

Attachment 12:
BUILD Student Annual Follow-up Survey

BUILD Student Annual Tracking Survey

You have been selected to be a part of a national study on student experiences. Your university, <Name of institution>, is involved in a large effort funded by the National Institutes of Health (NIH) to support students and faculty in biomedical, behavioral, clinical, and social science fields. This effort, the NIH Diversity Consortium, is seeking to understand what programs and strategies benefit students interested in these careers to inform funding and programs. By taking time to complete this survey, you will help increase knowledge and improve education for the next generation of students

The University of California, Los Angeles (UCLA) will be collecting information about these programs. For some analyses, it will be important to compare students and faculty in biomedical majors at Name of institution to those at other institutions as well as students and faculty interested in other fields.

<Name of institution> has provided UCLA your name and contact information because you have participated in activities on your campus that are part of the NIH Diversity Consortium's work. **All of the information you provide will be protected and secured to the extent permitted by law.**

Public reporting burden for this collection of information is estimated to average 25 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.

Back

Next

Cancel

A. Current position

First, we would like to ask you about any current school or work activities.

1. Last year, you told us you were _____ level at _____ institution. Has that changed?

- No
- Yes and I am still in school
- Yes and I am not still in school

a. Level:

- Undergraduate
- Graduate or other post-baccalaureate
- Expected completion date (year):

b. Status:

- Full Time
- Part Time

c. Institution:

d. Major:

e. Please tell us your current status

- I graduated from my previous institution
- I did not graduate but do have plans to attend school in the next 2 years
- I did not graduate and do NOT have plans to attend school in the next 2 years



2. Now we would like to ask you about any employment or internships. Last year, you told us you were ____ at _____. Has that changed?

No

Yes

a. Please review the list below and check all that apply.

Working (including internships and significant volunteer positions)

Retired

Unemployed, looking for work

Otherwise not in labor force

Other (specify):

b. Paid Employment (check all that apply):

Full Time

Part Time

Internship or student placement

Seasonal (full-time or part-time)

No paid employment

c. Is this paid position related to research?

No

Yes

d. Is this new job/position considered a promotion or advancement?

No

Yes

e. Volunteer

Position:

Company:

No volunteer position

f. Is this volunteer position related to research?

No

Yes

3. During the past year, did you complete any degree or certificate program?

No

Yes

If yes, please indicate the following:

a. Degree / certificate:

b. Major / area of study:

c. From which institution or school:

d. Date awarded: MM / YR

4. During the past year, did you apply to any degree or certificate program?

No

Yes

If yes, please indicate the following:

a. Degree / certificate the program awards:

b. Major / area of study:

c. Institution:

d. Date applied: MM / YR /

e. Status of application:

- Accepted and will attend
- Accepted and will not attend
- Waitlisted
- Pending
- Not accepted

5. During the past year, did you receive any scholarships or grants for education expenses that you do not need to repay?

- No
- Yes

If yes, please indicate the following:

a. Name of scholarship/grant:

b. Amount (total value including value of any fee/tuition waivers):

- Less than \$1,000
- \$1,000-4,999
- \$5,000-9,999
- \$10,000 or more

c. Period of award: MM/YYYY to MM/YYYY / /

d. Was this award based on:

- Need
- Merit
- Need and Merit

Other (specify):

6. Do you have any education debt?

- No
- Yes

If yes, please indicate the following:

a. Total amount that you owe:

- Less than \$5,000
- \$5,000-9,999
- \$10,000-19,999
- \$20,000 or more
- I don't know how much I owe

b. How much you borrowed during the past year:

- Less than \$1,000
- \$1,000-4,999
- \$5,000-9,999
- \$10,000 or more

7. Please attach your most recent academic vita (such as a CV)

8. Please tell us which of the following activities you participated in since last time?

Check all that apply.

- Other tuition or stipend program
- Other summer program (i.e. Summer Research Experience)
- Academic Advising and Support (i.e. tutoring, STEM advising, math courses, etc.)
- Mentoring
- Research training (i.e. workshops, training, field experience, conferences, etc.)
- Other career advancement programs (i.e. networking, Professional Exposure, GRE Prep, field trips, career panels, applications)



9. In the past year, have you participated in a pre-professional or departmental club?

- No
 Yes

10. To allow us to follow your professional accomplishments, please provide any of the following identifiers that you may have:

a. ORCID

I do not have one

b. NIH eRA Commons ID

I do not have one

c. LinkedIn ID

I do not have one

B. Mentoring

This next section concerns your experiences with mentoring in a variety of contexts.

