

Supplemental Material

CBE—Life Sciences Education

Jones *et al.*

Supplemental Materials

North Carolina BioSciences Collaborative Symposium 2014

Date: July 31st & August 1st, 2014

TOPICS	SPEAKERS
From “Pipelines” to “Pathways”: Exploring Trends in Diverse Scientists’ Career Interests and Development	Kimberly Griffin, PhD; Associate Professor in the Higher Education, Student Affairs, and International Education Policy Program of the College of Education; The University of Maryland
Transitioning Undergraduate Students into High Quality PhD Programs in STEM Disciplines	Goldie Byrd, PhD; Dean, College of Arts and Sciences; North Carolina A&T State University
Change, Flip, and Practice	David Asai, PhD; Director of Science Education; Howard Hughes Medical Institute
What Faculty Can Do to Encourage Culture Change with Respect to Diversity Among Students	
What Faculty Can Do to Encourage Culture Change with Respect to Diversity Among Students	
What have we learned? Strategies and Practical Applications to Implement Best Practices at our Home Institutions	Benjamin Reese, PsyD; Vice President for Institutional Equity and Chief Diversity Officer
Targeting Kinase Networks in Vascular Function and Cancer	Ann Marie Pendergast, PhD, Professor of Pharmacology and Cancer Biology
Science to Spark Conversation “Ultrafast Impacts in Biology”	Sheila Patek, PhD, Associate Professor, Department of Biology; Duke University
Dynamics of RNA Polymerase II in Vivo at the Single Molecule Resolution	Ibrahim Cissé, PhD; Assistant Professor of Physics; Massachusetts Institute of Technology
Doing Our Part: Maximizing Engagement a Student Scientist	Myron Evans, Monica Gutierrez, Erika Moore and Jose Vargas-Muniz
Key Strategies Involved in a Successful Start Towards a Scientific Career	Emily Snavely, Dianna Amasino, Angel Martin, and Felix Nwogbo
BONAFIDE: Resisting Imposter Feelings in Graduate School and Beyond	Gary Glass, PhD; Associate Director for Outreach and Developmental Programming; Duke Counseling and Psychological Services (CAPS)
Scientific Keynote: Targeting Kinase Networks in Vascular Function and Cancer	Ann Marie Pendergast, PhD, Professor of Pharmacology and Cancer Biology; Duke University

North Carolina BioSciences Collaborative Symposium 2015

Date: July 30 – 31, 2015

TOPICS	SPEAKERS
“Diversity: Lessons from the Microbiome”	Prosper N. Boyaka, PhD; Professor, Veterinary Biosciences; The Ohio State University
“Introduction to Collaborative Research to Address Diversity Interventions in the Biomedical Sciences”	Julie Reynolds, PhD; Associate Professor of the Practice, Director of Undergraduate Studies in Biology; Duke University, and Sherri Fulp; Senior Research Associate; Strategic Evaluations, Inc.
“Collaborative Research: Leveraging the Power of our Community”	
“Increasing Diversity in the Scientific Workforce”	Alison E. Gammie, PhD; Division Director, Training, Workforce Development, and Diversity; National Institutes of Health
“Recruiting and Retaining a Diverse Graduate Student Population”	
“Strategies to Motivate Student Persistence in STEM”	Sherilynn Black, PhD; Assistant Professor of the Practice, Medical Education; Director of the Office of Biomedical Graduate Diversity; Duke University
Scientific Talk: “Translating Neuroscience: Observations and Opportunities”	Kafui Dzirasa, PhD; Assistant Professor, Psychiatry and Behavioral Sciences; Duke University
“From Root to STEM: Cultivating the Next Generation of Women Scientists”	Tashni Dubroy, PhD; President Elect; Shaw University
“The RNA Helicase DDX39B regulates IL7R mRNA splicing reducing the risk of Multiple Sclerosis”	Mariano Garcia-Blanco, PhD MD; Professor and Chair, Biochemistry and Molecular Biology; University of Texas Medical Branch
Mentoring: A Key Concept to Success in Biomedical and Behavioral Sciences”	Erin Banks, PhD; Director, Initiative for Maximizing Student Diversity; North Carolina State University
“My Hindsight, Your Foresight: The graduate student perspective on successful adaptation of our training to meet the demands of the dynamic biomedical workforce landscape”	Monica Gutierrez and Angel Martin; Duke University
“Maintaining Cultural Identity in a Scientific Field”	Bob Poage, PhD; Associate Professor; Director, Research Initiative for Scientific Enhancement; University of North Carolina at Pembroke

