Faculty Classroom Diversity Questionnaire

This instrument is the first comprehensive survey of faculty members’ attitudes toward diversity at their institutions and in their own classrooms.
Please indicate your answer to each question by filling in the oval representing the category which best describes your views on the issue. Throughout the questionnaire, "racially/ethnically diverse students" and "minority students" refer to African American, Asian Pacific American, Latino, and Native American students. For the purposes of this survey, students of any racial/ethnic backgrounds from countries other than the U.S. are not included in the definition of diversity, unless specifically referred to as "internationally diverse students."

Marking instructions:
1. Select only one response.
2. Blacken in each oval completely, using a number 2 pencil.
3. If you erase, erase completely.

<table>
<thead>
<tr>
<th>Question</th>
<th>INCORRECT MARKS</th>
<th>CORRECT MARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. What is the average number of students in the undergraduate courses you teach at your current institution?</td>
<td>5-15</td>
<td>16-25</td>
</tr>
<tr>
<td>1b. What is the average number of students in the graduate courses you teach at your current institution?</td>
<td>0-5%</td>
<td>6-10%</td>
</tr>
<tr>
<td>2. What is the largest percentage of minority students ever enrolled in one of your courses at your current institution?</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>3. What percentage of minority students would you consider to constitute a racially/ethnically diverse classroom in your current department?</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

QUESTIONS 4 THROUGH 8 ARE ABOUT YOUR CURRENT INSTITUTION.

<table>
<thead>
<tr>
<th>Question</th>
<th>Lowest Priority</th>
<th>Highest Priority</th>
<th>Not Applicable</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. How high a priority do you believe it is at your current institution to create a diverse campus environment?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4b. How high a priority do you believe it is in your department to create a diverse 'departmental' environment?</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
<td>Not Applicable</td>
<td>Don't Know</td>
</tr>
<tr>
<td>5a. This campus is very committed to enhancing the campus climate for all students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5b. My department is very committed to enhancing the climate for all students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. This campus sponsors extra-curricular activities that promote cultural awareness and racial understanding among students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Too much emphasis on racial/ethnic diversity has lowered the quality of the institution.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Too much emphasis on racial/ethnic diversity has lowered the quality of the students who are admitted.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

QUESTIONS 9 THROUGH 12 ARE ABOUT THE CLASSES YOU HAVE TAUGHT.

<table>
<thead>
<tr>
<th>Question</th>
<th>Never</th>
<th>All the time</th>
<th>Not Applicable</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>9a. Minority students have raised issues/perspectives in your classroom that have not been raised by non-minority students.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>9b. Racial/ethnic diversity in your classroom allows for a broader variety of experiences to be shared.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>9c. Racial/ethnic diversity in your classroom impedes the discussion of substantive issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>
10a. Interactions between students from different racial/ethnic backgrounds in your classroom create tensions and arguments along racial/ethnic lines.

10b. Participation in classroom discussion by students of a particular racial/ethnic group is increased by the presence of other students from the same racial/ethnic group.

10c. A critical mass of students of a particular racial/ethnic group is important to their participation in your classroom.

11. How important is interaction between the students of different racial/ethnic backgrounds in your classroom to each of the following:

   a. Helping students develop their ability to think critically.  
   b. Affecting the development of students' leadership abilities.
   c. Helping students develop a willingness to examine their own perspectives and values.
   d. Exposing students to perspectives with which they disagree or do not understand.

12. How important do you think the following classroom characteristics are in contributing to the quality of learning in your classroom?

   a. A gender balanced classroom.
   b. A classroom with representation from diverse U.S. races/ethnicities.
   c. A classroom with international diversity.
   d. A classroom with students with diverse working experiences.
   e. A classroom with students from a range of age groups.
   f. A classroom with students having diverse academic majors.
   g. A classroom with students having diverse career goals.
   h. A classroom with religious diversity.
   i. A classroom with socio-economic diversity.
   j. A classroom with representation from different regions of the country.

SKIP QUESTION 13 IF YOU DO NOT HAVE TEACHING ASSISTANTS.

13. How educationally important is having racially/ethnically diverse teaching assistants to your courses?

FOR QUESTIONS 14 THROUGH 16 CONSIDER COURSES WHERE DISCUSSION IS AN IMPORTANT PART OF THE CLASSROOM EXPERIENCE.

