

III. Appendices

Appendix A. Survey Questions

A. Core Curriculum

- 1) What is your present position at GSO?
- 2) What do you consider your career status?
- 3) Which curricular group are you most closely aligned?
- 4) Rate the **usefulness/appropriateness** of the present core courses listed below for **PhD-level** students.
- 5) Rate the **usefulness/appropriateness** of the present core courses listed below for **MS-level** students.
- 6) Rate the **usefulness/appropriateness** of the present core courses listed below for **MO-level** students.
- 7) Rate possible modifications to core courses.
- 8) Rate your preference for a core course teaching model.
- 9) Select the semester you think each core course should be taught to benefit students the most.
- 10) Rate the importance of the order of core courses.
- 11) What do you feel is working well and/or what can be improved in the core courses?
- 12) What is the general scope of the GSO electives you teach?
- 13) Rate your preference for deciding what types of electives course should be taught and when.
- 14) Which course formats are you likely to use in your GSO elective?
- 15) Reason for using a particular course format for GSO elective?
- 16) When is the GSO elective announced/available to the students?
- 17) Who is your primary target audience when you teach GSO electives?
- 18) How often do you teach GSO elective courses? (select all that apply)
- 19) What do you feel is working well and/or what can be improved with the GSO elective courses?
- 20) Rate the importance of student seminar for GSO student development.
- 21) How much effort/guidance do you provide to your students for their student seminar presentations?
- 22) Rate the various possible modifications to student seminar.
- 23) Which option best matches your student seminar attendance "Habit" ?
- 24) What do you feel is working well and/or what can be improved with student seminar?
- 25) Rate the importance of the cruise requirement for GSO student development.
- 26) Rate potential cruise requirement modifications.
- 27) What do you feel is working well and/or what can be improved with the cruise requirement?
- 28) Rate the importance of the research proposal presentation for GSO student development.
- 29) Rate the preferred timing of the research proposal presentation.
- 30) What do you feel is working well and/or what can be improved with the research proposal presentation?
- 31) Rate the importance of the comprehensive exams for GSO PhD student development.
- 32) Rate the purpose of comprehensives in your opinion. (select all that apply)
- 33) Rate when you think comprehensives should occur.
- 34) Rate the format of the written comprehensives.
- 35) What do you feel is working well and/or what can be improved in the comprehensive exams?
- 36) Rate the importance of the thesis/dissertation defense for GSO student development.
- 37) Rate preferred format aspects.
- 38) What do you feel is working well and/or what can be improved with the thesis/dissertation defense?

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- 39) How important is it for students to participate in some sort of outreach or application of their knowledge/skills beyond academia?
- 40) Rate your interest in requiring students to participate in some sort of outreach or application of their knowledge/skills beyond academia.
- 41) How extensively have you engaged in outreach with the various groups listed below?
- 42) What do you feel is working well and/or what can be improved with outreach?
- 43) Any other comments or suggestions regarding the core curriculum.
- 44) Rate how you feel we should proceed towards a successful review/revision of the core curriculum (e.g., course, requirements).

B. Faculty Topics

- 1) What is your present position at GSO?
- 2) What do you consider your career status?
- 3) Rate the **relative importance** of the various activities you feel **are used** for faculty promotion and tenure decisions.
- 4) Rate the **relative importance** of the various activities you feel **should be used** for faculty promotion and tenure decisions.
- 5) Rate the **importance** of the following skills **faculty** should have.
- 6) What other skills not provided in the list above do you value in colleagues or collaborators?
- 7) Rate your interest in possible training or workshops listed below.
- 8) Rate the **importance** of the following skills you feel **our students** should have upon graduation.
- 9) Rate **how effective** we are at providing **opportunities to students** for the following skills.
- 10) What other skills not listed above do you feel are important or essential for your students?
- 11) Rate the **importance** of the following in terms of **facilitating your research**.
- 12) Rate the **quality** of the various **facilities/services** on campus.
- 14) Rate your preference for our undergraduate offerings.
- 15) Rate your preference for the format or type of course you would prefer to teach at the undergraduate level.
- 16) What sort of impediment(s) do not allow you to teach the format or type of course you desire?
- 17) Rate your preferred teaching distribution for GSO Faculty with 1.5 courses/year expectations.
- 18) Rate your preference for the core course teaching model.
- 19) Rate how willing are you to adapt to new course formats and pedagogy.
- 20) What resources or training do you need/want to adapt to new course formats and pedagogy?
- 21) Rate how much input or autonomy do you feel you have in shaping the evolving curriculum.
- 22) Rate the level of support, advising, and mentorship...
- 23) Rate the importance of your student advising role for the following.
- 24) Rate how effective you feel you are at the various student advising roles.
- 25) Rate the importance of mentoring of students for the following roles.
- 26) Rate how effective you feel you are at the various student mentoring roles
- 27) What do you feel are the perceived impediments to providing advising/mentoring to students?
- 28) What do you feel are the perceived impediments to receiving advice or mentoring from colleagues?
- 29) Rate how you feel we should proceed towards a successful review/revision of the curriculum.
- 30) What things about GSO give you the most pride?
- 31) What things about GSO frustrate you the most? Ya better not say "endless surveys."

C. Supplemental

- 1) What is your present position at GSO?
- 2) Which curricular group are you most closely aligned?
- 3) Rate your preference for various core course scenarios.
- 4) Rate your preference for core course requirement scenarios
- 5) Rate your willingness to assist with teaching/developing any of the modified core course scenarios.

Appendix B. Survey Monkey Question Format

A. Core Curriculum

1. Demographics

* 1. What is your present position at GSO? ☞ 0

- ☐ Faculty
(e.g., Lecturer, Assistant, Associate or Full Professor)
- ☐ Research Faculty
- ☐ Emeritus Faculty
- ☐ Prefer not to answer

* 2. What do you consider your career status? ☞ 0

- ☐ Early Career
- ☐ Mid Career
- ☐ Late Career
- ☐ Prefer not to answer

Other (please specify)

* 3. Which curricular group are you most closely aligned? ☞ 0

- ☐ Biological Oceanography
- ☐ Chemical Oceanography
- ☐ Geological Oceanography
- ☐ Physical Oceanography
- ☐ Prefer not to answer

2. Core Courses

These questions pertain to the 4 core courses

- Biological Oceanography
- Chemical Oceanography
- Geological Oceanography
- Physical Oceanography

4. Rate the **usefulness/appropriateness** of the present core courses listed below for **PhD-level** students

0

	Very Low		Low		Moderate		High		Very High	No Response
Biological Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chemical Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geological Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

5. Rate the **usefulness/appropriateness** of the present core courses listed below for **MS-level** students

0

	Very Low		Low		Moderate		High		Very High	No Response
Biological Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chemical Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geological Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

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6. Rate the **usefulness/appropriateness** of the present core courses listed below for **MO-level** students

0

	Very Low		Low		Moderate		High		Very High	No Response
Biological Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chemical Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geological Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

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7. Rate possible modifications to core courses.  0

	Very Low	Low	Moderate	High	Very High	No Response
Increase interdisciplinary component of core courses (90% topic, 10% interdisciplinary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase interdisciplinary component of core courses (80% topic, 20% interdisciplinary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase interdisciplinary component of core courses (75% topic, 25% interdisciplinary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One-semester intro/overview course replaces one core course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Two-semester intro/overview course replaces two core courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create two versions of each core course (sub-discipline version & general version)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)						

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8. Rate your preference for a core course teaching model. ☺ 0

	Very Low	Low	Moderate	High	Very High	No Response
Single instructor Rotates every year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Single instructor 3-5 year duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Single instructor for "life"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiple instructors Some rotate every year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiple instructors All rotate every year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiple instructors 3-5 year duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep it flexible and up to the curricular group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

9. Select the semester you think each core course should be taught to benefit students the most. ☺ 0

	Fall	Spring	No preference
Biological Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chemical Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geological Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Oceanography	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

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10. Rate the importance of the order of core courses.  0

	Not Important		Moderately Important		Very Important	No Response
Core course sequence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments


11. What do you feel is working well and/or what can be improved in the core courses?  0

3. Electives

12. What is the general scope of the GSO electives you teach?  

	Never		Rarely		Some		Often		Most Often	No Response
Primarily concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mostly concepts with some skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equal mix of skills and concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mostly skills with some concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primarily skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

13. Rate your preference for deciding what types of electives course should be taught and when.  

	Very Low		Low		Moderate		High		Very High	No Response
Up to individual faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed within a curricular group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed between curricular groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Input from faculty committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Based on student population needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

14. Which course formats are you likely to use in your GSO elective? ☞ 0

	Never		Rarely		Some		Often		Most Often	No Response
Primarily lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Combined lecture and lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hands-on practicum format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seminar/paper reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

15. Reason for using a particular course format for GSO elective? ☞ 0

	Never		Rarely		Some		Often		Most Often	No Response
Ease of delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Best mode for topic(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefit of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

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16. When is the GSO elective announced/available to the students? ☞ 0

	Never		Rarely		Some		Often		Most Often	No Response
Regularly scheduled and in catalog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Semester before course is offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Month before course is offered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whenever I damn feel like it !!!!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

17. Who is your primary target audience when you teach GSO electives? ☞ 0

	Never		Rarely		Some		Often		Most Often	No Response
Primarily my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students within my curricular group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students with interdisciplinary interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not discipline specific	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primarily MO students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primarily MS-level students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primarily PhD-level students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Any degree range	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't teach GSO electives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

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18. How often do you teach GSO elective courses?
(select all that apply) 0

- ☐ Once a year
- ☐ Every other year
- ☐ As needed by curricular group
- ☐ Depends on student population needs
- ☐ Too busy teaching undergraduate courses

Additional Comments

19. What do you feel is working well and/or what can be improved with the GSO elective courses? 0

4. Student Seminar

20. Rate the importance of student seminar for GSO student development. 0

	Very Low	Low	Moderate	High	Very High	No Response
Student Seminar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

21. How much effort/guidance do you provide to your students for their student seminar presentations?
0

	None	Not Much	Some	Significant Amount	Extreme Amount	No Response
Student Seminar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

22. Rate the various possible modifications to student seminar ? 0

	Least Preferred		Possible		Most Preferred	No Preference
No change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shorter duration (elevator speech)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Longer duration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Different format depending on student career stage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternate target audience (sub- discipline vs general public)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prioritize questions from students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-seminar beverages/snacks to discuss talks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty provide example exemplar seminar(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

23. Which option best matches your student seminar attendance "Habit" ? 0

- ☐ Typically don't attend (work schedule conflict)
- ☐ Typically don't attend (personal conflict)
- ☐ Rarely attend
- ☐ Only attend students I advise
- ☐ Only attend students in sub-discipline
- ☐ Attend all that I am able
- ☐ Prefer not to answer
- ☐ Other

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24. What do you feel is working well and/or what can be improved with student seminar?  



5. Cruise Requirement

25. Rate the importance of the cruise requirement for GSO student development.  

	Very Low	Low	Moderate	High	Very High	No Response
Cruise Requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

26. Rate potential cruise requirement modifications.  

	Least Preferred	Possible	Most Preferred	No Response
MS & PHD only (presently)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PHD only	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All GSO degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow cumulative coastal days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Up to advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduce duration of 5 days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase duration of 5 days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow alternate approved field program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remove requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)


27. What do you feel is working well and/or what can be improved with the cruise requirement?  

6. Research Proposal Presentation

28. Rate the importance of the research proposal presentaion for GSO student development.  



	Very Low	Low	Moderate	High	Very High	No Response
Research Proposal Presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

29. Rate the preferred timing of the research proposal presentation.  

	Least Preferred	Possible	Most Preferred	No Response
At least one year prior to defense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At transition from Level II to Level III (for PHD)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At transition from Level I to Level II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upon completion of course requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Up to discretion of advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remove requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

30. What do you feel is working well and/or what can be improved with the research proposal presentation?  

7. Comprehensive Exams

31. Rate the importance of the comprehensive exams for GSO PhD student development.  

	Very Low	Low	Moderate	High	Very High	No Response
Comprehensive Exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

32. Rate the purpose of comprehensives in your opinion.
 (select all that apply)  

- ☐ Demonstrate sufficient competency in field of oceanography
- ☐ Demonstrate sufficient competency in field of sub-discipline
- ☐ Demonstrate sufficient competency to continue research
- ☐ Demonstrate sufficient competency to continue degree
- ☐ Demonstrate sufficient competency to complete degree

Other (please specify)

33. Rate when you think comprehensives should occur.  

	Least Preferred	Possible	Most Preferred	No Response
At least one year prior to defense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At end of second year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At transition from Level I to Level II	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upon completion of course requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prior to beginning degree-related research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Up to discretion of advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remove requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

34. Rate the format of the written comprehensives. ☞ 0

	Least Preferred		Possible		Most Preferred		No Response
Same written exam at a prerequisite time for all disciplines in a cohort year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sub-discipline-specific written exam at a prerequisite time for a cohort-year of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tailor written exams to individuals, but taken at a prerequisite time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tailor written exams to individuals, but not time specific	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Replace or option of writing an original NSF-style research proposal (e.g., Pharmacy)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Replace or option of completing first original manuscript (e.g., Chem. Engineering)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<div></div>						

35. What do you feel is working well and/or what can be improved in the comprehensive exams? ☞ 0

8. Thesis/Dissertation Defense

36. Rate the importance of the thesis/dissertation defense for GSO student development.  

	Very Low	Low	Moderate	High	Very High	No Response
Thesis/Dissertation Defense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

37. Rate preferred format aspects.  

	Least Preferred	Possible	Most Preferred	No Response
Student presentation target length of 15 minutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student presentation target length of 30 minutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student presentation target length of 45 minutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audience attendance for just student presentation (committee only for "grilling")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Audience attendance for entire defense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

38. What do you feel is working well and/or what can be improved with the thesis/dissertation defense?

9. Outreach

39. How important is it for students to participate in some sort of outreach or application of their knowledge/skills beyond academia? ☞ ○

	Very Low	Low	Moderate	High	Very High	No Response
Outreach Importance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

40. Rate your interest in requiring students to participate in some sort of outreach or application of their knowledge/skills beyond academia. ☞ ○

	Very Low	Low	Moderate	High	Very High	No Response
Outreach Requirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

41. How extensively have you engaged in outreach with the various groups listed below? ☞ ○

	Very Low	Low	Moderate	High	Very High
Inner Space Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coastal Resource Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Marine Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Metcalf Institute	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-12 students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-12 educators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Museums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aquariums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments



42. What do you feel is working well and/or what can be improved with outreach? ☞ ○

B. Faculty Topics

1. Demographics

* 1. What is your present position at GSO?  

- ☐ Faculty
(e.g., Lecturer, Assistant, Associate or Full Professor)
- ☐ Research Faculty
- ☐ Emeritus Faculty
- ☐ Prefer not to answer

* 2. What do you consider your career status?  

- ☐ Early Career
- ☐ Mid Career
- ☐ Late Career
- ☐ Prefer not to answer

Other (please specify)

2. Promotion & Tenure Criteria

3. Rate the **relative importance** of the various activities you feel **are used** for faculty promotion and tenure decisions. ☺ 0

	Very Low		Low		Moderate		High		Very High	N/A
Research \$\$\$\$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National/International Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outreach & Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Postdoc Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

URI/GSO Academic Assessment Report 2021 - Faculty

4. Rate the **relative importance** of the various activities you feel **should be used** for faculty promotion and tenure decisions. ☺ 0

	Very Low		Low		Moderate		High		Very High	N/A
Research \$\$\$\$	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
National/International Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outreach & Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Postdoc Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring Colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Additional Comments

3. Faculty Skills

5. Rate the **importance** of the following skills **faculty** should have. 0

	Very Low		Low		Moderate		High		Very High	N/A
Student Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student/Colleague Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork/Collaboration Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking & Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility/Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Justice, Equity, Diversity & Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Well Being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Big Data Analysis Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeling Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ocean Instrumentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numerical Methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depth of Expertise in Core Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systems Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching/Pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proposal Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application of Oceanography beyond Academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

6. What other skills not provided in the list above do you value in colleagues or collaborators?  

7. Rate your interest in possible training or workshops listed below.  

	Very Low		Low		Moderate		High		Very High	N/A
Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outreach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogy/Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proposal Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrative Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influence and Impact	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

4. Student Skills

8. Rate the **importance** of the following skills you feel **our students** should have upon graduation.  

	Very Low		Low		Moderate		High		Very High	N/A
Peer Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork/Collaboration Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking & Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility/Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Justice, Equity, Diversity & Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Well Being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Big Data Analysis Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeling Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ocean Instrumentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numerical Methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depth of Expertise in Core Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systems Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching/Pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proposal Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application of Oceanography beyond Academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

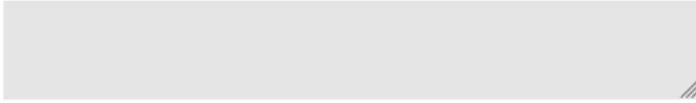
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9. Rate **how effective** we are at providing **opportunities to students** for the following skills. ☺ 0

	Very Low		Low		Moderate		High		Very High	N/A
Peer Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer Mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teamwork/Collaboration Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical Thinking & Problem Solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interpersonal Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility/Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work Ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Justice, Equity, Diversity & Inclusion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal Well Being	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Big Data Analysis Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modeling Techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ocean Instrumentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numerical Methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Depth of Expertise in Core Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Systems Thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Project Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching/Pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Proposal Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Application of Oceanography beyond Academia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

10. What other skills not listed above do you feel are important or essential for your students? ☞ 0



5. Research Support

11. Rate the **importance** of the following in terms of **facilitating your research**. ☺ 0

	Very Low		Low		Moderate		High		Very High	N/A
SRGAs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GSO Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
URI Administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research Technicians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equipment Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

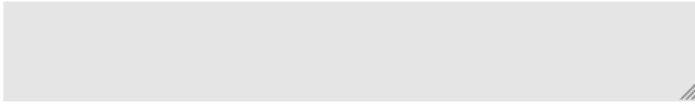
Other (please specify)

12. Rate the **quality** of the various **facilities/services** on campus. ☺ 0

	Very Low		Low		Moderate		High		Very High	N/A
Office Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primary Lab Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared Lab Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting Space	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet Service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Small Boats	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shipping/Receiving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grounds Keeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

13. Proposed improvements?  0



6. Undergraduate Program(s)

14. Rate your preference for our undergraduate offerings.

	Very Low		Low		Moderate		High		Very High	N/A
No change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional large-capacity courses (>60 students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional medium-capacity courses (30-60 students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional small-capacity courses (<30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduce number of large-capacity courses (>60 students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduce number of medium-capacity courses (30-60 students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduce number of small-capacity courses (<30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create undergraduate certificate programs (12 credits)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create focused programs (4-5 OCG courses, 13-16 credits)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create new accelerated bachelors to masters programs (5-year MO/MS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a Oceanography full degree program (7-9 courses, ~36 credits)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Formats (please specify)

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15. Rate your preference for the format or type of course would you prefer to teach at the undergraduate level. ☺ ○

	Very Low		Low		Moderate		High		Very High	N/A
Intro-level Lecture-based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intro-level Lecture with lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intro-level Lecture with demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intro-level Lecture with in-class activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intro-level Experiential or field based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intro-level Group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upper-level Lecture-based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upper-level Lecture with lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upper-level Lecture with demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upper-level Lecture with in-class activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upper-level Experiential or field based	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upper-level Group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-line Synchronous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-line Asynchronous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Formats (please specify)

16. What sort of impediment(s) do not allow you to teach the format or type of course you desire? ☺ ○

7. Teaching Effort

17. Rate your preferred teaching distribution for GSO Faculty with 1.5 courses/year expectations.  0

	Least Preferred		Low		Average		High		Most Preferred	N/A
0.5 undergrad 1.0 graduate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.0 undergrad 0.5 graduate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5 undergrad and graduate as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.5 graduate and undergraduate as needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Formats (please specify)

18. Rate your preference for core course teaching model.  0

	Least Preferred		Low		Average		High		Most Preferred	N/A
Single instructor with new instructor rotated in every year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Single instructor for 3-5 years and then rotated to new instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Single instructor for "life"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiple instructors with new instructors rotated in every year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiple instructors with same team of instructors for 3-5 years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep it flexible and up to sub-discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Formats (please specify)

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19. Rate how willing are you to adapt to new course formats and pedagogy. ☺ 0

	Very Low		Low		Average		High		Very High	N/A
Adaptability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

20. What resources or training do you need/want to adapt to new course formats and pedagogy? ☺ 0

21. Rate how much input or autonomy do you feel you have in shaping the evolving curriculum. ☺ 0

	Very Low		Low		Average		High		Very High	N/A
Input/Autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

8. Advising and Mentoring

Advisors direct
 Mentors guide

22. Rate the level of support, advising, and, mentorship...

	Very Low		Low		Average		High		Very High	N/A
You feel you received as a new faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You feel you give to fellow faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You feel you give to graduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You feel you give to others at GSO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

23. Rate importance of your student advising role for the following.

	Very Low		Low		Average		High		Very High	N/A
Student research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student course selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defense committee members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manuscript preparation/publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social networking within GSO & URI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social networking beyond GSO & URI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigating GSO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

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24. Rate how effective you feel you are at the various student advising roles. ☺ 0

	Very Low		Low		Average		High		Very High	N/A
Student research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student course selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defense committee members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manuscript preparation/publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social networking within GSO & URI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social networking beyond GSO & URI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigating GSO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

25. Rate the importance of mentoring of students for the following roles. ☺ 0

	Very Low		Low		Average		High		Very High	N/A
Student research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student course selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defense committee members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manuscript preparation/publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social networking within GSO & URI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social networking beyond GSO & URI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigating GSO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

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26. Rate how effective you feel you are at the various student mentoring roles  0

	Very Low		Low		Average		High		Very High	N/A
Student research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student course selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defense committee members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manuscript preparation/publication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social networking within GSO & URI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social networking beyond GSO & URI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigating GSO	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional Comments

27. What do you feel are the perceived impediments to providing advising/mentoring to students?  0

28. What do you feel are the perceived impediments to receiving advice or mentoring from colleagues?

 0

9. Next Steps

29. Rate how you feel we should proceed towards a successful review/revision of the curriculum.  

	Least Preferred		Low		Average		Much		Most Preferred	N/A
No need to change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicated faculty retreat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow individual faculty to decide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow sub-disciplinary groups to decide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allow administration to decide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogy/curriculum workshop(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other Formats (please specify)

30. What things about GSO give you the most pride?  

31. What things about GSO frustrate you the most?



Ya better not say "endless surveys."  

C. Supplemental

1. Demographics

* 1. What is your present position at GSO?  

- ☐ Faculty
(e.g., Lecturer, Assistant, Associate or Full Professor)
- ☐ Research Faculty
- ☐ Emeritus Faculty
- ☐ Prefer not to answer

* 2. Which curricular group are you most closely aligned?  

- ☐ Biological Oceanography
- ☐ Chemical Oceanography
- ☐ Geological Oceanography
- ☐ Physical Oceanography
- ☐ Prefer not to answer

2. Core Course & Requirement Scenarios

3. Rate your preference for various core course scenarios.

	Least Preferred			Possible		Most Preferred	No Response
No Change - keep core courses as they are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slight Modification - more interdisciplinary - more integrated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Significant Modification I - 1 semester overview course - any other 3 core courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Significant Modification II - 2 semester introductory overview course - any other 2 core courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Significant Modification III - 2 semester expanded overview course - replaces 4 core courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

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4. Rate your preference for core course requirement scenarios ☞ 0

	Least Preferred		Possible		Most Preferred	No Response
No Change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Update req's for individual curricular groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PhD & MS students All curricular groups Same requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PhD students All curricular groups Same requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MS students All curricular groups Same requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PhD students Individual curricular groups Same requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MS students Individual curricular groups Same requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MO students Unique requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)						

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5. Rate your **willingness to assist with teaching/developing** any of the modified core course scenarios.

0

	Not Willing		Somewhat Willing		Willing	No Response
Slight Modification - more interdisciplinary - more integrated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Significant Modification I - 1 semester overview course - any other 3 core courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Significant Modification II - 2 semester introductory overview course - any other 2 core courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Significant Modification III - 2 semester expanded overview course - replaces 4 core courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Appendix C. Data Plots

A. Core Curriculum

a1. Demographics

¶

1) What is your present position at GSO?

2) What do you consider your career status?¶

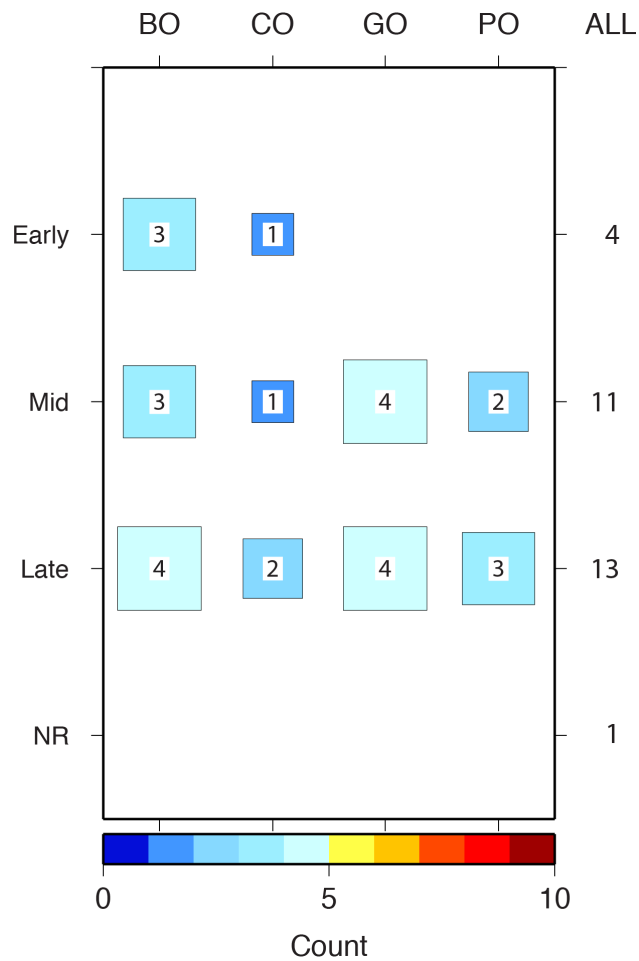
3) Which curricular group are you most closely aligned?

¶

n = 28→ BO-10→ CO-4→ GO-8→ PO-5 NR-1¶

→ Early-4→ Mid-11→

¶



Comments:¶

No comments provided.

¶

¶ ¶

a2. Core Courses

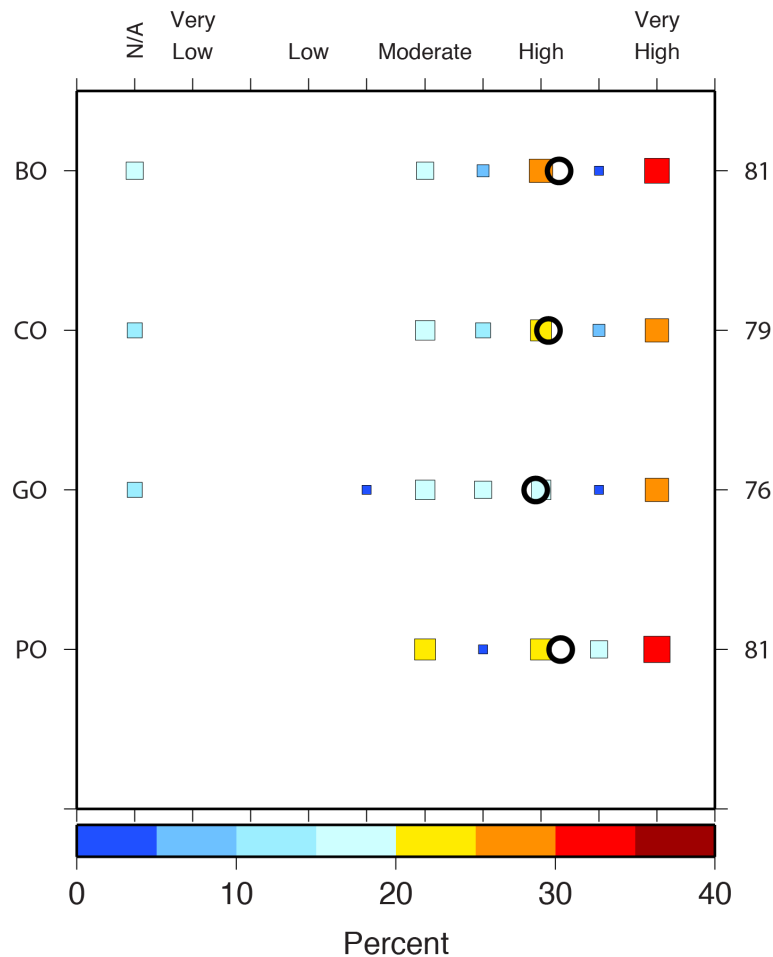
4) Rate the usefulness/appropriateness of the present core courses listed below for PhD-level students.

¶

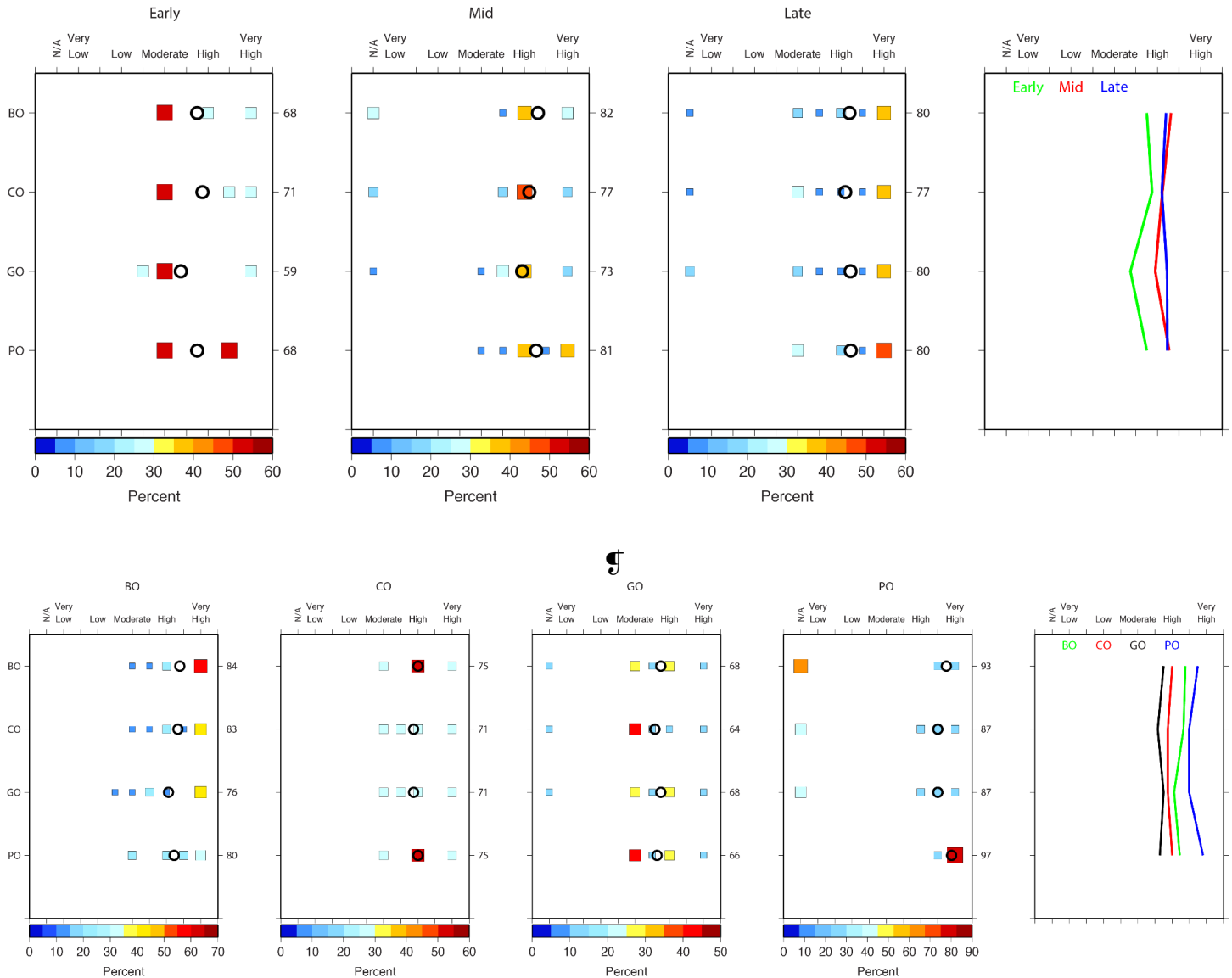
¶

n = 26 → BO-9 → CO-4 → GO-7 → PO-5 → NR-1¶
→ Early-4 → Mid-11 → Late-11¶

¶



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Comments:

Early	BO	This is hard to answer for all students. If you had asked me if I think all of the core courses are necessary for ALL students the answer would be no.
Early	BO	My response is an average for all groups. Within a group it's respective core course would be very high.
Early	CO	These should be combined into 1-2 Oceanography courses. Their use would be better if they allowed students space to specialize.

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Mid	GO	I think it depends on the students' field of study. I don't actually know much of what is covered in the 3 core courses that I don't teach. It would be nice if there were a place that was easy to go to access basic course info for GSO classes like the CLOs and basic topical coverage of each class.
Mid	GO	Seems like to get a PhD, one should take them all. For a MS, I could see otherwise.
Mid	PO	CO and PO have recently been modified to accommodate MO students this has lowered the utility of the coursework for research purposes.
Mid	PO	I think all the core courses are useful and appropriate but I don't think siloed disciplinary courses are the only way to deliver their content.
Late	BO	Having not seen the curricula I can only answer indirectly from what Phd students tell me
Late	CO	Yesterday in the first SURFO presentation four of our students brought home the interdependence of the sub-disciplines.

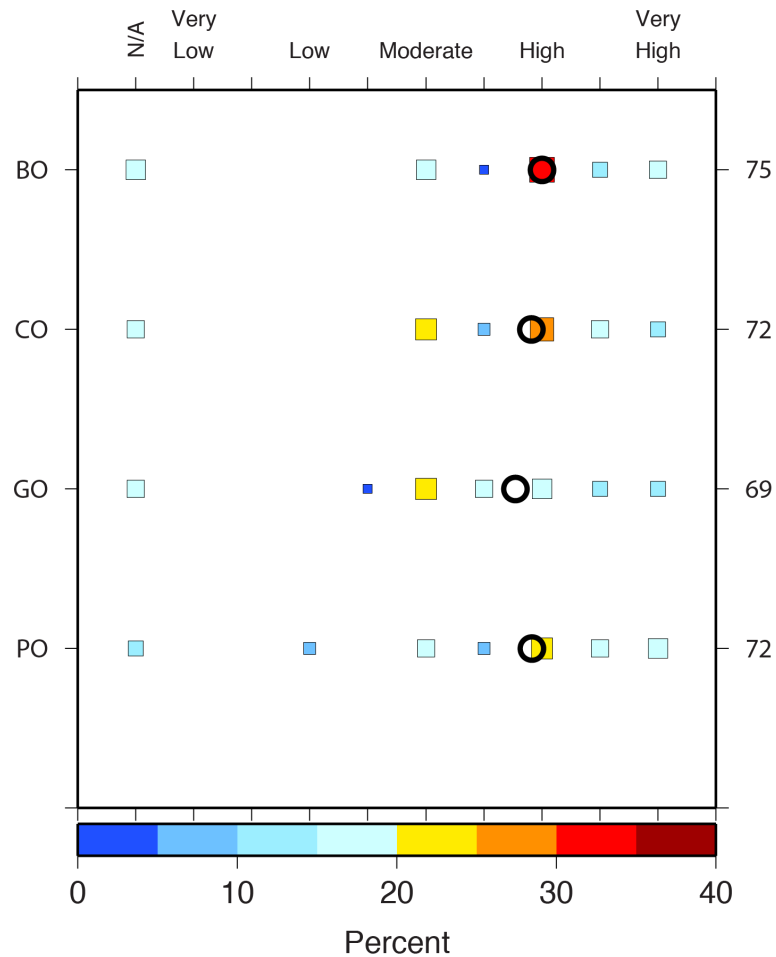
9

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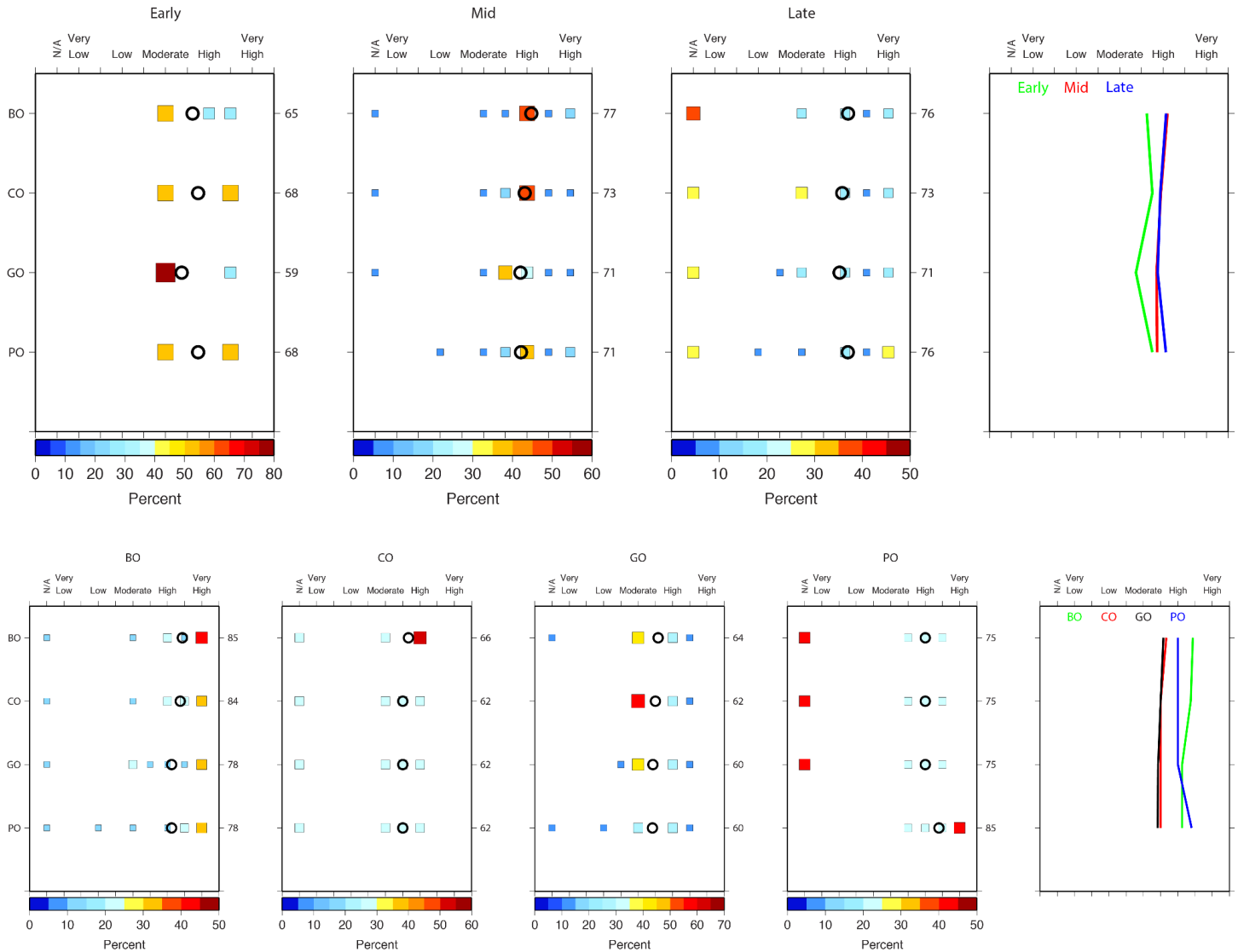
5) Rate the usefulness/appropriateness of the present core courses listed below for MS-level students.

¶
¶

n = 26→ BO-9→ CO-4→ GO-7→ PO-5 NR-1¶
→ Early-4→ Mid-11→ Late-11¶



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Comments:

Early	BO	This is hard to answer for all students. If you had asked me if I think all of the core courses are necessary for ALL students the answer would be no.
Mid	GO	I could see requiring 3 of 4. I know PO is often tough... maybe there's another option (I'm not that familiar with how these are taught)
Mid	GO	In my experience the difference between MS and PhD students in terms of preparedness for the core courses is not that big. MO students are different. But overall most students (aside from those in MGG) come into GSO ill prepared for a graduate-level course in geology because we don't require undergrad level course work for entry into our graduate program.
Mid	NR	CO and PO have recently been modified to accommodate MO students; this has lowered the utility of the coursework for research purposes.

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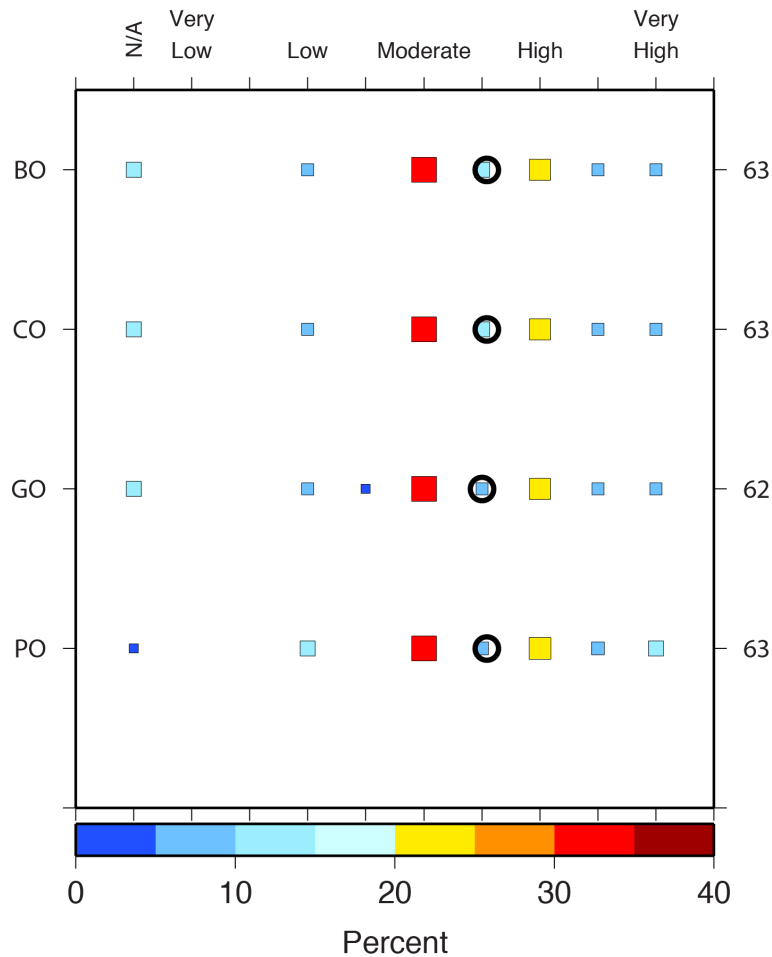
Mid	PO	Depends on career goals of the MS student
Late	BO	I couldn't differentiate between MS and PhD levels.
Late	CO	In my opinion MS students would benefit from taking all four but to graduate in two years with a thesis they need to concentrate on their sub-displine's core course and maybe one or two of the other two. If they then go on to PhD, take those they missed.
Late	GO	students are so different... I am not sure how to answer this.

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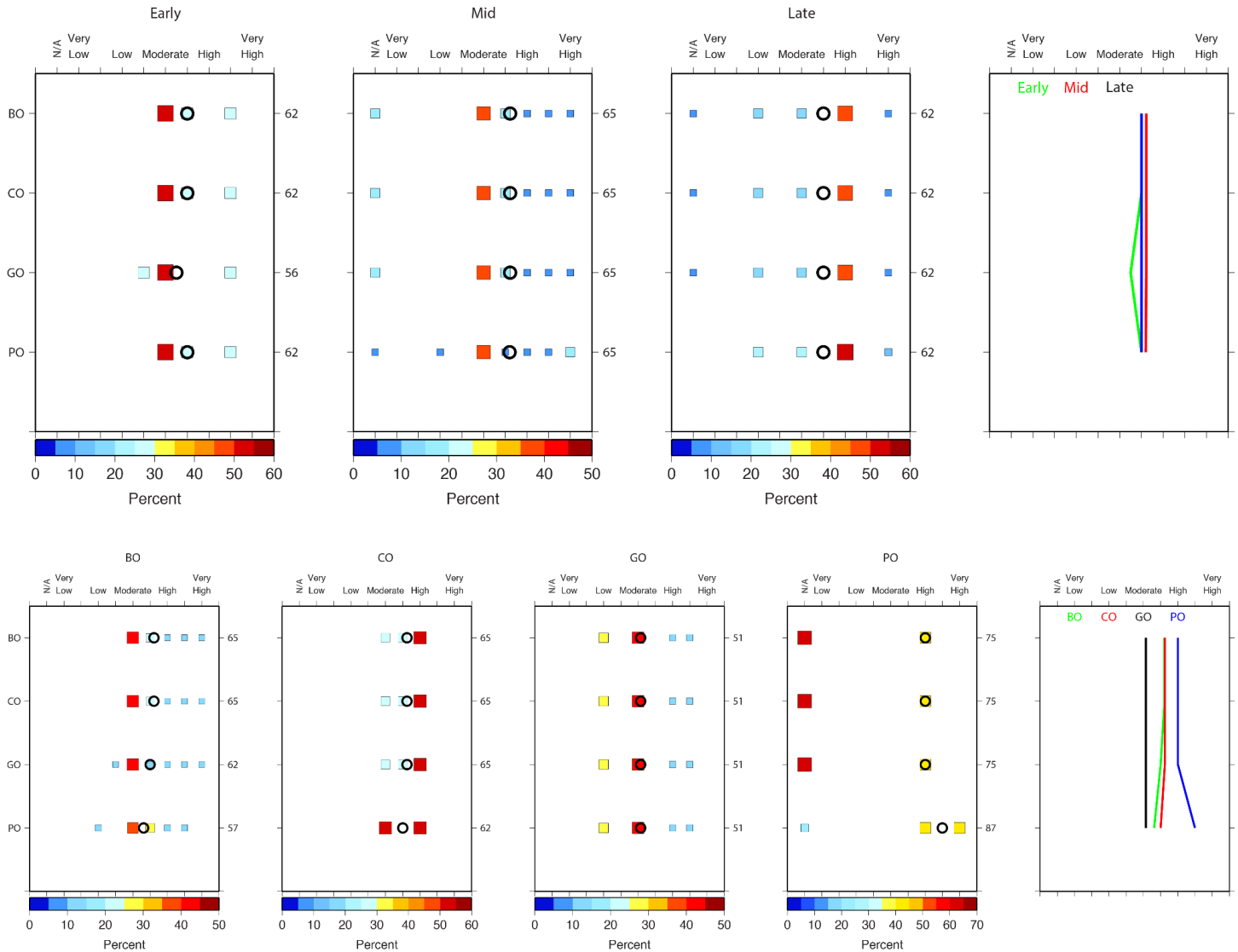
6) Rate the usefulness/appropriateness of the present core courses listed below for MO-level students.

¶
¶

n = 26→ BO-9→ CO-4→ GO-7→ PO-5 NR-1¶
→ Early-4→ Mid-11→ Late-11¶



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Comments:

Early	BO	This is hard to answer for all students. If you had asked me if I think all of the core courses are necessary for ALL students the answer would be no.
Mid	GO	Depends on the person and their focus
Mid	GO	These students come in with a less rigorous background in foundational science so they are less prepared for the advanced material covered in the core courses. Our current approach in OCG540 is to deliver intro level through graduate level material but this wastes a lot of time and effort and bores students with more advanced backgrounds. As a result OCG540 gets a reputation for being too easy. It is an impossible balance to teach the course at appropriate levels for all the backgrounds in the class.
Mid	PO	Depends on career goals of MO student

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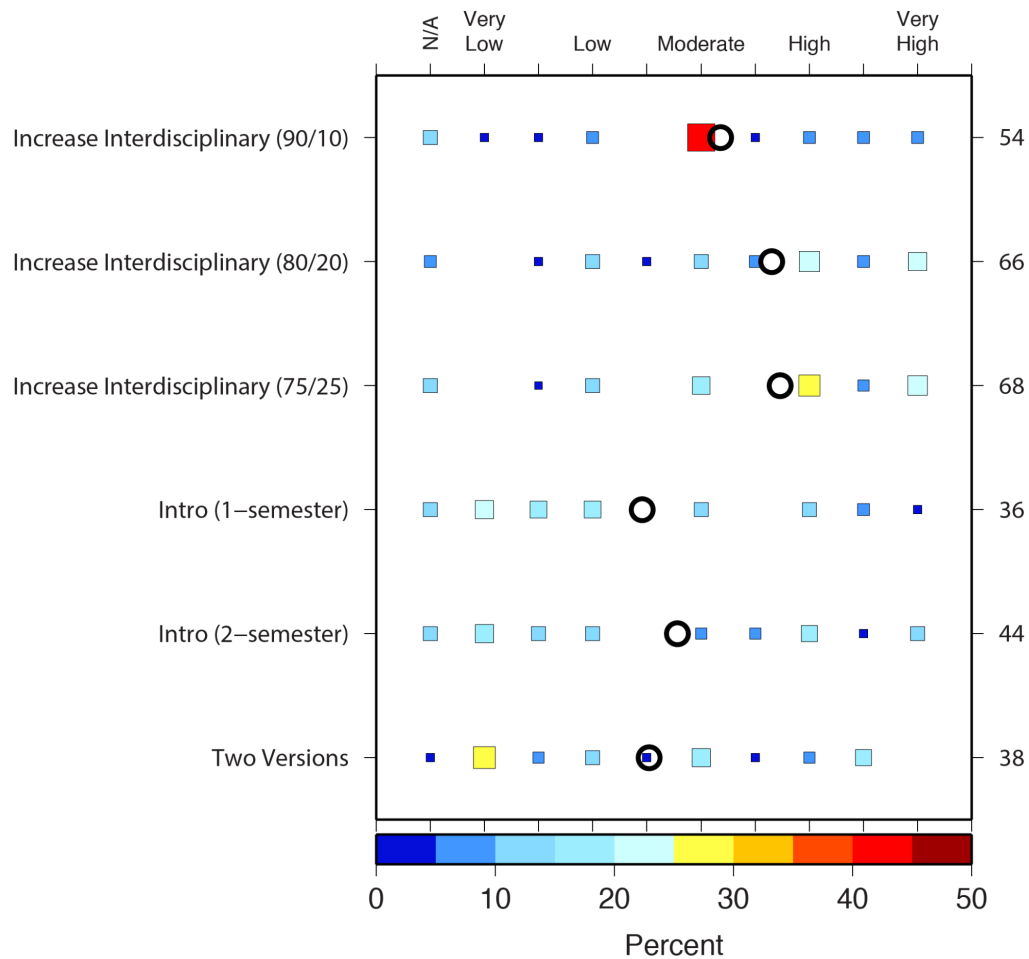
Late	BO	Core courses are appropriate for MO student who won't take higher-level oceanography courses.
Late	GO	again depends on students and I have seen very low and very high in discussions with MO students

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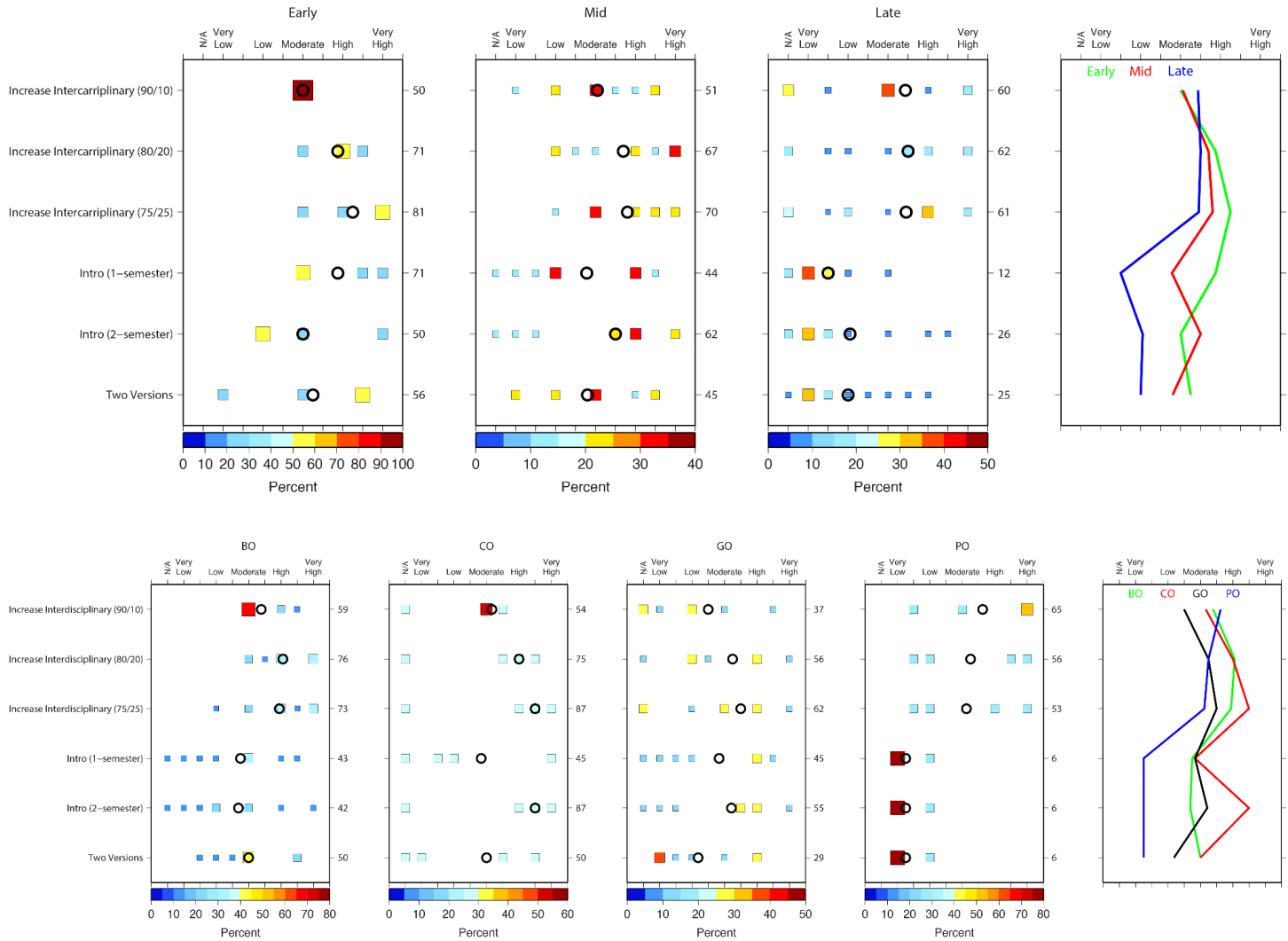
7) Rate possible modifications to core courses.

