Attachment 14:
BUILD Faculty Annual Follow-up Survey
(Revised 7.31.17)

BUILD Faculty Annual Follow-up Survey

As you may recall, <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 can benefit faculty and their students interested in these careers.

The University of California, Los Angeles (UCLA) is collecting information about these programs in order to evaluate the extent to which these efforts are successful in improving outcomes for students and faculty. If we can show benefits, this can increase the likelihood of continuation and expansion of these efforts.

<Name of institution> has provided UCLA your name and contact information because you have previously contributed to this effort by completing the Higher Education Research Institute (HERI) Faculty Survey offered at your institution this past academic year. Only with the continued participation and support of faculty such as yourself will we be able to determine the value of the various programs offered through your institution to help students succeed.   All of the information you provide will be protected and secured to the extent permitted by law.

In this survey, we will ask you about your activities during this past academic year, including teaching practices, research, scholarly productivity, and mentoring. You will have the option to upload a document that includes information about publications or grants (such as a CV) instead of entering this information directly for each publication or grant in the survey.

1. During the 2016-17 academic year or the summer of 2017, have you taken advantage of any of the following professional development opportunities at this institution?

	Yes	No	Not Eligible	Not Available
Funded workshops focused on teaching	○	○	○	○
Funded workshops focused on mentoring	○	○	○	○
Funded workshops focused on conducting research	○	○	○	○
Funded workshops focused on NIH funding	○	○	○	○
Funded workshops focused on other funding	○	○	○	○
Funded workshops on other career development topics (e.g., publishing, gaining tenure)	○	○	○	○
Paid sabbatical leave	○	○	○	○
Travel funds paid by the institution	○	○	○	○
Travel funds paid by a grant (e.g. BUILD)	○	○	○	○
Internal grants for research	○	○	○	○
Training for administrative leadership	○	○	○	○
Incentives to develop new courses	○	○	○	○
Incentives to integrate new technology into your classroom	○	○	○	○
Incentives to integrate culturally competent practices into your classroom	○	○	○	○

2. During the 2016-17 academic year or the summer of 2017, have you engaged in any of the following activities? **(choose all that apply)**

☐ Participated in the development of curriculum (enhancing an existing course or creating a new course)

☐ Taught a newly developed course

☐ Participated in the development of supplementary cultural curriculum for students or faculty (e.g. stereotype threat, cultural assets, cultural competency, etc.)

☐ Taught a newly developed supplemental cultural course for students or faculty

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

	Not at all Confident	Slightly Confident	Somewhat Confident	Very Confident	Extremely Confident
Setting learning goals	○	○	○	○	○
Selecting reading materials	○	○	○	○	○
Designing assignments	○	○	○	○	○
Planning class activities	○	○	○	○	○
Using various teaching strategies	○	○	○	○	○
Engaging students in learning	○	○	○	○	○
Providing students opportunities to practice skills	○	○	○	○	○
Promoting student collaboration	○	○	○	○	○
Encouraging students to ask questions	○	○	○	○	○
Encouraging students to express ideas	○	○	○	○	○
Encouraging participation from women and minorities	○	○	○	○	○
Accurately assessing students' knowledge	○	○	○	○	○
Grading assignments using criteria	○	○	○	○	○
Providing students constructive suggestions	○	○	○	○	○
Providing students with prompt feedback	○	○	○	○	○
Fostering students' independent thinking	○	○	○	○	○
Addressing sensitive issues in ways that help students to deal with them maturely	○	○	○	○	○
Fostering students' confidence in ability to learn	○	○	○	○	○
Providing students an overview of discipline	○	○	○	○	○
Demonstrating passion for teaching	○	○	○	○	○
Staying current in subject knowledge	○	○	○	○	○
Helping students understand the relevance of learning	○	○	○	○	○
Enriching teaching with research	○	○	○	○	○

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 an educational or professional 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.

4. Do you have anyone you currently mentor about academics, career or research? We are interested in undergraduates, post-bacs or graduate students, post-docs, or faculty, not primary or secondary school students.