North Carolina BioSciences Collaborative Symposium 2016

Date: July 30 – 31, 2016

TOPICS	SPEAKERS
Sharing the News for Broader Impact: The Importance of Measurement and Dissemination	Anthony DePass, PhD; Professor, Biology; Long Island University; Founder and Principal Evaluator of DePass Academic Consulting
Advancing Diversity and Societal Citizenship in the Stanford Biosciences	Terrance R. Mayes, Ed.D. Associate Dean of Graduate Education Stanford University School of Medicine
Key Components for Mentoring Underrepresented Trainees in STEM	George Langford, PhD; Dean of the College of Arts & Sciences, Syracuse University Burroughs Wellcome Fund Board Member
E.E. Just Program for Underrepresented Students: Lessons Learned	
Researching STEM Training Programs: Advancing Knowledge in the Context of Growing Professional Community	Mica Estrada, PhD; Assistant Professor, Social & Behavior Sciences; University of California, San Francisco
A Primer on Developing Mentoring Practices for Diverse Trainees	Sherilynn Black, PhD; Assistant Professor of the Practice, Medical Education; Director, Office of Biomedical Graduate Diversity; Co-Principal Investigator, Duke BioCoRE-IMSD
Translating Mentoring Theory into Action (Interactive)	
How Cells use Chemistry and Physics to Break the Bones that Power Their Movement	Enrique De La Cruz, PhD; Professor, Molecular Biophysics and Biochemistry; Yale University
Science to Spark Conversation “Next Generation of Dynamic and Bioactive Antibiotic Drug Delivery Systems”	Darlene Taylor, PhD; Associate Professor; Chemistry; North Carolina Central University
Scientific Keynote Address	Dan Ariely, PhD; James B. Duke Professor; Behavioral Economics and Cognitive Neuroscience Duke University
Mentoring Up - Learning to Maximize your Relationship with your Mentor (Interactive)	Steven Lee, PhD; Graduate Diversity Officer for STEM Disciplines, University of California, Davis
Secrets to Bulletproofing Your Career	Michael Penn, Jr, MD, PhD; Vice President of Diversity, Outreach and Mentoring, Gladstone Institutes
What Would You Do? Exploring the Dynamics of Mentor-Mentee Relationships	Monica Gutierrez & Angel Martin Duke University Graduate Students

North Carolina BioSciences Collaborative Symposium 2017

Date: July 27th – 28th, 2017

TOPICS	SPEAKERS
Optimizing research mentoring relationships	Christine Pfund, PhD Associate Scientist, School of Education Director, Center for the Improvement of Mentored Experiences in Research (CIMER); Clinical and Translational Research Wisconsin Center for Education Research Institute for University of Wisconsin-Madison
The role of mentors in promoting mentee self-efficacy...and how to do it effectively	Christine Pfund, PhD Associate Scientist, School of Education Director, Center for the Improvement of Mentored Experiences in Research (CIMER); Clinical and Translational Research Wisconsin Center for Education Research Institute for University of Wisconsin-Madison
Conversation with a former Dean: Mentoring students, postdocs, and faculty in a research-oriented environment	Nancy Andrews, MD, PhD Former Vice Chancellor for Academic Affairs, Dean of the School of Medicine, Nanaline H. Duke Professor of Pediatrics Duke University
Fostering effective undergraduate research experiences	Dorian Canelas, PhD Assistant Professor of the Practice, Department of Chemistry Duke University
The role of faculty in creating institutional change for diverse trainees (interactive workshop)	Clifton Poodry, PhD Senior Science Education Fellow; Howard Hughes Medical Institute Former Director of the Training, Workforce Development and Diversity Division at the National Institute for General Diversity Division at the National Institute for General Medical Sciences (NIGMS), NIH
Developing talent: Do I have to change?	Clifton Poodry, PhD Senior Science Education Fellow; Howard Hughes Medical Institute Former Director of the Training, Workforce Development and Diversity Division at the National Institute for General Diversity Division at the National Institute for General Medical Sciences (NIGMS), NIH
Addressing the opioid epidemic by understanding how venomous cone snails hunt fish	Baldomero “Toto” Olivera, PhD Professor of Biology HHMI Professor University of Utah
Promoting mentee research self-efficacy	Jessica Harrell, PhD Director of Academic Career Excellence Program (ACE) University of North Carolina-Chapel Hill
Deciphering the rules of engagement between host and microbiome	Gianna Hammer, PhD Assistant Professor of Immunology Duke University
Slowing down: the effect of aging on the motor system	Gregorio Valdez, PhD Assistant Professor, Carilion Research Institute, Biological Sciences, Internal Medicine Virginia Tech
Sorting Through the Genome’s “Junk”: New models and pleasant surprises in the quest to understand gene expression	Tracy Johnson, PhD Professor, Molecular, Cell & Developmental Biology Chair, Cell Biology & Biochemistry Associate Dean for Inclusive Excellence Associate Dean for Inclusive Excellence HHMI Professor University of California, Los Angeles (UCLA)
Variables in the success equation	Renetta Tull, PhD Dir. Graduate & Prof. Pipeline Development; Special Assistant to Dir. Graduate & Prof. Pipeline Development; Special Assistant to the Sr. Vice Chancellor for Academic Affairs; Founding Director of PROMISE Associate Vice Provost for Strategic Initiative University of Maryland-Baltimore County
You'll get knocked down, but you'll get up again: Surviving setbacks in graduate school (and life in general)	Samuel Hulbert PhD Candidate, Neurobiology Duke University

