

THE DEPARTMENT THERMOMETER

This instrument is designed to measure the level of the intent to build community within your department that serves the needs of all departmental majors, those from different backgrounds and with different career aspirations.

For each of the questions, rate your department from 1 to 4 degrees. Add up your score. The total number achieved will measure the 'temperature' of your department. A perfect score gives you a comfortable 68 degrees

1. Is high priority given to understanding the background and career aspirations of students in their first course in your department to assure some probability of success and persistence of each qualified student?

1 (never); 2 (sometimes); 3 (often); 4 (always)

2. Are your faculty members more concerned about "guarding the door" to the department to make certain that ill-prepared or incapable students do not become majors, or is there a departmental culture evidenced in a concern about helping all students to achieve their full potential?

Rate from 1 (more of the former) to 4 (more of the latter)

3. Are all faculty clear about when and why students make decisions about majoring or not majoring in your department?

Rate from 1 (none) to 4 (all)

4. When students decide to major in your department, are they immediately assigned an advisor from the department?

1 (never); 2 (sometimes); 3 (often); 4 (always)

5. Are majors hired to work within the department assigned to projects directly related to their college course of studies: (e.g., to grade papers, tutor students in lower level courses, conduct problem sessions, etc.)?

1 (never); 2 (sometimes); 3 (often); 4 (always)

6. Do the colloquia speakers and other visitors invited to speak to and meet with students represent a diverse group in terms of culture, gender and/or career?

Rate the diversity as 1 (poor) to 4 (excellent)

7. Do faculty who are teaching upper level courses and are involved with majors in undergraduate research represent a diverse group in terms of culture and gender?
1 (never); 2 (sometimes); 3 (often); 4 (always) _____
8. Is someone responsible to ensure that potential and current majors are aware of summer research programs (on and off-campus), assisted in preparing their applications for those programs and for graduate school, and supported in their search for grants and awards to pursue future study and career options?
1 (never); 2 (sometimes) 3 (often) 4 (always) _____
9. Are there career panels, connections with alumni and/or contacts with local industries that inform students about possible career choices open to students majoring in your field?
1 (never); 2 (sometimes); 3 (often); 4 (always) _____
10. Do all majors have opportunity to do undergraduate research on your campus or elsewhere?
1 (never); 2 (sometimes); 3 (often); 4 (always) _____
11. Does the department have goals for the learning of students majoring in your field that are widely understood and that drive program planning?
1 (no); 2 (under consideration); 3 (informal); 4 (formal) _____
12. Do faculty work to ensure that their students see how courses in other departments are relevant to their major course of studies?
1 (never); 2 (sometimes); 3 (often); 4 (always) _____
13. Does the departmental space serve the needs of the community, with dedicated space for informal group work, easy access to technologies, etc.?
Rate from 1 (none) to 4 (well-served) _____
14. Does the department have opportunities to explore together new pedagogies, technologies, approaches to teaching and learning?
1 (never); 2 (hardly any); 3 (some); 4 (regular) _____

15. Does your faculty reward system recognize faculty whose efforts strengthen student learning within your department?

1 (never); 2 (sometimes); 3 (often); 4 (always)

16. Does your department make connections with the K-12 communities near to the campus?

1 (never); 2 (sometimes); 3 (often); 4 (always)

17. Does the department keep track of alumni and keep them apprised of and engaged with campus activities?

1 (never); 2 (sometimes); 3 (often); 4 (always)

SCORE:
