



THE
PAST FOUNDATION

New York Academy of Sciences: Science Alliance Leadership Training (SALT)

Longitudinal Study
Cohort 1 – Cohort 6
Final Report
March 2023



PAST Foundation
Research

Maria Green Cohen, Impact Officer
Kayla Galloway, Senior Research Associate
August Majtenyi, Research Associate



Published by the PAST Foundation 2023

<https://www.pastfoundation.org>



Science Alliance Leadership Training (SALT)
Longitudinal Study
Cohort 1 – Cohort 6
Final Report

SALT Alumni
Feedback...

*“SALT helped me identify mentorship as a leadership opportunity.”
(SALT Alumni,
Cohort 6)*

*“I gained a broader perspective, more confidence, and skills that helped me take up leadership roles and continue to hone my skills.”
(SALT Alumni,
Cohort 4)*

*“SALT helped me be more of an advocate for students in my lab before graduation.”
(SALT Alumni,
Cohort 6)*

Table of Contents

Narrative 4

Narrative Sections

Introduction 4
Methodology and Timeline 5
Overview of Findings 7
Conclusion and Recommendations 14

Figures

Figure 1: SALT Program Cohorts 2016-2021 6
Figure 2: SALT Alumni Survey Participation by Cohort 7
Figure 3: SALT Cohort Participation Rate 7
Figure 4: SALT Alumni Academic and Career Achievements 8
Figure 5: Most Beneficial Aspects of SALT 9
Figure 6: Did SALT help Integrate Personal and Academic Interests.. 10
Figure 7: Did SALT help Create Leadership Opportunities 12
Figure 8: Did SALT help Identify Avenues to be a Change Agent 13

Appendices

Appendix A: SALT Program Longitudinal Study Post-Training Data Matrix 2017-2021 16
Appendix B: SALT Longitudinal Study Focus Group Documentation.. 18
Appendix C: SALT Alumni Contact Information 23
Appendix D: SALT Longitudinal Study Survey Documentation 25
Appendix E: SALT Longitudinal Study Final Report Graphics..... 82

**New York Academy of Sciences: Science Alliance Leadership Training
Longitudinal Study
Cohort 1 – Cohort 6
Final Report
March 2023**

Introduction

This report explores the impact of the New York Academy of Sciences (NYAS) Science Alliance Leadership Training (SALT) Program on the career directions and professional development of six graduate student cohorts who participated from 2016 to 2021. Each cohort comprised underrepresented graduate students who were pursuing careers in science, technology, engineering and math (STEM) fields. The SALT program is designed to build skills in leadership, communication, conflict resolution, and team dynamics, and also to provide an exploration of personal learning styles and its impact on teamwork. The intensive training is intended for graduate students preparing to enter their professional careers, and each workshop is followed by a webinar series designed to support cohorts through continual self-assessment of leadership and communication skill-building strategies, as well as guided career development.

From Spring 2020 through March 2023, the Research Team of the PAST Foundation designed and conducted a three-year Longitudinal Study analyzing the impact of SALT programming on cohort participants' career decisions and ability to meet career goals, with a view towards developing a framework for best practices in leadership training during early stages of career pursuit. The PAST Foundation performed data collection using a mixed methods approach of interviews, focus groups, and online anonymous surveys, providing SALT Alumni the opportunity to voluntarily share their experiences and the impact of the program on their personal growth and professional development.

This document provides a final analysis of all phases of data collection and presents all documentation generated by evaluation activities, including a description of the focus group and survey instrument methodology, focus group and survey question sets, preliminary survey reports and key takeaways, a comparative post-program baseline data matrix, and contact information for respondents who voluntarily provided their information to NYAS for future correspondence and outreach.



Methodology and Timeline

The PAST Foundation Research Team used a mixed methods approach to capture qualitative and quantitative data to conduct external evaluation of the SALT Program to determine program impacts on SALT Alumni and where the SALT Program successfully implemented program goals. To inform survey design, PAST reviewed post-training surveys developed and implemented during previous program evaluation led by the PAST Foundation of the SALT Program (Cohort 2 – 2017, Cohort 5 – 2019, Cohort 6 – 2020) and conducted a Key Informant (KI) Interview and virtual focus group between the summer of 2020 to January 2021. The PAST Team reviewed SALT data collected from 2017 to 2021 and developed a comparative baseline data matrix (see *Appendix A: SALT Program Longitudinal Study Post-Training Data Matrix 2017-2021*).

The comparative baseline data matrix informed the development of focus group questions along with input from the Associate Director and the Program Coordinator of the Science Alliance. A Key Informant Interview was conducted in November 2020 with the Program Coordinator, a member of SALT Cohort 2, to pilot the focus group questions, gain insights and inform the team of appropriate edits to make before facilitating focus groups with the broader SALT Alumni base (see *Appendix B: SALT Longitudinal Study Focus Group Documentation – Focus Group Questions*). Focus group questions were designed to provide participant feedback on the SALT Program’s impact on career development; specifically, the impact on graduate studies, career decisions, personal and professional barriers encountered and overcome to achieve self-growth, implementation of leadership and communication skills, and network and community development.

The proposed evaluation plan intended to include up to two virtual focus groups with SALT Program Alumni to inform survey development and up to four repeated iterations of the online survey targeting all 160 program participants from 2016-2021. This plan was designed to provide a richer depth of data, however, due to several delays the project timeline was adjusted with input from the Associate Director of the Science Alliance. Delays in implementation, as well as the lack of overall engagement from program alumni, were a direct result of outreach difficulties stemming from out-of-date contact information, and compounded by the “Covid fatigue” phenomenon many experienced while isolated during the Covid-19 pandemic. The PAST Foundation Research Team captured updated contact information for SALT Alumni across all six cohorts in order to help NYAS address the issue of insufficient contact information, and is included in the appendices of this report (see *Appendix C: SALT Alumni Contact Information*).

The PAST Team worked with the Associate Director and the Program Coordinator of the Science Alliance to schedule two focus groups with representatives from all six cohorts. PAST provided SALT Alumni with four potential dates and times that mirrored the typical schedule of SALT webinars (3:00pm-4:30pm) as well as timeframes in the later evening hours to encourage engagement (7:00pm-8:30pm). SALT participant feedback and preferred dates were collected via a Doodle Poll distributed by the Program Coordinator through NYAS social media channels and email lists. Due to relatively low engagement levels from the SALT Alumni regarding interests in participating in the focus groups, one date was selected that best fit respondents’ schedules. Although ten SALT Alumni initially signed up to participate in the focus group on December 16, 2020, only two joined the virtual focus group, representing Cohort 2 and Cohort 4. Despite a low turnout, the PAST team gained essential feedback to inform survey design (see *Appendix D: SALT Longitudinal Study Focus Group Documentation – Focus Group Bullet Point Report*).



Analysis of data gathered by the facilitation of SALT Alumni focus group and the post-training baseline data sets (Cohorts 2, 5, and 6) informed longitudinal survey design. The survey instrument included Likert, multiple choice, and open-ended questions structured to collect both quantitative

Figure 1: SALT Program Cohorts 2016-2021

| Cohorts | Participation | | Number of SALT Fellows per Cohort | Number of Universities Represented |
|----------|---------------|----------|-----------------------------------|------------------------------------|
| | Year | Location | | |
| Cohort 1 | 2016 | NYC | 26 | 13 |
| Cohort 2 | 2017 | NYC | 30 | 14 |
| Cohort 3 | 2017 | Atlanta | 28 | 12 |
| Cohort 4 | 2018 | D.C. | 30 | 24 |
| Cohort 5 | 2019 | NYC | 26 | 10 |
| Cohort 6 | 2020 | NYC | 20 | 9 |
| Totals: | | | 160 | 58 |

and qualitative data, and was intended to engage up to 160 SALT Alumni (Cohorts 1-6; see *Figure 1: SALT Program Cohorts 2016-2021*) in repeated iterations administered in six-month intervals to measure the growth and development of program participants over time (see *Appendix D: SALT Longitudinal Study Survey Documentation – SALT Alumni Survey Questions*). The surveys were administered via a secure web-based platform, SurveyMethods®, designed for conducting confidential and anonymous questionnaires.

In spring 2021 two versions of the SALT Alumni Longitudinal Study Survey were piloted with a select group of program alumni identified by the Science Alliance Associate Director from April 14-28 (n=2) and April 28-May 2 (n=7) to determine necessary edits to the survey instrument. The final survey instrument comprised of (16) questions and was administered three times over a sixteen-month period. The first survey of the longitudinal study was administered to SALT Alumni from June 7, 2021 through September 7, 2021 (n=47; 29%), followed by the second survey iteration launched on February 2, 2022 (n=32; 20%) and closed on March 7, 2022. The final iteration was administered to program participants on August 22, 2022 and closed on October 11, 2022 (n=29; 18%). A preliminary survey report and analysis providing aggregate, anonymous data was submitted to the Science Alliance Associate Director to review at the conclusion of each data collection cycle (see *Appendix D: SALT Longitudinal Study Survey Documentation – SALT Alumni Survey Preliminary Report and Analysis*). Initially, each iteration of the survey was to remain open for two-weeks to allow participants adequate time to share their experiences and career updates; however, all survey iterations remained open for longer durations at the request of the Science Alliance Associate Director in an attempt to reach more respondents. Data collection concluded in October 2022 with a greater than 20% survey response rate, and the PAST Foundation Research Team focused on the analysis and reporting of all data collected during the longitudinal study implementation. Please note the percentages presented in this report reflect the mean of survey responses gathered from the three longitudinal study surveys, unless otherwise specified.

Overview of Findings

All SALT Fellows who participated in the program from 2016-2021 had the opportunity to share their academic and career experiences, as well as overall programmatic feedback, through participation in three iterations of the SALT Alumni online survey. While all six cohorts of SALT Fellows had at least 10% of its members participate in all three survey iterations, there were notable differences in the level of engagement among the different program cohorts (see *Figure 2: Cohort Engagement* and *Figure 3: SALT Cohort Participation Rate*). Given that Cohort 6 (2020) most recently completed the SALT program, it is not surprising that they had the highest and most consistent engagement levels, with a least a quarter or more of their members participating in all three surveys. This advantage may be attributed to their having the most up-to-date contact information on file. Cohorts 2 and 5 recorded high engagement numbers as well throughout the series of surveys, with an average cohort participation rate of over a quarter (27%) for all surveys. Conversely, Cohort 1 (2016) and Cohort 3 (Atlanta 2017) had the least amount of SALT Alumni participate in the surveys, with an average participation rate of 18% or less.

Figure 2: SALT Alumni Survey Participation by Cohort



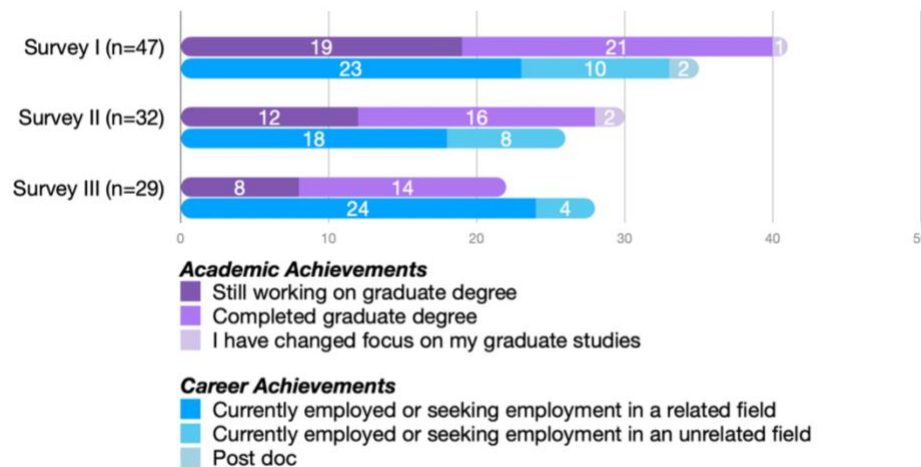
Figure 3: SALT Cohort Participation Rate





An essential goal of the SALT Program is to aid participants in building strong leadership skills that can promote academic and career growth. The Science Alliance supports ongoing development of leadership skills among SALT Fellows by offering continuous education through webinars, follow-ups, and networking opportunities. This is aimed at assisting program participants as they transition from their academic studies to the workforce in their desired field of study. Given the ambitions and support of the SALT Program, it is unsurprising that nearly half (45%-50%) of the surveyed SALT Alumni who participated in the longitudinal study consistently reported completing their graduate degrees, with no respondents indicating they were *not* planning to complete their graduate degree (see *Figure 4: SALT Alumni Academic and Career Achievements*). Additionally, the percentage of respondents who indicated they were continuing to work towards their graduate degree steadily decreased from 40% to 28% of participants over a period of about a year and a half, as they achieved their degrees. Conversely, as SALT Alumni across cohorts began preparing to enter into the workforce, SALT Fellows reporting they were applying for employment in a field related to their graduate studies steadily increased from merely 9% to just under a quarter of survey respondents (21%). During the course of the longitudinal study, there was a continual rise in the number of SALT Alumni who reported being employed, related or unrelated to their graduate field of study, increasing from slightly more than half (53%) to more than two-thirds (69%) of respondents. Furthermore, respondents who recorded they were currently employed in a field related to their graduate studies rose significantly from 40% at the beginning of the study to 62% at the conclusion of the data collection process.

Figure 4: SALT Alumni Academic and Career Achievements



Upon examination of the data collected from the earliest program participants (Cohorts 1-3), it becomes evident these select cohort members are completing their graduate degrees at a higher rate after participating in the SALT program compared to the national average. Throughout the longitudinal study, nearly two-thirds (58.3%) of the respondents from Cohorts 1-3 reported that they had successfully completed their graduate degree, which is considerably higher than the 6-year STEM PhD completion rate of 42.7% and nearly comparable to the national 10-year completion rate of 59.1% in STEM PhD programs [1]. In addition, the employment outcomes of SALT Alumni from Cohorts 1-3 are highly encouraging, with 86% reporting



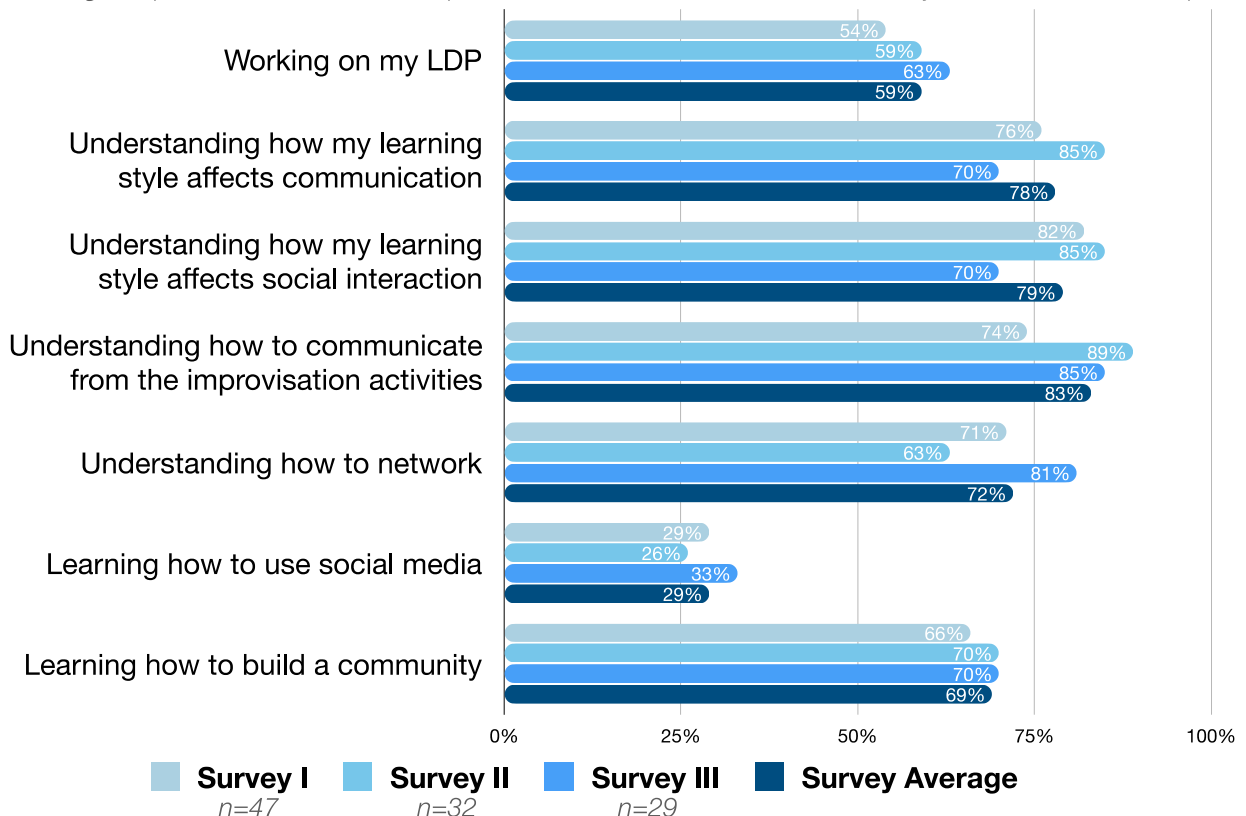
successfully obtaining employment. Among them, 69% have secured employment in fields related to their graduate studies. The data suggests the SALT program has a positive impact on the career outcomes of the participants, leading to higher rates of success for SALT Alumni in both completing their graduate degrees and securing definite employment commitments.

To help determine the impact of the SALT Program on academic and career achievement of its alumni, survey participants were asked to reflect on the programmatic elements which have had the greatest benefit to their early career paths, and identify the professional outcomes that were created as a result of participating in the program. The programmatic elements that proved most beneficial to SALT Alumni were focused on improving communication skills and gaining a greater self-awareness. During the course of the longitudinal study, more than two-thirds of the survey respondents identified these areas as the most advantageous aspects of the program: *understanding how to communicate from the improvisation activities* (72%), *understanding how their learning style affects social interaction* (68%), and *understanding how their learning style affects communication* (67%). In contrast, SALT Alumni decisively identified “*learning how to use social media and working on their personalized Leadership Development Plan (LDP)*,” a formalized and intentional approach to integrate leadership skills with career pursuits, as the least impactful components of the program (see *Figure 5: Most Beneficial Aspects of SALT*).

Figure 5: Most Beneficial Aspects of SALT

Most Beneficial Aspects of SALT

These percentages represent the amount of respondents that selected 'Beneficial' or 'Very Beneficial' for these options



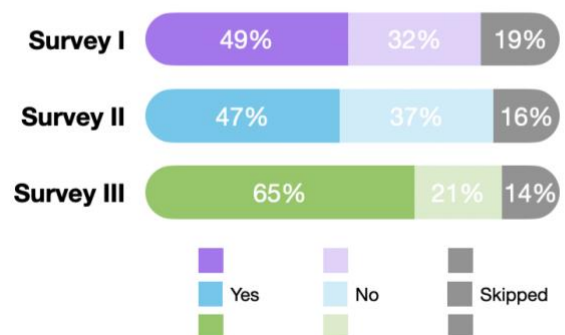
SALT Alumni were asked to explore professional outcomes created as a result of participating in the program by indicating their level of agreement from a list of preselected outcomes including: opened participants up to new career possibilities, career readiness, expanded professional network, developed stronger leadership skills, developed confidence to advocate for themselves in professional and personal settings, developed confidence to advocate for their professional community, develop communication skills, and impacted how they work with others in a team setting. The majority of survey respondents (80%) expressed high levels of agreement that the following areas of personal growth were a direct outcome of participating in the SALT Program: *developed stronger leadership skills, impacted how they worked with others in a team setting, and developed stronger communication skills*. The data demonstrates SALT Alumni recognize the specific elements of the program’s framework aimed at boosting participants’ confidence by improving their understanding of their personal learning and communication styles, enhancing their awareness of leadership skills, which in turn helped them to define and achieve their desired career goals.

SALT Alumni reported significant growth in confidence levels through participation in the program, specifically around talking about themselves and their work under the following circumstances: *in an informational interview, at a networking event, presenting their work to their colleagues in the lab or at a national meeting, working with K-12 students at an outreach event, with their friends or family, and on LinkedIn or other social media platforms*. Throughout the course of the longitudinal study, nearly three-quarters of survey respondents reported feeling confident to highly confident when talking about themselves and their work in the following scenarios: *with their friends (72%), in an informational interview (70%), and presenting their work to their colleagues in the lab (70%)*. On the other hand, one area many SALT Alumni seem to be lacking confidence in regarding communicating about themselves and their work is through social media platforms, specifically on LinkedIn. Nearly one-fifth (19%) of all survey respondents indicated they felt no confidence to only slightly confident in talking about themselves and their work on social media platforms. As the use of digital tools becomes more prevalent in the workplace, the SALT Program has the potential to implement a more systematic approach to cultivating professional communication skills on social media platforms, in particular, with regards to obtaining employment.

The SALT program is designed to build skills in leadership, communication, conflict resolution, and team dynamics, in addition to an exploration of personal learning styles and its impact on teamwork. To be able to effectively advocate for their careers, SALT Fellows must build confidence by developing a deeper awareness of their communication and learning styles, as well as a better understanding of their personal interests and identities. During the course of longitudinal study, more than half (54%) of the survey participants reported being able to integrate personal interests with academic interests (see *Figure 6: Did SALT help Integrate Personal and Academic Interests?*). In some cases, respondents shared their methods of integration, including how they incorporated their personal interests into both their academic interest and their professional career paths. Of the SALT Alumni who reported the training was successful in helping them

Figure 6: Did SALT help Integrate Personal and Academic Interests?