A mentor is someone who provides guidance, assistance, and encouragement on professional and academic issues. A mentor can be either someone who is more experienced (or senior) than you or someone who is at a level similar to you (a “peer”).

A mentee is someone who receives guidance or assistance from a mentor. A mentee can be someone less experienced (or junior) than you or someone who is your peer.

A mentoring relationship can be formal (with a set schedule and perhaps arranged by your institution) or informal.

11. Do you have a faculty member or someone else who is more senior than you who you consider a mentor?

- No
 Yes



a. How many different mentors do you regularly work with?

b. For the mentor you work with most closely (your primary mentor), please provide the following information:

Position:

Institution/ Company:

Discipline:

c. Which of the following does your primary mentor help you with? (choose all that apply)

Research, general (e.g. guidance related to finding literature, research techniques, and selecting a research topic)

Research, specialized issues (e.g. just on statistics or instrumentation)

Educational choices and strategies (e.g., guidance in selecting coursework, further educational opportunities)

Career planning (e.g. giving advice, helping find opportunities)

Emotional support (e.g. listening to personal concerns)

Other (specify):

d. How do you usually communicate with your primary mentor?

In-person

Phone/Skype

Email/Text

Other (specify):

e. How often do you usually communicate with your primary mentor about your research?

Weekly or more often

- Monthly
- Several time a year
- Annually or less

f. How did you find this mentor?

- Through your local campus
- They were assigned in some other way by your department or campus
- You were matched through the National Research Mentoring Network (NRMN)
- Matched through some other formal program
- You sought out your mentor independently
- Other (specify):

Back

Next

Cancel



- u. Working effectively with mentees whose personal background is different from his/her own (age, race, gender, class, region, culture, religion, family composition etc.) 1 2 3 4 5 6 7 N/A
- v. Helping you network effectively 1 2 3 4 5 6 7 N/A
- w. Helping you set career goals 1 2 3 4 5 6 7 N/A
- x. Helping you balance work with your personal life 1 2 3 4 5 6 7 N/A
- y. Understanding his/her impact as a role model for you 1 2 3 4 5 6 7 N/A
- z. Helping you acquire resources 1 2 3 4 5 6 7 N/A

Back

Next

Cancel

13. Please respond to the following statements about your primary mentor.

	My mentor did not do this	My mentor tried to do this but was ineffective	My mentor did this sometimes and was effective	My mentor did this frequently, and was effective
a. My mentor gave me an overview of how my research fit into an overall research project.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
b. My mentor helped me develop my research skills.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
c. My mentor showed interest in my research project.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
d. My mentor was available to me when I had problems or questions about my research.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
e. My mentor offered constructive feedback when necessary.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
f. My mentor and I developed a relationship based on trust.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
g. My mentor understood how I learn best.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
h. My mentor created an environment that allowed me to achieve my goals.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
i. My mentor seemed so busy that I was afraid to interrupt her/him.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
j. My mentor had an effective mentoring style.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
k. My mentor acted as a positive role model.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
l. My mentor showed interest in me as a person.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
m. My mentor fostered my independence.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
n. My mentor fostered confidence in my skills.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
o. My mentor appreciated my contributions.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
p. My mentor encouraged me to be creative.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
q. My mentor made me enthusiastic about my project.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4



r. My mentor helped me feel curious about my project.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
s. My mentor treated me as a colleague.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
t. My mentor helped me decide on a career path.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
u. My mentor communicated his/her expectations of me.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
v. My mentor respected my goals.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
w. My mentor allowed me to take ownership in my research.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
x. My mentor created an environment where I felt safe to make mistakes.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
y. My mentor made me feel included in the lab.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
z. My mentor regularly assessed skills and knowledge that I gained in the lab.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

Back

Next

Cancel

14. In your mentoring relationship, how important is it to you that your primary mentor does the following:

	Not Important	Somewhat Important	Very Important
a. Is willing to discuss diversity	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
b. Considers their own cultural background, as well as yours	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
c. Values and respects cultural differences	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3

15. In your mentoring relationship, how skilled is your primary mentor in the following:

	Not Skilled	Somewhat Skilled	Very Skilled
a. Discussing diversity	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
b. Considers their own cultural background, as well as yours	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
c. Values and respects cultural differences	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3

16a. How would you rate the overall quality of the mentoring you received from your primary mentor?

Very Low		Average			Very High	
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

16b. How satisfied are you with the mentoring you are receiving from your primary mentor?

