



**Results From the Survey of Earned  
Doctorates Cognitive Interviews**

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## **Executive Summary**

In preparation for the 2010 Survey of Earned Doctorates (SED) questionnaire, NORC conducted twenty cognitive interviews for the National Science Foundation. As part of the ongoing goal to improve and refine the survey form, the NSF COTR, in conjunction with NORC, compiled a short list of items to be tested. Those items were:

- Review of current respondent consent language on the front cover of the survey
- Interpretation of the term “interdisciplinary” in question A2
- Wording and response categories related to the post graduation salary items
- Wording for the time-to-degree questions
- Reactions to the scannable form, in particular, the presence of bar codes. We used the 2009 version of the form, altering the document slightly in order to “mock up” the bar codes such that they could be tested properly. (In its pure form, the 2009 version is not scan-ready, and therefore does not contain bar codes).

Overall the results of the cognitive interviews yielded useful information about the items, ultimately leading to suggestions for a few adjustments to the 2010 form prior to printing. The major areas to be tested did not result in changes; however, additional issues came to light during the interviews with respect to another survey item. Specifically, at Question A7, where respondents indicated that they thought they needed to provide the exact amount in the boxes regardless of what they owed (not just \$70, 000+), NORC’s recommendation is to shift the box to the left so it starts directly under the final response option. The remainder of the results and discussion can be found in the *Analysis and Conclusions* sections of the report.

## **Background and Purpose**

The Survey of Earned Doctorates (SED) has been conducted annually since 1957 on behalf of the National Science Foundation (NSF) along with the National Institutes for Health (NIH), U.S. Department of Education, US Department of Agriculture (USDA), National Endowment for the Humanities (NEH), and National Aeronautics and Space Administration (NASA). The survey is conducted by NORC, and collects data on the number and characteristics of all individuals receiving research doctoral degrees from all accredited U.S. institutions. The results of this annual survey are used to assess characteristics and trends in doctorate education and degrees.

In preparation for the 2010 SED questionnaire, NORC conducted a series of cognitive interviews to provide information for the 2010 survey design. The cognitive interviews were conducted in October of 2008 at NORC’s offices in Chicago. The schedule for this task was set such that all recommendations could be implemented in accordance with the OMB submission deadlines. All interviews were completed by mid-October 2008.

For authorization of this task, the NSF COTR worked closely with NORC to submit a supplementary OMB clearance package detailing the cognitive testing task and addressing the importance of this work in providing input for the 2010 survey. The first iteration of the 2010-

2012 OMB clearance package was submitted to the COTR on October 1, 2008. The final report and recommendations described in this report will supplement that clearance package.

NORC's goal was to complete a total of 20 cognitive interviews with recent doctoral graduates, all of whom had completed the 2008 SED form. Graduates holding interdisciplinary degrees were purposely over-represented within the sample. The interview protocol addressed the entire SED survey questionnaire, although certain pre-determined items were targeted for additional probing.

Issues of particular interest to this cognitive research included:

- Review of current respondent consent language on the front cover of the survey
- Interpretation of the term "interdisciplinary" in question A2
- Wording and response categories related to the post graduation salary items
- Wording for the time-to-degree questions
- Reactions to the scannable form, in particular, the presence of bar codes. We used the 2009 version of the form, altering the document slightly in order to "mock up" the bar codes such that they could be tested properly. (In its pure form, the 2009 version is not scan-ready, and therefore does not contain bar codes).

NORC used the 2008 SED data responses to draw the sample of potential respondents who had graduated from Chicago area universities and/or had indicated on their 2008 SED form that they planned to reside in the Chicagoland area post-graduation. Once the sample was drawn, NORC began the locating and recruitment process. Recruitment involved using contact information collected from the completed SED survey, with additional locating as needed. NORC recruited the sample via email; it was not necessary to employ follow-up techniques such as mail and telephone contacting. Potential respondents were asked to complete a screener survey to assist in the selection process and, if selected, were offered a \$75 incentive to participate in the interviews. The incentive was offered in order to complete the interviews within a shorter time span than was originally planned, as incentives are known to improve interview attendance and reduce the need to find replacement interviewees.

## **Staffing**

The Cognitive Interview team from NORC was composed of dedicated and experienced staff at all levels. The team members are as follows:

***Mary Hess, SED Project Director.*** Hess provided project oversight on the Cognitive Interviews and served as consult during all aspects of the project.

***Cindy Simko, SED Cognitive Interview Task Leader.*** Simko served as Task Leader and worked closely with the NSF to draft the cognitive interview protocol and the procedures for administration. Simko has nearly nine years of survey project management experience and has led several cognitive testing tasks, including those for the SED and Survey of Doctorate Recipients. She was supported by two Survey Specialists.

***Lisa Lee, Senior Survey Methodologist.*** Lee has served as lead methodologist for NORC

projects which have focused on methods for improving the accuracy of reporting, development of memory aids and diaries, and assessment of response errors. She has extensive experience in cognitive testing, questionnaire design, and survey data analysis. For this task, Lee contributed her knowledge and expertise to the protocol draft prior to its submission for NSF approval.

***Mireya Dominguez, Survey Specialist.*** Dominguez has over ten years of experience at NORC in the Central Office and as Assistant Production Manager in the Production Center. Her experience with systems and relational databases and her knowledge of survey research was critical to the success of this task. Her role as support to Simko included generating e-mails files, monitoring response rates, liaising with potential respondents, screening and scheduling respondents for interviews, conducting interviewer training, conducting cognitive interviews and transcribing interview notes.

***Lino Jimenez Jr., Survey Specialist.*** Jimenez was hired in June 2008 for the SED project. Though new to NORC, he has experience in project management, questionnaire development, and content and statistical analysis through his graduate school studies and internship. His support role to Simko included testing video equipment, ensuring that all necessary materials for respondent sessions were acquired and/or printed, conducting interviewer training sessions, conducting cognitive interviews, processing respondent payments, coordinating video transfer to DVD format and transcribing interview notes.

***Additional Support Staff:*** Additional SED management and regular staff assisted this project by conducting mock interviews for training, conducting actual interviews and transcribing interview notes.

## **Recruiting and Sample Selection**

Per NSF and Dr. Don Dillman's specifications, it was decided that all cognitive interview participants would have already completed an SED survey form within the last survey cycle. Therefore, NORC drew a sample of potential interview participants from respondents to the 2008 SED who had graduated from Chicago area universities and/or indicated on their SED form that they planned to reside in the Chicago area post-graduation.

Because schools considered to be in the Chicago area are not easily determined by the institution city item on the SED, and because the SED does not ask for the specific city of planned post-graduation location (rather, it asks for the state in which the respondent will reside), the sample was defined to include schools and current addresses within 20 miles of NORC's downtown Chicago location at 55 East Monroe Street. This yielded a total of 578 potential sample members for the cognitive interviews. The sample was then divided into the following groups: 1) respondents that went to school and currently live in Chicago area post-graduation, 2) respondents that did NOT go to school in Chicago area but planned to live or work in Chicago area post-graduation, and 3) respondents that went to school in Illinois and lived 20 to 50 miles from the Chicago area.

Once the final sample selection was complete, NORC focused on recruiting respondents to participate. In order to ensure a representative sample, ten criteria were established for selecting respondents. Furthermore, as survey respondents' interpretation of the term "interdisciplinary" in question A2 was of central concern, one criterion focused on recruiting respondents who had

indicated that their dissertation research was interdisciplinary. The remaining criteria and goals for each respondent characteristic are listed in Table 1 below.

**Table 1: Criteria Cells Goal**

| <b>Criteria</b>   | <b>Goal</b> |
|-------------------|-------------|
| Non-Whites        | 15          |
| Female            | 10          |
| Male              | 10          |
| Foreign           | 5           |
| Over 50 yrs. Old  | 5           |
| Social Sciences   | 5           |
| Biology/Chemistry | 5           |
| Engineering       | 5           |
| Health Sciences   | 5           |
| Interdisciplinary | 10          |

NORC recruited respondents for the cognitive interviews in two email waves. The first email wave (Batch 1) focused on respondents that went to school and planned to live post-graduation in the Chicago area. Batch 1 consisted of 127 potential respondents. The second email wave (Batch 2) focused on the characteristic goals of the sample that were not being met after one week of recruiting. Batch 2 consisted of 292 potential respondents. In total, 419 respondents were contacted to participate in the research. Details of the mailing batches can be found in Table 2 below.

**Table 2: Email Wave Breakdown**

| <b>Email Wave</b> | <b>Email Sent</b> | <b>Respondents</b> | <b>Sample Group</b>   | <b>Focus</b>  |
|-------------------|-------------------|--------------------|---|---|
| Batch 1           | 9/19/08           | 127                | Respondents that went to school and currently live in Chicago area post-graduation                                | All   |
| Batch 2           | 9/26/08           | 292                | Respondents that did NOT go to school in Chicago area but planned to live or work in Chicago area post-graduation | <ul style="list-style-type: none"> <li>▪ Male</li> <li>▪ Interdisciplinary</li> <li>▪ 50 or older</li> <li>▪ Non-White</li> </ul> |

From the email efforts received, 43 interested respondents indicated they could come to one of NORC's Chicago offices for an interview. During the first week of recruitment NORC concentrated on filling as many characteristic fields as possible. This was completed by emailing or calling those interested that possessed one or more of the required criteria. By the end of the first week eight interviews had been scheduled and confirmed. During the following week, NORC concentrated on contacting interested respondents that met one or more of the following criteria: Males, Interdisciplinary, 50 years or older and non-whites. All 20 interviews were scheduled by October 2, 2008. Once all of the interviews were scheduled, all other interested respondents were contacted and asked to participate as alternates. As alternates they provided dates and times of availability and, if their participation was needed, NORC would call them at least one day before the desired interview time. A total of six alternates were on standby. Only one cancellation occurred and NORC was able to get an alternate scheduled immediately. See Table 3 for breakdown of final respondent characteristics.

**Table 3: Breakdown of Final Respondent Characteristics**

| Criteria          | Respondent 1 | Respondent 2 | Respondent 3 | Respondent 4 | Respondent 5 | Respondent 6 | Respondent 7 | Respondent 8 | Respondent 9 | Respondent 10 | Respondent 11 | Respondent 12 | Respondent 13 | Respondent 14 | Respondent 15 | Respondent 16 | Respondent 17 | Respondent 18 | Respondent 19 | Respondent 20 | Goal | Actual |
|-------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|------|--------|
| Non-Whites        | X            | X            | X            | X            |              | X            |              | X            |              |               | X             | X             |               | X             |               |               |               | X             | X             |               | 15   | 11     |
| Female            |              |              | X            | X            |              | X            | X            | X            | X            | X             |               |               |               | X             |               |               | X             |               |               |               | 10   | 9      |
| Male              | X            | X            |              |              | X            |              |              |              |              |               | X             | X             | X             |               | X             | X             |               | X             | X             | X             | 10   | 11     |
| Foreign           |              | X            |              |              | X            | X            |              |              |              |               |               |               |               | X             |               |               |               |               |               |               | 5    | 4      |
| Over 50 yrs. Old  |              |              |              |              |              |              | X            |              | X            | X             |               |               |               |               |               |               |               |               |               |               | 5    | 3      |
| Social Sciences   |              |              |              | X            | X            |              | X            | X            |              |               |               | X             | X             |               |               |               | X             |               |               | X             | 5    | 8      |
| Bio/Chemistry     |              |              | X            |              |              | X            |              |              |              |               |               |               |               | X             |               |               |               | X             |               |               | 5    | 4      |
| Engineering       |              |              |              |              |              |              |              |              |              |               |               |               |               |               |               | X             |               |               | X             |               | 5    | 2      |
| Health Sciences   |              |              |              |              |              |              |              |              | X            | X             |               |               |               |               |               |               |               |               |               |               | 5    | 2      |
| Interdisciplinary | X            | X            |              |              | X            |              |              |              |              |               |               | X             | X             | X             | X             | X             | X             |               |               | X             | 5    | 10     |

Overall the recruiting efforts were successful in that a representative sample of respondents was obtained that closely matched the goals established at the beginning of the project.

### Cognitive Interview Protocol

The cognitive testing protocol was created by NORC in conjunction with NSF. NORC Senior Methodologist Lisa Lee contributed her knowledge and expertise to the protocol draft prior to submission for NSF approval. The protocol itself consisted of four major sections:

- Overview and introductory script
- Listing of all SED survey items (text)
- Follow up probes for key areas of study
- Closing section

NORC reviewed the selected areas on which NSF wished to concentrate. Question item probes and interview language were scripted in a manner that would facilitate a high level of consistency across the 20 interviews. Lee channeled most of her efforts toward reviewing and revising the probes to ensure the capture of meaningful data during the interview. The following table illustrates the areas of concentration for the interviews and the justification for that selection:



**Table 4: Areas of Concentration**

| <i>Item/Area for Cognitive Testing</i>  | <i>Justification</i>   |
|---|--|
| Reactions to changes in the 2010 questionnaire, which include layout changes (e.g. eliminating the ‘flip out’ page with the taxonomy of the fields of study, changing the location of the NSF/SRS letter to the graduates). SRS also wants to test the reactions to the scannable format of the questionnaire, in particular the presence of bar codes. A mock-up version of the 2010 version of the form will be used. | The 2010 version of the survey is currently in the final redesign phase and it is important to test respondents’ reactions to the questionnaire changes.   |
| Review of current respondent consent language on the front cover of the survey  | SRS wants to investigate how respondents perceive the pledge of confidentiality in the front of the questionnaire – particularly looking at whether the respondents focus on the pledge when they start responding, and whether they go back to it later on or not – and also wants to explore respondents’ reactions and feelings about the current pledge when they do read it.      |
| Interpretation of the term “interdisciplinary” in question A2   | Interdisciplinary degrees have become more prominent over the last few years and SRS wants to explore respondents’ understanding of the term when completing the survey.   |
| Understanding of the term “tuition remission” in question A4  | This question was slightly redesigned in recent years by adding the word “waiver” in parenthesis. The purpose was to further clarify the word “remission.” The goal of including this term for cognitive testing is to be sure that the respondents are considering the acceptable types of remission, meaning they understand what is and what is not considered “tuition remission.” |
| Wording and response categories related to the post-graduation salary items in questions B8 and B9  | The salary questions were cognitively tested in 2005, prior to their addition to the survey. While the testing of this item resulted in useful information and confirmed respondents’ interpretation of the language, it will be helpful to follow up on its use within the survey and affirm its functionality and design.  |
| Wording for the time-to-degree answers in question A8, as well as responses to questions A11 through A13.   | The time-to-degree questions A8 and A11 through A13 are multi-item in design. Because of the importance of the combination of these questions to calculate time-to-degree, it will be helpful to confirm the layout, design, and interpretation of these items.  |

At the time the protocol, probes and scripts were being developed, NORC also generated drafts of the consent forms and advance e-mail letters. Each respondent, as per both OMB and NORC IRB requirement, had to sign a consent form prior to beginning the interview.

NORC received final sign off for the protocol by the COTR in August 2008, and NSF then submitted it to OMB (See *OMB and IRB* section). Upon OMB approval, NORC acquired Internal Review Board (IRB) approval and began scheduling interviews with the respondents, with the goal of completing all testing by October 15, 2008. Interviews occurred during the day or in the evening, based on respondent convenience, and lasted no longer than 90 minutes each. All interviews were videotaped for documentation purposes and to assist in accuracy and note-taking. See *Interview Administration* section for details about these procedures.

### **Incentive Payments**

Respondents who were selected as participants were offered a \$75 incentive for their participation in the interviews.

There are several reasons for offering this incentive. The amount was the same as was offered in 2005 when the SED conducted interviews, and it was important to ensure that we are able to recruit participants who clearly graduated and were most likely in the workforce, presumably with a higher salary. Additionally, due to the shortened timeline, it was necessary to ensure participation.

### **Interviewer Training**

To alleviate possible interviewer fatigue, a total of seven SED staff members (interviewers) assisted in conducting the cognitive interviews: a task leader, two primary interviewers and four supplementary interviewers. The particular interviewers were chosen because they had sufficient knowledge of this type of research and of the SED study itself. All interviewers participated in a multi-step training process.

NORC implemented a briefing and training session to define the expectations for the interviews and to establish a protocol for training the interviewers. Because multiple SED team members would be conducting interviews, it was critical that each performed mock interviews to ensure that all were accurately prepared.

Simko led the briefing and provided the requirements for each team member. Key staff (Dominguez and Jimenez) were considered primary interviewers and played lead roles in recruiting and overall task management. The key requirements for conducting a cognitive interview were:

- Reviewing approved past NORC interview sessions, briefings and videos

- Understanding the elements of the interview, the role of each staff person in the interview room, and the differences between this interaction and administering a survey
- The importance of detailed note-taking as a non-interviewer participant
- Learning techniques to enhance the interview, such as language to use that keeps the respondent talking, on track, and providing appropriate feedback without leading him/her
- Coping with ‘difficult’ interviews or respondents who are less inclined to engage
- Aspects of the video camera and the ‘checklist’ for everything an interviewer will need for each session (respondent background sheet, envelope with all the necessary materials, etc).
- Conducting mock interviews with the team to confirm preparedness
- Participating in at least two interview observations prior to conducting his/her own
- Post-interview debriefings

Each interviewer conducted at least one actual interviews, with Simko conducting the first two as the lead, and a combination of Simko, Jimenez, and Dominguez conducting the remainder. No more than three researchers were in the room during an interview in order to avoid respondent discomfort. The primary person conducted the interview, the second person worked the camera and took notes, and the third also took notes and served as a “back-up” to the camera operator. When interviewers who were not part of the main team were rotated in to participate in or conduct an interview, either Simko, Dominguez, or Jimenez would not participate.

### **Office of Management and Budget (OMB) and NORC’s Internal Review Board (IRB)**

NSF took the lead in compiling the submission to the Office of Management and Budget (OMB). NORC supplied the NSF COTR with the final draft of the cognitive interview protocol and consent language along with the proposed approach and timeline for data collection. Approval was granted in August of 2008 to begin conducting this research.

Once OMB approval was granted and final documents were given sign-off, NORC submitted the necessary paperwork to its Internal Review Board (IRB). NORC’s IRB has the corporate responsibility for monitoring survey procedures to ensure the confidentiality of persons and establishments participating in a study. Before any survey may begin, a formal protocol must be submitted to address human subject protections that include all survey materials and instruments. The IRB meets monthly to review new protocols and substantive amendments to existing protocols, to conduct the annual or continuing review of existing studies, and to consider “adverse events” or incidents associated with a particular study. The proper documentation for the SED Cognitive Interview Protocol was submitted to the IRB in September of 2008 and promptly approved.

## Interview Administration

NORC conducted a total of 20 interviews between October 1<sup>st</sup> and October 16<sup>th</sup>. The interviews took place in NORC's Hyde Park and downtown loop locations. Interviews were conducted Monday through Friday during the day and evening and each session lasted between 30 to 90 minutes. To prevent interviewer fatigue and to allow ample time to administer the interviews, NORC planned to schedule no more than two interviews per day. It was sometimes necessary to revise this planned schedule in order to accommodate respondents' own scheduling needs. When this occurred, interviewers and note-takers alternated roles and interviews were scheduled in 2½ hour blocks to allow time between interviews. To assist with note transcribing, all interviews were video taped. This ensured accuracy of information collection and also allowed for additional data reviews as per NSF preference. To minimize respondent anxiety only two to three interviewing staff were allowed in each session. Each session consisted of a lead interviewer, camera operator/note taker and a third spot was reserved for a trainer or trainee to observe.

### Schedule and Preparation Activities

NORC originally expected this work to be completed in the spring/summer of 2008. The original schedule for this work was adjusted according to the following:

| <b>Benchmark</b>  | <b>Date</b>                |
|---|----------------------------|
| OMB Approval  | August 2008                |
| IRB Approval  | September 2008             |
| Recruiting Begins                                       | September 19, 2008         |
| Sample Selection Begins                                 | September 23, 2008         |
| Cognitive Interviews                                    | October 1-October 16, 2008 |
| Summary of Interview Data and Recommendation (Internal) | October 31, 2008           |
| Summary of Interview Data and Recommendation (To NSF)   | November 2008              |
| Draft 1 of Methodology Report due to NSF                | November 14, 2008          |
| Final Report Due to NSF                                 | November 26, 2008          |

The main preparation activities were related to the development of the materials (protocol, recruitment letters, etc) along with the sample file generation. The original sample files were drawn in May of 2008, however a secondary set, which included additional eligible respondents, were redrawn in September of 2008. Review of these files was a critical step in creating a meaningful and representative sample of interview respondents.

Additional preparation activities included creating the telephone and interview scripts that were to be used contacting respondents and during the interview process. The screener/background information form and tables summarizing the respondent characteristics were critical for ensuring that goals were met relating to sample characteristics.

### Respondent Contacting

Using letters drafted by NORC and NSF, respondents were contacted via email (See Appendix 4). The letter stated the purpose, benefits of participation, timeframe, and scheduling information. The email was sent from the SED project mailbox ([4800-SED@norc.org](mailto:4800-SED@norc.org)) on behalf of Cynthia Simko, Senior Survey Director. The respondents were asked to express interest through email or the SED toll free line. Each potential respondent was sent only one invitation to participate. Invitations were sent out on September 19, 2008, to 172 respondents and on September 26, 2008, to 292 respondents. NORC received many inquiries in response to the invitation but only 43 individuals indicated they could complete the interview at one our Chicago offices. Most respondents contacted NORC via email rather than the toll-free number; fewer than five calls were received on the SED toll-free line with inquiries about the cognitive interviews. Each email NORC received was followed-up by a response email or call if a phone number was provided. The follow-up emails and calls were tailored to address each of the respondent's questions or concerns. If the respondent was interested in participating s/he was asked to provide a phone number in order to confirm their background information and schedule them into an interview. If the respondent provided a date and time through email they were emailed a background sheet (Appendix 7) asking to provide background information and their mailing address. Once all this information was confirmed the respondent was emailed a confirmation e-mail with their interview time and directions.

### Administration

Interview administration began on October 1, 2008. Each interview session was divided into three parts: consent form completion, contact information confirmation, and the administration of the Cognitive Interview Protocol.

Before the interview began and the camera was turned on to start recording, the respondent was informed of their rights as a research participant. They were provided with an Informed Consent form to read and sign prior to beginning the interview. Both the respondent and the interviewer were required to sign the document. At this time the respondent was also asked to confirm his/her mailing address and informed that his/her incentive for participation would be mailed by the end of the month. It was important that all this was done prior to taping in order to preserve the respondent's anonymity.

Next, the camera was turned on and the lead interviewer began the session by giving the respondent an overview of the session and the expectations of him/her as a respondent. S/he was introduced to the concept of thinking aloud and asked to participate in a think aloud exercise. The interviewer closely followed the protocol script as this process continued in order to ensure uniform administration across all interviews.

The respondent, as per the protocol, was given an envelope of materials that contained what s/he would expect to see if mailed the SED form. It included: a letter, the SED 2009 questionnaire, a business reply envelope, a SED Purpose and Use brochure. The respondent was then asked to give his/her overall impression of the envelope and its contents.

Once s/he was finished giving his/her overall impression, s/he was then asked to complete the SED 2009 questionnaire. The interviewer instructed the respondent to complete the questionnaire as s/he would at home, but think aloud, describing how s/he was coming to an answer. That is, the respondent was asked to verbalize the initial thoughts and reactions to each question as s/he was completing the questionnaire. During this section of the session, the lead interviewer would probe to clarify a response or non-verbal reaction/body language given off to a question. If the respondent did not make any verbal comments, the lead interviewer prompted him/her to think aloud.

Once the respondent completed the questionnaire, the lead interviewer followed-up on key sections with a series of scripted probes. The specific items/issues that were probed (as described in the Cognitive Interview Protocol section) included:

- Consent Language
- Question A2 – Interdisciplinary
- Question A4 – Remission
- Question A8 – Time to Degree
- Question B8 – Salary Response Categories

Finally, the respondent was asked to review and provide reactions to a new questionnaire format (2010 SED form). The respondent was informed that all questions were exactly the same and s/he only needed to supply feedback on the layout of the survey form. Each respondent was asked to give an initial reaction without referencing the previous questionnaire. This was followed by an exercise that requested input by comparing the questionnaires page by page, and then followed by a series of probes on the changes made to the 2010 questionnaire.

## Data Review and Documentation

An important part of the cognitive interview process was the thorough review of the notes from each interview. At the end of each session, the three key members of the interview team would submit their notes to be transcribed, pulled together into one document, and organized by item and respondent ID. A full master document of all comments made by respondents was then compiled for later review once all interviews had been completed.

Once the detailed notes were transcribed and organized by question item and respondent ID, NORC began the detailed review process. Major themes, particularly those associated with the key research areas, were summarized in an easy to read table. Additional areas that came to light during the interviews were also highlighted for possible examination at a later time.

Once all of this information was compiled into a summary document, SED PD Hess, APD Latter, and Webber met with Simko to discuss the major themes and prepare for recommendations and next steps.

## **Analysis and Conclusions**

The following section describes the areas that were tested, along with the major themes based on review and analysis of the respondents' feedback and responses to the probes. Additional issues not related to the key areas tested are also included. These issues were documented because they appeared with enough regularity to warrant an acknowledgement and, perhaps, future cognitive testing.

### Major findings

The following table details the tested items/areas along with the summary of reactions. NORC has also provided additional information in the "NORC Recommendations column" that reports the justification for actions taken or not taken, along with historic data pertinent to any potential change. Kristy Webber has supplied information for items that have been examined in past SED cycles. Additionally, several issues studied warrant further discussion with the NSF COTR, researchers, and NORC staff prior to making changes to the 2010 form. In some instances these items may be candidates for future cognitive research.

**Table 5: Summary of Findings and Recommendations**

| <i>Item/Area for Cognitive Testing</i>  | <i>Overall Theme/Respondent Reaction(s)</i>   | <i>NORC Recommendation</i>  |
|---|---|---|
| Reactions to changes in the 2010 questionnaire, which include layout changes (e.g. eliminating the 'flip out' page with the taxonomy of the fields of study, changing the location of the | Overall respondents seemed to prefer the 2010 version. They appeared to like the new layout, as well as the coloring. However, while they didn't like the 2009 version's 'flip-out' page, they didn't like the location of the 2010 version. Their preference was that the 2010 version stay as is, however move the field of study list to the end (although not as a flip-out | No change. Due to printing requirements, the FOS list must be the center-most pages of the questionnaire. |



| <i>Item/Area for Cognitive Testing</i>  | <i>Overall Theme/Respondent Reaction(s)</i>  | <i>NORC Recommendation</i>   |
|---|--|--|
| NSF/SRS letter to the graduates). SRS also wants to test the reactions to the scannable format of the questionnaire, in particular the presence of bar codes. A mock-up version of the 2010 version of the form will be used. | page). The new version had less additional question response space on the back which respondents preferred (Overall, respondents felt that ANY additional questions on the back made them feel that they weren't finished with the survey). When asked about the scanning marks, etc., no one stated they were concerned about confidentiality.  |  |
| Review of current respondent consent language on the front cover of the survey  | Nearly all respondents did not read any of the consent language prior to beginning the survey. When probed further after they completed the form, most felt the two paragraphs were important but probably would not be read very often. They felt that it was a lot of necessary "legal jargon." Regarding the Social Security Number (SSN), in reference to it being voluntary, respondents indicated that they would like to see this stated next to the question (C15).  | NORC suggests maintaining the current consent language, as it offers a clear description and legalese necessary information regarding the Social Security Number. However, NORC thinks a further discussion is needed prior to including the voluntary reference at C15. Because of the critical nature of the SSN information for deduplication and identification, reiterating that this is voluntary could result in a lower response rate for this item. |
| Interpretation of the term "interdisciplinary" in question A2   | Respondents to this question in some cases seemed to think we were asking about their RESEARCH rather than their DEGREE (or vice versa). Those who had interdisciplinary degrees seemed to have more difficulty in determining which was their primary field of study (vs. secondary) at question A2 because they felt both were equally primary. Some respondents who knew they were not going to be able to find their correct FOS would look up the field that best described it and then write that as the description. This could become problematic for emerging fields. | No recommendation at this time.  |
| Understanding of the term "tuition remission" in question A4  | Respondents for the most part weren't able to come up with a good rephrasing of this question and/or another term for the word "remission." They felt that "waiver" best described and in some cases defined it for them.  | This item doesn't appear to need any edits, as respondents felt that the word "waiver" assisted in defining the term "remission."  |
| Wording and response categories related to the post-graduation salary items in questions B8 and B9  | Nearly all respondents did not realize that they could provide their salary via ranges rather than exact amounts. They would supply the information and then realize they could have just selected a response. Didn't seem to have any concerns about providing this info though. People who were working part-time had a hard time providing this information because it was not reflective of what someone with  | No change. The salary experiment conducted during the 2008 round found that respondents who were presented with both options (fill-in and ranges) responded at a higher rate than those printed with either option on its own.   |

| <i>Item/Area for Cognitive Testing</i>  | <i>Overall Theme/Respondent Reaction(s)</i>  | <i>NORC Recommendation</i>   |
|---|--|--|
|   | their degree could make. All thought that annually was the best way, perhaps hourly for part-timers. One respondent had two part time jobs and felt only giving info on the one would seem inadequate.   |  |
| Wording for the time-to-degree answers in question A8, as well as responses to questions A11 through A13. | The major comment at this section was that respondents felt it was redundant with the items they completed on the front cover and the field of study they provided in A2. People who completed their MA/MS as part of the doctorate degree had a hard time referencing when they started and received their MA/MS. This question was also difficult for respondents who completed their degrees at multiple schools and/or started and stopped for periods of time. For example, some were uncomfortable stating when they began a degree because it would appear that they took an extremely long time to complete since they could not provide the info that they had stopped and started. At A12, for those that were completing coursework and dissertation concurrently, they had a difficult time breaking up the time for each phase. | No change. The data collected on the front cover that is also asked in A8 (institution name and graduate date) is used for administrative purposes and should be maintained. Removing these two options from A8 would disturb the order and symmetry of that question. |
| Additional Item/Issue:<br><br>Question B (entire series)  | Some respondents (approximately more than half) answered B5 when they were not supposed to – they didn't follow the skip pattern.  | No recommendation at this time.  |
| Question A5   | Some respondents were stumped as to what this meant. Some thought it meant 'how' they paid for school, while others thought it referred to how they supported themselves in school. Also, approximately half of the people marked "yes" for those responses that applied but left the rest blank instead of marking "no" where appropriate.  | This item may be worthy of further discussion and future cognitive testing in upcoming SED cycles.   |
| Question A7   | People thought that they should be providing the exact amount in the boxes regardless of what they owed (not just \$70, 000+).   | Shift the specify box to the left so it starts directly under the final response option.   |
| Question A9   | Respondents had a problem understanding what "post-secondary" degrees were. Some thought they meant anything after a bachelors or masters.   | No recommendation at this time.  |
| Questions C3, B10, C3, A6   | Because all the boxes don't line up with the other response categories (for "mark an 'x'"), respondents would often miss that "mark an x" option.  | No change. The "mark an 'x'" option has been moved to several different locations for these questions throughout the past several rounds, to no discernable difference.  |
| Instructions  | Because the instructions in the 2009 version   | This item does not appear to be critical   |

| <i>Item/Area for Cognitive Testing</i> | <i>Overall Theme/Respondent Reaction(s)</i>   | <i>NORC Recommendation</i>                       |
|--|---|--|
|  | are on the second page, people do not know to print or whether to use pen or pencil or either.  | and NORC does not have suggestions at this time. |
| Question B10                           | Respondents had a problem understanding what “professional services to individuals” meant. They related to professional services but not necessarily to the “to individuals” portion. | No recommendation at this time.                  |

## **SED 2008 Cognitive Interview Instructions**

During this interview, I am going to ask you to complete a questionnaire and answer some follow up questions. As you complete the questionnaire, I would like you to try to think aloud and verbally share your thoughts and reactions; please try not to censor your thoughts. Please feel free to share all of your opinions and questions about what you are seeing. One of the things I am most interested in is how you are deciding which answer to select. I am going to take notes and will try to respond to your questions when we are finished. When you complete survey, I may ask you to go back to certain items that I would like more information about.

Before we begin, I'd like to go through an exercise to help familiarize you with what I mean by "think aloud". **[PAUSE]** Try to visualize the place where you live. Now, think about how many windows there are in that place. **[PAUSE]** As you count up the windows, tell me what you are seeing and thinking about.

### **[AFTER PARTICIPANT RESPONDS]**

That's an example of what I would like you to try and do as you read through the survey. Do you have any questions before we begin?

### **[HAND PARTICIPANT THE ENVELOPE]**

In this envelope you will find a questionnaire and a pencil. The letter and brochure will provide some background information on the survey. I would like you to take out the questionnaire. Beginning with the first page, please complete the questionnaire using the pencil provided. Please remember to tell me what you are thinking about as you respond to each question. Please feel free to share all comments with me.

### **[BEGIN COGNITIVE INTERVIEW AND PROBES]**

# Protocol – Survey Items and Probes

[INTERVIEWER: NOTE THAT PROBES BEGIN ON PAGE 6 OF THIS DOCUMENT]

## *Cover Page:*

- i. Name, institution, graduation information
- ii. Confidentiality/Consent Statement
- iii. Bar codes/scanning layout

## *Instructions:*

### *Part A – Education:*

- A1. What is the title of your dissertation?
- A2. Please write the name of the primary field of your dissertation research.
- A3. Please name the department of the university that supervised your doctoral studies.
- A4. If you received full or partial tuition remission (waiver) for your doctoral studies, was it...
- A5. Which of the following were sources of financial support during graduate school?
- A6. Which TWO sources listed at A5 provided the most support?
- A7. When you receive your doctoral degree, how much money will you owe that is directly related to you undergraduate and graduate education?
- A8.a. Have you received a degree of this type?
- A8.b. Month/year degree granted
- A8.c. Month/year that you started your degree
- A8.d. Primary field of study
- A8.e. Field number from list on p.7
- A8.f. Institution name
- A8.g. Branch or city
- A8.h. State or province
- A8.i. Country
- A9. Excluding those above, have you attained any additional postsecondary degrees?
- A10. Was a master's degree a prerequisite for admission to your doctoral program?
- A11. In what month and year did you first enter graduate in any program or capacity?
- A12. How many years were you (a) taking courses..., (b) working on your dissertation...?
- A13. Was there any time from the year you entered your doctoral program and the award of your doctorate that you were not working on your degree...?
- A14. Did you earn college credit from a community or two year college?
- A15. Are you earning or have you earned an MD or a DDS?

***Part B- Post-graduation Plans:***

- B1. In what country or state do you intend to live after graduation?
- B2. Do you intend to take a “postdoc” position?
- B3. What is the status of your postgraduate plans?
- B4. What best describes your postgraduate plans?
- B5. What will be the main source of financial support for your “postdoc” or further training within the next year?
- B6. What type of principal employer will you be working for in the next year?
- B7. Please name the organization and geographic location where you will work or study.
- B8. What will be your basic annual salary for this principal job?
- B9. How many months does this salary cover?
- B10. What will be your primary and secondary work activities?

***Part C- Background Information:***

- C1. Are you [male/female]
- C2. What is your marital status?
- C3. Not including yourself or your spouse/partner, how many dependents do you have?
- C4. What is the highest educational attainment of your mother and father?
- C5. What is your place of birth?
- C6. What is your date of birth?
- C7. What is your citizenship status?
- C8. Of which country are you a citizen?
- C9. In what state or country was the high school/secondary school
- C10. Are you a person with a disability?
- C11. Which of the following categories describes your disability?
- C12. Are you Hispanic or Latino?
- C13. Which of the following best describes your Hispanic origin or descent?
- C14. What is your racial background?
- C15. Please fill in the last 4 digits of your social security number.
- C16. In case we need to clarify some of the information you have provided, please list an email address and telephone number where you can be reached.
- C17. Please provide your address and the name and address of a person who is likely....

***Back page:***

Additions to Questions [A2 and A9]

Comments about the survey

Bar Codes and Survey Design

## PROBES

### *ii. Probes - Consent language:*

**[If respondent doesn't appear to read the consent language].** I would like you to take a moment to locate the bottom two paragraphs on the front cover of the survey.

1. Did you read these two paragraphs before you started responding to the survey?  
Why/Why not?  
If not--[**Give respondent time to read**]
2. Using your own words, can you please summarize what the first paragraph is saying?
3. What was your initial reaction to these paragraphs when you read them for the first time?
4. Do you feel that the wording of the first paragraph explains fully the way in which the information you provide will be used?
5. Do you feel that the information you provide will be secure and remain confidential?
6. Do you have any concerns about providing the last 4 digits of your social security number?

### *A2 Probes - Interdisciplinary:*

I would like to ask you a couple of questions about question A2.

1. Please describe your thought process as you answered this question.
2. Using your own words, could you please tell me the definition of "interdisciplinary?"
3. Do you think the term interdisciplinary will be clear to graduating doctoral students?
4. Was your dissertation research interdisciplinary? [**If 'YES', continue**]
5. Do you feel this question is worded such that it can easily accommodate respondents whose dissertations research was interdisciplinary?
6. What are your thoughts on the instructions in italics? Did you notice them? Are they clear?

#### ***A4. Probes - Remission:***

1. Please take a look at this question and rephrase it using your own words.
2. What is your understanding of the word “remission”?
3. Is there another synonym that you can think of that may be more clear and has the same meaning as “remission?”
4. As you were answering this question, what were your thoughts on what would be considered a “tuition remission”?

#### ***A8. Probes - Time to Degree:***

Please look at the series of questions at A8.

1. What were your initial thoughts and impressions as you completed this question?
2. What are your thoughts of the layout for this question? Do you have any suggestions?
3. Please tell me your thought process as you answered question item A8c. How comfortable did you feel recollecting the month and year that you started each degree?
4. Further down the page at question A11, please tell me your thought process as you answered this question. **[INTERVIEWER: Ask the same probe for questions A12 and A13].**



## ***B8 Probes - Salary response categories:***

I would like to ask you a couple of follow up questions regarding question B8.

1. How do you feel about providing your salary information? How comfortable are you about sharing it?
2. This question offers two ways to report your salary. When answering this question, did you provide the exact salary amount, or select a range? Why?
3. Do you feel there is a more convenient way to report salary information? **[Probe more if needed: Hourly? Weekly? Bi-monthly? Monthly? Etc.?)**
4. Think back to when you were filling out the SED questionnaire at the time of your graduation. Do you recall whether you were negotiating offers at that time?

**[If YES]:** Since you were negotiating between different offers, how do you think you would have answered this question?

5. What do you think the question is referring to when it says “basic annual salary?” **[Try to get an idea of what they may have included when they thought about their total – are they including just salary or other parts of their package?]**
6. In thinking about the salary you had in mind when you answered this question, where were you drawing your information from? **[Try to get an idea of what the source of the knowledge is. Is it a contract, verbal agreement, something they saw online or talked about with friends, a guess?]**

## ***Survey Layout Probes - Reactions to Scannable Form and New Design:***

Now I would like to ask you about the layout of the questionnaire.

1. Overall, what was your initial impression regarding the layout?
2. **[Ask respondent to look at both designs of the form]** Comparing both forms page by page, please tell us your thoughts as you flip through each.
3. **[If needed]** How do you feel about the newer design for the “flip out” page of degree types? Which do you feel is more convenient?
4. When you were completing the survey, did you notice the bar code and the scanning marks?
  - a. **[If R noticed the marks]** What do you think the markings are for? Did you have any thoughts about these markings while completing the survey?
  - b. **[If R did not notice the marks]** Now that you are aware of the markings, What do you think the markings are for? Do you have any thoughts about the survey because of these markings?
5. What is your overall understanding of the scanning process?
6. [If R mentions any concern about confidentiality in relation to scanning] Do you feel data are more or less confidential and secure if they are scanned into a database?

**STATEMENT OF INFORMED CONSENT**  
**Survey of Earned Doctorates – Cognitive Interviews**

The National Opinion Research Center (NORC) is conducting a series of cognitive interviews for the Survey of Earned Doctorates (SED) on behalf of the National Science Foundation and its sponsors, the National Institutes of Health, the U.S. Department of Education, the National Endowment for the Humanities, the U.S. Department of Agriculture, and the National Aeronautics and Space Administration. The procedures and content of this research have been approved by the U.S. Office of Management and Budget. By participating in this study, you are assisting us in the revision of our primary research instrument for the 2010 academic year. Please read the statements below carefully.

**CONFIDENTIALITY**

This information is solicited under the authority of the National Science Foundation Act of 1950, as amended. All information collected will be confidential and used only for the purpose of evaluating the SED survey questionnaire. Your identifying information will be removed from any results or reports of data. We want to assure you that anything you tell us or any information that you give us will not be attributed to you individually. The information will only be shared with the research team. We consider the information you choose to share with us personal and confidential. You have the right to refuse to answer any question, and to refuse to participate. However, we expect the outcome of this survey to benefit you in that the results will be used to improve the quality of the data that NSF reports about doctorate recipients.

**PROCEDURES**

NORC will interview you at its Chicago facilities. You will be asked to complete a videotaped think aloud session, where you will complete the paper-and-pencil questionnaire, and then answer follow up questions about your thought processes and experiences during this exercise. The interview will take no more than 90 minutes of your time and is completely voluntary.

We would like to audio/video tape this interview. Audio/videotape recording is used to allow the researcher(s) to record and analyze data at a level of accuracy and detail that is otherwise unattainable. Audio/videotape recording the session will allow us to focus on the interview, rather than on taking notes, which enhances the productivity of the session. If at any time during our interview you should feel uncomfortable, you are under no obligation to stay, and are entirely free to leave.

**RISKS AND BENEFITS**

This survey will take no more than 90 minutes of your time. You are free to refrain from answering any one of the questions, and you may stop the interview at any time. Failure to provide some or all of the requested information will not in any way adversely affect you.

As a token of our appreciation, upon completion of the entire interview, you will be paid \$75.00 in the form of a personal check to be mailed to an address which you provide. If you have questions about your rights as a study participant, you may call Kathleen Parks, the NORC IRB Administrator, toll free, at 866-309-0542.

\_\_\_\_\_  
Interviewer

\_\_\_\_\_  
Date

**PARTICIPANT STATEMENT**

I understand that this session will be videotaped and that it is completely confidential. I have had an opportunity to ask questions about my rights as a participant before I signed this form. I also understand that any further questions I have about this study or about my rights will be answered by the interviewer named above.

