UNIVERSITY OF VIRGINIA
Program Review
Questionnaire for Faculty

Purpose of this Survey
The purpose of this survey is to gather information to be used in reviewing the quality of your department and in planning for the future as part of the process of Program Review. The survey asks for your views about various aspects of your work both in your department and in the University as a whole.

Anonymity of Responses
Although the questionnaire contains no items of a particularly sensitive nature, your answers will be treated with complete anonymity. The questionnaire itself contains no markers that would allow us to identify you. We will report the results of the questionnaire, including any open-ended comments you make, to your department chair, to the University’s Program Review Committee, and to either an internal or external review committee.

Completing and Returning the Questionnaire
Completing the questionnaire should take less than 30 minutes of your time. Completion times will vary depending on the length of your additional comments. When you have finished, please return the questionnaire by U.S. mail or messenger mail in the enclosed postage-paid addressed envelope to Institutional Assessment and Studies. When we receive it, we will use the study ID number, which appears on the return envelope, to remove your name from our mailing list.

If you have questions, please feel free to call us at 804/924-3417.

University of Virginia • Office of the Vice President and Provost • Institutional Assessment and Studies
Most of the questions that follow will ask you to select one item to indicate your answer. Please circle the appropriate answer.
DEPARTMENTAL AFFILIATION

Faculty in the following four departments are participating in Program Review this year and completing this questionnaire. Of which department are you a member?

1  English
2  History
3  Philosophy
4  Religious Studies

I. JOB SATISFACTION

1. One of the objectives of this survey is to find out how satisfied University faculty are with various aspects of their job. In the following section, please indicate, by circling the appropriate response, whether you are satisfied or dissatisfied with various aspects of your job.

How satisfied are you with the quality of undergraduate students in your department? 1 2 3 4 5 6
How satisfied are you with the quality of graduate students in your department? 1 2 3 4 5 6
How satisfied are you with your salary? 1 2 3 4 5 6
How satisfied are you with relations between yourself and your departmental colleagues? 1 2 3 4 5 6
How satisfied are you with the administration in your department? 1 2 3 4 5 6
How satisfied are you with the administration in your School? 1 2 3 4 5 6
How satisfied are you with the administration university-wide? 1 2 3 4 5 6
How satisfied are you with the overall academic environment at U.Va.? 1 2 3 4 5 6
How satisfied are you with the way tenure decisions are made in your department? 1 2 3 4 5 6
How satisfied are you with your job in general? 1 2 3 4 5 6
How satisfied are you with your department’s computer facilities and support? 1 2 3 4 5 6
How satisfied are you that all faculty members, regardless of gender or race, are treated equally by your department? 1 2 3 4 5 6
How satisfied are you with the University’s undergraduate admissions process? 1 2 3 4 5 6

IA. TENURE PROCESS

1. With regard to professional rewards such as tenure, rank, salary, and opportunities in your department, how much weight do you think research, service, and teaching efforts SHOULD receive in comparison to each other? Remember, this question is asking how things ought to be, in your opinion.

____% Research  _____% Teaching  _____% Service  _____% Other (please specify below)

2. With regard to professional rewards such as tenure, rank, salary, and opportunities in your department, how much weight, do you think research, service, and teaching efforts DO receive in comparison to each other? Remember, this question is asking how things actually work in your department.

____% Research  _____% Teaching  _____% Service  _____% Other (please specify below)
II. Teaching

This section asks you several questions about your role as a teacher in your department.

1. First, did you have any teaching responsibilities during the last three academic years (1996-97, 97-98, 98-99)?

   1. YES
   2. NO
   3. NOT SURE/NOT APPLICABLE

   If you answered "no," please proceed to question 2 on this page.