¶
¶

n = 27 → BO-10 → CO-4 → GO-8 → PO-4 NR-1¶
→ Early-4 → Mid-10 → Late-13¶



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Comments:

Early	BO	While I value having a mix of students in each core course it currently doesn't seem feasible especially for courses like PO where the non-PO students struggle and likely don't need the level of detail offered and the PO students are bored or not pushed as much as they could be if it was all specialists.
Early	CO	Two versions of the same course would decrease class sizes to a non-functional level.
Mid	BO	This last suggestion is a non issue. we don't have the faculty to teach all this.
Mid	GO	One overview course sounds good. I don't believe we should require too many courses (flexibility is critical), and I worry about our ability to offer too many courses. Two versions would only be possible if more students... maybe with general version being online?
Mid	GO	Options 4 and 6 seem like the same thing to me but none of these is very satisfying. I actually liked the model put forward by the recent ad-hoc committee that replaced the 4 core courses

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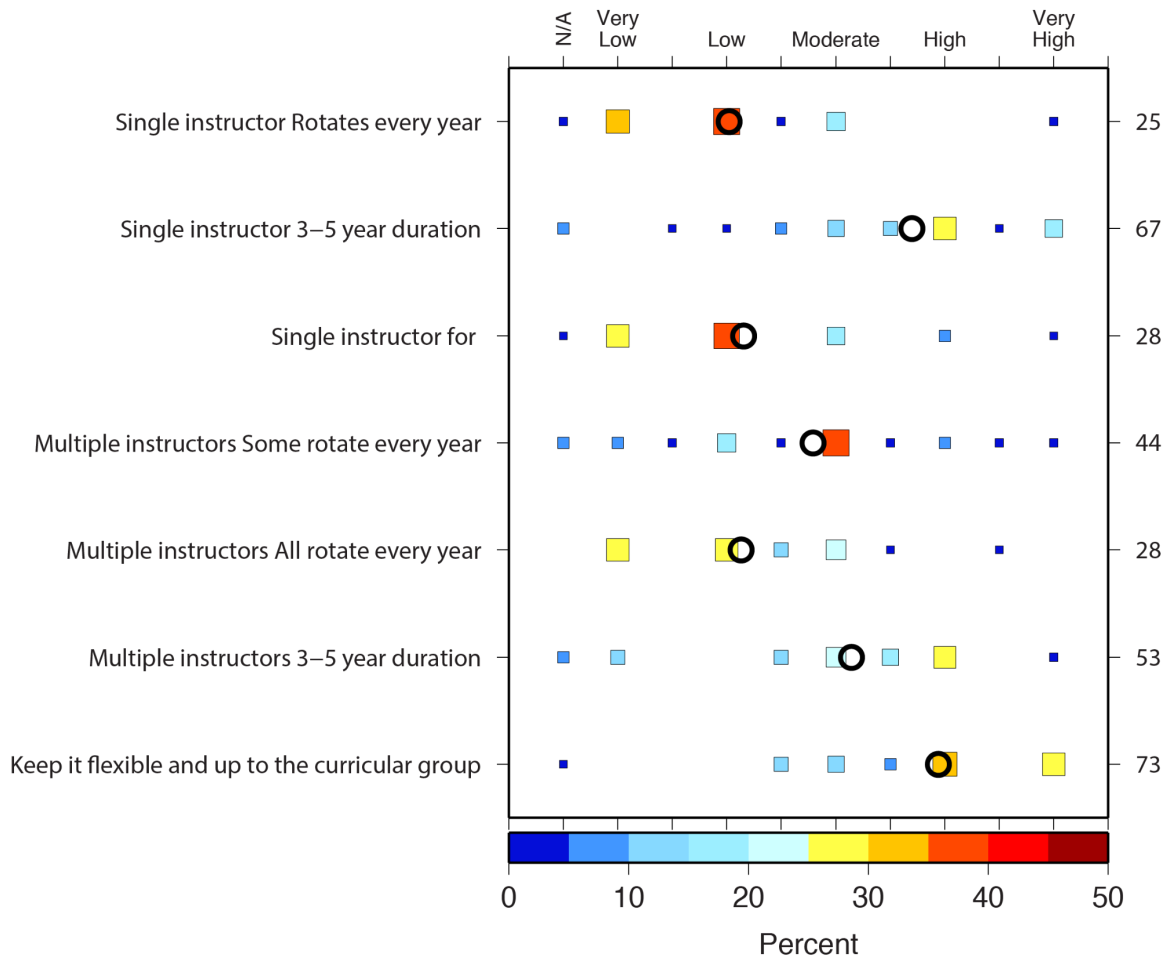
		completely with two more interdisciplinary courses that addressed specific oceanographic topics from the 4 disciplinary perspectives.
Mid	PO	There is currently a proposal being discussed by the Online teaching committee to develop Online versions for the core course that could be delivered to non-science and MO students allowing PhD and MS students to take the in-person core course at a higher level. I rely on the BO PO and CO core courses to train my students for research. This requires a more problem-based activity-based approach than the current core courses.
Mid	PO	Two-semester intro/overview course replaces 3-4 core courses.
Late	BO	More tightly coordinating the curricula could help a lot.
Late	CO	A critical non academic issue is butts in seats. In the past few years I'm not sure each core course would have had the numbers without being required for MS and PhD students.
Late	GO	2 semester intro/review replaces 4 core courses. so 4 courses covered in 2 courses that all students take.
Late	GO	Replace all four core courses with one-year or one-semester integrated core course for all GSO students.
Late	GO	two semester version replaces 4 core courses

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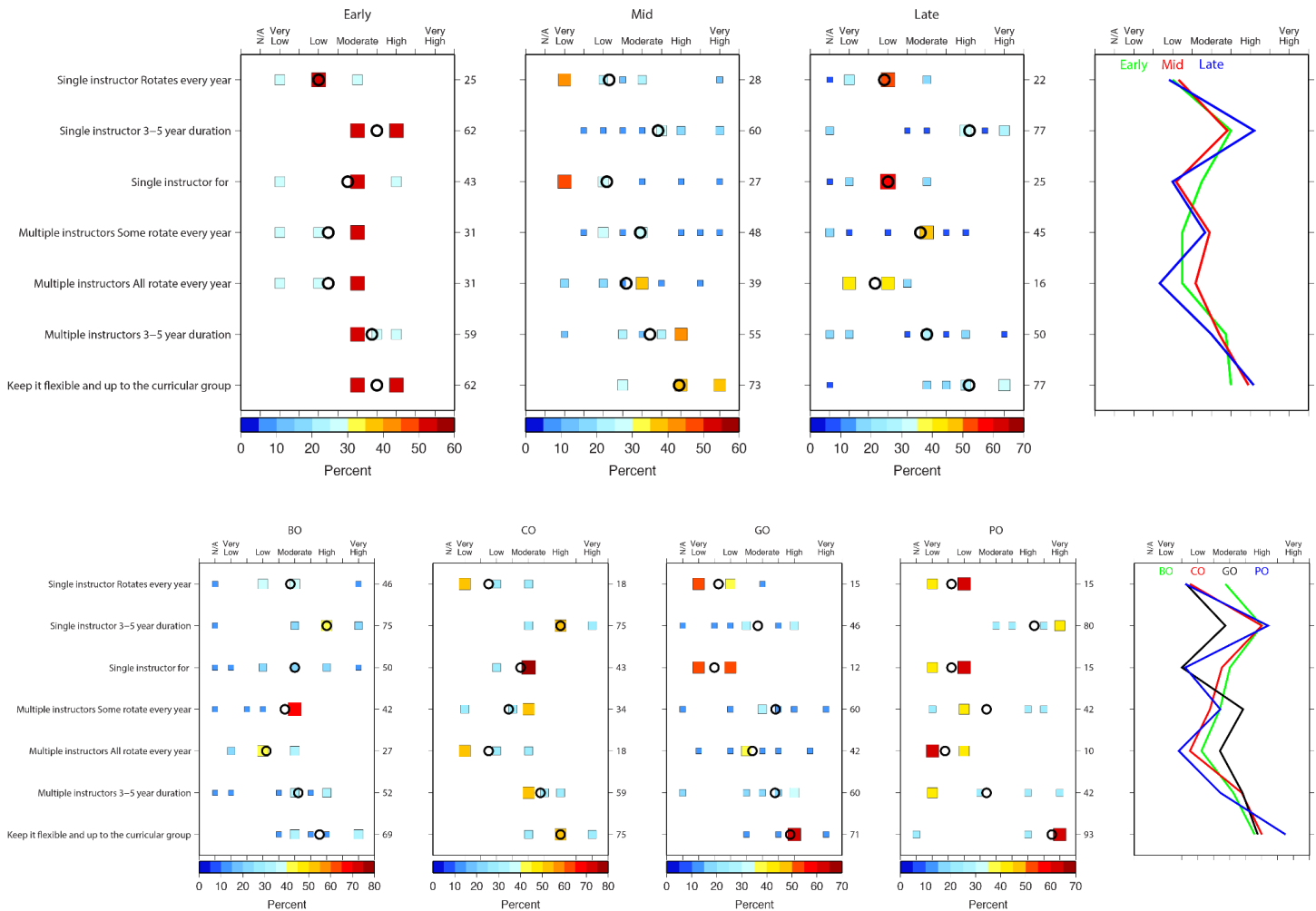
8) Rate your preference for a core course teaching model.

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n = 28 → BO-10 → CO-4 → GO-8 → PO-5 → NR-1¶
→ Early-4 → Mid-11 → Late-13¶



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Comments:

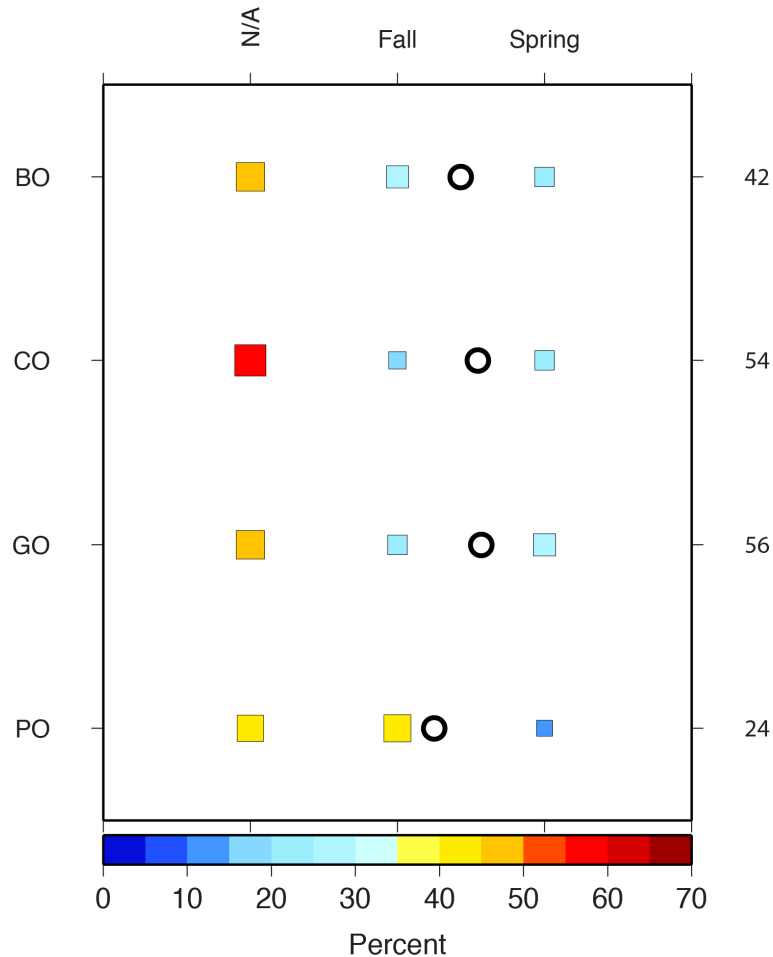
Mid	GO	It needs to be flexible for each class but curricular group preference only goes so far though. If I'm currently teaching the core class and no one else in my curricular group steps up to do it when I need to step away who decides who will teach it in my place? Or am I simply stuck teaching a class I no longer want to teach? Rotations are important to keep the material fresh - the dean needs to approve long-term schedules laid out by the curricular groups and then enforce them.
Mid	PO	I answered for how the core courses are currently structured (i.e. 4 discipline-specific course courses). The answer would be different for a restructured course.
Late	BO	The 3-5 year duration provides continuity while periodically providing new perspectives. Multiple instructors could rotate on a staggered schedule.
Late	CO	Core Course Syllabi need to be made universally available in the associate Dean's office.

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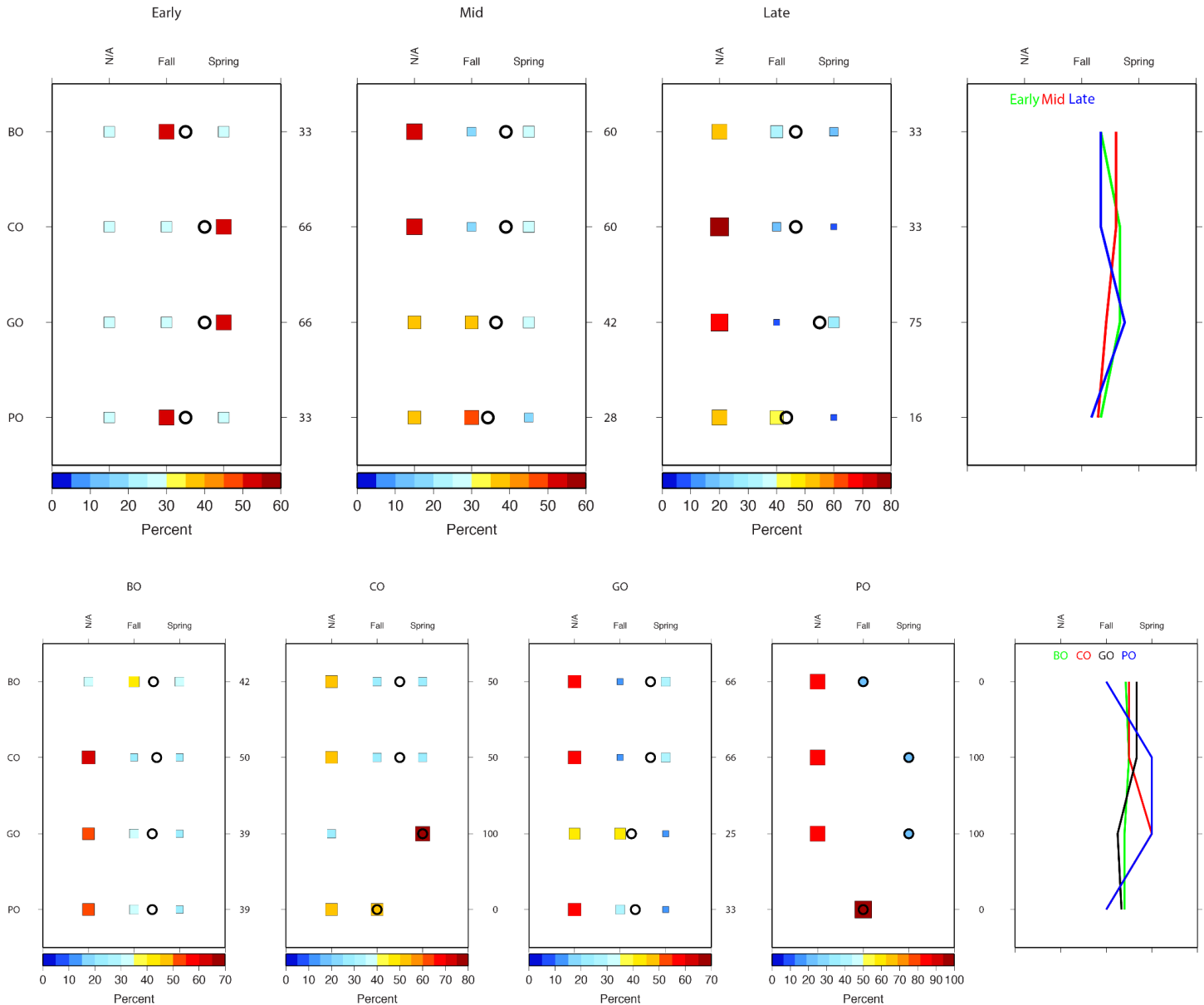
9) Select the semester you think each core course should be taught to benefit students the most.

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n = 27→ BO-10→ CO-4→ GO-7→ PO-5 NR-1¶
→ Early-4→ Mid-11→ Late-12¶



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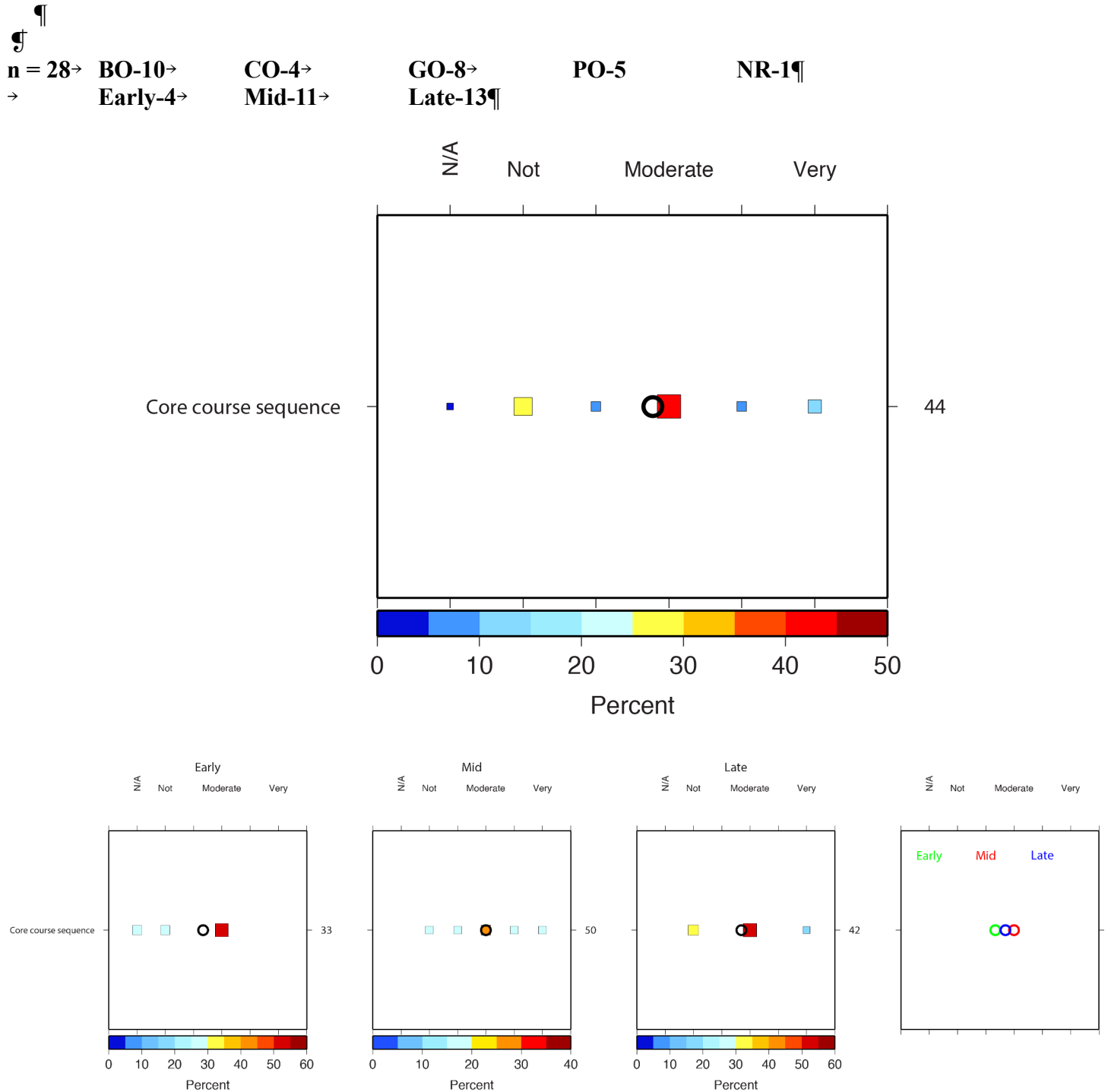
Comments:

Mid	GO	I think have geology upfront makes some sense... so people know the ocean basins, etc.
Late	BO	Bio in fall because it allows for field work. PO in fall because it is a foundation for other topics. Gee that's when they are offered now.
Late	CO	I think whatever the sequence we should always try to integrate them to the extent possible.
Late	CO	From a parochial standpoint I'd be surprised if each group didn't think theirs should be first. I know it would be great to jump start their academic subject area right off the bat.

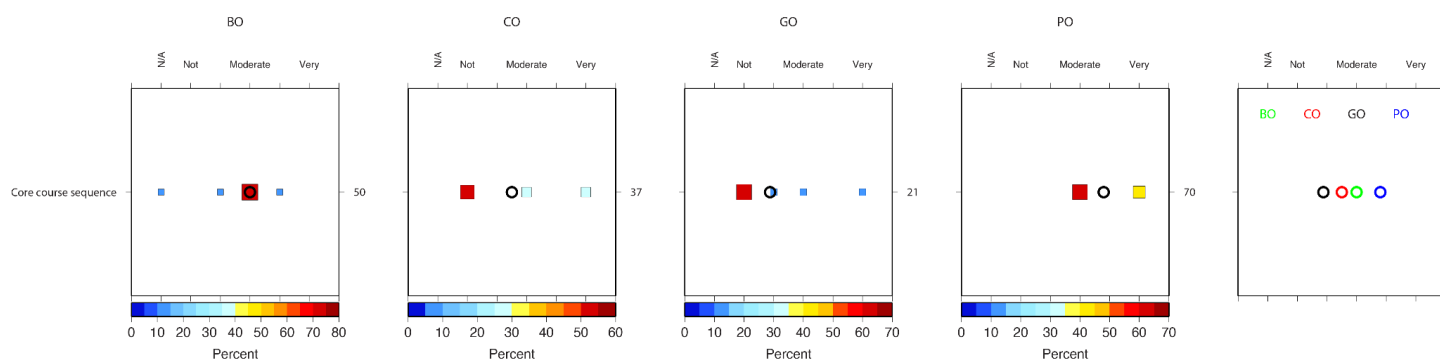
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Late	GO	Less importance for order. So much variation depending on who teaches seems like order they are taught less relevant.
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10) Rate the importance of the order of core courses.



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Comments:

Early	BO	PO GO Chem Bio
Mid	PO	It's important for our PhD students especially to have a well-rounded oceanographic education. I do not believe that depends on discipline specific courses taught the way they've always been taught.
Late	BO	Some of PO is foundational to other core courses
Late	CO	Integration of content is most important
Late	CO	see comment in 9 above
Late	GO	If 4 core courses reduced to 2 coordinated overview core courses taken by all students order of topics can be better coordinated build off each other.

11) What do you feel is working well and/or what can be improved in the core courses?

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¶

n = 16→ BO-4→ CO-4→ GO-5→ PO-2 NR-1¶
→ Early-2→ Mid-8→ Late-6¶

Comments:¶

Early	BO	The PO and Chem core courses for Bio students seems to be a challenge for everyone. I like the lab components.
Early	CO	Bio: field component is great clearly students really like this course and learn well from the style. Perhaps Susanne can share some of her successful teaching strategies with the other core course instructors! Geo: Students seem to engage well with this course but some of the material seems a little more in depth than is needed at this level. Chem: This course could use a little revamp and has been trying on a few styles for a term project. Maybe if the 4 courses were better developed together they could have complementary term projects. Phys: students seem to struggle tremendously with this class. It could use much editing and simplifying.
Mid	BO	As a biologist I think that material in the PO course could be made more applicable to the non-specialist. Chris Kincaid has a course that goes in the right direction.
Mid	BO	Greater connection between the course material - interdisciplinary integration. Bring in more "tools" based opportunities (both technical equipment analysis methods and communication expectations).
Mid	CO	Core basics are well covered. linkage is weak
Mid	GO	Finding a way to enforce prerequisites. I hate being told that a student needs my core course to graduate but doesn't have the prerequisite which happens every time my core class is taught. This forces a dilution of the course content and means we can't ever teach the class at the level we aspire to.
Mid	GO	I'm not familiar enough.
Mid	GO	Engage students with interdisciplinary and real life cases.
Mid	PO	We still provide an intro to oceanography that is deep and broad. However we need to retool our curriculum to meet the needs of the different cohorts of students.
Mid	PO	Working well: Core courses are thoughtful and well designed. Instructors are putting great effort into delivering needed content. Students receive a broad view of major topics in oceanography. Improve: I think we are too focused on content at the expense of skill development for students in the first year and this could be remedied by project-based courses that teach the main content by addressing big interdisciplinary problems and allowing students to process a particular aspect of those problems through a project that demands them to develop a skill they will need.
Late	BO	The mix of MO MS and PhD students can be challenging because they start the semester with different knowledge bases.

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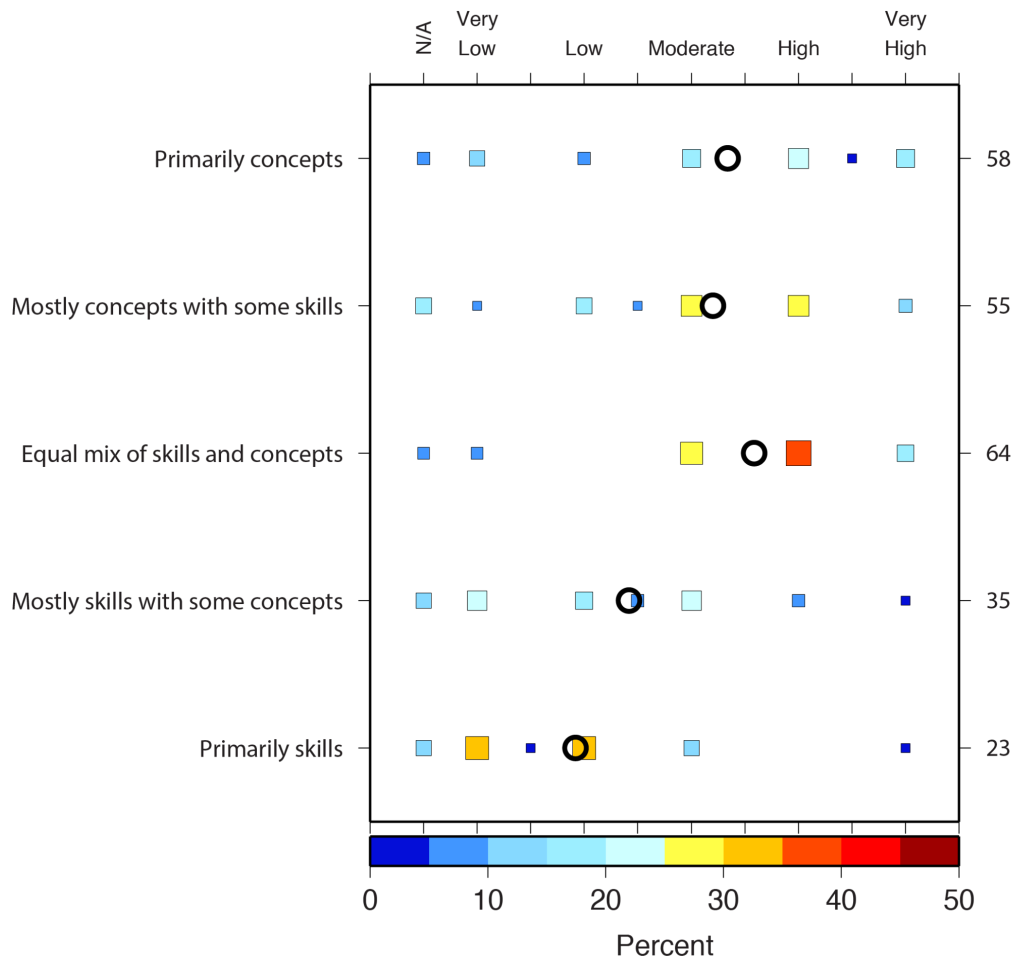
Late	CO	Maybe it is sample of one but a recent student in the comprehensive in the Biological Oceanography curriculum who seemed strong to me and is working on climate change related research knew absolutely nothing about the basics of the greenhouse effect (no concept of radiation balance blackbody ...). The level of knowledge was less than expected in OCG 110 or 123. The student said she was never introduced to the material.
Late	CO	Knowing the current content and having a process in place for making content suggestions.
Late	GO	Based on surveys taken at start/end of 517 students who are not strong in math/physics are not comfortable with math in 501 and this limits their learning. It has long been thought that non-PO students in 501 learn how to get through it without learning key aspects of PO. This seems to still be the case.
Late	GO	Improve - Core requirement should be equitable and appropriate for all categories of GSO students to take together.
Late	PO	The PO core curriculum serves mostly well the needs of our students.

a3. Electives

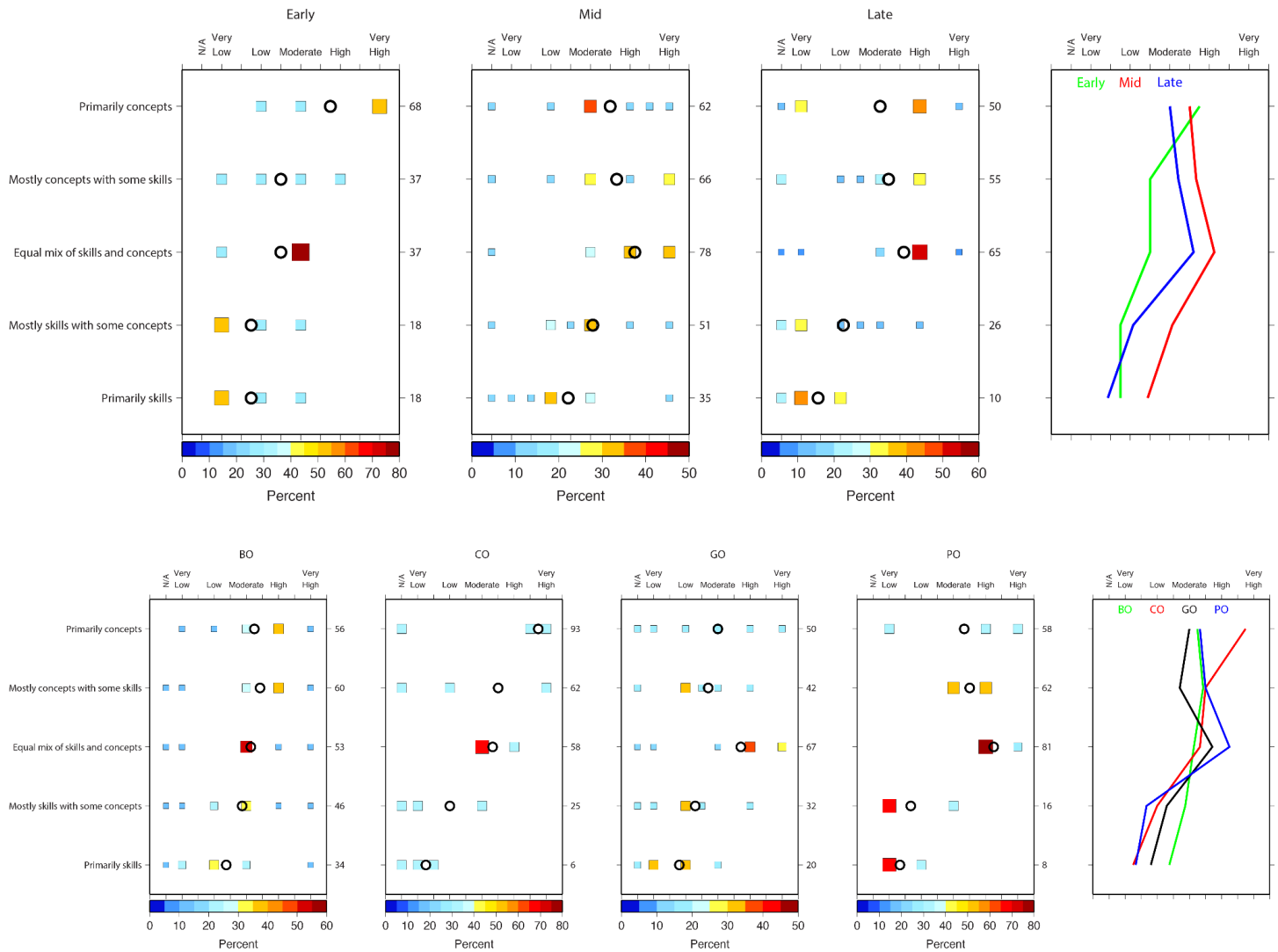
12) What is the general scope of the GSO electives you teach?

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n = 25 → BO-9 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-11¶



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Comments:

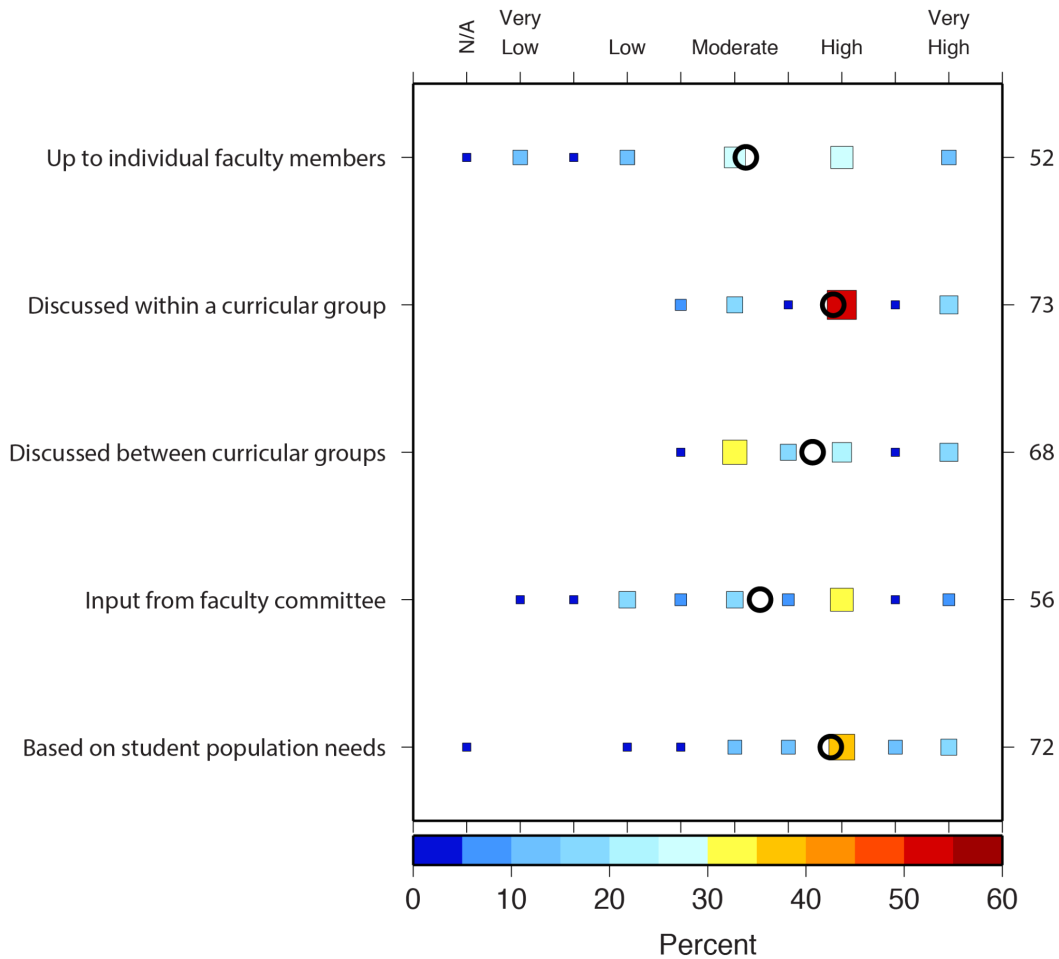
Mid	GO	I teach half of a core class and a 100-level undergraduate class. To teach an advanced elective means I go beyond my teaching expectation to offer GSO students advanced course work in my area of expertise.
Mid	GO	Haven't taught one
Late	BO	Students increasingly want to learn skills

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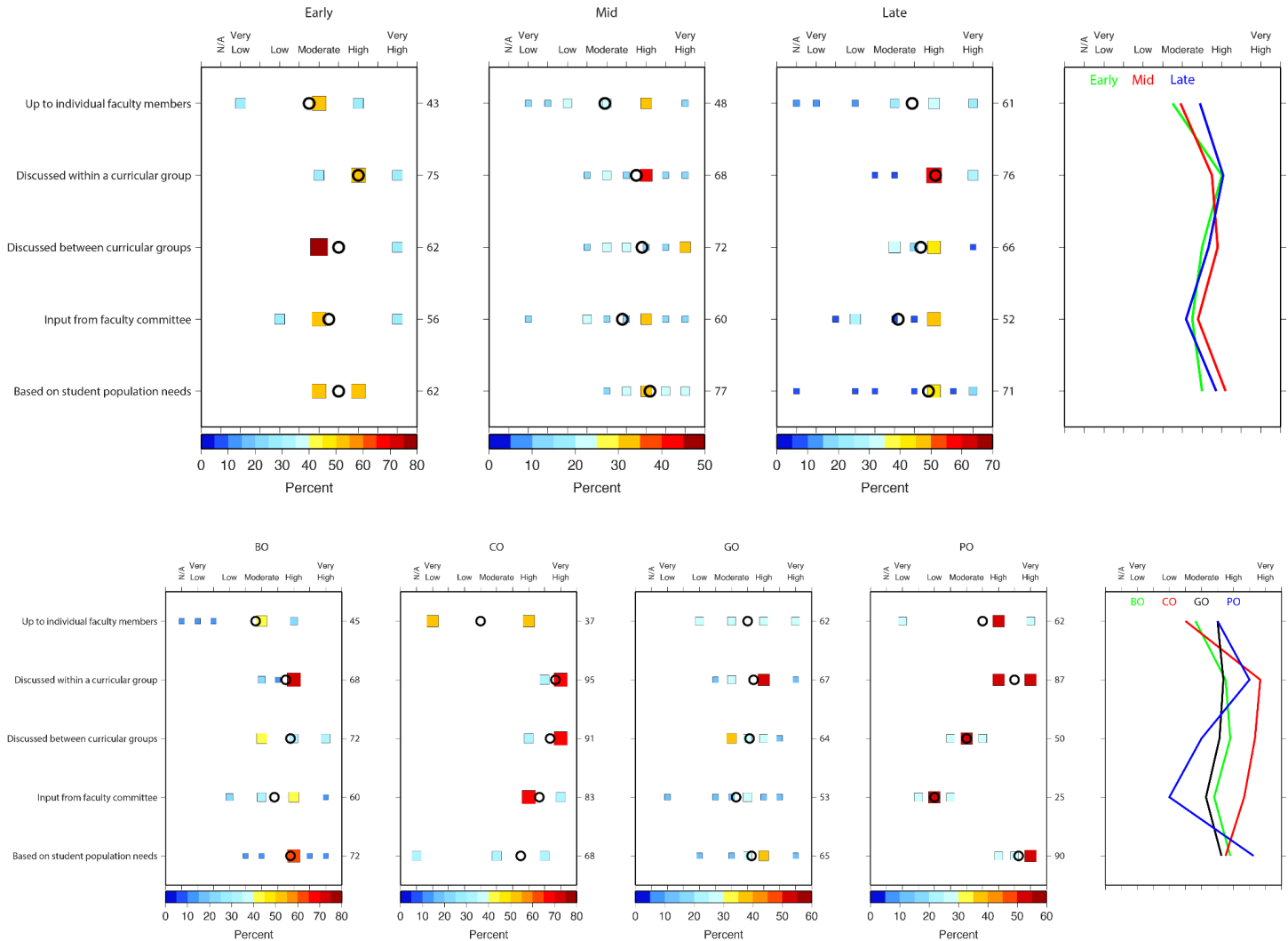
13) Rate your preference for deciding what types of electives course should be taught and when.

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n = 26 → BO-10 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-12¶



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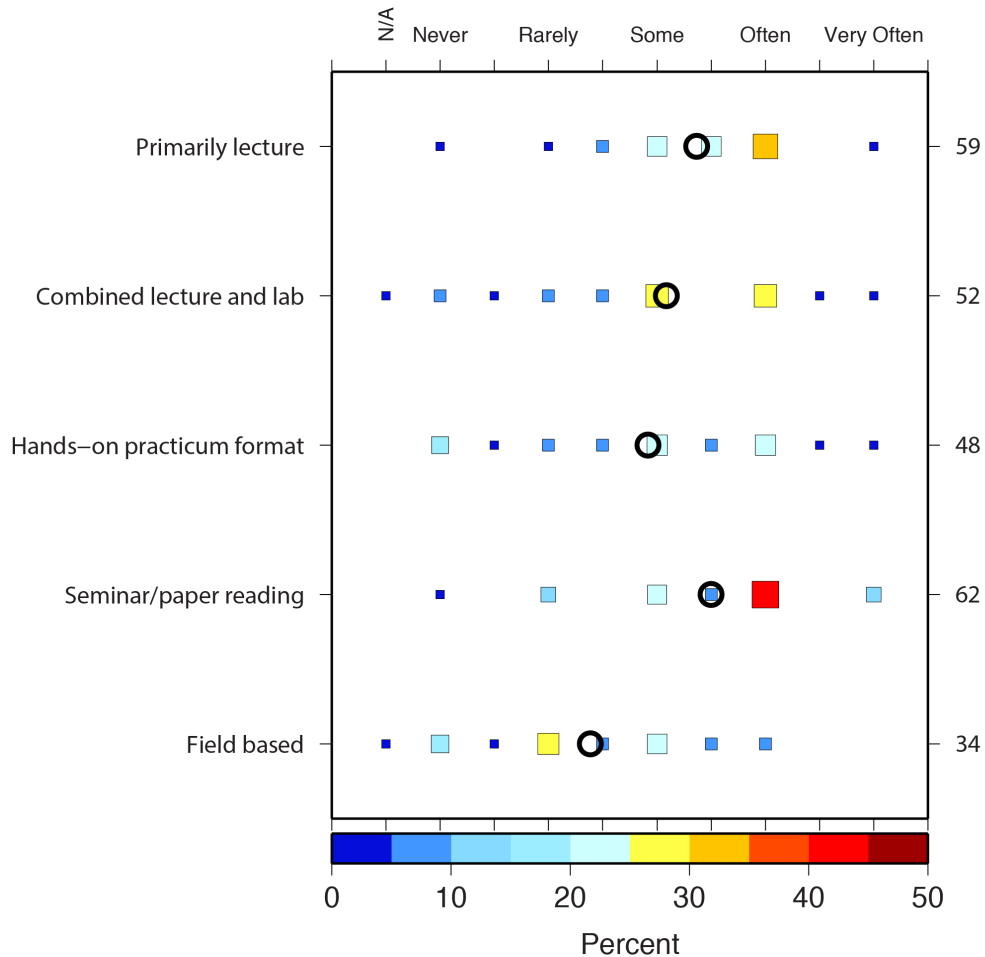
Comments:

Early	CO	As a new faculty it has been frustrating to not have any option to teach a new course or something I'd like to teach since we "have too many courses". It would be useful to edit the elective courses and let everyone have a stab at teaching an elective course if they'd like.
Mid	BO	If left up to individuals we end up with a not well strategized approach that has us competing with each other for students and no idea what courses will be offered when. I don't find all curricular groups functional and there is a need to look at the curriculum as a whole.
Late	BO	Having a structured curriculum helps recruitment and planning for students and faculty
Late	CO	Students and advisers would benefit from a set schedule of courses. I think this could improve our time to graduate rate.

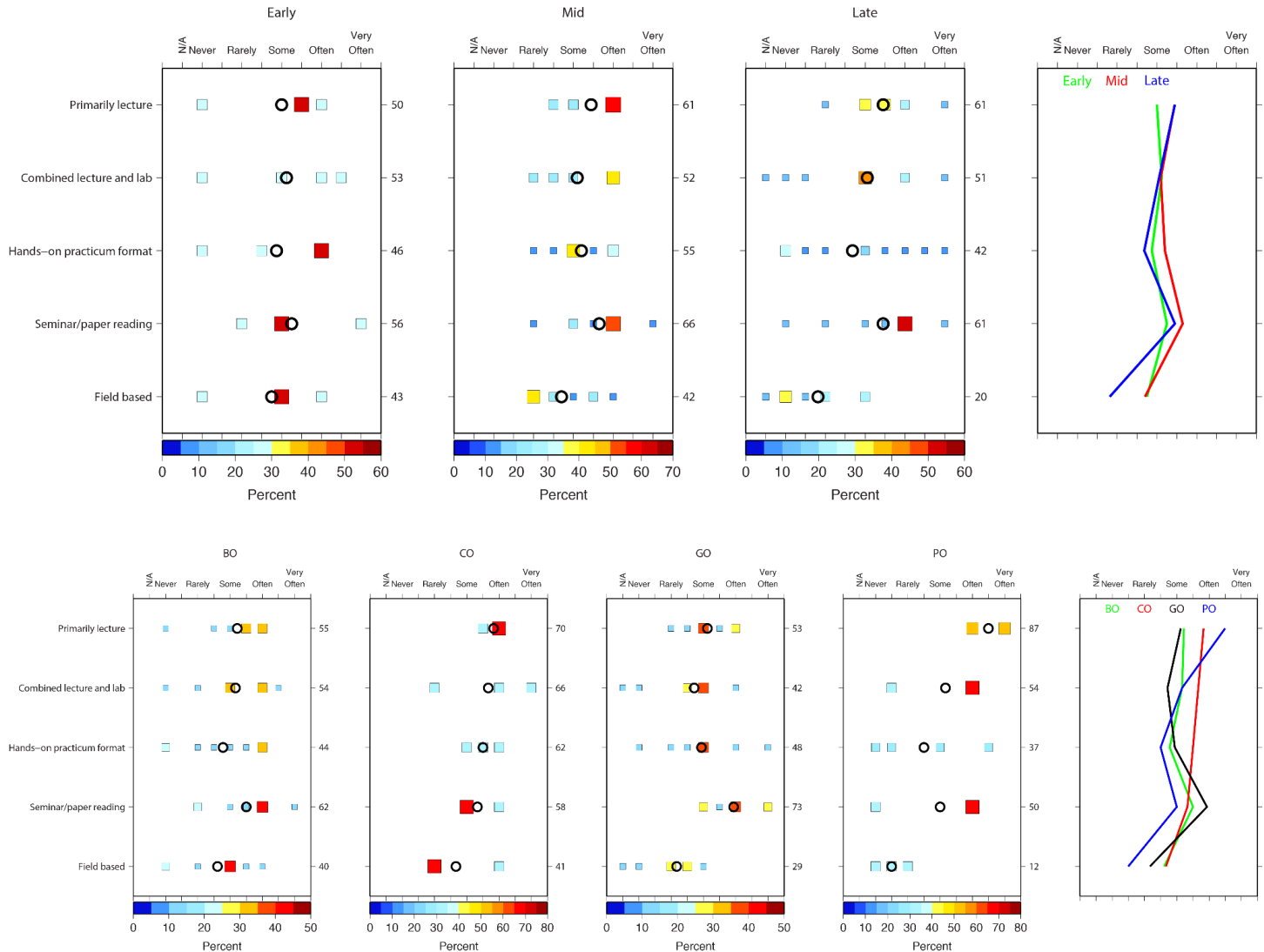
14) Which course formats are you likely to use in your GSO elective?

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n = 25 → BO-9 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-11¶



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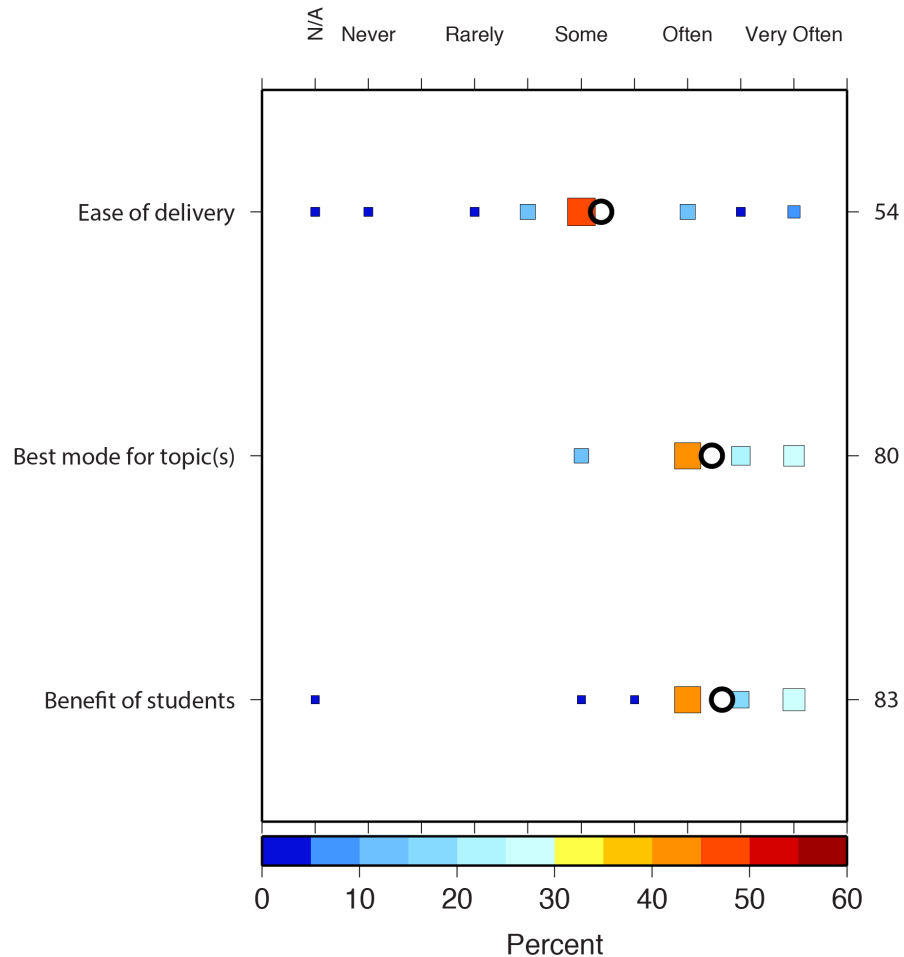
Comments:

Mid	BO	Answers to this question are dependent on resources available. I don't feel we have ideal teaching facilities or resources for lab practicum and field-based instruction - thus I feel limited in delivery approaches.
Mid	CO	Group work
Late	GO	Due to crazy inefficiency of getting students on water from water-side campus have given up field based work to the detriment of our students. Field based skills are fundamental to oceanography but we miss this. Jiffy cruise is nice but does not provide real field based skills.

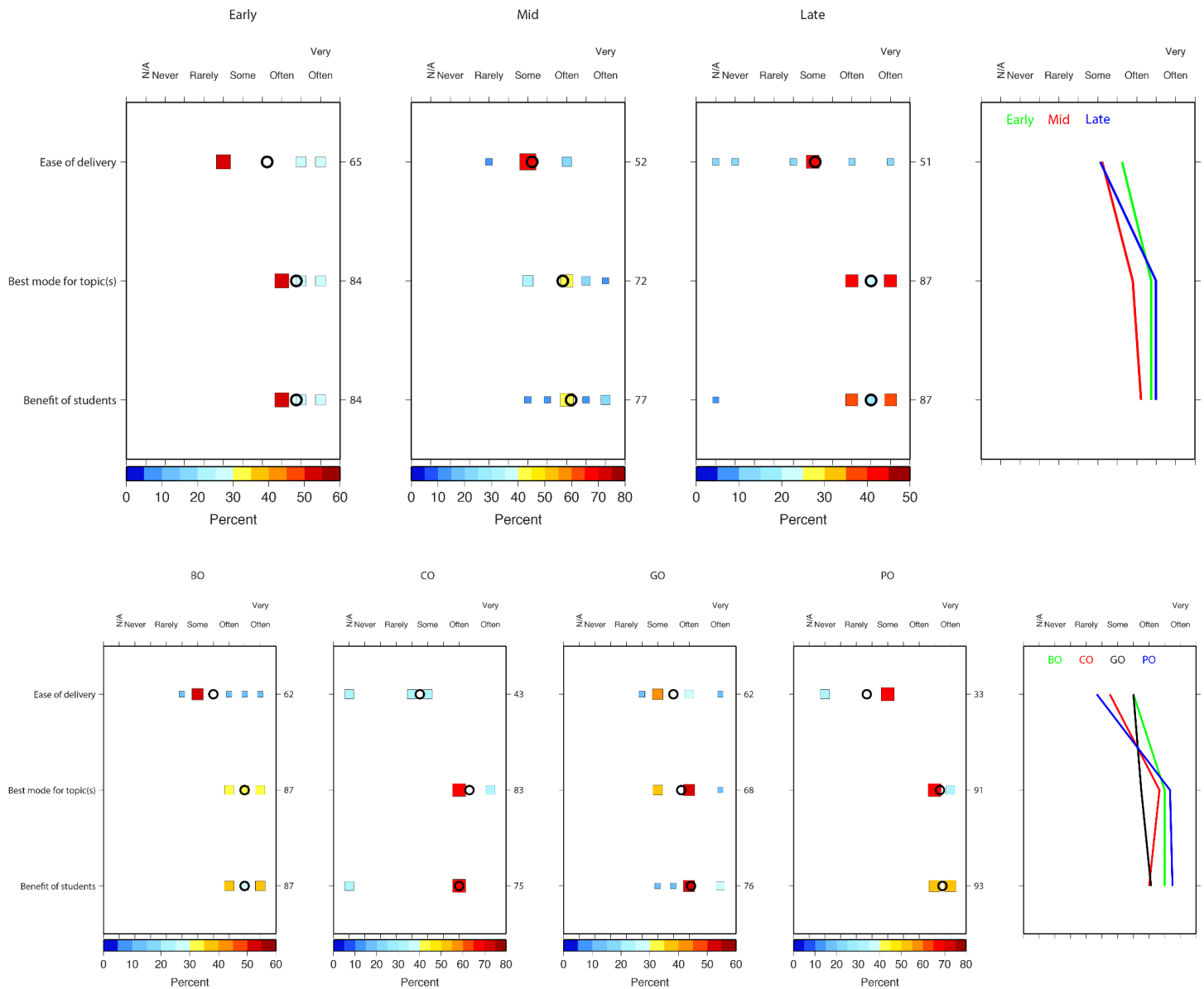
15) Reason for using a particular course format for GSO elective?

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n = 28 → BO-9 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-11¶



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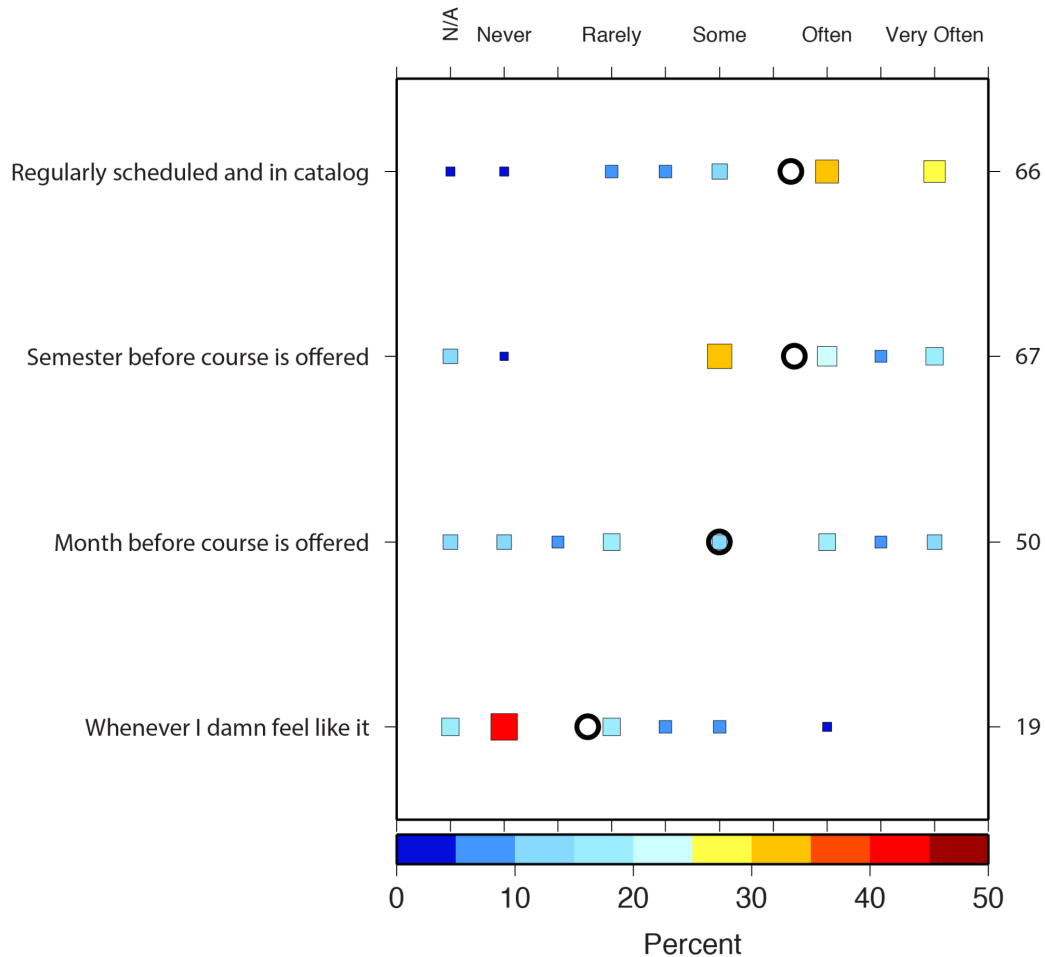
Comments:

Late	GO	With exception of field-based skills.
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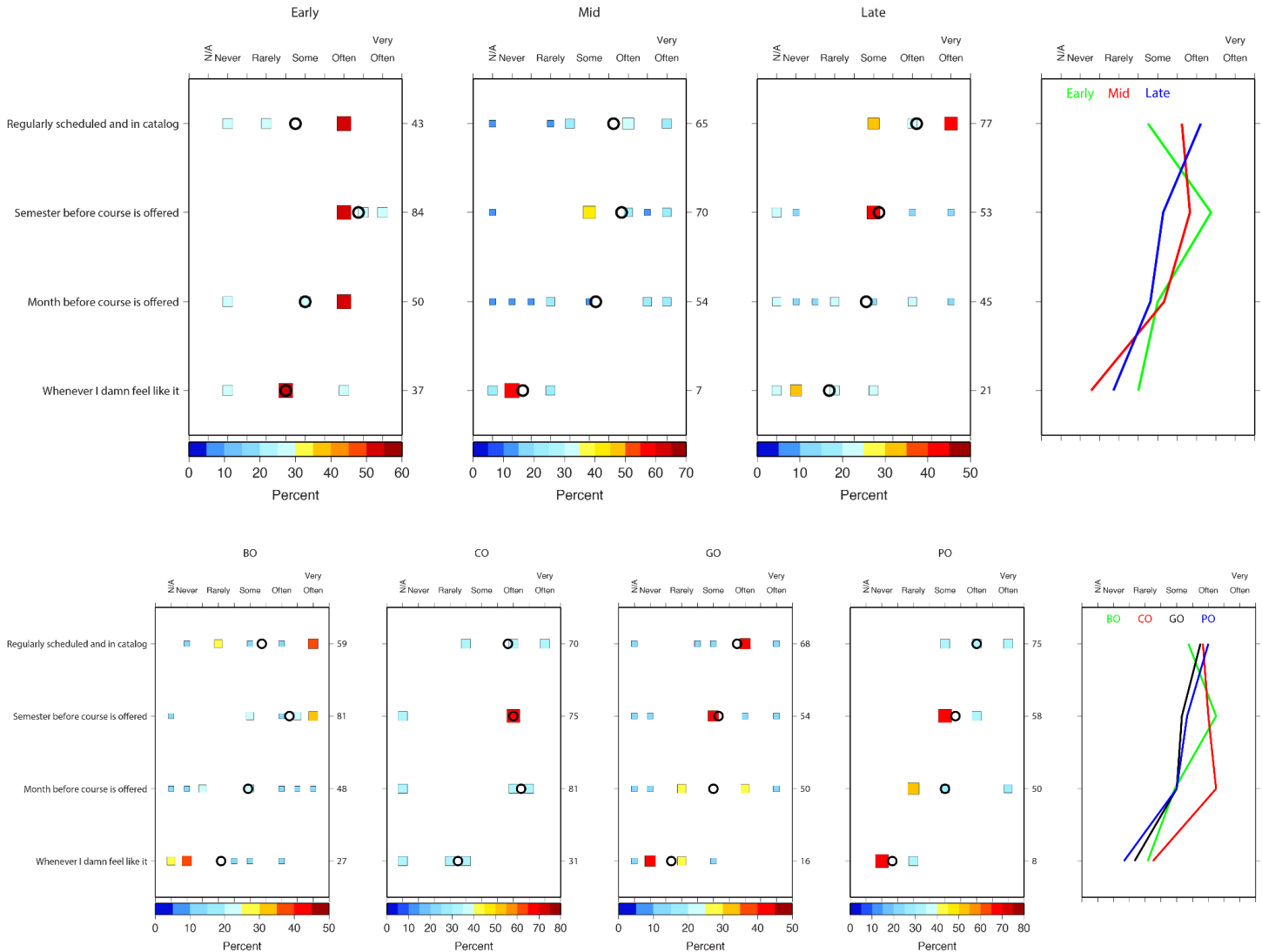
16) When is the GSO elective announced/available to the students?

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¶

n = 24 → BO-9 → CO-3 → GO-7 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-10¶



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Comments:

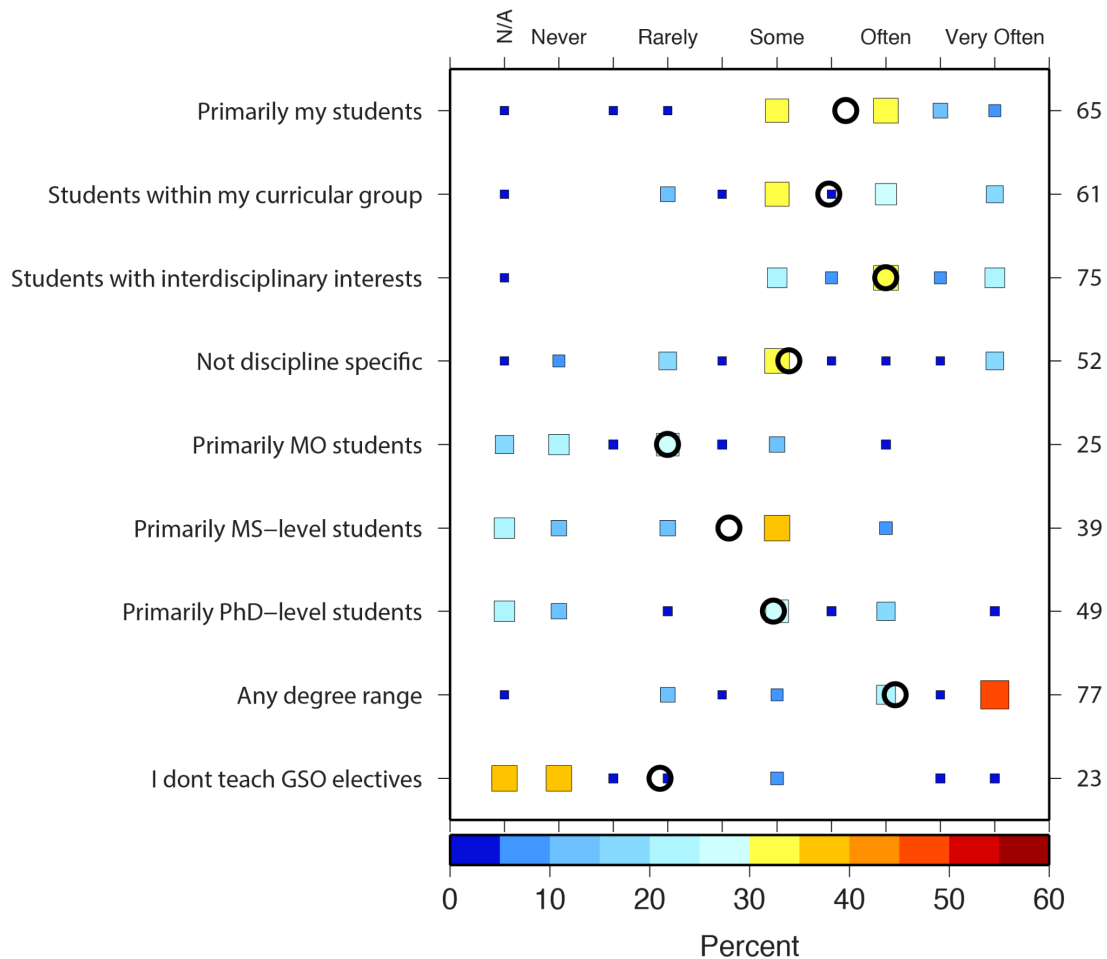
Mid	BO	Having a coordinated plan at least a year in advance is important for both faculty and students for planning and delivering the best assortment of options.
Mid	GO	It would be better if there were a regular predictable schedule of elective course offerings. Students want to know which classes they can take to fill out their POS and they feel more secure in their progress when they know which classes they are going to be able to take.
Late	BO	Planning ahead helps everyone. See response above.
Late	GO	506 is every other year 517 is every other year but was every year if there was demand. Now as MO students take it is every year. Subduction zones is "as-needed" but with so few geodynamics students is more limited.

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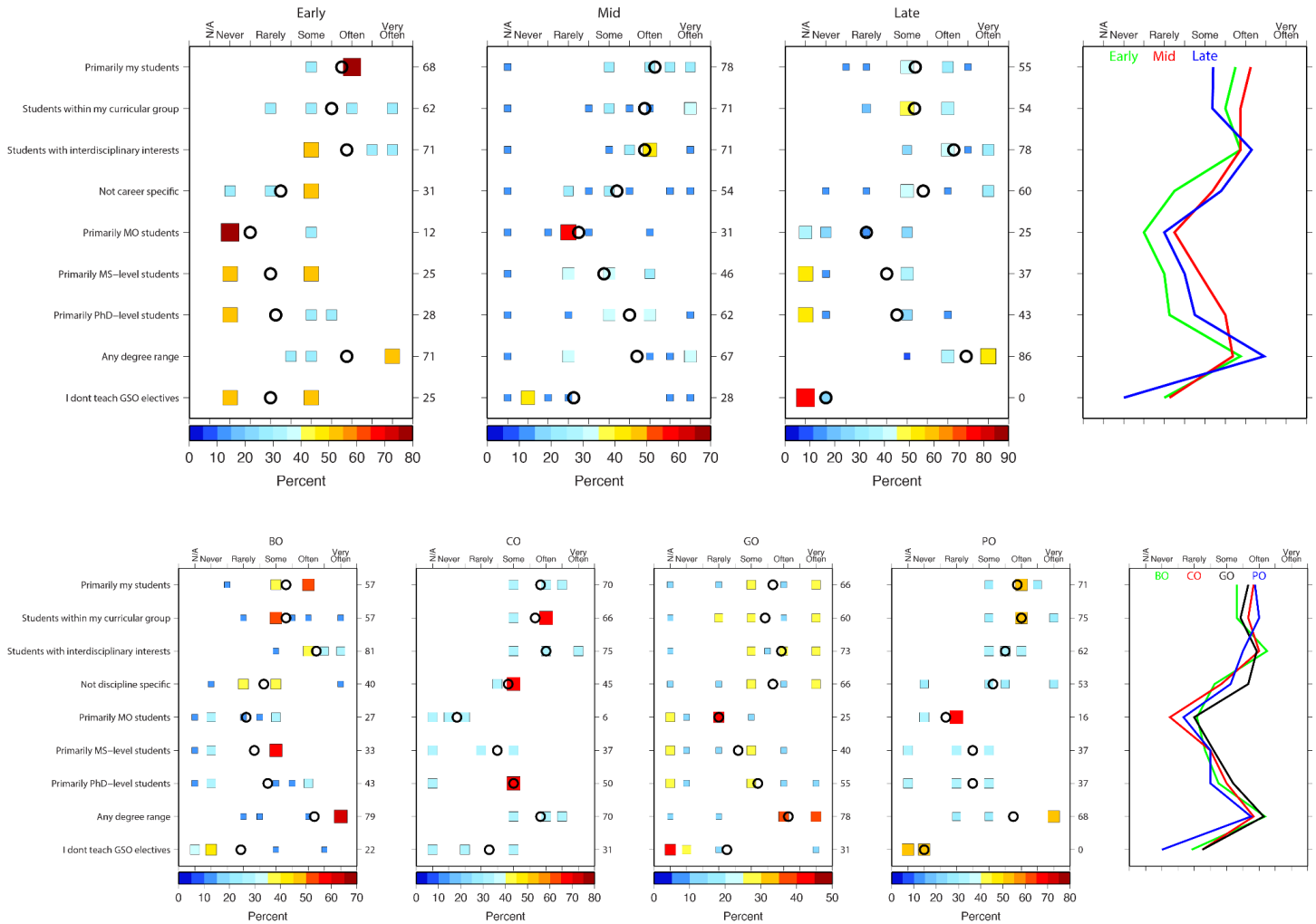
17) Who is your primary target audience when you teach GSO electives?

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n = 25 → BO-9 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-11¶



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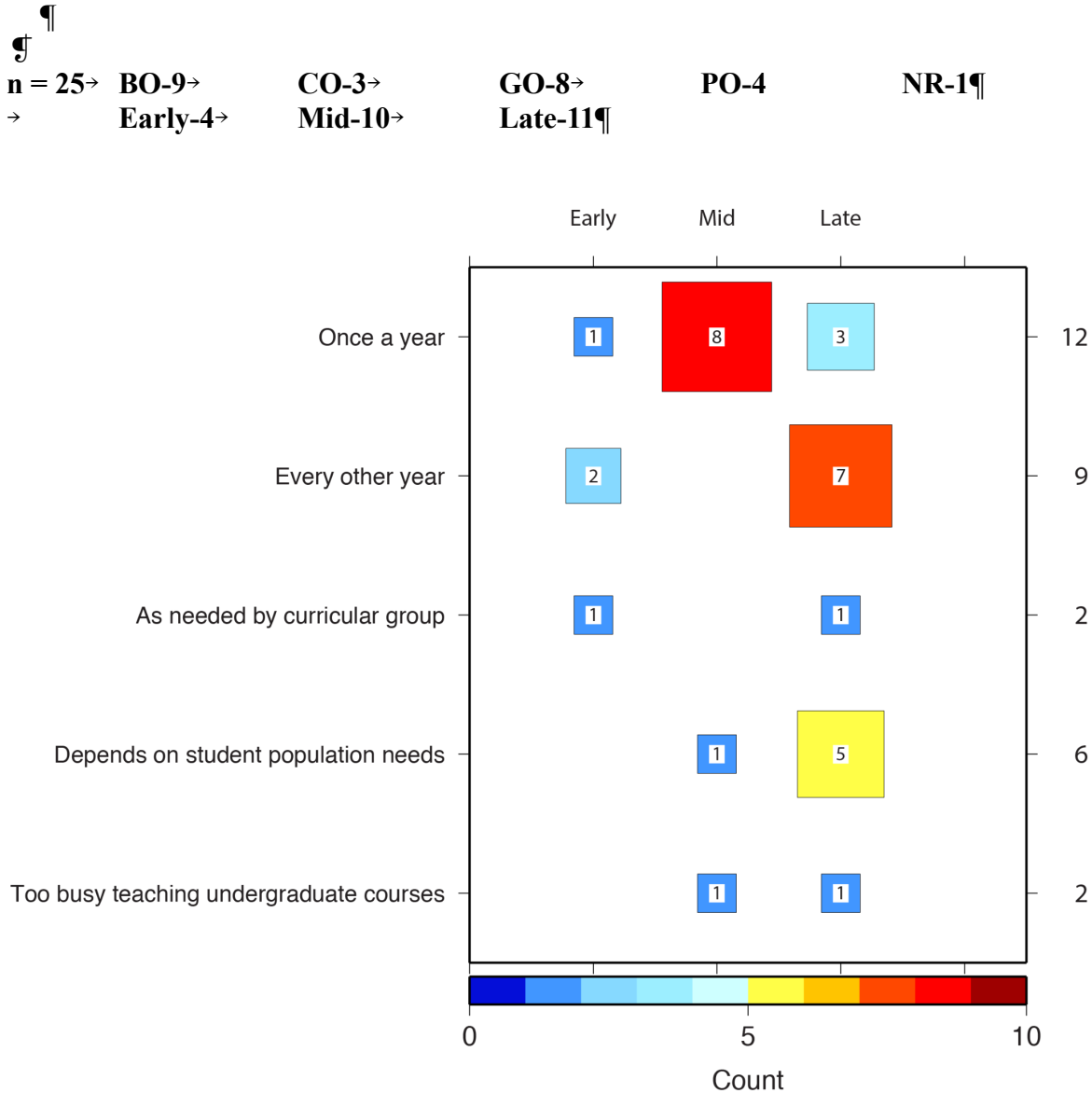


Comments:

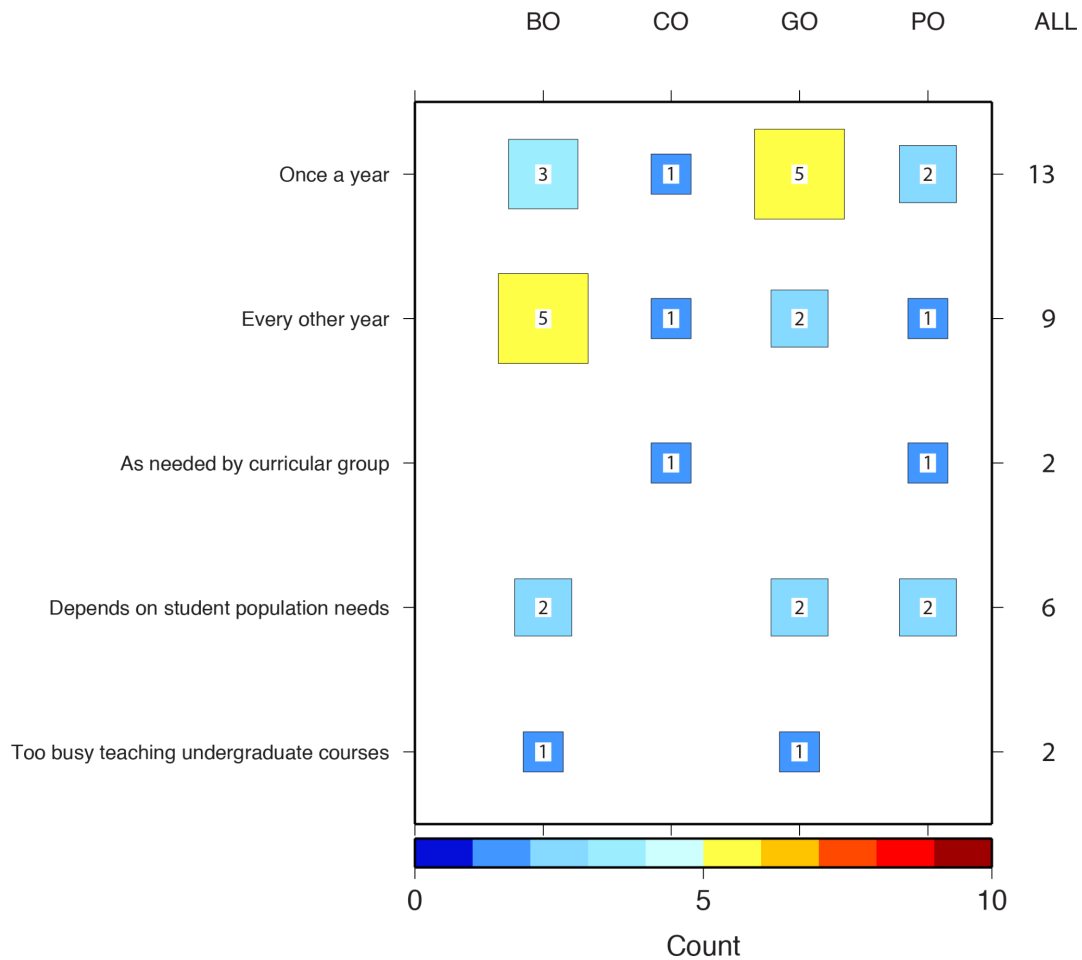
Early	CO	(hard to do these forms if you don't teach electives! I tried to answer for a hypothetical elective)
Mid	GO	I would teach them but haven't yet
Late	BO	Including students from other URI departments
Late	GO	506 and 517 are any discipline, any level.

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18) How often do you teach GSO elective courses? (select all that apply)



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Comments:¶

Early	BO	But increasing to every year starting next year
Early	CO	There has not been an opportunity for me to teach an elective course.
Mid	CO	Lack of coordination...critical gaps
Mid	GO	I go beyond my teaching expectation of 1.5 courses regularly in order to offer electives. This is because my teaching roster currently includes half of a core class and a sole-taught undergrad class.
Mid	GO	And busy with admin duties
Late	GO	see above. depends on demand

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19) What do you feel is working well and/or what can be improved with the GSO elective courses?

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n = 11 → BO-5 → CO-2 → GO-2 → PO-1 NR-1¶
→ Early-3 → Mid-5 → Late-3¶

Comments:¶

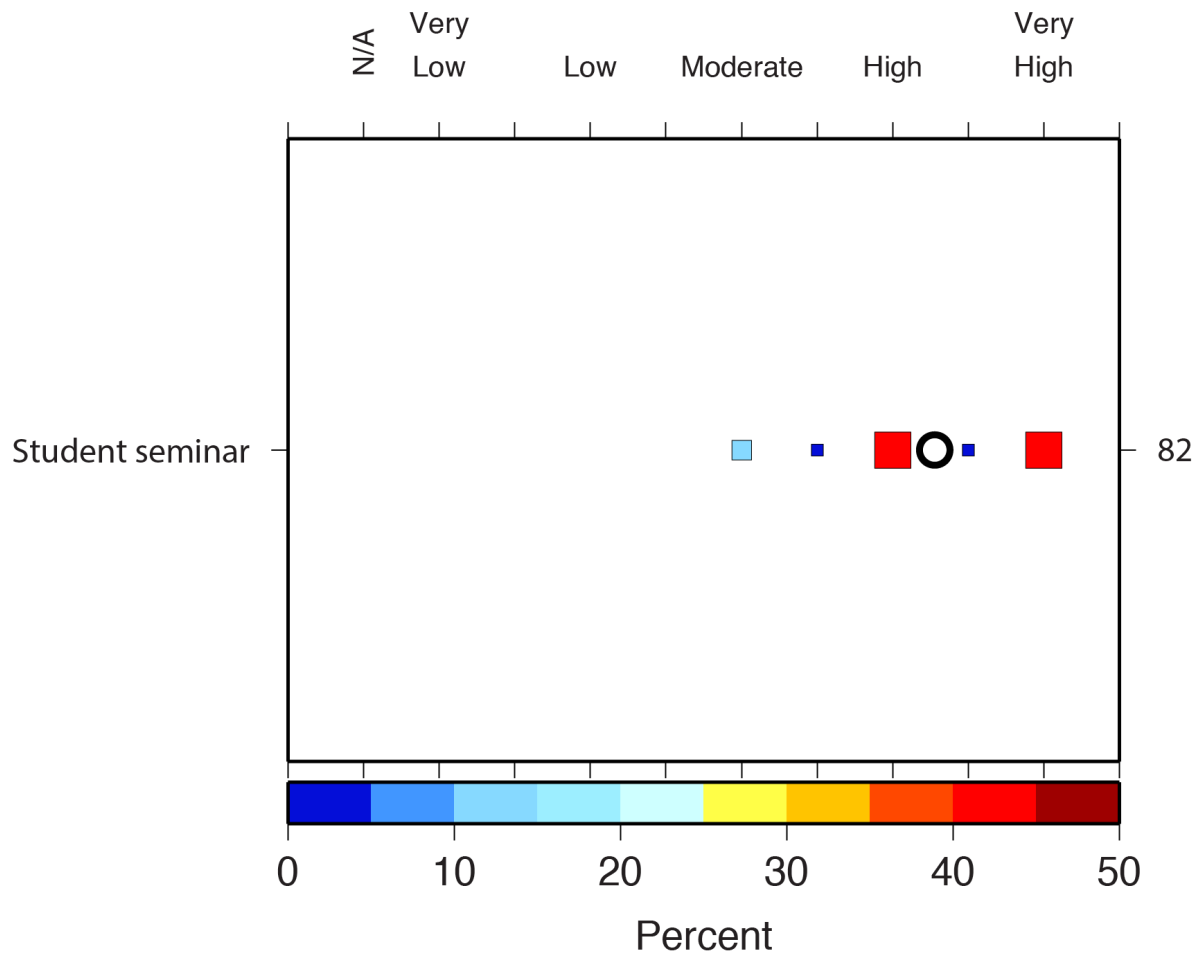
Early	BO	Need to be more consistent in offering for sake of student planning.
Early	BO	We need to have more consistency in what is being taught and when so that students know what their options are in the future to plan their programs of study. We want them to plan out their course work but often don't provide concrete information about what will be taught during the several years that they take courses.
Early	CO	The whole catalog should be carefully evaluated and re-written.
Late	BO	Having a regular supply of MO students helps to even out the waxing and waning of MS and PhD students. It helps for GSO students to register for classes in a timely manner and not wait until just before the semester starts.
Mid	BO	Professors teach what they are excited about!
Mid	BO	There needs to be a coordinated plan at least 1 academic year in advance. There needs to be consideration of evolving needs and faculty. It is hard for new faculty to determine how best to fit in. There also needs to be a strategy to ensure we are not competing for students across courses.
Mid	CO	Wide range
Mid	GO	Students want a predictable schedule. I hate telling them "wait until the month before the semester starts."
Mid	PO	We need more reliable course offerings at the graduate level or we need to decide that we can't afford to offer these because of our UG teaching obligations then we need to remove them from the catalog.
Late	GO	GSO(URI) could be unique in the US and world for blending on-water field based skills into the curriculum. It would help our students and us but years tick by where our ocean-side campus remains a sadly unused resource. The majority of our curriculum could be taught in any land locked state. When do we take on-water skills based learning seriously?
Late	PO	We should increase the variety of elective courses offered.

a4. Student Seminar

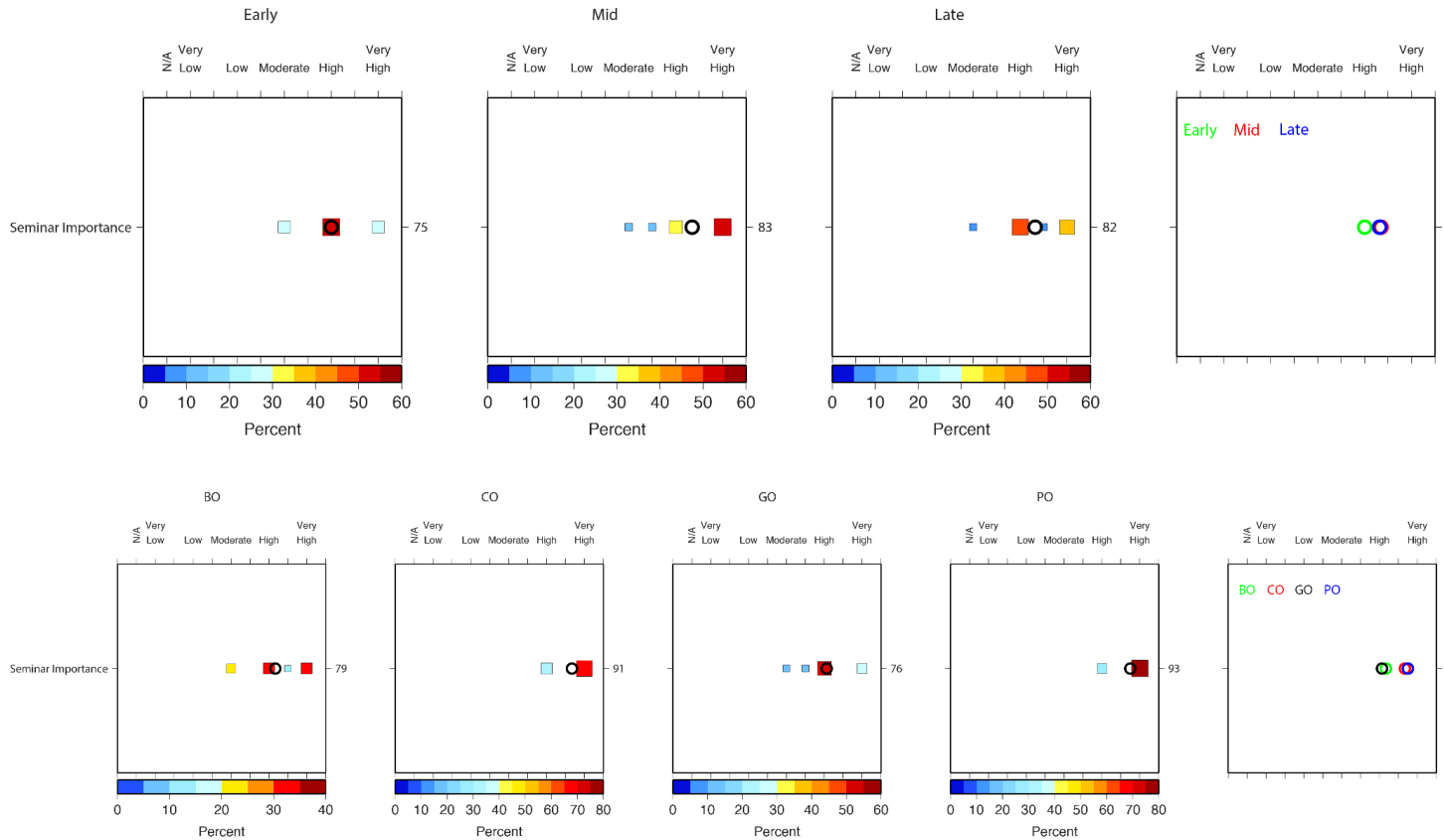
20) Rate the importance of student seminar for GSO student development.

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n = 25 → BO-9 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-11¶



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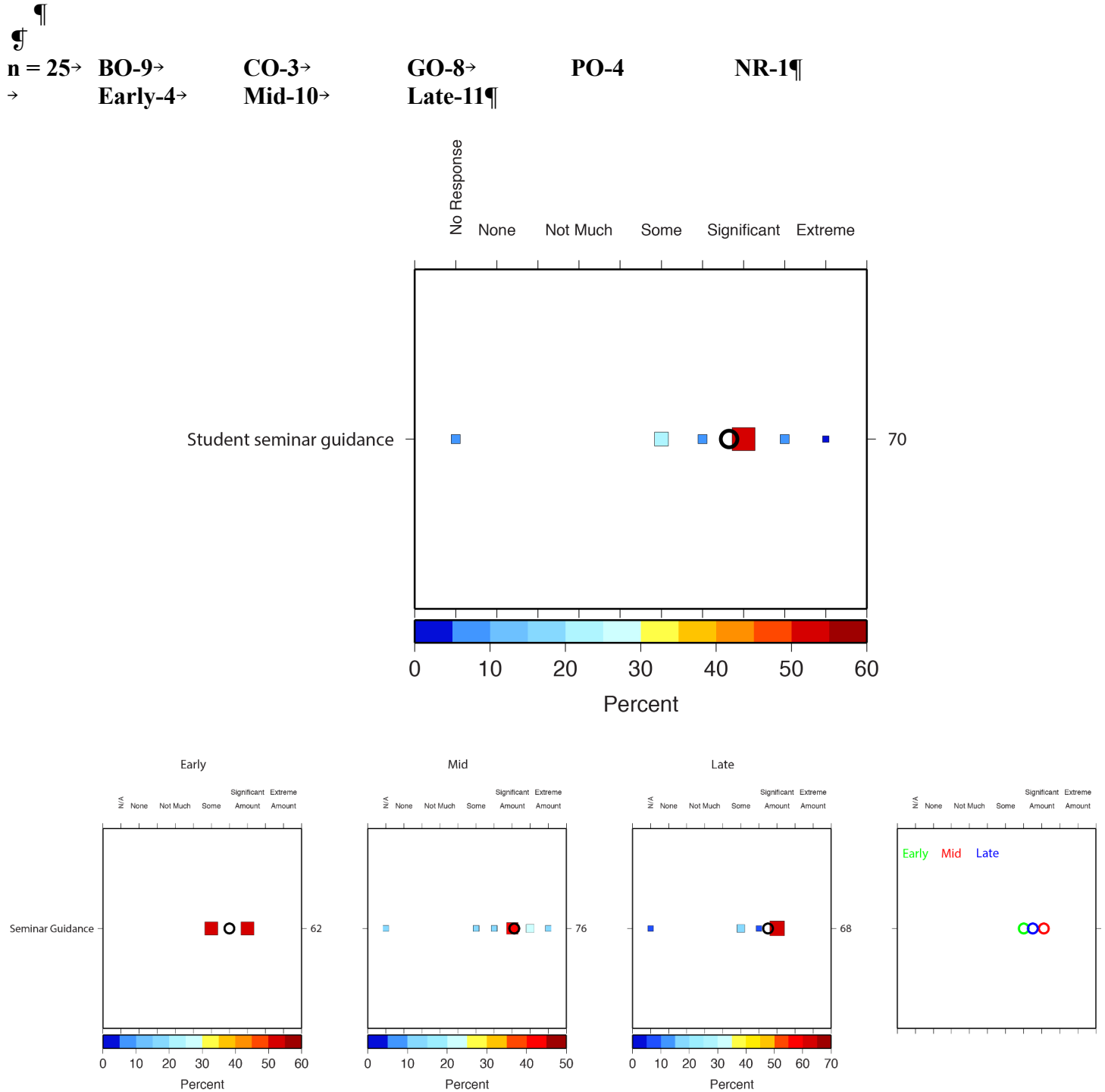


Comments:

Mid	BO	student presentations are of mixed quality. 4pt font text, no relation to broader audience. course needs to also teach how to deliver a talk
Mid	BO	Ideally there should be structured instruction on oral presentation best practices, a debrief mid semester, and a recap at the end of the year. The value of the current feedback should be evaluated with primarily student involvement.

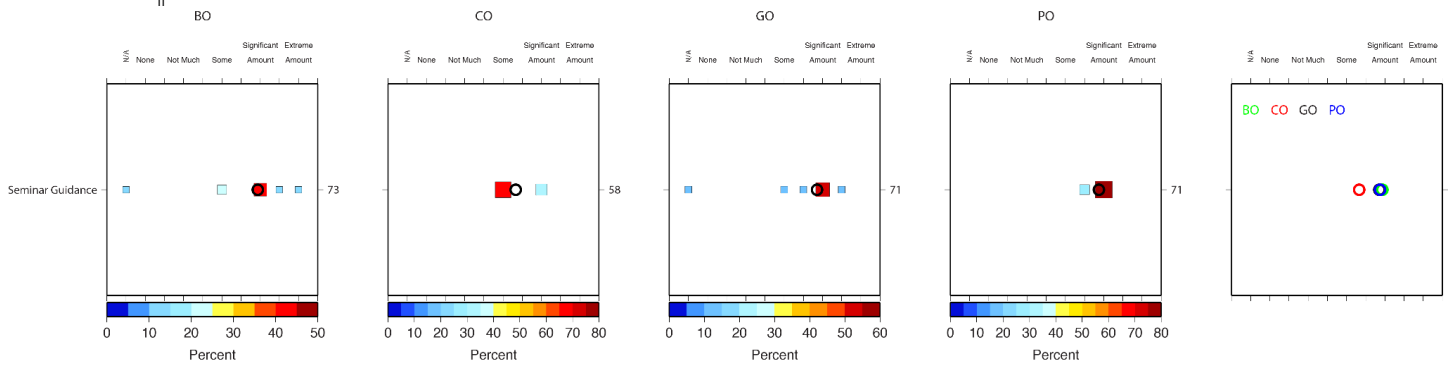
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21) How much effort/guidance do you provide to your students for their student seminar presentations?



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Comments:



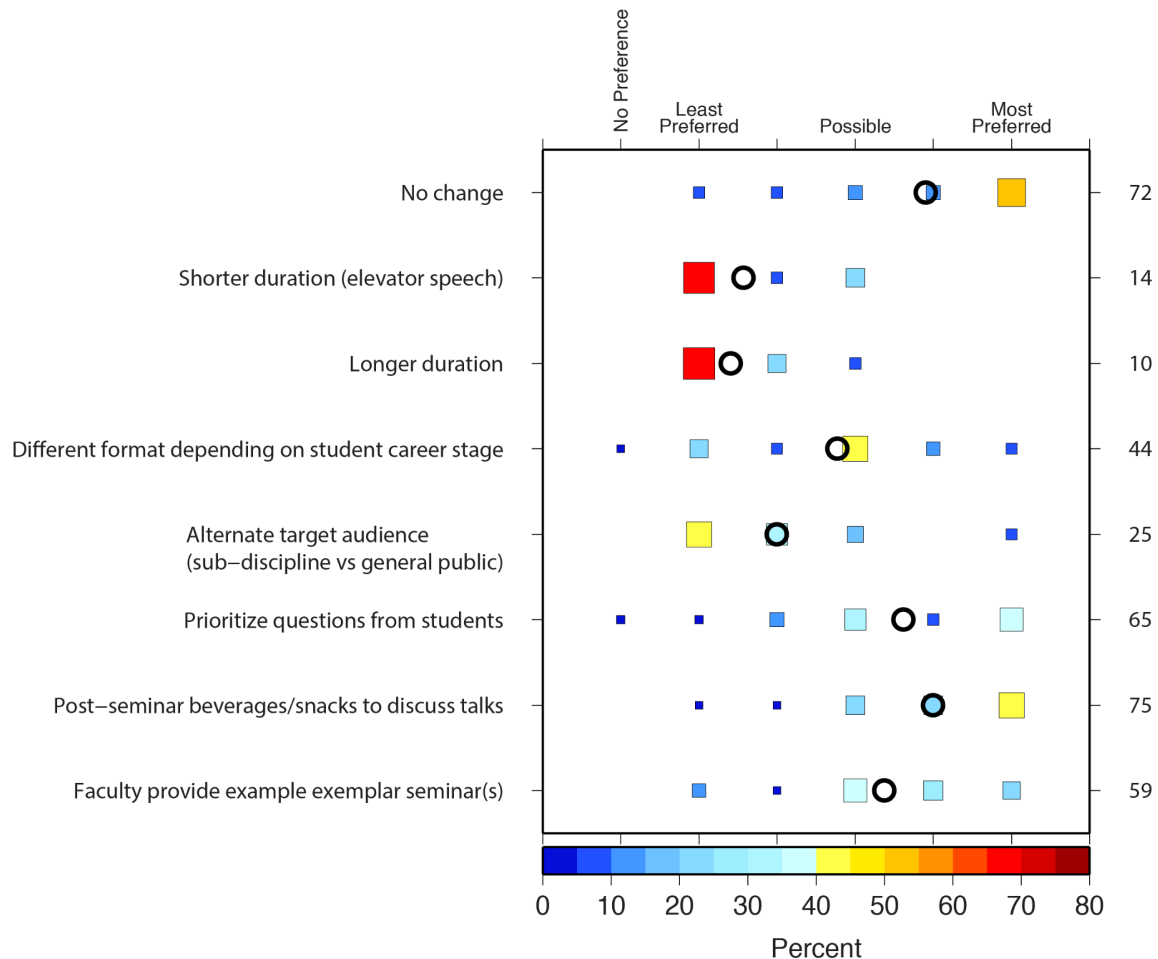
Mid	GO	My students give practice talks for my group and we give feedback to be incorporated before the student presents in seminar.
Late	BO	Less than I used to because they don't ask for help
Late	GO	depends on the student...

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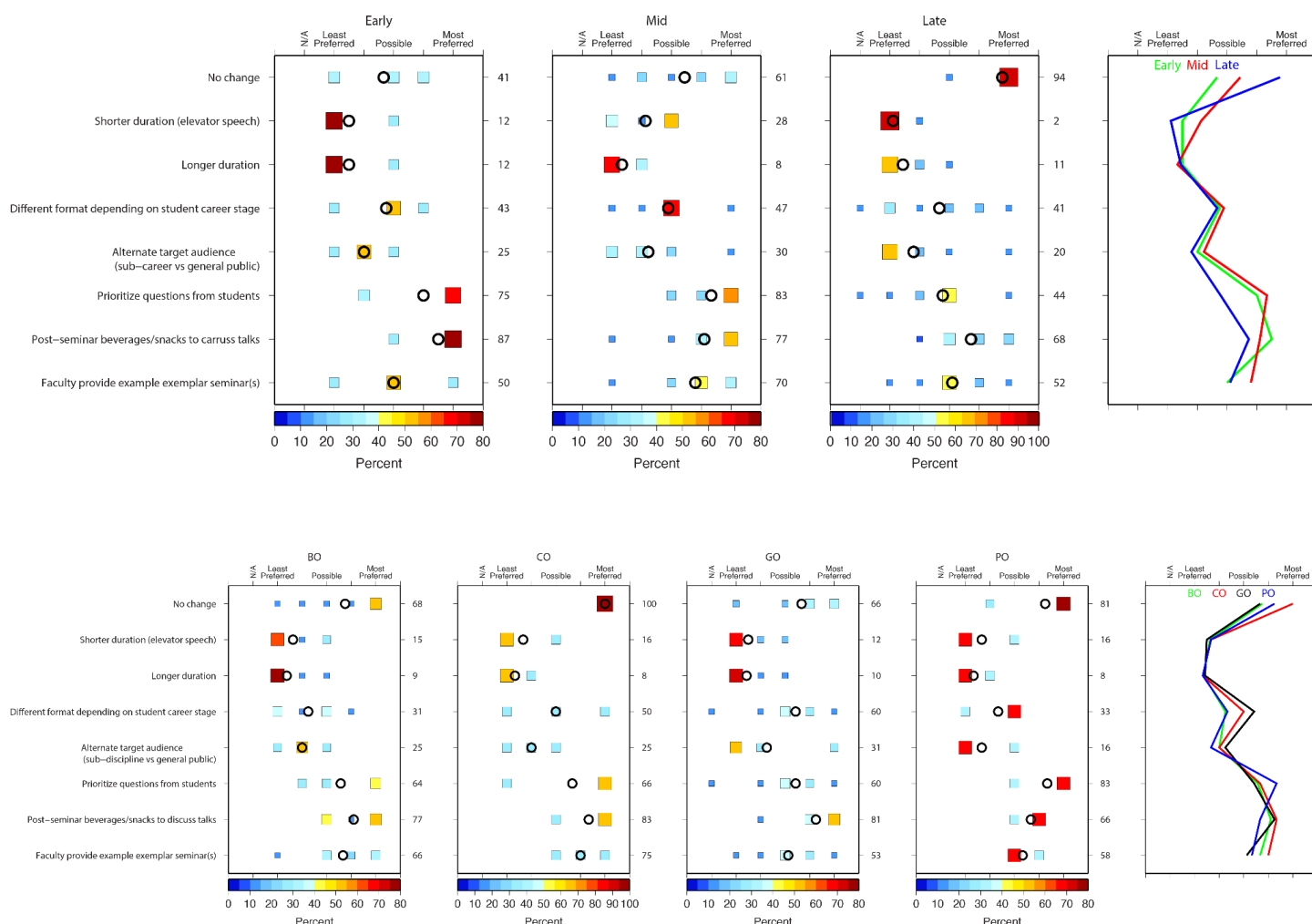
22) Rate the various possible modifications to student seminar.

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n = 26 → BO-10 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-12¶



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Comments:

Mid	BO	I think these events need a significant focus on community building.
Mid	GO	I think faculty seminars are good... but I'm not sure we should call them exemplar as they might not be (need not be same format), but are good for learning about the work of others!!!
Mid	PO	Students learn a lot from watching each other. I think the student seminar is working well as designed. Perhaps the feedback mechanism can be streamlined and improved. Perhaps advisors should go over survey feedback with the student.
Late	BO	Many students speak to their curricular groups even though they are asked to address a general science audience
Late	CO	stick to the time limit these are said to be prep for professional talks at meetings.
Late	GO	video the seminars and have each cohort (2-3 students who presented) watch back and critique. Have trained public speakers facilitate the discussion. In FERA the reflection part seems missing.

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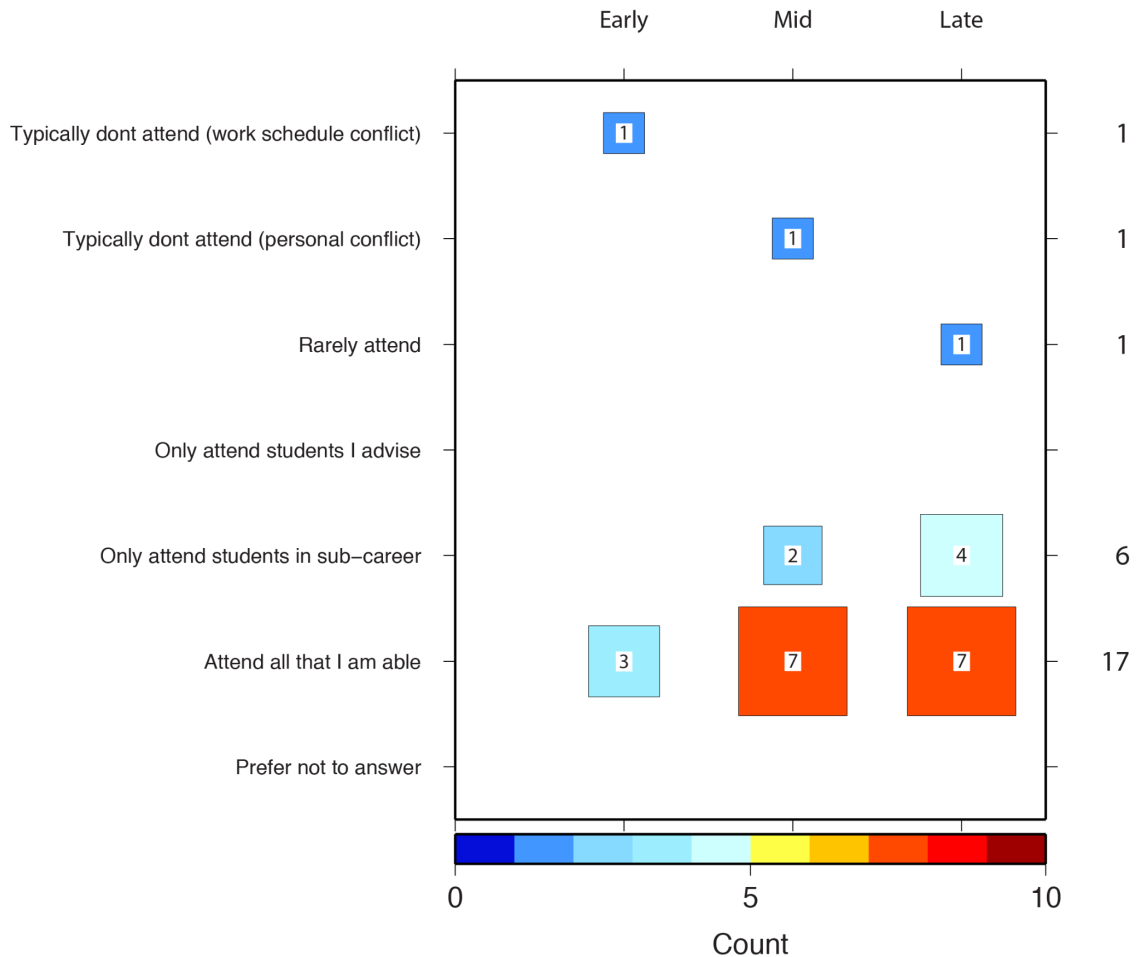
		Lists of random comments do not get this done.
Late	GO	I would say faculty also give seminars- maybe rotating in every 4 years or so

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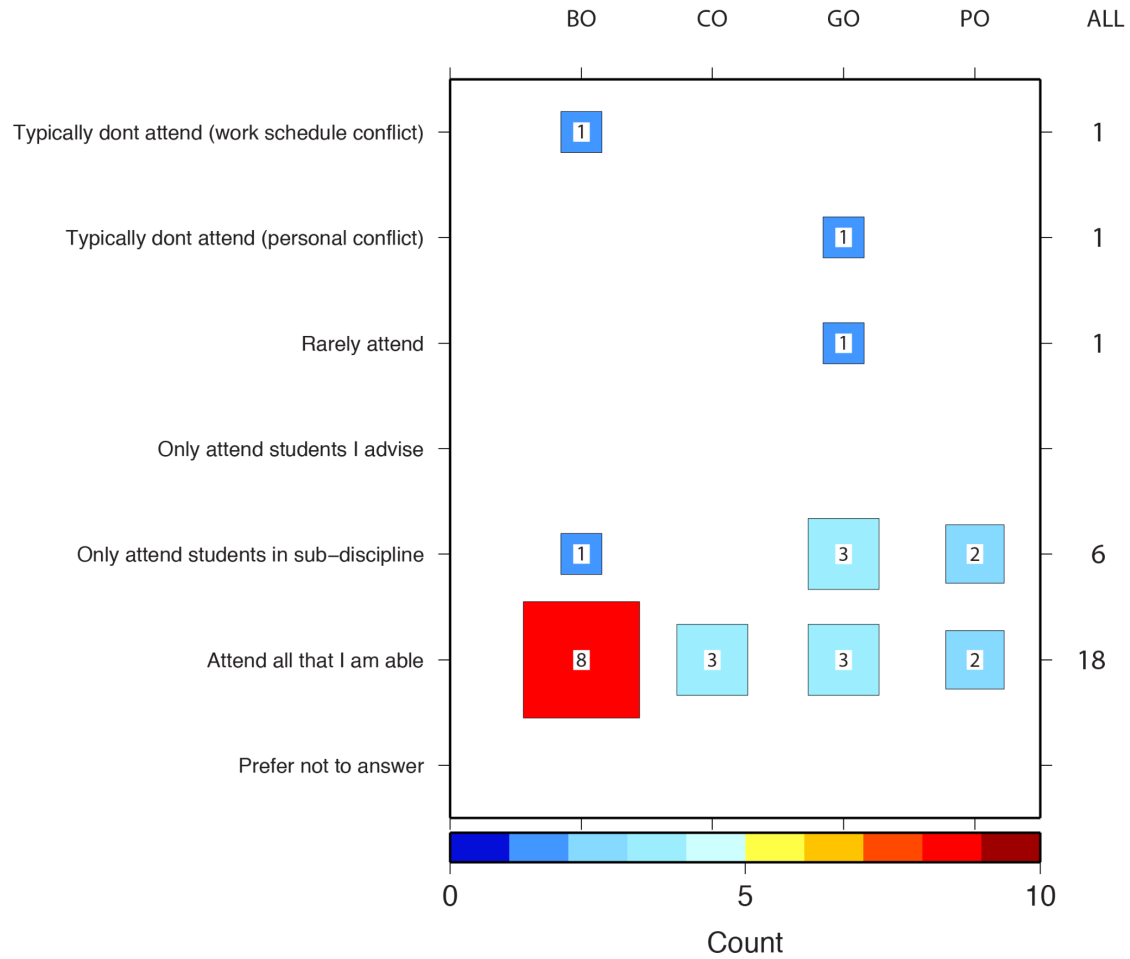
23) Which option best matches your student seminar attendance "Habit" ?

