

Welcome

Thank you for participating in our survey. Your feedback is important.

We are interested in demographic differences in participants' responses. If you are comfortable doing so, feel free to share with us the following information.

1. Please select the term that best corresponds to your gender identification.

- Male
- Female
- Transgender
- I prefer not to answer this question.
- Other (please specify)

Speaking Up Issues

2. Please use the response scale to indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable or Don't Know
I have sufficient opportunity to talk in seminars.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have sufficient opportunity to ask questions at colloquia.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have sufficient opportunity to talk in small groups of faculty and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Seminar Issues

3. Please use the response scale to indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable or Don't Know
I wish faculty would encourage more student discussion in seminars.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish faculty would moderate seminar discussions so that the same students do not always dominate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There should be less pressure to speak during seminars and reading groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In class, faculty should make more of an effort to engage quieter students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Seminar Issues

4. Please use the response scale to indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable or Don't Know
I prefer seminars with five or fewer students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that I have sufficient information about what counts as good work in courses, exams, etc. in the graduate program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get sufficient feedback from the faculty and graduate director on my progress in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Undergraduates in Courses

5. Please use the response scale to indicate your level of agreement with each statement.

Strongly
Disagree

Disagree

Neutral

Agree

Strongly Agree

Not Applicable
or Don't Know

Undergraduates in
graduate classes have
negatively affected my
learning.

Socializing Issues

6. Please use the response scale to indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable or Don't Know
I wish I had the opportunity to socialize with other members of my class before starting courses with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish there were more opportunities to socialize with other grad students outside of parties and bars.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable discussing my identity or identity related issues with fellow grad students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish there were more and varied social opportunities to mix with faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Socializing Issues

7. Please use the response scale to indicate your level of agreement with each statement.

Strongly Disagree Disagree Neutral Agree Strongly Agree Not Applicable or Don't Know

I always feel included in philosophical conversations among graduate students (outside of formal philosophical settings).

Gender, Race, Sexual Orientation, Disability, and Related Issues

8. Please use the response scale to indicate the frequency with which you have observed the described behavior.

	Never	Rarely	Sometimes	Often	Pervasively	Not Applicable or Don't Know
There is blatant sexist behavior by faculty towards graduate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is subtle sexist behavior by faculty towards graduate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is blatant sexist behavior by faculty towards T.A.s.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is subtle sexist behavior by faculty towards T.A.s.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some faculty engage in sexist behavior towards other faculty members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some faculty engage in sexist behavior towards visiting speakers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gender, Race, Sexual Orientation, Disability, and Related Issues

9. Please use the response scale to indicate the frequency with which you have observed the described behavior.

	Never	Rarely	Sometimes	Often	Pervasively	Not Applicable or Don't Know
There is blatant racist behavior by faculty towards graduate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is subtle racist behavior by faculty towards graduate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is philosophical instruction given by faculty to graduate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is blatant racist behavior by faculty towards T.A.s.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is subtle racist behavior by faculty towards T.A.s.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some faculty engage in racist behavior towards other faculty members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gender, Race, Sexual Orientation, Disability, and Related Issues

10. Please use the response scale to indicate the frequency with which you have observed the described behavior.

	Never	Rarely	Sometimes	Often	Pervasively	Not Applicable or Don't Know
There is inappropriate romantic interest expressed by faculty towards graduate students or undergraduates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is inappropriate romantic interest expressed by graduate students towards faculty, other graduate students, or undergraduates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gender, Race, Sexual Orientation, Disability, and Related Issues

11. Please use the response scale to indicate the frequency with which you have observed the described behavior.

	Never	Rarely	Sometimes	Often	Pervasively	Not Applicable or Don't Know
There is blatant racist behavior by graduate students towards other graduate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is subtle racist behavior by graduate students towards other graduate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is blatant sexist behavior by graduate students towards other graduate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is subtle sexist behavior by graduate students towards other graduate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gender, Race, Sexual Orientation, Disability, and Related Issues

12. Please use the response scale to indicate the frequency with which you have observed the described behavior.

	Never	Rarely	Sometimes	Often	Pervasively	Not Applicable or Don't Know
There is blatant sexist behavior by faculty or graduate students towards undergraduates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is subtle sexist behavior by faculty or graduate students towards undergraduates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is blatant racist behavior by faculty or graduate students towards undergraduates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is subtle racist behavior by faculty or graduate students towards undergraduates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Protected Characteristics

***In answering the following question, please note that in New Jersey protected personal characteristics include race, creed, color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information liability for military service, or mental or physical disability, including AIDS- and HIV-related illnesses.**

13. Please use the response scale to indicate the frequency with which you have observed the described behavior.

	Never	Rarely	Sometimes	Often	Pervasively	Not Applicable or Don't Know
I have experienced bias or exclusion due to my gender, race, or other protected personal characteristic(s)* by members of the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have witnessed other members of the department being excluded or being treated in a biased or unfair manner due to their gender, race, or other protected personal characteristic(s)*.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Biases

14. Please use the response scale to indicate the frequency with which you have observed the described behavior.

	Never	Rarely	Sometimes	Often	Pervasively	Not Applicable or Don't Know
I have experienced bias or exclusion due to my low socioeconomic status by members of the department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have witnessed other members of the department being excluded or being treated in a biased manner due to their low socioeconomic status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Male faculty talk about philosophy with female graduate students less frequently than with male graduate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General Climate Issues

15. Please use the response scale to indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable or Don't Know
The department should prioritize hiring more women or members of other underrepresented groups within philosophy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The department should prioritize extending offers of graduate admission to more women or members of other underrepresented groups within philosophy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish the department would hire junior faculty members as well as senior ones.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

General Climate Issues

16. Please use the response scale to indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable or Don't Know
I feel that graduate students are too aggressive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish graduate students who tend to dominate seminar discussion would show greater restraint.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that the atmosphere in the department is unnecessarily combative and competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some faculty treat students whom they perceive to be less skilled unfairly, in a way that negatively affects those students' philosophical development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are certain faculty members with whom I am uncomfortable speaking about my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Feel free to list any faculty members with whom you are uncomfortable speaking about your work.

General Climate Issues

17. Please use the response scale to indicate your level of agreement with each statement.

Strongly Disagree Disagree Neutral Agree Strongly Agree Not Applicable or Don't Know

I feel that were I to express concerns about life in the department, those concerns would be taken seriously and efforts would be undertaken to address them.

I feel comfortable discussing personal or medical issues with faculty, especially as they relate to the need for academic accommodations.

I am happy with my experiences in the department.

General Climate Issues

18. Please use the response scale to indicate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable or Don't Know
The department prepares students to teach their own classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive sufficient preparation for the job market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive sufficient support while on the job market.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

19. Please elaborate on any questions if you wish (feel free to remark on your interpretation of the questions).