Trainee Post Survey

Record ID

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Rationale: This survey can be provided to trainees at the end of their appointments to measure their confidence in a range of skills related to research, career preparation, and interpersonal communication. Trainees were given an identical survey at the beginning of the program. Therefore, this survey can be combined with the survey given at the beginning of the program to gauge how the training has impacted trainee confidence in these skills.

Survey Instructions:

This survey is designed to measure how confident you feel TODAY in a range of skills related to research, career preparation, professionalism, and interpersonal communication. You were likely asked to complete an identical set of questions when you began the program, so this survey combined with the survey you were given at the beginning of the training program can be used to gauge how your training has impacted your confidence in these skills.

In the questions below, please rate your level of confidence in your ability to successfully complete the following activities on 7-point scale from a low of "no confidence" (1) to a high of "total confidence" (7). Base your responses on how confident you feel TODAY that you can successfully perform these tasks.

Today's Date:

_____

CAREER DEVELOPMENT

The following questions focus on your confidence in skills that will enhance your ability to be successful in career exploration, goal setting and job search skills.

Please rate your level of confidence in your ability to successfully complete the following activities on an 7-point scale from a low of "no confidence" (1) to a high of "total confidence" (7). Please base your responses on how confident you feel TODAY that you can successfully perform these tasks.

	No confidence 1	2	3	Moderate confidence 4	5	6	Total confidence 7
Networking effectively	○	○	○	○	○	○	○
Setting career goals	○	○	○	○	○	○	○
Understanding career options both within and outside of academia	○	○	○	○	○	○	○

Accessing the historical career outcomes of your selected training program	○	○	○	○	○	○	○
Writing an effective CV and cover letter for your chosen job market	○	○	○	○	○	○	○
Using your Individual Development Plan (IDP) as a tool for professional goal planning	○	○	○	○	○	○	○
Using your Individual Development Plan (IDP) to facilitate a conversation about professional goals with your advisor	○	○	○	○	○	○	○

PROFESSIONAL SKILLS AND DEVELOPMENT

The questions below relate to your level of confidence in research-related activities. This includes skills related to formulating research questions, research methods, communication and presentation of research, and working within a research team.

Please rate your level of confidence in your ability to successfully complete the following activities on an 7-point scale from a low of "no confidence" (1) to a high of "total confidence" (7). Please base your responses on how confident you feel TODAY that you can successfully perform these tasks.

	No confidence 1	2	3	Moderate confidence 4	5	6	Total confidence 7
Identifying areas of needed research, based on reading the literature	○	○	○	○	○	○	○
Generating researchable questions	○	○	○	○	○	○	○
Developing a logical rationale for your particular research idea	○	○	○	○	○	○	○
Discussing research ideas with peers	○	○	○	○	○	○	○
Identifying faculty collaborators from within and outside the discipline who can offer guidance on your project	○	○	○	○	○	○	○
Communicating your research ideas in writing	○	○	○	○	○	○	○
Effectively editing your writing to make it logical and succinct	○	○	○	○	○	○	○
Designing visual presentations of your data	○	○	○	○	○	○	○
Writing the results section of a research paper that clearly summarizes and describes the results, free of interpretative comments	○	○	○	○	○	○	○
Writing a discussion section for a research paper that articulates the importance of your findings relative to other studies in the field	○	○	○	○	○	○	○

Orally presenting results to your research group or department	○	○	○	○	○	○	○
Orally presenting results at a regional/national/international meeting	○	○	○	○	○	○	○
Defending your results to a critical audience	○	○	○	○	○	○	○
Identifying implications for future research	○	○	○	○	○	○	○
Describing the proposal review and award process for a major funding agency, such as the National Institutes of Health, National Science Foundation, or other foundation	○	○	○	○	○	○	○
Writing a grant proposal	○	○	○	○	○	○	○
Participating in the generation of collaborative research ideas	○	○	○	○	○	○	○
Finding help mediating conflicts when collaborating with colleagues in different departments or institutions	○	○	○	○	○	○	○
Setting up and employing the right communication methods at the right times with cross-disciplinary team members	○	○	○	○	○	○	○
Evaluating the success of a collaboration midway through the cross-disciplinary project	○	○	○	○	○	○	○
Navigating funding agencies and appropriately identifying award opportunities based on your research area and training and/or career stage	○	○	○	○	○	○	○

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INCLUSIVITY

The questions below focus on your confidence in the navigation, awareness and promotion of inclusion within training and research settings.