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n = 26 → BO-10 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-12¶



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Comments:¶

No comments provided.

24) What do you feel is working well and/or what can be improved with student seminar?

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n = 13→ BO-5→ CO-2→ GO-4→ PO-1 NR-1¶
→ Early-2→ Mid-6→ Late-5¶

Comments:¶

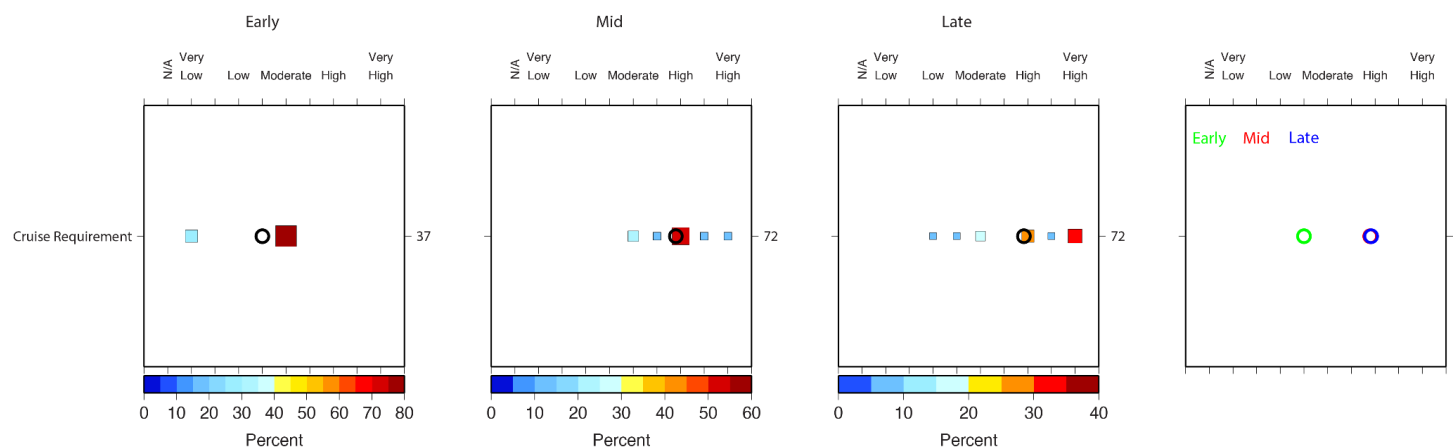
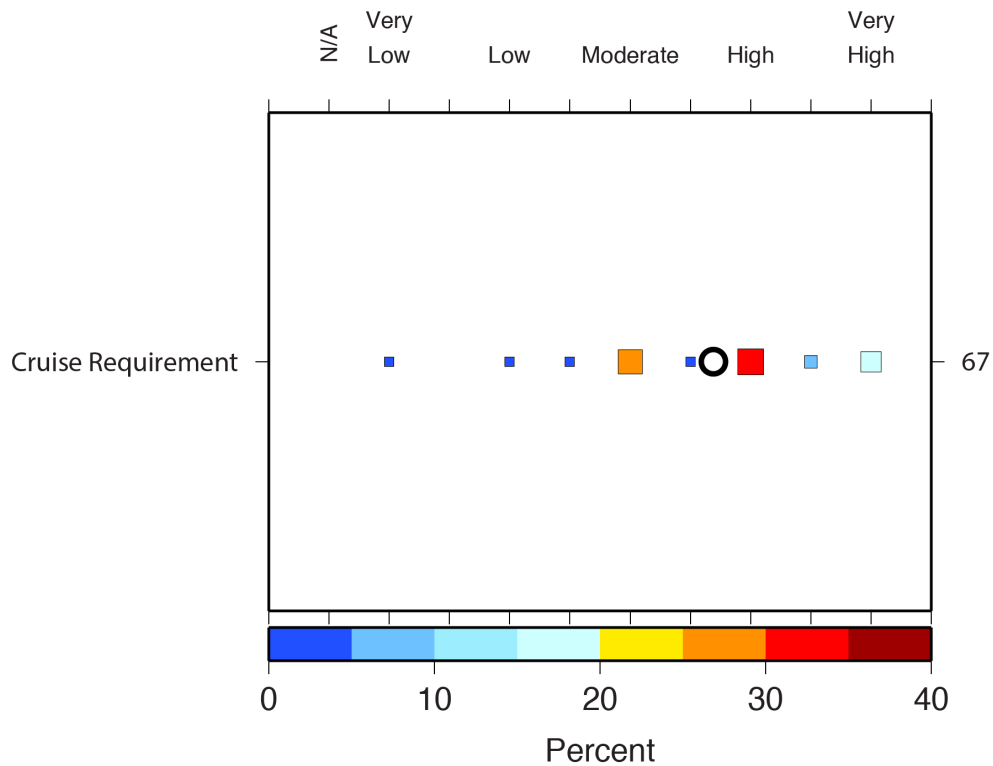
Early	BO	Need to find a way to encourage more people to fill out the evaluations (myself included). I think students would benefit from more guidance on what makes a good talk. Perhaps have short workshops at the beginning of each semester (or year) to go over tips for making a good talk). Have meetings with students post talk to go over what worked and what could be improved upon (possibly using the survey feedback).
Early	CO	Snacks and beverages post would be very welcome!
Mid	BO	I love student seminar and seeing students improve over their time at GSO.
Mid	BO	Structured instruction on oral communication to be integrated into the semester plan for your course. Evaluation mid semester and end of semester. I think the students could get a lot more out of the experience with a few minor tweaks.
Mid	CO	Need for more regular faculty and MRS feedback
Mid	GO	The kind of talk given in seminar unfortunately doesn't translate well to other venues like a professional meeting or a talk for the general public.
Mid	GO	One idea may be to give students some training at the beginning of the semester. This will help students whose group did not provide help in preparation.
Mid	PO	Response above.
Late	BO	Increase faculty participation
Late	BO	I think that the 12-minute timing is appropriate. See my comment above about things like defining all variables on slides avoiding abbreviations as much as possible.
Late	GO	See above. More on the post-seminar reflection stage of the process. Watch back and critique your seminar, what worked, what didn't with other students and a facilitator.
Late	GO	Honestly I fail at the digital feedback...
Late	PO	I think the present student seminar structure works pretty well.

a5. Cruise Requirement

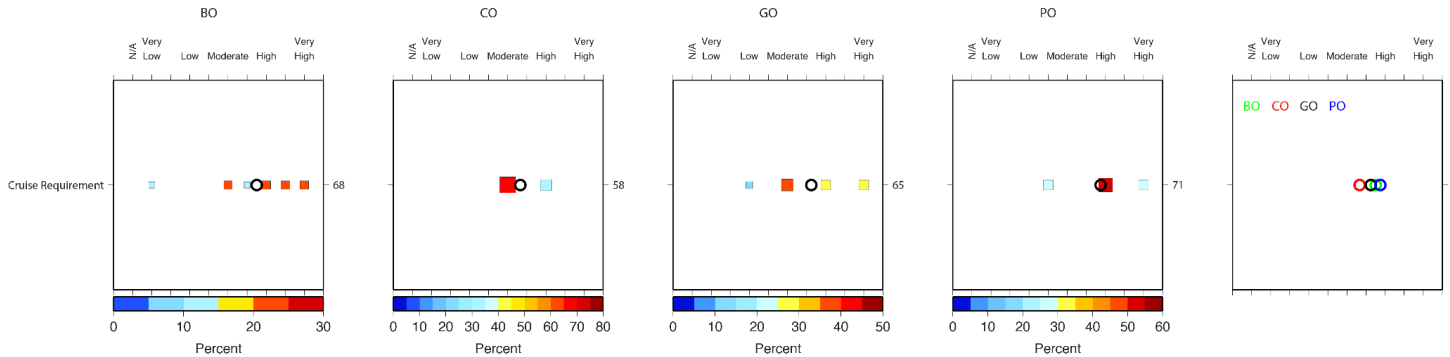
25) Rate the importance of the cruise requirement for GSO student development?

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n = 26 → BO-10 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-12¶



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Comments:

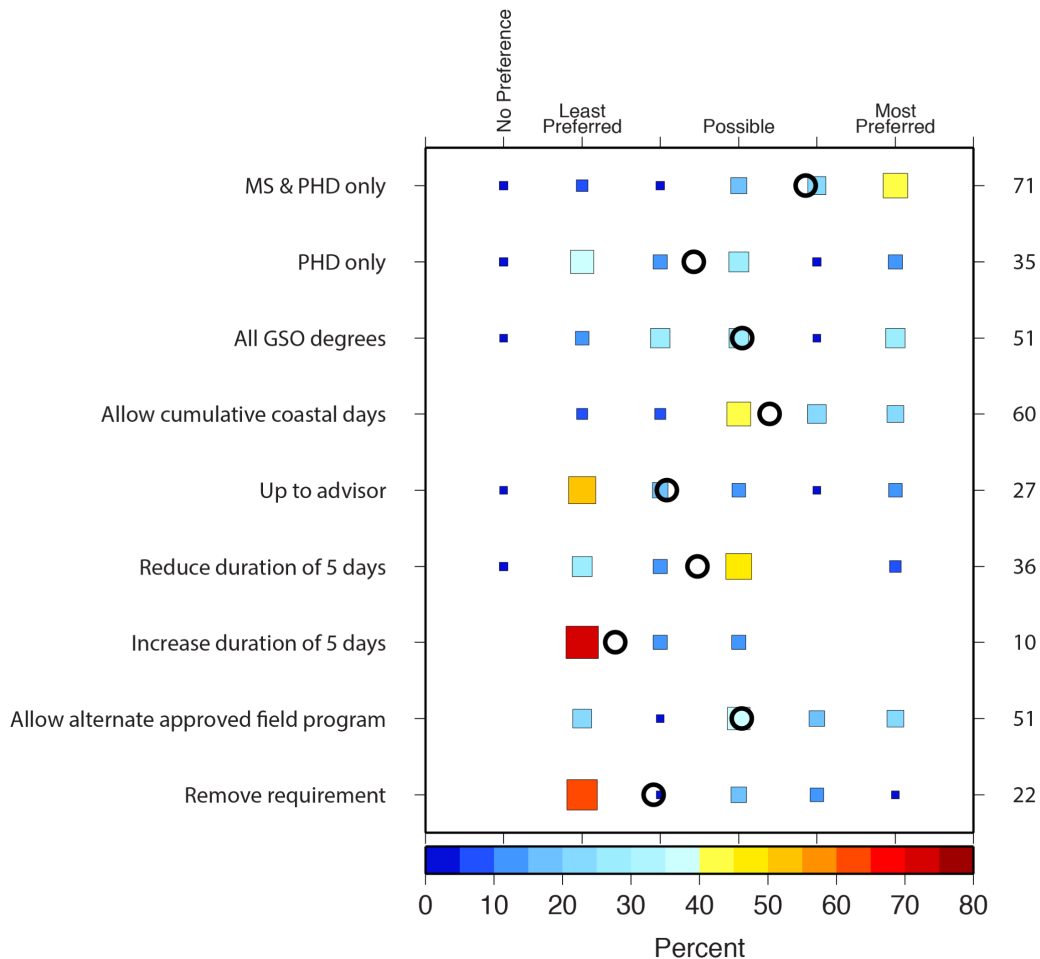
Early	BO	I think the requirement to get into the field is valuable but there should be flexibility in what counts as a cruise.
Early	CO	A field course would be great and could change this requirement.
Mid	BO	I think this is a great opportunity for students that is impactful. I think we need to be careful about access/ability concerns - not all possible students may be able to be at sea - for diversity perspectives this should be considered.
Mid	GO	Cruises are a great experience. Some field experience is most important -- I think small boat/diving work is also valuable.
Mid	PO	Many incoming students are still drawn to fieldwork.
Late	CO	Suggest this be changed into a field practicum course experiences and utility vary too widely.
Late	GO	Ships are undeniably a cool experience. But their nature is more big picture. Small boat oceanography is more beneficial to students because it is more hands-on and better for skill building. No GSO student should graduate without a small-boat oceanographic experience.
Late	GO	Some students benefit A LOT; some suffer. A second option is needed.

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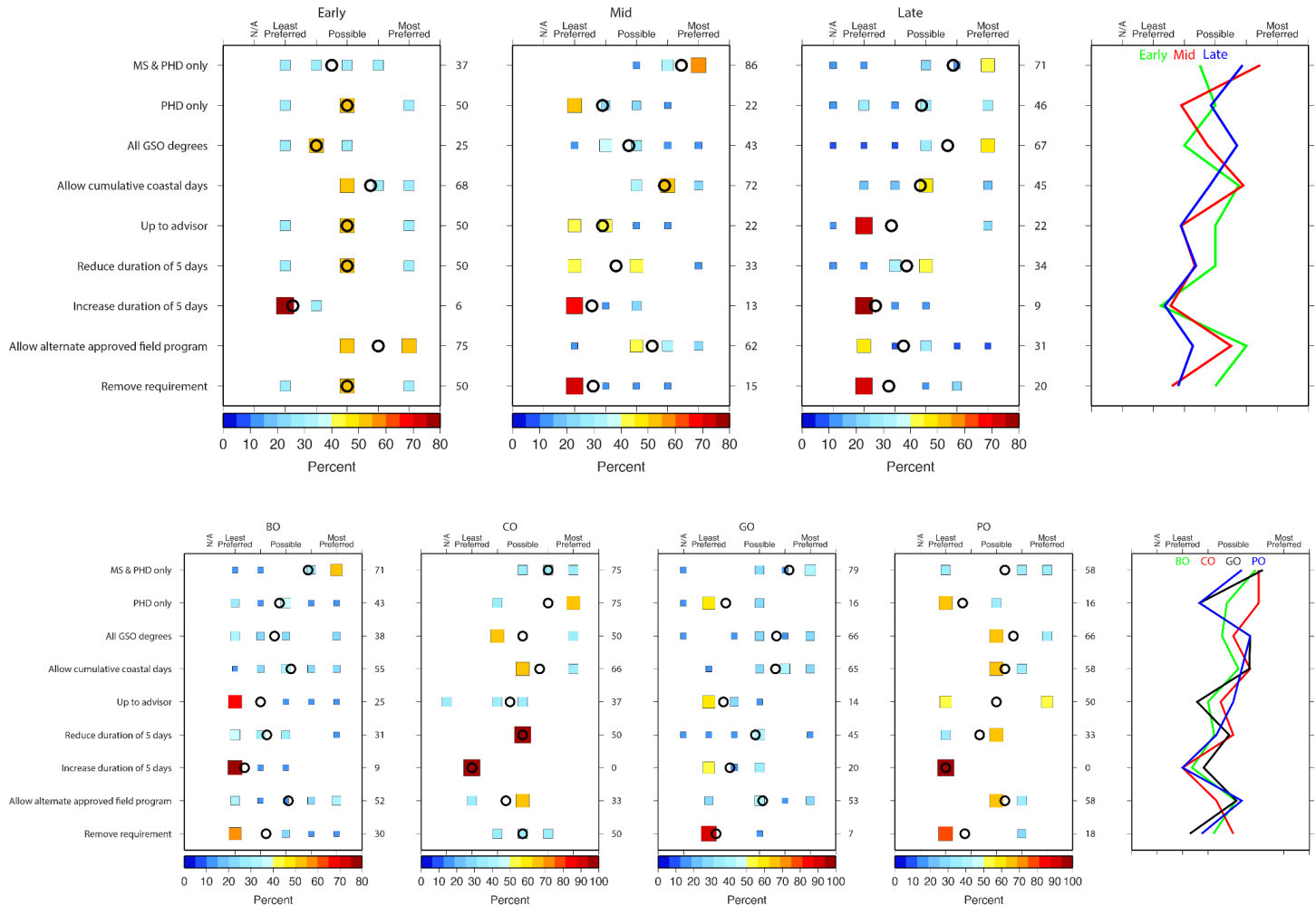
26) Rate potential cruise requirement modifications.

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n = 26 → BO-10 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-12¶



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Comments:

Mid	BO	I think we need to be mindful of student limitations to participation (physical ability, personal life circumstance (caring for children/parents) etc.)
Mid	GO	Some flexibility in the cruise requirement would benefit students - strict adherence to the 5-day rule could hurt some students.
Mid	GO	Some field experience is critical.
Late	BO	I would keep the cruise requirement as long as there are cruise opportunities. Most of the whinging seems to come from people who haven't been to sea for an extended cruise
Late	GO	Needs discussion. Is a benefit of going to sea. But do not think this is more important that a real on-water coastal experience where the student is the PI of the data gathering (science method experience).
Late	GO	why field? what about a coding course if students do not have field requirement

27) What do you feel is working well and/or what can be improved with the cruise requirement?

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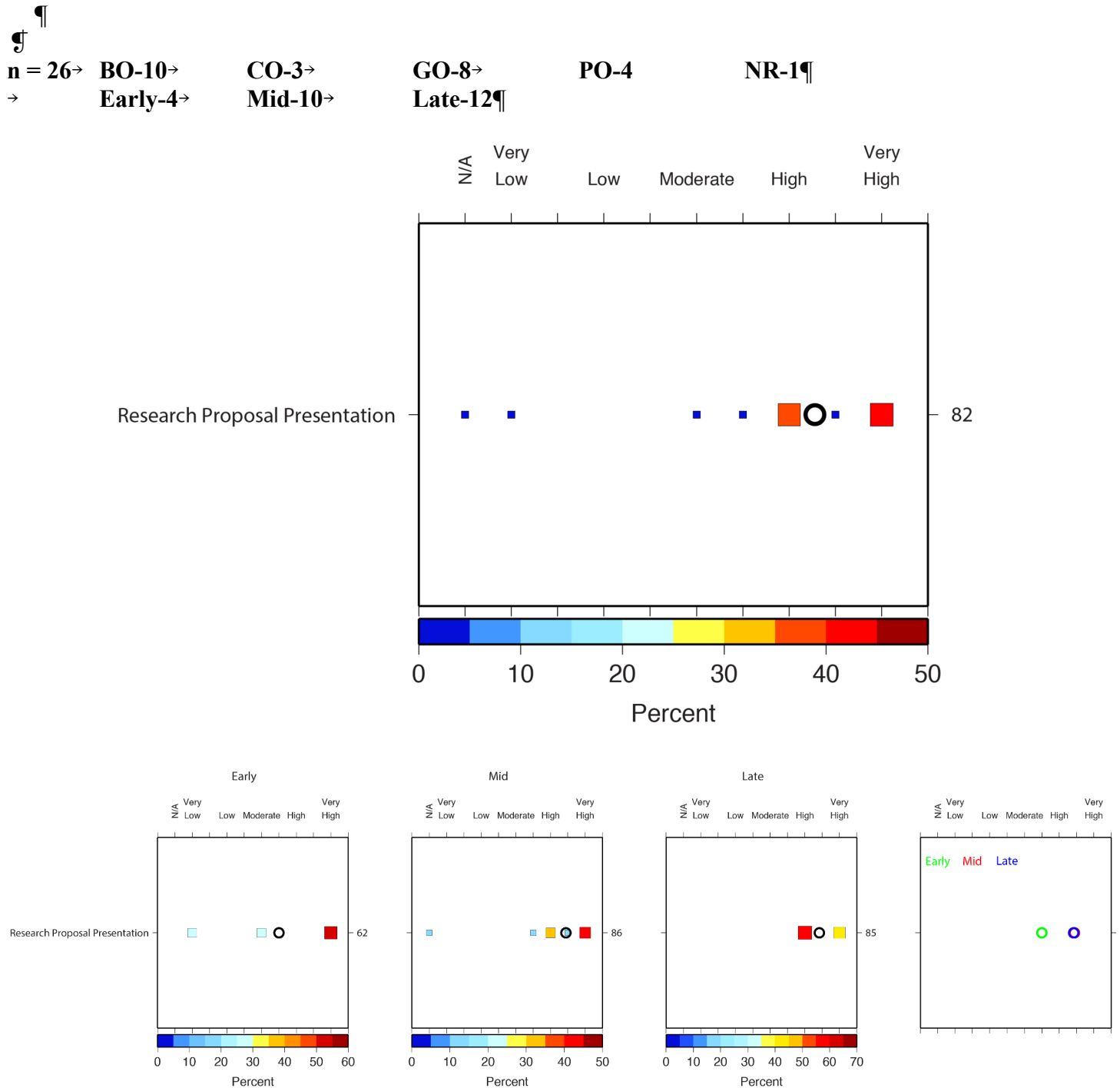
n = 10 → BO-4 → CO-2 → GO-4 → PO-0 NR-0¶
→ Early-2 → Mid-5 → Late-3¶

Comments:¶

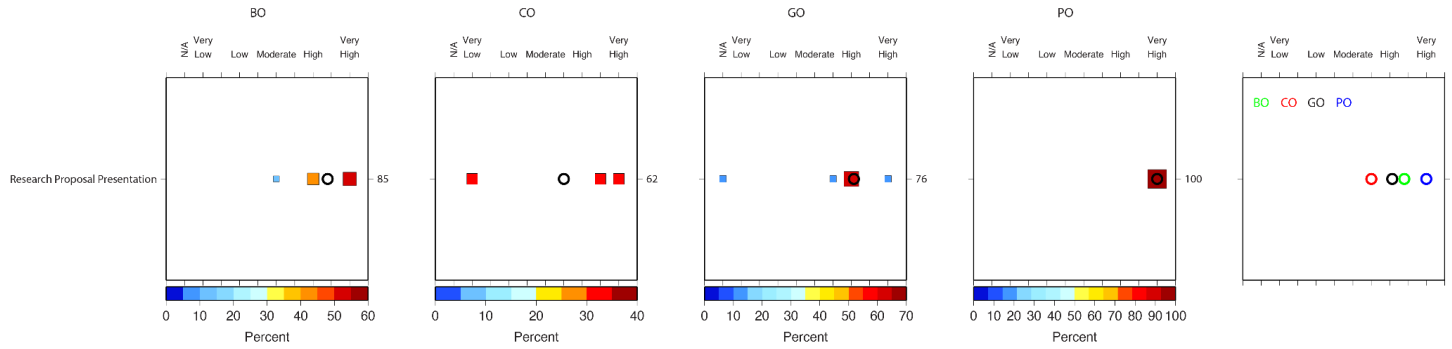
Early	BO	Good to encourage getting into the field. Should allow a bit more flexibility in what counts.
Early	CO	I like the cruise requirement but think that in some cases alternatives should be allowed.
Mid	BO	It gets the students into the field!
Mid	BO	It's a great opportunity for students to understand what happens at sea and to take ownership in results. However there are limitations that may make this requirement highly difficult for individuals. I think alternate field programs should be an option as well as many coastal ship days (that are not overnight).
Mid	CO	Lack of available cruises
Mid	GO	I don't know how often students end up on a cruise that is irrelevant to their field in order to fill the requirement. Is there any attempt to establish relevance of the cruise to the students' fields of study?
Mid	GO	COVID made it hard for students for the last year. This should be considered for present students.
Late	BO	There seem to be enough cruise opportunities to accommodate student needs apart from the pandemic.
Late	GO	see above
Late	GO	Field work is essential to many and therefore we should try to make it an available option. However it is not what defines excellence in oceanographic research and I see some flexibility as necessary if we are going to become a more inclusive community.

a6. Research Proposal Presentation

28) Rate the importance of the research proposal presentation for GSO student development.



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Comments:

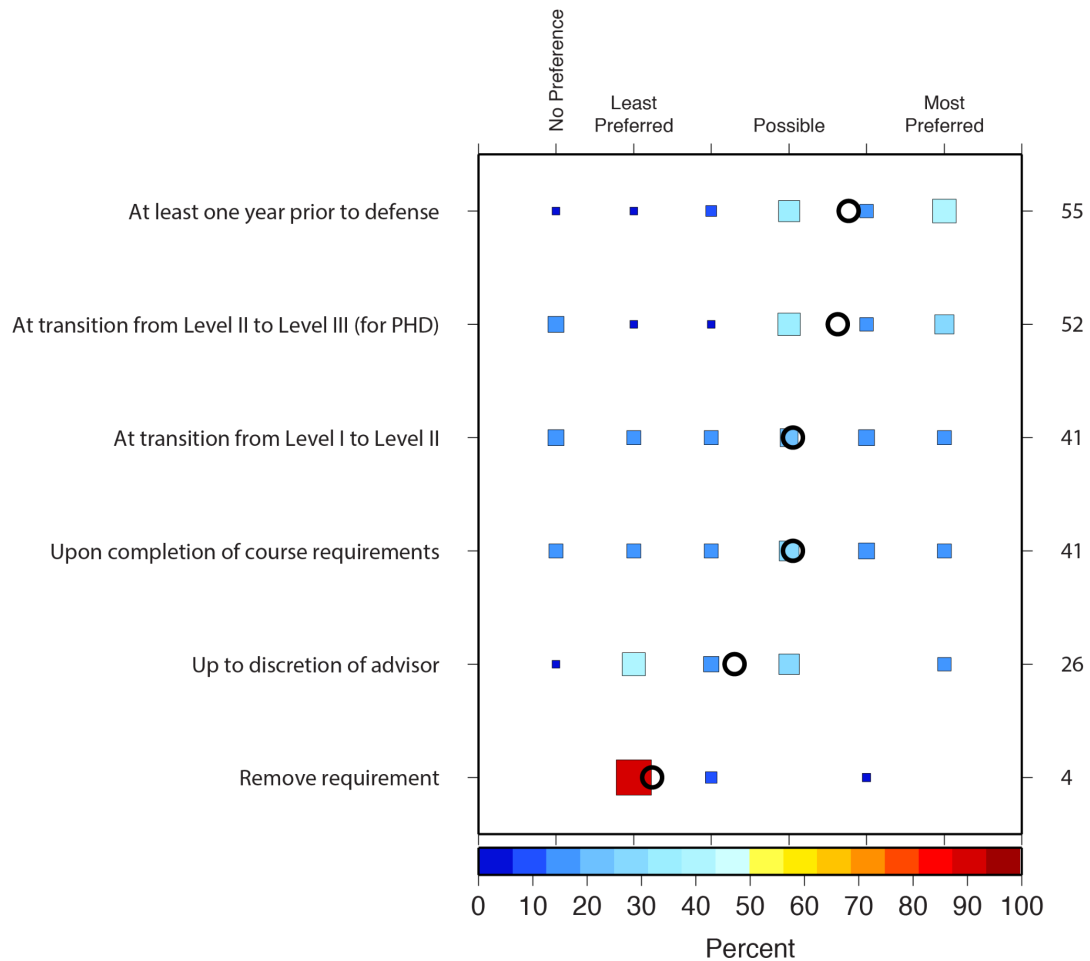
Early	CO	The way it is designed here is faulty. Students should prepare their proposal in the 1st year (MS) or 2nd year (PhD) so they can actually use it. Mind-boggling to have them do a "fake proposal" to a committee when they have already finished the bulk of the project.
Late	BO	I think it's an appropriate time to get committee buy-in before the student goes off on a tangent.
Late	GO	timing needs to be set in stone. All students know the deadlines and that they are firm. Continued funding depends on meeting each deadline.

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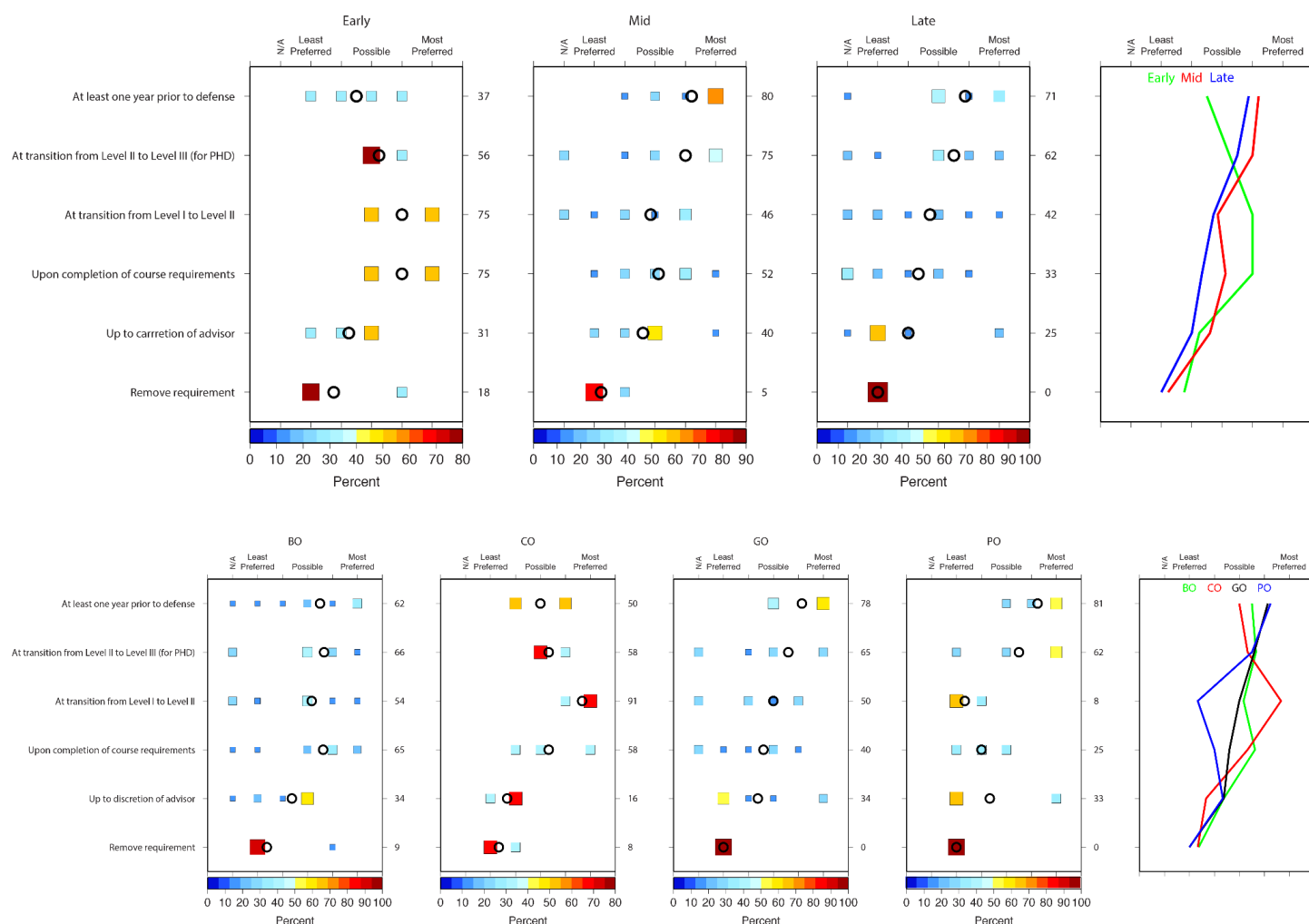
29) Rate the preferred timing of the research proposal presentation.

¶
¶

n = 25 → BO-9 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-11¶



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Comments:

Mid	GO	Written/orals should happen at completion of course work. Proposal should happen after that within a year of the orals.
Late	BO	After completing comprehensive exams for PhD students & beginning of 3rd semester for MS
Late	BO	Sooner the better as long as the research questions have been formulated. The document can be revised if necessary.
Late	GO	Best timeline should be discussed, relative data picked and stuck to. Proposal defense is distinct from course work. Courses can bring in delays, not offered etc. Research should have hard deadlines. Like start of 2nd year for MS start of 3rd year for PhD maybe.

30) What do you feel is working well and/or what can be improved with the research proposal presentation?

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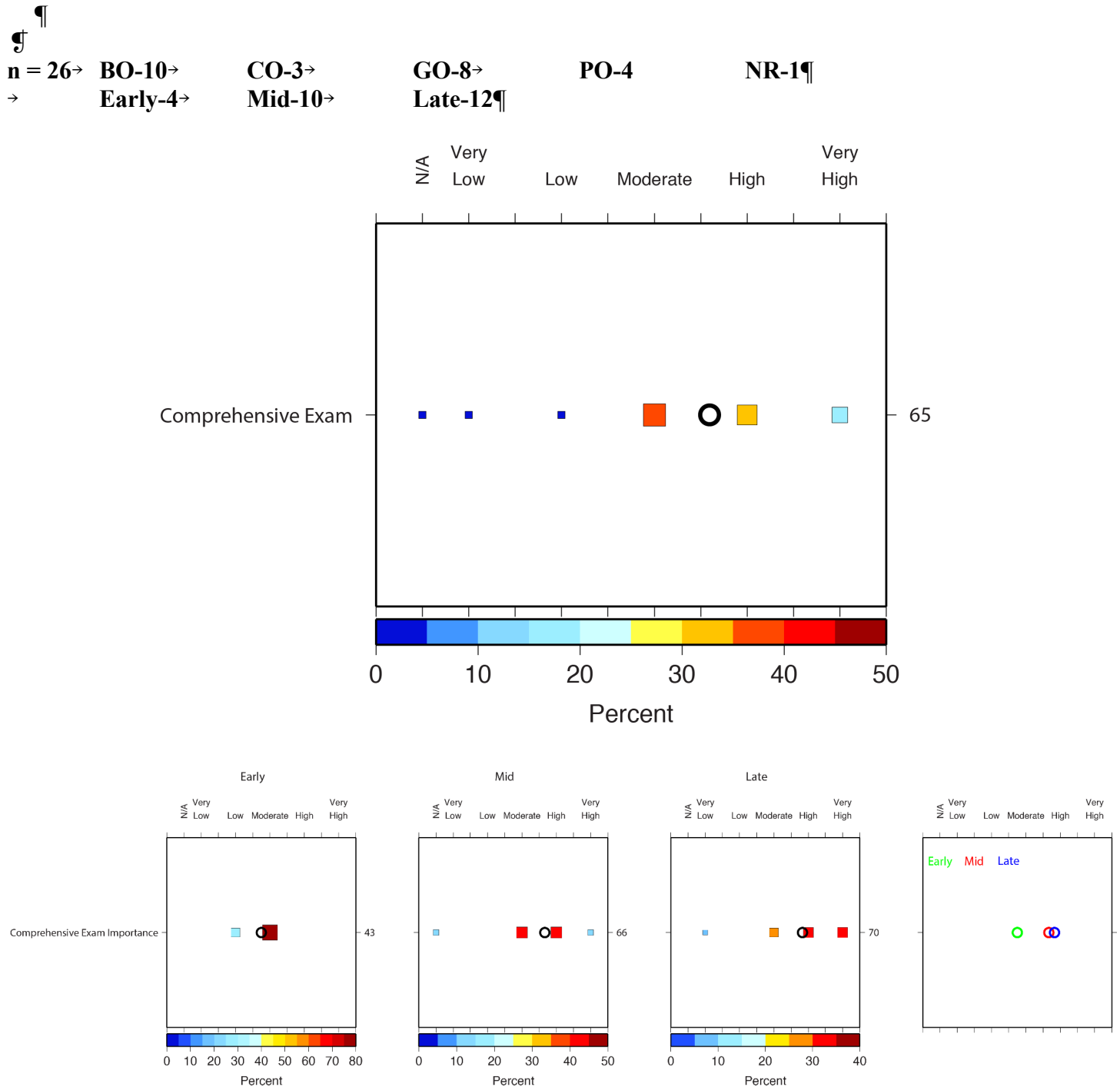
n = 10 → BO-5 → CO-3 → GO-2 → PO-0 NR-0¶
→ Early-3 → Mid-4 → Late-3¶

Comments:¶

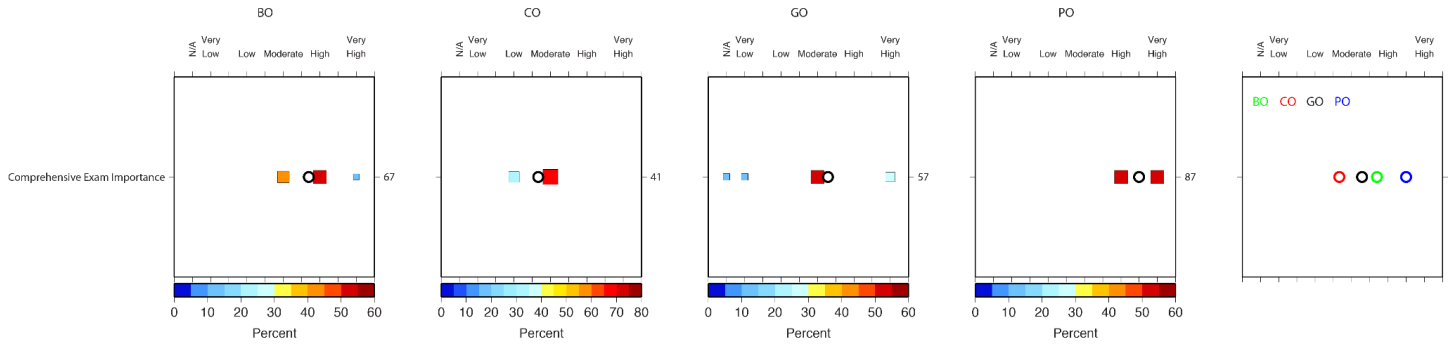
Early	BO	I like most things about the research proposal but think it should be more strongly enforced to be completed after the courses are done (e.g. fall of third year). Allowing students to routinely put it off until their fourth or fifth year when they often have large portions of the thesis work done defeats the purpose.
Early	BO	I think it should be required in the second or third year. I think we should reconsider the format of our comps exams
Early	CO	It needs to be done way earlier and used
Late	BO	It seems to be working well
Mid	BO	Students and advisor must think through the students' research concretely.
Mid	BO	This is an important piece of students planning their work. I think there should be better communication of the timing expectations from the program.
Mid	CO	Very useful discussion. Current timing is awkward as plenty of research is already completed
Mid	GO	I haven't participated enough to know how working.
Late	CO	Have it be open to the community just as the thesis defense is now
Late	GO	Students at GSO have few opportunities to truly think on their feet. I think this requirement is a key learning milestone for students.

a7. Comprehensive Exams

31) Rate the importance of the comprehensive exams for GSO PhD student development.



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Comments:

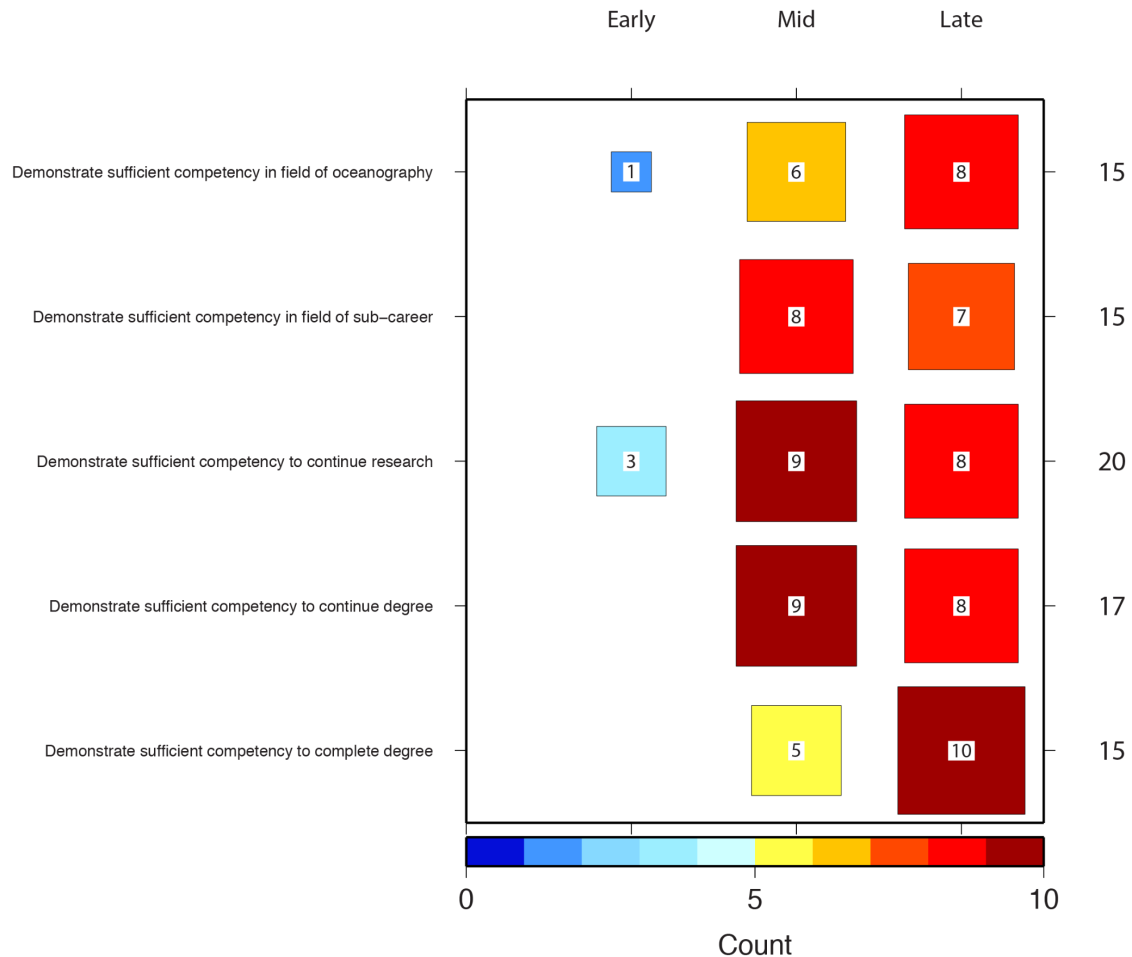
Early	BO	I think comps are a useful exercise but don't love the current design.
Late	BO	Required by the grad school
Late	GO	Based on my own experience, preparing for comprehensive exams with other students was fundamental. As all were taken in the same semester our cohort studied together. Helping each other prepare was where the real learning took place, not during the actual courses.

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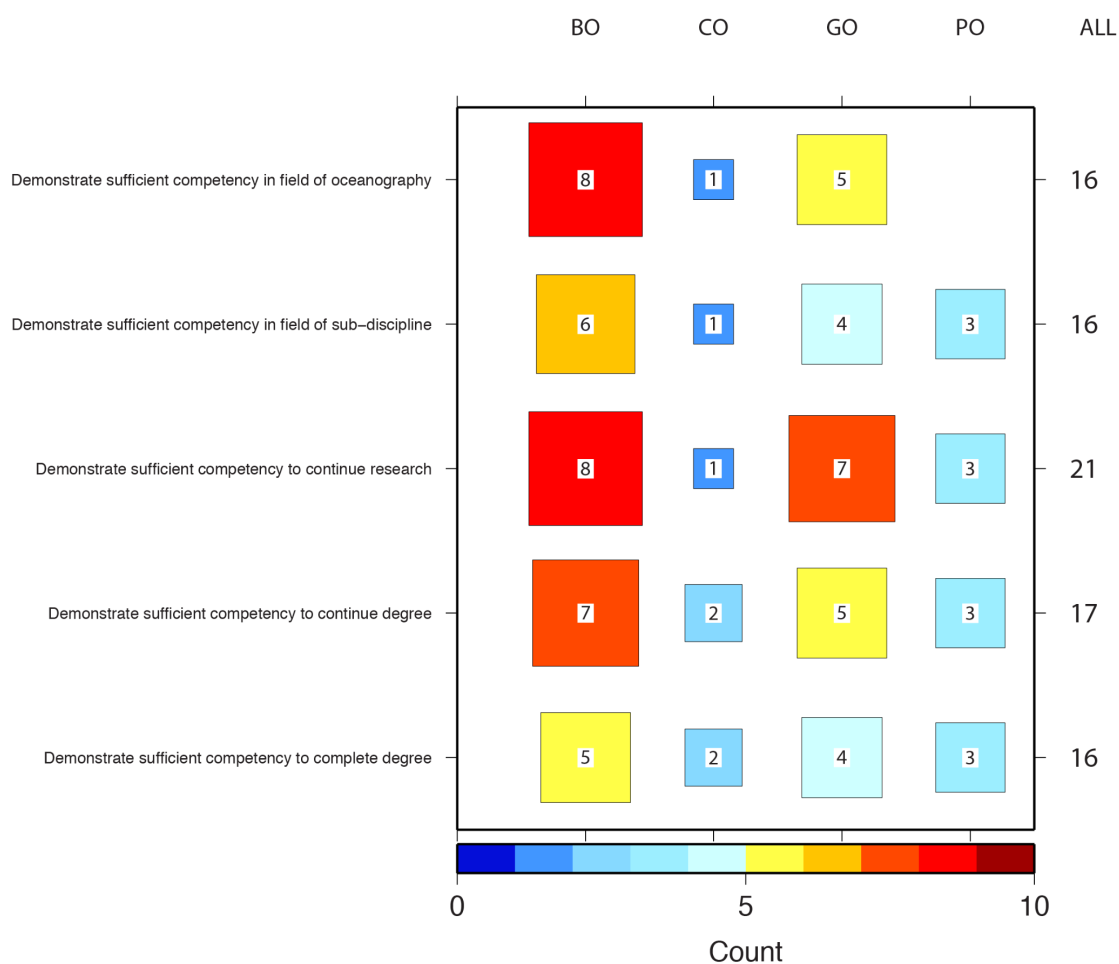
32) Rate the purpose of comprehensives in your opinion. (select all that apply)

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n = 26 → BO-10 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-12¶



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Comments:¶

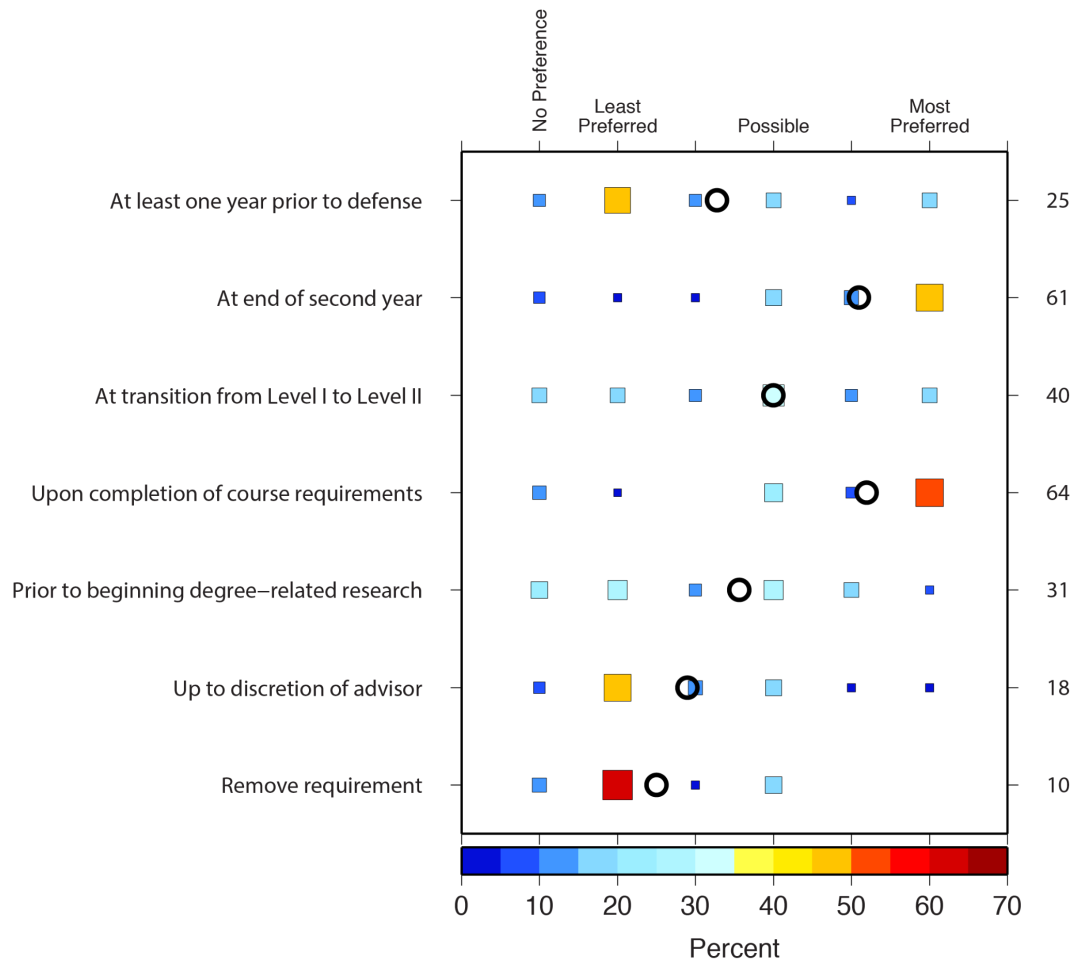
Early	BO	I think it should be to demonstrate competency in the field of oceanography but I think it currently acts to demonstrate competency in the sub-discipline or often the general thesis topic.
Late	BO	This is often the stage at which it is determined by the committee that a student will be unable to complete the PhD
Late	GO	It is all important. The relative percentages is where the discussion needs to be done.