Response distribution of all 3 surveys





integrate the personal interests with academic interests, a quarter or more shared (26%) they were able to find true alignment between their personal interests and their professional skills set, and the training helped them prioritize what was important as they developed their career by allowing personal interests to determine professional goals and direction of their careers (25%). One SALT Alumni (Cohort 4) shared, *“I was able to fulfill gaps in my personal life through professional skills and initiatives. For example, I always wanted to help people suffering from basic needs like access to water. Now, through my research, I am developing affordable technologies for low- to medium-income communities. The personal reasons are helping me find meaning in my scientific career, which was mechanical before this.”*

Additionally, several program alumni noted the training fostered personal growth and bolstered their confidence by challenging them to venture beyond their comfort zone. The program’s emphasis on enhancing self-awareness enabled SALT Alumni to feel more self-assured in pursuing innovative and diverse career paths. One SALT Alumni (Cohort 1) stated, *“I was able to push myself out of my comfort zone as well as gain better self-awareness leading to exploring more diverse options during and after grad school leading to my current unique professional position.”* SALT Alumni highlighted other significant outcomes of the training, crediting the program with demonstrating how participants could blend their personal and professional networks, leading to greater career prospects and opportunities. Most importantly, the facilitators of the training created a safe and supportive environment where participants could cultivate and enrich their authentic selves. To highlight these themes, one former SALT Fellow (Cohort 2) shared, *“The SALT training allowed room to be myself more with the openness to accept how everyone was. This in turn allowed my personal interests, outside activities etc., blend to academic interests. A running group connected me with collaborators for example.”* Another SALT Alumni expressed that *“SALT helped me understand how who I am not only is NOT a detriment to my academic/professional identity but is actually beneficial. I also learned who I am as a leader which allowed me to step up and step into those roles formally and informally.”*

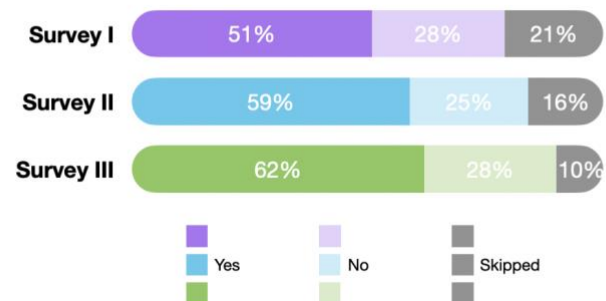
The SALT Program’s ability to create a safe environment and supportive community for all participants helps foster community building amongst SALT Fellows in each cohort, opening participants up to building a diverse network across multiple institutions and STEM fields. Intercohort collaboration is encouraged as well through access to the New York Academy of Sciences’ online community for SALT members on LaunchPad and a closed LinkedIn group for SALT members only. Given the program participants’ opportunities to build connections with like-minded peers, as well as expand their professional network, it is unsurprising that two-thirds (67%) of survey respondents indicated that they still remain in contact with other SALT Fellows. According to the average percentage of the three data sets, the majority of SALT Alumni interact with other SALT Fellows in (64%) social settings. Additionally, a high percentage of survey respondents shared they interact (40%) professionally with other SALT Fellows and through (29%) networking events. A smaller group of SALT Alumni shared they have (8%) worked on projects, (7%) developed programs and (2%) collaborated on research with other SALT participants since completing the training. SALT Fellows specifically detailed that they have used their SALT network for referrals and job recommendations, advice for interview preparation, and leveraging other SALT Fellows’ networks to connect with people with similar project interests. A few program participants noted that the SALT community is not active on the LinkedIn page, described by one SALT Alumni (Cohort 4) as, *“We have a LinkedIn group but there is little to no activity. It would be great if we could continue to engage through leadership events. I’m positive this will lead to a long-lasting professional network.”* The Science Alliance has an opportunity for improvement focused on the intentional building of a long-term,

sustainable SALT community. This is already occurring organically, but could be enhanced through regularly scheduled networking events, workshops, and informal meet-ups.

The SALT Program provided a structured process for participants to create a personalized Leadership Development Plan, build confidence through exercises designed to improve communication skills and develop deeper self-awareness, and expand their professional networks. These elements of the training program had a direct impact on the SALT Fellow's ability to create leadership opportunities. More than half of the survey participants acknowledged that the SALT training aided them in this regard, with the proportion of respondents increasing from 51% in the initial survey iteration to 62% by the end of the data collection process (see *Figure 7: Did SALT help Create Leadership Opportunities*). Survey respondents were given the opportunity to share what kind of leadership opportunities the training helped them create, and data analysis revealed the following key themes:

Figure 7: Did SALT help Create Leadership Opportunities

Response distribution of all 3 surveys



- SALT Alumni improved self-confidence levels through participation in the program, resulting in their ability to advocate for themselves and have a greater control over their career paths (n=22)
- SALT Alumni became founders and/or got involved with clubs and initiatives at leadership levels (n=16)
- SALT Alumni became engaged in community outreach and initiatives (n=15)
- SALT Alumni shared the lessons they learned through their participation in the SALT Program at their own academic institutions and through general mentorship roles, establishing an organic, informal train-the-trainer model (n=10)
- SALT Alumni gravitated to leadership positions in which they could advocated for others upon completing the SALT Program (n=10), including leading Diversity Equity and Inclusion efforts (n=6)

Some survey respondents reported they collaborated with other SALT Fellows to develop or enhance leadership opportunities. One SALT Alumni (Cohort 6) shared, “[I] collaborated with other SALT students and leaders to create a program that uses science and improv to improve resilience and develop virtual communities.” Added one SALT Alumni (Cohort 1), “When I participated in SALT, I had won a grant to conduct STEM outreach in India. We led a successful program which has now established an NGO and continues on. The SALT colleagues help me think through a lot about the program and asked critical questions which helped us succeed long term.” Another participant shared they were taking advantage of the broader programming offered through the Science Alliance and the NYAS by participating in the Science in Residence Program.

Many former SALT Fellows described SALT Program impact on their ability to create leadership opportunities as a pivotal moment in their academic and professional trajectories, with the knowledge and skills acquired proving relevant across diverse settings. One SALT Alumni (Cohort 1) explained, “SALT was incredibly eye-opening and I have employed several of the leadership style and emotional intelligence frameworks in my current and previous jobs. I have been able to transition and move up into leadership opportunities within my

organizations directly from the work we did in this program.” Another SALT Alumni (Cohort 4) shared, “SALT was the reassurance and balm I needed at the nadir of my PhD studies. With the confidence boost from the SALT program, I re-engaged with leadership opportunities both at my institution (graduate student board) and in my community (local church, including spearheading efforts to grow a student-focused outreach program).”

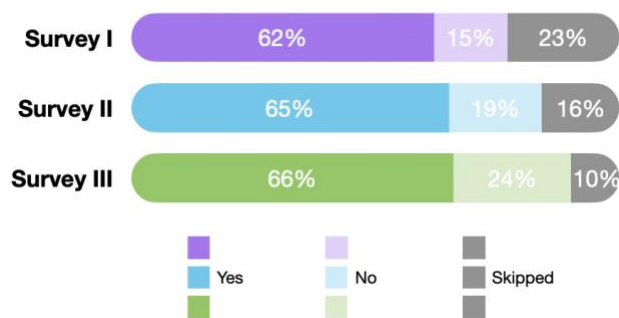
The SALT Program not only proves effective in enhancing participants’ abilities to create leadership opportunities, but also cultivates a community of change agents with a shared focus in STEM fields. Almost two-thirds of the survey respondents recognized that their experience with the SALT Program helped them identify avenues where they can be a change agent, with the percentage of respondents increasing from 62% in the initial survey iteration to 66% by the end of the data collection process (see *Figure 8: Did SALT help Identify Avenues to be a Change Agent*). SALT Alumni were given the opportunity to share where they see themselves as being a change agent, analysis revealed the following central themes:

- Advocacy work (n=7)
- Science communication, outreach, and education (n=7)
- Mentorship (n=6)
- Speaking up and advocating, for themselves and others, to create safe and supportive work environments (n=6)
- Promoting diversity in STEM, diversity in clinical trials, and disability in STEM (n=4)
- Seeking leadership positions with the intention of effecting positive change (n=4)
- Using their research and personal skill sets to make policy changes at their academic institutions and work environments (n=3)
- General realization that they can be a change agent and identifying where they can effect change (n=3)
- Seeking a purpose and mission driven career (n=2)

After their SALT experience, a number of SALT Fellows, emboldened with self-confidence and enhanced self-advocacy skills, sought to make positive and constructive changes in their work environment. One SALT Alumni (Cohort 2) shared, “SALT helped me be more comfortable with conflict, which has helped me speak up in the ways a lab can run better or how to treat new lab members.” Another SALT Alumni (Cohort 6) explained, “I decided to partake in outreach programs to help create interest in science at a very early age. I also decided to start speaking openly about injustices in my lab environment at the time I participated in SALT by forming alliances with people who also felt likewise.” Other SALT Fellows detailed how the personal growth they experienced as a direct result of their participation in SALT drove changes at the national level and expanded the scope of their research and outreach activities to a global scale. A SALT Alumni from Cohort 1 stated, “I gained confidence and ended up publishing an op-ed that caused a number of universities to change their policies on [graduate] students providing food for their committees.” Another SALT Alumni (Cohort 4) shared, “Having an understanding of my personality, strengths, and weaknesses, helped me develop a unique

Figure 8: Did SALT help Identify Avenues to be a Change Agent

Response distribution of all 3 surveys





brand through my research and outreach activities. Also, [I have worked] towards advancing it with a higher focus than before. As a result, I am getting recognized for my work in the UK and the U.S., and being able to work with the best scientists in the world.”

Conclusion and Recommendations

The longitudinal study indicates SALT Program’s training process is highly effective in developing leaders. One of the key elements of the program’s success is the ability to enhance participants’ confidence levels. This is achieved through a range of introspective and collaborative activities that are designed to promote a deeper understanding of each individual’s personal learning and communication styles. In turn, this fosters greater self-awareness, which enables participants to better integrate their STEM or academic identities with their personal identities. This is achieved in a safe and supportive environment, which promotes personal growth and fosters community building among SALT Fellows.

The present framework of the SALT Program has demonstrated efficacy in nurturing a community of doctoral students who believe they can affect positive change within their fields of study and their communities at large. However, the Science Alliance has an opportunity to capitalize on the success of the SALT Program’s ability to cultivate change agents by establishing a formal intercohort mentorship program. Additionally, the Science Alliance could introduce a problem-based learning or practicum unit to the training’s workshop and webinar series, allowing participants to collaborate on solutions to real-world issues affecting their communities or develop community-based initiatives. Implementing these changes would not only provide ongoing support for each SALT Cohort, but also promote a sustainable SALT community while demonstrating to participants how to effectively apply SALT principles in practice, or SALT into action.

Overall, the Science Alliance has an opportunity to build on the success of the SALT Program to create a more robust, engaged, and supportive community of STEM leaders. These proposed changes would ensure that the SALT Program continues to be a valuable resource for doctoral students in STEM fields who are passionate about making a positive impact in their fields and communities.

Reference

1. Petersen, S. L., Erenrich, E. S., Levine, D. L., Vigoreaux, J., & Gile, K. (2018). Multi-institutional study of GRE scores as predictors of STEM PhD degree completion: GRE gets a low mark. *PLoS one*, 13(10), e0206570. <https://doi.org/10.1371/journal.pone.0206570>



APPENDIX:

Science Alliance Leadership Training (SALT)
Longitudinal Study
Cohort 1 – Cohort 6
Final Report

Appendix A:

SALT Program Longitudinal Study Post-Training Data Matrix 2017 – 2021

Appendix B:

SALT Longitudinal Study Focus Group Documentation
SALT Longitudinal Study Focus Group Questions
SALT Longitudinal Study Focus Group Bullet Point Report

Appendix C:

SALT Alumni Contact Information

Appendix D:

SALT Longitudinal Study Survey Documentation
SALT Longitudinal Study Alumni Survey Questions
SALT Longitudinal Study Alumni Survey Preliminary Reports
SALT Longitudinal Study Alumni Survey Preliminary Takeaways

Appendix E:

SALT Longitudinal Study Final Report Graphics



Appendix A: SALT Program Longitudinal Study Post-Training Data Matrix 2017 – 2021

SALT Program Longitudinal Study Post-Training Data Matrix 2017-2021

| Question | Cohort 2 (NYC 2017) Responses (n=29) | | | Cohort 5 (NYC 2019) Responses (n=25) | | | Cohort 6 (NYC 2020) Responses (n=17) | | |
|---|--------------------------------------|---------------------------------|-----------------------------|--------------------------------------|---------------------------------|-----------------------------|--------------------------------------|--------------|------------------------------------|
| Which best reflects your current career interest? (Please select up to three options) | ■■■■■□□□□□ | 57% | Academic (Higher education) | ■■■■■□□□□□ | 52% | Applied Research | ■■■■■□□□□□ | 41% | Biotech and Industry |
| | ■■■■■□□□□□ | 38% | Applied Research | ■■■■■□□□□□ | 32% | Experimental Development | ■■■■■□□□□□ | 29% | Science Communication and Outreach |
| | ■■■■■□□□□□ | 33% | Basic Research | ■■■■■□□□□□ | 28% | Basic Research | ■■■■■□□□□□ | 24% | Basic Research |
| | | | Clinical Research | | | Academic (Higher education) | | | Applied Research |
| | | Policy (Domestic) | | | | | | Finance | |
| Do you believe that SALT improved your ability to see yourself as a leader in whatever professional career that you pursue? [Yes or No question type for Cohort 2 and Cohort 5, Level of Agreement-Likert Scale question type for Cohort 6] | ■■■■■■■■■■ | 100% [Yes] | | ■■■■■■■■■■ | 100% [Yes] | | ■■■■■□□□□□ | 94% | [Strongly Agree/ Agree] |
| Did the SALT Program meet the objectives outlined in the description of the program? [Level of Agreement-Likert Scale question type] | ■■■■■■■■■□ | 95% [Strongly Agree/ Agree] | | ■■■■■■■■■■ | 100% [Strongly Agree/ Agree] | | ■■■■■■■■■□ | 94% | [Strongly Agree/ Agree] |
| Do you think that after SALT you have access to a strong and diverse network of STEM leaders? [Level of Agreement-Likert Scale question type] | ■■■■■■■■■■ | 100% [Strongly Agree/ Agree] | | ■■■■■■■■■□ | 76% [Strongly Agree/ Agree] | | ■■■■■■■■■■ | 100% | [Strongly Agree/ Agree] |
| Do you think that after SALT you developed stronger leadership skills? [Level of Agreement-Likert Scale question type] | ■■■■■■■■■□ | 90% [Strongly Agree/Agree] | | ■■■■■■■■■□ | 96% [Strongly Agree/ Agree] | | ■■■■■■■■■□ | 94% | [Strongly Agree/ Agree] |
| After completing SALT, rate your confidence in your ability to step up as leader: [Confidence Level-Likert Scale type question] | ■■■■■■■■■□ | 85% [Very Confident/ Confident] | | ■■■■■■■■■□ | 80% [Very Confident/ Confident] | | ■■■■■■■■■■ | 100% | [Strongly Agree/ Agree] |
| In light of the knowledge acquired at SALT, I have (please choose all that apply): | | | | | | | | | |
| <i>Altered the course of my career trajectory</i> | ■■■■■□□□□□ | 10% | | ■■■■■□□□□□ | 4% | | ■■■■■□□□□□ | 6% | |
| <i>Reinforced my interest in pursuing an academic career</i> | ■■■■■□□□□□ | 25% | | ■■■■■□□□□□ | 16% | | ■■■■■□□□□□ | 31% | |
| <i>Reinforced my interest in pursuing a non-academic career</i> | ■■■■■□□□□□ | 75% | | ■■■■■□□□□□ | 56% | | ■■■■■□□□□□ | 56% | |
| <i>Started to develop other skills to strengthen my scientific training</i> | ■■■■■□□□□□ | 90% | | ■■■■■□□□□□ | 76% | | ■■■■■□□□□□ | 63% | |
| <i>Established potential individual opportunities for research</i> | ■■■■■□□□□□ | 20% | | ■■■■■□□□□□ | 48% | | ■■■■■□□□□□ | 19% | |
| <i>Become part of a SALT group network of scientists</i> | ■■■■■□□□□□ | 95% | | ■■■■■□□□□□ | 96% | | ■■■■■□□□□□ | 88% | |
| <i>None of the above</i> | ■■■■■□□□□□ | 0% | | ■■■■■□□□□□ | 0% | | ■■■■■□□□□□ | 0% | |
| Please rate your level of agreement or disagreement with the following statements: [Level of Agreement-Likert Scale question type] | | | | | | | | | |
| <i>I was able to bond with other SALT fellows during the program</i> | ■■■■■■■■■■ | 100% [Agree] | | ■■■■■■■■■□ | 92% [Agree] | | ■■■■■■■■■□ | 87% [Agree] | |
| <i>I feel more comfortable now sharing ideas and thoughts with other SALT fellows</i> | ■■■■■■■■■■ | 100% [Agree] | | ■■■■■■■■■■ | 88% [Agree] | | ■■■■■■■■■■ | 100% [Agree] | |
| <i>I feel more comfortable now communicating with my colleagues and peers</i> | ■■■■■■■■■□ | 95% [Agree] | | ■■■■■■■■■□ | 80% [Agree] | | ■■■■■■■■■□ | 67% [Agree] | |
| <i>After SALT, I feel more confident about my ability to engage effectively with my colleagues</i> | ■■■■■■■■■□ | 90% [Agree] | | ■■■■■■■■■□ | 88% [Agree] | | ■■■■■■■■■□ | 87% [Agree] | |
| <i>After SALT, I feel more confident about advocating for my professional community</i> | | N/A | | ■■■■■■■■■□ | 83% [Agree] | | ■■■■■■■■■□ | 73% [Agree] | |
| If your colleagues were interested in improving their leadership skills, would you recommend SALT to them? [Yes or No question type] | ■■■■■■■■■□ | 95% [Yes] | | ■■■■■■■■■■ | 100% [Yes] | | ■■■■■■■■■□ | 93% [Yes] | |
| Use the scale below to rate your overall opinion about the organization and logistics of the SALT program: [Level of Agreement-Likert Scale question type] | | | | | | | | | |
| <i>The program ran smoothly</i> | ■■■■■■■■■■ | 100% [Strongly Agree/ Agree] | | ■■■■■■■■■■ | 100% [Strongly Agree/ Agree] | | ■■■■■■■■■□ | 88% | [Strongly Agree/ Agree] |
| <i>The program was well organized</i> | ■■■■■■■■■■ | 100% [Strongly Agree/ Agree] | | ■■■■■■■■■■ | 100% [Strongly Agree/ Agree] | | ■■■■■■■■■□ | 94% | [Strongly Agree/ Agree] |
| <i>The communications before and during the program were helpful</i> | ■■■■■■■■■□ | 89% [Strongly Agree/ Agree] | | ■■■■■■■■■□ | 88% [Strongly Agree/ Agree] | | ■■■■■■■■■□ | 88% | [Strongly Agree/ Agree] |
| <i>The space was appropriate for the exercises</i> | ■■■■■■■■■■ | 100% [Strongly Agree/ Agree] | | ■■■■■■■■■■ | 100% [Strongly Agree/ Agree] | | ■■■■■■■■■■ | 100% | [Strongly Agree/ Agree] |
| How confident are you about your Leadership Development Plan (LDP) and your ability to reach your career goals based on the actions/steps identified in your LDP? [Confidence Level-Likert Scale type question] | ■■■■■■■■■□ | 74% [Very Confident/ Confident] | | ■■■■■■■■■□ | 76% [Very Confident/ Confident] | | ■■■■■■■■■□ | 81% | [Very Confident/ Confident] |



Appendix B: SALT Longitudinal Study Focus Group Documentation

SALT Longitudinal Study Focus Group Questions
SALT Longitudinal Study Focus Group Bullet Point Reports

SALT Longitudinal Study
Focus Group Questions

1. When and where did you participate in the initial SALT week-long workshop?
2. How did the training impact your graduate studies?
 - a. Did the training change the way you work(ed) with your PI?
 - b. Did the training change the way you work(ed) with others in your lab or graduate program?
3. How did the training impact your career decisions?
 - a. Did you anticipate working, or pursuing work, in this area/sector before participating in the week-long program?
 - b. How has your SALT training helped you achieve your academic and/or professional goals?
4. How are you using your LDP?
5. How often do you consider the organizational psychology profile you received during your participation in SALT?
 - a. How does it impact your approach to leading/being led?
 - b. How has it influenced your experience in the workforce and in other settings?
6. What kind of strategies do you employ when dealing with conflict in the workplace and in other settings?
 - a. Does it stem from your SALT training?
7. Have you participated in any post-training SALT webinars?
 - a. How were they helpful?
 - b. Are there areas you'd like to see explored in a SALT webinar?
8. What kind of interaction have you had with SALT trainers and facilitators and/or webinar facilitators outside of the scheduled events?
9. How do you interact with SALT alumni in your cohort?
 - a. Do you interact with alumni from other cohorts?
10. What other NYAS opportunities have you explored?



PAST Research

New York Academy of Sciences

Science Alliance Leadership Training (SALT): Longitudinal Study

Focus Group Overview

December 16, 2020

Overview:

Training impact on graduate studies

- Team dynamics
 - Team dynamic activities helped reveal people's personalities, communication style, learning style, and leadership.
 - Help trainees realize people have different viewpoints and priorities.
 - Helped understand PI is a mentor and has different mentorship approaches.
- See peers, colleagues, PIs as people and not just as scientist.
 - *"We are humans not just scientist."*
 - *"Training put us in touch with being a human being."*
- Gain implicit, soft skills
 - Conflict resolution
 - Conflict resolution skills have helped professionally and personally.
 - *"As a leader for [LGBTQ STEM Group] I am managing team onsite and managing events. Personalities conflict. Appreciate the differences in information processing and conflict management. Use what I learned in SALT training to focus team on work and move towards what we are trying to accomplish together. Also, living in [large city] I have had five roommates for the past few years. So inevitably there's conflict. Helps deal with that. Helps talk through things or figure out it is not going to work out."*
 - *"Interesting to realize in lab we also have relationships. I would never see it that way before [training]. Trying to figure out how to make things work. If the environment isn't the best, but at least you are aware of how to work it out while you are there until you move out of lab. Managing conflicts. It has helped. Also, realizing sometimes it is just not the thing or place for you."*
 - Communication
 - Confidence
 - Leadership
 - Ability to set goals and prioritize
 - Ability to communicate needs



- *“Something that has helped me is being more open and real. Real interests. Before I would be afraid tell them [PI/mentors] what career path I am interested in and other interests. I now feel more comfortable being real with them.”*
- *“About a year after I did the SALT training, I changed labs. Major pivot. It probably would have gone different if I didn’t have that dealing with conflict experience. Also, looking at how I wanted to go forward, I now knew my goals and what I prioritize. Major transition point. I gained confidence, leadership skills, and the ability to assess what I wanted to go forward. All because of SALT.”*

Training impact on career and career decisions

- One participant’s post doc group’s members all come from diverse backgrounds, and the participant credits SALT for preparing them for this type of environment.
- Participating in SALT lead directly to leadership and job opportunities and helped clarify career interest.
 - *“Going into graduate school I was conflicted with the idea of going into industry. Wasn’t sure on academia. As things go on, I am more interested in science communication. When I did SALT during the start of my third year, that was something I was able to express while I was there. A number of opportunities blossomed directly from that [SALT]. One of the other participants approached me after SALT and gave me the opportunity to do science communication training...Leadership position that I wouldn’t have access to if I didn’t do SALT.”*
- One participants realization in their interest in science communication during the SALT program, led them to recruit faculty to design a science communication course together and start a group on campus for LGBTQ students in STEM fields.
 - *“A lot of career exploration from the tools, skills, and confidence I got from SALT. It [SALT] launched me to what I’ve done the last few years.”*
- SALT training gave participants the confidence to explore opportunities and other avenues outside of traditional academia
 - Science communication, science policy, and science outreach

LDP

- Both participants shared that they have not looked at their LDP since the SALT week-long training.

NYAS Participation

- Participants have attended some webinars, but would like to be more engaged with NYAS programming in the future.
 - One participant is interested in mentoring girls in STEM through NYAS programming.



SALT Network

- Both participants keep in contact with their individual cohorts via Facebook and LinkedIn, but both would like to have contact with other SALT cohorts too.
 - Participants would like an open Facebook group or other platform for all SALT cohorts to connect.
- Refer to SALT alumni as “SALTIES”.
- Participants have kept in contact with their SALT cohort Facilitators
 - One participant is considering one of the SALT Facilitators to teach the science communication course they have designed.
- SALT network is expansive
 - SALT participants open their personal networks to members of their cohorts.
 - One participant used their SALT cohort network to gain information and career guidance in science communication.
- “SALT network is definitely life changing in a lot of ways.”

SALT Program

- Participants really enjoyed the following aspects of the SALT week-long training:
 - Personality assessments
 - Leadership activities like the World Event
 - Improvisation sessions
- Opportunities for improvement
 - Make the program more longitudinal
 - *“The five-day training was a lot. The morning of fifth day I didn’t want to go. Glad I did now. I think it would be useful to space it out, have a follow up that is a bit more longitudinal. On one hand, being there in person for the experience is really powerful. On the other hand, that is a lot of processing and that was really exhausting and draining.”*
 - Participants would like to have annual “where are you now” SALT events or check-ins.



Appendix C: SALT Alumni Contact Information

SALT Longitudinal Study

Cohort 1 - Cohot 6 Contact Information

| Name | Contact information |
|-------------------------------|--|
| Alexis Garretson | alexis@garretson.net |
| Adrian Idefonso | adrian.ildefonso@gmail.com |
| Aida Verdes | aida.verdes@gmail.com |
| Alfredo Vidal Ceballos | avidalceballos@gc.cuny.edu |
| Aparajita (Appy) Bhattacharya | ab8288@nyu.edu |
| Belkys Gonzalez | Belkys.gonzalez88@gmail.com |
| Chanel Richardson | chr2022@med.cornell.edu |
| Charles Sanky | charlessanky@gmail.com |
| Dan Bailey | dcfb12@gmail.com |
| German Alberto Sabio | gersabio@gmail.com |
| Greisha L. Ortiz Hernández | ortizgreisha@gmail.com |
| Janelle | [No contact information given] |
| Jean Rivera Irizarry | Jriver9575@gmail.com |
| Ji Sun Park | jjsunpk@gmail.com |
| Joe Thomas | jst390@nyu.edu |
| Joel Encarnación Rosado | Joel.Encarnacion-Rosado@nyulangone.org |
| Kate Bredbenner | kate.bredbenner@gmail.com |
| Kristen Gulino | kristengulino1@gmail.com |
| Kristen Whitney | kristenwhitney2@gmail.com |
| Kristifor Sunderic | ksunderic@gmail.com |
| Linda Molla | molla.linda@gmail.com |
| Maria Strangas | mariastrangas@gmail.com |
| Megan Petersdorf | megan.petersdorf@nyu.edu |
| Megan Slough | meganslough@gmail.com or slough@mail.einstein.yu.edu [LATEST] |
| Michael Sutton | michaelsutton1994@gmail.com |
| Monika Buczek | Msbuczek@gmail.com |
| Olipriya Das | das.olirpriya@gmail.com |
| Pamella Tijerina Gann | Pamellagann@gmail.com |
| Pavani Cherukupally | pavani140@gmail.com |
| Regis Shanley | Regis.shanley@gmail.com |
| Renee Symonds | renee.symonds@gmail.com |
| Sai Mali Ananthanarayanan | sai.mali@columbia.edu |
| Saren Seeley | Sarenseeley@gmail.com |
| Satish | satrajaram@gmail.com |
| Satyam Patel | spatel416@gatech.edu |
| Shaimar Gonzalez | gonzalezsr@livemail.uthscsa.edu |
| Shashirekha Mundhra | shashirekha.mundhra@gmail.com |
| Shruti Sharma | shruti.sharma@stonybrook.edu |
| Siddharth Sunilkumar | siddharth.sunilkumar@gmail.com |
| Stela Sota | stela.sota@nyulangone.org |
| Ti'ara Griffen | 901-562-9529, tiara.l.griffen@gmail.com |
| Tristan Fehr | tfehr01@gmail.com |
| Valentino Foit | foit@nyu.edu |
| Vylyny Chat | vc49@nyu.edu |
| Xinglei Liu | xl395@njit.edu |
| Yue Liu | yuelunaliu@gmail.com |



Appendix D: SALT Longitudinal Study Survey Documentation

SALT Longitudinal Study Alumni Survey Questions
SALT Longitudinal Study Alumni Survey Preliminary Reports
SALT Longitudinal Study Alumni Survey Preliminary Takeaways



SALT Longitudinal Survey

* 1. Of which SALT Cohort are you a member?

- m 2016 (NYC)
 - m 2017 (NYC)
 - m 2017 (Atlanta)
 - m 2018 (DC)
 - m 2019 (NYC)
 - m 2020 (NYC)
-

2. What is your current situation? Please choose all that apply.

- Q I am continuing to work toward my graduate degree
 - Q I have completed my graduate degree
 - Q I am not planning to complete my graduate degree
 - Q I have changed the focus of my graduate studies
 - Q I am applying for employment in a field related to my graduate studies
 - Q I am applying for employment in a field unrelated to my graduate studies
 - Q I am currently employed in a field related to my graduate studies
 - Q I am currently employed in a field unrelated to my graduate studies
 - Q If other, please describe briefly
-

3. Which aspects of SALT have had the greatest benefit for you?

| | Very Beneficial | Beneficial | Moderately Beneficial | Slightly Beneficial | Not Beneficial |
|--|-----------------|------------|-----------------------|---------------------|----------------|
| Working on my LDP | m | m | m | m | m |
| Understanding how my learning style affects communication | m | m | m | m | m |
| Understanding how my learning style affects social interaction | m | m | m | m | m |
| Understanding how to communicate from the improvisation activities | m | m | m | m | m |
| Understanding how to network | m | m | m | m | m |
| Learning how to use social media | m | m | m | m | m |
| Learning how to build a community | m | m | m | m | m |

4. Please share your level of agreement with the following statements:

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|----------------|-------|---------|----------|-------------------|
| Participating in SALT opened me up to new career possibilities | m | m | m | m | m |
| Participating in SALT helped me be career ready | m | m | m | m | m |
| Participating in SALT helped me expand my professional network | m | m | m | m | m |
| Participating in SALT helped me develop stronger leadership skills | m | m | m | m | m |
| Participating in SALT helped me develop confidence to advocate for myself in a professional setting | m | m | m | m | m |
| Participating in SALT helped me develop confidence to advocate for myself in a personal setting | m | m | m | m | m |
| Participating in SALT helped me develop confidence to advocate for my professional community | m | m | m | m | m |

Participating in SALT helped me develop communication skills

m

m

m

m

m

Participating in SALT impacted how I work with others in a team setting

m

m

m

m

m

5. Did SALT training help you create leadership opportunities?

Yes No

If so, what kind?

6. Did SALT training help you integrate personal interests with academic interests?

Yes No

If so, how?

7. Did your experience with SALT help you identify avenues where you can be a change agent?

Yes No

If yes, where do you see yourself as being a change agent?

8. Do you remain in contact with other SALT Fellows?

Yes No

9. What kind of interactions have you had with other SALT Fellows? Please choose all that apply.

- Social
- Professional
- Working on projects
- Developing programs
- Collaborating on research
- Networking events
- If other, please describe briefly

10. How confident are you when talking about yourself and your work under the following circumstances?

| | Very Confident | Confident | Moderately Confident | Slightly Confident | Not Confident |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| In an informational interview | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| At a networking event | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Presenting your work to your colleagues in the lab | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Presenting your work at a national meeting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Working with K-12 students at an outreach event | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| With your family | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| With your friends | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| On LinkedIn | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| On other social media | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

11. How important are these traits for a good leader?

| | Very Important | Important | Moderately Important | Slightly Important | Not Important |
|-------------------------|----------------|-----------|----------------------|--------------------|---------------|
| Confidence | m | m | m | m | m |
| Empathy | m | m | m | m | m |
| Patience | m | m | m | m | m |
| Assertive | m | m | m | m | m |
| Flexible/Adaptable | m | m | m | m | m |
| Decisive | m | m | m | m | m |
| Accountable | m | m | m | m | m |
| Transparent/Trustworthy | m | m | m | m | m |
| Innovative | m | m | m | m | m |
| Respectful/Civil | m | m | m | m | m |
| Optimistic | m | m | m | m | m |
| Humility | m | m | m | m | m |
| Vision | m | m | m | m | m |
| Appearance | m | m | m | m | m |

12. How important are these skills for a successful leaders?

| | Very Important | Important | Moderately Important | Slightly Important | Not Important |
|----------------------------|----------------|-----------|----------------------|--------------------|---------------|
| Communication | m | m | m | m | m |
| Listening | m | m | m | m | m |
| Inclusivity | m | m | m | m | m |
| Team awareness | m | m | m | m | m |
| Organization | m | m | m | m | m |
| Time management | m | m | m | m | m |
| Teamwork and collaboration | m | m | m | m | m |
| Motivation | m | m | m | m | m |
| Delegation | m | m | m | m | m |
| Expertise | m | m | m | m | m |
| Problem solving | m | m | m | m | m |
| Conflict resolution | m | m | m | m | m |
| Public speaking | m | m | m | m | m |

13. We are hoping you will share your name and contact information below.

Name

Contact information

* 14. What gender do you identify with?

Male

Female

Non-binary/third gender

Prefer not to say

Prefer to self-describe

* 15. Which of the following best represents your racial or ethnic heritage? Please choose all that apply.

Non-Hispanic White or Euro American

Black, Afro-Caribbean, or African American

Latino or Hispanic

East Asian or Asian American

South Asian or Indian American

Middle Eastern or Arab American

Native American

Alaskan Native

Pacific Islander

Decline to Answer

If other, please describe briefly







* 16. Were you born in the United States?

Yes No



**PAST Foundation Research
SALT Longitudinal Survey Report
September 2021**

1. Of which SALT Cohort are you a member?

| | Responses | Percent |
|--|------------------|----------------|
| 2016 (NYC):  | 5 | 10.64% |
| 2017 (NYC):  | 9 | 19.15% |
| 2017 (Atlanta):  | 5 | 10.64% |
| 2018 (DC):  | 11 | 23.4% |
| 2019 (NYC):  | 11 | 23.4% |
| 2020 (NYC):  | 6 | 12.77% |
| Total Responded to this question: | 47 | 100% |
| Total who skipped this question: | 0 | 0% |
| Total: | 47 | 100% |



2. What is your current situation? Please choose all that apply.

| | Responses | Percent |
|---|-----------|---------|
| I am continuing to work toward my graduate degree: | 19 | 40.43% |
| I have completed my graduate degree: | 21 | 44.68% |
| I am not planning to complete my graduate degree: | 0 | 0% |
| I have changed the focus of my graduate studies: | 1 | 2.13% |
| I am applying for employment in a field related to my graduate studies: | 4 | 8.51% |
| I am applying for employment in a field unrelated to my graduate studies: | 4 | 8.51% |
| I am currently employed in a field related to my graduate studies: | 19 | 40.43% |
| I am currently employed in a field unrelated to my graduate studies: | 6 | 12.77% |
| If other, please describe briefly: | 3 | 6.38% |
| Total Responded to this question: | 47 | 100% |
| Total who skipped this question: | 0 | 0% |
| Total: | 47 | 100% |

2. What is your current situation? Please choose all that apply. ("If other" comments.)

| Response | Comments |
|----------|---|
| 1 | I am a postdoc gaining cross-disciplinary research skills |
| 2 | I am a T32 postdoctoral research fellow at Mount Sinai Icahn School of Medicine |
| 3 | Nearing thesis completion, have secured job offer in a field unrelated to my graduate studies |



3. Which aspects of SALT have had the greatest benefit for you?

| | Very Beneficial | Beneficial | Moderately Beneficial | Slightly Beneficial | Not Beneficial | Total |
|---|------------------------|-------------------|------------------------------|----------------------------|-----------------------|-----------------------|
| Working on my LDP: | 8(21.62%) | 12(32.43%) | 9(24.32%) | 4(10.81%) | 4(10.81%) | 37 |
| Understanding how my learning style affects communication: | 14(36.84%) | 15(39.47%) | 6(15.79%) | 2(5.26%) | 1(2.63%) | 38 |
| Understanding how my learning style affects social interaction: | 8(21.05%) | 23(60.53%) | 3(7.89%) | 4(10.53%) | 0(0%) | 38 |
| Understanding how to communicate from the improvisation activities: | 16(41.03%) | 13(33.33%) | 6(15.38%) | 3(7.69%) | 1(2.56%) | 39 |
| Understanding how to network: | 13(34.21%) | 14(36.84%) | 7(18.42%) | 3(7.89%) | 1(2.63%) | 38 |
| Learning how to use social media: | 3(7.89%) | 8(21.05%) | 12(31.58%) | 6(15.79%) | 9(23.68%) | 38 |
| Learning how to build a community: | 11(28.95%) | 14(36.84%) | 6(15.79%) | 6(15.79%) | 1(2.63%) | 38 |
| Total Responded to this question: | | | | | | 39 82.98% |
| Total who skipped this question: | | | | | | 8 17.02% |
| Total: | | | | | | 47 100% |






4. Please share your level of agreement with the following statements:

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total | |
|--|----------------|------------|-----------|----------|-------------------|-------|--------|
| Participating in SALT opened me up to new career possibilities: | 13(34.21%) | 15(39.47%) | 9(23.68%) | 1(2.63%) | 0(0%) | 38 | |
| Participating in SALT helped me be career ready: | 13(34.21%) | 15(39.47%) | 9(23.68%) | 1(2.63%) | 0(0%) | 38 | |
| Participating in SALT helped me expand my professional network: | 18(47.37%) | 17(44.74%) | 3(7.89%) | 0(0%) | 0(0%) | 38 | |
| Participating in SALT helped me develop stronger leadership skills: | 18(47.37%) | 15(39.47%) | 4(10.53%) | 1(2.63%) | 0(0%) | 38 | |
| Participating in SALT helped me develop confidence to advocate for myself in a professional setting: | 22(57.89%) | 12(31.58%) | 2(5.26%) | 2(5.26%) | 0(0%) | 38 | |
| Participating in SALT helped me develop confidence to advocate for myself in a personal setting: | 16(42.11%) | 16(42.11%) | 4(10.53%) | 1(2.63%) | 1(2.63%) | 38 | |
| Participating in SALT helped me develop confidence to advocate for my professional community: | 18(47.37%) | 13(34.21%) | 5(13.16%) | 2(5.26%) | 0(0%) | 38 | |
| Participating in SALT helped me develop communication skills: | 14(37.84%) | 22(59.46%) | 1(2.7%) | 0(0%) | 0(0%) | 37 | |
| Participating in SALT impacted how I work with others in a team setting: | 17(43.59%) | 20(51.28%) | 2(5.13%) | 0(0%) | 0(0%) | 39 | |
| Total Responded to this question: | | | | | | 39 | 82.98% |
| Total who skipped this question: | | | | | | 8 | 17.02% |
| Total: | | | | | | 47 | 100% |



5. Did SALT training help you create leadership opportunities?

| | Responses | Percent |
|---|-----------|---------|
| Yes:  | 24 | 64.86% |
| No:  | 13 | 35.14% |
| If so, what kind?:  | 17 | 45.95% |
| Total Responded to this question: | 37 | 78.72% |
| Total who skipped this question: | 10 | 21.28% |
| Total: | 47 | 100% |




| Response | Comments |
|----------|---|
| 1 | Communication trainings at my own institutions, introduced me to other opportunities |
| 2 | Multiple outreach initiatives, founded an investing club |
| 3 | At Imperial College London, I started a new career development seminar series to train research staff with practical skills. Also, I sit in the departmental faculty research committee and departmental rewards and recognition committees where we set the agenda to advance research output, and acknowledge people for their contributions. |
| 4 | New initiatives in my graduate program to enhance diversity and inclusion |
| 5 | SALT gave me the confidence to step up as a leader in my program. It taught me to give myself permission to accomplish things I want to accomplish, rather than waiting to do what is expected of me |
| 6 | I have created an event in my school where we develop activities for students to discover their potential skills in future work settings. |
| 7 | SALT was the reassurance and balm I needed at the nadir of my PhD studies. With the confidence boost from the SALT program, I re-engaged with leadership opportunities both at my institution (graduate student board) and in my community (local church, including spearheading efforts to grow a student-focused outreach program). |
| 8 | Made me realize I need to take charge of my future instead of letting circumstances shape it. Constant reevaluation is needed |
| 9 | I was able to use the new skills to build my network and attain the Chair position in the Graduate Student Leadership Committee of the Society of Toxicology. |
| 10 | Mostly with training of undergraduates and Master's students under my supervision, I think I am able to do a better job. |
| 11 | I continued my training and became a leadership/executive coach for students through a program at my university. I still plan on pursuing a coaching certificate in the near future. |
| 12 | Participating in the Science in Residence Program for the NYAS. Additionally, I've stepped up my voice in the lab to have conversation about DEI in science through seminar and meetings focusing on this. |



(Cont.) Q5. Did SALT training help you create leadership opportunities? (Open-ended responses)

- 13 It is hard to pinpoint if SALT directly helped create leadership opportunities (and hard to remember, since I was in SALT in 2017), but I believe SALT helped me feel confident that I COULD lead effectively.
- 14 SALT training aided in developing confidence in myself as a professional and as a person which helped me communicate better with my peers as well as create more networks that have enhanced my abilities to lead projects at my current employment.
- 15 Yes, I was able to bring back my learnings to the first graduate women in science organization that I co-founded at NYU graduate school
- 16 When I participated in SALT, I had won a grant to conduct STEM outreach in India. We led a successful program which has now established an NGO and continues on. The SALT colleagues help me think through a lot about the program and asked critical questions which helped us succeed long term.
- 17 Diversity initiatives at my campus and community

6. Did SALT training help you integrate personal interests with academic interests?

| | Responses | Percent |
|---|-----------|---------|
| Yes:  | 23 | 60.53% |
| No:  | 15 | 39.47% |
| If so, how?:  | 10 | 26.32% |
| Total Responded to this question: | 38 | 80.85% |
| Total who skipped this question: | 9 | 19.15% |
| Total: | 47 | 100% |


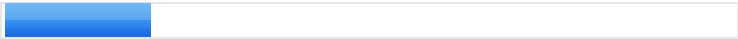

| Response | Comments |
|----------|---|
| 1 | Using my own interests to explore my professional best fit roles |
| 2 | I was able to fulfill gaps in my personal life through professional skills and initiatives. For example, I always wanted to help people suffering from basic needs like access to water. Now, through my research, I am developing affordable technologies for low- to medium-income communities. The personal reasons are helping me find meaning in my scientific career, which was mechanical before this. |
| 3 | It helped incorporate technology, social media and adding resources to organize myself. |
| 4 | SALT training did not help me with this but it's also not something I am interested in integrating. |
| 5 | personal interest in collaborating with others and being part of team work |
| 6 | I am able to implement the skills to continue and expand educational outreach for my regional chapter of the Society of Toxicology. |



(Cont.) Q6. Did SALT training help you integrate personal interests with academic interests? (Open-ended responses)

- 7 I think it was more about helping me prioritize what is important me as I develop my career
- 8 Yes, it helped me see the connection between my writing interests and my science interest, and how to package them together in a better way.
- 9 SALT training developed my networking skills that have enabled me to align my personal and academic interests.
- 10 I was able to push myself out of my comfort zone as well as gain better self-awareness leading to exploring more diverse options during and after grad school leading to my current unique professional position.

7. Did your experience with SALT help you identify avenues where you can be a change agent?

| | Responses | Percent |
|---|-----------|---------|
| Yes:  | 29 | 80.56% |
| No:  | 7 | 19.44% |
| If yes, where do you see yourself as being a change agent?:  | 13 | 36.11% |
| Total Responded to this question: | 36 | 76.6% |
| Total who skipped this question: | 11 | 23.4% |
| Total: | 47 | 100% |

7. Did your experience with SALT help you identify avenues where you can be a change agent? (“If yes” comments.)



| Response | Comments |
|----------|---|
| 1 | Disability in STEM |
| 2 | Having an understanding of my personality, strengths, and weaknesses, helped me develop a unique brand through my research and outreach activities. Also, work towards advancing it with a higher focus than before. As a result, I am getting recognized for my work in the UK and the U.S., and being able to work with the best scientists in the world. |
| 3 | In my school and in my church. |
| 4 | mentoring others that want to transition into careers outside academia by sharing my experience and answering questions |
| 5 | In education and outreach for communities of color and young women interested in STEM. |
| 6 | speaking up when there is something in the work culture that is not right |



(Cont.) Q7. Did your experience with SALT help you identify avenues where you can be a change agent? (“If yes” comments.)

- 7 It helped me realize that I could be a change agent if I wanted to. I am still searching for something in which I want to invest my time/energy since starting a new position.
- 8 Helping women in STEM fields and more broadly minority populations
- 9 Yes, through teaching and doing science communication to the general public.
- 10 Improve diversity in clinical trials
- 11 I have started playing a more active role in a administrative capacity as a postdoctoral representative at society meetings.
- 12 Yes, SALT empowered me to be ok with not continuing down the academic path and to be open with talking to others about the advantages of non-academic careers
- 13 SALT helped me advocate more for diversity of thought within my professional and personal circles. I continue to engage in programs that advocate for Women in STEM.

8. Do you remain in contact with other SALT Fellows?

| | Responses | Percent |
|---|-----------|---------|
| Yes:  | 29 | 76.32% |
| No:  | 9 | 23.68% |
| Total Responded to this question: | 38 | 80.85% |
| Total who skipped this question: | 9 | 19.15% |
| Total: | 47 | 100% |



9. What kind of interactions have you had with other SALT Fellows? Please choose all that apply.

| | Responses | Percent |
|------------------------------------|-----------|---------|
| Social: | 29 | 85.29% |
| Professional: | 14 | 41.18% |
| Working on projects: | 4 | 11.76% |
| Developing programs: | 3 | 8.82% |
| Collaborating on research: | 0 | 0% |
| Networking events: | 12 | 35.29% |
| If other, please describe briefly: | 4 | 11.76% |
| Total Responded to this question: | 34 | 72.34% |
| Total who skipped this question: | 13 | 27.66% |
| Total: | 47 | 100% |

9. What kind of interactions have you had with other SALT Fellows? Please choose all that apply. ("If other" comments.)

| Response | Comments |
|----------|--|
| 1 | We have a LinkedIn group but there is little to no activity. It would be great if we could continue to engage through leadership events. I'm positive this will lead to a long-lasting professional network. |
| 2 | Updates via social media, LinkedIn. Local fellow came to dinner at my home pre-pandemic. |
| 3 | referrals and job recommendations advice for interview preparation |
| 4 | We all follow each other on social media platforms and will comment or reach out every so often |



10. How confident are you when talking about yourself and your work under the following circumstances?

| | Very Confident | Confident | Moderately Confident | Slightly Confident | Not Confident | Total | |
|---|-----------------------|------------------|-----------------------------|---------------------------|----------------------|--------------|---------------|
| In an informational interview: | 12(31.58%) | 20(52.63%) | 4(10.53%) | 1(2.63%) | 1(2.63%) | 38 | |
| At a networking event: | 6(15.79%) | 21(55.26%) | 8(21.05%) | 2(5.26%) | 1(2.63%) | 38 | |
| Presenting your work to your colleagues in the lab: | 14(36.84%) | 20(52.63%) | 2(5.26%) | 0(0%) | 2(5.26%) | 38 | |
| Presenting your work at a national meeting: | 7(18.42%) | 18(47.37%) | 8(21.05%) | 2(5.26%) | 3(7.89%) | 38 | |
| Working with K-12 students at an outreach event: | 15(39.47%) | 7(18.42%) | 10(26.32%) | 5(13.16%) | 1(2.63%) | 38 | |
| With your family: | 16(42.11%) | 13(34.21%) | 5(13.16%) | 4(10.53%) | 0(0%) | 38 | |
| With your friends: | 19(50%) | 11(28.95%) | 7(18.42%) | 1(2.63%) | 0(0%) | 38 | |
| On LinkedIn: | 12(33.33%) | 11(30.56%) | 9(25%) | 1(2.78%) | 3(8.33%) | 36 | |
| On other social media: | 10(27.78%) | 10(27.78%) | 10(27.78%) | 3(8.33%) | 3(8.33%) | 36 | |
| Total Responded to this question: | | | | | | 38 | 80.85% |
| Total who skipped this question: | | | | | | 9 | 19.15% |
| Total: | | | | | | 47 | 100% |



11. How important are these traits for a good leader?

| | Very Important | Important | Moderately Important | Slightly Important | Not Important | Total |
|--------------------------|----------------|------------|----------------------|--------------------|---------------|-------|
| Confidence: | 17(45.95%) | 20(54.05%) | 0(0%) | 0(0%) | 0(0%) | 37 |
| Empathy: | 32(86.49%) | 4(10.81%) | 1(2.7%) | 0(0%) | 0(0%) | 37 |
| Patience: | 25(67.57%) | 12(32.43%) | 0(0%) | 0(0%) | 0(0%) | 37 |
| Assertive: | 11(30.56%) | 17(47.22%) | 7(19.44%) | 1(2.78%) | 0(0%) | 36 |
| Flexible/Adaptable: | 28(75.68%) | 7(18.92%) | 2(5.41%) | 0(0%) | 0(0%) | 37 |
| Decisive: | 17(45.95%) | 18(48.65%) | 2(5.41%) | 0(0%) | 0(0%) | 37 |
| Accountable: | 28(75.68%) | 9(24.32%) | 0(0%) | 0(0%) | 0(0%) | 37 |
| Transparent/Trustworthy: | 26(70.27%) | 11(29.73%) | 0(0%) | 0(0%) | 0(0%) | 37 |
| Innovative: | 13(35.14%) | 15(40.54%) | 7(18.92%) | 2(5.41%) | 0(0%) | 37 |
| Respectful/Civil: | 25(67.57%) | 9(24.32%) | 2(5.41%) | 1(2.7%) | 0(0%) | 37 |
| Optimistic: | 13(36.11%) | 15(41.67%) | 7(19.44%) | 1(2.78%) | 0(0%) | 36 |
| Humility: | 19(51.35%) | 14(37.84%) | 2(5.41%) | 2(5.41%) | 0(0%) | 37 |
| Vision: | 22(59.46%) | 11(29.73%) | 3(8.11%) | 1(2.7%) | 0(0%) | 37 |
| Appearance: | 6(16.22%) | 10(27.03%) | 9(24.32%) | 10(27.03%) | 2(5.41%) | 37 |

Total Responded to this question: 37 78.72%

Total who skipped this question: 10 21.28%

Total: 47 100%



12. How important are these skills for a successful leaders?

| | Very Important | Important | Moderately Important | Slightly Important | Not Important | Total |
|-----------------------------------|-----------------------|------------------|-----------------------------|---------------------------|----------------------|--------------|
| Communication: | 33(89.19%) | 4(10.81%) | 0(0%) | 0(0%) | 0(0%) | 37 |
| Listening: | 31(86.11%) | 5(13.89%) | 0(0%) | 0(0%) | 0(0%) | 36 |
| Inclusivity: | 23(62.16%) | 11(29.73%) | 2(5.41%) | 1(2.7%) | 0(0%) | 37 |
| Team awareness: | 26(70.27%) | 9(24.32%) | 2(5.41%) | 0(0%) | 0(0%) | 37 |
| Organization: | 18(48.65%) | 15(40.54%) | 4(10.81%) | 0(0%) | 0(0%) | 37 |
| Time management: | 19(51.35%) | 16(43.24%) | 2(5.41%) | 0(0%) | 0(0%) | 37 |
| Teamwork and collaboration: | 25(67.57%) | 11(29.73%) | 1(2.7%) | 0(0%) | 0(0%) | 37 |
| Motivation: | 22(59.46%) | 12(32.43%) | 3(8.11%) | 0(0%) | 0(0%) | 37 |
| Delegation: | 19(51.35%) | 17(45.95%) | 1(2.7%) | 0(0%) | 0(0%) | 37 |
| Expertise: | 13(35.14%) | 12(32.43%) | 8(21.62%) | 4(10.81%) | 0(0%) | 37 |
| Problem solving: | 20(54.05%) | 15(40.54%) | 1(2.7%) | 1(2.7%) | 0(0%) | 37 |
| Conflict resolution: | 25(67.57%) | 10(27.03%) | 1(2.7%) | 1(2.7%) | 0(0%) | 37 |
| Public speaking: | 18(48.65%) | 13(35.14%) | 5(13.51%) | 1(2.7%) | 0(0%) | 37 |
| Total Responded to this question: | | | | | | 37 78.72% |
| Total who skipped this question: | | | | | | 10 21.28% |
| Total: | | | | | | 47 100% |



13. We are hoping you will share your name and contact information below.

| | Responses | Percent |
|---|-----------|---------|
| Name: <input type="text"/> | 29 | 100% |
| Contact information: <input type="text"/> | 28 | 96.55% |
| Total Responded to this question: | 29 | 61.7% |
| Total who skipped this question: | 18 | 38.3% |
| Total: | 47 | 100% |






| Response | Name | Response | Contact information |
|----------|----------------------------|----------|--|
| 1 | Alexis Garretson | 1 | alexis@garretson.net |
| 2 | N/a | 2 | N/a@gmail.com |
| 3 | German Alberto Sabio | 3 | gersabio@gmail.com |
| 4 | Dan Bailey | 4 | dcfxb12@gmail.com |
| 5 | Pavani Cherukupally | 5 | pavani140@gmail.com |
| 6 | Joel Encarnación Rosado | 6 | Joel.Encarnacion-Rosado@nyulangone.org |
| 7 | Greisha L. Ortiz Hernández | 7 | ortizgreisha@gmail.com |
| 8 | Kristen Whitney | 8 | kristenwhitney2@gmail.com |
| 9 | Sai Mali Ananthanarayanan | 9 | sai.mali@columbia.edu |
| 10 | Linda Molla | 10 | molla.linda@gmail.com |
| 11 | Joe Thomas | 11 | jst390@nyu.edu |
| 12 | Belkys Gonzalez | 12 | Belkys.gonzalez88@gmail.com |
| 13 | Aparajita Bhattacharya | 13 | ab8288@nyu.edu |
| 14 | Valentino Foit | 14 | foit@nyu.edu |
| 15 | Kristifor Sunderic | 15 | ksunderic@gmail.com |
| 16 | Adrian Ildefonso | 16 | adrian.ildefonso@gmail.com |
| 17 | Satish | 17 | satrajaram@gmail.com |
| 18 | Alfredo Vidal Ceballos | 18 | avidalceballos@gc.cuny.edu |
| 19 | Xinglei Liu | 19 | xl395@njit.edu |
| 20 | Janelle | | |



(Cont.) Q13. We are hoping you will share your name and contact information below. (Open-ended responses)

| | | | |
|----|-----------------------------|----|---|
| 21 | Maria Strangas | 21 | mariastrangas@gmail.com |
| 22 | Ti'ara Griffen | 22 | 901-562-9529,tiara.l.griffen@gmail.com |
| 23 | Siddharth Sunilkumar | 23 | siddharth.sunilkumar@gmail.com |
| 24 | Kristen Gulino | 24 | kristengulino1@gmail.com |
| 25 | Shruti Sharma | 25 | shruti.sharma@stonybrook.edu |
| 26 | Jean | 26 | Jriver9575@gmail.com |
| 27 | Vylyny Chat | 27 | vc49@nyu.edu |
| 28 | Ji Sun Park | 28 | jjsunpk@gmail.com |
| 29 | Chanel Richardson | 29 | chr2022@med.cornell.edu |

14. What gender do you identify with?

| | Responses | Percent |
|---|-----------|---------|
| Male:  | 17 | 45.95% |
| Female:  | 18 | 48.65% |
| Non-binary/third gender:  | 1 | 2.7% |
| Prefer not to say:  | 0 | 0% |
| Prefer to self-describe:  | 1 | 2.7% |
| Total Responded to this question: | 37 | 78.72% |
| Total who skipped this question: | 10 | 21.28% |
| Total: | 47 | 100% |

14. What gender do you identify with? (“Prefer to self-describe” comments.)

| Response | Comments |
|----------|--|
| 1 | I do not think gender is relevant to this discussion |



15. Which of the following best represents your racial or ethnic heritage? Please choose all that apply.

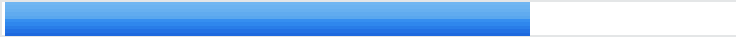
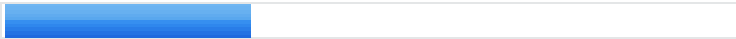
| | Responses | Percent |
|---|-----------|---------|
| Non-Hispanic White or Euro American: | 12 | 32.43% |
| Black, Afro-Caribbean, or African American: | 5 | 13.51% |
| Latino or Hispanic: | 8 | 21.62% |
| East Asian or Asian American: | 3 | 8.11% |
| South Asian or Indian American: | 7 | 18.92% |
| Middle Eastern or Arab American: | 0 | 0% |
| Native American: | 1 | 2.7% |
| Alaskan Native: | 0 | 0% |
| Pacific Islander: | 0 | 0% |
| Decline to Answer: | 2 | 5.41% |
| If other, please describe briefly: | 2 | 5.41% |
| Total Responded to this question: | 37 | 78.72% |
| Total who skipped this question: | 10 | 21.28% |
| Total: | 47 | 100% |

15. Which of the following best represents your racial or ethnic heritage? Please choose all that apply. ("If other" comments.)

| Response | Comments |
|----------|---|
| 1 | It's interesting how "in the name of diversity", we bin people into categories. |
| 2 | South East Asian |



16. Were you born in the United States?

| | Responses | Percent |
|---|-----------|---------|
| Yes:  | 25 | 67.57% |
| No:  | 12 | 32.43% |
| Total Responded to this question: | 37 | 78.72% |
| Total who skipped this question: | 10 | 21.28% |
| Total: | 47 | 100% |



SALT Longitudinal Study
Survey I Takeaways
September 2021

Takeaways:

- Cohort participation:
 - All SALT Cohorts are represented (n=47) — the lowest participation rate is Cohort 3 at ~11% participation.
 - Cohort 4 and 5 had the most participation at nearly a quarter (23%), followed by Cohort 2 (19%).
- Academic/career status:
 - Nearly half (45%) have completed their graduate degree and (40%) are currently employed in a field related to their graduate studies.
 - Almost half of survey participants (40%) are continuing to work toward their graduate degree.
- Greatest benefits of SALT [Very beneficial to beneficial scale] (n=39)
 - 82% Understanding how my learning style affects social interaction [40% very beneficial]
 - 76% Understanding how my learning style affects communication [44% very beneficial]
 - 74% Understanding how to communicate from the improvisation activities
- Least beneficial aspects of SALT [Slightly beneficial to not beneficial scale] (n=39)
 - Learning how to use social media [39%]
 - Working on my LDP [22%]
 - Learning how to build a community [18%]
- [Q4] Survey participants (n=39) felt strongly about the following [Strongly agree to agree scale]:
 - Participating in SALT helped them develop communication skills [97%]
 - Participating in SALT impacted how they work with others in a team setting [95%]
 - Participating in SALT helped them expand my professional network [92%]
 - Opportunities for improvement:
 - Opening up SALT participants to new career possibilities
 - Helping SALT participants to be career ready
- [Q5] Creating leadership opportunities (n=37)
 - Out of the 65% of survey participants who responded “Yes, the SALT training helped [me] create leadership opportunities,” 17 participants chose to describe what kind of leadership opportunities they created.
 - Many described founding and/or getting involved with clubs and initiatives at leadership levels (n=10).
 - Participants described feeling more confident, leading to seeking leadership positions and taking charge of their careers/lives (n=7).
 - Participants noted sharing lessons learned at the SALT training at their own institutions (n=6).
- [Q6] 61% of survey participants who answered the question (n=38) believe the SALT training helped them integrate personal interests with academic interests, citing the training helped them prioritize what was important as they develop their career, fulfill gaps in their personal life through professional skills and initiatives, and being pushed out of their comfort zone and gaining better self-awareness which lead to exploring more diverse career options.
- [Q7] The majority (81%) of survey participants who answered the question (n=36) believe that their experience with SALT helped them to identify avenues where they can be change agents. Survey participants see themselves as being change agents with the following:
 - Outreach, communication, and education (n=4)
 - Diversity in STEM (n=4)
 - Mentoring others about/exploring career options outside academia (n=2)
 - Disability in STEM (n=1)
 - Speaking up and creating a better work culture (n=1)



- [Qs8-9] Over three quarters (78%) of survey participants shared that they remain in contact with other SALT fellows. The majority (86%) interact socially (social media), and a little less than half interact professionally and through (36%) networking events.
- [Q10] Survey participants (n=38) are the most confident when talking about themselves or their work under the following circumstances [Very confident to Confident scale]:
 - Presenting their work to their colleagues in the lab (89%)
 - In an informational interview (84%)
 - Talking with their friends (79%) and family (76%)
 - Participants are the least confident when talking about themselves or their work under the following circumstances
 - On social media outside of Linked-In
 - Working with K-12 students at an outreach event
 - Presenting their work at national meetings
- [Q11] Participants (n=37) noted the following as the most important traits of a good leader [Very Important]:
 - 86% noted Empathy to be very important
 - 76% noted Flexibility/Adaptability to be very important
 - 76% noted Accountability to be very important
 - Participants noted (57%) Appearance, (24%) Innovative, (22%) Assertive, and (22%) Optimistic to be the least important on a Moderately important to Not important scale.
- [Q12] Participants (n=37) noted the following as the most important skills for a successful leader [Very Important]:
 - 89% noted Communication to be very important
 - 86% noted Listening to be very important
 - 70% noted Team awareness to be very important
 - Participants noted Expertise, Public speaking, and Organization to be the least important skills












PAST Foundation Research
SALT Longitudinal Study Survey II Preliminary Survey Report
March 2022

1. Of which SALT Cohort are you a member?

| | Responses | Percent |
|-----------------------------------|-----------|---------|
| 2016 (NYC): | 3 | 9.38% |
| 2017 (NYC): | 8 | 25% |
| 2017 (Atlanta): | 4 | 12.5% |
| 2018 (DC): | 3 | 9.38% |
| 2019 (NYC): | 6 | 18.75% |
| 2020 (NYC): | 8 | 25% |
| Total Responded to this question: | 32 | 100% |
| Total who skipped this question: | 0 | 0% |
| Total: | 32 | 100% |



2. What is your current situation? Please choose all that apply.

| | Responses | Percent |
|--|-----------|---------|
| I am continuing to work toward my graduate degree:  | 12 | 37.5% |
| I have completed my graduate degree:  | 16 | 50% |
| I am not planning to complete my graduate degree:  | 0 | 0% |
| I have changed the focus of my graduate studies:  | 2 | 6.25% |
| I am applying for employment in a field related to my graduate studies:  | 5 | 15.62% |
| I am applying for employment in a field unrelated to my graduate studies:  | 3 | 9.38% |
| I am currently employed in a field related to my graduate studies:  | 13 | 40.62% |
| I am currently employed in a field unrelated to my graduate studies:  | 5 | 15.62% |
| If other, please describe briefly:  | 1 | 3% |
| Total Responded to this question: | | 32 100% |
| Total who skipped this question: | | 0 0% |
| Total: | | 32 100% |

2. What is your current situation? Please choose all that apply. ("If other" comments.)

| Response | Comments |
|----------|--|
| 1 | Oncology (current) vs Microbiology (PhD lab) |



3. Which aspects of SALT have had the greatest benefit for you?

| | Very Beneficial | Beneficial | Moderately Beneficial | Slightly Beneficial | Not Beneficial | Total |
|---|-----------------|------------|-----------------------|---------------------|----------------|-------|
| Working on my LDP: | 5(18.52%) | 11(40.74%) | 3(11.11%) | 5(18.52%) | 3(11.11%) | 27 |
| Understanding how my learning style affects communication: | 11(40.74%) | 12(44.44%) | 3(11.11%) | 1(3.7%) | 0(0%) | 27 |
| Understanding how my learning style affects social interaction: | 10(37.04%) | 13(48.15%) | 2(7.41%) | 2(7.41%) | 0(0%) | 27 |
| Understanding how to communicate from the improvisation activities: | 13(48.15%) | 11(40.74%) | 2(7.41%) | 1(3.7%) | 0(0%) | 27 |
| Understanding how to network: | 9(33.33%) | 8(29.63%) | 8(29.63%) | 2(7.41%) | 0(0%) | 27 |
| Learning how to use social media: | 2(7.41%) | 5(18.52%) | 8(29.63%) | 6(22.22%) | 6(22.22%) | 27 |
| Learning how to build a community: | 5(18.52%) | 14(51.85%) | 4(14.81%) | 2(7.41%) | 2(7.41%) | 27 |
| Total Responded to this question: | | | | | 28 | 87.5% |
| Total who skipped this question: | | | | | 4 | 12.5% |
| Total: | | | | | 32 | 100% |



4. Please share your level of agreement with the following statements:

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total |
|--|----------------|------------|-----------|----------|-------------------|--------|
| Participating in SALT opened me up to new career possibilities: | 8(29.63%) | 15(55.56%) | 4(14.81%) | 0(0%) | 0(0%) | 27 |
| Participating in SALT helped me be career ready: | 8(29.63%) | 15(55.56%) | 3(11.11%) | 1(3.7%) | 0(0%) | 27 |
| Participating in SALT helped me expand my professional network: | 11(40.74%) | 12(44.44%) | 3(11.11%) | 1(3.7%) | 0(0%) | 27 |
| Participating in SALT helped me develop stronger leadership skills: | 15(55.56%) | 11(40.74%) | 1(3.7%) | 0(0%) | 0(0%) | 27 |
| Participating in SALT helped me develop confidence to advocate for myself in a professional setting: | 15(55.56%) | 7(25.93%) | 5(18.52%) | 0(0%) | 0(0%) | 27 |
| Participating in SALT helped me develop confidence to advocate for myself in a personal setting: | 7(25.93%) | 12(44.44%) | 7(25.93%) | 1(3.7%) | 0(0%) | 27 |
| Participating in SALT helped me develop confidence to advocate for my professional community: | 9(33.33%) | 14(51.85%) | 4(14.81%) | 0(0%) | 0(0%) | 27 |
| Participating in SALT helped me develop communication skills: | 9(34.62%) | 16(61.54%) | 1(3.85%) | 0(0%) | 0(0%) | 26 |
| Participating in SALT impacted how I work with others in a team setting: | 13(48.15%) | 10(37.04%) | 4(14.81%) | 0(0%) | 0(0%) | 27 |
| Total Responded to this question: | | | | | 27 | 84.38% |
| Total who skipped this question: | | | | | 5 | 15.62% |
| Total: | | | | | 32 | 100% |



5. Did SALT training help you create leadership opportunities?

| | Responses | Percent |
|-----------------------------------|-----------|---------|
| Yes: | 19 | 70.37% |
| No: | 8 | 29.63% |
| If so, what kind?: | 12 | 44.44% |
| Total Responded to this question: | 27 | 84.38% |
| Total who skipped this question: | 5 | 15.62% |
| Total: | 32 | 100% |

