
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.

INCORRECT MARKS



CORRECT MARK



- | | | | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|
| | 5-15 | 16-25 | 26-35 | 36-50 | 50-100 | 100+ | Not Applicable |
| 1a. What is the average number of students in the undergraduate courses you teach at your current institution? | <input type="radio"/> ① | <input type="radio"/> ② | <input type="radio"/> ③ | <input type="radio"/> ④ | <input type="radio"/> ⑤ | <input type="radio"/> ⑥ | <input type="radio"/> |
| 1b. What is the average number of students in the graduate courses you teach at your current institution? | <input type="radio"/> ① | <input type="radio"/> ② | <input type="radio"/> ③ | <input type="radio"/> ④ | <input type="radio"/> ⑤ | <input type="radio"/> ⑥ | <input type="radio"/> |
| | 0-5% | 6-10% | 11-15% | 16-25% | 26-40% | Over 40% | Don't Know |
| 2. What is the largest percentage of minority students ever enrolled in one of your courses at your current institution? | <input type="radio"/> ① | <input type="radio"/> ② | <input type="radio"/> ③ | <input type="radio"/> ④ | <input type="radio"/> ⑤ | <input type="radio"/> ⑥ | <input type="radio"/> |
| 3. What percentage of minority students would you consider to constitute a racially/ethnically diverse classroom in your current department? | <input type="radio"/> ① | <input type="radio"/> ② | <input type="radio"/> ③ | <input type="radio"/> ④ | <input type="radio"/> ⑤ | <input type="radio"/> ⑥ | <input type="radio"/> |

QUESTIONS 4 THROUGH 8 ARE ABOUT YOUR CURRENT INSTITUTION.

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

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

- | | | | | | | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|
| | Never | | | All the time | Not Applicable | Don't Know |
| 9a. Minority students have raised issues/perspectives in your classroom that have not been raised by non-minority students. | <input type="radio"/> ① | <input type="radio"/> ② | <input type="radio"/> ③ | <input type="radio"/> ④ | <input type="radio"/> ⑤ | <input type="radio"/> |
| 9b. Racial/ethnic diversity in your classroom allows for a broader variety of experiences to be shared. | <input type="radio"/> ① | <input type="radio"/> ② | <input type="radio"/> ③ | <input type="radio"/> ④ | <input type="radio"/> ⑤ | <input type="radio"/> |
| 9c. Racial/ethnic diversity in your classroom impedes the discussion of substantive issues. | <input type="radio"/> ① | <input type="radio"/> ② | <input type="radio"/> ③ | <input type="radio"/> ④ | <input type="radio"/> ⑤ | <input type="radio"/> |

- | | Never | | | | | All the time | Not Applicable | Don't Know |
|--|------------------------|---|---|---|---|----------------|-----------------------|-----------------------|
| 10a. Interactions between students from different racial/ethnic backgrounds in your classroom create tensions and arguments along racial/ethnic lines. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| 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. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| 10c. A critical mass of students of a particular racial/ethnic group is important to their participation in your classroom. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| 11. How important is interaction between the students of different racial/ethnic backgrounds in your classroom to each of the following: | Completely Unimportant | | | | | Very Important | Not Applicable | Don't Know |
| a. Helping students develop their ability to think critically. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| b. Affecting the development of students' leadership abilities. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| c. Helping students develop a willingness to examine their own perspectives and values. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| d. Exposing students to perspectives with which they disagree or do not understand. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |

- | | Completely Unimportant | | | | | Very Important | Not Applicable | Don't Know |
|--|------------------------|---|---|---|---|----------------|-----------------------|-----------------------|
| 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. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| b. A classroom with representation from diverse U.S. races/ethnicities. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| c. A classroom with international diversity. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| d. A classroom with students with diverse working experiences. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| e. A classroom with students from a range of age groups. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| f. A classroom with students having diverse academic majors. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| g. A classroom with students having diverse career goals. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| h. A classroom with religious diversity. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| i. A classroom with socio-economic diversity. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| j. A classroom with representation from different regions of the country. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |

SKIP QUESTION 13 IF YOU DO NOT HAVE TEACHING ASSISTANTS.

