

**Academic Program**  
**Plan for Assessment of Student Learning Outcomes**  
College of Arts and Sciences  
The University of New Mexico

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**A. College, Department and Date**

1. College: *Arts & Sciences*
2. Department: *Biology*
3. Date: *March 11, 2016*

**B. Academic Program of Study\***

*Ph.D. in Biology*

**C. Contact Person(s) for the Assessment Plan**

*Lee Taylor, Associate Professor and Associate Chair, fflt@unm.edu*

**D. Broad Program Goals & Measurable Student Learning Outcomes**

*[Attach Cover Sheet for Student Learning Outcomes and associated materials.]*

OR

*[List below:]*

**1. Broad Program Learning Goals for this Degree/Certificate Program**

- A. A deep understanding of biological theories, questions and approaches
- B. Capacity to build upon existing knowledge to create new knowledge and insight into biology through original, ethical research

**2. List of Student Learning Outcomes (SLOs) for this Degree/Certificate Program [Your program should have at least 3 and these should be aligned with the program Goals (as indicated by A, B, C, etc.) and UNM's broad learning goals]**

A.1. Capacity to explain, compare and critique theories, questions and approaches across major areas of biology.

UNM Goals (   √   Knowledge   √   Skills    Responsibility)

A.2. Ability to defend or revise the conceptual framework and important methodological approaches within their chosen discipline.

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\* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

UNM Goals (  Knowledge  Skills  Responsibility)

B.1. Demonstrate the capacity to independently design and carry out novel research to address important knowledge gaps.

UNM Goals (  Knowledge  Skills  Responsibility)

B.2. Capacity to evaluate and respond appropriately to ethical issues that intersect with their area of biological research.

UNM Goals (  Knowledge  Skills  Responsibility)

B.3. Demonstrate scientific oral and written communication that is clear, logical, and compelling.

UNM Goals (  Knowledge  Skills  Responsibility)

B.4. Demonstrate an ability to convincingly explain the importance and impact of his/her research in lay terms to scientists from other disciplines and the public.

UNM Goals (  Knowledge  Skills  Responsibility)

**E. Assessment of Student Learning Three-Year Plan**

All programs are expected to measure some outcomes and report annually and to measure all program outcomes at least once over a three-year review cycle.

**1. Timeline for Assessment**

*In the table below, briefly describe the timeframe over which your unit will conduct the assessment of learning outcomes selected for the three-year plan. List when outcomes will be assessed and which semester/year the results will be discussed and used to improve student learning (e.g., discussed with program faculty, interdepartmental faculty, advisory boards, students, etc.)*

Year/Semester	Assessment Activities
Year 1, Fall	Administer Annual Graduate Survey. Test outcome of ethics workshop. Implement evaluative questions for oral presentation, defense and written thesis.
Year 1, Spring	Implement evaluative questions for oral presentation, defense and written thesis. Collate and analyze data for SLOs A.1. and A.2.
Year 2, Fall	Administer Annual Graduate Survey. Test outcome of ethics workshop.
Year 2, Spring	Implement evaluative questions for oral presentation, defense and written thesis. Collate and analyze data for SLOs B.1. and B.2.
Year 3, Fall	Administer Annual Graduate Survey. Test outcome of ethics workshop.
Year 3, Spring	Implement evaluative questions for oral presentation, defense and written thesis. Collate and analyze data for SLOs B.3. and B.4.

## 2. How will learning outcomes be assessed?

Three instruments will be used in assessment of our SLOs. 1) We carry out an online annual survey of graduate students. 2 & 3) We have added questions and associated rubrics to the OGS Report of Examination and Report on Thesis that will be filled out by the thesis/dissertation committee. The tools utilized to assess our SLOs are summarized in the table below.

Student Learning Outcome	Evaluation of Oral Presentation	Evaluation of Oral Examination	Evaluation of Written Thesis	Student Annual Survey	Ethics Test
A.1. Obtain familiarity with theories, questions and approaches across major areas of biology.		√			
A.2. Achieve understanding of the conceptual framework, major advances and important methodological approaches within their chosen subdiscipline.	√	√	√		
B.1. Demonstrate the capacity to design and carry out research to address knowledge gaps.	√		√	√	
B.2. Awareness of ethical issues that intersect with scientific research.					√
B.3. Evidence scientific communication that is clear, logical, and effective.	√		√		
B.4. Demonstrate an ability to convincingly explain the importance and impact of his/her research in lay terms to scientists from other disciplines and the public.	√	√			

A. What: A.1. Capacity to explain, compare and critique theories, questions and approaches across major areas of biology.

