

**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 remain confidential.

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

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

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

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

	Not at all Confident	Slightly Confident	Somewhat Confident	Very Confident	Extremely Confident
Setting learning goals	<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"/>						

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

Not at all			Moderately			Completely
1	2	3	4	5	6	7
<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		
	<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 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	
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 epubs:

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

- No       Yes

- a. Publication Type:
- Chapter
  - Book
  - Other (specify):

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

Complete the applicable information below depending on publication type:

c. Book/Anthology Title:

d. Chapter Title :

e. Editors:

f. Year Published:

g. Edition:

h. Publisher:

i. City:

j. State:

k. Page Numbers:

l. DOI or URL for epubS:

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

- No       Yes

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

- Undergraduate student(s)  
 Post-baccalaureate student(s)  
 Graduate student(s)  
 Post-doctoral scholar(s)  
 Faculty

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

- No       Yes

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

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

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

- No       Yes

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

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

- No       Yes

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

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

- No       Yes

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

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

- No       Yes

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

## Faculty Rank and Position

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"/> |

**[REMAINING ITEMS FOR FIRST-TIME SURVEY RESPONDERS]**

43. What is your present academic rank?

- Professor
- Associate Professor Assistant Professor
- Lecturer
- Instructor
- Graduate Student/Teaching Assistant

44. What is your tenure status at this institution?

- Tenured
- On tenure track, but not tenured
- Not on tenure track, but institution has tenure system
- Institution has no tenure system

45. Your sex:

- Male
- Female

46. What is your principal activity in your current position at this institution?

- Administration
- Teaching
- Research
- Services to clients and patients
- Other

47. Personally, how important to you is:

	Essential	Very Important	Somewhat Important	Not Important
Research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. During the past 3 years, have you:
- |                                      | Yes                   | No                    |
|--------------------------------------|-----------------------|-----------------------|
| Written research grants              | <input type="radio"/> | <input type="radio"/> |
| Received funding for your work from: |                       |                       |
| Foundations                          | <input type="radio"/> | <input type="radio"/> |
| State or federal government          | <input type="radio"/> | <input type="radio"/> |
| Business or industry                 | <input type="radio"/> | <input type="radio"/> |

49. How would you rate the overall experience of working with undergraduates on research projects?
- Excellent
  - Good
  - Fair
  - Poor
  - I have not worked with undergraduates on research projects

50. How many undergraduates do you currently advise?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11-20
- 21-30
- 31-40
- 41-50
- 51-60
- 61-70
- 71-80
- 81-90
- 91-100
- 101 or more



53. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following: (Mark one for each item)

	Strongly Agree	Somewhat Agree	Disagree Somewhat	Disagree Strongly
This institution has effective hiring practices that increase faculty diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Affairs staff have the support and respect of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lot of campus racial conflict here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My research is valued by faculty in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teaching is valued by faculty in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My service is valued by faculty in my department	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are sufficiently involved in campus decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty are typically at odds with campus administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty here respect each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators consider faculty concerns with making policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution takes responsibility for educating underprepared students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria for advancement and promotion decisions are clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the students I teach lack the basic skills for college level work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is adequate support for faculty development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are not prepared to deal with conflict over diversity issues in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution takes mentoring into consideration in the promotion process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty of color are treated fairly here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women faculty are treated fairly here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBTQ faculty are treated fairly here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Highest Priority	High Priority	Medium Priority	Low Priority
Increase or maintain institutional affordability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a sense of community among students and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitate student involvement in community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students learn how to bring about change in society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase or maintain institutional prestige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hire faculty "stars"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruit more traditionally underrepresented students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase the selectivity of the student body through more competitive admissions criteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote gender diversity in the faculty and administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote racial and ethnic diversity in the faculty and administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide resources for faculty to engage in community-based teaching or research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create and sustain partnerships with surrounding communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pursue extramural funding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strengthen links with the for-profit, corporate sector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop leadership ability among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop an appreciation for multiculturalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for the workplace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. Please select your base institutional salary.

- Less than \$10,000
- \$10,000-19,999
- \$20,000-29,999
- \$30,000-39,999
- \$40,000-49,999
- \$50,000-59,999
- \$60,000-69,999
- \$70,000-79,999
- \$80,000-89,999
- \$90,000-99,999
- \$100,000-124,999
- \$125,000-149,999

56. Your base institutional salary reported above is based on:

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

58. Please select the most appropriate general area for the major of highest degree you hold:

- Agriculture/natural resources related
- Architecture and related services
- Area/ethnic/cultural/gender studies
- Arts (visual and performing)
- Biological and biomedical sciences
- Business/management/marketing related
- Communications/journalism/comm. tech
- Computer/info sciences/support tech
- Construction trades
- Education
- Engineering technologies/technician
- English language and literature/letters
- Family/consumer services, human sciences
- Foreign languages/literature/linguistics
- Health professions/clinical sciences
- Legal professions and studies
- Library science
- Mathematics and statistics
- Mechanical/repair technologies/techs
- Multi/interdisciplinary studies
- Parks/recreation/leisure/fitness studies
- Precision production
- Personal and culinary services
- Philosophy, religion & theology
- Physical sciences
- Psychology
- Public administration/social services
- Science technologies/technicians
- Security & protective services
- Social sciences (except psych) and history
- Transportation & materials moving
- Other

59. Please select the most appropriate general area for your department of current faculty appointment:

- Agriculture/natural resources related
- Architecture and related services
- Area/ethnic/cultural/gender studies
- Arts (visual and performing)
- Biological and biomedical sciences
- Business/management/marketing related
- Communications/journalism/comm. tech
- Computer/info sciences/support tech
- Construction trades
- Education
- Engineering technologies/technician
- English language and literature/letters
- Family/consumer services, human sciences
- Foreign languages/literature/linguistics
- Health professions/clinical sciences
- Legal professions and studies
- Library science
- Mathematics and statistics
- Mechanical/repair technologies/techs
- Multi/interdisciplinary studies
- Parks/recreation/leisure/fitness studies
- Precision production
- Personal and culinary services
- Philosophy, religion & theology
- Physical sciences
- Psychology
- Public administration/social services
- Science technologies/technicians
- Security & protective services
- Social sciences (except psych) and history
- Transportation & materials moving
- Other

60. Please select the most appropriate disciplinary field for the major of highest degree you hold:

- Agriculture and related sciences
- Natural resources and conservation
- Agriculture/natural resources/related, other
- Architecture and related services
- Area/ethnic/cultural/gender studies
- Art history, criticism, and conservation
- Design & applied arts
- Drama/theatre arts and stagecraft
- Fine and studio art
- Music, general
- Music history, literature, and theory
- Commercial and advertising art
- Dance
- Film, video, and photographic arts
- Visual and performing arts, other
- Biochem/biophysics/molecular biology
- Genetics
- Microbiological sciences & immunology
- Physiology, pathology, & related sciences
- Zoology/animal biology
- Biological & biomedical sciences, other
- Accounting and related services
- Business admin/management/operations
- Business operations/support/assistance
- Finance/financial management services
- Human resources management and svcs
- Marketing
- Management information systems/services
- Business/mgt/marketing/related, other
- Communication/journalism/related prgms
- Communication technologies/technicians and support svcs
- Communication/journalism/comm. tech, other

Computer/info tech administration/mgmt  
Computer programming  
Computer science  
Computer software and media applications  
Computer systems analysis  
Computer systems networking/telecom  
Data entry/microcomputer applications  
Data processing  
Information science/studies  
Computer/info sci/support svcs, other  
Construction trades  
Curriculum and instruction  
Educational administration/supervision  
Educational/instructional media design  
Special education and teaching  
Student counseling/personnel services  
Early childhood education and training  
Elementary education and teaching  
Secondary education and teaching  
Adult and continuing education/teaching  
Teacher ed: specific levels, other  
Teacher ed: specific subject areas  
Bilingual & multicultural education  
Ed assessment  
Higher education  
Education, other  
Biomedical/medical engineering  
Chemical engineering  
Civil engineering  
Computer engineering  
Electrical/electronics/comms engineering  
Engineering technologies/technicians  
Environmental/environmental health eng  
Mechanical engineering  
Engineering, other  
English language and literature/letters  
Family/consumer sciences, human sciences  
Foreign languages/literature/linguistics

Alternative/complementary medicine/sys  
Chiropractic  
Clinical/medical lab science/allied  
Dental support services/allied  
Dentistry  
Health & medical administrative services  
Allied health and medical assisting services  
Allied health diagnostic, intervention, treatment professions  
Medicine, including psychiatry  
Mental/social health services and allied  
Nursing  
Optometry  
Osteopathic medicine/osteopathy  
Pharmacy/pharmaceutical sciences/admin  
Podiatric medicine/podiatry  
Public health  
Rehabilitation & therapeutic professions  
Veterinary medicine  
Health/related clinical services, other  
Law  
Legal support services  
Legal professions and studies, other  
Library science  
Mathematics  
Statistics  
Mathematics and statistics, other  
Mechanical/repair technologies/techs  
Multi/interdisciplinary studies  
Parks, recreation and leisure studies  
Health and physical education/fitness  
Parks/recreation/leisure/fitness studies, other  
Precision production  
Culinary arts and related services  
Personal and culinary services  
Personal and culinary services, other  
Philosophy  
Religion/religious studies  
Theology and religious vocations  
Philosophy, religion & theology, other

Astronomy & astrophysics  
Atmospheric sciences and meteorology  
Chemistry  
Geological & earth sciences/geosciences  
Physics  
Physical sciences, other  
Behavioral psychology  
Clinical psychology  
Education/school psychology  
Psychology, other  
Public administration  
Social work  
Public administration & social svcs other  
Science technologies/technicians  
Corrections  
Criminal justice  
Fire protection  
Police science  
Security and protection services, other  
Anthropology (except psychology)  
Archeology  
Criminology  
Demography & population studies  
Economics  
Geography & cartography  
History  
International relations & affairs  
Political science and government  
Sociology  
Urban studies/affairs  
Social sciences, other  
Transportation and materials moving  
Other

