

# Inventory of Geoscience Department/Program Practices - Final

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Start of Block: .

*This inventory is designed to help us characterize and trace the evolution of your departmental/program practices. It is also intended to provide an opportunity for you and your colleagues to reflect on what you have been doing and what you might do in the future. Some of the items on this inventory are taken from the PULSE (Partnership for Undergraduate Life Sciences Education) Vision and Change Rubrics 2.0 (2016). **Please work with your colleagues** to take stock of what your department or program does. If you have questions about what group of people should be involved in answering the questions, please ask Carol Ormand for guidance. As you contemplate your responses, think across what your geoscience department or program has done **in the previous calendar year**. NOTE: We do not expect you to be doing all of the things that are included in this inventory! No department or program, no matter how great, could do everything listed here. Rather, we expect that you are doing some subset of these things, to varying degrees. The purpose of the inventory is to find out what that current subset of things is.*

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Q1 Please list the people who participated in completing this survey, and their positions in the department/program (i.e. chair, full-time faculty, adjunct faculty):

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Q2 How many faculty members teach in your geoscience program?

Full-time (1) \_\_\_\_\_

Part-time or adjunct (2) \_\_\_\_\_

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Q3 What geoscience courses, and how many sections of each, are offered in your department or program, this year?

\_\_\_\_\_

Q4 Of those courses, what is the total number of sections taught by adjunct faculty this year?

\_\_\_\_\_

End of Block: .

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Start of Block: Part 1

**Supporting the academic success of all students: Course and program design and assessment**

Q5 Please characterize to what extent your geoscience department or program does the following things:

|  |  |   |  |  |  |
|--|--|---|--|--|--|
| <p>Incorporates active learning pedagogies, such as think-pair-share or other interactive lecture strategies, jigsaws, minute papers, gallery walks, or wrappers (1)</p> | <p><input type="radio"/> None of the faculty incorporate active learning pedagogies in our courses (1)</p> | <p><input type="radio"/> A few faculty members incorporate some active learning pedagogies in our courses (2)</p>                   | <p><input type="radio"/> Some faculty members incorporate active learning pedagogies in our courses (3)</p>                              | <p><input type="radio"/> A majority of faculty members incorporate multiple kinds of active learning pedagogies in our courses (4)</p> | <p><input type="radio"/> Nearly all faculty members routinely incorporate multiple kinds of active learning pedagogies in our courses (5)</p>  |
| <p>Uses data on student preparation and student interests in course design and revision (2)</p>  | <p><input type="radio"/> Evidence of student preparation and interests is not gathered (1)</p>             | <p><input type="radio"/> Evidence of student preparation and interests is gathered, but rarely used to inform course design (2)</p> | <p><input type="radio"/> Evidence of student preparation and interests is gathered and occasionally used to inform course design (3)</p> | <p><input type="radio"/> Evidence of student preparation and interests is gathered and often used to inform course design (4)</p>      | <p><input type="radio"/> Evidence of student preparation and interests is formally gathered; most instructors regularly revise their courses in response, to maximize learning (5)</p> |
| <p>Uses formative assessments: low stakes, ungraded</p>  | <p><input type="radio"/> Formative assessments</p>   | <p><input type="radio"/> Some courses</p>   | <p><input type="radio"/> Many courses have</p>   | <p><input type="radio"/> The majority of</p>   | <p><input type="radio"/> The majority of</p>   |

assessments, such as clicker questions or minute papers, for checking on student learning rather than for assigning grades (3)

are not utilized (1)

have formative assessments that measure learning outcome achievement (2)

formative assessments that measure learning outcome achievement (3)

courses have formative assessments that measure learning outcome achievement (4)

courses have formative assessments that measure learning outcome achievement as part of a coherent, evidence-based assessment plan (5)

Links summative assessments – any assessment used to assign student grades – to course-level learning outcomes (4)

Summative assessments are not linked to learning outcomes (1)

Some courses have summative assessments that measure learning outcome achievement (2)

Many courses have summative assessments that measure learning outcome achievement (3)

The majority of courses have summative assessments that measure learning outcome achievement (4)

The majority of courses have summative assessments that measure learning outcome achievement as part of a coherent, evidence-based assessment plan (5)

Has a written set of program-level learning outcomes/goals for students (5)