For those who answered "yes" only

How many hours would you estimate you spend each week on teaching activities (preparing for class, conducting class, grading) and meeting with students outside of class? _______

2. To what extent do you agree or disagree with the following statements:

   Overall, I am doing an excellent job of teaching in my classes. 1 2 3 4 5 6
   Overall, teaching is excellent in my department. 1 2 3 4 5 6
   Other demands (research, publishing, committee assignments, and advising) prevent many faculty in my department from excelling at teaching. 1 2 3 4 5 6
   The atmosphere in my department does not promote excellence in teaching. 1 2 3 4 5 6
   The current system of student evaluations of teaching is effective in encouraging better teaching. 1 2 3 4 5 6
   Faculty in my department tend to assign grades that are higher than student work merits. 1 2 3 4 5 6

   If you agreed with the last question, please circle the statement that best describes how this tendency has changed since 1990.

   1. IT HAPPENS MORE OFTEN NOW THAN IN 1990.
   2. IT HAPPENS THE SAME AMOUNT AS IT DID IN 1990.
   3. IT HAPPENS LESS OFTEN NOW THAN IN 1990.
   4. NOT SURE/NOT APPLICABLE

3. Do you ever use computer-based instructional technology in teaching your classes and/or labs?

   1. YES
   2. NO
   3. NOT SURE/NOT APPLICABLE

For those who answered "yes" only:

Which of the following forms of computer-based instructional technology have you used in your teaching? Please circle all that apply.

1. E-MAIL OR INTERNET DISCUSSION GROUPS
2. UVA CLASS HOME PAGE ON WWW
3. ELECTRONIC COURSE EVALUATIONS
4. COMPUTER-BASED PRESENTATIONS
5. CLASSROOMS ELECTRONICALLY EQUIPPED BY ITC
6. ELECTRONIC DISTRIBUTION OF CLASS MATERIALS
7. REQUIRED STUDENT USE OF COMPUTERS
8. ELECTRONIC EXAMINATIONS
9. OTHER (PLEASE SPECIFY): _______________________

4. If you would like to elaborate on any of your answers about teaching, or have additional comments on your teaching activities, please do so on the back of this sheet or attach a separate piece of paper.
III. RESEARCH

This section asks you several questions about your role as a scholar doing research and publishing.

1. First, did you conduct any research during the last three academic years (96-97, 97-98, 98-99) or the summers following?
   1. YES
   2. NO
   3. NOT SURE/NOT APPLICABLE

2. Which statement best describes the manner in which you find time to conduct research?
   1. For the most part, I continuously conduct research, even during semesters in which I teach classes.
   2. I usually have time to conduct research only in the summer and during breaks in the academic year.
   3. I mostly conduct research during leave.
   4. Other (please specify): ________________________________

3. During semesters in which you teach classes, how many hours, on average, would you estimate you spend each week planning, conducting, or reporting research? ______________

4. When not teaching classes (e.g., during breaks or in the summer), how many hours, on average, would you estimate you spend each week planning, conducting, or reporting research? ____________

5. When on leave, how many hours, on average, would you estimate you spend each week planning, conducting, or reporting research? ____________

6. Do you receive funding (grant, fellowship, etc.) from outside the University to support a portion of your research?
   1. YES
   2. NO
   3. NOT SURE/NOT APPLICABLE

4. To what extent do you agree or disagree with the following statements:
   - My research enhances the quality of my teaching.
   - I have sufficient time to accomplish the research I need to accomplish.
   - Facilities and resources are sufficient at the University for the research I do.
   - Research and publication are over-emphasized in my department.

5. If you would like to elaborate on any of your answers to the previous section on research, please use the space below. If you need more space, please attach a separate piece of paper.
IV. ACADEMIC ADVISING

This section asks about your experiences and opinions concerning undergraduate academic advising, both before and after choosing the major.

A. Pre-Major Academic Advising

1. During the last three academic years (96-97, 97-98, 98-99), were any undergraduate students assigned to you for pre-major academic advising?

   1  YES
   2  NO
   3  NOT SURE/NOT APPLICABLE

2. How many students were assigned to you per semester for pre-major advising, on average, over the last three years?

   1  1-5 PER SEMESTER
   2  6-10 PER SEMESTER
   3  11-20 PER SEMESTER
   4  21-30 PER SEMESTER
   5  NOT SURE/NOT APPLICABLE
   6  MORE THAN 30 (PLEASE SPECIFY HOW MANY) ______________

3. For the statements about pre-major academic advising listed below, please tell us the extent to which you agree or disagree.

