

## Graduate Student Experience Survey 2015

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### College of Arts and Sciences: Humanities

This report includes, in this order:

**Response Rate.** A list of all programs represented in the report and their survey response rates.

**Program Satisfaction.** A table that shows the percentage of respondents in each academic program who rated 17 different aspects of their program (e.g., quality of the faculty; financial support for graduate students) as "excellent"; a table that shows the percentage of respondents in each academic program who rated these aspects as "excellent" or "very good;" a table that shows the percentage of respondents in each academic program who rated these aspects as "fair" or "poor."

**Advisor Traits.** A table that shows the percentage of respondents in each academic program who "strongly agreed" with each of 13 descriptive statements typically associated with academic advisors (e.g., encourages me in my scholarly pursuits; treats my ideas with respect); a table that shows the percentage of respondents in each program who "disagreed" or "strongly disagreed" with each of the 13 descriptive statements.

**Departmental Climate.** A table that shows the percentage of respondents in each academic program who "strongly agreed" that their program is like each of 10 descriptive statements (e.g., collegial; encouraging; supportive); a table that shows the percentage of respondents in each program who "strongly agreed" or "agreed" that their program is like the description; a table that shows the percentage of respondents in each program who "disagreed" or "strongly disagreed" that their program is like the description.

**Historical Comparisons by Program.** For each program represented in the school/college or divisional report, shown in alphabetical order, we present a series of eight tables-- three for program satisfaction, two for advisor traits, and three for departmental climate-- that compares the responses from the 2015 survey to those from the 2009 and 2012 surveys.

**A Note about Results with Small Respondent Numbers:**

In order to preserve confidentiality, programs in which there were 8 or fewer respondents have been grouped with another similar unit, when possible, or suppressed in the program reports that follow. In this report: Classics, German, and Russian & East Europe Studies are suppressed for low numbers. French, Italian, and Spanish are grouped under Romance Languages.

**GRADUATE EXPERIENCE SURVEY RESPONSE RATE BY DEPARTMENT**

<b>CAS Hum</b>	<b>Number of Respondents</b>	<b>Number of Students Surveyed</b>	<b>Response Rate</b>
Total for all Graduate Programs	1302	2622	49.7
CAS Hum	182	329	55.3
Classics	2	5	40.0
Comparative Literature	8	22	36.4
Creative Writing	11	24	45.8
East Asian Languages & Lit	12	24	50.0
English	48	77	62.3
Folklore	12	21	57.1
German	5	9	55.6
Linguistics	32	56	57.1
Philosophy	20	32	62.5
Romance Languages	21	43	48.8
Russian & East Europe Studies	3	6	50.0
Theater Arts	8	10	80.0

CAS Humanities

Program Satisfaction

*Percentage of respondents who rated the following features of their program as "Excellent."*

	Comparative Literature (N = 7)	Creative Writing (N = 11)	East Asian Languages & Lit (N = 10)	English (N = 46)	Folklore (N = 11)	Linguistics (N = 31)	Philosophy (N = 20)	Romance Languages (N = 21)	Theater Arts (N = 7)
<b>Quality of the faculty</b>	57.1%	63.6%	20.0%	28.3%	27.3%	64.5%	55.0%	23.8%	28.6%
<b>Overall Program quality</b>	28.6%	63.6%	0.0%	8.7%	27.3%	48.4%	45.0%	4.8%	14.3%
<b>Financial support for graduate students</b>	42.9%	45.5%	10.0%	8.7%	27.3%	16.1%	5.0%	4.8%	57.1%
<b>Program's performance in keeping pace with recent developments in my field</b>	42.9%	36.4%	10.0%	17.4%	27.3%	51.6%	50.0%	4.8%	14.3%
<b>Quality of academic guidance and advising</b>	42.9%	45.5%	10.0%	26.1%	45.5%	38.7%	30.0%	0.0%	0.0%
<b>Intellectual community in Program</b>	71.4%	81.8%	20.0%	32.6%	36.4%	54.8%	55.0%	4.8%	14.3%
<b>Training/ assistance about career and professional development</b>	14.3%	9.1%	10.0%	8.7%	18.2%	19.4%	15.0%	4.8%	14.3%
<b>Space, facilities and equipment</b>	42.9%	0.0%	10.0%	2.2%	9.1%	9.7%	15.0%	4.8%	28.6%
<b>Process for involving students in Program decisions that affect graduate students</b>	57.1%	18.2%	10.0%	4.3%	18.2%	12.9%	15.0%	0.0%	0.0%
<b>Research opportunities in my program</b>	14.3%	9.1%	20.0%	4.3%	36.4%	29.0%	20.0%	0.0%	42.9%
<b>Fairness of the evaluation criteria used to assess graduate students</b>	28.6%	54.5%	20.0%	13.0%	18.2%	26.7%	35.0%	5.0%	14.3%
<b>Program's efforts to promote a diverse, inclusive community</b>	28.6%	9.1%	20.0%	17.4%	36.4%	51.6%	45.0%	14.3%	0.0%
<b>Training/assistance about grants and other external funding</b>	0.0%	9.1%	20.0%	2.2%	18.2%	3.2%	0.0%	0.0%	0.0%
<b>Adequacy of preparation for teaching</b>	57.1%	18.2%	20.0%	32.6%	18.2%	40.0%	75.0%	23.8%	28.6%
<b>Clarity of the evaluation criteria used to assess graduate students</b>	14.3%	54.5%	20.0%	8.7%	18.2%	35.5%	30.0%	4.8%	14.3%
<b>Support for interdisciplinary inquiry</b>	71.4%	9.1%	10.0%	10.9%	81.8%	24.1%	35.0%	4.8%	14.3%
<b>Training about professional ethics/academic integrity</b>	71.4%	27.3%	10.0%	8.7%	54.5%	22.6%	26.3%	25.0%	14.3%
33.3% of students or more rated the program as "Excellent".*	10	8	0	0	6	8	8	0	2
50% of students or more rated the program as "Excellent".**	6	5	0	0	2	4	4	0	1

\*light green shading indicates that 33.3% or more of respondents rated their program as "Excellent."

\*\*dark green shading indicates that 50% or more of respondents rated their program as "Excellent."

CAS Humanities

Program Satisfaction

*Percentage of respondents who rated the following features of their program as "Excellent" or "Very Good."*

	Comparative Literature (N = 7)	Creative Writing (N = 11)	East Asian Languages & Lit (N = 10)	English (N = 46)	Folklore (N = 11)	Linguistics (N = 31)	Philosophy (N = 20)	Romance Languages (N = 21)	Theater Arts (N = 7)
<b>Quality of the faculty</b>	100.0%	90.9%	90.0%	73.9%	81.8%	90.3%	85.0%	71.4%	57.1%
<b>Overall Program quality</b>	85.7%	90.9%	70.0%	58.7%	81.8%	80.6%	85.0%	23.8%	28.6%
<b>Financial support for graduate students</b>	85.7%	63.6%	20.0%	32.6%	54.5%	45.2%	25.0%	14.3%	85.7%
<b>Program's performance in keeping pace with recent developments in my field</b>	71.4%	63.6%	60.0%	67.4%	72.7%	87.1%	70.0%	38.1%	42.9%
<b>Quality of academic guidance and advising</b>	71.4%	72.7%	80.0%	47.8%	72.7%	71.0%	70.0%	38.1%	14.3%
<b>Intellectual community in Program</b>	100.0%	90.9%	40.0%	60.9%	72.7%	67.7%	85.0%	23.8%	28.6%
<b>Training/ assistance about career and professional development</b>	57.1%	54.5%	20.0%	32.6%	36.4%	54.8%	60.0%	38.1%	14.3%
<b>Space, facilities and equipment</b>	85.7%	9.1%	20.0%	17.4%	36.4%	54.8%	40.0%	19.0%	71.4%
<b>Process for involving students in Program decisions that affect graduate students</b>	57.1%	36.4%	20.0%	37.0%	63.6%	41.9%	75.0%	14.3%	14.3%
<b>Research opportunities in my program</b>	28.6%	18.2%	40.0%	23.9%	54.5%	58.1%	50.0%	19.0%	85.7%
<b>Fairness of the evaluation criteria used to assess graduate students</b>	57.1%	63.6%	70.0%	47.8%	63.6%	63.3%	80.0%	45.0%	14.3%
<b>Program's efforts to promote a diverse, inclusive community</b>	85.7%	54.5%	40.0%	39.1%	72.7%	80.6%	90.0%	42.9%	28.6%
<b>Training/assistance about grants and other external funding</b>	28.6%	45.5%	30.0%	8.7%	36.4%	35.5%	10.0%	28.6%	14.3%
<b>Adequacy of preparation for teaching</b>	71.4%	45.5%	70.0%	67.4%	45.5%	50.0%	100.0%	57.1%	57.1%
<b>Clarity of the evaluation criteria used to assess graduate students</b>	28.6%	72.7%	60.0%	30.4%	54.5%	61.3%	75.0%	33.3%	14.3%
<b>Support for interdisciplinary inquiry</b>	100.0%	27.3%	40.0%	47.8%	90.9%	48.3%	65.0%	47.6%	14.3%
<b>Training about professional ethics/academic integrity</b>	85.7%	27.3%	60.0%	37.0%	72.7%	58.1%	63.2%	60.0%	28.6%
50% of students or more rated the program as "Excellent" or "Very Good".*	14	10	8	5	13	13	14	3	5
75% of students or more rated the program as "Excellent" or "Very Good".**	8	3	2	0	3	4	8	0	2

\*light green shading indicates that 50% or more of respondents rated their program as "Excellent" or "Very Good."

\*\*dark green shading indicates that 75% or more of respondents rated their program as "Excellent" or "Very Good."

CAS Humanities

Program Satisfaction

*Percentage of respondents who rated the following features of their program as "Fair" or "Poor."*

	Comparative Literature (N = 7)	Creative Writing (N = 11)	East Asian Languages & Lit (N = 10)	English (N = 46)	Folklore (N = 11)	Linguistics (N = 31)	Philosophy (N = 20)	Romance Languages (N = 21)	Theater Arts (N = 7)
<b>Quality of the faculty</b>	0.0%	0.0%	10.0%	2.2%	0.0%	3.2%	0.0%	9.5%	0.0%
<b>Overall Program quality</b>	0.0%	9.1%	10.0%	2.2%	0.0%	9.7%	0.0%	38.1%	14.3%
<b>Financial support for graduate students</b>	0.0%	9.1%	70.0%	37.0%	18.2%	41.9%	60.0%	52.4%	14.3%
<b>Program's performance in keeping pace with recent developments in my field</b>	0.0%	9.1%	30.0%	4.3%	0.0%	6.5%	0.0%	23.8%	14.3%
<b>Quality of academic guidance and advising</b>	0.0%	9.1%	10.0%	17.4%	18.2%	16.1%	5.0%	38.1%	42.9%
<b>Intellectual community in Program</b>	0.0%	0.0%	40.0%	15.2%	0.0%	12.9%	5.0%	38.1%	57.1%
<b>Training/ assistance about career and professional development</b>	14.3%	36.4%	30.0%	26.1%	18.2%	22.6%	20.0%	47.6%	57.1%
<b>Space, facilities and equipment</b>	0.0%	54.5%	50.0%	50.0%	27.3%	19.4%	10.0%	57.1%	0.0%
<b>Process for involving students in Program decisions that affect graduate students</b>	14.3%	36.4%	30.0%	23.9%	9.1%	22.6%	25.0%	61.9%	57.1%
<b>Research opportunities in my program</b>	0.0%	45.5%	40.0%	26.1%	27.3%	22.6%	25.0%	57.1%	14.3%
<b>Fairness of the evaluation criteria used to assess graduate students</b>	14.3%	0.0%	20.0%	15.2%	18.2%	10.0%	0.0%	30.0%	71.4%
<b>Program's efforts to promote a diverse, inclusive community</b>	0.0%	9.1%	20.0%	26.1%	9.1%	6.5%	0.0%	42.9%	42.9%
<b>Training/assistance about grants and other external funding</b>	28.6%	45.5%	60.0%	52.2%	27.3%	35.5%	55.0%	61.9%	71.4%
<b>Adequacy of preparation for teaching</b>	14.3%	18.2%	10.0%	6.5%	27.3%	16.7%	0.0%	28.6%	14.3%
<b>Clarity of the evaluation criteria used to assess graduate students</b>	0.0%	0.0%	30.0%	30.4%	9.1%	12.9%	5.0%	38.1%	85.7%
<b>Support for interdisciplinary inquiry</b>	0.0%	45.5%	40.0%	15.2%	9.1%	27.6%	15.0%	28.6%	71.4%
<b>Training about professional ethics/academic integrity</b>	0.0%	27.3%	30.0%	19.6%	9.1%	19.4%	15.8%	30.0%	57.1%
20% of students or more rated the program as "Fair" or "Poor".*	1	7	13	8	4	6	5	16	10

\*shading indicates that 20% or more of respondents rated their program as "Fair" or "Poor."

