

Graduate Enrolled Student Survey 2016  
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Q1 The purpose of the questionnaire is to solicit information about your experience of graduate education at Princeton. This information will be combined with other university data and used for administrative and graduate policy purposes. Your responses will help inform on-going efforts to improve and strengthen Princeton graduate education, and be available to the Graduate School and your department. Any findings based on this survey will be reported in a manner that does not directly identify individuals. Information that you provide in this survey does not constitute an official report to Princeton University. Should you have immediate issues, concerns, or complaints that you would like to report to the University, please contact the Graduate School.

The survey takes about 25 minutes to complete. It is completely voluntary and you may skip questions that you are not inclined to answer (but we hope that you will do your best to answer all the questions that are relevant to you).

If you have any questions or concerns about the survey please contact:

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Thank you in advance for your cooperation and participation.

H1 Overall Experience

Q2\_2015 Please rate each of the following aspects of your experience at Princeton?

	Poor (5)	Fair (4)	Good (3)	Very Good (2)	Excellent (1)
Your overall experience at Princeton (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your academic experience at Princeton (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your student life experience at Princeton (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q3\_2015 Thus far, how would you assess each of the following aspects of your experience at Princeton?

	Poor (5)	Fair (4)	Good (3)	Very Good (2)	Excellent (1)	No Experience (6)
Graduate student housing (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social life (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multicultural Composition and Diversity of the student body (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multicultural Composition and Diversity of the Faculty (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural and performing arts programs (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic and recreational activities (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

H2 Browser Meta Info

- Browser (1)
- Version (2)
- Operating System (3)
- Screen Resolution (4)
- Flash Version (5)
- Java Support (6)
- User Agent (7)

H3 Intellectual Climate and Support

Q4 Please rate the intellectual climate of your department or program.

- Very dull (5)
- Somewhat dull (4)

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- Neither dull nor engaging (3)
- Somewhat engaging (2)
- Very engaging (1)

Q6 Please rate the level of support, in general, the faculty in your program provide to graduate students in your program.

- Very unsupportive (5)
- Somewhat unsupportive (4)
- Neutral (3)
- Somewhat supportive (2)
- Very supportive (1)

Q7 Please rate the level of support, in general, the faculty in your program provide to graduate students in your program who have viewpoints or scholarly interests that are different than those of the faculty.

- Very unsupportive (5)
- Somewhat unsupportive (4)
- Neutral (3)
- Somewhat supportive (2)
- Very supportive (1)

Q8 Please rate the level of support, in general, students in your program provide to one another.

- Very unsupportive (5)
- Somewhat unsupportive (4)
- Neutral (3)
- Somewhat supportive (2)
- Very supportive (1)

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H5 Early Mentoring Q77 Does your department or program provide pre-generals students with the following opportunities or resources? If so, how effective are they?

	Very ineffective (5)	Somewhat ineffective (4)	Neither effective nor ineffective (3)	Somewhat effective (2)	Very effective (1)	Available but did not participate (6)	No, not available (7)
An orientation to help you understand the process of completing your graduate degree. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A written set of expectations about academic requirements and expected progress. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A written assessment of your academic progress, in addition to course grades and exams, at least annually. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting at least annually with your DGS and/or other faculty to assess your academic progress. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignment of an advisor (faculty member other than the DGS) to each pre-generals student who can provide academic and nonacademic advice. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide pre-generals students with organized, structured exposure to faculty and their current research interests (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Early research opportunities (e.g., laboratory rotations, research assistantships, or faculty-advised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pre-generals research projects or papers) before student formally commits to a dissertation adviser. (7)							
Encourage students to fulfill pregeneral requirements with several different faculty members. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced graduate students who serve as an informal adviser (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage informal mentoring by advanced graduate students. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

H4 10% complete

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H6 Advising

Q78\_2015 During the last year, have you received advice or assistance on each of the following? If so, how helpful was the advice or assistance?

