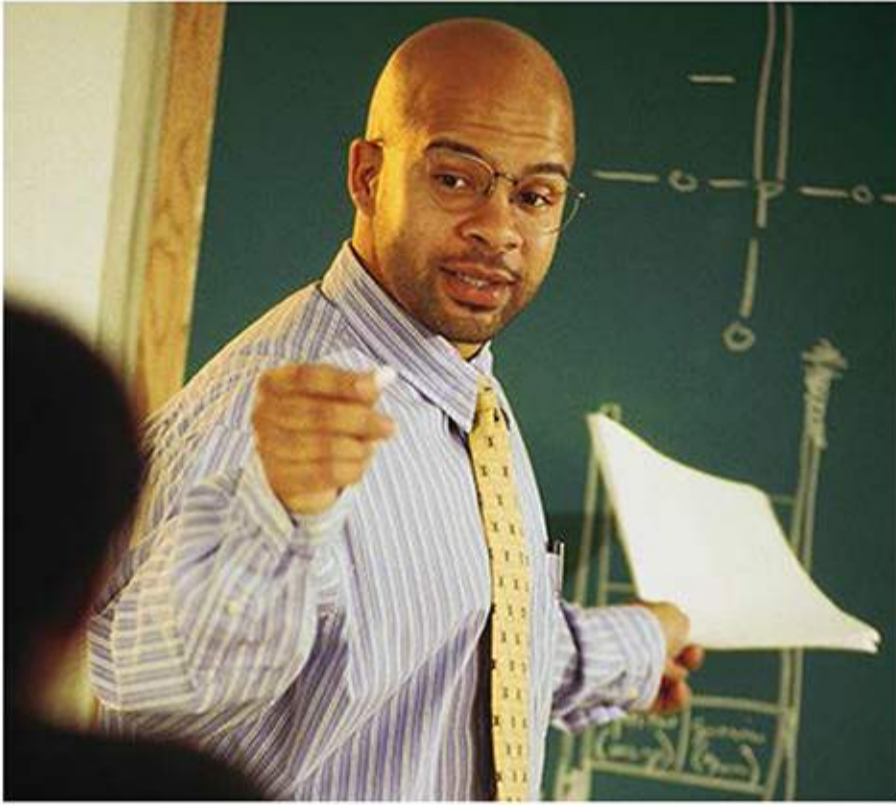




## WHAT THIS SURVEY IS ABOUT

We cordially invite you to participate in the 2014 Faculty Survey of Student Engagement (FSSE). The information you and other faculty members on your campus provide will help identify areas of strength and improvement, as well as lead to constructive discussions related to teaching, learning, and the quality of your students' educational experience.

After reading the information on this page, if you agree to take part in this survey, click the "Proceed to the Survey" button below.



## SURVEY PARTNERS

The Faculty Survey of Student Engagement is a project coordinated by the [Center for Postsecondary Research](#) at Indiana University Bloomington.

## TAKING THE SURVEY

The survey takes about 18–25 minutes to complete. It is designed to measure faculty expectations regarding the extent to which students at your institution engage in educational practices empirically linked to high levels of learning and development.

## CONFIDENTIALITY

Your responses will be confidential and anonymous to your institution. All reporting will be done in the aggregate to protect your privacy. At the end of the survey you can provide feedback about the nature of the questions and related topics that will help us improve the instrument.

Your participation in this study is voluntary and you may refuse to participate without penalty.

## FURTHER INFORMATION

If you have technical problems completing the survey, please email [help@fsse.org](mailto:help@fsse.org) or call 1–877–295–3064. If you have questions about the study, please contact [Thomas Nelson Laird](#) by email or by phone (812–856–5824).

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have not been honored during the course of this project, you may contact the office for the Human Subjects Committee, Carmichael Center L03, 530 E. Kirkwood Ave., Bloomington, IN 47405, 812–856–4242, or by email at [iub\\_hsc@iu.edu](mailto:iub_hsc@iu.edu).

[Proceed to the Survey](#)

[I Decline to Participate](#)

Study #0212000011 | IRB Approval Date: August 29, 2012 to July 25, 2015

How important is it to you that undergraduates at your institution do the following before they graduate?

	Very important	Important	Somewhat important	Not important
Participate in an internship, co-op, field experience, student teaching, or clinical placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold a formal leadership role in a student organization or group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a learning community or some other formal program where groups of students take two or more classes together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a study abroad program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a faculty member on a research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a community-based project (service-learning) as part of a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How important is it to you that your institution *increase* its emphasis on each of the following?

	Very important	Important	Somewhat important	Not important
Students spending significant amounts of time studying and on academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support to help students succeed academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students using learning support services (tutoring services, writing center, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for students to be involved socially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support for students' overall well-being (recreation, health care, counseling, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students manage their non-academic responsibilities (work, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students attending campus activities and events (performing arts, athletic events, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students attending events that address important social, economic, or political issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate your perception of the quality of student interactions with the following people at your institution.