- | | Completely Unimportant | | | | | Very Important | Not Applicable | Don't Know |
|--|------------------------|---|---|---|---|----------------|-----------------------|-----------------------|
| 13. How educationally important is having racially/ethnically diverse teaching assistants to your courses? | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |

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

- | | 0-5% | 6-10% | 11-15% | 16-25% | 26-40% | Over 40% | Don't Know |
|---|------|-------|--------|--------|--------|----------|-----------------------|
| 14. What is the largest percentage of minority students enrolled in one of your courses in the past 5 years? | ① | ② | ③ | ④ | ⑤ | ⑥ | <input type="radio"/> |
| 15. What is the smallest percentage of minority students enrolled in one of your courses in the past 5 years? | ① | ② | ③ | ④ | ⑤ | ⑥ | <input type="radio"/> |

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

- | | Never | | | | | All the time | Not Applicable | Don't Know |
|---|-------|---|---|---|---|--------------|-----------------------|-----------------------|
| 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. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| b. Students in your racially/ethnically diverse classroom are more likely to incorporate relevant racial and ethnic issues in their assignments. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| 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: | Never | | | | | All the time | Not Applicable | Don't Know |
| a. Social/political issues. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| b. Racial/ethnic issues. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| c. Substantive issues in your field. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |
| d. Personal experiences. | ① | ② | ③ | ④ | ⑤ | | <input type="radio"/> | <input type="radio"/> |



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.

Strongly Disagree					Strongly Agree	Not Applicable	Don't Know
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>

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.

Strongly Disagree					Strongly Agree	Not Applicable	Don't Know
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>

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)

(0) (0)		(0) (0)		(0) (0)		(0) (0)		(0) (0)		
(1) (1)		(1) (1)		(1) (1)		(1) (1)		(1) (1)		
(2) (2)		(2) (2)		(2) (2)		(2) (2)		(2) (2)		
(3) (3)		(3) (3)		(3) (3)		(3) (3)		(3) (3)		
(4) (4)	+	(4) (4)	+	(4) (4)	+	(4) (4)	+	(4) (4)		
(5) (5)		(5) (5)		(5) (5)		(5) (5)		(5) (5)		= 100%
(6) (6)		(6) (6)		(6) (6)		(6) (6)		(6) (6)		
(7) (7)		(7) (7)		(7) (7)		(7) (7)		(7) (7)		
(8) (8)		(8) (8)		(8) (8)		(8) (8)		(8) (8)		
(9) (9)		(9) (9)		(9) (9)		(9) (9)		(9) (9)		

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.

Never					All the time	Not Applicable	Don't Know
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>

SKIP QUESTIONS 22-24 IF YOU DO NOT DO RESEARCH.

- 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?

Not At All					Extensively	Not Applicable	Don't Know
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>
Strongly Disagree					Strongly Agree	Not Applicable	Don't Know
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>
Very Negatively		No Effect			Very Positively	Not Applicable	Don't Know
(1)	(2)	(3)	(4)	(5)		<input type="radio"/>	<input type="radio"/>

BACKGROUND QUESTIONS.

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 ①
- ① ①
- ② ②
- ③ ③
- ④ ④
- ⑤ ⑤
- ⑥ ⑥
- ⑦ ⑦
- ⑧ ⑧
- ⑨ ⑨

19

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). | ① ① | ① ① |
| | ② ② | ② ② |
| | ③ ③ | ③ ③ |
| | ④ ④ | ④ ④ |
| | ⑤ ⑤ | ⑤ ⑤ |
| | ⑥ ⑥ | ⑥ ⑥ |
| | ⑦ ⑦ | ⑦ ⑦ |
| | ⑧ ⑧ | ⑧ ⑧ |
| | ⑨ ⑨ | ⑨ ⑨ |
| b. Department(s) of current faculty appointment | ① ① | ① ① |
| | ② ② | ② ② |
| | ③ ③ | ③ ③ |
| | ④ ④ | ④ ④ |
| | ⑤ ⑤ | ⑤ ⑤ |
| | ⑥ ⑥ | ⑥ ⑥ |
| | ⑦ ⑦ | ⑦ ⑦ |
| | ⑧ ⑧ | ⑧ ⑧ |
| | ⑨ ⑨ | ⑨ ⑨ |
| c. Present field(s) of research, scholarship, creativity | ① ① | ① ① |
| | ② ② | ② ② |
| | ③ ③ | ③ ③ |
| | ④ ④ | ④ ④ |
| | ⑤ ⑤ | ⑤ ⑤ |
| | ⑥ ⑥ | ⑥ ⑥ |
| | ⑦ ⑦ | ⑦ ⑦ |
| | ⑧ ⑧ | ⑧ ⑧ |
| | ⑨ ⑨ | ⑨ ⑨ |

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 |
| ① ① | ① ① | ① ① |
| ② ② | ② ② | ② ② |
| ③ ③ | ③ ③ | ③ ③ |
| ④ ④ | ④ ④ | ④ ④ |
| 19 ⑤ ⑤ | 19 ⑤ ⑤ | 19 ⑤ ⑤ |
| ⑥ ⑥ | ⑥ ⑥ | ⑥ ⑥ |
| ⑦ ⑦ | ⑦ ⑦ | ⑦ ⑦ |
| ⑧ ⑧ | ⑧ ⑧ | ⑧ ⑧ |
| ⑨ ⑨ | ⑨ ⑨ | ⑨ ⑨ |

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