\_\_\_\_\_  
Participant

\_\_\_\_\_  
Date

## Appendix 3 – Verbatim Notes

| <b>Overall Impressions of Letter and Cover Page</b> |  |   |
|---|--|---|
| <b>R1</b>   | <p>Start from the beginning here. The letter. It obviously congratulates you on completing your doctorate. A pat on the back. At first glance it looks like this is survey for people who earn doctorates So basically that is so you will be completing on the information about your doctorate. As I read on here the results are used by the government. So obviously this is tied to some sort of government grant. Which they are trying to find information on people who have doctorates. And how they achieve that goal. The website is clear here in terms of using the survey and the pin number and password so you can get online to complete the survey. Which I appreciated instead of filling in the paper and pen. It says here it is convenient and that is true. Instead of writing in and sending it later. Everything here is self explanatory. It says that you are tied to the University of Chicago and everyone is familiar with that understand that the University of Chicago does a lot of research. This is going to be useful in using the information.</p> <p>The following piece has information about the purpose and use of the survey. It obviously states what it is going to be used for it describes a variety of publication here It is also discusses who this info is used for and are the questions being used for. So this information in this brochure is helpful in being able to understand who it is targeted for and who should be able to use once it is finally completed going to use it. I also like the fact that it list all the different organizations tied to this. So you understand that this is not just a company trying to get your information. So it is tied into familiar to national organizations for research.</p> <p>The first time I received it was in my graduate school package and I set it aside to complete whenever I get to it. Then I looked and previewed that information and saw the questions that [were being asked].</p> <p>CINDY SIMKO: Is there anything else then before you start completing the survey?</p> <p>That's about it except for the fact like I said, when I first got it I did not have time and I did not want to look at and it was tied to a package that I thought was for something else. I don't remember being this letter being in the package. If this package was in here with the letter talking about the website, I might have spent more time looking at it. I would have jumped to the website.</p> |   |
|   | <i>Reaction to Letter</i>  |   |
|   | <i>Cover Page - i</i>  | <p>Important to include university upfront so you can identify the people. Obviously their names are there so you can identify what institution they came from and then that definitely their degree so that you put all the Ed Doc and PHD and you can have that up front. And the date is obviously important in case some one gets this survey and they received their degree 3 year ago</p> |
|   | <i>Cover Page - ii</i>   | N/A   |
|   | <i>Cover Page - iii</i>  |   |
| <i>Instructions</i>                                 |  |   |

|    |                           |   |
|----|---------------------------|---|
| R2 | <b>Reaction to Letter</b> | In general don't like surveys but I was thinking it is for my PHD which I am very proud of so I guess I have to take it.  |
|    | <b>Cover Page - i</b>     | Degree granted date is 12/07 even though my actual graduation was 05/08.  |
|    | <b>Cover Page - ii</b>    |   |
|    | <b>Cover Page - iii</b>   |   |
|    | <b>Instructions</b>       | On front page before beginning questionnaire, asked if he should use pencil or pen.   |
| R3 | <b>Reaction to Letter</b> | R opens questionnaire packet. Reads cover letter. R says, "I would think this is a waste of paper, because this can be found online."<br><br>R continues to read cover letter.<br><br>R reads purpose and use brochure. R says, "I still feel like with all the information about the survey, I still feel they don't tell you how the data will be used." "Like they're going to use it for planning. Planning for what?"  |
|    | <b>Cover Page - i</b>     |   |
|    | <b>Cover Page - ii</b>    | Did not read  |
|    | <b>Cover Page - iii</b>   |   |
|    | <b>Instructions</b>       |   |
| R4 | <b>Reaction to Letter</b> | I would read letter and preview summary report and contents of envelop. I would flip though the questionnaire before I answer it.<br><br>Seems like a lot of stuff. I saw the brochure but I did not read it. Seems extra. I would keep the letter and questionnaire and place on the table and get to it when I have time. I would rather complete it online.  |
|    | <b>Cover Page - i</b>     |   |
|    | <b>Cover Page - ii</b>    |   |
|    | <b>Cover Page - iii</b>   |   |
|    | <b>Instructions</b>       | Before beginning Page 2 of questionnaire - Spaces for everything - Looks pretty easy to answer  |
| R5 | <b>Reaction to Letter</b> | The respondent begins by reading the letter and comments that it is straight forward. He also notes that he likes the choice of doing the survey online or on paper. In addition he comments that it is good to know recipients of the data, referring to the various government agency logos, and says that he recognizes them. Also he says that the congratulatory statement is nice as well as the history of the survey. He then puts aside the letter and quickly looks over brochure. He explains, "I usually breeze through brochures." |
|    | <b>Cover Page - i</b>     | He begins to fill in the box, remarking that it "feels like standardized test" and that it is "pretty self-explanatory." In addition he says that "It is good to have ID info on front." He neglects to read the bottom paragraphs before opening the survey.   |
|    | <b>Cover Page - ii</b>    |   |
|    | <b>Cover Page - iii</b>   |   |
|    | <b>Instructions</b>       |   |

|    |                                  |   |
|----|----------------------------------|---|
| R6 | <b><i>Reaction to Letter</i></b> | Nice to know they are trying to assess graduate programs somewhat by doing a survey after people finish their degrees. It's great that the details are all here in terms of links and pin s and passwords. I would have liked it better if it was emailed to me so I could have accessed it whenever and not worry about loosing this piece of paper. Online would have been a lot better.  |
|    | <b><i>Cover Page - i</i></b>     | I am dreading it. It does look like a census form. It does not look too hard to do. I would have like to have essay type things. There is a comment section.<br>I am wondering if what all the different agencies are.  |
|    | <b><i>Cover Page - ii</i></b>    |   |
|    | <b><i>Cover Page - iii</i></b>   |   |
|    | <b><i>Instructions</i></b>       |   |
| R7 | <b><i>Reaction to Letter</i></b> | Letter:<br><br>Language is clear, the letter is fine, the only question is whether I want to take the time to do it.<br><br>Brochure:<br><br>The print is not easy for me to read, and I think other older respondents will also have trouble. I would just skim this probably  |
|    | <b><i>Cover Page - i</i></b>     |   |
|    | <b><i>Cover Page - ii</i></b>    | Font is too small.  |
|    | <b><i>Cover Page - iii</i></b>   |   |
|    | <b><i>Instructions</i></b>       |   |
| R8 | <b><i>Reaction to Letter</i></b> | R – Reads cover letter.<br><br>This looks kind of long to read. Usually when you get a letter that is soliciting your participation, and that isn't required, the fewer amount of words that are used to give somebody an initial idea of what it is you want from them would be more useful than seeing a page with a lot of writing. It can turn somebody off right away, or when they're going through the mail, they might think, "I'll get to this later."<br><br>It's nice to know that you can go online to complete the questionnaire. For a lot of people it would be pretty convenient.<br><br>I do have a comment on aesthetic value. Everything is kind of blending-in in terms of color. If you could use different colors so that the text could stand out it would be easier to look at the design. Just at initial glance, it looks like there's a lot crammed. It looks like useful information. But it looks like there's a lot to read through.<br><br>I don't really have any major comments or reactions to the cover page, it seems like this is the first bit of information to be filled up. It's helpful that this area is a different color and stands out.<br><br>It's nice that the font is big. It looks easy to navigate. |

|    |                           |  |
|----|---------------------------|--|
|    | <i>Cover Page - i</i>     | R begins writing information.<br>Interviewer – “Any more thoughts on the cover page.” I was a little bit confused by cross reference, but it goes on to say birth name or former name if legally changed. Of date degree granted, this title or indication is really far off to the right. It would be easy to see this big open space and think that there’s nothing else to fill out.<br><br>Like I said before, I like that the heading in this section is in capital letters and in really large font.                         |
|    | <i>Cover Page - ii</i>    |  |
|    | <i>Cover Page - iii</i>   |  |
|    | <i>Instructions</i>       |  |
| R9 | <i>Reaction to Letter</i> | Taking items out of envelope: “I am very thorough about this; sometimes people leave things in there. I always look at the back, I am always really careful to try and read everything; it looks legitimate. I try to read everything carefully; I always look at the backs of letters. I like surveys I think they’re fun to fill out.”<br><br>Looking at brochure: “This whole idea is interesting, it’s amazing how many people and organizations use this.”<br><br>Flips through entire questionnaire to see “how long it is.” |
|    | <i>Cover Page - i</i>     | “This is straightforward; I assume the second line is for maiden name.”  |
|    | <i>Cover Page - ii</i>    |  |
|    | <i>Cover Page - iii</i>   |  |
|    | <i>Instructions</i>       |  |



|     |                           |   |
|-----|---------------------------|---|
| R10 | <i>Reaction to Letter</i> | <p>So, if I got this in the mail, I'd wonder if it were some kind of advertising for some educational program for U of C. I have not heard of NORC, it doesn't tell me what it is. It also has an address of 1N State Street so it makes me think that it's not really U of C. So it would make me think that this was some sort of advertising.</p> <p>I'd see that it was a survey. I would take note of this [brochure].</p> <p>R reads cover letter.<br/> X – If we could focus on your thoughts and reactions.<br/> Seems worthwhile and legitimate. This is being conducted by the NSF so it seems like a legitimate purpose. So it's not just some sort of marketing. It's something I would do if it didn't seem too long. The purpose of the survey would be something I would be interested in participating in.</p> <p>I'm not sure if I would look at [purpose and use] too much because the cover letter told me what was in it.</p> <p>R reviews survey. Says it looks like pretty straight forward. If she thought it would take more time, she would do it online. But it looks like it might not seem too hard to complete. Just looking at it, it looks like it would take 15 minutes. Again I would probably start on paper. If there was too much writing involved, I'd complete it online.</p> <p>R begins to fill survey.</p> |
|     | <i>Cover Page - i</i>     | <p>So, birth name, I actually had a former name that was legally changed. My master's degree was in this other name, so I'd write it down. Interviewer asks the question of respondent's name cross referenced name. The front cover. No, sometimes I wonder, "why do you want to know that?" If I couldn't think of reason of why you would want to know that. But I thought maybe they're going to check into my other degrees. My degree I got was under this name. In general for things like this, as I said before, this whole thing seems legitimate. When I get surveys in the mail, I think "do they need this information." That's why there was a little bit of hesitation.</p>  |
|     | <i>Cover Page - ii</i>    |   |
|     | <i>Cover Page - iii</i>   |   |
|     | <i>Instructions</i>       |   |
| R11 | <i>Reaction to Letter</i> | <p>After reading the letter, he voiced that he was curious how this information helps students. "I try to see the long term benefits of research even if they don't benefit the subject other than the check that they will be getting." He does not read confidentiality statement. Initially upon opening the survey he says, "There are a lot of questions." He wonders how long it will take him.</p>   |
|     | <i>Cover Page - i</i>     | <p>Initially he wondered how long it would take him to get through the survey. He thought it looked like it would take a long time. "It wasn't frustration, it was just like 'it's probably going to take me a little while to get through this'."</p>  |
|     | <i>Cover Page - ii</i>    |   |
|     | <i>Cover Page - iii</i>   |   |
|     | <i>Instructions</i>       |   |

|     |                           |  |
|-----|---------------------------|--|
| R12 | <b>Reaction to Letter</b> | <p>The interviewee reads the letter. He comments that he understands the information is used in the private and public sectors. He believes that the information will assist universities in finding the strengths and weaknesses in graduate schooling. "I guess it is for diversity ladders as well," he hypothesizes.</p> <p>He skips reading the brochure.</p> <p>He flips through the survey, in which he recognizes questions that he assumed would be asked based on what he read in the letter. He also comments that it looks like typical demographic information.</p> <p>He did not read the confidentiality statement on the cover page.</p>   |
|     | <b>Cover Page - i</b>     |  |
|     | <b>Cover Page - ii</b>    |  |
|     | <b>Cover Page - iii</b>   |  |
|     | <b>Instructions</b>       |  |
| R13 | <b>Reaction to Letter</b> | <p>x- So what are your thoughts as you're going through the letter?<br/> R- I see that the letter is from NORC, and this is an organization that I recognize. And the NSF and other federal agencies are mentioned. So this strikes me as a thing that has credibility and is important.</p> <p>So, it's not asking much of me, and I would like to offer my responses because it seems the purpose is a good one.</p> <p>R opens and looks at questionnaire.</p> <p>So it looks like it's just asking for routine information about my PhD program that I completed.</p> <p>What is being asked is straight forward. And I have the sense I can give fairly accurate responses.</p> <p>x- Whenever you're ready, if you can start the survey.</p> |
|     | <b>Cover Page - i</b>     |  |
|     | <b>Cover Page - ii</b>    |  |
|     | <b>Cover Page - iii</b>   |  |
|     | <b>Instructions</b>       |  |
| R14 | <b>Reaction to Letter</b> | <p>Letter:<br/> I hadn't even known that something like this was going on for 50 years. If I would have read this letter I would have just proceeded.</p> <p>Brochure:<br/> It's good that the government is doing something like this in order to improve the doctorate degrees granted in the country.</p>   |
|     | <b>Cover Page - i</b>     |  |
|     | <b>Cover Page - ii</b>    |  |

|     |                           |  |
|-----|---------------------------|--|
|     | <i>Cover Page - iii</i>   |  |
|     | <i>Instructions</i>       |  |
| R15 | <i>Reaction to Letter</i> | Looks like its something I am supposed to return. It looks like a survey, I have written surveys before and I would check it out to see if I think it is a well designed survey and I think it is. It's very clear. I wonder, "what is the survey of earned doctorates" and I would read this [letter] to find out what this is what it is about and who sent it to me. NSF that is reputable and five other agencies. Sound like it's a survey that has some weight and importance. I am always skeptical about filling things out. I would most likely do it online. Sounds something typical of the University of Chicago to be involved in. I know about NORC. I would look over pamphlet quickly ...repetitive. Impressive list of organizations that are involved in the survey. Important organizations will be interpreting that data they get. I am from Washington DC and I know organizations quite well. |
|     | <i>Cover Page - i</i>     | This is all information that I presume they have about me. It's annoying to have to fill it out. Online would be a lot quicker.  |
|     | <i>Cover Page - ii</i>    |  |
|     | <i>Cover Page - iii</i>   |  |
|     | <i>Instructions</i>       |  |
| R16 | <i>Reaction to Letter</i> | First thing I'd do is open it and get an idea of what's in here. Then I'd probably read the letter because if I didn't fill this out earlier, I would have no idea what this was. And I'd go through there.<br><br>I would, in all honesty, would through that aside [referring to the purpose and use brochure].  |
|     | <i>Cover Page - i</i>     |  |
|     | <i>Cover Page - ii</i>    |  |
|     | <i>Cover Page - iii</i>   |  |
|     | <i>Instructions</i>       |  |
| R17 | <i>Reaction to Letter</i> | Letter: I would know being a graduate student at the University of Chicago that is a survey because it's from NORC. I would open immediately and look at the contents. I would skim the letter quickly and set it aside until I had time to fill it out because it would take a while. Your surveys tend to be large.<br>I would have to admit that would be little annoyed at first because surveys are a pain in the butt but as a researcher I know the importance of survey so out of sense of duty and obligation I would fill it out.  |
|     | <i>Cover Page - i</i>     | I like that it has plenty of room for my very long name. I don't have any idea what cross reference is. I know that is applies to most schools not just the U of C but U of C does not have branches so that is kind of weird.   |
|     | <i>Cover Page - ii</i>    |  |
|     | <i>Cover Page - iii</i>   |  |
|     | <i>Instructions</i>       | Reads Instructions   |

|     |                                  |  |
|-----|----------------------------------|--|
| R18 | <b><i>Reaction to Letter</i></b> | The respondent comments that he had to complete the survey for graduation and admits that he probably would not have completed it otherwise. After reading the letter he says that he would likely choose to complete the survey online rather than on paper. He skips reading the brochure and picks up the survey. He expresses concern about providing his personal information on the front page and feels that the survey would be better if it were anonymous. |
|     | <b><i>Cover Page - i</i></b>     | He doesn't remember the date of graduation. "I'm going to say June of last year."  |
|     | <b><i>Cover Page - ii</i></b>    |  |
|     | <b><i>Cover Page - iii</i></b>   |  |
|     | <b><i>Instructions</i></b>       |  |
| R19 | <b><i>Reaction to Letter</i></b> | Letter: Big envelope probably important. Usually when a letter is attached, I start skimming letter and then go through whatever attachments are there and then go back to the letter. From here since it's asking to go on the web, I could probably go on the web and do the survey there.<br>Brochure: Gives some information about the survey and the department.  |
|     | <b><i>Cover Page - i</i></b>     | Simple. Fill in the blank.   |
|     | <b><i>Cover Page - ii</i></b>    |  |
|     | <b><i>Cover Page - iii</i></b>   |  |
|     | <b><i>Instructions</i></b>       |  |
| R20 | <b><i>Reaction to Letter</i></b> | Look at introductory pamphlet here: about what the survey is for ...education history, source of support, plans after graduation. Doctorate records file, which lives where? 1920 to present - that is while. Purposes are policy and statistics. Various agencies that use that. Congress comes up again.   |
|     | <b><i>Cover Page - i</i></b>     |  |
|     | <b><i>Cover Page - ii</i></b>    |  |
|     | <b><i>Cover Page - iii</i></b>   |  |
|     | <b><i>Instructions</i></b>       |  |

## Part A- Education

|           |             |   |
|-----------|-------------|---|
| <b>R1</b> | <b>A1</b>   | <p>R1: A lot of people have these long titles so they don't have enough information here to fill that out X<br/>           CS: Enough space you mean to fill it out?<br/>           R1: Yeah<br/>           R1: So for that reason the online situation would work better.<br/>           CS: Because of the spacing issue?<br/>           R1: Umm Hmm</p>  |
|           | <b>A2</b>   | <p>R1: That is redundant...to me it is. I have already listed field above and now I have to page 7 and find the field. I found that when I went to page 7 to find the field under education, If I remember correctly I am searching for technology and I think I ended up saying other because I am still doing done the list...here we it says education instructional media design but that does not necessary mean</p>   |
|           | <b>A3</b>   | <p>R1: This is Education Technology Research and Assessment and I can't fill that in.<br/>           CS: Is that for spacing<br/>           R1: Yes<br/>           CS: If you were to choose would put that in the technology field or education to start?<br/>           R1: It's a combined department...Its hard to put in the description area for primary field. Educational technology or Instructional technology should be a title under education.</p>   |
|           | <b>A4</b>   | N/A   |
|           | <b>A5</b>   | R1: Mainly had fellowship, no loans, personal savings   |
|           | <b>A6</b>   | That is easy...Personal saving is primary and fellowship secondary  |
|           | <b>A7</b>   | R1: That is easy...how much you owe...none...I hope not.  |
|           | <b>A8-a</b> | <p>R1: So you are asking her if I have received my doctoral, master's and bachelor's...I hope so if I received my doctorate.<br/>           CS: Do you think that is something that we can... [erase?]<br/>           R1: You can X those because if you have a doctorate this is for doctorates research doctoral degrees they obviously have these degrees or should be obvious. So I would say just ask these question for doctoral degree. Have you received a degree of this type, would only make sense if this person is only a month or two away from receiving degree. Which is what happened when I got the package....The X is already checked Yes and I may not gone to fill out the rest of the information. Then it says here month and year granted and I will fill that out because it is important. Started Degree...that is important<br/>           CS: How are you getting to that answer?<br/>           R1: Well I am going down the line here...I left the rest of that information blank unless you want me to answer for masters. I'll check yes. Again, I think this redundant to answer this information. What is used useful to determine for masters and bachelors so people can see if I got to this point in 2008 how long did it take?<br/>           CS: So when you were responding to when you started your degree how did you get to this answer?<br/>           R1: I remember years. People may not remember exactly right off the bat. As far as when I started my degree some people maybe embarrassed to say gee I started my degree 20 years ago but I remember exactly when I started.<br/>           CS: And when did you start?<br/>           R1: In January 1999</p> |

|    |             |  |
|----|-------------|--|
|    | <i>A8-b</i> |  |
|    | <i>A8-c</i> |  |
|    | <i>A8-d</i> | <p>I just answered that at A2.</p> <p>CS: You were looking at your field of study for bachelors and masters, is that what you were looking up?<br/> R1: Yup<br/> CS: And that you felt was easier to look for?<br/> R1: Yeah for communication cause there is only a few listed here. I feel like education is going to go forever.</p>  |
|    | <i>A8-e</i> | Here we go again. I am going to put 810 because that is the closest one that matched.  |
|    | <i>A8-f</i> | <p>R1: That was on the first page. Except for the master's and bachelors this information is critical. As far as asking it again for the Doctorate, I don't think it should be asked. The only thing that should be asked is when you received your doctorate.<br/> CS: So you feel that the school name/institution for bachelor's and master is important but not for the doctorate.</p> |
|    | <i>A8-g</i> |  |
|    | <i>A8-h</i> |  |
|    | <i>A8-i</i> | <p>So really this area on A8 should be used for Bachelor's and Master's education.<br/> CS: So do you feel that the spacing is alright on this question?<br/> R1: Yes</p>  |
|    | <i>A9</i>   |  |
|    | <i>A10</i>  | Yes – This is great question to ask because some people emphasize that some people have you from your masters to your doctorate degree straight across.  |
|    | <i>A11</i>  | Okay and I have a master's degree than there is something that tells me that its graduate level work so if I indicated here in A8 when I started that the question in A11 is redundant. Cause again I am filling in the same information.  |
|    | <i>A12</i>  | <p>This is important because doctoral degrees are different levels and take so long to do...so if I think back...six years.<br/> CS: So how are coming to that answer?<br/> R1: Thinking from when I started in program which was 1999 and what year I started writing dissertation in 2005 which would be 6 years.</p>  |
|    | <i>A13</i>  | <p>R1: This question is good because it asks you if you took a break and I answered no.<br/> CS: Okay you did not have a break?<br/> R1: No</p>  |
|    | <i>A14</i>  | That is good to know whether or not you did that anytime in your bachelors or master.  |
|    | <i>A15</i>  | Nope...That is good to know because your doctorate degree might be in MD sort of like a doctorate and not specializing in a practice...its teaching or something.  |
| R2 | <i>A1</i>   |  |

|           |             |  |
|-----------|-------------|--|
|           | <i>A2</i>   | Name of field is financial mathematics and now I need to find code on page 8. Its applied mathematics even though I got my degree from math department but it's a research in finance area but I am still going to pick code in math. My second field is in finance.   |
|           | <i>A3</i>   |  |
|           | <i>A4</i>   | Full remission ...I did not pay any money  |
|           | <i>A5</i>   | This question makes assumption that you need support. What do they mean by support? I worked full time and they did not pay for school. I am going to put other – working full time X not exactly because school was paid for and I don't earn income in graduate school X income better than financial support...what is your source of income? |
|           | <i>A6</i>   | Again same situation   |
|           | <i>A7</i>   | My undergrad was from China and I paid almost nothing because this is how it was before in get it in 1993. If you are a good student from high school, college paid for. I have 3 masters and PHD  |
|           | <i>A8-a</i> | I am trying to understand this question  |
|           | <i>A8-b</i> | I have two master's degrees I am trying to refresh my mind X...December 2007, I got my masters degree  |
|           | <i>A8-c</i> | I started January 2007.  |
|           | <i>A8-d</i> |  |
|           | <i>A8-e</i> |  |
|           | <i>A8-f</i> |  |
|           | <i>A8-g</i> |  |
|           | <i>A8-h</i> | There are provinces in China   |
|           | <i>A8-i</i> |  |
|           | <i>A9</i>   | Is that masters? X I would say its masters, higher than that.  |
|           | <i>A10</i>  |  |
|           | <i>A11</i>  | Yes, I did in China 1993   |
|           | <i>A12</i>  | 1 year taking courses. 6 or more...it was a long time  |
|           | <i>A13</i>  | Yes, I was working full time and relocated to Seattle for a year. I'll just say one year.  |
|           | <i>A14</i>  |  |
|           | <i>A15</i>  |  |
| <b>R3</b> | <i>A1</i>   | R says, "I don't know the title of my dissertation. I would probably open up and check it. R fills questionnaire. "I was so when I had to produce a title." R took R's advisor's recommendation for a title and R agreed.  |

|             |   |
|-------------|---|
|             | <p>R says, "There is no list on page 7." R reads question, "using list on page 7, choose the code that best describes the primary field of your dissertation research. R looks at FOS list and R did not find ecology saying, "I studied ecology and it's not on here. " R continues, "I guess I'll put environmental science. But, environmental science is not the same as ecology at all. . You should have it."</p> <p>x- So what did you write in the fill in box? R "Ecology. And the number that goes with environmental science."<br/>"Environmental science can be anything like environmental engineering. It's not the same."</p> <p>R writes<br/>"Ecology is a big field"</p> |
| <b>A2</b>   |   |
| <b>A3</b>   |   |
| <b>A4</b>   | <p>R says, "I guess it was full tuition remission. Even though I got - the university guarantees us, it was a stipend plus no tuition, so you never even - there was never even an option to pay tuition.</p>   |
| <b>A5</b>   | <p>"So financial support means, um stipend, or does it mean my research grant?"<br/>x- it's whatever it means to you.</p> <p>Well alright I guess I'll put scholarship, and grant, and teaching assistantship.</p>  |
| <b>A6</b>   | <p>Fellowship and Scholarship gave me the most money. Grants gave me the second most money, but the distinction is that in ecology fellowship and scholarship is for your stipend, and grants are usually for your research. So, I got a lot of money from grants. I got more money from fellowships and scholarships. But they were not paying for the same things. The grants went all to my research.</p>  |
| <b>A7</b>   | <p>"So the graduate program here, we got paid the whole time. And so I only took out a loan to buy a computer."</p> <p>And I had a scholarship in college, too.<br/>X - What about your undergrad. "No I had a scholarship to undergrad as well. I think I borrowed 5000 dollars, but I paid it back before I started grad school. I just didn't eat a lot."</p>  |
| <b>A8-a</b> |   |
| <b>A8-b</b> | <p>So the master's degree in my program is just given after you defended your proposal, your research proposal, and so you kind of uh, you fill out a card and get your degree in the mail. It was not a big thing. So it's always hard to remember when I got it. I figured that out when I started and counted two years forward.</p>   |
| <b>A8-c</b> | <p>R - "I had to try to remember the year I started. It's been a long time."<br/>X - "So how did you come to that?"</p> <p>Undergrad is a little harder to remember. But -<br/>x- Why is that?<br/>Because it was longer ago. I also don't remember the month; I think it started in August. But it's easy to remember when I graduated because I graduated in 2000.</p>  |



|  |             |   |
|--|-------------|---|
|  | <i>A8-d</i> | <p>I always think these things that make you fill out the same information like three times are really irritating.</p> <p>X – What do you mean by that?</p> <p>Irritating? I already filled this out once and presumably it will be already entered in computer. So all you have to do is push a button, so there's no reason for me to have to fill it out again.</p> <p>X – You're talking about your doctoral degree?</p> <p>Yes, I'm on A8.</p> <p>X – And you said you filled this out already in questionnaire.</p> <p>Yea I did. Isn't this already in here? Oh, I filled it out in the sheet you gave me. Oh no, I filled it out on the front, date degree granted, and all that stuff.</p> |
|  | <i>A8-e</i> | <p>So the master's degree in my program is just given after you defended your proposal, your research proposal, and so you kind of uh, you fill out a card and get your degree in the mail. It was not a big thing. So it's always hard to remember when I got it. I figured that out when I started and counted two years forward.</p>   |
|  | <i>A8-f</i> | <p>Undergrad is a little harder to remember. But -<br/>x- why is that?</p> <p>Because it was longer ago. I also don't remember the month; I think it started in August. But it's easy to remember when I graduated because I graduated in 2000.</p> <p>And I didn't read it and put Michigan state when I should have put my primary field of study.</p> <p>So I just drew arrows, so you guys can just.</p> <p>X – Do you find the layout difficult to follow?</p> <p>No I just wasn't paying attention. It's usually with these things that I do it as fast as I can.</p>   |
|  | <i>A8-g</i> |   |
|  | <i>A8-h</i> |   |
|  | <i>A8-i</i> |   |
|  | <i>A9</i>   |   |
|  | <i>A10</i>  |   |
|  | <i>A11</i>  | <p>X - How did you come to your graduate school start?</p> <p>I just read it from up here.</p>  |

|    |             |   |
|----|-------------|---|
|    | <i>A12</i>  | And I clearly remember how many years it took me because I just finished. It was six.   |
|    | <i>A13</i>  |   |
|    | <i>A14</i>  |   |
|    | <i>A15</i>  |   |
| R4 | <i>A1</i>   | It's a little short   |
|    | <i>A2</i>   | I don't see mine where I expect it to be. No social work under social science. Does not describe my field. So picked Social Science other- 699        |
|    | <i>A3</i>   | Department of Social Work.  |
|    | <i>A4</i>   | Tuition waiver. That question could be phrased different...how did you pay for it?  |
|    | <i>A5</i>   | Pretty Clear  |
|    | <i>A6</i>   | Enter the letter. I don't understand this. Oh the letters on top.   |
|    | <i>A7</i>   | Seems pretty clear. X Not clear if I should put the exact amount. Not supposed to put exact amount. X Probably leave it blank.                        |
|    | <i>A8-a</i> |   |
|    | <i>A8-b</i> | Trying to figure out which number the month is and year. Trying to get it right. Its not hard math would kind of just have to figure it out.          |
|    | <i>A8-c</i> |   |
|    | <i>A8-d</i> |   |
|    | <i>A8-e</i> | Have to go back to this list.   |
|    | <i>A8-f</i> |   |
|    | <i>A8-g</i> |   |
|    | <i>A8-h</i> |   |
|    | <i>A8-i</i> |   |
|    | <i>A9</i>   |   |
|    | <i>A10</i>  |   |
|    | <i>A11</i>  | To answer this question, I would just have to look back up.   |
|    | <i>A12</i>  | Kind of counting. 6 years and 2 years.  |
|    | <i>A13</i>  |   |
|    | <i>A14</i>  |   |
|    | <i>A15</i>  |   |
| R5 | <i>A1</i>   | "I don't really remember the exactly title of my dissertation, so I am just going to write down the title of my book that became of my dissertation." |

|    |             |  |
|----|-------------|--|
|    | <i>A2</i>   | "I did it in political science, but the nature of my research was in the international studies. My degree is in political science, so I am trying to decide whether I should put down international studies, but I decided against that because I don't think that there is a number for international studies. There is on for international relations, but not international studies." He also saw a code for international affairs but said that it cannot substitute international studies because its specific connotation is different than international studies. |
|    | <i>A3</i>   |  |
|    | <i>A4</i>   | "I am thinking rather hard about this because it talks about partial tuition remission and I got tuition remission, but once I got to the dissertation stage that sort of runs out because they only fund for three years, you know? So I don't know whether to put down full tuition remission or calculate the number of years. I am going to choose number three to be on the safe side."   |
|    | <i>A5</i>   |  |
|    | <i>A6</i>   |  |
|    | <i>A7</i>   | "I would say about 20-30 for my undergraduate and I would say 40-50 for my graduate education."  |
|    | <i>A8-a</i> |  |
|    | <i>A8-b</i> | "I guess I am kind of annoyed about redundant questions, but that is just my personal thing."  |
|    | <i>A8-c</i> |  |
|    | <i>A8-d</i> | He didn't remember the code, so he had to turn to the flip out to look it up. It was the same code as earlier.   |
|    | <i>A8-e</i> | He had difficulty remembering the dates of his degrees and made a mistake in the master's field, which he later scratched out and corrected.   |
|    | <i>A8-f</i> |  |
|    | <i>A8-g</i> |  |
|    | <i>A8-h</i> |  |
|    | <i>A8-i</i> |  |
|    | <i>A9</i>   |  |
|    | <i>A10</i>  | "Masters are not required when you enter the PhD program, though I am thinking you do eventually get a masters conferred, but I will say no."  |
|    | <i>A11</i>  |  |
|    | <i>A12</i>  | "2002-08, so, 6 years. Oops, courses 4 years, dissertation 2 years."   |
|    | <i>A13</i>  | "Not really"   |
|    | <i>A14</i>  | "Yes"  |
|    | <i>A15</i>  | "No"   |
| R6 | <i>A1</i>   | I will try to remember. This would be better online because you can save draft and not have to complete it all in one sitting. This is weird; I am not used to writing this out.   |
|    | <i>A2</i>   | No list on page 7 it should just say use list on pages 8 and 9.  |

|    |             |   |
|----|-------------|---|
|    | <i>A3</i>   | My program is interdisciplinary. My funding came from Evanston Hospital. I usually put down the hospital but that is not part of the school. I will put down interdisciplinary committee.   |
|    | <i>A4</i>   | Reminds me of how lucky we are.   |
|    | <i>A5</i>   | Stipend was from research assistantship. Had personal savings but never had to use to pay for grad school.  |
|    | <i>A6</i>   | Research assistantship...next would be...research assistantship was part of grant. Not sure what to put. Put research assistantship and then grant.   |
|    | <i>A7</i>   | Grad school was totally free and so was my undergrad.   |
|    | <i>A8-a</i> | Doctoral degree already filled out.   |
|    | <i>A8-b</i> |   |
|    | <i>A8-c</i> |   |
|    | <i>A8-d</i> |   |
|    | <i>A8-e</i> |   |
|    | <i>A8-f</i> | I felt like I answered that already and then I realized it was on the front page.   |
|    | <i>A8-g</i> |   |
|    | <i>A8-h</i> | At least they don't assume for your undergrad that it was in the U.S.<br>This survey is going to people that got their doctorate in the US but they do not discriminate against in terms of where you got your baccalaureate.   |
|    | <i>A8-i</i> | If it was online it would have been easier to sub-divide data instead having to manually enter statements.  |
|    | <i>A9</i>   |   |
|    | <i>A10</i>  | No it was not. People always seem surprised when I tell them I don't have a master's.   |
|    | <i>A11</i>  | When I applied for grad school in the US I actually started a Master's program in the Philippines. Then when I got accepted in the US I took an honorable leave of absence. It asks me if I entered graduate school in any program in any university but it doesn't let me but it doesn't ask me to fill out any information about that. Because in my case I started it but I did not finish it but there is not way for me to include that information. There is not way for them to know I started in the Philippines. A9 could have been something like that but was assuming I finished. |
|    | <i>A12</i>  | It would be nice if it said required for research. We started actual dissertation research in 2nd year but it's not after course work and exams for me.   |
|    | <i>A13</i>  | No, I was full time.  |
|    | <i>A14</i>  |   |
|    | <i>A15</i>  | No but I get this question a lot.   |
| R7 | <i>A1</i>   | Can't remember the entire thing. Would have it in front of me if I was completing this at home.   |
|    | <i>A2</i>   | So far this is straightforward.   |
|    | <i>A3</i>   | Assuming by department we mean sociology. This seems redundant since my degree was in Sociology.  |

|           |             |  |
|-----------|-------------|--|
|           | <i>A4</i>   | I'm not sure if her Teaching Assistantship or Research Assistant ship applied. I don't think it means to include that.   |
|           | <i>A5</i>   | This is just simple recall.  |
|           | <i>A6</i>   |  |
|           | <i>A7</i>   | I'm glad to not owe anything.  |
|           | <i>A8-a</i> | I'm reading this question a few times to make sure I'm doing it right.   |
|           | <i>A8-b</i> | I don't need to really think about this, it's simple recall.   |
|           |             | I'm not sure what to put for my PhD start date. My PhD and MA were through the same program, so should I use the same start date?  |
|           | <i>A8-c</i> | BA – I have to think for a second. It was a while ago.   |
|           | <i>A8-d</i> |  |
|           | <i>A8-e</i> |  |
|           | <i>A8-f</i> |  |
|           | <i>A8-g</i> |  |
|           | <i>A8-h</i> |  |
|           | <i>A8-i</i> |  |
|           | <i>A9</i>   |  |
|           | <i>A10</i>  | I'm not sure how to answer this. I guess yes, cause you can't get a PhD without earning an MA first. (NOTE – Respondent checked yes, but based on her comments and A8, this was answered incorrectly).               |
|           | <i>A11</i>  | I took some classes after my BA, but I don't think they were part of a graduate program and wouldn't count. (NOTE: Respondent skipped question entirely).  |
|           | <i>A12</i>  | a) I'm assuming this is only referring to classes for my PhD program. (NOTE – R had to cross out her original answer after reading part B, but then wrote in the same answer as originally)<br>b) It was a long time |
|           | <i>A13</i>  | I did apply for a leave of absence, but can't recall exactly how much time I took off. I see it says to round up though. It was definitely more than one year, so I'll put two.                                      |
|           | <i>A14</i>  |  |
|           | <i>A15</i>  |  |
| <b>R8</b> | <i>A1</i>   | Respondent writes.   |

|  |    |   |
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|  | A2 | <p>It's nice that this field is also in white. I think it helps me know that there's something that needs to go in this space, instead of reading a lot of small text or font.</p> <p>Interviewer: Could you talk about your thought process as well?</p> <p>I don't really have any other thoughts. This looks very similar to other standardized forms where you have to pick a major in a large list. It's pretty easy to pick a list with the large headings. It's pretty easy to find my field.</p> <p>The italicized font can be a little bit, it's not that I can't read it; I feel that it's less easy to read than just the regular font.</p>  |
|  | A3 |   |
|  | A4 | <p>Interviewer: Can you say something about your thought process?</p> <p>I had tuition remission for...let's see, seven of the 8 semesters. So I was trying to figure out where this fell in between the choices.</p>   |
|  | A5 | <p>I think the choices are pretty good for financial support. I don't really see anything missing on potential support as it applies to me.</p> <p>I was about to move on to the next question, but I realize that I'm supposed to put 'no' on the ones that didn't apply to me. If I was doing this quickly I may have missed this. I can go through a survey quickly, so, a lot of the small print may not get read.</p>  |
|  | A6 | <p>In question A6 it would be helpful to say, which two sources in question A5 or the previous question, because I don't know what A5 is just by looking at the question. It requires me to think, "A5 is the previous question."</p> <p>So, what happens if there are multiple sources that are the primary source? Do you put multiple letters or is it only one letter. I'll just pick one, even though I think that a couple of them were equally primary.</p> <p>Interviewer: You're referring to A7?</p> <p>A6. So, I feel like I should just pick one of my two primary, so teaching and research were the primary sources of support. Although I feel like I should just pick one. As secondary, loans and family savings, so, I'll just pick loans.</p> <p>In A6, there's this bottom box, mark x if no secondary source, I think I was about to skip that because it was in italics. I wasn't going to pay attention to it because I thought it was further explanation of the question. Also, the box isn't immediately below the other two boxes. Visually, it's kind of confusing. It would be clearer, 'If no secondary source, then mark x.'</p> |
|  | A7 | <p>A7 is pretty clear. There's a box at the bottom, which I'm assuming is to indicate the actual amount, but I'm not positive. So I will just put a dollar figure in here that I assume is what's supposed to be in here for graduate school and undergraduate.</p>   |

|             |  |
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|             | <p>This page does not look as clear cut as the previous page. There are just a lot of boxes.</p> <p>R reads the question.</p> <p>Ok so, this column (most recent masters degree) it's assuming that somebody might have multiple master's degrees. The 'most recent' part made me pause for a second.</p> <p>This is pretty clear in terms of the format that you have to input this information.<br/>R reads the question. I'm thinking is that the field number I used in the previous page, and I think it is.</p> <p>Um. So far filling out the rest of this chart is straight forward after I figured out what was wanted.</p> <p>I think part of the confusion is having the columns laid out the way they are. I'm not sure if these were laid out horizontally would make them easier to understand.</p> |
| <i>A8-a</i> |  |
| <i>A8-b</i> |  |
| <i>A8-c</i> |  |
| <i>A8-d</i> | <p>It would be nice if there were an option to check a box that was same as above instead of filling out the same information, if it applied.</p> <p>Interviewer – You're talking about 8D?<br/>Yes. A8d through i.</p> <p>R – Answers questions.</p>  |
| <i>A8-e</i> | <p>It says field number from list on page 7, but the list isn't on page 7. It's on pages 8 and 9.</p> <p>Interviewer: Do you have an opinion on that?</p> <p>I understand that the list is two pages long. I understand that there has to be this cover page. I don't know why this list isn't in the same form as the rest of the questionnaire. Again, everything is the same shade of color so I'm not reading that it says please open to see the field of study. It would be clear if it didn't have this design and it said 'please open this page' in a darker font. It doesn't take that much effort, but it seems kind of superfluous to have that extra step.</p> <p>So again, actually finding the fields is really easy [on the field of study list]. The information is organized really well.</p>  |
| <i>A8-f</i> | <p>The space for writing your institution name is a little cramped. It would be nice if it were a bit longer. The space for city and state are fine.</p>   |
| <i>A8-g</i> |  |
| <i>A8-h</i> |  |
| <i>A8-i</i> |  |

|    |             |   |
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|    |             | <p>Just at initial glance, the bold face words of A9 – A13, there’s a lot of text crammed in this area.</p> <p>I guess this arrow is okay. I don’t remember seeing stuff like this on other forms. Usually, they say that right next to the yes. This is not that confusing.</p> <p>x- How are you coming to these answers? Based on other forms. What comes to mind is a tax form. You kind of have to pay attention to the arrows.</p> <p>The actual questions, referring to question A9 and beyond are pretty easy. Visually, there’s a lot of text within this small space.</p> |
|    | <b>A9</b>   |   |
|    | <b>A10</b>  |   |
|    | <b>A11</b>  |   |
|    | <b>A12</b>  | It’s nice in the question they are differentiating that there are different phases in your graduate course work phase, exam, defending. It’s helpful that they’re specifying so you know the right amount of time you’re supposed to put in the field.  |
|    | <b>A13</b>  |   |
|    | <b>A14</b>  |   |
|    | <b>A15</b>  |   |
| R9 | <b>A1</b>   | “It was long, had to stop and think.”   |
|    | <b>A2</b>   | “I have to find the field,” seemed to find fold out easily, and took a few moments to find 230 Nursing, “It took a little bit but I found it, it wasn’t bad.”   |
|    | <b>A3</b>   | “Wasn’t interdisciplinary but a person on my dissertation committee was, he was an immunologist.”   |
|    | <b>A4</b>   | “That’s the school of nursing at Loyola.”   |
|    | <b>A5</b>   | “I did get money for teacher assistantship, 1/3 to 2/3.”  |
|    | <b>A6</b>   | “Assistantship, fellowship, grant, no loans, personal savings.”   |
|    | <b>A7</b>   | “D first and personal loans second, I   |
|    | <b>A7</b>   | “I am glad to say none.”  |
|    | <b>A8-a</b> | “Question is a little confusing, three of them, ok; I had to read it over a couple times before I got it.”  |
|    | <b>A8-b</b> | “This goes back to ancient history. August 2008 that’s easy.”   |
|    | <b>A8-c</b> | “I’m racking my brain all the way back thinking about this. It took a long time to get my doctorate because my mother and my husband’s mother were sick I had to take a leave of absence for a year....Loyola...DePaul...I didn’t have my BSN when I went to get my master’s so I had to take some extra classes as part of my master’s so...September 1990.” Think of when she graduated high school.  |
|    | <b>A8-d</b> |   |



|     |             |  |
|-----|-------------|--|
|     | <i>A8-e</i> | "Hard to find biology, oh its health sciences, looking in wrong column, hard to go through numbers, I have a problem with one of my eyes though. It's logical but took a little while to find the number. I suppose you can't do it alphabetically then because people would pick different numbers or the wrong numbers. I don't think you could do it any better."   |
|     | <i>A8-f</i> |  |
|     | <i>A8-g</i> |  |
|     | <i>A8-h</i> | "Everything is in Illinois, Chicago."  |
|     | <i>A8-i</i> |  |
|     | <i>A9</i>   | No, that's easy.   |
|     | <i>A10</i>  | "No, though I did have one."   |
|     | <i>A11</i>  | "I'm not sure if it means doctorate only, or masters and doctorate. I guess I will go with doctorate only. Started in 1994, took a leave of absence."  |
|     | <i>A12</i>  | "I have eye problems, did I read it right? Twelve years to finish, took one year leave of absence."  |
|     | <i>A13</i>  | "Yes, one year."   |
|     | <i>A14</i>  | "Yes, I have gone to a community college and took a couple courses."   |
|     | <i>A15</i>  | "No."  |
| R10 | <i>A1</i>   | R says, I think I'm going to run out of room. [When filling in dissertation]. So I ran out of room. I guess a lot of people would run out of room. So I wrote outside the space.   |
|     | <i>A2</i>   | Page 7, it's actually on page 8 and 9. Nursing science is on here, so 230.   |
|     | <i>A3</i>   |  |
|     | <i>A4</i>   | Full or partial tuition remission. So I assume this means through the university that I got the degree. That doesn't mean reimbursement from my employer, but I did not get remission from the university where I got my degree.   |
|     | <i>A5</i>   |  |
|     | <i>A6</i>   | The primary source. I don't know, probably from my employer reimbursement, and then secondarily from my personal earnings. When I'm filling this out, I'm thinking I hope this isn't an l or j, so I'll make this a capital 'L.' So if I put a small 'l' like it's listed above, it looks like an l.   |
|     | <i>A7</i>   |  |
|     | <i>A8-a</i> |  |
|     | <i>A8-b</i> | Interviewer asks a question on A8b. I think that a lot of people may not remember, well. I don't think that's true. I remember very well the start and finish of when I started college. I think some other people might just guess. If I had to ask my husband, he would have to look it up. Or he would just guess. As far as the month, I don't know if I started in Aug or Sep, but I would probably put Sep. The degrees were granted in May, I would guess. I know the doctoral degree was granted in July. I guess that's one question, does it matter what month the degrees were granted for things like bachelor's degrees. I would guess that people might guess. |

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|     | <i>A8-c</i> |   |
|     |             | Field number is the same here, 230. Institution name, which I've already put. I might wonder why you're asking me to write it again, when I've written it already. It's kind of a long name.  |
|     | <i>A8-d</i> | One thing I would think is that they wouldn't have social studies education. Oh, they have social science education. It's the same thing, so 885.   |
|     | <i>A8-e</i> |   |
|     | <i>A8-f</i> | Interviewer asks a question on A8F. You mentioned, why you had to write this again. I wonder if this can be left off on the front, since you wouldn't have to write it down twice. It would just be a minor annoyance.  |
|     | <i>A8-g</i> |   |
|     | <i>A8-h</i> |   |
|     | <i>A8-i</i> |   |
|     | <i>A9</i>   | And I would probably think for a few minutes what post secondary means, and I would think that means after my bachelor's degree. Interviewer asks a question on A9. It's just my own lack of knowledge of what's meant by postsecondary. Maybe it'd be good to put (after graduation from high school).   |
|     | <i>A10</i>  |   |
|     | <i>A11</i>  |   |
|     | <i>A12</i>  | I guess that would mean years spent on my course work, and the time that I spent on my prelim exams and the proposal. The proposal is really working on my dissertation. 3 years of my course work. I would probably be uncertain whether my proposal would be an exam. It's not really an exam, its part of my dissertation. I think I would decide it wasn't an exam. So I would count this as part of my course work.<br><br>On 12B. This is a little confusing. It's confusing because this could be taken that this phrase in parentheses could be describing what exams are. It might be clearer to say after dissertation and course work and exams, so that it references the dissertation, and not a descriptor of exams.<br><br>So I put two. There's some gray in this question for me. I know from other people who have dissertations in other areas is that there is a preliminary exam called an exam, then there's a prospectus or proposal and it's unclear whether you would call that your [dissertation]. |
|     | <i>A13</i>  |   |
|     | <i>A14</i>  |   |
|     | <i>A15</i>  |   |
| R11 | <i>A1</i>   | He thinks that he may not have enough room to write it. He says that every time he writes the title he remembers how long it is and wishes that he simplified it.   |
|     | <i>A2</i>   | When turning to the flip out, he looks confused, and then says "oh" when he understands that he has to flip out the page. "The codes are actually on page 8, but it says refer to page 7." He comments that there are a lot of categories.  |

