

## Attachment A.2.3: Screenshots of the Entrance Survey for Graduate Students



### ENTRANCE SURVEY FOR GRADUATE STUDENTS (DATA COLLECTION BY NIH)

OMB# 0925-XXXX EXP. DATE: XX/XX/XXXX

*Public reporting burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Branch, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7974, ATTN: PRA (0925-XXXX). Do not return the completed form to this address.*

### SECTION 1. INTRODUCTION

This survey is part of a long-term study by the NIH to measure the effect of career development activities on graduate students and postdoctoral scientists. We appreciate your participation in this survey. Your responses will help improve biomedical research training programs both at your institution and nationwide, and your continued participation is vital to the success of this study.

We would like to invite you to continue sharing your experiences and insights by participating in surveys after you exit your institution. Please provide your email address(es) below to receive future surveys.

Primary Email Address (i.e., personal or non-institutional):

Secondary Email Address (i.e., personal or non-institutional):

**SECTION 2. PARTICIPATION IN CAREER DEVELOPMENT ACTIVITIES**

1. In the past 12 months, which of the following have you done as a part of your career development?

	Yes	No	I do not remember
a. Held an internship within your institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Held an internship outside your institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Job shadowing (not as a part of an internship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Sought career advice from your PI/thesis advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Sought career advice from a faculty member (other than your PI/thesis advisor), a staff member, or professional counselor at your institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Discussed career plans with professionals outside of academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Read books, articles, and/or online sources about career development or planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Discussed career plans with family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Attended a course about career planning for credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Attended a course about career planning not for credit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Attended a career-related event at your institution (e.g., workshop, panel, career fair, seminar, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Attended a career-related event NOT at your institution (e.g., workshop, panel, career fair, seminar, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please comment on:

(1) The specific knowledge and/or skills that you gained from participating in career development activities

(2) How you have used the knowledge and/or skills

**SECTION 3. UNDERSTANDING OF CAREER PATHS**

3. How confident are you that you can do the following?

	5 Completely confident	4 Highly confident	3 Moderately confident	2 Minimally confident	1 Not at all confident
a. Assess your abilities to pursue your desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Determine the steps to pursue your desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Seek advice from professionals in your desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Identify potential employers, firms, and institutions relevant to your desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Achieve your career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below is a list of career paths commonly followed by Ph.D.-level scientists. These career paths are from the [my Individual Development Plan \(myIDP\)](#), a career planning tool that helps graduate students identify and pursue long-term goals. Please review the descriptions in the Career Path Table below to help answer questions about these career paths.

**Career Path Table**

Career Paths	Description
a. Principal investigator in a research-intensive institution	Independent researcher at a medical school, private research institute, government lab or university with minimal teaching responsibilities.
b. Research in industry	Discovery or preclinical researcher; manager of a research team or facility.
c. Research staff in a research-intensive institution	Staff scientist or researcher in academia or government, lab manager, director of a multi-user research facility in an academic institution.
d. Combined research and teaching careers	Faculty at a liberal arts college or university whose job includes both research and major teaching responsibilities.
e. Teaching-intensive careers in academia	A primarily teaching faculty position in a research university, liberal arts college, community college.
f. Science education for K-12 schools	Classroom teacher; curriculum developer; science specialist.
g. Science education for non-scientists	Education or public outreach specialist such as at a science museum or scientific society.
h. Clinical practice	Clinician such as genetics counselor, therapist, physician.
i. Public health related careers	Public health program analyst or evaluator; epidemiologist; biostatistician; medical informaticist.
j. Scientific/medical testing	Testing specialist in an environmental, public health, genetics, or forensic science setting (intelligence agencies, federal/state departments of justice); clinical diagnostician.
k. Science writing	Science, medical, or technical writer or journalist; science editor; science publisher.
l. Research administration	Research administrator in private or public research institutions, government or academia, including compliance officers, grants and contracts officers; dean or director of research programs.
m. Science policy	Public affairs/government affairs staff at scientific societies, foundations, government entities, or think tanks.
n. Intellectual property	Patent agent; patent attorney; technology transfer specialist.
o. Business of science	Management consultant; business development professional in a biotech company; venture capitalist; market researcher; investment analyst.
p. Entrepreneurship	Starting your own business.
q. Sales and marketing of science-related products	Medical science liaison; technical sales representative; marketing specialist.
r. Support of science-related products	Technical support specialist; field application specialist; product development scientist or engineer.
s. Drug/device approval and production	Regulatory affairs professional; quality control specialist.
t. Clinical research management	Clinical research project/trials manager or coordinator.
<b>Other options -- not included in the my Individual Development Plan (myIDP):</b>	
u. Career that is not related to science	
v. Other	