14. What is the largest percentage of minority students enrolled in one of your courses in the past 5 years?

   0-5%  6-10% 11-15%  16-25%  26-40%  Over 40%  Don't Know

15. What is the smallest percentage of minority students enrolled in one of your courses in the past 5 years?

   0-5%  6-10% 11-15%  16-25%  26-40%  Over 40%  Don't Know

IF ANSWERS TO QUESTIONS 14 AND 15 ARE THE SAME, SKIP QUESTION 16.

16. Compare the most and least racially/ethnically diverse classes you have taught in the past 5 years:

   a. Race/ethnic issues are discussed more substantively in your diverse classroom than your homogeneous classroom.
   b. Students in your racially/ethnically diverse classroom are more likely to incorporate relevant racial and ethnic issues in their assignments.

17. Students in your racially/ethnically diverse classrooms are more likely than students in your homogeneous classrooms to be challenged about stereotypes they might have concerning:

   a. Social/political issues.
   b. Racial/ethnic issues.
   c. Substantive issues in your field.
   d. Personal experiences.
18. Over the years, the presence of racially/ethnically diverse students in any of your classrooms has been a factor in prompting you to:

a. Raise multiple racial/ethnic issues in your classroom.

b. Adjust your course syllabus to include racial/ethnic issues and more racially/ethnically related readings in your courses.

c. Develop new course offerings that would include racial/ethnic issues.

d. Re-examine criteria for evaluation of students.

e. Change your pedagogy to encourage more discussion and interaction among students of different racial/ethnic backgrounds.

19. Over the years, contact with racially/ethnically diverse faculty at your current institution has been a factor in prompting you to:

a. Raise multiple racial/ethnic issues in your classroom.

b. Adjust your course syllabus to include racial/ethnic issues and more racially/ethnically related readings in your courses.

c. Develop new course offerings that would include racial/ethnic issues.

d. Re-examine criteria for evaluation of students.

e. Change your pedagogy to encourage more discussion and interaction among students of different racial/ethnic backgrounds.

20. Think about the class you teach that has the greatest amount of student interaction. What percent of class time is spent on:

a. Lecture/teacher-centered learning?

b. Teacher-student shared responsibility; student-centered whole class instruction/activity?

c. Small group activities?

d. Individual student work time?

e. Other? (please describe)

\[
\begin{array}{cccccc}
\text{a. Lecture/teacher-centered learning?} & \text{b. Teacher-student shared responsibility; student-centered whole class instruction/activity?} & \text{c. Small group activities?} & \text{d. Individual student work time?} & \text{e. Other? (please describe)} \\
1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 & = 100\%
\end{array}
\]

ANSWER QUESTIONS 21a-d WITH RESPECT TO THE CLASS IN QUESTION 20.

21a. Interaction among the students of different racial/ethnic backgrounds in your classroom exposes students to perspectives with which they disagree or do not understand.

21b. Racial/ethnic diversity in your classroom allows for a broader variety of experiences to be shared.

21c. A critical mass of students of a particular racial/ethnic group is important to their participation in your classroom.

21d. Minority students have raised issues/perspectives in your classroom that have not been raised by non-minority students.

22. What is the extent to which the presence of racially/ethnically diverse students in your classroom has affected your research?

23. What is the extent to which the presence of racially/ethnically diverse faculty on campus has affected your research?

24. Having a racially/ethnically diverse research team increases my own learning.

25. How have your own views about racial/ethnic diversity been affected by racially/ethnically diverse classrooms?
26. Students in more racially/ethnically diverse classes conduct their research on different types of topics than students in more homogeneous classrooms. 

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

27. How does having students of other racial/ethnic groups in your classroom affect white students in:

a. The issues they consider?

b. The issues they research through class projects?

c. Collaboration on group projects?

d. Critical reading of course materials?

<table>
<thead>
<tr>
<th>Very Negatively</th>
<th>No Effect</th>
<th>Very Positively</th>
<th>Not Applicable</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

28. In your experience, how does discussion among students in a racially/ethnically diverse classroom compare with discussion in a racially/ethnically homogeneous classroom regarding:

a. Topics covered or introduced by the students?

b. Types of interactions?

c. Type of learning that occurs?

d. Critical reading of course materials?

29. Do you have any additional comments on the issues covered in this questionnaire?
30. What is your principal activity in your current position at this institution? (Mark one)
   (1) Administration
   (2) Teaching
   (3) Research
   (4) Services to clients and patients
   (5) Other (please specify) .............................................