North Carolina BioSciences Collaborative Symposium 2018

Date: July 27th – 28th, 2018

TOPIC	SPEAKER
URM Students, GREs, Holistic Admissions to Biomed Research Training ... but where are all the Minority Faculty? Recruiting a Diverse Faculty	Roger Chalkely, D. Phil Senior Associate Dean, Biomedical Research Education and Training and Professor; Vanderbilt University
Rethinking Graduate Admissions	Joshua Hall, PhD Director of Admissions, Biological and Biomedical Sciences Program; Director of Postbaccalaureate Research Education Program (PREP); UNC Chapel Hill
The Challenge of Faculty Diversity - What Really Needs to Change	Linda Sealy, PhD Associate Dean for Diversity, Equity and Inclusion; Associate Professor; Vanderbilt University
Thinking <i>Fast</i> makes Changing <i>Slow</i> : How Cognitive Processes Interfere with Achieving Diversity Bench, BioTech, and Beyond	Lydia Villa-Komaroff, PhD Board member & former CEO and CSO of Cytonome/ST, LLC; Former VP for Research and COO of the MIT Whitehead Institute; SACNAS founding member
Opportunities in Discipline-Based Cohort Programs for Biomedical Research Training	Jessica Faupel-Badger, PhD, MPH Director of Training and Education, NIH's National Center for Advancing Translational Sciences
National Academies Report: Graduate STEM Education for the 21st Century	Alan Leshner, PhD CEO, Emeritus of the AAAS; Executive Publisher of Science; Former Director of the National Institute of Drug Abuse (NIDA) at NIH; Former Deputy Director and Acting Director of NIMH
National Academies Report Panel Discussion	Sherilynn Black, PhD Associate Vice Provost for Faculty Advancement; Assistant Professor of the Practice, Medical Education; Co-Principal Investigator, BioCoRE; Duke University
	Kafui Dzirasa, MD, PhD PI, Associate Professor, Department of Psychiatry and Behavioral Sciences, Department of Neurobiology Department of Bioengineering; Duke University
<i>Student-Led Initiatives: Taking the Reins of your Graduate Experience</i>	Kate Stoll, PhD Senior Policy Advisor; MIT Washington Office
The What, Why, and How of Implicit Bias in Graduate Training	Ashalla Freeman, PhD Diversity Consultant and Program Director, Initiative for Maximizing Student Development (IMSD), UNC Chapel Hill
Level Up: Using the Scientific Method for Career Exploration	Paige Cooper, PhD Program Director, NIH Initiative to Maximize Student Development /Duke BioCoRE Program, Duke University
The Epitranscriptome - Implications for	Stacy Horner, PhD Co-Director of the Center for RNA

Biology and Viral Infection	Biology and Assistant Professor; Duke University
Novel Scaffolding for Vascularized Bone Tissue Engineering	Joseph Freeman, PhD Graduate Program Director of Biomedical Engineering and Associate Professor, Rutgers University
Hedgehog Pathway Modulation in Fetal Alcohol Spectrum Disorders	Kevin P. Williams, PhD Professor, Biomanufacturing Research Institute & Technology Enterprise, NC Central University

Student Survey for Chemistry Courses, Mid Semester

Please take a few minutes to evaluate your chemistry course this term. You will receive a small number of bonus points in your course or lab for completing this survey. You might have also taken this survey last term, so please focus on this term only when entering your responses. Due to screen size, it will be easiest to complete this survey on a laptop or regular-sized tablet device rather than a phone.

We appreciate your honest and thoughtful responses to the survey items. Your responses will be treated confidentially.

Q1 Please click on the course number for the chemistry course you are taking this semester. If you are taking more than one chemistry course, then please select the course below that provided the link to this survey and think about that course when responding to each item.