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| <b>A3</b>   | He comments that “for the most part the questions are very straight forward.”   |
| <b>A4</b>   | “I am not sure what the goal is as far as if they look at it and sees that there is a problem. I am not sure what is going to happen with this survey. Hopes it would benefit future students.  |
| <b>A5</b>   | He has a strong reaction to the question because he says that he took out too many loans, which he regrets doing. He wouldn't have done so knowing what he knows now. Later when prompted to provide further explanation he says “If I could do it over, I would work more, take a lighted course load. It probably would take me another year, but it would have cut down on the loans that I have hovering over me. |
| <b>A6</b>   | He does not regret the work that he did because he got a lot of practical experience. He says “it was a good thing.”  |
| <b>A7</b>   | He reads the question and says “a lot.” He thinks about how much he owes and says “It hurts me to write this number down.”<br>• He comments that he is not sure why the government needs that information. He surmises, “Unless to say we have a problem. This would be one of the benefits of this survey.”  |
| <b>A8-a</b> |   |
| <b>A8-b</b> | He verbal reacts to this question, saying “I get annoyed when have to answer the same questions.”   |
| <b>A8-c</b> | Similarly he comments, “Lots of redundancy in these questions. Odds are your dissertation is going to be your primary field of study. So it is very redundant.”   |
| <b>A8-d</b> |   |
| <b>A8-e</b> |   |
| <b>A8-f</b> |   |
| <b>A8-g</b> |   |
| <b>A8-h</b> |   |
| <b>A8-i</b> |   |
| <b>A9</b>   | He answers “no”, but comments that he is in the process of getting an additional postsecondary degree.  |
| <b>A10</b>  | He verbally responds “No, and I am glad it wasn't. It's just another way to make money off of students.”  |
| <b>A11</b>  |   |
| <b>A12</b>  | “I have an issue with A12B because some students, well...maybe not, well, they are actually fortunate enough to work on their dissertation around the time they are taking courses. The question is worded as if you can only work on you dissertation after the course are done with.”   |
| <b>A13</b>  |   |
| <b>A14</b>  |   |
| <b>A15</b>  | He asks why they didn't ask about other postsecondary degrees such as JD or MBA. He questions why it is so specific to these two degrees when there are a great proportion of people who earn other postsecondary degrees.  |

|            |             |  |
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| R12        | <i>A1</i>   | "See if I can remember..."   |
|            | <i>A2</i>   | When looking for the field codes, he follows the directions and turns to page seven, which he looks at confusingly. He then realizes that he has to open the page to find the codes.   |
|            | <i>A3</i>   | This didn't require much thought. He said that he just recognized the categories he chose as he read them. He did not fill in any marks in the "no" column.  |
|            | <i>A4</i>   |  |
|            | <i>A5</i>   |  |
|            | <i>A6</i>   |  |
|            | <i>A7</i>   | He thinks aloud, "Oh, it's broken into two categories. I was trying to think of a combination of aid that I got. It's all loans for me. All this I check off is in the form of loans."<br>Later he says that he works in the Dean's office at Northwestern and "one of the big things is money. The cost of tuition is very high. One of the things that schools have to try to do is to eliminate loans for students. A large percentage of students have to take out loans. [Schools] have to restructure things." |
|            | <i>A8-a</i> |  |
|            | <i>A8-b</i> |  |
|            | <i>A8-c</i> |  |
|            | <i>A8-d</i> |  |
|            | <i>A8-e</i> |  |
|            | <i>A8-f</i> |  |
|            | <i>A8-g</i> |  |
|            | <i>A8-h</i> |  |
|            | <i>A8-i</i> |  |
|            | <i>A9</i>   | About this question he says, "I thought this question was repetitive because it already asked me that at the top." He says that post secondary is anything after BA and suggests that something like "training" may be more applicable.  |
| <i>A10</i> |             |  |
| <i>A11</i> |             |  |
| <i>A12</i> |             |  |
| <i>A13</i> |             |  |
| <i>A14</i> |             |  |
| <i>A15</i> |             |  |
| R13        | <i>A1</i>   |  |
|            | <i>A2</i>   | Primary field is political science and government. My dissertation was somewhat interdisciplinary because it had a lot of philosophy in it. So, I'll look for that.  |

|             |   |
|-------------|---|
| <i>A3</i>   | R Answers question. Political science.  |
| <i>A4</i>   | More than 2/3s tuition remission.   |
| <i>A5</i>   |   |
| <i>A6</i>   | <p>Fellowship and teaching assistantship.<br/> X – What’s your thought process as you’re going through these items?<br/> These are - I’m happy to give this information. It strikes me as information as important to know for doctoral education. Its information that’s easy to give that I’m happy to give.<br/> X – What about those two items?<br/> R – Fellowship and teaching assistantship? They were clearly my main sources of support in my program.</p> |
| <i>A7</i>   |   |
| <i>A8-a</i> | <p>X – What are you thinking as you’re moving through this item?<br/> R – I’ve got to look at it again; I stumbled on it. I have to see what exactly it’s asking.<br/> I see, so some folks have more than one master’s degree, more than one bachelor’s degree.<br/> @ 12:10 I have not received a degree of this type. I happened to have done work on a master’s degree but I failed to complete it.</p>   |
| <i>A8-b</i> |   |
| <i>A8-c</i> |   |
| <i>A8-d</i> | I’m not sure what I would have put for the primary field of study when I did the survey. It was an interdisciplinary program. So, looking on here now, ‘Humanities general’ would probably be the best description. I’m not sure if that’s what I supplied.   |
| <i>A8-e</i> |   |
| <i>A8-f</i> |   |
| <i>A8-g</i> |   |
| <i>A8-h</i> |   |
| <i>A8-i</i> |   |
| <i>A9</i>   |   |
| <i>A10</i>  |   |
| <i>A11</i>  | That would have been in September of 1994. So from that response, the person reading the survey would know that I started a graduate degree of some kind and did not complete it.   |

|            |   |   |
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|            | <i>A12</i>  | I would say that on question A12, my program was pretty long; it took me pretty long to finish. It took me 8 ½ years. It asks me the division where does course work stop and where does dissertation begin. I'm not really sure the answer. I put down five years of course work, and I think that's right. I worked on my dissertation for 3 and ½ years. So I rounded up to 4, because it says round to whole years. I think this information is accurate, but in order to make sure that I'm exactly right, I would have to go back and look at my records. |
|            | <i>A13</i>  |   |
|            | <i>A14</i>  |   |
|            | <i>A15</i>  |   |
| R14        | <i>A1</i>   | I am trying to think if my dissertation is performance or project report. It is a project report. I worked on project for 6 years.  |
|            | <i>A2</i>   | It says here to use list on page 7 and I didn't read this (instruction in logo), at first I read this one (instruction on bottom right corner). Since I studied cancer immunology the closest one is 158-cancer biology which is found under life sciences. Then go back and see because my course was interdisciplinary. There wasn't more than two fields, so I am just going to finish up this question.   |
|            | <i>A3</i>   |   |
|            | <i>A4</i>   | I received full tuition remission so I checked last box.  |
|            | <i>A5</i>   | The main funding source for my project was the grant, teaching assistantship, personal savings, personal earnings as well and family savings and for the rest I am going to say no.   |
|            | <i>A6</i>   | Primary was teaching assistantship. Secondary was grant.  |
|            | <i>A7</i>   | I don't owe any money. I am going to check none for both undergrad and grad.  |
|            | <i>A8-a</i>   | I have received master's degree as well as a bachelor's.  |
|            | <i>A8-b</i>   | Reminded me I made a mistake on the first page.   |
|            | <i>A8-c</i>   |   |
|            | <i>A8-d</i>   |   |
|            | <i>A8-e</i>   | Since I already listed the field number on page 2, I am just going to refer and get the same code for the doctoral degree.  |
|            | <i>A8-f</i>   |   |
|            | <i>A8-g</i>   | I am just going to give city where I studied.   |
|            | <i>A8-h</i>   |   |
|            | <i>A8-i</i>   |   |
| <i>A9</i>  | I received one additional post secondary degree. Master's in immunology and the field number is 151 which is what I put in second page. |   |
| <i>A10</i> | Masters degree was not a prerequisite.  |   |

|     |             |  |
|-----|-------------|--|
|     | <i>A11</i>  |  |
|     | <i>A12</i>  | 6 years – is how long I took to prepare for doctoral degree.<br>Post course work that was 4 years.   |
|     | <i>A13</i>  | There wasn't a time.   |
|     | <i>A14</i>  | I did not earn college credit.   |
|     | <i>A15</i>  |  |
| R15 | <i>A1</i>   | It's pretty long it will take me a little while to get through. I hope someone will be able to read my writing.  |
|     | <i>A2</i>   | I have to look at long list to find the code that describes my primary dissertation research. It fits in European history. It's in Russian History. It was interdisciplinary but I don't see category but don't see any category that I can match up with. |
|     | <i>A3</i>   | So when I see they ask the name of the department, I wonder, should that be same as primary field of dissertation research?  |
|     | <i>A4</i>   |  |
|     | <i>A5</i>   | Looks like a good thorough listing of all sources of financial support.  |
|     | <i>A6</i>   |  |
|     | <i>A7</i>   | Now I have a difficult answer to make. I owe a lot but it has nothing to do with undergrad and grad school. It's because of medical school.  |
|     | <i>A8-a</i> | I have to fill out all these dates; I hope I can remember without having to refer to any reference.  |
|     | <i>A8-b</i> |  |
|     | <i>A8-c</i> |  |
|     | <i>A8-d</i> | Referring to Doctorate...Asking again? I wish there was a way I can say the same institution, so I don't have to write it down. If I did this online, I would hope there are pull-down menus for the universities.   |
|     | <i>A8-e</i> | Referring to Doctorate...already wrote down.   |
|     | <i>A8-f</i> | Referring to Doctorate...already wrote down.   |
|     | <i>A8-g</i> | Referring to Doctorate...already wrote down.   |
|     | <i>A8-h</i> | Referring to Doctorate...already wrote down.   |
|     | <i>A8-i</i> |  |
|     | <i>A9</i>   | I have an MD where would I put it? I am torn, not sure what to put for this to be accurate. (referring to field of study). I am just going to put other fields. Though I could probably find it I don't want to spend too much time looking for it.        |
|     | <i>A10</i>  |  |
|     | <i>A11</i>  |  |
|     | <i>A12</i>  | I presume this is not referring to A9. A12B is complicated I did a lot of work in residency.   |

|            |             |   |
|------------|-------------|---|
|            | <b>A13</b>  | There was no year when I was not working on it at all but were there years when I was primarily not working on it - Yes. And I will say 3 years when I was a resident.  |
|            | <b>A14</b>  |   |
|            | <b>A15</b>  |   |
| <b>R16</b> | <b>A1</b>   | I have to remember the title of my dissertation.  |
|            | <b>A2</b>   | I'm looking at this and it says primary field of my research. I'm just going to put polymer science. I'm not sure if it's supposed to be related to my major or not. But I'll just put that, because that's what it was.<br><br>Alright, so, I'm going to say that it's chemical engineering now. So I'll go ahead and put a little slash. So if cheme is the primary, then polymer science will be the secondary. Let's see what we have for that. [R reads field of study list]. Polymer chemistry is close enough. |
|            | <b>A3</b>   |   |
|            | <b>A4</b>   |   |
|            | <b>A5</b>   |   |
|            | <b>A6</b>   | Interviewer –Could you say your thoughts on how you're answering?<br><br>I was just going through the funding. Just fellowship funding. I was looking to see what might apply. There's other thing in there like teaching assistantship, but that wasn't the actual source of the funding. And primary source, I was just trying to remember how much I had – I had no debt owed for undergrad and just 8thousand for grad school. And So now I'm going through degrees earned.                                       |
|            | <b>A7</b>   |   |
|            | <b>A8-a</b> | No Master's Degree.   |
|            | <b>A8-b</b> | December of last year.  |
|            | <b>A8-c</b> | August of 2003, although I started grad school earlier, because I was in a master's program and moved directly into the PhD.  |
|            | <b>A8-d</b> | We'll say is Chemical Engineering.  |
|            | <b>A8-e</b> | I'm impressed you guys have paper science and technology in there.  |
|            | <b>A8-f</b> |   |
|            | <b>A8-g</b> |   |
|            | <b>A8-h</b> |   |
|            | <b>A8-i</b> |   |
|            | <b>A9</b>   | No additional postsecondary degrees.  |
|            | <b>A10</b>  | Was not required.   |
|            | <b>A11</b>  | Again it was August, 2001.  |



|     |             |   |
|-----|-------------|---|
|     | <i>A12</i>  | Well that'd be a lot. Let's see, I had two years. Then, my school merged with Georgia tech. So, I had to start classes again. So, 2, we'll say 5 of the years I was taking classes. And working on dissertation that was probably 4 years of actual work towards the topic.   |
|     | <i>A13</i>  |   |
|     | <i>A14</i>  | No.   |
|     | <i>A15</i>  | No.   |
| R17 | <i>A1</i>   | I don't have the memorized. I really don't remember my dissertation titles beyond the main title. The subtitle is a problem.<br>I need more space. I think the Social Science and humanities titles tend to run kind of long.   |
|     | <i>A2</i>   | That's a problem. My field is interdisciplinary so it does have a primary field. So I guess I will just go with my department. I was annoyed by that question when I did this for real too. This is something that struck me when I did the original. Human Development here falls under psychology. But in the University of Chicago it is not psychology it is its own department. It is more closely related to anthropology. It's not family studies either. Lumping human development and family studies might be a problem.<br>Human development is interdisciplinary. This doesn't all me to actually unpack the fields. It's not like I received a secondary degree. But my research is in anthropology and language specialization. In the past I have put linguistic anthropology because that is the closest fit. Linguistic Anthropology is not a choice. |
|     | <i>A3</i>   |   |
|     | <i>A4</i>   |   |
|     | <i>A5</i>   | Loans – yes because education cost more than it should  |
|     | <i>A6</i>   |   |
|     | <i>A7</i>   |   |
|     | <i>A8-a</i> | Which type? Oh ok you are already marking yes for the PHD.  |
|     | <i>A8-b</i> |   |
|     | <i>A8-c</i> |   |
|     | <i>A8-d</i> |   |
|     | <i>A8-e</i> | The human development is still an issue 613 does not represent what it is. I don't know codes and names are necessary. It seems kind of redundant.  |
|     | <i>A8-f</i> |   |
|     | <i>A8-g</i> |   |
|     | <i>A8-h</i> |   |
|     | <i>A8-i</i> |   |
|     | <i>A9</i>   |   |

|             |             |  |
|-------------|-------------|--|
|             | <i>A10</i>  |  |
|             | <i>A11</i>  |  |
|             | <i>A12</i>  | I was forgiven a much of my course for the PHD because of the master's but the master's was not a prerequisite so I don't know if I should include the master's or not. Had I not done the master's it would have taken me 4 years to do the course work. Having taking the master's it took me 3 years. I will put down three.  |
|             | <i>A13</i>  |  |
|             | <i>A14</i>  | No but my dad wanted me to go there instead of college.  |
|             | <i>A15</i>  |  |
| R18         | <i>A1</i>   | "I actually did the survey with my dissertation in front of me. If I were doing this at home, I would find the file on my computer and look up the title. Here I am going to guess the title." He also cites his poor handwriting as another reason why he would choose to do the survey online.   |
|             | <i>A2</i>   | "I am confused as to what my primary field is. I don't know official fields." He then flips to the codes and jokes that "you need a PhD just to figure out how to open page seven." His field is not included in the list. "I don't see a virology section. I'll put molecular biology."   |
|             | <i>A3</i>   | "I can't remember the exact department because the departments in life sciences aren't specific to one field and are called various things." He also says that there is not a way to note interdisciplinary studies. Another problem he has is that he went to two different graduate schools, and is unsure how to express that through the survey. He decides to fill out the survey with the second school in mind. |
|             | <i>A4</i>   | "I went to two different grad schools." He assumed that this question was asking about the school where he earned his degree and not the school where he began his degree.   |
|             | <i>A5</i>   |  |
|             | <i>A6</i>   |  |
|             | <i>A7</i>   | He provides a guess because he feels that he falls in between two categories. "It's nothing specific."   |
|             | <i>A8-a</i> | The respondent fills out the question vertically and guesses on the dates he began and earned his doctorate degree. Again, he attributes his difficulty to provide a confident answer to the fact that he transferred schools. He also verbalized that this question was redundant with A2.  |
|             | <i>A8-b</i> |  |
|             | <i>A8-c</i> | "This is so lengthy and I transferred, so it is really hard to answer this."   |
|             | <i>A8-d</i> | "With bachelor's degrees they aren't that specific." Again he did not find the precise field that he was looking for.  |
|             | <i>A8-e</i> |  |
|             | <i>A8-f</i> | Since he already filled out this information in question on the first page he supposed that this section would be automatically filled in on the online form.  |
|             | <i>A8-g</i> |  |
| <i>A8-h</i> |             |  |

|            |             |   |
|------------|-------------|---|
|            | <i>A8-i</i> |   |
|            | <i>A9</i>   | "I actually don't know what postsecondary means." He previously thought that it was anything after high school.   |
|            | <i>A10</i>  |   |
|            | <i>A11</i>  | "I am trying to figure out what you are trying to get out of me. I like that you underlined 'any.'"   |
|            | <i>A12</i>  | a. "It's unclear whether it is any university or the university where we received our degree from. I'll assume any university."<br>b. "Four years"  |
|            | <i>A13</i>  | "There was a year that I did take off. I liked that you asked that question."   |
|            | <i>A14</i>  | "No"  |
|            | <i>A15</i>  | "The organization of this page is weird. The questions are horizontal and not below each other as they were on the previous page."  |
| R19        | <i>A1</i>   | Let's see if I remember my actual title.  |
|            | <i>A2</i>   | I was about to write chemical engineering but then I thought it was area of research it might be referring to. But since there is a table I will look it up and see. I am pretty sure it is chemical engineering. |
|            | <i>A3</i>   |   |
|            | <i>A4</i>   |   |
|            | <i>A5</i>   |   |
|            | <i>A6</i>   |   |
|            | <i>A7</i>   | Way too much! Do they want me to write it in? (referring to blank space for over 70,000)  |
|            | <i>A8-a</i> | No Masters, just Bachelors.   |
|            | <i>A8-b</i> |   |
|            | <i>A8-c</i> |   |
|            | <i>A8-d</i> |   |
|            | <i>A8-e</i> |   |
|            | <i>A8-f</i> |   |
|            | <i>A8-g</i> |   |
|            | <i>A8-h</i> |   |
|            | <i>A8-i</i> |   |
|            | <i>A9</i>   |   |
| <i>A10</i> |             |   |
| <i>A11</i> |             |   |

|            |             |  |
|------------|-------------|--|
|            |             | <p>I am just that thinking-wondering. I took courses that were not necessarily needed for my degree later on. I took the core courses pretty much within the first year or two and I am just thinking if I need to consider all those also. So I am just going to include those directly related to getting my degree.</p> <p>It's a bit complicated. I left school after about 5 years and started working so I was not actually on campus for the last part of writing. Last year I spent while working and writing and I am just wondering if I should include that year too. I would include that year. Six totals years from start to finish.</p> |
|            | <i>A12</i>  |  |
|            | <i>A13</i>  |  |
|            | <i>A14</i>  |  |
|            | <i>A15</i>  |  |
| R20        | <i>A1</i>   | If I were filling this out for real I would have it in front of me.  |
|            | <i>A2</i>   | The question is, "what's it going to be under. I guess I will put Spanish. That question strikes me as a little bit odd because I am a linguist that happens to have gotten my degree from the Spanish department. Putting Spanish assumes that I know something about literature. Secondary in linguistics. I am a bit between several fields. Spanish goes first on my degree  |
|            | <i>A3</i>   |  |
|            | <i>A4</i>   |  |
|            | <i>A5</i>   | Sources of Financial support - Does that mean I was married and my wife worked?  |
|            | <i>A6</i>   | Fellowship and teaching - a. c - I am not sure of the order. But it does not look like it matters for the question.  |
|            | <i>A7</i>   |  |
|            | <i>A8-a</i> |  |
|            | <i>A8-b</i> |  |
|            | <i>A8-c</i> |  |
|            | <i>A8-d</i> | For Bachelors: I'll just note double major here.   |
|            | <i>A8-e</i> |  |
|            | <i>A8-f</i> |  |
|            | <i>A8-g</i> |  |
|            | <i>A8-h</i> |  |
|            | <i>A8-i</i> |  |
|            | <i>A9</i>   | The Master's on the way probably counts.   |
| <i>A10</i> |             |  |
| <i>A11</i> |             |  |

|  |            |  |
|--|------------|--|
|  | <i>A12</i> |  |
|  | <i>A13</i> |  |
|  | <i>A14</i> |  |
|  | <i>A15</i> |  |

## Part B- Post-graduation Plans

|    |            |  |
|----|------------|--|
| R1 | <b>B1</b>  | <p>Maybe that is good for people who plan to leave in state or who plan to leave it in near future.<br/>           CS: Do you have any reservations about answering that question?<br/>           R1: That should be something like in the next five years do you plan to live or intend to live in state other than where you reside.<br/>           CS: So you think a 5 year interval?<br/>           R1: 3 to 5 because some may not have that job they wanted after graduation.</p>   |
|    | <b>B2</b>  | That's a good one.   |
|    | <b>B3</b>  | <p>Signed Contract – That is me. Ideally that is on going</p> <p>The other questions [options] are good one to have<br/>           ...negotiating<br/>           ...seeking position</p>   |
|    | <b>B4</b>  | I am sticking down to employment because that would be the obvious after post doc.   |
|    | <b>B5</b>  | SHOULD HAVE SKIPPED THIS QUESTION  |
|    | <b>B6</b>  | Usually 4 year ...I checked that one.  |
|    | <b>B7</b>  | <p>Well that may not be available but in this case I have a current position so I will put that down.<br/>           CS: Can you talk a little more about that?<br/>           R1: ...Maybe that is not available for me yet at this point when I am filling out the survey before graduation...<br/>           CS: So what you may be responding to the previous questions is what your intentions are what you hopes are but the reality may be not there yet<br/>           R1: Right</p>   |
|    | <b>B8</b>  | <p>Who knows...if in fact they apply for a position? I can write expected at 40 or 50 but I cannot guarantee that is what is going to be.<br/>           CS: So at the time of your survey did you know?<br/>           R1: Yep because I had a position but if I was someone that was working on my degree and signing a contract for the following academic year...I wouldn't know.</p> <p>R1: If you prefer not to report an exact amount, please indicate into which range you expect your salary to fall...now that should be the question.</p> |
|    | <b>B9</b>  | That is debatable. Some institutions will give you 9 month contract over 12 months and others may only pay for 9 months and you have to figure out the rest. Most people in this situation will probably put 9 months.   |
|    | <b>B10</b> | <p>R1: Research and development is my secondary and Teaching is my primary.<br/>           CS: Is this question clear?<br/>           R1: Yes</p>  |
| R2 | <b>B1</b>  |  |

|    |            |  |
|----|------------|--|
|    | <b>B2</b>  |  |
|    | <b>B3</b>  |  |
|    | <b>B4</b>  | Employment just employment.  |
|    | <b>B5</b>  | (Was supposed to skip this question) I have no plan for post doc. It gives no choice what will be. I didn't think about it.  |
|    | <b>B6</b>  | Private sector...I have been working   |
|    | <b>B7</b>  | I have been working for ITG derivatives.   |
|    | <b>B8</b>  | 157000   |
|    | <b>B9</b>  | He skipped this question and then came back. 12 months.  |
|    | <b>B10</b> | Professional services to individuals? Just professional services. Why to individuals? I don't have secondary...Would like to have one...possibly teach   |
| R3 | <b>B1</b>  | <p>I'm going to be in IL for the next year after I graduated because I'm waiting for my husband to finish. But I'm only doing part time teaching for the university. And having a kid. And then I do intend to take a post doc position but not until the next academic year. So when I start reading the next question B3, um a lot of these are a pain because they don't take in to account people who are taking time off before they go to postdoc.</p> <p>For example, I have sponsor to do a post doc with, I know who I'm going to do a post doc with, but they don't have funding right now. So, two is kind of applicable because I do have a commitment with one sponsor, but I don't have any money, and so that's going to fall through if I don't have money. And negotiating with one or more specific organizations, I mean it's not an organization when you turn in a grant application.</p> <p>And so, um, I am seeking a position but I do have specific prospects because I know which grants I'm applying to. That one doesn't really apply. I'm not going back for more school.</p> <p>So I guess, in the next year I'm going to have to say, uh; I guess other. Or going to say teaching because it's only in the next year you're asking.</p> |
|    | <b>B2</b>  |  |
|    | <b>B3</b>  |  |
|    | <b>B4</b>  |  |
|    | <b>B5</b>  | College or university, oh no that's for training, I'm not doing training.  |
|    | <b>B6</b>  | So I guess I'll be working for a 4 year college.   |
|    | <b>B7</b>  | University of Chicago  |
|    | <b>B8</b>  | I'm only doing two quarters of teaching. And each quarter will be paying 9000. So I will be making, not much. So, around 18,000.   |
|    | <b>B9</b>  |  |
|    |            |  |

|    |            |  |
|----|------------|--|
|    | <b>B10</b> | Primary teaching, secondary, well I'm not getting paid to do anything else. I will hopefully be doing some writing up papers on my own. But I'm not getting paid.    |
| R4 | <b>B1</b>  | Not Sure...I will put the one where I live in now. Might move, I have been applying to different jobs.   |
|    | <b>B2</b>  |  |
|    | <b>B3</b>  | I am doing both working at a job and looking for another. So I don't know where to go. It doesn't really capture what I am doing. I am doing more than one.          |
|    | <b>B4</b>  |  |
|    | <b>B5</b>  |  |
|    | <b>B6</b>  | I have two jobs. I would answer two items not just one.  |
|    | <b>B7</b>  | Well this is asking what is coming up but I put what I am doing  |
|    | <b>B8</b>  | I have two jobs. I would have preferred not to put exact amount but asks for range after I had already put exact amount.   |
|    | <b>B9</b>  |  |
|    | <b>B10</b> | Not sure what professional services to individuals means. I work for non-profit.   |
| R5 | <b>B1</b>  | "Illinois"   |
|    | <b>B2</b>  |  |
|    | <b>B3</b>  | "Contract, no wait. (Reads options over) I am thinking when is next year?" He assumes that next year is 2009.  |
|    | <b>B4</b>  | "Employment."  |
|    | <b>B5</b>  |  |
|    | <b>B6</b>  | "U.S. 4-year University." (Reads over other options after choosing). "I do some consulting for the state department, but that's not technically employment...so no." |
|    | <b>B7</b>  | Fills out country in the state box: DePaul University.   |
|    | <b>B8</b>  | "I feel better about the estimation of the ranges rather than indicating the exact amount, but that is neither here or there."                                       |
|    | <b>B9</b>  |  |
|    | <b>B10</b> | "Research and development, teaching is also primary."  |
| R6 | <b>B1</b>  | Not by choice, my husband lives in Indiana.  |
|    | <b>B2</b>  | I was continuing dissertation in lab. It just asks for a post-doc or not post doc. It's very cut and dry. Funny there is no teaching option.                         |
|    | <b>B3</b>  | At the time right after graduating I was in negotiations. I got a job offer but was unable to take it because of Visa issues.  |
|    | <b>B4</b>  | Started to answer but realized she should skip question. SHE IS ASKED TO COMPLETE SECTION B ANYWAY.  |



|            |            |   |  |
|------------|------------|---|--|
|            | <b>B5</b>  | Why would employment and other employment be two different squares?   |  |
|            | <b>B6</b>  | That's one good thing about being able to write whatever you want.  |  |
|            | <b>B7</b>  |   |  |
|            | <b>B8</b>  | Maybe they should include a space for bonuses.  |  |
|            | <b>B9</b>  |   |  |
|            | <b>B10</b> | The kind of work I do is not quite research. We provide communication services to pharmaceutical companies. It's not the same as services to individuals. I will just put other. It's funny to think about how to describe the work that I do.  |  |
|            | R7         | <b>B1</b>   |  |
|            |            | <b>B2</b>   |  |
|            |            | <b>B3</b>   | None of these really explain what I did. I did take an adjunct position, and spent the rest of my time preparing for a set of community presentations of my thesis. I'll chose "other" here and write out what I did. (NOTE – The R missed the skip pattern, continued to B4). |
|            |            | <b>B4</b>   | This seems very similar to B3. Employment seems the most accurate. (NOTE – The R missed the skip pattern for this question, continued to B5).  |
| <b>B5</b>  |            | This does not apply to me, I'll just skip it.   |  |
| <b>B6</b>  |            |   |  |
| <b>B7</b>  |            |   |  |
| <b>B8</b>  |            |   |  |
| <b>B9</b>  |            |   |  |
| <b>B10</b> |            | Teaching. At first I thought I wanted to do research or turn my thesis into a book, but now I don't want to do that. I'll leave secondary blank because nothing else applies.   |  |
| R8         | <b>B1</b>  |   |  |
|            | <b>B2</b>  | For question 2. If you were offered a position, you have to sift through these positions. So choice number two, I guess that would fall in question 2, but if you have a full time teaching position. I guess that would be other work. Question two seems like a post doc, where 'other work' seems vague and ambiguous. |  |
|            | <b>B3</b>  | I almost forgot that I was supposed to go to B4. If I were to have to have checked options 3 -7, I may or may not have remembered to skip to question C1, just because the [skip indicator] is off to the margin, and I might have gone straight to B4.   |  |
|            | <b>B4</b>  |   |  |
|            | <b>B5</b>  |   |  |
|            | <b>B6</b>  | B6. Because I taught at a two year college. It's pretty clear.  |  |

|     |            |   |
|-----|------------|---|
|     | <b>B7</b>  |   |
|     | <b>B8</b>  |   |
|     | <b>B9</b>  |   |
|     | <b>B10</b> | I'm choosing teaching for question B10 because that's what most of my time was spent doing. For the secondary activity, I'm going to go with research and development. But I do have other secondary activities like committee work. But if I check one, I'm not sure if I'm to offer other information. So, I'll leave that out.   |
| R9  | <b>B1</b>  | "Ok, what's part B?" "While my husband has a business in Chicago so I am stuck here so it's the U.S."   |
|     | <b>B2</b>  | "Not really, so no."  |
|     | <b>B3</b>  | "Well I was working part time at Loyola, not pre-doctoral." Went through whole list before selecting second option.   |
|     | <b>B4</b>  | "Option 6, that's working out great for me."  |
|     | <b>B5</b>  | "Since I'm not doing a Postdoc it probably won't work so I'll select "unknown."<br>*Did not follow skip pattern.  |
|     | <b>B6</b>  | "Loyola, 4-year University." Went through list after seeing before selecting.   |
|     | <b>B7</b>  | "Loyola so Illinois that's easy."   |
|     | <b>B8</b>  | "I'm just going to guess." Wrote in no hesitation.  |
|     | <b>B9</b>  | "Nine months because summer is off."  |
|     | <b>B10</b> | "Basically I am doing teaching, no secondary so [marks box]."   |
| R10 | <b>B1</b>  |   |
|     | <b>B2</b>  |   |
|     | <b>B3</b>  | Going back to B3, if I didn't know what exactly what I was doing. So, maybe I was going to stay on my job, or maybe I was going to seek a new position, but it says I can only mark one. So if that was the case, I guess I would mark other, and put, 'don't know.' So for me it's not an issue, but people might not know what to do with that.<br><br>Like B4, there's not much room to put for uncertainty, also for B6, and B7, and also for B8. I can imagine, somebody, if I was employed right now, but only for 8 months, that might be something you'd be interesting in knowing. |
|     | <b>B4</b>  |   |
|     | <b>B5</b>  |   |
|     | <b>B6</b>  | I read down through education and realized they were in buckets, so it's not in education, and not in government. Private sector and non for profit.  |
|     | <b>B7</b>  |   |

|     |            |   |
|-----|------------|---|
|     | <b>B8</b>  | I don't know if I feel funny putting down my salary. To me it seems like a reasonable question given the objectives of the survey. So it makes sense. I feel like everything has been easy to answer because I'm not making changes right now. I can see how somebody was in the midst of making some changes, like going to a new job, or if they were not sure what they would be doing.  |
|     | <b>B9</b>  |   |
|     | <b>B10</b> | <p>Actually, I could probably, research and development is a good description of my primary work. And management and administration is a pretty good description of my secondary work.</p> <p>Interviewer – How are you coming to those decisions?</p> <p>What I really do mostly is research and writing. Development, I hope research and development doesn't mean scientific research in a lab. But when I read the option, and had to describe it, that's what I would say. If I had to describe as a secondary work, it's process improvement work. So it's working to create new processes in health care. So, is that administration, it kind of us. It's working with people in the hospital to institute new processes, and systems. So I would call that administration. I do some teaching, but not as much as the other two. When I think about administration, it's probably not a good description, but its close enough.</p> |
| R11 | <b>B1</b>  | <p>He responds to this question by saying New York, his hometown or Minnesota, where he went to undergrad. "This is a loaded question for me." He wants to move, but his wife wants to stay in Chicago. He comments that the answer to this question really depends on the respondent's stage of life. "This is the question with most uncertainty. It depends on where you are in life and if you like where you are."</p> <p>When later asked about his response to this question he explains, "I went off on a stream of consciousness. I didn't even realize that I wrote both NY and MN."</p>  |
|     | <b>B2</b>  |   |
|     | <b>B3</b>  |   |
|     | <b>B4</b>  | <p>He explains, "Some postdocs aren't listed as postdocs, they are listed as employment. Mine kind of falls in the middle of those two. It is probably better to refer to it as a postdoc because I am working for licensing hours."</p> <p>Upon prompting he further elaborates, "Some places may not classify something as a postdoc, but it does fulfill the requirements of a postdoc. They don't have specific language in the contract about it, but it is a postdoc."</p>  |
|     | <b>B5</b>  |   |
|     | <b>B6</b>  |   |
|     | <b>B7</b>  | He says "This is odd because I actually here filling this out, so obviously Chicago."   |
|     | <b>B8</b>  | I am getting paid pretty well considering it's just a postdoc. I am pretty happy about that. In fact that was one of the deciding factors why I stayed with this postdoc is the salary, plus the licensing, and the flexibility.  |
|     | <b>B9</b>  |   |

|            |            |  |
|------------|------------|--|
|            | <b>B10</b> | His primary is clinical, which he does 60% of the time, and his secondary is research, which he does 40% of the time. He set up this specific arrangement.   |
| R12        | <b>B1</b>  | "Here for now at least."   |
|            | <b>B2</b>  |  |
|            | <b>B3</b>  |  |
|            | <b>B4</b>  |  |
|            | <b>B5</b>  |  |
|            | <b>B6</b>  |  |
|            | <b>B7</b>  |  |
|            | <b>B8</b>  | "So, I'll do the range."He crosses out his first answer and makes a correction.  |
|            | <b>B9</b>  | 10 months  |
|            | <b>B10</b> | "Teaching," he says. "I have a joint appointment as an advisor."   |
| R13        | <b>B1</b>  | Well at the time when I completed the survey, I probably would have said Michigan because I don't think I had yet made plans to move to Chicago, I'm not sure. I have a feeling this may not have arrived in my mailbox in Chicago.  |
|            |            | I wouldn't have had grounds to answer this. Because I would like to have one. This is a tough question for me to answer. Because when I came out I hadn't yet secured my next step in academia. It would have been easier if the question said 'are you seeking a postdoc' that would have been a clear yes. |
|            | <b>B2</b>  | Do you intend to take a post doc position? I guess I could go with yes.  |
|            | <b>B3</b>  | Seeking position but have no specific prospects.   |
|            | <b>B4</b>  | I stumbled a little bit on B4 on just the way the question was presented. Because the other on number 5, there's a space there before answer choice 6. But I would go with 6, because I'm teaching as an adjunct.  |
|            | <b>B5</b>  |  |
|            | <b>B6</b>  |  |
|            | <b>B7</b>  |  |
|            | <b>B8</b>  | Of range – I don't mind supplying the amount.  |
|            | <b>B9</b>  |  |
| <b>B10</b> |            |  |
| R14        | <b>B1</b>  |  |
|            | <b>B2</b>  | I will be continuing in current postdoc.   |
|            | <b>B3</b>  | I made commitment - post doc in next year.   |

|     |            |  |
|-----|------------|--|
|     | <b>B4</b>  | Post-doc fellowship is what I am checking.   |
|     | <b>B5</b>  | To fund the project that is from grant and my own saving. So I am going to say Other – grant which is stipend and savings.   |
|     | <b>B6</b>  | Not part of government/private sectors, so I will leave those blank.   |
|     | <b>B7</b>  |  |
|     | <b>B8</b>  | My salary is 37,000. It is only after I put my exact salary did I see the next line. If I read the next line, I would have put #3.   |
|     | <b>B9</b>  |  |
|     | <b>B10</b> | Research and development. I don't have secondary.  |
| R15 | <b>B1</b>  |  |
|     | <b>B2</b>  | Glad [postdoc] is defined because I wasn't sure. Yes postdoc in medicine,  |
|     | <b>B3</b>  |  |
|     | <b>B4</b>  | These choices here don't describe really what I am doing. It's Clinical fellowship which isn't a choice here....it's a coin toss between postdoc fellowship and clinical residency. Not sure what to put here. |
|     | <b>B5</b>  |  |
|     | <b>B6</b>  |  |
|     | <b>B7</b>  |  |
|     | <b>B8</b>  |  |
|     | <b>B9</b>  |  |
|     | <b>B10</b> |  |
| R16 | <b>B1</b>  | I plan to live in the US. Looking at this, after graduation, that probably changed a bunch of times from the start time of school towards the end. We'll put to states because it was CA or IL due to jobs.    |
|     | <b>B2</b>  | Did not intend to take a postdoc, but thought about it.  |
|     | <b>B3</b>  | We'll it says seeking position and have no specific prospects, but that's not true. So I'm going to say other. Start work at predetermined job.  |
|     | <b>B4</b>  | Employment.  |
|     | <b>B5</b>  | Industry or business, because that's where I'm working   |
|     | <b>B6</b>  | Industry or business, for profit.  |
|     | <b>B7</b>  | Nalco. IL.   |
|     | <b>B8</b>  | I don't care about specifying an amount, but we'll check the box anyway.   |
|     | <b>B9</b>  |  |

|     |            |  |
|-----|------------|--|
|     | <b>B10</b> | Research and Development. And to be honest, secondary would be Research and Development so we'll check X for no secondary work.  |
| R17 | <b>B1</b>  | I plan to live in Illinois until I get a job.  |
|     | <b>B2</b>  | Yes if it comes first.   |
|     | <b>B3</b>  | At the time that I had made a contract with a post doc and also seeking...there is no room for...so an option that would be even though I have a post doc, I need space to say that I am also seeking a position. So to say that I am seeking a position but I have no specific prospects, doesn't quite fit the situation. In this case "Other" – Seeking academic position while employed. |
|     | <b>B4</b>  | I would put within the next year after the question its sort of strange in the middle. Post-doc, research associate ship and adjunct teaching. That is a pretty common strategy after graduate school. So adjunct teaching or part-time teaching or lectureships may want to be included.  |
|     | <b>B5</b>  | We are in the lovely position right now as graduates having to cobble together 4 or 5 jobs to make ends meet.  |
|     | <b>B6</b>  | My employment is currently divided in three ways so it hard to say that I have a principle employer. So I guess I will take the post doc because that is the institutionally recognized principle employer.  |
|     | <b>B7</b>  |  |
|     | <b>B8</b>  | You might want to mark B8 as optional because it comes across as fill in this amount here. And once you fill it in then I have an option to be less specific. Again it does not allow me to represent my full salary across three positions.   |
|     | <b>B9</b>  |  |
|     | <b>B10</b> | Again choosing primary and secondary in my case is a little hard because it's divided in three ways.   |
| R18 | <b>B1</b>  | "There is no box for 'not sure' if you are unsure where your next job would be."   |
|     | <b>B2</b>  | "It is hard to answer this question. I did not intend to take a postdoc position, but would if I had to." He checked yes for his answer.   |
|     | <b>B3</b>  |  |
|     | <b>B4</b>  |  |
|     | <b>B5</b>  |  |
|     | <b>B6</b>  |  |
|     | <b>B7</b>  |  |
|     | <b>B8</b>  |  |
|     | <b>B9</b>  |  |

|     |            |  |
|-----|------------|--|
|     | <b>B10</b> |  |
| R19 | <b>B1</b>  |  |
|     | <b>B2</b>  |  |
|     | <b>B3</b>  |  |
|     | <b>B4</b>  | I knew I had a job before I was done. ENTERED OTHER: JOB OFFER ACCEPTED-WORKING FULL TIME  |
|     | <b>B5</b>  | Employment<br>I was a little confused seeing the post-doc before the training. I thought all employment would be listed under there and not broken up. |
|     | <b>B6</b>  |  |
|     | <b>B7</b>  |  |
|     | <b>B8</b>  |  |
|     | <b>B9</b>  |  |
|     | <b>B10</b> |  |
| R20 | <b>B1</b>  |  |
|     | <b>B2</b>  |  |
|     | <b>B3</b>  |  |
|     | <b>B4</b>  |  |
|     | <b>B5</b>  |  |
|     | <b>B6</b>  | 4 year college is the best match   |
|     | <b>B7</b>  |  |
|     | <b>B8</b>  |  |
|     | <b>B9</b>  |  |
|     | <b>B10</b> | Just research. I am trying to teach if I get the opportunity but no concrete plans nor is it required.   |