○ No   ○ Yes

5. How many different people to you regularly mentor currently? (Enter 0 if you do not mentor anyone in a category.)

Undergraduate Students: [   ]

Post-baccalaureate Students: [   ]

Graduate Students: [   ]

Post-docs: [   ]

Faculty: [   ]

Others: [   ]

6. Which of the following do you help your mentees with? **(choose all that apply)**

☐ Research in general (e.g., general advice/supervision in a lab or on a project)

☐ Specialized research issues (e.g., statistics or instrumentation, writing for publication)

☐ Research-related grant writing and funding

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

☐ Career planning (e.g., giving advice, helping network, linking to opportunities)

☐ Personal support (e.g., listening to personal concerns, work-life balance)

☐ Other (specify): [   ]

7. How did you first connect with your mentees? **(choose all that apply)**

☐ I sought them out

☐ They sought you out independently

☐ They were assigned by your department or campus

☐ Through an NRMN mentorship program

☐ Matched/linked through some other formal program

☐ Other (specify): [   ]

8. Please tell us how frequently you communicate with your mentees with each of these approaches:

	Weekly or more often	Monthly	Every 2-3 months	A few times a year	Annually or less	Never
In-person	○	○	○	○	○	○
Phone/Skype/Zoom	○	○	○	○	○	○
Email/Text	○	○	○	○	○	○
Other	○	○	○	○	○	○

9. For the two mentees with whom you work most closely on your research, please use the following private weblink to provide the name and email for those mentees. Weblink will not allow anyone to view their names or email addresses. Information will be used to email a request to these mentees to complete a brief survey regarding their mentored experience. Mentees' names and emails are only available to our research office if the mentees elect to respond to the email request by going to the website and completing the survey. Their information will be deleted from the system after 3 months if they do not respond to the requests to participate.

10. Please rate how skilled you are in each of the following mentoring areas:

	Not at all Skilled			Moderately Skilled			Extremely Skilled	
Active listening	○(1)	○(2)	○(3)	○(4)	○(5)	○(6)	○(7)	○(n/a)
Providing constructive feedback	○(1)	○(2)	○(3)	○(4)	○(5)	○(6)	○(7)	○(n/a)
Establishing a relationship based on trust	○(1)	○(2)	○(3)	○(4)	○(5)	○(6)	○(7)	○(n/a)
Identifying and accommodating different communication styles	○(1)	○(2)	○(3)	○(4)	○(5)	○(6)	○(7)	○(n/a)
Employing strategies to improve communication with mentees	○(1)	○(2)	○(3)	○(4)	○(5)	○(6)	○(7)	○(n/a)
Coordinating effectively with your mentees' other mentor	○(1)	○(2)	○(3)	○(4)	○(5)	○(6)	○(7)	○(n/a)
Working with mentees to set clear expectations of the mentoring relationship	○(1)	○(2)	○(3)	○(4)	○(5)	○(6)	○(7)	○(n/a)
Aligning your expectations with your mentees'	○(1)	○(2)	○(3)	○(4)	○(5)	○(6)	○(7)	○(n/a)
Considering how personal and professional differences may impact expectations	○(1)	○(2)	○(3)	○(4)	○(5)	○(6)	○(7)	○(n/a)
Working with mentees to set research goals	○(1)	○(2)	○(3)	○(4)	○(5)	○(6)	○(7)	○(n/a)
Helping mentees to develop strategies to meet goals	○(1)	○(2)	○(3)	○(4)	○(5)	○(6)	○(7)	○(n/a)
Accurately estimating your mentees' level of scientific knowledg	○(1)	○(2)	○(3)	○(4)	○(5)	○(6)	○(7)	○(n/a)
Accurately estimating your mentees' ability to conduct research	○(1)	○(2)	○(3)	○(4)	○(5)	○(6)	○(7)	○(n/a)
Employing strategies to enhance your mentees' knowledge and abilities	○(1)	○(2)	○(3)	○(4)	○(5)	○(6)	○(7)	○(n/a)