5. Did SALT training help you create leadership opportunities? (Open-ended responses)

| Response | Comments |
|----------|---|
| 1 | Helped me decide to continue on to pursue a PhD with confidence |
| 2 | I took up various leadership roles in my school. After 2020, I also dived into DEI work, to learn to advocate for the community and increase representation. |
| 3 | SALT Gave me skills and confidence to step-up in situations I otherwise would not have. This has allowed me to create leadership roles for myself in otherwise ambiguous situations. |
| 4 | I think it gave me the initiative to start advocating for DEI within my group. I also gave me enough confidence to apply for grants outside of traditional science. |
| 5 | I continued to become a leadership coach at my school |
| 6 | I used skills I learned during the SALT program to collaborate with other PhD students to build a network of STEM students at my institution. |
| 7 | Outreach initiatives, science communication, starting groups at the university level |
| 8 | I use salt training and education to inform my current position wearing multiple hats in a series C startup company that is scaling and bringing on people very quickly. |
| 9 | Took lead in initiating a new organization at my university |
| 10 | SALT helped create leadership opportunities by allowing me confidence to lead meetings etc by taking charge of what was discussed without feeling embarrassed for speaking too much etc. It also helped me identify mentorship as a leadership opportunity. |
| 11 | I founded NYC Science Communication as a student-led initiative, provided a platform for student's writing about science and career, and organized events on career options in scientific writing |
| 12 | Created a chapter of Out in STEM at my school that has been going for 5 years now, and is still advocating for better institutional support for queer and trans students. I recruited a team to create a science communication course at my school, and it is in its fifth year after a successful leadership transition two years ago. I also led a team of editors with NYC Science Communication as Executive Editor, and helped that into a leadership transition as well. Then, I restructured a CSA program at my school to better utilize student resources. |



6. Did SALT training help you integrate personal interests with academic interests?




| | Responses | Percent |
|-----------------------------------|-----------|---------|
| Yes: | 15 | 55.56% |
| No: | 12 | 44.44% |
| If so, how?: | 7 | 25.93% |
| Total Responded to this question: | 27 | 84.38% |
| Total who skipped this question: | 5 | 15.62% |
| Total: | 32 | 100% |

6. Did SALT training help you integrate personal interests with academic interests? (Open-ended responses)

| Response | Comments |
|----------|---|
| 1 | See how to improve my advocacy for disabled scientists and be a better mentor and advocate for students from other historically excluded backgrounds |
| 2 | It help me realize how interested I was with visual arts as well as with science. |
| 3 | Took lead in initiating a new organization at my university |
| 4 | It helped me identify that I like working with and helping people (peers, juniors and seniors in varying capacities) and that was an important part of my skill building. I should not feel bad about it or think I am wasting my time mentoring, training others, or building relationships with collaborators or graduate students from other labs. |
| 5 | SALT training was a positive environment that spent time on acknowledging the various things I could uniquely bring to the table and not about you have to be a certain way to be successful. Because of this it allowed me to be myself to bring in aspects of my personal interests, for example being more creative in my lecture slides. |
| 6 | I love to improve my personal communication and leadership skills |
| 7 | After SALT, I finally bit the bullet with gathering science communication and queer/trans resources in my academic communities |





7. Did your experience with SALT help you identify avenues where you can be a change agent?

| | Responses | Percent |
|--|-----------|---------|
| Yes:  | 21 | 77.78% |
| No:  | 6 | 22.22% |
| If yes, where do you see yourself as being a change agent?:  | 11 | 40.74% |
| Total Responded to this question: | 27 | 84.38% |
| Total who skipped this question: | 5 | 15.62% |
| Total: | 32 | 100% |

7. Did your experience with SALT help you identify avenues where you can be a change agent? (Open-ended responses)

| Response | Comments |
|----------|--|
| 1 | I have taken a stronger advocacy role in my institution |
| 2 | I want to build an inclusive, supportive team. I am currently seeking out careers where I am not just a cog in the machine but would like to build a new machine. |
| 3 | I see myself being a change agent in my PhD lab as well as at my school as a whole. |
| 4 | I helped put pressure on the administration to address critical issues with payment issues using data collection and social media. |
| 5 | It helped me identify where I can and more importantly can it be an agent of change (ie, academia) |
| 6 | In mentorship of women and girls as they learn about and make career decisions regarding the sciences and STEM |
| 7 | Took lead in initiating a new organization at my university |
| 8 | I decided to partake in outreach programs to help create interest in science at a very early age. I also decided to start speaking openly about injustices in my lab environment at the time I participated in SALT by forming alliances with people who also felt likewise. |
| 9 | Advocate for new technologies at work |
| 10 | Broadly speaking, innovation, advocacy, and change management related to trainee affairs, and leading into neuroscience and climate policy. |
| 11 | My current role in the lab required me to be a mentor to undergraduate and graduate student. SALT training helped me be a better role model and mentor to these students by improving my leadership and communication skills. |

8. Do you remain in contact with other SALT Fellows?

| | Responses | Percent |
|---|-----------|---------|
| Yes:  | 18 | 69.23% |
| No:  | 8 | 30.77% |
| Total Responded to this question: | 26 | 81.25% |
| Total who skipped this question: | 6 | 18.75% |
| Total: | 32 | 100% |



9. What kind of interactions have you had with other SALT Fellows? Please choose all that apply.

| | Responses | Percent |
|------------------------------------|-----------|---------|
| Social: | 20 | 90.91% |
| Professional: | 14 | 63.64% |
| Working on projects: | 2 | 9.09% |
| Developing programs: | 2 | 9.09% |
| Collaborating on research: | 1 | 4.55% |
| Networking events: | 10 | 45.45% |
| If other, please describe briefly: | 2 | 9% |
| Total Responded to this question: | 22 | 68.75% |
| Total who skipped this question: | 10 | 31.25% |
| Total: | 32 | 100% |

9. What kind of interactions have you had with other SALT Fellows? Please choose all that apply. ("If other" responses.)

| Response | Comments |
|----------|--|
| 1 | I unfortunately haven't had the chance to meet up with my SALT Fellows. I have the time now and would like to. |
| 2 | Networking through SALT fellows to get connected with folks with similar project interests in cases where SALT fellows themselves could not help |



10. How confident are you when talking about yourself and your work under the following circumstances?

| | Very Confident | Confident | Moderately Confident | Slightly Confident | Not Confident | Total |
|---|----------------|------------|----------------------|--------------------|---------------|--------|
| In an informational interview: | 8(30.77%) | 13(50%) | 4(15.38%) | 0(0%) | 1(3.85%) | 26 |
| At a networking event: | 4(15.38%) | 13(50%) | 7(26.92%) | 1(3.85%) | 1(3.85%) | 26 |
| Presenting your work to your colleagues in the lab: | 8(30.77%) | 12(46.15%) | 4(15.38%) | 1(3.85%) | 1(3.85%) | 26 |
| Presenting your work at a national meeting: | 4(15.38%) | 13(50%) | 6(23.08%) | 1(3.85%) | 2(7.69%) | 26 |
| Working with K-12 students at an outreach event: | 9(34.62%) | 8(30.77%) | 6(23.08%) | 3(11.54%) | 0(0%) | 26 |
| With your family: | 12(46.15%) | 7(26.92%) | 5(19.23%) | 1(3.85%) | 1(3.85%) | 26 |
| With your friends: | 12(46.15%) | 11(42.31%) | 2(7.69%) | 0(0%) | 1(3.85%) | 26 |
| On LinkedIn: | 5(19.23%) | 5(19.23%) | 12(46.15%) | 2(7.69%) | 2(7.69%) | 26 |
| On other social media: | 4(15.38%) | 3(11.54%) | 13(50%) | 2(7.69%) | 4(15.38%) | 26 |
| Total Responded to this question: | | | | | 26 | 81.25% |
| Total who skipped this question: | | | | | 6 | 18.75% |
| Total: | | | | | 32 | 100% |



11. How important are these traits for a good leader?

| | Very Important | Important | Moderately Important | Slightly Important | Not Important | Total |
|-----------------------------------|----------------|------------|----------------------|--------------------|---------------|--------|
| Confidence: | 10(38.46%) | 14(53.85%) | 2(7.69%) | 0(0%) | 0(0%) | 26 |
| Empathy: | 22(84.62%) | 2(7.69%) | 2(7.69%) | 0(0%) | 0(0%) | 26 |
| Patience: | 16(61.54%) | 10(38.46%) | 0(0%) | 0(0%) | 0(0%) | 26 |
| Assertive: | 4(15.38%) | 12(46.15%) | 8(30.77%) | 2(7.69%) | 0(0%) | 26 |
| Flexible/Adaptable: | 19(73.08%) | 6(23.08%) | 1(3.85%) | 0(0%) | 0(0%) | 26 |
| Decisive: | 11(42.31%) | 13(50%) | 2(7.69%) | 0(0%) | 0(0%) | 26 |
| Accountable: | 21(80.77%) | 3(11.54%) | 2(7.69%) | 0(0%) | 0(0%) | 26 |
| Transparent/Trustworthy: | 16(61.54%) | 8(30.77%) | 2(7.69%) | 0(0%) | 0(0%) | 26 |
| Innovative: | 5(19.23%) | 12(46.15%) | 9(34.62%) | 0(0%) | 0(0%) | 26 |
| Respectful/Civil: | 15(57.69%) | 10(38.46%) | 1(3.85%) | 0(0%) | 0(0%) | 26 |
| Optimistic: | 5(19.23%) | 10(38.46%) | 7(26.92%) | 4(15.38%) | 0(0%) | 26 |
| Humility: | 12(46.15%) | 8(30.77%) | 6(23.08%) | 0(0%) | 0(0%) | 26 |
| Vision: | 13(50%) | 10(38.46%) | 3(11.54%) | 0(0%) | 0(0%) | 26 |
| Appearance: | 2(7.69%) | 6(23.08%) | 11(42.31%) | 1(3.85%) | 6(23.08%) | 26 |
| Total Responded to this question: | | | | | 26 | 81.25% |
| Total who skipped this question: | | | | | 6 | 18.75% |
| Total: | | | | | 32 | 100% |



12. How important are these skills for a successful leaders?

| | Very Important | Important | Moderately Important | Slightly Important | Not Important | Total |
|-----------------------------------|----------------|------------|----------------------|--------------------|---------------|--------|
| Communication: | 22(84.62%) | 4(15.38%) | 0(0%) | 0(0%) | 0(0%) | 26 |
| Listening: | 19(73.08%) | 7(26.92%) | 0(0%) | 0(0%) | 0(0%) | 26 |
| Inclusivity: | 14(56%) | 9(36%) | 2(8%) | 0(0%) | 0(0%) | 25 |
| Team awareness: | 14(53.85%) | 12(46.15%) | 0(0%) | 0(0%) | 0(0%) | 26 |
| Organization: | 8(30.77%) | 12(46.15%) | 6(23.08%) | 0(0%) | 0(0%) | 26 |
| Time management: | 13(50%) | 9(34.62%) | 4(15.38%) | 0(0%) | 0(0%) | 26 |
| Teamwork and collaboration: | 16(61.54%) | 9(34.62%) | 1(3.85%) | 0(0%) | 0(0%) | 26 |
| Motivation: | 13(50%) | 13(50%) | 0(0%) | 0(0%) | 0(0%) | 26 |
| Delegation: | 13(50%) | 12(46.15%) | 1(3.85%) | 0(0%) | 0(0%) | 26 |
| Expertise: | 8(30.77%) | 7(26.92%) | 10(38.46%) | 1(3.85%) | 0(0%) | 26 |
| Problem solving: | 15(57.69%) | 9(34.62%) | 2(7.69%) | 0(0%) | 0(0%) | 26 |
| Conflict resolution: | 15(57.69%) | 10(38.46%) | 1(3.85%) | 0(0%) | 0(0%) | 26 |
| Public speaking: | 10(38.46%) | 10(38.46%) | 6(23.08%) | 0(0%) | 0(0%) | 26 |
| Total Responded to this question: | | | | | 26 | 81.25% |
| Total who skipped this question: | | | | | 6 | 18.75% |
| Total: | | | | | 32 | 100% |



13. We are hoping you will share your name and contact information below.

| | Responses | Percent |
|-----------------------------------|-----------|---------|
| Name: [redacted] | 18 | 100% |
| Contact information: [redacted] | 18 | 100% |
| Total Responded to this question: | 18 | 56.25% |
| Total who skipped this question: | 14 | 43.75% |
| Total: | 32 | 100% |

13. We are hoping you will share your name and contact information below.

| Response | Name |
|----------|---------------------------|
| 1 | Charles Sanky |
| 2 | Alexis C Garretson |
| 3 | Sai Mali Ananthanarayanan |
| 4 | Joe Thomas |
| 5 | Michael Sutton |
| 6 | Alfredo Vidal Ceballos |
| 7 | Adrian Ildefonso |
| 8 | Maria Strangas |
| 9 | Regis Shanley |
| 10 | Jean Rivera Irizarry |
| 11 | Monika Buczek |
| 12 | Appy Bhattacharya |
| 13 | Megan Slough |
| 14 | Yue Liu |
| 15 | Tristan Fehr |
| 16 | Siddharth Sunilkumar |
| 17 | Olipriya Das |
| 18 | Kristifor Sunderic |

| Response | Contact information |
|----------|--------------------------------|
| 1 | charlessanky@gmail.com |
| 2 | alexis@garretson.net |
| 3 | sai.mali@columbia.edu |
| 4 | jst390@nyu.edu |
| 5 | michaelsutton1994@gmail.com |
| 6 | avidalceballos@gc.cuny.edu |
| 7 | adrian.ildefonso@gmail.com |
| 8 | mariastrangas@gmail.com |
| 9 | Regis.shanley@gmail.com |
| 10 | Jriver9575@gmail.com |
| 11 | Msbuczek@gmail.com |
| 12 | ab8288@nyu.edu |
| 13 | meganslough@gmail.com |
| 14 | yuelunaliu@gmail.com |
| 15 | tfehr01@gmail.com |
| 16 | siddharth.sunilkumar@gmail.com |
| 17 | das.olirpriya@gmail.com |



14. What gender do you identify with?

| | Responses | Percent |
|-----------------------------------|-----------|---------|
| Male: | 11 | 42.31% |
| Female: | 13 | 50% |
| Non-binary/third gender: | 1 | 3.85% |
| Prefer not to say: | 0 | 0% |
| Prefer to self-describe: | 1 | 3.85% |
| Total Responded to this question: | 26 | 81.25% |
| Total who skipped this question: | 6 | 18.75% |
| Total: | 32 | 100% |

14. What gender do you identify with? ("Prefer to self-describe" comments.)

| Response | Comments |
|----------|-----------------|
| 1 | trans masculine |





15. Which of the following best represents your racial or ethnic heritage? Please choose all that apply.

| | Responses | Percent |
|---|-----------|---------|
| Non-Hispanic White or Euro American: | 13 | 50% |
| Black, Afro-Caribbean, or African American: | 2 | 7.69% |
| Latino or Hispanic: | 4 | 15.38% |
| East Asian or Asian American: | 3 | 11.54% |
| South Asian or Indian American: | 4 | 15.38% |
| Middle Eastern or Arab American: | 1 | 3.85% |
| Native American: | 0 | 0% |
| Alaskan Native: | 0 | 0% |
| Pacific Islander: | 0 | 0% |
| Decline to Answer: | 1 | 3.85% |
| If other, please describe briefly: | 1 | 3% |
| Total Responded to this question: | 26 | 81.25% |
| Total who skipped this question: | 6 | 18.75% |
| Total: | 32 | 100% |

15. Which of the following best represents your racial or ethnic heritage? Please choose all that apply. ("If other" comments.)

| Response | Comments |
|----------|-------------|
| 1 | Trinidadian |



| 16. Were you born in the United States? | | Responses | Percent |
|---|--|-----------|---------|
| Yes: |  | 17 | 65.38% |
| No: |  | 9 | 34.62% |
| Total Responded to this question: | | 26 | 81.25% |
| Total who skipped this question: | | 6 | 18.75% |
| Total: | | 32 | 100% |



SALT Longitudinal Study
Survey II Takeaways
March 2022

Takeaways:

- Cohort 2 (2017 NYC) has the highest numbers of respondents once again, with a quarter (25%) of survey respondents representing Cohort 2.
- Current academic and/or career situation:
 - Half of survey respondents have completed their graduate degrees, with over half (57%) of respondents reporting they are currently employed
 - A quarter of the respondents indicated they are currently applying for employment opportunities
- When asked to indicate which aspects of SALT had the greatest benefit to them, survey respondents have consistently chosen the following as the top three aspects that have had the greatest benefit to them on a very *beneficial to beneficial* scale:
 - Understanding how to communicate from the improvisation activities (75%)
 - Understanding how my learning style affects communication (72%)
 - Understanding how my learning style affects social interaction (72%)
- Over a three-quarters of survey respondents agree, many indicating they strongly agree, that the SALT Program helped them develop stronger leadership skills (81%) and develop communication skills (78%).
- Over half (59%) of survey shared the SALT training helped them create leadership opportunities, many continue to describe opportunities where they (19%) founded clubs at their institutions and in their communities or got involved with clubs and initiatives at leadership levels. Others noted the program gave them the confidence to advocate for themselves (22%) and advocate for others (13%).
- Just under half (47%) of survey participants indicated the SALT training helped them integrate personal interests with academic interests, with several (16%) respondents sharing the program helped them prioritize what was important to them as they develop their career and that it is acceptable to allow personal interests to determine professional goals.
- Nearly a third (66%) of all survey respondents recorded that SALT helped them identify avenues where you they can be a change agents.
- The majority of survey participants (63%) remain in contact with other SALT Fellows. When asked what kind of interaction they have had with other SALT Fellows, the top three types of interactions remain unchanged from the last survey iteration: Social (63%), Professional (44%), and Networking events (31%).



PAST Foundation Research
SALT Longitudinal Study Survey III Preliminary Survey Report
October 11, 2022

1. Of which SALT Cohort are you a member?

| | Responses | Percent |
|-----------------------------------|-----------|---------|
| 2016 (NYC): | 6 | 20.69% |
| 2017 (NYC): | 7 | 24.14% |
| 2017 (Atlanta): | 2 | 6.9% |
| 2018 (DC): | 5 | 17.24% |
| 2019 (NYC): | 4 | 13.79% |
| 2020 (NYC): | 5 | 17.24% |
| Total Responded to this question: | 29 | 100% |
| Total who skipped this question: | 0 | 0% |
| Total: | 29 | 100% |



2. What is your current situation? Please choose all that apply.

| | Responses | Percent |
|---|-----------|---------|
| I am continuing to work toward my graduate degree: | 8 | 27.59% |
| I have completed my graduate degree: | 14 | 48.28% |
| I am not planning to complete my graduate degree: | 0 | 0% |
| I have changed the focus of my graduate studies: | 0 | 0% |
| I am applying for employment in a field related to my graduate studies: | 6 | 20.69% |
| I am applying for employment in a field unrelated to my graduate studies: | 2 | 6.9% |
| I am currently employed in a field related to my graduate studies: | 18 | 62.07% |
| I am currently employed in a field unrelated to my graduate studies: | 2 | 6.9% |
| If other, please describe briefly: | 1 | 3.45% |
| Total Responded to this question: | 29 | 100% |
| Total who skipped this question: | 0 | 0% |
| Total: | 29 | 100% |

2. What is your current situation? Please choose all that apply. ("If other" comments.)

| Response | Comments |
|----------|--|
| 1 | Still cell/molec bio, but switched from microbio to oncology |



3. Which aspects of SALT have had the greatest benefit for you?

| | Very Beneficial | Beneficial | Moderately Beneficial | Slightly Beneficial | Not Beneficial | Total |
|---|------------------------|-------------------|------------------------------|----------------------------|-----------------------|---------------|
| Working on my LDP: | 6(22.22%) | 11(40.74%) | 4(14.81%) | 3(11.11%) | 3(11.11%) | 27 |
| Understanding how my learning style affects communication: | 12(44.44%) | 7(25.93%) | 5(18.52%) | 3(11.11%) | 0(0%) | 27 |
| Understanding how my learning style affects social interaction: | 10(37.04%) | 9(33.33%) | 6(22.22%) | 2(7.41%) | 0(0%) | 27 |
| Understanding how to communicate from the improvisation activities: | 16(59.26%) | 7(25.93%) | 2(7.41%) | 2(7.41%) | 0(0%) | 27 |
| Understanding how to network: | 11(40.74%) | 11(40.74%) | 4(14.81%) | 1(3.7%) | 0(0%) | 27 |
| Learning how to use social media: | 5(18.52%) | 4(14.81%) | 11(40.74%) | 3(11.11%) | 4(14.81%) | 27 |
| Learning how to build a community: | 13(48.15%) | 6(22.22%) | 6(22.22%) | 1(3.7%) | 1(3.7%) | 27 |
| Total Responded to this question: | | | | | | 27 93.1% |
| Total who skipped this question: | | | | | | 2 6.9% |
| Total: | | | | | | 29 100% |






4. Please share your level of agreement with the following statements:

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | Total | |
|--|----------------|------------|-----------|-----------|-------------------|-------|-------|
| Participating in SALT opened me up to new career possibilities: | 11(40.74%) | 11(40.74%) | 2(7.41%) | 3(11.11%) | 0(0%) | 27 | |
| Participating in SALT helped me be career ready: | 8(30.77%) | 14(53.85%) | 4(15.38%) | 0(0%) | 0(0%) | 26 | |
| Participating in SALT helped me expand my professional network: | 12(44.44%) | 14(51.85%) | 0(0%) | 1(3.7%) | 0(0%) | 27 | |
| Participating in SALT helped me develop stronger leadership skills: | 16(59.26%) | 10(37.04%) | 1(3.7%) | 0(0%) | 0(0%) | 27 | |
| Participating in SALT helped me develop confidence to advocate for myself in a professional setting: | 15(55.56%) | 10(37.04%) | 1(3.7%) | 1(3.7%) | 0(0%) | 27 | |
| Participating in SALT helped me develop confidence to advocate for myself in a personal setting: | 14(51.85%) | 9(33.33%) | 3(11.11%) | 1(3.7%) | 0(0%) | 27 | |
| Participating in SALT helped me develop confidence to advocate for my professional community: | 13(48.15%) | 10(37.04%) | 2(7.41%) | 2(7.41%) | 0(0%) | 27 | |
| Participating in SALT helped me develop communication skills: | 13(50%) | 12(46.15%) | 1(3.85%) | 0(0%) | 0(0%) | 26 | |
| Participating in SALT impacted how I work with others in a team setting: | 13(48.15%) | 13(48.15%) | 1(3.7%) | 0(0%) | 0(0%) | 27 | |
| Total Responded to this question: | | | | | | 27 | 93.1% |
| Total who skipped this question: | | | | | | 2 | 6.9% |
| Total: | | | | | | 29 | 100% |



5. Did SALT training help you create leadership opportunities?

| | Responses | Percent |
|---|-----------|---------|
| Yes:  | 18 | 69.23% |
| No:  | 8 | 30.77% |
| If so, what kind?:  | 14 | 53.85% |
| Total Responded to this question: | 26 | 89.66% |
| Total who skipped this question: | 3 | 10.34% |
| Total: | 29 | 100% |

5. Did SALT training help you create leadership opportunities? ("If so, what kind" comments.)

| Response | Comments |
|----------|--|
| 1 | SALT training gave me insight in how to interact with others learning and leadership styles. |
| 2 | graduate student organizations around the city and in my home institution |
| 3 | New DEI initiatives at my graduate program |
| 4 | I gained a broader perspective, more confidence, and skills that helped me take up leadership roles and continue to hone my skills. |
| 5 | It helped me be more of an advocate for students in my lab before graduation |
| 6 | Coordinating SciComm activities, chairing symposiums and conferences, and participating in networking activities |
| 7 | Managing upwards; pursuing leadership opportunities in my faith community |
| 8 | Initiated clubs at my university, Participated in panels, gave talks, recruited underrepresented students to put PhD programs, public engagement and outreach, fundraising, networking |
| 9 | SALT was incredibly eye-opening and I have employed several of the leadership style and emotional intelligence frameworks in my current and previous jobs. I have been able to transition and move up into leadership opportunities within my organizations directly from the work we did in this program. |
| 10 | It gave me confidence in my mentorship and outreach abilities, both of which I have been heavily involved in throughout the pandemic. |
| 11 | It gave me the courage to apply for position at the board level in a professional organization. Also, it helped me develop my communication skills and even though I haven't finish my Ph.D. I have received many offers for postdoc, careers in industry and even in consulting. |
| 12 | Yes, collaborated with other SALT students and leaders to create a program that uses science and improv to improve resilience and develop virtual communities. |
| 13 | SALT was very impactful in providing me with opportunities to work with a team and grow my confidence both in that setting and as a leader. This naturally opened opportunities outside of SALT. |



(Cont.) Q5. Did SALT training help you create leadership opportunities? (“If so, what kind” comments.)

