

After attending the symposium, how knowledgeable you do feel about:

| | Extremely knowledgeable (1) | Very knowledgeable (2) | Moderately knowledgeable (3) | Slightly knowledgeable (4) | Not knowledgeable at all (5) |
|--|--------------------------------|---------------------------|---------------------------------|-------------------------------|------------------------------|
| Identifying challenges related to achieving inclusive science communication / public engagement with science (PES) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identifying opportunities relating to achieving inclusive science communication / PES | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Implementing strategies for conducting more inclusive science communication / PES practices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Implementing strategies for creating more inclusive science communication / PES research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Implementing strategies for overcoming structural barriers that hinder inclusive approaches | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Identifying new ways to become engaged in science communication/PES



After attending the symposium, how confident you do feel about:

| | Extremely confident (1) | Very confident (2) | Moderately confident (3) | Slightly confident (4) | Not confident (5) |
|--|-------------------------|-----------------------|--------------------------|------------------------|-----------------------|
| Identifying challenges related to achieving inclusive science communication / public engagement with science (PES) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Identifying opportunities relating to achieving inclusive science communication / PES | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Implementing strategies for conducting more inclusive science communication / PES practices | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Implementing strategies for creating more inclusive science communication / PES research | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Implementing strategies for overcoming structural barriers that hinder inclusive approaches | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Identifying new
ways to become
engaged in science
communication/PES



Do you feel like the symposium met your expectations in offering:

| | Far exceeded expectations (1) | Exceeded expectations (2) | Equaled expectations (3) | Short of expectations (4) | Far short of expectations (5) | N/A to me (6) |
|---|----------------------------------|------------------------------|-----------------------------|------------------------------|----------------------------------|-----------------------|
| Networking / New contacts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Practical skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Research ideas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Resources (readings, websites, etc) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| New collaborations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluation tools / approaches | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Story ideas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Curriculum ideas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Better understanding of how to prioritize inclusion in my work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please
specify)



How useful did you find each of the following Symposium events?

| | Extremely useful (1) | Very useful (2) | Moderately useful (3) | Slightly useful (4) | Not at all useful (5) | Did not attend (6) |
|---|-------------------------|-----------------------|--------------------------|------------------------|--------------------------|-----------------------|
| Pre- conference film screening (Thursday) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Introductory mixer (Friday) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Morning concurrent sessions (Friday) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Networking breaks (Friday) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Keynote lecture (Friday) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Afternoon concurrent sessions (Friday) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evening reception (Friday) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Concurrent morning workshop (Saturday) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Final workshop on next steps (Saturday) | <input type="radio"/> |
| Other | <input type="radio"/> |

If it were offered again, how likely are you to attend a similar event in the future?

- Extremely likely
- Somewhat likely
- Neither likely nor unlikely
- Somewhat unlikely
- Extremely unlikely

End of Block: Motivations

Start of Block: Block 3

The next section consists of open-ended questions that will help researchers understand how better to evaluate the event programming and also offer critical ways forward in advancing this conversation. Your response to these questions is very important and appreciated.

What do you see as key opportunities for science communication / public engagement with science to become more inclusive?

What do you see as key barriers to science communication / public engagement with science becoming more inclusive?

Was there anything that you felt was missing from the symposium?

How, if at all, did the symposium affect your perception of inclusive science communication / public engagement with science?

What specific activities or networks would you like to develop or participate in to advance inclusive science communication / public engagement with science on a national scale?

Do you have any additional thoughts on the next steps needed to continue a national conversation on making science communication/public engagement with science more inclusive?

Is there anything else you would like to relay to the organizers of the event or for researchers to know?