Very Low		Average			Very High	
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

17. To what extent do you feel your primary mentor is meeting your expectations?

Very Low		Average			Very High	
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7



18. Do you have someone at a similar educational level as you (i.e. a peer) who you consider an academic/career mentor?

- No
 Yes

a. How many different peer mentors do you have?

b. Which of the following do your peer mentors help you with? (Choose all that apply)

- Research issues
 Social and emotional needs (e.g. sharing concerns about school)
 Tangible help (e.g. advice about faculty and classes, help with writing)
 Networking assistance (e.g. helping you meet other people in your field)
 Career planning (e.g. giving advice, helping find opportunities)
 Other (specify):

c. How do you usually communicate with your primary peer mentor?

- In-person
 Phone/Skype
 Email/Text
 Other (specify):

d. How often do you usually communicate with your primary peer mentor?

- Weekly
 Monthly
 Several times a year
 Annually or less

e. How did you find this mentor?

- Through your local campus name for BUILD
 They were assigned in some other way by your department or campus
 You were matched through the National Research Mentoring Network (NRMN)
 Matched through some other formal program

You sought out your mentor independently

Other (specify):

19. Do you have anyone who you currently mentor about academic issues who is junior to you?

No

Yes

a. How many different people do you regularly mentor currently?

b. At what education level are the people you mentor? (Choose all that apply)

College students

High school students

Middle or elementary school students

c. Which of the following do help your mentees with? (Choose all that apply)

Research issues

Social and emotional needs (e.g. sharing concerns about school)

Tangible help (e.g. advise about faculty and classes, help with writing)

Networking assistance (e.g. helping you meet other people in your field)

Career planning (e.g. giving advice, helping find opportunities)

Other (specify):

d. How do you communicate with your mentees?

In-person

Phone/Skype

Email/Text

Other (specify):



e. On average, how often do you usually communicate with your mentees?

- Weekly or more often
- Monthly
- Several times a year
- Annually or less

f. How did you first connect with your mentees? (Choose all that apply)

- Through local campus program for BUILD
- They were assigned in some other way by your department or campus
- You were matched through the National Research Mentoring Network) (NRMN)
- Matched through some other formal program
- They sought you out independently
- Other (specify):

Back

Next

Cancel

20. Please rate how skilled you feel you are in each of the following areas when mentoring those junior to you:

	Not at all							Extremely							
a. Active listening	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
b. Providing constructive feedback	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
c. Establishing a relationship based on trust	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
d. Identifying and accommodating different communication styles	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
e. Employing strategies to improve communication with mentees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
f. Coordinating effectively with your mentees' other mentors	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
g. Working with mentees to set clear expectations of the mentoring relationship	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
h. Aligning your expectations with your mentees'	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
i. Considering how personal and professional differences may impact expectations	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
j. Working with mentees to set research goals	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
k. Helping mentees develop strategies to meet goals	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
l. Accurately estimating your mentees' level of scientific knowledge	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
m. Accurately estimating your mentees' ability to conduct research	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
n. Employing strategies to enhance your mentees' knowledge and abilities	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
o. Motivating your mentees'	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
p. Building mentees' confidence	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
q. Stimulating your mentees' creativity	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
r. Acknowledging your mentees' professional contributions	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
s. Negotiating a path to professional independence with your mentees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
t. Taking into account the biases and prejudices you bring to the mentor/mentee relationship	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
u. Working effectively with mentees whose personal background is different from your own (age, race, gender, class, region, culture, religion, family composition etc.)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
v. Helping your mentees network effectively	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A
w. Helping your mentees set career goals	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	N/A



x. Helping your mentees balance work with their personal life	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
y. Understanding your impact as a role model before your research experience	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A
z. Helping your mentees acquire resources	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> N/A

21. In your mentoring relationship, how important is it to you that YOU do the following:

	Not Important	Somewhat Important	Very Important
a. Be willing to discuss diversity issues	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
b. Consider their own cultural background and your own	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
c. Value and respect cultural differences	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3

22. In your mentoring relationship, how skilled are YOU in the following:

	Not Skilled	Somewhat Skilled	Very Skilled
a. Discussing diversity	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
b. Considering their own cultural background, as well as yours	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
c. Valuing and respecting cultural differences	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3

22d. How satisfied are you with the mentoring you are providing to your mentees?

Very Low		Average			Very High	
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7

23. Do you have anyone who you currently mentor on academic/career issues who is at a similar level to yours (a peer)?

- No
 Yes

a. How many different people do you regularly mentor currently?

b. Which of the following do help your mentees with? (Choose all that apply)

- Research issues
 Social and emotional needs (e.g. sharing concerns about school)
 Tangible help (e.g. advise about faculty and classes, help with writing)



- Networking assistance (e.g. helping you meet other people in your field)
- Career planning (e.g. giving advice, helping find opportunities)
- Other (specify):

c. How do you usually communicate with your peer mentees?

