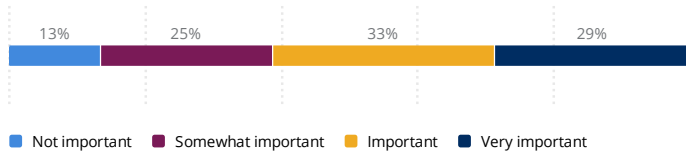


In your selected course section, how important is it to you that the typical student do the following?

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

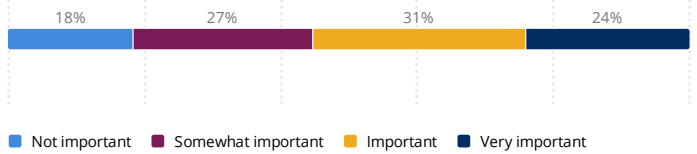
Combine ideas from different courses when completing assignments

83 ⓘ



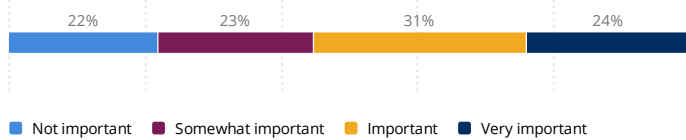
Connect their learning to societal problems or issues

83 ⓘ



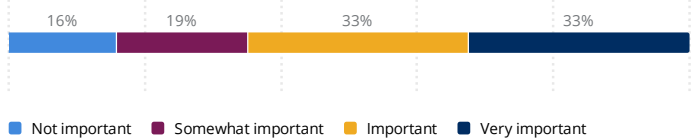
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments

83 ⓘ



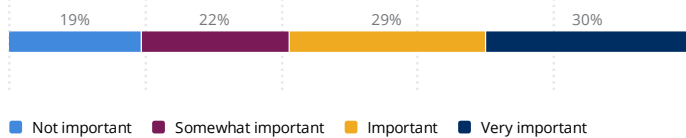
Examine the strengths and weaknesses of their own views on a topic or issue

83 ⓘ



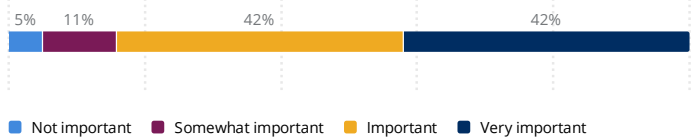
Try to better understand someone else's views by imagining how an issue looks from their perspective

83 ⓘ



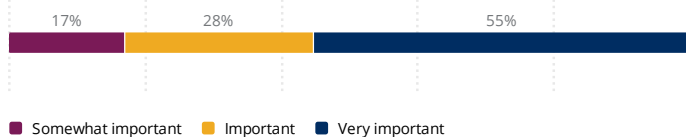
Learn something that changes the way they understand an issue or concept

83 ⓘ



Connect ideas from your course to their prior experiences and knowledge

83 ⓘ

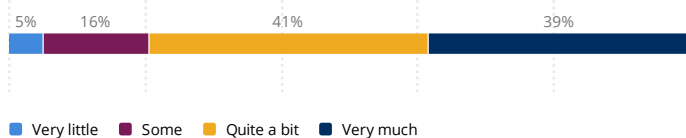


In your selected course section, how much does the coursework emphasize the following?

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

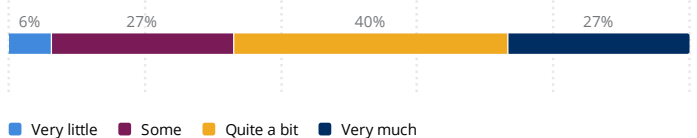
Applying facts, theories, or methods to practical problems or new situations

83 ⓘ



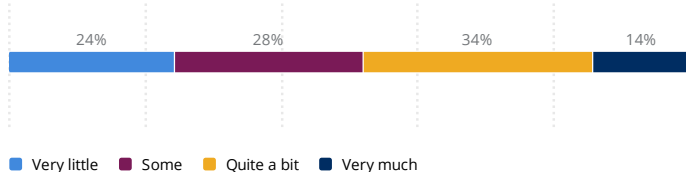
Analyzing an idea, experience, or line of reasoning in depth by examining its parts

82 ⓘ



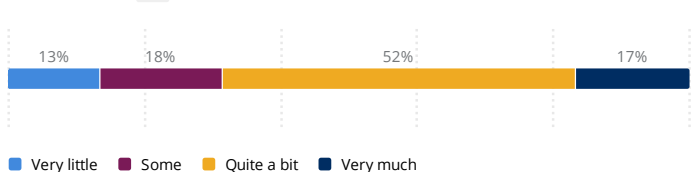
Evaluating a point of view, decision, or information source

83 ⓘ



Forming a new idea or understanding from various pieces of information

83 ⓘ



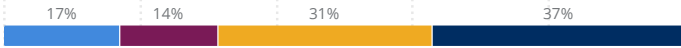
Learning Strategies, Quantitative Reasoning

This page displays feature findings for how important the quantitative reasoning skills are to faculty that the typical students do (#24b-d) and how much learning strategies faculty encourage students to do in their selected course section (#27e-g).

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*

Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) 83 ⓘ



■ Not important ■ Somewhat important ■ Important ■ Very important

Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) 83 ⓘ



■ Not important ■ Somewhat important ■ Important ■ Very important

Evaluate what others have concluded from numerical information 83 ⓘ



■ Not important ■ Somewhat important ■ Important ■ Very important

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*

Identify key information from reading assignments 83 ⓘ



■ Very little ■ Some ■ Quite a bit ■ Very much

Review notes after class 83 ⓘ



■ Very little ■ Some ■ Quite a bit ■ Very much

Summarize what has been learned from class or from course materials 83 ⓘ

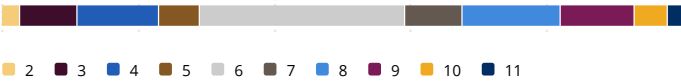


■ Very little ■ Some ■ Quite a bit ■ Very much

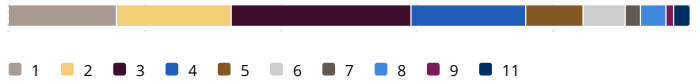
Time Spent, Reading, Challenge, Writing

This page displays feature findings for faculty who expect the typical student to spend time, faculty who think that typical students actually spend time preparing for their selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities), what faculty think the typical student does their best work in their selected course section, and whether their course section includes assigned papers, reports, or other writing tasks?

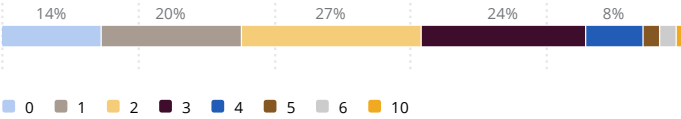
In an average 7-day week, about how many hours do you expect the typical student to spend preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)? 83 ⓘ



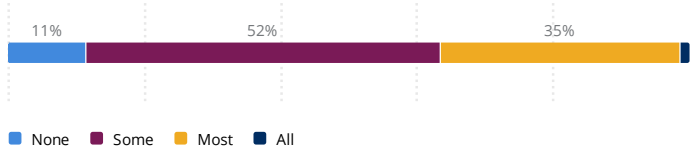
In an average 7-day week, about how many hours do you think the typical student actually spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)? 83 ⓘ



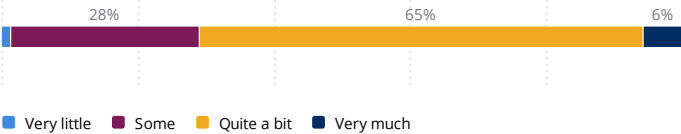
In an average 7-day week, of the time students spend preparing for your selected course section, about how many hours do you expect the typical student to spend on assigned reading? 83 ⓘ



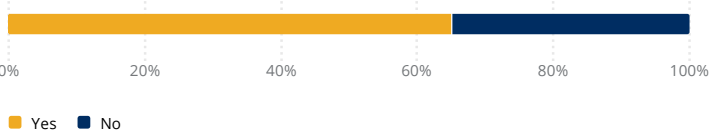
About how much of the assigned reading in your selected course section do you think the typical student completes? 71 ⓘ



In your selected course section, to what extent do you think the typical student does their best work? 83 ⓘ

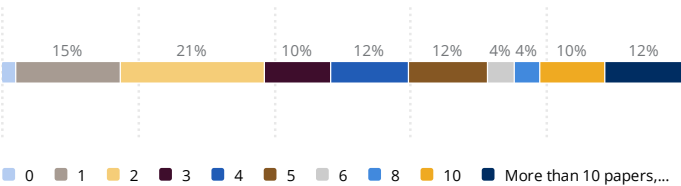


Does your selected course section include assigned papers, reports, or other writing tasks? 83 ⓘ

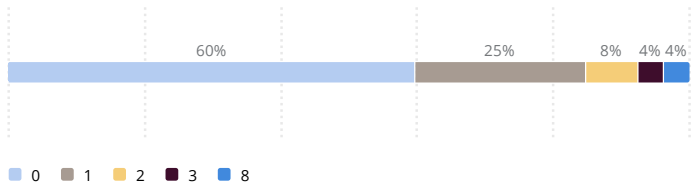


About how many papers, reports, or writing tasks of the following lengths do you assign?

