	0%
	Somewhat Dissatisfied	1	3%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Program's ability to keep pace with recent developments in my field</b>	Very Satisfied	28	85%
	Somewhat Satisfied	5	15%
	Somewhat Dissatisfied	0	0%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Adequacy of facilities</b>	Very Satisfied	11	33%
	Somewhat Satisfied	17	52%
	Somewhat Dissatisfied	5	15%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Quality of computer support</b>	Very Satisfied	13	39%
	Somewhat Satisfied	16	48%
	Somewhat Dissatisfied	4	12%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Quality of library holdings for overall study in my program</b>	Very Satisfied	12	36%
	Somewhat Satisfied	17	52%
	Somewhat Dissatisfied	4	12%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Quality of library holdings for my research</b>	Very Satisfied	2	6%
	Somewhat Satisfied	18	58%
	Somewhat Dissatisfied	7	23%
	Very Dissatisfied	4	13%
	<b>Total</b>	<b>31</b>	<b>100%</b>
<b>Overall quality of graduate level teaching by faculty</b>	Very Satisfied	24	73%
	Somewhat Satisfied	8	24%
	Somewhat Dissatisfied	1	3%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Training in research methods</b>	Very Satisfied	13	39%
	Somewhat Satisfied	12	36%
	Somewhat Dissatisfied	8	24%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>My experience as a graduate student teacher or teaching assistant</b>	Very Satisfied	16	57%
	Somewhat Satisfied	11	39%
	Somewhat Dissatisfied	1	4%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>28</b>	<b>100%</b>

**SECTION I: SATISFACTION WITH PROGRAM**

History

		Count	Col %
<b>Amount of financial support</b>	Very Satisfied	12	36%
	Somewhat Satisfied	14	42%
	Somewhat Dissatisfied	6	18%
	Very Dissatisfied	1	3%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>My relationships and interaction with other students in my graduate program</b>	Very Satisfied	17	52%
	Somewhat Satisfied	12	36%
	Somewhat Dissatisfied	4	12%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Professional relationship with my dissertation supervisor</b>	Very Satisfied	24	73%
	Somewhat Satisfied	5	15%
	Somewhat Dissatisfied	1	3%
	Very Dissatisfied	3	9%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Quality of academic advising and guidance</b>	Very Satisfied	17	53%
	Somewhat Satisfied	11	34%
	Somewhat Dissatisfied	4	13%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>32</b>	<b>100%</b>
<b>Helpfulness of staff members in my department or program</b>	Very Satisfied	28	85%
	Somewhat Satisfied	3	9%
	Somewhat Dissatisfied	2	6%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Faculty effort in helping me find employment upon graduation</b>	Very Satisfied	18	55%
	Somewhat Satisfied	10	30%
	Somewhat Dissatisfied	5	15%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>The opportunity to interact across disciplines</b>	Very Satisfied	6	19%
	Somewhat Satisfied	19	59%
	Somewhat Dissatisfied	6	19%
	Very Dissatisfied	1	3%
	<b>Total</b>	<b>32</b>	<b>100%</b>
<b>Overall, satisfaction with your program</b>	Very Satisfied	19	58%
	Somewhat Satisfied	12	36%
	Somewhat Dissatisfied	2	6%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>

**SECTION II: CLIMATE OF PROGRAM AND QUALITY OF INTERACTIONS**

History

		Count	Col %
<b>Students in my program are treated with respect by faculty</b>	Strongly Agree	23	70%
	Agree	10	30%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Faculty members are willing to work with me</b>	Strongly Agree	24	73%
	Agree	8	24%
	Disagree	1	3%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Rapport between faculty and graduate students in the program is good</b>	Strongly Agree	20	61%
	Agree	12	36%
	Disagree	1	3%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>My own relationships and interaction with faculty are good</b>	Strongly Agree	25	76%
	Agree	8	24%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>There are tensions among faculty that affect students</b>	Strongly Agree	0	0%
	Agree	13	39%
	Disagree	18	55%
	Strongly Disagree	2	6%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Financial support for graduate students is distributed fairly</b>	Strongly Agree	9	27%
	Agree	20	61%
	Disagree	3	9%
	Strongly Disagree	1	3%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Students in my program are collegial</b>	Strongly Agree	14	42%
	Agree	18	55%
	Disagree	1	3%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>My relationships and interaction with other students in my program are collegial</b>	Strongly Agree	14	44%
	Agree	16	50%
	Disagree	2	6%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>32</b>	<b>100%</b>
<b>Overall, the climate of my program is positive</b>	Strongly Agree	14	42%
	Agree	19	58%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>

**SECTION III: PROGRAM COURSE WORK**

History

		Count	Col %
<b>Availability of area courses I needed to complete my program</b>	Excellent	15	45%
	Very Good	15	45%
	Fair	3	9%
	Poor	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Quality of instruction in my courses</b>	Excellent	20	61%
	Very Good	11	33%
	Fair	2	6%
	Poor	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
<b>Encouragement to take courses outside my program</b>	Excellent	2	6%
	Very Good	13	42%
	Fair	13	42%
	Poor	3	10%
	<b>Total</b>	<b>31</b>	<b>100%</b>
<b>Overall, the quality of course work in my program</b>	Excellent	17	52%
	Very Good	13	39%
	Fair	2	6%
	Poor	1	3%
	<b>Total</b>	<b>33</b>	<b>100%</b>

		Count	Col %
Coursework, seminars, labs, reading courses, etc. adequately prepared me for candidacy exams	Strongly Agree	16	50%
	Agree	13	41%
	Disagree	3	9%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>32</b>	<b>100%</b>
The candidacy exam was a good test of my knowledge	Strongly Agree	6	19%
	Agree	21	66%
	Disagree	5	16%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>32</b>	<b>100%</b>
The candidacy exam was a good test of my ability	Strongly Agree	5	16%
	Agree	22	69%
	Disagree	5	16%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>32</b>	<b>100%</b>
Coursework, seminars, labs, reading courses, etc. adequately prepared me for dissertation work	Strongly Agree	10	31%
	Agree	19	59%
	Disagree	3	9%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>32</b>	<b>100%</b>
The process of selecting my dissertation committee was satisfactory	Strongly Agree	17	53%
	Agree	14	44%
	Disagree	1	3%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>32</b>	<b>100%</b>

#### SECTION IV: DISSERTATION WORKSHOPS

##### History

		Count	Col %
Did the university and/or your program provide coaching and workshops for students writing doctoral dissertations?	Yes	20	65%
	No	5	16%
	Don't Know	6	19%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Should your program provide dissertation coaching and workshops?	Yes	23	77%
	No	3	10%
	Don't Know	4	13%
	<b>Total</b>	<b>30</b>	<b>100%</b>
Should the university provide dissertation coaching and workshops?	Yes	18	60%
	No	4	13%
	Don't Know	8	27%
	<b>Total</b>	<b>30</b>	<b>100%</b>
Did you attend workshops for students writing doctoral dissertations?	Yes	4	13%
	No	25	81%
	Don't Know	2	6%
	<b>Total</b>	<b>31</b>	<b>100%</b>

