1. **How important is it to you that undergraduates at your institution do the following?**
   (Not important; Somewhat important; Important; Very important)
   - Practicum, internship, field experience, co-op experience, or clinical assignment
   - Community service or volunteer work
   - Participation in a learning community or some other formal program where groups of students take two or more classes together
   - Work on a research project with a faculty member outside of course or program requirements
   - Foreign language coursework
   - Study abroad
   - Independent study or self-designed major
   - Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)

2. **Select the response that you believe best represents the quality of student relationships with people at your institution.**
   - Student relationships with **other students**
     (7-point scale ranging from "Unfriendly, Unsupportive, Sense of alienation" to "Friendly, Supportive, Sense of belonging")
   - Student relationships with **faculty members**
     (7-point scale ranging from "Unavailable, Unhelpful, Unsympathetic" to "Available, Helpful, Sympathetic")
   - Student relationships with **administrative personnel and offices**
     (7-point scale ranging from "Unhelpful, Inconsiderate, Rigid" to "Helpful, Considerate, Flexible")

3. **To what extent does your institution emphasize each of the following?**
   (Very little; Some; Quite a bit; Very much)
   - Requiring students to spend significant amounts of time studying and on academic work
   - Providing students support they need to help them succeed academically
   - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
   - Helping students cope with their non-academic responsibilities (work, family, etc.)
   - Providing students the support they need to thrive socially
   - Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
   - Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)
   - Encouraging students to use computers in their academic work

4. **About how many hours do you spend in a typical 7-day week doing each of the following?**
   (0, 1 - 4, 5 - 8, 9 - 12, 13 - 16, 17 - 20, 21 - 30, More than 30)
   - Teaching undergraduate students in class
   - Grading papers and exams
   - Giving other forms of written and oral feedback to students
   - Preparing for class
   - Reflecting on ways to improve my teaching
   - Research and scholarly activities
   - Working with undergraduates on research
   - Advising undergraduate students
   - Supervising internships or other field experiences
   - Working with students on activities other than coursework (committees, orientation, student life activities, etc.)
   - Other interactions with students outside of the classroom
   - Conducting service activities
5. In what format do you most often teach?
(Classroom instruction, on-campus; Classroom instruction, at an auxiliary location [e.g., satellite campus, rented facility]; Distance education [live or pre-recorded video/audio, Internet, CD-ROM, correspondence, etc.])

Please respond to the following two questions based on one particular undergraduate course section you are teaching or have taught during this academic year.

6. What is the general area of your selected course? (Please specify an academic discipline, e.g., Chemistry, Psychology, Theater)

7. In your selected course section, on average, 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
- Teacher-led discussion
- Teacher-student shared responsibility (seminar, discussion, etc.)
- Student computer use
- Small group activities
- Student presentations
- In-class writing
- Testing and evaluation
- Performances in applied and fine arts (e.g., dance, drama, music)
- Experiential (labs, field work, art exhibits, etc.)

8. During the current year, have you had more first-year students or seniors in your classes?
(More first-year students than seniors; More seniors than first-year students; I have taught neither first-year students nor seniors this academic year)

9. Estimate the total number of [first-year students/seniors/students] you have taught during this current academic year.

Please respond to the following questions based on the typical [first-year student/senior/student] you have taught during this academic year.

10. About how often has the typical [first-year student/senior/student] done each of the following?
(Never; Sometimes; Often; Very often)
- Asked questions in class or contributed to class discussions
- Made a class presentation
- Prepared two or more drafts of a paper before turning it in
- Worked on a paper or project that requires integrating ideas or information from various sources
- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
- Come to class without completing readings or assignments
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Put together ideas or concepts from different courses when completing assignments or during class discussions
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g., service learning) as part of a regular course
- Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Used e-mail to communicate with an instructor
- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from his or her readings or classes with faculty members outside of class
- Received prompt written or oral feedback from faculty on his or her academic performance
- Worked harder than usual to meet an instructor's standards or expectations
- Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)
- Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)
- Had serious conversations with students of a different race or ethnicity than his or her own
- Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values
- Examined the strengths and weaknesses of his or her views on a topic or issue
- Tried to better understand someone else’s views by imagining how an issue looks from that person’s perspective
- Learned something that changed the way he or she understood an issue or concept
11. During the current school year, about how much reading and writing do you estimate the typical [first-year student/senior/student] has done?
   (None, 1 - 4, 5 - 10, 11 - 20, More than 20)
   - Number of assigned textbooks, books, and/or book length packs of course readings
   - Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment
   - Number of written papers or reports of 20 pages or more
   - Number of written papers or reports between 5 and 19 pages
   - Number of written papers or reports of fewer than 5 pages