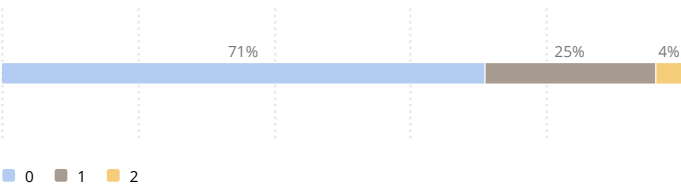
Up to 5 pages 52 ⓘ



From 6 to 10 pages 52 ⓘ



11 pages or more 48 ⓘ



Learning with Peers:

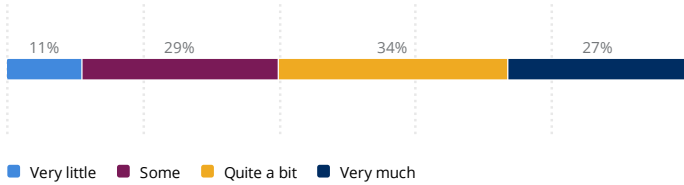
Collaborative Learning, Discussions with Diverse Others

This page displays feature findings for how often faculty encourage students to work collaboratively (#27a-d) and how much opportunity students have to engage in discussions with people who are different from them (#28) in their selected course section.

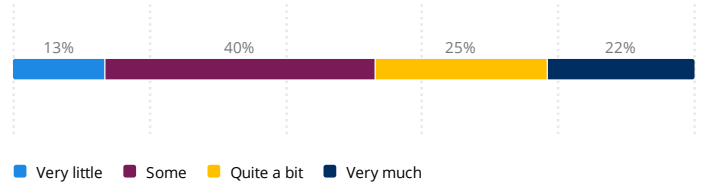
In your selected course section, how much do you encourage students to do the following?

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

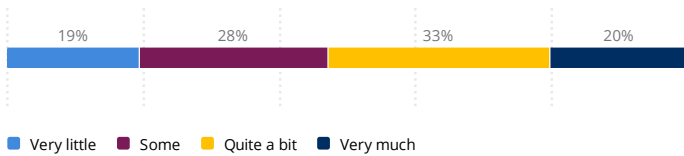
Ask other students for help understanding course material 83 ⓘ



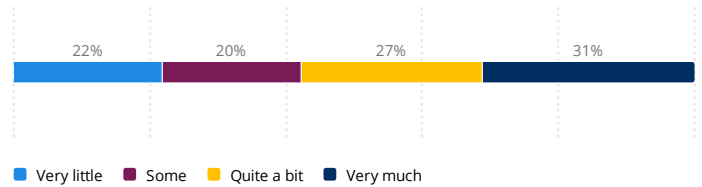
Explain course material to other students 83 ⓘ



Prepare for exams by discussing or working through course material with other students 83 ⓘ



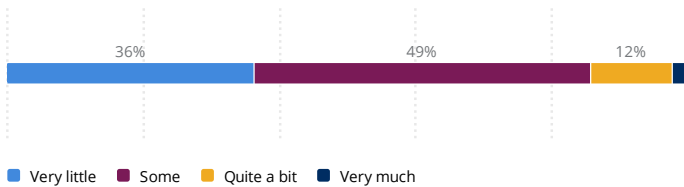
Work with other students on course projects or assignments 83 ⓘ



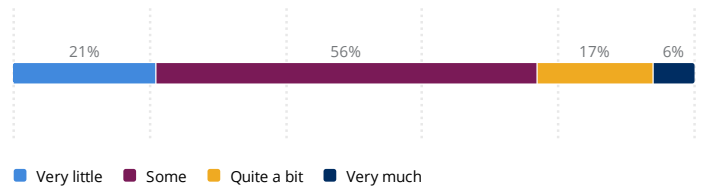
In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?

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

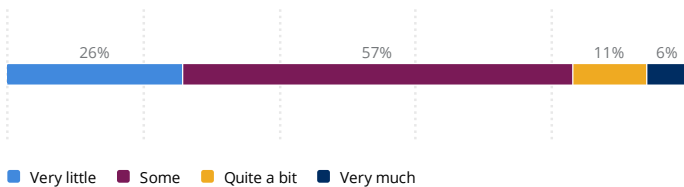
People of a race or ethnicity other than their own 83 ⓘ



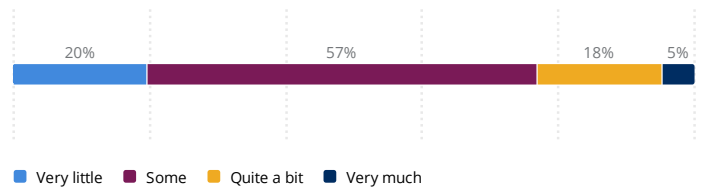
People from an economic background other than their own 82 ⓘ



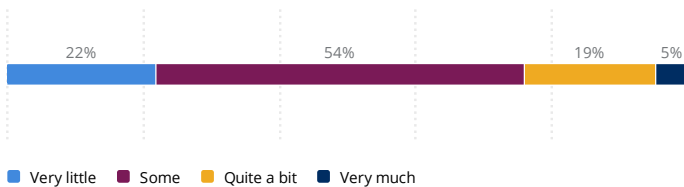
People with religious beliefs other than their own 82 ⓘ



People with political views other than their own 82 ⓘ



People with a sexual orientation other than their own 83 ⓘ



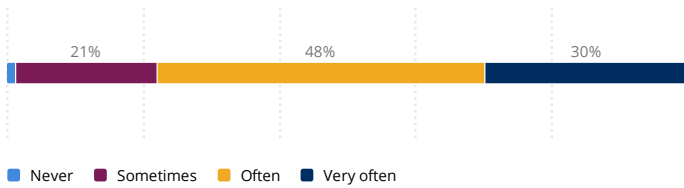
Student-Faculty Interaction, Effective Teaching Practices

This page displays feature findings for how often faculty have done with the undergraduate students they teach or advise (#10) and to what extent they do in their undergraduate courses (#12).

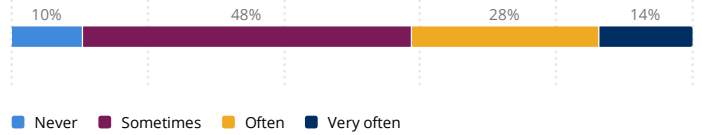
During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?