## Part C - Background Information

|            |  |  |
|------------|--|--|
| <b>R1</b>  | <b>C1</b>  |  |
|            | <b>C2</b>  | This good question   |
|            | <b>C3</b>  | <p>This is important to designate whether a person in a doctoral program was married, single...what their status was according to matching up when you look at the information of how long it takes to do this. My children are 20 something years old now do I put them down here? I think there needs to be a follow-up question. How many children do you have and were any of them dependents while you were getting your degree. It comes down to whether you had dependents while you were in the graduate program. Put it as how many dependent do you have now, and then have follow-up questions were any dependents while you were in the program.</p> <p>It's also important in relation to female vs. male because the female has to stop and have the baby.</p> <p>CS: Why is that?</p> |
|            | <b>C3</b>  | R1: Because the she has to stop and give birth   |
|            | <b>C4</b>  |  |
|            | <b>C5</b>  | This is good to know where I have been   |
|            | <b>C6</b>  | It's good to know age to see how old recipients are.   |
|            | <b>C7</b>  | That is important because those that receive a doctorate may not be able to get a visa.  |
|            | <b>C8</b>  |  |
|            | <b>C9</b>  | This is good so you can map where they came from.  |
|            | <b>C10</b>   | This a good question because there are many levels of disabilities and this will enable you to know how it affects them attaining their doctorate degree. Someone with a disability may have more time to do research vs. someone who has a more physical job and is not able to spend as much time on research. It will also affect if they can teach. If there field is a hands on a disability may not allow you to teach on a post doc program   |
|            | <b>C11</b>   | It's good to know their level of disability  |
|            | <b>C12</b>   | Important to know  |
|            | <b>C13</b>   |  |
|            | <b>C14</b>   | Makes sense  |
|            | <b>C15</b>   | Not sure if this is relevant   |
|            | <b>C16</b>   | <p>R1: This is relevant to me because I provided it</p> <p>CS: X</p> <p>R1: I prefer email</p> <p>CS: Any concern providing street address or phone</p> <p>R1: No</p>  |
| <b>C17</b> | R1: This helpful for someone who is 23 and leaving home. |  |



|    |            |   |
|----|------------|---|
|    |            | CS: X<br>R1: I am a grown man. I would list my wife but if I move she comes with me. Should say list a friend or relative.<br>CS: Would you have any reservations giving that information<br>R1: Myself no...others maybe   |
| R2 | <i>C1</i>  | That was easy   |
|    | <i>C2</i>  |   |
|    | <i>C3</i>  | I don't have any  |
|    | <i>C4</i>  | Both Bachelors  |
|    | <i>C5</i>  | China   |
|    | <i>C6</i>  |   |
|    | <i>C7</i>  | Non- US Citizen   |
|    | <i>C8</i>  | China   |
|    | <i>C9</i>  | China   |
|    | <i>C10</i> |   |
|    | <i>C11</i> |   |
|    | <i>C12</i> | No  |
|    | <i>C13</i> |   |
|    | <i>C14</i> | Asian   |
|    | <i>C15</i> |   |
|    | <i>C16</i> |   |
|    | <i>C17</i> | My wife, of course she lives in same place as me  |
| R3 | <i>C1</i>  |   |
|    | <i>C2</i>  |   |
|    | <i>C3</i>  |   |
|    | <i>C4</i>  | Father and mother both have master's degrees  |
|    | <i>C5</i>  |   |
|    | <i>C6</i>  |   |
|    | <i>C7</i>  |   |
|    | <i>C8</i>  |   |
|    | <i>C9</i>  |   |
|    | <i>C10</i> |   |
|    | <i>C11</i> | Physical orthopedic disability. My spine is fused; I had scoliosis as a child.<br>X – What are your thoughts on this question?<br><br>They just want to know if you have a disability. It's never gotten me anything good, but I do have a disability. I don't get any benefit from it. It also doesn't really impair me that badly. But technically, I do have a disability, so I say yes. |
|    | <i>C12</i> | Yes   |
|    | <i>C13</i> | Mexican or Chicana.   |

|    |            |   |
|----|------------|---|
|    |            | Yes.  |
|    | <b>C14</b> | They never have an option for mixed either, because I am half Mexican, half Irish/German/American Caucasian mix.  |
|    | <b>C15</b> |   |
|    |            | Sometimes I don't give my email for these things. I fill it out and I feel like that should be good enough. And I give them my phone number though because I'm expecting them not to call. But I don't want spam. But I'll fill it out this time, since they clearly already have it 'cause the probably sent this to me by email anyway. |
|    |            | And whenever they ask for a daytime or cell phone, I only give them my home phone number because I don't want them to be calling me at work. And I'll eventually get it if it goes to my home.  |
|    | <b>C16</b> | This I also feel is stupid – putting down my address again – because if this came though the mail, they already have my address. But I play along anyway.   |
|    | <b>C17</b> |   |
| R4 | <b>C1</b>  |   |
|    | <b>C2</b>  |   |
|    | <b>C3</b>  |   |
|    | <b>C4</b>  |   |
|    | <b>C5</b>  |   |
|    | <b>C6</b>  |   |
|    | <b>C7</b>  | Trying to get it right because it tells me to skip down.  |
|    | <b>C8</b>  |   |
|    | <b>C9</b>  |   |
|    | <b>C10</b> |   |
|    | <b>C11</b> |   |
|    | <b>C12</b> |   |
|    | <b>C13</b> |   |
|    | <b>C14</b> | I would have to pick other. My ethnicity is not here. There is nothing for biracial or bicultural. Forces me to pick and I am not comfortable. I would be more comfortable if I could write it in.  |
|    | <b>C15</b> | Wondering why you need SS. Wouldn't want to put them in because banks and companies ask for this information as security questions.   |
|    | <b>C16</b> | Email fine.   |
|    | <b>C17</b> | Wondering why you would need this. Would probably fill out but does not think it's important.   |
| R5 | <b>C1</b>  |   |
|    | <b>C2</b>  |   |
|    | <b>C3</b>  |   |
|    | <b>C4</b>  |   |
|    | <b>C5</b>  | "Farwaniyah in Kuwait. Though not K.U. National, but it's not asking that."   |

|            |            |   |  |
|------------|------------|---|--|
|            | <i>C6</i>  |   |  |
|            | <i>C7</i>  |   |  |
|            | <i>C8</i>  | "It doesn't ask about dual citizenship. Doesn't it count? I am not going to answer that [question]."  |  |
|            | <i>C9</i>  | "Illinois, it's not asking for the city."   |  |
|            | <i>C10</i> | "No"  |  |
|            | <i>C11</i> |   |  |
|            | <i>C12</i> | "No"  |  |
|            | <i>C13</i> |   |  |
|            | <i>C14</i> | "Technically I am considered by the US census as white."  |  |
|            | <i>C15</i> | "I am wondering what this is for." He responds anyway.  |  |
|            | <i>C16</i> | He writes quickly. "Since you are asking me to tell you what I think, I am afraid that my writing is not legible, but that is neither her or there."  |  |
|            |            | "I guess my girlfriend."  |  |
|            | <i>C17</i> | "None of this will particularly identify me right"?   |  |
|            | R6         | <i>C1</i>   |  |
|            |            | <i>C2</i>   |  |
|            |            | <i>C3</i>   | That is all they ask you is credentials. No questions about length in time in program; support from program. |
|            |            | <i>C4</i>   |  |
| <i>C5</i>  |            |   |  |
| <i>C6</i>  |            |   |  |
| <i>C7</i>  |            | Sadly I am not a US citizen and that is what is giving me trouble.  |  |
| <i>C8</i>  |            |   |  |
| <i>C9</i>  |            |   |  |
| <i>C10</i> |            | If I had a disability it does not give the option to talk about how it affected grad school. All you know is someone with a disability graduated or not but you have no understanding why or how that affected.   |  |
| <i>C11</i> |            | All multiple choice no length or detail.  |  |
| <i>C12</i> |            |   |  |
| <i>C13</i> |            |   |  |
| <i>C14</i> |            | I considered myself Asian and then when I got here I am apparently I am a Pacific Islander. In the Philippines they don't ask race. They ask religion but not race.   |  |
| <i>C15</i> |            |   |  |
| <i>C16</i> |            | Good thing I have a non-university address because I don't have access to it.   |  |
| <i>C17</i> |            | They ask they name and address of another person. It does not end with just your information. They want to have options on how to reach in case the contact information I gave wasn't current. Please provide your address and your name. I answered it wrong, I put the person who likely to know where I can be reached in my address box. They ask for the mailing address of the person who is likely to k now where before but email...faster. |  |
|            |            |   |  |
| R7         | <i>C1</i>  | Not everyone fits into these categories. Maybe the survey should explore opportunities for additional options here.   |  |
|            | <i>C2</i>  |   |  |

|    |            |  |
|----|------------|--|
|    | <i>C3</i>  |  |
|    | <i>C4</i>  | This is all very matter of fact.   |
|    | <i>C5</i>  |  |
|    | <i>C6</i>  |  |
|    | <i>C7</i>  |  |
|    | <i>C8</i>  |  |
|    | <i>C9</i>  |  |
|    | <i>C10</i> | Not an official disability, no.  |
|    | <i>C11</i> |  |
|    | <i>C12</i> |  |
|    | <i>C13</i> |  |
|    | <i>C14</i> |  |
|    | <i>C15</i> |  |
|    | <i>C16</i> | This whole section is very clear. It's all just basic recall   |
|    | <i>C17</i> | I can't think of an address offhand. I don't have any real family, so I'm going to leave this blank.   |
| R8 | <i>C1</i>  | For part C, this seems like standard survey data.  |
|    | <i>C2</i>  |  |
|    | <i>C3</i>  | Again for C3, the checkbox is kind of off to the left. Visually, it's something I might have skipped over. It would be nice if it were aligned and the [responses] matched the other options.                    |
|    | <i>C4</i>  | C4, C5, C6 seem straight forward.  |
|    | <i>C5</i>  |  |
|    | <i>C6</i>  |  |
|    | <i>C7</i>  | Again, I feel like these arrows and the information in the margins are as easy to follow if the skip patterns were directly below the questions.   |
|    | <i>C8</i>  |  |
|    | <i>C9</i>  |  |
|    | <i>C10</i> |  |
|    | <i>C11</i> |  |
|    | <i>C12</i> |  |
|    | <i>C13</i> |  |
|    | <i>C14</i> | C14 and C15 are pretty straight forward.   |
|    | <i>C15</i> |  |
|    | <i>C16</i> | For question C16. It's not clear whether that's required. I generally hesitate to give out my email address because of spam. I'm thinking whether or not I want to include this. I may choose to leave this off. |
|    | <i>C17</i> |  |
| R9 | <i>C1</i>  | "Easy one."  |
|    | <i>C2</i>  | "Married, one."  |
|    | <i>C3</i>  | "None, that's easy."   |

|            |            |   |  |
|------------|------------|---|--|
|            | <b>C4</b>  | "Mother got through high school and my father has a master's."  |  |
|            | <b>C5</b>  | "Illinois."   |  |
|            | <b>C6</b>  | No hesitation... "March 30, 1950."  |  |
|            | <b>C7</b>  | "Getting long...that's easy since birth."   |  |
|            | <b>C8</b>  |   |  |
|            | <b>C9</b>  | "Everything has been in Illinois."  |  |
|            | <b>C10</b> | "No, unless you count my eye but I will get it fixed, so no."   |  |
|            | <b>C11</b> |   |  |
|            | <b>C12</b> | "No."   |  |
|            | <b>C13</b> |   |  |
|            | <b>C14</b> | "White"...later in interview... "I have no problem giving out my race but I know others who have a real problem with these categories, if they have multiple backgrounds."                              |  |
|            | <b>C15</b> | No hesitation... "we got that."   |  |
|            | <b>C16</b> | No hesitation... "I am going to print it neatly so you can read it. I put my home phone down. I have a cell phone but it's usually not on so I put down my home phone."                                 |  |
|            | <b>C17</b> | "Easy. I've been there for years. I will put down my next door neighbor who is usually around, we are good friends. I can't recall her address...got it."   |  |
|            | <b>C17</b> | ...flipping through, closing survey..."Oh that does it...oh I should read the back we're not done yet."   |  |
|            | <b>R10</b> | <b>C1</b>   |  |
|            |            | <b>C2</b>   | If I were separated or divorced, I might want to know why you want to know that. |
| <b>C3</b>  |            | Comments. I don't think I'd put anything down.  |  |
| <b>C4</b>  |            |   |  |
| <b>C5</b>  |            |   |  |
| <b>C6</b>  |            |   |  |
| <b>C7</b>  |            |   |  |
| <b>C8</b>  |            |   |  |
| <b>C9</b>  |            | Actually I see that secondary is high school.   |  |
| <b>C10</b> |            |   |  |
| <b>C11</b> |            |   |  |
| <b>C12</b> |            |   |  |
| <b>C13</b> |            |   |  |
| <b>C14</b> |            |   |  |
| <b>C15</b> |            |   |  |
| <b>C16</b> |            | For a daytime or cell, my daytime is my work number. I'm reluctant to give my work number because I don't like taking personal calls at work, but I'll put it down. I don't think you'll be bugging me. |  |
| <b>C17</b> |            | I don't know if I'd fill that out or not. For two reasons: I don't anticipate I'd be unreachable for any reason. And the person I put   |  |

|     |            |   |
|-----|------------|---|
|     |            | down would be my husband. And if I were to move, he'd move with me.   |
| R11 | <i>C1</i>  |   |
|     | <i>C2</i>  |   |
|     | <i>C3</i>  |   |
|     | <i>C4</i>  | Both graduated high school. He elaborates, "I feel pretty lucky because that is as far as they got and I am working on my second postdoc. I feel pretty blessed in that regard."                        |
|     | <i>C5</i>  | "I actually love answering this question", he says. He misses New York and this makes him feel still connected to the city.   |
|     | <i>C6</i>  |   |
|     | <i>C7</i>  |   |
|     | <i>C8</i>  |   |
|     | <i>C9</i>  |   |
|     | <i>C10</i> |   |
|     | <i>C11</i> |   |
|     | <i>C12</i> |   |
|     | <i>C13</i> |   |
|     | <i>C14</i> |   |
|     | <i>C15</i> |   |
|     | <i>C16</i> | I put my cell number because it is the best way to reach me. "Sometimes I don't answer my office phone." He wonders whether someone is going to spell his name wrong because it is an unusual spelling. |
|     | <i>C17</i> | He puts down his wife. Then he flips open the code page as if to check for more questions.  |
| R12 | <i>C1</i>  |   |
|     | <i>C2</i>  |   |
|     | <i>C3</i>  |   |
|     | <i>C4</i>  |   |
|     | <i>C5</i>  |   |
|     | <i>C6</i>  |   |
|     | <i>C7</i>  |   |
|     | <i>C8</i>  |   |
|     | <i>C9</i>  |   |
|     | <i>C10</i> |   |
|     | <i>C11</i> |   |
|     | <i>C12</i> | He leaves it blank because he says that it is not applicable. "It doesn't fit."   |
|     | <i>C13</i> | "That's a hard one. Hispanic is not a race. I leave that blank, although most Latinos pick white. I don't know if that is appropriate."   |
|     | <i>C14</i> |   |
|     | <i>C15</i> |   |
|     | <i>C16</i> |   |
|     | <i>C17</i> |   |

|     |            |   |
|-----|------------|---|
| R13 | <i>C1</i>  |   |
|     | <i>C2</i>  |   |
|     | <i>C3</i>  |   |
|     | <i>C4</i>  |   |
|     | <i>C5</i>  |   |
|     | <i>C6</i>  |   |
|     | <i>C7</i>  |   |
|     | <i>C8</i>  |   |
|     | <i>C9</i>  |   |
|     | <i>C10</i> |   |
|     | <i>C11</i> |   |
|     | <i>C12</i> |   |
|     | <i>C13</i> |   |
|     | <i>C14</i> |   |
|     | <i>C15</i> |   |
|     | <i>C16</i> |   |
|     | <i>C17</i> | Now it's asking an address of another person, I won't complete that because I don't have my address book with me. I would probably say my parents in Pittsburg. |
| R14 | <i>C1</i>  |   |
|     | <i>C2</i>  |   |
|     | <i>C3</i>  | My mother lives with me but she has her own personal savings. So she does not depend on me for financial support.   |
|     | <i>C4</i>  | I am not sure of their educational background; I am just going to say some college. I know what they studied, I just don't know what.                           |
|     | <i>C5</i>  |   |
|     | <i>C6</i>  |   |
|     | <i>C7</i>  |   |
|     | <i>C8</i>  |   |
|     | <i>C9</i>  |   |
|     | <i>C10</i> |   |

|     |            |   |
|-----|------------|---|
|     | <i>C11</i> |   |
|     | <i>C12</i> |   |
|     | <i>C13</i> |   |
|     | <i>C14</i> |   |
|     | <i>C15</i> |   |
|     | <i>C16</i> |   |
|     | <i>C17</i> | I live with my mom. Mom is aware of my whereabouts  |
| R15 | <i>C1</i>  |   |
|     | <i>C2</i>  |   |
|     | <i>C3</i>  |   |
|     | <i>C4</i>  |   |
|     | <i>C5</i>  |   |
|     | <i>C6</i>  |   |
|     | <i>C7</i>  |   |
|     | <i>C8</i>  |   |
|     | <i>C9</i>  | Here's a tricky one. Not in a state – Washington DC   |
|     | <i>C10</i> |   |
|     | <i>C11</i> |   |
|     | <i>C12</i> |   |
|     | <i>C13</i> |   |
|     | <i>C14</i> | I always like its weird when they ask this question. But I guess is a good idea.                                |
|     | <i>C15</i> | Wondering why the last 4-digits of my social security number, but feel secure giving.                           |
|     | <i>C16</i> | Don't mind giving email but prefer not to give my phone number.   |
|     | <i>C17</i> | They have my address but I will give it again. Don't want them to bother someone else.                          |
| R16 | <i>C1</i>  |   |
|     | <i>C2</i>  |   |
|     | <i>C3</i>  | That would be 0. Oh wait, 'mark x if none.' It would help if I looked at all the answers before I filled it in. |



|           |            |   |  |
|-----------|------------|---|--|
|           | <b>C4</b>  | R Answers. Father - 2 bachelor's degrees. Mother has 1 bachelor's degree.   |  |
|           | <b>C5</b>  |   |  |
|           | <b>C6</b>  |   |  |
|           | <b>C7</b>  |   |  |
|           | <b>C8</b>  |   |  |
|           | <b>C9</b>  |   |  |
|           | <b>C10</b> | Well it depends what you consider [disability]. I have a dog for diabetes. But I don't know. I'll put yes, because technically I am, but I don't know, that's everybody else's. |  |
|           | <b>C11</b> | Other, diabetes.  |  |
|           | <b>C12</b> | No.   |  |
|           | <b>C13</b> | Oh it skipped [laughs]. Helps if I follow the directions, again. It's been a long day.  |  |
|           | <b>C14</b> | White.  |  |
|           | <b>C15</b> | R provides.   |  |
|           | <b>C16</b> |   |  |
|           | <b>C17</b> | I'm going to put my Dad, because my wife is going to be in the same place I am. There's that. Now I'm going to see how many things where it said, skip.                         |  |
|           | <b>R17</b> | <b>C1</b>   |  |
|           |            | <b>C2</b>   |  |
|           |            | <b>C3</b>   | Might be important to move 'None' to the top of the list since everything is in numerical order. |
| <b>C4</b> |            | My dad has a veterinary degree a professional degree but not listed...  |  |
| <b>C5</b> |            |   |  |
| <b>C6</b> |            |   |  |
| <b>C7</b> |            |   |  |
| <b>C8</b> |            |   |  |

|  |            |   |  |
|--|------------|---|--|
|  | <b>C9</b>  | This is strangely worded question. I don't know if there is a better way to say that.   |  |
|  | <b>C10</b> |   |  |
|  | <b>C11</b> | You may want to indent C11 in under C10. Actually all dependent questions might be indented in because it looks like it's just the next in sequence.  |  |
|  | <b>C12</b> |   |  |
|  | <b>C13</b> |   |  |
|  | <b>C14</b> |   |  |
|  | <b>C15</b> | Why on earth do you like to know the last 4-digits of my social security number? That is information you like to keep private in this day and age when people are robbing them  |  |
|  | <b>C16</b> | Email address sure, I don't know about telephone numbers. I don't necessarily want to be called. It might be better to say and or.  |  |
|  | <b>C17</b> | Why do you need to know where I know somebody else? Feels a little nosey. I can understand providing that kind of information as an emergency contact as an employee but survey seems odd. And it might make people especially immigrants nervous about the real purpose about the survey. I am at the same address as my husband so if we both move you can't find us. And that is who I would put down here unless you want me to put my mother and father. |  |
|  | <b>R18</b> | <b>C1</b>   | "This is easy enough."   |
|  |            | <b>C2</b>   |  |
|  |            | <b>C3</b>   |  |
|  |            | <b>C4</b>   |  |
|  |            | <b>C5</b>   |  |
|  |            | <b>C6</b>   | "I am wary of giving my date of birth. I would probably make up a date by changing the month and day of birth, I would put the real year. I don't see how this is pertinent to the study." |
|  |            | <b>C7</b>   |  |
|  |            | <b>C8</b>   |  |

|            |            |  |   |
|------------|------------|--|---|
|            | <b>C9</b>  | "I really don't know the distinction between high school and secondary."   |   |
|            | <b>C10</b> | The respondent laughs and comments "that is a loaded question." On the survey he indicates that he is not disabled.  |   |
|            | <b>C11</b> |  |   |
|            | <b>C12</b> |  |   |
|            | <b>C13</b> |  |   |
|            | <b>C14</b> | "I always hate that question" he responds because he thinks that Asian and Indian should be distinct from each other.  |   |
|            | <b>C15</b> | "I don't mind giving that."  |   |
|            | <b>C16</b> | "I'll give you my email address and day number and my right address because this is something that I have to fill out for my grad school."                       |   |
|            | <b>C17</b> | He didn't see the reason for this question, but he provided his wife's name, but no other information because, he asked, "Why would I need for you to reach me?" |   |
|            | <b>R19</b> | <b>C1</b>  |   |
|            |            | <b>C2</b>  |   |
|            |            | <b>C3</b>  |   |
|            |            | <b>C4</b>  | Mother she's got community college degree and a nursing degree but there is no nursing. I thought it would have been a professional degree but did not seem appropriate. No sure what else would like to see. |
|            |            | <b>C5</b>  |   |
|            |            | <b>C6</b>  |   |
|            |            | <b>C7</b>  |   |
|            |            | <b>C8</b>  |   |
| <b>C9</b>  |            |  |   |
| <b>C10</b> |            |  |   |
| <b>C11</b> |            |  |   |
| <b>C12</b> |            |  |   |
| <b>C13</b> |            |  |   |

|            |   |   |
|------------|---|---|
|            | <i>C14</i>                                  | I was looking for other or fill in. I thought there would be one there but there wasn't. Sometimes there is usually else there. Depending on my mood I put in other and fill it in. I am Haitian American. Usually I put black. |
|            | <i>C15</i>                                  |   |
|            | <i>C16</i>                                  |   |
|            | <i>C17</i>                                  |   |
| R20        | <i>C1</i>                                   |   |
|            | <i>C2</i>                                   |   |
|            | <i>C3</i>                                   |   |
|            | <i>C4</i>                                   | Bachelors – Mother<br>DDS – father...Doesn't matter anyway.   |
|            | <i>C5</i>                                   |   |
|            | <i>C6</i>                                   |   |
|            | <i>C7</i>                                   |   |
|            | <i>C8</i>                                   |   |
|            | <i>C9</i>                                   |   |
|            | <i>C10</i>                                  |   |
|            | <i>C11</i>                                  |   |
|            | <i>C12</i>                                  |   |
|            | <i>C13</i>                                  |   |
|            | <i>C14</i>                                  |   |
|            | <i>C15</i>                                  |   |
| <i>C16</i> |   |   |
| <i>C17</i> | I'll just put my wife. Address is the same. |   |

## Back Page

|                  |   |   |
|------------------|---|---|
| <b>Back Page</b> |   |   |
| R1               | <i>Additions to Questions [A2 and A9]</i> | So that is page 6. Where is page 7? 8 Field of Study and 9 Field of study. Ok 10. Oh that's continued from the other page.  |
|                  | <i>Comments about the Survey</i>          | R1: Good to add comments about answers or response to questions.<br>CS: Did you make any comments?<br>R1: Not at all...not at that time...I had these thoughts when I couldn't answer questions but I never indicated it in the comments.   |
|                  | <i>Bar Codes and Survey Design</i>        |   |
| R2               | <i>Additions to Questions [A2 and A9]</i> | Where does this question come from...Oh for more degrees  |
|                  | <i>Comments about the Survey</i>          |   |
|                  | <i>Bar Codes and Survey Design</i>        |   |
| R3               | <i>Additions to Questions [A2 and A9]</i> | No that's it. I don't have any questions<br>x-did you have any thoughts on the back page.<br><br>I didn't read the thing. Well, I read the first line of it, and it's clearly the same kind of congratulations I already read. And just glancing at it you can tell it's the same thing I already read, of why I'm doing it. And I already scan these kinds of things in the beginning, the initial letter to see if it's worth doing. And I already decided that it was worth doing. So I'm not going to bother to read this again for it to tell me again that this was worth doing. I don't think anything needed to be added further. |
|                  | <i>Comments about the Survey</i>          |   |
|                  | <i>Bar Codes and Survey Design</i>        |   |
| R4               | <i>Additions to Questions [A2 and A9]</i> | I might miss this page  |
|                  | <i>Comments about the Survey</i>          |   |
|                  | <i>Bar Codes and Survey Design</i>        |   |
| R5               | <i>Additions to Questions [A2 and A9]</i> | The respondent didn't see the questions at first. Then says "Oh wait, I have no idea where this came out of. Usually, if you weren't here, what I would do is just ignore it. [Seeing] 'office use only' makes me feel better about that."  |
|                  | <i>Comments about the Survey</i>          |   |
|                  | <i>Bar Codes and Survey Design</i>        |   |

|    |   |   |
|----|---|---|
| R6 | <i>Additions to Questions [A2 and A9]</i> | What is this? This kind of threw me off. I thought I was done. A brief reminder of what this section is referring to would minimize confusion. Why couldn't they have just put it beside the question? Just for logical flow.   |
|    | <i>Comments about the Survey</i>          | I would have appreciated having question that addressed other dimensions of grad school. Including factors affecting duration of study (which is an area of concern especially for humanities who apparently have longer average times than the sciences), and what influenced post-graduation career plans (try to understand what made you decide to take a post doc instead of taking position in industry) in order to improve the...of PHD programs to help the US be more competitive in the global economy.<br><br>I entered grad school wanting to be a professor but somewhere along the way that is not what happened I feel sad about that in one sense and I am hoping efforts are made to try to understand that and to try to keep people as interested in the sciences as much as possible. Even though I understand the need to have scientists I cannot make myself follow a research career going through what I have gone through. Questions like those I think would help develop/improve graduate programs in the future to increase the number people who stay and do research. |
|    | <i>Bar Codes and Survey Design</i>        |   |
| R7 | <i>Additions to Questions [A2 and A9]</i> | What is this for? Do I need to answer this? (After going back to A2 & A9). This doesn't apply to me. It should have some sort of instructions explaining this is for additional questions.  |
|    | <i>Comments about the Survey</i>          |   |
|    | <i>Bar Codes and Survey Design</i>        |   |
| R8 | <i>Additions to Questions [A2 and A9]</i> | Respondent reads back cover.<br>It's a little bit confusing. If the end of the survey is on the bottom of page 6, it would help if it said, "this is the end of the survey."<br><br>Respondent talking about bottom box on page 6.<br><br>I'm not reading this [ending paragraph], because it looks like something I could ignore. I turn to the back and it takes awhile to figure out that this is supplemental information to other questions.   |
|    | <i>Comments about the Survey</i>          |   |
|    | <i>Bar Codes and Survey Design</i>        |   |
| R9 | <i>Additions to Questions [A2 and A9]</i> | Flipping back to A2 and A9, rereading them, "let me just look here to see if I have it right. No, no more."   |

|     |   |  |
|-----|---|--|
|     | <i>Comments about the Survey</i>          | "This is fun to fill out; I love surveys. I think this information is helpful for various education policy makers and organizations. There is a shortage in nursing, I wonder if this information can help. I want to ask my peers regarding their experiences at Loyola, what they found frustrating. Some experiences were frustrating and my peers agree it takes a long time to get a doctorate degree. I hope my handwriting is clear. I think the questions were really good; they make me think." |
|     | <i>Bar Codes and Survey Design</i>        |  |
| R10 | <i>Additions to Questions [A2 and A9]</i> |  |
|     | <i>Comments about the Survey</i>          | Comments. I don't think I'd put anything down.   |
|     | <i>Bar Codes and Survey Design</i>        |  |
| R11 | <i>Additions to Questions [A2 and A9]</i> |  |
|     | <i>Comments about the Survey</i>          | He says "I think that I am finished with this. I mean it just...At least here is the additions section and I am assuming there isn't anything to fill out. I don't have any additional information because I gave them all my information. And comments...well they are all recorded."   |
|     | <i>Bar Codes and Survey Design</i>        |  |
| R12 | <i>Additions to Questions [A2 and A9]</i> |  |
|     | <i>Comments about the Survey</i>          | "I guess I am done with this."   |
|     | <i>Bar Codes and Survey Design</i>        |  |
| R13 | <i>Additions to Questions [A2 and A9]</i> | R- Reads the item. R says, I think it's asking me to complete the question for A2 here on the back of the survey. Sort of an abbreviated version of the question. R reads A9. R reads A2.<br>No, I'm sorry I made an error. It's if there are more than two fields and space is given on the back.   |
|     | <i>Comments about the Survey</i>          | I don't think I would have made any comments. The questions seem straight forward. I don't think there's any need for any comments.<br><br>X – Points out that R missed the front cover.<br><br>R fills the front cover.   |
|     | <i>Bar Codes and Survey Design</i>        |  |
| R14 | <i>Additions to Questions [A2 and A9]</i> |  |
|     | <i>Comments about the Survey</i>          |  |
|     | <i>Bar Codes and Survey Design</i>        |  |
| R15 | <i>Additions to Questions [A2 and A9]</i> | What's on the back?  |
|     | <i>Comments about the Survey</i>          | No specific. Glad I finished it. Feel that I am contributing to society.   |
|     | <i>Bar Codes and Survey Design</i>        |  |

|     |   |   |
|-----|---|---|
| R16 | <i>Additions to Questions [A2 and A9]</i> | Alright. There's those, now I'll fill out the back.   |
|     | <i>Comments about the Survey</i>          | <p>Nothing really stands out. It's a survey. So we'll just say, 'no comments.'</p> <p>Interviewer – you indicated that you missed some skips in the questionnaire. Can you give us any suggestions to make those skips more easily to follow?</p> <p>I don't know. Me missing is probably more that I'm tired than anything else. You maybe can put arrows, and I think there were some. Those I know I saw. Yeah, the arrows off to the side that says, go to, and skip to.</p> <p>Interviewer – would bolding help? Having them closer to the answer.</p> <p>The only thing in my particular case is if there was an arrow that went directly to the question. But you can't really do that. So, I read the question and saw that that really didn't apply so I went back and looked.</p> |
|     | <i>Bar Codes and Survey Design</i>        |   |
| R17 | <i>Additions to Questions [A2 and A9]</i> | What is this? All the field stuff should be together.   |
|     | <i>Comments about the Survey</i>          | The way HD Human Development is currently categorized really doesn't represent what Human Development is at least not at the University of Chicago. And since we invented the field, I think that carries some weight.  |
|     | <i>Bar Codes and Survey Design</i>        |   |
| R18 | <i>Additions to Questions [A2 and A9]</i> |   |
|     | <i>Comments about the Survey</i>          | "I probably wouldn't take the time because filling out the survey was enough of my time. If this was shared with my particular program than I would comment on that, but given that it is general, I wouldn't give you any more information."   |
|     | <i>Bar Codes and Survey Design</i>        |   |
| R19 | <i>Additions to Questions [A2 and A9]</i> |   |
|     | <i>Comments about the Survey</i>          |   |
|     | <i>Bar Codes and Survey Design</i>        |   |
| R20 | <i>Additions to Questions [A2 and A9]</i> |   |
|     | <i>Comments about the Survey</i>          |   |
|     | <i>Bar Codes and Survey Design</i>        |   |



| <b>Probes - Consent Language</b> |   |  |
|----------------------------------|---|--|
| <b>R1</b>                        | <i>Did you read? Why or Why Not?:</i>               | No – Based on the information from this document [brochure] helped me to understand the purpose and use. Normally a person should read this. I recall it from the website. I see all the logos and think this must be legitimate survey.   |
|                                  | <i>Summary of Paragraph:</i>                        | State Act of 1950 which I am not really familiar with that act. all information will be treated as confidential...here is something we do for our research it is same info our graduate school makes us sign off on Last 4-digits of SS number solicited under the NSF act of 1950. I don't know why but it's if they ask for it will be kept confidential, used for quality control and will not personally identify you. Information given will not adversely affect you.  |
|                                  | <i>Initial Reaction:</i>                            | Anyone familiar with this research should be familiar especially doctoral recipients.  |
|                                  | <i>Explains fully how data will be used:</i>        | Yes  |
|                                  | <i>Will data be secure and remain confidential:</i> | There is no security in written version. I don't know where it would end up. If this information was taken and then entered in secure database. Being online hopefully in secure database. Mailing this back, who knows will this end up.  |
|                                  | <i>Concerns providing last 4-digits of SS:</i>      | Felt internet that was more secure than paper  |
| <b>R2</b>                        | <i>Did you read? Why or Why Not?:</i>               | No I didn't. It's general information or whatever. I read the letter and I already decided to take the survey. I basically don't like legal language. I am just lazy.  |
|                                  | <i>Summary of Paragraph:</i>                        | General, confidential, information according to law. The purpose is only for study research, analyze data. Your information and well as your number will be confidential. So basically you are protected.  |
|                                  | <i>Initial Reaction:</i>                            | Yes, I am just being labeled   |
|                                  | <i>Explains fully how data will be used:</i>        | I would think so.  |
|                                  | <i>Will data be secure and remain confidential:</i> | Yes  |
|                                  | <i>Concerns providing last 4-digits of SS:</i>      | No its okay. Other places require last 4-digits.   |
| <b>R3</b>                        | <i>Did you read? Why or Why Not?:</i>               | No   |
|                                  | <i>Summary of Paragraph:</i>                        | <p>The part where it's telling you that it will take 19 minutes and if you have comments regarding the time estimates, it would take more than 19 minutes so clearly I'm not going to contact anybody.</p> <p>It's the same information here that was on the initial cover letter. Pretty much everything I got out of here.</p> <p>Sure, that they're going to gather and keep this information confidential. And it's going to be used for studies, I'm still not clear on what, but it will be used by a bunch of organizations that actually do decent research, so it's fine by me.</p> |

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|    | <b>Initial Reaction:</b>                            | They're boring.   |
|    | <b>Explains fully how data will be used:</b>        | No. They say preparing scientific reports or articles; but saying you're doing anything scientific is a real cop out to say what you're doing with it. Considering the type of information they asked. They just want to know what doctorates do after they graduate and what their plans are. I assume some of these things that they're going to be used for are figuring out why women drop out of the sciences, which I think is worthwhile. I don't know what else they could do with it.<br>x- What would you like to see instead of this?<br>I don't know some of this stuff has been here. It's telling you legally that they're going to keep it confidential.<br>x- You said that it doesn't really explain – what would you have liked to have been explained. Instead of this pamphlet. Instead of saying the organizations that do it, say some of the studies that resulted. They do have some of these books here. So, "American women surpass men in doctoral studies," that's interesting.<br>x- So statistics?<br>Yeah. The thing with statistics, like in the past we found that so many people graduated and are planning on doing this, that would be kind of cool. Then you could see how you fit in to it, instead of having a list of organizations which are already in the cover. |
|    | <b>Will data be secure and remain confidential:</b> | Yeah. Or I wouldn't have filled it out.   |
|    | <b>Concerns providing last 4-digits of SS:</b>      | Not really, they probably have it anyway because it got me through the university. I might not have put it down if they wanted the whole thing.   |
| R4 | <b>Did you read? Why or Why Not?:</b>               | No, just the first couple of lines since I read the letter.   |
|    | <b>Summary of Paragraph:</b>                        | This information comes from grant source. All treated confidential. Just like other research efforts. Will be used by a lot of different people. Social security number voluntary. This would have been put next to question.   |
|    | <b>Initial Reaction:</b>                            | Basically this is an informed consent.  |
|    | <b>Explains fully how data will be used:</b>        | Yeah it tells you where it's doing  |
|    | <b>Will data be secure and remain confidential:</b> | I feel pretty comfortable. Did not want to give Social Security number. This should be highlighted of emphasized.   |
|    | <b>Concerns providing last 4-digits of SS:</b>      | Never been asked for a survey. Very generic wouldn't tell you how the far the information will go.  |
| R5 | <b>Did you read? Why or Why Not?:</b>               | "I never read these." "Usually what I would do is not read. It's kind of like the thing that I just signed. I'll read it now because I feel pressured because there are people around." Upon reading it the respondent comments, "Maybe this is not the same information. I would have assumed that it was the same information, but maybe it's not." After reading he says, "Well I guess that would have answered my question [about being personally identified], but I would have still probably called you because I would have not read it."  |
|    | <b>Summary of Paragraph:</b>                        | "I am not really good at summary, so basically I look at key points: NSF, confidential, SSN doesn't really matter, federal evaluation, and the time thing, I don't really know if its 19 min..."  |

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|    | <b>Initial Reaction:</b>                            | "They eased any fear that I have being identified with the survey. Not really with the survey, I don't like being identified period."   |
|    | <b>Explains fully how data will be used:</b>        | "Yes it does provide how it will be used. No it does not do it fully."  |
|    | <b>Will data be secure and remain confidential:</b> | "Yeah. I do."   |
|    | <b>Concerns providing last 4-digits of SS:</b>      | "Yes, that's just a fear of government I have because I don't trust the government. I still provided it because this authoritative survey told me to so I obliged."   |
| R6 | <b>Did you read? Why or Why Not?:</b>               | No. It's not a big deal.  |
|    | <b>Summary of Paragraph:</b>                        | Your privacy will not be at risk in anyway and everything will be considered confidential. And you will not be identified by your name.   |
|    | <b>Initial Reaction:</b>                            | Sounded like standard disclaimer. Even though you asked me to read it, I still did not read it. It's fine print. Maybe if it was bulleted instead of sentence form.   |
|    | <b>Explains fully how data will be used:</b>        | I think so.   |
|    | <b>Will data be secure and remain confidential:</b> | The only personal...You did not ask for my complete SS which was good and my birth date. If I moved out of this address or I did not respond to email or the person I put... I feel like it doesn't completely link me. |
|    | <b>Concerns providing last 4-digits of SS:</b>      | No, I like it that it's just the last 4 digits.   |
| R7 | <b>Did you read? Why or Why Not?:</b>               | No, I didn't bother. (After reading)  |
|    | <b>Summary of Paragraph:</b>                        | Things will be kept confidential; my information will be used by a couple of organizations to collect data. There's no risk to me, its standard stuff.  |
|    | <b>Initial Reaction:</b>                            | It seems very clear. I have no idea if it really took 19 minutes.   |
|    | <b>Explains fully how data will be used:</b>        | Yes   |
|    | <b>Will data be secure and remain confidential:</b> | Yes   |
|    | <b>Concerns providing last 4-digits of SS:</b>      | No, I'm putting my trust in you. Maybe if my identity was stolen I would feel differently.  |
| R8 | <b>Did you read? Why or Why Not?:</b>               | No. There's a lot of information. It doesn't look like there's a lot of disclaimer information. The font color that's used is the same as the cover, so it blends in and doesn't stand out.                             |
|    | <b>Summary of Paragraph:</b>                        | That this information is confidential. It's voluntary. And whatever information you disclose will not be shared with other parties.   |
|    | <b>Initial Reaction:</b>                            | Pretty standard. Nothing really stood out as out of the ordinary. It's obviously reassuring that the info I'm providing will be kept confidential. Met my expectation.  |
|    | <b>Explains fully how data will be used:</b>        | No.   |
|    | <b>Will data be secure and remain confidential:</b> | Yes.  |
|    | <b>Concerns providing last 4-digits of SS:</b>      | No.   |

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| R9  | <i>Did you read? Why or Why Not?:</i>               | "I probably read half of it and stopped. I've read so many things like it that I think I probably know what it says. I saw 'confidential' and immediately assumed I knew what it meant and could blow the rest of it off."  |
|     | <i>Summary of Paragraph:</i>                        | "It will be confidential, the information won't be shared with other people, it's for educational purposes. There is someone you can contact with questions and comments."  |
|     | <i>Initial Reaction:</i>                            | "I kind of thought they are the standard fare, it's good to have it in there. If it wasn't there I would be concerned. I have done research and would expect this to be there. I've never had a problem with this kind of thing in the past."   |
|     | <i>Explains fully how data will be used:</i>        | "I think it does, I don't know what the Act of 1950 is. I see a lot of this it seems familiar. For others it might be confusing but it doesn't concern me much.   |
|     | <i>Will data be secure and remain confidential:</i> | "Yes I do."   |
|     | <i>Concerns providing last 4-digits of SS:</i>      | "Very little, I put it on the internet when I have to. I've never had a problem with identity theft and I feel in this situation its fine and I'm generally okay with giving it out."   |
| R10 | <i>Did you read? Why or Why Not?:</i>               | No.<br>They just look like legal. Some of it's in all caps telling of confidentiality. Then there's this legal stuff about the NSF act of 1950.   |
|     | <i>Summary of Paragraph:</i>                        | Information collected to be used by own institution, and some other agencies who look at what people do after they get their doctorate degrees. The information would be completely confidential. The last for digits of the social security number would be used as an identifier that I've completed the form.  |
|     | <i>Initial Reaction:</i>                            | Standard confidentiality. The only thing that was new information was that it's used for research and statistical purposes by your institution. I didn't get from this letter that it would be used by my institution. It says the information is used by government and academic institutions, but it doesn't say specifically that it will be used by my institution.<br><br>And then it says that I don't have to answer some of the items if I don't want to. And that it should take about 19 minutes. |
|     | <i>Explains fully how data will be used:</i>        | Well, for one thing. I don't know what the NSF act of 1950. It sounds upstanding and trustworthy. I assume that what it means is that this is information that is being collected for scientific study for the careers and work done of people who get doctorate degrees.   |
|     | <i>Will data be secure and remain confidential:</i> | I just get the general sense, is that this is a general confidentiality statement.<br><br>Yes   |

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|     |   | No<br><br>By the way, one thing that makes [the survey] seem legitimate is that it's affiliated with the University of Chicago.  |
| R11 | <i>Did you read? Why or Why Not?:</i>               | He did not read the paragraphs because, he says, "I don't usually read fine print, which is odd because I am also training to be a lawyer. Seriously, I read the signed consent form, so I got my information there."  |
|     | <i>Summary of Paragraph:</i>                        | He summarizes, "The responses are confidential, and the last four digits of your social security number are for identification purpose only so that the results can be tied to the person filling out the survey. Since I've done research I know that it says that."  |
|     | <i>Initial Reaction:</i>                            | "I mean I trust that their statements are genuine. I believe that it is true."   |
|     | <i>Explains fully how data will be used:</i>        | "Yes"  |
|     | <i>Will data be secure and remain confidential:</i> | "Yes"  |
|     | <i>Concerns providing last 4-digits of SS:</i>      | "No, I think that this comes from my bias in doing research. I really do believe confidentiality has a place and people really do adhere to it."   |
| R12 | <i>Did you read? Why or Why Not?:</i>               | No, he did not read the paragraphs preceding the survey. He figured that NORC was a legitimate source and he was familiar with the survey because he knew others who took it.  |
|     | <i>Summary of Paragraph:</i>                        | "It is just basically letting you know that the information will be confidential and it can be shared with public and private institutions, government agency and universities, for statistical purposes."   |
|     | <i>Initial Reaction:</i>                            | "I would say that I have no reaction. It is standard for surveys."   |
|     | <i>Explains fully how data will be used:</i>        | "Yeah, I think it is pretty clear. The word 'confidential' is in there I don't know how many times."   |
|     | <i>Will data be secure and remain confidential:</i> | "I hope so," he responds. When asked to answer with a definitive 'yes' or 'no' he says, "yeah."  |
|     | <i>Concerns providing last 4-digits of SS:</i>      | "No. that's pretty standard, especially when dealing with the government."   |
| R13 | <i>Did you read? Why or Why Not?:</i>               | No. I read where it says in caps that all information will be treated as confidential. All of these things seem to be sufficient and reassuring. Again, this is an organization that I recognize. And I didn't hesitate to supply the information.   |
|     | <i>Summary of Paragraph:</i>                        | Sure. It's saying that the information that I provide will not be disclosed. And that it's being used for research purposes. And that the last four digits of my social security number will not be exploited, and that this is needed to make sure that the person who completed the survey is the person who earned the degree. And as a reader of this, this seems plausible. |
|     | <i>Initial Reaction:</i>                            | My reaction to them was favorable. And that these paragraphs confirmed the initial opinion I had of the whole mailing that I received, which was favorable. Based on NORC's reputation.  |
|     | <i>Explains fully how data will be used:</i>        | Well, I don't have grounds for answering that because I don't understand, 100%, how this will be used. I'm not doing the research, so I don't really know. But I have a general sense of how it's going to be used. And the general sense is that it's going to be used for research   |