14 Networking with industry partners

6. Did SALT training help you integrate personal interests with academic interests?

| | Responses | Percent |
|-----------------------------------|-----------|---------|
| Yes: | 19 | 76% |
| No: | 6 | 24% |
| If so, how?: | 13 | 52% |
| Total Responded to this question: | 25 | 86.21% |
| Total who skipped this question: | 4 | 13.79% |
| Total: | 29 | 100% |

6. Did SALT training help you integrate personal interests with academic interests? (“If so, how” comments.)

| Response | Comments |
|----------|---|
| 1 | Yes, networking and being passionate about science education. |
| 2 | Yes, I am making deliberate choices in choosing academic projects/outreach activities that align with my values. |
| 3 | I became more confident in integrating my “out of work” interests and skills with my academic life |
| 4 | Helped me build confidence and explore different routes, which lead me to my current position. |
| 5 | It helped me learn leadership in a setting different from academia. It also helped me become a better team player through the different activities organized. |
| 6 | SALT helped me understand how who I am not only is NOT a detriment to my academic/professional identity but is actually beneficial. I also learned who I am as a leader which allowed me to step up and step into those roles formally and informally. |
| 7 | SALT gave me the language and confidence to be able to meld my interests in science writing, consulting and building community into my job in science. |
| 8 | I don't feel as guilty about considering non-academic options after my PhD ,which is about to end soonish. |
| 9 | Yes, I started a successful social media presence as a result of the encouragement I got at SALT |
| 10 | The SALT training allowed room to be myself more with the openness to accept how everyone was. This in turn allowed my personal interests, outside activities etc., blend to academic interests. A running group connected me with collaborators for example. |



(Cont.) Q6. Did SALT training help you integrate personal interests with academic interests? ("If so, how" comments.)

- 11 I think by helping me develop my communication skills I felt more confident expressing my interest and integrated in some way. For that reason I am also completing a master's degree in a field in computer science and I would be probably working soon in consulting even before graduating from my Ph.D.
- 12 Re-ignited my interest in theater and improv with my scientific interests.
- 13 Through SALT and other programs at NYAS I was able to identify the overlap with my personal and academic interests and work towards a career integrating both.

7. Did your experience with SALT help you identify avenues where you can be a change agent?

| | Responses | Percent |
|---|-----------|---------|
| Yes: | 19 | 73.08% |
| No: | 7 | 26.92% |
| If yes, where do you see yourself as being a change agent?: | 12 | 46.15% |
| Total Responded to this question: | 26 | 89.66% |
| Total who skipped this question: | 3 | 10.34% |
| Total: | 29 | 100% |

7. Did your experience with SALT help you identify avenues where you can be a change agent? ("If yes" comments.)


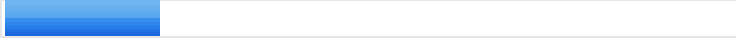
| Response | Comments |
|----------|---|
| 1 | SALT help me realize how I can help build better teams, advise fellow students on how to organize larger groups |
| 2 | Yes, I am making a deliberate effort to promote diversity & inclusion and helping international students succeed in higher education. |
| 3 | Helped me be more vocal and implement change! |
| 4 | It gave me confidence to apply to non-academic roles. It also gave me confidence to become a better leader in areas of my personal life, like be a yoga teacher, teach meditation to colleagues, hold leadership roles in the volunteer organizations I work for. |
| 5 | I serve as a mentor for several programs aimed at enhancing access to STEM graduate training for students from groups underrepresented in academia. |



(Cont.) Q7. Did your experience with SALT help you identify avenues where you can be a change agent? ("If yes" comments.)

- 6 Because of SALT and the lessons I've internalized, I had the confidence to leave my company in 2020 to join a young organization as employee #9 in the same industry in order to create a better, more inclusive company. This entire journey has been of me working with other change agents to create a good better best model of a CRO from multiple different viewpoints.
- 7 I tried to stand up for myself because despite all this leadership training, being a minority, I continued to be in positions of receiving harrasment from academic seniors as well as male counterparts, some of which continue to this day. I tried to fight but was squashed very easily because of the power dynamic. This just made me sure of what kind of work environment I am seeking and the kind of boss or mentor I am seeking after my PhD is over.
- 8 Totally, I gained confidence and ended up publishing an oped that caused a number of Universities to change their policies on Grad students providing food for their committees.
- 9 SALT helped me be more comfortable with conflict, which has helped me speak up in the ways a lab can run better or how to treat new lab members.
- 10 Yes, like I mentioned by joining that organization and local community at my institution I am making changes. Also, if I join the consulting firm I would also be an agent of change for those companies.
- 11 I'm not entirely sure I understand the change agent but SALT helped me see where my strengths are and how I can use that to lean into communities and I suppose, make change.
- 12 in my work translating science and medical research for patients and physicians

8. Do you remain in contact with other SALT Fellows?

| | Responses | Percent |
|---|-----------|---------|
| Yes:  | 20 | 80% |
| No:  | 5 | 20% |
| Total Responded to this question: | 25 | 86.21% |
| Total who skipped this question: | 4 | 13.79% |
| Total: | 29 | 100% |



9. What kind of interactions have you had with other SALT Fellows? Please choose all that apply.

| | Responses | Percent |
|------------------------------------|-----------|---------|
| Social: | 19 | 79.17% |
| Professional: | 13 | 54.17% |
| Working on projects: | 3 | 12.5% |
| Developing programs: | 3 | 12.5% |
| Collaborating on research: | 1 | 4.17% |
| Networking events: | 9 | 37.5% |
| If other, please describe briefly: | 1 | 4.17% |
| Total Responded to this question: | 24 | 82.76% |
| Total who skipped this question: | 5 | 17.24% |
| Total: | 29 | 100% |

9. What kind of interactions have you had with other SALT Fellows? Please choose all that apply. ("If other" comments.)

| Response | Comments |
|----------|---|
| 1 | The SALT community is not active on LinkedIn. However, I'm positive that if we ever meet again, they will be very supportive. |



10. How confident are you when talking about yourself and your work under the following circumstances?

| | Very Confident | Confident | Moderately Confident | Slightly Confident | Not Confident | Total | |
|---|-----------------------|------------------|-----------------------------|---------------------------|----------------------|--------------|---------------|
| In an informational interview: | 13(50%) | 9(34.62%) | 1(3.85%) | 3(11.54%) | 0(0%) | 26 | |
| At a networking event: | 8(30.77%) | 12(46.15%) | 3(11.54%) | 2(7.69%) | 1(3.85%) | 26 | |
| Presenting your work to your colleagues in the lab: | 14(53.85%) | 8(30.77%) | 3(11.54%) | 0(0%) | 1(3.85%) | 26 | |
| Presenting your work at a national meeting: | 8(30.77%) | 9(34.62%) | 7(26.92%) | 0(0%) | 2(7.69%) | 26 | |
| Working with K-12 students at an outreach event: | 14(53.85%) | 8(30.77%) | 2(7.69%) | 2(7.69%) | 0(0%) | 26 | |
| With your family: | 14(53.85%) | 9(34.62%) | 2(7.69%) | 1(3.85%) | 0(0%) | 26 | |
| With your friends: | 17(68%) | 6(24%) | 1(4%) | 1(4%) | 0(0%) | 25 | |
| On LinkedIn: | 8(30.77%) | 6(23.08%) | 8(30.77%) | 1(3.85%) | 3(11.54%) | 26 | |
| On other social media: | 8(30.77%) | 6(23.08%) | 8(30.77%) | 3(11.54%) | 1(3.85%) | 26 | |
| Total Responded to this question: | | | | | | 26 | 89.66% |
| Total who skipped this question: | | | | | | 3 | 10.34% |
| Total: | | | | | | 29 | 100% |



11. How important are these traits for a good leader?

| | Very Important | Important | Moderately Important | Slightly Important | Not Important | Total |
|--------------------------|----------------|------------|----------------------|--------------------|---------------|-------|
| Confidence: | 9(34.62%) | 14(53.85%) | 3(11.54%) | 0(0%) | 0(0%) | 26 |
| Empathy: | 22(84.62%) | 4(15.38%) | 0(0%) | 0(0%) | 0(0%) | 26 |
| Patience: | 18(69.23%) | 6(23.08%) | 2(7.69%) | 0(0%) | 0(0%) | 26 |
| Assertive: | 9(34.62%) | 9(34.62%) | 6(23.08%) | 2(7.69%) | 0(0%) | 26 |
| Flexible/Adaptable: | 21(80.77%) | 5(19.23%) | 0(0%) | 0(0%) | 0(0%) | 26 |
| Decisive: | 13(50%) | 12(46.15%) | 1(3.85%) | 0(0%) | 0(0%) | 26 |
| Accountable: | 19(73.08%) | 7(26.92%) | 0(0%) | 0(0%) | 0(0%) | 26 |
| Transparent/Trustworthy: | 21(80.77%) | 5(19.23%) | 0(0%) | 0(0%) | 0(0%) | 26 |
| Innovative: | 7(26.92%) | 12(46.15%) | 6(23.08%) | 0(0%) | 1(3.85%) | 26 |
| Respectful/Civil: | 22(84.62%) | 4(15.38%) | 0(0%) | 0(0%) | 0(0%) | 26 |
| Optimistic: | 8(30.77%) | 12(46.15%) | 4(15.38%) | 1(3.85%) | 1(3.85%) | 26 |
| Humility: | 10(38.46%) | 12(46.15%) | 4(15.38%) | 0(0%) | 0(0%) | 26 |
| Vision: | 11(42.31%) | 13(50%) | 2(7.69%) | 0(0%) | 0(0%) | 26 |
| Appearance: | 2(8%) | 4(16%) | 8(32%) | 4(16%) | 7(28%) | 25 |

Total Responded to this question: 26 89.66%

Total who skipped this question: 3 10.34%

Total: 29 100%



12. How important are these skills for a successful leader?

| | Very Important | Important | Moderately Important | Slightly Important | Not Important | Total |
|-----------------------------------|----------------|------------|----------------------|--------------------|---------------|-----------|
| Communication: | 25(96.15%) | 1(3.85%) | 0(0%) | 0(0%) | 0(0%) | 26 |
| Listening: | 22(84.62%) | 4(15.38%) | 0(0%) | 0(0%) | 0(0%) | 26 |
| Inclusivity: | 18(69.23%) | 7(26.92%) | 1(3.85%) | 0(0%) | 0(0%) | 26 |
| Team awareness: | 19(73.08%) | 7(26.92%) | 0(0%) | 0(0%) | 0(0%) | 26 |
| Organization: | 11(42.31%) | 13(50%) | 2(7.69%) | 0(0%) | 0(0%) | 26 |
| Time management: | 13(50%) | 11(42.31%) | 2(7.69%) | 0(0%) | 0(0%) | 26 |
| Teamwork and collaboration: | 17(65.38%) | 9(34.62%) | 0(0%) | 0(0%) | 0(0%) | 26 |
| Motivation: | 16(61.54%) | 7(26.92%) | 3(11.54%) | 0(0%) | 0(0%) | 26 |
| Delegation: | 17(65.38%) | 8(30.77%) | 1(3.85%) | 0(0%) | 0(0%) | 26 |
| Expertise: | 8(30.77%) | 9(34.62%) | 7(26.92%) | 2(7.69%) | 0(0%) | 26 |
| Problem solving: | 15(57.69%) | 9(34.62%) | 2(7.69%) | 0(0%) | 0(0%) | 26 |
| Conflict resolution: | 16(61.54%) | 9(34.62%) | 1(3.85%) | 0(0%) | 0(0%) | 26 |
| Public speaking: | 10(38.46%) | 11(42.31%) | 5(19.23%) | 0(0%) | 0(0%) | 26 |
| Total Responded to this question: | | | | | | 26 89.66% |
| Total who skipped this question: | | | | | | 3 10.34% |
| Total: | | | | | | 29 100% |



13. We are hoping you will share your name and contact information below.

| | Responses | Percent |
|---|-----------|---------|
| Name: <input type="text"/> | 21 | 100% |
| Contact information: <input type="text"/> | 20 | 95.24% |
| Total Responded to this question: | 21 | 72.41% |
| Total who skipped this question: | 8 | 27.59% |
| Total: | 29 | 100% |

13. We are hoping you will share your name and contact information below. (Open-ended responses)

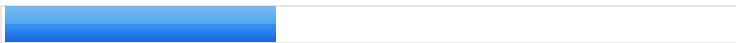
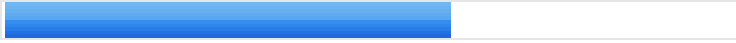



| Response | Name |
|----------|---|
| 1 | Pamella Tijerina Gann; Pamellagann@gmail.com |
| 2 | Linda Molla; molla.linda@gmail.com |
| 3 | Stela Sota; stela.sota@nyulangone.org |
| 4 | Joel Encarnacion Rosado; joel.encarnacion-rosado@nyulangone.org |
| 5 | Pavani Cherukupally; pavani140@gmail.com |
| 6 | Joe Thomas |
| 7 | Aida Verdes; aida.verdes@gmail.com |
| 8 | Jean Rivera Irizarry; Jriver9575@gmail.com |
| 9 | Shashirekha Mundhra; shashirekha.mundhra@gmail.com |
| 10 | Saren Seeley; Sarenseeley@gmail.com |
| 11 | Monika S Buczek; msbuczek@gmail.com |
| 12 | Alfredo Vidal; avidalceballos@gc.cuny.edu |
| 13 | Maria Strangas; Mariastrangas@gmail.com |
| 14 | Aparajita Bhattacharya; ab8288@nyu.edu |
| 15 | Kate Bredbenner; kate.bredbenner@gmail.com |
| 16 | Megan Slough; slough@mail.einstein.yu.edu |
| 17 | Shaimar Gonzalez; gonzalezsr@livemail.uthscsa.edu |
| 18 | Megan Petersdorf; megan.petersdorf@nyu.edu |



(Cont.) Q13. We are hoping you will share your name and contact information below. (Open-ended responses)

- 19 **Renee Symonds; renee.symonds@gmail.com**
- 20 **Kristifor Sunderic; ksunderic@gmail.com**
- 21 **Satyam Patel; spatel416@gatech.edu**

14. What gender do you identify with?

| | Responses | Percent |
|---|-----------|---------|
| Male:  | 9 | 34.62% |
| Female:  | 15 | 57.69% |
| Non-binary/third gender:  | 0 | 0% |
| Prefer not to say:  | 1 | 3.85% |
| Prefer to self-describe:  | 1 | 3.85% |
| Total Responded to this question: | 26 | 89.66% |
| Total who skipped this question: | 3 | 10.34% |
| Total: | 29 | 100% |

14. What gender do you identify with? ("Prefer to self-describe" comments.)

| Response | Comments |
|----------|------------------|
| 1 | It's complicated |



15. Which of the following best represents your racial or ethnic heritage? Please choose all that apply.

| | Responses | Percent |
|---|-----------|---------|
| Non-Hispanic White or Euro American: | 14 | 53.85% |
| Black, Afro-Caribbean, or African American: | 1 | 3.85% |
| Latino or Hispanic: | 6 | 23.08% |
| East Asian or Asian American: | 2 | 7.69% |
| South Asian or Indian American: | 5 | 19.23% |
| Middle Eastern or Arab American: | 1 | 3.85% |
| Native American: | 0 | 0% |
| Alaskan Native: | 0 | 0% |
| Pacific Islander: | 0 | 0% |
| Decline to Answer: | 1 | 3.85% |
| If other, please describe briefly: | 0 | 0% |
| Total Responded to this question: | 26 | 89.66% |
| Total who skipped this question: | 3 | 10.34% |
| Total: | 29 | 100% |

16. Were you born in the United States?

| | Responses | Percent |
|-----------------------------------|-----------|---------|
| Yes: | 17 | 65.38% |
| No: | 9 | 34.62% |
| Total Responded to this question: | 26 | 89.66% |
| Total who skipped this question: | 3 | 10.34% |
| Total: | 29 | 100% |



SALT Longitudinal Study
Survey III Takeaways
October 2022

Takeaways:

- Cohort 2 (2017 NYC) continues to have the highest numbers of respondents, with nearly a quarter (24%) of survey respondents representing Cohort 2.
- Current academic and/or career situation:
 - The majority of survey respondents indicated they are currently employed in a field related to their graduate studies (62%), which has increased by five respondents from the last survey 6 months ago.
- When asked to indicate which aspects of SALT had the greatest benefit to them, survey respondents noted a significant increase in the benefit of "Learning how to build a community" compared to six months ago [increase of 8 respondents who indicated the aspect to be Very beneficial].
- Over half of all survey participants strongly believe that participating in SALT helped them develop stronger leadership skills (59%), develop confidence to advocate for themselves in a professional setting (56%) and personal setting (52%). The number of survey respondents who indicated strong agreement in the programs ability to help them advocate for themselves in a personal setting doubled (gain of seven).
- Survey respondents who shared the SALT training helped them create leadership opportunities was virtually unchanged, with nearly 70% of all respondents indicating the training did help them create leadership opportunities.
- More survey participants shared the SALT training helped them integrate personal interests with academic interests, with over three-quarters (76%) indicating it did [increase of four respondents]. Participants shared the training gave them more confidence to explore different or untraditional career routes that align more with their personal values and interest. Participants cited the program's ability to help them develop better communication skills which directly increased their self-confidence.
- The majority of survey participants (80%) remain in contact with other SALT Fellows. When asked what kind of interaction they have had with other SALT Fellows, the top three types of interactions remain unchanged from the last survey iteration: Social (79%), Professional (54%), and Networking events (38%).
- Important leadership traits:
 - Survey respondents indicated the following leadership traits to be the most important: Empathy (85%), Respectful/Civil (85%), Flexible/Adaptable (81%), Transparent/Trustworthy (81%), and Accountable (73%).
 - Survey respondents increasingly place a high importance on a leader being Respectful/Civil with 85% of respondents indicating it is a Very important leadership trait [increase of seven respondents].
- Important leadership skills:
 - Survey respondents indicated the following leadership skills to be the most important: Communication (96%), Listening (85%), Team awareness (73%), Inclusivity (69%), Teamwork and collaboration (65%), Delegation (65%).
 - Survey respondents increasingly place a high importance on a leader being inclusive and able to delegate, with four more respondents noting these particular skills to be very important for a good leader.