31. Do your interests lie primarily in teaching or research?
   (1) Very heavily in research
   (2) In both, but leaning toward research
   (3) Equally in both research and teaching
   (4) In both, but leaning toward teaching
   (5) Very heavily in teaching

32. Are you considered a full-time employee of your institution for at least nine months of the current academic year? (Mark one)
   (1) Yes, full-time
   (2) No, part time

33. What is your present academic rank? (Mark one)
   (1) Do not hold rank designation
   (2) Professor
   (3) Associate Professor
   (4) Assistant Professor
   (5) Lecturer/Instructor
   (6) Other (please specify) ............................................

34a. Birthplace:
   (1) United States
   (2) Other (please specify) .............................................

34b. If you were not born in the U.S., when did you arrive in the U.S.?
   (1) 19
   (2) 18
   (3) 17
   (4) 16
   (5) 15
   (6) 14
   (7) 13
   (8) 12
   (9) 11
   (10) 10
   (11) 9
   (12) 8
   (13) 7
   (14) 6
   (15) 5
   (16) 4
   (17) 3
   (18) 2
   (19) 1
   (20) Before 1

35. Are you a U.S. citizen?
   (1) Yes
   (2) No

36. Racial/Ethnic Group: (Mark all that apply)
   (1) White/Caucasian
   (2) African American/Black
   (3) American Indian
   (4) Mexican American/Chicano
   (5) Puerto Rican
   (6) Other Latino/Hispanic (please specify) .............................................
   (7) Chinese American/Chinese
   (8) Filipino American/Filipino
   (9) Japanese American/Japanese
   (10) Korean American/Korean
   (11) Southeast Asian (Vietnamese, Laotian, Cambodian, etc.)
   (12) Other Asian American/Asian (please specify) .............................................
   (13) Other (please specify) .............................................

37. Your sex:
   (1) Male
   (2) Female

38. How would you characterize your political views? (Mark one)
   (1) Far Left
   (2) Liberal
   (3) Moderate
   (4) Conservative
   (5) Far Right

39. Please fill in the most appropriate code from the enclosed academic field list. (If you have two responses use two codes.)
   a. Present principal teaching field(s). .............................................
   b. Department(s) of current faculty appointment .............................................
   c. Present field(s) of research, scholarship, creativity .............................................

40. Please mark the last two digits of the year of each of the following:
   a. Year of birth
   b. Year of appointment at present institution
   c. If tenured, year tenure was awarded
41. Please indicate the number of years you have spent in college/university teaching.

- Undergraduate courses
- Non-BA credit courses (developmental and/or remedial)
- Graduate courses and/or Professional courses
- Total number of courses

42. How many of the following courses are you teaching this academic year? (Fill in one response for each item.) (Note: if you are not teaching this year, apply to the year most recently completed at your current institution.)

- 0 1 2 3 4 5+

43. During the past five years, have you engaged in any of the following activities? (Mark one for each item.)

- Taught an ethnic studies course
- Taught a course that included issues on racial or ethnic minorities
- Conducted research or writing focused on racial or ethnic minorities
- Taught a women's studies course
- Taught a course that included issues on women or gender
- Conducted research or writing focused on women or gender
- Attended a racial/cultural awareness workshop
- Participated in a faculty curriculum development activity designed to integrate women's and minorities' perspectives into courses
- Participated in a faculty development activity focused on teaching racially/ethnically diverse students

44. Estimate the percentage of racial/ethnic minorities at the institution from which you received your undergraduate degree.

- 0-5% 6-10% 11-15% 16-25% 26-40% Over 40%

45. Estimate the percentage of racial/ethnic minorities at the institution from which you received your highest graduate degree.

- 0-5% 6-10% 11-15% 16-25% 26-40% Over 40%

46a. Was your undergraduate education at a historically Black or predominantly minority-serving institution?

- Yes  No

46b. Was your undergraduate education at an institution outside the United States?

- Yes  No

47a. Was your graduate education at a historically Black or predominantly minority-serving institution?

- Yes  No

47b. Was your graduate education at an institution outside the United States?

- Yes  No

48. How well prepared do you feel you are to teach/work in a racially/ethnically diverse environment?

- Not Prepared   Very Prepared

49. How comfortable do you feel teaching/working in a racially/ethnically diverse environment?

- Not Comfortable  Very Comfortable

50. How important is having a racially/ethnically diverse student body to your institution's mission?

- Not Important/Extremely Important

51. How important is having a racially/ethnically diverse faculty to your institution’s mission?

- Not Important/Extremely Important

52. Do you initiate discussion of racial/ethnic issues in your classroom?

- Never  Very Often

53. Do you attempt to have students work across racial/ethnic lines in class assignments and group presentations?

- Never  Very Often

54. Please list 3 or 4 reasons that explain your responses in Items 50-53.