

Attachment A.2.5: Screenshots of the Exit Survey for Graduate Students



EXIT 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 15 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 reconfirm your email address(es) below to receive surveys after graduation.

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

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

SECTION 2. INFORMATION ABOUT DEGREE

1a. What is the month of your thesis/dissertation defense?

1b. What is the year of your thesis/dissertation defense?

2a. What is the month of your graduation?

2b. What is the year of your graduation?

3. What is the graduate degree that you received/will receive upon graduation from your current institution? *(Check all that apply)*

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

4. What is your field of study?

SECTION 3. PARTICIPATION IN CAREER DEVELOPMENT ACTIVITIES

5. 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): <div style="border: 1px solid black; height: 20px; width: 150px; margin-top: 5px;"></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. 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 4. UNDERSTANDING OF CAREER PATHS

7. 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"/>
f. Discuss your career goals with your PI/thesis advisor	<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.
Other options -- not included in the my Individual Development Plan (myIDP):	
u. Career that is not related to science	
v. Other	

8. 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

9. 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
Will definitely	Strongly	Moderately	Slightly	Not at all	

	pursue	considering	considering	considering	considering	decide
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"/>

10. 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 5. SUPPORT FOR PURSUING DESIRED CAREER PATHS

11. To what extent do you agree with the following statements?

	5 Strongly agree	4 Agree	3 Neutral	2 Disagree	1 Strongly disagree
a. I received the training I needed for my desired career path(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I was 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"/>

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

	Weekly	Monthly	Quarterly	Semiannually	Annually	Never
a. Your PI/thesis advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. 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"/>
c. 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"/>
d. Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. 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 was 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 was 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"/>

SECTION 6. IMPACT OF CAREER DEVELOPMENT ACTIVITIES

14. 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 Students (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

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

a. Yes

b. No (*Go to Q18*)

c. I do not know/I do not remember (*Go to Q18*)

16. 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 making career decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. 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.

18. 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 Q20*)
- c. I do not know/I do not remember (*Go to Q20*)

19. 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 7. PUBLICATIONS

20. 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 Q24*)

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

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

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

SECTION 8. FINANCIAL SUPPORT

24. Did you receive financial support from your PI/thesis advisor's funding source(s)?

- a. Yes
- b. No (*Go to Q27, starting with the instructions at the beginning of Section 9. Employment Status*)
- c. I do not know/I do not remember (*Go to Q27, starting with the instructions at the beginning of Section 9. Employment Status*)

25. What kind of influence do you think this had on your PI/thesis advisor's attitude toward your participation in career development activities?

- a. Very positive
- b. Somewhat positive
- c. Neither positive nor negative
- d. Somewhat negative
- e. Very negative
- f. I do not know/I do not remember

26. Please provide any comments:

SECTION 9. EMPLOYMENT STATUS

Your responses to the following questions are valuable regardless of your situation. If you have more than one position, please respond based on your primary position (e.g., if you have accepted a position in industry, but also do consulting, please respond based on your industry position).

27. Are you currently planning to pursue another degree?

- a. Yes, I am planning to enroll in a full-time degree program.
- b. Yes, I am planning to enroll in a part-time degree program
- c. No (*Go to Q30*)

28. What type of degree are you pursuing? (*Check all that apply*)

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

29. What is the discipline?

30. What best describes your current situation? (*check all that apply*)

- a. Seeking a postdoc position
- b. Seeking a position other than a postdoc
- c. Have accepted a position other than a postdoc
- d. Have accepted a position as a postdoc at my Ph.D. institution

e. Have accepted a position as a postdoc at an institution other than my Ph.D. institution

f. Other (please specify): *(Go to Q43)*

31a. In what month did you begin your job search?

31b. In what year did you begin your job search?

32. Approximately how many positions have you applied for since you started your search?

33. What is the title of your position?

34. What is the name of the institution or organization where you have accepted a position?

35a. In what month did you receive the offer for this position?

35b. In what year did you receive the offer for this position?

36. Regardless of your specific role/duties, what type of organization is your employer?

- a. Research intensive university or medical school (*Go to Q37*)
- b. College or university which is not research intensive but which conducts some research (*Go to Q37*)
- c. University affiliated research institute (*Go to Q37*)
- d. Community or two-year college (*Go to Q37*)
- e. Pre-college educational system (preschool through high school) (*Go to Q37*)
- f. U.S. Federal government (*Go to Q38*)
- g. U.S. State government (*Go to Q38*)
- h. U.S. Local government (*Go to Q38*)
- i. Foreign government (*Go to Q38*)
- j. Not for profit organization (*Go to Q38*)
- k. Industry/Corporate (for profit) (*Go to Q38*)
- l. Self-employed (*Go to Q38*)
- m. Other (please specify): (*Go to Q38*)

37. Which best describe this position?

- a. Academic Faculty, tenure-track
- b. Academic Faculty, non-tenure-track
- c. Non-faculty
- d. Other (please specify):

38. Which best describes the duties of this position? (*Check all that apply*)

- a. Research

—

- b. Teaching
- c. Administration
- d. Management
- e. Other (please specify):

39. Where is the location of this position?

- a. In the U.S.
- b. Outside the U.S.