	Not at all helpful (4)	Not very helpful (3)	Somewhat helpful (2)	Very helpful (1)	Have not sought assistance or support (5)	Assistance or support not available (6)
Navigating the systems and culture of graduate education (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting courses (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for qualifying exams (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing/improving your teaching (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing your dissertation topic (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting your dissertation research (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing and revising your dissertation (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consideration of academic career options (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consideration of non-academic or other professional career options (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If During the last year, have you received advice or assistance on each of the following? Navigating the systems and culture of graduate education Is Less Than or Equal to 4 Or Selecting courses Is Less Than or Equal to 4 Or Preparing for

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qualifying exams Is Less Than or Equal to 4 Or Developing/improving your teaching Is Less Than or Equal to 4 Or Developing your dissertation topic Is Less Than or Equal to 4 Or Conducting your dissertation research Is Less Than or Equal to 4 Or Writing and revising your dissertation Is Less Than or Equal to 4 Or Consideration of academic career options Is Less Than or Equal to 4 Or Consideration of non-academic or other professional career options Is Less Than or Equal to 4

Q78a\_2015 For the advice or assistance you evaluated in the previous question, please indicate where you received this advice or assistance

	Mark all that apply						
	Faculty (1)	Graduate School Staff (2)	Staff in your Dept./ Program (3)	Staff in other University offices (4)	Students (5)	Other (6)	If you select "Other", please specify (1)
Navigating the systems and culture of graduate education (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Selecting courses (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Preparing for qualifying exams (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developing/improving your teaching (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Developing your dissertation topic (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Conducting your dissertation research (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Writing and revising your dissertation (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Consideration of academic career options (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Consideration of non-academic or other professional career options (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Q79 How often do you typically have substantive contact with your primary advisor about your academic progress and research?

- Less often than yearly (7)
- Once a year (6)
- Once a term (5)
- 2-3 times a term (4)
- Monthly (3)
- Twice a month (2)
- Weekly or more often (1)
- Not applicable (8)

Q80 Is this frequency about right, not enough contact, or too much contact?

- There is too much contact; I do not have enough independence (2)
- Just about the right amount of contact (1)
- There is not enough contact; I do not receive all the guidance I need (3)
- I am not sure (4)
- Not applicable (5)

Q82 For each of the following statements, indicate the extent to which it describes your primary advisor.

	Strongly disagree (5)	Generally disagree (4)	Neither agree nor disagree (3)	Generally agree (2)	Strongly agree (1)	Not applicable (6)
Discusses my research with me on a regular basis (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives me constructive feedback on my work (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearly states expectations for my academic progress (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Has reasonable expectations for my academic progress (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes my professional development (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Answer If Degree Is Equal to PHD**

Q10 Faculty Advising and Mentoring      Thus far, which of the following faculty members have you considered to be mentors (i.e. a faculty member who gave you advice about your education, career development, or other matters of concern to you as a graduate student)? (mark all that apply)

- My principal dissertation advisor (1)
- Another faculty member in my department/program (2)
- A faculty member in another department (3)
- Someone else (4) \_\_\_\_\_
- Thus far, I have not considered any faculty members to be a mentor and I am comfortable with this. (5)
- I have been unable to find a mentor who is a faculty member and I am not comfortable with this. (6)

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Answer If Faculty Advising and Mentoring      Thus far, which of the following faculty members have you consi... My principal dissertation advisor Is Selected

Q10B1 Please rate the following with regard to the helpfulness of the advice and assistance you received from your dissertation advisor

	Not at all helpful (4)	Not very helpful (3)	Somewhat helpful (2)	Very helpful (1)	Not applicable (5)
Course Selection (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for general exams (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection of a dissertation or thesis topic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance with dissertation or thesis proposal (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your dissertation or thesis research (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice in writing and revising the dissertation or thesis (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consideration of academic career options (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consideration of non-academic or other professional career options (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice about current progress and next steps (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice about navigating the systems and culture of graduate education (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If Faculty Advising and Mentoring      Thus far, which o... Another faculty member in my department/program Is Selected And Your principal dissertation advisor Is Not Selected

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Q10C1 Please rate the following with regard to the helpfulness of the advice and assistance you received from another faculty member in your department/program.

	Not at all helpful (4)	Not very helpful (3)	Somewhat helpful (2)	Very helpful (1)	Not applicable (5)
Course Selection (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparation for general exams (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection of a dissertation or thesis topic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance with dissertation or thesis proposal (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your dissertation or thesis research (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice in writing and revising the dissertation or thesis (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consideration of academic career options (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consideration of non-academic or other professional career options (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice about current progress and next steps (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice about navigating the systems and culture of graduate education (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If Faculty Advising and Mentoring Thus far, which of the following faculty members have you consi... A faculty member in another department Is Selected And My principal dissertation advisor Is Not Selected And Another faculty member in my department/program Is Not Selected

Q10D1 Please rate the following with regard to the helpfulness of the advice and assistance you received from a faculty member in another department/program.

