

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.

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 (0925-0747). Do not return the completed form to this address.

**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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funded workshops focused on mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funded workshops focused on conducting research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funded workshops focused on NIH funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funded workshops focused on other funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funded workshops on other career development topics (e.g., publishing, gaining tenure)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Paid sabbatical leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel funds paid by the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Travel funds paid by a grant (e.g. BUILD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal grants for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training for administrative leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incentives to develop new courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incentives to integrate new technology into your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incentives to integrate culturally competent practices into your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting reading materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning class activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using various teaching strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging students in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing students opportunities to practice skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting student collaboration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging students to ask questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging students to express ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging participation from women and minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accurately assessing students' knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading assignments using criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing students constructive suggestions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing students with prompt feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering students' independent thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing sensitive issues in ways that help students to deal with them maturely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering students' confidence in ability to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing students an overview of discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrating passion for teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staying current in subject knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students understand the relevance of learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enriching teaching with research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 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



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	<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)	
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"/> (n/a)	
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"/> (n/a)	
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"/> (n/a)	
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"/> (n/a)	
Coordinating effectively with your mentees' other mentor	<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)	
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"/> (n/a)	
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"/> (n/a)	
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"/> (n/a)	
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"/> (n/a)	
Helping mentees to 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"/> (n/a)	
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"/> (n/a)	
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"/> (n/a)	
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"/> (n/a)	









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

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

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

Not at all			Moderately		Completely
1	2	3	4	5	6
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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)	<input type="radio"/>	<input type="radio"/>
Participated in a <u>mentee</u> training program, as an attendee (preparation to be mentored)	<input type="radio"/>	<input type="radio"/>
Participated in the development of mentoring program curriculum for students or faculty	<input type="radio"/>	<input type="radio"/>
Led/Taught a <u>mentor</u> training program	<input type="radio"/>	<input type="radio"/>
Led/Taught a <u>mentee</u> training program	<input type="radio"/>	<input type="radio"/>
Accessed the National Research Mentoring Network (NRMN)	<input type="radio"/>	<input type="radio"/>

## Research, Grants, and Career Activity

**24.** We would like to know how confident you are today 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.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	
Refine a problem so that it can be investigated.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	
Develop a logical rationale for a particular research idea.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	
Organize your proposed research ideas in writing.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	
Articulate a clear purpose for the research.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	
Place your study in the context of existing research and justify how it contributes to important questions in the area.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	
Relate your specific questions of interest to underlying theory.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	
Convince grant reviewers your proposed study is worth funding.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	
Choose an appropriate research design that will answer a set of research questions and/or test a set of hypothesis.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	

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

	No Confidence										Total Confidence		
Write-up research findings for publication in a peer-reviewed journal.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	
Conduct the appropriate statistical analyses to answer your research questions.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	
Summarize research findings in a traditional research report.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	
Summarize and highlight research findings for publication in a peer-reviewed journal.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	
Communicate key research findings to a wide audience of stakeholders.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	
Submit paper and/or poster presentations to conferences related to your topic area.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (n/a)	
Present research findings at conferences related to your topic area.	<input type="radio"/> (0)	<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"/> (8)	<input type="radio"/> (9)	<input type="radio"/> (10)	<input type="radio"/> (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-profit  
 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.



**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 epub:

**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

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           | <input type="text"/> | <input type="radio"/> I do not have one |
| NIH eRA Commons ID | <input type="text"/> | <input type="radio"/> I do not have one |
| LinkedIn ID        | <input type="text"/> | <input type="radio"/> I do not have one |

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

- |  | Yes                   | No                    |
|--|-----------------------|-----------------------|
| Learning disability (dyslexia, etc.)                           | <input type="radio"/> | <input type="radio"/> |
| Attention deficit hyperactivity disorder (ADHD)                | <input type="radio"/> | <input type="radio"/> |
| Autism spectrum/Asperger's syndrome                            | <input type="radio"/> | <input type="radio"/> |
| Physical disability (speech, sight, mobility, hearing, etc.)   | <input type="radio"/> | <input type="radio"/> |
| Chronic illness (cancer, diabetes, autoimmune disorders, etc.) | <input type="radio"/> | <input type="radio"/> |
| Psychological disorder (depression, etc.)                      | <input type="radio"/> | <input type="radio"/> |
| Other (please specify): <input type="text"/>                   |                       |                       |

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

- |  | Yes                   | No                    |
|--|-----------------------|-----------------------|
| Are you deaf or do you have serious difficulty hearing   | <input type="radio"/> | <input type="radio"/> |
| Are you blind or do you have serious difficulty seeing, even when wearing glasses?   | <input type="radio"/> | <input type="radio"/> |
| Because of a physical, mental, or emotional condition, do you have serious difficulty concentrating, remembering, or making decisions?           | <input type="radio"/> | <input type="radio"/> |
| Do you have serious difficulty walking or climbing stairs  | <input type="radio"/> | <input type="radio"/> |
| Do you have difficulty dressing or bathing   | <input type="radio"/> | <input type="radio"/> |
| 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"/> |



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 complete 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 apply 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. In the past year, 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	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
b. Student evaluations of each others' work	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
c. Class discussions	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
d. Cooperative learning (small groups)	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
e. Experiential learning/Field studies	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
f. Demonstrations	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
g. Group projects	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
h. Student-selected topics for course content	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
i. Reflective writing/journaling	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
j. Using student inquiry to drive learning	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
k. Peer-led activities	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 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

**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	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/>
b. Worked with undergraduates on a research project	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/>
c. Worked with graduate student(s) on a research project	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/>
d. Engaged in your own research project	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/>
e. Engaged undergraduates on your own research project	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/>
f. Engaged graduate students on your research project	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/>
g. Engaged in public discourse about your research or field of study (e.g. blog, media interviews, op-eds, etc.)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/>

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

	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.	<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
g. 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
h. My mentor understood how I learn best.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
i. 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
j. My mentor and I discussed diversity issues.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
k. My mentor seemed so busy that I was afraid to interrupt him/her.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
l. My mentor had an effective mentoring style.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
m. My mentor acted as a positive role model.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
n. 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

o. My mentor expressed consideration for his/her cultural background as well as my own.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
p. My mentor fostered my independence.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
q. My mentor fostered confidence in my skills.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
r. My mentor appreciated my contributions.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
s. My mentor encouraged me to be creative.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
t. My mentor made me enthusiastic about my project.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
u. 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
v. My mentor treated me as a colleague.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
w. 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
x. My mentor communicated his/her expectations of me.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
y. My mentor respected my goals.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
z. 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
aa. 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
bb. 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
cc. My mentor valued and respected cultural differences.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
dd. 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

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18 years or older	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>