	Not at all Skilled			Moderately Skilled			Extremely Skilled		
Motivating your mentees	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(n/a)
Building mentees' confidenc	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(n/a)
Stimulating your mentees' creativity	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(n/a)
Acknowledging your mentees' professional contributions	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(n/a)
Negotiating a path to professional independence with your mentees	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(n/a)
Taking into account the biases and prejudices you bring to your mentor/mentee relationship	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(n/a)
Working effectively with mentees whose personal background is different from your own (age, race, gender, class, region, culture, religion, family composition etc.)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(n/a)
Helping your mentees network effectively	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(n/a)
Helping your mentees set career goals	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(n/a)
Helping your mentees balance work with their personal life	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(n/a)
Understanding your impact as a role model	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(n/a)
Helping your mentees acquire resources (e.g. grants, etc.)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(n/a)

11. Please indicate your agreement with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
It is important to consider the mentee's and the mentor's race/ethnicity in mentoring relationships	○	○	○	○	○	○
It is important to me to have others in my research work environment that have a similar racial/ethnic background to mine.	○	○	○	○	○	○

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
I am aware of the assumptions that I have about race/ethnicity	○	○	○	○	○	○

12. Please indicate how frequently you do the following:

	Never	Rarely	Sometimes	Frequently	All of the Time	N/A
I raised the topic of race/ethnicity in my research mentoring relationship when it was relevant.	○	○	○	○	○	○
I asked my mentees how they were doing in general	○	○	○	○	○	○

13. How confident are you in your ability to

	Not at all confiden 1	2	3	4	Completely confiden 5	N/A
address the role of race and ethnicity in the mentoring relationship	○	○	○	○	○	○

14. How would you rate the overall quality of the mentoring you are providing to your mentees?

Very low 1	2	3	Average 4	5	6	Very High 7
○	○	○	○	○	○	○

15. To what extent do you think you are meeting your mentee's expectations?

Not at all 1	2	3	Moderately 4	5	6	Completely 7
○	○	○	○	○	○	○

Receiving Mentoring

Now we would like to ask you about any mentoring that you receive. This first set of items asks about mentoring you may get from those who are SENIOR to you.

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

○ No   ○ Yes

17. How many different mentors do you regularly work with? [   ]

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

☐ Research in general (e.g., general advice/supervision in a lab or on a project)

☐ Specialized research issues (e.g., statistics or instrumentation, writing for publication)

☐ Research-related grant writing and funding

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

☐ Career planning (e.g., giving advice, helping network, linking to opportunities)

☐ Personal support (e.g., listening to personal concerns, work-life balance)

☐ Other (specify): [   ]

19. How did you find this mentor

○ They sought you out

○ You sought out your mentor independently

○ They were assigned by your department or campus

○ Through NRMN

○ Matched/linked through some other formal program

○ Other (specify): [   ]

20. Please tell us how frequently you communicate with your primary mentor with each of these approaches:

	Weekly or more often	Monthly	Every 2-3 months	A few times a year	Annually or less	Never
In-person	○	○	○	○	○	○
Phone/Skype/Zoom	○	○	○	○	○	○
Email/Text	○	○	○	○	○	○
Other	○	○	○	○	○	○

21. How would you rate the overall quality of the mentoring you are receiving?

Very low 1	2	3	Average 4	5	6	Very High 7
○	○	○	○	○	○	○

22. To what extent are your mentors meeting your expectations?

Not at all 1	2	3	Moderately 4	5	6	Completely 7
○	○	○	○	○	○	○

23. During the past year, have you engaged in any of the following activities? **(Choose all that apply)**

	Yes	No
Participated in a <u>mentor</u> training program, as an attendee (preparation to mentor)	○	○
Participated in a <u>mentee</u> training program, as an attendee (preparation to be mentored)	○	○
Participated in the development of mentoring program curriculum for students or faculty	○	○
Led/Taught a <u>mentor</u> training program	○	○
Led/Taught a <u>mentee</u> training program	○	○
Accessed the National Research Mentoring Network (NRMN)	○	○

Research, Grants, and Career Activity

24. We would like to know how confident you are <u>today</u> that you can successfully perform the tasks listed below. Using a 0-10 scale, indicate your level between No Confidence (0) and Total Confidence (10) in your current abilities in these general areas of research and grant writing. Use NA when a task statement does not seem appropriate for your training.