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|     |  | purposes.   |
|     | <b><i>Will data be secure and remain confidential:</i></b> | Well, I think that it's highly probable that the information will remain secure and confidential.   |
|     | <b><i>Concerns providing last 4-digits of SS:</i></b>      | No. Because, again, I'm not an expert on ways of which people's personal information can be used or exploited, but it's my guess that the last four digits are not sufficient to any nefarious purposes   |
| R14 | <b><i>Did you read? Why or Why Not?:</i></b>               | No because presumed it would be the same as what was written in the cover letter. I just read the first line and what caught my attention is that everything I provide would be confidential. So I did not see the need to read the rest of it. Which is why I asked for copy of signed document.   |
|     | <b><i>Summary of Paragraph:</i></b>                        | It's saying everything that I provided in this survey will be kept confidential. And the last 4-digits, which I already put in, I realized if I had read this I would have not put it in. Because it says here it is voluntary but it will be kept confidential so I am not too worried about it. I wish I had read that at first and not responded to those questions. |
|     | <b><i>Initial Reaction:</i></b>                            | The fact that it's going to be kept confidential doesn't worry me to much it doesn't worry too much about giving my personal information. I appreciate the fact that it will be kept confidential.  |
|     | <b><i>Explains fully how data will be used:</i></b>        | Yes   |
|     | <b><i>Will data be secure and remain confidential:</i></b> | Which is the reason again I asked you for a copy of that document (consent statement) so that in case something happens I have that letter with me signed by both of us. Just based on that sheet of paper that I signed - everything will be kept confidential.  |
|     | <b><i>Concerns providing last 4-digits of SS:</i></b>      | I do. X No, because even if I had not signed that sheet of paper I would not have read these two paragraphs. X I am having second thoughts now that I gave my social security. If it's okay, I would like to cross it out.  |
| R15 | <b><i>Did you read? Why or Why Not?:</i></b>               | I did not. I felt like it was going to be boiler plate statement and I glanced over the one on the little pamphlet.   |
|     | <b><i>Summary of Paragraph:</i></b>                        | The survey materials are confidential and won't be shared. Last 4 digits to verify my identity to for quality control purposes.   |
|     | <b><i>Initial Reaction:</i></b>                            | This is a boiler plate that is required for human subject's research.   |
|     | <b><i>Explains fully how data will be used:</i></b>        | No, I don't think this paragraph along says anything about how it will be used. In fact this paragraph says almost nothing.   |
|     | <b><i>Will data be secure and remain confidential:</i></b> | Yes, I believe it will. I know that this information could get it. I takes a lot of effort to information confidential  |
|     | <b><i>Concerns providing last 4-digits of SS:</i></b>      | I don't   |

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| R16 | <b><i>Did you read? Why or Why Not?:</i></b>               | No. I wasn't too worried about it after reading the letter. I just assumed it was right. In this case, I didn't worry about it.   |
|     | <b><i>Summary of Paragraph:</i></b>                        | It's saying that the point of doing this is for research to look at responses and to help out the institution that I came from. What else was in there? That was one thing, and that I don't really remember the rest of them. A survey to gain information was the way I looked at it.   |
|     | <b><i>Initial Reaction:</i></b>                            | Nothing much and I wasn't surprised. Its stuff I had assumed. Nothing really stood out.   |
|     | <b><i>Explains fully how data will be used:</i></b>        | I'd say, no. Indirectly, yes. It says the information will be used by these people. If I knew that this was going to eat away at me, I'd be looking at specific details. But obviously, you can't put that in there. For me to say that I understand how it's going to be used. That's what I'd be thinking more at an in depth level. But it does give an overview. So technically it does answer, yes.  |
|     | <b><i>Will data be secure and remain confidential:</i></b> | I'm not worried about it. It didn't bother me before. It's nice not having to put the full social security number.  |
|     | <b><i>Concerns providing last 4-digits of SS:</i></b>      | I generally wouldn't do it. But in this case, it didn't bother me. I supposed of the first paragraph, that was the only thing that stood out, was that you don't have to provide the [social security number].  |
| R17 | <b><i>Did you read? Why or Why Not?:</i></b>               | Nope Its small print and legalistic-Even as an educated person with a degree I am not familiar with all these acts and amendments that are referenced.  |
|     | <b><i>Summary of Paragraph:</i></b>                        | You guys are abiding with this body of legislation. And that a whole slew of people will have access of these data but this data will be confidential.  |
|     | <b><i>Initial Reaction:</i></b>                            | I don't know what the statement "National Science Foundation Act of 1950, as amended" means. That's a heck of list of people who might use this data. So the SS number is voluntary. You might mention that in the body of the survey as well. Everything about this survey looks mandatory.<br>That might be made more incorrigible in a number of ways. In designing my own my confidentiality and participant rights documentation for the IRB, I tend to avoid laundry list of people who can use the data. I'll have a form that says these are the participants in this research and then when I get down to participant rights and responsibilities, I say the people listed at the beginning of this are those that will have access to the data. And these data will be kept strictly confidential using whatever you use. We never mention that NSF act of 1950...I have no idea what the amendment is. I have not idea why it would ask for part of my SS number. If a survey were being directed toward immigrant it would make them very uncomfortable, makes more financially conservative people than I am very uncomfortable as well makes me uncomfortable. Putting in fine sort of legalize print at the bottom. As consumers were used to skipping the fine legalize print because it doesn't seem relevant to our lives. So making it seem more about me and less about the NSF act might be useful. I would re- word the word failure. |
|     | <b><i>Explains fully how data will be used:</i></b>        | If I study it hard yes.   |
|     | <b><i>Will data be secure and remain</i></b>               | I hope so.  |

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|     | <i>confidential:</i>                                |  |
|     | <i>Concerns providing last 4-digits of SS:</i>      | I hope so because it's hard to recreate the SS from the last four digits. But we are encouraged daily by the media, financial advisors by our parents and loved ones to not give our SS number if we don't have to. Especially with the current climate of increased aptitude in identity theft. Giving our SS on a qualitative survey seems kind of strange. Even as researcher I don't know what kind of purpose that would serve.   |
| R18 | <i>Did you read? Why or Why Not?:</i>               | "No." "I didn't think about it. I trusted the survey because it was given to other graduates and it was mandatory by the university. If it is something that I have to do, then it wouldn't matter about fine print."  |
|     | <i>Summary of Paragraph:</i>                        | "Now I wish that I had read it because I would have left my date of birth blank. I probably wouldn't have given my social security number either. The time estimate was correct."<br>"It says who originated the survey and where it is going to go." He believes that it is "going in a pile in a government office" mostly because of the NSF act from 1950 that was cited in the paragraph. "It makes me wonder if anyone is going to read them."                         |
|     | <i>Initial Reaction:</i>                            | "That they are pretty standard. I thought 'Oh great. Another government survey that won't be followed up on.'<br><br>What would convince you that this survey is followed up on?<br><br>"Like when you do a survey in a magazine, then the report comes out. If they mailed something to me or if someone from the university followed up on it. If there was a tangible report. It would be good to know the information on the fields. This has potential to help me out." |
|     | <i>Explains fully how data will be used:</i>        | "No, not fully. As a researcher I see it as very vague. It doesn't really explain the purpose."  |
|     | <i>Will data be secure and remain confidential:</i> | "Yes."   |
|     | <i>Concerns providing last 4-digits of SS:</i>      | "No, but I did have concerns about my birth date."<br><br>Why did you have concerns about providing your date of birth?<br><br>"Because that is the complete answer. If you have the last four digits of someone's social security number, there is still six other numbers to figure out."  |
| R19 | <i>Did you read? Why or Why Not?:</i>               | No I didn't. I thought it was basic information about the survey or about the organization and I guess I just assumed that I knew it all and it wasn't that important. I also just assumed it was regular legal information or copyright information.  |



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|     | <b><i>Summary of Paragraph:</i></b>                        | The information will be kept confidential. It's used for research purposes. They make sure they have your correct information by using social security numbers and you have the right to not answer a question that you would not like to answer.   |
|     | <b><i>Initial Reaction:</i></b>                            | I kind of felt it was pretty basic. What I would expect to be on a survey when you are providing information. You have option to not answer anything and also since it's a survey it's understood that you would tell you what the survey is used for. Nothing came out of it that was unexpected.    |
|     | <b><i>Explains fully how data will be used:</i></b>        | Yes, I understand what the researcher and statistical purposes is but it's still a bit vague as to what type of research is still being done with the information.  |
|     | <b><i>Will data be secure and remain confidential:</i></b> | I think so. Just the fact that it's a government agency I feel like it probably would be.   |
|     | <b><i>Concerns providing last 4-digits of SS:</i></b>      | I sort of hesitated but usually it's pretty common to provide that. I wasn't that big of a deal. I hesitated more so...Do I really need to fill this out now? I guess going through the motions of it. Otherwise it's not a problem.  |
| R20 | <b><i>Did you read? Why or Why Not?:</i></b>               | I did not today. Although I read this [brochure] and I kind of assumed it was that. I don't remember seeing this last year. Probably having skimmed through this, I skipped the fine print.   |
|     | <b><i>Summary of Paragraph:</i></b>                        | Who funds it...the NSF. What the data will be used for. It also explains about things like collecting the last 4 of your social. The basis how they have the authority to ask for that information. Also explains that the responses voluntary. The usual informed consent, protections, disclaimers. |
|     | <b><i>Initial Reaction:</i></b>                            | Standard, nothing new here. If I have been reading it ahead of time. Social - interesting   |
|     | <b><i>Explains fully how data will be used:</i></b>        | So coming from social sciences myself...Yeah it's in my language sort of speak. If I were coming from different field like engineering, I don't know.   |
|     | <b><i>Will data be secure and remain confidential:</i></b> | Yes   |
|     | <b><i>Concerns providing last 4-digits of SS:</i></b>      | Using that last 4 seems to be a wide spread way of not disclosing the whole one but still retaining some identifiable information. It seems pretty standard.  |

| <b>A2 Probes - Interdisciplinary</b> |  |  |
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| <b>R1</b>                            | <b><i>Thought Process:</i></b>                               | Indicated this question was redundant  |
|                                      | <b><i>Definition of Interdisciplinary:</i></b>               | If you are working in communication, like myself, and doing a dissertation in education and the subject matter crosses over. That to me is interdisciplinary   |
|                                      | <b><i>Clear Term:</i></b>                                    | Yes  |
|                                      | <b><i>Research Interdisciplinary?:</i></b>                   | No   |
|                                      | <b><i>Accommodates interdisciplinary dissertations?:</i></b> | I would say it could   |
|                                      | <b><i>Instructions in italics:</i></b>                       | He references the italicized instruction is question A5 not A2. He felt those instructions were clear.   |
| <b>R2</b>                            | <b><i>Thought Process:</i></b>                               | Skipped  |
|                                      | <b><i>Definition of Interdisciplinary:</i></b>               | Two area research fields...crossing areas of two fields.   |
|                                      | <b><i>Clear Term:</i></b>                                    | I think so   |
|                                      | <b><i>Research Interdisciplinary?:</i></b>                   | Yes - applied math and finance   |
|                                      | <b><i>Accommodates interdisciplinary dissertations?:</i></b> | I think so   |
|                                      | <b><i>Instructions in italics:</i></b>                       | To be honest, I kind of tired. I did not notice that. May have thought of other related fields. It's fine.   |
| <b>R3</b>                            | <b><i>Thought Process:</i></b>                               | <p>I wrote down ecology because that's the name of the field of my research, even though my degree is going to be in evolutionary biology. But I studied ecology. Then I went and looked for the code, and they didn't have ecology, which is always irritating. And then I picked the one I thought was closest, which was environmental sciences. Which is not ecology, but there wasn't anything on here that was close to ecology.</p> <p>I guess the other thing I was thinking about was plant sciences other. But I studied community ecology, so it's not even. So it would be plant sciences other and animal sciences other.</p> |
|                                      | <b><i>Definition of Interdisciplinary:</i></b>               | The study that takes, or overlaps in two different fields. Mine doesn't, it's just ecology. There are some people; using paleontological data use that to study ecology. That would be interdisciplinary between ecology and paleontology and or evolutionary biology and paleontology.  |
|                                      | <b><i>Clear Term:</i></b>                                    | [laughs]. If it's not, they shouldn't get a PhD. Interdisciplinary is totally a buzzword right now. So everybody should know what it means.  |
|                                      | <b><i>Research Interdisciplinary?:</i></b>                   | No. It was ecology, with some conservation aspects, but I guess conservation falls under ecology.  |

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|    | <i>Accommodates interdisciplinary dissertations?:</i> |  |
|    | <i>Instructions in italics:</i>                       |  |
| R4 | <i>Thought Process:</i>                               | I was thinking how they would have it listed. I was annoyed that it wasn't there. I did not know how to code.  |
|    | <i>Definition of Interdisciplinary:</i>               | Collaboration between different fields   |
|    | <i>Clear Term:</i>                                    | I think so.  |
|    | <i>Research Interdisciplinary?:</i>                   | No   |
|    | <i>Accommodates interdisciplinary dissertations?:</i> |  |
|    | <i>Instructions in italics:</i>                       |  |
| R5 | <i>Thought Process:</i>                               | "I was sort of. I did not know how to answer it because I have several primary fields. And I don't feel like US foreign policy alone captures it. There is not enough room, so you have to be as brief as possible. Although if you give PhD students more space, they would write a book in it."                                  |
|    | <i>Definition of Interdisciplinary:</i>               | "A field that traverses a multiplicity of disciplines."  |
|    | <i>Clear Term:</i>                                    | "Yes, it's almost like ingrained in their heads from day one."   |
|    | <i>Research Interdisciplinary?:</i>                   | "Absolutely."  |
|    | <i>Accommodates interdisciplinary dissertations?:</i> | "No. I think that at the point that you ask for primary field, there is something that always takes precedents. Interdisciplinary assumes that all disciplines are created equal and treated equally. Any time you ask about a primary field that dissolves that."   |
|    | <i>Instructions in italics:</i>                       | "I didn't even notice them. Now that I look at them they are clear. I think they should be at the top may be better since people read from top to bottom it wouldn't shut down the possibility of interdisciplinary when you ask about the primary field of study because once I fill that out I feel that it is safe to move on." |
| R6 | <i>Thought Process:</i>                               | It says using the list on page 7 so I look and expect to see a list on page 7 and there is no list. There is a paragraph that says field of study list is on page 8 and 9. I felt a more way would be to say go to page 8 and 9. I don't understand what this page is for...it's just an additional step extra step                |
|    | <i>Definition of Interdisciplinary:</i>               | It's when a mix of pre-established fields that are currently available. Interdisciplinary uses resources or expertise from two or more established fields.   |
|    | <i>Clear Term:</i>                                    | I think so.  |
|    | <i>Research Interdisciplinary?:</i>                   | My program is interdisciplinary but my research degree was not.  |
|    | <i>Accommodates interdisciplinary dissertations?:</i> |  |

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|     | <i>Instructions in italics:</i>                       |  |
| R7  | <i>Thought Process:</i>                               | Not much thought process. I knew it was sociology. When I went to the code list I only had to search for a moment before finding the Social Sciences and figured Sociology would be in there.  |
|     | <i>Definition of Interdisciplinary:</i>               | Several fields together, drawing from various disciplines.   |
|     | <i>Clear Term:</i>                                    | Anyone who has a PhD will know what it means.  |
|     | <i>Research Interdisciplinary?:</i>                   | No. I used research from different fields, but my department was not interdisciplinary.  |
|     | <i>Accommodates interdisciplinary dissertations?:</i> | Yes  |
|     | <i>Instructions in italics:</i>                       | I probably did, but I wasn't really paying attention since it didn't apply to me.  |
| R8  | <i>Thought Process:</i>                               | Pretty straight forward. Field is definitely the right word used in this situation. Other people may use area. Or field of study. The second part of A2, I know you're supposed to go to the list. But the list not being on page 7 is another thing. I don't see anything confusing or strange about the third part. I didn't really read the italicized bit because that I thought was associated with the interdisciplinary part. |
|     | <i>Definition of Interdisciplinary:</i>               | Using multiple fields or having your research span multiple fields. Sociology or anthropology or sociology or history.   |
|     | <i>Clear Term:</i>                                    | Yes. I think so.   |
|     | <i>Research Interdisciplinary?:</i>                   | No.  |
|     | <i>Accommodates interdisciplinary dissertations?:</i> |  |
|     | <i>Instructions in italics:</i>                       |  |
| R9  | <i>Thought Process:</i>                               | "Since it's a nursing program I did nursing and most of my research in nursing."   |
|     | <i>Definition of Interdisciplinary:</i>               | "Fusing different disciplines i.e. immunology and nursing working together."   |
|     | <i>Clear Term:</i>                                    | "Yes, everyone should be very familiar."   |
|     | <i>Research Interdisciplinary?:</i>                   | "No, though my committee was, one man was an immunologist and I worked in his lab."  |
|     | <i>Accommodates interdisciplinary dissertations?:</i> |  |
|     | <i>Instructions in italics:</i>                       |  |
| R10 | <i>Thought Process:</i>                               | Just that my degree is in nursing science and, that's it. And especially when I went to the list of codes, and nursing science was on there, that's certainly the most appropriate code.   |
|     | <i>Definition of Interdisciplinary:</i>               | If my research had been done with someone from another department. Research done in conjunction with another department.   |

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|     | <b><i>Clear Term:</i></b>                                    | Yes. There might be some people, there might be some gray, but to me it's clear].  |
|     | <b><i>Research Interdisciplinary?:</i></b>                   | No. Some of my subjects were. I was taking this to mean did I collaborate with someone else in doing the research itself.  |
|     | <b><i>Accommodates interdisciplinary dissertations?:</i></b> | Yes. I think so.   |
|     | <b><i>Instructions in italics:</i></b>                       |  |
| R11 | <b><i>Thought Process:</i></b>                               | He did not have much of a thought process because he thought that it was a very straight forward question.   |
|     | <b><i>Definition of Interdisciplinary:</i></b>               | "People from various disciplines. People coming from different perspectives and practices. Some programs will offer advanced degrees in areas where you are studying things in various different fields. For example, people in sociology might be looking at things with systemic factors. Actually, now that I think about it, I cannot think of too many programs that adhere to that. They try to keep [degrees] very specific." |
|     | <b><i>Clear Term:</i></b>                                    | "I think in practice people know what it means, but when it comes to dissertations, not so much. I think most students might be coming from programs where their dissertations are very focused in a specific area rather than it being something that focuses on different aspects of different fields."  |
|     | <b><i>Research Interdisciplinary?:</i></b>                   | "No"   |
|     | <b><i>Accommodates interdisciplinary dissertations?:</i></b> |  |
|     | <b><i>Instructions in italics:</i></b>                       |  |
| R12 | <b><i>Thought Process:</i></b>                               | "Obviously political science is a general field within there is four categories: American politics, theory, methods, government interaction. I fall in American politics."   |
|     | <b><i>Definition of Interdisciplinary:</i></b>               | "You actually borrow from other studies or methods different research approaches to conduct one study. You go outside of your field. So to history, anthropology, sociology. It is basically an intersection with different fields appropriate to the study."  |
|     | <b><i>Clear Term:</i></b>                                    | "Yeah"   |
|     | <b><i>Research Interdisciplinary?:</i></b>                   | "Yes it was to some extent, but it wasn't fully interdisciplinary, which is why I didn't fill in a second field. I would not consider one or the other primary or secondary. Political science is interdisciplinary by default. I didn't have to separate from those different fields."  |
|     | <b><i>Accommodates interdisciplinary dissertations?:</i></b> | "No because it just gave me one option. If you are going to do something like that you should give three fields."  |
|     | <b><i>Instructions in italics:</i></b>                       | "Yeah, they were clear. Pretty straight forward. They were right there on the box"   |

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| R13 | <b><i>Thought Process:</i></b>                               | In my case, the first field I would have looked for was political philosophy. I studied philosophy in a political science department. But political philosophy didn't appear, and I understand there are good reasons for this. And so I looked right away for political science. Then when I saw the opportunity to supply a second field, I was confident I was able to classify my research accurately. |
|     | <b><i>Definition of Interdisciplinary:</i></b>               | It's research that cuts across disciplinary boundaries. Its research that cuts across classes in to which other research normally falls.   |
|     | <b><i>Clear Term:</i></b>                                    | Yes  |
|     | <b><i>Research Interdisciplinary?:</i></b>                   | Yes  |
|     | <b><i>Accommodates interdisciplinary dissertations?:</i></b> | Yes  |
|     | <b><i>Instructions in italics:</i></b>                       | I did not notice them the first time I looked at it. And I didn't take note of it until I completed the survey.<br>x- Looking at them now, do you think they're clear?<br>R – Yes.   |
| R14 | <b><i>Thought Process:</i></b>                               | Very straight forward. My subject was cancer immunology. I did not have to think twice about it.   |
|     | <b><i>Definition of Interdisciplinary:</i></b>               | I would think it is combining more than two subjects.  |
|     | <b><i>Clear Term:</i></b>                                    | I think so, yeah.  |
|     | <b><i>Research Interdisciplinary?:</i></b>                   | Yes  |
|     | <b><i>Accommodates interdisciplinary dissertations?:</i></b> | Yes  |
|     | <b><i>Instructions in italics:</i></b>                       | I noticed them and they were clear.  |
| R15 | <b><i>Thought Process:</i></b>                               | When I think of primary field...I thought that academic institutions can be split up into many types units...You can describe it in many different ways such as Russian History, History of Medicine etc.  |
|     | <b><i>Definition of Interdisciplinary:</i></b>               | Work that crosses the usually accepted boundaries that define different fields of investigation. Such as public health and history.  |
|     | <b><i>Clear Term:</i></b>                                    | Yes, I do.   |
|     | <b><i>Research Interdisciplinary?:</i></b>                   | Yes  |
|     | <b><i>Accommodates interdisciplinary dissertations?:</i></b> | The problem with phrasing of the question...People can interpret this in different ways  |
|     | <b><i>Instructions in italics:</i></b>                       | Very clear   |

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| R16 | <b><i>Thought Process:</i></b>                               | The field of study for my dissertation research, I was thinking the exact branch of science it related to. Not even branch, but what specific area of my major that it was related to. And since it's a broad area that encompasses many things, I didn't think Chemical Engineering right off the bat. I did stuff on the confirmation of absorbed polymers. So polymer science, right off the bat.   |
|     | <b><i>Definition of Interdisciplinary:</i></b>               | I would say involves different fields of study. I started as a graduate of paper science and engineering. That essentially was moved away and I was combined in to the chemical engineering program where it was initially interdisciplinary where I was working towards a paper science degree in chem. E. Switched that over to chem E. That's an example of interdisciplinary more than a description.  |
|     | <b><i>Clear Term:</i></b>                                    | Something that branches out in to multiple areas.  |
|     | <b><i>Clear Term:</i></b>                                    | I would hope so. Watch – my definition isn't right [laughs].   |
|     | <b><i>Research Interdisciplinary?:</i></b>                   | Yes. It was the effect of site blocking in absorbed polymers. IT was originally – you can use that for paper making, retention applications, which is what the original focus was. Then we moved along to other areas, like water treatment. Then we moved on to other areas.  |
|     | <b><i>Accommodates interdisciplinary dissertations?:</i></b> | I think so. The way I looked at it was, list two different areas where you research fits in to.  |
|     | <b><i>Instructions in italics:</i></b>                       | I honestly didn't notice them. I was going through it rather quickly. I looked at it and thought, alright, two fields. But I could sit here for a long time putting in sub branches.   |
| R17 | <b><i>Thought Process:</i></b>                               | Comparative Human Development as an interdisciplinary field at least here at the University of Chicago I am forced to choose that It's under psychology but I am not a psychologist. And I don't really have a way of representing that I am not a psychologist on this form. Also seeing it sort of smashed together with family studies is also a misrepresentation of Human Development as I understand it. I don't do family studies, I am not a psychologist. I do ethnographic studies of language acquisition in special language circumstances |
|     | <b><i>Definition of Interdisciplinary:</i></b>               | Engaging in research that reaches across disciplinary boundaries, draws methodologically and theoretically from a range of relevant areas.   |
|     | <b><i>Clear Term:</i></b>                                    | Yes  |
|     | <b><i>Research Interdisciplinary?:</i></b>                   | Yes  |
|     | <b><i>Accommodates interdisciplinary dissertations?:</i></b> | If by interdisciplinary you mean a dual degree, Yes. But if you mean a program like human development, No. This seems like is more for dual degrees than it is about a field that is in of its self interdisciplinary.   |
|     | <b><i>Instructions in italics:</i></b>                       | I noticed them. When I needed them I paid attention to them.   |

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| R18 | <i>Thought Process:</i>                               | "My field was very specific. It is not available at all schools. I was concerned that this would mess up the statistics. Leaving the code would have been enough because the name and code doesn't match. My research was interdisciplinary. So do you want my department or my actual field of study?"  |
|     | <i>Definition of Interdisciplinary:</i>               | "More than one general area of study. Biology is itself interdisciplinary. It uses different techniques and its methods cross fields. It is a meaningless word, made up by some MBA."  |
|     | <i>Clear Term:</i>                                    | "No because it is reinforced by the different areas of biology in the field codes. Any degree in biology is talking about techniques, theories, etc."  |
|     | <i>Research Interdisciplinary?:</i>                   | "I wrote yes when I answered this question. But no, if I had to be precise. I just wrote the main discipline, but you need four or five codes to say yes."   |
|     | <i>Accommodates interdisciplinary dissertations?:</i> | "No but I understand this [survey] is general for all PhDs. It would be different for other fields like humanities, life sciences, physical sciences. It would be any easy in life sciences because there are many fields. The research itself? The techniques used? What exactly are you talking about?"  |
|     | <i>Instructions in italics:</i>                       | "I did notice them and I thought that they were clear. I didn't properly fill out A6 because I only checked the 'yes' boxes. I didn't fill out A5; I don't know how that happened."  |
| R19 | <i>Thought Process:</i>                               | The first thing I thought of primary field, I thought membrane separations. I did not think chemical engineering. Chances are they have not broken down the different research areas that far so it's probably chemical engineering. When it indicated a list, I knew I didn't have to guess and I can go find out specifically what they wanted. (If you did not have a list what would you put down as your...) I probably would have put membrane separations in A2 and chemical engineering in A3. (What would membrane separations fall under?) It would fall under chemical engineering. |
|     | <i>Definition of Interdisciplinary:</i>               | (Has trouble coming up with concise definition, starts by giving examples but finally decides on definition) It covers different major areas of study that are somewhat related but usually are very different.  |
|     | <i>Clear Term:</i>                                    | Yeah.  |
|     | <i>Research Interdisciplinary?:</i>                   | No.  |
|     | <i>Accommodates interdisciplinary dissertations?:</i> |  |
|     | <i>Instructions in italics:</i>                       |  |
| R20 | <i>Thought Process:</i>                               | If the question were worded, "What field does your dissertation research belong?" I may have been more overwhelmingly likely to say linguistics. Phrased the way it is it makes me think where did you come from? What does it say on degree?  |



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|  | <b><i>Definition of Interdisciplinary:</i></b>               | Theoretical/methodological approaches come from a variety of sources that are not traditionally house under the same rubric. It has to do with three parts of your work; research questions, methods and theoretical. |
|  | <b><i>Clear Term:</i></b>                                    | I think so at least in my field.  |
|  | <b><i>Research Interdisciplinary?:</i></b>                   | Yes   |
|  | <b><i>Accommodates interdisciplinary dissertations?:</i></b> | Probably...I was in a bit of unique situation because the particular department I was the linguists are very cross disciplinary. Linguists distributed among different departments.                                   |
|  | <b><i>Instructions in italics:</i></b>                       | Yeah...it did not occur to me to include applied linguist the first time through. I looked for at the end but there was no field listed for me to add. Would have added it field listed.                              |

| <b>A4 Probes - Remission</b> |   |   |
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| <b>R1</b>                    | <i>Rephrase question:</i>               | There is no way to rephrase it because it is straight forward   |
|                              | <i>Understanding of Word Remission:</i> | Whether I got some money to go to school  |
|                              | <i>Synonym:</i>                         | Financial support   |
|                              | <i>Considered tuition remission:</i>    | Exactly what it is... institution is gunna pay for you to go to school  |
| <b>R2</b>                    | <i>Rephrase question:</i>               | I would say the same thing  |
|                              | <i>Understanding of Word Remission:</i> | I am more familiar with waiver.   |
|                              | <i>Synonym:</i>                         | I don't use remission   |
|                              | <i>Considered tuition remission:</i>    | I guess I didn't notice. My guess it should be waiver. I think it would be clear for a graduate student. X Don't need to pay tuition.   |
| <b>R3</b>                    | <i>Rephrase question:</i>               | Did somebody else pay for your tuition?   |
|                              | <i>Understanding of Word Remission:</i> | That it was taken back. So you were charged it and you didn't have to pay it. I had a hard time answering because I was never in a position to pay tuition. So it never really was remission, I just never had to pay it. In most biological sciences, graduate schools - you may have to work for your stipend, but you never have to pay tuition. Medical school does, but in biological sciences you never have to, at least the ones I applied for. |
|                              | <i>Synonym:</i>                         | You can just ask, how much of the tuition you paid for, then you'd have to restructure the answers.   |
|                              | <i>Considered tuition remission:</i>    | Either you had been charged and someone paid for it, or there was potential that you had to pay for it, and then weren't charged it.  |
| <b>R4</b>                    | <i>Rephrase question:</i>               | How was your doctoral education funded? Please list the sources that contributed to doctorate education.  |
|                              | <i>Understanding of Word Remission:</i> | Payback...The question could have been asked more simply?   |
|                              | <i>Synonym:</i>                         | Reimbursement. Payment...I don't know.  |
|                              | <i>Considered tuition remission:</i>    | Anything that paid for my education.  |
| <b>R5</b>                    | <i>Rephrase question:</i>               | "How were you doctoral studies paid for?"   |
|                              | <i>Understanding of Word Remission:</i> | "Reduction or waiver."  |
|                              | <i>Synonym:</i>                         | "Reduction."  |
|                              | <i>Considered tuition remission:</i>    | "Literally, someone paying for your studies. Tuition remission has a negative connotation to me because everyone gives you tuition remission. It's like what else is there? So it's like, yeah, whatever. Tuition remission assumes that you are taking classes. What about when you get out in your dissertation stage?"   |

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| R6  | <i>Rephrase question:</i>               | It's grammatically incorrect...at least the first answer. I would put the "No" answer last. Its fine the way it is. Why a third? How did they come up with this? It's weird to me.   |
|     | <i>Understanding of Word Remission:</i> | You didn't have to pay for it and not reimbursed.  |
|     | <i>Synonym:</i>                         | Financial Support. It's specific for tuition.  |
|     | <i>Considered tuition remission:</i>    | Just tuition...none of the other cost of school.   |
| R7  | <i>Rephrase question:</i>               | This seems to apply to students who came in through a program that waived tuition, not to waivers like the ones I got on my own. I would add "not including fellowships or assistantships" and whatever else. I'm not sure what it means by "waiver."  |
|     | <i>Understanding of Word Remission:</i> | It's like a waiver. But I'm not really sure what it means here.  |
|     | <i>Synonym:</i>                         |  |
|     | <i>Considered tuition remission:</i>    | Either being a TA or part of a program where you come in day one with a waiver. Or if you get a package/scholarship when you first come in. Or if someone received a waiver for financial need.  |
| R8  | <i>Rephrase question:</i>               | How much of your tuition was covered by full or partial tuition remission? Or, what part of your doctoral studies was covered by tuition waiver?   |
|     | <i>Understanding of Word Remission:</i> | That you're taking away the cost. Or you are sort of removing the expense.   |
|     | <i>Synonym:</i>                         | Waiver is good. If you received funding. I know scholarship isn't the only type of funding. I think funding is all encompassing.   |
|     | <i>Considered tuition remission:</i>    | Fellowship, assistantship, some type of scholarship. I was not thinking a loan.  |
| R9  | <i>Rephrase question:</i>               | "It's confusing; well I guess you could call it that. I did some work/study...How much of your tuition did you have waived or forgiven, that's not a good word, by doing work...Or What fraction? I understand what it means but it's hard to rephrase."   |
|     | <i>Understanding of Word Remission:</i> | "When you don't have to do something. It's subtracted or forgiven. Waived is easier to understand in this context."  |
|     | <i>Synonym:</i>                         | "Forgiveness, probably a lot of people would understand since they have problems with student loans."  |
|     | <i>Considered tuition remission:</i>    | "Tuition you would ordinarily pay but you don't have to for some reason, like work, kind of like a gift."  |
| R10 | <i>Rephrase question:</i>               | I'm more familiar with tuition waiver, and you have waiver there in parentheses. So the only thing I thought was that you don't mean reimbursement, and saw that the next item had reimbursement. Even if you didn't have waiver there, I would have figured it out. But it's good there. Because I think most people are familiar with waiver. But you could put reduction. |
|     | <i>Understanding of Word Remission:</i> |  |

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|     | <b>Synonym:</b>                         | Other than waiver, reduction?  |
|     | <b>Considered tuition remission:</b>    | My husband has TAs and they don't have to pay any tuition at all. If I were a TA, I wouldn't have to pay any tuition, but if I go to the next question, I would see that this was a source of support. I would guess that being a TA I would mark yes. And then I would mark down here that I would have received tuition remission. |
| R11 | <b>Rephrase question:</b>               | "The amount of money that you actually pay. Pretty much forgiven. The school doesn't charge you for it."   |
|     | <b>Understanding of Word Remission:</b> | "School doesn't charge you for it."  |
|     | <b>Synonym:</b>                         | He answers, "Not really. I just see it as a reduced amount of tuition that you don't have to pay."   |
|     | <b>Considered tuition remission:</b>    |  |
| R12 | <b>Rephrase question:</b>               | "Did you receive full or partial tuition for your doctoral studies? The categories are fine."  |
|     | <b>Understanding of Word Remission:</b> | "Kind of 'receive' or 'discount'."   |
|     | <b>Synonym:</b>                         | "No, I would not even use the word. I have not even seen that word used with tuition. Usually you would say 'did you receive full tuition or not? But it is not confusing when I look at it."  |
|     | <b>Considered tuition remission:</b>    | "I didn't think. I just knew what you were asking. I ignored the wording, so it didn't affect my answer."  |
| R13 | <b>Rephrase question:</b>               | How much support were you offered?   |
|     | <b>Understanding of Word Remission:</b> | Someone pays your tuition bill for you.  |
|     | <b>Synonym:</b>                         | No, I like remission.  |
|     | <b>Considered tuition remission:</b>    | Basically one of two things, a fellowship or an assistantship. An assistantship can be divided into classes, teaching assistantships, research assistantships. Basically, they can be a fellowship or assistantship.   |
| R14 | <b>Rephrase question:</b>               | I received full tuition remission so I did not have to pay for the courses I studied while in program. I would ask, "Did you receive full or partial tuition remission?" If not, how much of it was covered.   |
|     | <b>Understanding of Word Remission:</b> | Payment covered  |
|     | <b>Synonym:</b>                         | I have only used remission. Covered  |
|     | <b>Considered tuition remission:</b>    | I would say scholarship, teaching assistantship, research assistantship or any other kind of assistance provided by university or funding agency.  |
| R15 | <b>Rephrase question:</b>               | What fraction of your full tuition were you not responsible for?   |
|     | <b>Understanding of Word Remission:</b> | Something that is sent back. Waiver is clearer term in this context. Student would not be responsible for tuition. Students would be familiar with either of these terms.  |

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|     | <i>Synonym:</i>                         | Assistance. It's hard to generalize more than.  |
|     | <i>Considered tuition remission:</i>    | Thought about it actually as technically as tuition. That is the cost as the university as money that goes directly to the university for your studies. I did not include in that living expenses travel or personal.   |
| R16 | <i>Rephrase question:</i>               | 'Did I have to pay for graduate school' is the way I looked at it.  |
|     | <i>Understanding of Word Remission:</i> | Not a very good understanding, but I'm going to say that we are given something to apply towards it or excused from it.   |
|     | <i>Synonym:</i>                         | Probably um. For what percentage of my tuition I was responsible for paying. But I would avoid it altogether.   |
|     | <i>Considered tuition remission:</i>    | Scholarship is what came to mind.   |
| R17 | <i>Rephrase question:</i>               | I don't know that I can.<br>If you received financial help for doctoral studies that took the form of...  |
|     | <i>Understanding of Word Remission:</i> | Reduction or elimination of...  |
|     | <i>Synonym:</i>                         | Aid   |
|     | <i>Considered tuition remission:</i>    | Grants or fellowships. Any money that was given to me on behalf of the institution. It might also include work study but that is border line. Tuition aid...is a package of fellowship and teacher assistantships and work study.   |
| R18 | <i>Rephrase question:</i>               | "The only thing that I would change is the word 'remission.' I would say scholarship or tuition scholarship."   |
|     | <i>Understanding of Word Remission:</i> | "It means 'not paying.' How much you don't have to pay."  |
|     | <i>Synonym:</i>                         | "Did you receive a full or partial scholarship?"  |
|     | <i>Considered tuition remission:</i>    | "How much is not coming out of my pocket. It is not specific. Life science is different than humanities."   |
| R19 | <i>Rephrase question:</i>               | If your tuition was paid for how much of it was paid? If not... How much of your tuition was paid for by the department or paid for by someone.   |
|     | <i>Understanding of Word Remission:</i> | I guess my initial understanding if you are reimbursed for your tuition or either reimbursed or given some type of stipend towards your tuition. Reduction in your tuition.   |
|     | <i>Synonym:</i>                         | If you received full or partial tuition reimbursement? Or If you received full or partial tuition reduction?  |
|     | <i>Considered tuition remission:</i>    | I thought of what the full tuition was and how much I actually paid and considering how much of a difference that was and it was fairly large. The regular tuition was based on how many credits you took but we were just giving a flat rate of 25 dollars. If your graduate research assistant your rate was 25 dollars for the semester. |

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| R20 | <b><i>Rephrase question:</i></b>               | Did you receive any portion or how much tuition remission did you receive for your doctoral studies?  |
|     | <b><i>Understanding of Word Remission:</i></b> | Waiver is more familiar to me. I didn't have to pay tuition. The university grants me a waiver.   |
|     | <b><i>Synonym:</i></b>                         | Other than waiver I am not sure. Waiver would do it.  |
|     | <b><i>Considered tuition remission:</i></b>    | My thoughts were more what did I have? Could what I had be called tuition remission? But since we call it waiver I was able to answer the question. |

## A8 Probes - Time to Degree

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| R1 | <b><i>Probe: Initial Thoughts and Reactions:</i></b> | It's already checked for doc because you are talking about your recent doctorate. But then again the information becomes redundant in terms of have your received a Master's and Bachelors. The question should be, "when did you receive your masters or your bachelors...".   |
|    | <b><i>Thoughts on Layout and Suggestions:</i></b>    | It is straight forward but a little bit small for those who write too large   |
|    | <b><i>Thought process – A8c:</i></b>                 | Anyone trying to get an academic position should have the in their head for their CV.   |
|    | <b><i>Thought process – A11-A13:</i></b>             | A11 – It's redundant because you just entered that in A8 already indicated that.<br>A12 – If someone can remember when they started their program they should be able to figure out how many years it took.<br>A13 – Straight forward to ask you if you took any time off and how many years but it may be a process of months instead. |
| R2 | <b><i>Probe: Initial Thoughts and Reactions:</i></b> | It was clear.   |
|    | <b><i>Thoughts on Layout and Suggestions:</i></b>    | No. quite good. I like it.  |
|    | <b><i>Thought process – A8c:</i></b>                 | It was not easy for me because it was a mixture because I was half finished. The lines were not clear between Masters and doctorate and I would work for 3 months and went to school for 3 months.  |
|    | <b><i>Thought process – A11-A13:</i></b>             | A11 – I thought it was easy<br>A12 – My course belonged to masters and doctorate. It's not easy because mixture of work and grad course work<br>A13 – I was working full time. Gave a rough number. Not an easy question for me easy for full time PHD student to answer.   |

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| R3 | <i>Probe: Initial Thoughts and Reactions:</i> | <p>The first one was that I was annoyed that I had to fill out the doctoral information again because I filled it out in front and you have it, at least some of it, because you contacted me.</p> <p>But I filled it out anyway.</p> <p>The master's degree one – that one takes me a little while to figure out when I had my masters because we got it as part of our program, it wasn't an end goal. So it wasn't something terribly worth remembering. I did not fill out f though I in the masters, I wrote same and drew an arrow. For the last one, for baccalaureate, it took me a little while when I started college. I was thinking where I went to college instead of primary field of study.</p> <p>I did not go back to look at the list of field number, because I remember ecology wasn't on there. My degree in undergrad was in environmental biology and not ecology, and that's pretty close to environmental science. Even though it implies that I did more biology than engineering.</p> <p>X – Is that what you would have put if you hadn't filled it out already, if this was your first time?<br/>R – Nods head yes.</p> |
|    | <i>Thoughts on Layout and Suggestions:</i>    | <p>I don't know actually. Most of the time when you are ask for the years, you ask the university, and then the field of study. That was part of why I put Michigan State for this one I went to the University of Chicago for both– I put down the dates and thought, "oh I went to Michigan state [For undergrad] I had gone to the university of Chicago for the next two. And so I put this down and then I realized I had done it in the wrong order.</p>   |
|    | <i>Thought process – A&amp;c:</i>             | <p>Well, I had already figured out that it was 2002. I filled out another couple of surveys recently about when I started, so I just remembered when I started for the doctoral degree. And then for the master's degree I put the same. Then I was wondering whether I should put 2004 for the master's degree, but I decided not to change it.</p> <p>X – Why was that?<br/>R – I entered a PhD program in 2002 and got a master's degree on the way. But I didn't enter a master's program then a PhD program, so I left it 2002. You could split hairs and say that I really wasn't working on my PhD portion until after I had my master's, but I don't really think that's true.</p> <p>I remembered what year I graduated college easily, then I had to count backwards to figure out when I started.</p>   |



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|    |   | <p>A11. I thought that was silly because I just answered the same thing, but I just copied it from above.</p> <p>A12. I had to read it twice.</p> <p>X- Why is that?</p> <p>Because it's long. I just wanted to make sure I was going to answer what you were asking. If you had asked how many years I was in the PhD program, I would have written 6. I guess the second part that was clear, the first part I had to read twice. A12a.</p> <p>A13. Um, that one made me laugh, the answer was no.</p> <p>x- Why?</p> <p>R – It was a long haul [laughs]. I know there are some programs that you can get work in the summer. Not me, not in the biological sciences usually. So we get paid year round and are expected to work year round, so I did.</p> |
| R4 | <b><i>Thought process – A11-A13:<br/>Probe: Initial Thoughts and Reactions:</i></b> | I wish I had my resume. It was annoying to think back.   |
|    | <b><i>Thoughts on Layout and Suggestions:</i></b>                                   | You're asking for a lot to write in. This is probably the best way.  |
|    | <b><i>Thought process – A8c:</i></b>  | Not that comfortable. I guessed for my undergrad and masters.  |
|    | <b><i>Thought process – A11-A13:</i></b>  | <p>A11- Seems like first question. Same as first started master's degree.</p> <p>A12- Had to read carefully – I think I answered it wrong</p> <p>A13- Applies to other people. Not sure, it's asking whether students were a way from school. Assumed students took leave.</p>   |
| R5 | <b><i>Probe: Initial Thoughts and Reactions:</i></b>                                | "I hate questions that ask you about specific dates. I feel anxiety, not really, but anger and imprisonment. I can barely remember what happened yesterday. Not to criticize, but if you are the type that doesn't like surveys this could be daunting. After I did it though, it wasn't really hard. As far as interdisciplinary, I assume that there is no number for interdisciplinary fields. I mean yeah, I would look at A8 kind of confused if I answered interdisciplinary for A2."  |
|    | <b><i>Thoughts on Layout and Suggestions:</i></b>                                   | "I think that it gets at the information that you are seeking. I was sort of taken back by USA being filled in. And curious why BA and MA are included. I figured that it was because it was a federal study."   |
|    | <b><i>Thought process – A8c:</i></b>  | "On a scale of 1-10, with ten being the most comfortable and 1 the least comfortable, I was about a 7. I was fairly comfortable."  |

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|    |  | <p>A11. “[It] sort of brought me in a panic because I was like ‘oh my God, I started grad school in 1999, after that it is not that hard.’”</p> <p>A12. “I dislike questions that ask something with two choices. It’s almost like A12 should be A13 and A13 should be A14 because those questions were like ‘eh, what am I looking at here?’ and then I have to focus. I really had no idea what this was saying. It is too cluttered; it should be separated into different questions to make it more readable. I had to read it twice because I was confused. Courses are usually separate from dissertation stage. Again, it would make sense as two separate questions.”</p> <p>A13. “I think it’s pretty straight forward.”</p> |
| R6 | <b><i>Thought process – A11-A13:</i></b>             |   |
|    | <b><i>Probe: Initial Thoughts and Reactions:</i></b> | Country prefilled for doctorate but no other degrees. It allows for degrees you could have gotten somewhere else.   |
|    | <b><i>Thoughts on Layout and Suggestions:</i></b>    | It’s fine.  |
|    | <b><i>Thought process – A8c:</i></b>                 | I was sad to think it was that long ago.  |
|    |  | <p>A11 – I did enter master’s program in the Philippines but did not finish. It’s kind of hanging.</p> <p>A12 – for our program it’s not clear cut. It should say how many years taking courses that are required. Some take courses while doing their dissertation.</p> <p>A13 – I guess maybe this addresses break.</p>   |
| R7 | <b><i>Thought process – A11-A13:</i></b>             |   |
|    | <b><i>Probe: Initial Thoughts and Reactions:</i></b> | It wasn’t automatically clear, I had to review the format a few times to tell exactly what to do.   |
|    | <b><i>Thoughts on Layout and Suggestions:</i></b>    | Maybe add a visual change between the columns for PhD, MA, and BA. Stagger them so the PhD is on the top, then starts slightly below, etc. Equal columns made feel like I had to choose one.  |
|    |  | <p>I wasn’t sure how to enter my PhD &amp; MA start date because it was a combined program. I know when I started the program and wrote that, but then I saw the MA line and I wasn’t sure. I didn’t know if the PhD start date should be from the time I finished my MA. But I took classes towards for my PhD before I finished my MA. I ended up just using the same date for both.</p>  |

