

17-18 Mentoring Faculty Survey

Start of Block: Default Question Block

Q1 Please select your division

- School of the Arts (1)
 - Humanities (2)
 - International and Interdisciplinary (3)
 - Natural Sciences and Math (4)
 - Social and Behavioral Sciences (5)
-

Q2 What is your home department or program?

Page Break

Q3 Please select the box that best describes your faculty appointment.

- Assistant Professor (1)
 - Associate Professor (2)
 - Professor (3)
 - Clinical Professor (Assistant, Associate, Full) (4)
 - Research Professor (Assistant, Associate, Full) (5)
 - Teaching Specialist (6)
 - Lecturer (7)
 - Other (8) _____
-

Q4 Do you hold any of the following leadership/service roles in your department?

- Chair (1)
 - Director of Graduate Study (or equivalent) (2)
 - Other (3) _____
 - None of the above (4)
-

Q5 What graduate program(s) does your unit offer?

- Master's (1)
- Doctoral (2)
- Both (7)
- None of the above (6)

Skip To: End of Survey If What graduate program(s) does your unit offer? = None of the above

Page Break

Q6 For the purposes of this survey, a mentor is defined as someone who works alongside a graduate student mentee for the common goal of the student's professional, intellectual, and personal growth. While advising relationships are typically shorter in length and focus on curriculum and program requirements, mentoring relationships continue over a longer period of time, allowing for more personalized guidance. The mentor might give advice on the thesis or dissertation, professional development, research methods, negotiating difficult conversations with faculty or other graduate students, publishing, teaching, the job search, networking, work-life balance, and other topics pertinent to the development the graduate student as a future teacher, researcher, and/or practitioner.

Assuming this working definition, have you in the past or do you currently mentor one or more graduate students at KU?

- Yes (1)
- No (2)

Skip To: End of Survey If For the purposes of this survey, a mentor is defined as someone who works alongside a graduate st... = No

Q7 What level of graduate students have you mentored? Check all that apply.

- Master's only (1)
 - Master's (on the way to the PhD) (2)
 - Doctoral (3)
-

Q8 Approximately how many graduate students have you mentored during your career?

- Less than 5 (1)
 - 6-10 (2)
 - 11-15 (3)
 - 16-20 (4)
 - More than 20 (5)
-



Q9 Please give an estimate of the percentage of doctoral and master's students you have mentored or are currently mentoring. The total must equal 100%.

Master's only students : _____ (1)

Doctoral students (or master's on the way to the PhD) : _____ (2)

Total : _____

Page Break

Q10 Have you mentored graduate students from another department/program?

Yes (1)

No (2)

Skip To: Q12 If Have you mentored graduate students from another department/program? = No

Q11 What departments/programs were the student(s) from?

Page Break

Q12 How would you describe your level of confidence in being a mentor?

- Extremely confident (1)
 - Somewhat confident (2)
 - Neither confident nor unconfident (3)
 - Somewhat unconfident (4)
 - Extremely unconfident (5)
-

Q13 On average, how many hours per week do you spend mentoring graduate students?

- 2 hours or less per week (1)
 - 3-5 hours per week (2)
 - 6-10 hours per week (3)
 - 11-15 hours per week (4)
 - More than 15 hours per week (5)
-

Page Break

Page Break

Display This Question:

If What level of graduate students have you mentored? Check all that apply. = Master's only

Or What level of graduate students have you mentored? Check all that apply. = Master's (on the way to the PhD)

Q14 Please rate the importance of the following practices/characteristics for the mentoring of MASTER'S students.

	Very important (1)	Moderately important (2)	Not very important (3)
Being available and responsive (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing timely feedback (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking an interest in long-term professional goals (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing referrals to resources to address personal difficulties (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a timeline/structure for academic progress (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing clear expectations for professional conduct (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being sensitive to personal background and history (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing help with networking (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for professional development (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing information about professional development (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance on publication (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance on different career options (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Providing advice and
counsel on navigating
departmental
culture/politics (12)

Providing advice on
committee
composition (13)

Providing detailed
guidance on the
preparation of the
thesis (14)

Display This Question:

If What level of graduate students have you mentored? Check all that apply. = Doctoral

Q15 Please rate the importance of the following practices/characteristics for the mentoring of DOCTORAL students.

	Very important (1)	Moderately important (2)	Not very important (3)
Being available and responsive (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing timely feedback (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking an interest in long-term professional goals (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing referrals to resources to address personal matters (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a timeline/structure for academic progress (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing clear expectations for professional conduct (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being sensitive to personal background and history (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing help with networking (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for professional development (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing information about professional development (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance on publication (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance on teaching (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Providing guidance on the realities of faculty careers (13)



Providing guidance on the variety of faculty careers (community college, small liberal arts institution, small regional, R1, etc.) (14)



Providing guidance on different career options (15)



Providing advice on navigating departmental culture/politics (16)



Providing advice on committee composition (17)



Providing guidance on the preparation of the dissertation (18)



Page Break

Q16 If there are other practices or qualities not listed above that you believe are important to the mentoring of master's or doctoral students, or you would like to comment upon any of your answers, please use the space below.