**SECTION IV: What did you find useful about the dissertation workshop? Not program specific.**

Knowing the details about what is required when turning in the dissertation to the graduate school. The graduate school has some great workshops. My program had nothing.
Instruction on preparing the dissertation
Run by graduate school. Very practical. Realistic about student problems issues.
Getting real information on what to do and expect.
Gave bureaucratic process a human face.
Explicit instructions. Answered questions.
Safeguarding against mistakes in the preparation of the final document.
As Rutgers is a large university, knowing how to take work within the systems in place is very important.
They were small enough that I felt I could ask very specific questions
Format of the dissertation
paying attention to all the formalities
University requirements
The guidelines needed to follow.
The opportunity to ask specific questions about my thesis.
I learned how I needed to organize everything. It was good to see how to organize my thoughts.
The workshop sufficiently covered all the little details on writing the dissertation, so that a student would not be caught off guard on submission day.
making sure all classes were finished and how to format dissertation
How to organize the dissertation process
The workshop was good in terms of what not to write, but did not give any insight into styles of writing, organization, and the process of writing and coping with the stress associated with it. It would make more sense for the department to conduct it, since the styles vary for different departments.
General formatting information, internal resources available, encouragement and support of Graduate Dean's staff
University requirements on PhD dissertation.
Going through requirements for graduating
What to do, where to get things done, time line, etc.
Taking me through the process of submitting the thesis made it easier.
It was useful to listen to what the graduate school wanted in terms of style and content in the thesis.
-handouts with all the deadlines -good step by step instruction of what needs to be done. -very useful workshop

**SECTION IV: What did you find useful about the dissertation workshop? Not program specific.**

It tells me most of the things I need to know in writing my thesis, especially the format. Make it easier to plan ahead, make the submission of thesis process smoother.
Nothing. It was a big waste of time that was dominated by a few whining students.
Format of thesis.
I attended a professional workshop that was helpful in that it cited sources to assist- helpful hints for writing and planning.
Thoroughness of information shared.
There was a thorough explanation of the dissertation process that addressed library resources (including RU student privileges at other libraries), computer/technical support, some funding opportunities, as well as formatting issues.
Very informative regarding university requirements for dissertations; staff very knowledgeable & helpful.
Information about formatting the dissertation and meeting deadlines for the degree dates.
I took a workshop that gave information about preparing my manuscript to turn in, not the actual writing of it, but it was very helpful to get all those details (margins, spacing, who, when) from a person rather than a packet.
Comments.
The general information provided about format requirements and filing procedures.
I could confirm the right format of dissertation.
It was not a workshop but a noncredit class run by the department. Useful because the professor discussed nuts and bolts of writing and researching a large project - this topic usually ignored in my discipline (English)
Question 2a needs to be separated out: program and university. My program did not provide workshops, and should have. The university did, but they mostly concerned formatting, regulations, etc. [all very useful in the end, but not useful for the process.].
Actually, I did attend the graduate school's style preparation workshop (w/Ms.Sirman), which was extremely helpful in compiling a full list of detailed preparations for submission-Ms.Sirman herself was very helpful during and after.
Formatting requirements and how to set up Word to comply with the GSNB requirements. The checklist for the PhD degree
University level workshop: discussed formatting issues very clearly
Very informative regarding university requirements for dissertations; staff very knowledgeable & helpful.
Format of dissertation
The guideline for the thesis and where to find help
General advice on formatting the dissertation and the process of preparing the dissertation.
I participated in a group organized by my advisor for his students (a workshop? maybe). It was helpful, but we (the students) we at very different stages in doctoral/graduate work.



**SECTION IV: What did you find useful about the dissertation workshop? Not program specific.**

I only attended informal workshops held within coursework. Unfortunately they were actually too early in my graduate career to be truly useful once I arrived at the writing stage.
The program I attended was useful as preparation for meeting the grad school's requirements at the end of my program. I would suggest within my dept. - a specific dissertation methods course geared toward research methods in humanities.
Zerobanel's Clockwork Muse was examined; workshop gave excellent suggestions for work strategies.
information about how to format and prepare final copy of dissertation; degree and candidacy requirements
Format was clearly explained.
Everything
The requirements for the format of the dissertation.
the workshop enabled us to ask questions about thesis formatting.
Formatting the dissertation
Learn about the style and format of standard thesis.
very little, everything there was also on the web.
Know what need to be submitted.
There is a lot of paperwork involved and people in my department were not aware of the requirements for Rutgers. Therefore, a workshop was definitely needed.
-prospectus development -research assistance -student/professor feedback This course is a must!
the suggestions were made clear
It was helpful to learn, from the start, exactly how the document needed to be formatted.
Specific information on strategies and manuscript preparation. Encouragement.
The opportunity to ask questions and receive clear answers from someone who was obviously knowledgeable about the information. The opportunity to review my records and to learn how they met/did not meet the University's requirements for a Ph.D. degree.
Clarification of requirements.
Dissertation workshops were minimally helpful. I learned through trial and error
If you mean the workshop with Barbara Sirman, it was helpful in being informative. Also, because my relationship with the School of Social Work was one of employee first, doctoral student second, I needed that "place" where I was seen primarily as a doctoral student - it helped me to focus on the tasks ahead & envision completing!
Time management suggestions.
Format of dissertation
The 'workshop' was actually a semester course, Advanced Planning Analysis, in which students wrote a draft dissertation proposal. It provided useful structure and deadlines, as well as formal opportunity to get feedback from my colleagues.

**SECTION IV: What other kinds of workshops should be made available to students writing doctoral dissertations? Not program specific**

Instruction on doing the research for the dissertation

Workshops on actual writing techniques and discipline.

Job opportunities - and contacts - outside purely academic positions.

Dissertation support groups!

I think these should be done by discipline within the department. Art history offered one while I was working on my thesis, but this was by request of the students. I think such a workshop should be offered more routinely.

Motivational kinds of workshops that address issues of procrastination, time-management, how to deal with writers block, etc. and that deal with the psychological haul the dissertation process demands.

workshops need to be extremely specific to be useful at the doctoral level

I believe that the current workshop is good enough.

How to write the content of the dissertation

A workshop to discuss time frames, when to hand in first draft, etc. (Discuss with direct program)

I think each dept should have a workshop with content information and help relevant to that field. For example; how to write a good abstract, how to write conclusions, etc.

A good overall lecture might be on how to use a program for bibliography formatting. Our lab used EndNote, which made doing the bibliography and referencing very easy.

Specific workshops on how to write a scientific dissertation.

What information should be included in the dissertation - how detailed does it need to be?

How to arrange thoughts

Specific outline or format for field of study. Specific format of information in each section of dissertation.

More information on outside resources available to help with the actual production of the document. Course on interacting with advisor and committee during the editing process. I felt that my advisor would have had me rewrite my thesis through infinity if I hadn't finally complained about the number of rewrites! I wish I had thought to stand up sooner! Knowing what is considered to be "your rights" in the editing process would be very helpful.

The good style of writing doctoral dissertations

More computer facilities should be provided in the chemistry department.

None.

Workshops should be held by individual departments to advise their students how to write thesis in a particular area.

You should make the permanent employee's at the graduate school @ 25 Bishop place more pleasant and less bitchy.

**SECTION IV: What other kinds of workshops should be made available to students writing doctoral dissertations? Not program specific**

Thesis defense preparation

Practice sessions on writing using the Ape Pub. Manual.

It is not always clear to students in the midst of doctoral research what kinds of outside funding opportunities might be available to them. The university does a good job of advertising pre- and post-doctoral opportunities, but could do better to advertise dissertation support grants, etc. Workshops on balancing part-time and full-time teaching and/or office work with dissertation research would also be helpful.

Dissertation content-what exactly makes a dissertation, beyond a masters thesis?

maybe something about submitting papers for publication in scientific journals

More on job searches and preparing for life after graduation.

Computer help with formatting in programs other than Microsoft Word which are commonly used in certain disciplines, such as LaTeX.

The Graduate School and my department seemed to set up dissertation/defense schedules separately. Also, some part of the schedule is informed to the advisor only. For example, setting-up the committee is left to the advisor, but my advisor did not know the procedure well. It almost created mess. We need to have clearly-stated schedule/procedure, which are unified between Graduate School and department.

How to start  
how to research  
what to do when stuck  
what to do when you can't get a meeting with your advisors.

Non-academic job placement.

The department already offers workshops targeted specifically for those in its program.

The most useful thing my department did was to disseminate information about students at the diss.stage, so that we could form our own reading groups.

A department-specific workshop for dissertations.