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|    |   | <p>A11 – (R left it blank). The wording made me think it was asking about classes other than what I did at Loyola, since I already had the information in A8. I would include something like “(including the institution where you received your MA/PhD)”</p> <p>A12 – The question is fine; it was just a matter of me remembering how much time I took off.</p> <p>A13 – This was worded clearly.</p>  |
| R8 | <i>Probe: Initial Thoughts and Reactions:</i> | Initially it looked like a very multifaceted question and I needed to figure out how they are organizing all the information in one question. It seemed like a large chunk of information. I just needed to look at the column headings and figure out how they were being divided. Once I started filling it out it was pretty straight forward.  |
|    | <i>Thoughts on Layout and Suggestions:</i>    | <p>It would be interesting to see the rows and the columns inverted. I’m not sure if that would look better.</p> <p>Having less information in the column headings would be easier. The [other wording] requires the person to take more time to figure out what’s being asked for.</p>  |
|    | <i>Thought process – A8c:</i>                 | It took a little bit of figuring out. It wasn’t confusing; it was just going back in time and remembering the dates.   |
|    | <i>Thought process – A11-A13:</i>             | <p>A11 - I know what it’s asking, but because it’s asking any program of any university it’s asking the person to think more broadly. It requires the person to step back and think about it. But the wording isn’t confusing.</p> <p>A12 - I think it was a lot of sifting through the words, but it is useful that they are looking for information on a very specific part on your academic career. Information like...course work and exams, whether you want that to be included or not.</p> <p>A13 - That was pretty straight forward. If the not taking course work or working on dissertation – it’s helpful that you’re clarifying what you mean by this.</p> |
| R9 | <i>Probe: Initial Thoughts and Reactions:</i> | “I thought this was pretty straightforward, had to rack my brain for past dates, I was referring to the one above, had to read it twice. Field of study was easy though I had to look them up, but there’s probably no easier way. The two lines at the top were initially confusing and I had to read them twice, then I looked below and it was easy.”   |
|    | <i>Thoughts on Layout and Suggestions:</i>    | “Actually not....very logical...once I got started it was pretty straightforward.”   |

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|     | <b><i>Thought process – A8c:</i></b>                 | “It was ok, just took a bit because I’m not the youngest graduate and I had to consider the leave of absence.”  |
|     | <b><i>Thought process – A11-A13:</i></b>             | A11 – “Some schools consider a master’s and a doctorate as graduate but some consider only the doctorate as graduate. I decided it was just the doctorate. I took a year off and I started in 1994.”<br>A12-“I thought it took forever (the doctorate degree), question isn’t hard. First I started to mix up A and B.<br>A13-“Straightforward except I had to consider my year off.”   |
| R10 | <b><i>Probe: Initial Thoughts and Reactions:</i></b> | Wondering why you’re asking. Because the whole response is of degrees received. And the first question you ask is whether or not you received it. To ask again why you received it is redundant. Again the dates, some people might guess. Everything else seems fine.  |
|     | <b><i>Thoughts on Layout and Suggestions:</i></b>    | It’s easy to follow.  |
|     | <b><i>Thought process – A8c:</i></b>                 | That was fine. It’s a number that I know. Like I said, some people might guess. I certainly know and didn’t have any hesitation.  |
|     | <b><i>Thought process – A11-A13:</i></b>             | A11 - I did a program after I graduated college, but it was not at a university. It was a paralegal program. What you’re asking here, is of any program in any university. If you’re looking just for university work, it was not a university, it was a training institute. So I decided it was not what you were interested in. I did take a couple of graduate level classes in Loyola before I started my master’s program. So this isn’t correct. The question’s a little vague. I wasn’t in graduate school, I just took some classes. So if you want to get at that, then you can ask did you take any graduate classes. Or do any graduate work, because I wasn’t in graduate school. I was just taking classes. I kind of want to know why you want to know that.<br><br>A12 – I had to read it a couple of times to see what you were getting at. Then there’ the question of what the proposal is. And for some people, there is no suggestion in how to round.<br>A13 – No. and I know for a lot of people there is, and you have ‘round to whole years.’ Again, maybe say ‘round up’ to whole years. |
| R11 | <b><i>Probe: Initial Thoughts and Reactions:</i></b> | He replies, “I think I remember answering this question more than once [referring to the first time he filled out the SED]. The number and the primary field of study I definitely felt it was redundant. I could see its [importance] if you earned your MA before, but it is redundant.”  |
|     | <b><i>Thoughts on Layout and Suggestions:</i></b>    | “I thought that the layout was fine. It seems relatively clear.”  |
|     | <b><i>Thought process – A8c:</i></b>                 | “It’s relatively simple because I finished in the time they expected me to finish, five years. I enrolled in Florida one year after 9/11, so that’s how I remember I started in 2001.”  |

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|     |   | <p>A11. "Simple because it was the same as A8C." He questions why A11 is pertinent. Suggests asking A11 or A13, it would be just fine answering one or the other.</p> <p>A12. "This was easy because I finished in expected time, five years. I had the luxury of working on my dissertation as I was taking classes. So actually the time when I was working on my dissertation was a little more than one year. Depending on what they are trying to get at, whether it was how long it did take you to finish your dissertation, the data might be a little bit misleading."</p> <p>A13. No thought process.</p> |
| R12 | <i>Probe: Initial Thoughts and Reactions:</i> | "The doctoral degree was relevant, straight forward, and recent. I had to think back a bit about my bachelor's degree. My program didn't require a master's degree, so I didn't fill that in. Some do, so I see why that is in there. Maybe this is to find out how long from getting your BA. But once you get your doctorate your BA becomes irrelevant."   |
|     | <i>Thoughts on Layout and Suggestions:</i>    | "For bachelors you should ask for the major instead of the field of study. That threw me off a bit. The layout is fine."  |
|     | <i>Thought process – A8c:</i>                 | "I had to think back a little bit too when I actually started. One was a quarter and one was a semester."   |
|     | <i>Thought process – A11-A13:</i>             | <p>A11. "What I thought you are asking is to determine how long it takes to complete the degree and determine a timeline for certain graduate programs. That's important to people actually looking to get into grad programs. The questions below speak to that.</p> <p>A12. Again, it's what I laid out before. Its more specifics about the time line.</p> <p>A13. The same as above. I think that it is also relevant to A4. And tied to question A5, A6, and A7. They are all just extensions of each other.</p>   |
| R13 | <i>Probe: Initial Thoughts and Reactions:</i> | I did stumble for a second just on how the answers were supposed to be presented. It's presented here vertically. I think the basic question is, do I want to lay this out vertically or horizontally. It's a question of what it looks like to the eye.  |
|     | <i>Thoughts on Layout and Suggestions:</i>    | No. I really don't. I confess I stumbled on it. I don't have any suggestions for improvement.   |
|     | <i>Thought process – A8c:</i>                 | Easy. Easy.   |

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|     |   | <p>A11. That was a little hazier for me because it's going back a ways in time. A11 refers to me to a master's degree that I didn't complete. So it's a little harder for me to remember when I started working on it. If I had completed, it would have given me a marker to count back of when I first started.</p> <p>A12. This was – I wasn't 100% confident in supplying my answer. If I had been doing this at home, I would have taken more time.</p> <p>A13. That's a clear no. I was just working on my degree the whole time.</p> |
| R14 | <b>Thought process – A11-A13:</b>             |   |
|     | <b>Probe: Initial Thoughts and Reactions:</b> | I expected this to come up at one point in survey. I was not surprised. Asking me everything about my education background.   |
|     | <b>Thoughts on Layout and Suggestions:</b>    | I think it's pretty clear.  |
|     | <b>Thought process – A8c:</b>                 | I just remembered correctly when I started the degree, the most recent BA and MA. I was also wondering why they need to know which month.   |
|     | <b>Thought process – A11-A13:</b>             | <p>A11 – The same as my answer to the previous question you asked...I could not recall the month I started. I remind one I made a mistake put date for finish instead of started.</p> <p>A12-I know how long it took me to finish the doctoral degree because it was very recent. It did not take me too long</p> <p>A13 – Understandable there are several students that take time off. Not a surprise but I had not taken break.</p>  |
| R15 | <b>Probe: Initial Thoughts and Reactions:</b> | I am going to have to remember all of these dates. Reassured myself I could do it in my head. I know I keep my CV up to date and that is one reason I have this stuff in my head.   |
|     | <b>Thoughts on Layout and Suggestions:</b>    | Counter intuitive...putting starting point second...date granted first. But it was very clear. Felt I was repeating what I had already written down on front.   |
|     | <b>Thought process – A8c:</b>                 | I knew exactly when it was.   |
|     | <b>Thought process – A11-A13:</b>             | <p>A11-I knew it exactly when it was.</p> <p>A12- A – was very clear</p> <p>B – Was a little trickier because people would wonder as I did, how many years should I put down for working on my dissertation. I was wondering if it should be years full time or from start to end.</p> <p>A13-Clarified A12B A12B could have said, "How many years did you dedicate..."</p>   |

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| R16 | <b><i>Probe: Initial Thoughts and Reactions:</i></b> | I was just looking through it. The first thing I thought was is there a certain order that I should be going through this. Because initially I was thinking bachelor's degree listed there, so I thought that's where I'm going to start. When I was looking at it I was kind of thrown that the doctoral was listed there first, but that makes sense, too. It's not that it doesn't make sense, it's just in the reverse order that I was thinking.  |
|     | <b><i>Thoughts on Layout and Suggestions:</i></b>    | No, I think. It was fine. I knew what I was supposed to do. So it was just a matter of filling it in.  |
|     | <b><i>Thought process – A8c:</i></b>                 | It wasn't too much of a problem, but I think that. I don't know if I filled that out earlier somewhere else. Maybe I did on one of the forms -if I filled it out earlier today, it was fresh in my mind. It wasn't hard to come up with.   |
|     | <b><i>Thought process – A11-A13:</i></b>             | A11 – There really wasn't much. I knew I started on the same year as I graduated undergrad, so I went though and thought what month that it started. Undergrad started in quarters. That was the only thing.<br><br>A12 – That one, since courses were interspersed throughout, I was trying to think how to go about answering that. So I took a stab at it. A rough estimate, based on how it worked. The same for the opposite side the not thesis work. Again, it was mixed together so much. I didn't really worry about it so much.<br><br>A13 – Well, it. I entered my doctoral program –I didn't think much of it. When I entered my doctoral program I didn't stop and do anything else. In graduate school I stopped and got work experience. But it wasn't during the doctoral program. |
| R17 | <b><i>Probe: Initial Thoughts and Reactions:</i></b> | I was confused at first, sorting out staring with question A. Sorting out the boxes at the top. Somehow the boxes at the top do not catch your attention until you read question A and the box is already checked.   |
|     | <b><i>Thoughts on Layout and Suggestions:</i></b>    | I would have to think that for a while. I feel like...perhaps not already checking that first box might clear things up for me. Or question A might read..."indicate if you have received and of the degrees in the top row"   |
|     | <b><i>Thought process – A8c:</i></b>                 | Cost some cognitive effort to think back that far but it wasn't uncomfortable. There are not dates I carry around with me.   |
|     | <b><i>Thought process – A11-A13:</i></b>             | A11 – No particular thought process. I know when I started my first MA<br>A12 – I was trying to figure out if I should put in 3 or 4 years. I did my MA at the U of C in the social sciences. When I got into my PHD program which has an MA built into it...not only could I not earn not another MA but they forgave much of the course work that I had done. Technically speaking the number of years to complete my exams and degree work was three years from the time I entered the PHD program. Had not been in MAPS first it would have been first year. The question should include MA work accepted to complete doctoral degree.<br>A13- Straight forward.   |

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| R18 | <b><i>Probe: Initial Thoughts and Reactions:</i></b> | "I already gave you this information, so it seems like a waste of time. Again, maybe online this would have been pre-filled based on my previous answers. Otherwise, it is pretty straight forward."   |
|     | <b><i>Thoughts on Layout and Suggestions:</i></b>    | "Usually this is in rows, not columns. It didn't make any difference. The layout didn't matter."   |
|     | <b><i>Thought process – A8c:</i></b>                 | "The BA was easy to remember, but the MA was more difficult because of my transfer and I took a year off."   |
|     | <b><i>Thought process – A11-A13:</i></b>             | A11. "I was happy that you asked because I started grad school elsewhere. I didn't want to skew the data."<br><br>A12 & A13. "Again, I was happy that you asked because it would help to identify that I did not take the standard course. I liked that you asked about taking years off. I had to make sure that my math was right because I wasn't sure that it was correct. If it were online there should be a control for this and mark if the math seems incorrect."   |
| R19 | <b><i>Probe: Initial Thoughts and Reactions:</i></b> | I took a look to see what categories were in each column and recognized the PHD was the first one because it was already marked. And then I know for my program it was straight to the PHD program. I glanced over Master's and moved on to the next one.  |
|     | <b><i>Thoughts on Layout and Suggestions:</i></b>    | I initially would have thought that it would go left to right; Bachelor's Master's PHD but considering that this is a survey for those getting a doctoral degree it sort of makes sense. At first glance I expected bachelor's degree to be in first column.   |
|     | <b><i>Thought process – A8c:</i></b>                 | Pretty comfortable because every year was usually August when we started.  |
|     | <b><i>Thought process – A11-A13:</i></b>             | A11 – At first I thought they already asked me this question and this is referring to school that you finished your degree. I understood why this was asked again. Since I only went to grad school once. It was pretty easy it was the same answer as above.<br>A12 – I was trying to think what years would count towards courses from my doctorate degree. Thinking about it made sense. Only count the courses towards my doctorate degree and not my certificate. Part B was a little more complicated because technically I wasn't on campus and wasn't writing for a good part of the year. I was working and couldn't write.<br>A13 – I said pretty much yes. Although technically I was supposed to be writing I was more working than writing. |
| R20 | <b><i>Probe: Initial Thoughts and Reactions:</i></b> | Format took me a couple of seconds to figure how the table was constructed. The format is a bit odd. Not sure how it could be done. For each degree received please answer the question.   |
|     | <b><i>Thoughts on Layout and Suggestions:</i></b>    | Format is a bit odd, not sure how else I would   |



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|  | <i>Thought process – A8c:</i>     | It didn't take too much thought. I connected it to events in my live. Bachelor's is a salient date. For undergrad that was straight forward so that was easy to remember. Walked for all three graduations so remembering the month connects with that.  |
|  | <i>Thought process – A11-A13:</i> | A11-attended summer institute but not as official grad student but I received credit for my graduate studies. So I briefly considered putting that down.<br>A12-I had to guess, I took a few courses after I finished. I did not count those here but they way the question is worded it did not actually exclude that. But I just counted my official course work. That was a little shaky because everything ran together. The way my exams were structured in my program...it was not lock yourself and room and take exams.<br>A13-Straight forward...I did spend some of the summers doing other work |

## B8 Probes - Salary Response Categories

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| R1 | <p><b>Providing/Comfortable-Salary:</b> Personally no, [I had no concerns]. If I started off in teaching, I am probably aware of what the salary ranges are. THE RESPONDENT KEEPS REFERRING TO EXPECTATIONS BUT NOT ACTUAL SALARY</p> <p><b>Exact Amount vs. Range:</b> CS: You indicated that you prefer salary ranges is that correct? R1: Yes</p> <p><b>More Convenient Way:</b> No just yearly because it's probably a yearly salary anyway.</p> <p><b>Negotiating Offers?:</b> CS: You indicated that at the time you were completing the survey, you already knew. So there was no negotiation at that time.</p> <p><b>Answered question different?:</b></p> <p>Anyone that consults outside of teaching or does some extra curricular activity or has the skill level to get additional income would be extra. Does not include additional income.</p> <p><b>Basic Annual Salary:</b></p> <p><b>Salary Information:</b> I had a contract</p>  |
| R2 | <p><b>Providing/Comfortable-Salary:</b> Yes</p> <p><b>Exact Amount vs. Range:</b> Ok for me to give exact. I don't care the range would been the same</p> <p><b>More Convenient Way:</b> For part-time work that would be better</p> <p><b>Negotiating Offers?:</b> Don't remember</p> <p><b>Answered question different?:</b></p> <p><b>Basic Annual Salary:</b> Basic salary that's all, not including bonus. Before tax</p> <p><b>Salary Information:</b> SKIPPED</p>   |
| R3 | <p><b>Providing/Comfortable-Salary:</b> I don't care.</p> <p><b>Exact Amount vs. Range:</b> I provided the exact amount because I knew it. Even though I put a squiggle in front of it – so around 18 thousand. I filled that out then I looked at the next part “if you prefer to not report the exact amount” but I already had, so I didn't fill out that.</p> <p><b>More Convenient Way:</b> Oh that would have been annoying, no. That would have taken more time to figure out.</p> <p><b>Negotiating Offers?:</b> I was not. Well, it depends on when I filled this out. We found out, my husband is doing a fellowship at Stanford. And we found that out at the end of April. So if I filled this out ahead of time, I would not have known where I was going. I still wasn't negotiating offers. Because I was going to be working out here.</p> <p><b>Answered question different?:</b></p> <p><b>Basic Annual Salary:</b> It was asking how much I'll be making the next year. I was assuming just salary.</p> <p><b>Salary Information:</b> From them telling me. Verbal agreement.</p> |

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| R4 | <p><b>Providing/Comfortable-Salary:</b></p> <p><b>Exact Amount vs. Range:</b></p> <p><b>More Convenient Way:</b></p> <p><b>Negotiating Offers?:</b></p> <p><b>Answered question different?:</b></p> <p><b>Basic Annual Salary:</b></p> <p><b>Salary Information:</b></p> | <p>I would rather check box. This was tricky. Asks you for amount and then give you option to check box.</p> <p>Chose the range for privacy</p> <p>Think couple be an option. This is fine.</p> <p>Yes</p> <p>My current salary and job.</p> <p>Basic total number for the year. I would have included bonuses. I taught through the summer, I would have included that.</p> <p>From my current job. I knew what I was making. X verbal agreement.</p>  |
| R5 | <p><b>Providing/Comfortable-Salary:</b></p> <p><b>Exact Amount vs. Range:</b></p> <p><b>More Convenient Way:</b></p> <p><b>Negotiating Offers?:</b></p> <p><b>Answered question different?:</b></p> <p><b>Basic Annual Salary:</b></p> <p><b>Salary Information:</b></p> | <p>“I don’t like it. I have lots of employment and don’t feel comfortable talking about my variety of sources of income. But, no, then I read principle and I think ‘oh, it’s just my principle job.’ If you answer a high salary, it’s like ‘oh my God, you are making so much money’ and if you answer a low salary, then its like ‘oh my God, who are you working for? You are a PhD for God’s sake. You should be working for like \$120 thousand dollars a year’ but that’s another story. I answered it because I wanted to be honest on the survey. It feels like I am lying because I didn’t list them all, omission of truth.”</p> <p>“I answered exact amount because it really is an issue of what came first and I was like ‘all right, let’s get this over with.’ I added \$12 to give a more rounded number. If offered the other choice, I would have picked [the range]. I don’t know what it is talking about with expect because it is in the future tense, so it is what you expect in the future. Maybe I should have chosen a hundred and ten.”</p> <p>“Reporting annually is best.”</p> <p>“Yes.”</p> <p>“I would have answered by giving the highest offer.”</p> <p>“I guess don’t include any benefits, frills, travel budget, no summer teaching, and wait, it says literally don’t include bonuses are extra benefits like no healthcare. Wait, 401K is included.”</p> <p>“My contract, literally visualized it.”</p> |
| R6 | <p><b>Providing/Comfortable-Salary:</b></p> <p><b>Exact Amount vs. Range:</b></p> <p><b>More Convenient Way:</b></p> <p><b>Negotiating Offers?:</b></p>  | <p>Makes me grateful that I have an offer but makes me think of other offers that were retracted.</p> <p>It’s not personal and it’s more accurate this way.</p> <p>This question assumes you have a fixed income but does not have room for non-fixed. Put an option per hour.</p> <p>I would have skipped this question. X I probably would but DK be nice to have a box to explain.</p>   |

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|    | <p><i>Answered question different?:</i></p> <p><b>Basic Annual Salary:</b> It's spelled out no bonuses. Your compensation for the year but I would include bonuses.</p> <p><b>Salary Information:</b> Job offer letter</p>  |
| R7 | <p><b>Providing/Comfortable-Salary:</b> I had no problem. I was fine with it.</p> <p><b>Exact Amount vs. Range:</b> I saw the exact amount first, so that it was I chose. Though I don't know if I would even fit a category, my salary is so low.</p> <p><b>More Convenient Way:</b> This doesn't really apply to me. Annually was appropriate.</p> <p><b>Negotiating Offers?:</b> Yes, I was not negotiating.</p> <p><i>Answered question different?:</i></p> <p><b>Basic Annual Salary:</b> If I had a more normal job I wouldn't include benefits or anything like that. Just the gross income before taxes. If I was being paid for multiple classes, I would calculate my annual salary multiplying the amount per class times the number of classes.</p> <p><b>Salary Information:</b> I saw it in the e-mail posting for that position. I asked if it was negotiable and was told no.</p> |
| R8 | <p><b>Providing/Comfortable-Salary:</b> I don't really have a problem with that. If I feel like that it's confidential and it provides information with research. And I'm not associated with the person on the receiving end, I don't have a problem.</p> <p><b>Exact Amount vs. Range:</b> I don't know I guess I was focused on the first part of it. And then I get to the [range] part. I guess when I initially was reading B8; it would be helpful if it came first, so that I knew that I had a choice.</p> <p><b>More Convenient Way:</b> Yes, if people were paid hourly/weekly/monthly. I didn't think about that because it didn't apply to me.</p> <p><b>Negotiating Offers?:</b> No.</p> <p><i>Answered question different?:</i></p> <p><b>Basic Annual Salary:</b></p> <p><b>Salary Information:</b></p>   |
| R9 | <p><b>Providing/Comfortable-Salary:</b> "It doesn't bother me at all. I'm fine with it. I thought of the number of courses I'm taking."</p> <p><b>Exact Amount vs. Range:</b> I did both, I probably should scratch this out...I estimated my exact salary but I'm more comfortable that the range is right because I guessed my exact amount."</p> <p><b>More Convenient Way:</b> Maybe both monthly and annually because jobs pay differently."</p> <p><b>Negotiating Offers?:</b> "No."</p>  |

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|     | <p><i>Answered question different?:</i></p> <p><i>Basic Annual Salary:</i></p> <p><i>Salary Information:</i></p>   | <p>“I think it means what you expect to make next year.”</p> <p>“Basically I taught before so I’m estimating from past verbal agreement.”</p>   |
| R10 | <p><i>Providing/Comfortable-Salary:</i></p> <p><i>Exact Amount vs. Range:</i></p> <p><i>More Convenient Way:</i></p> <p><i>Negotiating Offers?:</i></p> <p><i>Answered question different?:</i></p> <p><i>Basic Annual Salary:</i></p> <p><i>Salary Information:</i></p> | <p>I think a lot of people are reluctant to give salary information. I guess I have a sense of security of filling this out. Maybe there’s a little bit of hesitation. I don’t know why, maybe it’s ‘is this information you really need.’ But it’s understandable to ask.</p> <p>Exact amount because it was first. If, I would have checked a box otherwise. If you had the check boxes first, and the blank, I probably would have just checked the box.</p> <p>No.</p> <p>No other negotiations.</p> <p>For me it’s easy because I know what my annual salary is. This is just the way I think of my income. So if someone’s working on a project, they only have a certain amount of income for the project, they might have difficulty answering this question.</p> <p>Just what I know from my salary. In writing, I got it in a letter, I think.</p>  |
| R11 | <p><i>Providing/Comfortable-Salary:</i></p> <p><i>Exact Amount vs. Range:</i></p> <p><i>More Convenient Way:</i></p> <p><i>Negotiating Offers?:</i></p> <p><i>Answered question different?:</i></p> <p><i>Basic Annual Salary:</i></p> <p><i>Salary Information:</i></p> | <p>“It doesn’t bother me at all because of how I classify my job. When I think about a postdoc, I think I probably make more than other postdocs. Although it’s not near what I hope to make”</p> <p>“To be honest, I saw the box and just filled it in. I’m impulsive. But also because I am comfortable with my salary. If I was uncomfortable with my salary, I would have probably looked for a follow-up to see if I could get around it. But I didn’t have a problem disclosing it. Also because this is for research and I don’t have a problem disclosing information that I would otherwise be uncomfortable with. I am an advocate of research.”</p> <p>“No”</p> <p>“No”</p> <p>“How much money you’ll make the following year depending on what stage you are at? If you haven’t started your postdoc yet, then put down what they told you will make the following year. And if you have, then put down what you are making.”</p> <p>“Contract”</p> |

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| R12 | <p><b>Providing/Comfortable-Salary:</b></p> <p><b>Exact Amount vs. Range:</b></p> <p><b>More Convenient Way:</b></p> <p><b>Negotiating Offers?:</b></p> <p><b>Answered question different?:</b></p> <p><b>Basic Annual Salary:</b></p> <p><b>Salary Information:</b></p> | <p>“I don’t mind giving a range. It is important for people to know how they should expect to make. I didn’t have any issues with that.”</p> <p>“I gave a range because I think it can be deceptive to give an exact amount. The salary of a professor will vary by school, what you are teaching, what kind of projects you are working on, the kind of research that you did, whether you do grant writings or anything, and this is how you do it normally. When you apply for jobs they always give you a range.”</p> <p>“No, annual is fine. My guess is that most people choose [the range] like I did. You can eliminate the specific.”</p> <p>“No, you submitted the survey when I was already done with all that.”</p> <p>“Just what you make. Just what your university or your institution gives you gives you because you can always make extra money through getting a grant or speaking engagements or anything like that. Benefits are built into the salary.”</p> <p>“My contract”</p> |
| R13 | <p><b>Providing/Comfortable-Salary:</b></p> <p><b>Exact Amount vs. Range:</b></p> <p><b>More Convenient Way:</b></p> <p><b>Negotiating Offers?:</b></p> <p><b>Answered question different?:</b></p> <p><b>Basic Annual Salary:</b></p> <p><b>Salary Information:</b></p> | <p>I’m comfortable sharing it. I’d be more comfortable sharing it if it were higher.</p> <p>I provided the exact amount because I saw there were two spaces. The first thing I saw was that there was a space for the exact amount. Then as my eye went down the page, I saw the space for a range. I thought I’d answer that to. My reason was that I wanted to do a thorough job in answering the question.</p> <p>No.</p> <p>I was not negotiating offers.</p>  |
| R14 | <p><b>Providing/Comfortable-Salary:</b></p> <p><b>Exact Amount vs. Range:</b></p> <p><b>More Convenient Way:</b></p> <p><b>Negotiating Offers?:</b></p> <p><b>Answered question different?:</b></p> <p><b>Basic Annual Salary:</b></p> <p><b>Salary Information:</b></p> | <p>It does not bother me because this is the standard stipend amount for most postdoc in the country. I would have preferred range.</p> <p>So then my exact salary or stipend is not known to person reading.</p> <p>This is the most convenient way.</p> <p>I do not remember.</p> <p>I was only considering postdoc opportunities. It was not going to go above 39 or 40.</p> <p>The question is clear.</p> <p>I have my offer letter which gives me exact amount.</p>   |
| R15 | <p><b>Providing/Comfortable-Salary:</b></p>  | <p>I feel comfortable sharing it. It’s known to the federal government.</p>  |

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|     | <p><b>Exact Amount vs. Range:</b> It's just quicker.</p> <p><b>More Convenient Way:</b> Most people think of salary as annual</p> <p><b>Negotiating Offers?:</b> No</p> <p><b>Answered question different?:</b></p> <p><b>Basic Annual Salary:</b> It's very clear. Salary that would be in your contract with main employer.</p> <p><b>Salary Information:</b> Number I carry in my head from contract.</p> |   |
| R16 | <p><b>Providing/Comfortable-Salary:</b></p> <p><b>Exact Amount vs. Range:</b></p> <p><b>More Convenient Way:</b></p> <p><b>Negotiating Offers?:</b></p> <p><b>Answered question different?:</b></p> <p><b>Basic Annual Salary:</b></p> <p><b>Salary Information:</b></p>   | <p>I could care less about sharing. I think it's good. I know that when I was graduating I was thinking, how I tell that this is a good salary or not. It'd be nice if it was easier to find that. My wife is going through the same thing right now. How do you describe what a PhD? In material science engineering, or whatever, should make. I don't have a problem in providing that. But I don't really worry about what others make relative to me. At work I don't mind letting others know how much I make. I know where not supposed to talk about that. But I don't mind.</p> <p>I did both. Because the exact salary sticks in my head, and the range was there.</p> <p>Interviewer – which one would you have preferred?</p> <p>I like the exact from the idea, that somehow information was to make it's way out, it'd be nice to know what it is, granted if it was different offers from different companies, the range would be easier, because the range would encompass both of them.</p> <p>No. The exact amount is the best way to do it.</p> <p>Nope, it was already done.</p> <p>It would be the salary not including bonuses, or payback for sick days not used, and any of those pluses. I assume that it would be the minimum amount of money that I was going to make for the year.</p> <p>From my offer letter.</p> |
| R17 | <p><b>Providing/Comfortable-Salary:</b></p> <p><b>Exact Amount vs. Range:</b></p> <p><b>More Convenient Way:</b></p> <p><b>Negotiating Offers?:</b></p> <p><b>Answered question different?:</b></p>  | <p>It doesn't bother me so much it an anonymous number. I think most people will probably round which is what I did.</p> <p>So rather than putting the exact number vs. the range I would opt for the range.</p> <p>People are probably already rounding might as well put range.</p> <p>No</p> <p>No</p>   |

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|     | <p><b>Basic Annual Salary:</b> My gross income before taxes.</p> <p><b>Salary Information:</b> The combination of positions I cobbled together.</p>   |
| R18 | <p><b>Providing/Comfortable-Salary:</b> “I would be comfortable sharing it, but I didn’t fill it in because it was not applicable. I would appreciate having access to the information.”</p> <p><b>Exact Amount vs. Range:</b> “I would have selected a range because it is social convention not to talk numbers.”</p> <p><b>More Convenient Way:</b> “Annual salary is appropriate for my field.”</p> <p><b>Negotiating Offers?:</b> “No.”</p> <p><b>Answered question different?:</b></p> <p><b>Basic Annual Salary:</b> “Annual salary for my field. It is well defined and not confusing.”</p> <p><b>Salary Information:</b> “That depends on where I was in my job search. I would use friends.”</p>  |
| R19 | <p><b>Providing/Comfortable-Salary:</b> I was pretty comfortable. I read through it quickly I did not even the bottom to not to report exact amount. I did not have any problems.</p> <p><b>Exact Amount vs. Range:</b> Probably the Range, I wouldn’t have to remember exact amount.</p> <p><b>More Convenient Way:</b> I think most people if they are salaried remember yearly.</p> <p><b>Negotiating Offers?:</b> I don’t believe I was.</p> <p><b>Answered question different?:</b></p> <p><b>Basic Annual Salary:</b> Salary pre-tax. Your gross salary.</p> <p><b>Salary Information:</b> From the offer letter.</p>   |
| R20 | <p><b>Providing/Comfortable-Salary:</b> I am on a grant. It is public knowledge. Had I noticed checkbox before filling amount, I might have used the check boxes instead. I don’t worry too much about that here on a document like this.</p> <p><b>Exact Amount vs. Range:</b> Exact numbers feel closer to home but it wouldn’t have sent me running.</p> <p><b>More Convenient Way:</b> Not on a grant like mine.</p> <p><b>Negotiating Offers?:</b> I may not have known I was coming here (University of Chicago). But I think I probably did. I was really confident I would be in an NIH grant.</p> <p><b>Answered question different?:</b> In a training grant like mine there is not much negotiation</p> <p><b>Basic Annual Salary:</b> This is my primary job what am I getting paid for it.</p> <p><b>Salary Information:</b> I new what my training grant/post docs make</p> |



## Survey Layout Probes - Reactions to Scannable Form and New Design

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| R1 | <b>Overall Impression:</b> | I can tell this version is condensed – print is smaller...previous version larger and clearer. Though it is the same amount of questions and same type of questions though it appears to be more.   |
|    | <b>Form Comparison:</b>    | 2nd page on the new version appears to be better layout and clearer.<br>3rd page on new version, I feel more comfortable because it has less questions and easier to navigate. Seems to have same information condensed on less on page.<br>Majors list appears to be the same. |
|    | <b>Flip Out Page:</b>      | No preference. Appears each page has less info.   |
|    | <b>Notice Barcodes?:</b>   | No  |
|    | <b>Yes:</b>                |   |
|    | <b>No:</b>                 | No thoughts on them. Should be deleted. Seems like it was in a protégé form.  |
|    | <b>Scanning process:</b>   | I am currently trying to do that. You may have too many pages.  |
|    | <b>Confidentiality:</b>    | I would much rather do this online.   |
| R2 | <b>Overall Impression:</b> | A2 a bit different. A2 has an additional field. 09 was more concise. 09 is more put together and '10 expanded. I don't have a strong preference.  |
|    | <b>Form Comparison:</b>    | No strong preference I am easy going  |
|    | <b>Flip Out Page:</b>      | No strong preference  |
|    | <b>Notice Barcodes?:</b>   | No  |
|    | <b>Yes:</b>                |   |
|    | <b>No:</b>                 | I don't know. Would not affect completion of survey.  |
|    | <b>Scanning process:</b>   | Easiest way would be PDF writer. X Yeah of heard of it before but like I said PDF writer would be easier.   |
|    | <b>Confidentiality:</b>    | Safer because no human intervention.  |
| R3 | <b>Overall Impression:</b> | I like the color better. It seems mostly the same. Oh there's less questions per page. It looks the same, but it's not though. I bet a whole lot of people would get to page four and they'd think they're done because of this gap here. Seems similar.                        |

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|  |  | <p>So I like the color better. So they give you more options to be interdisciplinary. Seems pretty much the same though. The instructions part in the brown one are a lot bigger, but I still didn't read them. It's smaller in the green one, but I still wouldn't have read them. Maybe they're acknowledging that nobody's reading them.</p> <p>I like A9 better. A lot of the information they ask, like A12a can be calculated by the way you filled it out. So the one question that's going to throw the thing when I do it is B2. Do you intend to take a post doc position yes. But it doesn't say within the next year. So I would say yes there and then everything else I answered would say I was not taking a post doc because I'm teaching here ,because everything says would be within the next year. So when you get that you'll have a thing pop up that says these answers do not match.</p> <p>For the post grad plans, asking just the next year I think. If what you're trying to get out of the survey is what people are planning on doing with their careers, then asking the next year, is just not going to give you that information. At least it's definitely not for me. I totally intend to stay in science. But when this is analyzed it's going to look like I'm dropping out and teaching. So I'll be the Latin women, disabled person who drops out of science and adds to the stats, but I'm not going to. [laughs].</p> <p>Still don't have ecology. Ecology is a big field, you should include.</p> <p>x- Where are you looking for ecology?</p> <p>R – In the life sciences, and agricultural sciences, I glanced at the other one. Oh look I totally didn't see that it's under biomedical sciences 'cause I would not have looked there. I didn't look there. Is it in this one too? And it's totally there. Maybe I looked when I filled it out online.</p> <p>And then on the next thing, um. It looks the same.</p> <p>So I skipped B5 because I will not be doing a post doc or further training within the next year since I'm teaching so, I didn't say that one.</p> <p>x- Do you find the skips difficult to follow?</p> <p>R - No. I just felt like I should fill it out because it was there and it didn't say not to, but none of those applied to me. So I'm thinking I hope it doesn't screw things up.</p> <p>These are all the same. All the background information is on the same page. Maybe that will help people.</p> <p>Yea, that's it.</p> <p><b><i>Form Comparison:</i></b> I still wouldn't have read that thing, in the back. And I still would not have answered anything further.</p> |
|  |  | <p>I don't think either is difficult. This being right in the middle, might stop people from finishing the survey though. It doesn't say anywhere on here to continue the survey, to keep going.</p> <p>If I was procrastinating, which I probably was, I probably would have continued through flipping through and found the rest of the questions.</p>   |
|  |  | <p><b><i>Notice Barcodes?:</i></b> No. I noticed it on the back though, on page 11.</p>   |

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|    |                            | I assume the bar code is to assign the confidentiality number.  |
|    | <b>Yes:</b>                | X – Do you have any thoughts about the survey because of the markings?<br>No. It probably makes it easier to enter the information.   |
|    | <b>No:</b>                 |   |
|    | <b>Scanning process:</b>   | I assume the scanning marks are because you're scanning them and then they don't have to go in the machine perfectly because the computer can match the marks and get the fields lined up. It probably means you have fewer people having to enter these by hand. Probably a computer can do most of it.  |
|    | <b>Confidentiality:</b>    |   |
| R4 | <b>Overall Impression:</b> | First page looks the same. The questions are the same. Some may be missing. Codes are in middle.  |
|    | <b>Form Comparison:</b>    | 2nd page almost same...layout is different. More room for additional degrees. Questions are the same. Background is all together. Lines [in comment box] on back are more convenient.   |
|    | <b>Flip Out Page:</b>      | The flip out better at end. I don't like it in the middle. It interrupts. Perhaps putting them at the end.  |
|    | <b>Notice Barcodes?:</b>   | No  |
|    | <b>Yes:</b>                |   |
|    | <b>No:</b>                 | The bar code could be for anonymity.  |
|    | <b>Scanning process:</b>   | That it looks at information.   |
|    | <b>Confidentiality:</b>    |   |
| R5 | <b>Overall Impression:</b> | "The color is different, but I don't see any other differences on the first page. The new one seems like 'oh god, more questions, more white space' but that's only because I just finished filling out the other one. I just notice [the marks] which usually mean that this is experimental. The layout is getting at the same questions, but in a different format. I am not sure which layout I like better, I guess the new one if I had to choose." |
|    | <b>Form Comparison:</b>    | See above.  |
|    | <b>Flip Out Page:</b>      | He liked the 2009 flip out better. Saying that having the flip out in the back is "more comforting." He liked the flip out all on one page because he can look at it while filling in the questions.  |
|    | <b>Notice Barcodes?:</b>   | "No."   |
|    | <b>Yes:</b>                | He did not notice the markings at first. He thought that the markings were for scant Ron or experimental purposes.  |
|    | <b>No:</b>                 | He assumed that bar codes are on everything and that if he didn't have the 2009 version to compare it to, he wouldn't have thought anything of it. He said that the 2001 survey looks more impersonal and anonymous.  |
|    | <b>Scanning process:</b>   | "I assume that there is a computer that reads in the writing."  |

|    |                                   |   |
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|    |                                   | <p><b>Confidentiality:</b> He was “conflicted” because scanning eliminates as many people looking at the data with human eyes, but it goes into a database. The survey is very personal because it contains contact information, marriage information, salary and he was afraid of this going into a permanent database where it can be later held against him in the future. “I mean I assume that when a human looks at it, then it is still going into a database, but my first inclination is to fear the scant Ron.”</p>   |
| R6 | <p><b>Overall Impression:</b></p> | <p>I just notice that there were instructions at the top use a pen or pencil and said to print. In my comments and stuff I used cursive because it’s quicker. It’s a different color. What are these barcodes for? Are these identifying? It confusing if it’s not labeled what it is it makes people think what is that? Room for additional comments and have been put in which is nice, A2 and A9 but the sections are now broken up because of that addition. At the top of page 4...it would be helpful to have a header of top section. It tells me go to C1...where is C1? It’s broken up by list. I like background is a separate section altogether. A9 on back is clearer that it is continuation. I liked how they italicized congratulations...</p>   |
|    | <p><b>Form Comparison:</b></p>    | <p>ABOUT FOS LIST – Why can’t this be in the very end...it breaks the flow</p>  |
|    | <p><b>Flip Out Page:</b></p>      | <p>If you really wanted people to read this disclaimer thing...I honestly don’t think you really do have to read it. I like the instructions on the older version it bigger. I like how they go directly to the list fields in the newer version and the additional fields are put here and not in the back. Same comment about the additional degrees. Old version was not obvious that it had space for two and now it’s broken up. Which I guess makes it clearer. Again there is that number that you don’t what that number is. I like that its not squeezed in it seems more substantial (Section A). I am still debating if there should be a header (page 4). This is the part of the survey where there is a lot “go to go to” and you’re going to and its block by this insert in the middle which I really think should be at the very end. If you really want to have this insert here it would be helpful to have a page number next to skip. I like how background information is in one separate section. The box at the end is a better way to giving the information. Things that are important are bold. I like the logo.</p> |
|    | <p><b>Notice Barcodes?:</b></p>   |   |
|    | <p><b>Yes:</b></p>                | <p>Initially I thought it was a code for the version of the survey and then I thought it was an identifier for that particular paper survey. I am really sure which of those is true.</p>   |
|    | <p><b>No:</b></p>                 |   |
|    | <p><b>Scanning process:</b></p>   | <p>It makes things quicker. Its assigned number code - Why is there a bar code there but the other pages there only a number?</p>   |
|    | <p><b>Confidentiality:</b></p>    |   |
| R7 | <p><b>Overall Impression:</b></p> | <p>I like the color better, it seems easier to read. If you’re really interested in people reading the paragraph on the front, the text should be bigger. The layout is good.</p>   |
|    | <p><b>Form Comparison:</b></p>    | <p>It seems shorter, but I see it’s just because the field list is in the middle. I think the white and black font stand out better with this color.</p> <p>B3 &amp; B4 haven’t been changed. I think those questions are redundant.</p>  |
|    | <p><b>Flip Out Page:</b></p>      | <p>It’s a little easier to find the code because I don’t have to flip out the page.</p>   |

|    |                            |   |   |
|----|----------------------------|---|---|
|    | <b>Notice Barcodes?:</b>   |   |   |
|    | <b>Yes:</b>                | No, I didn't notice it. I didn't have any reason to pay attention to it.  |   |
|    | <b>No:</b>                 | I think the bar code is used as a control item for you. Like tracking item. It doesn't affect my view of the survey at all.   |   |
|    | <b>Scanning process:</b>   | I don't have much of an understanding. Just that the barcode holds some data that you encode.   |   |
|    | <b>Confidentiality:</b>    | I have no concerns with confidentiality, but I have some concern over the loss of jobs from doing scanning instead of manual data entry.  |   |
| R8 | <b>Overall Impression:</b> | <p>I like the color. It's better than the first one. It provides a better contrast. I can see these icons, it's easier to read. The color is just easier on the eye.</p> <p>The font looks easier to read. Things look just clearer.</p> <p>So there are more boxes here. I guess it gives people the option of putting in more fields, which I think is good, instead of them going to the back cover page.</p> <p>So, again, I probably would have made the mistake of only checking the boxes that apply (in A5). A6 still only has one box for primary or secondary. This last check box is still not aligned; I might just skip over this and not pay attention to that.</p> <p>For page 3, it looks pretty much the same. I don't really see that many differences. Again, I like the color. This is nice. For question A9. If you checked yes, your eye flows down the page. It feels like a better progression instead of going off to the right. I like the bottom of page 3 in 2010. It feels like there isn't a lot of text crammed in to the page.</p> <p>On page 4. This is much better. It seems like there's more space and clearly laid out. It doesn't look busy. There's just a big section break. It looks like things are easier to read.</p> <p>For page 5. I don't understand why the list can't start away. It feels like a waste of a page. But if the goal is to have the fields right next to each other.</p> <p>It's awkward to have the list of fields in the middle. When you turn the page, you think you're done. It looks distracting or misleading. Overall. I just like that there's less information on the page. Again for question b8, if you're giving them an option, it would be nice to know before people put in the exact amount. On b10, do people have the option of marking multiple secondary work activities?</p> |   |
|    | <b>Form Comparison:</b>    |   |   |
|    | <b>Flip Out Page:</b>      |   |   |
|    | <b>Notice Barcodes?:</b>   | No.   |   |
|    | <b>Yes:</b>                |   |   |
|    | <b>No:</b>                 | So that it individualizes the specific form. That when this is scanned in, it links the information to me.  |   |
|    | <b>Scanning process:</b>   | I have no understanding of the scanning process.  |   |
|    | <b>Confidentiality:</b>    |   |   |
|    | R9                         | <b>Overall Impression:</b>  | "I like this color better [blue] it's easier on my eyes, pleasant, otherwise looks the same. Two paragraphs on front page are easier to read. Inside also easier to read, clearer, type is offset better, background bigger, bigger font, crisper so lot easier to read but they may be because I already know the other survey so I'm biased." |