Does not have program-level learning outcomes or

Has an unwritten set of program-level learning

Has a draft set of program-level learning outcomes/goals

Has program-level learning

Has program-level learning outcomes

Conducts a “program audit” to assure alignment between career-related skills and course assignments (6)

Conducts a “program audit” to assure alignment between 2YC

goals for students (1)

Program audits are not done (1)

Program audits are not done (1)

expectations for students (2)

Faculty know what skills are needed for geoscience careers, but have not catalogued which ones are taught in which courses (2)

A few faculty members are aware of

for students (3)

Faculty regularly take stock of which career-related skills are taught in which courses (3)

Some faculty members know what the

outcomes and goals for students, and every faculty member knows what they are (4)

Faculty regularly take stock of which career-related skills are taught in which courses and make adjustments as workforce skills evolve (4)

Faculty members regularly take stock of

and goals for students, revisits them every 3-5 years, and course-level learning goals and outcomes are linked to them (5)

Faculty regularly take stock of which career-related skills are taught in which courses; students have multiple opportunities to practice and develop essential career-related skills (5)

Faculty members work with geoscience

program and articulation agreements with, or geoscience degree requirements at, 4YCUs (4 year colleges and universities) (7)

which 4YCUs our students transfer to, but do not know what their geoscience degree requirements are (2)

geoscience degree requirements and articulation agreements are for transfer institutions and advise our students accordingly (3)

geoscience degree requirements and articulation agreements for transfer institutions and make adjustments to our program accordingly (4)

faculty at regional 4YCUs to ensure that our program provides a strong foundation for our transfer students (5)

Collects and analyzes data on student success across all classes in your department or program (8)

Nobody collects these data (1)

Someone collects these data, but nobody analyzes it (2)

We collect these data, and have just recently begun analyzing them (3)

We have been collecting and analyzing these data for a few years. We discuss the results of this analysis at least once a year (4)

We have been collecting and analyzing these data for years. We discuss the results of the analysis every year, and use it to make programmatic decisions (5)

Collects and analyzes disaggregated data on retention

Nobody collects these data (1)

Someone collects these data,

We are collecting and analyzing these

We have been collecting

We have been collecting

and student success for students from groups that are underrepresented in the geosciences (9)

but nobody analyzes it (2)

data for the first time, this year (3)

and analyzing these data for a few years. We discuss the results of this analysis at least once a year (4)

and analyzing these data for years. We discuss the results of the analysis every year, and use it to make programmatic decisions (5)

Measures program success via job placement rates, transfer rates, or other means (10)

Nobody collects these data (1)

Someone collects these data, but nobody analyzes it (2)

We are collecting and analyzing these data for the first time, this year (3)

We have been collecting and analyzing these data for a few years. We discuss the results of this analysis at least once a year (4)

We have been collecting and analyzing these data for years. We discuss the results of the analysis every year, and use it to make programmatic decisions (5)

Uses data on program effectiveness to inform program revisions (11)

Program effectiveness is not evaluated (1)

Program revision occurs only in response to indirect

Program revision occurs in response to indirect data and one source

Program revision occurs in response to indirect data

Program revision occurs in response to indirect data

data on  
program  
effectiveness  
(2)

of direct data  
on program  
effectiveness  
(3)

and 2-3  
sources of  
direct data  
on program  
effectiveness  
(4)

and 4 or  
more sources  
of direct data  
on program  
effectiveness  
(5)

End of Block: Part 1

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Start of Block: Part 2

**Supporting the academic success of all students, beyond course and program assessment**

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Q6 Please indicate to what extent your geoscience department or program does the following:

|   |   |  |   |   |   |
|---|---|--|---|---|---|
| Nurtures a culture of collaboration in courses and program activities (1) | <input type="radio"/> None of the faculty actively nurtures a culture of collaboration (1)                        | <input type="radio"/> A few faculty members actively nurture a culture of collaboration (2)            | <input type="radio"/> A core group of faculty members actively nurture a culture of collaboration (3)           | <input type="radio"/> A majority of faculty members actively nurture a culture of collaboration (4)           | <input type="radio"/> Nearly all faculty members routinely, actively nurture a culture of collaboration (5)           |
| Works to instill a growth mindset in students (2)                         | <input type="radio"/> None of the faculty actively works to instill a growth mindset in students (1)              | <input type="radio"/> A few faculty members actively work to instill a growth mindset in students (2)  | <input type="radio"/> A core group of faculty members actively work to instill a growth mindset in students (3) | <input type="radio"/> A majority of faculty members actively work to instill a growth mindset in students (4) | <input type="radio"/> Nearly all faculty members routinely, actively work to instill a growth mindset in students (5) |
| Employs 2YC student teaching assistants or tutors (3)                     | <input type="radio"/> None of the faculty employ student teaching assistants or tutors, or recommend students for | <input type="radio"/> A few faculty members employ student teaching assistants or tutors, or recommend | <input type="radio"/> A core group of faculty members employ student teaching assistants or tutors, or          | <input type="radio"/> A majority of faculty members employ student teaching assistants or tutors, or          | <input type="radio"/> Nearly all faculty members routinely employ student teaching assistants or tutors, or           |

employment  
by the  
tutoring  
center (1)

students for  
employment  
by the  
tutoring  
center (2)

recommend  
students for  
employment  
by the  
tutoring  
center (3)

recommend  
students for  
employment  
by the  
tutoring  
center (4)

recommend  
students for  
employment  
by the  
tutoring  
center (5)

End of Block: Part 2

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Start of Block: Part 3

**Attracting students to your program**

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Q7 Please indicate to what extent your geoscience department or program does the following:

|   |  |   |   |  |   |
|---|--|---|---|--|---|
| <p>Uses displays, website, and/or any publications (e.g. recruitment flyers) to advertise the geosciences on campus (1)</p> | <p><input type="radio"/> We do not advertise or promote the geosciences on campus (1)</p>                      | <p><input type="radio"/> We have used a single method at least once to advertise or promote the geosciences on campus (2)</p> | <p><input type="radio"/> We have used one or more methods for advertising and promoting the geosciences on campus but it is not routine (3)</p> | <p><input type="radio"/> We routinely use one method for advertising and promoting the geosciences on campus (4)</p>     | <p><input type="radio"/> We routinely use multiple methods for advertising and promoting the geosciences on campus (5)</p>      |
| <p>Uses your geoscience courses to promote your programs (2)</p>  | <p><input type="radio"/> None of the faculty use our geoscience courses to promote geoscience programs (1)</p> | <p><input type="radio"/> A few faculty members use our geoscience courses to promote geoscience programs (2)</p>              | <p><input type="radio"/> A core group of faculty members use our geoscience courses to promote geoscience programs (3)</p>                      | <p><input type="radio"/> A majority of faculty members use our geoscience courses to promote geoscience programs (4)</p> | <p><input type="radio"/> Nearly all faculty members routinely use our geoscience courses to promote geoscience programs (5)</p> |
| <p>Identifies potential geoscience “majors” and invites them to discuss the possibilities</p>                               | <p><input type="radio"/> None of our faculty members invite individual students to</p>                         | <p><input type="radio"/> A few faculty members invite individual students to</p>  | <p><input type="radio"/> A core group of faculty members invite individual</p>  | <p><input type="radio"/> A majority of faculty members invite individual</p>   | <p><input type="radio"/> Nearly all faculty members routinely invite individual</p>   |

with a faculty member (3)

discuss opportunities in geoscience (1)

discuss opportunities in geoscience (2)

students to discuss opportunities in geoscience (3)

students to discuss opportunities in geoscience (4)

students to discuss opportunities in geoscience (5)

Participates in career fairs at your institution (4)

None of our faculty members participate in career fairs (1)

A few faculty members have occasionally participated in career fairs (2)

A core group of faculty members occasionally participate in career fairs (3)

A majority of faculty members occasionally participate in career fairs (4)

Nearly all faculty members routinely participate in career fairs (5)

Builds alliances with the local K-12 school system (5)

None of our faculty members have contacts in the local K-12 school system (1)

At least one faculty member has co-ordinated an activity with someone in the local K-12 school system at least once (2)

Some faculty members have contacts in the K-12 school system, and have occasionally co-ordinated activities with them (3)

Visits a local K-12 science or math class, or has a K-12 science or math class visit the department, at least once a year (4)

Visits a local K-12 science or math class, or has a K-12 science or math class visit the department, at least once a year; offers dual enrollment opportunities for high school students (5)

