

Survey of Faculty Interaction with Undergraduate Students

The Research and Evaluation Committee of the West Campus Council is conducting a survey of Cornell faculty members. The purpose of the survey is to obtain a picture of the nature and frequency of faculty members' out-of-class interactions with undergraduate students, the factors that support or inhibit these interactions, and the impacts of these interactions for faculty members. Out-of-class interactions may encompass a wide range of activities such as academic advising, supervising independent study, working with student clubs or organizations, and dining or attending extracurricular events with undergraduate students.

Several of our questions ask about your interactions with **undergraduate** students during the **2003 Fall Term**. However, even if you were not teaching or were not on campus last semester, we are still interested in your responses.

Survey results will only be reported in the aggregate. Your individual responses will remain confidential. The survey typically takes 10 to 15 minutes to complete. While we encourage you to complete the entire survey, you may skip any questions you do not wish to answer.

1) In which of the following roles have you been involved with undergraduate students at Cornell? Mark all roles that apply.

Role	Have never been involved	Involved in 2003 Fall Term	Involved prior to but not during 2003 Fall Term
Faculty Advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advise or supervise undergraduate students working on faculty research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advise or supervise undergraduate students working on student research project (e.g., Honors thesis or independent study)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervise undergraduate students employed in non-research-related jobs (e.g., administrative tasks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve on campus committee that includes undergraduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Freshman book discussion group leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor of undergraduate teaching assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affiliated with student organization or club (e.g., advisor or board member)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affiliated with student athletic team (e.g., advisor or board member to intercollegiate or intramural team or club sports)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affiliated with fraternity or sorority (e.g., advisor or board member)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affiliated with student religious group (e.g., advisor or board member)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty in Residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Fellow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining Discussion Faculty Fellow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other role(s) outside classroom context (please list): Other Role #1: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Role #2: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have never been involved in any of these roles, skip to question 4.

If you had prior involvement in one or more of those roles, but had no involvement during the 2003 Fall term, skip to question 3.

- 2) For each applicable role (as indicated in question 1), on average, how frequently did you interact with undergraduate students during the 2003 Fall Term? For roles involving multiple students (e.g., faculty advisor), please estimate the total frequency and weekly hours associated with this role.

Role	Please Estimate							
	Frequency of Interaction				Average Hours per Week			
	Once or twice a term	Once or twice a month	Once a week	Several times a week or more	Less than 1 hour	1 to 2 hours	3 to 5 hours	More than 5 hours
Faculty Advisor: How many undergraduate advisees did you have in Fall 2003? _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advise or supervise undergraduate students working on faculty research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advise or supervise undergraduate students working on student research project (e.g., Honors thesis or independent study)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervise undergraduate students employed in non-research-related jobs (e.g., administrative tasks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve on campus committee that includes undergraduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Freshman book discussion group leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor of undergraduate teaching assistants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affiliated with student organization or club (e.g., advisor or board member)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affiliated with student athletic team (e.g., advisor or board member to intercollegiate or intramural team or club sports)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affiliated with fraternity or sorority (e.g., advisor or board member)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affiliated with student religious group (e.g., advisor or board member)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty in Residence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty Fellow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining Discussion Faculty Fellow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Role #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Role #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) **What factors influenced your decision to become involved in these out-of-class roles with undergraduate students? Selecting up to two roles in which you have been involved, please check all the factors that apply to each role.**

Role 1 (please choose only one):	
<input type="radio"/>	Faculty advisor
<input type="radio"/>	Supervise undergrads on faculty research
<input type="radio"/>	Supervise undergrads on student research
<input type="radio"/>	Supervise undergraduates on non-research work
<input type="radio"/>	Serve on campus committee
<input type="radio"/>	Book discussion leader
<input type="radio"/>	Supervise undergrad TAs
<input type="radio"/>	Affiliate student organization
<input type="radio"/>	Affiliate athletic team
<input type="radio"/>	Affiliate Greek organization
<input type="radio"/>	Affiliate research group
<input type="radio"/>	Faculty in Residence
<input type="radio"/>	Faculty Fellow
<input type="radio"/>	Dining Discussion Fellow
<input type="radio"/>	Other Role 1
<input type="radio"/>	Other Role 2