   There is sufficient time to see all of my pre-major advisees and advise them. 1 2 3 4 5 6

   It is important for students that pre-major advisors be members of the teaching faculty. 1 2 3 4 5 6

   I often feel as though I have made a difference in my pre-major advisees' college careers. 1 2 3 4 5 6

   Pre-major academic advising is an activity I would rather not do. 1 2 3 4 5 6

   Students would be better off if pre-major advising were not done by faculty. 1 2 3 4 5 6

   Faculty should be compensated for pre-major advising on an overload basis. 1 2 3 4 5 6

4. How often do:

   Your pre-major advisees contact you for advice between course selection times? 1 2 3 4

   You talk with pre-major advisees about their future plans (e.g., what they will major in)? 1 2 3 4

   You allow your pre-major advisees to collect their advising (ISIS) cards without meeting with them? 1 2 3 4

5. Would you take your pre-major advisees for lunch or snacks on grounds or to dinner at your home if you were reimbursed for the full cost? 1 Yes 2 No 3 Not sure

6. Survey data at the University has shown a significant number of first- and second-year undergraduates in the College are dissatisfied with the quality of pre-major advising. Why do you think these students are dissatisfied? Do you have any suggestions for solutions? If you need more space, please include a separate sheet of paper.
B. Major Advising

1. During the last three academic years (96-97, 97-98, 98-99), were any undergraduate students in your department assigned to you for major academic advising?

1. YES  
2. NO  
3. NOT SURE/NOT APPLICABLE

2. How many students were assigned to you per semester for major advising on average over the last three years?

1. 1-5 PER SEMESTER  
2. 6-10 PER SEMESTER  
3. 11-20 PER SEMESTER  
4. 21-30 PER SEMESTER  
5. NOT SURE/NOT APPLICABLE  
6. MORE THAN 30 (PLEASE SPECIFY HOW MANY): ______________

3. Below are some statements about major academic advising. Please tell us the extent to which you agree or disagree with each statement.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Sure/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is sufficient time to see all of my major advisees and advise them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>It is important for students that major advisors be members of the teaching faculty.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>I often feel as though I have made a difference in my major advisees’ college careers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Major academic advising is an activity I would rather not do.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

4. How often do:

- Your major advisees contact you for advice between course selection times?  
  1. Never  
  2. Once or twice a semester  
  3. More than 5 times a semester  
  4. 3-5 times a semester

- You talk with major advisees about their future plans?  
  1. Never  
  2. Once or twice a semester  
  3. More than 5 times a semester  
  4. 3-5 times a semester

- You allow your major advisees to collect their advising (ISIS) cards without meeting with them?  
  1. Never  
  2. Once or twice a semester  
  3. More than 5 times a semester  
  4. 3-5 times a semester

5. Would you take your major advisees for lunch or snacks on grounds or to dinner at your home if you were reimbursed for the full cost?  
1. Yes  
2. No  
3. Not sure

6. Would you like to make any additional comments about the quality of major advising in your department? If you need more space, attach a separate sheet.
V. General Education/Area Requirements in the College

This section concerns your views on general education and area requirements in the College of Arts and Sciences. As a reminder, general education consists of two competency requirements (writing and foreign language) and course area requirements in science and/or math, social science, humanities, historical studies, and non-Western perspectives. Please note that in the questions below, “students” refers to those students with whom you are most familiar, i.e., those who take your classes or those you advise.