Response options: Very often, Often, Sometimes, Never

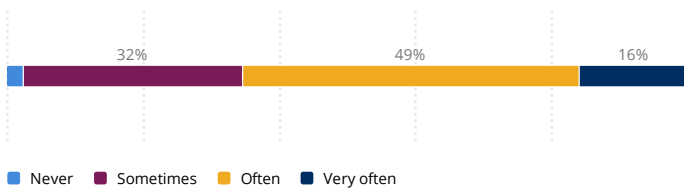
Talked about their career plans 87 ⓘ



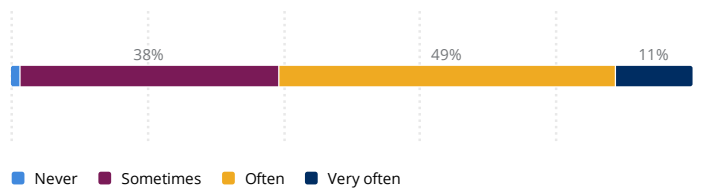
Worked on activities other than coursework (committees, student groups, etc.) 87 ⓘ



Discussed course topics, ideas, or concepts outside of class 87 ⓘ



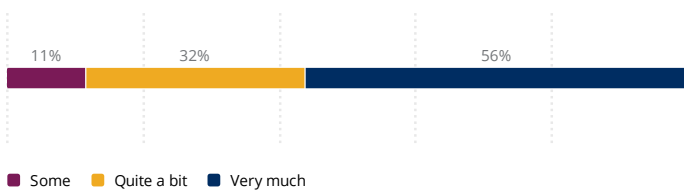
Discussed their academic performance 87 ⓘ



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

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

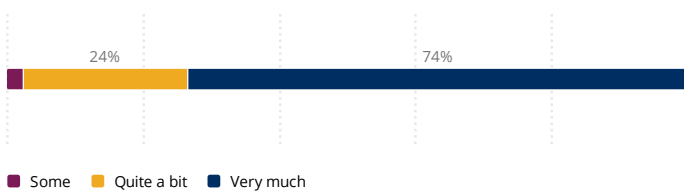
Clearly explain course goals and requirements 87 ⓘ



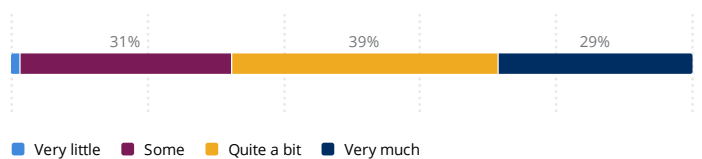
Teach course sessions in an organized way 87 ⓘ



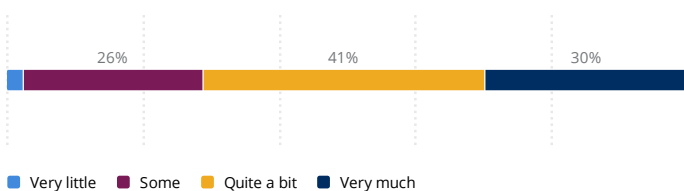
Use examples or illustrations to explain difficult points 87 ⓘ



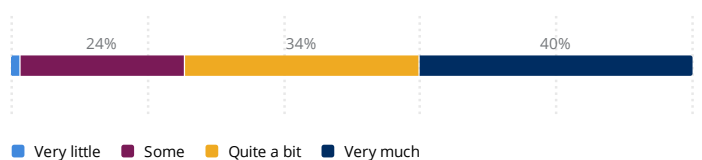
Use a variety of teaching techniques to accommodate diversity in student approaches to learning 87 ⓘ



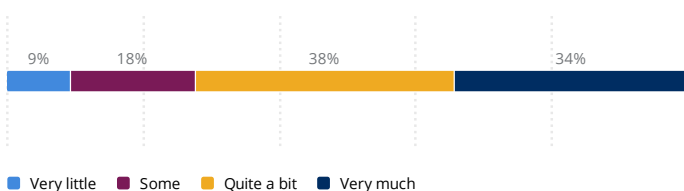
Review and summarize material for students 87 ⓘ



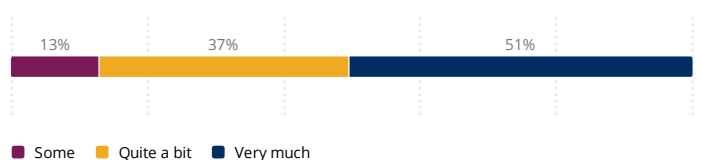
Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.) 87 ⓘ



Provide feedback to students on drafts or works in progress 87 ⓘ



Provide prompt and detailed feedback on tests or completed assignments 87 ⓘ



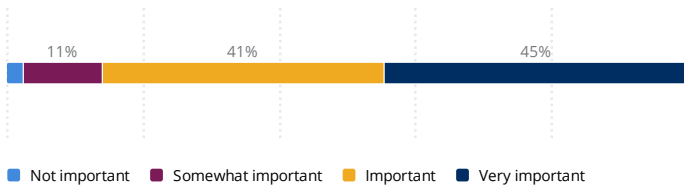
Quality of Interactions, Supportive Environment

This page displays feature findings for how important faculty think it is that their institutions increase their emphasis on the supportive environment (#2b-g) and their perception of the quality of student interactions with people at their institutions (#4).

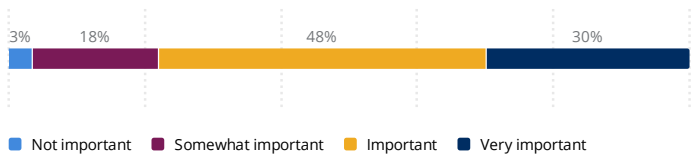
How important is it to you that your institution increase its emphasis on each of the following?

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

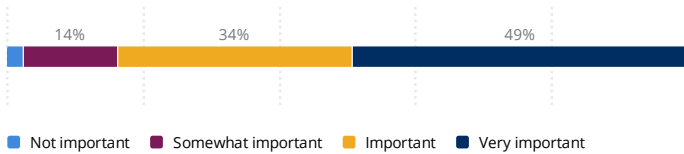
Providing support to help students succeed academically 87 ⓘ



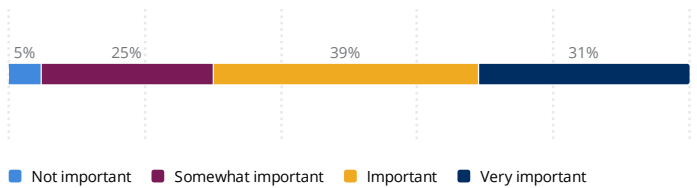
Students using learning support services (tutoring services, writing center, etc.) 87 ⓘ



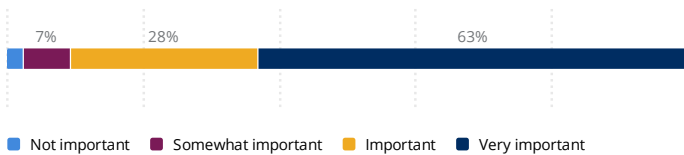
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) 87 ⓘ



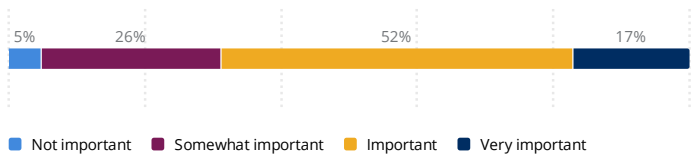
Providing opportunities for students to be involved socially 87 ⓘ



Providing support for students' overall well-being (recreation, health care, counseling, etc.) 87 ⓘ



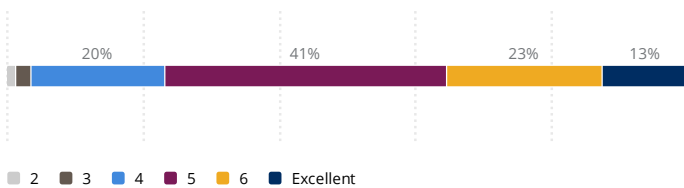
Helping students manage their non-academic responsibilities (work, family, etc.) 87 ⓘ



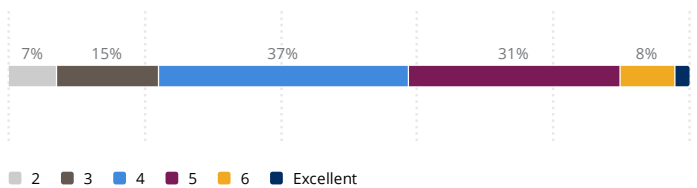
Indicate your perception of the quality of student interactions with the following people at your institution.