In department workshops

Workshop on how to construct a dissertation proposal  
Workshop on How to organize dissertation  
Support group for people trying to figure out what to propose and how to work on dissertation itself. Workshop discussing common problems people have when doing research

Dissertation content- what exactly makes a dissertation, beyond a masters thesis?

dissertation workshop is good enough

More Specific

Workshop on the special features of Word that making handling and editing large documents easier.  
Information on the reference managers available. Both of these should be early when the student is first starting to gather information for the dissertation.

**SECTION IV: What other kinds of workshops should be made available to students writing doctoral dissertations? Not program specific**

Workshops on writing/giving conference papers, workshops on publishing.

support groups/writing groups  
preparation for job market

"Workshops" are NOT a substitution for active involvement in a dissertation by the director.

Don't know.

As many as possible. I feel that many grad students do not know what is required of them to graduate. the more info the better

earlier in the process: time management, writing practice workshops, professional writing workshops

Providing information on finding dissertation Editor.

I think it would be helpful to provide support groups for dissertation-writers.

Strategies for "How to Let Go and Finish"

-on going structured dissertation support  
research courses  
check-ins periodically  
progress reports

It would probably be helpful to have a workshop for students who have an approved proposal and would benefit from some guidance on organizing tasks and preparing for the different phases needed to complete. Possibly a co-facilitator or guest who has recently completed would be helpful.

specific, detailed instruction on the formation of a research question and the relationships among the various chapters/sections of the dissertation in answering that question.

Funding & employment.

I found the one that was provided to be sufficient. Once 2 had begun working on the dissertation, my primary need was for feedback from my committee.

## SECTION IV: FREQUENCY OF MEETING

History

		Count	Col %
<b>Preparing for written qualifying exams</b>	At least weekly	1	3%
	One or two times a month	7	22%
	Less than once a month	4	13%
	As needed	20	63%
	<b>Total</b>	<b>32</b>	<b>100%</b>
<b>Preparing for the oral qualifying exam</b>	At least weekly	0	0%
	One or two times a month	5	22%
	Less than once a month	3	13%
	As needed	15	65%
	<b>Total</b>	<b>23</b>	<b>100%</b>
<b>Finding a dissertation topic</b>	At least weekly	0	0%
	One or two times a month	13	41%
	Less than once a month	3	9%
	As needed	16	50%
	<b>Total</b>	<b>32</b>	<b>100%</b>
<b>Writing a dissertation prospectus or proposal</b>	At least weekly	0	0%
	One or two times a month	10	31%
	Less than once a month	6	19%
	As needed	16	50%
	<b>Total</b>	<b>32</b>	<b>100%</b>
<b>Doing research for the dissertation</b>	At least weekly	0	0%
	One or two times a month	5	16%
	Less than once a month	7	22%
	As needed	20	63%
	<b>Total</b>	<b>32</b>	<b>100%</b>
<b>Writing the dissertation</b>	At least weekly	1	3%
	One or two times a month	6	19%
	Less than once a month	8	25%
	As needed	17	53%
	<b>Total</b>	<b>32</b>	<b>100%</b>
<b>Meeting with my dissertation committee</b>	At least weekly	0	0%
	One or two times a month	1	3%
	Less than once a month	4	13%
	As needed	27	84%
	<b>Total</b>	<b>32</b>	<b>100%</b>

## SECTION IV: HELPFULNESS OF ADVISOR

History

		Count	Col %
<b>Preparing for written qualifying exams</b>	Very Helpful	12	38%
	Somewhat Helpful	12	38%
	Not Very Helpful	6	19%
	Not at all Helpful	2	6%
	<b>Total</b>	<b>32</b>	<b>100%</b>
<b>Preparing for the oral qualifying exam</b>	Very Helpful	5	26%
	Somewhat Helpful	9	47%
	Not Very Helpful	3	16%
	Not at all Helpful	2	11%
	<b>Total</b>	<b>19</b>	<b>100%</b>
<b>Finding a dissertation topic</b>	Very Helpful	19	59%
	Somewhat Helpful	9	28%
	Not Very Helpful	3	9%
	Not at all Helpful	1	3%
	<b>Total</b>	<b>32</b>	<b>100%</b>
<b>Writing a dissertation prospectus or proposal</b>	Very Helpful	17	53%
	Somewhat Helpful	9	28%
	Not Very Helpful	5	16%
	Not at all Helpful	1	3%
	<b>Total</b>	<b>32</b>	<b>100%</b>
<b>Doing research for the dissertation</b>	Very Helpful	14	45%
	Somewhat Helpful	12	39%
	Not Very Helpful	3	10%
	Not at all Helpful	2	6%
	<b>Total</b>	<b>31</b>	<b>100%</b>
<b>Writing the dissertation</b>	Very Helpful	23	72%
	Somewhat Helpful	6	19%
	Not Very Helpful	2	6%
	Not at all Helpful	1	3%
	<b>Total</b>	<b>32</b>	<b>100%</b>
<b>Forming the dissertation committee</b>	Very Helpful	20	63%
	Somewhat Helpful	10	31%
	Not Very Helpful	2	6%
	Not at all Helpful	0	0%
	<b>Total</b>	<b>32</b>	<b>100%</b>
<b>Meeting with my dissertation committee</b>	Very Helpful	18	58%
	Somewhat Helpful	10	32%
	Not Very Helpful	2	6%
	Not at all Helpful	1	3%
	<b>Total</b>	<b>31</b>	<b>100%</b>

## SECTION IV: DISSERTATION COMMITTEE

History

		Count	Col %
<b>I have been able to work with the dissertation advisor of my choice</b>	Strongly Agree	26	81%
	Agree	6	19%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>32</b>	<b>100%</b>
<b>My doctoral committee supported and encouraged my research idea</b>	Strongly Agree	25	81%
	Agree	6	19%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
<b>Doctoral committee members were accessible</b>	Strongly Agree	17	55%
	Agree	12	39%
	Disagree	1	3%
	Strongly Disagree	1	3%
	<b>Total</b>	<b>31</b>	<b>100%</b>
<b>My committee exhibited high ethical standards</b>	Strongly Agree	24	77%
	Agree	7	23%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
<b>I developed the skills to pursue my own research agenda</b>	Strongly Agree	27	87%
	Agree	4	13%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
<b>I developed the skills to write successful grant proposals</b>	Strongly Agree	11	37%
	Agree	10	33%
	Disagree	7	23%
	Strongly Disagree	2	7%
	<b>Total</b>	<b>30</b>	<b>100%</b>
<b>I developed the skills to write journal articles</b>	Strongly Agree	17	57%
	Agree	10	33%
	Disagree	2	7%
	Strongly Disagree	1	3%
	<b>Total</b>	<b>30</b>	<b>100%</b>
<b>I developed the skills to present papers effectively</b>	Strongly Agree	18	58%
	Agree	12	39%
	Disagree	1	3%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>

