

Date: 10/20/2016
To: Dr. Robert D Reason
N243 Lagomarcino Hall
From: Office for Responsible Research
Title: Personal and Social Responsibility Inventory
IRB ID: 11-451

Approval Date: 10/20/2016 **Date for Continuing Review:** 10/20/2018
Submission Type: Continuing Review /
Modification **Review Type:** Expedited

The project referenced above has received approval from the Institutional Review Board (IRB) at Iowa State University according to the dates shown above. Please refer to the IRB ID number shown above in all correspondence regarding this study.

To ensure compliance with federal regulations (45 CFR 46 & 21 CFR 56), please be sure to:

- **Use only the approved study materials** in your research, including the recruitment materials and informed consent documents that have the IRB approval stamp.
- **Retain signed informed consent documents for 3 years after the close of the study**, when documented consent is required.
- **Obtain IRB approval prior to implementing any changes** to the study by submitting a Modification Form for Non-Exempt Research or Amendment for Personnel Changes form, as necessary.
- **Immediately inform the IRB of (1) all serious and/or unexpected adverse experiences** involving risks to subjects or others; and (2) any other unanticipated problems involving risks to subjects or others.
- **Stop all research activity if IRB approval lapses**, unless continuation is necessary to prevent harm to research participants. Research activity can resume once IRB approval is reestablished.
- **Complete a new continuing review form at least three to four weeks prior to the date for continuing review** as noted above to provide sufficient time for the IRB to review and approve continuation of the study. We will send a courtesy reminder as this date approaches.

Please be aware that IRB approval means that you have met the requirements of federal regulations and ISU policies governing human subjects research. **Approval from other entities may also be needed.** For example, access to data from private records (e.g. student, medical, or employment records, etc.) that are protected by FERPA, HIPAA, or other confidentiality policies requires permission from the holders of those records. Similarly, for research conducted in institutions other than ISU (e.g., schools, other colleges or universities, medical facilities, companies, etc.), investigators must obtain permission from the institution(s) as required by their policies. **IRB approval in no way implies or guarantees that permission from these other entities will be granted.**

Upon completion of the project, please submit a Project Closure Form to the Office for Responsible Research, 202 Kingland, to officially close the project.

Please don't hesitate to contact us if you have questions or concerns at 515-294-4566 or IRB@iastate.edu.

INSTITUTIONAL REVIEW BOARD (IRB) Continuing Review Form

IRB
OCT 07 2016

Title of Project: Personal and Social Responsibility Inventory

Principal Investigator (PI): Robert D. Reason		Degrees: PhD
University ID: 401968567	Phone: 294-6216	Email Address: rreason@iastate.edu
Department: School of Educaiton		

FOR STUDENT PROJECTS (Required when the principal investigator is a student)

Name of Major Professor/Supervising Faculty:

University ID:	Phone:	Email Address: @iastate.edu
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Alternate Contact Person:	Email Address:
Correspondence Address:	Phone:

Please notify the IRB Office if your contact information has changed since the last review.

ASSURANCE

- I certify that the information provided in this application is complete and accurate and consistent with any proposal(s) submitted to external funding agencies. Misrepresentation of the research described in this or any other IRB application may constitute non-compliance with federal regulations and/or academic misconduct.
- I agree to provide proper surveillance of this project to ensure that the rights and welfare of the human subjects are protected. I will report any problems to the IRB. See Reporting Adverse Events and Unanticipated Problems for details.
- I agree that modifications to the approved project will not take place without prior review and approval by the IRB.
- I agree that the research will not take place without the receipt of permission from any cooperating institutions when applicable.
- I agree to obtain approval from other appropriate committees as needed for this project, such as the IACUC (if the research includes animals), the IBC (if the research involves biohazards), the Radiation Safety Committee (if the research involves x-rays or other radiation producing devices or procedures), etc., and to obtain background checks for staff when necessary.
- I understand that IRB approval of this project does not grant access to any facilities, materials, or data on which this research may depend. Such access must be granted by the unit with the relevant custodial authority.
- I agree that all activities will be performed in accordance with all applicable federal, state, local, and Iowa State University policies.

 10/06/16
Signature of Principal Investigator Date

Signature of Major Professor/Supervising Faculty Date
(Required when the principal investigator is a student)

For IRB Use Only	Full Committee Review: <input type="checkbox"/>	Review Date: <u>October 20, 2016</u>
	EXPEDITED per 45 CFR 46.110(b): <u>1</u> Category <u>9</u> Letter	Approval/Determination Date: <u>October 20, 2016</u>
	OTHER:	Approval Expiration Date: <u>October 20, 2018</u>
		Risk: Minimal <input checked="" type="checkbox"/> More than Minimal <input type="checkbox"/>

IRB Reviewer's Signature Kerry A. Agnitsch October 20, 2016

Continuing Review Information

Please provide answers to all questions, except as specified. The fields will expand as you type.
Incomplete forms will be returned without review.