End of Block: Part 3

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Start of Block: Part 4

**Broadening participation in the geosciences: Fostering a sense of belonging**

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Q8 Please indicate to what extent your geoscience department or program does the following:

A student organization for anyone interested in the geosciences (e.g., Astronomy, Geography, Geology, Geoscience, Meteorology, Natural History, Oceanography Club) (1)

We do not have a student organization (1)

We used to have a student organization, but it is not currently active (2)

We have a student organization; its level of activity is variable (3)

We have an active student organization (4)

We have a vibrant, thriving student organization that is an asset to our program (5)

A website or online group (such as a Facebook group) for students in geoscience (2)

We do not have a website or online group for students interested in geoscience (1)

We have a website or online group for students interested in geoscience, but we do not update it (2)

We have a website or online group for students interested in geoscience, and we update it, but not very often (3)

We have a website or online group for students interested in geoscience, and we update it regularly (4)

We have a website or online group for students interested in geoscience, and our students keep it updated (5)

Geoscience social events (picnics, movie nights, etc.) (3)

We do not have geoscience social events (1)

We have had geoscience social events in the past (2)

We have at least one geoscience social event each year (3)

We have at least one geoscience social event each term (4)

We have at least one geoscience social event each term, and they are well-

Geoscience social events open to family members of your students (4)

We do not have geoscience social events, or our events are not open to family members of students (1)

Our geoscience social events are open to students' family members, but we don't advertise that (2)

We have at least one geoscience social event each year, and we encourage students to bring family members (3)

We have at least one geoscience social event each term, and we encourage students to bring family members (4)

attended (5)

We have at least one geoscience social event each term, and many students bring their family members (5)

Departmental events for students are designed to maximize accessibility (e.g. affordable, providing daycare, food that meets dietary restrictions, etc.) (5)

We do not have departmental events for students (1)

There are many barriers to participating in departmental events for students (e.g. cost, no daycare, timing, etc.) (2)

We ask students to let us know if they need any accommodations for departmental events (3)

We design events for students to be somewhat accessible (e.g. affordable, with a variety of food options) (4)

We design events for students to maximize accessibility (e.g. affordable, providing daycare, food that meets dietary restrictions, etc.) (5)

A written statement, displayed publicly, that affirms that your department/program

We do not have a written statement about

We are in the process of drafting a statement that

We have a statement that affirms that we value diversity,

We have a statement that affirms that we

We have a statement that affirms that we

values diversity (6)

diversity (1)

affirms that we value diversity (2)

but it is not displayed publicly (3)

value diversity, and it is displayed publicly (4)

value diversity. In addition to displaying it publicly, we include it in our course syllabus (5)

An awareness of your institution's policy and procedure for addressing incidents of sexual harassment and assault (7)

None of the faculty members know what the policies and procedures are (1)

A few of the faculty members know what the policies and procedures are (2)

A core of faculty members know what the policies and procedures are, and some inform their students about those policies and procedures (3)

A majority of the faculty members know what the policies and procedures are and inform their students about those policies and procedures (4)

Nearly every faculty member knows what the policies and procedures are and how to report incidents, and informs their students about those policies and procedures (5)

An awareness and understanding of the cultural backgrounds of most of the student population (8)

None of the faculty have a strong understanding of our students' cultural

A few faculty members have a strong understanding of our students'

A core group of faculty members have a strong understanding of our students' cultural

A majority of faculty members understand our students' cultural

Nearly all of the faculty members understand our students' cultural

An awareness and understanding of implicit bias and stereotype threat and their effects on student learning (9)

backgrounds (1)

None of the faculty can explain how implicit bias and stereotype threat affect student learning (1)

cultural backgrounds (2)

A few of the faculty can explain how implicit bias and stereotype threat affect student learning (2)

backgrounds (3)

A core group of faculty members can explain how implicit bias and stereotype threat affect student learning (3)

backgrounds and use that knowledge to shape our teaching (4)

A majority of faculty members can explain how implicit bias and stereotype threat affect student learning (4)

backgrounds and use that knowledge to shape our teaching (5)

Nearly all of the faculty members can explain how implicit bias and stereotype threat affect student learning, and consider these factors in planning their teaching (5)

End of Block: Part 4

Start of Block: Part 5

**Broadening participation in the geosciences: Supporting and engaging a diverse population of students**

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Q9 Please indicate to what extent your geoscience department or program does the following:

|   |  |   |  |  |  |
|---|--|---|--|--|--|
| <p>Talk about and show examples of diverse geoscientists, including underrepresented minorities and women (1)</p>                           | <p><input type="radio"/> None of the faculty talk about and show examples of diverse geoscientists (1)</p> | <p><input type="radio"/> A few of the faculty talk about and show examples of diverse geoscientists (2)</p> | <p><input type="radio"/> A core group of faculty members talk about and show examples of diverse geoscientists (3)</p> | <p><input type="radio"/> A majority of faculty members routinely talk about and show examples of diverse geoscientists (4)</p> | <p><input type="radio"/> Nearly all of the faculty members talk about and show examples of diverse geoscientists in every course (5)</p> |
| <p>Coordinate efforts with existing campus resources for diverse student populations (e.g. cultural centers, office of campus life) (2)</p> | <p><input type="radio"/> None of the faculty coordinate efforts with existing campus offices (1)</p>       | <p><input type="radio"/> A few of the faculty coordinate efforts with existing campus offices (2)</p>       | <p><input type="radio"/> A core group of faculty members coordinate efforts with existing campus offices (3)</p>       | <p><input type="radio"/> A majority of faculty members coordinate efforts with existing campus offices (4)</p>                 | <p><input type="radio"/> Nearly all of the faculty members routinely coordinate efforts with existing campus offices (5)</p>             |
| <p>Incorporate culturally relevant pedagogy and science content (e.g. place-based learning, teaching about environmental</p>                | <p><input type="radio"/> None of the faculty incorporate culturally relevant pedagogy or content (1)</p>   | <p><input type="radio"/> A few of the faculty incorporate culturally relevant pedagogy or content (2)</p>   | <p><input type="radio"/> A core group of faculty members incorporate culturally relevant</p>                           | <p><input type="radio"/> A majority of faculty members incorporate culturally relevant</p>                                     | <p><input type="radio"/> Nearly all of the faculty members routinely incorporate culturally</p>  |

justice) (3)

Provide a mechanism for students to earn financial support, e.g. as peer advisors, tutors, teaching assistants (4)

Our department does not have a mechanism to support students financially (1)

Our department can sometimes offer minimal financial support to one student at a time (2)

pedagogy or content (3)

Our department can offer minimal financial support to one or two students at a time (3)

pedagogy or content (4)

Our department can offer financial support to a few students each year, but we don't advertise that (4)

relevant pedagogy or content (5)

Our department routinely offers financial support to students who show an interest in geoscience, by employing them (5)

End of Block: Part 5

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Start of Block: Part 6

**Facilitating students' professional pathways into the geosciences**

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Q10 Please indicate to what extent your geoscience department or program does the following:

|  |   |   |   |   |  |
|--|---|---|---|---|--|
| <p>Builds students' awareness of career opportunities and pathways in traditional geoscience fields (1)</p>  | <p><input type="radio"/> None of our faculty go out of their way to build students' awareness of geoscience careers (1)</p>                                 | <p><input type="radio"/> A few faculty make a point of building students' awareness of geoscience careers (2)</p>                                 | <p><input type="radio"/> A core group of faculty make a point of building students' awareness of geoscience careers (3)</p>                                 | <p><input type="radio"/> A majority of our faculty make a point of building students' awareness of geoscience careers (4)</p>                                 | <p><input type="radio"/> Nearly all of our faculty routinely build students' awareness of geoscience careers (5)</p>                                 |
| <p>Builds students' awareness of career pathways beyond the traditional geosciences (e.g. environmental studies, urban planning, business) (2)</p> | <p><input type="radio"/> None of our faculty go out of their way to build students' awareness of career pathways beyond the traditional geosciences (1)</p> | <p><input type="radio"/> A few faculty make a point of building students' awareness of career pathways beyond the traditional geosciences (2)</p> | <p><input type="radio"/> A core group of faculty make a point of building students' awareness of career pathways beyond the traditional geosciences (3)</p> | <p><input type="radio"/> A majority of our faculty make a point of building students' awareness of career pathways beyond the traditional geosciences (4)</p> | <p><input type="radio"/> Nearly all of our faculty routinely build students' awareness of career pathways beyond the traditional geosciences (5)</p> |
| <p>Invites speakers to campus to talk to current students about</p>  | <p><input type="radio"/> We do not have a speaker program, and none of the</p>  | <p><input type="radio"/> We have had speakers come to campus to give such</p>   | <p><input type="radio"/> We invite someone to campus once or twice a year to talk about</p>   | <p><input type="radio"/> We have a regular program of invited speakers on</p>   | <p><input type="radio"/> We have a regular, frequent program of invited</p>  |