**SECTION V: EXPERIENCE**

History

		Count	Col %
<b>Obtain clarity on degree completion requirements</b>	Very Satisfied	8	30%
	Somewhat Satisfied	18	67%
	Somewhat Dissatisfied	1	4%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>27</b>	<b>100%</b>
<b>Receive guidance on completing thesis or dissertation</b>	Very Satisfied	13	46%
	Somewhat Satisfied	14	50%
	Somewhat Dissatisfied	0	0%
	Very Dissatisfied	1	4%
	<b>Total</b>	<b>28</b>	<b>100%</b>
<b>Have input on designing your program of study</b>	Very Satisfied	10	56%
	Somewhat Satisfied	8	44%
	Somewhat Dissatisfied	0	0%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>18</b>	<b>100%</b>
<b>Receive help in developing plan for degree completion</b>	Very Satisfied	7	41%
	Somewhat Satisfied	9	53%
	Somewhat Dissatisfied	1	6%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>17</b>	<b>100%</b>
<b>Receive advice on funding opportunities</b>	Very Satisfied	9	41%
	Somewhat Satisfied	7	32%
	Somewhat Dissatisfied	6	27%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>22</b>	<b>100%</b>
<b>Receive advice on publishing your work</b>	Very Satisfied	10	48%
	Somewhat Satisfied	10	48%
	Somewhat Dissatisfied	1	5%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>21</b>	<b>100%</b>
<b>Receive advice on writing grant proposals</b>	Very Satisfied	3	20%
	Somewhat Satisfied	8	53%
	Somewhat Dissatisfied	4	27%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>15</b>	<b>100%</b>
<b>Write research grants or proposals</b>	Very Satisfied	7	33%
	Somewhat Satisfied	10	48%
	Somewhat Dissatisfied	4	19%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>21</b>	<b>100%</b>
<b>Have assistance in developing professional contacts outside your program</b>	Very Satisfied	11	55%
	Somewhat Satisfied	8	40%
	Somewhat Dissatisfied	1	5%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>20</b>	<b>100%</b>
<b>Receive advice on career options within academia</b>	Very Satisfied	11	39%
	Somewhat Satisfied	15	54%
	Somewhat Dissatisfied	1	4%
	Very Dissatisfied	1	4%
	<b>Total</b>	<b>28</b>	<b>100%</b>



**SECTION V: EXPERIENCE**

History

		Count	Col %
<b>Receive advice on career options outside academia</b>	Very Satisfied	0	0%
	Somewhat Satisfied	2	25%
	Somewhat Dissatisfied	4	50%
	Very Dissatisfied	2	25%
	<b>Total</b>	<b>8</b>	<b>100%</b>
<b>Receive advice about research positions</b>	Very Satisfied	1	20%
	Somewhat Satisfied	3	60%
	Somewhat Dissatisfied	1	20%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>5</b>	<b>100%</b>

**SECTION V: TEACHING EXPERIENCE**

History

		Count	Col %
Serve as a reader or grader	Very Satisfied	9	47%
	Somewhat Satisfied	9	47%
	Somewhat Dissatisfied	1	5%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>19</b>	<b>100%</b>
Serve as a discussion or recitation leader	Very Satisfied	13	65%
	Somewhat Satisfied	6	30%
	Somewhat Dissatisfied	1	5%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>20</b>	<b>100%</b>
Serve as a teaching assistant	Very Satisfied	15	60%
	Somewhat Satisfied	10	40%
	Somewhat Dissatisfied	0	0%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>25</b>	<b>100%</b>
Serve as a lab assistant	Very Satisfied	0	0%
	Somewhat Satisfied	0	0%
	Somewhat Dissatisfied	0	0%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>0</b>	<b>0%</b>
Teach a course of your own design	Very Satisfied	20	74%
	Somewhat Satisfied	7	26%
	Somewhat Dissatisfied	0	0%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>27</b>	<b>100%</b>
Take a teaching orientation class	Very Satisfied	6	50%
	Somewhat Satisfied	2	17%
	Somewhat Dissatisfied	3	25%
	Very Dissatisfied	1	8%
	<b>Total</b>	<b>12</b>	<b>100%</b>
Take a course or workshop on teaching	Very Satisfied	10	59%
	Somewhat Satisfied	4	24%
	Somewhat Dissatisfied	3	18%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>17</b>	<b>100%</b>
Have regular meetings with faculty as part of teaching preparation	Very Satisfied	8	89%
	Somewhat Satisfied	1	11%
	Somewhat Dissatisfied	0	0%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>9</b>	<b>100%</b>
Have procedures that provided for regular feedback on your teaching	Very Satisfied	5	56%
	Somewhat Satisfied	4	44%
	Somewhat Dissatisfied	0	0%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>9</b>	<b>100%</b>
Have a range of teaching experiences with increasing responsibilities	Very Satisfied	12	67%
	Somewhat Satisfied	6	33%
	Somewhat Dissatisfied	0	0%
	<b>Total</b>	<b>18</b>	<b>100%</b>

**SECTION V: PUBLICATIONS AND PRESENTATIONS**

History

		Count	Col %
Does program offer organized seminars or colloquia at which graduate students present their research?	Yes	32	97%
	No	1	3%
	<b>Total</b>	<b>33</b>	<b>100%</b>
Does program offer departmental funding for students to attend national or regional meetings?	Yes	30	91%
	No	3	9%
	<b>Total</b>	<b>33</b>	<b>100%</b>
Did you attend any national scholarly meetings?	Yes	32	97%
	No	1	3%
	<b>Total</b>	<b>33</b>	<b>100%</b>
Did you deliver any papers or present a poster at national scholarly meetings?	Yes	26	79%
	No	7	21%
	<b>Total</b>	<b>33</b>	<b>100%</b>
Have you co-authored in refereed journals with your program faculty?	Yes	0	0%
	No	33	100%
	<b>Total</b>	<b>33</b>	<b>100%</b>
Have you published as sole or first author in a refereed journal?	Yes	13	39%
	No	20	61%
	<b>Total</b>	<b>33</b>	<b>100%</b>

SECTION V: PUBLICATIONS AND PRESENTATIONS

History

		Count	Col %
Number of times presented your research	1	11	38%
	2	13	45%
	3	2	7%
	4	0	0%
	5	2	7%
	6	1	3%
	7	0	0%
	8	0	0%
	9	0	0%
	10	0	0%
	15	0	0%
	<b>Total</b>	<b>29</b>	<b>100%</b>
Number of times you were funded by program for national or regional meetings	1	7	30%
	2	10	43%
	3	2	9%
	4	0	0%
	5	2	9%
	6	1	4%
	7	1	4%
	8	0	0%
	9	0	0%
	10	0	0%
		<b>Total</b>	<b>23</b>
Number of times attended national scholarly meetings during graduate career	1	4	13%
	2	5	16%
	3	5	16%
	4	10	32%
	5	4	13%
	6	2	6%
	7	0	0%
	8	0	0%
	9	0	0%
	10	1	3%
	12	0	0%
	14	0	0%
	15	0	0%
	24	0	0%
	64	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>

SECTION V: PUBLICATIONS AND PRESENTATIONS

History

		Count	Col %
Number of times presented papers or posters at national scholarly meetings	1	7	29%
	2	8	33%
	3	2	8%
	4	1	4%
	5	1	4%
	6	2	8%
	7	1	4%
	8	1	4%
	9	0	0%
	10	0	0%
	11	1	4%
	15	0	0%
	16	0	0%
	17	0	0%
	75	0	0%
	<b>Total</b>	<b>24</b>	<b>100%</b>
Number of articles co-authored	1	1	100%
	2	0	0%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	7	0	0%
	8	0	0%
	9	0	0%
	10	0	0%
	17	0	0%
	22	0	0%
	33	0	0%
50	0	0%	
	<b>Total</b>	<b>1</b>	<b>100%</b>
Number of articles published as sole or first author	1	9	64%
	2	4	29%
	3	0	0%
	4	0	0%
	5	0	0%
	6	0	0%
	8	1	7%
	15	0	0%
	<b>Total</b>	<b>14</b>	<b>100%</b>

SECTION V: FINANCIAL SUPPORT

History

		Count	Col %
Did you hold a job, other than a teaching or research assistantship, either on or off campus during your graduate studies?	Yes	21	66%
	No	11	34%
	<b>Total</b>	<b>32</b>	<b>100%</b>
Did you receive financial aid of any kind (including loan, scholarship, fellowship, and teaching or research assistantship) during your graduate studies?	Yes	29	97%
	No	1	3%
	<b>Total</b>	<b>30</b>	<b>100%</b>