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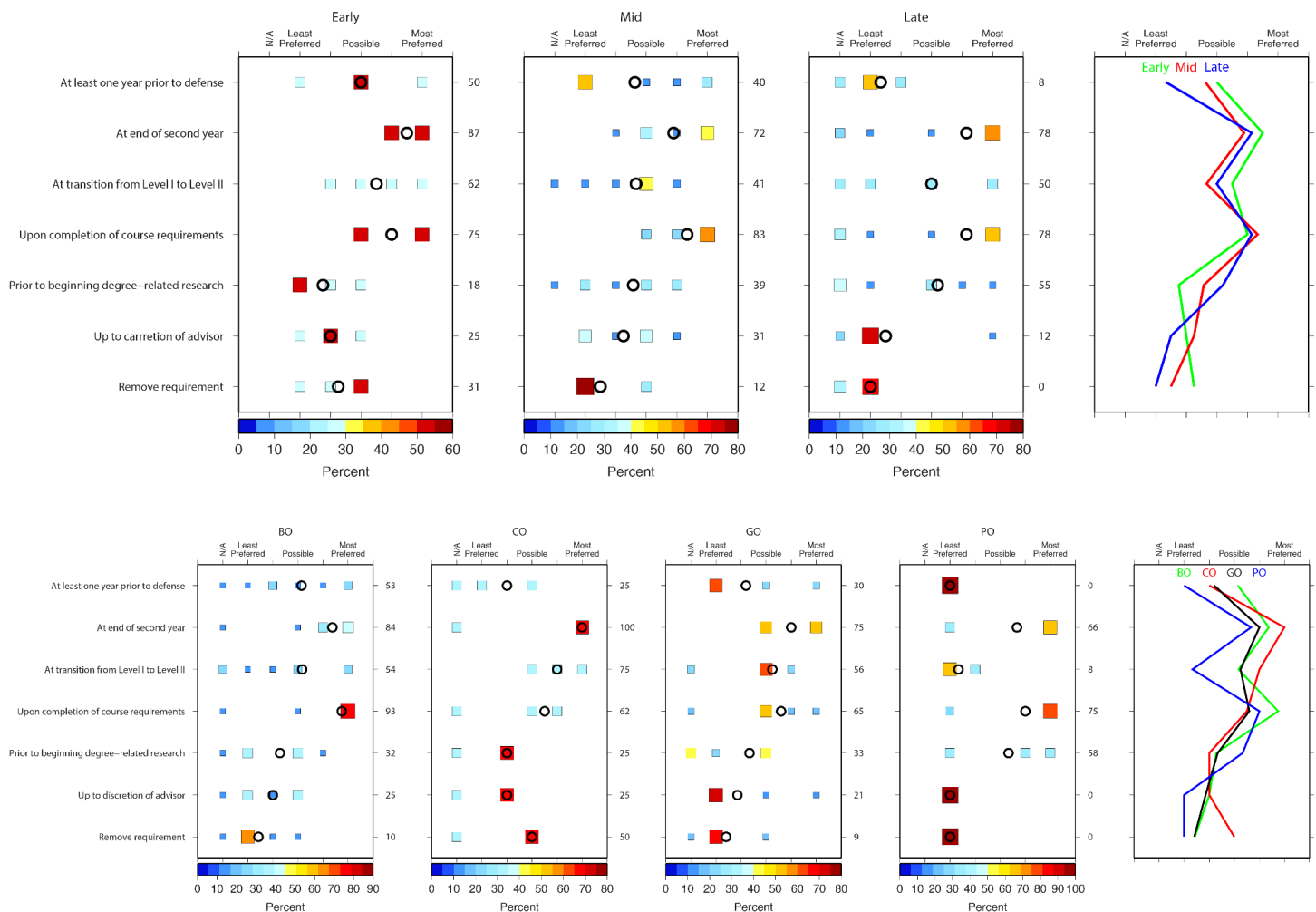
33) Rate when you think comprehensives should occur.

¶

n = 26 → BO-10 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-12¶



URI/GSO Academic Assessment Report 2021 - Faculty



Comments:

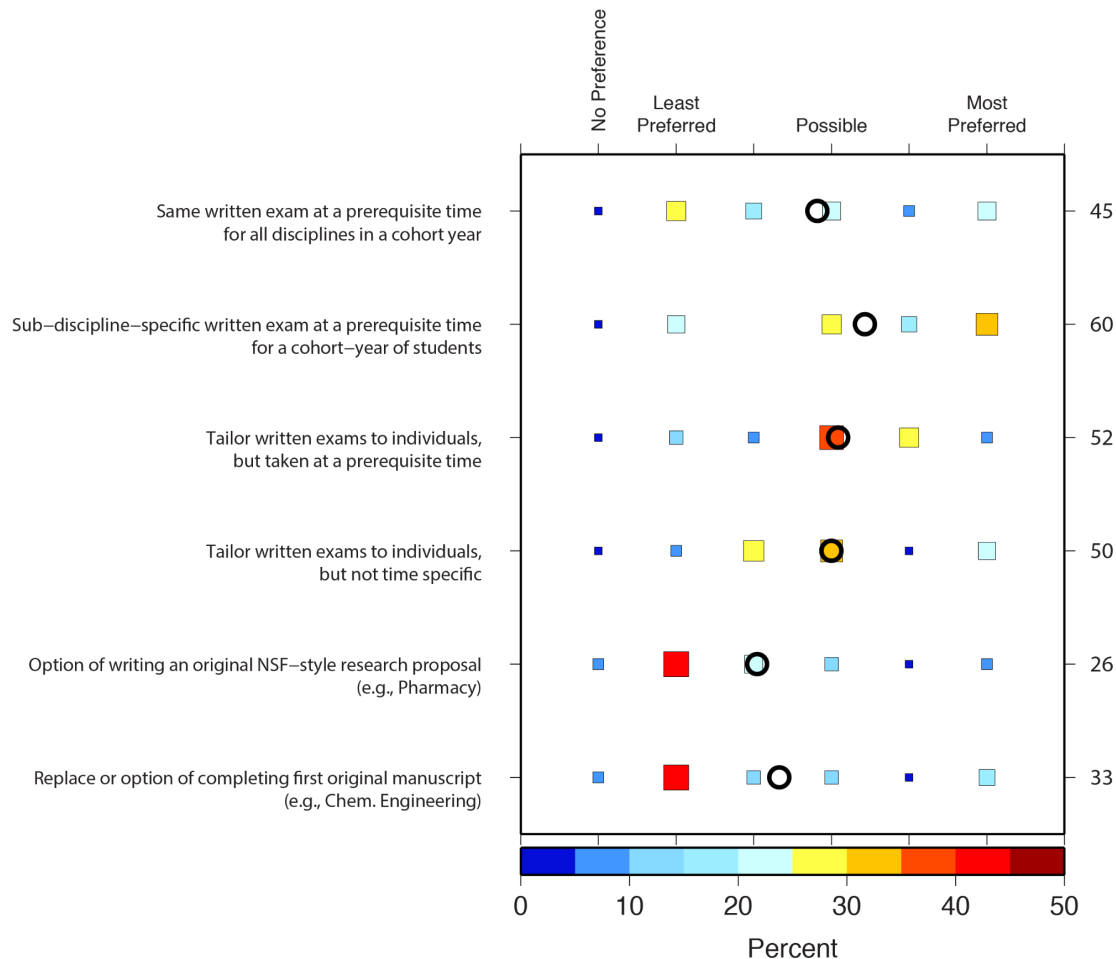
Mid	GO	I don't know when the level 1-2 transition happens. Around completion of courses? Degree-related research starts on day 1 for students in my group.
Mid	NR	I would be in favor of all PhD students completing an MS in progress toward the PhD.
Late	BO	As soon as possible after coursework is complete
Late	BO	At or near the end of the program of study
Late	GO	For PhD, think during the first semester of 3rd year works well.
Late	GO	some degree related research begins on day 1... so that is a tough one

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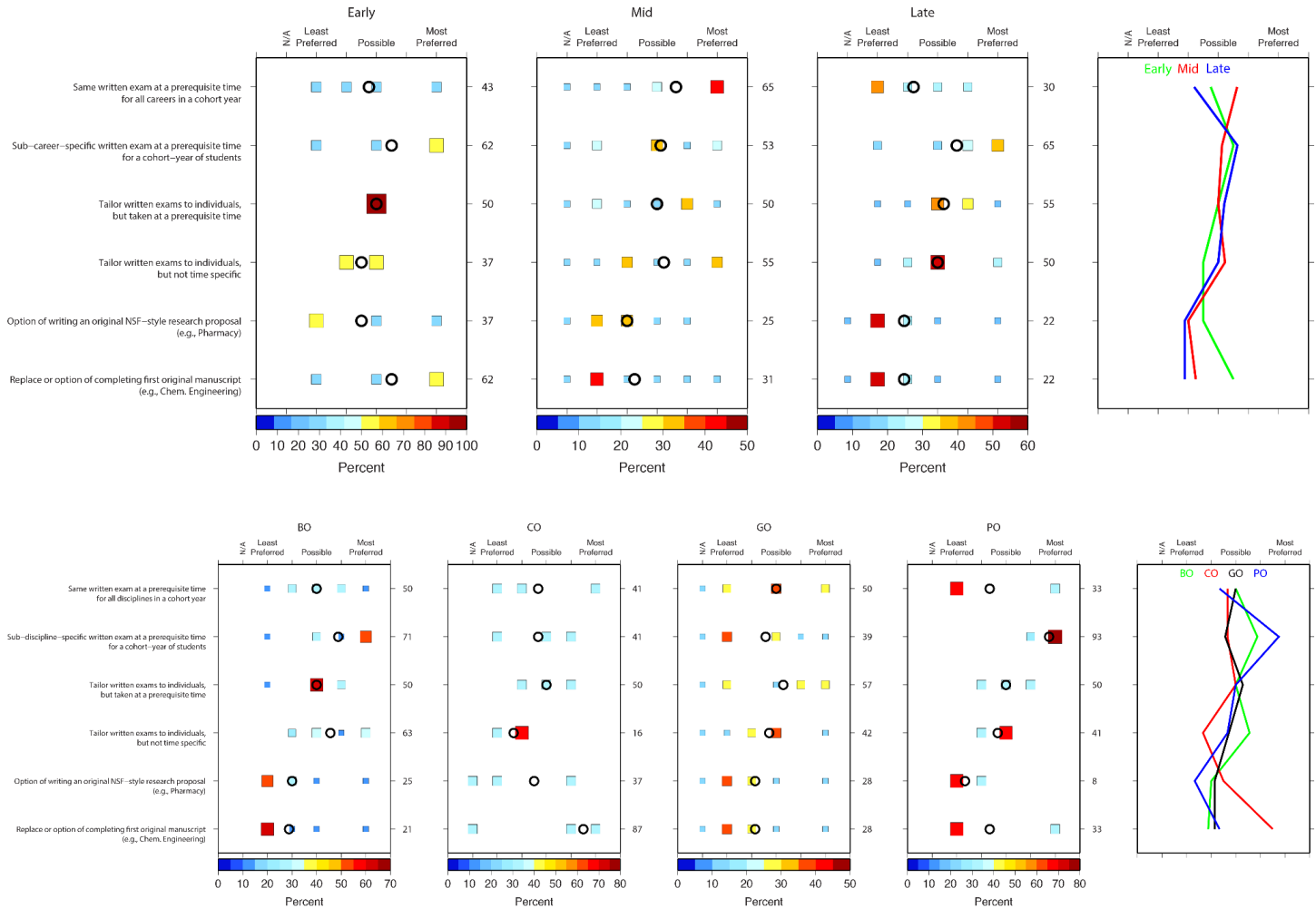
34) Rate the format of the written comprehensives.

¶
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n = 25 → BO-9 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-11¶



URI/GSO Academic Assessment Report 2021 - Faculty



Comments:

Late	BO	I don't equate the comprehensive exam with writing a proposal or manuscript because these are generally much narrower topics.
Late	GO	Depends on discipline. PO is much narrower than GO. PO is physics/ocean where all students take the same courses. So it is ok for cohort. Could never do this in Geo. Disciplines range from geophysics chem and "systems" range from ocean sed's solid earth etc. No 2 students take all the same courses.
Late	GO	I know others want people to specialize early but it scares me when I find out how weak some people are on the basics.

35) What do you feel is working well and/or what can be improved in the comprehensive exams?

¶

n = 9→ BO-5→ CO-0→ GO-3→ PO-1 NR-0¶
→ Early-2→ Mid-4→ Late-3¶

Comments:¶

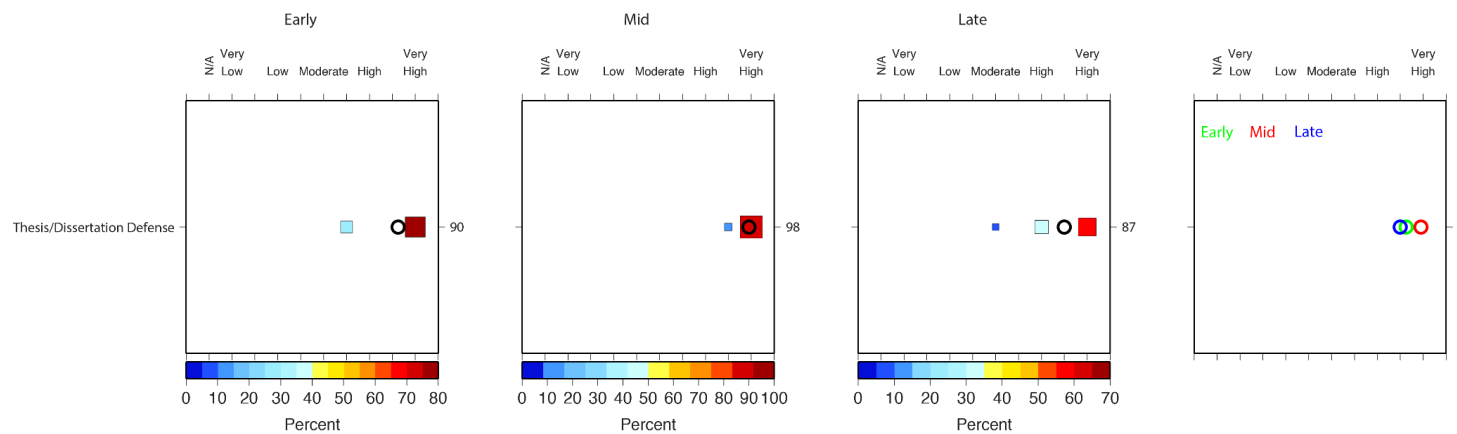
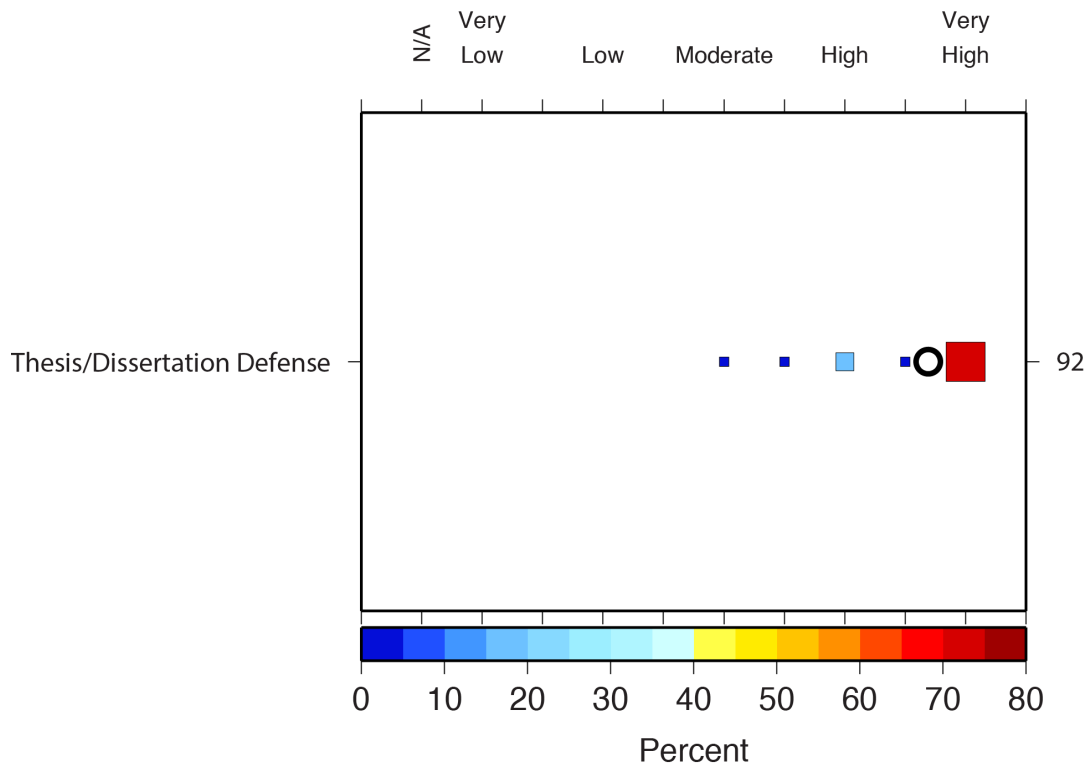
Early	BO	I don't like the subjectivity of the comps, with each student being asked different questions. It is a lot of time for the committee to spend on this with both a written and oral component. I think it should be written OR oral, not both.
Early	BO	I like the idea of an exam written for all students in a sub-discipline cohort where most of the questions are the same for all students in the cohort but there are one or two tailored for the specific student. They should be coordinated at the end of the second year to allow time for students to study together. They should focus on the four core courses with stronger emphasis on the sub-discipline.
Mid	BO	I think this is an important piece of graduate education that should be tailored to the student. However there should be some oversight in the timing of these exams by the program to ensure some students/advisors postpone too long. I have seen some advisors recommend to their students to wait on the exams because they do not want to have to pay them more (i.e. promotion to level 3) - I think this practice needs to stop and we move to a student centered approach.
Mid	BO	Students put a lot of time into their exam and I think it shows afterwards in terms of their knowledge and confidence.
Mid	GO	I think a set cohort time frame for these is helpful for students and helps in ensuring steady progress towards degree.
Mid	PO	I would love to see the anxiety associated with comprehensive exams decreased, better expectations might work, replacing with 1st author paper might also work. Some students are so stressed that they can not study properly
Late	BO	Timing (see above). Some committee members could be more diligent about framing comprehensive exam questions and thinking in advance about what constitutes an acceptable answer. i.e. make the exam a little more formal.
Late	GO	I think if the 4 core courses could be smartly trimmed to 2 cores that cover key processes then an exam at the end of this would cover the "oceanographic" knowledge part. Then the PhD comp could be a very discipline/thesis specific, certifying ability to do research in that area.
Late	GO	I would like to see a comp. exam date announced when a cohort arrives so that everyone knows what is coming and can progress at a reasonable pace. Delaying and then potentially doing poorly due to the delay/early focus on research does not benefit anyone.

a8. Thesis/Dissertation Defense

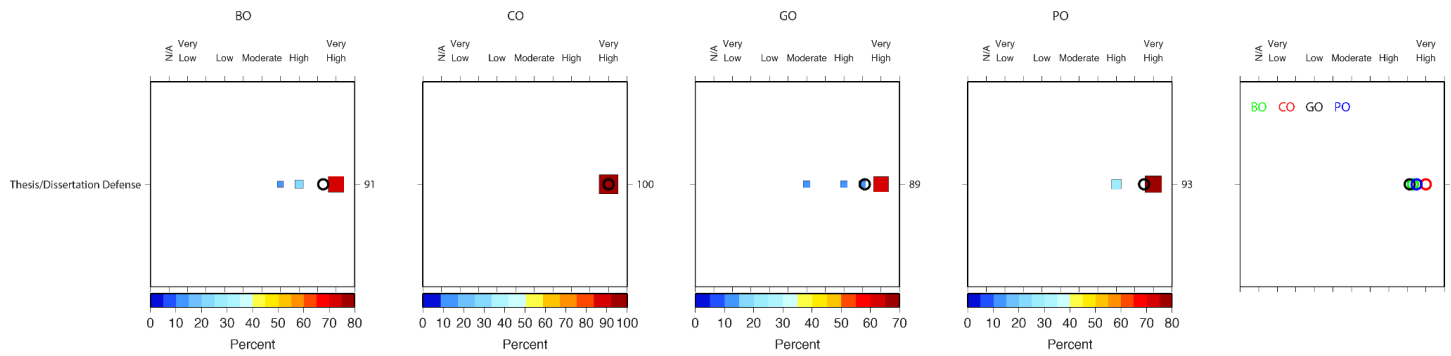
36) Rate the importance of the thesis/dissertation defense for GSO student development.

¶

n = 26 → BO-10 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-12¶



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Comments:

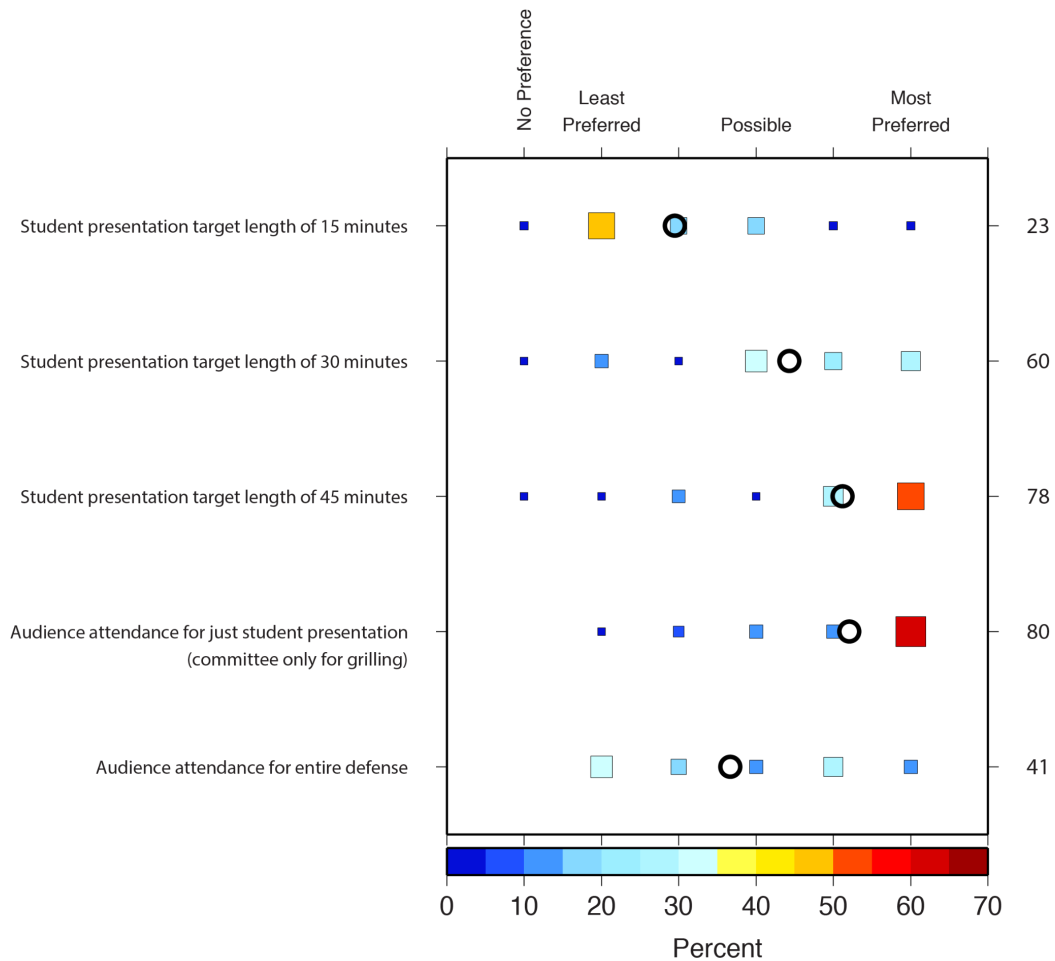
No comments provided

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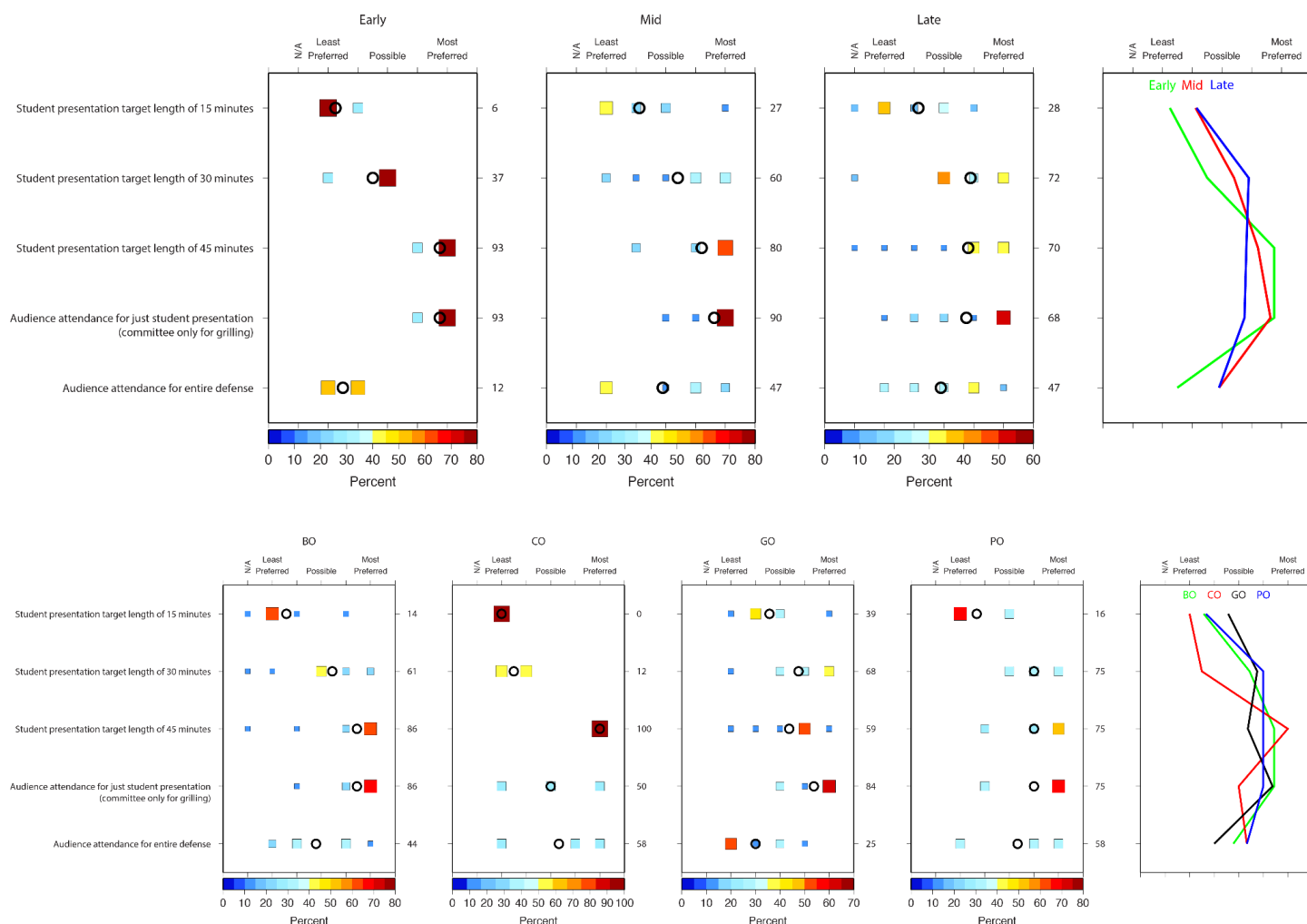
37) Rate preferred format aspects.

¶

n = 26 → BO-10 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-12¶



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Comments:

Early	BO	I would say 35-45 mins for PhD and 20-30 for MS
Late	BO	M.S. student ~20 minute and PhD student ~40 min.
Late	BO	I think a student presentation of 20 minutes followed by 10 min of general audience questions works well
Late	GO	Give the students a chance to showcase and synthesize their work!

38) What do you feel is working well and/or what can be improved with the thesis/dissertation defense?

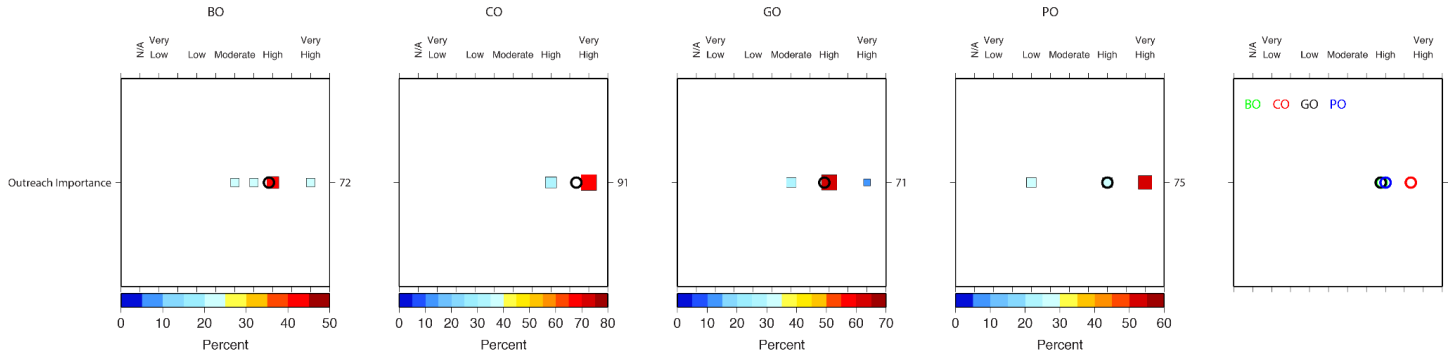
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n = 8→ BO-4→ CO-1→ GO-2→ PO-0 NR-1¶
→ Early-2→ Mid-4→ Late-2¶

Comments:¶

Early	BO	While I miss the in person defenses I liked the virtual defenses allowed for lots more people to join including friends and family from afar. I strongly dislike the mandate that all committee members be there in person. I think having a time limit is useful but I think 2 hrs is too short of a max especially if it includes the 45 min seminar. I'd like a 2 hr max on the closed door portion.
Early	CO	More student questions should be encouraged!
Mid	BO	Student defenses are a great way for students to highlight what they know and for the committee to evaluate their readiness to graduate
Mid	BO	I think this is the most critical piece of Ph.D. education. I think the longer format is important to get in enough details of the work and enables the student to leave with a polished "seminar" to give elsewhere. I'm impartial about who gets to stay for what portions I'm all for transparency and supporting the students needs.
Mid	GO	Stop the first question from the advisor being "Will you give a presentation of your work?" It is not a real question and the answer is obviously yes.
Mid	PO	Public presentation followed by private defense offers students a chance to share and showcase their work but committee still has opportunity to scrutinize and maintain rigor or bring up concerns without concerns for public response.
Late	BO	There is a discrepancy between GSO (where 45-min presentations are encouraged and other departments that stick to a firm 2-hours limit. This leaves committee members little time to ask questions which is unfair considering their time invested in reading the thesis/dissertation.
Late	GO	Seems to work. With zoom now can bring in more international involvement perhaps.

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Comments:

Mid	BO	I think this will only be beneficial.
Late	GO	think this can be combined with more formal on-water ocean experiences. Many RI-ers (agencies/citizens) are focused on Bay (RI waters). Part of students outreach could be presenting their own (short) Bay data/research experiences to local stakeholders.

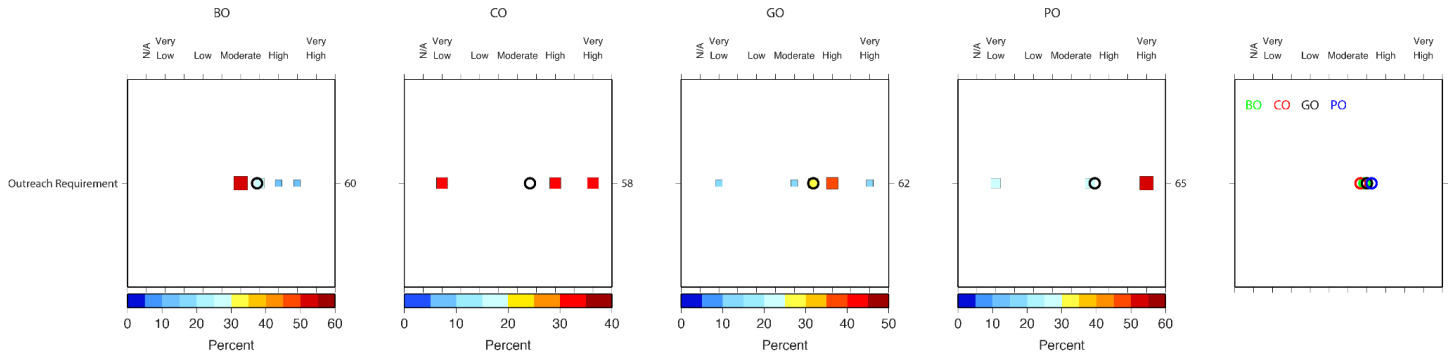
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URI/GSO Academic Assessment Report 2021 - Faculty



Comments:

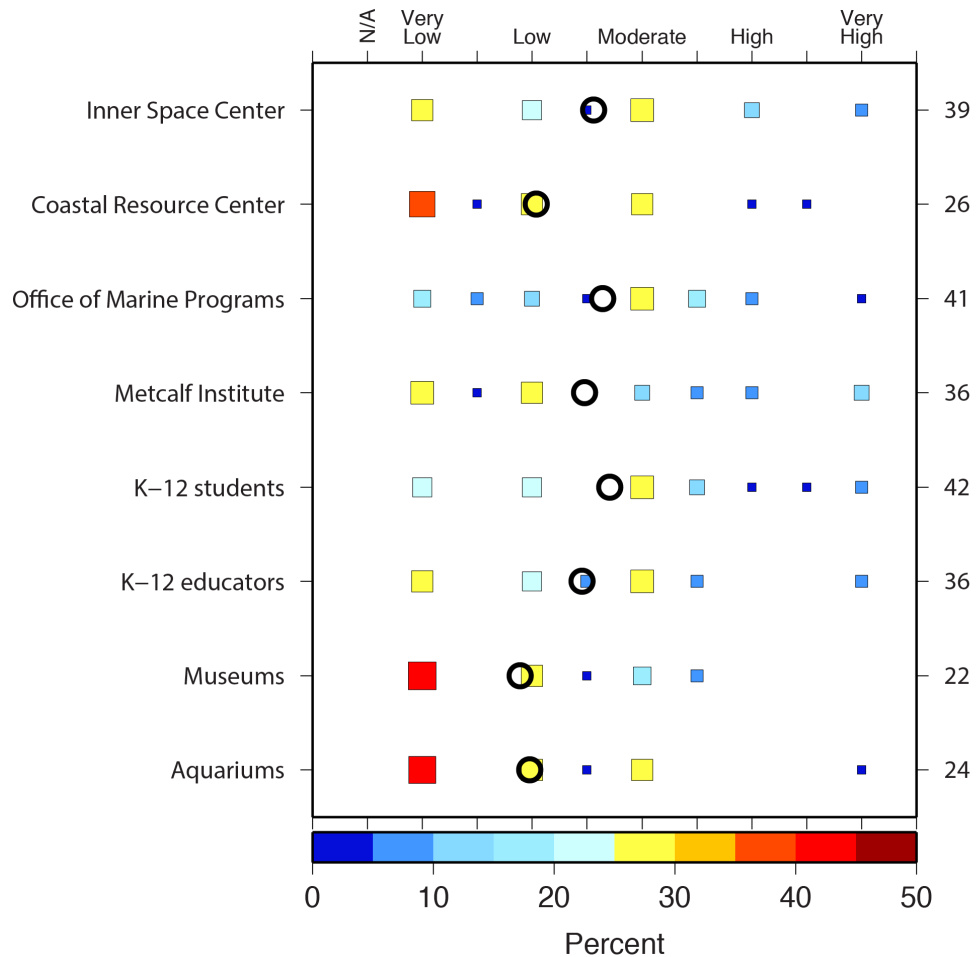
Early	CO	Academia isn't about amassing information for ourselves. At its core academia is about increasing our collective knowledge on the workings of the world and our place in it. That doesn't work if the knowledge we gain isn't shared. Outreach is absolutely part of the job and should be in our and our student's contracts.
Mid	PO	Graduate research is a time to become deeply engaged in a topic. Outreach is important and often comes with the "job" but it should not be required and we should not teach graduate students to emulate faculty who are scattered with so many fragmented job responsibilities.
Late	BO	It can only be required if opportunities are provided.

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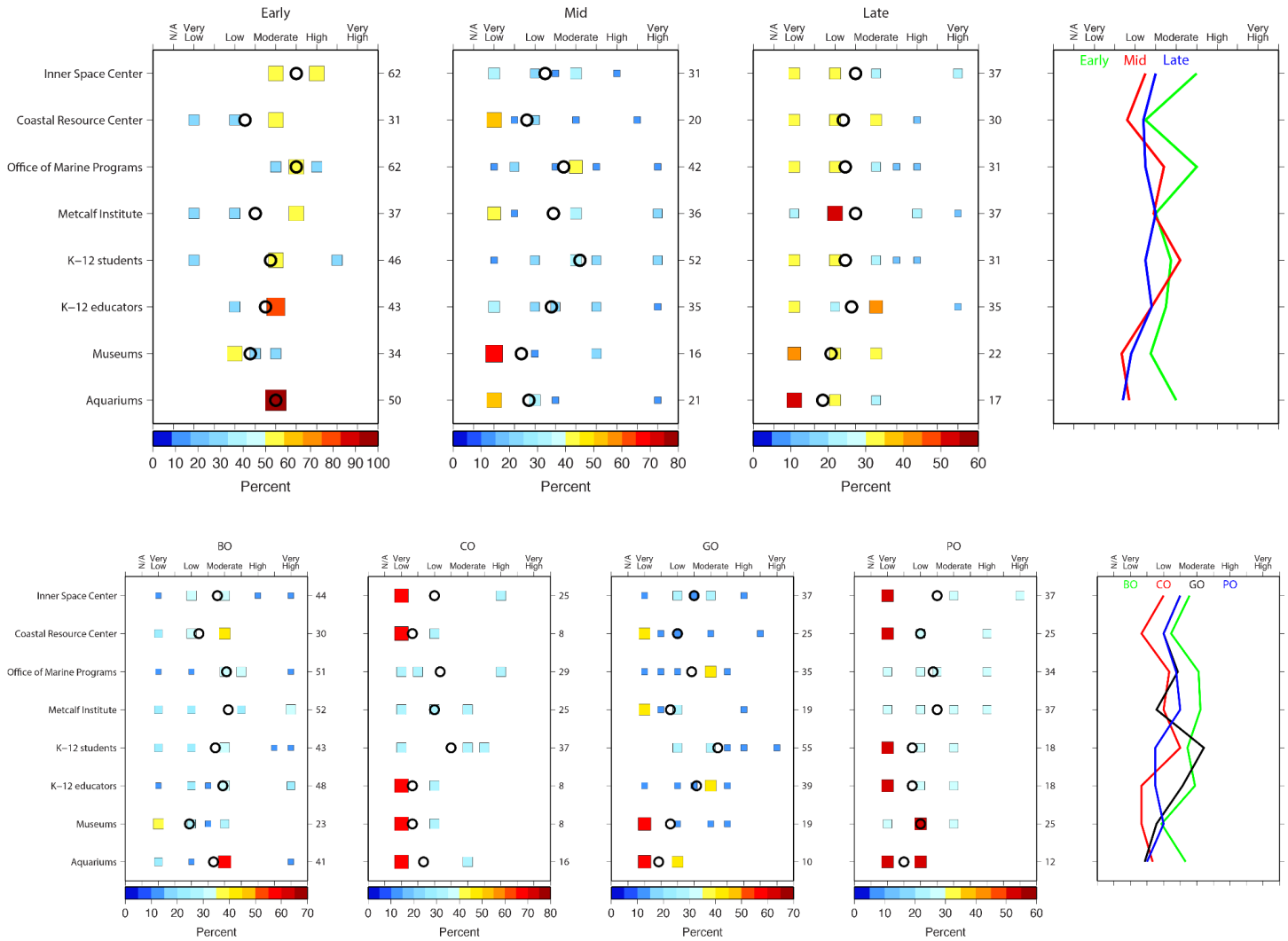
41) How extensively have you engaged in outreach with the various groups listed below?

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n = 24 → BO-9 → CO-3 → GO-7 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-10¶



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Comments:

Late	GO	Town planning groups local env advocacy groups WWTF managers.
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42) What do you feel is working well and/or what can be improved with outreach?

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n = 8→ BO-4→ CO-0→ GO-4→ PO-0 NR-0¶
→ Early-1→ Mid-4→ Late-3¶

Comments:¶

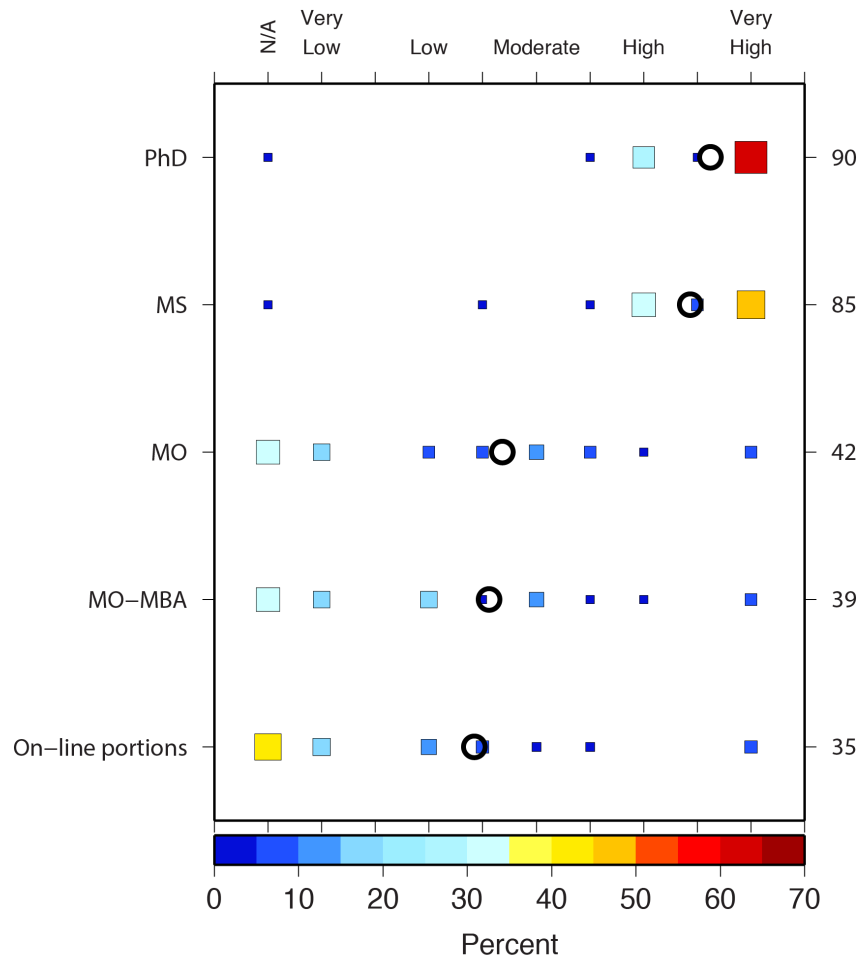
Early	BO	We have lots of great options with OMP ISC CRC etc. though I think we could do a better job letting people know what options are available.
Mid	BO	We have many options- I like that.
Mid	BO	I think the outreach entities on campus could host strategic events to help faculty staff and students feel more comfortable in engaging with outreach (providing ideas and opportunities).
Mid	GO	It would be nice to have a service expectation for our students. I think GSO as an institution doesn't do enough outreach - an annual campus open house is good (especially when it actually happens annually) but development of established pathways for PIs or groups to leave campus and perform outreach activities off site is a better way to reach diverse demographics that can't or won't come to us. We need some kind of centralized outreach arm that all research/PI groups can work through to connect with opportunities that increase our connections to a broad spectrum of the population within RI and beyond.
Mid	GO	I think getting students to do some type of engagement is invaluable. I know that not all are well-suited to outreach but I think it's important for development and understanding of society.
Late	BO	I seem to have less contact with outreach activities since OMP moved to OSEC.
Late	GO	Believe GSO could become the science/data arm of agencies like CRMC WWTFs RI-DEM etc. If all GSO students had small/well defined on-water data gathering skill building scientific method intro. experience that involved working/planning with one of these state/town/fed agencies this would provide many benefits for the students and the endusers. This manner of outreach could be a valuable part of the GSO experience.
Late	GO	Several people have done a great job coordinating GSO outreach activities but it is difficult for the faculty to seek assistance from any individuals on project-related outreach activities. It would be great if we could have someone at GSO as the designated outreach coordinator.

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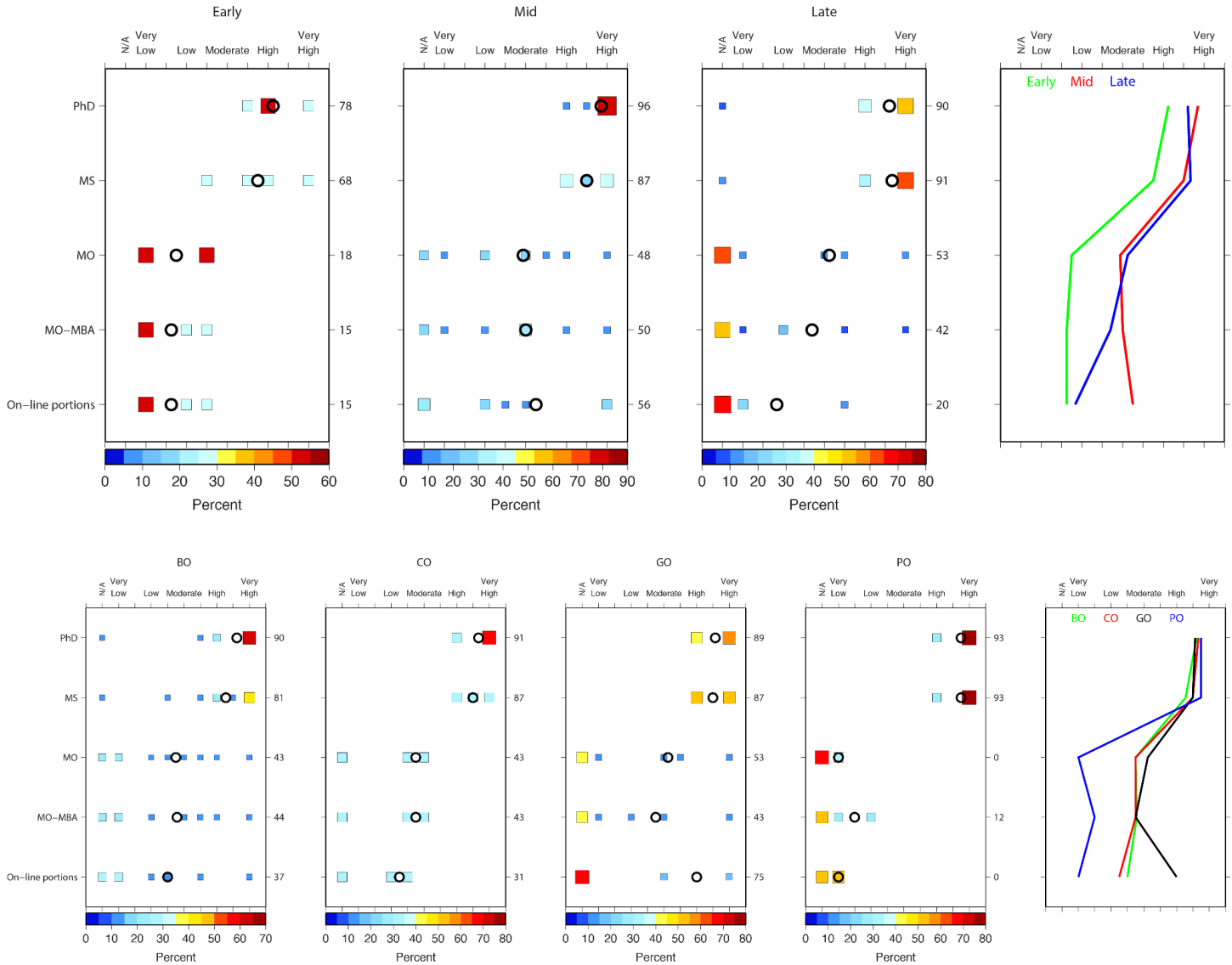
43) Rate the importance of the thesis/dissertation defense for GSO student development.

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n = 25 → BO-10 → CO-3 → GO-7 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-11¶



URI/GSO Academic Assessment Report 2021 - Faculty



Comments:

Mid	GO	All should have some type of "defense"
Late	BO	Don't understand the question. The defense is either required or not by the program.

44) Any other comments or suggestions regarding the core curriculum?

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n = 5 → BO-3 → CO-0 → GO-2 → PO-0 NR-0¶
→ Early-1 → Mid-3 → Late-1¶

Comments:¶

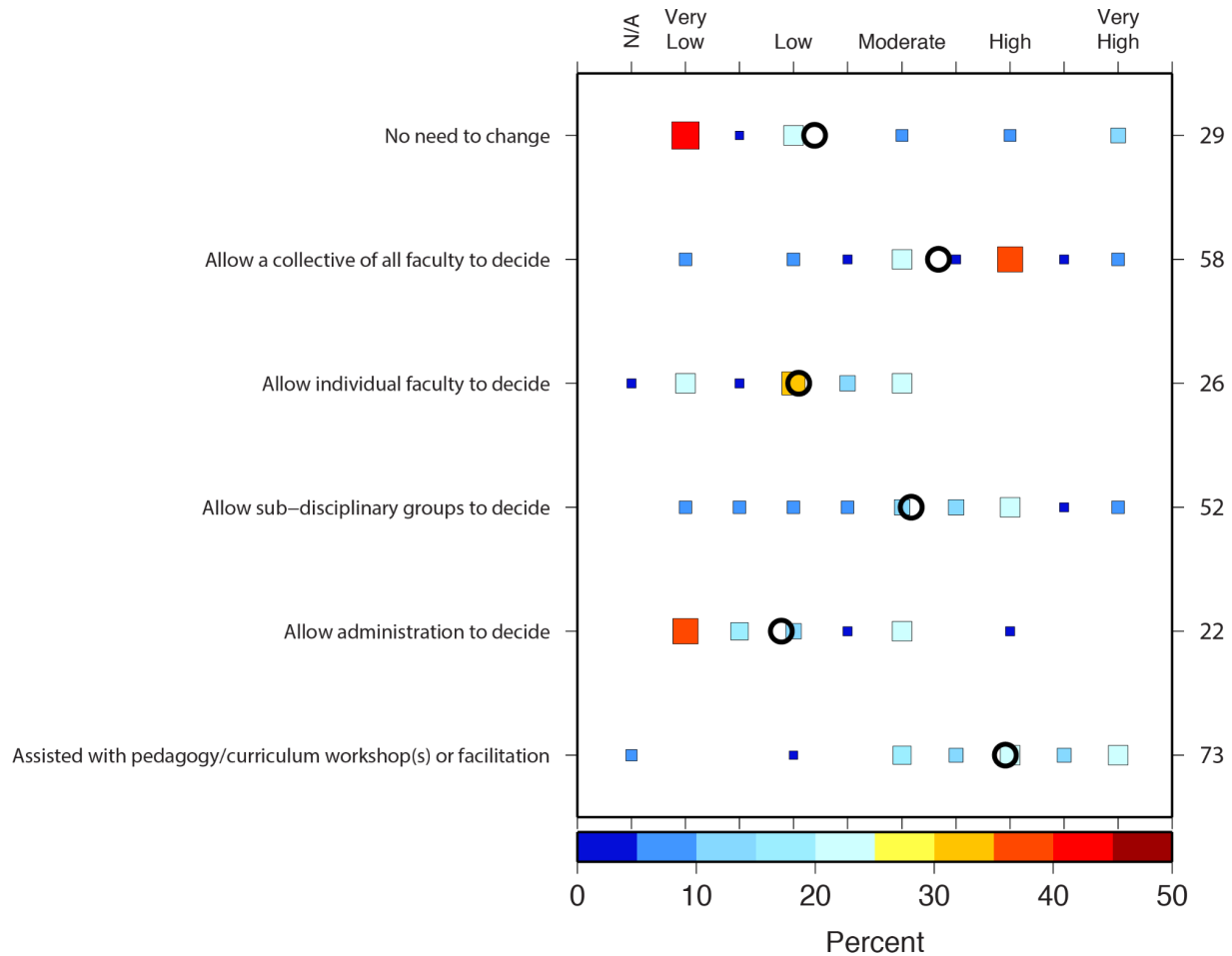
Early	BO	This survey was very helpful thanks
Mid	BO	Our curriculum needs an overhaul that distributes teaching capacity equitably amongst faculty and makes faculty expertise broadly available to all our students rather than a select few receiving highly specialized individual-level targeted instruction. - our curriculum needs to have maximum flexibility to accommodate students in their diverse research and career paths - we should strive to build a cohort of incoming students that take at least one course together each of the first 2 semesters
Mid	GO	We need to change the core courses!!!!
Mid	GO	My impression is that GSO is doing a lot well but it could/should evolve as the field of oceanography has. There is a lot of need for applied work with public engagement. In the past, doing blue water work with publications was enough, but my impression there is a greater need and opportunity (funding) for applied and/or engaged research.
Late	BO	Provided sufficient resources I think the Academic Affairs Office could do more to post anticipated course offerings 1-2 years out for students to plan their programs of study. This would also help to schedule classes to avoid conflicts. We could also post course curricula.

a10. Next Steps

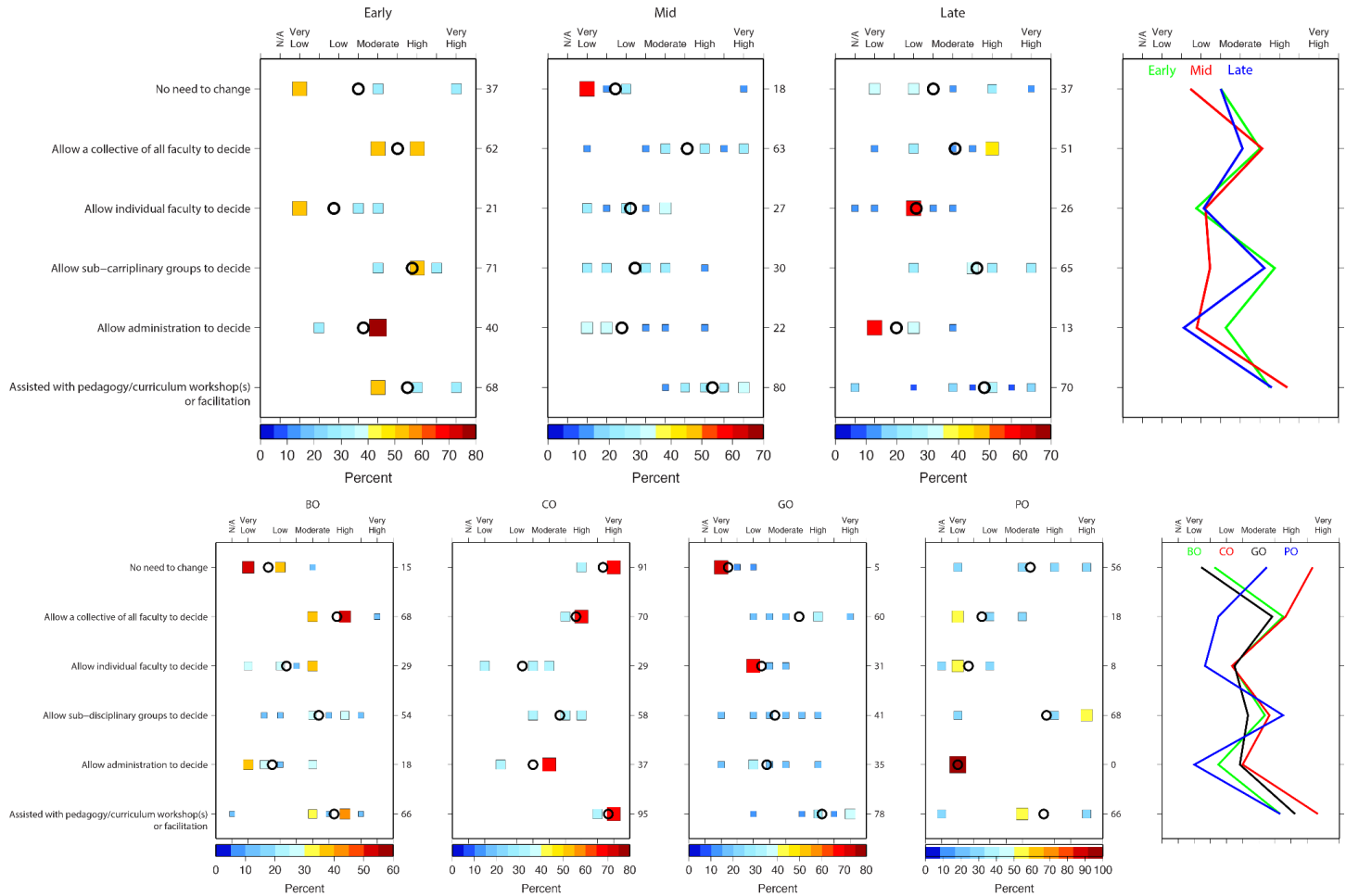
45) Rate how you feel we should proceed towards a successful review/revision of the core curriculum (e.g., course, requirements).