### i. *Oral Examinations*

We assess students' capacity to explain, compare and critique theories, questions and approaches across major areas of biology during the oral portion of the comprehensive exam, and again during the dissertation defense. The Biology Department's supplement to the OGS Report of Examination includes a question that assesses this component of a student's knowledge (see Appendix 1A.1). A rubric (Appendix 1) aids examiners in grading the student using a 5 point scale: poor, fair, acceptable, good, superior. This question is not a primary determinant of a pass or fail outcome.

- ii. This measure is direct.
- iii. Success in helping students develop a general appreciation of the breath of biological research will be defined as a rating of acceptable or better in 70% of oral exams.

i. *Evaluation of Written Thesis*

We expect students to demonstrate novel insight into biological theories and research approaches in their written dissertation. The Biology Department's supplement to the OGS Report on Dissertation will be filled out by each member of the student's thesis committee (Appendix 1B.1).

- ii. These measures are direct.
- iii. Criteria for success are that 70% of students score acceptable or above on the depth of knowledge assessment.

What: A.2. Ability to defend or revise the conceptual framework and important methodological approaches within their chosen discipline.

i. *Oral Examinations*

We will assess students' capacity to challenge or support existing paradigms in their chosen subdiscipline within biology during the oral portion of both the comprehensive exam and the defense. The Biology Department's supplement to the OGS thesis defense form evaluates depth of knowledge in the specific discipline (Appendix 1A.2).

- ii. These measures are direct.
- iii. Criteria for success are that 70% of students score acceptable or above on the depth of knowledge assessment.

i. *Evaluation of Written Thesis*

We expect students to demonstrate the capacity to challenge or support existing paradigms in their chosen subdiscipline in their written dissertation. The Biology Department's supplement to the OGS Report on Thesis will be filled out by each member of the student's thesis committee (Appendix 1B.1).

- ii. These measures are direct.
- iii. Criteria for success are that 70% of students score acceptable or above on the depth of knowledge assessment.

What: B.1. Demonstrate the capacity to independently design and carry out novel research to address important knowledge gaps.

i. *Evaluation of Written Thesis*

We will evaluate each students' ability to create original research, implement it and interpret it as demonstrated by their written thesis. The Biology Department's supplement to the OGS Report on Thesis will be filled out by each member of the student's thesis committee (Appendix 1B.2).

- ii. These measures are direct.
- iii. Criteria for success are that 70% of students score acceptable or above on the depth of knowledge assessment.

i. *Annual Student Survey – Publications*

We will tabulate data from the Annual Graduate Survey (Appendix 2) to determine whether students are publishing their research in peer-reviewed journals, as a measure of capacity to design and carry out research to address knowledge gaps.

ii. These measures are direct.

iii. Criteria for success are that 50% of students publish at least one manuscript based on their thesis project to a peer-reviewed scientific journal. Note that publication of their thesis research after leaving UNM would also contribute to meeting this objective. Such publications will be tracked via student Google Scholar profiles.

What: B.2. Capacity to evaluate and respond appropriately to ethical issues that intersect with their area of biological research.

i. *Ethics training and testing*

All Biology graduate students are expected to complete the tutorial Overview of Responsible Conduct of Research available at <http://grad.unm.edu/aire/> and complete the Scientific Integrity course by William Gannon that is part of our graduate orientation. At the end of this short-course, students will complete an examination.

ii. These measures are direct.

iii. Criteria for success are that 80% of students exhibit a strong ethical framework with respect to biological research as assessed in the examination described above.

i. Oral Examination (defense)

Upon concluding their research, PhD students should be able to identify and evaluate key ethical issues that intersect with their area of research. This capacity will be evaluated through committee questioning during the oral defense.

ii. These measures are direct.

iii. Criteria for success are that 70% of students score acceptable or above on this ethics assessment.