History	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
US Government fellowship			1 3%					
US Government traineeship								
Foreign Government fellowship	2 6%	1 3%	1 3%	2 6%	1 3%			
External (to university) non-government fellowship	2 6%	2 6%	1 3%	2 6%	3 10%	4 15%	1 5%	1 8%
University funded fellowships	23 74%	8 26%	7 23%	18 58%	13 43%	4 15%	3 16%	
Graduate research assistantship	2 6%	5 16%	3 10%	3 10%	2 7%	2 8%		1 8%
Graduate teaching assistantship		13 42%	13 42%	6 19%	7 23%	8 31%	6 32%	1 8%
Other part-time research employment	2 6%	3 10%	1 3%	3 10%	1 3%	1 4%		
Other part-time teaching employment	3 10%	3 10%	7 23%	5 16%	4 13%	4 15%	1 5%	3 23%
Residence assistantship	1 3%	1 3%	1 3%	1 3%	1 3%	1 4%	1 5%	
Full tuition scholarships or waivers	23 74%	26 84%	23 74%	21 68%	23 77%	16 62%	10 53%	3 23%
Partial tuition scholarships or waivers	1 3%	1 3%	2 6%	3 10%	1 3%	2 8%	1 5%	2 15%
Other campus employment	1 3%	3 10%	5 16%	2 6%	1 3%	2 8%	1 5%	1 8%
Off campus employment	2 6%	4 13%	5 16%	4 13%	2 7%	4 15%	4 21%	3 23%
Employee benefit or employer funding	1 3%							
Loans, Savings, or family assistance	16 52%	14 45%	15 48%	16 52%	16 53%	16 62%	13 68%	8 62%

**TOTAL (n=33) 31 31 31 31 30 26 19 13**

SECTION VI: DISSERTATION CHAIR/MAIN ADVISOR

History

		Count	Col %
Was knowledgeable about formal degree requirements	Strongly Agree	11	37%
	Agree	18	60%
	Disagree	1	3%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>30</b>	<b>100%</b>
Served as my advocate when necessary	Strongly Agree	23	74%
	Agree	7	23%
	Disagree	1	3%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Was available for informal consultation	Strongly Agree	26	84%
	Agree	5	16%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Helped me secure financial support for my graduate work	Strongly Agree	15	48%
	Agree	11	35%
	Disagree	5	16%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Expected me to work a reasonable number of hours	Strongly Agree	13	43%
	Agree	11	37%
	Disagree	6	20%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>30</b>	<b>100%</b>
Considered me a source of labor to advance his/her research	Strongly Agree	0	0%
	Agree	1	3%
	Disagree	9	29%
	Strongly Disagree	21	68%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Provided direct assessments of my progress	Strongly Agree	18	58%
	Agree	9	29%
	Disagree	4	13%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Gave me constructive feedback on my work	Strongly Agree	23	74%
	Agree	6	19%
	Disagree	2	6%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Returned my work promptly	Strongly Agree	16	53%
	Agree	11	37%
	Disagree	3	10%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>30</b>	<b>100%</b>
Guided and assisted me in the completion of my research	Strongly Agree	17	55%
	Agree	10	32%
	Disagree	4	13%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>



SECTION VI: DISSERTATION CHAIR/MAIN ADVISOR

History

		Count	Col %
Promoted my professional development	Strongly Agree	19	61%
	Agree	9	29%
	Disagree	3	10%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Encouraged and assisted me in applying for grants	Strongly Agree	11	37%
	Agree	11	37%
	Disagree	7	23%
	Strongly Disagree	1	3%
	<b>Total</b>	<b>30</b>	<b>100%</b>
Encouraged and assisted me in publishing my research	Strongly Agree	12	41%
	Agree	10	34%
	Disagree	7	24%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>29</b>	<b>100%</b>
Encouraged and assisted me in presenting my work at professional conferences	Strongly Agree	9	29%
	Agree	14	45%
	Disagree	7	23%
	Strongly Disagree	1	3%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Provided information about multiple career paths	Strongly Agree	3	10%
	Agree	5	16%
	Disagree	19	61%
	Strongly Disagree	4	13%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Would support me in any career path I might choose	Strongly Agree	11	35%
	Agree	14	45%
	Disagree	5	16%
	Strongly Disagree	1	3%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Assisted me in my search for employment	Strongly Agree	18	58%
	Agree	10	32%
	Disagree	3	10%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Overall, performed the role well	Strongly Agree	21	68%
	Agree	8	26%
	Disagree	2	6%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>

**SECTION VII: SERVICES**

History

		Count	Col %
<b>The graduate or professional school admissions process</b>	Excellent	8	27%
	Very Good	17	57%
	Fair	5	17%
	Poor	0	0%
	<b>Total</b>	<b>30</b>	<b>100%</b>
<b>The graduate or professional school registration process</b>	Excellent	6	19%
	Very Good	15	48%
	Fair	9	29%
	Poor	1	3%
	<b>Total</b>	<b>31</b>	<b>100%</b>
<b>Rutgers University computing facilities</b>	Excellent	4	13%
	Very Good	17	57%
	Fair	9	30%
	Poor	0	0%
	<b>Total</b>	<b>30</b>	<b>100%</b>
<b>Computing assistance and resources</b>	Excellent	7	23%
	Very Good	13	43%
	Fair	9	30%
	Poor	1	3%
	<b>Total</b>	<b>30</b>	<b>100%</b>
<b>Rutgers University Library support services</b>	Excellent	10	33%
	Very Good	11	37%
	Fair	9	30%
	Poor	0	0%
	<b>Total</b>	<b>30</b>	<b>100%</b>
<b>Office of International Services</b>	Excellent	0	0%
	Very Good	3	50%
	Fair	1	17%
	Poor	2	33%
	<b>Total</b>	<b>6</b>	<b>100%</b>
<b>Rutgers University Career and Placement Services</b>	Excellent	1	8%
	Very Good	2	15%
	Fair	7	54%
	Poor	3	23%
	<b>Total</b>	<b>13</b>	<b>100%</b>
<b>Adequacy of financial support I have received</b>	Excellent	4	14%
	Very Good	12	43%
	Fair	11	39%
	Poor	1	4%
	<b>Total</b>	<b>28</b>	<b>100%</b>
<b>Adequacy of health care or health insurance</b>	Excellent	2	8%
	Very Good	11	42%
	Fair	9	35%
	Poor	4	15%
	<b>Total</b>	<b>26</b>	<b>100%</b>

## SECTION VII: RUTGERS UNIVERSITY AND PROGRAM EVALUATION

## History

		Count	Col %
Rate your experience at Rutgers University	Excellent	10	32%
	Very Good	18	58%
	Fair	3	10%
	Poor	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Rate your experience in the doctoral program	Excellent	18	58%
	Very Good	11	35%
	Fair	2	6%
	Poor	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Rate the quality of the doctoral program	Excellent	21	68%
	Very Good	9	29%
	Fair	0	0%
	Poor	1	3%
	<b>Total</b>	<b>31</b>	<b>100%</b>
If starting over, would you select Rutgers University?	Definitely Would	13	42%
	Probably Would	17	55%
	Probably Would Not	1	3%
	Definitely Would Not	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
If starting over, would you select the same field of study?	Definitely Would	22	71%
	Probably Would	8	26%
	Probably Would Not	1	3%
	Definitely Would Not	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
If starting over, would you select the same dissertation supervisor?	Definitely Would	21	68%
	Probably Would	6	19%
	Probably Would Not	3	10%
	Definitely Would Not	1	3%
	<b>Total</b>	<b>31</b>	<b>100%</b>
If starting over, would you select the same dissertation committee?	Definitely Would	14	45%
	Probably Would	16	52%
	Probably Would Not	1	3%
	Definitely Would Not	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Would you recommend Rutgers to someone considering the same program you have just completed?	Definitely Would	19	61%
	Probably Would	11	35%
	Probably Would Not	1	3%
	Definitely Would Not	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>