|     |                            |  |
|-----|----------------------------|--|
|     | <b>Form Comparison:</b>    | "I like the color better so much easier to read. Looks like pretty much the same questions, the black and white fonts both stand out better against the blue background. Questions are easier to read, A9 is easier when it's below rather than bottom right. I like the new [field of study list] better, but it would be better at the end, more logical says "go to the end." Section B same, just easier to read. Fold out is distracting. [back page] Website stands out more, more obvious, clear, that's good. I like the bigger comments box, there's more room to write." |
|     | <b>Flip Out Page:</b>      | "This is the same...does not fold out which is better, more logical to have it at the end."  |
|     | <b>Notice Barcodes?:</b>   | "I noticed the bar code."  |
|     | <b>Yes:</b>                | "Good question. I think the bar code is for scanning but I don't know. It doesn't bother me; so many things have bar codes."   |
|     | <b>No:</b>                 | "I think the marks are for centering on a machine, copying? Putting into a database?"  |
|     | <b>Scanning process:</b>   | "I know how to use a scanner and make a copy; I only do it at home."   |
|     | <b>Confidentiality:</b>    |  |
| R10 | <b>Overall Impression:</b> | Type looks a little bigger or bolder. It does have a bar code at the top. The icons are just switched around. Multiple field boxes. No. There must be quite a few people with interdisciplinary research if they're all put on the same page.<br><br>Looks the same.   |
|     | <b>Form Comparison:</b>    |  |
|     | <b>Flip Out Page:</b>      | The lists of codes are in the middle, which is fine.   |
|     | <b>Notice Barcodes?:</b>   |  |
|     | <b>Yes:</b>                | Tracking.  |
|     | <b>No:</b>                 |  |
|     | <b>Scanning process:</b>   | When send these out, the barcode is recorded for a certain individual. When you receive it back, you can see who got the survey. No one's name would be recorded with survey.  |
|     | <b>Confidentiality:</b>    |  |
| R11 | <b>Overall Impression:</b> | "I realize it is somewhat different. Actually, it addressed the issue of asking for additional degrees. I think it is better as an open ended question. If it was close ended you could miss data."<br>He had no problems with the layout. "It is pretty self explanatory and easy to follow. It's easy for someone who is very visual."   |
|     | <b>Form Comparison:</b>    | "A15 isn't necessary if you are asking A9. It seems like that wouldn't be needed if A9 is more open-ended."  |
|     | <b>Flip Out Page:</b>      | "The flip out in the middle is very convenient. In [2009 version], the flip out wasn't actually on page seven, but in the new one it is actually on page six, like it says. It makes more sense this way."   |
|     | <b>Notice Barcodes?:</b>   |  |
|     | <b>Yes:</b>                | He did not notice the marks. He believes that the marks tie the survey to the social security number. It is also added for accuracy.   |

|     |                            |   |
|-----|----------------------------|---|
|     | <b>No:</b>                 |   |
|     | <b>Scanning process:</b>   | He thinks that scanning identifies the bar code and ties it to the data on the specific form.   |
|     | <b>Confidentiality:</b>    |   |
| R12 | <b>Overall Impression:</b> | "It seems shorter at first because of the insert in the middle. It does seem more vibrant and visual."  |
|     | <b>Form Comparison:</b>    | "The front seems the same. There is a barcode, but I have no reaction to that. It wouldn't entice me either way. .Page two looks the same. Page three is slightly different. I have no reaction to the layout changes. Referring to section A he says, "I prefer the questions that are relevant to the section be on the same page [referring to section A]. "He did like section C on the 2010 survey."   |
|     | <b>Flip Out Page:</b>      | "This is better off in the back instead of interrupting the survey. Normally these are in the back. I the beginning I saw this and thought that was it. People are going to say I am done. It is standard procedure to put it in the back."   |
|     | <b>Notice Barcodes?:</b>   |   |
|     | <b>Yes:</b>                |   |
|     | <b>No:</b>                 | "No, I didn't notice the scanning marks. I guess it is just for internal processing to identify the survey. It has no affect."  |
|     | <b>Scanning process:</b>   | "It probably goes into some databank."  |
|     | <b>Confidentiality:</b>    | "There is an element of human error. I don't think that [scanning] is positive or negative."  |
| R13 | <b>Overall Impression:</b> | At first blush it seems pretty much the same.   |
|     | <b>Form Comparison:</b>    | <p>On A2, you have more spaces here for more fields. I like better the ('09) version. Because I think the two is sufficient. I think two fields is probably sufficient for most people. Then there might be some who want to supply 3 or 4, but there's a chance to do it in the end.</p> <p>For the average person, for questions A8 – A13, my guess is that the brown form is probably better. There will be some respondents who will have 2 or 3 undergraduate or postsecondary degrees. But the advantage of the brown form, is that A9 – A13 are all on the same page. Where as you have to flip on the blue form. The advantage of the blue form is that you might get a little more clarity and rigor on first additional degree, second additional degree. Whereas on the brown form, the distinction between first and second is not quite as explicit. There are spaces for two, but you don't have first or second in big bold letters.</p> <p>It seems to me that having A9 – A13 on the same page.</p> <p>For the rest, I don't see significant differences at all.</p> |
|     | <b>Flip Out Page:</b>      | I prefer the flip out because it's less of an interrupter. It tends to stop your progress more. You turn the page, and you see a list of codes. On the brown form, the information is there when you need it and not there when you don't.  |

|                         |  |  |
|-------------------------|--|--|
|                         | <b>Notice Barcodes?:</b>   | I did not notice them.   |
|                         | <b>Yes:</b>  |  |
|                         | <b>No:</b>   | I do not know what they are for. I don't know if they are to scan the responses. I don't know what they're for and I would not have gone through the trouble of finding out. It would not have given me pause. |
|                         | <b>Scanning process:</b>   | X – Knowing that they're there, does that give you pause?<br>R – No.   |
|                         | <b>Confidentiality:</b>  |  |
| R14                     | <b>Overall Impression:</b>   | Page 3 – A9 I like separate white boxes. When I filled it out I was wondering why MD DDS.  |
|                         | <b>Form Comparison:</b>  | A10 to A13 on next page - I think IT is better.  |
|                         | <b>Flip Out Page:</b>  | List in between is sort of breaking it and people might think it's the end of questionnaire. I see the list is in between section 'B' instead of end – which I thought was better.                             |
|                         | <b>Notice Barcodes?:</b>   | Yeah, I did.   |
|                         | <b>Yes:</b>  | I am thinking those barcodes will help the survey go to machine instead of personally manually entering.   |
|                         | <b>No:</b>   |  |
|                         | <b>Scanning process:</b>   | In the past, the scantrons, while I was in school we used HB pencil. That will make easier for person analyzing results.   |
| <b>Confidentiality:</b> | No, because info could be stolen and hear about that a lot these days. I am hoping these surveys will be destroyed so more secure. |  |
| R15                     | <b>Overall Impression:</b>   | I like this color better. Page 3 – I like this layout. Page separated into sections in a more intuitive way.   |
|                         | <b>Form Comparison:</b>  | Color easier to read...Page 2 pretty similar-additional fields more convenient<br>New page 3 layout better<br>A9 odd in 2009-might think A9 – A13 is same section. 2010 clearer.                               |
|                         | <b>Flip Out Page:</b>  | It's not as convenient if it was at the end. I like if it was a flip out its easier to lift up the edge..  |
|                         | <b>Notice Barcodes?:</b>   | I did and wondered why there wasn't one on the original  |
|                         | <b>Yes:</b>  | Automated interpretation   |
|                         | <b>No:</b>   |  |
|                         | <b>Scanning process:</b>   | Not something I have ever done but I would guess it is feed into machine. With the bracketed corners it tell the machine where the answers are on the page.  |
|                         | <b>Confidentiality:</b>  |  |



|                         |                            |   |
|-------------------------|----------------------------|---|
| R16                     | <b>Overall Impression:</b> | <p>A lot of it looks very, very similar. Are we picking out. The questions are just about the same, but I like this layout on the second page on the previous degrees. It's a little easier to follow. Separates the additional degrees and it makes it easier to skip. So those arrows work well.</p> <p>These questions are all the same. The layout is fine. Not having the 'did you earn an MD' and community college question – not having it at the top of the page is kind of nice it in here, and not separate from anywhere else. I don't know if I would have missed it but I guess this would make it harder to miss.</p> <p>Post graduate plans, it looks kind of identical. It's kind of nice having the fold out like this. I like this better. It's all together, plain, on two pages.</p> <p>I still missed the 'are you Hispanic or Latino' I probably still would have gone though. It's just me, I'm guessing.</p> |
|                         | <b>Form Comparison:</b>    | <p>So this one added more fields for interdisciplinary.</p> <p>This looks the same, except the change of layout, which is fine. Time that I wasn't working on degree – did this disappear? It just went to the next page, which is fine. Like I said, getting rid of the things on the top of the page was nice [A14 and A15 of 2009 quex]. Well it's easier when it's all together.</p> <p>Moving on to part B. Not really any thoughts that come to mind. It's there.</p> <p>No real preference in Part B in how it's laid out. It's fine.</p> <p>Moving on Part C, background. It's nice. I do like that it's not flip [referring to the FOS list], it's all one page, so. If I would have torn out the middle section, it seems it would only have to be the first section where I had to flip through to find.</p>   |
|                         | <b>Flip Out Page:</b>      |   |
|                         | <b>Notice Barcodes?:</b>   | No.   |
|                         | <b>Yes:</b>                |   |
|                         | <b>No:</b>                 | Scanning purposes. If it were aligned in a feed copier it would get scanned. Don't know, just a thought.  |
|                         | <b>Scanning process:</b>   | Not too well. I imagine there's a way to run it through and scan it full page, but it. When looking at the market it looks like it would go this way. But I guess it's more my predisposition more than anything else.  |
|                         | <b>Confidentiality:</b>    |   |
|                         | R17                        | <b>Overall Impression:</b>  |
| <b>Form Comparison:</b> |                            | I like A9 on the red form because you can just skip over to doing this. No strong preferences   |

|     |                            |  |
|-----|----------------------------|--|
|     | <b>Flip Out Page:</b>      | I like the codes at the end. Prefers flip out page...I can just flop it open. Here you have to search for it a little bit.   |
|     | <b>Notice Barcodes?:</b>   | Marks on the corners No...I did notice these codes on the bottom of the page. I figured they were for identifying the survey or that it's some sort of code for the mock up.   |
|     | <b>Yes:</b>                | Marks – I would associate these with some sort of printers proof.  |
|     | <b>No:</b>                 |  |
|     | <b>Scanning process:</b>   | As in putting on a scanner and put into a computer. Get a photographic image of it.  |
|     | <b>Confidentiality:</b>    |  |
| R18 | <b>Overall Impression:</b> | "I like the color. It is more soothing and less offensive than the other one. Thank you for making page seven open the way that it is supposed to open. Having the disciplines in the middle is fine. I like how the sections start at the top and I like the way that section A is broken up."  |
|     | <b>Form Comparison:</b>    | "The cover looks the same. I didn't pay attention to the seals." He also noted that he preferred the '09 instructions. "The font sizes changed. I prefer the old one because it grabs your attention better. The additional line is nice for A2. I don't understand why you need writing and codes. You could just put the codes. That just seems redundant. Section B doesn't start at the top of the page but it is probably better because there are more questions on the page than just A14 & A15. I don't know if it is strange having the middle section. There are a lot of blank sports. It seems like a waste."  |
|     | <b>Flip Out Page:</b>      | "Probably the middle."   |
|     | <b>Notice Barcodes?:</b>   | "Yes."   |
|     | <b>Yes:</b>                | "No thoughts. No suspicions."  |
|     | <b>No:</b>                 | "He thinks that the bar code is a way to electronically have access to give every survey a code number."   |
|     | <b>Scanning process:</b>   | He thinks that there is software that has character recognition and that it may be possible to get all the information without having to type it in.   |
|     | <b>Confidentiality:</b>    | "No. The end result is still there. The method doesn't bother me. Maybe it is more secure because no human will actually see specifics and human error can be avoided."  |
| R19 | <b>Overall Impression:</b> | The color is brighter it makes it stand out a little more. Give it more life. The barcode makes it seem a little bit more official or that it is being tracked. The white jumps off the page.  |
|     | <b>Form Comparison:</b>    | This one is definitely brighter and you can pick out words a little better. Same content other then the barcode. Shrinking the instructions is probably a good thing. Most people when they are taking a survey know what to do. More choices for fields but I can't think of many dissertations that have more than two. Page 3 is a slightly better format it you want to see the different degree right away. I think this formats a little better. A9 to A15 reading top to bottom it is quite easy to miss the word. Here (New) there are spread out and you can see where the answers are supposed to go and you can pick out the questions a lot easier. Red might flow a little bit better because of this skipping. I like that they did not try to start the next section (Part – C) in this little bit of space here. It starts on next page. |

|                                |                                   |   |
|--------------------------------|-----------------------------------|---|
|                                | <b><i>Flip Out Page:</i></b>      | The field of study list open up like this is different and I kind of like this better that way I don't have it open kind of getting in the way like it was before. Now that the field of study is not at the end you are not phishing for more questions. |
|                                | <b><i>Notice Barcodes?:</i></b>   |   |
|                                | <b><i>Yes:</i></b>                | For scanning.   |
|                                | <b><i>No:</i></b>                 |   |
|                                | <b><i>Scanning process:</i></b>   | To me it that these are just guides to make sure to line up paper with the machine.   |
|                                | <b><i>Confidentiality:</i></b>    |   |
| R20                            | <b><i>Overall Impression:</i></b> | At first I don't see much difference. Room for secondary fields seems good. Like the format of [2010] for A9 to A13. Comments at the end not very salient. They would be better on bottom of second to last page.   |
|                                | <b><i>Form Comparison:</i></b>    | A2 – if research was interdisciplinary. Would see 3 spots and would fill 3 fields with looking at italics. 2 lines necessary. A9  |
|                                | <b><i>Flip Out Page:</i></b>      | Nice opens same as opposed to fold out. Still better @ end of book...Move comments to last page.  |
|                                | <b><i>Notice Barcodes?:</i></b>   |   |
|                                | <b><i>Yes:</i></b>                | Scanning No...basic gave exams on bubble sheets.  |
|                                | <b><i>No:</i></b>                 |   |
|                                | <b><i>Scanning process:</i></b>   |   |
| <b><i>Confidentiality:</i></b> |                                   |   |

## Appendix 4 – Cognitive Interview Email Letter

Dear Dr. <First Name>,

Thank you for participating in the 2008 Survey of Earned Doctorates (SED), and congratulations on completing your doctorate degree. We are writing to ask your assistance in helping us finalize our 2010 questionnaire.

We are recruiting recent doctorate recipients who completed the 2008 survey to participate in a confidential interview concerning possible changes to the SED questionnaire. Your feedback would be valuable to us as we consider the impacts of modifying the questionnaire. **Upon completion of the interview, NORC will compensate you \$75 in appreciation for your time and cooperation.**

We are conducting interviews between October 1 – October 15, 2008, Monday through Friday, from 8 am to 5pm. Some evening and weekend times are available if you are unable to participate during these hours. Interviews can be conducted at our convenient downtown Chicago or University of Chicago Hyde Park locations. Please email or call us toll free at 1-800-248-8649 to schedule an appointment.

Thank you for your participation in the SED!

Cynthia Simko, Senior Survey Director  
NORC  
312-759-4066  
1-800-248-8649  
simko-cynthia@norc.org

<Respondent ID>

## Appendix 4 – Cognitive Interview Letter



55 East Monroe Street  
Chicago, IL 60603  
312.759.4000  
www.norc.org

<Date>

Dear <First Name>,

Thank you for participating in the 2008 Survey of Earned Doctorates (SED), and congratulations on completing your doctorate degree. We are writing to ask your assistance in helping us finalize our 2010 questionnaire.

We are recruiting recent doctorate recipients who completed the 2008 survey to participate in a confidential interview concerning possible changes to the SED questionnaire. Your feedback would be valuable to us as we consider the impacts of modifying the questionnaire. **Upon completion of the interview, NORC will compensate you \$75 in appreciation for your time and cooperation.**

We are conducting interviews between October 1 and October 15, 2008, Monday through Friday, from 8am to 5pm. Some evening and weekend times are available if you are unable to participate during these hours. Interviews can be conducted at our convenient downtown Chicago or University of Chicago Hyde Park locations. Please email or call us toll free at 1-800-248-8649 to schedule an appointment.

Thank you for your participation in the SED!

Cynthia Simko, Senior Survey Director  
NORC  
312-759-4066  
1-800-248-8649  
simko-cynthia@norc.org

*Our mission is to conduct high quality social science research in the public interest.*

## Appendix 4 – Cognitive Interview Phone Script

Hello,

My name is Mireya Dominguez, and I am calling from the National Opinion Research Center at the University of Chicago. I am calling in regards to the Survey of Earned Doctorates (SED) interview letter we sent you two weeks ago. Do you recall receiving that letter?

Yes—Great! Would you be able to help us by scheduling a convenient time to conduct the interview? Remember, **upon completion of the interview, NORC will compensate you \$75 in appreciation for your time and cooperation.**

No—Okay, well let me quickly summarize what we're doing. We are recruiting recent doctorate recipients who completed the 2008 survey to participate in a confidential interview concerning possible changes to the SED questionnaire. Our hope is to get valuable feedback from you so that we can understand the impact of modifying the questionnaire. **Upon completion of the interview, NORC will compensate you \$75 in appreciation for your time and cooperation.**

We are conducting interviews between October 1 – 15, 2008, Monday through Friday, from 8 am to 5pm. Some evening and weekend times are available if you are unable to participate during these hours. Interviews can be conducted at our convenient downtown Chicago or university of Chicago Hyde Park locations. Would you be able to help us by scheduling a time to conduct the interview?

Respondent Name: \_\_\_\_\_

Date: \_\_ / \_\_ / 2008

Time: \_\_ : \_\_ am  
          pm



# SED

## Survey of Earned Doctorates

July 1, 2008 to June 30, 2009

Conducted by

NORC

A national organization for research  
at the University of Chicago

for



### Please complete:

|  |             |                |                               |
|--|-------------|----------------|-------------------------------|
| First Name   | Middle Name | Last Name      | Suffix (e.g., Jr.)            |
| Cross Reference: Birth name or former name legally changed |             |                |                               |
| Name of Doctoral Institution                               |             | City or Branch |                               |
| Type of Research Doctoral Degree (e.g., Ph.D, Ed.D, etc.)  |             |                | Date Degree Granted (mm/yyyy) |

This information is solicited under the authority of the National Science Foundation Act of 1950, as amended. ALL INFORMATION YOU PROVIDE WILL BE TREATED AS CONFIDENTIAL and used only for research or statistical purposes by your doctoral institution, the survey sponsors, their contractors, and collaborating researchers for the purpose of analyzing data, preparing scientific reports and articles, and selecting samples for a limited number of carefully defined follow-up studies. The last four digits of your Social Security Number are also solicited under the NSF Act of 1950, as amended; provision of it is voluntary. It will be kept confidential. It is used for quality control to assure that we identify the correct persons, especially when data are used for statistical purposes in Federal program evaluation. Any information publicly released (such as statistical summaries) will be in a form that does not personally identify you. Your response is voluntary and failure to provide some or all of the requested information will not in any way adversely affect you.

The time needed to complete this form varies according to individual circumstances, but the average time is estimated to be 19 minutes. If you have comments regarding this time estimate, you may write to the National Science Foundation, 4201 Wilson Blvd., Arlington, VA 22230, Attention: NSF Reports Clearance Officer. A Federal agency may not conduct or sponsor a collection of information unless it displays a currently valid OMB control number.

# INSTRUCTIONS

Thank you for taking the time to complete this questionnaire. Directions are provided for each question.

- If you have not already done so, please PRINT your name on the front cover.
- Please print all responses; you may use either a pen or a pencil.

## Part A - EDUCATION

### A1. What is the title of your dissertation?

Please mark (X) this box if the title below refers to a performance, project report, or musical or literary composition required instead of a dissertation.

Title

---



---

### A2. Please write the name of the primary field of your dissertation research.

Name of Field

Name of Field

Using the list on page 7, choose the code that best describes the primary field of your dissertation research.

Number of Field

If your dissertation research was interdisciplinary, list the name and number of your secondary field.

Name of Field

Name of Field

Number of Field

If there were more than two fields, additional fields should be reported on page 10.

### A3. Please name the department (or interdisciplinary committee, center, institute, etc.) of the university that supervised your doctoral studies.

Department/Committee/Center/Institute/Program

Department/Committee/Center/Institute/Program

### A4. If you received full or partial tuition remission (waiver) for your doctoral studies, was it:

Mark (X) one

- 1  I did not receive any tuition remission
- 2  for less than 1/3 of tuition
- 3  between 1/3 and 2/3 of tuition
- 4  more than 2/3 of tuition, but less than full
- 5  full tuition remission

### A5. Which of the following were sources of financial support during graduate school?

Mark (X) Yes or No for each

|  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| a Fellowship, scholarship  | <input type="checkbox"/> | <input type="checkbox"/> |
| b Grant  | <input type="checkbox"/> | <input type="checkbox"/> |
| c Teaching assistantship   | <input type="checkbox"/> | <input type="checkbox"/> |
| d Research assistantship   | <input type="checkbox"/> | <input type="checkbox"/> |
| e Other assistantship  | <input type="checkbox"/> | <input type="checkbox"/> |
| f Traineeship  | <input type="checkbox"/> | <input type="checkbox"/> |
| g Internship, clinical residency   | <input type="checkbox"/> | <input type="checkbox"/> |
| h Loans (from any source)  | <input type="checkbox"/> | <input type="checkbox"/> |
| i Personal savings   | <input type="checkbox"/> | <input type="checkbox"/> |
| j Personal earnings during graduate school (other than sources listed above) | <input type="checkbox"/> | <input type="checkbox"/> |
| k Spouse's, partner's, or family's earnings or savings                       | <input type="checkbox"/> | <input type="checkbox"/> |
| l Employer reimbursement/assistance  | <input type="checkbox"/> | <input type="checkbox"/> |
| m Foreign (non-U.S.) support   | <input type="checkbox"/> | <input type="checkbox"/> |
| n Other - Specify  | <input type="checkbox"/> | <input type="checkbox"/> |

Other - Specify

### A6. Which TWO sources listed in A5 provided the most support?

Enter **letters** of primary and secondary sources

- 1  Primary source of support
- 2  Secondary source of support

Mark (X) if no secondary source

### A7. When you receive your doctoral degree, how much money will you owe that is directly related to your undergraduate and graduate education?

Mark (X) one in each column

#### UNDERGRADUATE

- 1  None
- 2  \$10,000 or less
- 3  \$10,001 - \$20,000
- 4  \$20,001 - \$30,000
- 5  \$30,001 - \$40,000
- 6  \$40,001 - \$50,000
- 7  \$50,001 - \$60,000
- 8  \$60,001 - \$70,000
- 9  \$70,001 or more - Specify

\$

#### GRADUATE

- 1  None
- 2  \$10,000 or less
- 3  \$10,001 - \$20,000
- 4  \$20,001 - \$30,000
- 5  \$30,001 - \$40,000
- 6  \$40,001 - \$50,000
- 7  \$50,001 - \$60,000
- 8  \$60,001 - \$70,000
- 9  \$70,001 or more - Specify

\$



A8. The next few questions ask about the degrees you have received. Please provide the following information for this doctoral degree, your most recent master's degree, and your first bachelor's degree in the appropriate columns below.

|   | This research doctoral degree   | Most recent master's degree (e.g. MS, MA, MBA) or equivalent  | First bachelor's degree (e.g. BA, BS, AB) or equivalent   |
|---|---|---|---|
| a. Have you received a degree of this type? ..... | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No   | <input type="checkbox"/> Yes <input type="checkbox"/> No  | <input type="checkbox"/> Yes <input type="checkbox"/> No  |
| b. Month/year degree granted .....                | <input type="checkbox"/> <input type="checkbox"/> Month<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Year | <input type="checkbox"/> <input type="checkbox"/> Month<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Year | <input type="checkbox"/> <input type="checkbox"/> Month<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Year |
| c. Month/year that you started your degree .....  | <input type="checkbox"/> <input type="checkbox"/> Month<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Year | <input type="checkbox"/> <input type="checkbox"/> Month<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Year | <input type="checkbox"/> <input type="checkbox"/> Month<br><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Year |
| d. Primary field of study .....                   | <input type="text"/><br><input type="text"/>  | <input type="text"/><br><input type="text"/>  | <input type="text"/><br><input type="text"/>  |
| e. Field number from list on p. 7 .....           | <input type="text"/> <input type="text"/> <input type="text"/>  | <input type="text"/> <input type="text"/> <input type="text"/>  | <input type="text"/> <input type="text"/> <input type="text"/>  |
| f. Institution name .....                         | <input type="text"/><br><input type="text"/>  | <input type="text"/><br><input type="text"/>  | <input type="text"/><br><input type="text"/>  |
| g. Branch or city .....                           | <input type="text"/><br><input type="text"/>  | <input type="text"/><br><input type="text"/>  | <input type="text"/><br><input type="text"/>  |
| h. State or province .....                        | <input type="text"/><br><input type="text"/>  | <input type="text"/><br><input type="text"/>  | <input type="text"/><br><input type="text"/>  |
| i. Country .....                                  | USA   |   |   |

A9. Excluding those above, have you attained any additional postsecondary degrees?  Yes  No

A10. Was a master's degree a prerequisite for admission to your doctoral program?  Yes  No

A11. In what month and year did you first enter graduate school in any program or capacity, in any university?   Month  
    Year

A12. How many years were you:

a. taking courses or preparing for exams for this doctoral degree (including a master's degree, if that was part of your doctoral program)?   Years (round to whole years)

b. working on your dissertation after coursework and exams (non-course related preparation, writing and defense)?   Years (round to whole years)

A13. Was there any time from the year you entered your doctoral program and the award of your doctorate that you were not working on your degree (that is, not taking courses or working on your dissertation)?  Yes  No

If yes, please provide the number of years   Years (round to whole years)

**If yes, please list the additional degree(s), granting institution(s), and years.**

Degree Type \_\_\_\_\_

Degree Field \_\_\_\_\_

Field Number, p. 7 \_\_\_\_\_

Month/Year Granted \_\_\_\_\_

Institution \_\_\_\_\_

Branch or City \_\_\_\_\_

State or Country \_\_\_\_\_

Degree Type \_\_\_\_\_

Degree Field \_\_\_\_\_

Field Number, p. 7 \_\_\_\_\_

Month/Year Granted \_\_\_\_\_

Institution \_\_\_\_\_

Branch or City \_\_\_\_\_

State or Country \_\_\_\_\_

*If there are more than two degrees, additional degrees should be reported on page 10.*

**A14. Did you earn college credit from a community or two-year college?**

- 1  Yes      2  No

**A15. Are you earning, or have you earned, an MD or a DDS?**

- 1  Yes      2  No

## Part B - POSTGRADUATION PLANS

**B1. In what country or state do you intend to live after graduation (within the next year)?**

- 1  in U.S. → State
- 2  not in U.S. → Country

**B2. Do you intend to take a "postdoc" position?**

*(A "postdoc" is a temporary position primarily for gaining additional education and training in research, usually awarded in academe, industry, government, or a non-profit organization.)*

- 1  Yes      2  No

**B3. What is the status of your postgraduate plans (in the next year)?**

Mark (X) one

- 1  Returning to, or continuing in, predoctoral employment → **GO TO B4**
- 2  Have signed contract or made definite commitment for a "postdoc" or other work → **GO TO B4**
- 3  Negotiating with one or more specific organizations → **SKIP TO C1**
- 4  Seeking position but have no specific prospects → **SKIP TO C1**
- 5  Other full-time degree program (e.g., MD, DDS, JD, MBA, etc.) → **SKIP TO C1**
- 6  Do not plan to work or study (e.g., family commitments, etc.) → **SKIP TO C1**
- 7  Other - Specify

**B4. What best describes your (within the next year) postgraduate plans?**

Mark (X) one

**"POSTDOC" OR FURTHER TRAINING**

- 1  "Postdoc" fellowship → **GO TO B5**
- 2  "Postdoc" research associateship → **GO TO B5**
- 3  Traineeship → **GO TO B5**
- 4  Internship, clinical residency → **GO TO B5**
- 5  Other Training - Specify

**EMPLOYMENT**

- 6  Employment (other than "postdoc" or further training) → **SKIP TO B6**
- 7  Military service → **SKIP TO B6**
- 8  Other Employment- Specify

**B5. What will be the main source of financial support for your "postdoc" or further training within the next year?**

Mark (X) one

- 1  U.S. government
- 2  Industry/business
- 3  College or university
- 4  Private foundation
- 5  Nonprofit, other than private foundation or college
- 6  Foreign government
- 7  Other - Specify
- 8  Unknown

**B6. What type of principal employer will you be working for (or training with) in the next year?**

Mark (X) one

**EDUCATION**

- 1  U.S. 4-year college or university other than medical school
- 2  U.S. medical school (including university-affiliated hospital or medical center)
- 3  U.S. university-affiliated research institute
- 4  U.S. community or two-year college
- 5  U.S. preschool, elementary, middle, secondary school or school system
- 6  Foreign educational institution

**GOVERNMENT (other than education institution)**

- 7  Foreign government
- 8  U.S. federal government
- 9  U.S. state government
- 10  U.S. local government

**PRIVATE SECTOR (other than education institution)**

- 11  Not for profit organization
- 12  Industry or business (for profit)

**OTHER**

- 13  Self-employed
- 14  Other - Specify

**B7. Please name the organization and geographic location where you will work or study.**

Name

State (if U.S.)

Country (if not U.S.)

**B8. What will be your basic annual salary for this principal job (in the next year)? Do not include bonuses or additional compensation for summertime teaching or research. If you are not salaried, please estimate your earned income.**

\$

**If you prefer not to report an exact amount, please indicate into which range you expect your salary to fall:**

Mark (X) one

- |  |   |
|--|---|
| 1 <input type="checkbox"/> \$30,000 or less    | 7 <input type="checkbox"/> \$70,001 - \$80,000    |
| 2 <input type="checkbox"/> \$30,001 - \$35,000 | 8 <input type="checkbox"/> \$80,001 - \$90,000    |
| 3 <input type="checkbox"/> \$35,001 - \$40,000 | 9 <input type="checkbox"/> \$90,001 - \$100,000   |
| 4 <input type="checkbox"/> \$40,001 - \$50,000 | 10 <input type="checkbox"/> \$100,001 - \$110,000 |
| 5 <input type="checkbox"/> \$50,001 - \$60,000 | 11 <input type="checkbox"/> \$110,001 or above    |
| 6 <input type="checkbox"/> \$60,001 - \$70,000 | 12 <input type="checkbox"/> Don't know            |

**B9. How many months does this salary cover?**

Number of Months

**B10. What will be your primary and secondary work activities?**

Mark (X) one in each column

|  | a PRIMARY                  | b SECONDARY                |
|--|----------------------------|----------------------------|
| Research and development . . . . .             | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| Teaching . . . . .                             | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| Management or administration . . . . .         | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| Professional services to individuals . . . . . | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Other - Specify . . . . .                      | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |

Mark (X) if no secondary work activities

## Part C - BACKGROUND INFORMATION

**C1. Are you -**

- 1  Male      2  Female

**C2. What is your marital status?**

Mark (X) one

- 1  Married  
 2  Living in a marriage-like relationship  
 3  Widowed  
 4  Separated  
 5  Divorced  
 6  Never married

**C3. Not including yourself or your spouse/partner, how many dependents (children or adults) do you have - that is, how many others receive at least one half of their financial support from you?**

Write in number of dependents

- 5 years of age or younger . . .   
 6 to 18 years . . . . .   
 19 years or older . . . . .

Mark (X) if none

**C4. What is the highest educational attainment of your mother and father?**

Mark (X) one for each parent

|   | a MOTHER                   | b FATHER                   |
|---|----------------------------|----------------------------|
| Less than high/secondary school graduate . . . . .                        | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| High/secondary school graduate . . . . .                                  | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> |
| Some college . . . . .  | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> |
| Bachelor's degree . . . . .   | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| Master's degree . . . . .<br>(e.g., MA, MS, MBA, MSW, etc.)               | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| Professional degree . . . . .<br>(e.g., MD, DDS, JD, D.Min, Psy.D., etc.) | 6 <input type="checkbox"/> | 6 <input type="checkbox"/> |
| Research doctoral degree . . . . .  | 7 <input type="checkbox"/> | 7 <input type="checkbox"/> |
| Not applicable/Unknown . . . . .  | 8 <input type="checkbox"/> | 8 <input type="checkbox"/> |

**C5. What is your place of birth?**

State (if U.S.) . . . . .   
 OR  
 Country (if not U.S.) . . . . .

**C6. What is your date of birth?**

Month   Day   Year  1  9

**C7. What is your citizenship status?**

Mark (X) one

**U.S. CITIZEN**

- 1  Since birth → **SKIP TO C9**
- 2  Naturalized → **SKIP TO C9**

**NON-U.S. CITIZEN**

- 3  With a Permanent U.S. Resident Visa ("Green Card") → **GO TO C8**
- 4  With a Temporary U.S. Visa → **GO TO C8**

**C8. (If a non-U.S. citizen) Of which country are you a citizen?**

\_\_\_\_\_

Specify country of present citizenship

**C9. In what state or country was the high school/secondary school that you last attended?**

State (if U.S.) . . . . . \_\_\_\_\_

**OR**

Country (if not U.S.) . \_\_\_\_\_

**C10. Are you a person with a disability?**

- 1  Yes → **GO TO C11**
- 2  No → **SKIP TO C12**

**C11. Which of the following categories describes your disability(ies)?**

Mark (X) one or more

- a  Blind/Visually Impaired
- b  Deaf/Hard of Hearing
- c  Physical/Orthopedic Disability
- d  Learning/Cognitive Disability
- e  Vocal/Speech Disability
- f  Other - Specify \_\_\_\_\_

**C12. Are you Hispanic or Latino?**

- 1  Yes → **GO TO C13**
- 2  No → **SKIP TO C14**

**C13. Which of the following best describes your Hispanic origin or descent?**

Mark (X) one

- 1  Mexican or Chicano
- 2  Puerto Rican
- 3  Cuban
- 4  Other Hispanic - Specify \_\_\_\_\_

**C14. What is your racial background?**

Mark (X) one or more

- a  American Indian or Alaska Native  
\_\_\_\_\_  
Specify tribal affiliation(s)
- b  Native Hawaiian or other Pacific Islander
- c  Asian
- d  Black or African-American
- e  White

**C15. Please fill in the last four digits of your Social Security Number.**

X X X - X X - \_\_\_\_\_

**C16. In case we need to clarify some of the information you have provided, please list an e-mail address and telephone number where you can be reached.**

\_\_\_\_\_

E-mail Address

\_\_\_\_\_

Daytime or Cell Telephone

**C17. Please provide your address and the name and address of a person who is likely to know where you can be reached.**

**YOUR CURRENT ADDRESS:**

\_\_\_\_\_

Street Address

\_\_\_\_\_

City/State/Country/Zip or Postal Code

**CURRENT ADDRESS OF A PERSON WHO IS LIKELY TO KNOW WHERE YOU CAN BE REACHED:**

\_\_\_\_\_

Name

\_\_\_\_\_

Street Address

\_\_\_\_\_

City/State/Country/Zip or Postal Code

The results of this survey will be published in a Summary Report. For information on the publications available from this survey, please go to <http://www.nsf.gov/statistics/doctorates>.

Please use the back cover to make any additional comments you may have about this survey.

Thank you for completing the questionnaire. Please return this questionnaire to your GRADUATE SCHOOL for forwarding to Survey of Earned Doctorates, NORC at the University of Chicago, 1 N. State Street, Floor 16, Chicago, IL 60602.

If you have questions or concerns about the survey, you may contact us by e-mail at [4800-sed@norc.uchicago.edu](mailto:4800-sed@norc.uchicago.edu) or phone at 1-800-248-8649.



*Please open this page for the Field of Study List*

**The Field of Study listing on pages 8 and 9 is to be used in responding to items A2, A8, and A9. Please choose the code that best describes the name of your field.**

**BUSINESS MANAGEMENT/ADMINISTRATION**

|  |   |  |
|--|---|--|
| 900 Accounting                           | 916 International Business/Trade/Commerce                                   | 935 Organizational Behavior ( <i>see also PSYCHOLOGY/Industrial &amp; Organizational</i> ) |
| 905 Banking/Financial Support Services   | 920 Marketing Management & Research   | 938 Business Management/Administration, General  |
| 910 Business Administration & Management | 917 Management Information Systems/Business Statistics                      | 939 Business Management/Administration, Other  |
| 915 Business/Managerial Economics        | 930 Operations Research ( <i>also in ENGINEERING &amp; in MATHEMATICS</i> ) |  |
| 901 Finance                              |   |  |
| 921 Human Resources Development          |   |  |

**COMMUNICATION**

|                            |   |                            |
|----------------------------|---|----------------------------|
| 940 Communication Research | 950 Film, Radio, TV & Digital Communication | 958 Communication, General |
| 957 Communication Theory   | 947 Mass Communication/Media Studies        | 959 Communication, Other   |

**COMPUTER & INFORMATION SCIENCES**

|                      |                                   |   |
|----------------------|-----------------------------------|---|
| 400 Computer Science | 410 Information Science & Systems | 419 Computer & Information Science, Other |
|----------------------|-----------------------------------|---|

**EDUCATION****RESEARCH & ADMINISTRATION**

|  |  |   |
|--|--|---|
| 840 Counseling Education/Counseling & Guidance | 810 Educational/Instructional Media Design               | 845 Higher Education/Evaluation & Research          |
| 800 Curriculum & Instruction                   | 807 Educational Leadership                               | 825 School Psychology ( <i>also in PSYCHOLOGY</i> ) |
| 805 Educational Administration & Supervision   | 822 Educational Psychology ( <i>also in PSYCHOLOGY</i> ) | 830 Social/Philosophical Foundations of Education   |
| 820 Educational Assessment/Testing/Measurement | 815 Educational Statistics/Research Methods              | 835 Special Education                               |

**TEACHER EDUCATION**

|  |  |                                 |
|--|--|---------------------------------|
| 858 Adult & Continuing Teacher Education | 850 Pre-elementary/Early Childhood Teacher Education | 856 Secondary Teacher Education |
| 852 Elementary Teacher Education         |  |                                 |

**TEACHING FIELDS**

|  |                                   |   |
|--|-----------------------------------|---|
| 860 Agricultural Education   | 866 Foreign Languages Education   | 882 Reading Education                                   |
| 861 Art Education  | 868 Health Education              | 884 Science Education                                   |
| 862 Business Education   | 874 Mathematics Education         | 885 Social Science Education                            |
| 864 English Education  | 876 Music Education               | 888 Trade & Industrial Education                        |
| 870 Family & Consumer/Human Science ( <i>also in Fields Not Elsewhere Classified</i> ) | 878 Nursing Education             | 889 Teacher Education & Professional Development, Other |
|  | 880 Physical Education & Coaching |   |

**OTHER EDUCATION**

|                        |                      |  |
|------------------------|----------------------|--|
| 898 Education, General | 899 Education, Other |  |
|------------------------|----------------------|--|

**ENGINEERING**

|  |   |   |
|--|---|---|
| 300 Aerospace, Aeronautical & Astronautical Engineering  | 376 Engineering Management & Administration | 357 Nuclear Engineering   |
| 303 Agricultural Engineering                             | 327 Engineering Mechanics                   | 360 Ocean Engineering   |
| 306 Bioengineering & Biomedical Engineering              | 330 Engineering Physics                     | 363 Operations Research ( <i>also in MATHEMATICS &amp; in BUSINESS MANAGEMENT</i> ) |
| 309 Ceramic Sciences Engineering                         | 333 Engineering Science                     | 366 Petroleum Engineering   |
| 312 Chemical Engineering                                 | 336 Environmental Health Engineering        | 369 Polymer & Plastics Engineering  |
| 315 Civil Engineering                                    | 339 Industrial & Manufacturing Engineering  | 372 Systems Engineering   |
| 318 Communications Engineering                           | 342 Materials Science Engineering           | 398 Engineering, General  |
| 321 Computer Engineering                                 | 345 Mechanical Engineering                  | 399 Engineering, Other  |
| 324 Electrical, Electronics & Communications Engineering | 348 Metallurgical Engineering               |   |
|  | 351 Mining & Mineral Engineering            |   |

**HUMANITIES****HISTORY**

|                                      |   |                              |
|--------------------------------------|---|------------------------------|
| 706 African History                  | 705 European History                        | 708 Middle/Near East Studies |
| 700 American History (U.S. & Canada) | 710 History, Science & Technology & Society | 718 History, General         |
| 703 Asian History                    | 707 Latin American History                  | 719 History, Other           |

**FOREIGN LANGUAGES & LITERATURE**

|             |              |                                  |
|-------------|--------------|----------------------------------|
| 768 Arabic  | 746 Italian  | 755 Slavic (other than Russian)  |
| 758 Chinese | 762 Japanese | 749 Spanish                      |
| 740 French  | 752 Russian  | 769 Other Languages & Literature |
| 743 German  |              |                                  |

**LETTERS**

|   |   |                                 |
|---|---|---------------------------------|
| 732 American Literature (U.S. & Canada) | 734 English Language                            | 736 Speech & Rhetorical Studies |
| 720 Classics                            | 733 English Literature (British & Commonwealth) | 738 Letters, General            |
| 723 Comparative Literature              | 724 Folklore                                    | 739 Letters, Other              |
| 735 Creative Writing                    |   |                                 |

**OTHER HUMANITIES**

|  |                                |                                |
|--|--------------------------------|--------------------------------|
| 770 American/U.S. Studies              | 780 Music                      | 785 Philosophy                 |
| 773 Archaeology                        | 786 Music Theory & Composition | 790 Religion/Religious Studies |
| 776 Art History/Criticism/Conservation | 787 Music Performance          | 798 Humanities, General        |
| 792 Bible/Biblical Studies             | 788 Musicology/Ethnomusicology | 799 Humanities, Other          |
| 795 Drama/Theater Arts                 | 789 Music, Other               |                                |

**LIFE SCIENCES****AGRICULTURAL SCIENCES/NATURAL RESOURCES**

|   |   |   |
|---|---|---|
| 005 Agricultural Animal Breeding                | 055 Fishing & Fisheries Sciences/Management | 030 Plant Pathology/Phytopathology ( <i>also in BIOLOGICAL SCIENCES</i> ) |
| 000 Agricultural Economics                      | 043 Food Science                            | 039 Plant Sciences, Other   |
| 025 Agricultural & Horticultural Plant Breeding | 044 Food Science & Technology, Other        | 046 Soil Chemistry/Microbiology   |
| 020 Agronomy & Crop Science                     | 066 Forest Sciences & Biology               | 049 Soil Sciences, Other  |
| 010 Animal Nutrition                            | 070 Forest/Resources Management             | 080 Wildlife/Range Management   |
| 014 Animal Science, Poultry (or Avian)          | 079 Forestry & Related Science, Other       | 072 Wood Science & Pulp/Paper Technology                                  |
| 019 Animal Science, Other                       | 050 Horticulture Science                    | 098 Agriculture, General  |
| 081 Environmental Science                       | 074 Natural Resources/Conservation          | 099 Agricultural Science, Other   |

**LIFE SCIENCES (continued)****BIOLOGICAL/BIOMEDICAL SCIENCES**

|     |   |     |                                   |     |   |
|-----|---|-----|-----------------------------------|-----|---|
| 130 | Anatomy   | 136 | Cell/Cellular Biology & Histology | 166 | Parasitology  |
| 110 | Bacteriology  | 142 | Developmental Biology/Embryology  | 175 | Pathology, Human & Animal   |
| 100 | Biochemistry ( <i>see also PHYSICAL SCIENCES/Chemistry, other</i> ) | 139 | Ecology                           | 180 | Pharmacology, Human & Animal  |
| 102 | Bioinformatics  | 145 | Endocrinology                     | 185 | Physiology, Human & Animal  |
| 103 | Biomedical Sciences   | 148 | Entomology                        | 115 | Plant Genetics  |
| 133 | Biometrics & Biostatistics  | 137 | Evolutionary Biology              | 120 | Plant Pathology/Phytopathology ( <i>also in AGRICULTURAL SCIENCES</i> ) |
| 105 | Biophysics ( <i>also in PHYSICS</i> )                               | 170 | Genetics/Genomics, Human & Animal | 125 | Plant Physiology  |
| 107 | Biotechnology   | 151 | Immunology                        | 169 | Toxicology  |
| 129 | Botany/Plant Biology  | 157 | Microbiology                      | 189 | Zoology   |
| 158 | Cancer Biology  | 154 | Molecular Biology                 | 198 | Biology/Biomedical Sciences, General                                    |
|     |   | 160 | Neurosciences                     | 199 | Biology/Biomedical Sciences, Other                                      |
|     |   | 163 | Nutrition Sciences                |     |   |