CAS Humanities

**Advisor** *Percentage of respondents who "Strongly Agreed" with each of the following statements about their advisor.*

	Comparative Literature (N = 7)	Creative Writing (N = 11)	East Asian Languages & Lit (N = 10)	English (N = 46)	Folklore (N = 11)	Linguistics (N = 31)	Philosophy (N = 20)	Romance Languages (N = 21)	Theater Arts (N = 7)
<b>Encourages me in my scholarly pursuits</b>	100.0%	66.7%	60.0%	56.8%	80.0%	67.9%	76.5%	50.0%	60.0%
<b>Treats my ideas with respect</b>	83.3%	55.6%	70.0%	56.8%	80.0%	78.6%	82.4%	60.0%	40.0%
<b>Provides constructive feedback on my work</b>	66.7%	66.7%	50.0%	45.5%	80.0%	75.0%	76.5%	55.0%	20.0%
<b>Provides timely feedback on my work</b>	50.0%	55.6%	50.0%	43.2%	100.0%	78.6%	52.9%	40.0%	40.0%
<b>Is available when I need help or advice</b>	83.3%	55.6%	60.0%	43.2%	70.0%	67.9%	58.8%	35.0%	40.0%
<b>Would support me in any career path I choose (academic or a career outside the academy)</b>	50.0%	55.6%	60.0%	50.0%	80.0%	66.7%	82.4%	60.0%	60.0%
<b>Treats students in the department equitably regardless of their backgrounds</b>	83.3%	55.6%	80.0%	60.5%	70.0%	82.1%	94.1%	65.0%	40.0%
<b>Has emphasized the importance of professional ethics in our field</b>	50.0%	44.4%	70.0%	41.9%	60.0%	64.3%	76.5%	50.0%	40.0%
<b>Helps me secure external or internal funding for my graduate studies, research or creative work</b>	33.3%	33.3%	30.0%	20.5%	40.0%	40.7%	52.9%	35.0%	60.0%
<b>Helps me develop professional relationships with others in the field</b>	50.0%	22.2%	30.0%	27.3%	50.0%	37.0%	64.7%	35.0%	40.0%
<b>Advises me about how to get my work published, performed or shown</b>	50.0%	33.3%	40.0%	36.4%	30.0%	51.9%	58.8%	25.0%	60.0%
<b>Encourages the expression of intellectual differences or disagreements</b>	50.0%	55.6%	60.0%	45.5%	50.0%	48.1%	76.5%	45.0%	60.0%
<b>Makes me feel comfortable talking about issues I am facing in graduate school</b>	33.3%	44.4%	50.0%	40.9%	60.0%	46.4%	76.5%	55.0%	20.0%
50% of students or more "Strongly Agreed" with the above dimensions about their advisor.*	11	8	10	4	11	9	13	7	5
75% of students or more "Strongly Agreed" with the above dimensions about their advisor.**	4	0	1	0	5	4	8	0	0

\*light green shading indicates that 50% or more of respondents "Strongly Agreed" with the above dimensions about their advisor.

\*\*dark green shading indicates that 75% or more of respondents "Strongly Agreed" with the above dimensions about their advisor.

CAS Humanities

**Advisor** *Percentage of respondents who "Disagreed" or "Strongly Disagreed" with each of the following statements about their advisor.*

	Comparative Literature (N = 7)	Creative Writing (N = 11)	East Asian Languages & Lit (N = 10)	English (N = 46)	Folklore (N = 11)	Linguistics (N = 31)	Philosophy (N = 20)	Romance Languages (N = 21)	Theater Arts (N = 7)
<b>Encourages me in my scholarly pursuits</b>	0.0%	0.0%	10.0%	4.5%	10.0%	7.1%	0.0%	5.0%	0.0%
<b>Treats my ideas with respect</b>	0.0%	11.1%	0.0%	4.5%	0.0%	7.1%	0.0%	5.0%	0.0%
<b>Provides constructive feedback on my work</b>	16.7%	0.0%	10.0%	13.6%	0.0%	7.1%	0.0%	5.0%	0.0%
<b>Provides timely feedback on my work</b>	0.0%	0.0%	20.0%	15.9%	0.0%	10.7%	11.8%	20.0%	20.0%
<b>Is available when I need help or advice</b>	0.0%	0.0%	10.0%	4.5%	10.0%	10.7%	5.9%	20.0%	20.0%
<b>Would support me in any career path I choose (academic or a career outside the academy)</b>	0.0%	11.1%	20.0%	2.3%	0.0%	11.1%	0.0%	15.0%	0.0%
<b>Treats students in the department equitably regardless of their backgrounds</b>	0.0%	11.1%	10.0%	7.0%	10.0%	7.1%	0.0%	10.0%	0.0%
<b>Has emphasized the importance of professional ethics in our field</b>	0.0%	11.1%	0.0%	2.3%	0.0%	10.7%	0.0%	5.0%	40.0%
<b>Helps me secure external or internal funding for my graduate studies, research or creative work</b>	16.7%	11.1%	20.0%	36.4%	0.0%	33.3%	17.6%	20.0%	20.0%
<b>Helps me develop professional relationships with others in the field</b>	0.0%	11.1%	30.0%	22.7%	10.0%	25.9%	5.9%	35.0%	20.0%
<b>Advises me about how to get my work published, performed or shown</b>	0.0%	11.1%	20.0%	15.9%	10.0%	22.2%	17.6%	30.0%	20.0%
<b>Encourages the expression of intellectual differences or disagreements</b>	0.0%	22.2%	20.0%	11.4%	0.0%	7.4%	0.0%	30.0%	20.0%
<b>Makes me feel comfortable talking about issues I am facing in graduate school</b>	0.0%	11.1%	20.0%	20.5%	20.0%	14.3%	0.0%	20.0%	60.0%
20% of students or more "Disagreed" or "Strongly Disagreed" with the statements above about their advisor.*	0	1	7	3	1	3	0	7	8
33.3% of students or more "Disagreed" or "Strongly Disagreed" with the statements above about their advisor.**	0	0	0	1	0	1	0	1	2

\*shading indicates that 20% or more of respondents "Disagreed" or "Strongly Disagreed" with the statements above about their advisor.

CAS Humanities

Climate *Percentage of respondents who "Strongly Agreed" that their program is like the description.*

	Comparative Literature (N = 7)	Creative Writing (N = 11)	East Asian Languages & Lit (N = 10)	English (N = 46)	Folklore (N = 11)	Linguistics (N = 31)	Philosophy (N = 20)	Romance Languages (N = 21)	Theater Arts (N = 7)
<b>Collegial</b>	83.3%	63.6%	20.0%	34.8%	50.0%	54.8%	50.0%	20.0%	28.6%
<b>Encouraging</b>	100.0%	45.5%	20.0%	34.8%	45.5%	67.7%	60.0%	10.0%	28.6%
<b>Supportive</b>	83.3%	36.4%	20.0%	37.0%	45.5%	67.7%	60.0%	10.0%	28.6%
<b>Intellectually open to multiple theoretical, methodological or creative approaches</b>	66.7%	27.3%	10.0%	21.7%	45.5%	64.5%	45.0%	20.0%	28.6%
<b>Open to interdisciplinary inquiry</b>	83.3%	18.2%	10.0%	30.4%	90.9%	38.7%	40.0%	20.0%	28.6%
<b>Inclusive of students of color</b>	66.7%	36.4%	44.4%	17.8%	45.5%	70.0%	55.0%	45.0%	28.6%
<b>Inclusive by gender</b>	66.7%	54.5%	70.0%	33.3%	81.8%	77.4%	80.0%	35.0%	14.3%
<b>Inclusive of international students</b>	83.3%	18.2%	60.0%	20.0%	54.5%	83.9%	50.0%	55.0%	14.3%
<b>Inclusive of students with disabilities</b>	50.0%	20.0%	60.0%	15.6%	54.5%	60.0%	40.0%	35.0%	14.3%
<b>Inclusive of first generation students</b>	50.0%	30.0%	60.0%	15.6%	63.6%	57.1%	55.0%	36.8%	14.3%
<b>Inclusive of students of all sexual orientations</b>	83.3%	45.5%	60.0%	32.6%	63.6%	70.0%	90.0%	70.0%	71.4%
33.3% of students or more "Strongly Agreed" that the description fit their program*	11	6	6	4	11	11	11	6	1
50% of students or more "Strongly Agreed" that the description fit their program**	11	2	5	0	7	10	8	2	1

\*light green shading indicates that 33.3% or more of respondents "Strongly Agreed" that their program was very much like the description.

\*\*dark green shading indicates that 50% or more of respondents "Strongly Agreed" that their program was very much like the description.

CAS Humanities

Climate

*Percentage of respondents who "Strongly Agreed" or "Agreed" that their program is like the description.*

	Comparative Literature (N = 7)	Creative Writing (N = 11)	East Asian Languages & Lit (N = 10)	English (N = 46)	Folklore (N = 11)	Linguistics (N = 31)	Philosophy (N = 20)	Romance Languages (N = 21)	Theater Arts (N = 7)
<b>Collegial</b>	100.0%	90.9%	80.0%	76.1%	80.0%	90.3%	95.0%	45.0%	57.1%
<b>Encouraging</b>	100.0%	90.9%	70.0%	73.9%	90.9%	83.9%	95.0%	25.0%	57.1%
<b>Supportive</b>	100.0%	90.9%	70.0%	69.6%	81.8%	83.9%	85.0%	40.0%	28.6%
<b>Intellectually open to multiple theoretical, methodological or creative approaches</b>	83.3%	72.7%	50.0%	76.1%	81.8%	83.9%	85.0%	60.0%	57.1%
<b>Open to interdisciplinary inquiry</b>	100.0%	45.5%	40.0%	60.9%	100.0%	77.4%	85.0%	60.0%	42.9%
<b>Inclusive of students of color</b>	66.7%	72.7%	88.9%	44.4%	63.6%	86.7%	85.0%	70.0%	57.1%
<b>Inclusive by gender</b>	66.7%	90.9%	90.0%	86.7%	81.8%	90.3%	95.0%	65.0%	57.1%
<b>Inclusive of international students</b>	83.3%	54.5%	90.0%	64.4%	54.5%	90.3%	85.0%	70.0%	71.4%
<b>Inclusive of students with disabilities</b>	50.0%	50.0%	80.0%	55.6%	54.5%	80.0%	70.0%	60.0%	57.1%
<b>Inclusive of first generation students</b>	50.0%	70.0%	80.0%	46.7%	63.6%	82.1%	80.0%	52.6%	57.1%
<b>Inclusive of students of all sexual orientations</b>	83.3%	90.9%	90.0%	89.1%	81.8%	86.7%	95.0%	80.0%	85.7%
50% of students or more "Strongly Agreed" or "Agreed" that the description fit their program.*	11	10	10	9	11	11	11	8	9
75% of students or more "Strong Agreed" or "Agreed" that the description fit their program.**	7	5	7	4	7	11	10	1	1

\*light green shading indicates that 50% or more of respondents "Strongly Agreed" or "Agreed" that the description fit their program.

\*\*dark green shading indicates that 75% or more of respondents "Strongly Agreed" or "Agreed" that the description fit their program.

CAS Humanities

Climate

*Percentage of respondents who "Disagreed" or "Strongly Disagreed" that their program is like the description.*

	Comparative Literature (N = 7)	Creative Writing (N = 11)	East Asian Languages & Lit (N = 10)	English (N = 46)	Folklore (N = 11)	Linguistics (N = 31)	Philosophy (N = 20)	Romance Languages (N = 21)	Theater Arts (N = 7)
<b>Collegial</b>	0.0%	0.0%	10.0%	6.5%	0.0%	9.7%	0.0%	25.0%	28.6%
<b>Encouraging</b>	0.0%	0.0%	10.0%	10.9%	9.1%	9.7%	0.0%	35.0%	0.0%
<b>Supportive</b>	0.0%	0.0%	10.0%	10.9%	0.0%	12.9%	5.0%	35.0%	28.6%
<b>Intellectually open to multiple theoretical, methodological or creative approaches</b>	0.0%	9.1%	0.0%	4.3%	9.1%	9.7%	10.0%	15.0%	14.3%
<b>Open to interdisciplinary inquiry</b>	0.0%	18.2%	0.0%	8.7%	0.0%	9.7%	10.0%	10.0%	28.6%
<b>Inclusive of students of color</b>	16.7%	9.1%	0.0%	22.2%	9.1%	6.7%	5.0%	10.0%	28.6%
<b>Inclusive by gender</b>	0.0%	9.1%	0.0%	4.4%	0.0%	6.5%	0.0%	15.0%	0.0%
<b>Inclusive of international students</b>	0.0%	18.2%	0.0%	11.1%	9.1%	6.5%	5.0%	10.0%	14.3%
<b>Inclusive of students with disabilities</b>	16.7%	0.0%	0.0%	13.3%	9.1%	10.0%	5.0%	15.0%	14.3%
<b>Inclusive of first generation students</b>	0.0%	0.0%	0.0%	13.3%	0.0%	3.6%	0.0%	21.1%	28.6%
<b>Inclusive of students of all sexual orientations</b>	0.0%	0.0%	0.0%	2.2%	9.1%	3.3%	0.0%	5.0%	0.0%
20% of students or more "Disagreed" or "Strongly Disagreed" that the description fit their program.*	0	0	0	1	0	0	0	4	5
33.3% of students or more "Disagreed" or "Strongly Disagreed" that the description fit their program.*	0	0	0	0	0	0	0	2	0

\*shading indicates that 20% or more of respondents "Disagreed" or "Strongly Disagreed" that the description fit their program.

**Comparative Literature**

**Program Satisfaction: percentage of respondents who rated the following features of their program as...**

	<b>Excellent</b>			<b>Excellent or Very Good</b>			<b>Fair or Poor</b>		
	2009 (N = 9)	2012 (N = 11)	2015 (N = 7)	2009 (N = 9)	2012 (N = 11)	2015 (N = 7)	2009 (N = 9)	2012 (N = 11)	2015 (N = 7)
<b>Quality of the faculty</b>	22.2%	63.6%	57.1%	66.7%	100.0%	100.0%	11.1%	0.0%	0.0%
<b>Overall Program quality</b>	9.1%	36.4%	28.6%	45.5%	81.8%	85.7%	18.2%	0.0%	0.0%
<b>Financial support for graduate students</b>	9.1%	45.5%	42.9%	45.5%	81.8%	85.7%	27.3%	0.0%	0.0%
<b>Program's performance in keeping pace with recent developments in my field*</b>	18.2%	9.1%	42.9%	54.5%	90.9%	71.4%	27.3%	0.0%	0.0%
<b>Quality of academic guidance and advising</b>	18.2%	45.5%	42.9%	45.5%	72.7%	71.4%	18.2%	18.2%	0.0%
<b>Intellectual community in Program</b>	18.2%	72.7%	71.4%	36.4%	81.8%	100.0%	45.5%	9.1%	0.0%
<b>Training/ assistance about career and professional development</b>	N/A	9.1%	14.3%	N/A	45.5%	57.1%	N/A	9.1%	14.3%
<b>Space, facilities and equipment</b>	18.2%	18.2%	42.9%	63.6%	54.5%	85.7%	36.4%	27.3%	0.0%
<b>Process for involving students in Program decisions that affect graduate students*</b>	9.1%	27.3%	57.1%	63.6%	54.5%	57.1%	27.3%	18.2%	14.3%
<b>Research opportunities in my program*</b>	9.1%	9.1%	14.3%	27.3%	63.6%	28.6%	18.2%	9.1%	0.0%
<b>Fairness of the evaluation criteria used to assess graduate students</b>	27.3%	18.2%	28.6%	54.5%	63.6%	57.1%	9.1%	9.1%	14.3%
<b>Program's efforts to promote a diverse, inclusive community*</b>	36.4%	45.5%	28.6%	54.5%	90.9%	85.7%	18.2%	9.1%	0.0%
<b>Training/assistance about grants and other external funding</b>	N/A	9.1%	0.0%	N/A	45.5%	28.6%	N/A	18.2%	28.6%
<b>Adequacy of preparation for teaching</b>	18.2%	81.8%	57.1%	45.5%	90.9%	71.4%	18.2%	9.1%	14.3%
<b>Clarity of the evaluation criteria used to assess graduate students</b>	27.3%	18.2%	14.3%	63.6%	54.5%	28.6%	18.2%	9.1%	0.0%
<b>Support for interdisciplinary inquiry</b>	81.8%	81.8%	71.4%	81.8%	90.9%	100.0%	9.1%	0.0%	0.0%
<b>Training about professional ethics/academic integrity*</b>	36.4%	36.4%	71.4%	63.6%	81.8%	85.7%	27.3%	0.0%	0.0%
<i>* 2012 survey included minor edits to question text</i>	10 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 3 in 2009 and 9 in 2012.			14 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 9 in 2009 and 15 in 2012.			1 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 6 in 2009 and 1 in 2012.		
	6 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 1 in 2009 and 4 in 2012.			8 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 1 in 2009 and 9 in 2012.					

## Comparative Literature

**Advisor: percentage of respondents who Agreed/Disagreed with each of the following statements about their advisor.**

	<b>Strongly Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 10)	2012 (N = 9)	2015 (N = 6)	2009 (N = 10)	2012 (N = 9)	2015 (N = 6)
Encourages me in my scholarly pursuits	70.0%	77.8%	100.0%	0.0%	0.0%	0.0%
Treats my ideas with respect	60.0%	77.8%	83.3%	0.0%	0.0%	0.0%
Provides constructive feedback on my work*	60.0%	44.4%	66.7%	10.0%	0.0%	16.7%
Provides timely feedback on my work	60.0%	55.6%	50.0%	0.0%	0.0%	0.0%
Is available when I need help or advice	50.0%	44.4%	83.3%	0.0%	0.0%	0.0%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	33.3%	50.0%	N/A	0.0%	0.0%
Treats students in the department equitably regardless of their backgrounds*	70.0%	55.6%	83.3%	0.0%	0.0%	0.0%
Has emphasized the importance of professional ethics in our field*	50.0%	44.4%	50.0%	0.0%	0.0%	0.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	44.4%	22.2%	33.3%	11.1%	0.0%	16.7%
Helps me develop professional relationships with others in the field	55.6%	44.4%	50.0%	11.1%	11.1%	0.0%
Advises me about how to get my work published, performed or shown	40.0%	55.6%	50.0%	0.0%	11.1%	0.0%
Encourages the expression of intellectual differences or disagreements*	66.7%	55.6%	50.0%	0.0%	11.1%	0.0%
Makes me feel comfortable talking about issues I am facing in graduate school	70.0%	55.6%	33.3%	0.0%	0.0%	0.0%
<i>* 2012 survey included minor edits to question text</i>	At least 50% of respondents 'Strongly Agreed' with 11 statement(s) about their advisors in 2015, compared to 10 statement(s) in 2009 and 7 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012.		
	At least 75% of respondents 'Strongly Agreed' with 4 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 2 statement(s) in 2012.					

Comparative Literature

**Climate: percentage of respondents who Agreed/Disagreed that their program is like the description**

	<b>Strongly Agreed</b>			<b>Strongly Agreed or Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 10)	2012 (N = 11)	2015 (N = 6)	2009 (N = 10)	2012 (N = 11)	2015 (N = 6)	2009 (N = 10)	2012 (N = 11)	2015 (N = 6)
<b>Collegial</b>	N/A	81.8%	83.3%	N/A	90.9%	100.0%	N/A	0.0%	0.0%
<b>Encouraging</b>	60.0%	80.0%	100.0%	70.0%	100.0%	100.0%	10.0%	0.0%	0.0%
<b>Supportive</b>	45.5%	81.8%	83.3%	72.7%	100.0%	100.0%	9.1%	0.0%	0.0%
<b>Intellectually open to multiple theoretical, methodological or creative approaches*</b>	36.4%	63.6%	66.7%	72.7%	90.9%	83.3%	9.1%	0.0%	0.0%
<b>Open to interdisciplinary inquiry</b>	72.7%	100.0%	83.3%	81.8%	100.0%	100.0%	9.1%	0.0%	0.0%
<b>Inclusive of students of color*</b>	36.4%	81.8%	66.7%	63.6%	100.0%	66.7%	18.2%	0.0%	16.7%
<b>Inclusive by gender*</b>	54.5%	72.7%	66.7%	72.7%	100.0%	66.7%	9.1%	0.0%	0.0%
<b>Inclusive of international students</b>	N/A	90.9%	83.3%	N/A	100.0%	83.3%	N/A	0.0%	0.0%
<b>Inclusive of students with disabilities*</b>	55.6%	63.6%	50.0%	88.9%	81.8%	50.0%	11.1%	0.0%	16.7%
<b>Inclusive of first generation students</b>	N/A	72.7%	50.0%	N/A	90.9%	50.0%	N/A	0.0%	0.0%
<b>Inclusive of students of all sexual orientations</b>	70.0%	100.0%	83.3%	80.0%	100.0%	83.3%	10.0%	0.0%	0.0%
<i>* 2012 survey included minor edits to question text</i>	At least 33.3% of respondents 'Strongly Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 11 statement(s) in 2012.			At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 11 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012.		
	At least 50% of respondents 'Strongly Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 5 statement(s) in 2009 and 11 statement(s) in 2012.			At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 7 statement(s) about the climate of their program in 2015, compared to 3 statement(s) in 2009 and 11 statement(s) in 2012.					

**Creative Writing**

**Program Satisfaction: percentage of respondents who rated the following features of their program as...**

	<b>Excellent</b>		
	2009 (N = 13)	2012 (N = 10)	2015 (N = 11)
Quality of the faculty	30.8%	60.0%	63.6%
Overall Program quality	30.8%	60.0%	63.6%
Financial support for graduate students	38.5%	40.0%	45.5%
Program's performance in keeping pace with recent developments in my field*	23.1%	40.0%	36.4%
Quality of academic guidance and advising	30.8%	20.0%	45.5%
Intellectual community in Program	50.0%	40.0%	81.8%
Training/ assistance about career and professional development	N/A	0.0%	9.1%
Space, facilities and equipment	38.5%	0.0%	0.0%
Process for involving students in Program decisions that affect graduate students*	23.1%	10.0%	18.2%
Research opportunities in my program*	7.7%	11.1%	9.1%
Fairness of the evaluation criteria used to assess graduate students	15.4%	0.0%	54.5%
Program's efforts to promote a diverse, inclusive community*	23.1%	0.0%	9.1%
Training/assistance about grants and other external funding	N/A	0.0%	9.1%
Adequacy of preparation for teaching	15.4%	20.0%	18.2%
Clarity of the evaluation criteria used to assess graduate students	15.4%	0.0%	54.5%
Support for interdisciplinary inquiry	15.4%	0.0%	9.1%
Training about professional ethics/academic integrity*	7.7%	20.0%	27.3%
	8 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 3 in 2009 and 5 in 2012.		
	5 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 1 in 2009 and 2 in 2012.		

\* 2012 survey included minor edits to question text

<b>Excellent or Very Good</b>		
2009 (N = 13)	2012 (N = 10)	2015 (N = 11)
84.6%	70.0%	90.9%
61.5%	80.0%	90.9%
76.9%	60.0%	63.6%
53.8%	70.0%	63.6%
61.5%	60.0%	72.7%
75.0%	80.0%	90.9%
N/A	20.0%	54.5%
61.5%	50.0%	9.1%
46.2%	50.0%	36.4%
23.1%	33.3%	18.2%
46.2%	50.0%	63.6%
46.2%	60.0%	54.5%
N/A	20.0%	45.5%
38.5%	80.0%	45.5%
61.5%	40.0%	72.7%
38.5%	11.1%	27.3%
38.5%	40.0%	27.3%
10 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 8 in 2009 and 11 in 2012.		
3 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 3 in 2009 and 3 in 2012.		

<b>Fair or Poor</b>		
2009 (N = 13)	2012 (N = 10)	2015 (N = 11)
7.7%	0.0%	0.0%
0.0%	10.0%	9.1%
7.7%	10.0%	9.1%
7.7%	10.0%	9.1%
23.1%	10.0%	9.1%
0.0%	10.0%	0.0%
N/A	60.0%	36.4%
15.4%	20.0%	54.5%
23.1%	20.0%	36.4%
7.7%	33.3%	45.5%
23.1%	30.0%	0.0%
38.5%	20.0%	9.1%
N/A	60.0%	45.5%
30.8%	0.0%	18.2%
30.8%	30.0%	0.0%
30.8%	77.8%	45.5%
23.1%	40.0%	27.3%
7 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 8 in 2009 and 10 in 2012.		