To what extent do you agree or disagree with the following statements concerning the College’s general education/area requirements?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Sure/Not Applicable</th>
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</thead>
<tbody>
<tr>
<td>The objectives of the College’s general education/area requirements are clear to most students.</td>
<td>1, 2, 3, 4, 5, 6</td>
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<td>Many students take the easiest courses they can to satisfy area requirements.</td>
<td>1, 2, 3, 4, 5, 6</td>
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<td>Undergraduate students in my classes have satisfactory writing skills.</td>
<td>1, 2, 3, 4, 5, 6</td>
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<td>Current general education/area requirements are accomplishing what they need to.</td>
<td>1, 2, 3, 4, 5, 6</td>
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<td>Current general education/area requirements cause students to put forth their best effort in those courses.</td>
<td>1, 2, 3, 4, 5, 6</td>
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<td>The objectives of the College’s area requirements are clear to me.</td>
<td>1, 2, 3, 4, 5, 6</td>
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<td>No important changes are needed to the College’s general education requirements.</td>
<td>1, 2, 3, 4, 5, 6</td>
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<td>There should be a core curriculum, University-wide, consisting of a few courses all undergraduates should take.</td>
<td>1, 2, 3, 4, 5, 6</td>
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<td>There should be a math requirement for all students in the College.</td>
<td>1, 2, 3, 4, 5, 6</td>
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<tr>
<td>Area requirements help first- and second-year students choose a major.</td>
<td>1, 2, 3, 4, 5, 6</td>
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<tr>
<td>There should be a computer literacy competency or course requirement for all students in the College.</td>
<td>1, 2, 3, 4, 5, 6</td>
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<tr>
<td>Courses that satisfy area requirements should be general survey courses only (rather than the current system which allows students to take almost any course in a department).</td>
<td>1, 2, 3, 4, 5, 6</td>
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Do you have any comments or suggestions about area requirements that you would like to add?
VI. CURRICULUM REQUIREMENTS AND LEARNING OBJECTIVES FOR MAJORS IN YOUR DEPARTMENT (HISTORY)

One of the purposes of Program Review is to ask each department to assess the effectiveness of its curriculum, particularly for majors. One method for assessing curriculum effectiveness is to ask faculty, students, and alumni whether graduates have achieved the learning objectives established for their programs. In this section we are interested in your views about learning objectives for undergraduates.

To what extent do you agree or disagree with the following statements:

1. The objectives of my department’s curricular requirements for undergraduate majors are clear to me.
2. The faculty of my department have a common understanding of the student learning objectives for majors in my department.
3. Undergraduate majors in my department know what the learning objectives are for majors.
4. Undergraduates who major in my department are learning what they need for future careers and/or graduate school.

In a program known as “assessment in the majors,” in which your department participated between 1991 and 1995 and which has been merged into Program Review, the History department established a set of learning objectives for undergraduate majors, which are listed below. Please review the list carefully and answer the questions that follow.

History:

1. to convey a sense of history as a unique intellectual discipline;
2. to provide specific, detailed information about particular people, places and times;
3. to acquire sufficient breadth of knowledge and to impart a sense of balance and perspective to the student;
4. to equip or to sharpen basic skills in the areas of critical thinking, effective oral and written communication, individual initiative and subject mastery;
5. to inculcate a sense of personal, academic, and intellectual honesty and to promote sympathetic citizenship in a complex and changing world.

With regard to these learning objectives, to what extent do you agree or disagree with the following statements:

1. These statements as a whole represent well what I think undergraduate history majors should be learning.
2. The existing undergraduate history curriculum effectively teaches students the knowledge and skills necessary to achieve these objectives.
3. It is not possible to assess whether undergraduate history majors are achieving these objectives.
4. The courses I teach help history majors achieve one or more of these objectives.
5. Assessing undergraduate achievement of learning objectives should be an important part of assessing overall curriculum effectiveness.

In order to update and improve these statements of learning objectives, we ask that you list two or three important learning objectives that you think should be part of the list for history majors. We are particularly interested in learning objectives that would distinguish history majors from majors in other departments.

Do you have any other comments about these learning objectives? Please use the back of this sheet.
**VII. Graduate Education**

This section asks your views about graduate education and graduate students in your department. This is the last section on the survey.

Please tell us the extent to which you agree or disagree with the following statements about graduate education and graduate students in your department.

1. My department is preparing its graduate students well for careers within academe.  
2. It is important to be able to assess whether graduate students are achieving departmental learning objectives.  
3. Our department has delineated learning objectives for graduate students.  
4. My department is preparing its graduate students well for careers outside of academe.  
5. The curricular requirements for graduate degrees offered by my department are fine the way they are and do not need to be changed.  
6. Graduate students in my department are treated equally without regard to race or gender.  
7. I am satisfied with the graduate admissions process.  
8. Faculty members in my department are doing a good job in guiding and advising graduate students.  
9. I would prefer to have more undergraduate majors and fewer graduate students.