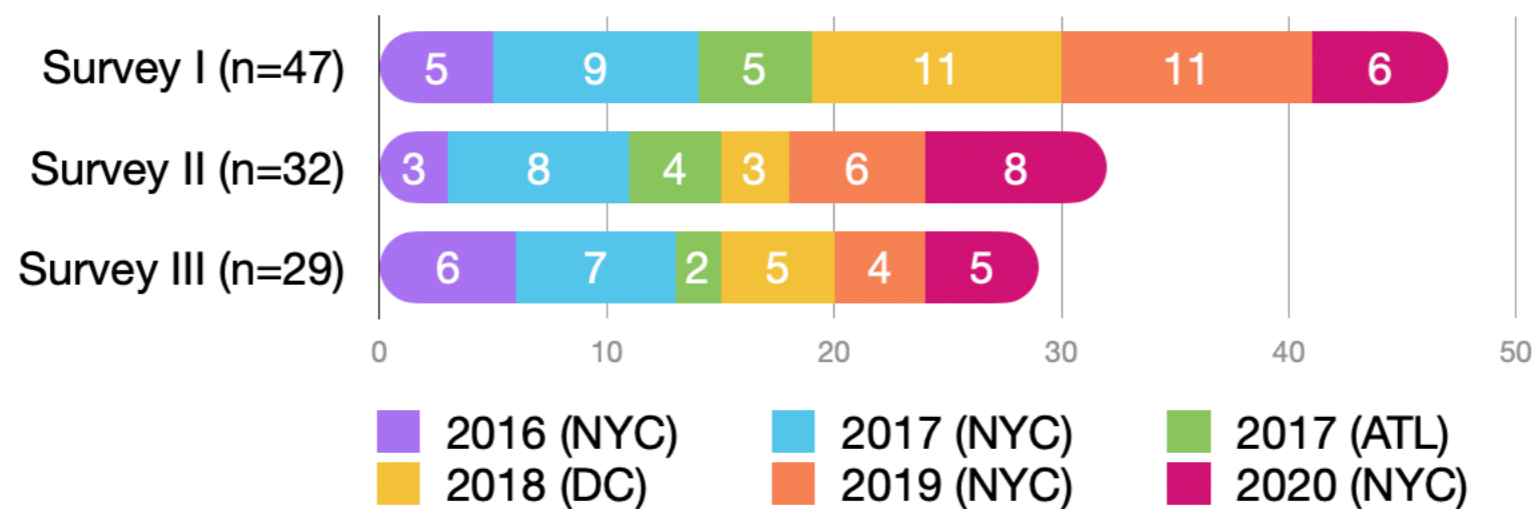


Appendix E: SALT Longitudinal Study Final Report Graphics

Science Alliance Leadership Training (SALT)

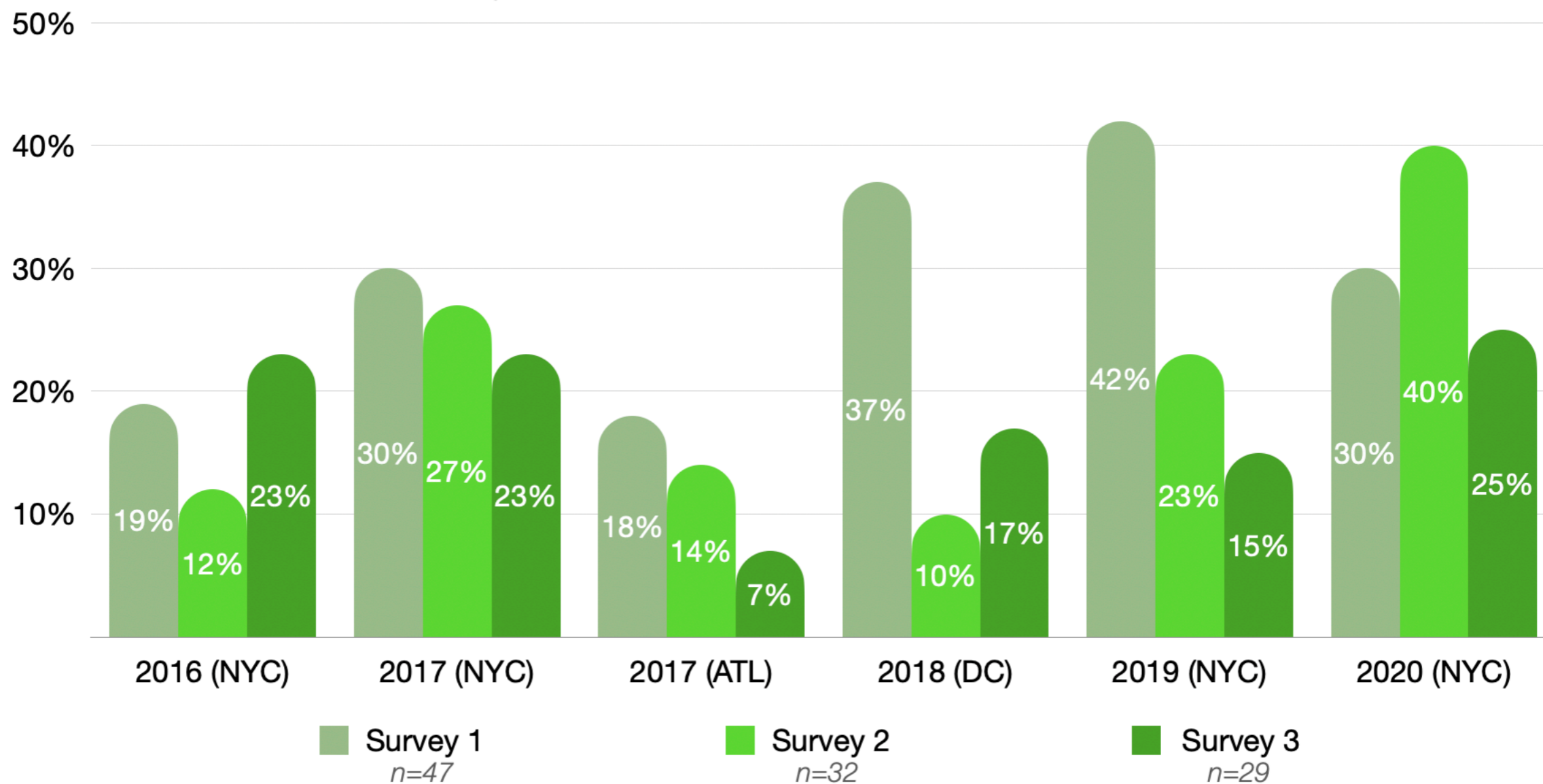
Longitudinal Study Final Report Graphics
March 2023

SALT Alumni Survey Participation by Cohort



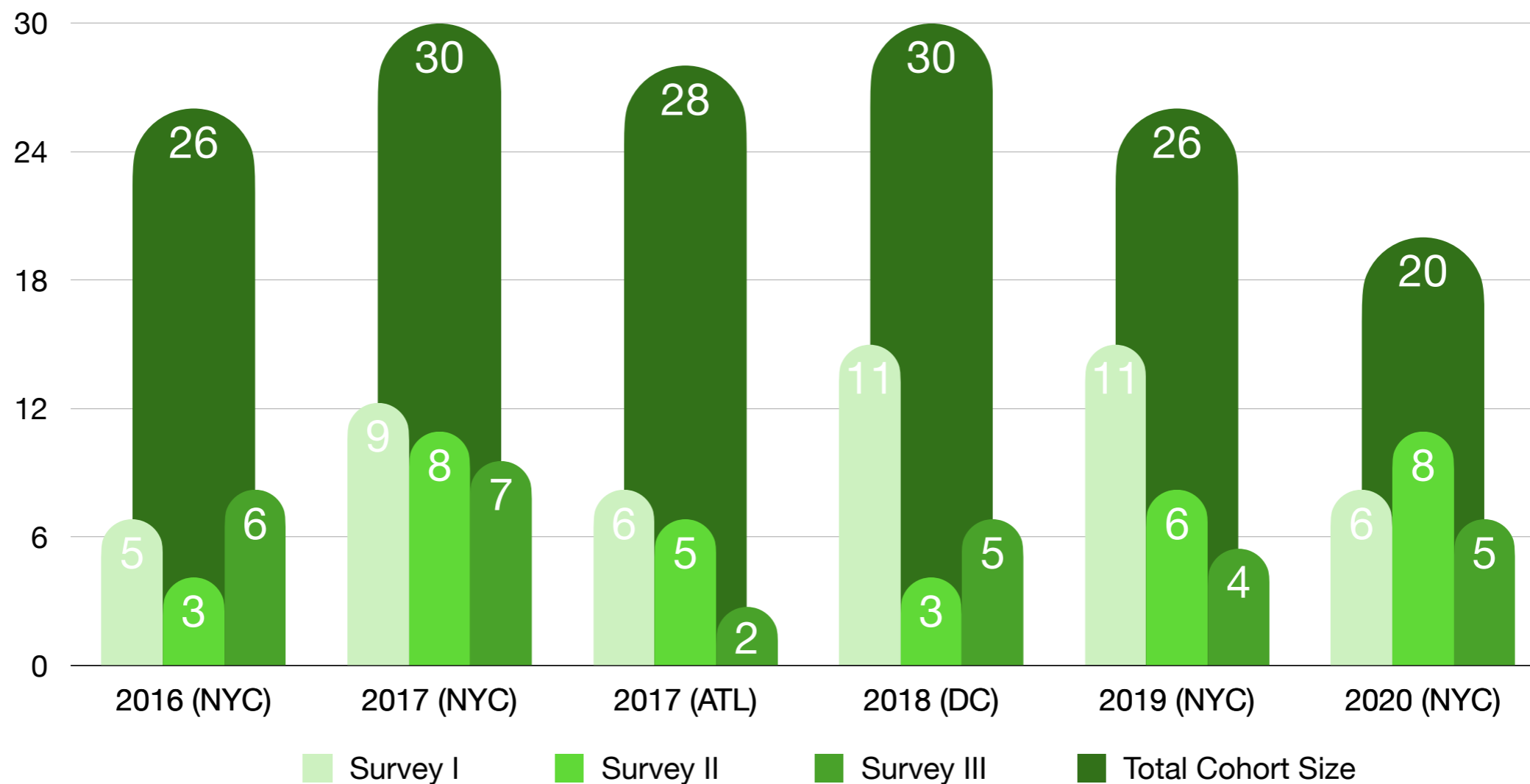
SALT Alumni Survey Participation by Cohort

These percentages represent the amount of participants that responded to each survey

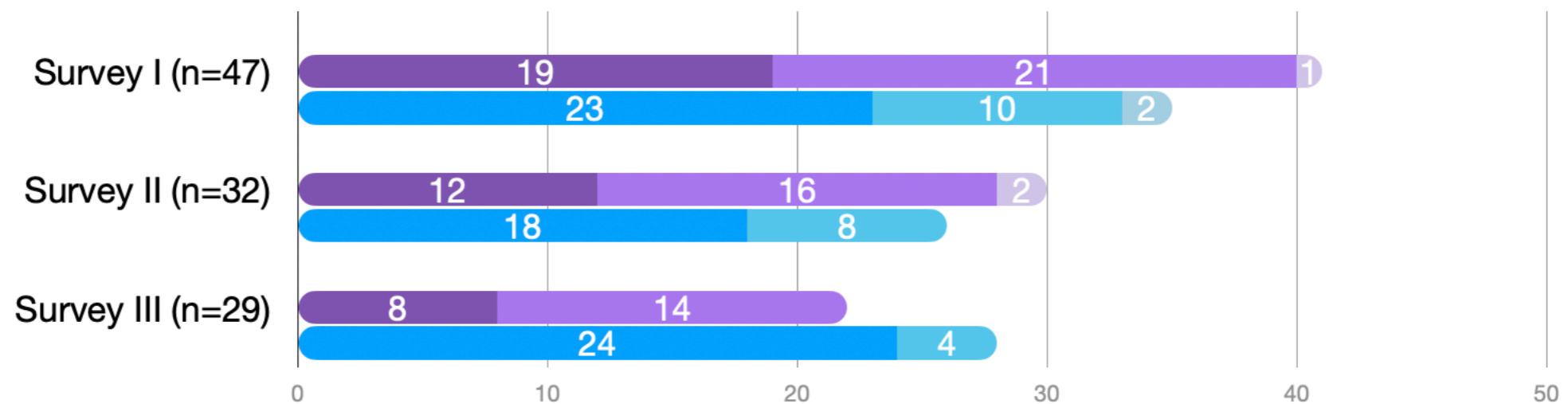


SALT Alumni Survey Participation by Cohort

These numbers represent the amount of participants that responded to each survey



SALT Alumni Academic and Career Achievements



Academic Achievements

- Still working on graduate degree
- Completed graduate degree
- I have changed focus on my graduate studies

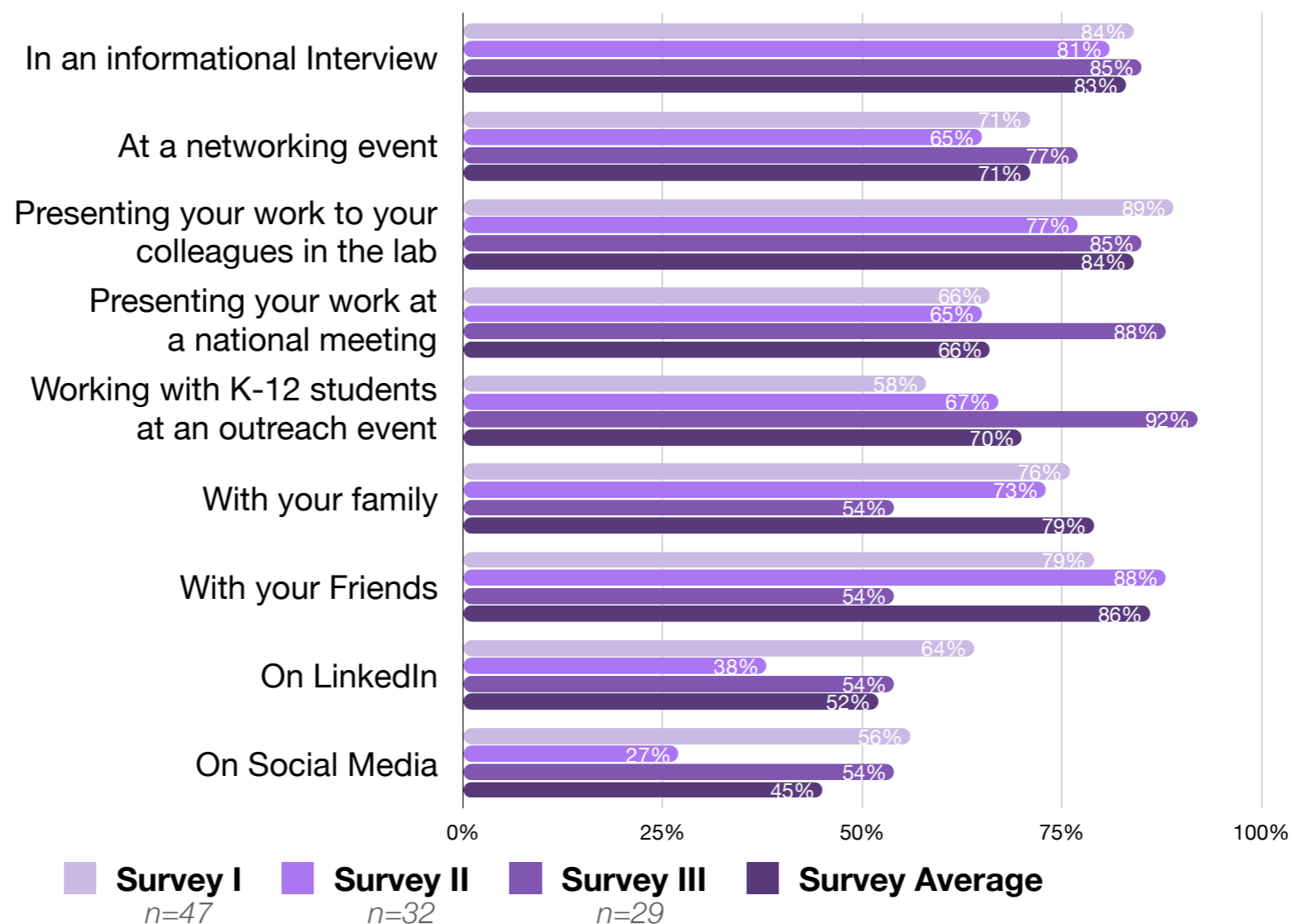
Career Achievements

- Currently employed or seeking employment in a related field
- Currently employed or seeking employment in an unrelated field
- Post doc



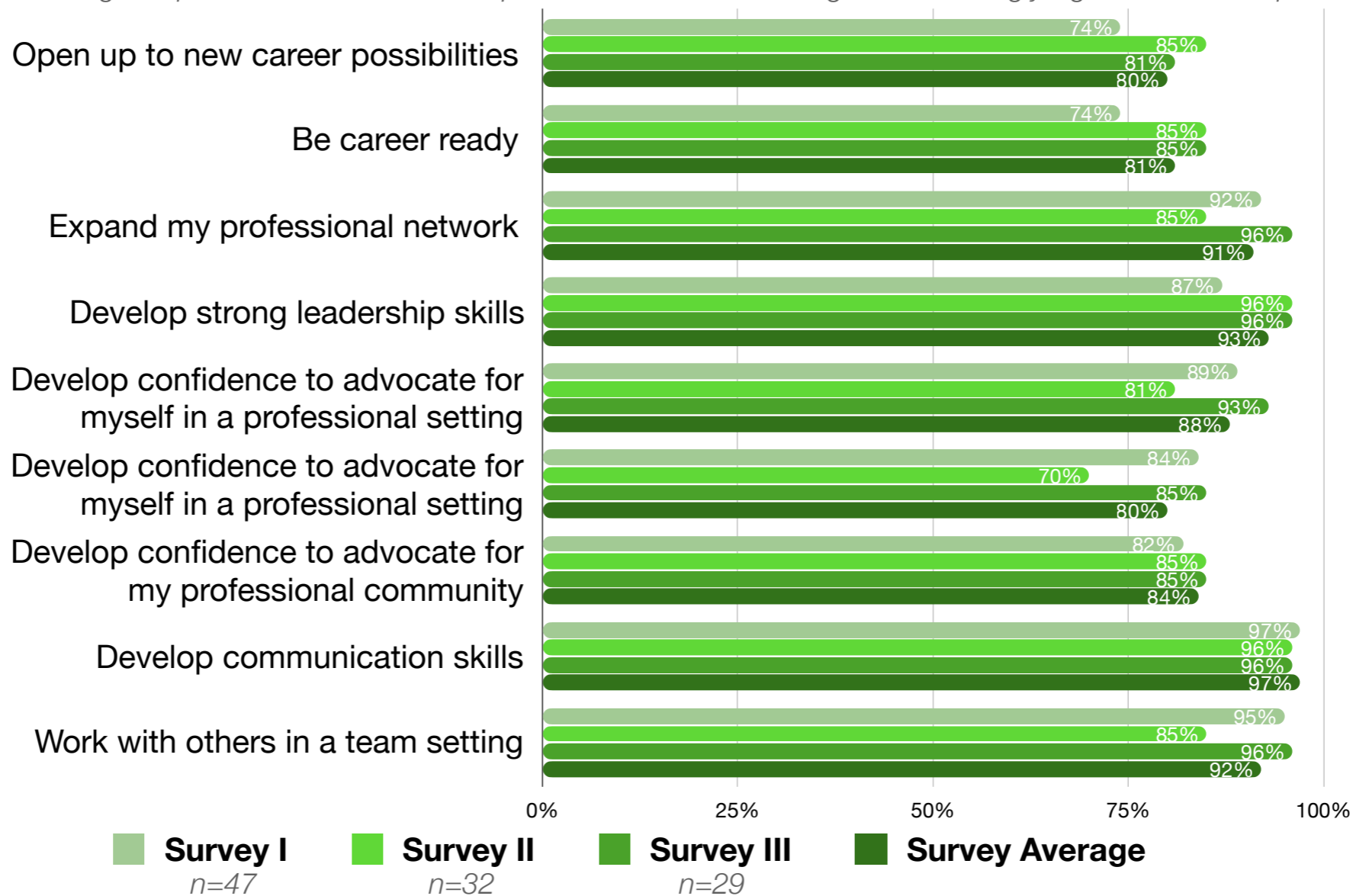
Confidence while Discussing yourself and your Work in the Following Circumstances?

These percentages represent the amount of respondents that selected 'Confident' or 'Very Confident' for these options



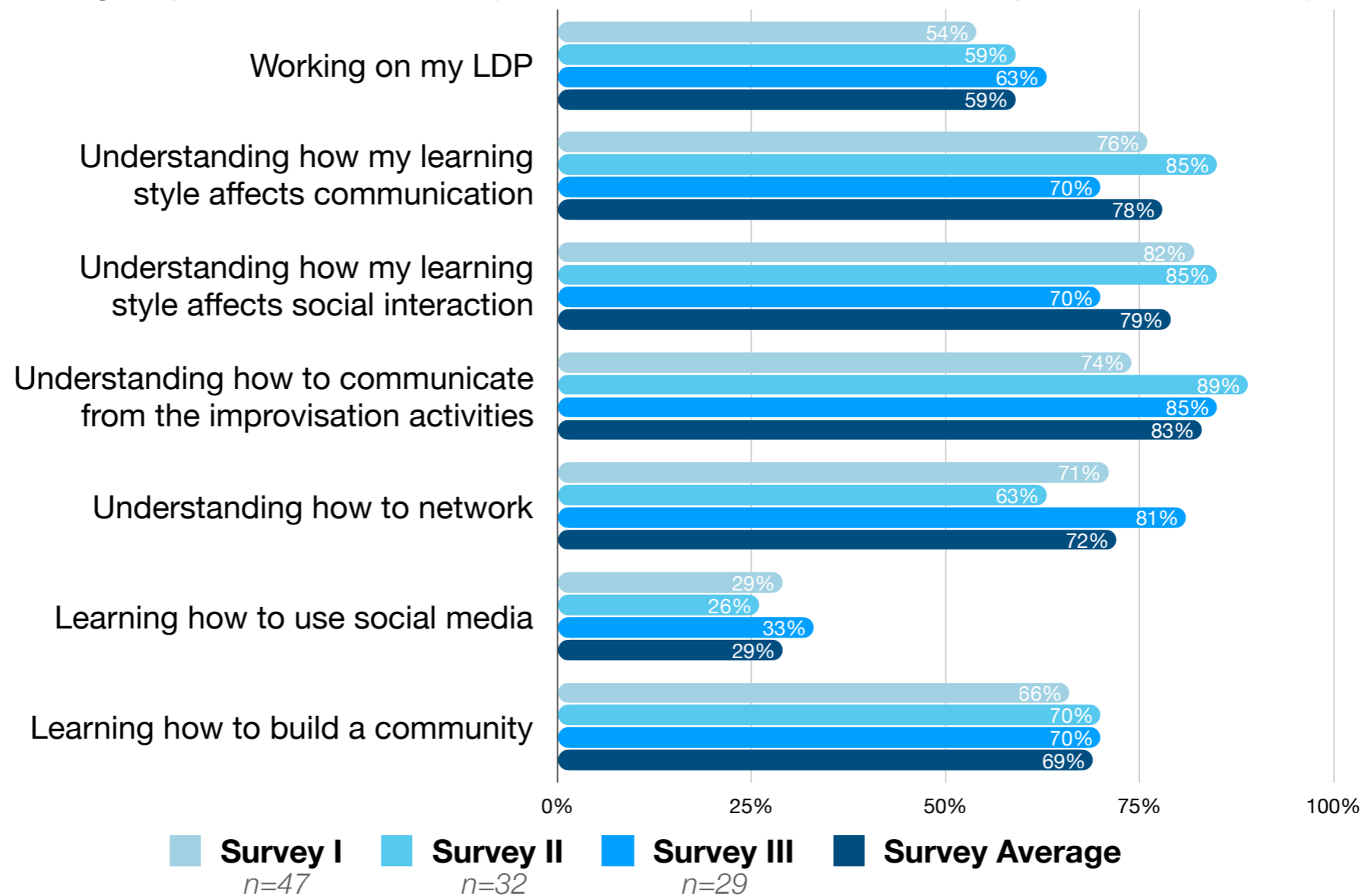
Participating in SALT helped me with the Following Statements