## Creative Writing

**Advisor: percentage of respondents who Agreed/Disagreed with each of the following statements about their advisor.**

	<b>Strongly Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 13)	2012 (N = 9)	2015 (N = 9)	2009 (N = 13)	2012 (N = 9)	2015 (N = 9)
Encourages me in my scholarly pursuits	76.9%	66.7%	66.7%	0.0%	0.0%	0.0%
Treats my ideas with respect	69.2%	66.7%	55.6%	0.0%	0.0%	11.1%
Provides constructive feedback on my work*	61.5%	55.6%	66.7%	0.0%	0.0%	0.0%
Provides timely feedback on my work	61.5%	55.6%	55.6%	0.0%	0.0%	0.0%
Is available when I need help or advice	50.0%	55.6%	55.6%	0.0%	0.0%	0.0%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	55.6%	55.6%	N/A	0.0%	11.1%
Treats students in the department equitably regardless of their backgrounds*	46.2%	66.7%	55.6%	15.4%	0.0%	11.1%
Has emphasized the importance of professional ethics in our field*	38.5%	33.3%	44.4%	7.7%	11.1%	11.1%
Helps me secure external or internal funding for my graduate studies, research or creative work*	23.1%	33.3%	33.3%	7.7%	44.4%	11.1%
Helps me develop professional relationships with others in the field	30.8%	22.2%	22.2%	30.8%	55.6%	11.1%
Advises me about how to get my work published, performed or shown	30.8%	33.3%	33.3%	23.1%	44.4%	11.1%
Encourages the expression of intellectual differences or disagreements*	46.2%	22.2%	55.6%	7.7%	11.1%	22.2%
Makes me feel comfortable talking about issues I am facing in graduate school	38.5%	55.6%	44.4%	7.7%	11.1%	11.1%
* 2012 survey included minor edits to question text	At least 50% of respondents 'Strongly Agreed' with 8 statement(s) about their advisors in 2015, compared to 5 statement(s) in 2009 and 8 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 1 statement(s) about their advisors in 2015, compared to 2 statement(s) in 2009 and 3 statement(s) in 2012.		
	At least 75% of respondents 'Strongly Agreed' with 0 statement(s) about their advisors in 2015, compared to 1 statement(s) in 2009 and 0 statement(s) in 2012.					

## Creative Writing

**Climate: percentage of respondents who Agreed/Disagreed that their program is like the description**

	<b>Strongly Agreed</b>			<b>Strongly Agreed or Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 13)	2012 (N = 10)	2015 (N = 11)	2009 (N = 13)	2012 (N = 10)	2015 (N = 11)	2009 (N = 13)	2012 (N = 10)	2015 (N = 11)
<b>Collegial</b>	N/A	50.0%	63.6%	N/A	80.0%	90.9%	N/A	10.0%	0.0%
<b>Encouraging</b>	7.7%	20.0%	45.5%	53.8%	60.0%	90.9%	38.5%	30.0%	0.0%
<b>Supportive</b>	15.4%	40.0%	36.4%	53.8%	70.0%	90.9%	30.8%	20.0%	0.0%
<b>Intellectually open to multiple theoretical, methodological or creative approaches*</b>	15.4%	30.0%	27.3%	61.5%	50.0%	72.7%	15.4%	20.0%	9.1%
<b>Open to interdisciplinary inquiry</b>	15.4%	11.1%	18.2%	53.8%	22.2%	45.5%	15.4%	55.6%	18.2%
<b>Inclusive of students of color*</b>	8.3%	77.8%	36.4%	33.3%	88.9%	72.7%	33.3%	0.0%	9.1%
<b>Inclusive by gender*</b>	15.4%	60.0%	54.5%	53.8%	80.0%	90.9%	23.1%	0.0%	9.1%
<b>Inclusive of international students</b>	N/A	55.6%	18.2%	N/A	88.9%	54.5%	N/A	0.0%	18.2%
<b>Inclusive of students with disabilities*</b>	16.7%	44.4%	20.0%	66.7%	66.7%	50.0%	8.3%	0.0%	0.0%
<b>Inclusive of first generation students</b>	N/A	50.0%	30.0%	N/A	70.0%	70.0%	N/A	10.0%	0.0%
<b>Inclusive of students of all sexual orientations</b>	46.2%	70.0%	45.5%	76.9%	90.0%	90.9%	0.0%	0.0%	0.0%
<i>* 2012 survey included minor edits to question text</i>	At least 33.3% of respondents 'Strongly Agreed' with 6 statement(s) about the climate of their program in 2015, compared to 1 statement(s) in 2009 and 8 statement(s) in 2012.			At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 10 statement(s) about the climate of their program in 2015, compared to 7 statement(s) in 2009 and 10 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statement(s) about the climate of their program in 2015, compared to 4 statement(s) in 2009 and 4 statement(s) in 2012.		
	At least 50% of respondents 'Strongly Agreed' with 2 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 6 statement(s) in 2012.			At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 5 statement(s) about the climate of their program in 2015, compared to 1 statement(s) in 2009 and 5 statement(s) in 2012.					

**East Asian Languages & Lit**

**Program Satisfaction: percentage of respondents who rated the following features of their program as...**

	<b>Excellent</b>		
	2009 (N = 11)	2012 (N = 16)	2015 (N = 10)
Quality of the faculty	36.4%	18.8%	20.0%
Overall Program quality	30.8%	31.3%	0.0%
Financial support for graduate students	15.4%	31.3%	10.0%
Program's performance in keeping pace with recent developments in my field*	30.8%	18.8%	10.0%
Quality of academic guidance and advising	46.2%	31.3%	10.0%
Intellectual community in Program	38.5%	31.3%	20.0%
Training/ assistance about career and professional development	N/A	18.8%	10.0%
Space, facilities and equipment	15.4%	6.3%	10.0%
Process for involving students in Program decisions that affect graduate students*	23.1%	12.5%	10.0%
Research opportunities in my program*	30.8%	12.5%	20.0%
Fairness of the evaluation criteria used to assess graduate students	30.8%	31.3%	20.0%
Program's efforts to promote a diverse, inclusive community*	25.0%	18.8%	20.0%
Training/assistance about grants and other external funding	N/A	18.8%	20.0%
Adequacy of preparation for teaching	38.5%	31.3%	20.0%
Clarity of the evaluation criteria used to assess graduate students	23.1%	6.3%	20.0%
Support for interdisciplinary inquiry	38.5%	12.5%	10.0%
Training about professional ethics/academic integrity*	30.8%	18.8%	10.0%
	0 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 5 in 2009 and 0 in 2012.		
	0 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 0 in 2009 and 0 in 2012.		

\* 2012 survey included minor edits to question text

<b>Excellent or Very Good</b>		
2009 (N = 11)	2012 (N = 16)	2015 (N = 10)
63.6%	81.3%	90.0%
53.8%	56.3%	70.0%
38.5%	56.3%	20.0%
61.5%	68.8%	60.0%
53.8%	50.0%	80.0%
53.8%	43.8%	40.0%
N/A	43.8%	20.0%
38.5%	31.3%	20.0%
38.5%	25.0%	20.0%
46.2%	50.0%	40.0%
61.5%	62.5%	70.0%
50.0%	43.8%	40.0%
N/A	31.3%	30.0%
61.5%	50.0%	70.0%
46.2%	43.8%	60.0%
53.8%	62.5%	40.0%
53.8%	50.0%	60.0%
8 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 10 in 2009 and 10 in 2012.		
2 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 0 in 2009 and 1 in 2012.		

<b>Fair or Poor</b>		
2009 (N = 11)	2012 (N = 16)	2015 (N = 10)
18.2%	0.0%	10.0%
15.4%	6.3%	10.0%
46.2%	12.5%	70.0%
15.4%	6.3%	30.0%
23.1%	25.0%	10.0%
30.8%	31.3%	40.0%
N/A	25.0%	30.0%
53.8%	43.8%	50.0%
38.5%	56.3%	30.0%
15.4%	12.5%	40.0%
23.1%	12.5%	20.0%
33.3%	25.0%	20.0%
N/A	31.3%	60.0%
30.8%	12.5%	10.0%
23.1%	31.3%	30.0%
38.5%	25.0%	40.0%
15.4%	12.5%	30.0%
13 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 10 in 2009 and 9 in 2012.		

East Asian Languages & Lit

**Advisor: percentage of respondents who Agreed/Disagreed with each of the following statements about their advisor.**

	<b>Strongly Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 13)	2012 (N = 13)	2015 (N = 10)	2009 (N = 13)	2012 (N = 13)	2015 (N = 10)
Encourages me in my scholarly pursuits	61.5%	69.2%	60.0%	0.0%	0.0%	10.0%
Treats my ideas with respect	76.9%	66.7%	70.0%	0.0%	0.0%	0.0%
Provides constructive feedback on my work*	61.5%	69.2%	50.0%	0.0%	7.7%	10.0%
Provides timely feedback on my work	61.5%	61.5%	50.0%	0.0%	0.0%	20.0%
Is available when I need help or advice	69.2%	61.5%	60.0%	7.7%	7.7%	10.0%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	69.2%	60.0%	N/A	0.0%	20.0%
Treats students in the department equitably regardless of their backgrounds*	69.2%	76.9%	80.0%	0.0%	0.0%	10.0%
Has emphasized the importance of professional ethics in our field*	69.2%	61.5%	70.0%	0.0%	0.0%	0.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	53.8%	46.2%	30.0%	7.7%	7.7%	20.0%
Helps me develop professional relationships with others in the field	38.5%	46.2%	30.0%	7.7%	15.4%	30.0%
Advises me about how to get my work published, performed or shown	38.5%	46.2%	40.0%	7.7%	7.7%	20.0%
Encourages the expression of intellectual differences or disagreements*	61.5%	76.9%	60.0%	7.7%	7.7%	20.0%
Makes me feel comfortable talking about issues I am facing in graduate school	69.2%	69.2%	50.0%	7.7%	15.4%	20.0%
* 2012 survey included minor edits to question text	At least 50% of respondents 'Strongly Agreed' with 10 statement(s) about their advisors in 2015, compared to 10 statement(s) in 2009 and 10 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 7 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012.		
	At least 75% of respondents 'Strongly Agreed' with 1 statement(s) about their advisors in 2015, compared to 1 statement(s) in 2009 and 2 statement(s) in 2012.					

East Asian Languages & Lit

**Climate: percentage of respondents who Agreed/Disagreed that their program is like the description**

	<b>Strongly Agreed</b>			<b>Strongly Agreed or Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 13)	2012 (N = 15)	2015 (N = 10)	2009 (N = 13)	2012 (N = 15)	2015 (N = 10)	2009 (N = 13)	2012 (N = 15)	2015 (N = 10)
<b>Collegial</b>	N/A	26.7%	20.0%	N/A	66.7%	80.0%	N/A	20.0%	10.0%
<b>Encouraging</b>	38.5%	60.0%	20.0%	61.5%	80.0%	70.0%	7.7%	6.7%	10.0%
<b>Supportive</b>	46.2%	46.7%	20.0%	76.9%	80.0%	70.0%	7.7%	6.7%	10.0%
<b>Intellectually open to multiple theoretical, methodological or creative approaches*</b>	38.5%	33.3%	10.0%	69.2%	80.0%	50.0%	7.7%	0.0%	0.0%
<b>Open to interdisciplinary inquiry</b>	38.5%	33.3%	10.0%	53.8%	73.3%	40.0%	15.4%	0.0%	0.0%
<b>Inclusive of students of color*</b>	38.5%	53.3%	44.4%	61.5%	86.7%	88.9%	7.7%	6.7%	0.0%
<b>Inclusive by gender*</b>	38.5%	73.3%	70.0%	76.9%	86.7%	90.0%	0.0%	0.0%	0.0%
<b>Inclusive of international students</b>	N/A	86.7%	60.0%	N/A	93.3%	90.0%	N/A	0.0%	0.0%
<b>Inclusive of students with disabilities*</b>	38.5%	46.7%	60.0%	76.9%	80.0%	80.0%	0.0%	20.0%	0.0%
<b>Inclusive of first generation students</b>	N/A	46.7%	60.0%	N/A	80.0%	80.0%	N/A	0.0%	0.0%
<b>Inclusive of students of all sexual orientations</b>	61.5%	80.0%	60.0%	92.3%	93.3%	90.0%	0.0%	0.0%	0.0%
<i>* 2012 survey included minor edits to question text</i>	At least 33.3% of respondents 'Strongly Agreed' with 6 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 10 statement(s) in 2012.			At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 10 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 11 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 2 statement(s) in 2012.		
	At least 50% of respondents 'Strongly Agreed' with 5 statement(s) about the climate of their program in 2015, compared to 1 statement(s) in 2009 and 5 statement(s) in 2012.			At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 7 statement(s) about the climate of their program in 2015, compared to 4 statement(s) in 2009 and 9 statement(s) in 2012.					

English

**Program Satisfaction: percentage of respondents who rated the following features of their program as...**

	<b>Excellent</b>			<b>Excellent or Very Good</b>			<b>Fair or Poor</b>		
	2009 (N = 49)	2012 (N = 66)	2015 (N = 46)	2009 (N = 49)	2012 (N = 66)	2015 (N = 46)	2009 (N = 49)	2012 (N = 66)	2015 (N = 46)
Quality of the faculty	28.6%	40.9%	28.3%	87.8%	87.9%	73.9%	2.0%	1.5%	2.2%
Overall Program quality	12.2%	16.9%	8.7%	61.2%	72.3%	58.7%	10.2%	7.7%	2.2%
Financial support for graduate students	8.2%	10.8%	8.7%	36.7%	43.1%	32.6%	40.8%	27.7%	37.0%
Program's performance in keeping pace with recent developments in my field*	16.7%	15.4%	17.4%	60.4%	50.8%	67.4%	8.3%	12.3%	4.3%
Quality of academic guidance and advising	16.3%	25.8%	26.1%	63.3%	57.6%	47.8%	10.2%	15.2%	17.4%
Intellectual community in Program	46.9%	40.9%	32.6%	79.6%	75.8%	60.9%	8.2%	4.5%	15.2%
Training/ assistance about career and professional development	N/A	13.6%	8.7%	N/A	47.0%	32.6%	N/A	16.7%	26.1%
Space, facilities and equipment	8.2%	4.5%	2.2%	28.6%	22.7%	17.4%	40.8%	40.9%	50.0%
Process for involving students in Program decisions that affect graduate students*	16.3%	10.6%	4.3%	44.9%	45.5%	37.0%	22.4%	21.2%	23.9%
Research opportunities in my program*	20.4%	4.6%	4.3%	51.0%	41.5%	23.9%	16.3%	27.7%	26.1%
Fairness of the evaluation criteria used to assess graduate students	10.2%	6.1%	13.0%	30.6%	45.5%	47.8%	16.3%	27.3%	15.2%
Program's efforts to promote a diverse, inclusive community*	10.2%	9.1%	17.4%	40.8%	47.0%	39.1%	22.4%	21.2%	26.1%
Training/assistance about grants and other external funding	N/A	4.5%	2.2%	N/A	13.6%	8.7%	N/A	62.1%	52.2%
Adequacy of preparation for teaching	40.8%	48.5%	32.6%	67.3%	78.8%	67.4%	12.2%	6.1%	6.5%
Clarity of the evaluation criteria used to assess graduate students	8.2%	3.1%	8.7%	28.6%	29.2%	30.4%	32.7%	33.8%	30.4%
Support for interdisciplinary inquiry	12.2%	13.6%	10.9%	32.7%	37.9%	47.8%	28.6%	28.8%	15.2%
Training about professional ethics/academic integrity*	16.3%	12.1%	8.7%	42.9%	37.9%	37.0%	14.3%	15.2%	19.6%
	0 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 2 in 2009 and 3 in 2012.			5 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 7 in 2009 and 6 in 2012.			8 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 6 in 2009 and 9 in 2012.		
	0 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 0 in 2009 and 0 in 2012.			0 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 2 in 2009 and 3 in 2012.					

\* 2012 survey included minor edits to question text

English

**Advisor: percentage of respondents who Agreed/Disagreed with each of the following statements about their advisor.**

	<b>Strongly Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 48)	2012 (N = 55)	2015 (N = 44)	2009 (N = 48)	2012 (N = 55)	2015 (N = 44)
Encourages me in my scholarly pursuits	70.8%	72.7%	56.8%	0.0%	0.0%	4.5%
Treats my ideas with respect	63.8%	85.5%	56.8%	0.0%	0.0%	4.5%
Provides constructive feedback on my work*	56.3%	69.1%	45.5%	0.0%	1.8%	13.6%
Provides timely feedback on my work	50.0%	65.5%	43.2%	6.3%	10.9%	15.9%
Is available when I need help or advice	58.3%	70.9%	43.2%	2.1%	1.8%	4.5%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	61.8%	50.0%	N/A	1.8%	2.3%
Treats students in the department equitably regardless of their backgrounds*	61.7%	81.8%	60.5%	0.0%	0.0%	7.0%
Has emphasized the importance of professional ethics in our field*	56.3%	54.5%	41.9%	2.1%	5.5%	2.3%
Helps me secure external or internal funding for my graduate studies, research or creative work*	29.2%	14.5%	20.5%	16.7%	30.9%	36.4%
Helps me develop professional relationships with others in the field	33.3%	25.5%	27.3%	8.3%	18.2%	22.7%
Advises me about how to get my work published, performed or shown	38.3%	32.7%	36.4%	12.8%	14.5%	15.9%
Encourages the expression of intellectual differences or disagreements*	47.9%	65.5%	45.5%	0.0%	0.0%	11.4%
Makes me feel comfortable talking about issues I am facing in graduate school	57.4%	61.8%	40.9%	4.3%	7.3%	20.5%
* 2012 survey included minor edits to question text	At least 50% of respondents 'Strongly Agreed' with 4 statement(s) about their advisors in 2015, compared to 8 statement(s) in 2009 and 10 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 3 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 1 statement(s) in 2012.		
	At least 75% of respondents 'Strongly Agreed' with 0 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 2 statement(s) in 2012.					

English

**Climate: percentage of respondents who Agreed/Disagreed that their program is like the description**

	<b>Strongly Agreed</b>			<b>Strongly Agreed or Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 49)	2012 (N = 64)	2015 (N = 46)	2009 (N = 49)	2012 (N = 64)	2015 (N = 46)	2009 (N = 49)	2012 (N = 64)	2015 (N = 46)
<b>Collegial</b>	N/A	56.3%	34.8%	N/A	90.6%	76.1%	N/A	1.6%	6.5%
<b>Encouraging</b>	28.6%	45.3%	34.8%	75.5%	82.8%	73.9%	8.2%	3.1%	10.9%
<b>Supportive</b>	32.7%	43.8%	37.0%	75.5%	84.4%	69.6%	6.1%	3.1%	10.9%
<b>Intellectually open to multiple theoretical, methodological or creative approaches*</b>	24.5%	29.7%	21.7%	65.3%	71.9%	76.1%	18.4%	7.8%	4.3%
<b>Open to interdisciplinary inquiry</b>	14.3%	20.3%	30.4%	57.1%	53.1%	60.9%	16.3%	17.2%	8.7%
<b>Inclusive of students of color*</b>	20.4%	26.6%	17.8%	49.0%	54.7%	44.4%	18.4%	18.8%	22.2%
<b>Inclusive by gender*</b>	40.8%	53.1%	33.3%	81.6%	85.9%	86.7%	6.1%	0.0%	4.4%
<b>Inclusive of international students</b>	N/A	26.6%	20.0%	N/A	53.1%	64.4%	N/A	17.2%	11.1%
<b>Inclusive of students with disabilities*</b>	29.2%	40.6%	15.6%	72.9%	76.6%	55.6%	8.3%	6.3%	13.3%
<b>Inclusive of first generation students</b>	N/A	30.2%	15.6%	N/A	54.0%	46.7%	N/A	11.1%	13.3%
<b>Inclusive of students of all sexual orientations</b>	57.1%	64.1%	32.6%	85.7%	93.8%	89.1%	4.1%	0.0%	2.2%
<i>* 2012 survey included minor edits to question text</i>	At least 33.3% of respondents 'Strongly Agreed' with 4 statement(s) about the climate of their program in 2015, compared to 2 statement(s) in 2009 and 6 statement(s) in 2012.			At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 9 statement(s) about the climate of their program in 2015, compared to 7 statement(s) in 2009 and 11 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 1 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012.		
	At least 50% of respondents 'Strongly Agreed' with 0 statement(s) about the climate of their program in 2015, compared to 1 statement(s) in 2009 and 3 statement(s) in 2012.			At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 4 statement(s) about the climate of their program in 2015, compared to 4 statement(s) in 2009 and 6 statement(s) in 2012.					

**Folklore**

**Program Satisfaction: percentage of respondents who rated the following features of their program as...**

	<b>Excellent</b>			<b>Excellent or Very Good</b>			<b>Fair or Poor</b>		
	2009 (N = 11)	2012 (N = 10)	2015 (N = 11)	2009 (N = 11)	2012 (N = 10)	2015 (N = 11)	2009 (N = 11)	2012 (N = 10)	2015 (N = 11)
<b>Quality of the faculty</b>	54.5%	20.0%	27.3%	72.7%	90.0%	81.8%	0.0%	0.0%	0.0%
<b>Overall Program quality</b>	18.2%	33.3%	27.3%	45.5%	88.9%	81.8%	0.0%	11.1%	0.0%
<b>Financial support for graduate students</b>	0.0%	50.0%	27.3%	9.1%	50.0%	54.5%	81.8%	12.5%	18.2%
<b>Program's performance in keeping pace with recent developments in my field*</b>	36.4%	40.0%	27.3%	63.6%	80.0%	72.7%	0.0%	0.0%	0.0%
<b>Quality of academic guidance and advising</b>	36.4%	40.0%	45.5%	72.7%	80.0%	72.7%	0.0%	20.0%	18.2%
<b>Intellectual community in Program</b>	27.3%	66.7%	36.4%	45.5%	100.0%	72.7%	9.1%	0.0%	0.0%
<b>Training/ assistance about career and professional development</b>	N/A	0.0%	18.2%	N/A	42.9%	36.4%	N/A	28.6%	18.2%
<b>Space, facilities and equipment</b>	9.1%	11.1%	9.1%	18.2%	44.4%	36.4%	72.7%	33.3%	27.3%
<b>Process for involving students in Program decisions that affect graduate students*</b>	0.0%	50.0%	18.2%	9.1%	50.0%	63.6%	54.5%	12.5%	9.1%
<b>Research opportunities in my program*</b>	9.1%	30.0%	36.4%	9.1%	60.0%	54.5%	18.2%	20.0%	27.3%
<b>Fairness of the evaluation criteria used to assess graduate students</b>	27.3%	11.1%	18.2%	54.5%	77.8%	63.6%	0.0%	11.1%	18.2%
<b>Program's efforts to promote a diverse, inclusive community*</b>	18.2%	77.8%	36.4%	45.5%	88.9%	72.7%	9.1%	0.0%	9.1%
<b>Training/assistance about grants and other external funding</b>	N/A	11.1%	18.2%	N/A	44.4%	36.4%	N/A	22.2%	27.3%
<b>Adequacy of preparation for teaching</b>	9.1%	11.1%	18.2%	27.3%	44.4%	45.5%	18.2%	22.2%	27.3%
<b>Clarity of the evaluation criteria used to assess graduate students</b>	9.1%	0.0%	18.2%	45.5%	66.7%	54.5%	18.2%	11.1%	9.1%
<b>Support for interdisciplinary inquiry</b>	90.9%	80.0%	81.8%	90.9%	90.0%	90.9%	9.1%	0.0%	9.1%
<b>Training about professional ethics/academic integrity*</b>	45.5%	66.7%	54.5%	100.0%	88.9%	72.7%	0.0%	0.0%	9.1%
<i>* 2012 survey included minor edits to question text</i>	6 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 5 in 2009 and 9 in 2012.			13 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 6 in 2009 and 13 in 2012.			4 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 3 in 2009 and 6 in 2012.		
	2 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 2 in 2009 and 6 in 2012.			3 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 2 in 2009 and 9 in 2012.					