	No Confidence										Total Confidence	
Select a suitable topic area for study.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Refine a problem so that it can be investigated.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Develop a logical rationale for a particular research idea.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Organize your proposed research ideas in writing.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Articulate a clear purpose for the research.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Place your study in the context of existing research and justify how it contributes to important questions in the area.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Relate your specific questions of interest to underlying theory.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Convince grant reviewers your proposed study is worth funding.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Choose an appropriate research design that will answer a set of research questions and/or test a set of hypothesis.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)

	No Confidence									Total Confidence		
State the purpose, strengths, and limitations of each study design.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Determine the universe, population, and appropriate sample for a given study.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Determine an adequate number of subjects for your research project.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Select methods of data collection appropriate to the study population and variable(s) of interest.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Determine how each variable will be measured.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Design the best data analysis strategy for your study.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Identify appropriate funding sources (local, state, national) to support a study.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Speak with a person at the funding agency regarding your project or project ideas.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Describe a major funding agency's (e.g., NIH, foundation) proposal review and award process.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Write a competitive grant application.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)

	No Confidence									Total Confidence		
Write-up research fin - ings for publication in a peer-reviewed journal.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Conduct the appropri- ate statistical analyses to answer your re- search questions.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Summarize research findings in a traditional research report.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Summarize and high- light research findings for publication in a peer-reviewed journal.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Communicate key research findings to a wide audience of stakeholders.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Submit paper and/or poster presentations to conferences related to your topic area.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)
Present research findings at conferences related to your topic area.	(0)	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(n/a)

25. The next set of items ask about grants and publications. If you have a document that lists these (such as a CV), you can upload that document and skip some of the items below. Otherwise, we will ask you to provide information about each grant and publication.

Upload now	I do not want to upload now	I do not have a document to upload

26. During the past year, have you applied for any grant funding or other financial support for your research (either as Principal Investigator or as Co-Investigator or other paid position)

○ No   ○ Yes

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

a. Funding Agency Type:
   ○ NIH
   ○ Other federal (e.g. NSF)
   ○ Nonfederal governmental
   ○ Nonprofit (e.g. foundations
   ○ For-profi
   ○ Other (specify): [   ]

b. Full grant number if available   [   ]

c. Agency/Foundation/Company Name: [   ]

d. Role:
   ○ Principal Investigator
   ○ Co-PI
   ○ Investigator
   ○ Other (specify): [   ]

e. Your percent effort: [   ] % or [   ] calendar months

f. Submission status:
   ○ Submitted (first time for this proposal
   ○ Re-submitted with revisions
   ○ Not funded   NIH Impact score (if applicable): [   ]
   ○ Funded   NIH Impact score (if applicable): [   ]

g. Project Title: [   ]

h. Annual direct cost (average across all years):

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

i. Start Date (e.g., 07/2015) [＿＿＿＿＿] / [＿＿＿＿＿]

j. End Date (e.g., 07/2016) [＿＿＿＿＿] / [＿＿＿＿＿]

k. 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 covered by the grants listed above?

○ No   ○ Yes

a. What type of research was this? **(select all that apply)**

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

b. What was your role? **(select all that apply)**

☐ PI/Co-PI or Project Lead
☐ Investigator
☐ Other (specify): [＿＿＿＿＿＿＿＿＿]

29. The next set of items ask about publications. If you have a list of these and did not upload already, you can upload it now.

| Upload now | I do not want to upload now | I do not have a document to upload |

30. Do you have any peer-reviewed publications accepted, in-press, or published in the past year? This may include peer-reviewed abstracts included in conference proceedings.

○ No   ○ Yes

If yes, please answer the following questions:

a. PMID # if available: [   ]

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 epubs: [   ]

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

○ 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. Editors:

f. Year Published:

g. Edition:

h. Publisher:

i. City:

j. State:

k. Page Numbers:

l. DOI or URL for epubs:

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

○ No   ○ Yes

a. Was this a conference publication with: **(choose all that apply)**

☐ Undergraduate student(s)

☐ Post-baccalaureate student(s)

☐ Graduate student(s)

☐ Post-doctoral scholar(s)

☐ Faculty

33. During the 2016-17 academic year or the summer of 2017, have you participated in any technology transfer activities (including being named in patents, completed licenses, and any drug, device, or diagnostic approvals)?