- Chem99D Introduction to Chemistry (1)
- Chem101DL Core Concepts in Chemistry (2)
- Chem110DL Core Concepts in Chemistry (Honors) (3)
- Chem201DL Organic Chemistry 1 (4)
- Chem202DL Organic Chemistry 2 (5)
- Chem210DL Modern Applications of Chemical Principles (6)

Q2 What are the strengths of the chemistry course? Which aspects of the course do you like the best or enjoy the most so far? (Optional)

Q3 What chemistry topics are you most interested in learning more about? (This may or may not be part of your course.)

Q4 What changes to your chemistry class or lab, if any, do you suggest to improve your learning environment? (Optional)

Q5 What actions or behaviors should you engage in for the rest of the semester to maximize your success in the course?

Q6 Please respond to the following items about your chemistry course assessments (quizzes, tests, exams):

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
The assessments closely matched the content taught in the course. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessments in this class have been challenging. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessments in this class have been fair. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying for the assessments has improved my learning. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback written on the graded assessments was meaningful. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Use the space below to provide comments about the quizzes and tests in the course for the first half of the semester. (Optional)

Q8 Please respond to the following items about your academic plans:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I plan to major in chemistry. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to minor in chemistry. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to major in a science discipline other than chemistry. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to attend a health-related professional school (medical, dental, vet, pharmacy, etc.) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to attend graduate school in the natural sciences. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to attend graduate school in the biomedical sciences (pharmacology, cancer biology, etc.) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am planning a pre-med course of study at Duke. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Please respond to the following items about your scientific interests:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I already know what it is like to conduct scientific research in a laboratory. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in learning more about behavioral science research. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in learning more about biomedical research. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside of the classroom setting, I have already worked in a science lab conducting research. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will conduct lab research while attending Duke. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the future, I would like to spend at least part of one summer conducting scientific research in a laboratory. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Please respond to the following items about your future possible career pathways:

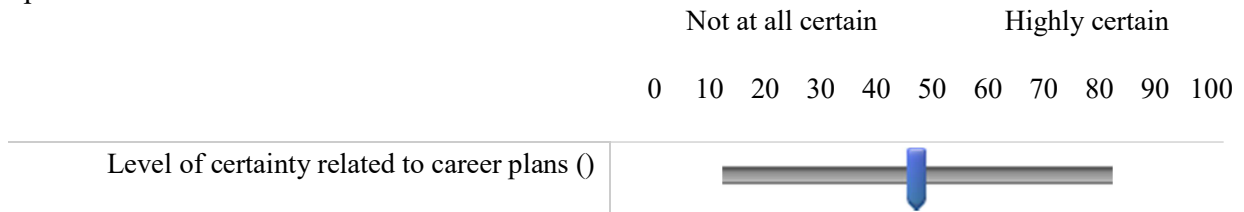
	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I am interested in pursuing a career in engineering. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in a career in law or public policy. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in pursuing a career in quantitative sciences (mathematics, statistics, etc.) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do NOT want a career in healthcare that involves working directly with patients. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in applying to MD/PhD programs to combine my interests in medicine and research. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in a career focused on scientific research. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My future plans have changed during my time at Duke University. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Provide additional comments about your most likely career pathway, especially if your most likely career was not on the list or you would like to expand upon your future plans. Was it easy or difficult to respond to the items about possible future careers? Why? (Optional)

Q12 Please move the sliding bar below to indicate your level of interest level in pursuing the following pathways. 0 indicates no interest while 100 indicates very high interest.



Q13 Please move the sliding bar below to indicate your overall certainty level about your career plans.



Q21 Please respond to the following items about the life of different professions:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree or disagree (3)	Somewhat agree (4)	Strongly agree (5)
I already know what it is like to be an MD (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I already know what it is like to be a graduate student (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I already know what it is like to be a professor (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I already know what it is like to work in industry (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I already know what it is like to work in government (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 In your own words, please comment on the life in the different professions (optional).

Q14 What is your current year in school?

- First year undergraduate (1)
- Sophomore (2)
- Junior (3)
- Senior (4)
- 5th+ year undergraduate (5)
- Graduate student (6)

Q15 Please respond to the following items about your classes.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Preceding classes prepared me adequately for the current chemistry class. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable asking for help if I need it. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect to do well in my chemistry classes. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect to do well in my science classes. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect to do well in my nonscience classes. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 Please use the following space for anything else you would like to share, including additional information about how you feel about chemistry coursework, future plans, or your overall opinion about the content or layout of this survey. (Optional)

Q17 Please enter your preferred email address in the space below

Q18 To be sure you receive the bonus points for completing this survey, please enter your first and last name in the spaces below. Please click the >> button at the bottom of this page so that your responses are recorded.

