

**OMB No. 0925-0642**

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**We are asking you to complete this survey to help us gain knowledge to improve future program development for trainee populations. We will not be collecting any identifiers as part of the survey. The results will be reported in aggregate form only. Your participation in the survey is voluntary. All questions are optional and you may exit the survey at any time. If you have any questions about the survey, please contact Erika Ginsburg (ginsbure@mail.nih.gov). Your responses are greatly appreciated. Thank you.**

1. Are you a basic researcher?

☐ yes

☐ no

2. What results are you hoping to attain from the Program? Check all that apply.

- ☐ Evaluate potential career paths
- ☐ Build my professional network
- ☐ Acquire leadership or management skills
- ☐ Enhance my time management skills
- ☐ Learn how to have difficult conversations
- ☐ Improve my personal relationships
- ☐ Increase my overall happiness in my job/program
- ☐ Overcome external obstacles to my success
- ☐ Overcome limiting character traits (e.g. anxiety, indecisiveness, worry)
- ☐ Increase my self-confidence
- ☐ Set goals for my career
- ☐ Take action toward achieving career goals
- ☐ Ease my transition to independence

Other (please specify)

3. What career options are you currently interested in? There are 15 options. Please rank up to 8 options, with #1 being the option you are most interested in.

	1 (most interested in)	2	3	4	5	6	7	8
PI in academia (research-intensive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PI in academia (teaching & research)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other research in academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research in biotech/pharma/other industry setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bench science in government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching-intensive in academia (post-secondary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science education for the public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science education for schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science writing or publishing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science or education policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug approval and production	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science consulting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (science-related)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (not science-related)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Knowing that no relationship is perfect, how much improvement would be needed for you to have an ideal relationship with your PI? The further to the right you select, the more improvement is needed.

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100

5. How strongly do each of the following considerations negatively impact your perceptions about academic professorships? Please rate these on a scale of 0 (not at all) to 5 (a lot).

[illegible]

6. Please list any additional considerations that were not included on the previous list.

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7. Please rate your satisfaction with your abilities in the following areas on a scale of 1 (very dissatisfied) to 10 (very satisfied).

[illegible]

8. On a scale of 1 (not at all confident) to 10 (extremely confident), how confident are you that you could:

	1 (not at all confident)	2	3	4	5	6	7	8	9	10 (extremely confident)
obtain an academic position in the future?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
succeed in an academic position in the future, once you have obtained it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Explain your response to the previous question.

10. Once you have obtained an academic position (or hypothetically if that is not your goal), how confident are you that you would be able to succeed in each of these areas:

	1 (not at all confident)	2	3	4	5	6	7	8	9	10 (extremely confident)
Writing grants and finding funding opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being well-versed in your subject matter as a resource for faculty and students alike	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading a lab (project management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active member of department (academic committee member)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outreach to scientific community (serving on study sections, editorial boards, advisory boards, professional organizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating scientific findings through talks/conferences and publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing all available core resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budgets and financial literacy for large accounts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Please identify how committed you are to pursuing an academic career. The further to the right you select, the more committed you are.

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12. What do you hope to gain from your participation in the program? What are your expectations for growth?