



Attachment 14:
BUILD Faculty Annual Follow-up Survey



BUILD Faculty Annual Tracking Survey

Your 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 students interested in these careers.

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.

Your 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 or because you completed the 2016 Faculty survey. **All of the information you provide will remain protected and secured to the extent permitted by law.**

Through this survey, we will gain understanding of faculty activities, including teaching practices, research, scholarly productivity, and mentoring.

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.



Thank you for responding to this information request. We would first like to get some information about your recent professional activities.

1. In the past five years, have you been the Principal Investigator of an NIH-funded research grant?
 - No
 - Yes

2. In the past five years, have you been the Principal Investigator of any other extramural (other government, foundation, corporate, or other) research grants?
 - No
 - Yes

3. In the past five years, how many peer-reviewed journal articles have you published?
 - 0
 - 1
 - 2 – 5
 - 6 or more

4. In the past five years, have you presented at a scientific conference (including posters)?
 - No
 - Yes

5. Has your research ever been the subject of technology transfer activities (including issued patents, completed licenses, and drug, device, or diagnostic approvals)?
 - No
 - Yes



A. Faculty Rank and Position

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

6. Last year, you told us you were _____ position at _____ institution. Has that changed?

- No
- Yes

7. 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 (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)

No paid employment

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

h. Volunteer

Position:

Institution or Company:

No volunteer position

i. Is this volunteer position related to research?

No

Yes



8. 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 /

9. 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 applied: MM / YR /
- e. Status of application:
- Accepted and will attend
- Accepted and will not attend
- Waitlisted
- Pending
- Not accepted



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

Upload

11. 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

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

Undergraduate courses

Graduate courses

Non-credit courses

I do not teach

13. In the past year, have you taught a graduate course?

No

Yes



14. During the past year, have you taken advantage of any of the following professional development opportunities at this institution? (choose all that apply)

- Paid workshops focused on teaching
- Paid workshops focused on mentoring
- Paid workshops focused on conducting research
- 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

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

- Participated in the development of science curriculum (enhancing an existing science course or creating a new science course)
- Taught a newly developed science course
- Participated in the development of supplementary cultural curriculum for students or faculty in the sciences (e.g. stereotype threat, cultural assets, cultural competency, etc.)
- Taught a newly developed supplemental cultural course for students or faculty in the sciences
- Been evaluated for tenure or promotion
- Participated in self-evaluation for tenure or promotion



16. 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

17. How confident are you that you can do the following:

	Extremely Confident	Very Confident	Somewhat Confident	Slightly Confident	Not at all Confident
a. Setting learning goals	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
b. Selecting reading materials	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
c. Designing assignments	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
d. Planning class activities	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
e. Using various teaching strategies	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
f. Engaging students in learning	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
g. Providing students opportunities to practice skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
h. Promoting student collaboration	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
i. Encouraging students to ask questions	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
j. Encouraging students to express ideas	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
k. Encouraging participation from women and minorities	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
l. Accurately assessing students' knowledge	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
m. Grading assignments using criteria	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
n. Providing students constructive suggestions	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
o. Providing students with prompt feedback	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
p. Fostering students' independent thinking	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
q. Addressing sensitive issues in ways that help students to deal with them maturely	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
r. Fostering students' confidence in ability to learn	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
s. Providing students an overview of discipline	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
t. Demonstrating passion for teaching	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
u. Staying current in subject knowledge	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
v. Helping students understand the relevance of learning	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5



w. Enriching teaching with research

 1 2 3 4 5**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.

18. Have you ever regularly mentored students, junior faculty, junior researchers, or peers on biomedical career or research issues?

No

Yes

a. About how many people have you mentored in the past five years?

19. Do you have anyone you currently mentor who is junior to you (students, junior faculty, junior researchers)?

No

Yes



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

- a. Undergraduate Students:
- b. Graduate Students:
- c. Post-docs:
- d. Junior faculty or junior researchers:
- e. Others:

21. Which of the following do you help your mentees 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)
- Personal support (e.g. listening to personal concerns)
- Other (specify):

22. How did you first connect with your mentees? (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):

23. How do you usually communicate with your mentees?

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



24. On average, how often do you usually communicate with your mentees about their research?

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

25. 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 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.