- In-person
- Phone/Skype
- Email/Text
- Other (specify):

d. On average, how often do you usually communicate with your peer mentees?

- Weekly or more often
- Monthly
- Several times a year
- Annually or less

e. How did you first connect with your mentees? (Choose all that apply)

- Through local campus program for BUILD
- They were assigned in some other way by your department or campus
- You were matched through the National Research Mentoring Network (NRMN)
- Matched through some other formal program
- They sought you out independently
- Other (specify):

C. Research and Grants

24. Have you had any opportunity to conduct your own scientific research or to participate in scientific research directed by others in the past year?

- No
- Yes

25. Please check all research activities you participated in last year (Choose all that apply)

- Hands-on research activities with laboratory equipment in a class
- Worked in a laboratory in a college/university
- Worked on research in a non-academic location
- Designed your own research experience
- Conducted research that had an unknown outcome
- Contributed to research that advanced knowledge (even if it was a very small advancement)
- None of the above

26.

Since you started college, have you applied for or received funding to support your own research? Please do not include fellowships or scholarships that primarily pay for tuition, fees, or living expenses. Also, please do not include service projects unless they include a research component.

- No
- Yes



Below is a list of all research funding support you have provided to us in the past.

Have you applied for any additional funding to support your own research that is not on the list (either as the lead investigator, with a faculty advisor as the lead, or for a other paid position) OR has the status of previous submissions changed?

- No
 Yes

27. Please complete or update information for each grant or proposal:

a. Funding Agency Type:

- Your university
 Federal agency (e.g. NIH, NSF)
 Nonfederal governmental
 Nonprofit (e.g. foundations)
 For-profit
 Other (specify):

b. [If NIH or Other Federal] Full grant number if available

c. Agency/Foundation/Company Name:

d. Role:

- Principal Investigator
 Co-Principal Investigator
 Investigator
 Other (specify):



e. Submission status:

- Submitted
- Re-submitted with revisions
- Not funded
- NIH Impact score (if applicable):
- Funded
- NIH Impact score (if applicable):

f. Project Title:

g. Amount (total across all years):

- Less than \$50,000
- \$50,000-\$99,999
- \$100,000-\$249,999
- \$250,000-\$499,999
- \$500,000 or more

h. Start Date (e.g., 07/08/2015) / /

i. End Date (e.g., 07/08/2016) / /

j. What was the main purpose of the funding?

- Research
- Training of others (e.g., students, peers, workforce)
- Your career development
- Other (specify):

28. Have you conducted research that is not funded by the grants listed above?

- No
- Yes

a. What type of research was this?

- Literature review, synthesis of existing knowledge, and/or conceptual
- Analysis of existing (secondary) data
- Analysis of data you collect (primary analysis)

b. What was the research for?

- A class or degree requirement
- Part of a paid job (e.g. research assistant), internship, or training program
- Related to your role as an independent researcher

c. What was your role?

- Project Lead on my own project
- Working on someone else's student-led project
- Working on a faculty member-led project

Other (Specify):

29. ~~Do you have any~~ peer-reviewed publications accepted, in-press, or published in the past year?

- No
 Yes

Below is a list of publications you have provided to us in the past.

Do you have any peer-reviewed publications that you have had accepted to add to this list?

- No
 Yes

If yes, please answer the following questions:

- a. PMID #:
- b. List all Authors (Last FM, comma separated):
- c. Title:
- d. Journal Name:
- e. Year Published (or indicate "in press" or "epub ahead"):
- f. Volume:
- g. Issue:
- h. Page Numbers:
- i. DOI or URL for epub:

30. Are there other scientific publications (e.g. book chapters, books, reports, non-peer reviewed journal articles, working papers, other) to add to this list?

- No
- Yes

a. Publication Type:

- Chapter
- Book
- Other, specify:

b. List all Authors (Last FM, comma separated): , , ,

Complete the applicable information below depending on publication type:

- c. Book/Anthology Title:
- d. Chapter Title :
- e. [If Chapter] Editors:
- f. Year Published:
- g. Edition:
- h. Publisher:
- i. City:
- j. State:
- k. [If Book or Chapter] Page Numbers:
- l. DOI or URL for epub:

31. Have you presented at a scientific conference in the last year (including posters)?

- No
- Yes



32. Have you ever participated in technology transfer activities (including issued patents, completed licenses, and drug, device, or diagnostic approvals)?