61. Please select the most appropriate disciplinary field for your department of current faculty appointment:

- Agriculture and related sciences
- Natural resources and conservation
- Agriculture/natural resources/related, other
- Architecture and related services
- Area/ethnic/cultural/gender studies
- Art history, criticism, and conservation
- Design & applied arts
- Drama/theatre arts and stagecraft
- Fine and studio art
- Music, general
- Music history, literature, and theory
- Commercial and advertising art
- Dance
- Film, video, and photographic arts
- Visual and performing arts, other
- Biochem/biophysics/molecular biology
- Genetics
- Microbiological sciences & immunology
- Physiology, pathology, & related sciences
- Zoology/animal biology
- Biological & biomedical sciences, other
- Accounting and related services
- Business admin/management/operations
- Business operations/support/assistance
- Finance/financial management services
- Human resources management and svcs
- Marketing
- Management information systems/services
- Business/mgt/marketing/related, other
- Communication/journalism/related prgms
- Communication technologies/technicians and support svcs
- Communication/journalism/comm. tech, other

Computer/info tech administration/mgmt  
Computer programming  
Computer science  
Computer software and media applications  
Computer systems analysis  
Computer systems networking/telecom  
Data entry/microcomputer applications  
Data processing  
Information science/studies  
Computer/info sci/support svcs, other  
Construction trades  
Curriculum and instruction  
Educational administration/supervision  
Educational/instructional media design  
Special education and teaching  
Student counseling/personnel services  
Early childhood education and training  
Elementary education and teaching  
Secondary education and teaching  
Adult and continuing education/teaching  
Teacher ed: specific levels, other  
Teacher ed: specific subject areas  
Bilingual & multicultural education  
Ed assessment  
Higher education  
Education, other  
Biomedical/medical engineering  
Chemical engineering  
Civil engineering  
Computer engineering  
Electrical/electronics/comms engineering  
Engineering technologies/technicians  
Environmental/environmental health eng  
Mechanical engineering  
Engineering, other  
English language and literature/letters  
Family/consumer sciences, human sciences  
Foreign languages/literature/linguistics

Alternative/complementary medicine/sys  
Chiropractic  
Clinical/medical lab science/allied  
Dental support services/allied  
Dentistry  
Health & medical administrative services  
Allied health and medical assisting services  
Allied health diagnostic, intervention, treatment professions  
Medicine, including psychiatry  
Mental/social health services and allied  
Nursing  
Optometry  
Osteopathic medicine/osteopathy  
Pharmacy/pharmaceutical sciences/admin  
Podiatric medicine/podiatry  
Public health  
Rehabilitation & therapeutic professions  
Veterinary medicine  
Health/related clinical services, other  
Law  
Legal support services  
Legal professions and studies, other  
Library science  
Mathematics  
Statistics  
Mathematics and statistics, other  
Mechanical/repair technologies/techs  
Multi/interdisciplinary studies  
Parks, recreation and leisure studies  
Health and physical education/fitness  
Parks/recreation/leisure/fitness studies, other  
Precision production  
Culinary arts and related services  
Personal and culinary services  
Personal and culinary services, other  
Philosophy  
Religion/religious studies  
Theology and religious vocations  
Philosophy, religion & theology, other

Astronomy & astrophysics  
Atmospheric sciences and meteorology  
Chemistry  
Geological & earth sciences/geosciences  
Physics  
Physical sciences, other  
Behavioral psychology  
Clinical psychology  
Education/school psychology  
Psychology, other  
Public administration  
Social work  
Public administration & social svcs other  
Science technologies/technicians  
Corrections  
Criminal justice  
Fire protection  
Police science  
Security and protection services, other  
Anthropology (except psychology)  
Archeology  
Criminology  
Demography & population studies  
Economics  
Geography & cartography  
History  
International relations & affairs  
Political science and government  
Sociology  
Urban studies/affairs  
Social sciences, other  
Transportation and materials moving  
Other

62. Please indicate the highest degree you have earned:

- Bachelor's (B.A., B.S., etc.)
- Master's (M.A., M.S.)
- Terminal Master's (M.F.A., M.B.A.)
- J.D.
- M.D., D.D.S., D.V.M., etc. (Medical)
- Ph.D.
- Professional Doctorate (Ed.D., Psy.D., etc.)
- Other

63. Are you: **(choose all that apply)**

- White/Caucasian
- African American/Black
- American Indian/Alaska Native
- East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)
- Filipino
- Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)
- South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)
- Other Asian
- Native Hawaiian/Pacific Islander
- Mexican American/Chicano
- Puerto Rican
- Other Latino
- Other

64. What is your sexual orientation?

- Heterosexual/Straight
- Gay
- Lesbian
- Bisexual
- Queer
- Other

65. Do you identify as transgender?

- No
- Yes, male to female
- Yes, female to male

66. Are you currently:

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

67. How many children do you have in the following age ranges?	0	1	2	3	4+
Under 18 years old	<input type="radio"/>				
18 years or older	<input type="radio"/>				