4. Which statement best describes your familiarity with the 20 career paths from the my Individual Development Plan (myIDP) shown in the Career Path Table?

- a. I am familiar with all of these career paths
- b. I am familiar with most of these career paths (between 13 and 19)
- c. I am familiar with some of these career paths (between 7 and 12)
- d. I am familiar with a few of these career paths (between 1 and 6)
- e. I am not familiar with any of these career paths

5. Based on the list of career paths, to what extent are you currently considering the following?

5	4	3	2	1	Not familiar enough to decide
Will definitely pursue	Strongly considering	Moderately considering	Slightly considering	Not at all considering	

a. Principal investigator in a research-intensive institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Research in industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Research staff in a research-intensive institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Combined research and teaching careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teaching-intensive careers in academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Science education for K-12 schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Science education for non-scientists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Clinical practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Public health related careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Scientific/medical testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Science writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Research administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Science policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Intellectual property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Business of science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Entrepreneurship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Sales and marketing of science-related products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Support of science-related products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Drug/device approval and production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Clinical research management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Career that is not related to science (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How influential are the following factors in your choice of career path(s)?

	5 Extremely influential	4 Very influential	3 Moderately influential	2 Slightly influential	1 Not at all influential
a. Professional satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Geographic location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Work-life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Family concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Salary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

f. More job openings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Opportunities for advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Availability of funding for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Current PI/thesis advisor advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 4. SUPPORT FOR PURSUING DESIRED CAREER PATHS**

7. To what extent do you agree with the following statements? (Note: For first year students, some statements may be "Not Applicable")

	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree	Not applicable
a. I am getting the training I need for my desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am encouraged by my graduate program/department to pursue my career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Do you have a PI/thesis advisor?

- a. Yes
- b. No (*Go to Q12*)

9. How confident are you to discuss your career goals with your PI/thesis advisor?

- a. Completely confident
- b. Highly confident
- c. Moderately confident
- d. Minimally confident
- e. Not at all confident

10. In the past 12 months, how often have you discussed your career goals with your PI/thesis advisor?

- a. Weekly
- b. Monthly
- c. Quarterly
- d. Semiannually
- e. Annually
- f. Never

11. Considering your interactions with your PI/thesis advisor, to what extent do you agree with the following statements?

	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree	I do not know
a. I am encouraged by my PI/thesis advisor to pursue career development activities toward my career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am encouraged by my PI/thesis advisor to pursue my career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. In the past 12 months, how often have you discussed your career goals with the following?

	Weekly	Monthly	Quarterly	Semiannually	Annually	Never
a. Faculty (other than your PI/thesis advisor), staff member, or other professional from your institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A professional outside your institution whom you consider a mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. In the past 12 months, have you completed an Individual Development Plan?

- a. Yes
- b. No (*Go to Q17*)
- c. I do not know/I do not remember (*Go to Q17*)

14. How valuable was the Individual Development Plan to you?

- a. Extremely valuable
- b. Very valuable
- c. Moderately valuable
- d. Slightly valuable
- e. Not at all valuable
- f. I do not know/I do not remember

15. Did you discuss your Individual Development Plan with your PI/thesis advisor?

- a. Yes
- b. No
- c. I do not know/I do not remember

16. Please provide any comments about your experience with the Individual Development Plan:

***SECTION 5. IMPACT OF CAREER DEVELOPMENT ACTIVITIES***

17. Below is a list of the 17 institutions that received the NIH BEST award. Some institutions use a different name to refer to their BEST program. Please select your BEST program from the list below.