Factors Influencing Role 1		
Yes	No	Factor
<input type="radio"/>	<input type="radio"/>	Departmental assignment
<input type="radio"/>	<input type="radio"/>	Department expectation
<input type="radio"/>	<input type="radio"/>	Was recruited by Cornell faculty member
<input type="radio"/>	<input type="radio"/>	Was recruited by Cornell staff member
<input type="radio"/>	<input type="radio"/>	Was recruited by Cornell student(s)
<input type="radio"/>	<input type="radio"/>	As an undergraduate, I benefited from this type of interaction with faculty
<input type="radio"/>	<input type="radio"/>	I view it as an important part of my role as a faculty member
<input type="radio"/>	<input type="radio"/>	I want to make a contribution to the undergraduate experience
<input type="radio"/>	<input type="radio"/>	Other factors (please list): _____
<input type="radio"/>	<input type="radio"/>	_____
<input type="radio"/>	<input type="radio"/>	_____

Role 2 (please choose only one):	
<input type="radio"/>	Faculty advisor
<input type="radio"/>	Supervise undergrads on faculty research
<input type="radio"/>	Supervise undergrads on student research
<input type="radio"/>	Supervise undergraduates on non-research work
<input type="radio"/>	Serve on campus committee
<input type="radio"/>	Book discussion leader
<input type="radio"/>	Supervise undergrad TAs
<input type="radio"/>	Affiliate student organization
<input type="radio"/>	Affiliate athletic team
<input type="radio"/>	Affiliate Greek organization
<input type="radio"/>	Affiliate research group
<input type="radio"/>	Faculty in Residence
<input type="radio"/>	Faculty Fellow
<input type="radio"/>	Dining Discussion Fellow
<input type="radio"/>	Other Role 1
<input type="radio"/>	Other Role 2

Factors Influencing Role 2		
Yes	No	Factor
<input type="radio"/>	<input type="radio"/>	Departmental assignment
<input type="radio"/>	<input type="radio"/>	Department expectation
<input type="radio"/>	<input type="radio"/>	Was recruited by Cornell faculty member
<input type="radio"/>	<input type="radio"/>	Was recruited by Cornell staff member
<input type="radio"/>	<input type="radio"/>	Was recruited by Cornell student(s)
<input type="radio"/>	<input type="radio"/>	As an undergraduate, I benefited from this type of interaction with faculty
<input type="radio"/>	<input type="radio"/>	I view it as an important part of my role as a faculty member
<input type="radio"/>	<input type="radio"/>	I want to make a contribution to the undergraduate experience
<input type="radio"/>	<input type="radio"/>	Other factors (please list): _____
<input type="radio"/>	<input type="radio"/>	_____
<input type="radio"/>	<input type="radio"/>	_____

4) Were you on campus in Fall 2003?

<input type="radio"/>	Yes
<input type="radio"/>	No

5) Did you have any out-of-class contact with undergraduate students in the Fall 2003 term?

<input type="radio"/>	Yes
<input type="radio"/>	No (please skip to question 10)

6) During the 2003 Fall Term, how often were you involved in the following specific out-of-class activities with undergraduate students? Include only those activities in which you had substantial interaction with one or more students. Do not include activities involving undergraduate students that you engaged in solely for your own purposes (e.g., attending a student theater production as a general member of the audience)

Activity	Not involved	One or twice a term	Once or twice a month	Once a week	Several times a week or more
Had coffee or dined with undergraduate students in cafe or restaurant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended departmental functions for undergraduate students (e.g., meals, meetings)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized or participated in orientation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chaperoned a student social function (e.g., party or Slope Day)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in meetings of student clubs or organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hosted students in your home (e.g., for a meal or social function)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized or attended an extracurricular field trip with a student group or organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in an extracurricular presentation or workshop with undergraduate students (e.g., organized, spoke at or attended event)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accompanied undergraduate students to an athletic competition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an arts or cultural event with undergraduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other activity outside the classroom context (please list): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- 7) Considering the out-of-class interactions you had with undergraduate students in the 2003 Fall Term, is this more, less or about an average amount of interaction than is typical for you?

<input type="radio"/>	More interaction than is typical
<input type="radio"/>	About an average amount of interaction
<input type="radio"/>	Less interaction than is typical

- 8) Given the out-of-class interactions you had with undergraduate students in the 2003 Fall Term, would you prefer to have more, less or about the same amount of interaction?

<input type="radio"/>	Would prefer more interaction
<input type="radio"/>	Would prefer current amount of interaction
<input type="radio"/>	Would prefer less interaction

- 9) For each of the following, please indicate the level of impact you have experienced as a result of your out-of-class interactions with undergraduate students.