geoscience careers and/or transfer to 4YCU programs (3)

Informs students about external internships or research opportunities (4)

Provides opportunities for students to learn about how to apply for internships or research opportunities (5)

faculty do this independently (1)

None of the faculty do this (1)

We don't do this (1)

talks, but not as part of a regular program of any kind (2)

A few faculty members mention these to some students when we hear about them (2)

If a student asks about this, we send them to the Career Center (2)

careers and/or transfer (3)

A core group of faculty members mention these opportunities in classes when we hear about them (3)

If a student asks about this, we offer them advice (3)

topics related to geoscience career pathways (4)

A majority of faculty members make a point of finding out about such opportunities and telling our students about them (4)

We offer a seminar at least once a year where we talk about how to apply for these kinds of opportunities (4)

speakers on topics related to geoscience career pathways (5)

Nearly all of the faculty members routinely promote such opportunities (5)

We offer a seminar at least once a year where students who have had internships or conducted research outside our program offer advice to their peers (5)

Engages students in service learning (6)

None of the faculty engage students in service learning (1)

A few faculty sometimes engage students in service learning (2)

A core group of faculty sometimes engage students in service learning (3)

A majority of the faculty sometimes engage students in service learning (4)

Nearly all of the faculty routinely engage students in service learning (5)

Engages students in research projects, in or outside of courses (7)

None of the faculty engage students in research projects (1)

A few faculty engage students in research projects (2)

A core group of faculty engage students in research projects (3)

A majority of the faculty engage students in research projects (4)

Nearly all of the faculty, routinely engage students in research projects (5)

Takes students to regional or national professional society meetings (8)

None of the faculty take students to professional society meetings (1)

A few faculty take students to professional society meetings (2)

A core group of faculty take students to professional society meetings (3)

A majority of the faculty take students to professional society meetings (4)

Nearly all of the faculty routinely take students to professional society meetings (5)

Teaches students job search and interview skills, or

None of the faculty teach our students job

A few faculty teach our students job search

A core group of faculty teach our students

A majority of faculty members faculty teach

Nearly every faculty member routinely

works with your Career Center to teach your students those skills (9)

search skills, nor do we actively work with the Career Center (1)

skills, or actively work with the Career Center to do so (2)

job search skills, or actively work with the Career Center to do so (3)

our students job search skills, or actively work with the Career Center to do so (4)

teaches our students job search skills, or actively work with the Career Center to do so (5)

Asks about student goals (e.g. career, degree, transfer) when you meet with your advisees (10)

We don't make a point of asking advisees about their goals (1)

A few faculty members make a point of asking advisees about their goals (2)

A core group of faculty members make a point of asking advisees about their goals (3)

A majority of faculty members regularly ask advisees about their goals (4)

Nearly every faculty member routinely asks every advisee about their goals (5)

Tracks progress toward degree and/or transfer each time students register for courses (11)

None of the faculty tracks advisees' progress toward degree and/or transfer (1)

A few faculty track advisees' progress toward degree and/or transfer (2)

A core group of faculty track advisees' progress toward degree and/or transfer (3)

A majority of the faculty track advisees' progress toward degree and/or transfer (4)

Nearly all of the faculty routinely track advisees' progress toward degree and/or transfer (5)