Response options: Seven-point scale: Poor to Excellent

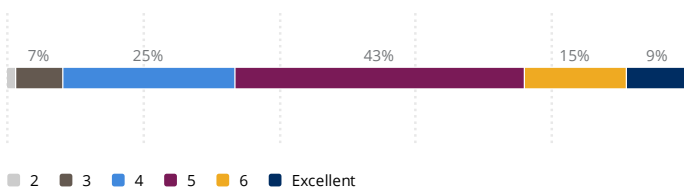
Other students 87 ⓘ



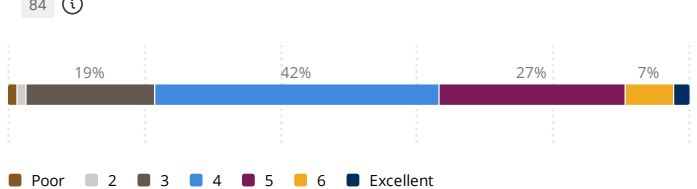
Academic advisors 87 ⓘ



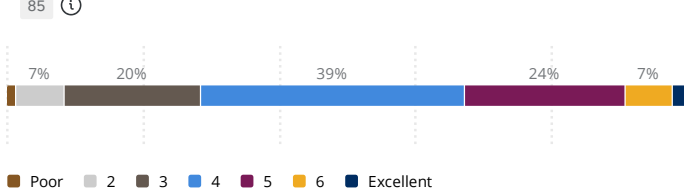
Faculty 87 ⓘ



Student services staff (career services, student activities, housing, etc.) 84 ⓘ



Other administrative staff and offices (registrar, financial aid, etc.) 85 ⓘ



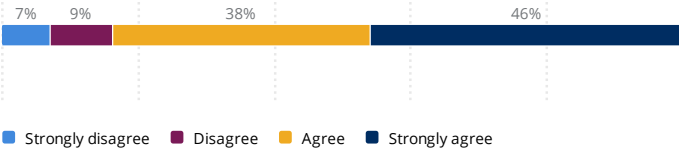
Sense of Belonging and Teaching Environment

This page displays feature findings for faculty perceptions regarding the level of sense of belonging (#3) and their perception of the teaching environment at their institutions (#5).

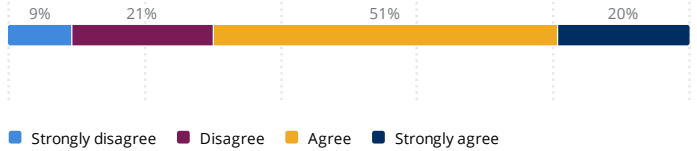
To what extent do you agree or disagree with the following statements?

Response options: Strongly agree, Agree, Disagree, Strongly disagree

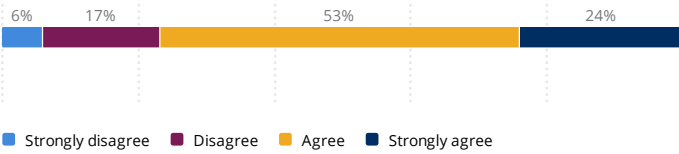
I feel comfortable being myself at this institution 87 ⓘ



I feel valued by this institution 87 ⓘ



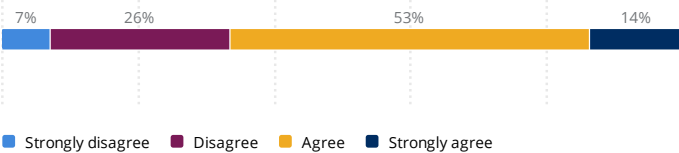
I feel like part of the community at this institution 87 ⓘ



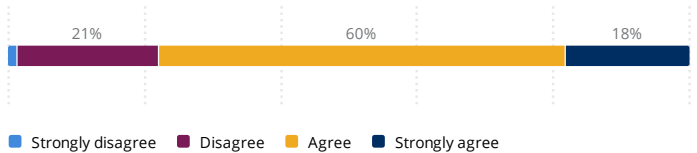
To what extent do you agree or disagree with the following statements?

Response options: Strongly agree, Agree, Disagree, Strongly disagree

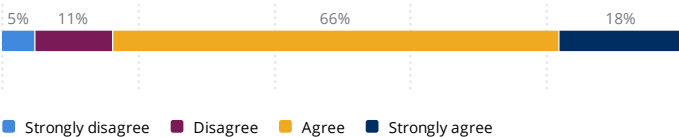
I have the time I need to prepare for class 87 ⓘ



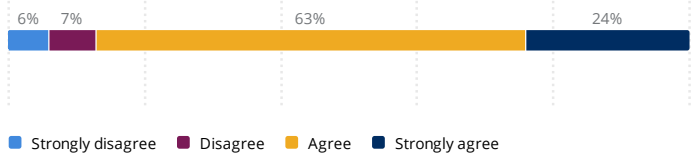
I have the resources I need to do my best teaching (office space, technology, materials, etc.) 87 ⓘ



The environments (classroom, online, etc.) I teach in are conducive to quality teaching 87 ⓘ



I know where to go for help with teaching at my institution 87 ⓘ



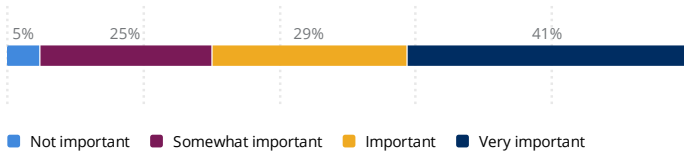
High-Impact Practices

This page displays feature findings for faculty perceptions regarding the importance of high-impact practices that undergraduates at their institution do before they graduate (#1, #8, #11).

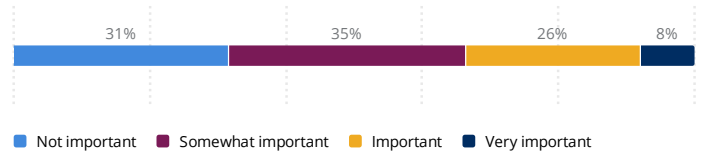
How important is it to you that undergraduates at your institution do the following before they graduate?

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

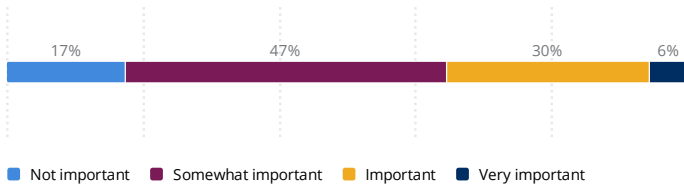
Participate in an internship, co-op, field experience, student teaching, or clinical placement 87 ⓘ



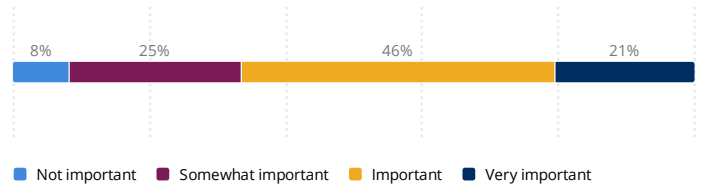
Participate in a learning community or some other formal program where groups of students take two or more classes together 86 ⓘ



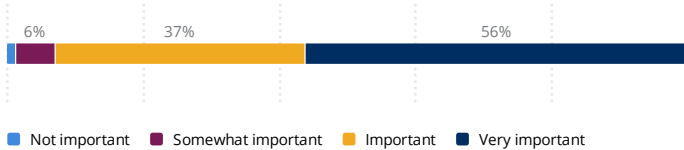
Participate in a study abroad program 87 ⓘ



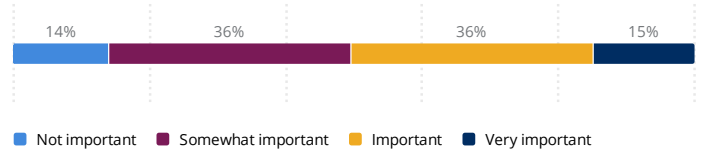
Work with a faculty member on a research project 87 ⓘ



Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.) 87 ⓘ



Participate in a community-based project (service-learning) as part of a course 87 ⓘ



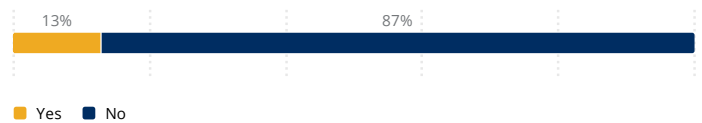
During the current school year, have you participated in the following activities?