Folklore

**Advisor: percentage of respondents who Agreed/Disagreed with each of the following statements about their advisor.**

	<b>Strongly Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 11)	2012 (N = 9)	2015 (N = 10)	2009 (N = 11)	2012 (N = 9)	2015 (N = 10)
Encourages me in my scholarly pursuits	81.8%	77.8%	80.0%	0.0%	0.0%	10.0%
Treats my ideas with respect	63.6%	88.9%	80.0%	0.0%	0.0%	0.0%
Provides constructive feedback on my work*	45.5%	66.7%	80.0%	9.1%	0.0%	0.0%
Provides timely feedback on my work	54.5%	55.6%	100.0%	0.0%	0.0%	0.0%
Is available when I need help or advice	36.4%	66.7%	70.0%	0.0%	0.0%	10.0%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	77.8%	80.0%	N/A	11.1%	0.0%
Treats students in the department equitably regardless of their backgrounds*	72.7%	88.9%	70.0%	0.0%	11.1%	10.0%
Has emphasized the importance of professional ethics in our field*	90.9%	88.9%	60.0%	0.0%	0.0%	0.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	18.2%	50.0%	40.0%	27.3%	0.0%	0.0%
Helps me develop professional relationships with others in the field	27.3%	75.0%	50.0%	27.3%	0.0%	10.0%
Advises me about how to get my work published, performed or shown	9.1%	55.6%	30.0%	54.5%	11.1%	10.0%
Encourages the expression of intellectual differences or disagreements*	18.2%	75.0%	50.0%	9.1%	0.0%	0.0%
Makes me feel comfortable talking about issues I am facing in graduate school	63.6%	77.8%	60.0%	9.1%	11.1%	20.0%
* 2012 survey included minor edits to question text	At least 50% of respondents 'Strongly Agreed' with 11 statement(s) about their advisors in 2015, compared to 6 statement(s) in 2009 and 13 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 1 statement(s) about their advisors in 2015, compared to 3 statement(s) in 2009 and 0 statement(s) in 2012.		
	At least 75% of respondents 'Strongly Agreed' with 5 statement(s) about their advisors in 2015, compared to 2 statement(s) in 2009 and 8 statement(s) in 2012.					

Folklore

**Climate: percentage of respondents who Agreed/Disagreed that their program is like the description**

	<b>Strongly Agreed</b>			<b>Strongly Agreed or Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 11)	2012 (N = 8)	2015 (N = 10)	2009 (N = 11)	2012 (N = 8)	2015 (N = 10)	2009 (N = 11)	2012 (N = 8)	2015 (N = 10)
<b>Collegial</b>	N/A	50.0%	50.0%	N/A	75.0%	80.0%	N/A	0.0%	0.0%
<b>Encouraging</b>	45.5%	77.8%	45.5%	90.9%	100.0%	90.9%	0.0%	0.0%	9.1%
<b>Supportive</b>	45.5%	66.7%	45.5%	81.8%	100.0%	81.8%	0.0%	0.0%	0.0%
<b>Intellectually open to multiple theoretical, methodological or creative approaches*</b>	45.5%	77.8%	45.5%	72.7%	100.0%	81.8%	0.0%	0.0%	9.1%
<b>Open to interdisciplinary inquiry</b>	81.8%	88.9%	90.9%	90.9%	100.0%	100.0%	0.0%	0.0%	0.0%
<b>Inclusive of students of color*</b>	36.4%	55.6%	45.5%	63.6%	66.7%	63.6%	9.1%	11.1%	9.1%
<b>Inclusive by gender*</b>	63.6%	66.7%	81.8%	90.9%	88.9%	81.8%	0.0%	0.0%	0.0%
<b>Inclusive of international students</b>	N/A	66.7%	54.5%	N/A	77.8%	54.5%	N/A	11.1%	9.1%
<b>Inclusive of students with disabilities*</b>	66.7%	55.6%	54.5%	88.9%	66.7%	54.5%	0.0%	11.1%	9.1%
<b>Inclusive of first generation students</b>	N/A	55.6%	63.6%	N/A	77.8%	63.6%	N/A	0.0%	0.0%
<b>Inclusive of students of all sexual orientations</b>	100.0%	66.7%	63.6%	100.0%	88.9%	81.8%	0.0%	0.0%	9.1%
<i>* 2012 survey included minor edits to question text</i>	At least 33.3% of respondents 'Strongly Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 11 statement(s) in 2012.			At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 11 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012.		
	At least 50% of respondents 'Strongly Agreed' with 7 statement(s) about the climate of their program in 2015, compared to 4 statement(s) in 2009 and 11 statement(s) in 2012.			At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 7 statement(s) about the climate of their program in 2015, compared to 6 statement(s) in 2009 and 9 statement(s) in 2012.					

**Linguistics**

**Program Satisfaction: percentage of respondents who rated the following features of their program as...**

	<b>Excellent</b>		
	2009 (N = 24)	2012 (N = 27)	2015 (N = 31)
Quality of the faculty	54.2%	51.9%	64.5%
Overall Program quality	36.0%	37.0%	48.4%
Financial support for graduate students	12.0%	22.2%	16.1%
Program's performance in keeping pace with recent developments in my field*	36.0%	40.7%	51.6%
Quality of academic guidance and advising	36.0%	29.6%	38.7%
Intellectual community in Program	32.0%	59.3%	54.8%
Training/ assistance about career and professional development	N/A	3.7%	19.4%
Space, facilities and equipment	8.0%	3.7%	9.7%
Process for involving students in Program decisions that affect graduate students*	25.0%	19.2%	12.9%
Research opportunities in my program*	32.0%	14.8%	29.0%
Fairness of the evaluation criteria used to assess graduate students	28.0%	23.1%	26.7%
Program's efforts to promote a diverse, inclusive community*	50.0%	37.0%	51.6%
Training/assistance about grants and other external funding	N/A	0.0%	3.2%
Adequacy of preparation for teaching	28.0%	18.5%	40.0%
Clarity of the evaluation criteria used to assess graduate students	28.0%	18.5%	35.5%
Support for interdisciplinary inquiry	20.0%	23.1%	24.1%
Training about professional ethics/academic integrity*	32.0%	22.2%	22.6%
	8 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 5 in 2009 and 5 in 2012.		
	4 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 2 in 2009 and 2 in 2012.		

\* 2012 survey included minor edits to question text

<b>Excellent or Very Good</b>		
2009 (N = 24)	2012 (N = 27)	2015 (N = 31)
91.7%	88.9%	90.3%
76.0%	77.8%	80.6%
40.0%	51.9%	45.2%
72.0%	77.8%	87.1%
80.0%	74.1%	71.0%
88.0%	77.8%	67.7%
N/A	66.7%	54.8%
20.0%	22.2%	54.8%
66.7%	50.0%	41.9%
60.0%	59.3%	58.1%
76.0%	65.4%	63.3%
75.0%	70.4%	80.6%
N/A	29.6%	35.5%
76.0%	59.3%	50.0%
80.0%	55.6%	61.3%
52.0%	46.2%	48.3%
80.0%	70.4%	58.1%
13 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 13 in 2009 and 14 in 2012.		
4 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 9 in 2009 and 4 in 2012.		

<b>Fair or Poor</b>		
2009 (N = 24)	2012 (N = 27)	2015 (N = 31)
4.2%	3.7%	3.2%
0.0%	11.1%	9.7%
32.0%	18.5%	41.9%
4.0%	7.4%	6.5%
0.0%	7.4%	16.1%
0.0%	3.7%	12.9%
N/A	18.5%	22.6%
40.0%	37.0%	19.4%
8.3%	11.5%	22.6%
12.0%	11.1%	22.6%
0.0%	11.5%	10.0%
8.3%	14.8%	6.5%
N/A	37.0%	35.5%
4.0%	7.4%	16.7%
4.0%	11.1%	12.9%
12.0%	19.2%	27.6%
8.0%	14.8%	19.4%
6 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 2 in 2009 and 2 in 2012.		

## Linguistics

**Advisor: percentage of respondents who Agreed/Disagreed with each of the following statements about their advisor.**

	<b>Strongly Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 25)	2012 (N = 25)	2015 (N = 28)	2009 (N = 25)	2012 (N = 25)	2015 (N = 28)
Encourages me in my scholarly pursuits	72.0%	48.0%	67.9%	0.0%	4.0%	7.1%
Treats my ideas with respect	68.0%	64.0%	78.6%	4.0%	8.0%	7.1%
Provides constructive feedback on my work*	68.0%	58.3%	75.0%	0.0%	0.0%	7.1%
Provides timely feedback on my work	56.0%	50.0%	78.6%	12.0%	4.2%	10.7%
Is available when I need help or advice	60.0%	45.8%	67.9%	4.0%	4.2%	10.7%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	45.8%	66.7%	N/A	4.2%	11.1%
Treats students in the department equitably regardless of their backgrounds*	76.0%	66.7%	82.1%	8.0%	4.2%	7.1%
Has emphasized the importance of professional ethics in our field*	68.0%	56.5%	64.3%	0.0%	0.0%	10.7%
Helps me secure external or internal funding for my graduate studies, research or creative work*	36.0%	39.1%	40.7%	8.0%	21.7%	33.3%
Helps me develop professional relationships with others in the field	40.0%	56.5%	37.0%	0.0%	13.0%	25.9%
Advises me about how to get my work published, performed or shown	44.0%	50.0%	51.9%	8.0%	8.3%	22.2%
Encourages the expression of intellectual differences or disagreements*	56.0%	58.3%	48.1%	4.0%	8.3%	7.4%
Makes me feel comfortable talking about issues I am facing in graduate school	64.0%	41.7%	46.4%	8.0%	8.3%	14.3%
* 2012 survey included minor edits to question text	At least 50% of respondents 'Strongly Agreed' with 9 statement(s) about their advisors in 2015, compared to 9 statement(s) in 2009 and 8 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 3 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 1 statement(s) in 2012.		
	At least 75% of respondents 'Strongly Agreed' with 4 statement(s) about their advisors in 2015, compared to 1 statement(s) in 2009 and 0 statement(s) in 2012.					

## Linguistics

**Climate: percentage of respondents who Agreed/Disagreed that their program is like the description**

	<b>Strongly Agreed</b>			<b>Strongly Agreed or Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 25)	2012 (N = 27)	2015 (N = 31)	2009 (N = 25)	2012 (N = 27)	2015 (N = 31)	2009 (N = 25)	2012 (N = 27)	2015 (N = 31)
<b>Collegial</b>	N/A	59.3%	54.8%	N/A	77.8%	90.3%	N/A	3.7%	9.7%
<b>Encouraging</b>	68.0%	51.9%	67.7%	92.0%	96.3%	83.9%	0.0%	3.7%	9.7%
<b>Supportive</b>	72.0%	51.9%	67.7%	92.0%	88.9%	83.9%	0.0%	3.7%	12.9%
<b>Intellectually open to multiple theoretical, methodological or creative approaches*</b>	36.0%	33.3%	64.5%	92.0%	77.8%	83.9%	0.0%	11.1%	9.7%
<b>Open to interdisciplinary inquiry</b>	40.0%	22.2%	38.7%	92.0%	66.7%	77.4%	0.0%	11.1%	9.7%
<b>Inclusive of students of color*</b>	72.0%	55.6%	70.0%	88.0%	85.2%	86.7%	0.0%	7.4%	6.7%
<b>Inclusive by gender*</b>	72.0%	61.5%	77.4%	92.0%	96.2%	90.3%	4.0%	0.0%	6.5%
<b>Inclusive of international students</b>	N/A	81.5%	83.9%	N/A	92.6%	90.3%	N/A	3.7%	6.5%
<b>Inclusive of students with disabilities*</b>	62.5%	46.2%	60.0%	91.7%	84.6%	80.0%	0.0%	3.8%	10.0%
<b>Inclusive of first generation students</b>	N/A	53.8%	57.1%	N/A	84.6%	82.1%	N/A	3.8%	3.6%
<b>Inclusive of students of all sexual orientations</b>	68.0%	63.0%	70.0%	88.0%	81.5%	86.7%	0.0%	0.0%	3.3%
<i>* 2012 survey included minor edits to question text</i>	At least 33.3% of respondents 'Strongly Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 10 statement(s) in 2012.			At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 11 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012.		
	At least 50% of respondents 'Strongly Agreed' with 10 statement(s) about the climate of their program in 2015, compared to 6 statement(s) in 2009 and 8 statement(s) in 2012.			At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 10 statement(s) in 2012.					