SECTION VIII: CAMPUS SAFETY

History

		On which campus did you spend most of your time?					
		New Brunswick - College Avenue		New Brunswick - Livingston or Busch		New Brunswick - Cook or Douglass	
		Count	Col %	Count	Col %	Count	Col %
<b>Walking alone by day on campus</b>	Very Safe	29	97%	1	100%	0	0%
	Reasonably Safe	1	3%	0	0%	0	0%
	Somewhat Unsafe	0	0%	0	0%	0	0%
	<b>Total</b>	<b>30</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>0</b>	<b>0%</b>
<b>Walking alone at night on campus</b>	Very Safe	8	28%	0	0%	0	0%
	Reasonably Safe	20	69%	1	100%	0	0%
	Somewhat Unsafe	1	3%	0	0%	0	0%
	Very Unsafe	0	0%	0	0%	0	0%
<b>Total</b>	<b>29</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	
<b>Walking alone by day off (but near) campus</b>	Very Safe	12	41%	0	0%	0	0%
	Reasonably Safe	15	52%	1	100%	0	0%
	Somewhat Unsafe	2	7%	0	0%	0	0%
	Very Unsafe	0	0%	0	0%	0	0%
<b>Total</b>	<b>29</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	
<b>Walking alone by night off (but near) campus</b>	Very Safe	5	17%	0	0%	0	0%
	Reasonably Safe	11	38%	1	100%	0	0%
	Somewhat Unsafe	12	41%	0	0%	0	0%
	Very Unsafe	1	3%	0	0%	0	0%
<b>Total</b>	<b>29</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	
<b>Alone in your (current) home or residence</b>	Very Safe	17	63%	1	100%	0	0%
	Reasonably Safe	10	37%	0	0%	0	0%
	Somewhat Unsafe	0	0%	0	0%	0	0%
	Very Unsafe	0	0%	0	0%	0	0%
<b>Total</b>	<b>27</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	
<b>Parking your car on campus</b>	Very Safe	9	31%	1	100%	0	0%
	Reasonably Safe	19	66%	0	0%	0	0%
	Somewhat Unsafe	1	3%	0	0%	0	0%
	Very Unsafe	0	0%	0	0%	0	0%
<b>Total</b>	<b>29</b>	<b>100%</b>	<b>1</b>	<b>100%</b>	<b>0</b>	<b>0%</b>	

## Which aspects of your doctoral program pleased you most?

### HISTORY

Working together in an academic setting and exchanging research ideas and then collaborating on projects.

Collegiality of faculty & colleagues.

course work; opportunities for scholarly exchanges (conferences, seminars, meetings, etc) with faculty and grad students; level of scholarly excellence in program

Excellent faculty members!

I enjoyed the collegial atmosphere among graduate students and faculty. The support staff was outstanding and generally people were very supportive over the years.

I most enjoyed the PDR's and research colloquiums in my diplomatic history minor. I was extremely pleased with the faculty members I worked with, or took courses with. I was impressed with their intellect and knowledge, but also with their intellectual humility. I never felt intimidated voicing my opinions because the faculty demonstrated a receptivity to the students' ideas and a genuine willingness to engage in intellectual debate.

My adviser's help, support, and professional capability were uniquely helpful and pleasant, professionally and personally.  
Flexibility in doing independent studies enabled me to study with leading people in the fields related to my research, outside Rutgers, as well as within it in other departments.  
Our graduate secretary, Dawn Ruskai, was indispensable in helping me, as a foreigner, find my way, and did so pleasantly and efficiently.

quality of education

quality of program and faculty, interest of faculty in my work, opportunities for cross-disciplinary training.

The congeniality of relations between faculty and grad students, and among the grad students in the History Department.

The faculty treated students with respect. They generally took sincere interest in the quality of their teaching. There is a cooperative environments (generally) among grad students.

The flexibility that allowed outside work, atmosphere that encouraged independent work and thinking.

The History department does an outstanding job of running its program. I seriously doubt whether my experience of graduate school could have been as good anywhere else in the country. I received excellent training and solid personal support from all levels of the department. John Gillis, Bonnie Smith, and Jennifer Jones on the faculty (and Al Howard as well) are outstanding in their support for students. The graduate secretary Dawn Ruskai has also been extremely helpful to me (and knowledgeable about all aspects of the graduate program).

1. The intellectual and emotional support of my fellow students in my program.
2. The emphasis on preparing articles for publication.
3. The intellectual rapport with some of the professors with whom I took courses.
4. The opportunity to teach freshman composition and History courses, all of which very much helped me obtain and prepare for the tenure-track job which I now have.

Bonnie Smith, Joan Scott and Don Kelly (My committee)

I enjoyed the coursework the most because Rutgers History faculty keep up with the most current research and often are the authors of cutting edge research.

**Which aspects of your doctoral program pleased you most?**

**HISTORY (continued)**

Intellectual challenge.

Opportunity to be part of a prestigious, knowledgeable community of scholars.

Opportunity to conduct research, write, & have a personally chosen committee. read, examine & help edit my work.

My relationship with the supervisor; helpfulness of the administrative staff of my department.

Three things come to mind. First, the academic training was excellent and I have been successful with publishing and making professional contacts. Second, I have been well trained as a teacher and got my current job because of Rutgers' reputation in this area. Third, in addition to the high academic standards, I found the History program very collegial. I have several close friends I made in the department. At conferences we were a "clique" and other graduate students from other programs would gravitate towards us.

Summary: student collegiality.

## Were there aspects of your doctoral program you found problematic?

### HISTORY

During the years of my course work (1993-1996) very few of the courses I needed for top-level training in my field were available. The result: an on-going sense of having been inadequately prepared for my branch of history. I think it is wrong for a dept. to admit fewer than 2 or 3 students each year in each general field - there should always be a cohort to work with.

My interests lie in the fields of political and diplomatic history, but the Rutgers history department has a concentration in social, especially women's history. For that reason, I often felt out of the mainstream relative to the majority of the students and faculty.

I think a more structured progression of coursework would be useful- more courses & more opportunity to establish a broad & deep knowledge of field/discipline rather than simply prepping for qualifying exams. This was particularly true with regard to the major field qualifying exam; my experience with my advisor in making up independent study reading lists for my personally designed minor field was much more satisfactory.

No problem to speak of (outside of what would be expected in any rigorous academic program).

1. My advisor and some members of my dissertation committee did not read some of my chapters as carefully as I might have expected.
2. Some of the professors with whom I took courses were less open to free discussion than I might have expected. (By the way, one of these professors is no longer at Rutgers.)

Opinions among graduate students seemed to be so uniform, and so strongly dictated by what they consider "politically correct" that very little challenging discussion ever took place in class. I consider this so central a flaw that I tried to take as many independent studies as possible, and as little classes as I could. The program is too strongly biased towards "updated" material and recent research, which in the field of history is problematic. We were not properly introduced to classic work in our field.

There needs to be much more attention given to the nuts and bolts of researching and writing a dissertation. This is largely left to the individual whims of the student and his/her advisor. Writing seminars are supposed to cover some of this, but my feeling is that something more formal needs to take place as part of the general requirements, maybe during the first year.

sense of isolation during research/writing phase - would have liked more continued contact with department/more opportunities for writing groups, etc.

## Were there aspects of your doctoral program you found problematic?

### HISTORY

I did not feel that I was given enough information on selecting a topic. I was guided to a topic that was too complex and that took too many years.

Complicated bureaucratic structure of the university (outside of the department)

The History Department & the university generally lost a certain degree of competitiveness over the time I was here--in terms of financial support, facilities, status, & quality/replacement/retention of faculty.

new Brunswick is not designed to serve graduate students; feels like a commuter school; often felt like I was on my own.