	Poor 1	2	3	4	5	6	Excellent 7
Other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student services staff (career services, student activities, housing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other administrative staff and offices (registrar, financial aid, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue

**In a typical 7-day week, about how many hours do you spend on each of the following?**

	0	1-4	5-8	9-12	13-16	17-20	21-30	More than 30 hours
Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising 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"/>
Research, creative, or scholarly 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"/>
Service activities (committee work, administrative duties, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?**

	0	1-4	5-8	9-12	13-16	17-20	More than 20 hours
Preparing class sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching class sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading assignments and exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with students outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course administration (emailing students, maintaining course Web site, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**In a typical 7-day week, do you participate in the following activities?**

	Yes	No
Working with undergraduates on research	<input type="radio"/>	<input type="radio"/>
Supervising undergraduate internships or other field experiences	<input type="radio"/>	<input type="radio"/>

**During the current school year, have you taught an undergraduate course?**

- Yes  
 No

**During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?**

	Very often	Often	Sometimes	Never
Talked about their career plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on activities other than coursework (committees, student groups, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed course topics, ideas, or concepts outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed their academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?**

- All  
 Most  
 Some  
 None

**In your undergraduate courses, to what extent do you do the following?**

	Very much	Quite a bit	Some	Very little
Clearly explain course goals and requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach course sessions in an organized way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use examples or illustrations to explain difficult points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a variety of teaching techniques to accommodate diversity in student learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review and summarize material for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide feedback to students on drafts or works in progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide prompt and detailed feedback on tests or completed assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**What is the general academic discipline of your appointment?**

[Continue](#)



We're sorry, but we weren't able to identify the general academic discipline of your appointment you entered. Please select the response below that most closely matches your discipline. Select from a general area below to view a list of specific disciplines.

- ▶ [Agriculture and Natural Resources](#)
- ▶ [Biological Sciences](#)
- ▶ [Business](#)
- ▶ [Communications, Media, & Public Relations](#)
- ▶ [Computer Science and Technology](#)
- ▶ [Education](#)
- ▶ [Engineering](#)
- ▶ [Fine and Performing Arts](#)
- ▶ [Health Professions](#)
- ▶ [Humanities](#)
- ▶ [Liberal Arts, General Studies, and Multi/Interdisciplinary Studies](#)
- ▶ [Mathematics and Statistics](#)
- ▶ [Physical Sciences](#)
- ▶ [Social Sciences](#)
- ▶ [Other Fields](#)

[Continue](#)



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Please answer the following questions based on *one particular* undergraduate course section you are teaching or have taught during the current school year.

Is your selected course section in the same academic discipline as your appointment?

- Yes
- No

[Continue](#)

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[Save and Return Later](#)

[Contact Us](#)



**FSSE**

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What is the general academic discipline of your selected course section?

Continue

[Save and Return Later](#)

[Contact Us](#)

We're sorry, but we weren't able to identify the general academic discipline of your selected course section you entered. Please select the response below that most closely matches your discipline. Select from a general area below to view a list of specific disciplines.

- ▶ [Agriculture and Natural Resources](#)
- ▶ [Biological Sciences](#)
- ▶ [Business](#)
- ▶ [Communications, Media, & Public Relations](#)
- ▶ [Computer Science and Technology](#)
- ▶ [Education](#)
- ▶ [Engineering](#)
- ▶ [Fine and Performing Arts](#)
- ▶ [Health Professions](#)
- ▶ [Humanities](#)
- ▶ [Liberal Arts, General Studies, and Multi/Interdisciplinary Studies](#)
- ▶ [Mathematics and Statistics](#)
- ▶ [Physical Sciences](#)
- ▶ [Social Sciences](#)
- ▶ [Other Fields](#)



**What is the class level of most students in your selected course section?**

- LOWER CLASS
- UPPER CLASS
- Other

**Estimate the total number of students in your selected course section.**

- 20 or fewer
- 21-30
- 31-40
- 41-50
- 51-100
- More than 100

**Does your selected course section fulfill a general education requirement on your campus?**

- Yes
- No

**In what format do you teach your selected course section?**

- Classroom instruction on-campus
- Classroom instruction at an auxiliary location (satellite campus, rented facility, etc.)
- Distance education (Online, live or pre-recorded video or audio, correspondence, etc.)
- Combination of classroom instruction and distance education

[Continue](#)



In an average 7-day week, about how many hours do you *expect* the typical student to spend preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- More than 10 hours

In an average 7-day week, about how many hours do you think the typical student *actually* spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- More than 10 hours

In an average 7-day week, of the time students spend preparing for your selected course section, about how many hours do you expect the typical student to spend on assigned reading?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- More than 10 hours

About how much of the assigned reading in your selected course section do you think the typical student completes?