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

- No
- Yes

27. How many different peers do you mentor currently?



28. 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):

29. 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):

30. How do you communicate with your peer mentees?

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



31. 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

32. 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.

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

- No
- Yes

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

35. 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)
- Personal support (e.g. listening to personal concerns)

Other (specify):



36. How did you find this 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):

37. How do you communicate with your primary mentor? (Choose all that apply)

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

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

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

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Cancel



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

- No
- Yes

40. How many different peer mentors do you have?

41. 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):

44. 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):



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

In-person

Phone/Skype

Email/Text

Other (specify):

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

Weekly or more often

Monthly

Several times a year

Annually or less



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

	Yes	No
a. Participated in a mentor training program, as an attendee (preparation to mentor)	<input type="radio"/>	<input type="radio"/>
b. Participated in a mentee training program, as an attendee (preparation to be mentored)	<input type="radio"/>	<input type="radio"/>
c. Participated in the development of mentoring program curriculum for students or faculty	<input type="radio"/>	<input type="radio"/>
d. Led/Taught a mentor training program	<input type="radio"/>	<input type="radio"/>
e. Led/Taught a mentee training program	<input type="radio"/>	<input type="radio"/>
f. Accessed the National Research Mentoring Network (NRMN) resource	<input type="radio"/>	<input type="radio"/>
g. Mentored at least one undergraduate student	<input type="radio"/>	<input type="radio"/>
h. Mentored at least one graduate student	<input type="radio"/>	<input type="radio"/>
i. Been mentored by at least one professional in my field	<input type="radio"/>	<input type="radio"/>

46. 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"/>



47. Please rate how skilled you feel you are in each of the following areas:

- | | 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"/> 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"/> 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"/> 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"/> 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"/> N/A |
| f. 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 |
| 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"/> 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"/> 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"/> 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"/> N/A |
| k. 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 |
| 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"/> 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"/> 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"/> 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"/> 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"/> N/A |



- q. Stimulating your mentees' creativity 1 2 3 4 5 6 7 N/A
- r. Acknowledging your mentees' professional contributions 1 2 3 4 5 6 7 N/A
- s. Negotiating a path to professional independence with your mentees 1 2 3 4 5 6 7 N/A
- t. Taking into account the biases and prejudices you bring to your mentor/mentee relationship 1 2 3 4 5 6 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.) 1 2 3 4 5 6 7 N/A
- v. Helping your mentees network effectively 1 2 3 4 5 6 7 N/A
- w. Helping your mentees set career goals 1 2 3 4 5 6 7 N/A
- x. Helping your mentees balance work with their personal life 1 2 3 4 5 6 7 N/A
- y. Understanding your impact as a role model 1 2 3 4 5 6 7 N/A
- z. Helping your mentees acquire resources (e.g. grants, etc.) 1 2 3 4 5 6 7 N/A

48a. In your mentoring relationship, how important is it to you that YOU do the following:

	Not at all important	Somewhat important	Very Important	
a. Discussing diversity issues	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> N/A
b. Considering my own cultural background as well as my mentee's cultural background	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> N/A
c. Valuing and respecting cultural differences	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> N/A

48b. 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

48c. 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

49. 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

**Research, Grants, and Career Activity**

50. Below is a list of all grants and submissions you have provided to us in the past.

Since you last provided us with information, have you applied for any additional grant funding or other financial support for your research (either as Principal Investigator or as Co-Investigator or other paid position) that is not on the list OR has the status of previous submissions changed?

- No
 Yes

51. 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-\$99,999
- \$100,000-\$249,999
- \$250,000-\$499,999
- \$500,000 or more

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

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

k. Grant funding mechanism:

- K (any type)
- P (any type)
- R01
- R03 or R21
- Other R series
- T (any type)
- U (any type)
- Other (e.g., supplements, etc) (specify):

l. What was the main purpose of the funding?

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

52. 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)

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

- PI /Co-PI or Project Lead
 Investigator
 Other (Specify):

53. 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

54. 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? This may include peer-reviewed abstracts included in conference proceedings.