What: B.3. Demonstrate scientific oral and written communication that is clear, logical, and compelling.

i. *Oral Communication – Dissertation Presentation*

As part of their defense, PhD students give a formal public presentation of their research that is attended by all committee members, after which the defense examination takes place. A question on the Biology Department's supplement to the OGS dissertation defense form specifically evaluates communication skills (Appendix 1A.4).

ii. These measures are direct.

iii. Criteria for success are that 70% of students score acceptable or above on the oral communication assessment.

i. *Written Communication – Evaluation of Written Dissertation*

All PhD students turn in a written dissertation describing their research that must be approved by all committee members. Student skills in written scientific

communication will be evaluated by using the supplemental question on the OGS Report on Dissertation filled out by each member of the student's thesis committee (Appendix 1B.3).

- ii. This measure is direct.
- iii. Success will be defined as a rating of acceptable or better in 70% of thesis evaluations.

i. *Written Communication - Publications*

Acceptance of a research publication after peer-review is one indicator of effective scientific communication. We will track student publication of their research using the Annual Graduate Survey (Appendix 2) and verified using services such as the Web of Science and/or Google Scholar. Setting up a Google Scholar account is a requirement for incoming graduate students and will be part of the orientation workshop that the students attend at the beginning of their graduate program.

- ii. These measures are direct.
- iii. Criteria for success are that 80% of our PhD students publish at least one peer-reviewed paper as a result of their tenure at UNM.

What: B.4. Demonstrate an ability to convincingly explain the importance and impact of his/her research in lay terms to scientists from other disciplines and the public.

i. *Oral Communication - Thesis Presentation*

All PhD students give several oral presentations of their dissertation research. Their dissertation committee will evaluate the degree to which their presentation communicates the importance/impact of their work in a way that can be understood by scientists from other disciplines and the public.

- ii. These measures are direct.
- iii. Criteria for success are that 70% of students score are deemed successful in communicating the importance and impact of their work.

**3. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?**

*Briefly describe:*

1. *who will participate in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations).*

SLOs and assessment plans will be placed on the Biology web site and incoming students will be alerted to these important documents during orientation, the week before Fall classes. The Graduate Coordinator and Department Data Manager will work with the Graduate Policy Committee (GPC) to administer the online annual survey and to disseminate and instruct faculty in the use of the new evaluative questions connected to the thesis defense. All faculty who serve on graduate committees will participate in applying the new evaluative questions. The data will be summarized using bar charts and other standard graphics and summary statistics such as means and standard deviations.

2. *the process for consideration of the implications of assessment for change:*
  - a. *to assessment mechanisms themselves,*
  - b. *to curriculum design,*
  - c. *to pedagogy*

*...in the interest of improving student learning.*

The GPC will meet to review and discuss the assessment data after each yearly assessment and will evaluate the effectiveness of our graduate program in light of our agreed upon student learning outcomes. The committee will then draft recommendations for how the department might address areas of concern (e.g. if the publication rate is perceived as too low, how can we modify our graduate curriculum to improve writing skills and motivate publication?). Additional faculty input will be requested by email and in the annual spring faculty meeting focused on our graduate programs. If certain areas appear particularly problematic, new faculty committees will be composed to attempt to address these issues. Note that nearly all Biology faculty committees include a graduate student member.

Nearly all our students take our Graduate Ecology and Graduate Evolution courses, so these classes will be a focus for pedagogical efforts. However, other areas may best be addressed outside the classroom, e.g. by changes in the incentives or requirements of our graduate program.

3. *How, when, and to whom will recommendations be communicated?*

A summary of the meeting will be generated, and will be distributed on Biofac, our Biology Faculty listserv. We will also discuss some of the findings of our assessment efforts annually at a meeting of the Biology Graduate Student Association (BGSA).

**ATTACHMENTS.**

**Appendix 1: New evaluative questions added to OGS forms**

**Appendix 2: Graduate annual survey**



## Appendix 1: New evaluative questions added to OGS forms

### A. Addendum to OGS Report of Examination

To be filled out by student committee at the end of the closed-door post-presentation oral exam. The rubric for evaluating performance on these components is as follows:

- 1 = Poor. Demonstrates limited knowledge or skills that fall below those expected for this graduate degree in biology.
- 2 = Fair. Demonstrates areas of knowledge and/or skills, but also exhibits significant gaps relative to what is expected for this graduate degree in Biology.
- 3 = Acceptable. Demonstrates a typical level of expected skills and/or knowledge appropriate to carry out academic and/or professional activities requiring this graduate degree in Biology.
- 4 = Good. Demonstrates considerable skills and/or knowledge in this dimension, beyond that required to function professionally as a holder of this graduate degree in Biology.
- 5 = Superior. Demonstrates advanced skills and/or knowledge in this dimension that far exceed those of a typical student who has completed this graduate degree in Biology.