Offers a certificate, emphasis, or

We do not offer any of

We are in the process of

We have one certificate,

We have more than one

We have more than

| major program in geoscience (12)   | these (1)  | developing a certificate, emphasis, or major in the geosciences (2)  | emphasis, or major in the geosciences (3)  | certificate, emphasis, or major in the geosciences (4)   | one, well-established certificate, emphasis, or major in the geosciences (5)   |
|--|--|--|--|--|--|
| Knows where our geoscience students transfer, if they choose to transfer to a 4YCU geoscience program (13) | <input type="radio"/> None of the faculty knows where any of our students have transferred to (1)            | <input type="radio"/> We know where one or more students have transferred (2)                                  | <input type="radio"/> We know where some of our students have transferred, but we don't have a systematic way of tracking transfer (3) | <input type="radio"/> We know where many of our students have transferred, but we don't have a systematic way of tracking transfer (4) | <input type="radio"/> We have a systematic means of tracking where our students transfer, if they choose to do so (5)    |
| A standardized process for helping students transfer to 4YCU's (14)  | <input type="radio"/> None of the faculty knows enough to help our students through the transfer process (1) | <input type="radio"/> A few faculty members can knowledgeably advise students through the transfer process (2) | <input type="radio"/> A core group of faculty members can knowledgeably advise students through the transfer process (3)               | <input type="radio"/> A majority of faculty members can knowledgeably advise students through the transfer process (4)                 | <input type="radio"/> Nearly all of the faculty routinely, successfully advise students through the transfer process (5) |
| Knows the geoscience faculty at  | <input type="radio"/> None of the faculty  | <input type="radio"/> A few of the faculty   | <input type="radio"/> A core group of  | <input type="radio"/> A majority of faculty  | <input type="radio"/> Nearly all of the  |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| transfer institutions (15)  | know any of the geoscience faculty at transfer institutions (1)                                 | know at least one geoscience faculty member at some transfer institutions (2)                                       | faculty members know at least one geoscience faculty member at each of our usual transfer institutions (3)                    | members know some geoscience faculty members at each of our usual transfer institutions (4)   | faculty know some geoscience faculty members at each of our usual transfer institutions (5)                          |
| Visits 4YCU transfer institutions, and/or invites faculty and students from transfer institutions to visit you/your classes/your program (16) | <input type="radio"/> None of the faculty organizes visits to or from transfer institutions (1) | <input type="radio"/> A few faculty members have occasionally organized visits to or from transfer institutions (2) | <input type="radio"/> A core group of faculty members have occasionally organized visits to or from transfer institutions (3) | <input type="radio"/> A majority of faculty members have occasionally organized visits to or from transfer institutions, or a core group of faculty members does so regularly (4) | <input type="radio"/> As a department or program, we routinely organize visits to and from transfer institutions (5) |

End of Block: Part 6

Start of Block: Part 7

**Facilitating your students' professional pathways into the geosciences**



Q11 Please indicate to what extent your geoscience department or program does the following:

|  |   |  |   |   |   |
|--|---|--|---|---|---|
| <p>A handout or other resource for staff at your campus career center &amp;/or advising center, outlining career opportunities in geoscience and the pathways to those careers (1)</p> | <p><input type="radio"/> We don't have such resources (1)</p> | <p><input type="radio"/> We have this information, but it has not been updated for several years (2)</p>               | <p><input type="radio"/> We have this information, and it is up-to-date, but we haven't shared it with others on campus (3)</p> | <p><input type="radio"/> We have this information, and we update it periodically and share it with others on campus (4)</p> | <p><input type="radio"/> We have this information, update it annually and share it with multiple campus offices (5)</p>     |
| <p>A database or other means of staying in touch with alumni (2)</p>   | <p><input type="radio"/> We don't have this (1)</p>           | <p><input type="radio"/> We have some contact info for some alumni, but no mechanism for keeping it up-to-date (2)</p> | <p><input type="radio"/> We have some contact info for some alumni, and plan to collect it routinely in the future (3)</p>      | <p><input type="radio"/> We have contact info for many alumni, and we try to keep it up to date (4)</p>                     | <p><input type="radio"/> We have a strong alumni network, and they keep us informed when their contact info changes (5)</p> |
| <p>Formal or informal partnerships with geoscience</p>   | <p><input type="radio"/> None of our faculty members have</p> | <p><input type="radio"/> At least one faculty member has contact with</p>  | <p><input type="radio"/> Some faculty members have formal</p>   | <p><input type="radio"/> A majority of the faculty have formal</p>  | <p><input type="radio"/> Our dept/program has a strong partnership</p>  |

programs at nearby four-year colleges and universities (4YCU) (3)

Written guidelines for students planning to transfer to a 4YCU geoscience program, outlining the courses and activities we recommend for them prior to transfer (4)

Joint activities with target transfer institution(s) – e.g. field trips, seminars, guest speakers, shared courses (5)

contacts with geoscience faculty at nearby 4YCU (1)

We do not have written guidelines for this (1)

We do not have joint activities with transfer institutions (1)

geoscience faculty at nearby 4YCU (2)

We are in the process of drafting written guidelines for students planning to transfer to a 4YCU geoscience program (2)

We have had joint events with transfer institutions in the past (2)

or informal partnerships with geoscience faculty at nearby 4YCU (3)

We have written guidelines for students planning to transfer, but we do not keep them up to date (3)

We have at least one joint event with one or more transfer institutions each year (3)

or informal partnerships with geoscience faculty at nearby 4YCU (4)

We have written, up to date guidelines for students planning to transfer (4)

We have at least one joint event with one or more transfer institutions each term (4)

with geoscience programs at nearby 4YCU (5)

We have written guidelines for students planning to transfer, and we update them every year (5)

We have at least one joint event with one or more transfer institutions each term, and they are well-attended (5)

Formal or informal partnerships with regional geoscience alumni, employers, or other organizations (e.g., speaker programs, field trips, or internship programs) (6)

None of our faculty have such partnerships (1)

A few faculty have some connections with regional geoscience organizations (2)

A core group of faculty have some connections with regional geoscience organizations (3)

A majority of our faculty are well-connected to regional geoscience organizations (4)

Nearly all of our faculty are well-connected to regional geoscience organizations (5)

End of Block: Part 7

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Start of Block: Block 8

**Departmental culture**

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Q12 Please indicate to what extent your geoscience department or program does the following:

|   |   |  |   |   |   |
|---|---|--|---|---|---|
| <p>Facilitates faculty learning from each other (1)</p> | <p><input type="radio"/> Faculty do not have opportunities to learn from each other (1)</p>             | <p><input type="radio"/> A few of the faculty learn from each other through casual conversations or by observing each other's teaching (2)</p> | <p><input type="radio"/> A core group of faculty members regularly engage in conversations about teaching, and occasionally observe each other's teaching (3)</p> | <p><input type="radio"/> A majority of faculty members routinely engage in learning from each other via conversations and classroom teaching observations (4)</p> | <p><input type="radio"/> Nearly all of the faculty members, including adjunct faculty, routinely engage in learning from each other via conversations and classroom teaching observations (5)</p> |
| <p>Makes curricular and programmatic decisions (2)</p>  | <p><input type="radio"/> We have not discussed our curriculum or program in the past five years (1)</p> | <p><input type="radio"/> A small subset of the faculty make all of the curricular and programmatic decisions (2)</p>                           | <p><input type="radio"/> A core group of faculty members make all of the curricular and programmatic decisions (3)</p>  | <p><input type="radio"/> A majority of the faculty members, including some adjunct faculty, work together to make curricular and programmatic decisions (4)</p>   | <p><input type="radio"/> Nearly all of the faculty, including adjunct faculty, work together to make curricular and programmatic changes (5)</p>  |

Mentors new permanent faculty (3)

New faculty members receive no mentoring (1)

New permanent faculty members are assigned a mentor and encouraged to ask that person if they have questions (2)

New permanent faculty members are assigned a mentor and encouraged to meet with him/her on a regular basis (3)

A core group of faculty members periodically offer to meet with each new permanent faculty member to check in and answer questions (4)

Most of the faculty members routinely and periodically offer to meet with each new permanent faculty member to check in and answer questions (5)

Mentors new adjunct faculty (4)

New adjunct faculty members receive no mentoring (1)

New adjunct faculty members are assigned a mentor and encouraged to ask that person if they have questions (2)

New adjunct faculty members are assigned a mentor and encouraged to meet with him/her on a regular basis (3)

A core group of faculty members periodically offer to meet with each new adjunct faculty member to check in and answer questions (4)

Most of the faculty members routinely and periodically offer to meet with each new adjunct faculty member to check in and answer questions (5)

End of Block: Block 8

Start of Block: Part 9

**Q13** *If you have any comments about the survey or survey items, please share them here:*

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End of Block: Part 9

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