**Philosophy**

**Program Satisfaction: percentage of respondents who rated the following features of their program as...**

	<b>Excellent</b>			<b>Excellent or Very Good</b>			<b>Fair or Poor</b>		
	2009 (N = 11)	2012 (N = 24)	2015 (N = 20)	2009 (N = 11)	2012 (N = 24)	2015 (N = 20)	2009 (N = 11)	2012 (N = 24)	2015 (N = 20)
Quality of the faculty	54.5%	33.3%	55.0%	81.8%	75.0%	85.0%	0.0%	8.3%	0.0%
Overall Program quality	45.5%	12.5%	45.0%	63.6%	58.3%	85.0%	9.1%	16.7%	0.0%
Financial support for graduate students	18.2%	0.0%	5.0%	36.4%	12.5%	25.0%	54.5%	83.3%	60.0%
Program's performance in keeping pace with recent developments in my field*	36.4%	33.3%	50.0%	72.7%	58.3%	70.0%	0.0%	16.7%	0.0%
Quality of academic guidance and advising	36.4%	8.3%	30.0%	54.5%	41.7%	70.0%	18.2%	29.2%	5.0%
Intellectual community in Program	54.5%	20.8%	55.0%	81.8%	41.7%	85.0%	9.1%	33.3%	5.0%
Training/ assistance about career and professional development	N/A	8.7%	15.0%	N/A	21.7%	60.0%	N/A	39.1%	20.0%
Space, facilities and equipment	18.2%	0.0%	15.0%	36.4%	12.5%	40.0%	54.5%	45.8%	10.0%
Process for involving students in Program decisions that affect graduate students*	36.4%	33.3%	15.0%	54.5%	58.3%	75.0%	18.2%	33.3%	25.0%
Research opportunities in my program*	27.3%	12.5%	20.0%	45.5%	37.5%	50.0%	27.3%	37.5%	25.0%
Fairness of the evaluation criteria used to assess graduate students	36.4%	8.3%	35.0%	63.6%	45.8%	80.0%	18.2%	16.7%	0.0%
Program's efforts to promote a diverse, inclusive community*	54.5%	33.3%	45.0%	72.7%	50.0%	90.0%	9.1%	29.2%	0.0%
Training/assistance about grants and other external funding	N/A	4.3%	0.0%	N/A	13.0%	10.0%	N/A	69.6%	55.0%
Adequacy of preparation for teaching	45.5%	16.7%	75.0%	72.7%	50.0%	100.0%	9.1%	8.3%	0.0%
Clarity of the evaluation criteria used to assess graduate students	18.2%	8.3%	30.0%	27.3%	25.0%	75.0%	36.4%	20.8%	5.0%
Support for interdisciplinary inquiry	27.3%	25.0%	35.0%	72.7%	50.0%	65.0%	18.2%	25.0%	15.0%
Training about professional ethics/academic integrity*	36.4%	4.3%	26.3%	54.5%	26.1%	63.2%	9.1%	30.4%	15.8%
	8 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 10 in 2009 and 4 in 2012.			14 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 11 in 2009 and 7 in 2012.			5 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 4 in 2009 and 12 in 2012.		
	4 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 3 in 2009 and 0 in 2012.			8 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 2 in 2009 and 1 in 2012.					

\* 2012 survey included minor edits to question text

# Philosophy

**Advisor: percentage of respondents who Agreed/Disagreed with each of the following statements about their advisor.**

	<b>Strongly Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 11)	2012 (N = 22)	2015 (N = 17)	2009 (N = 11)	2012 (N = 22)	2015 (N = 17)
Encourages me in my scholarly pursuits	54.5%	77.3%	76.5%	0.0%	0.0%	0.0%
Treats my ideas with respect	54.5%	72.7%	82.4%	0.0%	0.0%	0.0%
Provides constructive feedback on my work*	54.5%	59.1%	76.5%	9.1%	0.0%	0.0%
Provides timely feedback on my work	27.3%	63.6%	52.9%	9.1%	9.1%	11.8%
Is available when I need help or advice	36.4%	63.6%	58.8%	18.2%	9.1%	5.9%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	59.1%	82.4%	N/A	0.0%	0.0%
Treats students in the department equitably regardless of their backgrounds*	54.5%	77.3%	94.1%	9.1%	0.0%	0.0%
Has emphasized the importance of professional ethics in our field*	63.6%	63.6%	76.5%	9.1%	0.0%	0.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	36.4%	38.1%	52.9%	9.1%	14.3%	17.6%
Helps me develop professional relationships with others in the field	36.4%	31.8%	64.7%	9.1%	9.1%	5.9%
Advises me about how to get my work published, performed or shown	45.5%	40.9%	58.8%	9.1%	9.1%	17.6%
Encourages the expression of intellectual differences or disagreements*	63.6%	40.9%	76.5%	0.0%	0.0%	0.0%
Makes me feel comfortable talking about issues I am facing in graduate school	54.5%	45.5%	76.5%	9.1%	9.1%	0.0%
* 2012 survey included minor edits to question text	At least 50% of respondents 'Strongly Agreed' with 13 statement(s) about their advisors in 2015, compared to 7 statement(s) in 2009 and 8 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 0 statement(s) in 2012.		
	At least 75% of respondents 'Strongly Agreed' with 8 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 2 statement(s) in 2012.					

# Philosophy

**Climate: percentage of respondents who Agreed/Disagreed that their program is like the description**

	<b>Strongly Agreed</b>			<b>Strongly Agreed or Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 11)	2012 (N = 24)	2015 (N = 20)	2009 (N = 11)	2012 (N = 24)	2015 (N = 20)	2009 (N = 11)	2012 (N = 24)	2015 (N = 20)
<b>Collegial</b>	N/A	8.3%	50.0%	N/A	50.0%	95.0%	N/A	16.7%	0.0%
<b>Encouraging</b>	45.5%	12.5%	60.0%	81.8%	54.2%	95.0%	0.0%	16.7%	0.0%
<b>Supportive</b>	63.6%	8.3%	60.0%	72.7%	45.8%	85.0%	0.0%	20.8%	5.0%
<b>Intellectually open to multiple theoretical, methodological or creative approaches*</b>	36.4%	33.3%	45.0%	63.6%	62.5%	85.0%	0.0%	16.7%	10.0%
<b>Open to interdisciplinary inquiry</b>	45.5%	29.2%	40.0%	81.8%	62.5%	85.0%	0.0%	8.3%	10.0%
<b>Inclusive of students of color*</b>	63.6%	54.2%	55.0%	81.8%	62.5%	85.0%	0.0%	8.3%	5.0%
<b>Inclusive by gender*</b>	63.6%	66.7%	80.0%	90.9%	87.5%	95.0%	0.0%	0.0%	0.0%
<b>Inclusive of international students</b>	N/A	34.8%	50.0%	N/A	60.9%	85.0%	N/A	13.0%	5.0%
<b>Inclusive of students with disabilities*</b>	63.6%	25.0%	40.0%	90.9%	58.3%	70.0%	0.0%	12.5%	5.0%
<b>Inclusive of first generation students</b>	N/A	41.7%	55.0%	N/A	62.5%	80.0%	N/A	12.5%	0.0%
<b>Inclusive of students of all sexual orientations</b>	72.7%	66.7%	90.0%	90.9%	83.3%	95.0%	0.0%	0.0%	0.0%
<i>* 2012 survey included minor edits to question text</i>	At least 33.3% of respondents 'Strongly Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 6 statement(s) in 2012.			At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 11 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 10 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 0 statement(s) about the climate of their program in 2015, compared to 0 statement(s) in 2009 and 1 statement(s) in 2012.		
	At least 50% of respondents 'Strongly Agreed' with 8 statement(s) about the climate of their program in 2015, compared to 5 statement(s) in 2009 and 3 statement(s) in 2012.			At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 10 statement(s) about the climate of their program in 2015, compared to 6 statement(s) in 2009 and 2 statement(s) in 2012.					

## Romance Languages

**Program Satisfaction: percentage of respondents who rated the following features of their program as...**

	<b>Excellent</b>			<b>Excellent or Very Good</b>			<b>Fair or Poor</b>		
	2009 (N = 27)	2012 (N = 28)	2015 (N = 21)	2009 (N = 27)	2012 (N = 28)	2015 (N = 21)	2009 (N = 27)	2012 (N = 28)	2015 (N = 21)
<b>Quality of the faculty</b>	25.9%	39.3%	23.8%	77.8%	82.1%	71.4%	3.7%	7.1%	9.5%
<b>Overall Program quality</b>	7.4%	14.3%	4.8%	51.9%	71.4%	23.8%	11.1%	10.7%	38.1%
<b>Financial support for graduate students</b>	7.1%	39.3%	4.8%	46.4%	60.7%	14.3%	21.4%	25.0%	52.4%
<b>Program's performance in keeping pace with recent developments in my field*</b>	21.4%	35.7%	4.8%	71.4%	75.0%	38.1%	7.1%	10.7%	23.8%
<b>Quality of academic guidance and advising</b>	28.6%	21.4%	0.0%	57.1%	46.4%	38.1%	7.1%	28.6%	38.1%
<b>Intellectual community in Program</b>	25.0%	25.9%	4.8%	50.0%	63.0%	23.8%	17.9%	14.8%	38.1%
<b>Training/ assistance about career and professional development</b>	N/A	7.4%	4.8%	N/A	37.0%	38.1%	N/A	33.3%	47.6%
<b>Space, facilities and equipment</b>	3.6%	3.6%	4.8%	50.0%	10.7%	19.0%	25.0%	71.4%	57.1%
<b>Process for involving students in Program decisions that affect graduate students*</b>	3.6%	10.7%	0.0%	14.3%	42.9%	14.3%	50.0%	35.7%	61.9%
<b>Research opportunities in my program*</b>	7.1%	14.3%	0.0%	57.1%	42.9%	19.0%	25.0%	25.0%	57.1%
<b>Fairness of the evaluation criteria used to assess graduate students</b>	10.7%	7.4%	5.0%	53.6%	51.9%	45.0%	25.0%	25.9%	30.0%
<b>Program's efforts to promote a diverse, inclusive community*</b>	14.3%	42.9%	14.3%	53.6%	67.9%	42.9%	21.4%	7.1%	42.9%
<b>Training/assistance about grants and other external funding</b>	N/A	7.1%	0.0%	N/A	28.6%	28.6%	N/A	50.0%	61.9%
<b>Adequacy of preparation for teaching</b>	25.0%	50.0%	23.8%	75.0%	75.0%	57.1%	3.6%	3.6%	28.6%
<b>Clarity of the evaluation criteria used to assess graduate students</b>	10.7%	3.6%	4.8%	39.3%	35.7%	33.3%	28.6%	32.1%	38.1%
<b>Support for interdisciplinary inquiry</b>	3.7%	21.4%	4.8%	44.4%	46.4%	47.6%	25.9%	17.9%	28.6%
<b>Training about professional ethics/academic integrity*</b>	10.7%	10.7%	25.0%	39.3%	53.6%	60.0%	14.3%	17.9%	30.0%
	0 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 0 in 2009 and 5 in 2012.			3 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 10 in 2009 and 9 in 2012.			16 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 8 in 2009 and 9 in 2012.		
	0 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 0 in 2009 and 1 in 2012.			0 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 2 in 2009 and 3 in 2012.					

\* 2012 survey included minor edits to question text

## Romance Languages

**Advisor: percentage of respondents who Agreed/Disagreed with each of the following statements about their advisor.**

	<b>Strongly Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 28)	2012 (N = 26)	2015 (N = 20)	2009 (N = 28)	2012 (N = 26)	2015 (N = 20)
Encourages me in my scholarly pursuits	53.6%	53.8%	50.0%	17.9%	3.8%	5.0%
Treats my ideas with respect	60.7%	76.9%	60.0%	10.7%	0.0%	5.0%
Provides constructive feedback on my work*	39.3%	53.8%	55.0%	14.3%	15.4%	5.0%
Provides timely feedback on my work	39.3%	50.0%	40.0%	17.9%	7.7%	20.0%
Is available when I need help or advice	50.0%	61.5%	35.0%	7.1%	7.7%	20.0%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	53.8%	60.0%	N/A	3.8%	15.0%
Treats students in the department equitably regardless of their backgrounds*	67.9%	80.8%	65.0%	10.7%	0.0%	10.0%
Has emphasized the importance of professional ethics in our field*	50.0%	46.2%	50.0%	3.6%	7.7%	5.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	42.9%	26.9%	35.0%	10.7%	15.4%	20.0%
Helps me develop professional relationships with others in the field	33.3%	15.4%	35.0%	18.5%	19.2%	35.0%
Advises me about how to get my work published, performed or shown	29.6%	16.0%	25.0%	22.2%	20.0%	30.0%
Encourages the expression of intellectual differences or disagreements*	46.4%	42.3%	45.0%	10.7%	11.5%	30.0%
Makes me feel comfortable talking about issues I am facing in graduate school	46.4%	50.0%	55.0%	21.4%	3.8%	20.0%
* 2012 survey included minor edits to question text	At least 50% of respondents 'Strongly Agreed' with 7 statement(s) about their advisors in 2015, compared to 5 statement(s) in 2009 and 8 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 7 statement(s) about their advisors in 2015, compared to 2 statement(s) in 2009 and 1 statement(s) in 2012.		
	At least 75% of respondents 'Strongly Agreed' with 0 statement(s) about their advisors in 2015, compared to 0 statement(s) in 2009 and 2 statement(s) in 2012.					

