

In general terms, which best describes your field of study or work? Select the one that best describes your primary focus.

- ☐ Art
- ☐ Work dedicated to diversity, equity, and inclusion
- ☐ Education, K-12
- ☐ Education, post-secondary
- ☐ Education administration
- ☐ Funder (Federal funding agency, private philanthropy, etc)
- ☐ Informal science education
- ☐ Journalism
- ☐ Local, state, or federal regulatory agency
- ☐ Natural science research
- ☐ Non-profit organization (please describe your focus) \_\_\_\_\_
- ☐ Private sector (please describe your focus) \_\_\_\_\_
- ☐ Science communication training
- ☐ Social science research
- ☐ Other (Please specify) \_\_\_\_\_

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What is the highest level of school you have completed or the highest degree you have received?

- ☐ Less than high school diploma
  - ☐ High school graduate (high school diploma or equivalent including GED)
  - ☐ Some college but no degree
  - ☐ Associate degree in college (2-year)
  - ☐ Bachelor's degree in college (4-year)
  - ☐ Partial credit toward Master's Degree
  - ☐ Master's degree
  - ☐ Partial credit toward Doctoral Degree
  - ☐ Doctoral degree
  - ☐ Professional degree (JD, MD)
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What is your gender identity?

- ☐ Male
- ☐ Female
- ☐ Non-binary/third gender
- ☐ Prefer not to identify
- ☐ Prefer to self-describe \_\_\_\_\_

How knowledgeable do you do feel about:

	Extremely knowledgeable (1)	Very knowledgeable (2)	Moderately knowledgeable (3)	Slightly knowledgeable (4)	Not knowledgeable at all (5)	N/A to my work (6)
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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="radio"/>

Identifying new  
ways to become  
engaged in science  
communication/PES



How confident you do feel about:

	Extremely confident (1)	Very confident (2)	Moderately confident (3)	Slightly confident (4)	Not confident (5)	N/A to my work (6)
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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="radio"/>

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Rate the importance of the following possible outcomes from your participation at the symposium.

	Extremely important (1)	Very important (2)	Moderately important (3)	Slightly important (4)	Not at all important (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"/>
Ideas for curriculum	<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)

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Please tell us why you are interested in this symposium.

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Is there anything else you would like researchers to know?

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