Response options: Yes, No

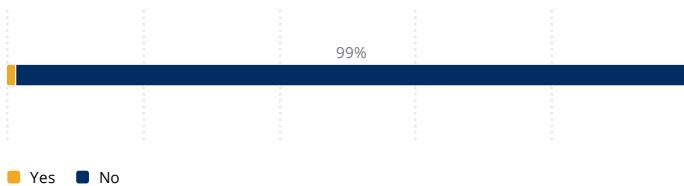
Supervising undergraduate internships or other field experiences 87 ⓘ



Supervising, mentoring, or teaching undergraduates in a learning community or some other formal program where groups of students take two or more classes 87 ⓘ



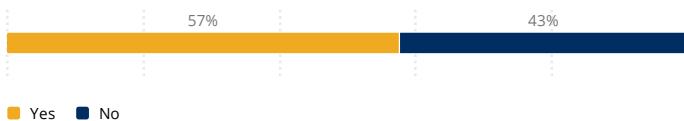
Supervising undergraduates in a study abroad program 87 ⓘ



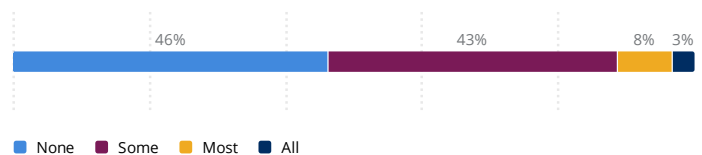
Working with undergraduates on research 87 ⓘ



Mentoring or teaching undergraduates completing a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.) 87 ⓘ



About how many of your undergraduate courses at this institution have included a community-based project (service-learning)? 87 ⓘ



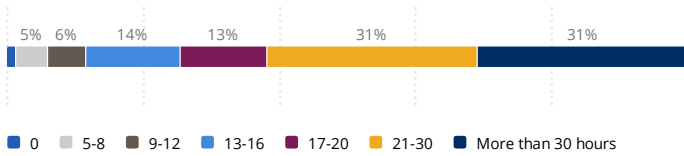
Time Spent on Scholarly Activities

This page displays feature findings for how much time faculty spent on scholarly activities (#6).

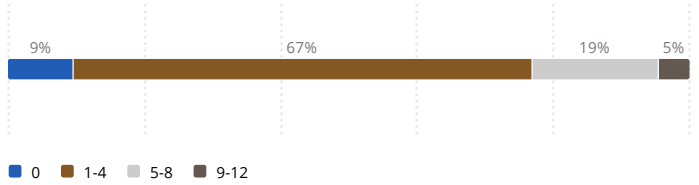
In a typical 7-day week, about how many hours do you spend on each of the following?

Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, 21-30, More than 30 hours

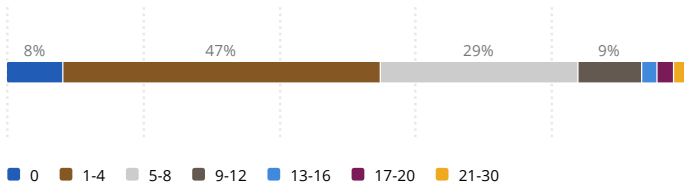
Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.) 87 ⓘ



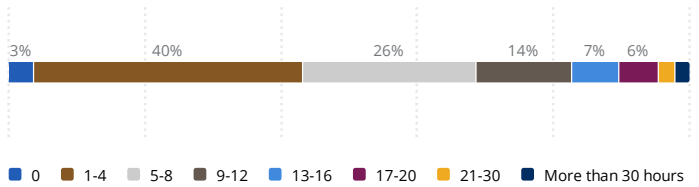
Advising students 86 ⓘ



Research, creative, or scholarly activities 86 ⓘ



Service activities (committee work, administrative duties, etc.) 86 ⓘ



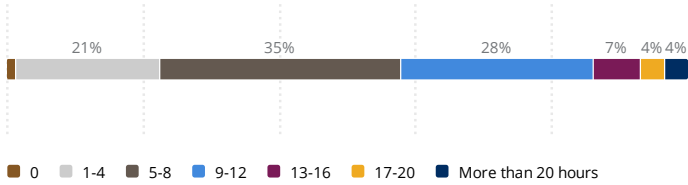
Time Spent on Teaching Activities

This page displays feature findings for how much time faculty spent on teaching activities (#7).

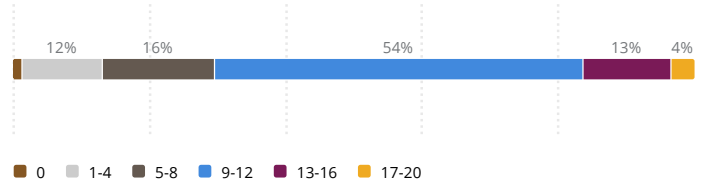
In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?

Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, More than 20 hours

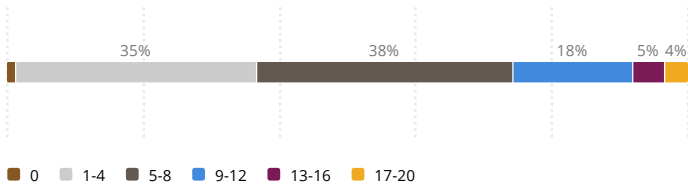
Preparing class sessions 85 ⓘ



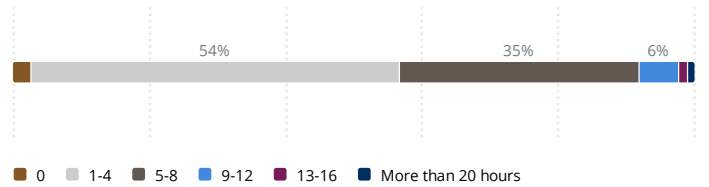
Teaching class sessions 85 ⓘ



Grading assignments and exams 85 ⓘ



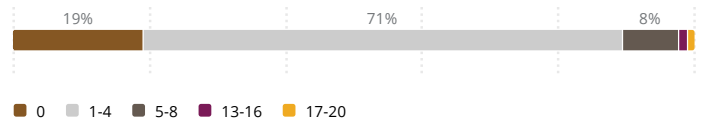
Meeting with students outside of class 85 ⓘ



Course administration (emailing students, maintaining course website, etc.) 85 ⓘ



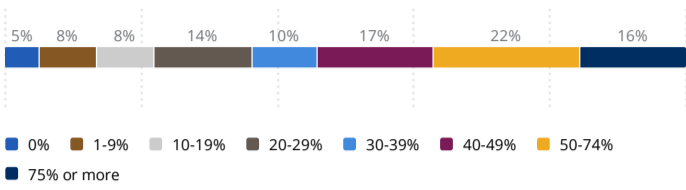
Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.) 85 ⓘ



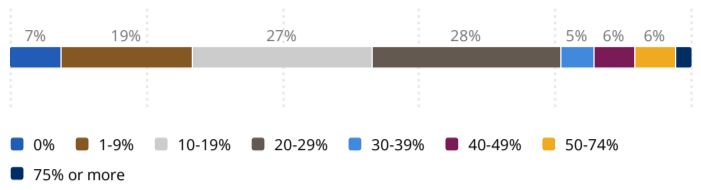
In your selected course section, about what percent of class time is spent on the following?

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

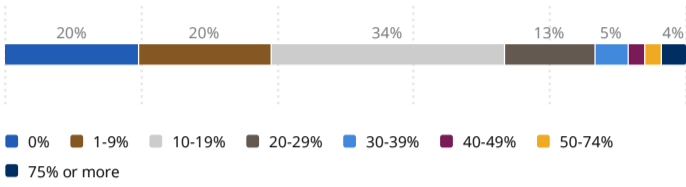
Lecture 83 ⓘ



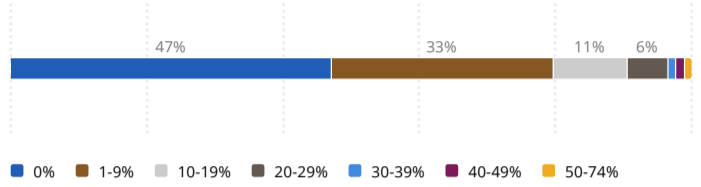
Discussion 83 ⓘ



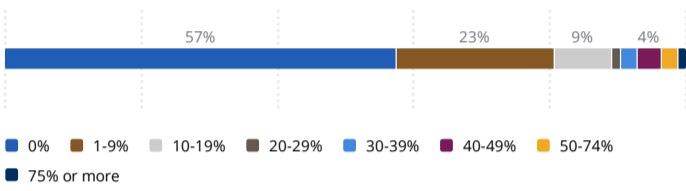
Small-group activities 82 ⓘ



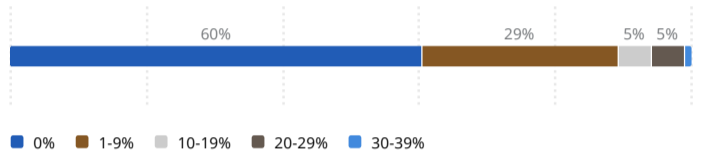
Student presentations or performances 83 ⓘ