Would you like to make any additional comments about graduate education or graduate students in your department? If you need more space, attach a separate sheet.
**FINAL COMMENTS**

If you would like to elaborate on any of the topics covered in this questionnaire, the questionnaire itself, or any other topic you would like included as part of the Program Review process, please use the space below. If you need more space for your comments, please continue on a separate sheet of paper and return it with your questionnaire. Please do not place your name or any other identifying marks on the additional paper.

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**THANK YOU VERY MUCH!**

**PLEASE PLACE YOUR COMPLETED SURVEY IN THE ENCLOSED POSTAGE PAID ENVELOPE AND RETURN IT VIA US MAIL OR MESSENGER MAIL.**
VI. CURRICULUM REQUIREMENTS AND LEARNING OBJECTIVES FOR MAJORS IN YOUR DEPARTMENT (ENGLISH)

One of the purposes of Program Review is to ask each department to assess the effectiveness of its curriculum, particularly for majors. One method for assessing curriculum effectiveness is to ask faculty, students, and alumni whether graduates have achieved the learning objectives established for their programs. In this section we are interested in your views about learning objectives for undergraduates.

To what extent do you agree or disagree with the following statements:

1. The objectives of my department’s curricular requirements for undergraduate majors are clear to me.
2. The faculty of my department have a common understanding of the student learning objectives for majors in my department.
3. Undergraduate majors in my department know what the learning objectives are for majors.
4. Undergraduates who major in my department are learning what they need for future careers and/or graduate school.

In a program known as “assessment in the majors,” in which your department participated between 1991 and 1995 and which has been merged into Program Review, the English department established a set of learning objectives for undergraduate majors, which are listed below. Please review the list carefully and answer the questions that follow.

English:

1. Critical skills. Students should be able to engage in mature research and produce critical writing on literary subjects, and in particular on a wide variety of topics and works in English and American literature.

2. Substantive knowledge. Students should have a good knowledge of the history of literature in the English language. We expect graduating majors to be familiar with the chief works of the British, American, and Commonwealth literary traditions, including the writing of women and minority authors, and to understand basic period concepts of literary history.

With regard to these learning objectives, to what extent do you agree or disagree with the following statements:

1. These statements as a whole represent well what I think undergraduate English majors should be learning.
2. The existing undergraduate English curriculum effectively teaches students the knowledge and skills necessary to achieve these objectives.
3. It is not possible to assess whether undergraduate English majors are achieving these objectives.
4. The courses I teach help English majors achieve one or more of these objectives.
5. Assessing undergraduate achievement of learning objectives should be an important part of assessing overall curriculum effectiveness.

In order to update and improve these statements of learning objectives, we ask that you list two or three important learning objectives that you think should be part of the list for English majors. We are particularly interested in learning objectives that would distinguish English majors from majors in other departments.

Do you have any other comments about these learning objectives? Please use the back of this sheet.
VI. CURRICULUM REQUIREMENTS AND LEARNING OBJECTIVES FOR MAJORS IN YOUR DEPARTMENT (PHILOSOPHY)

One of the purposes of Program Review is to ask each department to assess the effectiveness of its curriculum, particularly for majors. One method for assessing curriculum effectiveness is to ask faculty, students, and alumni whether graduates have achieved the learning objectives established for their programs. In this section we are interested in your views about learning objectives for undergraduates.

To what extent do you agree or disagree with the following statements:

1. The objectives of my department’s curricular requirements for undergraduate majors are clear to me.
2. The faculty of my department have a common understanding of the student learning objectives for majors in my department.
3. Undergraduate majors in my department know what the learning objectives are for majors.
4. Undergraduates who major in my department are learning what they need for future careers and/or graduate school.

In a program known as “assessment in the majors,” in which your department participated between 1991 and 1995 and which has been merged into Program Review, the Philosophy department established a set of learning objectives for undergraduate majors, which are listed below. Please review the list carefully and answer the questions that follow.