○ 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):

34. During the 2016-17 academic year or in the summer of 2017, were you formally recognized, honored, or awarded in recognition of your teaching, research, or other professional activity?

○ No   ○ Yes

If yes, please list any honors or awards you received during this time in recognition of your teaching, research, or other professional activity:

[   ]

35. During the 2016-17 academic year or in the summer of 2017, did you hold office in any professional organization?

○ No   ○ Yes

If yes, please list any offices you held in professional organizations during this time

[   ]

36. Did you provide service to any federal agencies (e.g. reviewer for NIH/NSF/CDC or similar proposals, member of federal agency advisory council, etc.) during the 2016-17 academic year or the summer of 2017?

○ No   ○ Yes

If yes, please list any service to federal agencies you have performed during this time (e.g. reviewer for NIH/NSF/CDC or similar proposals, member of federal agency advisory council, etc.):

[   ]

37. Did you provide service to any non-federal agencies such as state agencies or foundations during the 2016-17 academic year or the summer of 2017?

○ No   ○ Yes

If yes, please list any service to non-federal agencies you have performed during this time:

[   ]

Faculty Rank and Position

OMB #0925-0747
EXP. 11/2019

We would like to be sure our information is correct about your current position.

38. **[For those who took the 2016 survey]** Our records indicate you are _____ at

_____. Has that changed?

○ No   ○ Yes

39. What is your current primary position? **(Please indicate all that apply)**

☐ In school
☐ Working (including internships and significant volunteer positions)
☐ Retired
☐ Unemployed, looking for work
☐ Otherwise not in labor force
☐ Other (specify): [_____]

a. Expected completion date for degree program (year): [_____]
   Expected degree: [_____]
b. Status: ○ Full Time   ○ Part Time
c. Institution: [_____]
d. Major: [_____]

e. Paid Employment (check all that apply):

☐ Full Time
☐ Part Time
☐ Internship or student placement
☐ Seasonal (full-time or part-time)
☐ Volunteer, unpaid internship, or other unpaid position

Briefly describe your paid position(s):
   Position: [_____]
   Institution or Company: [_____]

f. Is this paid position related to research?

○ No   ○ Yes

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

○ No   ○ Yes

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

ORCID ID   [ ]   ○ I do not have one

NIH eRA Commons ID   [ ]   ○ I do not have one

LinkedIn ID   [ ]   ○ I do not have one

41. Do you have any of the following disabilities or medical conditions?

	Yes	No
Learning disability (dyslexia, etc.)	○	○
Attention deficit hyperactivity disorder (ADHD	○	○
Autism spectrum/Asperger's syndrome	○	○
Physical disability (speech, sight, mobility, hearing, etc.)	○	○
Chronic illness (cancer, diabetes, autoimmune disorders, etc.)	○	○
Psychological disorder (depression, etc.)	○	○
Other (please specify): [ ]		

42. Please indicate "Yes" or "No" for each of the following:

	Yes	No
Are you deaf or do you have serious difficulty hearing	○	○
Are you blind or do you have serious difficulty seeing, even when wearing glasses?	○	○
Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering, or making decisions?	○	○
Do you have serious difficulty walking or climbing stairs	○	○
Do you have difficulty dressing or bathing	○	○
Because of a physical, mental, or emotional condition, do you have difficulty doing errands alone such as visiting a docto 's office or shopping	○	○

43. Have you been enrolled in school at any time during the past year?

- ○ No
- ○ Yes and I am still enrolled
- ○ Yes, but I am not still enrolled

a. Expected completion date (year): [_____]

    Expected degree: [_____]

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

f. Please indicate the following:

Degree / certificate [_____]

Major / area of study: [_____]

From which institution or school: [_____]

Date awarded [_____] / [_____]

43. During the past year, did you <u>complete</u> any certificate program?

     ○ No   ○ Yes

If yes, please indicate the following:

a. certificate: _____

b.Major / area of study: _____

d. From which institution or school: _____

d. Date awarded _____ / _____

44. During the past year, did you <u>apply</u> to any degree or certificate program?
Note: If you completed a program above, please indicate here any other program applications.