	Not at all helpful (4)	Not very helpful (3)	Somewhat helpful (2)	Very helpful (1)	Not applicable (5)
Course Selection (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Preparation for general exams (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selection of a dissertation or thesis topic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance with dissertation or thesis proposal (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your dissertation or thesis research (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice in writing and revising the dissertation or thesis (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consideration of academic career options (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consideration of non-academic or other professional career options (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice about current progress and next steps (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advice about navigating the systems and culture of graduate education (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

H7 25% complete

H13 Career Goals

Q68 What was your career / professional goal when you entered graduate school?

- Faculty member in a research university (1)
- Teacher in a liberal arts college or other educational institution (2)
- Work in government (federal, state, or local) (3)
- Work in business or industry (i.e., for-profit enterprise) (4)
- Work in a not-for-profit organization (5)
- Self-employed (consulting, entrepreneurship, etc.) (6)
- Other (7) \_\_\_\_\_

Q70 What is your career / professional goal now?

- Faculty member in a research university (1)
- Teacher in a liberal arts college or other educational institution (2)
- Work in government (federal, state, or local) (3)
- Work in business or industry (i.e., for-profit enterprise) (4)
- Work in a not-for-profit organization (5)
- Self-employed (consulting, entrepreneurship, etc.) (6)
- Other (7) \_\_\_\_\_

Q71 If there has been a change in your career goals, what accounts for the change?

Q72 To what extent do you agree or disagree with the following statement? My program is preparing me adequately for my current career goals.

- Strongly disagree (5)
- Generally disagree (4)
- Neither agree or disagree (3)
- Generally agree (2)
- Strongly agree (1)

Q73 Would you recommend Princeton to someone (same background, ability, interests, and temperament as you) considering your field of study?  Definitely not (1)

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

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H12 Professional Development Q63 Have you received assistance or support on each of the following? If so, how helpful was the assistance or support?

	Not at all helpful (4)	Not very helpful (3)	Somewhat helpful (2)	Very helpful (1)	Have not sought assistance or support (5)	Assistance or support not available (6)
Preparing for effective presentations (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking to audiences outside your field of study (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving standards of academic writing appropriate to your field of study (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing articles for publication (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing grant or fellowship proposals (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting collaborative research (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching/pedagogy in your discipline (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training in research or professional ethics in your field (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Avoiding plagiarism and other violations of the standards of academic integrity (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Learning a foreign language for research or teaching purposes (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for job interviews (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning for academic career (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning for non-academic career (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If Preparing for effective presentations Is Less Than or Equal to 4 Or Speaking to audiences outside your field of study Is Less Than or Equal to 4 Or Achieving standards of academic writing appropriate to your field of study Is Less Than or Equal to 4 Or Preparing articles for publication Is Less Than or Equal to 4 Or Writing grant or fellowship proposals Is Less Than or Equal to 4 Or Conducting collaborative research Is Less Than or Equal to 4 Or Teaching/pedagogy in your discipline Is Less Than or Equal to 4 Or Training in research or professional ethics in your field Is Less Than or Equal to 4 Or Avoiding plagiarism and other violations of the standards of academic integrity Is Less Than or Equal to 4 Or Learning a foreign language for research or teaching purposes Is Less Than or Equal to 4 Or Preparing for job interviews Is Less Than or Equal to 4 Or Planning for academic career Is Less Than or Equal to 4 Or Planning for non-academic career Is Less Than or Equal to 4

Q66\_2015 For the assistance or support you evaluated in the previous question, please indicate where you received this assistance or support

	Mark all that apply					
	The Writing Center or a Writing Program offering (1)	McGraw Center for Teaching and Learning (2)	Career Services appointment or program (3)	Your department (4)	Other (5)	If you select "Other", please specify (1)
Preparing for effective presentations (1)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Speaking to audiences outside your field of study (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Achieving standards of academic writing appropriate to your field of study (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Preparing articles for publication (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Writing grant or fellowship proposals (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Conducting collaborative research (6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaching/pedagogy in your discipline (7)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Training in research or professional ethics in your field (8)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Avoiding plagiarism and other violations of the standards of academic integrity (9)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning a foreign language for research or teaching purposes (10)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Preparing for job interviews (11)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Preparing for academic career (12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Preparing for non-academic career (13)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Q16 If you have been an Assistant in Research (AR) while at Princeton, how helpful has this experience been with respect to your professional development? ○ Not at all helpful (4)