- No
 Yes

If yes, please answer the following questions:

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

55. 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 epub:

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

No

Yes

a. Was this a conference publication with:

Undergraduate student(s)

Graduate student(s)

57. Please provide information about any of your technology transfer activities.

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):

58. 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:

	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"/>

59. In the past year, have you been 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 in the past year in recognition of your teaching, research, or other professional activity:

60. Have you held office in any professional organization in the past year?

- No
- Yes

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

61. 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 (e.g. reviewer for NIH/NSF/CDC or similar proposals, member of federal agency advisory council, etc.):

62. 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:



63. 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	
a. 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
b. 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
c. 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
d. 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
e. 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
f. 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
g. 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
h. 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
i. 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
j. 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
k. 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

I. 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
m. 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
n. 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
o. 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
p. 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
q. 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
r. 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
s. 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
t. 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
u. 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
v. 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

w. 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
x. 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
y. 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
z. 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

YEAR 4 ADDITIONAL ITEMS

Institutional Priority: Commitment to Diversity

1. Indicate how important you believe each priority listed below is at your college or university:

	Low Priority	Medium Priority	High Priority	Highest Priority
a. To recruit more minority students	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
b. To create a diverse multi-cultural campus environment	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
c. To increase the representation of minorities in the faculty and administration	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
d. To increase the representation of women in the faculty and administration	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
e. To develop an appreciation for multiculturalism	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

2. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following.

	Disagree Strongly	Disagree Somewhat	Agree Somewhat	Agree Somewhat
a. Faculty are interested in students' personal problems.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
b. Racial and ethnic diversity is reflected in the curriculum.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
c. Most students are well-prepared academically	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
d. This institution has effective hiring practices and policies that increase faculty diversity.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
e. This institution takes diversity of faculty into consideration as part of the promotion process.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
f. Student Affairs staff have the support and respect of faculty.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
g. Faculty are committed to the welfare of this institution.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
h. Faculty here are strongly interested in the academic problems of undergraduates.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
i. There is a lot of campus racial conflict here.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
j. My research is valued by faculty in the department.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
k. My teaching is valued by faculty in the department.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
l. My service is valued by faculty in the department.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
m. This institution takes into consideration quality mentoring efforts by faculty as part of the promotion process.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
n. Faculty are sufficiently involved in campus decision making.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

o. This institution takes responsibility for educating underprepared students.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
p. The criteria for advancement and promotion decisions are clear.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
q. Most of the students I teach lack the basic skills for college level work.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
r. There is adequate support for faculty development.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
s. This institution successfully educates students in remedial/developmental education.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4
t. Faculty are not prepared to deal with conflict over diversity issues in the classroom.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

3. Previously, you had indicated you are marital status. Has that changed?

- No
- Yes

Please indicate your current marital status: (Check one)

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

4. How many children do you have in the following age ranges?
0, 1, 2, 3, 4+

- Under 18 years old:
- 18 years or older:

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

	Yes	No
a. Learning disability (dyslexia, etc.)	<input type="radio"/>	<input type="radio"/>
b. Attention deficit hyperactivity disorder (ADHD)	<input type="radio"/>	<input type="radio"/>
c. Autism spectrum/Asperger's syndrome	<input type="radio"/>	<input type="radio"/>
d. Physical disability (speech, sight, mobility, hearing, etc.)	<input type="radio"/>	<input type="radio"/>
e. Chronic illness (cancer, diabetes, autoimmune disorders, etc.)	<input type="radio"/>	<input type="radio"/>
f. Psychological disorder (depression, etc.)	<input type="radio"/>	<input type="radio"/>

Other (please specify):

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

	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 sometimes or often 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"/>

7. Please enter your base institutional salary (e.g., for \$56,000, please enter 56000): \$

Part Time Faculty (question #7a)

7a. Please enter your total salary from teaching at this institution for this academic year (e.g., for \$30,000, please enter 30000): \$



8. Your base institutional salary reported above is based on (Check one):

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

Part Time Faculty

8a. How much are you paid per course at this institution (e.g., for \$3,000, please enter 3000): \$

9. What percentage of your current year's income comes from: (e.g. for 45%, please enter 45 and total for all responses must equal 100%)

Base salary from this institution	<input type="text"/>	%
Other income from this institution	<input type="text"/>	%
Income from another academic institution	<input type="text"/>	%
Non-academic income	<input type="text"/>	%