12. In a typical week, how many homework problem sets does the typical [first-year student/senior/student] complete overall?
   (None, 1 - 2, 3 - 4, 5 - 6, More than 6)
   - Number of problem sets that take the typical student more than one hour to complete
   - Number of problem sets that take the typical student less than one hour to complete

13. About how many hours do you think the typical [first-year student/senior/student] should spend in a typical 7-day week doing each of the following?
   (0, 1 - 5, 6 - 10, 11 - 15, 16 - 20, 21 - 25, 26 - 30, More than 30)
   - Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   - Working for pay on campus
   - Working for pay off campus
   - Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
   - Relaxing and socializing (watching TV, partying, etc.)
   - Providing care for dependents living with him or her (parents, children, spouse, etc.)
   - Commuting to class (driving, walking, etc.)

14. About how many hours do you think the typical [first-year student/senior/student] actually spends in a typical 7-day week doing each of the following?
   (0, 1 - 5, 6 - 10, 11 - 15, 16 - 20, 21 - 25, 26 - 30, More than 30)
   - Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
   - Working for pay on campus
   - Working for pay off campus
   - Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
   - Relaxing and socializing (watching TV, partying, etc.)
   - Providing care for dependents living with him or her (parents, children, spouse, etc.)
   - Commuting to class (driving, walking, etc.)

15. Select the box that represents the extent to which the typical [first-year student/senior/student]'s EXAMINATIONS have challenged that student to do his or her best work.
   (7-point scale ranging from "Very little" to "Very much")

16. During the current school year, how much do you believe the typical [first-year student/senior/student]'s coursework has emphasized the following mental activities?
   (Very little; Some; Quite a bit; Very much)
   - Memorizing facts, ideas, or methods from his or her courses and readings so he or she can repeat them pretty much in the same form
   - Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components
   - Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
   - Making judgments about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
   - Applying theories or concepts to practical problems or in new situations

17. To what extent has the typical [first-year student/senior/student]'s experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas?
   (Very little; Some; Quite a bit; Very much)
   - Writing clearly and effectively
   - Speaking clearly and effectively
17. To what extent has the typical [first-year student/senior/student]'s experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas?
   - Thinking critically and analytically
   - Analyzing quantitative problems
   - Using computing and information technology
   - Working effectively with others
   - Learning effectively on his or her own
   - Understanding himself or herself
   - Understanding people of other racial and ethnic backgrounds
   - Solving complex real-world problems
   - Developing a personal code of values and ethics
   - Developing a deepened sense of spirituality
   - Acquiring a broad general education
   - Acquiring job or work-related knowledge and skills
   - Voting in local, state, or national elections
   - Contributing to the welfare of his or her community

18. What is the general discipline of your academic appointment? (Please specify an academic discipline.)
   (Write-in response)

   NOTE: Responses to the following items are reported in the aggregate to protect faculty confidentiality and are not returned in institutional data files.

19. During this term, does your institution consider you to be employed part-time or full-time?
   (Part-time; Full-time)

20. Total number of undergraduate courses you have taught or are scheduled to teach during the current academic year:
   (Write-in response)

21. Total number of graduate courses you have taught or are scheduled to teach during the current academic year:
   (Write-in response)

22. Which of the following best describes your academic rank, title, or current position?
   (Graduate Teaching Assistant; Lecturer; Instructor; Assistant Professor; Associate Professor; Professor, Other)

23. Does your institution consider you to be an adjunct faculty member?
   (No; Yes)

24. What is your current tenure status?
   (No tenure system at this institution; Not on tenure track, although institution has tenure system; On tenure track, but not tenured; Tenured)

25. Enter the year that you began teaching at any college/university:
   (Write-in response)

26. What is the highest degree you have earned?
   (Associate's degree; Bachelor's degree; Master's degree; Doctoral degree [e.g., Ph.D., Ed.D.]; First professional degree [e.g., M.D., D.D.S., J.D., D.V.M.]; Other)

27. Enter your year of birth:
   (Write-in response)

28. Your sex:
   (Male; Female)

29. What is your citizenship status?
   (United States citizen, native; United States citizen, naturalized; Permanent resident of the United States [immigrant visa]; Temporary resident of the United States [non-immigrant visa])

30. What is your racial or ethnic identification? (Select only one)
   (American Indian or other Native American; Asian, Asian American or Pacific Islander; Black or African American; White [non-Hispanic]; Mexican or Mexican American; Puerto Rican; Other Hispanic or Latino; Multiracial; Other; I prefer not to respond)