- Not very helpful (3)
- Somewhat helpful (2)
- Very helpful (1)
- Not applicable--never been an AR (5)

Q17 If you have been an Assistant in Instruction (AI) while at Princeton, how helpful has this experience been with respect to your professional development?

- Not at all helpful (4)
- Not very helpful (3)
- Somewhat helpful (2)
- Very helpful (1)
- Not applicable--never been an AI (5)

Q17a If you have been an Assistant in Instruction (AI) while at Princeton, how helpful was the training you received for teaching?

- Not at all helpful (4)
- Not very helpful (3)
- Somewhat helpful (2)
- Very helpful (1)
- No training was provided (5)
- Not applicable--never been an AI (6)

Answer If If you have been an Assistant in Instruction (AI) while at Princeton, how helpful was the trainin... Not at all helpful Is Selected Or Not very helpful Is

Selected Or Somewhat helpful Is Selected Or Very helpful Is Selected

Q17b Where did you get the training for teaching? (Mark all that apply)

- The McGraw Center for teaching and learning (1)
- Your Department (2)
- Other, please specify (3) \_\_\_\_\_

Answer If If you have been an Assistant in Instruction (AI) while a... Very helpful Is Selected Or If you have been an Assistant in Instruction (AI) while a... Somewhat helpful Is Selected Or If you have been an Assistant in Instruction (AI) while a... Not very helpful

Is Selected Or If you have been an Assistant in Instruction (AI) while a... Not at all helpful Is Selected

Q63A Rate the extent to which you agree or disagree with the following statements about your most recent teaching appointment

	Strongly disagree (5)	Generally disagree (4)	Neither agree nor disagree (3)	Generally agree (2)	Strongly Agree (1)
I understood the goals of the course (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understood what the faculty expected of me (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This teaching appointment was related to my program of study (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received helpful feedback about my teaching from the course instructor (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If If you have been an Assistant in Instruction (AI) while a... Very helpful Is Selected Or If you have been an Assistant in Instruction (AI) while a... Somewhat helpful Is Selected Or If you have been an Assistant in Instruction (AI) while a... Not very helpful Is Selected Or If you have been an Assistant in Instruction (AI) while a... Not at all helpful Is Selected Q65 How has this teaching appointment affected your interest in teaching in the future?

- Decreased my interest (3)
- Made no difference (2)
- Increased my interest (1)

Answer If If you have been an Assistant in Instruction (AI) while a... Very helpful Is Selected Or If you have been an Assistant in Instruction (AI) while a... Somewhat helpful Is Selected Or Not very helpful Is Selected Or Not at all helpful Is Selected Q67 To extent what do you agree or disagree with the following statements?

	Strongly disagree (5)	Generally disagree (4)	Neither agree nor disagree (3)	Generally agree (2)	Strongly Agree (1)
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Overall, I have felt reasonably well prepared when teaching at Princeton (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel reasonably well prepared to design and deliver an introductory course in my field (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel reasonably well prepared to design and deliver an advanced seminar course in my field (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel reasonably well prepared to design and deliver a graduate seminar in my field (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 So far, how many research presentations (including poster presentations) have you made on campus (not including in-class presentations or in regularly scheduled not-for-credit lab meetings)?

- None, so far (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11)
- More than ten (12)

Q20 So far, how many research presentations (including poster presentations) have you made away from campus at regional, national, or international meetings/conferences?

- None, so far (1)
- 1 (2)
- 2 (3)

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- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11)
- More than ten (12)

Q19\_2015 So far, how many regional, national, or international meetings/conferences have you attended, including the ones at which you made your research presentations?

- None, so far (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11)
- More than ten (12)

Q21 Based on the research you have conducted while a graduate student at Princeton, how many journal articles, book chapters, or technical reports have you authored or co-authored that have been published or accepted for publication?  None, so far (1)

- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)

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- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11)
- More than ten (12)

Q21A Based on the research you have conducted while you were a graduate student at Princeton, how many other articles or book chapters have you authored or co-authored that are currently under review?

