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

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

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

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

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

<table>
<thead>
<tr>
<th>People</th>
<th>Poor 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Excellent 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other students</td>
<td></td>
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<tr>
<td>Academic advisors</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Faculty</td>
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<tr>
<td>Student services staff (career services, student activities, housing, etc.)</td>
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<tr>
<td>Other administrative staff and offices (registrar, financial aid, etc.)</td>
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</tbody>
</table>
In a typical 7-day week, about how many hours do you spend on each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>0</th>
<th>1-4</th>
<th>5-8</th>
<th>9-12</th>
<th>13-16</th>
<th>17-20</th>
<th>21-30</th>
<th>More than 30 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching activities (preparing, teaching class sessions, grading,</td>
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<tr>
<td>meeting with students outside of class, etc.)</td>
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<tr>
<td>Advising students</td>
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<tr>
<td>Research, creative, or scholarly activities</td>
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<tr>
<td>Service activities (committee work, administrative duties, etc.)</td>
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</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working with undergraduates on research</td>
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<td></td>
</tr>
<tr>
<td>Supervising undergraduate internships or other</td>
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<tr>
<td>field experiences</td>
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</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talked about their career plans</td>
<td></td>
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<tr>
<td>Worked on activities other than coursework (committees,</td>
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<tr>
<td>student groups, etc.)</td>
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<tr>
<td>Discussed course topics, ideas, or concepts outside of</td>
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<tr>
<td>class</td>
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<tr>
<td>Discussed their academic performance</td>
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</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>Very Much</td>
<td>Quite a Bit</td>
<td>Some</td>
<td>Very Little</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Clearly explain course goals and requirements</td>
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<tr>
<td>Teach course sessions in an organized way</td>
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<tr>
<td>Use examples or illustrations to explain difficult points</td>
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<tr>
<td>Provide feedback to students on a draft or work in progress</td>
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</tr>
<tr>
<td>Provide prompt and detailed feedback on tests or completed assignments</td>
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</tr>
</tbody>
</table>

What is the general academic discipline of your appointment?

---

Continue

Save and Return Later  Contact Us
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

- Agriculture
- Botany
- Earth science (including geology)
- Environmental science/studies
- Marine science
- Natural resources and conservation
- Natural science
- Parks, recreation, leisure studies, sports management
- Veterinary science
- Other agriculture and natural resources

► Biological Sciences

- Biology (general)
- Biochemistry or biophysics
- Bioengineering
- Biomedical engineering
- Biomedical science
- Botany
- Cell and molecular biology
- Environmental sciences/studies
- Marine science
- Microbiology or bacteriology
- Neuroscience
- Physiology and developmental biology
- Zoology
- Other biological sciences

► Business

- Accounting
- Business administration
- Business education
- Economics
- Entrepreneurial studies
- Family and consumer studies
- Finance
- Hospitality and tourism
- International business
- Management
- Management information systems
- Marketing
- Organizational leadership or behavior
- Public relations and advertising
- Supply chain and operations management
- Other business

► Communications, Media, & Public Relations

- Communications (general)
- Broadcast communications
- Journalism
- Mass communications and media studies
- Public relations and advertising
- Speech
- Telecommunications
- Other communications

► Computer Science and Technology

- Computer science
- Computer engineering and technology
- Computer information systems
- Information systems
- Information technology
- Management information systems
- Network security and systems
- Software engineering
- Other computer science and technology
Education
- Education (general)
- Business education
- Early childhood education
- Elementary/middle school education
- Mathematics education
- Music or art education
- Physical education
- Secondary education
- Social studies education
- Special education
- Other education

Engineering
- Engineering (general)
- Aero-/astronautical engineering
- Bioengineering
- Biomedical engineering
- Chemical engineering
- Civil engineering
- Computer engineering and technology
- Electrical or electronic engineering
- Industrial engineering
- Materials engineering
- Mechanical engineering
- Petroleum engineering
- Software engineering
- Other engineering

Fine and Performing Arts
- Arts, fine and applied
- Art history
- Music
- Music or art education
- Theater or drama
- Other fine and performing arts

Health Professions
- Allied health
- Biomedical science
- Dentistry
- Health science
- Health technology (medical, dental, laboratory)
- Healthcare administration and policy
- Kinesiology
- Medicine
- Nursing
- Nutrition and dietetics
- Occupational safety and health
- Occupational therapy
- Parks, recreation, leisure studies, sports management
- Pharmacy
- Physical education
- Physical therapy
- Rehabilitation sciences
- Speech therapy
- Veterinary science
- Other health professions