- All
- Most
- Some
- None

In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?

	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30 hours
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working for pay on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working for pay off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing community service or volunteer 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"/>
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing care for dependents (children, parents, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting to campus (driving, walking, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Continue](#)

**In your selected course section, to what extent do you think the typical student does his or her best work?**

- Very much
- Quite a bit
- Some
- Very little

**In your selected course section, how important is it to you that the typical student do the following?**

	Very important	Important	Somewhat important	Not important
Ask questions or contribute to course discussions in other ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class having completed readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate what others have concluded from numerical information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**In your selected course section, how important is it to you that the typical student do the following?**

	Very important	Important	Somewhat important	Not important
Combine ideas from different courses when completing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect his or her learning to societal problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examine the strengths and weaknesses of his or her own views on a topic or issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn something that changes the way he or she understands an issue or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect ideas from your course to his or her prior experiences and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**In your selected course section, about what percent of class time is spent on the following?**

	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-74%	75% or more
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"/>
Discussion	<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-group 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"/>
Student presentations or performances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent student work (writing, painting, designing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Movies, videos, music, or other performances not involving or produced by 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"/>
Assessing student learning (tests, evaluations, surveys, polls, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiential activities (labs, field work, clinical or field placements, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**In your selected course section, how much do you encourage students to do the following?**

	Very much	Quite a bit	Some	Very little
Ask other students for help understanding course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain course material to other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare for exams by discussing or working through course material with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with other students on course projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify key information from reading assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review notes after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarize what has been learned from class or from course materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?**

	Very much	Quite a bit	Some	Very little
People of a race or ethnicity other than their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People from an economic background other than their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with religious beliefs other than their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with political views other than their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with a sexual orientation other than their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**In your selected course section, how much does the coursework emphasize the following?**

	Very much	Quite a bit	Some	Very little
Memorizing course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying facts, theories, or methods to practical problems or new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating a point of view, decision, or information source	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forming a new idea or understanding from various pieces of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Does your selected course section include assigned papers, reports, or other writing tasks?**

- Yes
- No

**About how many papers, reports, or other writing tasks of the following lengths do you assign?**

	0	1	2	3	4	5	6	7	8	9	10	More than 10 papers, etc.
Up to 5 pages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From 6 to 10 pages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 pages or more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**To what extent do you structure your selected course section so that students learn and develop in the following areas?**

	Very much	Quite a bit	Some	Very little
Writing clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically and analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing numerical and statistical information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring job- or work-related knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing or clarifying a personal code of values and ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving complex real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being an informed and active citizen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Prior to the current school year, about how many times have you taught your selected course?**

- 0
- 1-2
- 3-4
- 5-9
- 10 or more times

[Continue](#)

To protect your confidentiality, responses to the following questions will only be reported in the aggregate. Individual responses to these items will not be returned to your institution.

Estimate the total number of *undergraduate* students you have taught during the current school year.

- 0
- 1-25
- 26-50
- 51-75
- 76-100
- 101-125
- 126-150
- 151-200
- 201-300
- More than 300 students

Enter the total number of *undergraduate* courses you have taught or are scheduled to teach during the current school year.

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9 or more courses

Enter the total number of *graduate* courses you have taught or are scheduled to teach during the current school year.

- 0
- 1
- 2
- 3
- 4 or more courses

During this academic term, does your institution consider you to be employed full-time or part-time?

- Full-time
- Part-time

Does your institution consider you to be an adjunct faculty member?

- Yes
- No

Which of the following best describes your academic rank, title, or current position?

- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Lecturer
- Graduate Teaching Assistant
- Other

What is your current tenure status?

- Tenured
- On tenure track but not tenured
- Not on tenure track, but this institution has a tenure system
- No tenure system at this institution

Enter the year that you began teaching at *any* college or university (1995, etc.):

What is the highest degree you have earned?

- Doctoral degree (Ph.D., Ed.D., etc.)
- Professional degree (J.D., M.D., D.D.S., D.V.M., etc.)
- Master's degree (M.A., M.S., M.F.A., M.B.A., M.S.W., etc.)
- Bachelor's degree
- Associate's degree
- Other

Enter your year of birth (1965, etc.):

What is your gender identity?

- Man
- Woman
- Another gender identity
- I prefer not to respond

Are you a U.S. citizen or permanent resident?

- Yes
- No

What is your racial or ethnic identification? (Select all that apply.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other
- I prefer not to respond

Which of the following best describes your sexual orientation?

- Heterosexual
- Gay
- Lesbian
- Bisexual
- Another sexual orientation
- Questioning or unsure
- I prefer not to respond

Continue