

Trainee Pre Survey

Please complete the survey below.

This survey will ask you to answer questions related to your confidence in skills important to your development as a scientist. This survey is designed to measure how you feel at this initial stage of training. You will be asked to complete an identical survey at the end of your training as an important way to measure your progress and development in the program.

Please read all instructions carefully and be honest in your feedback. Please note your responses are confidential and have no effect on your standing in the program or department.

Following the survey, you will be prompted to answer a few short questions about your experience completing this survey. This will help us determine its efficacy and length and your responses are greatly appreciated.

Thank you!

1) Record ID

Rationale: This survey can be provided to trainees at the beginning of their appointments to measure their confidence in a range of skills related to research, career preparation, and interpersonal communication.

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. We will ask you to complete an identical set of questions upon your completion of the program 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.

2) 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	2	3	Moderate confidence	5	6	Total confidence
1			4			7

3)

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| | Networking effectively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4) | Setting career goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5) | Understanding career options both within and outside of academia | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6) | Accessing the historical career outcomes of your selected training program | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7) | Writing an effective CV and cover letter for your chosen job market | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8) | Using your Individual Development Plan (IDP) as a tool for professional goal planning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9) | Using your Individual Development Plan (IDP) to facilitate a conversation about professional goals with your advisor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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
10) Identifying areas of needed research, based on reading the literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Generating researchable questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Developing a logical rationale for your particular research idea	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Discussing research ideas with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Identifying faculty collaborators from within and outside the discipline who can offer guidance to the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) Communicating your research ideas in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) Effectively editing your writing to make it logical and succinct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17) Designing visual presentations of your data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18) Writing the results section of a research paper that clearly summarizes and describes the results, free of interpretative comments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19) Writing a discussion section for a research paper that articulates the importance of your findings relative to other studies in the field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20)							

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| Orally presenting results to your research group or department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21) Orally presenting results at a regional/national/international meeting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22) Defending your results to a critical audience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23) Identifying implications for future research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24) 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25) Writing a grant proposal | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26) Participating in the generation of collaborative research ideas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27) Finding help mediating conflicts when collaborating with colleagues in different departments or institutions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28) Setting up and employing the right communication methods at the right times with cross-disciplinary team members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29) Evaluating the success of a collaboration midway through the cross-disciplinary project | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30) Navigating funding agencies and appropriately identifying award opportunities based on your research area and training and/or career stage | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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
31) Seeking peer support among fellow graduate students or postdocs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32) Working effectively with others whose personal background is different from your own (age, race, ethnicity, ability, gender, class, region, culture, religion, family composition, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33) Finding one or more communities or groups where you feel you belong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34) Considering how personal and professional differences may impact expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35) Identifying strategies for recognizing and addressing issues of equity and inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36) Negotiating dialogue effectively across diverse dimensions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37) Recognizing unconscious bias and addressing it when you observe it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38) Going outside of your comfort zone to help others feel included in the lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
39) Choosing an appropriate research design	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40) Being flexible in developing alternative research strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41) Designing the best data analysis strategy for your study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42) Selecting correct statistical tests or methods to analyze your data or working with the appropriate resource to accomplish this	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43) Interpreting the results of statistical tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44) Having control over the quality of the methods used in the research in your lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45) Having the ability to advance the quality of methods used in your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46) Intentionally making choices to enhance your research skills in ways that will benefit your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47) Asking for help about research methods when you need it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48) Seeking out opportunities to get critical feedback on your research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49)							

Viewing setbacks in your research as temporary roadblocks you can overcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50) Keeping and recording an organized system for data, ideas and references	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51) Ensuring data collection is reliable across trial, rater, and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52) Training others to collect data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53) Identifying and reporting the limitations of the study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54) Critically evaluating the methods outlined in a journal article	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
55) Setting expectations and communicating them to your mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56) Consulting your mentor(s) on ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57) Understanding clear expectations for your training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58) Asking for feedback on your research when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59) Being in control of the quality of your research (as opposed to feeling that your advisor is in control)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60)							

Receiving support in professional development activities outside of the lab

61) Receiving support in your exploration or pursuit of a career option outside of academia