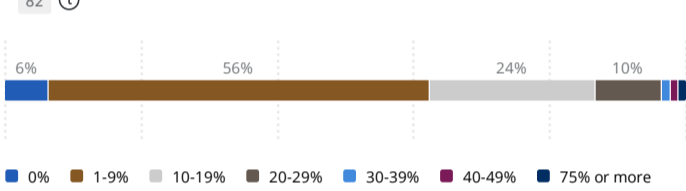
Independent student work (writing, painting, designing, etc.) 82 ⓘ



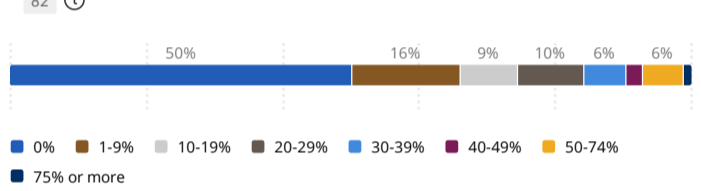
Movies, videos, music, or other performances not involving or produced by students 83 ⓘ



Assessing student learning (tests, evaluations, surveys, polls, etc.) 82 ⓘ



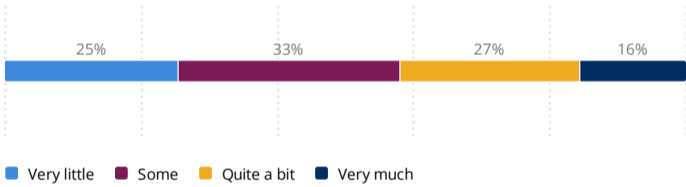
Experiential activities (labs, field work, clinical or field placements, etc.) 82 ⓘ



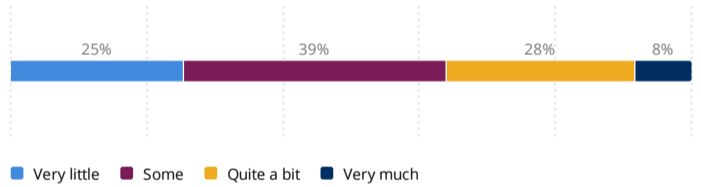
To what extent do you structure your selected course section so that students learn and develop in the following areas?

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

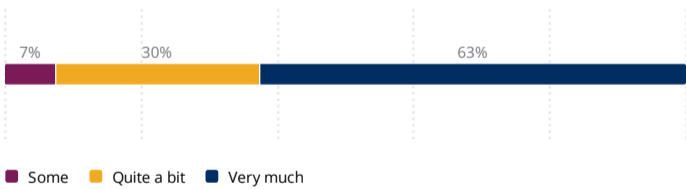
Writing clearly and effectively 83 ⓘ



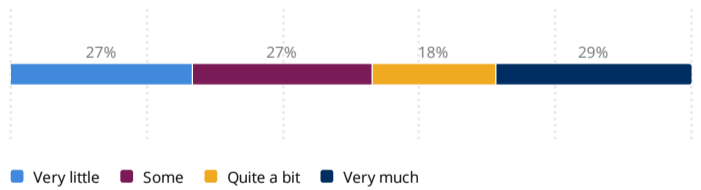
Speaking clearly and effectively 83 ⓘ



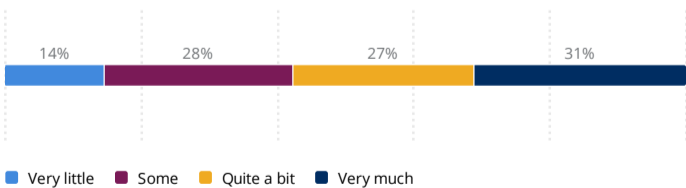
Thinking critically and analytically 83 ⓘ



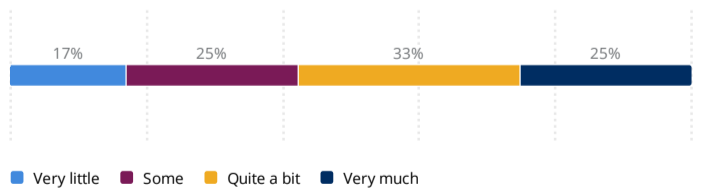
Analyzing numerical and statistical information 83 ⓘ



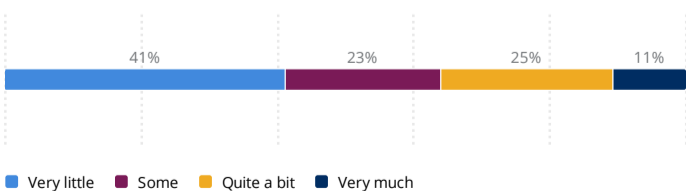
Acquiring job- or work-related knowledge and skills 83 ⓘ



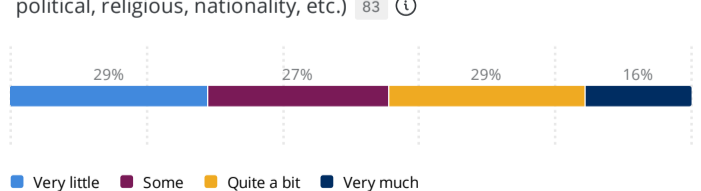
Working effectively with others 83 ⓘ



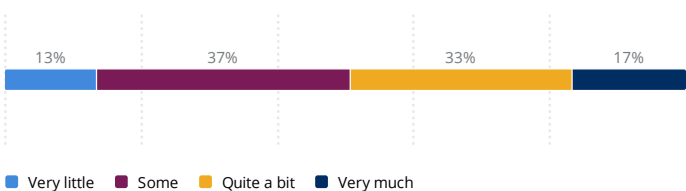
Developing or clarifying a personal code of values and ethics 83 ⓘ



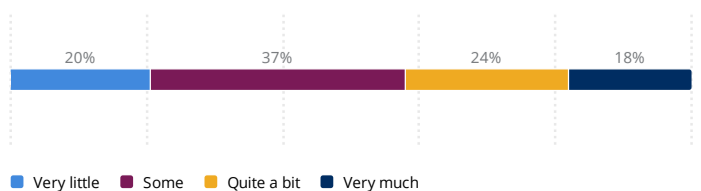
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) 83 ⓘ



Solving complex real-world problems 83 ⓘ



Being an informed and active citizen 83 ⓘ



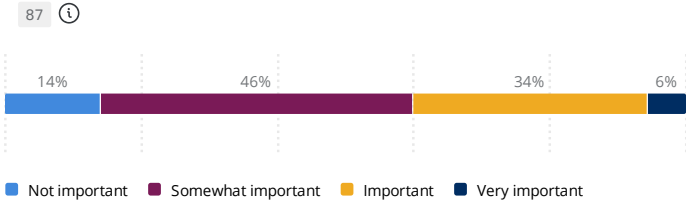
Additional FSSE Items

This page displays feature findings for additional FSSE items (#1b, #2a, #22, #24a, #29a, #32, #33)

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

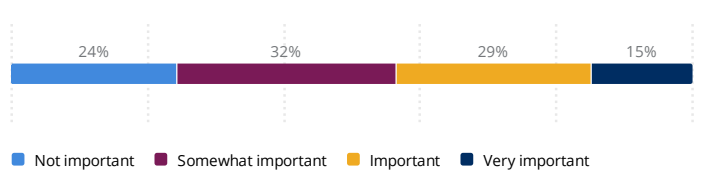
Hold a formal leadership role in a student organization or group 87 ⓘ



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

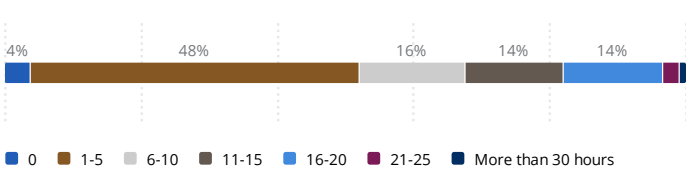
Students spending significant amounts of time studying and on academic work 87 ⓘ



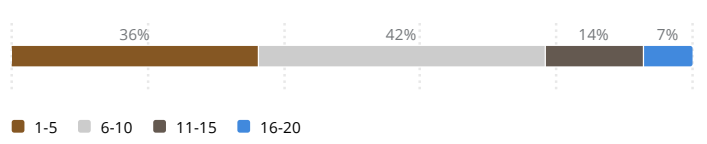
In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?