     ○ No   ○ Yes

If yes, please indicate the following:

a. Degree / certificate the program awards: _____

b.Major / area of study: _____

c. From which institution or school: _____

d. Date awarded _____ / _____

e. Status of application:

○ Accepted and will attend

○ Accepted and will not attend

○ Waitlisted

○ Pending

○ Not accepted

45. What type of courses do you primarily teach? (Mark one)

○ Undergraduate courses

○ Graduate courses

○ Non-credit courses

○ I do not teach

46.3. In the <u>past year</u>, have you taught a graduate course?

○ No

○ Yes

47. In how many of the courses that you teach do you use each of the following?

	All	Most	Some	None
a. Student presentations	○ 4	○ 3	○ 2	○ 1
b. Student evaluations of each others' work	○ 4	○ 3	○ 2	○ 1
c. Class discussions	○ 4	○ 3	○ 2	○ 1
d. Cooperative learning (small groups)	○ 4	○ 3	○ 2	○ 1
e. Experiential learning/Field studies	○ 4	○ 3	○ 2	○ 1
f. Demonstrations	○ 4	○ 3	○ 2	○ 1
g. Group projects	○ 4	○ 3	○ 2	○ 1
h. Student-selected topics for course content	○ 4	○ 3	○ 2	○ 1
i. Reflective writing/journaling	○ 4	○ 3	○ 2	○ 1
j. Using student inquiry to drive learning	○ 4	○ 3	○ 2	○ 1
k. Peer-led activities	○ 4	○ 3	○ 2	○ 1

48. Do you have anyone you currently mentor who is at a similar career level to yours (a peer)?

○ No

○ Yes

49. How many different peers do you mentor currently? [   ]

50. Which of the following do you help your peers with? (choose all that apply)

☐ Research issues

☐ Social and emotional needs, e.g. sharing concerns about career and work-life balance

☐ Tangible help, e.g. advice about faculty colleagues and teaching, 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): [   ]

51. How did you first connect with these peers? (choose all that apply)

☐   They were assigned by your department or campus

☐   Through a NRMN mentorship program

☐   Matched through some other formal program

☐   They sought you out independently

☐   Other (specify): [   ]

52. How do you communicate with your peer mentees?

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

53. On average, how often do you usually communicate with these peers about their research?

○   Weekly or more often

○   Monthly

○   Several times a year

○   Annually or less

54. For the two peers whom you mentor most, please use the following private weblink to provide the name and email for those mentees. Weblink will not allow anyone to view the name or email address. Information will be used to email a request to these mentees to complete a brief survey regarding their mentored experience. Mentee name and email are only available to our research office if the mentee elects to respond to the email request by going to the website and completing the survey. Their information will be deleted from the system after 3 months if they do not respond to the requests to participate.

55. Do you have someone at a similar educational level as you (i.e. a peer) who you currently consider a mentor?

○ No

○ Yes

56. How many different peer mentors do you have? [＿＿＿＿＿]

57. Which of the following do your primary peer mentors help you with? (choose all that apply)

☐ Research issues

☐ Social and emotional needs e.g. sharing concerns about career and work-life balance

☐ Tangible help (e.g. advice about faculty colleagues and teaching, 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): [＿＿＿＿＿＿＿＿＿＿]

58. How did you find this primary mentor?

○ They were assigned by your department or campus

○ Through NRMN

○ Matched through some other formal program

○ You sought out your mentor independently

○ Other (specify): [＿＿＿＿＿＿＿＿＿]

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

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

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

○ Weekly or more often

○ Monthly

○ Several times a year

○ Annually or less

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61. In the past year, to what extent have you:

	To A Great Extent	To Some Extent	Not at All	N/A
a. Engaged in a research project directed by others	○ 1	○ 2	○ 3	○
b. Worked with undergraduates on a research project	○ 1	○ 2	○ 3	○
c. Worked with graduate student(s) on a research project	○ 1	○ 2	○ 3	○
d. Engaged in your own research project	○ 1	○ 2	○ 3	○
e. Engaged undergraduates on your own research project	○ 1	○ 2	○ 3	○
f. Engaged graduate students on your research project	○ 1	○ 2	○ 3	○
g. Engaged in public discourse about your research or field of study (e.g. blog, media interviews, op-eds, etc.)	○ 1	○ 2	○ 3	○

62. Please respond to the following statements about your <u>primary mentee</u> that you have worked with in the <u>past year</u>.

