



## NINDS Intramural Strategic Planning Survey

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Please specify your position:


Please specify your highest level of education:

Please specify your IC:


1. What one thing would you aim to do if you were in charge of NINDS?

2. Where do you see research on neurological disorders and neuroscience going in the next decade?


3. What are current areas of scientific strength and areas of weakness within the NINDS Intramural Research Program?


4. How should NINDS strengthen basic, translational, and clinical research within the intramural program? 

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5. How can NINDS enhance recruitment of scientists for the intramural program? (e.g., *recruit by area of scientific fit; recruit by excellence, regardless of area; more emphasis on diversity*) 

6. Are there areas within intramural NINDS that could be enhanced to better train the neuroscience workforce for a broad range of scientific skills? (e.g., *training in experimental design, statistical methodology, quantitative skills and approaches, and scientific rigor; needs for training/career development in basic, translational research, clinical research, and emerging areas such as data science; opportunities relevant to career paths inside and outside academic research*) 

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7. Beyond scientific training, what types of professional development do you see as important for a thriving neuroscience workforce? What could NINDS do better to support professional development for trainees? (e.g., *transition to independence; skills and experiences for team science/collaboration; professional skills such as leadership, management, written and verbal communication important for any career path*) 

8. What do you consider excellence in mentoring? What could NINDS do to promote excellent mentorship within our intramural program? Are there specific metrics that could be used for assessing excellence in mentoring?



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9. What challenges remain for improving diversity at the faculty level at NINDS, and how can we address them?



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