

Faculty Survey of Student Engagement

*This is a facsimile of the FSSE survey (available at fsse.iub.edu).
The survey itself is administered online.*

1. **How important is it to you that undergraduates at your institution do the following before they graduate?**
Response options: Very important, Important, Somewhat important, Not important
 - a. Participate in an internship, co-op, field experience, student teaching, or clinical placement
 - b. Hold a formal leadership role in a student organization or group
 - c. Participate in a learning community or some other formal program where groups of students take two or more classes together
 - d. Participate in a study abroad program
 - e. Work with a faculty member on a research project
 - f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)
 - g. Participate in a community-based project (service-learning) as part of a course

2. **How important is it to you that your institution *increase* its emphasis on each of the following?**
Response options: Very important, Important, Somewhat important, Not important
 - a. Students spending significant amounts of time studying and on academic work
 - b. Providing support to help students succeed academically
 - c. Students using learning support services (tutoring services, writing center, etc.)
 - d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
 - e. Providing opportunities for students to be involved socially
 - f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)
 - g. Helping students manage their non-academic responsibilities (work, family, etc.)
 - h. Students attending campus activities and events (performing arts, athletic events, etc.)
 - i. Students attending events that address important social, economic, or political issues

3. **Indicate your perception of the quality of student interactions with the following people at your institution.**
Response options: 1=Poor to 7=Excellent
 - a. Other students
 - b. Academic advisors
 - c. Faculty
 - d. Student services staff (career services, student activities, housing, etc.)
 - e. Other administrative staff and offices (registrar, financial aid, etc.)

4. **In a typical 7-day week, about how many hours do you spend on each of the following?**
Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, 21-30, More than 30 hours
 - a. Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)
 - b. Advising students
 - c. Research, creative, or scholarly activities
 - d. Service activities (committee work, administrative duties, etc.)

5. **In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?**
Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, More than 20 hours
 - a. Preparing class sessions
 - b. Teaching class sessions
 - c. Grading assignments and exams
 - d. Meeting with students outside of class
 - e. Course administration (emailing students, maintaining course website, etc.)
 - f. Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)

6. **In a typical 7-day week, do you participate in the following activities?**
Response options: Yes, No
 - a. Working with undergraduates on research
 - b. Supervising undergraduate internships or other field experiences

7. **During the current school year, have you taught an undergraduate course?**
Response options: Yes, No

If No, respondent skips to #11, and then to #31.

8. **During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?**
Response options: Very often, Often, Sometimes, Never
 - a. Talked about their career plans
 - b. Worked on activities other than coursework (committees, student groups, etc.)
 - c. Discussed course topics, ideas, or concepts outside of class
 - d. Discussed their academic performance

9. **About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?**
Response options: All, Most, Some, None

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

Response options: Very much, Quite a bit, Some, Very little

- 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

11. What is the general academic discipline of your appointment?

[Write-in]

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

12a. Is your selected course section in the same academic discipline as your appointment?

Response options: Yes, No

12b. [If answered "No"] What is the general academic discipline of your selected course section?

[Write-in]

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

Response options: Lower division (mostly first-year students or sophomores); Upper division (mostly juniors or seniors); Other, please describe: _____

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

Response options: 20 or fewer, 21-30, 31-40, 41-50, 51-100, More than 100

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

Response options: Yes, No

16. In what format do you teach your selected course section?

Response options: 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

17. 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)?

Response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, More than 10 hours

18. 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)?

Response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, More than 10 hours

19a. 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?

Response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, More than 10 hours

19b. [If answered greater than 0] About how much of the assigned reading in your selected course section do you think the typical student completes?

Response options: All, Most, Some, None

20. 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?

Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30 hours

- Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- Working for pay **on campus**
- Working for pay **off campus**
- Doing community service or volunteer work
- Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
- Providing care for dependents (children, parents, etc.)
- Commuting to campus (driving, walking, etc.)

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

Response options: Very much, Quite a bit, Some, Very little

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

Response options: Very important, Important, Somewhat important, Not important

- Ask questions or contribute to course discussions in other ways
- Prepare two or more drafts of a paper or assignment before turning it in
- Come to class having completed readings or assignments
- Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)
- Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluate what others have concluded from numerical information

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

Response options: Very important, Important, Somewhat important, Not important

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

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

Response options: 0%, 1-9%, 10-19%, 20-29%, 30-39%, 40-49%, 50-74%, 75% or more

- Lecture
- Discussion
- Small-group activities
- Student presentations or performances
- Independent student work (writing, painting, designing, etc.)
- Movies, videos, music, or other performances not involving or produced by students
- Assessing student learning (tests, evaluations, surveys, polls, etc.)
- Experiential activities (labs, field work, clinical or field placements, etc.)

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

Response options: Very much, Quite a bit, Some, Very little

- Ask other students for help understanding course material
- Explain 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
- Review notes after class
- Summarize what has been learned from class or from course materials

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

Response options: Very much, Quite a bit, Some, Very little

- People of a race or ethnicity other than their own
- People from an economic background other than their own
- People with religious beliefs other than their own
- People with political views other than their own
- People with a sexual orientation other than their own

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

Response options: Very much, Quite a bit, Some, Very little

- Memorizing course material
- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

28a. Does your selected course section include assigned papers, reports, or other writing tasks?

Response options: Yes, No

[If answered "Yes"] **About how many papers, reports, or other writing tasks of the following lengths do you assign?**

Response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, More than 10 papers, etc.

28b. Up to 5 pages

28c. From 6 to 10 pages

28d. 11 pages or more

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

Response options: Very much, Quite a bit, Some, Very little

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

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

Response options: 0, 1-2, 3-4, 5-9, 10 or more times

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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.

- 31. Estimate the total number of *undergraduate* students you have taught during the current school year.**
Response options: 0, 1-25, 26-50, 51-75, 76-100, 101-125, 126-150, 151-200, 201-300, More than 300 students
- 32. Enter the total number of *undergraduate* courses you have taught or are scheduled to teach during the current school year.**
Response options: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 or more courses
- 33. Enter the total number of *graduate* courses you have taught or are scheduled to teach during the current school year.**
Response options: 0, 1, 2, 3, 4 or more courses
- 34. During this academic term, does your institution consider you to be employed full-time or part-time?**
Response options: Full-time, Part-time
- 35. Does your institution consider you to be an adjunct faculty member?**
Response options: Yes, No
- 36. Which of the following best describes your academic rank, title, or current position?**
Response options: Professor; Associate Professor; Assistant Professor; Instructor; Lecturer; Graduate Teaching Assistant; Other, please specify: _____
- 37. What is your current tenure status?**
Response options: Tenured; On tenure track but not tenured; Not on tenure track, but this institution has a tenure system; No tenure system at this institution
- 38. Enter the year that you began teaching at *any* college or university (1995, etc.):**
[Write-in]
- 39. What is the highest degree you have earned?**
Response options: 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: _____
- 40. Enter your year of birth (1965, etc.):**
[Write-in]
- 41. What is your gender identity?**
Response options: Man; Woman; Another gender identity, please specify: ____; I prefer not to respond
- 42. Are you a U.S. citizen or permanent resident?** [Item does not appear on Canadian instrument]
Response options: Yes, No
- 43. What is your racial or ethnic identification? (Select all that apply.)** [Item does not appear on Canadian instrument]
Response options: 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
- 44. Which of the following best describes your sexual orientation?**
Response options: Heterosexual; Gay; Lesbian; Bisexual; Another sexual orientation, please specify: ____; Questioning or unsure; I prefer not to respond