1. In the oral presentation and examination, to what extent did the student demonstrate knowledge and understandings of important theories, questions and approaches across major areas of biology?

Circle one:            1                    2                    3                    4                    5

Comments:

2. In the oral presentation and examination, to what extent did the student demonstrate a firm grasp of the conceptual framework, major advances and important methodological approaches within their chosen subdiscipline.

Circle one:            1                    2                    3                    4                    5

Comments:

3. In the oral presentation and examination, to what extent did the student demonstrate the capacity to effectively design and carry out research to address knowledge gaps.

Circle one:            1                    2                    3                    4                    5

Comments:

4. In the oral presentation, to what extent did the student demonstrate scientific communication that is clear, logical, and effective.

Circle one:            1                    2                    3                    4                    5

Comments:

**B. Addendum to OGS Report on Thesis or Dissertation**

1. In the written thesis/dissertation, to what extent did the student demonstrate a firm understanding of the conceptual framework, major advances and important methodological approaches within their chosen subdiscipline.

Circle one:            1                    2                    3                    4                    5

Comments:

2. In the written thesis/dissertation, to what extent did the student demonstrate the capacity to design and carry out research to address knowledge gaps.

Circle one:            1                    2                    3                    4                    5

Comments:

3. In the written thesis/dissertation, to what extent did the student demonstrate scientific communication that is clear, logical, and effective.

Circle one:            1                    2                    3                    4                    5

Comments:

## Appendix 2: Graduate annual survey

See next page.

# Annual graduate student survey

This survey will be conducted online toward the end of the Fall semester to collect data directly from the student. The information from a particular student will be supplied to the student's major advisor for use in mentoring and program progression. Data will be private, viewable only by the student, the student's major advisor and the Graduate Program Coordinator (Cheryl Martin). Aggregate data will be provided to the Graduate Policy Committee and the Biology Faculty.

\* Required

**1. Name \***

(Last name, First name)

.....

**2. Year entered program \***

.....

**3. Major Advisor \***

(Last name, First name)

.....

**4. Subject(s) of Thesis/Dissertation \***

provide up to 5 keywords

.....

## Presentations

Answer questions based on your activities over the period 1/1/2015 to 12/31/2015

**5. Did you present at Brown bag in the preceding year? \***

Mark only one oval.

Yes

No

**6. Did you present a poster or a talk at a scientific venue in the preceding year? \***

Mark only one oval.

Yes

No      *Skip to question 34.*

## Presentation 1 details

**7. Name of event**

(e.g. Ecological Society of America annual meeting)

.....

**8. Location**

(e.g. Baltimore, MD)

.....

**9. Type of event**

*Mark only one oval.*

- Local
- National
- International

**10. Type of presentation**

*Mark only one oval.*

- Talk
- Poster

**11. Audience**

*Mark only one oval.*

- Scientific
- General Public

**12. Title of presentation**

.....

**13. Add another presentation?**

*Mark only one oval.*

- Yes     *Skip to question 14.*
- No     *Skip to question 34.*

**Presentation 2 details****14. Name of event**

.....

**15. Location**

.....

**16. Type of event**

*Mark only one oval.*

- Local
- National
- International

**17. Type of presentation**

*Mark only one oval.*

- Talk
- Poster

**18. Audience**

*Mark only one oval.*

- Scientific
- General Public

**19. Title of presentation**

.....

**20. Add another presentation?**

*Mark only one oval.*

- Yes     *Skip to question 21.*
- No     *Skip to question 34.*

## Presentation 3 details

**21. Name of event**

.....

**22. Location**

.....

**23. Type of event**

*Mark only one oval.*

- Local
- National
- International

**24. Type of presentation**

*Mark only one oval.*

- Talk  
 Poster

**25. Audience**

*Mark only one oval.*

- Scientific  
 General Public

**26. Title of presentation**

.....