Part A: Status of the Research: Please respond to the following statements to describe the current status of your research.

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	1. The remaining research activities are limited solely to data analysis (i.e., all contact with participants has ended and no additional data about participants will be collected).
<input type="checkbox"/> Yes	<input type="checkbox"/> No	1.a. If Yes, have the data been de-identified, such that it is no longer possible to link the data with the identities of the persons to whom the data pertain?
If both 1 and 1.a are Yes, STOP! IRB oversight of your study is no longer required. Please complete the <u>Project Closure Form</u> and send it to the IRB Office, 1138 Pearson.		
If one or both are No, proceed to Question 2.		

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	2. Recruitment and enrollment of new participants has begun and is ongoing.
If No, proceed to Question 3.		
If Yes, proceed to Part B. A current copy of the informed consent document(s) and recruitment materials must be submitted with the application.		

<input type="checkbox"/> Yes	<input type="checkbox"/> No	3. Recruitment and enrollment of new participants (or collection of private and identifiable data) has ended; no additional participants will be sought.
If Yes, proceed to Question 4.		
If No, proceed to Part B.		

<input type="checkbox"/> Yes	<input type="checkbox"/> No	4. All research activities involving participants (including collection of private and identifiable data about participants) have been completed; OR Only long-term follow-up activities will continue, such as <ul style="list-style-type: none">• follow-up interactions that involve no more than minimal risk (e.g., "member checking") or• follow-up interventions that would normally be performed for non-research purposes (e.g., blood draws at a routine physical exam, routine clinical monitoring for disease progression, routine cholesterol screening, etc.).
Please proceed to Part B.		

Part B: Progress Report

Please provide a brief summary of your progress to date in conducting the research and what activities remain.

The Personal and Social Responsibility Inventory (PSRI) is an on-going research and assessment project. We are currently in the process of recruiting institutional participants for the 2016-2017 academic year. Data collected through the 2015-2016 academic year have been cleaned and analyzed; reports and datasets have been returned to participating institutions (as per previously approved IRB protocol); and research papers and presentations are being prepared.

Part C: New Information

Yes No 1. Is there any new information available relevant to the risks or potential benefits of the research, such as the following? (Check all that apply.)

- Results from other relevant studies (published or unpublished)
- Interim findings
- Data safety monitoring board (DSMB) reports
- Multi-center trial reports
- Other information that suggests a change, either positive or negative, in the risk to participants
- Other information that suggests a change, either positive or negative, in the expected benefits of the research

1.a. If any of the above are checked, please provide the following:

(i) a detailed description of the new information and how it is relevant to your study:

(ii) a complete description of any related changes to the research procedures or materials (including the informed consent process) that are needed to safeguard the rights and welfare of participants:

If none are checked, please proceed to Part D.

Part D: Protocol Changes

Yes No 1. Do you wish to make any changes to research procedures, study materials, or key personnel with this application for *implementation in the future*?

If Yes, please complete and attach a Modification Form for Non-Exempt Research or Amendment for Personnel Changes form as applicable.

Yes No 2. Have there been any changes to the research procedures (e.g., methods of collecting data, sources of data, experimental design, interventions, stimuli, confidentiality measures, inclusion/exclusion criteria, consent process, etc.) *implemented since the last IRB review?*

If Yes, please provide a detailed description of these changes, including when each change was implemented:

Yes No 3. Have there been any changes to study materials (e.g., informed consent documents, data collection instruments, recruitment materials, etc.) *implemented since the last IRB review?*

If Yes, please provide a detailed description of these changes, including when each change was implemented:


Yes No 4. Have there been any changes to key personnel since the last IRB review?

If Yes, please provide a detailed description of these changes, including when each change was implemented:

Part E: Enrollment

Please complete the following table related to the enrollment of participants in your study. For definitions and guidance on how to determine enrollment, please see the document entitled Enrollment and Accrual of Study Participants.

