

PERSONAL ^{AND} SOCIAL RESPONSIBILITY INVENTORY

An Institutional Climate Measure

Importance of Contributing to a Larger Community

1. The importance of contributing to a larger community **is** a major focus of this campus
2. The importance of contributing to a larger community **should be** a major focus of this campus
3. Contributing to a larger community is a responsibility that this campus values and promotes
4. My experiences at this campus have helped expand my awareness of the importance of being involved in the community and contributing to the greater good

Advocating for Contributing to a Larger Community

How often do the following groups publicly advocate the need for students to become active and involved students?

1. Faculty members
2. Senior administrators
3. Student affairs professionals
4. Students

Engaging with a Larger Community

1. I participate in community-based projects that **are** officially connected to a course
2. I participate in community-based projects that are not officially connected to a course
3. I have meaningful discussions with other students about the need to contribute to the greater good

Advocating for Perspective Taking

1. Out-of-class activities help students explore diverse perspectives, cultures, and world views
2. Classes encourage students to research ideas and explore controversial issues with various perspectives using evidence-based claims
3. How often do the following groups advocate the need for students to respect perspectives different from their own?
 - a. Faculty members
 - b. Senior administrators
 - c. Student affairs professionals
 - d. Students

Developing Ethical and Moral Reasoning

1. Helping students to develop their ethical and moral reasoning is a major focus of this campus
2. This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly
3. The importance of developing a personal sense of ethical and moral reasoning is frequently communicated to students
4. This campus provides opportunities for students to develop their ethical and moral reasoning in their **academic work**
5. This campus provides opportunities for students to develop their ethical and moral reasoning in their **personal life**

Supporting Ethical and Moral Reasoning

Students feel they can go to the following groups to discuss questions or concerns they have about their own ethical and moral thinking and the challenges they face

1. Faculty members
2. Senior administrators
3. Student affairs professionals
4. Students