**27. Add another presentation?**

*Mark only one oval.*

- Yes     *Skip to question 28.*  
 No     *Skip to question 34.*

## Presentation 4 details

**28. Name of event**

.....

**29. Location**

.....

**30. Type of event**

*Mark only one oval.*

- Local  
 National  
 International

**31. Type of presentation**

*Mark only one oval.*

- Talk  
 Poster

**32. Audience**

*Mark only one oval.*

- Scientific
- General Public

**33. Title of presentation**

.....

**Publications**

Answer questions based on your activities 1/1/2015 to 12/31/2015

**34. Did you author or co-author a submitted article in the preceding year? \***

(as long as you have submitted something, it's okay if it was not, or has not been accepted yet)

*Mark only one oval.*

- Yes     *Skip to question 35.*
- No     *Skip to question 67.*

**Publication 1 details**

Answer questions based on your activities 1/1/2015 to 12/31/2015

**35. Is this a peer-reviewed publication?**

*Mark only one oval.*

- Yes
- No

**36. Publication type**

*Mark only one oval.*

- Journal article
- Book chapter
- Other: .....

**37. If you chose "Other", please describe:**

.....

**38. Authors**

(Last name, first initial; Last name, first initial; etc)

.....

**39. Journal/Book Title**

.....



40. Paper/Chapter Title

.....

41. Status

Mark only one oval.

- Submitted (in review)
- In revision
- Accepted
- Rejected
- In print

42. Add another publication?

Mark only one oval.

- Yes     Skip to question 43.
- No     Skip to question 67.

**Publication 2 details**

Answer questions based on your activities 1/1/2015 to 12/31/2015

43. Is this a peer-reviewed publication?

Mark only one oval.

- Yes
- No

44. Publication type

Mark only one oval.

- Journal article
- Book chapter
- Other: .....

45. If you chose "Other", please describe:

.....

46. Authors

.....

47. Journal/Book Title

.....

**48. Paper/Chapter Title**

.....

**49. Status**

*Mark only one oval.*

- Submitted (in review)
- In revision
- Accepted
- Rejected
- In print

**50. Add another publication?**

*Mark only one oval.*

- Yes
- No *Skip to question 67.*

**Publication 3 details**

Answer questions based on your activities 1/1/2015 to 12/31/2015

**51. Is this a peer-reviewed publication?**

*Mark only one oval.*

- Yes
- No

**52. Publication type**

*Mark only one oval.*

- Journal article
- Book chapter
- Other: .....

**53. If you chose "Other", please describe:**

.....

**54. Authors**

.....

**55. Journal/Book Title**

.....

**56. Paper/Chapter Title**

.....

**57. Status**

*Mark only one oval.*

- Submitted (in review)
- In revision
- Accepted
- Rejected
- In print

**58. Add another publication?**

*Mark only one oval.*

- Yes     *Skip to question 59.*
- No     *Skip to question 67.*

**Publication 4 details**

Answer questions based on your activities 1/1/2015 to 12/31/2015

**59. Is this a peer-reviewed publication?**

*Mark only one oval.*

- Yes
- No

**60. Publication type**

*Mark only one oval.*

- Journal article
- Book chapter
- Other: .....

**61. If you chose "Other", please describe:**

.....

**62. Authors**

.....

**63. Journal/Book Title**

.....

**64. Paper/Chapter Title**  
.....**65. Status**

*Mark only one oval.*

- Submitted (in review)
- In revision
- Accepted
- Rejected
- In print

**Other publications**

**66. Did you author or co-author a publication in a different format (i.e. not a peer-reviewed scientific journal or book) in the preceding year? Please describe:**

  
.....**Grant applications**

Answer questions based on your activities 1/1/2015 to 12/31/2015

**67. Did you write and submit a proposal/application for funding in any form in the preceding year? \***

(does not matter the outcome, as long as it was submitted)

*Mark only one oval.*

- Yes
- No     *Skip to question 121.*

**Proposal 1 application details**

Answer questions based on your activities 1/1/2015 to 12/31/2015

**68. Agency**

  
.....

**69. Program/Panel/Opportunity**

  
.....