- None, so far (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11)
- More than ten (12)

Q22\_2015 So far, how many grant proposals have you written or assisted in writing?

- None, so far (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)

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- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11)
- More than ten (12)

H9 50% complete

H8 Academic Resources

Q60 Please assess your department/ program in the following areas:

	Poor (5)	Fair (4)	Good (3)	Very Good (2)	Excellent (1)	Not used (6)	Not available (7)	Not applicable in my field of study (8)
Program curriculum (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching by Princeton faculty (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching by visiting faculty (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guest lecturers (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing me as a scholar (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing me as a teacher (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to collaborate across disciplines (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to study and/or do research abroad (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The range of academic research specializations of the faculty within the department (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q13 Please assess the following academic and research resources:

	Poor (5)	Fair (4)	Good (3)	Very Good (2)	Excellent (1)	Not used (6)	Not available (7)	Not applicable in my field of study (8)
Research facilities (laboratories, instrumentation, studios, other technical support, infrastructure, etc.) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer / computational facilities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Information technology resources (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Firestone Library, including electronic resources (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special research collections (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal workspace (e.g., desk, carrel, or office) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial support for your graduate education (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

H22 Library

Lib1 How important is each of the categories of source material listed below for your research?

	Not at all important (5)	Marginally important (4)	Somewhat Important (3)	Very Important (2)	Essential (1)
News or magazine articles (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data/ Datasets (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Images (print or electronic) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Articles in academic journals (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Archival collections and other collections of unpublished materials (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rare books or scarce materials (in any format) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audio and/or video materials or materials in other media (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Print books (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic books (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lib2 To what extent do you agree or disagree with the following statement? The library serves as a starting point for locating information, resources, or citations that I use for my coursework or research projects.

- Strongly disagree (5)
- Disagree (4)
- Neither Agree nor Disagree (3)
- Agree (2)
- Strongly Agree (1)

Lib3 What was the main reason for your most recent interaction with a librarian or library staff member? (Mark all that apply)

- To get help with identifying or locating relevant resources for coursework or research projects (1)
- To checkout an item or items from the library's collection (2)
- To borrow a device such as a laptop, tablet, or e-reader (3)
- To get help with technology (4)
- To find a place to work or study (5)
- To get help in navigating a campus library building (6)
- To get help working with data (such as help with GIS, text mining or content analysis, image compression, statistical analysis, storing or organizing large datasets, etc.) (7)
- To pick-up an item from Interlibrary Loan or Borrow Direct (8)
- To use material in Rare Books and Special Collections or in Mudd Library (Archives) (9)



Other (please specify) (10) \_\_\_\_\_

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H10 University Programs and Services Q62 Please assess the quality of the programs and/or services provided by each office during the current academic year:

	Poor (5)	Fair (4)	Good (3)	Very Good (2)	Excellent (1)	Not used (6)	Not applicable (7)
Your Program/Department Graduate Office (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Davis International Center (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining Services (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carl A. Fields Center (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus Club (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frist Campus Center (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBT Center (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women's Center (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate Housing Office (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Health Services (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling and Psychological Services (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational Athletics (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intramural Athletics (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of the Dean of Religious Life (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pace Center (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
McGraw Center for Teaching and Learning (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keller Center for Innovation in Engineering Education (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English Language Program (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Writing Program / Center (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Department of Public Safety (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Information Technology Help Desk (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Technology Transfer (patents, intellectual property) (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Services Office (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parking Services (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
TigerTransit/Shuttle Services (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14a Please assess the programs and/or services provided by the Graduate School:

	Poor (5)	Fair (4)	Good (3)	Very Good (2)	Excellent (1)	Not used (6)	Not applicable (7)
Academic Affairs (travel grants, fellowship advising, status changes, other advising) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finance and Administration (fellowship support, AI and AR support, external awards) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Life (social and residential support) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity and Inclusion (advising and support for underrepresented students) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q64\_2015 How would you assess each of the following aspects of your experience at Princeton?