Humanities
- Humanities (general)
- Art history
- Communications
- English language and literature
- French language and literature
- Spanish language and literature
- Other language and literature
- Ethnic studies
- Gender studies
- History
- Philosophy
- Religion
- Speech
- Theological studies/ministry
- Other humanities

Liberal Arts, General Studies, and Multi/Interdisciplinary Studies
- General studies
- Liberal arts and sciences
The Faculty Survey of Student Engagement

Multi/Interdisciplinary studies

Mathematics and Statistics
- Mathematics
- Mathematics education
- Statistics

Physical Sciences
- Physical sciences (general)
- Astronomy
- Atmospheric science (including meteorology)
- Biochemistry or biophysics
- Chemical engineering
- Chemistry
- Earth science (including geology)
- Environmental sciences/studies
- Natural science
- Physics
- Other physical sciences

Social Sciences
- Social sciences (general)
- Anthropology
- Economics
- Ethnic studies
- Family and consumer studies
- Gender studies
- Geography
- History
- International relations
- Political science
- Psychology
- Social studies education
- Social work
- Sociology
- Other social sciences

Other Fields
- Architecture
- Criminal justice
- Criminology
- Family and consumer studies
- Forensics
- Hospitality and tourism
- Justice administration
- Law
- Military science
- Multi/Interdisciplinary studies
- Parks, recreation, leisure studies, sports management
- Professional studies (general)
- Public administration/policy
- Public safety and emergency management
- Social work
- Technical/vocational studies
- Theological studies/ministry
- Urban planning
- Other/not listed

Continue

Save and Return Later  Contact Us
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

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

What is the class level of most students in your selected course section?
- Lower division (mostly first-year students or sophomores)
- Upper division (mostly juniors or seniors)
- Other, please describe:

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 (Internet, live or pre-recorded video or audio, correspondence, etc.)
- Combination of classroom instruction and distance education
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**
- Agriculture
- Botany
- Earth science (including geology)
- Environmental science/studies
- Marine science
- Natural resources and conservation
- Natural science
- Parks, recreation, leisure studies, sports management
- Veterinary science
- Other agriculture and natural resources

▶ **Biological Sciences**
- Biology (general)
- Biochemistry or biophysics
- Bioengineering
- Biomedical engineering
- Biomedical science
- Botany
- Cell and molecular biology
- Environmental sciences/studies
- Marine science
- Microbiology or bacteriology
- Neuroscience
- Physiology and developmental biology
- Zoology
- Other biological sciences

▶ **Business**
- Accounting
- Business administration
- Business education
- Economics
- Entrepreneurial studies
- Family and consumer studies
- Finance
- Hospitality and tourism
- International business
- Management
- Management information systems
- Marketing
- Organizational leadership or behavior
- Public relations and advertising
- Supply chain and operations management
- Other business

▶ **Communications, Media, & Public Relations**
- Communications (general)
- Broadcast communications
- Journalism
- Mass communications and media studies
- Public relations and advertising
- Speech
- Telecommunications
- Other communications

▶ **Computer Science and Technology**
- Computer science
- Computer engineering and technology
- Computer information systems
- Information systems
- Information technology
- Management information systems
- Network security and systems
- Software engineering
- Other computer science and technology

https://www.fsse.org/3134746/Main/5/edit.cfm?CFID=545143&CFTOKEN=dae90c34a4de56ec-2E211A73-CF1C-5199-D5F457ABCDE81BEF
Education
- Education (general)
- Business education
- Early childhood education
- Elementary/middle school education
- Mathematics education
- Music or art education
- Physical education
- Secondary education
- Social studies education
- Special education
- Other education

Engineering
- Engineering (general)
- Aero-/astronautical engineering
- Bioengineering
- Biomedical engineering
- Chemical engineering
- Civil engineering
- Computer engineering and technology
- Electrical or electronic engineering
- Industrial engineering
- Materials engineering
- Mechanical engineering
- Petroleum engineering
- Software engineering
- Other engineering

Fine and Performing Arts
- Arts, fine and applied
- Art history
- Music
- Music or art education
- Theater or drama
- Other fine and performing arts

Health Professions
- Allied health
- Biomedical science
- Dentistry
- Health science
- Health technology (medical, dental, laboratory)
- Healthcare administration and policy
- Kinesiology
- Medicine
- Nursing
- Nutrition and dietetics
- Occupational safety and health
- Occupational therapy
- Parks, recreation, leisure studies, sports management
- Pharmacy
- Physical education
- Physical therapy
- Rehabilitation sciences
- Speech therapy
- Veterinary science
- Other health professions