Please rate your level of confidence in your ability to successfully complete the following activities on an 7-point scale from a low of "no confidence" (1) to a high of "total confidence" (7). Please base your responses on how confident you feel TODAY that you can successfully perform these tasks.

	No confidence 1	2	3	Moderate confidence 4	5	6	Total confidence 7
Seeking peer support among fellow graduate/postdoc students	○	○	○	○	○	○	○
Working effectively with others whose personal background is different from your own (age, race, ethnicity, ability, gender, class, region, culture, religion, family composition, etc.)	○	○	○	○	○	○	○
Finding one or more communities or groups where you feel you belong	○	○	○	○	○	○	○
Considering how personal and professional differences may impact expectations	○	○	○	○	○	○	○
Identifying strategies for recognizing and addressing issues of equity and inclusion	○	○	○	○	○	○	○
Negotiating dialogue effectively across diverse dimensions	○	○	○	○	○	○	○
Recognizing unconscious bias and addressing it when you observe it	○	○	○	○	○	○	○
Going outside of your comfort zone to help others feel included in the lab	○	○	○	○	○	○	○

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RIGOR & REPRODUCIBILITY

The following questions focus on your confidence in skills related to conducting responsible science. This includes applying rigor in designing and performing scientific research and the ability to reproduce research findings. Areas of focus include ensuring robust and unbiased experimental design, methodology, analysis, interpretation, and reporting of results.

Please rate your level of confidence in your ability to successfully complete the following activities on an 7-point scale from a low of "no confidence" (1) to a high of "total confidence" (7). Please base your responses on how confident you feel TODAY that you can successfully perform these tasks.

	No confidence 1	2	3	Moderate confidence 4	5	6	Total confidence 7
Choosing an appropriate research design	○	○	○	○	○	○	○
Being flexible in developing alternative research strategies	○	○	○	○	○	○	○
Designing the best data analysis strategy for your study	○	○	○	○	○	○	○
Selecting correct statistical tests or methods to analyze your data or working with the appropriate resource to accomplish this	○	○	○	○	○	○	○
Interpreting the results of statistical tests	○	○	○	○	○	○	○
Having control over the quality of the methods used in the research in your lab	○	○	○	○	○	○	○
Having the ability to advance the quality of methods used in your research	○	○	○	○	○	○	○
Intentionally making choices to enhance my research skills in ways that will benefit your research	○	○	○	○	○	○	○
Asking for help about research methods when you need it	○	○	○	○	○	○	○
Seeking out opportunities to get critical feedback on your research	○	○	○	○	○	○	○

Viewing setbacks in your research as temporary roadblocks you can overcome	○	○	○	○	○	○	○
Keeping and recording an organized system for data, ideas and references	○	○	○	○	○	○	○
Ensuring data collection is reliable across trial, rater, and equipment	○	○	○	○	○	○	○
Training others to collect data	○	○	○	○	○	○	○
Identifying and reporting the limitations of the study	○	○	○	○	○	○	○
Critically evaluating the methods outlined in a journal article	○	○	○	○	○	○	○

MENTOR RELATIONS

The following questions focus on your confidence in your mentoring relationship(s). For the purposes of this survey, a mentoring relationship is a close, individualized relationship that develops over time between a graduate student and a faculty member and that includes both caring and guidance. Although there is a connection between mentors and advisors, not all mentors are advisors and not all advisors are mentors.

Please rate your level of confidence in your ability to successfully complete the following activities on an 7-point scale from a low of "no confidence" (1) to a high of "total confidence" (7). Please base your responses on how confident you feel TODAY that you can successfully perform these tasks.

	No confidence 1	2	3	Moderate confidence 4	5	6	Total confidence 7
Setting expectations and communicating them to your mentor	○	○	○	○	○	○	○
Consulting your mentor(s) on ideas	○	○	○	○	○	○	○
Understanding clear expectations for your training	○	○	○	○	○	○	○
Asking for feedback on your research when needed	○	○	○	○	○	○	○
Being in control of the quality of your research (as opposed to feeling like your advisor is in control)	○	○	○	○	○	○	○

| Receiving support in professional development activities outside of the lab | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Receiving support in your exploration or pursuit of a career option outside of academia | ○ | ○ | ○ | ○ | ○ | ○ | ○ |