	Poor (5)	Fair (4)	Good (3)	Very Good (2)	Excellent (1)	No Experience (6)
Student Health Plan (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University-affiliated childcare centers (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Childbirth Accommodation/Adoption Policy (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child Care Assistance Program (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Carebridge (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Backup Care Advantage Program (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

H15 Campus Community

Q22 During the current school year how frequently have you:

	Almost never (5)	Rarely (4)	Sometimes (3)	Often (2)	Most of the time (1)
Spent time with new and different people (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had your ideas taken seriously by other graduate students (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had your ideas taken seriously by the faculty (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt free to express personal feelings and beliefs (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spent time with a group of friends who share your interests and values (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt accepted as part of the campus community (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt welcome most places on campus (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt accepted by the faculty with whom you interact (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt accepted by the graduate students with whom you interact (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt accepted by the undergraduate students with whom you interact (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Felt comfortable expressing opposing view in your courses (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Q74 To what extent do you agree or disagree with the following statements?

	Strongly disagree (5)	Generally disagree (4)	Neither agree nor disagree (3)	Generally agree (2)	Strongly agree (1)
Students in my program are treated with respect by faculty. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My peers value my research/scholarship. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than some of my peers to be perceived as a legitimate scholar. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own relationships and interactions with faculty are positive. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the resources I need to succeed. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program is responsive to student concerns. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial support for students in my program is distributed fairly. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program's procedures are fair and equitable to all. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my program are collegial. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel included in informal networks in my program. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable voicing my feelings and opinions in front of others in my program. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their race or ethnicity. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Students are respected here regardless of their sex, gender identity, or gender expression. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their sexual orientation (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are respected here regardless of their citizenship or country of origin. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Q83 From your perspective, would you characterize PRINCETON UNIVERSITY as being welcoming to each of the following groups?

	Rarely welcoming to (5)	Sometimes welcoming to (4)	Often welcoming to (3)	Usually welcoming to (2)	Almost always welcoming to (1)	Don't know (6)
Women (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial and ethnic minorities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whites (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students and scholars (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, lesbian, bisexual, and transgender people (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with disabilities (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People whose religious identity and commitments are important to them (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People from lower social and economic classes (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals with different backgrounds and interests (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q81 From your perspective, would you characterize your DEPARTMENT/PROGRAM as being welcoming to each of the following groups?

	Rarely welcoming to (5)	Sometimes welcoming to (4)	Often welcoming to (3)	Usually welcoming to (2)	Almost always welcoming to (1)	Don't know (6)
Women (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Men (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial and ethnic minorities (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whites (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students and scholars (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, lesbian, bisexual, and transgender people (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with disabilities (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People whose religious identity and commitments are important to them (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People from lower social and economic classes (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individuals with different backgrounds and interests (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q84\_2015 During the last school year, how frequently have you heard unwelcome jokes or comments directed at you or someone else about race, gender, gender identity, sexual orientation, religion or another identity-based characteristic?

- Never (1)
- Once or twice a year (2)
- Once or twice a month (3)
- Once or twice a week (4)
- Daily (5)

Q85\_2015 During the last school year, how frequently have you heard or been exposed to disparaging remarks or images about a person based on race, gender, gender identity, sexual orientation, religion or another identity-based characteristic?

- Never (1)
- Once or twice a year (2)



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- Once or twice a month (3)
- Once a twice a week (4)
- Daily (5)

Q86\_2015 During the last school year, how frequently have you felt singled out or targeted, or witnessed someone else being singled out or targeted, for different or less favorable treatment due to race, gender, gender identity, sexual orientation, religion or another identity-based characteristic?

- Never (1)
- Once or twice a year (2)
- Once or twice a month (3)
- Once a twice a week (4)
- Daily (5)

H14 80% complete

Q75 Rate the extent to which the following have been obstacles to your academic progress in the last year?

	Not an obstacle (1)	A minor obstacle (2)	A major obstacle (3)	Not applicable (4)
Program structure or requirements (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of faculty (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with advisor (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competition among your peers (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cost of housing (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family obligations (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient financial support from Princeton (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigration laws and regulations (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical and/or mental health issues (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Academic or social isolation (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your self-confidence (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management difficulties (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current job market (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other major obstacle, please describe: (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q87\_2015 If you could start over again, would you

	Definitely not (5)	Probably not (4)	Maybe (3)	Probably (2)	Definitely (1)
Choose to pursue the same degree (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose the same field of study (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose to come to Princeton (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

H17 Background Information

Q23 Gender (Mark all that apply)

- Female (1)
- Male (2)
- Transgender (3)
- Other (4) \_\_\_\_\_

Q24 Sexual Orientation

- Bisexual (1)
- Gay/Lesbian (2)
- Heterosexual/ straight (3)

- Questioning (4)
- Other (5) \_\_\_\_\_

Q76 Were you born in the United States?