These percentages represent the amount of respondents that selected 'Agree' or 'Strongly Agree' for these options



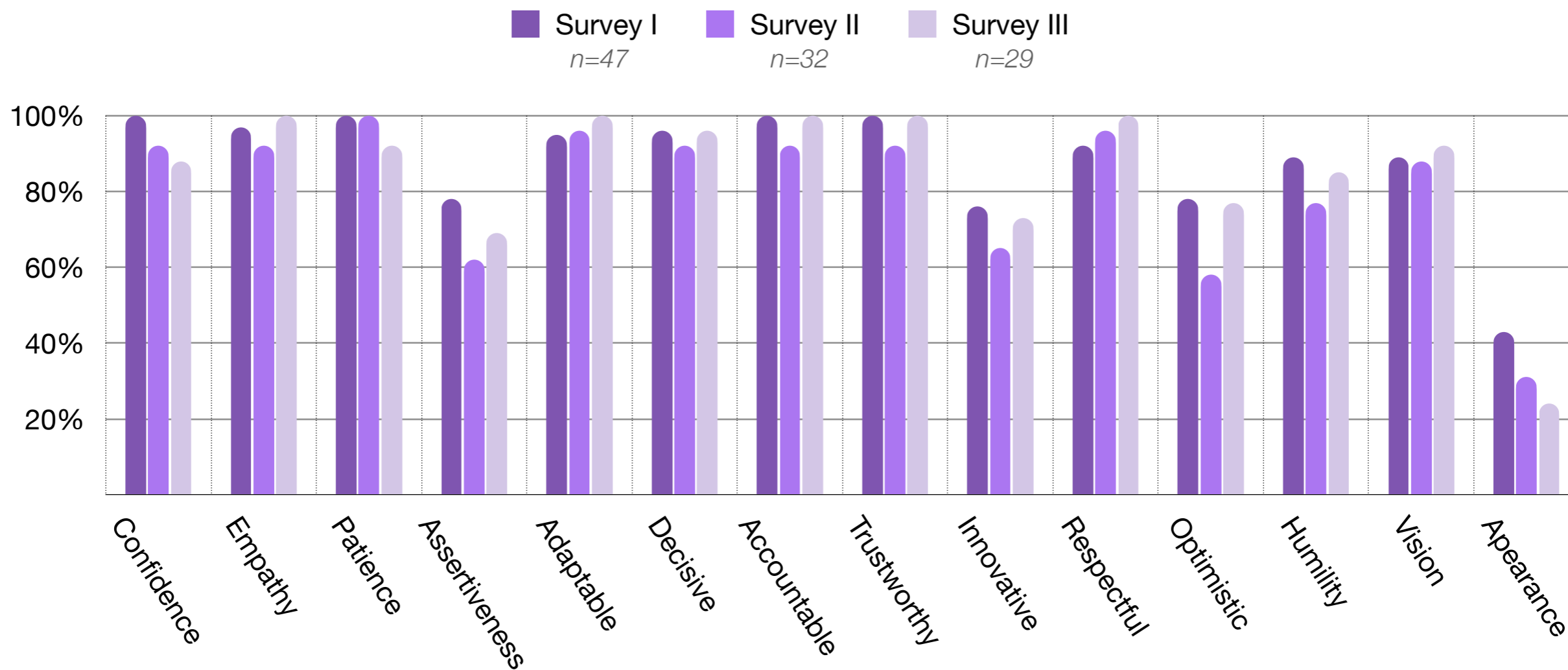
Most Beneficial Aspects of SALT

These percentages represent the amount of respondents that selected 'Beneficial' or 'Very Beneficial' for these options



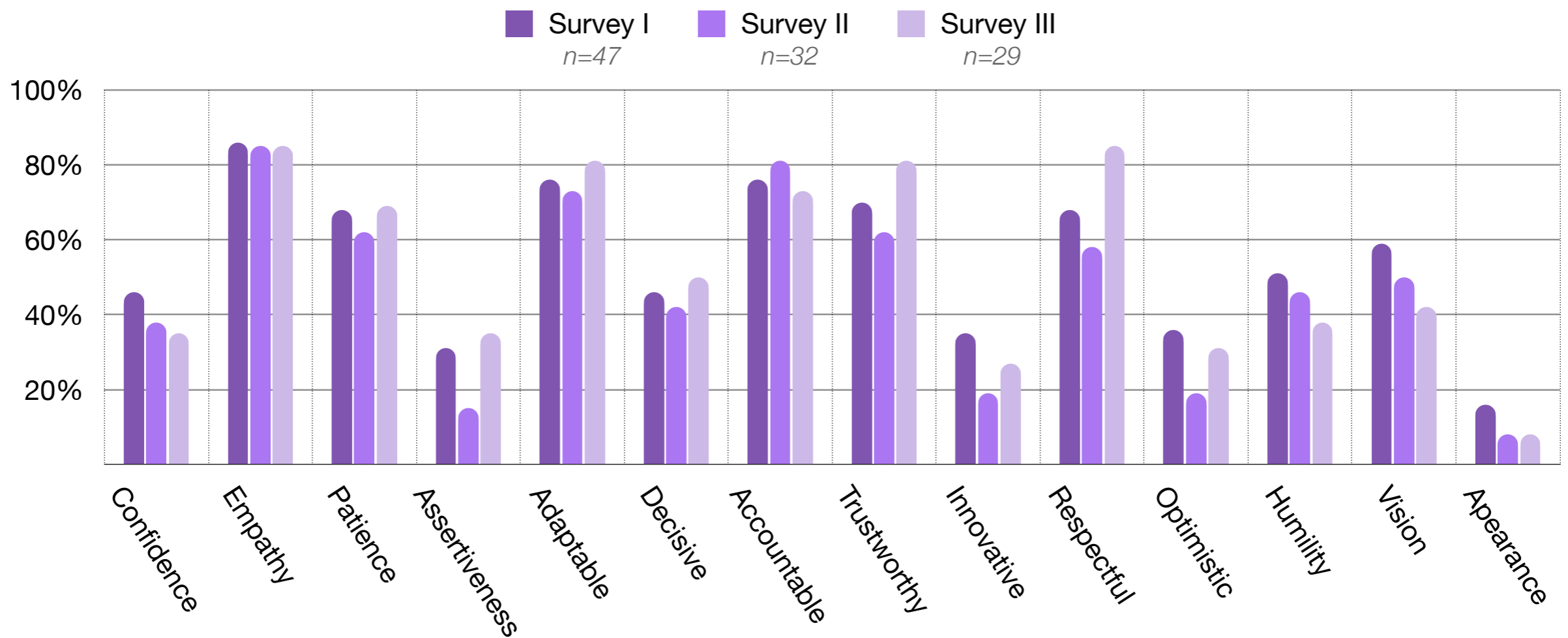
How Important are these Traits for being a Good Leader?

Percent of participants that agree the trait is 'Important' or 'Very Important'



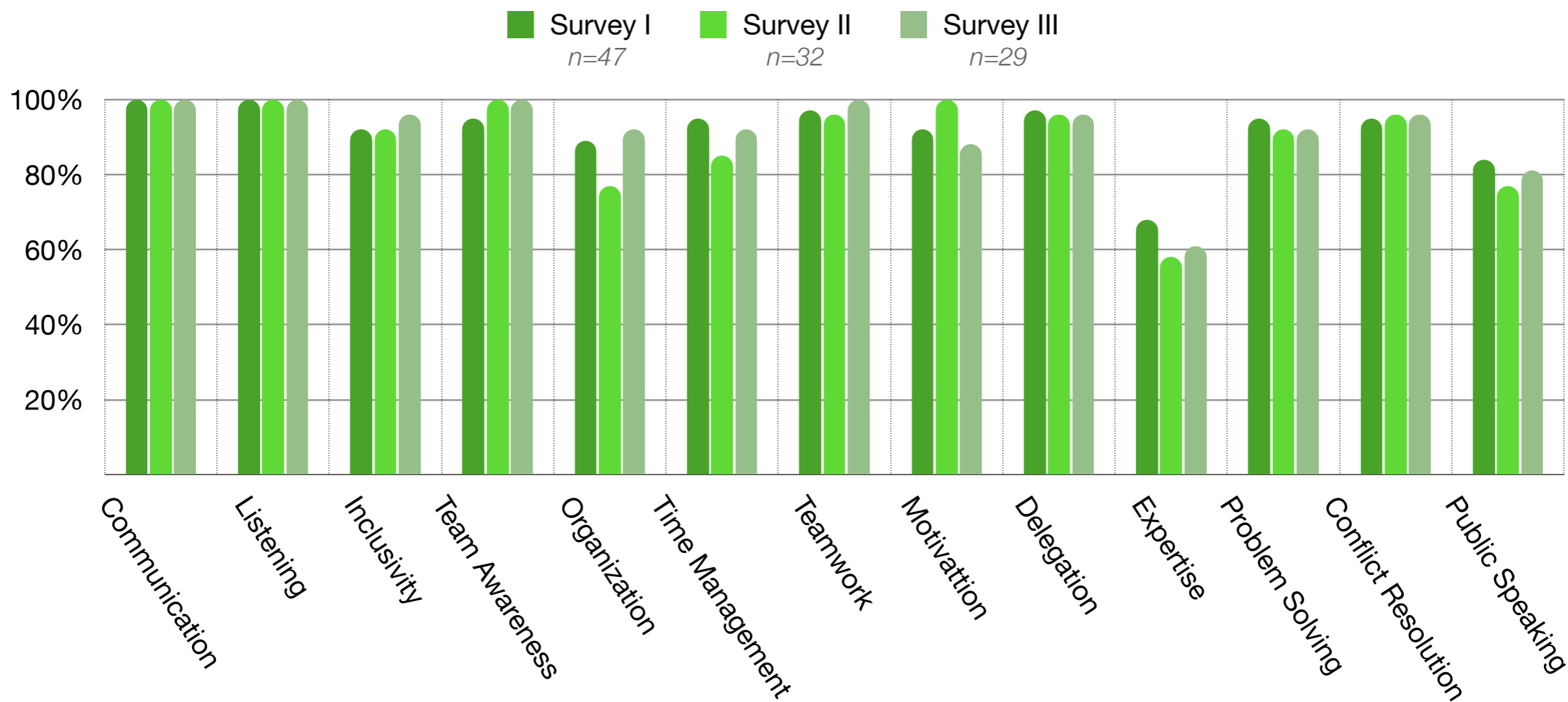
How Important are these Traits for being a Good Leader?

Percent of participants that agree the trait is 'Very Important'



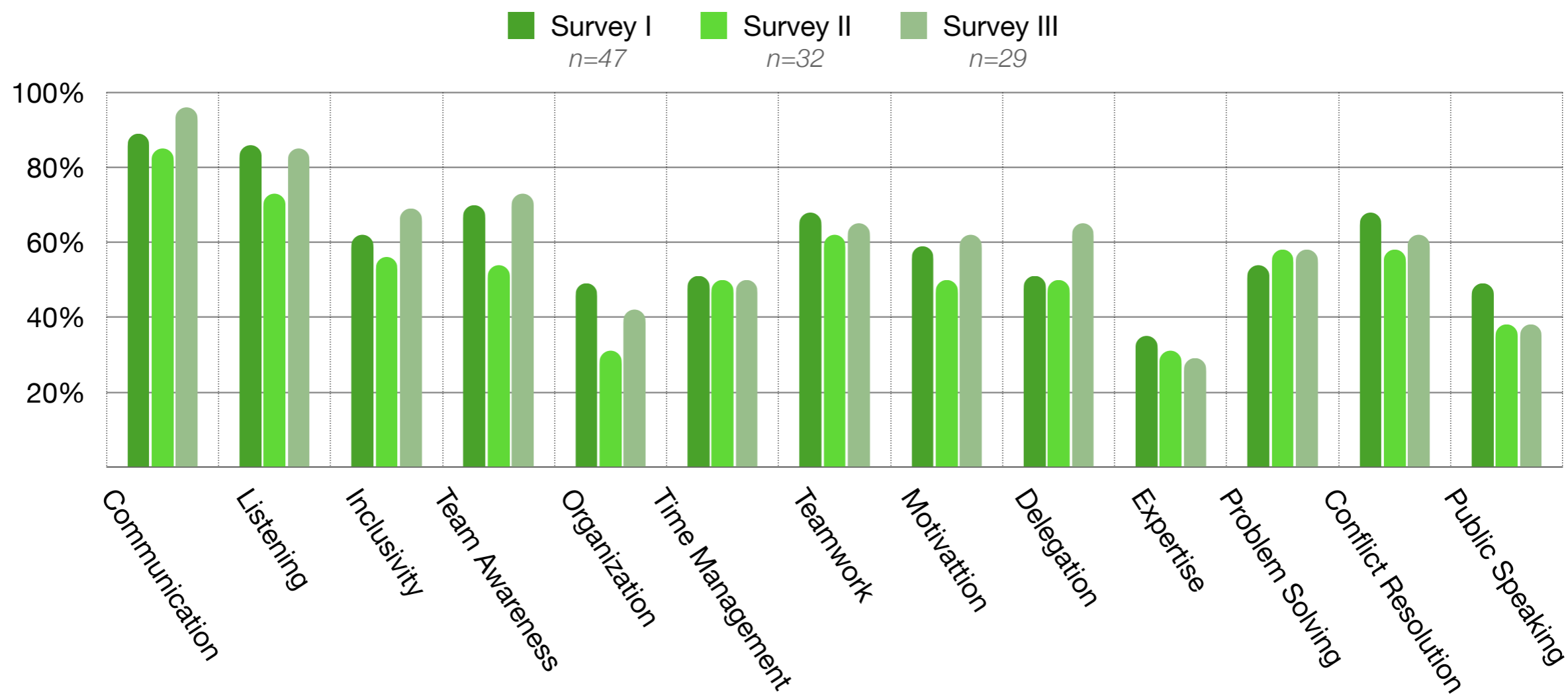
How Important are these Skills for being a Successful Leader?

Percent of participants that agree the skill is 'Important' or 'Very Important'



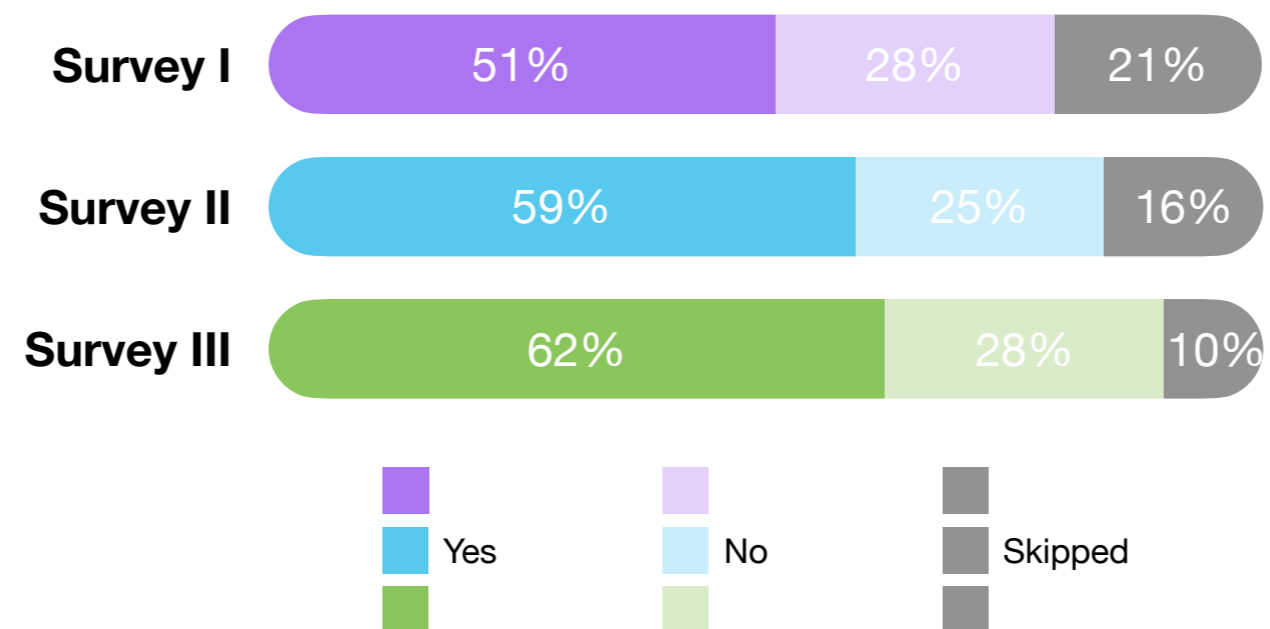
How Important are these Skills for being a Successful Leader?

Percent of participants that agree the skill is 'Very Beneficial'



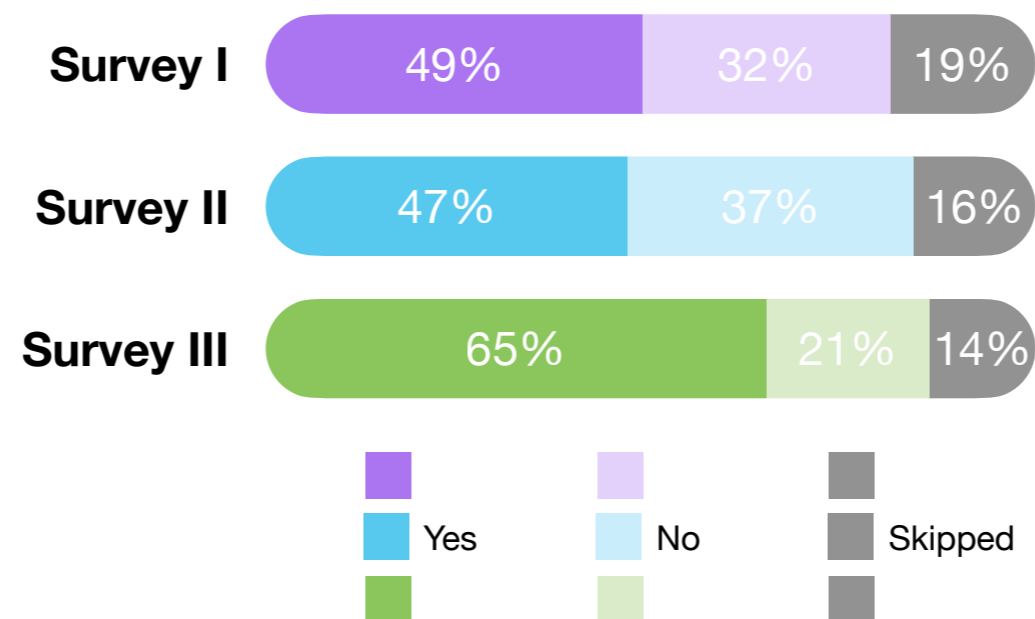
Did SALT help Create Leadership Opportunities

Response distribution of all 3 surveys



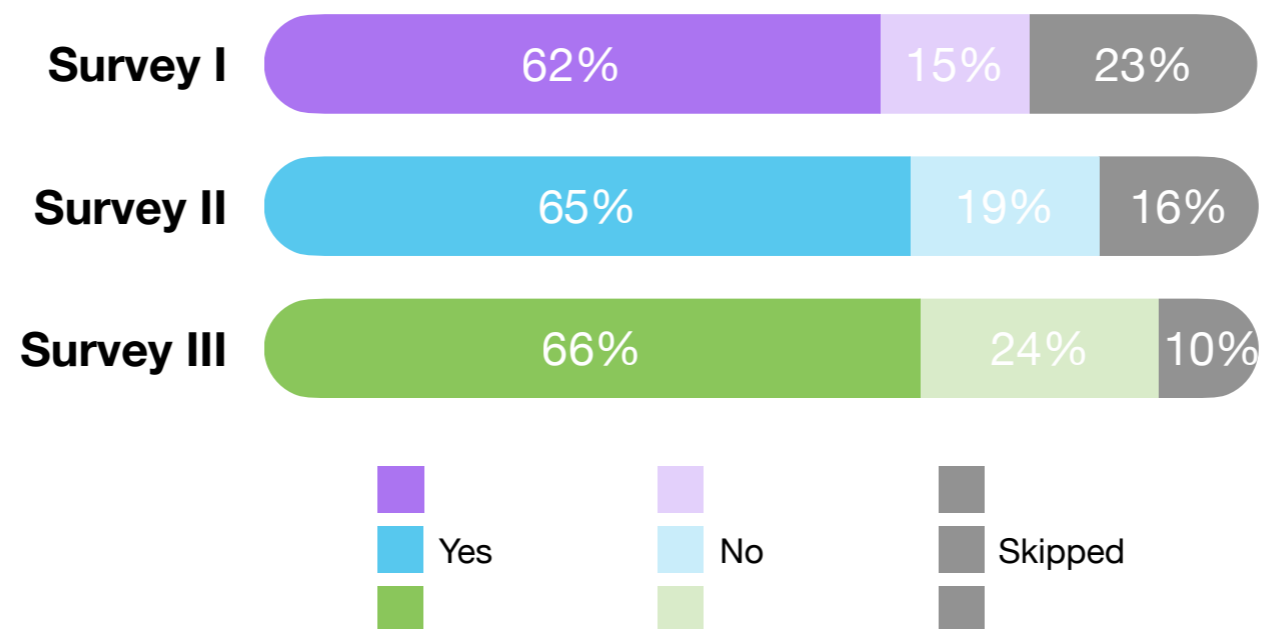
Did SALT help Integrate Personal and Academic Interests?

Response distribution of all 3 surveys



Did SALT help Identify Avenues to be a Change Agent

Response distribution of all 3 surveys





THE
PAST FOUNDATION

PAST Foundation Research

Maria Green Cohen, Impact Officer
Kayla Galloway, Senior Research Associate
August Majtenyi, Research Associate

Copyright 2023, all rights reserved PAST Foundation.
This content may not be reproduced and used
beyond this purpose without written permission.