40. Overall, how satisfied are you with your decision to pursue this position?

- a. Very satisfied b. Satisfied c. Neutral d. Dissatisfied e. Very dissatisfied
-

41. How did you first hear of this position? (*Check all that apply*)

- a. Posting on online job board
- b. Professional organization sites or listservs
- c. Previous internship, position, or volunteer experience with the employer
- d. Previous job shadowing experience with the employer
- e. Institution's career services
- f. On-campus interview
- g. On-campus career fair
- h. Institution sponsored networking such as advisor referral, other faculty referral, or alumni network
- i. Social Networking site (LinkedIn, etc.)
- j. Colleague
- k. Your PI/thesis advisor
- l. Faculty mentor (not your PI/thesis advisor)
- m. Family/Friend
- n. I do not remember
- o. Other (please specify):

Please review the career paths and descriptions listed in the Career Path Table below to assist you in answering the next question. There may be many different positions that fit within a single career path. Examples of positions falling within a career path are shown in the descriptions below.

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.
Other options -- not included in the my Individual Development Plan (myIDP):	
u. Career that is not related to science	
v. Other	

42. In what career path does the position you have accepted fit? *(Please choose one)*

- a. Principal investigator in a research-intensive institution
- b. Research in industry
- c. Research staff in a research-intensive institution
- d. Combined research and teaching careers
- e. Teaching-intensive careers in academia
- f. Science education for K-12 schools

- g. Science education for non-scientists
- h. Clinical practice
- i. Public health related careers
- j. Scientific/medical testing
- k. Science writing
- l. Research administration
- m. Science policy
- n. Intellectual property
- o. Business of science
- p. Entrepreneurship
- q. Sales and marketing of science-related products
- r. Support of science-related products
- s. Drug/device approval and production
- t. Clinical research management
- u. Career that is not related to science (please specify):
- v. Other (please specify):

SECTION 10. BACKGROUND AND DEMOGRAPHIC INFORMATION

43a. In what month did you start your Ph.D. program?

43b. In what year did you start your Ph.D. program?

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

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

45. 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

46. 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

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

- a. Male
- b. Female

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

EXIT 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 15 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 reconfirm your email address(es) below to receive future surveys after graduation.

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

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

SECTION 2. INFORMATION ABOUT DEGREE

1a. What is the month of your thesis/dissertation defense?

1b. What is the year of your thesis/dissertation defense?

2a. What is the month of your graduation?

2b. What is the year of your graduation?

3. What is the graduate degree that you received/will receive upon graduation from your current institution? *(Check all that apply)*

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

4. What is your field of study?

SECTION 3. PARTICIPATION IN CAREER DEVELOPMENT ACTIVITIES

5. 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"/>

6. 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 4. UNDERSTANDING OF CAREER PATHS

7. 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"/>
f. Discuss your career goals with your PI/thesis advisor	<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.
Other options -- not included in the my Individual Development Plan (myIDP):	
u. Career that is not related to science	
v. Other	

8. 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

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

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

	pursue	considering	considering	considering	considering	decide
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"/>

10. 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"/>

13. 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 was 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 was 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"/>

SECTION 6. IMPACT OF CAREER DEVELOPMENT ACTIVITIES

14. 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 Q17)
- c. I do not know/I do not remember (Go to Q17)

15. 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"/>



16. 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.

17. 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 Q19*)
- c. I do not know/I do not remember (*Go to Q19*)

18. 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 7. PUBLICATIONS

19. 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 Q23*)

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

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

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

SECTION 8. FINANCIAL SUPPORT

23. Did you receive financial support from your PI/thesis advisor's funding source(s)?

- a. Yes
- b. No (*Go to Q26, starting with the instructions at the beginning of Section 9. Employment Status*)
- c. I do not know/I do not remember (*Go to Q26, starting with the instructions at the beginning of Section 9. Employment Status*)

24. What kind of influence do you think this had on your PI/thesis advisor's attitude toward your participation in career development activities?

- a. Very positive
- b. Somewhat positive
- c. Neither positive nor negative
- d. Somewhat negative
- e. Very negative
-

f. I do not know/I do not remember

25. Please provide any comments:

SECTION 9. EMPLOYMENT STATUS

Your responses to the following questions are valuable regardless of your situation. If you have more than one position, please respond based on your primary position (e.g., if you have accepted a position in industry, but also do consulting, please respond based on your industry position).

26. Are you currently planning to pursue another degree?

- a. Yes, I am planning to enroll in a full-time degree program.
- b. Yes, I am planning to enroll in a part-time degree program
- c. No (*Go to Q29*)

27. What type of degree are you pursuing? (*Check all that apply*)

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

28. What is the discipline?

29. What best describes your current situation? *(check all that apply)*

- a. Seeking a postdoc position
- b. Seeking a position other than a postdoc
- c. Have accepted a position other than a postdoc
- d. Have accepted a position as a postdoc at my Ph.D. institution
- e. Have accepted a position as a postdoc at an institution other than my Ph.D. institution
- f. Other (please specify): *(Go to Q42)*

30a. In what month did you begin your job search?

30b. In what year did you begin your job search?

31. Approximately how many positions have you applied for since you started your search?

32. What is the title of your position?

33. What is the name of the institution or organization where you have accepted a position?

34a. In what month did you receive the offer for this position?

34b. In what year did you receive the offer for this position?

35. Regardless of your specific role/duties, what type of organization is your employer?

- a. Research intensive university or medical school (*Go to Q36*)
- b. College or university which is not research intensive but which conducts some research (*Go to Q36*)
- c. University affiliated research institute (*Go to Q36*)
- d. Community or two-year college (*Go to Q36*)
- e. Pre-college educational system (preschool through high school) (*Go to Q36*)
- f. U.S. Federal government (*Go to Q37*)
- g. U.S. State government (*Go to Q37*)
- h. U.S. Local government (*Go to Q37*)
- i. Foreign government (*Go to Q37*)
- j. Not for profit organization (*Go to Q37*)
- k. Industry/Corporate (for profit) (*Go to Q37*)
- l. Self-employed (*Go to Q37*)
- m. Other (please specify): (*Go to Q37*)

36. Which best describe this position?

- a. Academic Faculty, tenure-track
- b. Academic Faculty, non-tenure-track
- c. Non-faculty
- d. Other (please specify):

37. Which best describes the duties of this position? *(Check all that apply)*

- a. Research
- b. Teaching
- c. Administration
- d. Management
- e. Other (please specify):

38. Where is the location of this position?

- a. In the U.S.
- b. Outside the U.S.

39. Overall, how satisfied are you with your decision to pursue this position?

a. Very satisfied

b. Satisfied

c. Neutral

d. Dissatisfied

e. Very dissatisfied

40. How did you first hear of this position? *(Check all that apply)*

- a. Posting on online job board
- b. Professional organization sites or listservs
- c. Previous internship, position, or volunteer experience with the employer
-

- d. Previous job shadowing experience with the employer
- e. Institution's career services
- f. On-campus interview
- g. On-campus career fair
- h. Institution sponsored networking such as advisor referral, other faculty referral, or alumni network
- i. Social Networking site (LinkedIn, etc.)
- j. Colleague
- k. Your PI/thesis advisor
- l. Faculty mentor (not your PI/thesis advisor)
- m. Family/Friend
- n. I do not remember
- o. Other (please specify):

Please review the career paths and descriptions listed in the Career Path Table below to assist you in answering the next question. There may be many different positions that fit within a single career path. Examples of positions falling within a career path are shown in the descriptions below.

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.
Other options -- not included in the my Individual Development Plan (myIDP):	
u. Career that is not related to science	
v. Other	

41. In what career path does the position you have accepted fit? *(Please choose one)*

- a. Principal investigator in a research-intensive institution
- b. Research in industry
- c. Research staff in a research-intensive institution
- d. Combined research and teaching careers
- e. Teaching-intensive careers in academia
- f. Science education for K-12 schools
- g. Science education for non-scientists
- h. Clinical practice
- i. Public health related careers
- j. Scientific/medical testing
- k. Science writing
- l. Research administration
-

- m. Science policy
- n. Intellectual property
- o. Business of science
- p. Entrepreneurship
- q. Sales and marketing of science-related products
- r. Support of science-related products
- s. Drug/device approval and production
- t. Clinical research management
- u. Career that is not related to science (please specify):
- v. Other (please specify):

SECTION 10. BACKGROUND AND DEMOGRAPHIC INFORMATION

42a. In what month did you start your Ph.D. program?

42b. In what year did you start your Ph.D. program?

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

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

44. 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

45. 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

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

- a. Male
- b. Female

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