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n = 26 → BO-10 → CO-3 → GO-8 → PO-4 → NR-1¶
→ Early-4 → Mid-10 → Late-12¶



URI/GSO Academic Assessment Report 2021 - Faculty



Comments:

Mid	BO	We probably need a committee with some power to make decisions.
Late	GO	Allow all faculty to participate as they wish
Late	BO	Meaningful revision will require a coordinated approach

B. Faculty Topics

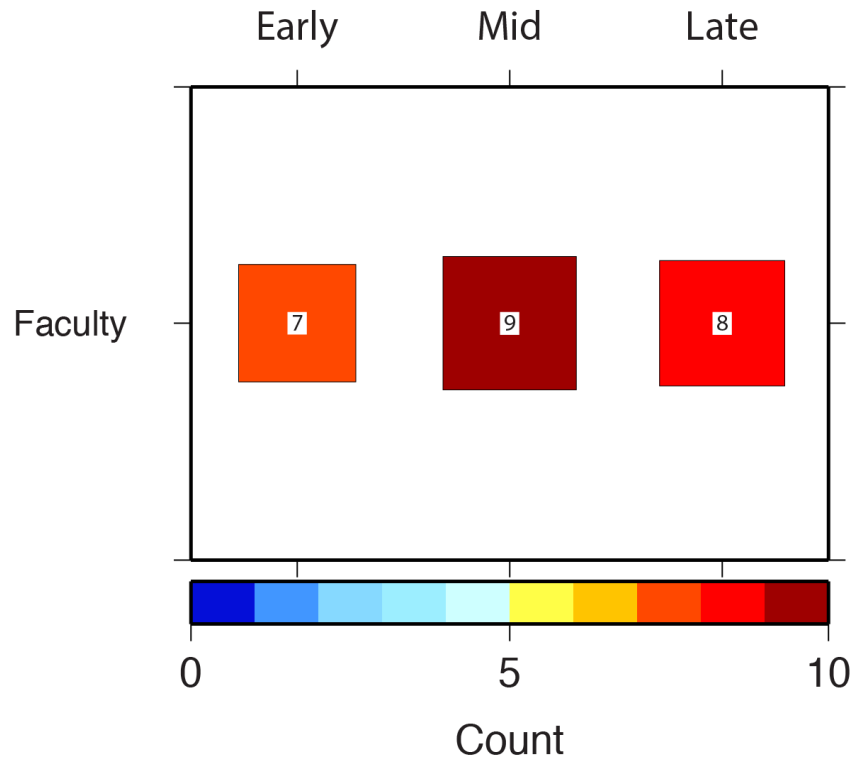
b1. Demographics

1) What is your present position at GSO?

2) What do you consider your career status?

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n = 24 → Early-7 → Mid-9 → Late-8 ¶



Comments: ¶

No comments provided.

URI/GSO Academic Assessment Report 2021 - Faculty

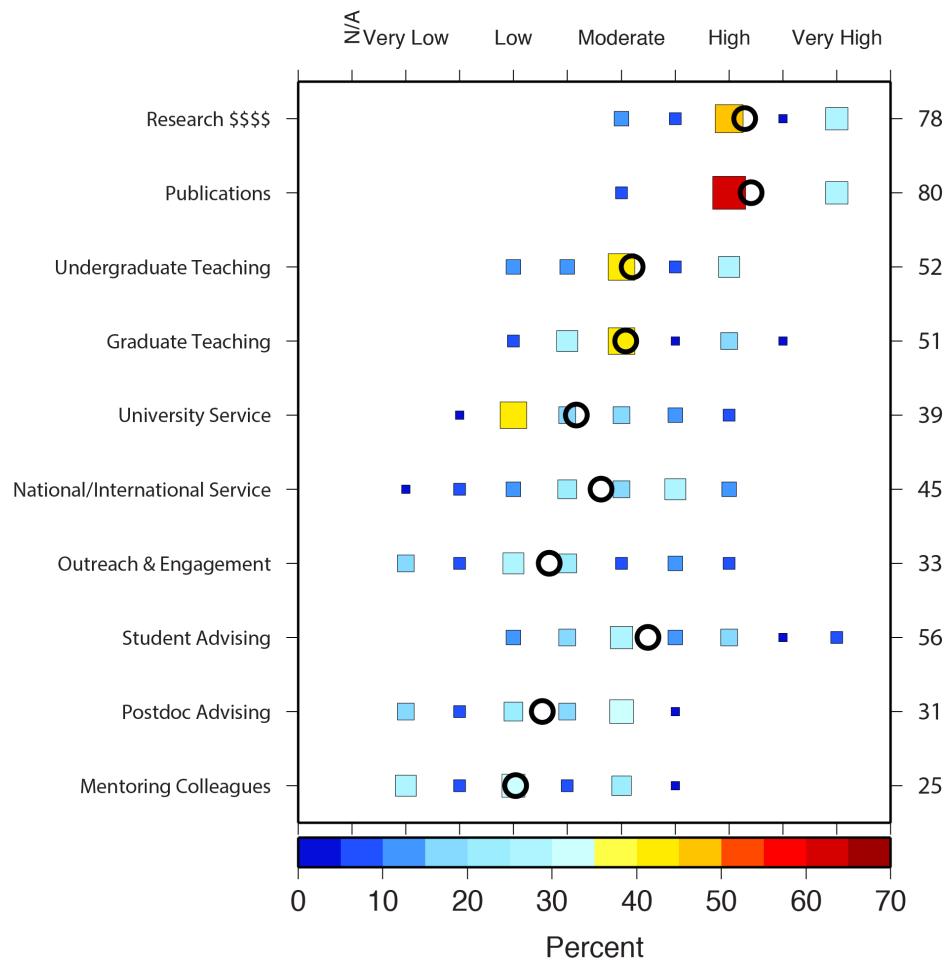
b2. Promotion and Tenure

3) Rate the **relative importance** of the various activities you feel **are used** for faculty promotion and tenure decisions.

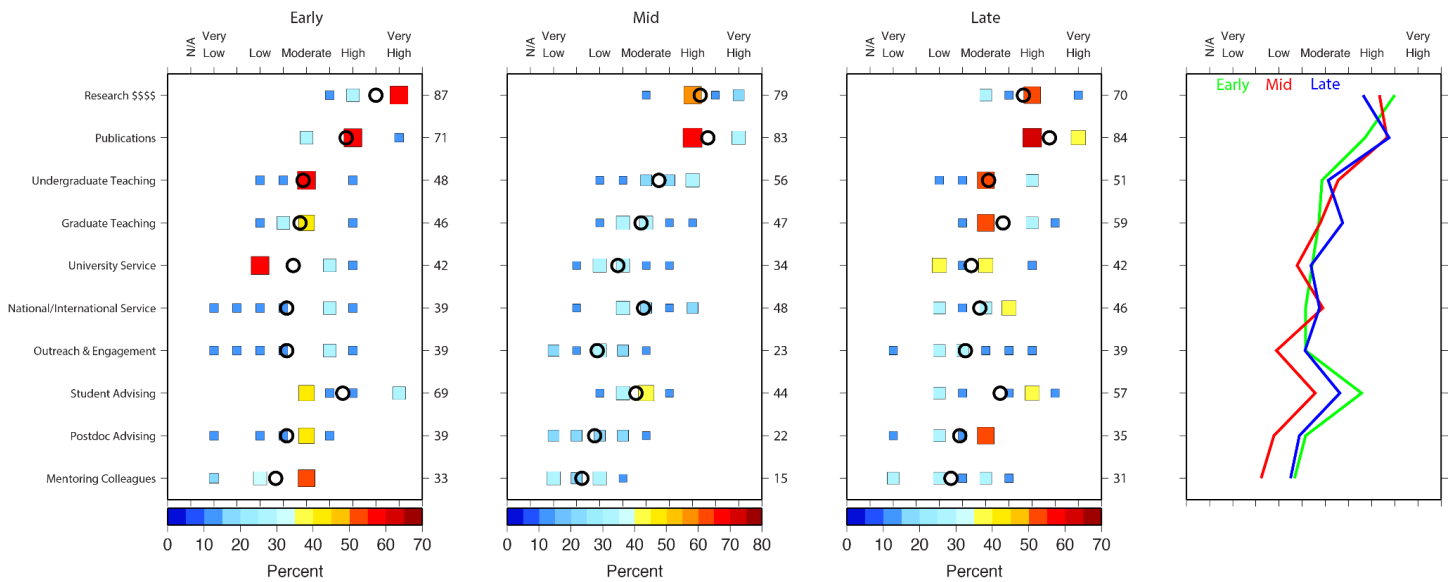
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n = 24→ Early-7→ Mid-9→ Late-8¶



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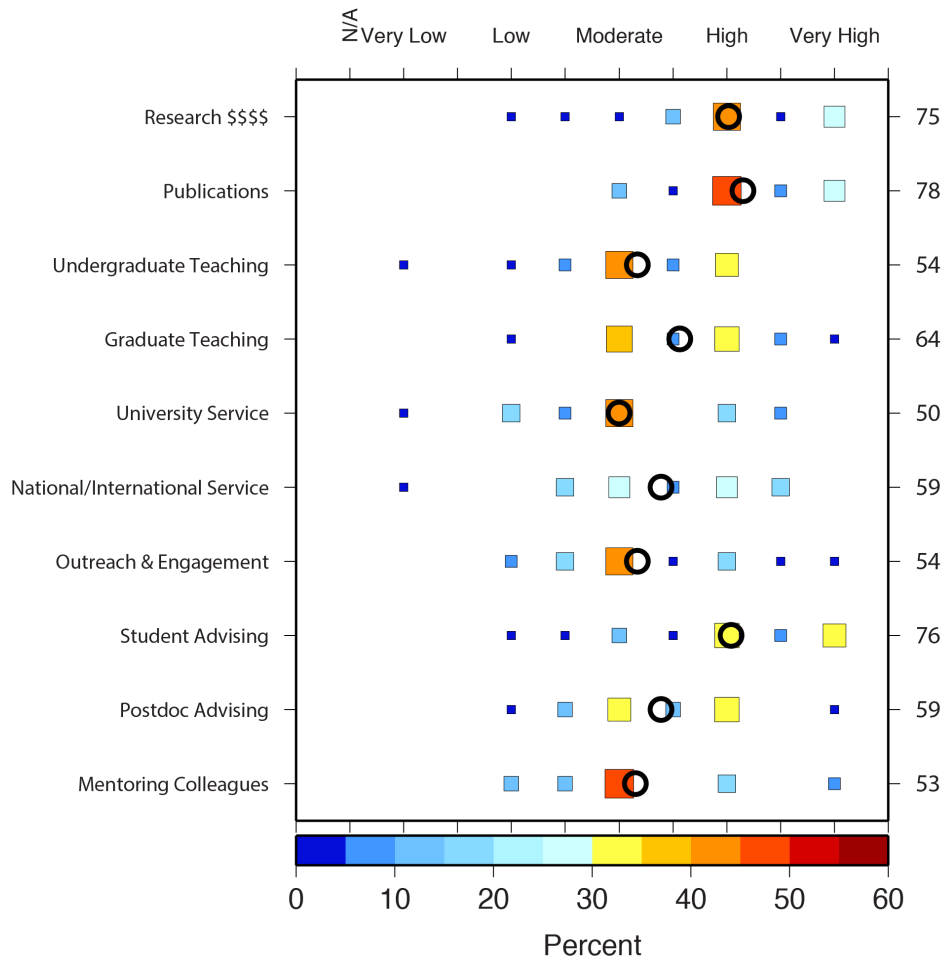
Comments:

Early	I sorely wish outreach and service were more important and considered integral parts of the job.
Late	URI has actual guidelines for Tenure and Promotion which have been negotiated with the AAUP. So it seems like you are asking for opinions.

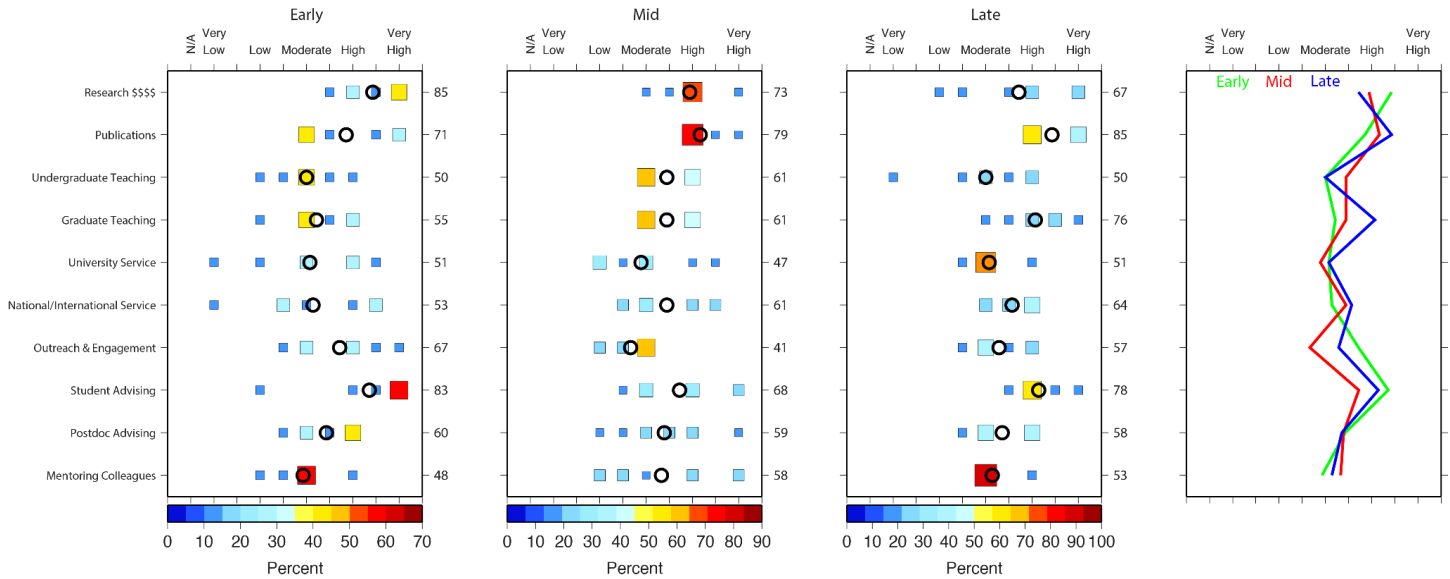
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4) Rate the **relative importance** of the various activities you feel **should be used** for faculty promotion and tenure decisions.

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¶
n = 23 → Early-7 → Mid-8 → Late-8¶



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Comments:

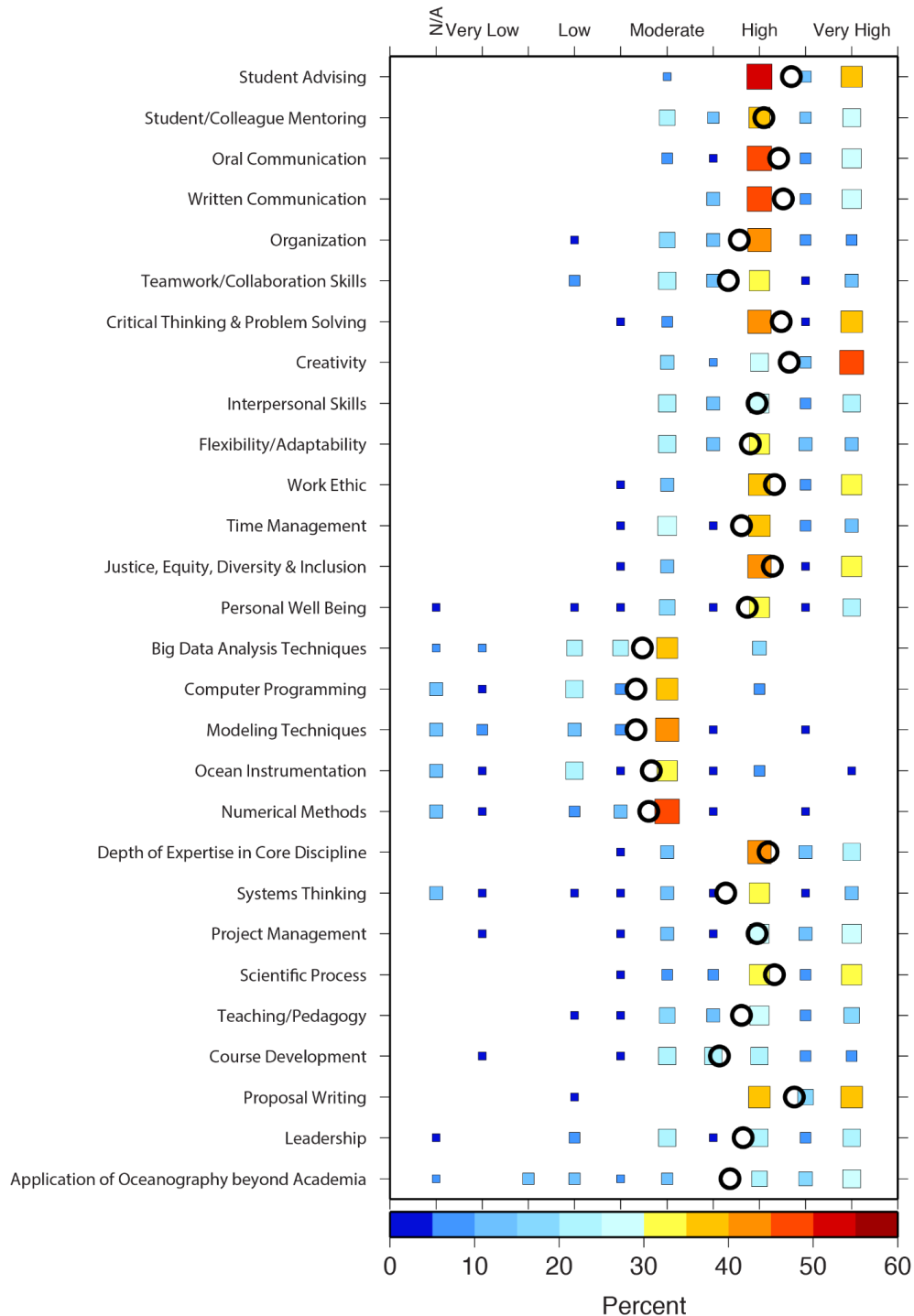
Mid	Given our research emphasis, it is hard not to highly value \$ and pubs, and it is difficult to evaluate teaching.
Late	Again this is specified in faculty appointment letters and the faculty contract.

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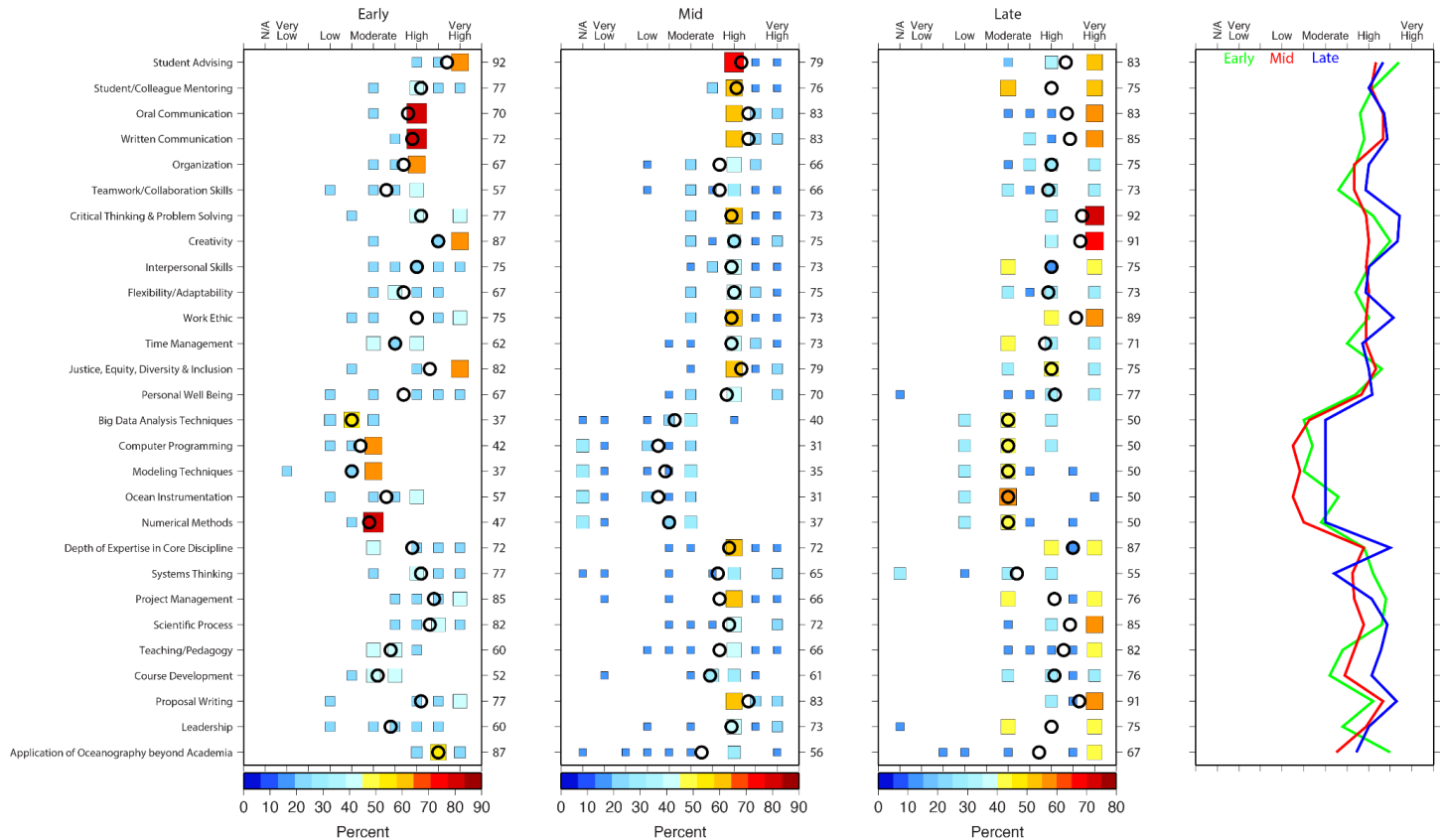
b3. Skills

5) Rate the **importance** of the following skills **faculty** should have.

¶
¶
n = 21 → Early-5 → Mid-8 → Late-8 ¶



URI/GSO Academic Assessment Report 2021 - Faculty



Comments:

Mid	I don't see how Justice Equity Diversity & Inclusion is a skill. Certainly I think we want faculty to have training in this area but I don't understand it as posed in this context. I am ranking here based on my sense of skills ALL GSO faculty should have. Some of the options seem overly specific to certain disciplines and I ranked these low.
Late	All of the above. Of course different faculty have different skill sets.
Late	The ones ranked low are based on "not for everyone" two or three need to be per individual but not all. No offense this is a poor survey question

6) What other skills not provided in the list above do you value in colleagues or collaborators?

¶
 ¶
 n = 8→ Early-2→ Mid-4→ Late-2¶

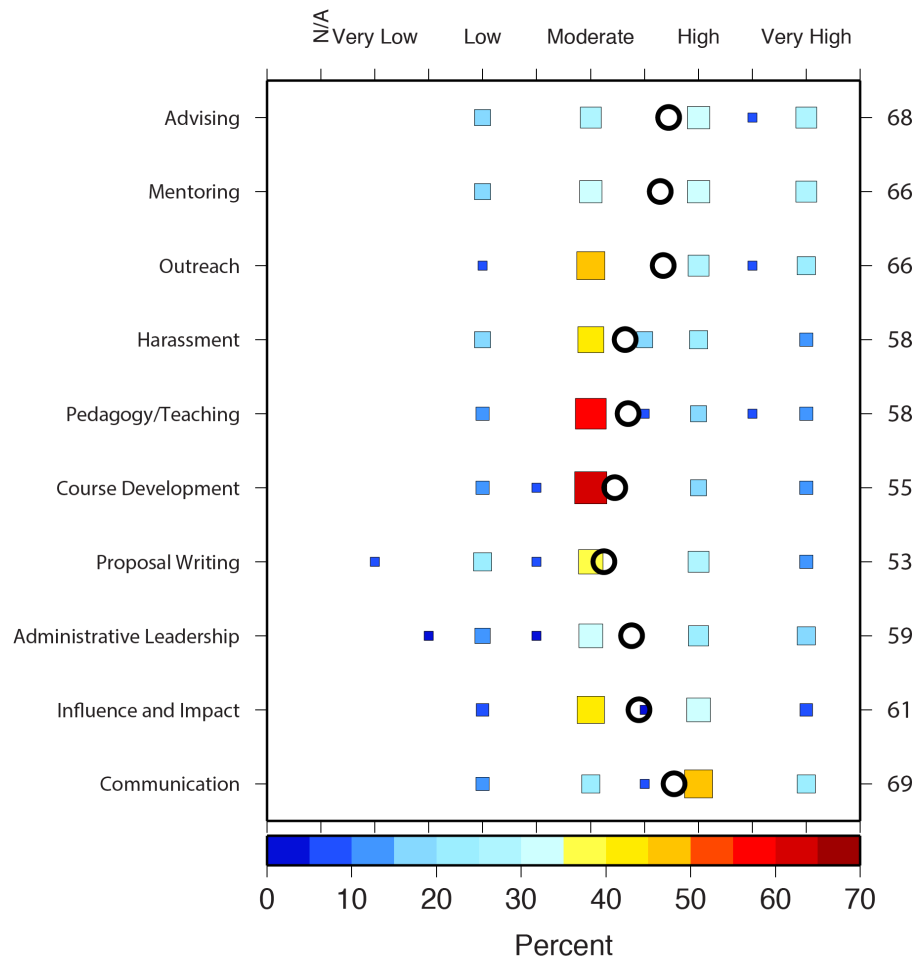
Comments:¶

Early	Bias training personnel management
Early	Can I say fun? Cooperation: it seems like relatively few faculty put forth a lot of effort towards service and that service benefits everyone. Individualism has a place at companies but academia is designed for cooperation.
Mid	Open mindedness. I suppose that falls in with flexibility.
Mid	Altruism
Mid	emotional intelligence follow-through seeing commitments through to the end carrying equal weight in university service.
Mid	Being nice and fun to work with
Late	I would rate interpersonal skills very highly
Late	None

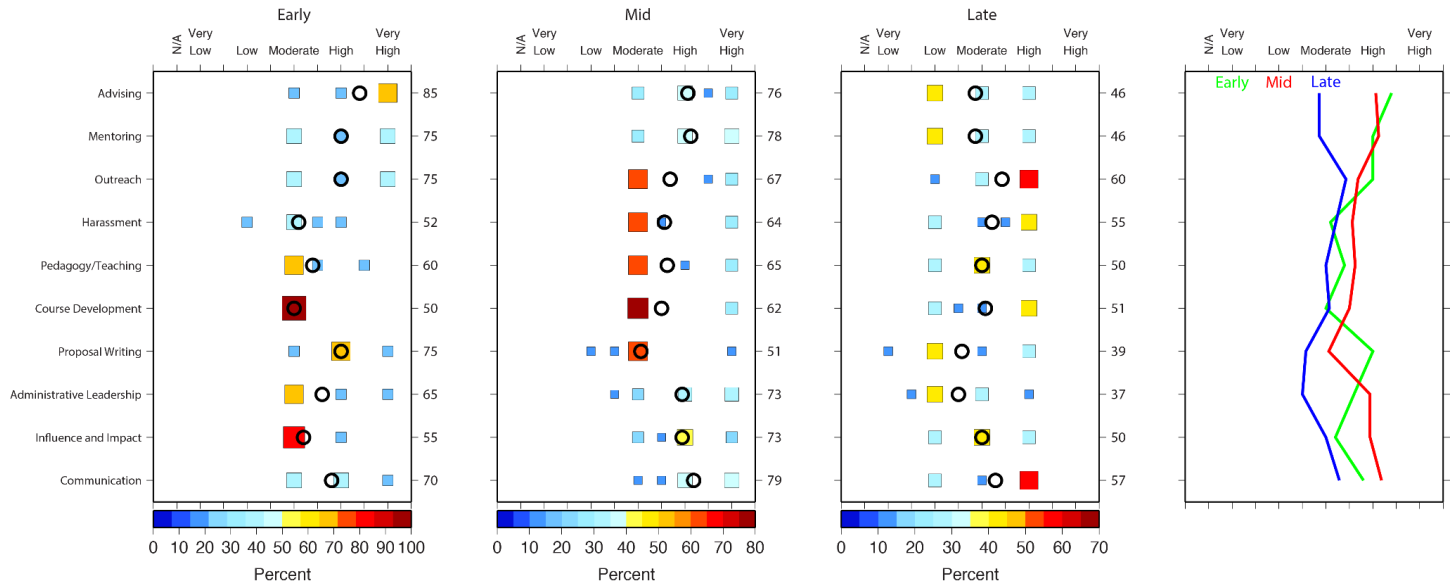
URI/GSO Academic Assessment Report 2021 - Faculty

7) Rate your interest in possible training or workshops listed below.

¶
¶
n = 21→ Early-5→ Mid-8→ Late-8¶



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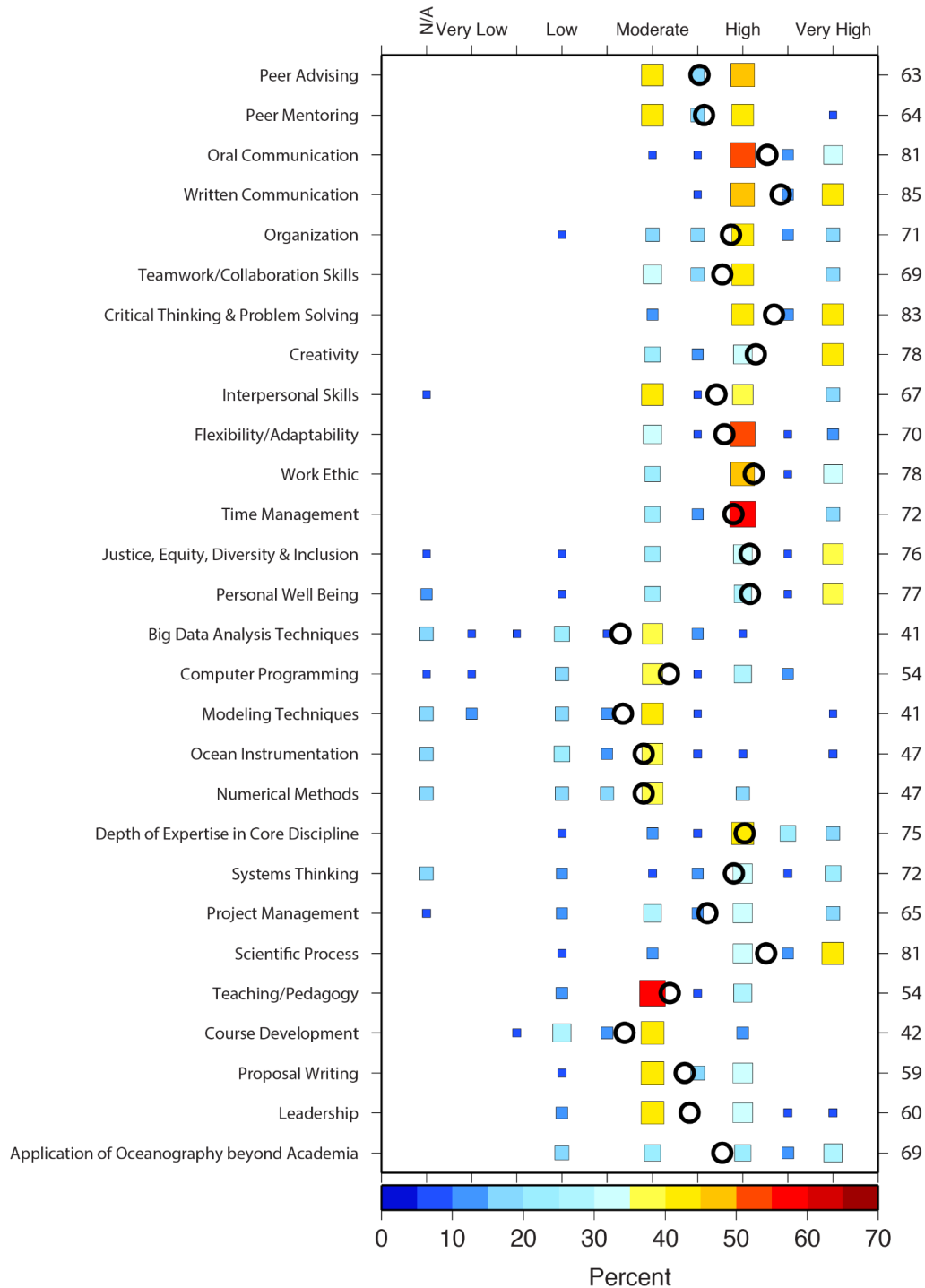
Comments:

Mid	I imagine the interest in these various workshops will vary depending on career stage. For example proposal writing was really important as a post-doc and early career but I think I have it figured out now.
Late	I would be interested in Pedagogy/Teaching and Communication. Having said this it is difficult to justify training time on top of existing workloads.

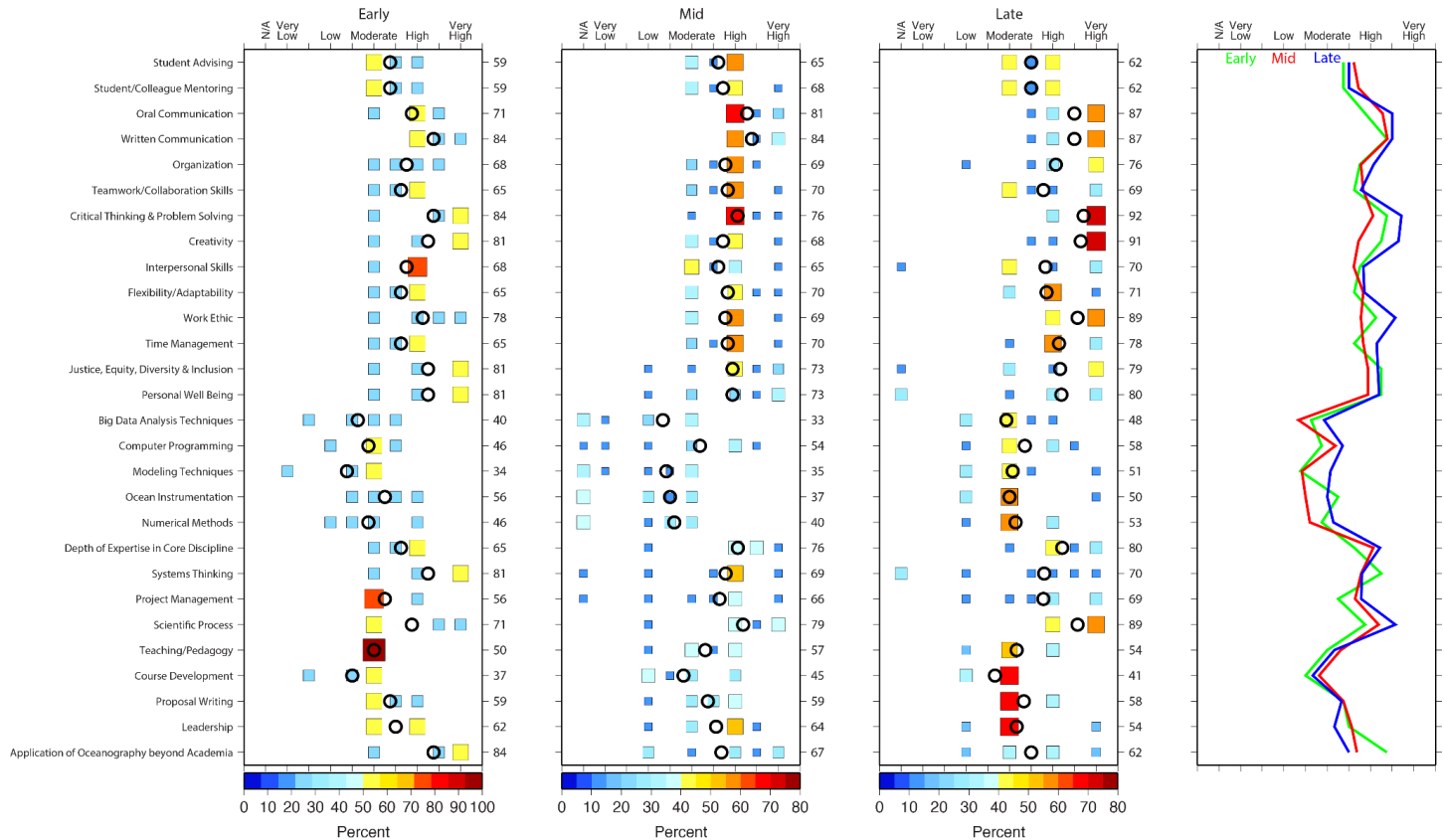
URI/GSO Academic Assessment Report 2021 - Faculty

8) Rate the **importance** of the following skills you feel **our students** should have upon graduation.

¶
¶
n = 20→ Early-4→ Mid-8→ Late-8¶



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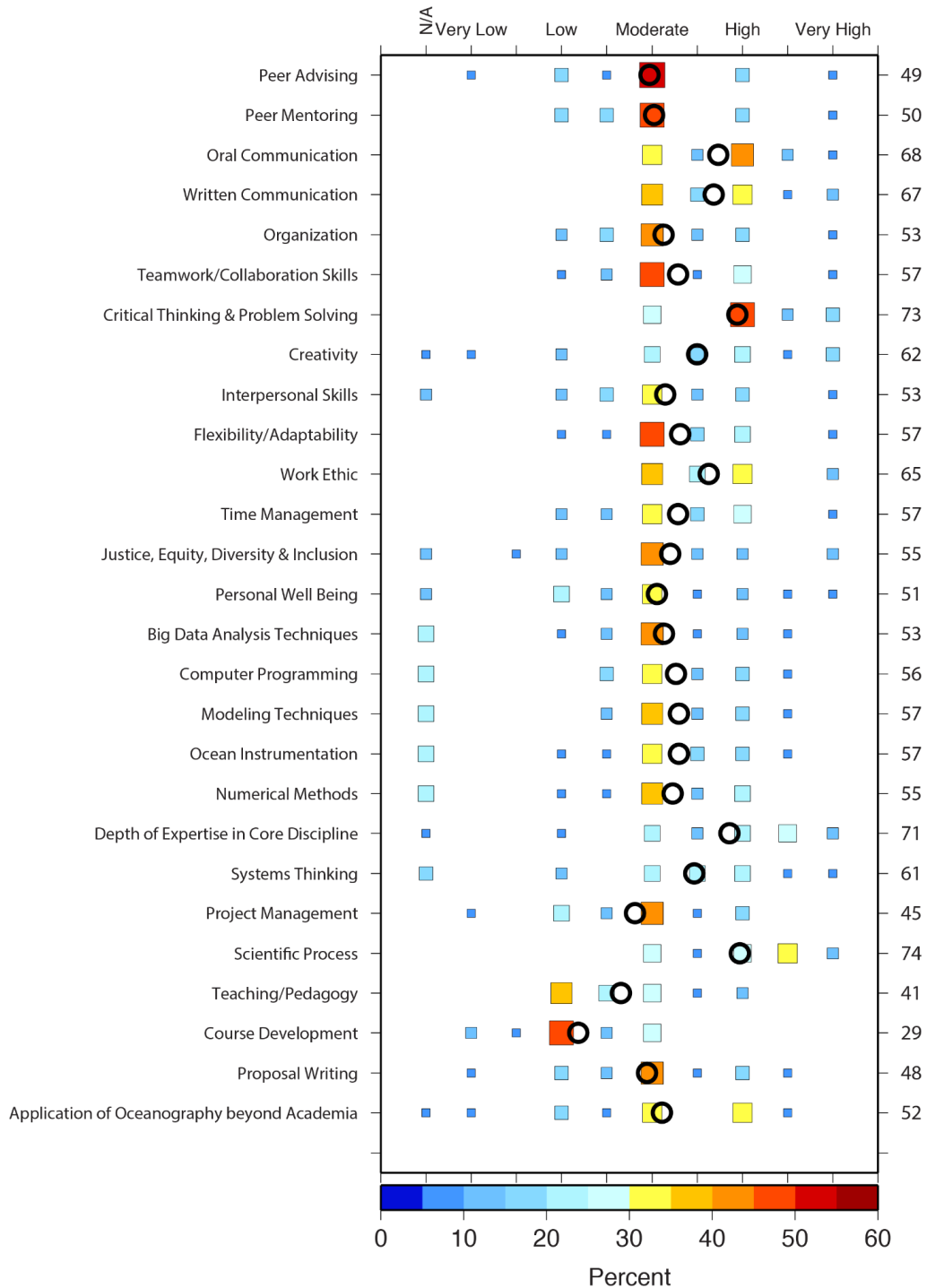
Comments:

Mid	Again JEDI skills are important but I don't understand their context here. What are the specific skills that go along with this theme? Some skills seem discipline specific and I ranked those lower.
Mid	should have some of those skills but not all
Mid	The specific science technical skills will be rated differently based on research tools used.
Late	These are all worthwhile skills
Late	See comment to 7

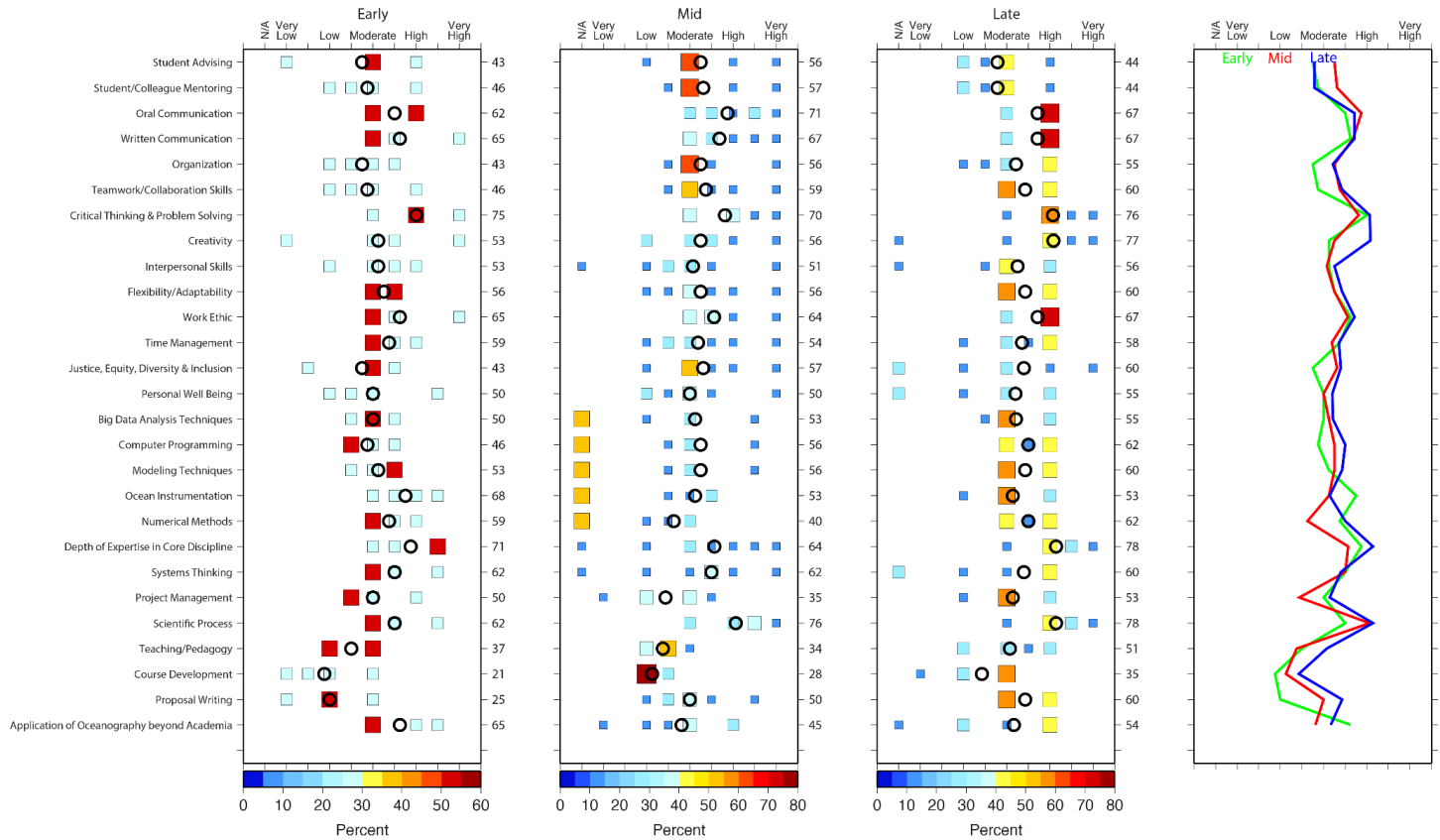
URI/GSO Academic Assessment Report 2021 - Faculty

9) Rate how effective we are at providing opportunities to students for the following skills.

n = 19 → Early-4 → Mid-8 → Late-7



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Comments:

Mid	i mentor my students in a lot of these skills but I think few do
Mid	I think it would be valuable to document where we think these skills are taught/developed.
Late	We don't really teach Computer Programming at GSO but there are courses at URI. We don't provide formal training in Pedagogy; some grad students get on-the-job training as TAs.

10) What other skills not listed above do you feel are important or essential for your students?

¶
 ¶
 n = 5→ Early-3→ Mid-1→ Late-1¶

Comments:¶

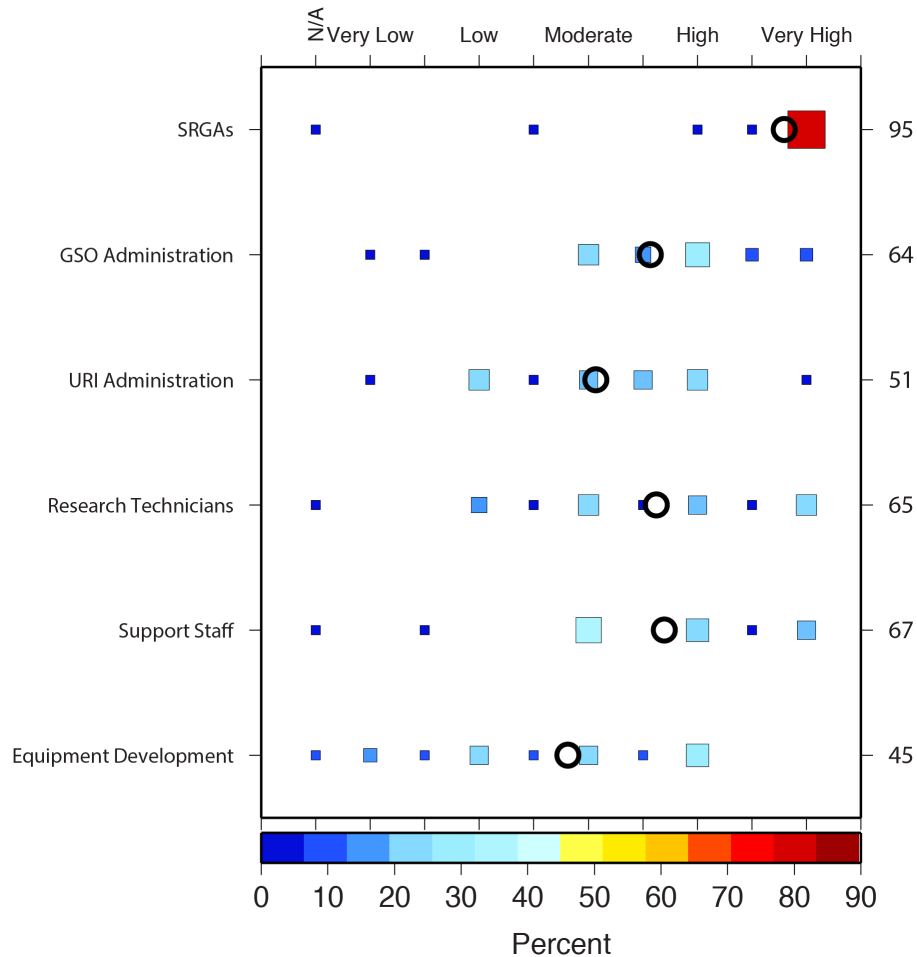
Early	Self learning
Early	managing work-life balance. Interview skills.
Early	Field techniques Lab techniques
Mid	I think there is a lot more we could do to develop leadership mindset and confidence in our students.
Late	None

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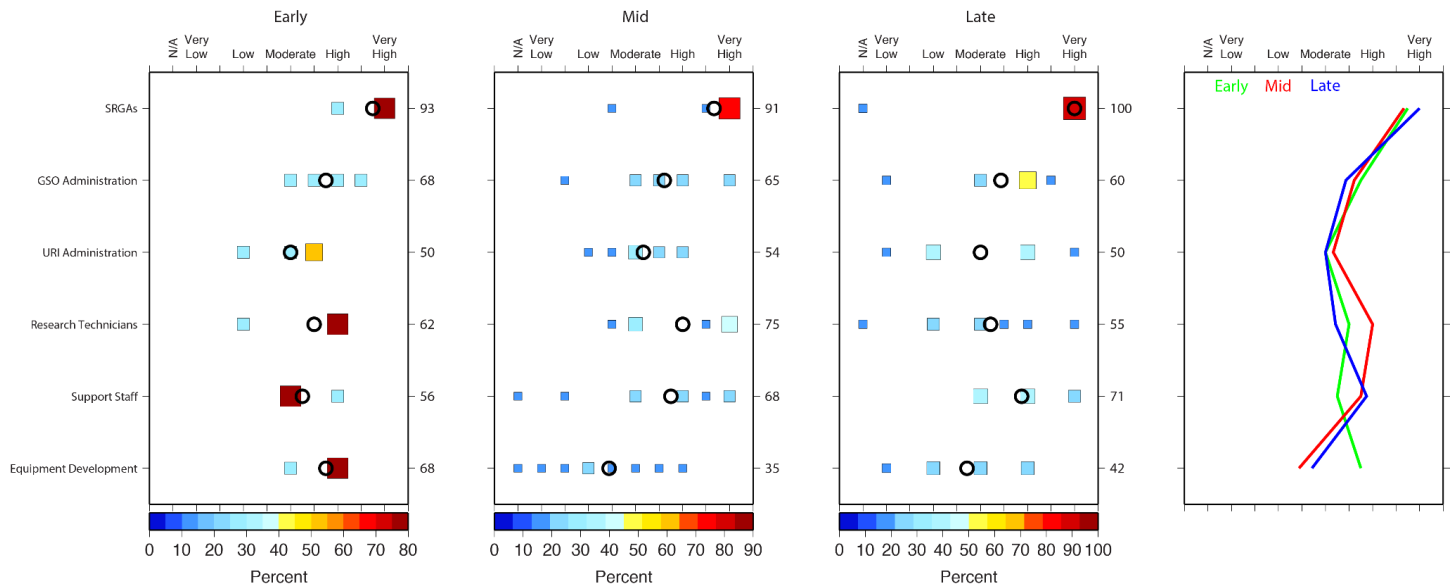
b4. Research Facilitation

11) Rate the **importance** of the following in terms of **facilitating your research**.