Number of participants approved by the IRB: 250,000	
Total number of participants enrolled in the study to date: 27,295 (6,590 professional + 20,705 students)	
Estimated percent of the total enrolled by sex/gender (if known): Males: 33% Females: 66% Unknown: <input type="checkbox"/>	
Number of screen failures (participants who were screened and deemed ineligible) to date:	
Check if any enrolled participants are:	
<input type="checkbox"/> Minors (under 18) Age range of minors:	
<input type="checkbox"/> Pregnant women/fetuses	
<input type="checkbox"/> Cognitively impaired	
<input type="checkbox"/> Prisoners	
List below the estimated percent of the total enrolled that are minorities (if known) Unknown: <input type="checkbox"/>	
American Indians: .4%	Alaskan Native: included in American Indian
Asian or Pacific Islander: 14%	African American: included in Black
Black (not of Hispanic origin): 6%	Hispanic: 11%

per email on 10/19/16


<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	1. Have any participants withdrawn or have you asked any participants to withdraw from the study?
If Yes, describe the reason(s) for the withdrawal(s):		

Part F: Problems or Concerns

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	1. Have there been any adverse events or unanticipated problems involving risks to subjects or others associated with the study? See guidance entitled <u>Reporting Adverse Events and Unanticipated Problems</u> for definitions and reporting requirements.
If Yes, please describe the event(s)/problem(s) as follows:		
Brief summary of adverse event(s) or unanticipated problem(s)	Approximate date incident occurred	Was a report submitted to the IRB?

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	2. Have there been any complaints from participants or others about the study?
If Yes, please describe the event(s)/problem(s) as follows:		
Brief summary of complaint(s) and how each was handled by research staff	Approximate date complaint occurred	

Part G: Submission Requirements

Unless enrollment is permanently closed and/or all remaining activities are limited to data analysis, please:

- Attached Submit an unstamped copy of the informed consent document or informational letter so a current IRB approval stamp can be added. If you would like to modify these materials, please complete and attach a Modification Form for Non-Exempt Research.
- N/A

- Attached Submit an unstamped copy of all recruitment materials so that a current IRB approval stamp can be added. If you would like to modify these materials, please complete and attach a Modification Form for Non-Exempt Research.
- N/A

Please Note: Any changes to the protocol, procedures, or other study materials (e.g., survey instruments, interview questions, flyers, posters, etc.) must be described in detail as requested in Modification Form for Non-Exempt Research.

If you have any questions or feedback, please contact the IRB office at IRB@iastate.edu or 515-294-4566.

INSTITUTIONAL REVIEW BOARD (IRB) Modification Form for Non-Exempt Research

Title of Project: Personal and Social Responsibility

Principal Investigator (PI): Robert D. Reason		Degrees: Ph.D.
University ID:	Phone: 4-6216	Email Address: rreason@iastate.edu
Department: School of Education		

FOR STUDENT PROJECTS (Required when the principal investigator is a student)

Name of Major Professor/Supervising Faculty:		
University ID:	Phone:	Email Address: @iastate.edu

Alternate Contact Person:	Email Address:
Correspondence Address:	Phone:

Please notify the IRB Office if your contact information has changed since the last review.

ASSURANCE

- I certify that the information provided in this application is complete and accurate and consistent with any proposal(s) submitted to external funding agencies. Misrepresentation of the research described in this or any other IRB application may constitute non-compliance with federal regulations and/or academic misconduct.
- I agree to provide proper surveillance of this project to ensure that the rights and welfare of the human subjects are protected. I will report any problems to the IRB. See [Reporting Adverse Events and Unanticipated Problems](#) for details.
- I agree that modifications to the approved project will not take place without prior review and approval by the IRB.
- I agree that the research will not take place without the receipt of permission from any cooperating institutions when applicable.
- I agree to obtain approval from other appropriate committees as needed for this project, such as the IACUC (if the research includes animals), the IBC (if the research involves biohazards), the Radiation Safety Committee (if the research involves x-rays or other radiation producing devices or procedures), etc., and to obtain background checks for staff when necessary.
- I understand that IRB approval of this project does not grant access to any facilities, materials, or data on which this research may depend. Such access must be granted by the unit with the relevant custodial authority.
- I agree that all activities will be performed in accordance with all applicable federal, state, local, and Iowa State University policies.

 10/06/16
Signature of Principal Investigator Date

Signature of Major Professor/Supervising Faculty Date
(Required when the principal investigator is a student)

For IRB Use Only	Full Committee Review: <input type="checkbox"/>	Review Date: <u>October 20, 2016</u>
	Approval Not Required: <input type="checkbox"/>	Approval/Determination Date: <u>October 20, 2016</u>
EXEMPT per 45 CFR 46.101(b):	Not Research: <input type="checkbox"/>	Approval Expiration Date: <u>October 20, 2018</u>
EXPEDITED per 45 CFR 46.110(b): Category Letter <u>2</u>	No Human Subjects: <input type="checkbox"/>	
	Not Approved: <input type="checkbox"/>	Risk: Minimal <input checked="" type="checkbox"/> More than Minimal <input type="checkbox"/>
IRB Reviewer's Signature <u>Kerry A. Agnietel</u> <u>October 20, 2016</u>		

Modification Information

The submission of a modification form is required whenever any changes are made to an approved project that requires expedited review or approval from the convened IRB. Modifications may include, but are not limited to,

- a change in the title;
- changes in investigators or key personnel;
- resubmission of a federal grant proposal involving changes to the original proposal;
- changes in the funding source (only when federal funding is involved);
- changes to data collection materials (e.g., informed consent documents, advertisements, survey or interview questions, etc.); or
- any other changes from the originally approved protocol (e.g., changes to confidentiality measures, inclusion/exclusion criteria, addition of an intervention or stimuli, etc.).