- Yes (1)
- No (2)

Answer If Were you born in the United States No Is Selected

Q77 How old were you when you moved to the United States?

- Less than 1 year old (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 (8)
- 8 (9)
- 9 (10)
- 10 (11)
- 11 (12)
- 12 (13)
- 13 (14)
- 14 (15)
- 15 (16)
- 16 (17)
- 17 (18)
- 18 (19)
- 19 (20)
- 20 (21)
- 21 (22)

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- 22 (23)
- 23 (24)
- 24 (25)
- 25 (26)
- 26 (27)
- 27 (28)
- 28 (29)
- 29 (30)
- 30 (31)
- 31 (32)
- 32 (33)
- 33 (34)
- 34 (35)
- 35 (36)
- 36 (37)
- 37 (38)
- 38 (39)
- 39 (40)
- 40 (41)
- 41 (42)
- 42 (43)
- 43 (44)
- 44 (45)
- 45 (46)
- 46 (47)
- 47 (48)
- 48 (49)
- 49 (50)
- 50 or older (51)

Q27 Select one or more of the following racial categories to describe yourself: (mark all that apply)

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- American Indian, Alaskan Native (1)
- Asian (including Indian subcontinent and Philippines) (2)
- Native Hawaiian or other Pacific Islander (3)
- Black or African American (including Africa or Caribbean) (4)
- Hispanic or Latino (including South America, Central America or Cuba) (5)
- White (including Middle East and North Africa) (6)
- Biracial or multiracial (7)
- Other, please specify (8) \_\_\_\_\_

Q33 Are you the first person in your immediate family to attend graduate or professional school?

- Yes (1)
- No (2)

Q78 What is the highest level of education completed by any of your parent(s)/guardian(s)?

- Elementary school (K-6) (1)
- Middle school (7-8) (2)
- High school (9-12) (3)  Associate's Degree (4)  Bachelor's degree (5)
- Master's degree (6)
- Professional degree (e.g. medical or legal degree) (7)
- Doctoral degree (8)

Q48 Which of the following best describes your social class when you were growing up?

- Low income or poor (2)
- Working class (3)
- Middle class (4)
- Upper-middle or professional-middle (5)
- Wealthy (6)

Q79A Are you a U.S. military veteran?

- Yes (1)
- No (2)

Q80 What is your current religious affiliation, if any (please select all that apply)?

- Baptist (1)
- Buddhist (2)
- Christian Church (Disciples of Christ) (3)
- Church of Christ (4)
- Eastern Orthodox (5)
- Episcopalian (6)
- Evangelical Christian (7)
- Hindu (8)
- Jewish (9)
- Jain (10)
- LDS (Mormon) (11)
- Lutheran (12)
- Methodist (13)
- Muslim (14)
- Non-denominational Christian (15)
- Pagan (16)
- Presbyterian (17)
- Quaker (18)
- Roman Catholic (19)
- Secular Humanist (20)
- Sikh (21)
- United Church of Christ (22)
- Zoroastrian (23)
- No particular religion (24)
- Agnostic (25)
- Atheist (26)
- None (27)
- Other (28) \_\_\_\_\_

H16 90% complete

## H18 Graduate Housing

### Q28 Current relationship status

- Single (1)
- Married (2)
- Registered Domestic Partner (3)
- Civil Union (4)
- Live-in Partner (5)

Answer If Current relationship status Married Is Selected Or Current relationship status Registered Domestic Partner Is Selected Or Current relationship status Civil Union Is Selected Or Current relationship status Live-in Partner Is Selected Q29 Is your partner or spouse living with you this year?

- Yes (1)
- No (2)

Answer If Current relationship status Married Is Selected Or Current relationship status Registered Domestic Partner Is Selected Or Current relationship status Civil Union Is Selected Or Current relationship status Live-in Partner Is Selected Q35 Is your spouse or partner

- A Princeton graduate student (1)
- A Princeton staff, faculty or post-doc (3)
- A student at another university (4)
- An employee elsewhere (not Princeton University) (5)
- Not working or studying (2)

Q30 Not including yourself, how many dependents (spouse/partner, children or adults) do you have - that is, how many others receive at least one half of their financial support from you?

- None (1)
- One (2)
- Two (3)
- Three (4)
- Four (5)



- Five or more (6)

Q36 How many children live with you?

- 0 (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 or more (5)

Q37 How many bedrooms are in your current residence?

- None, I live in a studio unit (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 or more (5)

Q38 To what extent do you agree or disagree with the following statements about your current housing?

	Strongly disagree (5)	Generally disagree (4)	Neither agree nor disagree (3)	Generally agree (2)	Strongly agree (1)	Not applicable (6)
Overall, I am satisfied with my housing (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is affordable (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My housing provides privacy (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like the in-unit amenities of my housing (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a strong sense of community where I live (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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My housing provides good public amenities and services (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is close to campus (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have parking near my housing (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I like my neighborhood (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q31 Where do you currently live?

- Graduate College (1)
- Graduate Annex (2)
- Lawrence Apartments (3)
- Lakeside Apartments (4)
- Other University Housing (6)
- Non-University housing in Princeton (7)
- Non-University outside of Princeton (8)
- RGS dorm units (5)

Answer If Where do you currently live? Non-University housing in Princeton Is Selected Or Non University outside of Princeton Is Selected

Q39 Why do you live off campus? (Mark all that apply)

- I prefer to live off campus (1)
- Applied for University housing but was unsuccessful in room draw (2)
- I was successful in Room Draw but was not given my preferred housing (3)
- I was on the waitlist and did not receive a timely offer (4)
- Family issues that require different type of housing or location (5)
- Found lower cost housing that meets my needs (6)
- Please provide any additional comments (7) \_\_\_\_\_

Answer If Where do you currently live? Non-University housing in Princeton Is Selected Or Non University outside of Princeton Is Selected

Q40 Considering all you know about current housing offerings, would you currently prefer to live in Princeton University housing?

- Yes (1)
- No (2)

Answer If Where do you currently live? Non-University housing in Princeton Is Selected Or Non University outside of Princeton Is Selected

Q41 Please describe your current living accommodation:

- I live in an off-campus rental apartment (1)
- I live in an off-campus rental house or condominium (2)
- I live in my own house or condominium (3)
- Other, please specify (4) \_\_\_\_\_

Answer If Where do you currently live? Non-University housing in Princeton Is Selected Or Non University outside of Princeton Is Selected

Q42 When you searched for your current off campus housing, did you use the Princeton University's Off Campus Housing website?  Yes (1)

- No (2)

Answer If When you searched for your current off campus housing, did you use the Princeton University's Off Campus Housing website? Yes Is Selected

Q43 Did you find your current housing through this website?

- Yes (1)
- No (2)

Answer If Where do you currently live? Non-University housing in Princeton Is Selected Or Non University outside of Princeton Is Selected

Q44 Please provide any comments you may have on the Off Campus website

Answer If Where do you currently live? Non-University housing in Princeton Is Selected Or Non University outside of Princeton Is Selected Q45 In what zip code do you currently live?

Q46 How far do you live away from campus?

- Less than 5 miles (1)
- 5 to 10 miles (2)
- 10 to 20 miles (3)
- 20 to 40 miles (4)
- More than 40 miles (5)

Q32 If you commute to campus, approximately how long is your commute?

- I don't commute (1)
- Less than 10 minutes (2)
- 10 to 30 minutes (3)
- 30 to 60 minutes (4)
- More than an hour (5)

Q47 What is your primary mode of transportation to get to campus?

- Walking (1)
- Bicycle (2)
- Automobile (3)
- Princeton shuttle (4)  Mass transit (bus, train, etc...) (5)
- Other, please specify (6) \_\_\_\_\_

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H21 These comments will be shared with the Graduate School and your department.

Q67 Please use the space below to elaborate on any of the questions above and/or to comment on any other aspect of your graduate experience not covered in this questionnaire.

H22 Thank you for completing the Graduate Student Survey.

If you have any questions about the survey, please contact:

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If you are ready to submit your answers please click the next button. Please note that you cannot change your answers once they have been submitted. If you would like to come back at a later time to change your answers, please close the browser window without clicking the next button. Your answers will be saved.