First Name:

Q20 Last (Family) Name:

Survey for Undergraduate BioCoRE Scholars

Please take a few minutes to respond with information about your experiences with research and career plans. It will be easiest to complete this survey on a laptop or tablet device rather than a phone.

We appreciate your honest and thoughtful responses to the survey items. Your responses will be treated confidentially.

Q3 What science-related topics are you most interested in learning more about? (This may or may not be part of your courses.)

Q8 Please respond to the following items about your major:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I plan to graduate with a major in engineering or quantitative science (eg math, statistics, biomedical engineering, computer science, etc.) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Click to write Statement 6 (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to graduate with a major in a social science (eg psychology, sociology, cultural anthropology, economics, public policy, etc.) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to graduate with a major in a natural or physical science (eg biology, chemistry, physics, evolutionary anthropology, neuroscience, etc.) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to graduate with a major in a discipline in the arts or humanities (theater arts, music, religious studies, history, philosophy, languages, etc.) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have declared or plan to declare a major. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22 Please respond to the following items about your academic plans:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I plan to MINOR in a science (chemistry, biology, etc.) (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to attend a health-related professional school (medical, dental, vet, pharmacy, etc.) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to attend graduate school in the natural sciences. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to attend graduate school in the biomedical sciences (pharmacology, cancer biology, etc.) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am planning a pre-med course of study at Duke. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Please respond to the following items about your scientific interests:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I already know what it is like to conduct scientific research in a laboratory. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in learning more about behavioral science research. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in learning more about biomedical research. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outside of the classroom setting, I have already worked in a science lab conducting research. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will continue conducting lab research while attending Duke. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the future, I would like to spend at least part of another summer conducting scientific research in a laboratory. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Please provide your thoughts and comments about your research experiences (Optional).

Q10 Please respond to the following items about your future possible career pathways:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I am interested in pursuing a career in engineering. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in a career in law or public policy. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in pursuing a career in quantitative sciences (mathematics, statistics, etc.) (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do NOT want a career in healthcare that involves working directly with patients. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in applying to MD/PhD programs to combine my interests in medicine and research. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am interested in a career focused on scientific research. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My future plans have changed during my time at Duke University. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

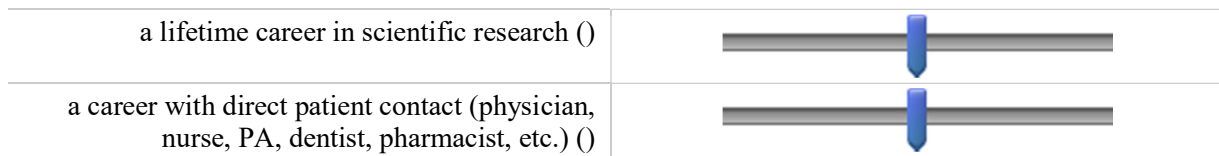
Q11 Provide additional comments about your most likely career pathway, especially if your most likely career was not on the list or you would like to expand upon your future plans. Was it easy or difficult to respond to the items about possible future careers? Why? (Optional)

Q17 In your own words, what do you think it is like to be a graduate student? (pros and cons)

Q12 Please move the sliding bar below to indicate your level of interest level in pursuing the following pathways. 0 indicates no interest while 100 indicates very high interest.

Low interest High interest

0 10 20 30 40 50 60 70 80 90 100



Q13 Please move the sliding bar below to indicate your overall certainty level about your career plans.

Not at all certain Highly certain

0 10 20 30 40 50 60 70 80 90 100



Q14 What is your current year in school?

- First year undergraduate (1)
- Sophomore (2)
- Junior (3)
- Senior (4)
- 5th+ year undergraduate (5)
- Graduate student (6)

Q15 Please respond to the following items about your classes and research.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Previous classes prepared me adequately for my research. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable asking for help if I need it. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect to make good progress in my research projects. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect to do well in my science classes. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I expect to do well in my non-science classes. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 What actions or behaviors should you engage in next semester to maximize your success in research projects?

Q19 Please list the name of your current PI (if applicable)

Q18 Do you plan to continue doing research?

Yes (1)

No (2)

Display This Question:

If Do you plan to continue doing research? = Yes

Q20 Do you plan to continue with the same PI?

Yes (1)

No (2)

Maybe (3) _____

Q16 Please use the following space for anything else you would like to share, including additional information about how you feel about your research, coursework, future plans, or your overall opinion about the content or layout of this survey. (Optional)



Q17 Please enter your preferred email address in the space below. Please click the >> button at the bottom of this page so that your responses are recorded.