**70. Type of funding**

*Check all that apply.*

Research support

Travel support

Stipend

Other: .....

**71. If you chose "Other", please describe:**

.....

**72. Type of funding source**

*Mark only one oval.*

Federal

State

Private

Intramural (within UNM)

Departmental (Biology or BGSA)

**73. Requested amount**

.....

**74. Title of proposal**

.....

**75. Status**

*Mark only one oval.*

Funded

Not funded

Pending

**76. Add another proposal submission?**

*Mark only one oval.*

Yes

No     *Skip to question 121.*

## Proposal 2 application details

Answer questions based on your activities 1/1/2015 to 12/31/2015

**77. Agency**  
.....**78. Program/Panel/Opportunity**  
.....**79. Type of funding**

*Check all that apply.*

Research support

Travel support

Stipend

Other: .....

**80. If you chose "Other", please describe:**  
.....**81. Type of funding source**

*Mark only one oval.*

Federal

State

Private

Intramural (within UNM)

Departmental (Biology or BGSA)

**82. Requested amount**  
.....**83. Title of proposal**  
.....**84. Status**

*Mark only one oval.*

Funded

Not funded

Pending

**85. Add another proposal submission?**

*Mark only one oval.*

Yes

No     *Skip to question 121.*

**Proposal 3 application details**

Answer questions based on your activities 1/1/2015 to 12/31/2015

**86. Agency**

.....

**87. Program/Panel/Opportunity**

.....

**88. Type of funding**

*Check all that apply.*

Research support

Travel support

Stipend

Other: .....

**89. If you chose "Other", please describe:**

.....

**90. Type of funding source**

*Mark only one oval.*

Federal

State

Private

Intramural (within UNM)

Departmental (Biology or BGSA)

**91. Requested amount**

.....

**92. Title of proposal**

.....

**93. Status**

*Mark only one oval.*

- Funded
- Not funded
- Pending

**94. Add another proposal submission?**

*Mark only one oval.*

- Yes
- No     *Skip to question 121.*

## Proposal 4 application details

Answer questions based on your activities 1/1/2015 to 12/31/2015

**95. Agency**

.....

**96. Program/Panel/Opportunity**

.....

**97. Type of funding**

*Check all that apply.*

- Research support
- Travel support
- Stipend
- Other: .....

**98. If you chose "Other", please describe:**

.....

**99. Type of funding source**

*Mark only one oval.*

- Federal
- State
- Private
- Intramural (within UNM)
- Departmental (Biology or BGSA)



**100. Requested amount**

.....

**101. Title of proposal**

.....

**102. Status**

*Mark only one oval.*

- Funded
- Not funded
- Pending

**103. Add another proposal submission?**

*Mark only one oval.*

- Yes
- No     *Skip to question 121.*

## **Proposal 5 application details**

Answer questions based on your activities 1/1/2015 to 12/31/2015

**104. Agency**

.....

**105. Program/Panel/Opportunity**

.....

**106. Type of funding**

*Check all that apply.*

- Research support
- Travel support
- Stipend
- Other: .....

**107. If you chose "Other", please describe:**

.....

**108. Type of funding source**

*Mark only one oval.*

- Federal
- State
- Private
- Intramural (within UNM)
- Departmental (Biology or BGSA)

**109. Requested amount**

.....

**110. Title of proposal**

.....

**111. Status**

*Mark only one oval.*

- Funded
- Not funded
- Pending

**112. Add another proposal submission?**

*Mark only one oval.*

- Yes
- No *Skip to question 121.*

**Proposal 6 application details**

Answer questions based on your activities 1/1/2015 to 12/31/2015

**113. Agency**

.....

**114. Program/Panel/Opportunity**

.....

**115. Type of funding**

*Check all that apply.*

Research support

Travel support

Stipend

Other: .....

**116. If you chose "Other", please describe:**

.....

**117. Type of funding source**

*Mark only one oval.*

Federal

State

Private

Intramural (within UNM)

Departmental (Biology or BGSA)

**118. Requested amount**

.....

**119. Title of proposal**

.....

**120. Status**

*Mark only one oval.*

Funded

Not funded

Pending

## Professional development

Answer questions based on your activities 1/1/2015 to 12/31/2015

**121. Did you attend any professional/scientific meetings or workshops in the preceding year? \***

*Mark only one oval.*

Yes

No      *Skip to question 146.*

## Meeting/Workshop 1 details

**122. Name of event**

.....

**123. Location**

.....

**124. Type of event**

*Mark only one oval.*

- Local
- National
- International

**125. Format of Event**

*Mark only one oval.*

- Scientific Conference
- Scientific Workshop
- Training Course

**126. Add another workshop/meeting?**

*Mark only one oval.*

- Yes
- No     *Skip to question 146.*

## Meeting/Workshop 2 details

**127. Name of event**

.....

**128. Location**

.....

**129. Type of event**

*Mark only one oval.*

- Local
- National
- International

**130. Format of Event**

*Mark only one oval.*

- Scientific Conference
- Scientific Workshop
- Training Course

**131. Add another workshop/meeting?**

*Mark only one oval.*

- Yes
- No *Skip to question 146.*

## Meeting/Workshop 3 details

**132. Name of event**

.....

**133. Location**

.....

**134. Type of event**

*Mark only one oval.*

- Local
- National
- International

**135. Format of Event**

*Mark only one oval.*

- Scientific Conference
- Scientific Workshop
- Training Course

**136. Add another workshop/meeting?**

*Mark only one oval.*

- Yes
- No *Skip to question 146.*

## Meeting/Workshop 4 details

**137. Name of event**

.....

**138. Location**  
.....**139. Type of event**

*Mark only one oval.*

- Local  
 National  
 International

**140. Format of Event**

*Mark only one oval.*

- Scientific Conference  
 Scientific Workshop  
 Training Course

**141. Add another workshop/meeting?**

*Mark only one oval.*

- Yes  
 No *Skip to question 146.*

## Meeting/Workshop 5 details

**142. Name of event**  
.....**143. Location**  
.....**144. Type of event**

*Mark only one oval.*

- Local  
 National  
 International

145. **Format of Event**

Mark only one oval.

- Scientific Conference
- Scientific Workshop
- Training Course

**Professional development continued**

Answer questions based on your activities 1/1/2015 to 12/31/2015

146. **Did you meet with any scientists visiting UNM in the preceding year? \***

Mark only one oval.

- Yes
- No

147. **If yes, with whom did you meet?**

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.....

148. **What format(s)?**

Mark only one oval.

- One-on-one
- Group gathering
- Both

149. **With how many scientists outside UNM did you engage in substantial conversations over the last year? \***

“Substantial” is obviously subjective, but would usually entail a conversation about possible collaboration and/or future employment and involve exchange of contact information.

Mark only one oval.

- 0
- 1-2
- 3-5
- 6+

150. **How many collaborations outside of the Department of Biology did you establish in the preceding year? \***

Ordinarily, a significant collaboration would involve sharing of data, samples or ideas expected to result in a publication.

*Mark only one oval.*

- 0
- 1-2
- 3-5
- 6+

151. **Of which scientific/professional societies are you currently a member?**

.....

152. **Are you currently serving on committees or leadership positions with any scientific/professional societies? Please list:**

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.....  
.....  
.....  
.....

153. **Did you help organize or host a professional event in the preceding year?**

*Mark only one oval.*

- No
- Yes

154. **If yes, please describe**

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.....  
.....  
.....



155. **Did you engage in professional networking not described above in the preceding year? Please describe:**

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### Teaching, mentoring, and outreach

Answer questions based on your activities 1/1/2015 to 12/31/2015

156. **Did you serve as a teaching assistant in the preceding year? \***

*Mark only one oval.*

- Yes, 1 semester
- Yes, 2 semesters
- No

157. **If yes, which course(s)?**

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158. **Did you participate in curriculum development or improvement in the preceding year? Please describe:**

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159. **Did you formally or informally mentor a student in biological research in the preceding year? Please describe:**

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**160. Did you participate in other forms of biology-related outreach in the preceding year? Please describe:**

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## Awards

**161. Did you receive any awards for your presentations or publications in the preceding year? Please describe:**

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**162. Did you receive any awards for teaching in the preceding year? Please describe:**

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**163. Did you receive any other awards or recognition not mentioned above? Please describe"**

.....

**164. Are there other things we should know about your efforts or accomplishments in the preceding year?**

.....

