

ACADEMIC AFFAIRS QUESTIONNAIRE

The Faculty Senate Academic Affairs Committee requests that all faculty complete this brief questionnaire to help it form a better idea of what goes on across campus concerning, drops, incompletes, and some teaching techniques or procedures.

This is an anonymous questionnaire, and it should be returned by _____ to: Paul Zagorski, Social Sciences.

DEMOGRAPHICS:

I am a member of the:

- 73 College of Arts & Sciences
- 19 College of Business
- 26 College of Education
- 32 College of Technology
- 3 Learning Resources Division
- 0 Other

I am a:

- 97 Tenured faculty member
- 33 Tenure earning faculty member.
- 23 Full time, non-tenure earning faculty member.
- 4 Part-time faculty member

I have been at PSU:

- 44 Less 5 years
- 41 5 to 10 years
- 73 More than 10 years

Please circle the letter that corresponds to you across one academic year. I TEACH

- A. Undergraduate courses, only. **62**
- B. Graduate courses, only. **5**
- C. I teach both undergraduate and graduate courses. **89**

N/A means not applicable

- 1. Do you drop students from your classes if they miss the **first day** of class?
 - a. I do this in all my classes. **1**
 - b. I do this in at least one of my classes, but not all. **14**
 - c. I do not do this at all. **140**

Comment: _____

- 2. Do you have a required attendance policy?
 - a. in none of my classes **48**
 - b. in all of my classes **85**
 - c. in at least one of my classes, but not all **21**

3. If you do have a required attendance policy, please briefly explain your rationale for this requirement. **14** N/A

Comment: _____

4. Do you drop students at mid-term for excessive absences?
50 **21** **49** **26** **13**
never infrequently sometimes frequently always
1 2 3 4 5

5. Do you believe the current drop policy of allowing drops until the end of the 11th week of class is
22 **38** **83** **2** **0**
far too lenient too lenient about right too strict far too strict
1 2 3 4 5

Comment: _____

6. I would you like a +/- grade system to be adopted at PSU? Some individuals believe that a +/- grading system might facilitate keeping grade inflation in check
32 **30** **34** **28** **22**
strongly disagree disagree neutral agree strongly agree
1 2 3 4 5

Comment: _____

7. Do you offer extra credit in your classes?

Yes **38** No **67** In some classes **48**

If yes,

To make up for absences? Yes **11** No **39** Some **10**

For other reasons ? Yes **65** No **2** Some **6**

If "Yes", please explain briefly:

8. Do you give incompletes for reasons other than the University policy below?
- | | | | | |
|-----------|--------------|-----------|------------|----------------------|
| 85 | 42 | 19 | 2 | 1 |
| never | infrequently | sometimes | frequently | always, if requested |
| 1 | 2 | 3 | 4 | 5 |

If you do give incompletes for reasons other than University policy, please explain briefly.

". . . a student is granted an extension of time to complete work because course work could not be completed for reasons beyond the student's control." 2001-2003 PSU Catalog, p. 39.

In your courses, do you require some type of research paper (or tangible product) completed either in class or outside of class?

9. In lower division classes (100 through 200 numbers)
- | | | | |
|----|------------------------------------|-----------|-----------|
| a. | N/A | 36 | |
| b. | in none of my classes | 34 | |
| c. | in approximately 25% of my classes | | 13 |
| d. | in approximately 50% of my classes | | 12 |
| e. | in approximately 75% of my classes | | 7 |
| f. | in almost or all of my classes | 47 | |
10. In upper division classes (300 through 500 numbers)
- | | | | |
|----|------------------------------------|-----------|-----------|
| a. | N/A | 18 | |
| b. | in none of my classes | 15 | |
| c. | in approximately 25% of my classes | | 19 |
| d. | in approximately 50% of my classes | | 15 |
| e. | in approximately 75% of my classes | | 4 |
| f. | in almost or all of my classes | 79 | |
11. In senior division/graduate classes (600 through 700)
- | | | | |
|----|------------------------------------|-----------|-----------|
| a. | N/A | 44 | |
| b. | in none of my classes | 8 | |
| c. | in approximately 25% of my classes | | 10 |
| d. | in approximately 50% of my classes | | 7 |
| e. | in approximately 75% of my classes | | 7 |
| f. | in almost or all of my classes. | 71 | |
12. In graduate classes (800 and above)
- | | | | |
|----|------------------------------------|-----------|----------|
| a. | N/A | 62 | |
| b. | In none of my classes | 4 | |
| c. | in approximately 25% of my classes | | 8 |
| d. | in approximately 50% of my classes | | 3 |
| e. | in approximately 75% of my classes | | 1 |
| f. | in almost or all of my classes | 69 | |

The following questions tap your perceptions of the resources you have to facilitate the development of your (non General-Education) students' critical thinking skills. A general education survey will be asking the same question concerning general education.

Please rate the following on a scale of 1 to 5, with 5 being the most positive response. Circle your response.

	negative		to		positive
13. Do you believe you have enough class time to assist students in the development of their critical thinking skills ?	1=14	2=23	3=35	4=61	5=21
14. Do you believe you have the necessary resources to assist students in the development of their critical thinking skills ?	1=9	2=23	3=41	4=51	5=26
15. Do you believe you have adequate facilities to assist students in the development of their critical thinking skills ?	1=8	2=23	3=39	4=44	5=31
16. Do you believe your class size allows you to adequately assist students in the development of their critical thinking skills ?	1=23	2=27	3=32	4=40	5=29

How important are the following concepts in your classes?

Content should be taken to include subject matter and accreditation standards.

Please rate the following on a scale of 1 to 5 with 5 being the most positive response. Circle your response.

17. In lower division classes (100 through-200 numbers). **37** N/A

	not important	of minor importance	somewhat important	important	very important
Content	1	2	3=3	4=28	5=84
Critical thinking skills	1=1	2=1	3=12	4=37	5=58
Writing Skills	1=1	2=10	3=32	4=37	5=30
Research skills	1=8	2=28	3=35	4=19	5=12
Other, please explain.					

18. In upper division classes (300 through 500 numbers). **20** N/A

	not important	of minor importance	somewhat important	important	very important
Content	1	2	3=1	4=29	5=91
Critical thinking skills	1=1	2=1	3=3	4=35	5=83
Writing Skills	1=1	2=3	3=15	4=46	5=49
Research skills	1=2	2=9	3=34	4=48	5=38

Other, please explain.