Philosophy:

1. Critical and analytical skills, including the abilities to reason validly, to recognize and produce good arguments, to analyze philosophical texts and concepts, and to think constructively about abstract problems.
2. Knowledge of the history of philosophy, including both major themes and movements and some specific figures and systems.
3. Knowledge of contemporary discussions of some of the enduring problems of philosophy.
4. A willingness to approach these and other subjects with a mind open to the variety of reasonable positions and to subject one’s own views to rational criticism.

With regard to these learning objectives, to what extent do you agree or disagree with the following statements:

1. These statements as a whole represent well what I think undergraduate philosophy majors should be learning.
2. The existing undergraduate philosophy curriculum effectively teaches students the knowledge and skills necessary to achieve these objectives.
3. It is not possible to assess whether undergraduate philosophy majors are achieving these objectives.
4. The courses I teach help philosophy majors achieve one or more of these objectives.
5. Assessing undergraduate achievement of learning objectives should be an important part of assessing overall curriculum effectiveness.

In order to update and improve these statements of learning objectives, we ask that you list two or three important learning objectives that you think should be part of the list for philosophy majors. We are particularly interested in learning objectives that would distinguish philosophy majors from majors in other departments.

Do you have any other comments about these learning objectives? Please use the back of this sheet.
**VI. CURRICULUM REQUIREMENTS AND LEARNING OBJECTIVES FOR MAJORS IN YOUR DEPARTMENT (RELIGIOUS STUDIES)**

One of the purposes of Program Review is to ask each department to assess the effectiveness of its curriculum, particularly for majors. One method for assessing curriculum effectiveness is to ask faculty, students, and alumni whether graduates have achieved the learning objectives established for their programs. In this section we are interested in your views about learning objectives for undergraduates.

To what extent do you agree or disagree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Sure/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The objectives of my department’s curricular requirements for undergraduate majors are clear to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. The faculty of my department have a common understanding of the student learning objectives for majors in my department.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. Undergraduate majors in my department know what the learning objectives are for majors.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. Undergraduates who major in my department are learning what they need for future careers and/or graduate school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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</tbody>
</table>

In a program known as “assessment in the majors,” in which your department participated between 1991 and 1995 and which has been merged into Program Review, the Religious Studies department established a set of learning objectives for undergraduate majors, which are listed below. Please review the list carefully and answer the questions that follow.

Religious Studies:

1. Critical thinking skills, including the ability to reason soundly, to analyze concepts, and to think abstractly.
   a. Knowledge of the various methodologies and interpretive theories employed in religious studies.
   b. Knowledge of contemporary discussions of the central problems in the study of religion.
2. Exposure to the diversity of religion, as expressed in specific religious traditions.
3. Intellectual values such as respect for open and free inquiry and an appreciation of the diversity of viewpoints and beliefs.
4. Acceptance of responsibility for thinking critically about one's views on fundamental questions concerning religion.

With regard to these learning objectives, to what extent do you agree or disagree with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Sure/Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. These statements as a whole represent well what I think undergraduate religious studies majors should be learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. The existing undergraduate religious studies curriculum effectively teaches students the knowledge and skills necessary to achieve these objectives.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. It is not possible to assess whether undergraduate religious studies majors are achieving these objectives.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. The courses I teach help religious studies majors achieve one or more of these objectives.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>6</td>
</tr>
<tr>
<td>5. Assessing undergraduate achievement of learning objectives should be an important part of assessing overall curriculum effectiveness.</td>
<td>1</td>
<td>2</td>
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</tr>
</tbody>
</table>

In order to update and improve these statements of learning objectives, we ask that you list two or three important learning objectives that you think should be part of the list for religious studies majors. We are particularly interested in learning objectives that would distinguish religious studies majors from majors in other departments.

Do you have any other comments about these learning objectives? Please use the back of this sheet.
REVIEW OF UNDERGRADUATE AND GRADUATE PROGRAMS
School of Engineering and Applied Science

PRELIMINARY FACULTY SURVEY RESULTS
AUGUST 21, 1998