- a. BU's BEST from Boston University
- b. Cornell BEST Program from Cornell University
- c. Atlanta BEST from Emory University/Georgia Institute of Technology (GIT)
-



- d. MSU BEST: Integrated Biomedical Training for Multiple Career Options from Michigan State University
- e. NYU Science Training Enhancement Program (STEP) from New York University
- f. Interdisciplinary Job Opportunities for Biomedical Scientists (iJOBS) from Rutgers University
- g. The Frontiers of University Training to Unlock the Research Enterprise (FUTURE) from the University of California, Davis
- h. University of California Irvine Graduate Professional Success (UCI-GPS) from the University of California, Irvine
- i. Motivating INformed Decisions (MIND) from the University of California, San Francisco
- j. myChoice: Chicago Options in Career Empowerment from the University of Chicago
- k. BEST Program from CU Denver | Anschutz Medical Campus
- l. University of Massachusetts
- m. University of North Carolina Immersion Program to Advance Career Training (UNC ImPACT) from the University of North Carolina
- n. The University of Rochester BEST program (URBEST) from the University of Rochester
- o. Augmenting Scholar Preparation and Integration with Research-Related Endeavors (ASPIRE) from Vanderbilt University
- p. BEST Program from Virginia Polytechnic Institute and State University (Virginia Tech)
- q. BEST Program from Wayne State University

18. Have you participated in any of the career development activities offered by your institution's BEST program?

- a. Yes
- b. No (*Go to Q21*)
- c. I do not know/I do not remember (*Go to Q21*)

19. Considering the career development activities you have participated in, how helpful was the BEST program at your institution in providing:

	5 Extremely helpful	4 Very helpful	3 Moderately helpful	2 Slightly helpful	1 Not at all helpful
a. Information about a wide range of careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working knowledge of the skills necessary for a wide range of careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Resources (e.g., online videos, courses, etc.) to pursue a wide range of careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Exposure to a network of professionals from a wide range of careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Information to assist in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. What activities offered by the BEST program at your institution most influenced your career development? Please comment on why these were influential. Examples of career development activities include workshops, seminars, internships, courses, etc.

21. Did you participate in career development activities other than the ones provided by the BEST program at your institution?

- a. Yes
- b. No (*Go to Q23*)
- c. I do not know/I do not remember (*Go to Q23*)

22. Please describe the activities, events, and/or resources that were NOT part of your institution's BEST program that most influenced your career development.

**SECTION 6. PUBLICATIONS**

23. Have you been an author on an article that was published in a peer-reviewed journal (include publications before and during Ph.D. program)?

- a. Yes
- b. No (*Go to Q27*)

24. What is your total number of articles published in peer-reviewed journals?

25. Since entering your current graduate program/department, how many of your articles have been published in peer-reviewed journals?

26. Since entering your current graduate program/department, how many first author publications do you have in peer-reviewed journals?

**SECTION 7. BACKGROUND AND DEMOGRAPHIC INFORMATION**

27. What is the highest educational level of either of your parents/guardians? (*optional*)

- a. Less than High School
- b. High School
- c. Some College
- d. Associate's Degree
- e. Bachelor's Degree
- f. Master's Degree
- g. Professional Degree (e.g., Law, Medicine, Dentistry)
- h. Ph.D. or other doctoral degree

28. What graduate degree(s), if any, do you have? (*Check all that apply*)

- a. Ph.D. (or equivalent)
- b. Medical (or equivalent)
- c. D.V.M. (or equivalent)
- d. M.S., M.A., or M.B.A.
- e. Other type of master's or professional degree(s) (please specify):

f. None

29. What is the name of your graduate program/department?

30. Is your graduate program/department in your institution's medical school?

a. Yes

b. No

31a. In what month did you receive your undergraduate degree?

31b. In what year did you receive your undergraduate degree?

32a. In what month did you start your Ph.D. program?

32b. In what year did you start your Ph.D. program?

33. What year are you in your Ph.D. program?

- a. 1st year
- b. 2nd year
- c. 3rd year
- d. 4th year
- e. 5th year
- f. 6th year or more

34a. In what month do you expect to graduate?

34b. In what year do you expect to graduate?