Impact	None at all	A little	Some	A great deal	Not applicable
I have a better understanding of the undergraduate students with whom I have interacted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a better understanding of undergraduate students in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have modified my approach to teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have modified my approach to advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enhanced my dossier for tenure or promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have enriched my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel more a part of the Cornell community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been professionally rewarded for this involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have increased the difficulty of balancing personal and professional demands on my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other impacts (please list): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10) To what extent do you agree or disagree with the following statements about out-of-class interaction with undergraduate students.

	Completely disagree	Generally disagree	Neutral	Generally agree	Completely agree
My teaching obligations leave little or no time for out-of-class contact with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My research obligations leave little or no time for out-of-class contact with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am primarily involved with graduate students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am not familiar with opportunities for out-of-class involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family and/or personal responsibilities leave little or no time for out-of-class contact with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My travel and consulting responsibilities leave little or no time for out-of-class contact with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my personal view, out-class contact with undergraduate students is a less important part of the faculty role than research or teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department is not supportive of this type of involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have offered opportunities for out-of-class interaction but students have not taken me up on them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have not received adequate orientation for participating in out-of-class roles with undergraduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it difficult to facilitate a meaningful informal exchange with students (e.g., contact that goes beyond "small talk")	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cornell ignores or only minimally rewards faculty efforts at out-of-class interaction with undergraduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is difficult to see students in person; they prefer to communicate via e-mail or the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty peers would assess my professional performance negatively if I spent too much time on out-of-class contact with undergraduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other factors (please list): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
_____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11) Did you teach any credit classes at Cornell during the 2003 Fall Term?

<input type="radio"/>	Yes
<input type="radio"/>	No (please skip to question 12)

For each course that you taught at Cornell during the 2003 Fall Term, please answer the following questions. Include classes taught to graduate and/or undergraduate students. Do not include the lab or discussion section of a course as a separate class. Do not include individualized instruction (e.g., independent study) or non-credit instruction.

	Class A	Class B	Class C	Class D	Class E
Number of students enrolled	_____	_____	_____	_____	_____
Number of Graduate teaching assistants	_____	_____	_____	_____	_____
Number of Undergraduate teaching assistants	_____	_____	_____	_____	_____

Primary level of students (Mark one per course):					
Undergraduate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12) How many of each of the following have you published or presented during the last two years? For publications, please include only works that have been accepted for publication. Count multiple presentations or publications of the same work only once.

	None	1-2	3-4	5-10	11-20	21+
Articles published in academic or professional journals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Published reviews of books, articles, or creative works; chapters in edited volumes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks, other books; monographs; research or technical reports or manuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentations at conferences, workshops, etc; exhibitions or performances in the fine or applied arts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13) How would you characterize your interests at present – equally divided between research and teaching or inclining more toward one than the other? (Include extension and outreach activities within teaching.)

<input type="radio"/>	Heavily toward research
<input type="radio"/>	Interested in both, lean toward research
<input type="radio"/>	Equally interested in teaching and research
<input type="radio"/>	Interested in both, lean toward teaching
<input type="radio"/>	Heavily toward teaching

14) What is your relationship status?

<input type="radio"/>	Single (never married, separated, divorced, or widowed)
<input type="radio"/>	Married or living with partner

15) Do you have any children?

<input type="radio"/>	Yes
<input type="radio"/>	No (please skip to question 19)

16) How many children do you have in the following age ranges?

	0	1	2	3 or more
0 to 4 years old	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 to 12 years old	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 to 17 years old	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18 to 23 years old	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24 years old or older	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17) Do you have any children who have attended or are currently attending college?

<input type="radio"/>	Yes
<input type="radio"/>	No (please skip to question 19)

18) Did or do any of your children attend Cornell?

<input type="radio"/>	Yes
<input type="radio"/>	No

- 19) Please use this space to add comments about your out-of-class interactions with undergraduate students or about this survey.

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- 20) Would you be willing to participate in a follow-up interview concerning your out-of-class interactions with undergraduate students?

<input type="radio"/>	Yes
<input type="radio"/>	No

Thank you for your participation in this study.

**Please return your survey by March 30th in the self-addressed envelope provided
by campus mail to: Survey Research Institute, B12 Ives Hall
Or fax it to: 607-255-7118**