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

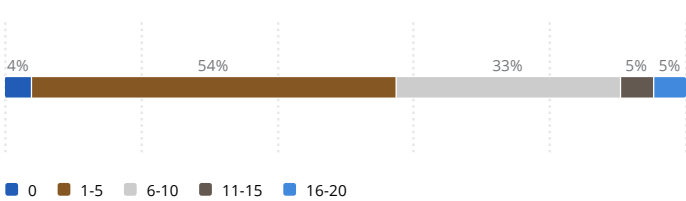
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) 83 ⓘ



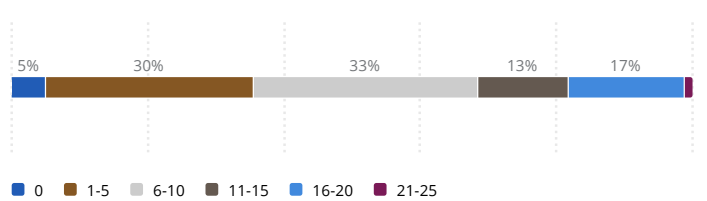
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) 83 ⓘ



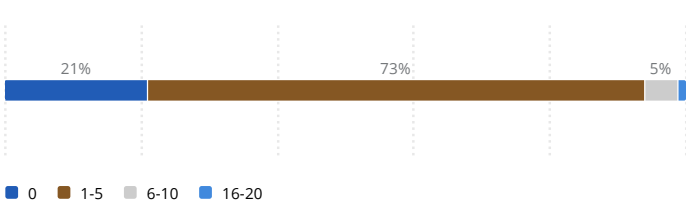
Working for pay on campus 82 ⓘ



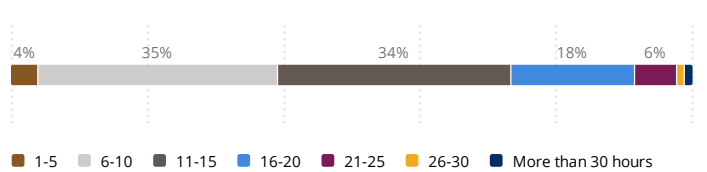
Working for pay off campus 82 ⓘ



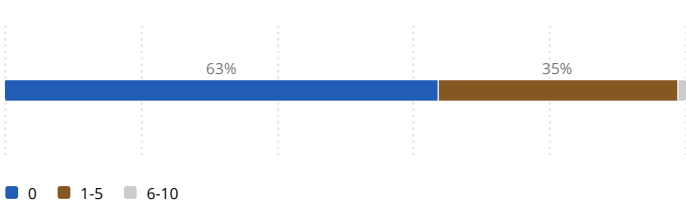
Doing community service or volunteer work 82 ⓘ



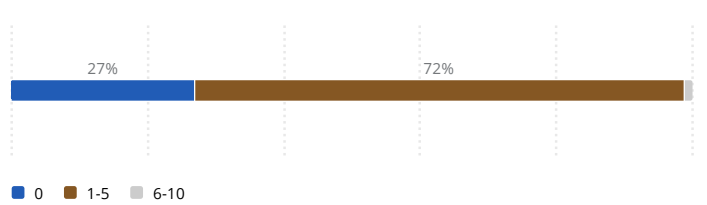
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) 82 ⓘ



Providing care for dependents (children, parents, etc.) 82 ⓘ



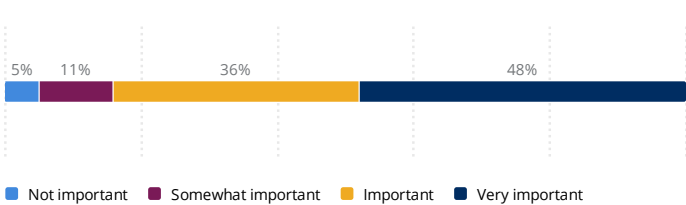
Commuting to campus (driving, walking, etc.) 82 ⓘ



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

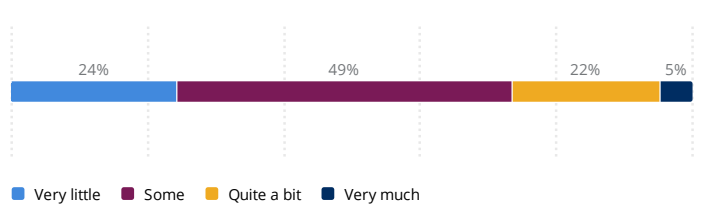
Ask questions or contribute to course discussions in other ways 83 ⓘ



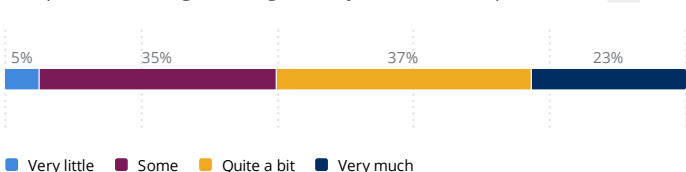
In your selected course section, how much does the coursework emphasize the following?

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

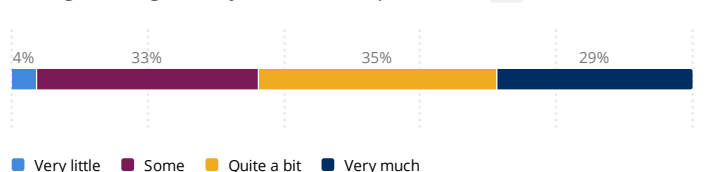
Memorizing course material 83 ⓘ



To what extent has your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic? 83 ⓘ

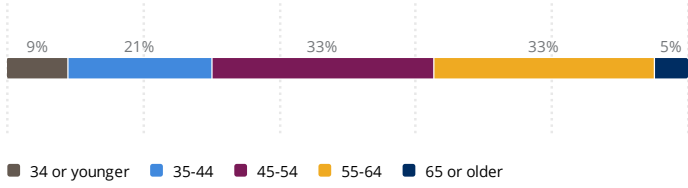


To what extent have you done a good job helping students adapt to the changes brought on by the COVID-19 pandemic? 83 ⓘ

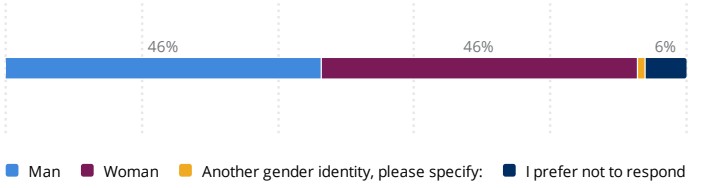


Faculty Identity Demographics

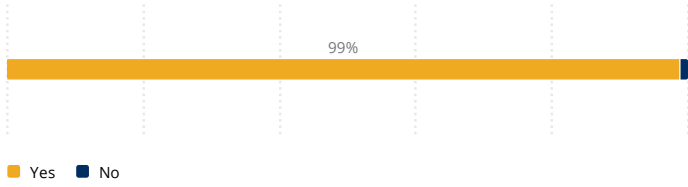
Enter your year of birth (1965, etc.): ⓘ



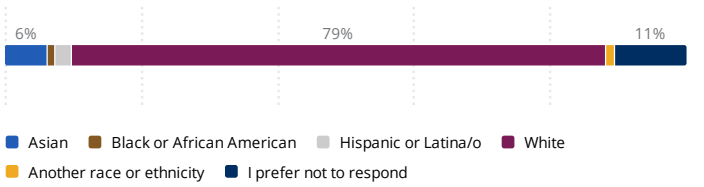
What is your gender identity? 82 ⓘ



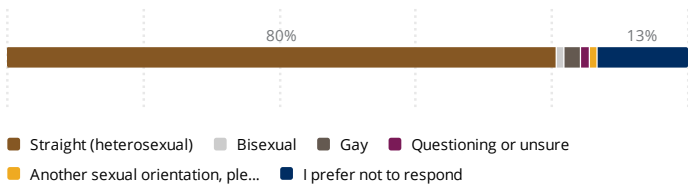
Are you a U.S. citizen or permanent resident? 82 ⓘ



