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 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.

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?

<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>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Hold a formal leadership role in a student organization or group</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Participate in a learning community or some other formal program where groups of students take two or more classes together</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Participate in a study abroad program</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Work with a faculty member on a research project</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Participate in a community-based project (service-learning) as part of a course</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</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>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Providing support to help students succeed academically</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Students using learning support services (tutoring services, writing center, etc.)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Providing opportunities for students to be involved socially</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Providing support for students’ overall well-being (recreation, health care, counseling, etc.)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Helping students manage their non-academic responsibilities (work, family, etc.)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Students attending campus activities and events (performing arts, athletic events, etc.)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Students attending events that address important social, economic, or political issues</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

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

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

- Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)
- Advising students
- Research, creative, or scholarly activities
- Service activities (committee work, administrative duties, etc.)

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

- Preparing class sessions
- Teaching class sessions
- Grading assignments and exams
- Meeting with students outside of class
- Course administration (emailing students, maintaining course Web site, etc.)
- Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)

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

- Working with undergraduates on research
- Supervising undergraduate internships or other field experiences

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?

- Talked about their career plans
- Worked on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts outside of class
- Discussed their academic performance

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?

- Clearly explain course goals and requirements
- Teach course sessions in an organized way
- Use examples or illustrations to explain difficult points
- Use a variety of teaching techniques to accommodate diversity in student learning styles
- Review and summarize material for students
- Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)
- Provide feedback to students on drafts or works in progress
- Provide prompt and detailed feedback on tests or completed assignments

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

- 9
- 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)?

- 3
- 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?

- 3
- 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?

<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>21-29</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>
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<tr>
<td>Working for pay on campus</td>
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<tr>
<td>Working for pay off campus</td>
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<tr>
<td>Doing community service or volunteering work</td>
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<tr>
<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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<td></td>
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<tr>
<td>Commuting to campus (driving, walking, etc.)</td>
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</tr>
</tbody>
</table>
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
Somewhat
Very little

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

Important
Somewhat important
Not important

Ask questions or contribute to class discussions in other ways
Engage in group work (daily or if a paper or assignment before it is assigned)
Come to class having completed readings or assignments
Reach conclusions based on his or her own analysis of numerical information (e.g., charts, graphs, databases, etc.)
Use numerical information to make more valid and reliable inferences, test hypotheses, etc.
Evaluate what others have contributed from numerical information

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

Important
Somewhat important
Not important

Correlate ideas from different courses when completing assignments
Correct his or her learning to crystallize problems or issues
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course information or assignments
Exercise the strengths and weaknesses of his or her own views on a topic or issue
Try to understand someone else's views by imagining how he or she would judge the issue from his or her perspective
Learn something that changes the way he or she understands an issue or problem
Connect ideas from your course to his or her prior experiences and knowledge

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

Percent of time
Less than 5%
5-10%
10-20%
20-30%
30-40%
40-50%
50-75%
More than 75%

Lecture
Discussion
Small group activities
Major presentations or performances
Independent student work (writing, painting, designing, etc.)
Memos, replies, essays, or other performances not involving or prepared by students
Assessing student learning clues, evaluations, surveys, polls, etc.
Experimental activities (draft, field work, course or field placements, etc.)

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

Very much
Quite a bit
Somewhat
Very little

Ask other students for help understanding course material
Cite course material to other students
Prepare for exams by discussing or working through course material with other students
Work with other students on course projects or assignments
Identify key information from reading assignments
Revise notes after class
Summarize what has been learned from earlier course material

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
Somewhat
Very little

People of a race or ethnicity other than their own
People from a socioeconomic background other than their own
People with religious interests other than their own
People with political views other than their own
People with a social orientation other than their own

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

Very much
Quite a bit
Somewhat
Very little

Memorizing course material
Applying facts, theories, or methods to practical problems or real situations
Analyzing an issue, experience, or line of reasoning in depth to comprehend its parts
Evaluating a point of view, decision, or interpretation source
Providing a new view or understanding from various points of view

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?

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

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
Somewhat
Very little

Writing clearly and effectively
Solving complex problems
Thinking critically and analytically
Analyzing numerical and tabular information
Acquiring new skills, knowledge, and work-related skills
Writing effectively with others
Developing critical thinking skills, and use of criteria and criteria
Understanding people from other backgrounds (economic, racial/ethnic, political, religious, social, etc.)
Gaining self-knowledge and self-confidence
Using an informed and active citizen

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

3 or fewer times
4 or 5 times
6-10 times
11 or more times
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
- 1-24
- 25-49
- 50-74
- 75-99
- 100-124
- 125-149
- 150-199
- 200-300
- 301-399
- More than 400 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
- 5
- 6
- 7
- 8
- 9 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
- Instructer
- Lecturer
- Instructor/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 (1965, etc.):

What is the highest degree you have earned?

- Doctorate 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 (1945, etc.):

What is your gender identity?

- Male
- Female
- 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 Alaskan 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