## Romance Languages

**Climate: percentage of respondents who Agreed/Disagreed that their program is like the description**

	<b>Strongly Agreed</b>			<b>Strongly Agreed or Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 28)	2012 (N = 27)	2015 (N = 20)	2009 (N = 28)	2012 (N = 27)	2015 (N = 20)	2009 (N = 28)	2012 (N = 27)	2015 (N = 20)
<b>Collegial</b>	N/A	44.4%	20.0%	N/A	74.1%	45.0%	N/A	7.4%	25.0%
<b>Encouraging</b>	39.3%	40.7%	10.0%	71.4%	74.1%	25.0%	17.9%	11.1%	35.0%
<b>Supportive</b>	46.4%	37.0%	10.0%	67.9%	63.0%	40.0%	21.4%	11.1%	35.0%
<b>Intellectually open to multiple theoretical, methodological or creative approaches*</b>	14.3%	40.7%	20.0%	64.3%	74.1%	60.0%	17.9%	11.1%	15.0%
<b>Open to interdisciplinary inquiry</b>	28.6%	29.6%	20.0%	71.4%	66.7%	60.0%	17.9%	14.8%	10.0%
<b>Inclusive of students of color*</b>	50.0%	77.8%	45.0%	82.1%	88.9%	70.0%	7.1%	11.1%	10.0%
<b>Inclusive by gender*</b>	60.7%	70.4%	35.0%	78.6%	88.9%	65.0%	3.6%	11.1%	15.0%
<b>Inclusive of international students</b>	N/A	74.1%	55.0%	N/A	88.9%	70.0%	N/A	7.4%	10.0%
<b>Inclusive of students with disabilities*</b>	32.1%	48.1%	35.0%	78.6%	77.8%	60.0%	10.7%	0.0%	15.0%
<b>Inclusive of first generation students</b>	N/A	48.1%	36.8%	N/A	92.6%	52.6%	N/A	3.7%	21.1%
<b>Inclusive of students of all sexual orientations</b>	69.2%	70.4%	70.0%	92.3%	96.3%	80.0%	0.0%	3.7%	5.0%
<i>* 2012 survey included minor edits to question text</i>	At least 33.3% of respondents 'Strongly Agreed' with 6 statement(s) about the climate of their program in 2015, compared to 5 statement(s) in 2009 and 10 statement(s) in 2012.			At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 8 statement(s) about the climate of their program in 2015, compared to 8 statement(s) in 2009 and 11 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 4 statement(s) about the climate of their program in 2015, compared to 1 statement(s) in 2009 and 0 statement(s) in 2012.		
	At least 50% of respondents 'Strongly Agreed' with 2 statement(s) about the climate of their program in 2015, compared to 3 statement(s) in 2009 and 4 statement(s) in 2012.			At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 1 statement(s) about the climate of their program in 2015, compared to 4 statement(s) in 2009 and 6 statement(s) in 2012.					

**Theater Arts**

**Program Satisfaction: percentage of respondents who rated the following features of their program as...**

	<b>Excellent</b>		
	2009 (N = 13)	2012 (N = 9)	2015 (N = 7)
Quality of the faculty	23.1%	22.2%	28.6%
Overall Program quality	7.1%	22.2%	14.3%
Financial support for graduate students	23.1%	11.1%	57.1%
Program's performance in keeping pace with recent developments in my field*	7.1%	11.1%	14.3%
Quality of academic guidance and advising	7.1%	33.3%	0.0%
Intellectual community in Program	35.7%	11.1%	14.3%
Training/ assistance about career and professional development	N/A	0.0%	14.3%
Space, facilities and equipment	14.3%	22.2%	28.6%
Process for involving students in Program decisions that affect graduate students*	7.1%	22.2%	0.0%
Research opportunities in my program*	7.1%	11.1%	42.9%
Fairness of the evaluation criteria used to assess graduate students	14.3%	0.0%	14.3%
Program's efforts to promote a diverse, inclusive community*	14.3%	22.2%	0.0%
Training/assistance about grants and other external funding	N/A	0.0%	0.0%
Adequacy of preparation for teaching	35.7%	11.1%	28.6%
Clarity of the evaluation criteria used to assess graduate students	14.3%	0.0%	14.3%
Support for interdisciplinary inquiry	14.3%	33.3%	14.3%
Training about professional ethics/academic integrity*	21.4%	11.1%	14.3%
	2 feature(s) rated as 'Excellent' by at least 33.3% of students in 2015, compared to 2 in 2009 and 2 in 2012.		
	1 feature(s) rated as 'Excellent' by at least 50% of students in 2015, compared to 0 in 2009 and 0 in 2012.		

\* 2012 survey included minor edits to question text

<b>Excellent or Very Good</b>		
2009 (N = 13)	2012 (N = 9)	2015 (N = 7)
84.6%	55.6%	57.1%
57.1%	44.4%	28.6%
61.5%	66.7%	85.7%
57.1%	22.2%	42.9%
42.9%	44.4%	14.3%
64.3%	22.2%	28.6%
N/A	0.0%	14.3%
64.3%	66.7%	71.4%
35.7%	22.2%	14.3%
50.0%	11.1%	85.7%
50.0%	33.3%	14.3%
35.7%	22.2%	28.6%
N/A	11.1%	14.3%
71.4%	44.4%	57.1%
35.7%	44.4%	14.3%
35.7%	44.4%	14.3%
71.4%	11.1%	28.6%
5 feature(s) rated as 'Excellent' or 'Very Good' by at least 50% of students in 2015, compared to 10 in 2009 and 3 in 2012.		
2 feature(s) rated as 'Excellent' or 'Very Good' by at least 75% of students in 2015, compared to 1 in 2009 and 0 in 2012.		

<b>Fair or Poor</b>		
2009 (N = 13)	2012 (N = 9)	2015 (N = 7)
7.7%	22.2%	0.0%
0.0%	33.3%	14.3%
30.8%	11.1%	14.3%
7.1%	44.4%	14.3%
21.4%	44.4%	42.9%
14.3%	11.1%	57.1%
N/A	66.7%	57.1%
7.1%	11.1%	0.0%
42.9%	66.7%	57.1%
14.3%	55.6%	14.3%
28.6%	33.3%	71.4%
42.9%	44.4%	42.9%
N/A	66.7%	71.4%
14.3%	33.3%	14.3%
42.9%	33.3%	85.7%
42.9%	33.3%	71.4%
7.1%	33.3%	57.1%
10 feature(s) rated as 'Fair' or 'Poor' by at least 20% of students in 2015, compared to 7 in 2009 and 14 in 2012.		

Theater Arts

**Advisor: percentage of respondents who Agreed/Disagreed with each of the following statements about their advisor.**

	<b>Strongly Agreed</b>			<b>Disagreed or Strongly Disagreed</b>		
	2009 (N = 14)	2012 (N = 8)	2015 (N = 5)	2009 (N = 14)	2012 (N = 8)	2015 (N = 5)
Encourages me in my scholarly pursuits	71.4%	75.0%	60.0%	0.0%	12.5%	0.0%
Treats my ideas with respect	64.3%	75.0%	40.0%	0.0%	12.5%	0.0%
Provides constructive feedback on my work*	85.7%	62.5%	20.0%	0.0%	12.5%	0.0%
Provides timely feedback on my work	64.3%	50.0%	40.0%	0.0%	12.5%	20.0%
Is available when I need help or advice	69.2%	62.5%	40.0%	0.0%	0.0%	20.0%
Would support me in any career path I choose (academic or a career outside the academy)	N/A	62.5%	60.0%	N/A	12.5%	0.0%
Treats students in the department equitably regardless of their backgrounds*	42.9%	75.0%	40.0%	7.1%	25.0%	0.0%
Has emphasized the importance of professional ethics in our field*	85.7%	75.0%	40.0%	0.0%	12.5%	40.0%
Helps me secure external or internal funding for my graduate studies, research or creative work*	35.7%	25.0%	60.0%	7.1%	25.0%	20.0%
Helps me develop professional relationships with others in the field	14.3%	50.0%	40.0%	28.6%	25.0%	20.0%
Advises me about how to get my work published, performed or shown	35.7%	62.5%	60.0%	35.7%	25.0%	20.0%
Encourages the expression of intellectual differences or disagreements*	71.4%	71.4%	60.0%	0.0%	14.3%	20.0%
Makes me feel comfortable talking about issues I am facing in graduate school	64.3%	75.0%	20.0%	7.1%	25.0%	60.0%
* 2012 survey included minor edits to question text	At least 50% of respondents 'Strongly Agreed' with 5 statement(s) about their advisors in 2015, compared to 8 statement(s) in 2009 and 12 statement(s) in 2012.			At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 8 statement(s) about their advisors in 2015, compared to 2 statement(s) in 2009 and 5 statement(s) in 2012.		
	At least 75% of respondents 'Strongly Agreed' with 0 statement(s) about their advisors in 2015, compared to 2 statement(s) in 2009 and 5 statement(s) in 2012.					

Theater Arts

**Climate: percentage of respondents who Agreed/Disagreed that their program is like the description**

	<b>Strongly Agreed</b>		
	2009 (N = 14)	2012 (N = 9)	2015 (N = 7)
<b>Collegial</b>	N/A	11.1%	28.6%
<b>Encouraging</b>	35.7%	33.3%	28.6%
<b>Supportive</b>	28.6%	22.2%	28.6%
<b>Intellectually open to multiple theoretical, methodological or creative approaches*</b>	35.7%	22.2%	28.6%
<b>Open to interdisciplinary inquiry</b>	21.4%	22.2%	28.6%
<b>Inclusive of students of color*</b>	14.3%	22.2%	28.6%
<b>Inclusive by gender*</b>	28.6%	33.3%	14.3%
<b>Inclusive of international students</b>	N/A	11.1%	14.3%
<b>Inclusive of students with disabilities*</b>	14.3%	22.2%	14.3%
<b>Inclusive of first generation students</b>	N/A	22.2%	14.3%
<b>Inclusive of students of all sexual orientations</b>	78.6%	44.4%	71.4%

\* 2012 survey included minor edits to question text

At least 33.3% of respondents 'Strongly Agreed' with 1 statement(s) about the climate of their program in 2015, compared to 3 statement(s) in 2009 and 3 statement(s) in 2012.

At least 50% of respondents 'Strongly Agreed' with 1 statement(s) about the climate of their program in 2015, compared to 1 statement(s) in 2009 and 0 statement(s) in 2012.

<b>Strongly Agreed or Agreed</b>		
2009 (N = 14)	2012 (N = 9)	2015 (N = 7)
N/A	33.3%	57.1%
64.3%	44.4%	57.1%
78.6%	44.4%	28.6%
71.4%	55.6%	57.1%
42.9%	44.4%	42.9%
42.9%	44.4%	57.1%
71.4%	55.6%	57.1%
N/A	22.2%	71.4%
50.0%	33.3%	57.1%
N/A	33.3%	57.1%
85.7%	66.7%	85.7%

At least 50% of respondents 'Strongly Agreed' or 'Agreed' with 9 statement(s) about the climate of their program in 2015, compared to 6 statement(s) in 2009 and 3 statement(s) in 2012.

At least 75% of respondents 'Strongly Agreed' or 'Agreed' with 1 statement(s) about the climate of their program in 2015, compared to 2 statement(s) in 2009 and 0 statement(s) in 2012.

<b>Disagreed or Strongly Disagreed</b>		
2009 (N = 14)	2012 (N = 9)	2015 (N = 7)
N/A	44.4%	28.6%
28.6%	33.3%	0.0%
0.0%	33.3%	28.6%
7.1%	33.3%	14.3%
14.3%	33.3%	28.6%
28.6%	44.4%	28.6%
14.3%	22.2%	0.0%
N/A	33.3%	14.3%
0.0%	22.2%	14.3%
N/A	33.3%	28.6%
7.1%	11.1%	0.0%

At least 20% of respondents 'Disagreed' or 'Strongly Disagreed' with 5 statement(s) about the climate of their program in 2015, compared to 2 statement(s) in 2009 and 10 statement(s) in 2012.