**HEALTH SCIENCES**

|     |  |     |                                     |     |                                       |
|-----|--|-----|-------------------------------------|-----|---------------------------------------|
| 210 | Environmental Health                   | 240 | Medicinal/Pharmaceutical Sciences   | 200 | Speech-Language Pathology & Audiology |
| 211 | Environmental Toxicology               | 230 | Nursing Science                     | 250 | Veterinary Sciences                   |
| 220 | Epidemiology                           | 215 | Public Health                       | 298 | Health Sciences, General              |
| 212 | Health Systems/Services Administration | 245 | Rehabilitation/Therapeutic Services | 299 | Health Sciences, Other                |
| 222 | Kinesiology/Exercise Science           |     |                                     |     |                                       |

**MATHEMATICS**

|     |                                |     |  |     |   |
|-----|--------------------------------|-----|--|-----|---|
| 425 | Algebra                        | 440 | Logic  | 450 | Statistics ( <i>also in SOCIAL SCIENCES</i> ) |
| 430 | Analysis & Functional Analysis | 445 | Number Theory  | 455 | Topology/Foundations                          |
| 420 | Applied Mathematics            | 465 | Operations Research ( <i>also in ENGINEERING &amp; in BUSINESS MANAGEMENT/ADMIN.</i> ) | 498 | Mathematics/Statistics, General               |
| 460 | Computing Theory & Practice    |     |  | 499 | Mathematics/Statistics, Other                 |
| 435 | Geometry/Geometric Analysis    |     |  |     |   |

**PHYSICAL SCIENCES****ASTRONOMY**

|     |           |     |              |
|-----|-----------|-----|--------------|
| 500 | Astronomy | 505 | Astrophysics |
|-----|-----------|-----|--------------|

**ATMOSPHERIC SCIENCE & METEOROLOGY**

|     |                                     |     |  |     |  |
|-----|-------------------------------------|-----|--|-----|--|
| 510 | Atmospheric Chemistry & Climatology | 514 | Meteorology                              | 519 | Atmospheric Science/Meteorology, Other |
| 512 | Atmospheric Physics & Dynamics      | 518 | Atmospheric Science/Meteorology, General |     |  |

**CHEMISTRY**

|     |                      |     |                       |     |  |
|-----|----------------------|-----|-----------------------|-----|--|
| 520 | Analytical Chemistry | 530 | Physical Chemistry    | 538 | Chemistry, General   |
| 522 | Inorganic Chemistry  | 532 | Polymer Chemistry     | 539 | Chemistry, Other ( <i>see also BIOLOGICAL/Biochemistry</i> ) |
| 526 | Organic Chemistry    | 534 | Theoretical Chemistry |     |  |

**GEOLOGICAL & EARTH SCIENCES**

|     |                                 |     |                         |     |                                      |
|-----|---------------------------------|-----|-------------------------|-----|--------------------------------------|
| 542 | Geochemistry                    | 544 | Geophysics & Seismology | 550 | Stratigraphy & Sedimentation         |
| 540 | Geology                         | 548 | Mineralogy & Petrology  | 558 | Geological & Earth Sciences, General |
| 552 | Geomorphology & Glacial Geology | 546 | Paleontology            | 559 | Geological & Earth Sciences, Other   |

**OCEAN/MARINE SCIENCES**

|     |                                   |     |                     |
|-----|-----------------------------------|-----|---------------------|
| 585 | Hydrology & Water Resources       | 595 | Marine Sciences     |
| 590 | Oceanography, Chemical & Physical | 599 | Ocean/Marine, Other |

**PHYSICS**

|     |   |     |  |     |                       |
|-----|---|-----|--|-----|-----------------------|
| 560 | Acoustics   | 574 | Condensed Matter/Low Temperature Physics | 570 | Plasma/Fusion Physics |
| 576 | Applied Physics                                   | 568 | Nuclear Physics                          | 572 | Polymer Physics       |
| 561 | Atomic/Molecular/Chemical Physics                 | 569 | Optics/Photonics                         | 578 | Physics, General      |
| 565 | Biophysics ( <i>also in BIOLOGICAL SCIENCES</i> ) | 564 | Particle (Elementary) Physics            | 579 | Physics, Other        |

**PSYCHOLOGY**

|     |   |     |   |     |  |
|-----|---|-----|---|-----|--|
| 600 | Clinical Psychology                                 | 615 | Experimental Psychology   | 627 | Physiological/Psychobiology Psychology         |
| 603 | Cognitive Psychology & Psycholinguistics            | 620 | Family Psychology   | 633 | Psychometrics & Quantitative Psychology        |
| 606 | Comparative Psychology                              | 613 | Human Development & Family Studies  | 636 | School Psychology ( <i>also in EDUCATION</i> ) |
| 609 | Counseling  | 621 | Industrial & Organizational ( <i>see also BUSINESS MANAGEMENT/Organization Behavior</i> ) | 639 | Social Psychology                              |
| 612 | Developmental & Child Psychology                    | 624 | Personality Psychology  | 648 | Psychology, General                            |
| 618 | Educational Psychology ( <i>also in EDUCATION</i> ) |     |   | 649 | Psychology, Other                              |

**SOCIAL SCIENCES**

|     |                                     |     |                                 |     |   |
|-----|-------------------------------------|-----|---------------------------------|-----|---|
| 650 | Anthropology                        | 667 | Economics                       | 686 | Sociology                                 |
| 652 | Area/Ethnic/Cultural/Gender Studies | 670 | Geography                       | 690 | Statistics ( <i>also in MATHEMATICS</i> ) |
| 657 | Criminal Justice & Corrections      | 674 | International Relations/Affairs | 694 | Urban Affairs/Studies                     |
| 658 | Criminology                         | 676 | Linguistics                     | 695 | Urban/City, Community & Regional Planning |
| 662 | Demography/Population Studies       | 678 | Political Science & Government  | 698 | Social Sciences, General                  |
| 668 | Econometrics                        | 682 | Public Policy Analysis          | 699 | Social Sciences, Other                    |

**FIELDS NOT ELSEWHERE CLASSIFIED (NEC)**

|     |  |     |                                   |     |  |
|-----|--|-----|-----------------------------------|-----|--|
| 960 | Architecture/Environmental Design                                  | 972 | Library Science                   | 984 | Theology/Religious Education ( <i>see also OTHER HUMANITIES/Religion/Religious Studies</i> ) |
| 964 | Family/Consumer Science/Human Science ( <i>also in EDUCATION</i> ) | 974 | Parks/Sports/Rec./Leisure/Fitness | 989 | Other Fields, NEC  |
| 968 | Law  | 976 | Public Administration             |     |  |
|     |  | 980 | Social Work                       |     |  |

**To the Doctorate Recipient:**

Congratulations on earning a doctoral degree! This is an important accomplishment for you. Your accomplishment is also significant for both this nation and others, as the new knowledge generated by research doctorates enhances the quality of life in this country and throughout the world. Because of the importance of persons earning research doctorates, several Federal agencies—listed on the cover—sponsor this Survey of Earned Doctorates.

The basic purpose of this survey is to gather objective data about doctoral graduates. These data are important in improving graduate education both at your home institution and beyond. Often, decisions made by governmental and private agencies to develop new programs, or to support present ones, are based in part on the data developed from this survey. If you have any comments about the survey, please provide them in the space below.

On behalf of the sponsoring Federal agencies, I thank you for your participation in this survey.

Best wishes,

Dr. Lynda T. Carlson  
National Science Foundation

**ADDITIONS TO QUESTIONS**

**A2. (continued)**

Name of Field

Number of Field

Name of Field

Number of Field

**A9. (continued)**

Degree Type \_\_\_\_\_  
 Degree Field \_\_\_\_\_  
 Field Number, p. 7 \_\_\_\_\_  
 Month/Year Granted \_\_\_\_\_  
 Institution \_\_\_\_\_  
 Branch or City \_\_\_\_\_  
 State or Country \_\_\_\_\_

Degree Type \_\_\_\_\_  
 Degree Field \_\_\_\_\_  
 Field Number, p. 7 \_\_\_\_\_  
 Month/Year Granted \_\_\_\_\_  
 Institution \_\_\_\_\_  
 Branch or City \_\_\_\_\_  
 State or Country \_\_\_\_\_

**Comments about the survey:**

Please return this questionnaire to your GRADUATE SCHOOL for forwarding to:  
 Survey of Earned Doctorates, NORC at the University of Chicago, 1 N. State Street, Floor 16, Chicago, IL 60602.  
 If you have questions or concerns about the survey, you may contact us by e-mail at 4800-sed@norc.uchicago.edu or phone 1-800-248-8649.

**OFFICE USE ONLY**

|          |               |            |             |
|----------|---------------|------------|-------------|
| Case ID: | Instit. Code: | Grad Date: | Main Disp.: |
|----------|---------------|------------|-------------|

**PROCESSING**

| Receipt     |      | Editing   |      | CADE     |      |
|-------------|------|-----------|------|----------|------|
| Initials    | Date | Initials  | Date | Initials | Date |
| Ver. Adjust |      | Retrieval |      | Updates  |      |
| Initials    | Date | Initials  | Date | Initials | Date |





6100-71002159-01



# SED

## Survey of Earned Doctorates

July 1, 2009 to June 30, 2010

Conducted by

NORC

A national organization for research  
at the University of Chicago

for



**Please complete:**

|  |             |                |                               |
|--|-------------|----------------|-------------------------------|
| First Name   | Middle Name | Last Name      | Suffix (e.g., Jr.)            |
| Cross Reference: Birth name or former name legally changed |             |                |                               |
| Name of Doctoral Institution                               |             | City or Branch |                               |
| Type of Research Doctoral Degree (e.g., Ph.D, Ed.D, etc.)  |             |                | Date Degree Granted (mm/yyyy) |

This information is solicited under the authority of the National Science Foundation Act of 1950, as amended. ALL INFORMATION YOU PROVIDE WILL BE TREATED AS CONFIDENTIAL and used only for research or statistical purposes by your doctoral institution, the survey sponsors, their contractors, and collaborating researchers for the purpose of analyzing data, preparing scientific reports and articles, and selecting samples for a limited number of carefully defined follow-up studies. The last four digits of your Social Security Number are also solicited under the NSF Act of 1950, as amended; provision of it is voluntary. It will be kept confidential. It is used for quality control to assure that we identify the correct persons, especially when data are used for statistical purposes in Federal program evaluation. Any information publicly released (such as statistical summaries) will be in a form that does not personally identify you. Your response is voluntary and failure to provide some or all of the requested information will not in any way adversely affect you.

The time needed to complete this form varies according to individual circumstances, but the average time is estimated to be 19 minutes. If you have comments regarding this time estimate, you may write to the National Science Foundation, 4201 Wilson Blvd., Arlington, VA 22230, Attention: NSF Reports Clearance Officer. A Federal agency may not conduct or sponsor a collection of information unless it displays a currently valid OMB control number.

**INSTRUCTIONS:** Thank you for taking the time to complete this questionnaire. Directions are provided for each question.

- If you have not already done so, please PRINT your name on the front cover.
- Please print all responses; you may use either a pen or a pencil.

## Part A - EDUCATION

### A1. What is the title of your dissertation?

Please mark (X) this box if the title below refers to a performance, project report, or musical or literary composition required instead of a dissertation.

Title

---



---

### A2. Please write the name of the primary field of your dissertation research.

Name of Field

---

Name of Field

Using the list on page 6, choose the code that best describes the primary field of your dissertation research.

Number of Field

If your dissertation research was interdisciplinary, list the name and number of your secondary field.

Name of Field

---

Name of Field

Number of Field

If there were more than two fields, please list these additional fields.

Name of Field

---

Name of Field

Number of Field

Name of Field

---

Name of Field

Number of Field

### A3. Please name the department (or interdisciplinary committee, center, institute, etc.) of the university that supervised your doctoral studies.

Department/Committee/Center/Institute/Program

---

Department/Committee/Center/Institute/Program

### A4. If you received full or partial tuition remission (waiver) for your doctoral studies, was it:

Mark (X) one

- 1  I did not receive any tuition remission
- 2  for less than 1/3 of tuition
- 3  between 1/3 and 2/3 of tuition
- 4  more than 2/3 of tuition, but less than full
- 5  full tuition remission

### A5. Which of the following were sources of financial support during graduate school?

Mark (X) Yes or No for each

|  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| a Fellowship, scholarship .....  | <input type="checkbox"/> | <input type="checkbox"/> |
| b Grant .....  | <input type="checkbox"/> | <input type="checkbox"/> |
| c Teaching assistantship .....   | <input type="checkbox"/> | <input type="checkbox"/> |
| d Research assistantship .....   | <input type="checkbox"/> | <input type="checkbox"/> |
| e Other assistantship .....  | <input type="checkbox"/> | <input type="checkbox"/> |
| f Traineeship .....  | <input type="checkbox"/> | <input type="checkbox"/> |
| g Internship, clinical residency .....   | <input type="checkbox"/> | <input type="checkbox"/> |
| h Loans (from any source) .....  | <input type="checkbox"/> | <input type="checkbox"/> |
| i Personal savings .....   | <input type="checkbox"/> | <input type="checkbox"/> |
| j Personal earnings during graduate school (other than sources listed above) ..... | <input type="checkbox"/> | <input type="checkbox"/> |
| k Spouse's, partner's, or family's earnings or savings .....                       | <input type="checkbox"/> | <input type="checkbox"/> |
| l Employer reimbursement/assistance .....  | <input type="checkbox"/> | <input type="checkbox"/> |
| m Foreign (non-U.S.) support .....   | <input type="checkbox"/> | <input type="checkbox"/> |
| n Other - Specify .....  | <input type="checkbox"/> | <input type="checkbox"/> |

Other - Specify

---

### A6. Which TWO sources listed in A5 provided the most support?

Enter **letters** of primary and secondary sources

- 1  Primary source of support
- 2  Secondary source of support

Mark (X) if no secondary source

### A7. When you receive your doctoral degree, how much money will you owe that is directly related to your undergraduate and graduate education?

Mark (X) one in each column

| a UNDERGRADUATE                                       | b GRADUATE  |
|---|---|
| 1 <input type="checkbox"/> None                       | 1 <input type="checkbox"/> None                       |
| 2 <input type="checkbox"/> \$10,000 or less           | 2 <input type="checkbox"/> \$10,000 or less           |
| 3 <input type="checkbox"/> \$10,001 - \$20,000        | 3 <input type="checkbox"/> \$10,001 - \$20,000        |
| 4 <input type="checkbox"/> \$20,001 - \$30,000        | 4 <input type="checkbox"/> \$20,001 - \$30,000        |
| 5 <input type="checkbox"/> \$30,001 - \$40,000        | 5 <input type="checkbox"/> \$30,001 - \$40,000        |
| 6 <input type="checkbox"/> \$40,001 - \$50,000        | 6 <input type="checkbox"/> \$40,001 - \$50,000        |
| 7 <input type="checkbox"/> \$50,001 - \$60,000        | 7 <input type="checkbox"/> \$50,001 - \$60,000        |
| 8 <input type="checkbox"/> \$60,001 - \$70,000        | 8 <input type="checkbox"/> \$60,001 - \$70,000        |
| 9 <input type="checkbox"/> \$70,001 or more - Specify | 9 <input type="checkbox"/> \$70,001 or more - Specify |

\$

---

\$

---



**A10. Was a master's degree a prerequisite for admission to your doctoral program?**

Yes  No

**A11. In what month and year did you first enter graduate school in any program or capacity, in any university?**

Month

Year

**A12. How many years were you:**

**a. taking courses or preparing for exams for this doctoral degree (including a master's degree, if that was part of your doctoral program)?**

Years (round to whole years)

**b. working on your dissertation after coursework and exams (non-course related preparation and research, writing and defense)?**

Years (round to whole years)

**A13. Was there any time from the year you entered your doctoral program and the award of your doctorate that you were not working on your degree (that is, not taking courses or working on your dissertation)?**

Yes  No

**If yes, please provide the number of years**

Years (round to whole years)

**A14. Did you earn college credit from a community or two-year college?**

1  Yes 2  No

**A15. Are you earning, or have you earned, an MD or a DDS?**

1  Yes 2  No

## Part B - POSTGRADUATION PLANS

**B1. In what country or state do you intend to live after graduation (within the next year)?**

1  in U.S. → State

2  not in U.S. → Country

**B2. Do you intend to take a "postdoc" position?**

*(A "postdoc" is a temporary position primarily for gaining additional education and training in research, usually awarded in academe, industry, government, or a non-profit organization.)*

1  Yes 2  No

**B3. What is the status of your postgraduate plans (in the next year)?**

Mark (X) one

1  Returning to, or continuing in, predoctoral employment → **GO TO B4**

2  Have signed contract or made definite commitment for a "postdoc" or other work → **GO TO B4**

3  Negotiating with one or more specific organizations → **SKIP TO C1**

4  Seeking position but have no specific prospects → **SKIP TO C1**

5  Other full-time degree program (e.g., MD, DDS, JD, MBA, etc.) → **SKIP TO C1**

6  Do not plan to work or study (e.g., family commitments, etc.) → **SKIP TO C1**

7  Other - Specify

**B4. What best describes your (within the next year) postgraduate plans?**

Mark (X) one

### "POSTDOC" OR FURTHER TRAINING

- 1  "Postdoc" fellowship → **GO TO B5**
- 2  "Postdoc" research associateship → **GO TO B5**
- 3  Traineeship → **GO TO B5**
- 4  Internship, clinical residency → **GO TO B5**
- 5  Other Training - Specify
- 

### EMPLOYMENT

- 6  Employment (other than "postdoc" or further training) → **SKIP TO B6**
- 7  Military service → **SKIP TO B6**
- 8  Other Employment - Specify
-



*Please turn this page for the Field of Study List*

**The Field of Study listing on pages 6 and 7 is to be used in responding to items A2, A8, and A9. Please choose the code that best describes the name of your field.**

**BUSINESS MANAGEMENT/ADMINISTRATION**

|  |   |  |
|--|---|--|
| 900 Accounting                           | 916 International Business/Trade/Commerce                                   | 935 Organizational Behavior ( <i>see also PSYCHOLOGY/Industrial &amp; Organizational</i> ) |
| 905 Banking/Financial Support Services   | 920 Marketing Management & Research   | 938 Business Management/Administration, General  |
| 910 Business Administration & Management | 917 Management Information Systems/Business Statistics                      | 939 Business Management/Administration, Other  |
| 915 Business/Managerial Economics        | 930 Operations Research ( <i>also in ENGINEERING &amp; in MATHEMATICS</i> ) |  |
| 901 Finance                              |   |  |
| 921 Human Resources Development          |   |  |

**COMMUNICATION**

|                            |   |                            |
|----------------------------|---|----------------------------|
| 940 Communication Research | 950 Film, Radio, TV & Digital Communication | 958 Communication, General |
| 957 Communication Theory   | 947 Mass Communication/Media Studies        | 959 Communication, Other   |

**COMPUTER & INFORMATION SCIENCES**

|                      |                                   |   |
|----------------------|-----------------------------------|---|
| 400 Computer Science | 410 Information Science & Systems | 419 Computer & Information Science, Other |
|----------------------|-----------------------------------|---|

**EDUCATION****RESEARCH & ADMINISTRATION**

|  |  |   |
|--|--|---|
| 840 Counseling Education/Counseling & Guidance | 810 Educational/Instructional Media Design               | 845 Higher Education/Evaluation & Research          |
| 800 Curriculum & Instruction                   | 807 Educational Leadership                               | 825 School Psychology ( <i>also in PSYCHOLOGY</i> ) |
| 805 Educational Administration & Supervision   | 822 Educational Psychology ( <i>also in PSYCHOLOGY</i> ) | 830 Social/Philosophical Foundations of Education   |
| 820 Educational Assessment/Testing/Measurement | 815 Educational Statistics/Research Methods              | 835 Special Education                               |

**TEACHER EDUCATION**

|  |  |                                 |
|--|--|---------------------------------|
| 858 Adult & Continuing Teacher Education | 850 Pre-elementary/Early Childhood Teacher Education | 856 Secondary Teacher Education |
| 852 Elementary Teacher Education         |  |                                 |

**TEACHING FIELDS**

|  |                                   |   |
|--|-----------------------------------|---|
| 860 Agricultural Education   | 866 Foreign Languages Education   | 882 Reading Education                                   |
| 861 Art Education  | 868 Health Education              | 884 Science Education                                   |
| 862 Business Education   | 874 Mathematics Education         | 885 Social Science Education                            |
| 864 English Education  | 876 Music Education               | 888 Trade & Industrial Education                        |
| 870 Family & Consumer/Human Science ( <i>also in Fields Not Elsewhere Classified</i> ) | 878 Nursing Education             | 889 Teacher Education & Professional Development, Other |
|  | 880 Physical Education & Coaching |   |

**OTHER EDUCATION**

|                        |                      |  |
|------------------------|----------------------|--|
| 898 Education, General | 899 Education, Other |  |
|------------------------|----------------------|--|

**ENGINEERING**

|  |   |   |
|--|---|---|
| 300 Aerospace, Aeronautical & Astronautical Engineering  | 376 Engineering Management & Administration | 357 Nuclear Engineering   |
| 303 Agricultural Engineering                             | 327 Engineering Mechanics                   | 360 Ocean Engineering   |
| 306 Bioengineering & Biomedical Engineering              | 330 Engineering Physics                     | 363 Operations Research ( <i>also in MATHEMATICS &amp; in BUSINESS MANAGEMENT</i> ) |
| 309 Ceramic Sciences Engineering                         | 333 Engineering Science                     | 366 Petroleum Engineering   |
| 312 Chemical Engineering                                 | 336 Environmental Health Engineering        | 369 Polymer & Plastics Engineering  |
| 315 Civil Engineering                                    | 339 Industrial & Manufacturing Engineering  | 372 Systems Engineering   |
| 318 Communications Engineering                           | 342 Materials Science Engineering           | 398 Engineering, General  |
| 321 Computer Engineering                                 | 345 Mechanical Engineering                  | 399 Engineering, Other  |
| 324 Electrical, Electronics & Communications Engineering | 348 Metallurgical Engineering               |   |
|  | 351 Mining & Mineral Engineering            |   |

**HUMANITIES****HISTORY**

|                                      |   |                              |
|--------------------------------------|---|------------------------------|
| 706 African History                  | 705 European History                        | 708 Middle/Near East Studies |
| 700 American History (U.S. & Canada) | 710 History, Science & Technology & Society | 718 History, General         |
| 703 Asian History                    | 707 Latin American History                  | 719 History, Other           |

**FOREIGN LANGUAGES & LITERATURE**

|             |              |                                  |
|-------------|--------------|----------------------------------|
| 768 Arabic  | 746 Italian  | 755 Slavic (other than Russian)  |
| 758 Chinese | 762 Japanese | 749 Spanish                      |
| 740 French  | 752 Russian  | 769 Other Languages & Literature |
| 743 German  |              |                                  |

**LETTERS**

|   |   |                                 |
|---|---|---------------------------------|
| 732 American Literature (U.S. & Canada) | 734 English Language                            | 736 Speech & Rhetorical Studies |
| 720 Classics                            | 733 English Literature (British & Commonwealth) | 738 Letters, General            |
| 723 Comparative Literature              | 724 Folklore                                    | 739 Letters, Other              |
| 735 Creative Writing                    |   |                                 |

**OTHER HUMANITIES**

|  |                                |                                |
|--|--------------------------------|--------------------------------|
| 770 American/U.S. Studies              | 780 Music                      | 785 Philosophy                 |
| 773 Archaeology                        | 786 Music Theory & Composition | 790 Religion/Religious Studies |
| 776 Art History/Criticism/Conservation | 787 Music Performance          | 798 Humanities, General        |
| 792 Bible/Biblical Studies             | 788 Musicology/Ethnomusicology | 799 Humanities, Other          |
| 795 Drama/Theater Arts                 | 789 Music, Other               |                                |

**LIFE SCIENCES****AGRICULTURAL SCIENCES/NATURAL RESOURCES**

|   |   |   |
|---|---|---|
| 005 Agricultural Animal Breeding                | 055 Fishing & Fisheries Sciences/Management | 030 Plant Pathology/Phytopathology ( <i>also in BIOLOGICAL SCIENCES</i> ) |
| 000 Agricultural Economics                      | 043 Food Science                            | 039 Plant Sciences, Other   |
| 025 Agricultural & Horticultural Plant Breeding | 044 Food Science & Technology, Other        | 046 Soil Chemistry/Microbiology   |
| 020 Agronomy & Crop Science                     | 066 Forest Sciences & Biology               | 049 Soil Sciences, Other  |
| 010 Animal Nutrition                            | 070 Forest/Resources Management             | 080 Wildlife/Range Management   |
| 014 Animal Science, Poultry (or Avian)          | 079 Forestry & Related Science, Other       | 072 Wood Science & Pulp/Paper Technology                                  |
| 019 Animal Science, Other                       | 050 Horticulture Science                    | 098 Agriculture, General  |
| 081 Environmental Science                       | 074 Natural Resources/Conservation          | 099 Agricultural Science, Other   |

## LIFE SCIENCES (continued)

### BIOLOGICAL/BIOMEDICAL SCIENCES

|     |   |     |                                   |     |   |
|-----|---|-----|-----------------------------------|-----|---|
| 130 | Anatomy   | 136 | Cell/Cellular Biology & Histology | 166 | Parasitology  |
| 110 | Bacteriology  | 142 | Developmental Biology/Embryology  | 175 | Pathology, Human & Animal   |
| 100 | Biochemistry ( <i>see also PHYSICAL SCIENCES/Chemistry, other</i> ) | 139 | Ecology                           | 180 | Pharmacology, Human & Animal  |
| 102 | Bioinformatics  | 145 | Endocrinology                     | 185 | Physiology, Human & Animal  |
| 103 | Biomedical Sciences   | 148 | Entomology                        | 115 | Plant Genetics  |
| 133 | Biometrics & Biostatistics  | 137 | Evolutionary Biology              | 120 | Plant Pathology/Phytopathology ( <i>also in AGRICULTURAL SCIENCES</i> ) |
| 105 | Biophysics ( <i>also in PHYSICS</i> )                               | 170 | Genetics/Genomics, Human & Animal | 125 | Plant Physiology  |
| 107 | Biotechnology   | 151 | Immunology                        | 169 | Toxicology  |
| 129 | Botany/Plant Biology  | 157 | Microbiology                      | 189 | Zoology   |
| 158 | Cancer Biology  | 154 | Molecular Biology                 | 198 | Biology/Biomedical Sciences, General                                    |
|     |   | 160 | Neurosciences                     | 199 | Biology/Biomedical Sciences, Other                                      |
|     |   | 163 | Nutrition Sciences                |     |   |

### HEALTH SCIENCES

|     |  |     |                                     |     |                                       |
|-----|--|-----|-------------------------------------|-----|---------------------------------------|
| 210 | Environmental Health                   | 240 | Medicinal/Pharmaceutical Sciences   | 200 | Speech-Language Pathology & Audiology |
| 211 | Environmental Toxicology               | 230 | Nursing Science                     | 250 | Veterinary Sciences                   |
| 220 | Epidemiology                           | 215 | Public Health                       | 298 | Health Sciences, General              |
| 212 | Health Systems/Services Administration | 245 | Rehabilitation/Therapeutic Services | 299 | Health Sciences, Other                |
| 222 | Kinesiology/Exercise Science           |     |                                     |     |                                       |

## MATHEMATICS

|     |                                |     |  |     |   |
|-----|--------------------------------|-----|--|-----|---|
| 425 | Algebra                        | 440 | Logic  | 450 | Statistics ( <i>also in SOCIAL SCIENCES</i> ) |
| 430 | Analysis & Functional Analysis | 445 | Number Theory  | 455 | Topology/Foundations                          |
| 420 | Applied Mathematics            | 465 | Operations Research ( <i>also in ENGINEERING &amp; in BUSINESS MANAGEMENT/ADMIN.</i> ) | 498 | Mathematics/Statistics, General               |
| 460 | Computing Theory & Practice    |     |  | 499 | Mathematics/Statistics, Other                 |
| 435 | Geometry/Geometric Analysis    |     |  |     |   |

## PHYSICAL SCIENCES

### ASTRONOMY

|     |           |     |              |
|-----|-----------|-----|--------------|
| 500 | Astronomy | 505 | Astrophysics |
|-----|-----------|-----|--------------|

### ATMOSPHERIC SCIENCE & METEOROLOGY

|     |                                     |     |  |     |  |
|-----|-------------------------------------|-----|--|-----|--|
| 510 | Atmospheric Chemistry & Climatology | 514 | Meteorology                              | 519 | Atmospheric Science/Meteorology, Other |
| 512 | Atmospheric Physics & Dynamics      | 518 | Atmospheric Science/Meteorology, General |     |  |

### CHEMISTRY

|     |                      |     |                       |     |  |
|-----|----------------------|-----|-----------------------|-----|--|
| 520 | Analytical Chemistry | 530 | Physical Chemistry    | 538 | Chemistry, General   |
| 522 | Inorganic Chemistry  | 532 | Polymer Chemistry     | 539 | Chemistry, Other ( <i>see also BIOLOGICAL/Biochemistry</i> ) |
| 526 | Organic Chemistry    | 534 | Theoretical Chemistry |     |  |

### GEOLOGICAL & EARTH SCIENCES

|     |                                 |     |                         |     |                                      |
|-----|---------------------------------|-----|-------------------------|-----|--------------------------------------|
| 542 | Geochemistry                    | 544 | Geophysics & Seismology | 550 | Stratigraphy & Sedimentation         |
| 540 | Geology                         | 548 | Mineralogy & Petrology  | 558 | Geological & Earth Sciences, General |
| 552 | Geomorphology & Glacial Geology | 546 | Paleontology            | 559 | Geological & Earth Sciences, Other   |

### OCEAN/MARINE SCIENCES

|     |                                   |     |                     |
|-----|-----------------------------------|-----|---------------------|
| 585 | Hydrology & Water Resources       | 595 | Marine Sciences     |
| 590 | Oceanography, Chemical & Physical | 599 | Ocean/Marine, Other |

### PHYSICS

|     |   |     |  |     |                       |
|-----|---|-----|--|-----|-----------------------|
| 560 | Acoustics   | 574 | Condensed Matter/Low Temperature Physics | 570 | Plasma/Fusion Physics |
| 576 | Applied Physics                                   | 568 | Nuclear Physics                          | 572 | Polymer Physics       |
| 561 | Atomic/Molecular/Chemical Physics                 | 569 | Optics/Photonics                         | 578 | Physics, General      |
| 565 | Biophysics ( <i>also in BIOLOGICAL SCIENCES</i> ) | 564 | Particle (Elementary) Physics            | 579 | Physics, Other        |

## PSYCHOLOGY

|     |   |     |   |     |  |
|-----|---|-----|---|-----|--|
| 600 | Clinical Psychology                                 | 615 | Experimental Psychology   | 627 | Physiological/Psychobiology Psychology         |
| 603 | Cognitive Psychology & Psycholinguistics            | 620 | Family Psychology   | 633 | Psychometrics & Quantitative Psychology        |
| 606 | Comparative Psychology                              | 613 | Human Development & Family Studies  | 636 | School Psychology ( <i>also in EDUCATION</i> ) |
| 609 | Counseling  | 621 | Industrial & Organizational ( <i>see also BUSINESS MANAGEMENT/Organization Behavior</i> ) | 639 | Social Psychology                              |
| 612 | Developmental & Child Psychology                    | 624 | Personality Psychology  | 648 | Psychology, General                            |
| 618 | Educational Psychology ( <i>also in EDUCATION</i> ) |     |   | 649 | Psychology, Other                              |

## SOCIAL SCIENCES

|     |                                     |     |                                 |     |   |
|-----|-------------------------------------|-----|---------------------------------|-----|---|
| 650 | Anthropology                        | 667 | Economics                       | 686 | Sociology                                 |
| 652 | Area/Ethnic/Cultural/Gender Studies | 670 | Geography                       | 690 | Statistics ( <i>also in MATHEMATICS</i> ) |
| 657 | Criminal Justice & Corrections      | 674 | International Relations/Affairs | 694 | Urban Affairs/Studies                     |
| 658 | Criminology                         | 676 | Linguistics                     | 695 | Urban/City, Community & Regional Planning |
| 662 | Demography/Population Studies       | 678 | Political Science & Government  | 698 | Social Sciences, General                  |
| 668 | Econometrics                        | 682 | Public Policy Analysis          | 699 | Social Sciences, Other                    |

## FIELDS NOT ELSEWHERE CLASSIFIED (NEC)

|     |  |     |                                   |     |  |
|-----|--|-----|-----------------------------------|-----|--|
| 960 | Architecture/Environmental Design                                  | 972 | Library Science                   | 984 | Theology/Religious Education ( <i>see also OTHER HUMANITIES/Religion/Religious Studies</i> ) |
| 964 | Family/Consumer Science/Human Science ( <i>also in EDUCATION</i> ) | 974 | Parks/Sports/Rec./Leisure/Fitness | 989 | Other Fields, NEC  |
| 968 | Law  | 976 | Public Administration             |     |  |
|     |  | 980 | Social Work                       |     |  |





**B5. What will be the main source of financial support for your "postdoc" or further training within the next year?**

Mark (X) one

- 1  U.S. government
- 2  Industry/business
- 3  College or university
- 4  Private foundation
- 5  Nonprofit, other than private foundation or college
- 6  Foreign government
- 7  Other - Specify
- 8  Unknown

**B6. What type of principal employer will you be working for (or training with) in the next year?**

Mark (X) one

**EDUCATION**

- 1  U.S. 4-year college or university other than medical school
- 2  U.S. medical school (including university-affiliated hospital or medical center)
- 3  U.S. university-affiliated research institute
- 4  U.S. community or two-year college
- 5  U.S. preschool, elementary, middle, secondary school or school system
- 6  Foreign educational institution

**GOVERNMENT (other than education institution)**

- 7  Foreign government
- 8  U.S. federal government
- 9  U.S. state government
- 10  U.S. local government

**PRIVATE SECTOR (other than education institution)**

- 11  Not for profit organization
- 12  Industry or business (for profit)

**OTHER**

- 13  Self-employed
- 14  Other - Specify

**B7. Please name the organization and geographic location where you will work or study.**

Name

State (if U.S.)

Country (if not U.S.)

**B8. What will be your basic annual salary for this principal job (in the next year)? Do not include bonuses or additional compensation for summertime teaching or research. If you are not salaried, please estimate your earned income.**

\$

If you prefer not to report an exact amount, please indicate into which range you expect your salary to fall:

Mark (X) one

- 1  \$30,000 or less
- 2  \$30,001 - \$35,000
- 3  \$35,001 - \$40,000
- 4  \$40,001 - \$50,000
- 5  \$50,001 - \$60,000
- 6  \$60,001 - \$70,000
- 7  \$70,001 - \$80,000
- 8  \$80,001 - \$90,000
- 9  \$90,001 - \$100,000
- 10  \$100,001 - \$110,000
- 11  \$110,001 or above
- 12  Don't know

**B9. How many months does this salary cover?**

Number of Months

**B10. What will be your primary and secondary work activities?**

Mark (X) one in each column

|                                      | a | PRIMARY                  | b | SECONDARY                |
|--------------------------------------|---|--------------------------|---|--------------------------|
| Research and development             | 1 | <input type="checkbox"/> | 1 | <input type="checkbox"/> |
| Teaching                             | 2 | <input type="checkbox"/> | 2 | <input type="checkbox"/> |
| Management or administration         | 3 | <input type="checkbox"/> | 3 | <input type="checkbox"/> |
| Professional services to individuals | 4 | <input type="checkbox"/> | 4 | <input type="checkbox"/> |
| Other - Specify                      | 5 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |

Mark (X) if no secondary work activities

# Part C - BACKGROUND INFORMATION

## C1. Are you -

1  Male      2  Female

## C2. What is your marital status?

Mark (X) one

- 1  Married
- 2  Living in a marriage-like relationship
- 3  Widowed
- 4  Separated
- 5  Divorced
- 6  Never married

## C3. Not including yourself or your spouse/partner, how many dependents (children or adults) do you have - that is, how many others receive at least one half of their financial support from you?

Write in number of dependents

5 years of age or younger . . .

6 to 18 years . . . . .

19 years or older . . . . .

Mark (X) if none

## C4. What is the highest educational attainment of your mother and father?

Mark (X) one for each parent

|   | a | MOTHER                   | b | FATHER                   |
|---|---|--------------------------|---|--------------------------|
| Less than high/secondary school graduate . . .                            | 1 | <input type="checkbox"/> | 1 | <input type="checkbox"/> |
| High/secondary school graduate . . . . .                                  | 2 | <input type="checkbox"/> | 2 | <input type="checkbox"/> |
| Some college . . . . .  | 3 | <input type="checkbox"/> | 3 | <input type="checkbox"/> |
| Bachelor's degree . . . . .   | 4 | <input type="checkbox"/> | 4 | <input type="checkbox"/> |
| Master's degree . . . . .<br>(e.g., MA, MS, MBA, MSW, etc.)               | 5 | <input type="checkbox"/> | 5 | <input type="checkbox"/> |
| Professional degree . . . . .<br>(e.g., MD, DDS, JD, D.Min, Psy.D., etc.) | 6 | <input type="checkbox"/> | 6 | <input type="checkbox"/> |
| Research doctoral degree . . . . .  | 7 | <input type="checkbox"/> | 7 | <input type="checkbox"/> |
| Not applicable/Unknown . . . . .  | 8 | <input type="checkbox"/> | 8 | <input type="checkbox"/> |

## C5. What is your place of birth?

State (if U.S.) . . . . .

OR

Country (if not U.S.) . . . . .

## C6. What is your date of birth?

Month   Day   Year  1  9

## C7. What is your citizenship status?

Mark (X) one

### U.S. CITIZEN

- 1  Since birth → SKIP TO C9
- 2  Naturalized →

### NON-U.S. CITIZEN

- 3  With a Permanent U.S. Resident Visa ("Green Card") → GO TO C8
- 4  With a Temporary U.S. Visa →

## C8. (If a non-U.S. citizen) Of which country are you a citizen?

Specify country of present citizenship

## C9. In what state or country was the high school/secondary school that you last attended?

State (if U.S.) . . . . .

OR

Country (if not U.S.) . . . . .

**C10. Are you a person with a disability?**

1  Yes —> **GO TO C11**

2  No —> **SKIP TO C12**

**C11. Which of the following categories describes your disability(ies)?**

*Mark (X) one or more*

a  Blind/Visually Impaired

b  Deaf/Hard of Hearing

c  Physical/Orthopedic Disability

d  Learning/Cognitive Disability

e  Vocal/Speech Disability

f  Other - Specify

**C12. Are you Hispanic or Latino?**

1  Yes —> **GO TO C13**

2  No —> **SKIP TO C14**

**C13. Which of the following best describes your Hispanic origin or descent?**

*Mark (X) one*

1  Mexican or Chicano

2  Puerto Rican

3  Cuban

4  Other Hispanic - Specify

**C14. What is your racial background?**

*Mark (X) one or more*

a  American Indian or Alaska Native

Specify tribal affiliation(s)

b  Native Hawaiian or other Pacific Islander

c  Asian

d  Black or African-American

e  White

**C15. Please fill in the last four digits of your Social Security Number.**

X X X - X X -

**C16. In case we need to clarify some of the information you have provided, please list an e-mail address and telephone number where you can be reached.**

E-mail Address

Daytime or Cell Telephone

**C17. Please provide your address and the name and address of a person who is likely to know where you can be reached.**

**YOUR CURRENT ADDRESS:**

Street Address

City/State/Country/Zip or Postal Code

**CURRENT ADDRESS OF A PERSON WHO IS LIKELY TO KNOW WHERE YOU CAN BE REACHED:**

Name

Street Address

City/State/Country/Zip or Postal Code



The results of this survey will be published in a Summary Report. For information on the publications available from this survey, please go to:

<http://www.nsf.gov/statistics/doctorates>.

Please use the space on page 12 to make any additional comments you may have about this survey.

Thank you for completing the questionnaire. Please return this questionnaire to your GRADUATE SCHOOL for forwarding to Survey of Earned Doctorates, NORC at the University of Chicago, 1 N. State Street, Floor 16, Chicago, IL 60602.

If you have questions or concerns about the survey, you may contact us by e-mail at:

[4800-sed@norc.uchicago.edu](mailto:4800-sed@norc.uchicago.edu)

or phone at: **1-800-248-8649**.

6100 - 71002159 - 01

**To the Doctorate Recipient:**

*Congratulations on earning a doctoral degree!*

This is an important accomplishment for you. Your accomplishment is also significant for both this nation and others, as the new knowledge generated by research doctorates enhances the quality of life in this country and throughout the world. Because of the importance of persons earning research doctorates, several Federal agencies—listed on the cover—sponsor this Survey of Earned Doctorates.

The basic purpose of this survey is to gather objective data about doctoral graduates. These data are important in improving graduate education both at your home institution and beyond. Often, decisions made by governmental and private agencies to develop new programs, or to support present ones, are based in part on the data developed from this survey. If you have any comments about the survey, please provide them in the space below.

On behalf of the sponsoring Federal agencies, I thank you for your participation in this survey.

Best wishes,

Dr. Lynda T. Carlson  
National Science Foundation

**ADDITIONS TO QUESTIONS  
A9. (continued from page 3)**

**Third Additional Degree**

Degree Type \_\_\_\_\_  
 Degree Field \_\_\_\_\_  
 Field Number, p. 6 \_\_\_\_\_  
 Month/Year Granted \_\_\_\_\_  
 Institution \_\_\_\_\_  
 Branch or City \_\_\_\_\_  
 State or Country \_\_\_\_\_

**Fourth Additional Degree**

Degree Type \_\_\_\_\_  
 Degree Field \_\_\_\_\_  
 Field Number, p. 6 \_\_\_\_\_  
 Month/Year Granted \_\_\_\_\_  
 Institution \_\_\_\_\_  
 Branch or City \_\_\_\_\_  
 State or Country \_\_\_\_\_

**Comments about the survey:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

| OFFICE USE ONLY |               |            |             |          |      |
|-----------------|---------------|------------|-------------|----------|------|
| Case ID:        | Instit. Code: | Grad Date: | Main Disp.: |          |      |
| PROCESSING      |               |            |             |          |      |
| Receipt         |               | Editing    |             | CADE     |      |
| Initials        | Date          | Initials   | Date        | Initials | Date |
| Ver. Adjust     |               | Retrieval  |             | Updates  |      |
| Initials        | Date          | Initials   | Date        | Initials | Date |

## SURVEY OF EARNED DOCTORATES (SED) Cognitive Interview Participant Background Sheet\*\*

1. Contact Information

Name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 City, State, Zip: \_\_\_\_\_  
 Day phone: \_\_\_\_\_  
 Evening phone: \_\_\_\_\_  
 Email address: \_\_\_\_\_

2. When is the best day of the week and time of day to reach you by telephone? \_\_\_\_\_

3. What is your date of birth? \_\_\_\_\_

4. What is your doctoral field of study? \_\_\_\_\_

5. From what university did you receive your doctoral degree? \_\_\_\_\_

6. Are you:  Male  Female

7. Month and year you began your doctoral program: \_\_\_\_\_  
 Month and year did you graduate: \_\_\_\_\_

8. Is English your first language?  Yes  No

9. Are you currently a U.S. Citizen?  Yes  No

10. In what country or state do you intend to live after graduation (within the next year)?  
 In U.S. → State: \_\_\_\_\_  
 Not in U.S. → Country: \_\_\_\_\_

11. What is the status of your postgraduate plans (in the next year)? (Mark  one)

- Returning to, or continuing in, pre-doctoral employment
- Have signed contract or made definite commitment for other work or study
- Negotiating with one or more specific organizations
- Seeking position but have no specific prospects
- Do not plan to work or study
- Other – specify: \_\_\_\_\_

12. Have you completed a copy of the SED questionnaire?  Yes  No

13. Are you available on October 1 – October 15, 2008 Monday through Friday, either during the day or evening? (Please fill in possible times)

\_\_\_\_\_

\* If you have questions, please contact Mireya, 1-800-248-8649