¶
¶
n = 20 → Early-4 → Mid-8 → Late-8 ¶



URI/GSO Academic Assessment Report 2021 - Faculty



Comments:

Mid	It is not clear what is available for equipment development today.
Mid	CRC staff have helped a lot with purchasing, etc
Late	SRGAs and Office of Sponsored Projects are the key links.

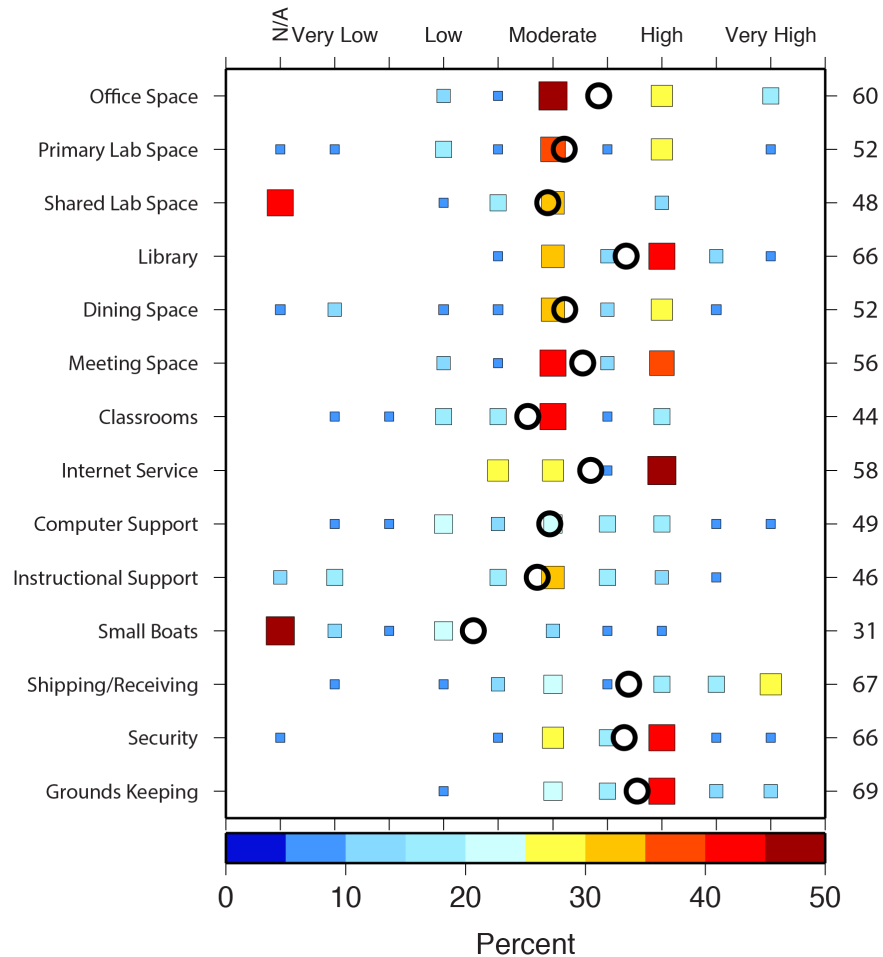
URI/GSO Academic Assessment Report 2021 - Faculty

b5. Facilities/Services

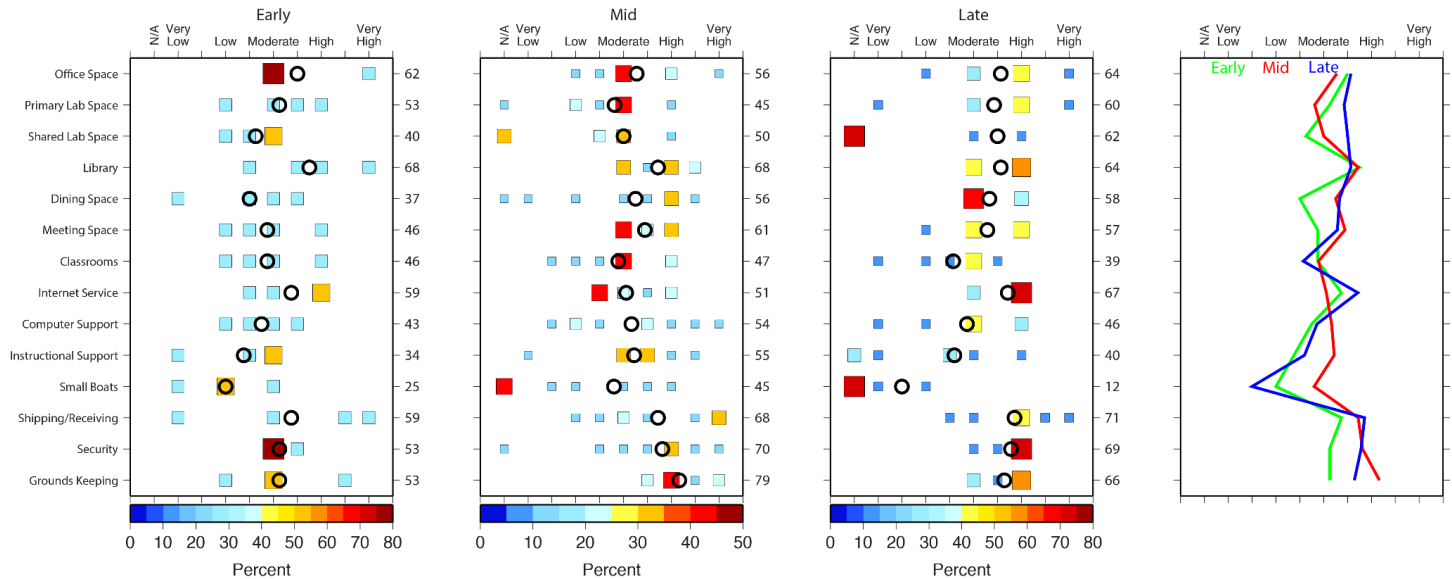
12) Rate the **quality** of the various **facilities/services** on campus.

¶
¶

n = 20→ Early-4→ Mid-8→ Late-8¶



URI/GSO Academic Assessment Report 2021 - Faculty



Comments:

Mid	I heard there was a transition in groundskeeping since the pandemic so I'm not sure what to say about current groundskeeping. Also, shipping and receiving is high quality yet seems precarious with uncertainties in hazmat shipping support.
Mid	Maintenance has been very helpful
Late	We could use more regular computer support. The small boats facility needs a major upgrade. The grounds keepers are skilled but can hardly keep up with all the work.
Late	Computer support is outstanding given the quantity of the team. Additional staff needed.

13) Proposed improvements?

¶
 ¶
 n = 5→ Early-3→ Mid-1→ Late-1¶

Comments:¶

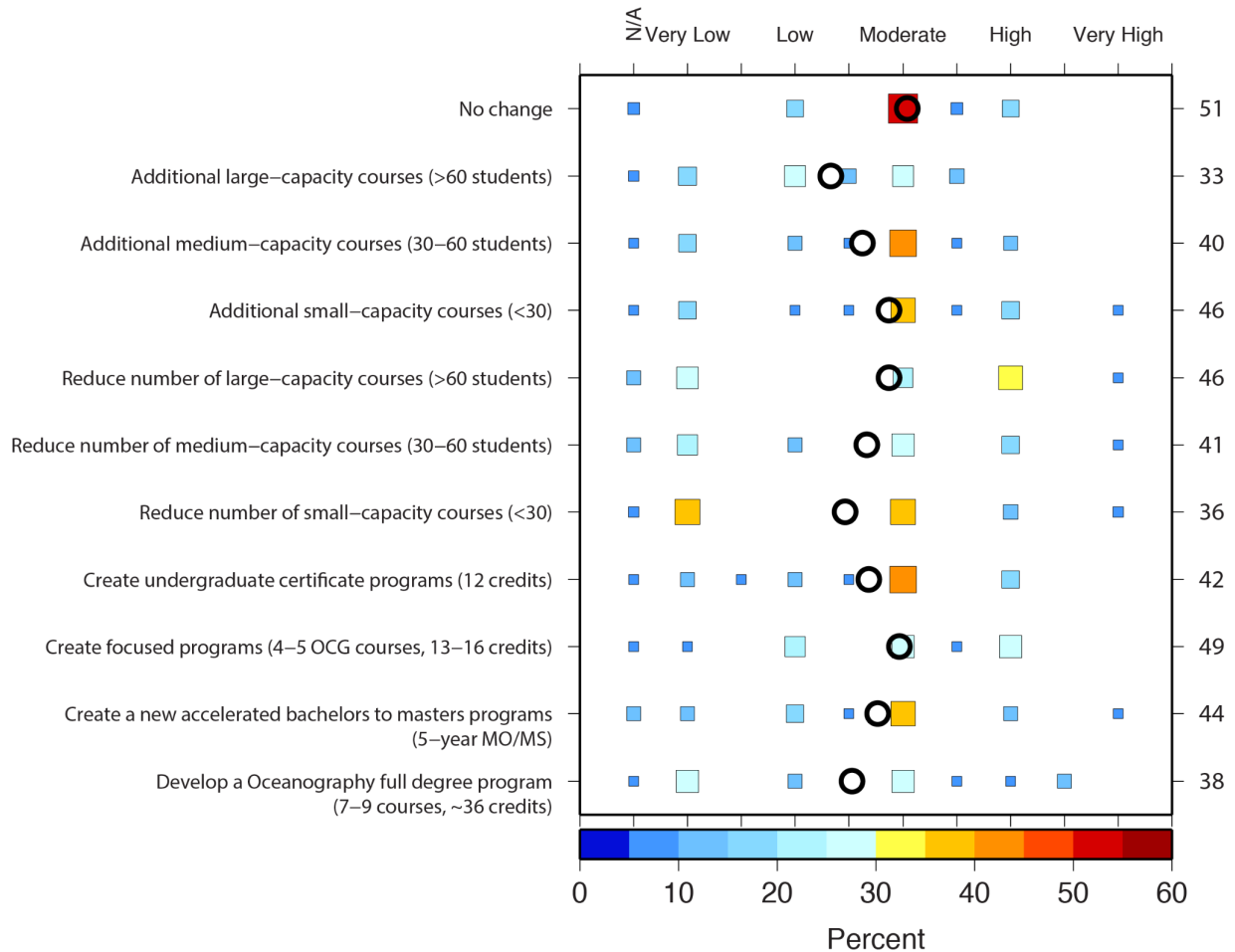
Early	The small boat program will need significant development to enable bay related research and education. GSO is located at a perfect location for ocean instrumentation development but the small boat program is lacking to allow us to use the resources and testing playground in an efficient and productive way.
Early	More food options on campus is a must. More social spaces for tea/coffee. Small boat facility would be great. So would a viable machine shop for making stuff.
Early	Small boats: absolutely needs to be revamped and made important. It's painstaking to try and take a small boat out and such a shame! We have amazing study sites nearby. Grounds: Could really use some work! Lots of abandoned buildings and weed patches all over campus. It's a gorgeous campus! Even without a new building could demo a few relics and clean up the yard. Computer support: each building should have a printing area; there is no tech support for computers or printers.
Mid	We need improved infrastructure all around. More importantly we need instructional space that allows for up-to-date innovative and creative pedagogy. Right now I feel very limited in what can be done with instruction based on teaching facilities and resources. Honestly my kids have access to much better learning resources in their high school than we have on our campus. I also think dependable heating and cooling should be expected. There have been many interruptions and inability to work in university space due to basic facilities not working properly.
Late	We could use more regular computer support to keep pace with rapid changes in computing and increasing demand for on-line forms. The small boats facility needs a major upgrade. The grounds keepers are skilled but can hardly keep up with all the work.

URI/GSO Academic Assessment Report 2021 - Faculty

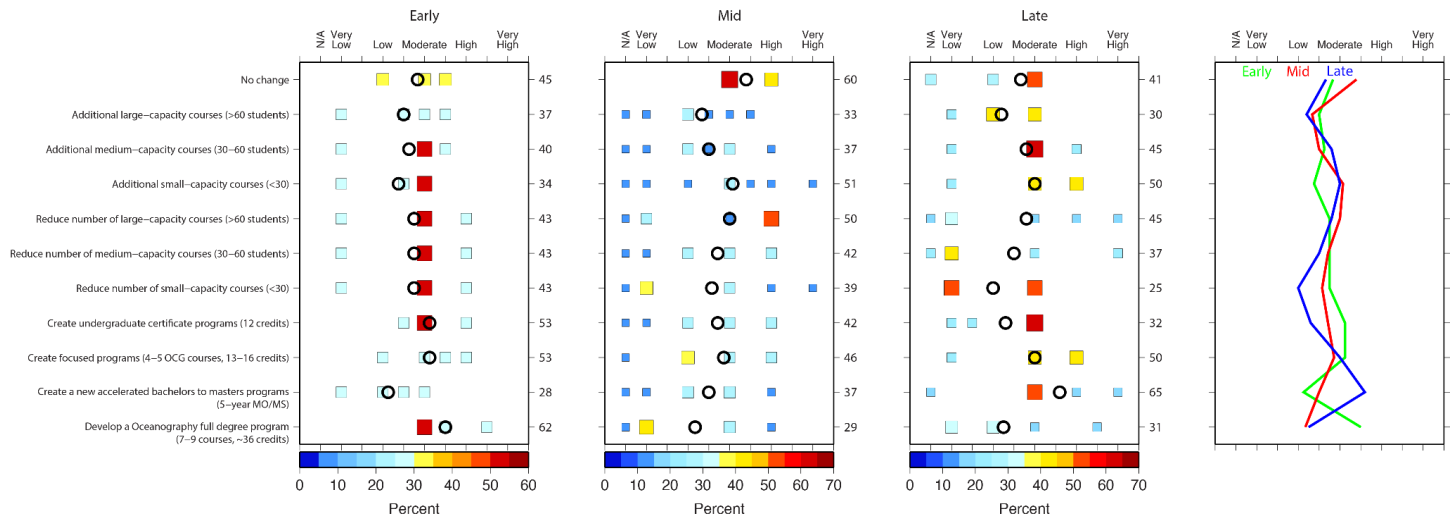
b6. Teaching

14) Rate your preference for our undergraduate offerings.

¶
¶
n = 18→ Early-4→ Mid-7→ Late-7¶



URI/GSO Academic Assessment Report 2021 - Faculty



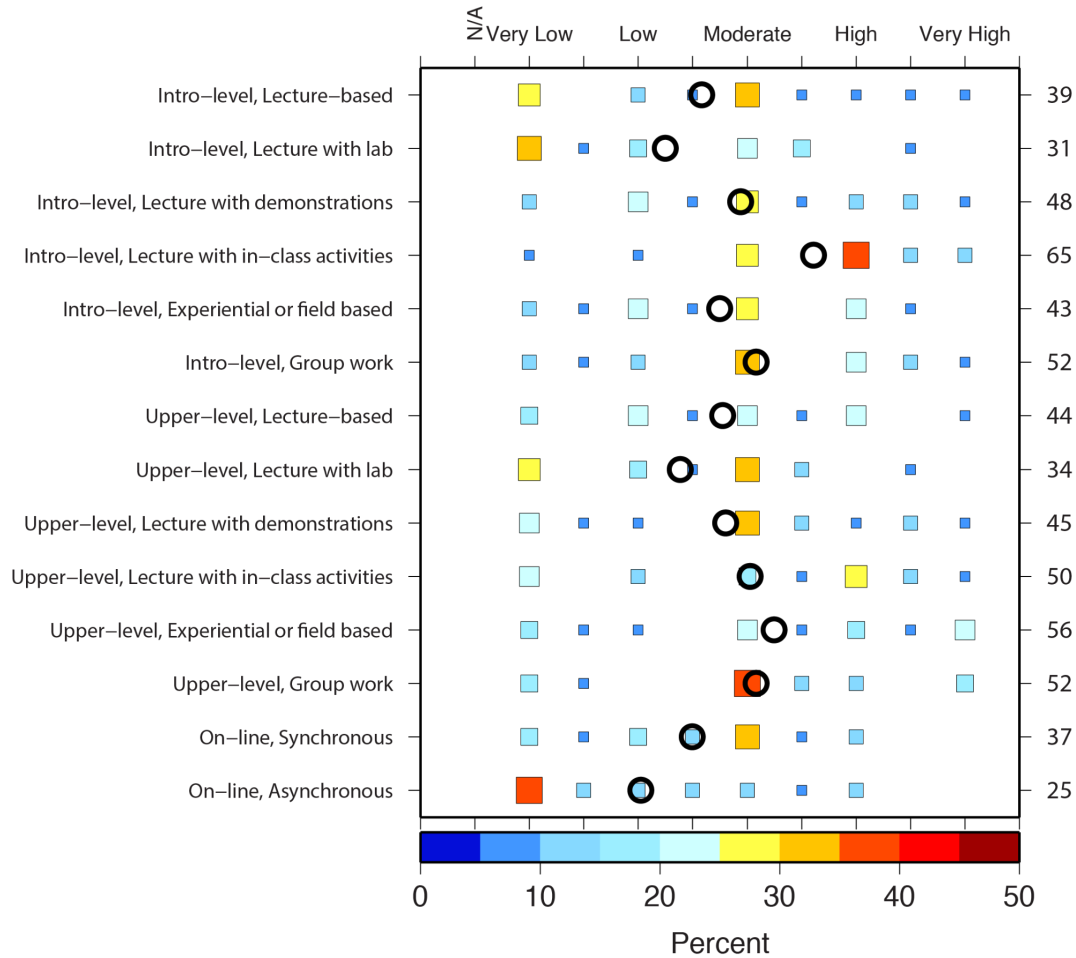
Comments:

Early	Maybe add a new track on ocean technology in conjunction with ocean engineering department.
Early	It seems odd to have GSO but no undergrad oceanography major.
Mid	I really think we need to have a solid handle on demand and demographics that would be prepared for and have interest in any potential new programs before the investment in development is made.
Mid	I would like to see us offer a portfolio of ug classes that speak to faculty strength and speaks to fairness, not everyone is suited for large classrooms and the recent hires should not have to carry that burden for the college
Late	I think that we could revamp the Oceanography minor to provide a structured sequence of Oceanography courses.

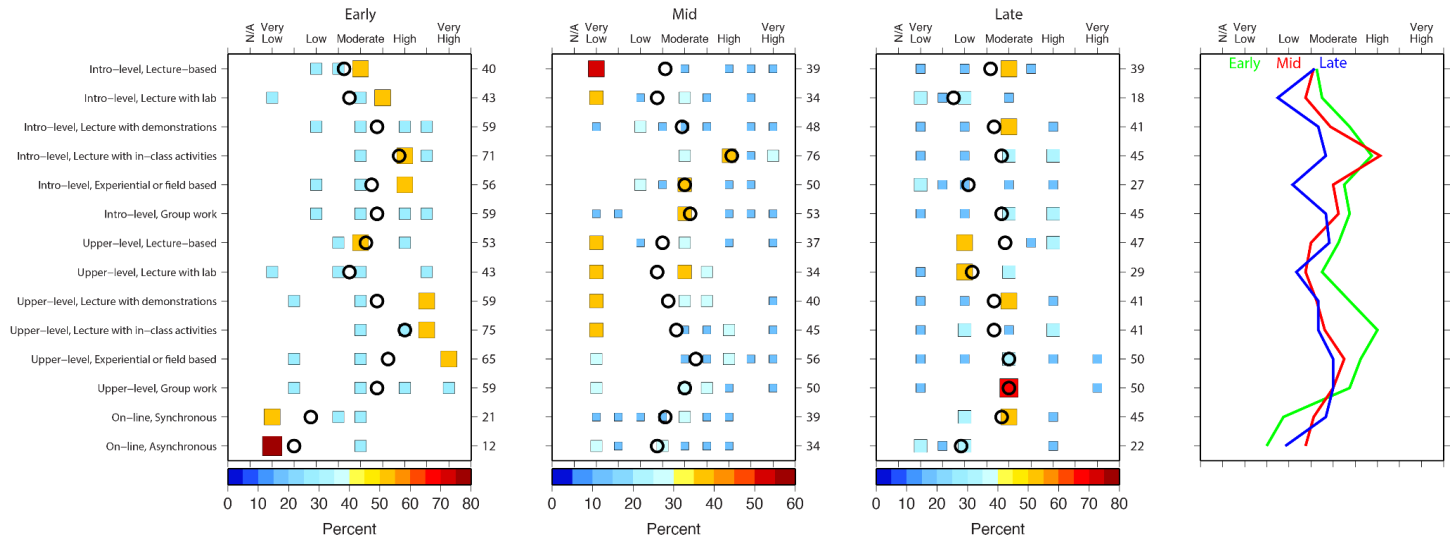
URI/GSO Academic Assessment Report 2021 - Faculty

15) Rate your preference for the format or type of course you would prefer to teach at the undergraduate level.

n = 18 → Early-4 → Mid-7 → Late-7



URI/GSO Academic Assessment Report 2021 - Faculty



Comments:

Mid	Peer based coaching based discovery-based learning I think are worth exploring.
Late	Upper level with a mixture of in-class activities, field work, and labs.

16) What sort of impediment(s) do not allow you to teach the format or type of course you desire?

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¶

n = 7→ Early-2→ Mid-3→ Late-2¶

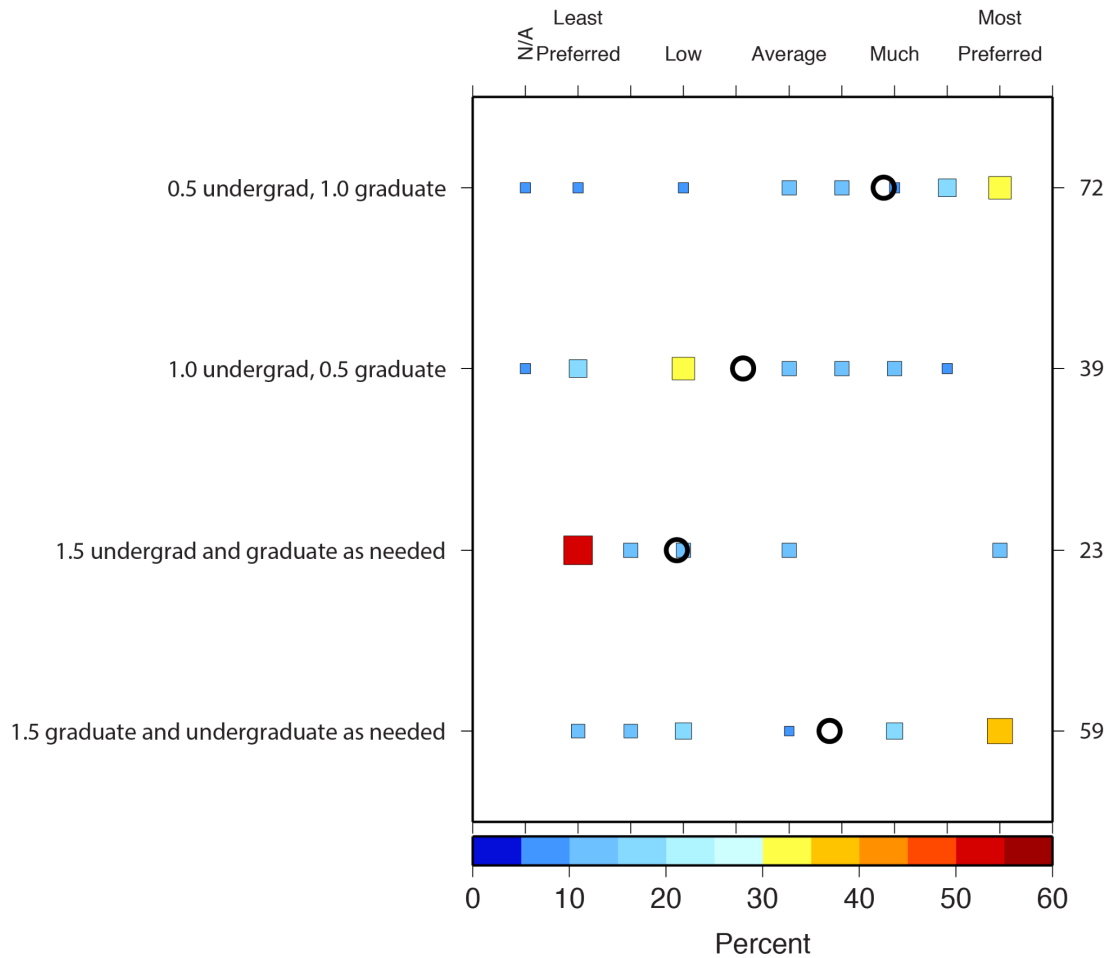
Comments:¶

Early	Time. I already teach a lot and teaching at the undergrad level isn't really valued here especially beyond our 1.5 courses a year goal.
Early	No room to build new courses as the catalog is bogged down.
Mid	Facilities and teaching resources have been a limitation. It would be highly beneficial to have access to a wet laboratory with up to date AV technology on main campus for undergraduate teaching. Even a room that has a sink and small storage space could make a big difference to enable the ability to do wet demonstrations. For graduate teaching easier access to boats and wet facilities and computer resources could be a big improvement in what is possible.
Mid	Time.. priorities
Mid	Limited time for admin and research
Late	Low enrollment can be an impediment for offering some classes.
Late	bean counting of student numbers by GSO/URI administration

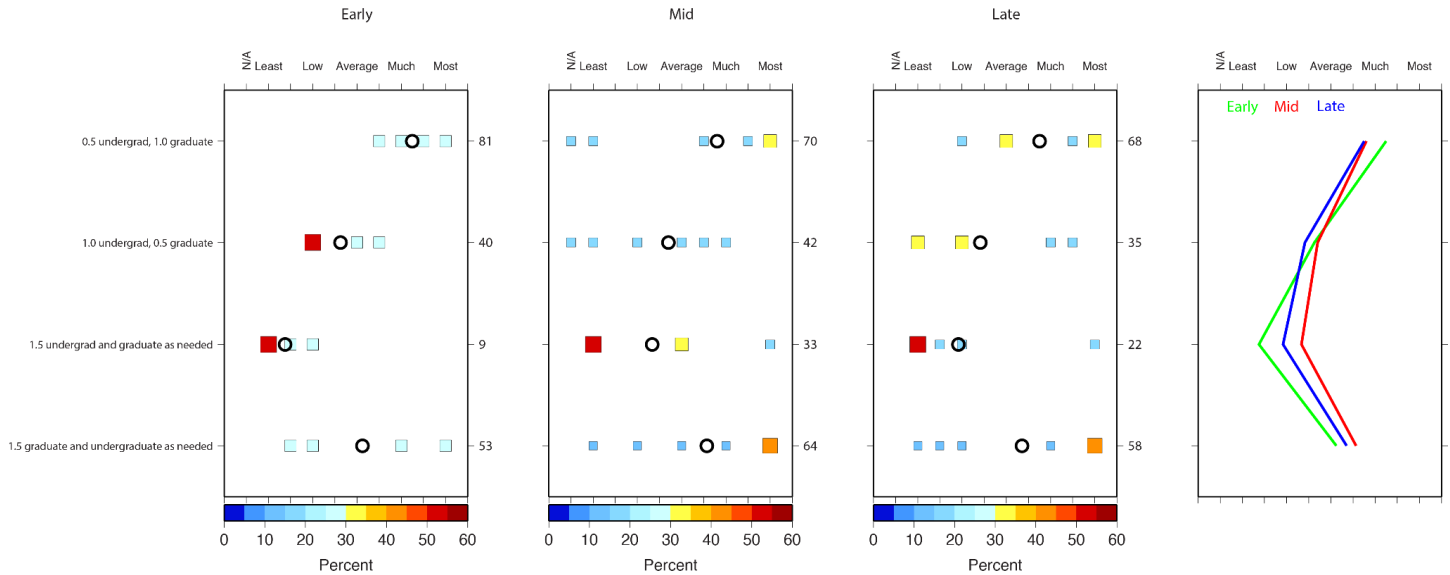
URI/GSO Academic Assessment Report 2021 - Faculty

17) Rate your preferred teaching distribution for GSO Faculty with 1.5 courses/year expectations.

n = 17 → Early-4 → Mid-6 → Late-7



URI/GSO Academic Assessment Report 2021 - Faculty



Comments:

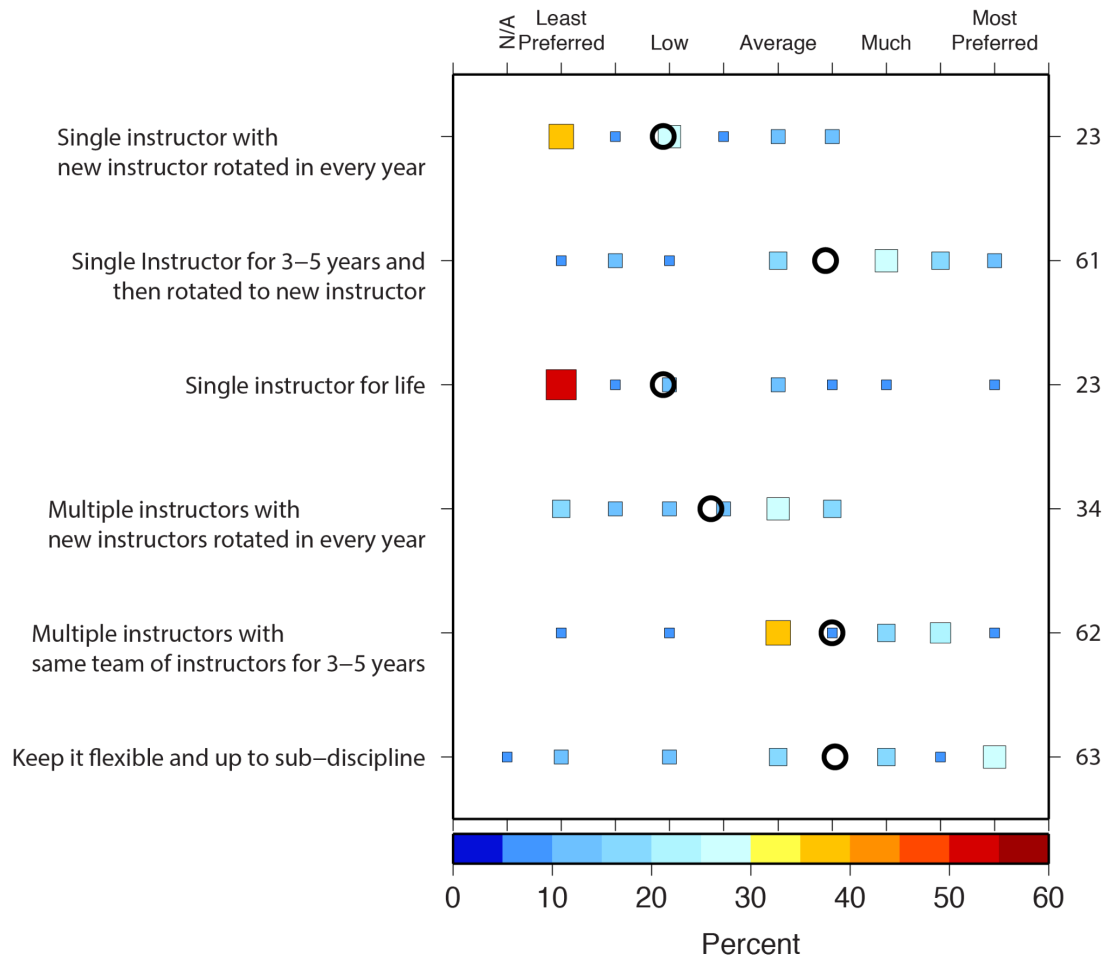
Mid	It would be nice if the 1.5 course per year limit were enforced as an upper limit. I teach more than this.
Mid	Whatever combination of undergraduate and graduate as preferred.
Mid	I think we should be considering each individual's instructional strengths and not be putting people in assignments that are not optimal for them - it just leads to burn out.
Mid	I don't understand why there has to be a set distribution.
Late	Distribution needn't be the same for all faculty

URI/GSO Academic Assessment Report 2021 - Faculty

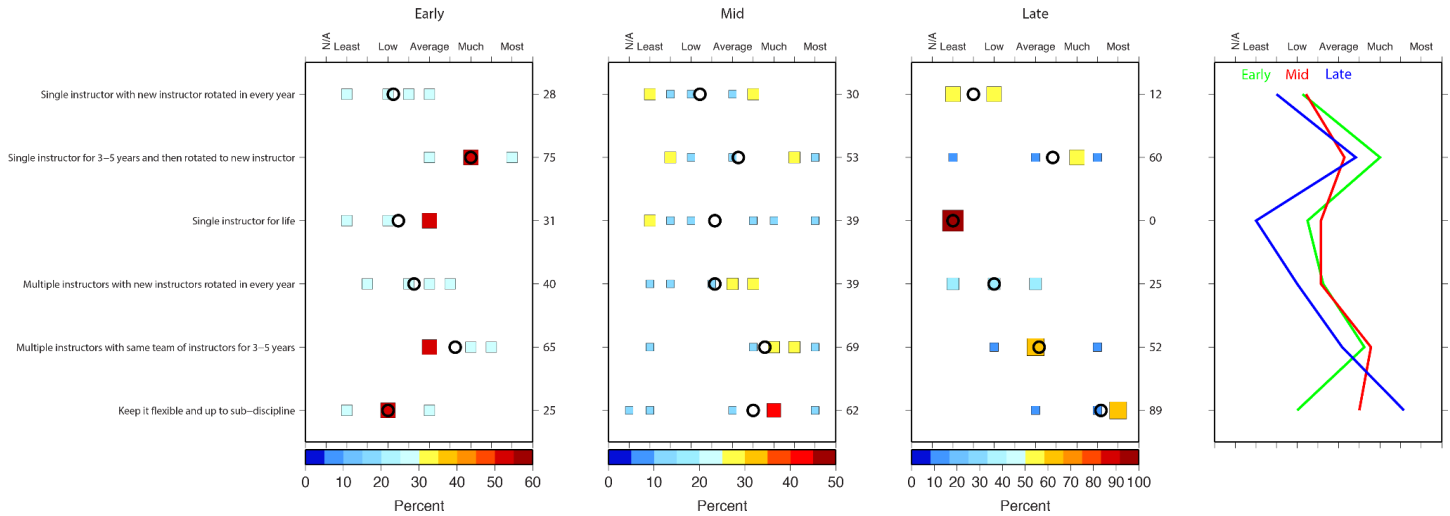
18) Rate your preference for the core course teaching model.

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n = 17→ Early-4→ Mid-6→ Late-7¶



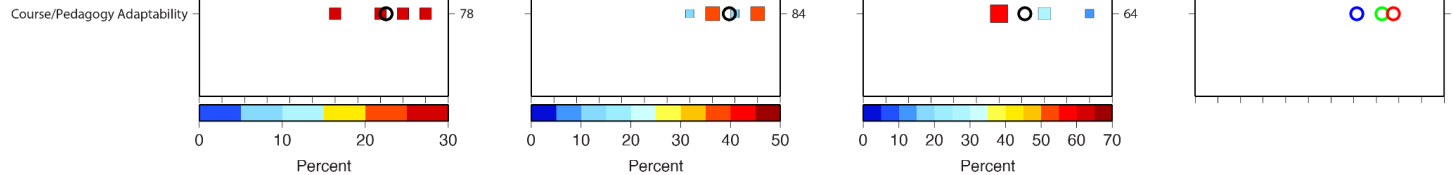
URI/GSO Academic Assessment Report 2021 - Faculty



Comments:

Mid	I can't state preferences for this for courses in general. Some courses require specific expertise that is limited to one faculty.
Mid	This really depends on the course and how often it needs to be delivered. Some courses are easily rotated while others only a particular individual is best suited to be the instructor.
Late	Co-instructed with new instructor rotating in out of phase could work well
Late	I would have preferred a selection: Multiple instructors (e.g. 4 with a 4-yr commitment) with one of the instructors (rotated off each year and a new instructor rotated on).

9

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Mid	I'm very open to new formats but would appreciate support in developing and evaluating new modes.
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20) What resources or training do you need/want to adapt to new course formats and pedagogy?

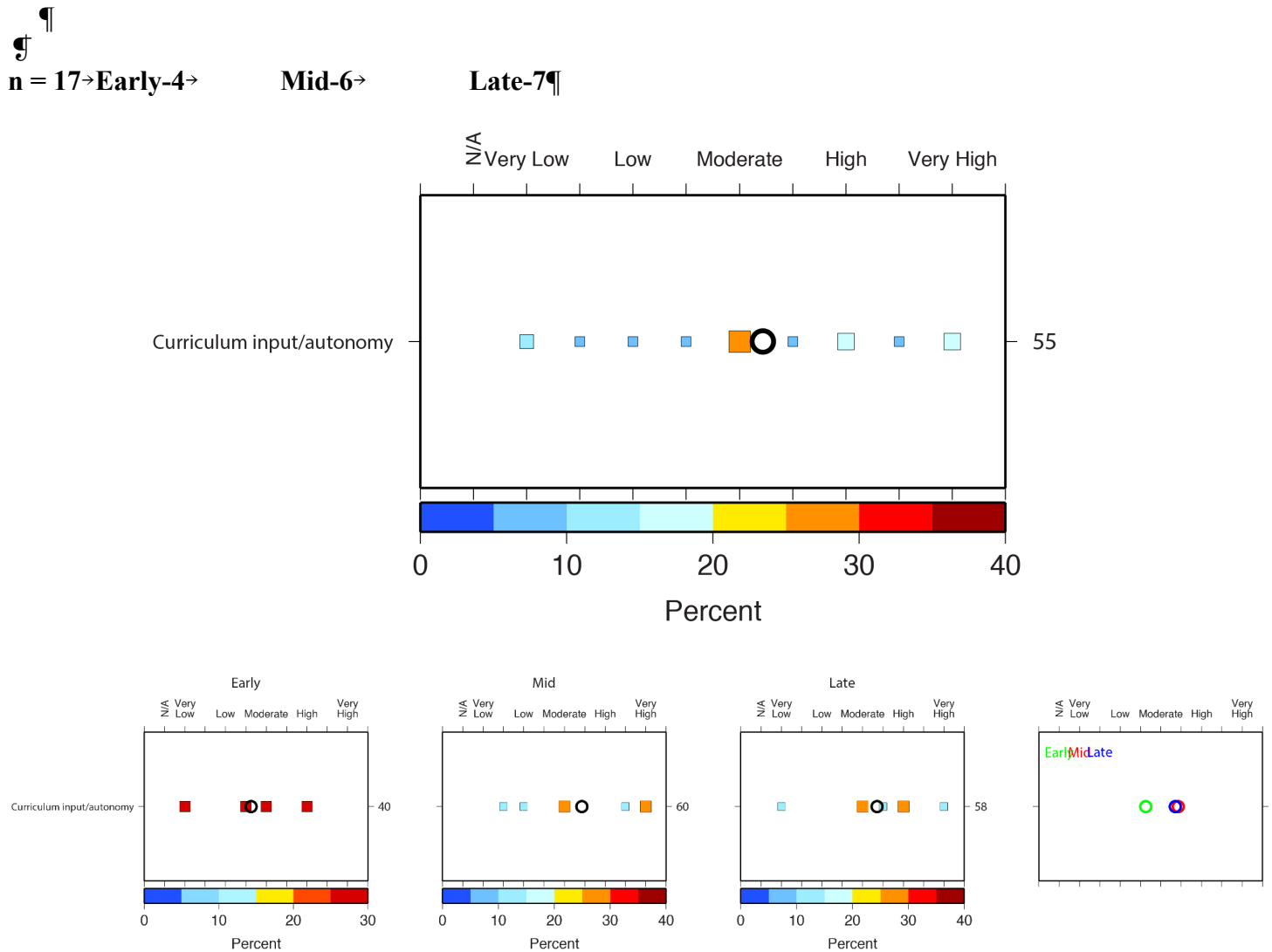
¶
 ¶
 n = 8→ Early-2→ Mid-4→ Late-2¶

Comments:¶

Early	Flipped classroom, inclusive teaching, active learning.
Early	Mentoring workshop JEDI strategies in the classroom workshop Course development workshop
Mid	Substantive assistance with developing online content. E.g. a dedicated person whose job is to support course materials development.
Mid	Not sure.
Mid	It depends on the course at hand....
Mid	ATL training
Late	I think URI provides good support for pedagogy though it has mostly been pushing on-line instruction lately.
Late	can't answer depend on the format and pedagogy

URI/GSO Academic Assessment Report 2021 - Faculty

21) Rate how much input or autonomy do you feel you have in shaping the evolving curriculum.



Comments:

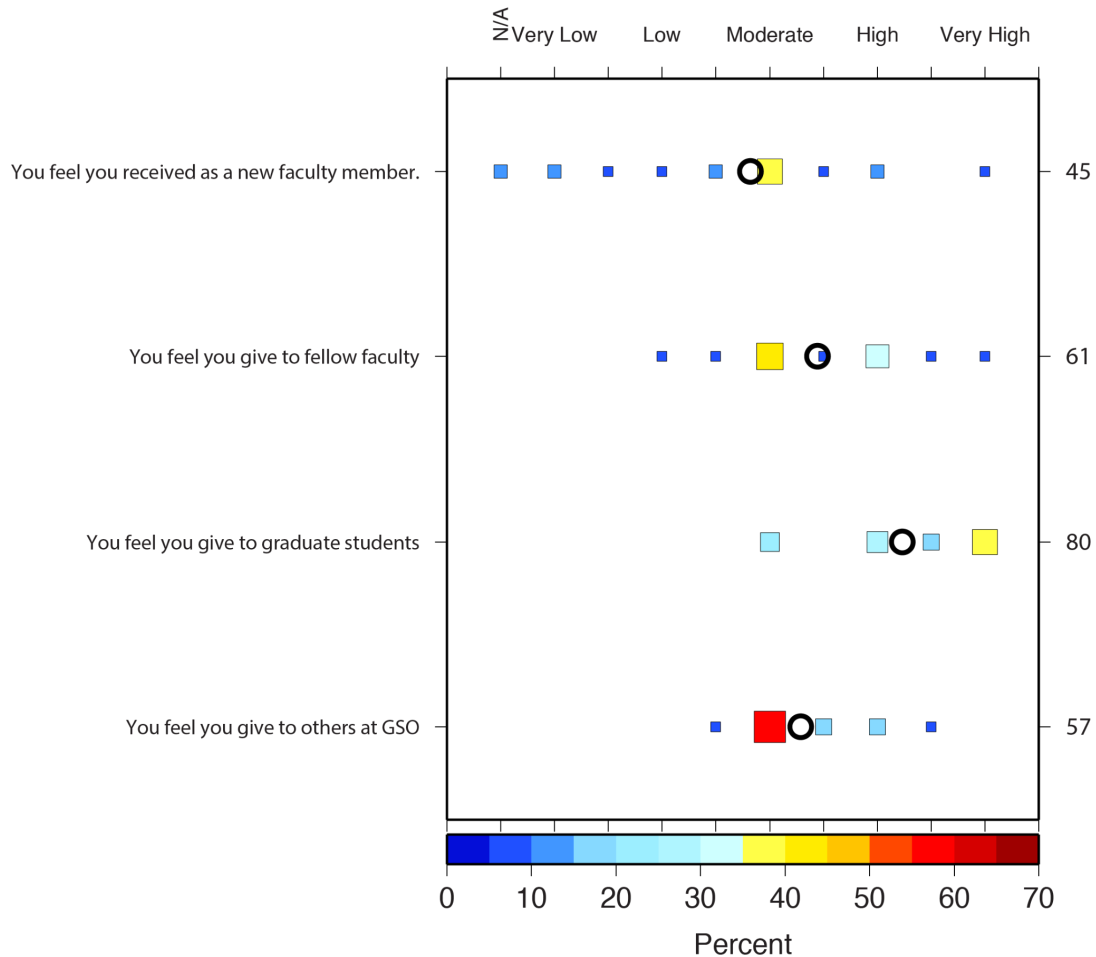
Mid	In MG&G there is no "curriculum" that has been thoughtfully constructed by the group. Everyone just offers what they want or think their students need.
Mid	I feel like I can go rogue like many of the more senior faculty and offer what I want but that is not the most responsible approach. When I first arrived I was trying to be highly conscientious team player in helping with the course delivery where needed and to fit into some sort of strategy to optimize student success - but this did not seem to jive well with the existing culture and lead to lots of frustration and feelings of alienation.
Late	I think we need more curriculum coordination.

URI/GSO Academic Assessment Report 2021 - Faculty

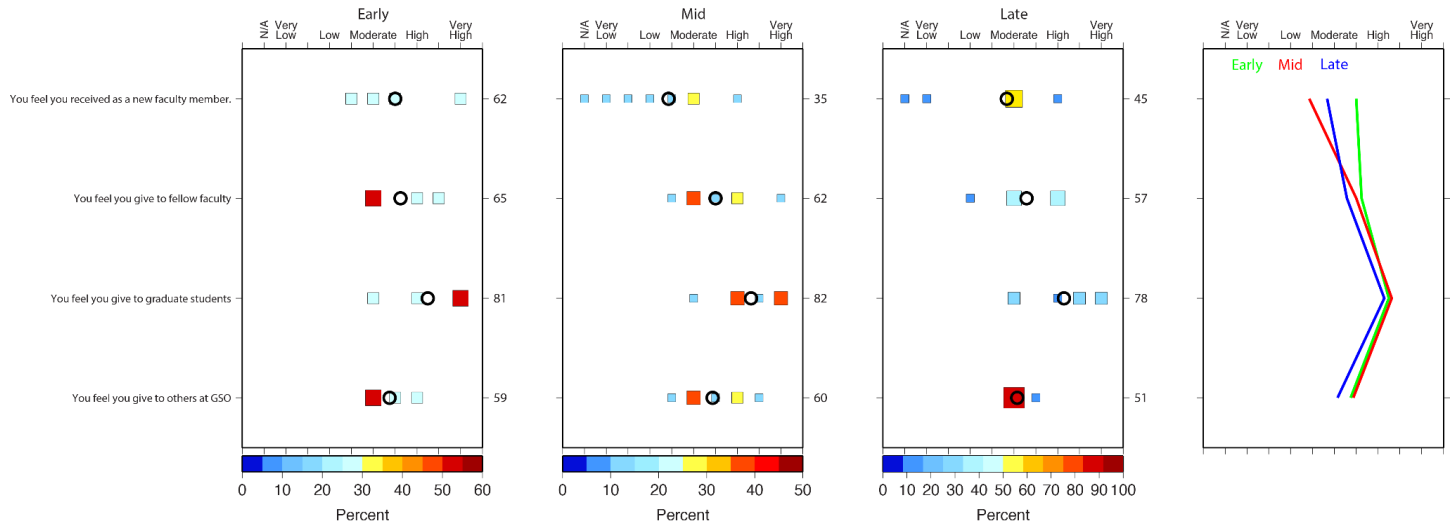
b7. Advising/Mentoring

22) Rate the level of support, advising, and mentorship.