35. Which of the following best describes your ethnicity? (*optional*)

- a. Hispanic or Latino
- b. Not Hispanic or Latino

36. Which of the following describes your race? (Please check all that apply) (*optional*)

- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Native Hawaiian or other Pacific Islander
- e. White

37. What is your citizenship status? (*optional*)

- a. US citizen since birth
- b. Naturalized US citizen
- c. Non-US citizen with permanent resident visa (green card)
- d. Non-US citizen with temporary US visa

38. What is your gender? *(optional)*

- a. Male
- b. Female

39. In what year were you born? *(optional)*

**ENTRANCE SURVEY FOR GRADUATE STUDENTS (DATA COLLECTION BY AWARDEE)**

**OMB# 0925-XXXX EXP. DATE: XX/XX/XXXX**

*Public reporting burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: NIH, Project Clearance Branch, 6705 Rockledge Drive, MSC 7974, Bethesda, MD 20892-7974, ATTN: PRA (0925-XXXX). Do not return the completed form to this address.*

**SECTION 1. INTRODUCTION**

This survey is part of a long-term study by the NIH to measure the effect of career development activities on graduate students and postdoctoral scientists. We appreciate your participation in this survey. Your responses will help improve biomedical research training programs both at your institution and nationwide, and your continued participation is vital to the success of this study.

We would like to invite you to continue sharing your experiences and insights by participating in surveys after you exit your institution. Please provide your email address(es) below to receive future surveys.

Primary Email Address (i.e., personal or non-institutional):

Secondary Email Address (i.e., personal or non-institutional):

**SECTION 2. PARTICIPATION IN CAREER DEVELOPMENT ACTIVITIES**

1. In the past 12 months, which of the following have you done as a part of your career development?

	Yes	No	I do not remember
a. Held an internship within	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

your institution

b. Held an internship outside your institution

c. Job shadowing (not as a part of an internship)

d. Sought career advice from your PI/thesis advisor

e. Sought career advice from a faculty member (other than your PI/thesis advisor), a staff member, or professional counselor at your institution

f. Discussed career plans with professionals outside of academia

g. Read books, articles, and/or online sources about career development or planning

h. Discussed career plans with family

i. Attended a course about career planning for credit

j. Attended a course about career planning not for credit

k. Attended a career-related event at your institution (e.g., workshop, panel, career fair, seminar, etc.)

l. Attended a career-related event NOT at your institution (e.g., workshop, panel, career fair, seminar, etc.)

m. Other (please specify):

2. Please comment on:

(1) The specific knowledge and/or skills that you gained from participating in career development activities

(2) How you have used the knowledge and/or skills



3. How confident are you that you can do the following?

	5 Completely confident	4 Highly confident	3 Moderately confident	2 Minimally confident	1 Not at all confident
a. Assess your abilities to pursue your desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Determine the steps to pursue your desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Seek advice from professionals in your desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Identify potential employers, firms, and institutions relevant to your desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Achieve your career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below is a list of career paths commonly followed by Ph.D.-level scientists. These career paths are from the [my Individual Development Plan \(myIDP\)](#), a career planning tool that helps graduate students identify and pursue long-term goals. Please review the descriptions in the Career Path Table below to help answer questions about these career paths.