Page Break

Q17 Does your department or program evaluate faculty mentoring of graduate students in any way?

Yes (1)

No (2)

Skip To: Q22 If Does your department or program evaluate faculty mentoring of graduate students in any way? = No

Q18 What methods or strategies does your department use to evaluate faculty mentoring of graduate students (e.g., collection of student feedback, part of degree-level assessments, part of annual evaluation of graduate students, part of faculty evaluation)?

Q19 In your opinion, how effective are these strategies?

Extremely effective (1)

Very effective (2)

Moderately effective (3)

Slightly effective (4)

Not effective at all (5)

Display This Question:

If In your opinion, how effective are these strategies? = Moderately effective

Or In your opinion, how effective are these strategies? = Slightly effective

Or In your opinion, how effective are these strategies? = Not effective at all

Q20 What could be done to improve upon these strategies?

Page Break

Q21 Does your graduate student handbook (or other departmental resources for students) contain information or policy regarding mentoring?

Yes (23)

No (24)

Q22 If a student has a concern about a faculty mentor or advisor, is there a clearly defined way for them to communicate these concerns to leadership?

Yes (1)

No (2)

Skip To: Q24 If a student has a concern about a faculty mentor or advisor, is there a clearly defined way for... = No

Q23 Please describe.

Page Break

Q24 How does your department respond to known problems with faculty mentors?

Page Break

Q25 Does your department have a policy or set of guidelines for student who may want to change advisors?

Yes (1)

No (2)

Skip To: Q27 If Does your department have a policy or set of guidelines for student who may want to change adviso... = No

Q26 Please describe.

Page Break

Q27 What recommendations do you have to improve faculty mentoring of graduate students in your unit?

Q28 What recommendations do you have to improve the evaluation of faculty mentoring of graduate students in your unit?

End of Block: Default Question Block

17-18 Mentoring Grad Student Survey

Start of Block: Default Question Block

Q1 Please select your division

- School of the Arts (1)
 - Humanities (2)
 - International and Interdisciplinary (3)
 - Natural Sciences and Math (4)
 - Social and Behavioral Sciences (5)
-

Q2 What is your home department/program? (Optional)

Page Break

Q3 Please select the box that best describes your current student status.

- Master's student (1)
 - Doctoral student (2)
 - Graduate Certificate only student (3)
 - Other (e.g., non-degree seeking) (8)
-

Display This Question:

If Please select the box that best describes your current student status. = Doctoral student

Q4 Have you completed your comprehensive exams?

- Yes (1)
 - No (2)
-

Display This Question:

If Please select the box that best describes your current student status. = Master's student

Q5 Are you currently writing your thesis or completing your final research project, creative work, or portfolio?

- Yes (1)
 - No (2)
-

Q6 Which of the following student involvement/leadership opportunities have you participated in?

- Graduate Student Organization (GSO) (1)
- Search committee for new faculty (2)
- Student Advisory Board (e.g., College, Graduate Studies) (10)
- Student Senate (7)
- University-wide committee (8)
- Disciplinary organization (9)
- Other (3) _____
- None of the above (4)

Page Break

Q7 For the purposes of this survey, a mentor is defined as someone who works alongside a graduate student mentee for the common goal of the student's professional, intellectual, and personal growth. While advising relationships are typically shorter in length and focus on curriculum and program requirements, mentoring relationships continue over a longer period of time, allowing for more personalized guidance. The mentor might give advice on the thesis or dissertation, professional development, research methods, negotiating difficult conversations with faculty or other graduate students, publishing, teaching, the job search, networking, work-life balance, and other topics pertinent to the development the graduate student as a future teacher, researcher, and/or practitioner.

Assuming this working definition, have you in the past or do you currently have a faculty mentor at KU?

Yes (4)

No (5)

Skip To: Q9 If For the purposes of this survey, a mentor is defined as someone who works alongside a graduate st... = Yes

Q8 Please explain. (Optional)

Skip To: End of Survey If Please explain. (Optional) Is Displayed

Page Break

Q9 Do you have more than one faculty mentor?

- Yes (39)
 - No (40)
 - Don't know (41)
-

Q10 Is your mentor (or the person you would consider your primary faculty mentor, if you have more than one) in your own department/program?

- Yes (1)
 - No (2)
 - Don't know (3)
-

Page Break

Display This Question:

If Do you have more than one faculty mentor? = Yes

Q11 Please tell us more about your mentoring network by checking all that apply.

- I have one or more faculty mentors outside of my home department. (10)
- I have one or more faculty mentors at another university. (6)
- I have one or more mentors outside of academe (e.g., non-faculty professionals in your field) (2)
- None of the above (9)

Page Break

Q12 Has your primary faculty mentor discussed with you their expectations for the mentoring relationship?

- Yes (1)
- No (2)
- Don't know (4)

Display This Question:

*If Has your primary faculty mentor discussed with you their expectations for the mentoring relations...
= Yes*

Q13 Does your mentor use mentoring agreements or other formal means to provide structure to the mentoring relationship?

