



Diversity and Social Change Items

While many items on the HERI Faculty Survey can be seen as providing information on diversity when looked at by subgroups composed of demographic differences (e.g., male versus female, white faculty versus faculty of color, etc.) some of the items on the instrument are designed to measure important aspects of diversity or social change on a campus. Please refer to the full faculty survey questionnaire to see the full scale version of the questions that are asked.

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

(Responses: Yes, No)

Conducted research or writing focused on:

- International/global issues
- Racial or ethnic minorities
- Women and gender issues
- LGBTQ issues

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

(Responses: Yes, No)

Taught an area studies course (e.g., women's studies, ethnic studies, LGBTQ studies)

24. In how many of the courses that you teach do you use each of the following?

(Responses: All, Most, Some, None)

- Readings on racial and ethnic issues
- Readings on women and gender issues
- Techniques to create an inclusive classroom environment for diverse students

27. Indicate the importance to you of each of the following education goals for undergraduate students:

(Responses: Essential, Very Important, Somewhat Important, Not Important)

- Enhance students' knowledge of and appreciation for other racial/ethnic groups
- Engage students in civil discourse around controversial issues
- Teach students tolerance and respect for different beliefs
- Encourage students to become agents of social change

29. Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following:

(Responses: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)

- Racial and ethnic diversity is reflected in the curriculum
- This institution has effective hiring practices and policies that increase faculty diversity
- There is a lot of campus racial conflict here
- Faculty are not prepared to deal with conflict over diversity issues in the classroom

30. Indicate how important you believe each priority listed below is at your college or university:
(Responses: Highest Priority, High Priority, Medium Priority, Low Priority)
 Help students learn how to bring about change in society
 Recruit more minority students
 Promote gender diversity in the faculty and administration
 Promote racial and ethnic diversity in the faculty and administration
 Develop an appreciation for multiculturalism
31. Indicate how well each of the following describes your college or university: (Mark one for each item)
(Responses: Very Descriptive, Somewhat Descriptive, Not Descriptive)
 There is respect for the expression of diverse values and beliefs
34. Please indicate the extent to which each of the following has been a source of stress for you during the past two years: (Mark one for each item)
(Responses: Extensive, Somewhat, Not at All, Not Applicable)
 Subtle discrimination (e.g., prejudice, racism, sexism, homophobia, transphobia)
36. For each of the following items, please mark either Yes or No.
(Responses: Yes, No)
 Do you use your scholarship to address local community needs?
 Have you been sexually harassed at this institution?

CAMPUS CLIMATE MODULE

1. Please indicate the extent to which you agree or disagree with the following statements. This institution:
(Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly)
 Has campus administrators who regularly speak about the value of diversity
 Lacks strategic diversity goals and plans
 Encourages students to have a public voice and share their ideas openly
 Has a long-standing commitment to diversity
 Respects differences in sexual orientation
 Promotes the appreciation of cultural differences
 Rewards staff and faculty for their participation in diversity efforts
 Promotes the understanding of gender differences
 Has standard reporting procedures for incidents of harassment or discrimination
 Racial and ethnic diversity should be more strongly reflected in the curriculum
 Treats faculty of color fairly
 Treats women faculty fairly
 Treats LGBTQ faculty fairly

2. Please indicate how often at this institution you have:
(*Very Often, Often, Sometimes, Seldom, Never*)
- Had students from underrepresented groups on campus approach me for advice
 - Assisted a student with a problem about discrimination
 - Witnessed discrimination
 - Reported an incident of discrimination to a campus authority
 - Reported an incident of sexual harassment to a campus authority
 - Been discriminated or excluded from activities because of my:
 - Race/ethnicity
 - Gender
 - Sexual orientation
 - Other identity
 - Heard insensitive or disparaging racial remarks from:
 - Faculty
 - Staff
 - Students
 - Heard insensitive or disparaging remarks about women from:
 - Faculty
 - Staff
 - Students
 - Heard insensitive or disparaging comments about LGBTQ individuals by:
 - Faculty
 - Staff
 - Students
3. Please indicate how often anyone you personally know has experienced the following forms of bias/harassment/discrimination at this institution:
(*Very Often, Often, Sometimes, Seldom, Never*)
- Verbal comments
 - Written comments (e.g., emails, texts, writing on walls)
 - Exclusion (e.g., from gatherings, events)
 - Offensive visual images or items
 - Threats of physical violence
 - Sexual assault or violence
 - Other physical assaults or injuries
 - Anonymous phone calls
 - Damage to personal property

4. How satisfied are you with the following aspects of your institution?
(Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)
- Overall sense of community among students
 - Racial/ethnic diversity of the faculty
 - Racial/ethnic diversity of the student body
 - Racial/ethnic diversity of the staff
 - Interactions among different racial/ethnic groups
 - Atmosphere for political differences
 - Atmosphere for religious differences
 - Atmosphere for differences in sexual orientation
 - Administrative response to incidents of discrimination
 - Administrative response to student concerns about exclusion or marginality
5. Please rate your satisfaction with your department in each area:
(Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied)
- Collegiality among faculty
 - Tolerance of different faculty opinions and beliefs
 - Representation of women and racial/ethnic minorities
 - Acceptance of differences in sexual orientation
 - Degree to which the curriculum addresses diversity in content or pedagogy
 - Student respect for my role in the classroom
 - Commitment to hiring women and minorities

LGBTQ MODULE

- 1a. How open are you about your sexual identity to each of the following:
(Responses: Completely, Mostly, Somewhat, Hardly, Not at All)
- Colleagues
 - Students
 - Friends
 - Family
 - Overall
- 2a. How open are you about your gender identity to each of the following:
(Responses: Completely, Mostly, Somewhat, Hardly, Not at All)
- Colleagues
 - Students
 - Friends
 - Family
 - Overall

SPIRITUALITY MODULE

1. Indicate the importance to you of each of the following educational goals for undergraduate students:
(Responses: Essential, Very Important, Somewhat Important, Not Important)
- Becoming more conversant with different religious traditions
 - Becoming more conversant with different spiritual practices