How would you describe yourself? (Select all that apply.) 82

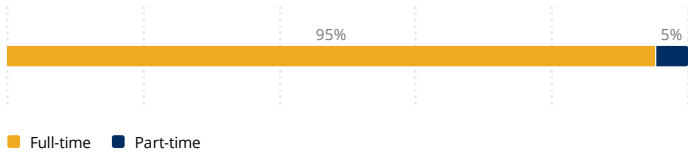


Which of the following best describes your sexual orientation? 82 ⓘ

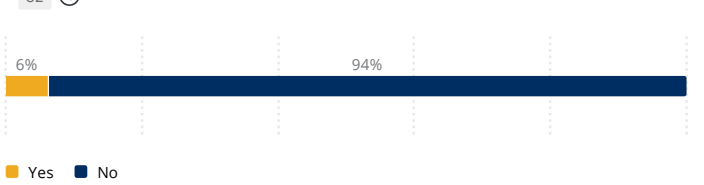


Faculty Academic Characteristics

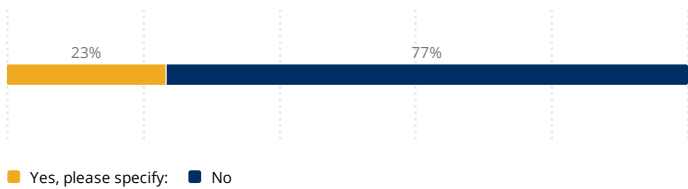
During this academic term, does your institution consider you to be employed full-time or part-time? 82 ⓘ



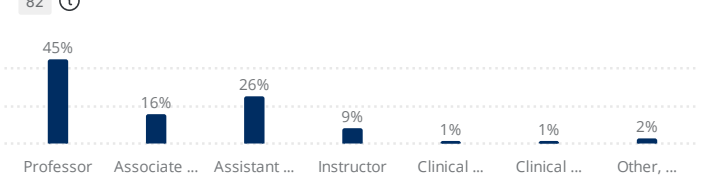
Does your institution consider you to be an adjunct faculty member? 82 ⓘ



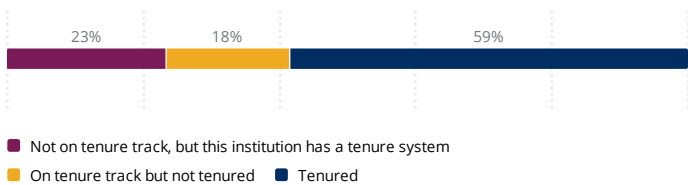
Do you hold an administrative position? 82 ⓘ



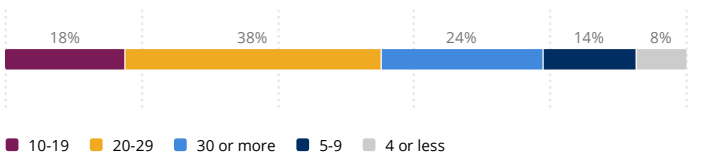
Which of the following best describes your academic rank or title? 82 ⓘ



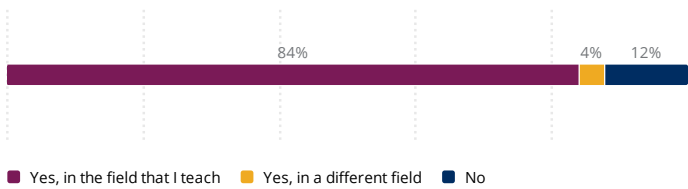
What is your current tenure status? 82 ⓘ



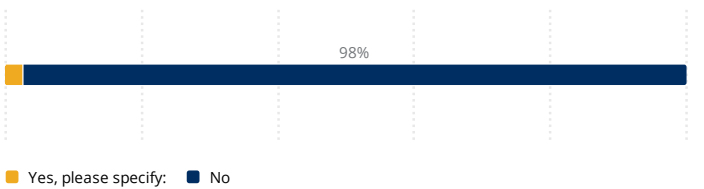
Enter the year that you began teaching at any college or university (1995, etc.) ⓘ



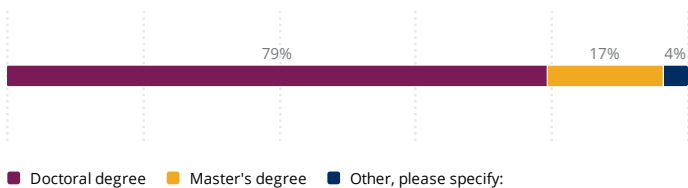
Do you hold a terminal degree (the highest degree awarded)? 81 ⓘ



Are you currently working towards a degree? 82 ⓘ

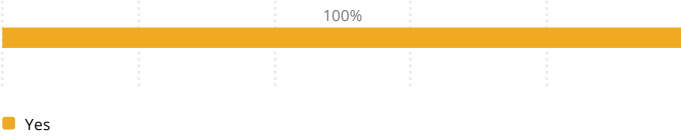


What is the highest degree you have earned? 82 ⓘ

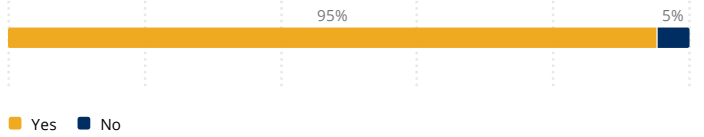


Please answer the following questions based on *one particular* undergraduate course section you are teaching or have taught during the current school year.

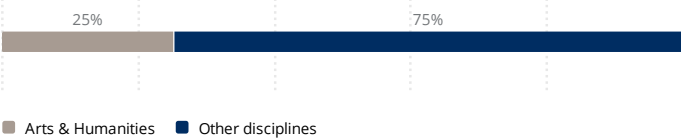
During the current school year, have you taught an undergraduate course? 87 ⓘ



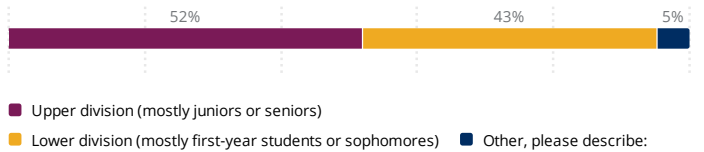
Is your selected course section in the same academic discipline as your appointment? 83 ⓘ



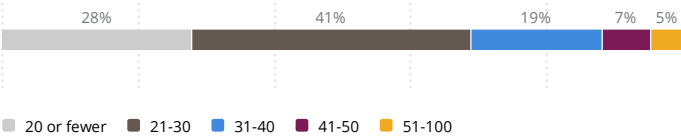
What is the general academic discipline of your selected course section? 4 ⓘ



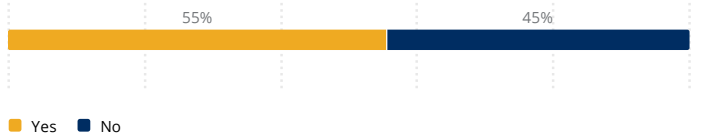
What is the class level of most students in your selected course section? 83 ⓘ



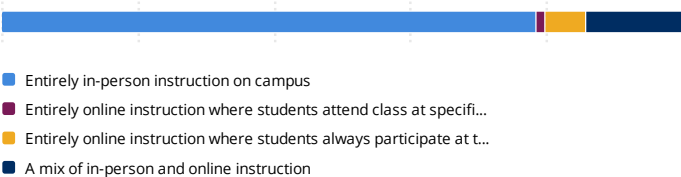
Estimate the total number of students in your selected course section. 83 ⓘ



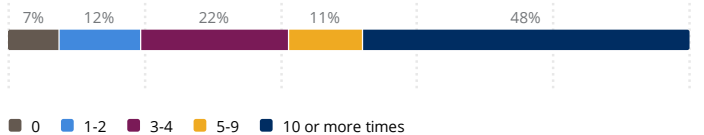
Does your selected course section fulfill a general education requirement on your campus? 83 ⓘ



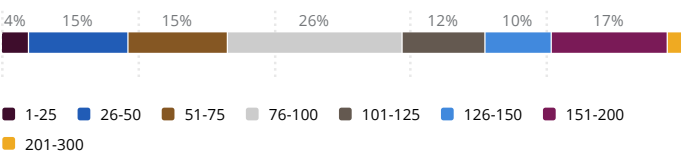
In what format do you teach your selected course section? 83 ⓘ



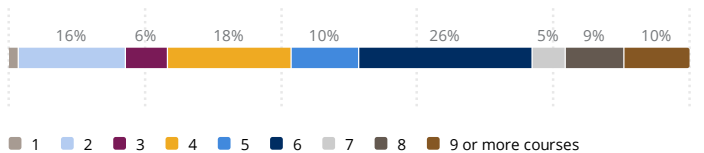
Prior to the current school year, about how many times have you taught your selected course? 83 ⓘ



Estimate the total number of undergraduate students you have taught during the current school year. 82 ⓘ



Enter the total number of undergraduate courses you have taught or are scheduled to teach during the current school year. 82 ⓘ



Enter the total number of graduate courses you have taught or are scheduled to teach during the current school year. 82 ⓘ