- Yes (1)
- No (2)
- Don't know (3)

Display This Question:

*If Has your primary faculty mentor discussed with you their expectations for the mentoring relations...
= Yes*

Q14 Please provide any additional detail you would like to share about how your mentor sets expectations for the mentoring relationship. (Optional)

Page Break

Q15 What is the most common method you use to communicate with your primary mentor?

- Face-to-face (1)
 - Email (2)
 - Phone call (3)
 - Texting (5)
 - Other (4) _____
-

Q16 Which of the following best describes how frequently you communicate with your primary mentor (using any of the above means)?

- Daily (14)
 - Once a week (19)
 - Once a month (20)
 - Once a semester (21)
 - Only when there is a problem (16)
 - Other (23) _____
-

Q17 Please use this space to share any comments you may have about these communications with your primary mentor. (Optional)

Page Break _____

Q18 How would you describe your level of satisfaction with the mentoring you are currently receiving from faculty in your home department/program?

- Extremely satisfied (30)
 - Moderately satisfied (31)
 - Slightly satisfied (32)
 - Neither satisfied nor dissatisfied (33)
 - Slightly dissatisfied (34)
 - Moderately dissatisfied (35)
 - Extremely dissatisfied (36)
-

Q19 Please explain. (Optional)

Page Break

Display This Question:

If Please select the box that best describes your current student status. = Master's student

Q20 Please rate the importance of the following practices/characteristics of a faculty mentor.

	Very important (1)	Moderately important (2)	Not very important (3)
Being available and responsive (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing timely feedback (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking an interest in long-term professional goals (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing referrals to resources to address personal difficulties (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a time line/structure for academic progress (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing clear expectations for professional conduct (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being sensitive to personal background and history (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing help with networking (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for professional development (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing information about professional development (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance on publication (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance on different career options (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Providing advice and
counsel on navigating
departmental
culture/politics (12)

Providing advice on
securing external
funding (grants,
fellowships) (19)

Providing advice on
committee
composition (13)

Providing detailed
guidance on the
preparation of the
thesis (14)

Display This Question:

If Please select the box that best describes your current student status. = Doctoral student

Q21 Please rate the importance of the following practices/characteristics of a faculty mentor.

	Very important (1)	Moderately important (2)	Not very important (3)
Being available and responsive (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing timely feedback (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking an interest in long-term professional goals (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing referrals to resources to address personal matters (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing a time line/structure for academic progress (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing clear expectations for professional conduct (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being sensitive to personal background and history (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing help with networking (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for professional development (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sharing information about professional development (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance on publication (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance on teaching (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing guidance on the realities of faculty careers (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Providing guidance on the variety of faculty careers (community college, small liberal arts institution, small regional, R1, etc.) (14)

Providing guidance on different career options (15)

Providing advice on navigating departmental culture/politics (16)

Providing advice on securing external funding (grants, fellowships) (19)

Providing advice on committee composition (17)

Providing guidance on the preparation of the dissertation (18)

Page Break

Q22 If there are other practices or qualities that you believe are important to mentoring, or you would like to comment upon any of your answers, please use the space below. (Optional)

Page Break

Q23 Does your graduate student handbook (or other departmental resources for students) contain information or policy regarding mentoring?

Yes (23)

No (24)

Don't know (25)

Page Break

Q24 If a student in your department has a concern about a faculty mentor or advisor, is there a clearly defined way for them to communicate these concerns to leadership?

Yes (1)

No (2)

Don't know (3)

Display This Question:

If a student in your department has a concern about a faculty mentor or advisor, is there a clear... = Yes

Q25 Please describe. (Optional)

Page Break

Q26 Are you aware of any times when your department responded to student concerns about a faculty mentor (yours or that of another student)?

- Yes (1)
- No (2)

Display This Question:

If Are you aware of any times when your department responded to student concerns about a faculty men... = Yes

Q27 Were you satisfied with that response?

- Extremely satisfied (18)
- Somewhat satisfied (19)
- Neither satisfied nor dissatisfied (20)
- Somewhat dissatisfied (21)
- Extremely dissatisfied (22)

Display This Question:

If Are you aware of any times when your department responded to student concerns about a faculty men... = Yes

Q28 Please explain. (Optional)

Q29 Does your department have a policy or set of guidelines for a student who may want to change advisors?

- Yes (1)
- No (2)
- Don't know (3)

Display This Question:

If Does your department have a policy or set of guidelines for a student who may want to change advi... = Yes

Q30 Do you believe the policy or guideline is effective?

- Yes (20)
- No (21)
- Don't know (22)

Display This Question:

If Do you believe the policy or guideline is effective? = Yes
Or Do you believe the policy or guideline is effective? = No

Q31 Please explain. (Optional)

Page Break

Q32 What changes would you like to see, if any, to graduate student mentoring practices or policy within your department? (Optional)

Q33 Please use this space to share any additional comments you would like the committee to consider regarding graduate student mentoring in the College. (Optional)

End of Block: Default Question Block