	This is not one of my mentoring objectives	I have considered how to include this in my mentoring	I have tried to do this in my mentoring	I have evidence I have done this effectively in my mentoring
a. My mentor gave me an overview of how my research fit into an overall research project.	◯ 1	◯ 2	◯ 3	◯ 4
b. My mentor helped me develop my research skills.	◯ 1	◯ 2	◯ 3	◯ 4
c. My mentor showed interest in my research project.	◯ 1	◯ 2	◯ 3	◯ 4
d. My mentor was available to me when I had problems or questions about my research.	◯ 1	◯ 2	◯ 3	◯ 4
e. My mentor offered constructive feedback when necessary.	◯ 1	◯ 2	◯ 3	◯ 4
g. My mentor and I developed a relationship based on trust.	◯ 1	◯ 2	◯ 3	◯ 4
h. My mentor understood how I learn best.	◯ 1	◯ 2	◯ 3	◯ 4
i. My mentor created an environment that allowed me to achieve my goals.	◯ 1	◯ 2	◯ 3	◯ 4
j. My mentor and I discussed diversity issues.	◯ 1	◯ 2	◯ 3	◯ 4
k. My mentor seemed so busy that I was afraid to interrupt him/her.	◯ 1	◯ 2	◯ 3	◯ 4
l. My mentor had an effective mentoring style.	◯ 1	◯ 2	◯ 3	◯ 4
m. My mentor acted as a positive role model.	◯ 1	◯ 2	◯ 3	◯ 4
n. My mentor showed interest in me as a person.	◯ 1	◯ 2	◯ 3	◯ 4

o. My mentor expressed consideration for his/her cultural background as well as my own.	○ 1	○ 2	○ 3	○ 4
p. My mentor fostered my independence.	○ 1	○ 2	○ 3	○ 4
q. My mentor fostered confidence in my skills.	○ 1	○ 2	○ 3	○ 4
r. My mentor appreciated my contributions.	○ 1	○ 2	○ 3	○ 4
s. My mentor encouraged me to be creative.	○ 1	○ 2	○ 3	○ 4
t. My mentor made me enthusiastic about my project.	○ 1	○ 2	○ 3	○ 4
u. My mentor helped me feel curious about my project.	○ 1	○ 2	○ 3	○ 4
v. My mentor treated me as a colleague.	○ 1	○ 2	○ 3	○ 4
w. My mentor helped me decide on a career path.	○ 1	○ 2	○ 3	○ 4
x. My mentor communicated his/her expectations of me.	○ 1	○ 2	○ 3	○ 4
y. My mentor respected my goals.	○ 1	○ 2	○ 3	○ 4
z. My mentor allowed me to take ownership in my research.	○ 1	○ 2	○ 3	○ 4
aa. My mentor created an environment where I felt safe to make mistakes.	○ 1	○ 2	○ 3	○ 4
bb. My mentor made me feel included in the lab.	○ 1	○ 2	○ 3	○ 4
cc. My mentor valued and respected cultural differences.	○ 1	○ 2	○ 3	○ 4
dd. My mentor regularly assessed skills and knowledge that I gained in the lab	○ 1	○ 2	○ 3	○ 4

63. Your base institutional salary reported is based on:

- ○ Less than 9 months
- ○ 9/10 months
- ○ 11/12 months

64. Are you currently:

- ○ Single
- ○ In a civil union
- ○ In a domestic partnership
- ○ Married
- ○ Unmarried, living with partner
- ○ Separated
- ○ Divorced
- ○ Widowed

65. How many children do you have in the following age ranges?

	0	1	2	3	4+
Under 18 years old	○	○	○	○	○
18 years or older	○	○	○	○	○