My particular research is related to material culture and museum work, and I had no training at all in this area at the program. Instead I sought out freelance work and internships at museums and related institutions. This goes beyond my own research however and is indicative of the slant towards pure academic training. Given the job market, I think it would suit the program to give more than lip service to work outside academia. This would include real exposure to related work outside teaching, such as museums, the Parks Service, and government jobs and graduate credit for relevant internship work.

difficulty navigating university/grad school bureaucracy, with simple tasks made difficult; belief by many faculty that grads are there to work for the department first, do research/take courses second.

Competition between students within the department, inability of faculty to support employment searches outside of the field.

I think the exams would be more useful if they helped you reach the goal of completing the dissertation. For instance, at some schools, one exam is on the area covered in your dissertation. The exam is essentially a research plan, literature review, etc. that can be used as a proposal. As they are now, you spend months and possibly a year studying certain aspects of history that you may not use in the classroom or in your dissertation.

Summary: Advisor lacks interest in students.



## Was there anything about your doctoral program that slowed your progress?

### HISTORY

The complexity of my dissertation topic.

I would have finished a year earlier had I been given a different teaching assignment 4th year; students who are not meeting requirements, are not making adequate progress get the fellowships and plum positions, those students who are making progress get heavy teaching loads, and yet faculty complain about length of time it takes to finish degree.

Lack of summer funding, research support, travel funds, etc.

My full time career and family obligations and the fact that I do not live near campus.

Needing to adjunct teach during the year or over the summer to financially support oneself and family.

Not for me, but I worry that future budget cuts could harm the history department's ability to maintain such high standards. Continue to ensure the quality of a first-rate program by funding it at the level requested by the department.

I had to spend 1 - 2 years designing my own independent studies to make up for the lack of courses in my field.

Yes, absolutely. I worked part-time to supplement my income which was totally inadequate to live on. I also got married and had a couple of babies.

1. My own difficulty in shaping the focus and structure of my dissertation.
2. The large number of hours necessary to teach freshman comp. (3 courses a year averaged more like 25 hours per week, rather than the "expected" 15 hours per week.)

I was generously funded given the parameters of the system and do not mean to criticize the funding-decision making process. However those fellowships should be funded at a higher level! It is not realistic to live on the money we earned in this area of the country. Had I been funded at a higher level I would not have had to do the freelance work I took on and would have finished sooner.

That said, I was personally fortunate in my freelance work options, such as working for the History Channel. Even worse, I taught an undergraduate course at the adjunct funding level: that means an entire upper-level course for \$3,000. Meanwhile, I was expected to pay tuition! Fortunately, I managed to get the tuition waived in that case. I find that low rate of pay irresponsible to both instructor and students.

My slow rate of progress was almost entirely my own doing. I did work full-time my last year, but found the dual experience a rewarding challenge.

Summary: Lack of money, had to take a full time job.

## What changes would you recommend in your doctoral program in the future?

### HISTORY

More seminars on selecting a topic and careful consideration of topics that can reasonably be completed in two to three years.

Better training for non-academic career tracks. Currently, there is little or no such support, yet recent professional studies show that many PhD's in history are unable to find reasonable and meaningful work in academia.

fairer, more open distribution of funding; clearer explanation of requirements (e.g. things that are required sometimes get phrased as being optional, things that are optional are sometimes phrased as required"

I think the program would benefit from a bit more attention to political history.

I would very much have liked to hear the professors more. As things are now, class discussion is loosely guided by teachers, and students do almost all the talking. Qualification exams should not include such strong time pressure. As it is we are asked to write for 9 consecutive hours. Unless endurance is part of what the program tests, I cannot see why the exam couldn't be divided to take place over two days.

Institute requirements such as research methodologies for first year students and make a pedagogy course required for more advanced students.

more community, sharing of information, pedagogical training, realistic assessments of career opportunities, fostering post-grad school employment skills for academic and non-academic careers.

more formal support structures in place for students at research/writing level

Nothing special - I recognize that bureaucratic elements are inescapable in such a large university.

Smaller classes, more course options, more flexibility in course requirements, increasing the funding packages, and educating students on employment opportunities outside the traditional academic arena.

The program manages itself very well. There is a responsive internal process for addressing student concerns. Any suggestions I would have to make would go through that internal process.

As noted above I would push the department to expand its definition of professional work to include areas outside the academy. I would also encourage them to take on fewer graduate students and pay them more. Lastly I would encourage them to offer a course in research methods very early on in the program.

Information on alternative careers (outside of academe). Help for those who enter the program without previous knowledge of how to conduct research. Grant writing for the social sciences.

More explicit discussion of research methods (esp. quantitative research for social history) integrated into coursework.

Summary: Increased funding for longer periods.

**Additional Comments Not program specific**

I am very happy to have completed my degree. I do feel educated, although it was largely due to my own efforts. I will miss my wonderful students and being a part of the changes coming to the Comp Lit. program. I am looking forward to my future projects and feel very optimistic and energetic.

Safety of Teaching Assistants. Undergraduate students who threaten TA's or are not registered should not be allowed to come to classed. Rutgers should not allow other than study activities in the study buildings. ARC building is for study, Werblin Sonny Center multi-purpose room can be used for dance and other cultural activities. There are excellent undergraduate students who suffer because of 1 or 2 students who do not take school seriously. Life in NJ is increasingly expensive. A student who works for the university should have enough money to buy food and clothes and have a cheap car to be able to go see a doctor. As a student who lived on campus I can guarantee that Buell apartments are VERY FAR under the health standards.

I inadvertently checked a box regarding international student services... I could not uncheck the box.

Despite however my response is interpreted, I am certainly content with the experience at Rutgers, and am proud to be now one of its PhD's.

Overall the experience at Rutgers was an enjoyable one. The graduate school has been very informative and organized in assisting me to finish this degree.

For reasons of confidentiality I have decided not to submit written comments.

I came to Rutgers at an opportune time, and overall I have a positive view of my time here.

I responded, perhaps unnecessarily, to some questions that did not apply to my situation (i.e. did I receive information on a variety of career paths-- I never asked for any, and was determined to find work in academe). Once a response was entered, it was not possible to unselect the answer. A "Does not apply" option might have been clearer. On other questions (levels of satisfaction), a "somewhat unsatisfied" option would have been helpful-- in order to indicate that some improvement would be desirable, without having to condemn entirely the program or university by answering "unsatisfied."

What a mean, aggressive place!

Good program, with appropriate focus on industry  
Generally, slipping academic standards should be halted, especially at Undergrad level.

The attitude and service quality of Rutgers housing office (especially, graduate housing office) NEED to be improved!

health insurance is needed for fellowship recipients.

As a Bevier fellow, I had the disappointment to see that a fellowship serves more as a punishment than as an award. A fellow receives less money than a GA/TA, cannot hold other appointments, does not have health benefits, pays university fees, etc. Something should be done so that students with no other financial support are not discouraged from applying for such fellowships.

Overall I loved the history program and would do it again in a minute.

Great Experience

Dealing with the Rutgers bureaucracy was a very time consuming process during my time as a graduate student. Communication between all the different administrative offices could be improved a lot.  
Salaries for graduate students (teaching and research assistants) were not adequate given the living expenses in New Jersey.  
On-Campus Housing should be made more affordable instead of being more expensive than off-campus housing.

**Additional Comments Not program specific**

Graduate School needs to do a better job of prioritizing where money goes to best help grad students develop/complete their research

I found the most difficult aspect of my entire graduate experience was not earning the degree itself, but filling out all of the stupid paper work and adhering to the ridiculous rules for the thesis. Something HAS to be done about stream lining that whole process. It is all very unclear.

I have 30 years of teaching experience with 15 years at the college and MA level. Hence, I did not seek out any of these experiences in the program.

I was fulltime employed with my own social work agency and also teaching at Rutgers Center of alcohol studies. Hence, I did not need these services. When I move to Florida I will seek a teaching position at the graduate level

Barbara Sirman and Dot were very helpful.

I like Rutgers as the best university amongst the places I studied before.  
Thanks to Rutgers

In multiple choice question you should have an option for when a question does not apply

ex: 1)I don't drive so I don't know 'first hand' how safe it is to park on campus.