**Career Path Table**

Career Paths	Description
a. Principal investigator in a research-intensive institution	Independent researcher at a medical school, private research institute, government lab or university with minimal teaching responsibilities.
b. Research in industry	Discovery or preclinical researcher; manager of a research team or facility.
c. Research staff in a research-intensive institution	Staff scientist or researcher in academia or government, lab manager, director of a multi-user research facility in an academic institution.
d. Combined research and teaching careers	Faculty at a liberal arts college or university whose job includes both research and major teaching responsibilities.
e. Teaching-intensive careers in academia	A primarily teaching faculty position in a research university, liberal arts college, community college.
f. Science education for K-12 schools	Classroom teacher; curriculum developer; science specialist.
g. Science education for non-scientists	Education or public outreach specialist such as at a science museum or scientific society.
h. Clinical practice	Clinician such as genetics counselor, therapist, physician.
i. Public health related careers	Public health program analyst or evaluator; epidemiologist; biostatistician; medical informaticist.
j. Scientific/medical testing	Testing specialist in an environmental, public health, genetics, or forensic science setting (intelligence agencies, federal/state departments of justice); clinical diagnostician.
k. Science writing	Science, medical, or technical writer or journalist; science editor; science publisher.
l. Research administration	Research administrator in private or public research institutions, government or academia, including compliance officers, grants and contracts officers; dean or director of research programs.
m. Science policy	Public affairs/government affairs staff at scientific societies, foundations, government entities, or think tanks.
n. Intellectual property	Patent agent; patent attorney; technology transfer specialist.
o. Business of science	Management consultant; business development professional in a biotech company; venture capitalist; market researcher; investment analyst.
p. Entrepreneurship	Starting your own business.
q. Sales and marketing of science-related products	Medical science liaison; technical sales representative; marketing specialist.
r. Support of science-related products	Technical support specialist; field application specialist; product development scientist or engineer.
s. Drug/device approval and production	Regulatory affairs professional; quality control specialist.
t. Clinical research management	Clinical research project/trials manager or coordinator.
<b>Other options -- not included in the my Individual Development Plan (myIDP):</b>	
u. Career that is not related to science	
v. Other	

4. Which statement best describes your familiarity with the 20 career paths from the my Individual Development Plan (myIDP) shown in the Career Path Table?

- a. I am familiar with all of these career paths
- b. I am familiar with most of these career paths (between 13 and 19)
- c. I am familiar with some of these career paths (between 7 and 12)
- d. I am familiar with a few of these career paths (between 1 and 6)
- e. I am not familiar with any of these career paths

5. Based on the list of career paths, to what extent are you currently considering the following?

5	4	3	2	1	Not familiar enough to decide
Will definitely pursue	Strongly considering	Moderately considering	Slightly considering	Not at all considering	

a. Principal investigator in a research-intensive institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Research in industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Research staff in a research-intensive institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Combined research and teaching careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teaching-intensive careers in academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Science education for K-12 schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Science education for non-scientists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Clinical practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Public health related careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Scientific/medical testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Science writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Research administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Science policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Intellectual property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Business of science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Entrepreneurship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Sales and marketing of science-related products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Support of science-related products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Drug/device approval and production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Clinical research management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Career that is not related to science (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. How influential are the following factors in your choice of career path(s)?

	5 Extremely influential	4 Very influential	3 Moderately influential	2 Slightly influential	1 Not at all influential
a. Professional satisfaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Geographic location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Work-life balance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Family concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Salary level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

f. More job openings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Opportunities for advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Availability of funding for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Current PI/thesis advisor advice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**SECTION 4. SUPPORT FOR PURSUING DESIRED CAREER PATHS**

7. To what extent do you agree with the following statements? (Note: For first year students, some statements may be "Not Applicable")

	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree	Not applicable
a. I am getting the training I need for my desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am encouraged by my graduate program/department to pursue my career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Do you have a PI/thesis advisor?

- a. Yes
- b. No (*Go to Q12*)

9. How confident are you to discuss your career goals with your PI/thesis advisor?

- a. Completely confident
- b. Highly confident
- c. Moderately confident
- d. Minimally confident
- e. Not at all confident

10. In the past 12 months, how often have you discussed your career goals with your PI/thesis advisor?

- a. Weekly
- b. Monthly
- c. Quarterly
- d. Semiannually
- e. Annually
- f. Never

11. Considering your interactions with your PI/thesis advisor, to what extent do you agree with the following statements?

	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree	I do not know
a. I am encouraged by my PI/thesis advisor to pursue career development activities toward my career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I am encouraged by my PI/thesis advisor to pursue my career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. In the past 12 months, how often have you discussed your career goals with the following?

	Weekly	Monthly	Quarterly	Semiannually	Annually	Never
a. Faculty (other than your PI/thesis advisor), staff member, or other professional from your institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. A professional outside your institution whom you consider a mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. In the past 12 months, have you completed an Individual Development Plan?

- a. Yes
- b. No (*Go to Q17*)
- c. I do not know/I do not remember (*Go to Q17*)

14. How valuable was the Individual Development Plan to you?

- a. Extremely valuable
- b. Very valuable
- c. Moderately valuable
- d. Slightly valuable
- e. Not at all valuable
- f. I do not know/I do not remember

15. Did you discuss your Individual Development Plan with your PI/thesis advisor?

- a. Yes
- b. No
- c. I do not know/I do not remember

16. Please provide any comments about your experience with the Individual Development Plan:

**SECTION 5. IMPACT OF CAREER DEVELOPMENT ACTIVITIES**

17. Have you participated in any of the career development activities offered by the [*insert name of school's specific BEST program name (Example: ASPIRE)*] program?

- a. Yes
- b. No (*Go to Q20*)
- c. I do not know/I do not remember (*Go to Q20*)

18. Considering the career development activities you have participated in, how helpful was the [insert name of school's specific BEST program name (Example: ASPIRE)] program in providing:

	5 Extremely helpful	4 Very helpful	3 Moderately helpful	2 Slightly helpful	1 Not at all helpful
a. Information about a wide range of careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working knowledge of the skills necessary for a wide range of careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Resources (e.g., online videos, courses, etc.) to pursue a wide range of careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Exposure to a network of professionals from a wide range of careers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Information to assist in making career decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. What [insert name of school's specific BEST program name (Example: ASPIRE)] program activities or events most influenced your career development? Please comment on why these were influential. Examples of career development activities include workshops, seminars, internships, courses, etc.

20. Did you participate in career development activities other than the ones provided by the [insert name of school's specific BEST program name (Example: ASPIRE)] program?

- a. Yes
- b. No (Go to Q22)
- c. I do not know/I do not remember (Go to Q22)

21. Please describe the activities, events, and/or resources that were NOT part of the [insert name of school's specific BEST program name (Example: ASPIRE)] program that most influenced your career development.

**SECTION 6. PUBLICATIONS**

22. Have you been an author on an article that was published in a peer-reviewed journal (include publications before and during Ph.D. program)?

- a. Yes
- b. No (*Go to Q26*)

23. What is your total number of articles published in peer-reviewed journals?

24. Since entering your current graduate program/department, how many of your articles have been published in peer-reviewed journals?

25. Since entering your current graduate program/department, how many first author publications do you have in peer-reviewed journals?

**SECTION 7. BACKGROUND AND DEMOGRAPHIC INFORMATION**

26. What is the highest educational level of either of your parents/guardians? (*optional*)



- a. Less than High School
- b. High School
- c. Some College
- d. Associate's Degree
- e. Bachelor's Degree
- f. Master's Degree
- g. Professional Degree (e.g., Law, Medicine, Dentistry)
- h. Ph.D. or other doctoral degree

27. What graduate degree(s), if any, do you have? *(Check all that apply)*

- a. Ph.D. (or equivalent)
- b. Medical (or equivalent)
- c. D.V.M. (or equivalent)
- d. M.S., M.A., or M.B.A.
- e. Other type of master's or professional degree(s) (please specify):
- f. None

28. What is the name of your graduate program/department?

29. Is your graduate program/department in your institution's medical school?

- a. Yes
- b. No

30a. In what month did you receive your undergraduate degree?

30b. In what year did you receive your undergraduate degree?

31a. In what month did you start your Ph.D. program?

31b. In what year did you start your Ph.D. program?

32. What year are you in your Ph.D. program?

- a. 1st year
- b. 2nd year
- c. 3rd year
- d. 4th year
- e. 5th year
- f. 6th year or more

33a. In what month do you expect to graduate?

33b. In what year do you expect to graduate?

34. Which of the following best describes your ethnicity? *(optional)*

- a. Hispanic or Latino
- b. Not Hispanic or Latino

35. Which of the following describes your race? (Please check all that apply) *(optional)*

- a. American Indian or Alaska Native
- b. Asian
- c. Black or African American
- d. Native Hawaiian or other Pacific Islander
- e. White

36. What is your citizenship status? *(optional)*

- a. US citizen since birth
- b. Naturalized US citizen
- c. Non-US citizen with permanent resident visa (green card)
- d. Non-US citizen with temporary US visa

37. What is your gender? *(optional)*

- a. Male
- b. Female

38. In what year were you born? *(optional)*