Humanities
- Humanities (general)
- Art history
- Communications
- English (language and literature)
- French (language and literature)
- Spanish (language and literature)
- Other language and literature
- Ethnic studies
- Gender studies
- History
- Philosophy
- Religion
- Speech
- Theological studies/ministry
- Other humanities

Liberal Arts, General Studies, and Multi/Interdisciplinary Studies
- General studies
- Liberal arts and sciences
Multi/Interdisciplinary studies

- **Mathematics and Statistics**
  - Mathematics
  - Mathematics education
  - Statistics

- **Physical Sciences**
  - Physical sciences (general)
  - Astronomy
  - Atmospheric science (including meteorology)
  - Biochemistry or biophysics
  - Chemical engineering
  - Chemistry
  - Earth science (including geology)
  - Environmental sciences/studies
  - Natural science
  - Physics
  - Other physical sciences

- **Social Sciences**
  - Social sciences (general)
  - Anthropology
  - Economics
  - Ethnic studies
  - Family and consumer studies
  - Gender studies
  - Geography
  - History
  - International relations
  - Political science
  - Psychology
  - Social studies education
  - Social work
  - Sociology
  - Other social sciences

- **Other Fields**
  - Architecture
  - Criminal justice
  - Criminology
  - Family and consumer studies
  - Forensics
  - Hospitality and tourism
  - Justice administration
  - Law
  - Military science
  - Multi/Interdisciplinary studies
  - Parks, recreation, leisure studies, sports management
  - Professional studies (general)
  - Public administration/policy
  - Public safety and emergency management
  - Social work
  - Technical/vocational studies
  - Theological studies/ministry
  - Urban planning
  - Other/not listed

[Continue]

Save and Return Later   Contact Us
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 students 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?
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?

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

Continue
In your selected course section, how much do students put forth their best work?

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

<table>
<thead>
<tr>
<th>In your selected course section, how important is it to you that the typical student do the following?</th>
<th>Very important</th>
<th>Important</th>
<th>Somewhat important</th>
<th>Not important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions or contribute to course discussions in other ways</td>
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<tr>
<td>Prepare two or more drafts of a paper or assignment before turning it in</td>
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<tr>
<td>Come to class having completed readings or assignments</td>
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<tr>
<td>Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)</td>
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<tr>
<td>Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)</td>
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<tr>
<td>Evaluate what others have concluded from numerical information</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>In your selected course section, how important is it to you that the typical student do the following?</th>
<th>Very important</th>
<th>Important</th>
<th>Somewhat important</th>
<th>Not important</th>
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</thead>
<tbody>
<tr>
<td>Combine ideas from different courses when completing assignments</td>
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<tr>
<td>Connect his or her learning to societal problems or issues</td>
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<tr>
<td>Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
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<tr>
<td>Examine the strengths and weaknesses of his or her own views on a topic or issue</td>
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<tr>
<td>Try to better understand someone else’s views by imagining how an issue looks from his or her perspective</td>
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<td>Learn something that changes the way he or she understands an issue or concept</td>
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<tr>
<td>Connect ideas from your course to his or her prior experiences and knowledge</td>
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</table>

<table>
<thead>
<tr>
<th>In your selected course section, about what percent of class time is spent on the following?</th>
<th>0%</th>
<th>1-9%</th>
<th>10-19%</th>
<th>20-29%</th>
<th>30-39%</th>
<th>40-49%</th>
<th>50-74%</th>
<th>75% or more</th>
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</thead>
<tbody>
<tr>
<td>Lecture</td>
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<tr>
<td>Discussion</td>
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<tr>
<td>Small-group activities</td>
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<tr>
<td>Student presentations or performances</td>
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<tr>
<td>Independent student work (writing, painting, designing, etc.)</td>
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<tr>
<td>Movies, videos, music, or other performances not involving or produced by students</td>
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<tr>
<td>Assessing student learning (tests, evaluations, surveys, polls, etc.)</td>
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<tr>
<td>Experiential activities (labs, field work, clinical or field placements, etc.)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>In your selected course section, how much do you encourage students to do the following?</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask other students for help understanding course material</td>
<td></td>
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</tbody>
</table>
### In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?

<table>
<thead>
<tr>
<th>People of a race or ethnicity other than their own</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>People from an economic background other than their own</td>
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<td>People with religious beliefs other than their own</td>
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<td>People with political views other than their own</td>
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<td>People with a sexual orientation other than their own</td>
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</table>

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

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

### 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?

<table>
<thead>
<tr>
<th>Up to 5 pages</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>From 6 to 10 pages</td>
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<td>11 pages or more</td>
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</tbody>
</table>

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

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

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:

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, please specify:

Enter your year of birth (e.g., 1965):

What is your gender?
Female
Male

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
Questioning or unsure
I prefer not to respond