- No
 Yes

Below is a list of technology transfer activities (including issued patents, completed licenses, and drug, device, or diagnostic approvals you have provided to us in the past.

Please review the list. Are there any to add to this list?

- No
 Yes

a. Please enter a title and brief description for each Technology Activity:

- New patent issued
 License completed
 Drug, device, or diagnostic received regulatory approval
 Result of basic research commercialized
 Other (specify):

b. Please provide a brief description:

33. Have you received any honors or awards in the past year?

- No
 Yes

If yes, please provide the name/ title of the honors or awards you've received:

34. Have you held office in any pre-professional or profession organization in the past year?

- No
 Yes

If yes, please list any offices you have held in pre-professional or professional organizations in the past year:

35. Have you provided service to any federal agencies (e.g. reviewer for NIH/NSF/CDC or similar proposals, member of federal agency advisory council, etc.) in the past year?

- No
 Yes

If yes, please list any service to federal agencies you have performed in the past year:

36. Have you provided service to any non-federal agencies such as state agencies or foundations in the past year?

- No
 Yes

If yes, please list any service to non-federal agencies you have performed in the past year:

D. Student Psychological Outcomes

37. Indicate the importance to you personally of each of the following:

	Essential	Very Important	Somewhat Important	Not Important
a. Obtaining recognition from colleagues for contributions to my special field.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
b. Making a theoretical contribution to science.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
c. Becoming an authority in my field.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

38. Indicate to what extent the following statements are true of you:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I have a strong sense of belonging to the community of scientists	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
b. I derive great personal satisfaction from working on a team that is doing important research	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
c. I have come to think of myself as a 'scientist'	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
d. I feel like I belong in the field of science	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

39. Indicate to what extent you are confident that you can complete the following tasks:

	Not at all confident	A little confident	Somewhat Confident	Very Confident	Absolutely Confident
a. Use technical science skills (use of tools, instruments, and/or techniques)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
b. Generate a research question to answer	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
c. Figure out what data/observations to collect and how to collect them	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
d. Create explanations for the result of the study	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
e. Use scientific literature and/or reports to guide research	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
f. Develop theories (integrate and coordinate results from multiple studies)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

40. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. Will you pursue a science-related research career?

- Definitely yes
- Possibly yes
- Uncertain
- Possibly no
- Definitely no



42. Since we last contacted you, have you participated in any training to improve your skills as a mentor or as a mentee?

- No
 Yes

a. Type of training (Select all that apply)

- In-person
 On-line that occurs in scheduled, real-time (synchronous)
 On-line or other virtual that you can take at any time that provides feedback or interaction with others (asynchronous)
 Self-study (by any means, but no interaction or feedback)

b. Approximately how many hours was your training over the past year?

hours

43. Have you completed formal training/workshops related to your career or research (minimum of at least 4 hours duration)?

No

Yes

If yes, please indicate the focus of the training:

Back

Next

Cancel

	Yes	No
a. On NIH funding?	<input type="radio"/>	<input type="radio"/>
b. On other funding?	<input type="radio"/>	<input type="radio"/>
c. On biomedical career development (e.g., training in leadership, teaching, mentoring, publishing, gaining tenure, etc.)?	<input type="radio"/>	<input type="radio"/>
d. On other biomedical research related topics?	<input type="radio"/>	<input type="radio"/>

45. Please indicate “Yes” or “No” for each of the following:

	Yes	No
a. Are you deaf or do you have serious difficulty hearing?	<input type="radio"/>	<input type="radio"/>
b. Are you blind or do you have serious difficulty seeing, even when wearing glasses?	<input type="radio"/>	<input type="radio"/>
c. Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering, or making decisions?	<input type="radio"/>	<input type="radio"/>
d. Do you have serious difficulty walking or climbing stairs?	<input type="radio"/>	<input type="radio"/>
e. Do you have difficulty dressing or bathing?	<input type="radio"/>	<input type="radio"/>
f. Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a doctor’s office or shopping?	<input type="radio"/>	<input type="radio"/>



46. Are you Hispanic, Latino/a, or Spanish Origin?

- No
- Yes

47. What is your race? Check all that apply

- White
- Black or African American
- American Indian or Alaska Native
- Asian Indian
- Chinese
- Filipino
- Japanese
- Vietnamese
- Other Asian
- Native Hawaiian
- Guamanian or Chamorro
- Samoan
- Other Pacific Islander