¶
¶
n = 18→ Early-4→ Mid-7→ Late-7¶



URI/GSO Academic Assessment Report 2021 - Faculty



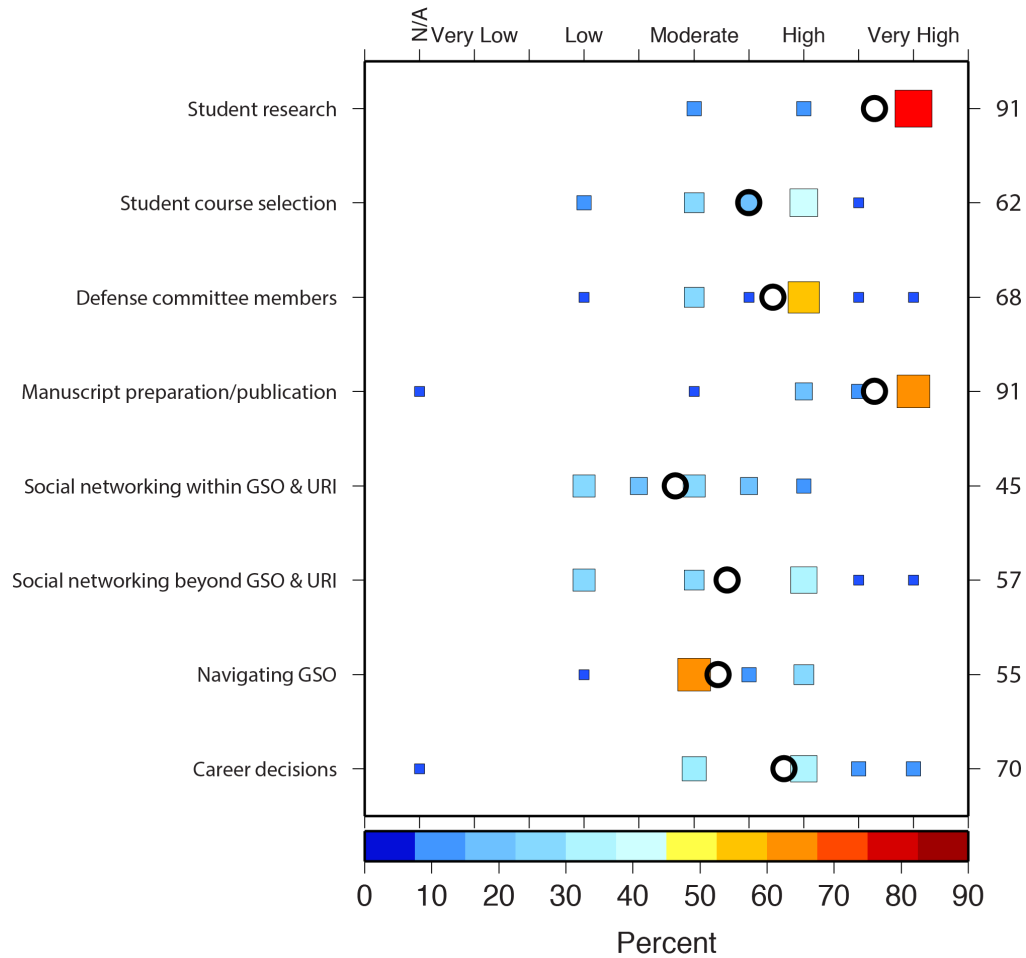
Comments:

Mid	I would like to give much more mentorship to my fellow colleagues but there does not seem to be opportunities for it and few seem to even express interest in me being part of the community. Things that I have tried to share have been dismissed over and over thus I've looked for outlets for this type of effort outside of URI. I do feel that I am able to influence a very high level of mentorship and support within my lab but that's about the extent of what I've perceived as possible at GSO.
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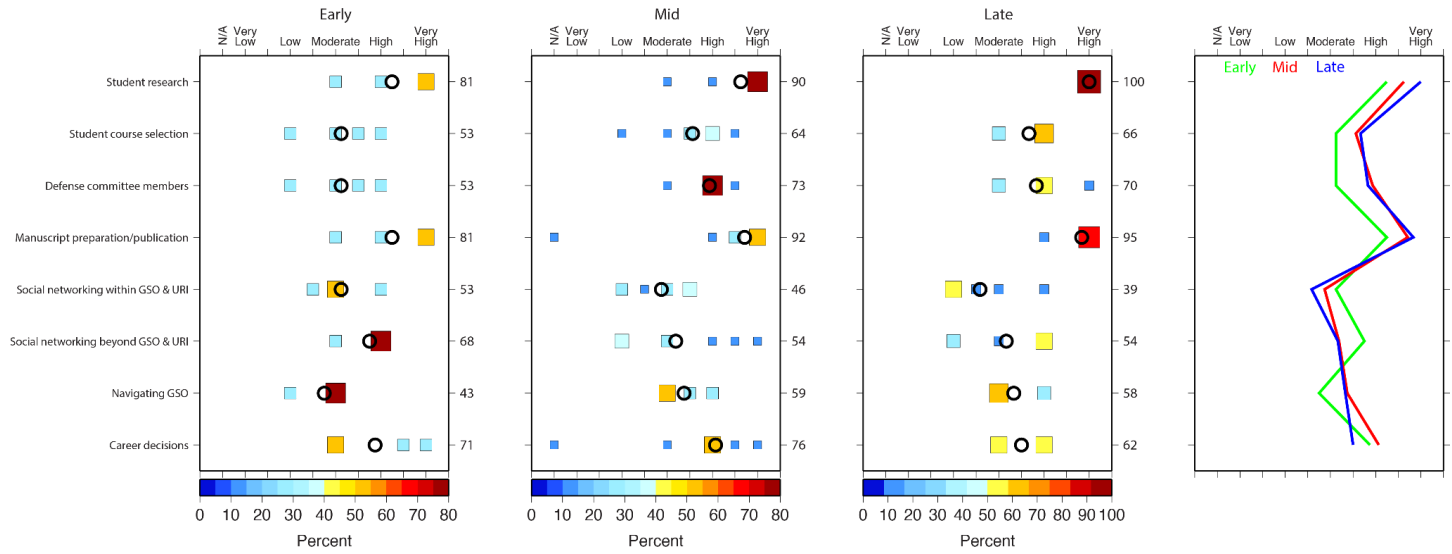
URI/GSO Academic Assessment Report 2021 - Faculty

23) Rate the importance of your student advising role for the following.

n = 18 → Early-4 → Mid-7 → Late-7



URI/GSO Academic Assessment Report 2021 - Faculty



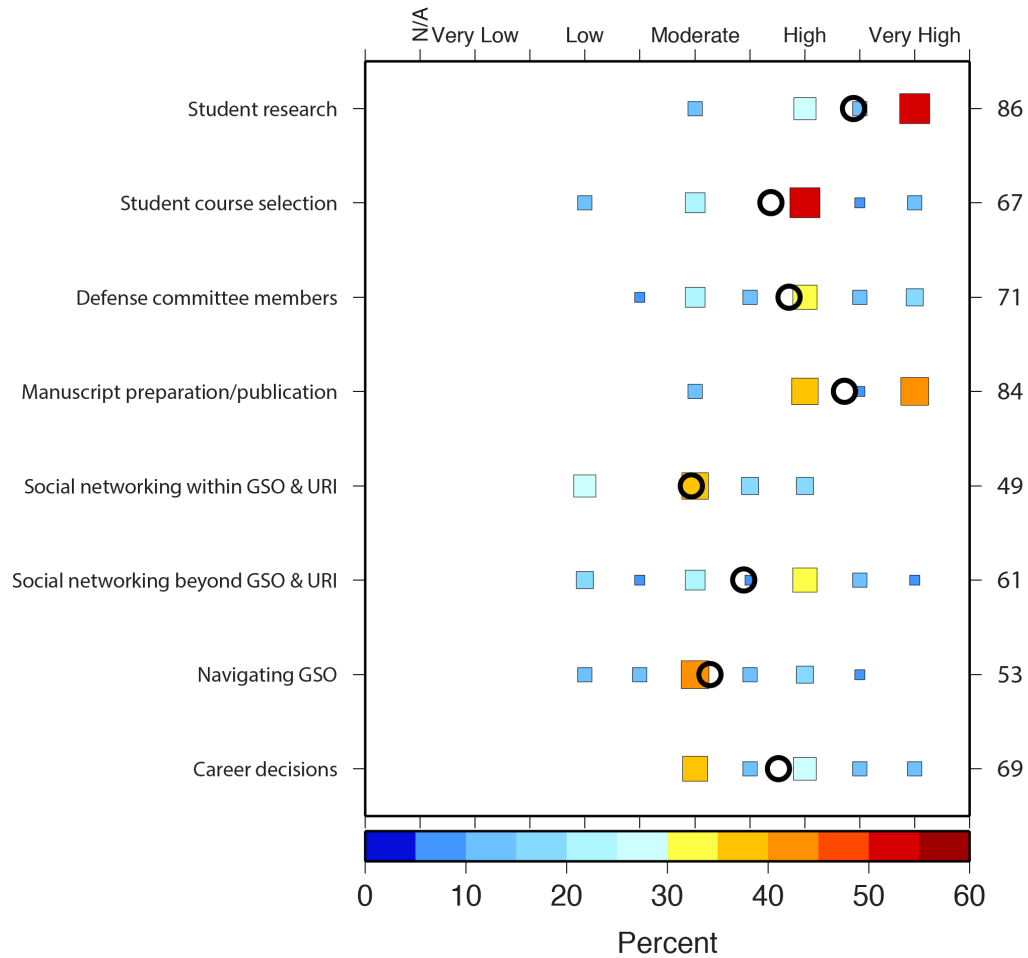
Comments:

Mid	Again since I do not feel I am much of the social fabric of GSO this has not been a strength for me in my advising of my students. I certainly direct them to others that have knowledge and access to resources that they need but that is about the extent that I feel I am able to do.
Late	All of the above apart from Social networking

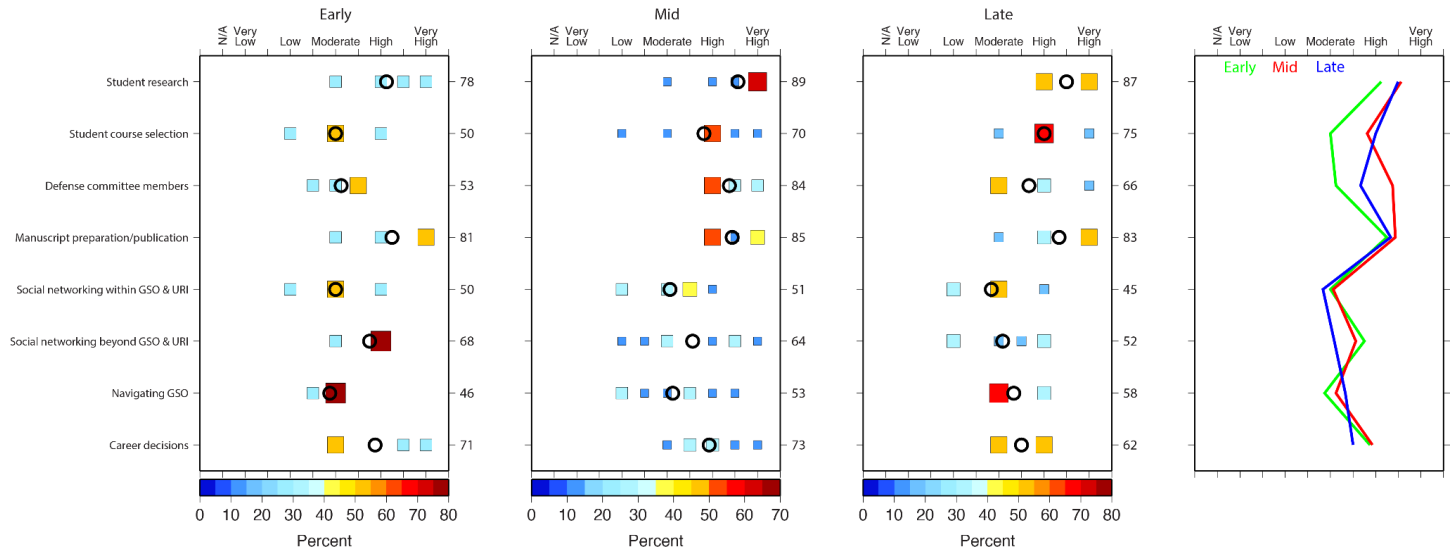
URI/GSO Academic Assessment Report 2021 - Faculty

24) Rate how effective you feel you are at the various student advising roles.

n = 18 → Early-4 → Mid-7 → Late-7



URI/GSO Academic Assessment Report 2021 - Faculty



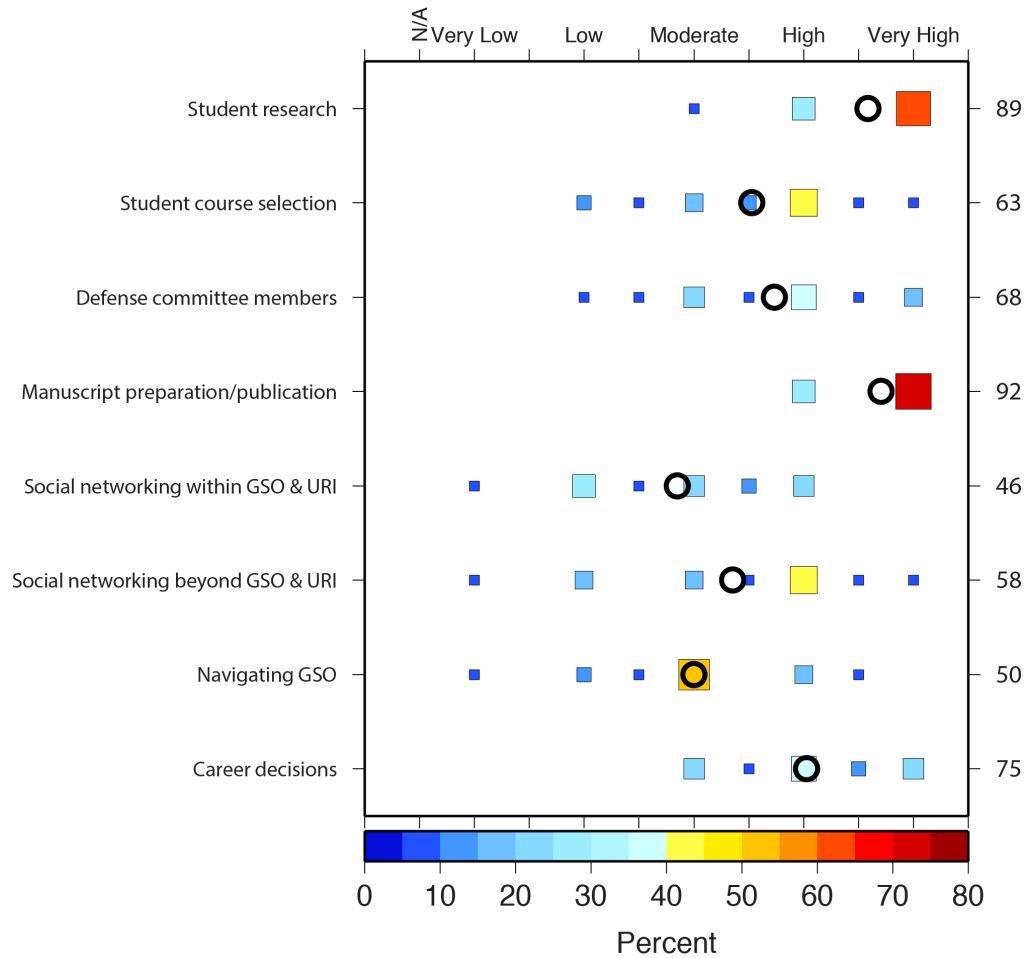
Comments:

Late	I do my best; students might be better judges of effectiveness.
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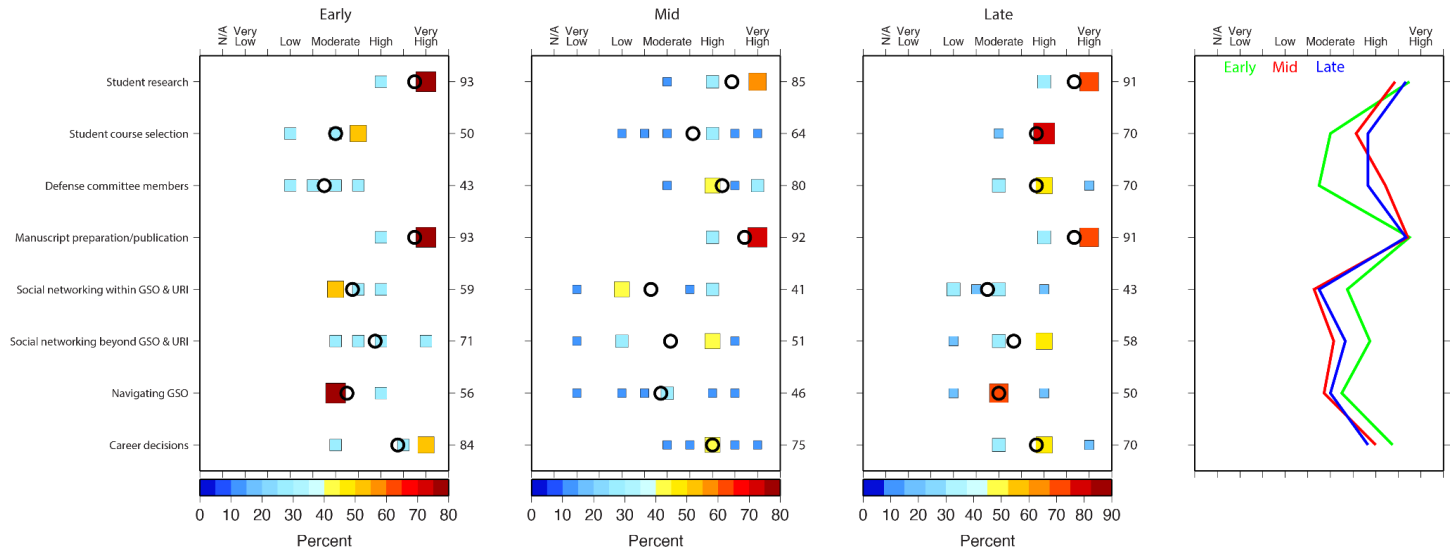
URI/GSO Academic Assessment Report 2021 - Faculty

25) Rate the importance of mentoring of students for the following roles.

n = 17 → Early-4 → Mid-6 → Late-7



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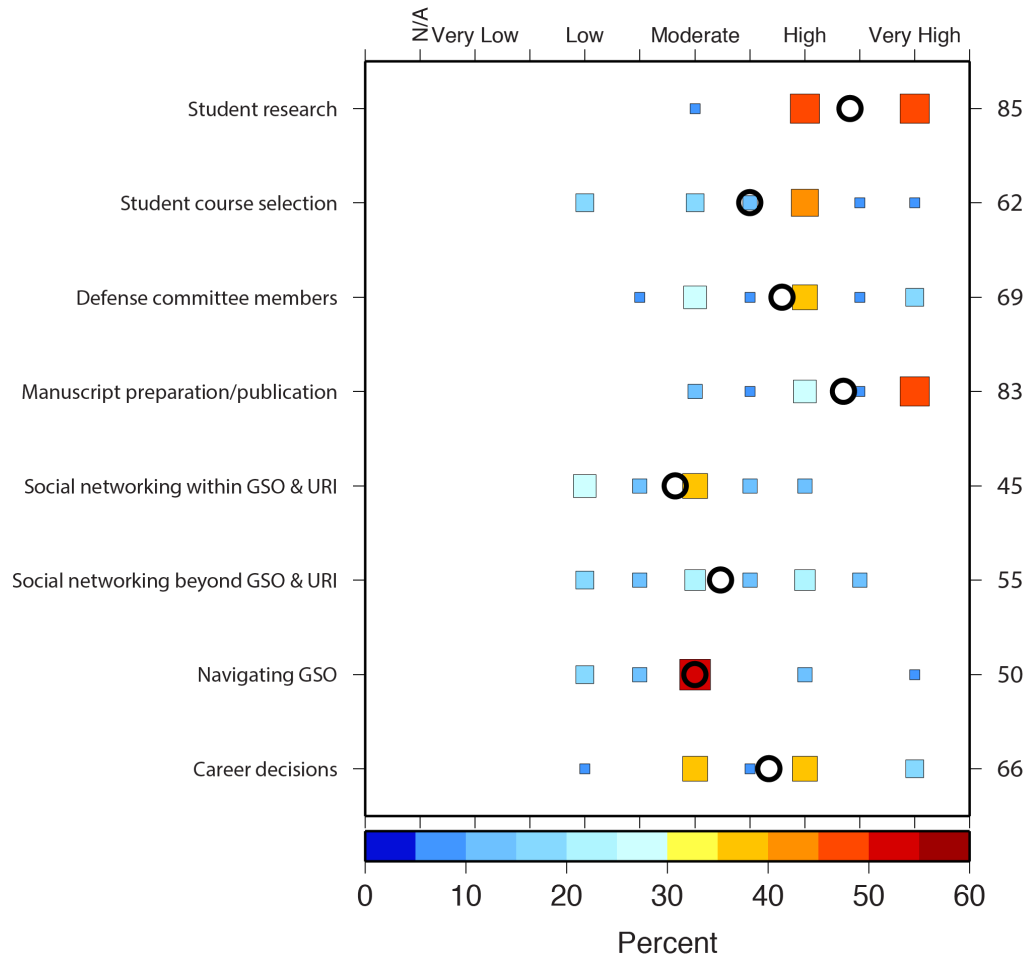
Comments:

Late	These are all important.
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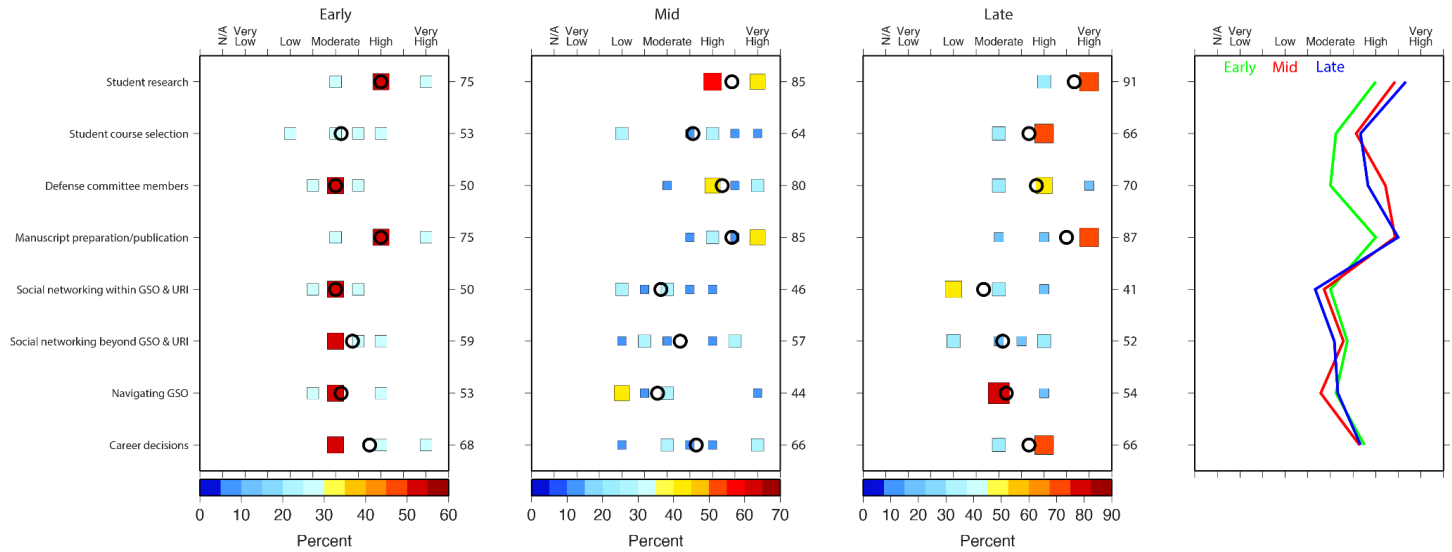
URI/GSO Academic Assessment Report 2021 - Faculty

26) Rate how effective you feel you are at the various student mentoring roles.

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¶
n = 17→ Early-4→ Mid-6→ Late-7¶



URI/GSO Academic Assessment Report 2021 - Faculty



Comments:

Early	not sure how this is different from advising... so above was "direct" and this question is "guide"? I'm answering the same for both :)
Mid	I am also amazing at building confidence belonging perspective mindset and empowerment with the people that interact with me directly on a regular basis. However this emotional work is largely invisible.
Late	I do my best

URI/GSO Academic Assessment Report 2021 - Faculty

27) What do you feel are the perceived impediments to providing advising/mentoring to students?

¶
 ¶
 n = 56→ Early-2→ Mid-3→ Late-1¶

Comments:¶

Early	Time to learn and practice
Early	There isn't an easy route to getting information about courses degree progress or networking within GSO.
Mid	I do not see any impediments with my own students. However I see little opportunity with students that I do not official advise. I do a lot of small group mentoring outside of GSO that is highly received but invisible to GSO. I also do a good amount of group workshops on these aspects with URI's graduate school that have not been taken full advantage of by GSO students.
Mid	Time and training
Mid	We are faculty with limited frame of reference and experience
Late	The pandemic was certainly an impediment.

URI/GSO Academic Assessment Report 2021 - Faculty

28) What do you feel are the perceived impediments to receiving advice or mentoring from colleagues?

¶
¶
n = 6→ Early-2→ Mid-3→ Late-1¶

Comments:¶

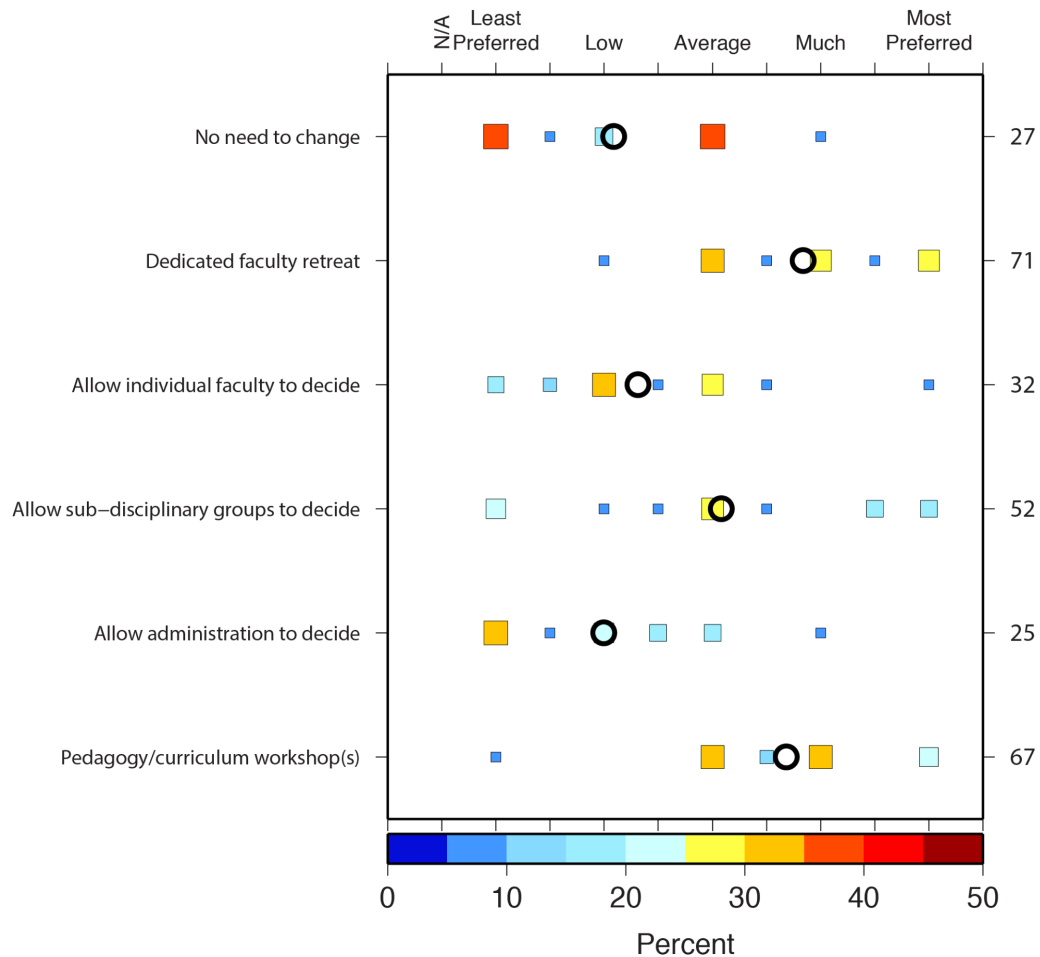
Early	not sure
Early	Everyone is too busy it seems
Mid	There does not seem to be a culture of mentoring junior colleagues within the senior faculty (honestly I have experienced anti-mentoring - dismissing ideas disparaging aspirations). I also do not see this aspect as valued in evaluations of our work so there is little to no incentive/investment in it. I also see the administration as being behind in critical perspectives, mindset abilities and awareness of mentoring.
Mid	Time and culture
Mid	Limited frame of reference
Late	Limited personal interactions.

b8. Next Steps

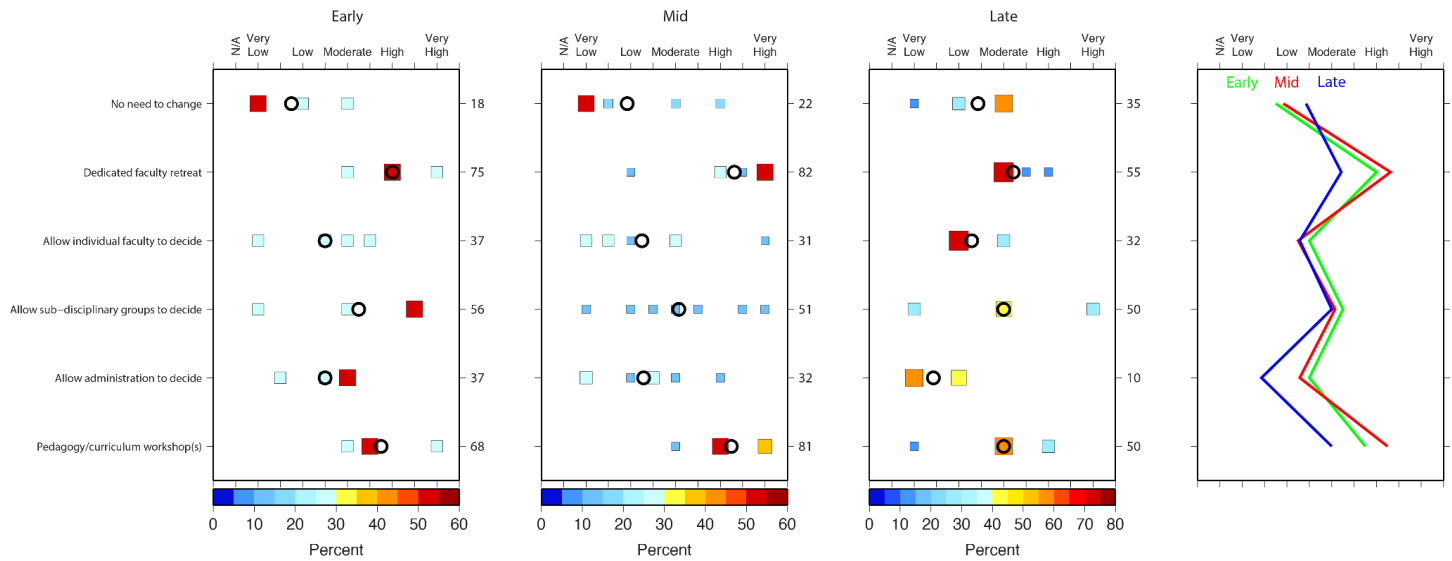
29) Rate how you feel we should proceed towards a successful review/revision of the curriculum?

¶
¶

n = 18→ Early-4→ Mid-7→ Late-17



URI/GSO Academic Assessment Report 2021 - Faculty



Comments:

Early	At the very least a committee should decide. If its left to curricular groups we will continue to have curricular groups and those groups will continue to have disparate workloads.
Mid	I think this will take a series of events and longer-term investment/incentives not just one event and done.
Late	Before any process begins buy-in is required from the Dean Academic Affairs Faculty and Students.

30) What things about GSO give you the most pride?

¶
 ¶
 n = 12→ Early-2→ Mid-6→ Late-4¶

Comments:¶

Early	Colleagues and students are awesome.
Early	Collegiality campus and how wonderful the students are.
Mid	How much GSO has improved in research teaching and social impact beyond GSO and oceanography in the last 10 years the 'recent' hires have a lot to do with that
Mid	The research vessel and excellent colleagues
Mid	There is a cohesive alumni community that is proud of GSO. I think there are a lot of excellent people who work here. GSO has accomplished a lot scientifically and has the potential to continue to do so. The regional community has high regard for GSO.
Mid	Students.. collegially.. vigor...
Mid	Students collegial atmosphere
Mid	Setting and people
Late	All our graduates and their accomplishments.
Late	Realized potential for cross-disciplinary interactions. Sense of community.
Late	To have the opportunity to work at one of the best research and education institutions in oceanography and apply science to address societal issues through collaborations with the Coastal Institute and Coastal Resources Center staff.
Late	Research

URI/GSO Academic Assessment Report 2021 - Faculty

31) What things about GSO frustrate you the most? Ya better not say "endless surveys."

¶
 ¶
 n = 12→ Early-2→ Mid-6→ Late-4¶

Comments:¶

Early	Road blocks to change (people or groups that feel stuck doing things because that's how they've always been done rather than committing to making improvements even if it causes disruption to the status quo). Lack of diversity among students faculty and staff and the fact that racism and prejudice still happens here (e.g. calling security on a black student for being in a building).
Early	Fear of change Focus on buildings not people "Endless loop" discussions instead of action items Lack of willingness from some faculty to help with service social events and outreach
Mid	endless surveys and the effort we put into improving the place and then seeing no movement
Mid	Not necessarily GSO but within URI. Sometimes too many rules to follow and sometimes no rules to follow.
Mid	The desire to keep things the way they have always been - complacency = atrophy; inability to evolve and grow. Less than optimal organization of the academic program. Lack of support mentoring and belonging amongst some individuals. Trying to be part of making positive change and being dismissed and pushed aside. Some students experience very poor mentorship and very little is done about it. Those that are conscientious end up doing an enormous amount of emotional work for the institution that is invisible not recognized and goes unappreciated. There are essentially no growth opportunities for faculty and staff. The leadership does not know their people in ways that allow them to make informed decisions about optimal opportunity placement.
Mid	Admin
Mid	Motivation for change
Mid	The move to new proposal management system that seems to add workload to PIs and SRGAs insecurity about SRGA support from administration purchasing hiring shipping red tape.
Late	Longstanding failure to pivot toward the world of today and tomorrow rather than the oceanographic world of the 60s and 70s.
Late	Can't think of any.
Late	Committee work
Late	seemingly endless surveys
Late	OK you started it. The most frustrating thing would be endless surveys without follow-up actions!
Late	Inertial for solving problems and making repairs.

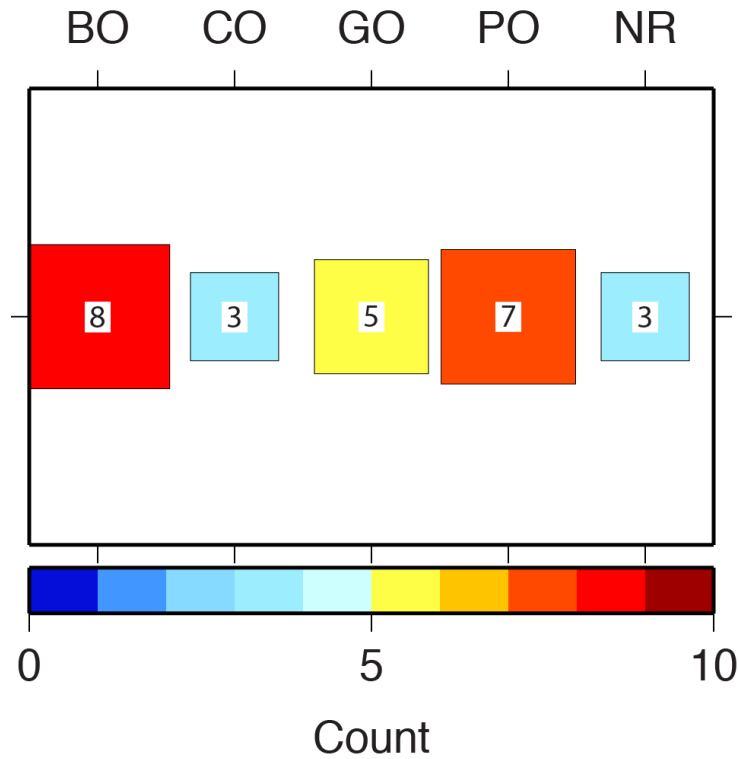
C. Supplemental Survey

c1. Demographics

1) What is your present position at GSO?

2) Which curricular group are you most closely aligned?

¶
n = 26 → BO-8 → CO-3 → GO-5 → PO-7 → NR-3¶



Comments:¶

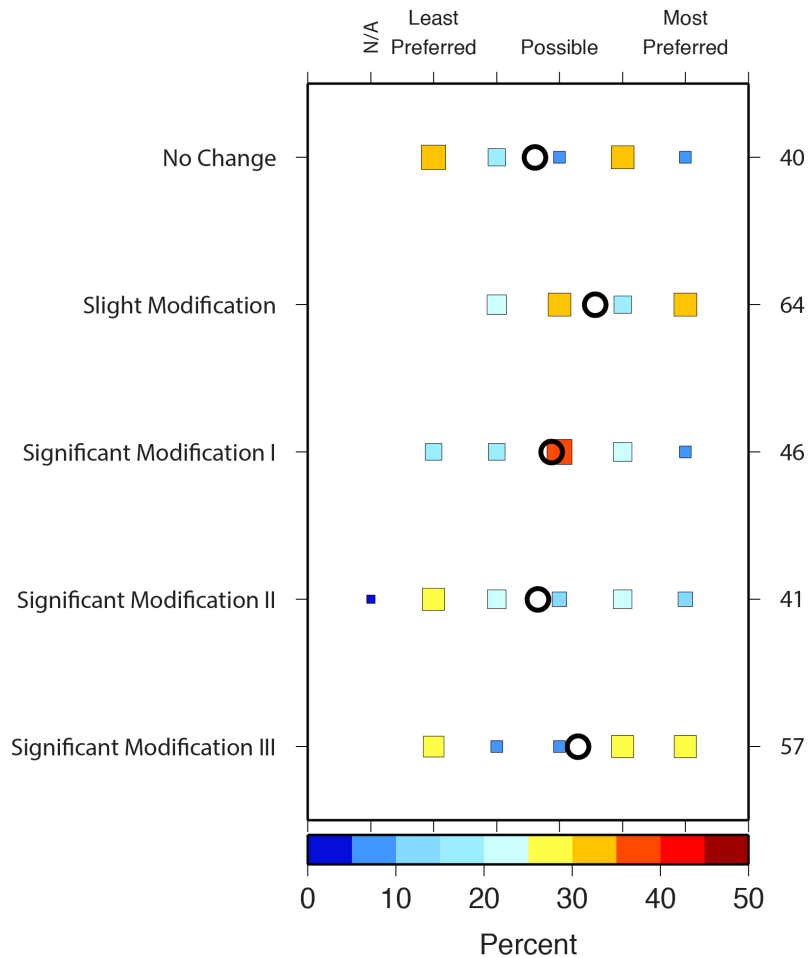
No comments provided.

c2. Scenarios

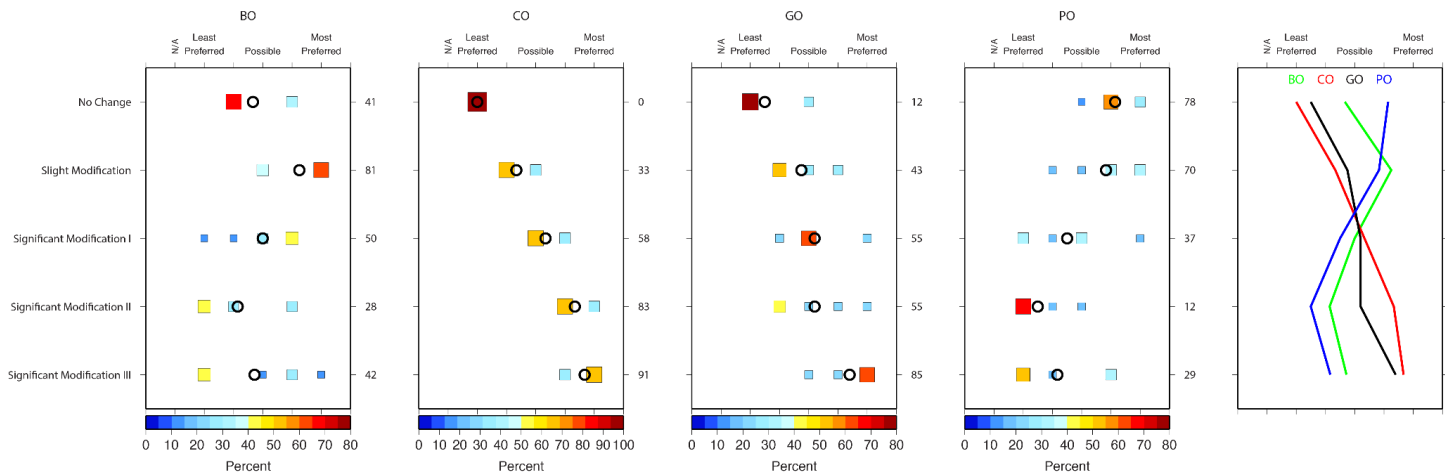
3) Rate your preference for various core course scenarios.

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n = 26→ BO-8→ CO-3→ GO-5→ PO-7 NR-3¶



URI/GSO Academic Assessment Report 2021 - Faculty



Comments:

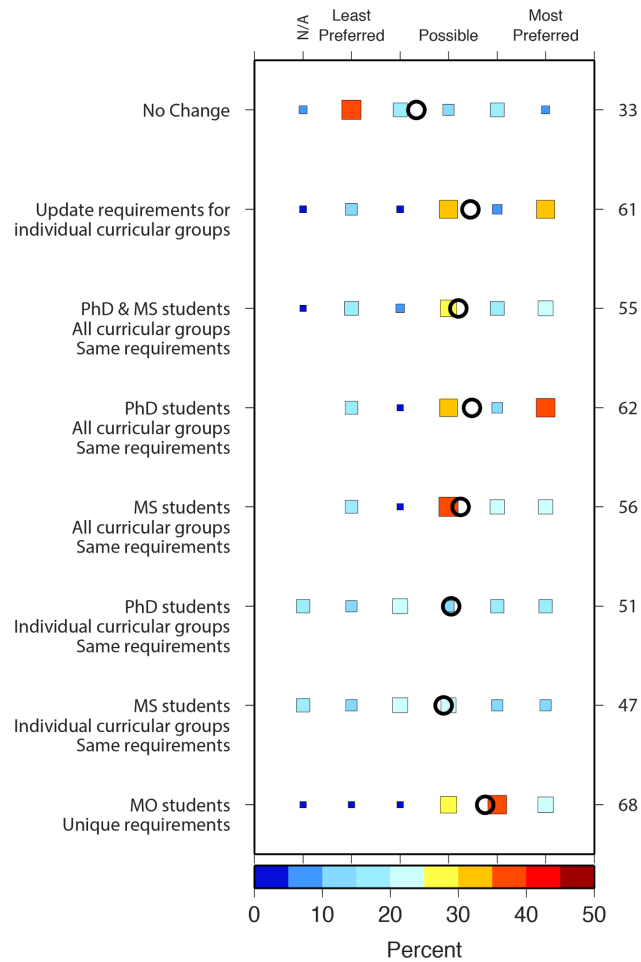
BO	I prefer a model that has less total semester time to complete the core courses.
BO	If the core courses continue to occupy four semesters we may as well require the four core courses with more integrated curricula.
CO	I prefer a two semester course and have other "core classes" be more advanced intros to specific areas. I would then allow each curricular group to select what they want beyond the 2 semester intro.
GO	The key is a review course that all students take no opt outs. This builds a cohort and makes sure all people have some commonality ending year 1. Makes a part of comps clearer as testing on this material is common between all students.
NR	SigModII is appealing because it would allow us to offer a higher level "core" to all students including MO and then go into greater detail for MS/PhD students with the "any 2 core". Currently it is a genuine struggle to train thesis students for research and bring the MO students who usually lack the prep along.

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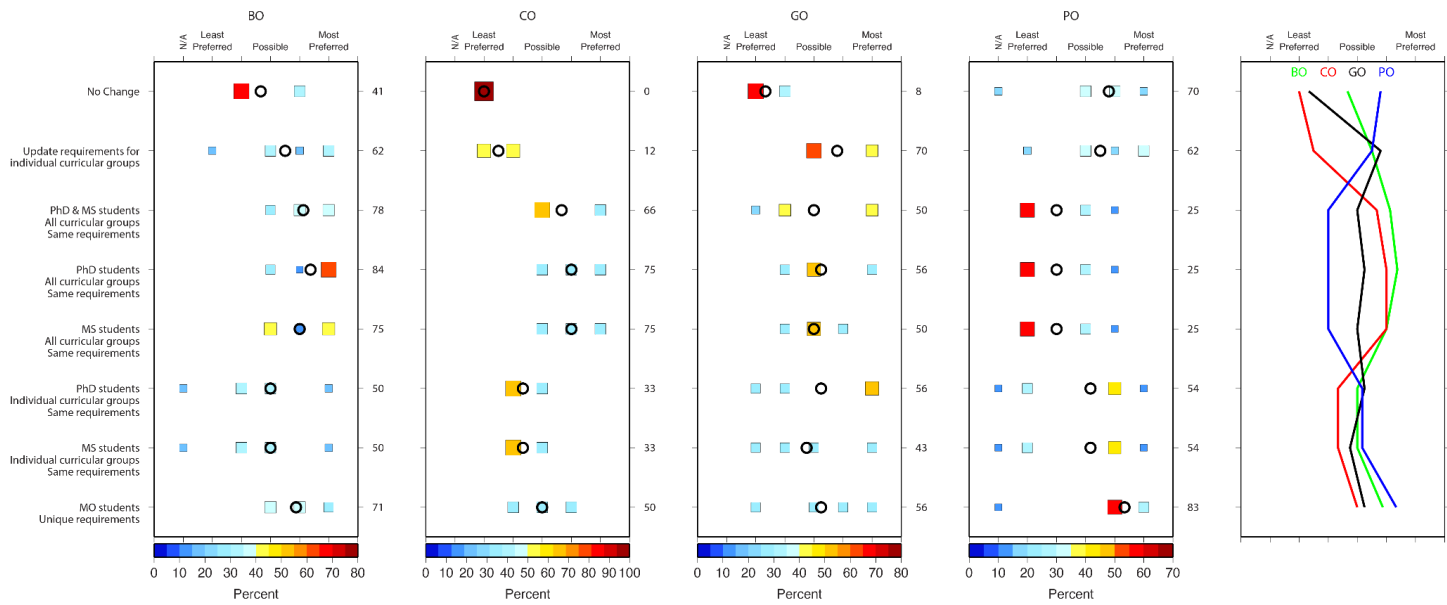
c3. Requirements

4) Rate your preference for core course requirement scenarios

n = 26 → BO-8 → CO-3 → GO-5 → PO-7 → NR-3



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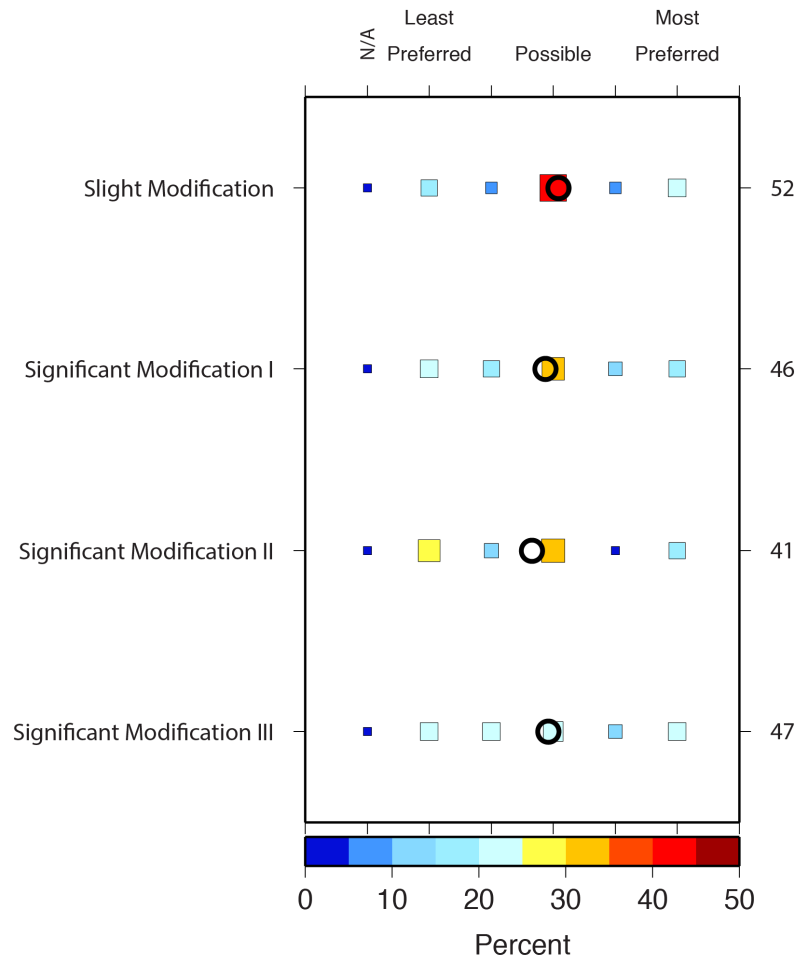
Comments:

BO	I think the number of core courses should be the same across PhD or MS students across disciplinary groups but the exact courses should depend on the person.
BO	It's probably unrealistic for MS and PhD students of all curricular groups to have the same core course requirement because of limited time for MS students.
CO	I prefer two interdisciplinary for everyone. Curricular groups decide what else is required.
GO	If common content from the 4 core courses is condensed into a 1 or 2 semester offering, it seems all students could take these.
NR	MO students should not be required to take the "any 2 other core". Their requirements should be the 2 semester overview.
NR	MO - 2 semester expanded overview plus two OCG courses. MS - 2 semester expanded overview plus two sub-disciplinary courses NOT taught by their major professor. PhD - 2 semester expanded overview plus two OCG courses outside of their sub-discipline

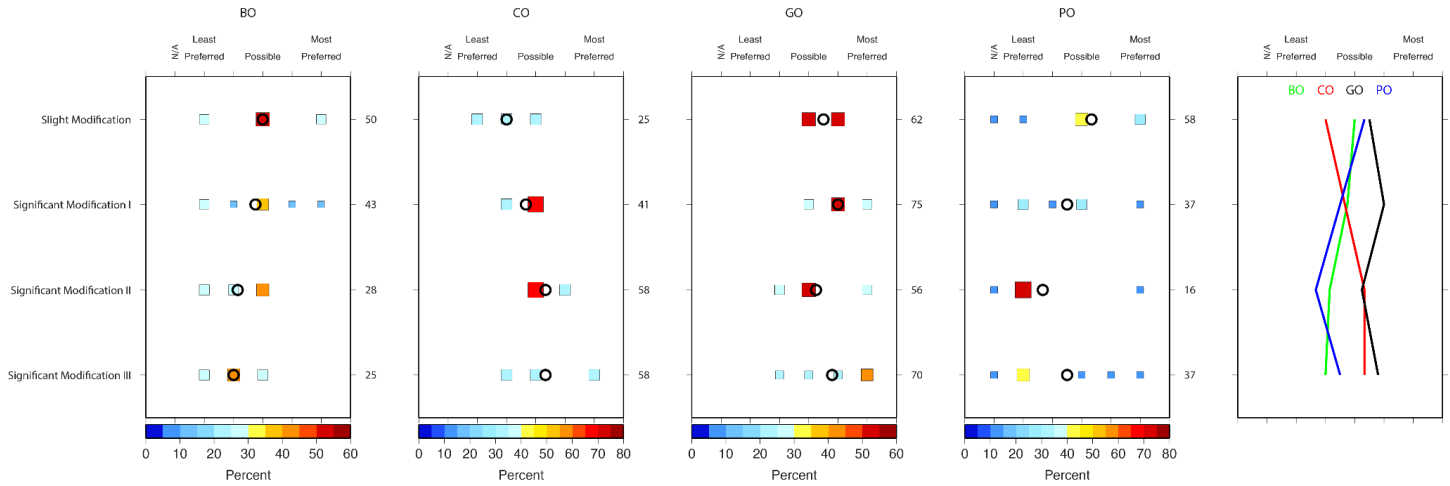
c4. Assistance

5) Rate your willingness to assist with teaching/developing any of the modified core course scenarios.

n = 26 → BO-8 → CO-3 → GO-5 → PO-7 → NR-3



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Comments:

No comments provided.

Appendix D. Methodology

Assessment Development

The development of the academic assessment tool required several steps including,¶

- choosing a survey mechanism, ¶
- recruiting a development team, ¶
- creating a list of assessed topics, and¶
- designing the survey.¶

After exploring several free online survey tools (e.g., Google Forms), we ultimately chose the SurveyMonkey™ (<https://www.surveymonkey.com>) paid service, as this application provided more flexibility and logic/redirection capabilities. Our 7-person development team consisted of 6 URI/GSO faculty ranging from associate to full professors and 1 marine research scientist (Table II). One of the faculty members is also the Associate Dean of Academic Affairs at URI/GSO. Three of the team members received their doctorate degrees in Oceanography at GSO/URI.¶

¶

Table II. Names and positions of development team members who assisted in the design of the faculty assessment surveys. ¶

Team Members ¶	Position¶	Curricular Group
Donohue, Kathy ¶	Professor of Oceanography¶	Physical Oceanography
Lohmann, Rainer	Professor of Oceanography¶	Chemical Oceanography
Menden-Deuer, Susanne	Professor of Oceanography¶	Biological Oceanography
Mouw, Colleen¶	Associate Professor of Oceanography¶	Biological Oceanography
Pockalny, Rob¶	Associate Marine Research Scientist¶	
Smith, David¶	Professor of Oceanography¶ Associate Dean of Academic Affairs¶	Biological Oceanography
Walsh, John Patrick	Professor of Oceanography¶	Geological Oceanography

¶

The assessment team lead (Pockalny) created and placed an initial list of potential assessment topics as a Google document and requested asynchronous input from development team members. Comments and suggestions from team members were incorporated into the evolving survey draft. A near-final draft was shared, and final comments from team members were incorporated. The final draft of the survey was reviewed by all team members and given approval. After initial analysis of the survey results, a brief supplemental survey was created by the assessment team lead to focus on core course scenarios and requirements.¶

¶

Survey Design

A total of 81 assessment items were transmogrified into the SurveyMonkey™ format. Built-in survey assistance tools predicted a potentially low response rate for an estimated 40-minute survey, so we decided to divide the survey into two separate surveys. The first survey would focus on core curriculum program components (e.g., courses, degree requirements,

advising/mentoring, next steps) (Table III), and the second survey would focus on related topics of interest (e.g., promotion and tenure, teaching, advising/mentoring, skills) (Table IV). The supplemental survey would focus on core course scenarios and requirements (Table V). A list of the questions are available in Appendix A, and the images of questions in SurveyMonkey™ format are available in Appendix B.

Table III. List of general topics for the faculty program assessment for core curriculum.¶

Primary Topics ¶	Secondary Topics¶
Demographics	present position, career status, curricular group¶
Core Courses ¶	usefulness, modifications, order, improvements¶
Electives	scope, formats, audience, announcements, frequency¶
Student Seminar ¶	importance, guidance, modifications, attendance habits¶
Cruise Requirement	importance, modifications, improvements¶
Research Proposal Presentation	importance, timing, improvements¶
Comprehensive Exams	importance, timing, purpose, writtens format
Thesis/Dissertation Defense	importance, format, improvements
Outreach	importance, requirements, faculty participation, improvements
Open-ended Comments¶	core curriculum suggestions, preferred next steps¶

¶

Table IV. List of general topics for the faculty program assessment for faculty-related topics.¶

Primary Topics ¶	Secondary Topics¶
Demographics	present position, career status¶
Promotion and Tenure¶	actual & preferred importance of factors¶
Skills	for faculty, for students, opportunities for students¶
Research Facilitation	importance of various items¶
Facilities and Services	quality of various items¶
Undergraduate Teaching	offerings and types/formats
Teaching Styles	elective formats, impediments, training, autonomy
Advising and Mentoring	importance and effectiveness, impediments
Open-ended Comments¶	preferred next steps, prideful and frustrating aspects of GSO¶

Table V. List of general topics for the supplemental survey questions.¶

Primary Topics ¶	Secondary Topics¶
Demographics	present position, curricular group¶
Core Course Items¶	scenarios, requirements, willingness to assist¶

A minimal amount of demographic information was requested in the surveys. We wanted to assure the anonymity of respondents, while at the same time providing important information for disaggregation of the results. Therefore, we requested present position, career status, and

curricular group information for the core curriculum survey. For the faculty-related topics survey, we omitted the curricular group query. The present position question was used to ensure the survey only included present faculty. For the supplemental survey, we requested present position, and curricular group information.

The majority of survey items requested ratings of multiple parameters on an expanded Lykert scale to increase dynamic range of responses. In all rating systems, numerical values were assigned. There were several open-response items, and most all other survey items allowed for additional comments. All of the questions and responses are represented in graphical and text-based form in Appendix C.

Data Analysis Approach

Analysis of the survey results combined graphical and statistical representations of the response data with the review of open responses and additional comment contributions. These approaches required:

- downloading and extracting data from SurveyMonkey™ platform,
- converting extracted data to comma-delimited values with Unix line feeds, and
- creating Unix shell scripts with Generic Mapping Tool functions to process and plot the numerical data and parse/group text responses.

Data extraction from SurveyMonkey™ was very straightforward with the assistance of the "SAVE AS" tab and the "Export file | All individual responses" options. Additional options allowed for the selection of the CSV (comma-separated value) file format with "Condensed Columns" and "Numerical Value" preferences. A zip file was created for download. The zip file was then unzipped and opened with Excel™ v. 16.30, all commas were removed, and then saved as a CSV file. This resulting file was opened with text editing software Textwrangler™ v.4.5.12 and saved in Unicode (UTF-8) format with Unix line feeds.

Unix shell scripts combined with Generic Mapping Tools functions were generated to create heat maps of each question by binning and displaying frequency of responses by color and size of symbol (see Appendix C). The scripts calculated the mean response and scaled this value to the full range of possible selections to create a normalized rating from 1-100. For example, a question with 8 possible ranking choices would have a lowest possible survey value of 0 and a highest possible survey value set to 7. The mean of all values would then be divided by the highest possible value and then multiplied by 100 (e.g., $100 * \text{mean} / 7$). Any "N/A" responses were removed from this list of responses prior to this analysis. Survey results were disaggregated by self-defined career status (e.g., early, mid and late), curricular group (e.g., biological, chemical, geological and physical) when appropriate.