2)In my program we write many dissertation reports, but we don't have to write dissertation proposals.

And many more.....

As bad as it many sound from above, I did enjoy Rutgers, but I am glad that I will no longer be a student there.

There was no health insurance for fellows. Fellows cannot place orders for necessary research items using RIAS. Building maintenance very poor.

Abolish "big time" football. Return millions of state dollars & university funds to academia. This can only help enhance/advance research & graduate education at RU.

I believe I was encouraged and well-supported, financially and otherwise, throughout my graduate years. This is the very highest praise I can offer because I had a range of difficulties advancing through the program, and the opportunities and encouragement to finish were always there. I am not sure I could have made it through any other graduate program, because I suspect no program is more generous emotionally and financially with slow students.

The only negative comment that I have deals with notification of books drawn from the library. The library send notices to a campus email address that off campus student may not be able to access. Despite the fact that the library also has the student's phone number and mail address, they only send to the campus email address. I recommend that the student should be able to provide the library with their preferred email address to prevent late charges or other misunderstandings.

The graduate students need a salary increase. An additional 10-15% would go a long way to improving the health and satisfaction of the graduate student population.

There are some very good professors here on Cook, but they will never flourish under the current system. The mission of the University needs to be reinstated and responsibility to the citizens needs to be enforced.

Thank you. A difficult but ultimately rewarding experience.

Add more funding for doctoral student

**Additional Comments Not program specific**

Overall I enjoyed the program and think it is a very good one in the particular field, however I think there should be more initial guidance by major advisors.

I have no specific comments, other than to say thank you to all those who made my experience at Rutgers so fulfilling.

The most difficult part of my doctoral program was actually finishing the writing. I did not attend one of the writing workshops, but I don't feel that would have been helpful, as my advisor was very particular in what he wanted, though not always good at communicating it.

I think it would have been much more useful to have a departmental writing workshop, or at least a physical sciences writing workshop. I don't know, perhaps the writing workshops were set up this way, and I just missed the boat, but I didn't see that there would be a lot of use going to a workshop with history, english, poli sci, etc. and more importantly, where my advisor didn't have any input into the workshop program.

During my last year and half at Rutgers, I was employed part time in a research lab. I was told that because I was registered for 1 credit of research, I was only eligible for commuter parking, despite the fact that my main purpose on campus was to work a paying job. In comparison to other universities where I've been a student and been employed, I feel that parking services at Rutgers is extremely unhelpful to graduate students, and I'd

*certainly like to see that amended.*

Please do not release any of my information for telemarketer or survey use.

The Graduate Housing is totally unfriendly!

Seriously, more funding.

departmental and school AA's provided a HUGE amount of professional and personal support, and I don't know if they receive enough credit. they are the reason most of us finish our program. in particular, Joan solves so many problems for both faculty and students. She is fabulous.

I cannot stress enough how wonderful my advisor and committee were.

Overall, I am pleased with the program. I just did not realize how long it would take.

This survey is rather frustrating because many of the specific questions asked in the early sections do not allow for nuances. Sometimes I 'agree' and 'disagree' so it's difficult to present my views in a useful way. My education at Rutgers has been very good but also very tough and demanding, almost to the point where I was pushed beyond what I could bear. Sometimes the faculty appear to be clueless about the realities of a grad student's life. I wish these problems could be addressed in a judgment-free conversation, but as grad students we are too much at the mercy of the power structures in the dept. to express our real reactions or thoughts on a subject.

All considered, I have been very happy here.

Summary of other comments: Students are inadequately funded. Department trains students well for teaching and conducting research. Professors here care about students. Compared to another university, RU program lacked range and depth of courses and courses were not up to date.

# Summary

**SUMMARY REPORT - DATA GATHERED OCTOBER 2001 - OCTOBER 2004**

History

		<b>Total</b>	
		Count	Col %
Amount of financial support	Very Satisfied	12	36%
	Somewhat Satisfied	14	42%
	Somewhat Dissatisfied	6	18%
	Very Dissatisfied	1	3%
	<b>Total</b>	<b>33</b>	<b>100%</b>
My relationships and interaction with other students in my graduate program	Very Satisfied	17	52%
	Somewhat Satisfied	12	36%
	Somewhat Dissatisfied	4	12%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
Professional relationship with my dissertation supervisor	Very Satisfied	24	73%
	Somewhat Satisfied	5	15%
	Somewhat Dissatisfied	1	3%
	Very Dissatisfied	3	9%
	<b>Total</b>	<b>33</b>	<b>100%</b>
Quality of academic advising and guidance	Very Satisfied	17	53%
	Somewhat Satisfied	11	34%
	Somewhat Dissatisfied	4	13%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>32</b>	<b>100%</b>
Faculty effort in helping me find employment upon graduation	Very Satisfied	18	55%
	Somewhat Satisfied	10	30%
	Somewhat Dissatisfied	5	15%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
Overall, satisfaction with your program	Very Satisfied	19	58%
	Somewhat Satisfied	12	36%
	Somewhat Dissatisfied	2	6%
	Very Dissatisfied	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
Rapport between faculty and graduate students in the program is good	Strongly Agree	20	61%
	Agree	12	36%
	Disagree	1	3%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
There are tensions among faculty that affect students	Strongly Agree	0	0%
	Agree	13	39%
	Disagree	18	55%
	Strongly Disagree	2	6%
	<b>Total</b>	<b>33</b>	<b>100%</b>
Overall, the climate of my program is positive	Strongly Agree	14	42%
	Agree	19	58%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>
Quality of instruction in my courses	Excellent	20	61%
	Very Good	11	33%
	Fair	2	6%
	Poor	0	0%
	<b>Total</b>	<b>33</b>	<b>100%</b>

## History

		Total	
		Count	Col %
Overall, the quality of course work in my program	Excellent	17	52%
	Very Good	13	39%
	Fair	2	6%
	Poor	1	3%
	<b>Total</b>	<b>33</b>	<b>100%</b>
Coursework, seminars, labs, reading courses, etc. adequately prepared me for candidacy exams	Strongly Agree	16	50%
	Agree	13	41%
	Disagree	3	9%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>32</b>	<b>100%</b>
Finding a dissertation topic	Very Helpful	19	59%
	Somewhat Helpful	9	28%
	Not Very Helpful	3	9%
	Not at all Helpful	1	3%
	<b>Total</b>	<b>32</b>	<b>100%</b>
Doing research for the dissertation (Advisors)	Very Helpful	14	45%
	Somewhat Helpful	12	39%
	Not Very Helpful	3	10%
	Not at all Helpful	2	6%
	<b>Total</b>	<b>31</b>	<b>100%</b>
My doctoral committee supported and encouraged my research idea	Strongly Agree	25	81%
	Agree	6	19%
	Disagree	0	0%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Overall, performed the role well (Dissertation Chair)	Strongly Agree	21	68%
	Agree	8	26%
	Disagree	2	6%
	Strongly Disagree	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Rate your experience in the doctoral program	Excellent	18	58%
	Very Good	11	35%
	Fair	2	6%
	Poor	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Rate the quality of the doctoral program	Excellent	21	68%
	Very Good	9	29%
	Fair	0	0%
	Poor	1	3%
	<b>Total</b>	<b>31</b>	<b>100%</b>
If starting over, would you select the same dissertation supervisor?	Definitely Would	21	68%
	Probably Would	6	19%
	Probably Would Not	3	10%
	Definitely Would Not	1	3%
	<b>Total</b>	<b>31</b>	<b>100%</b>
Would you recommend Rutgers to someone considering the same program you have just completed?	Definitely Would	19	61%
	Probably Would	11	35%
	Probably Would Not	1	3%
	Definitely Would Not	0	0%
	<b>Total</b>	<b>31</b>	<b>100%</b>