NOTE: All modifications must be approved by the IRB prior to implementation unless the change is necessary to protect the safety of participants.

Please provide answers to all questions, except as specified. The fields will expand as you type.
Incomplete forms will be returned without review.

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Was your project initially determined to be eligible for exempt review? <i>This information can be found in the approval letter you received when the study was last reviewed.</i>
If Yes, STOP! This is not the correct form! Please submit a <u>Modification Form for Exempt Research</u> form instead.		
If No, please complete Parts A and B below.		

Part A: Changes in Personnel

<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	1. Does the modification involve a change in Principal Investigator? If Yes, STOP! The new principal investigator must submit a completed new <u>Application for Approval of Research Involving Humans</u> .
<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	2. Are you adding or removing members of the key personnel? If Yes, complete Table A.1 below.

Please complete additional pages of key personnel as necessary.

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	3. Do any of the individuals listed above have a conflict of interest management plan in place with the Office of the Vice President for Research & Economic Development?
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4. Does your study include children (persons under age 18) as research subjects?
<p>If Yes, please read and respond to the following:</p> <p>ISU policy requires that background checks be completed for all researchers and key personnel who will have any contact with children involved in this research project. Details regarding this policy can be found here. Principal Investigators and faculty supervisors are responsible for ensuring that background checks are completed BEFORE researchers or key personnel may have any contact with children. Records documenting completion of the background checks must be kept with other research records (e.g., signed informed consent documents, approved IRB applications, etc.) and may be requested during any audits or Post-Approval Monitoring of your study.</p>	
<input checked="" type="checkbox"/> Agreed	4.a. Please check here to indicate that you have read this information and agree that you will comply with these requirements.

Part B: Administrative Modifications

<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	1. Are there any changes to the project title? If Yes , please specify new title:
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A	2. Is there a change in funding source?
<p>If No or N/A, skip to Part C.</p> <p>If Yes, please select from the following:</p> <p><input type="checkbox"/> Project is no longer funded. – <i>Proceed to Part C.</i></p> <p><input type="checkbox"/> Project will have a new funding source. – <i>Please answer questions 2.a. through 2.g.</i></p> <p><input type="checkbox"/> Project will have a change in funding source. – <i>Please answer questions 2.a. through 2.g.</i></p>	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	2.a. Will this change result in the project having any external funding?
<p>If No, skip to Part C.</p>	
<p>If Yes, please identify the type(s) of source(s) from which the project is directly funded.</p> <p><input type="checkbox"/> Federal agency</p> <p><input type="checkbox"/> State/local government agency</p> <p><input type="checkbox"/> University or school</p> <p><input type="checkbox"/> Foundation</p>	

<input type="checkbox"/> Other non-profit institution <input type="checkbox"/> For-profit business <input type="checkbox"/> Other; specify:	
<input type="checkbox"/> Yes <input type="checkbox"/> No	2.b. Is ISU considered to be the Lead or Prime awardee for this project?
<input type="checkbox"/> Yes <input type="checkbox"/> No	2.c. Are there or will there be any subcontracts issued to others for this project?
<input type="checkbox"/> Yes <input type="checkbox"/> No	2.d. Is or will this project be funded by a subcontract issued by another entity?
<input type="checkbox"/> Yes <input type="checkbox"/> No	2.e. If ISU is the recipient of the subcontract, does it involve any federal funding, such as federal flow-through funds?
2.f. If this project will be externally funded, please provide the complete name(s) of the funding source(s); please do not use acronyms. If any subcontracts will be issued to others, please describe and include a list of all entities.	
<input type="checkbox"/> Attached	2.g. Please attach a <u>complete and final copy</u> of the entire new or revised grant proposal or contract from which the project is or will be funded.

Part C: Protocol Modifications

1. Please complete items 1.a. through 1.f. below to identify and describe all proposed modifications to your research procedures or study materials.	
<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	1.a. Does the modification involve a change to the research procedures, such as the following? (Check all that apply.)
<input type="checkbox"/> Method of data collection	
<input type="checkbox"/> Sources of data or records	
<input type="checkbox"/> Experimental design or conditions	
<input type="checkbox"/> Research interventions or stimuli	
<input type="checkbox"/> Recruitment methods of procedures	
<input type="checkbox"/> Inclusion/exclusion criteria or characteristics of participants	
<input type="checkbox"/> Number of participants	
<input type="checkbox"/> Compensation plans (including awarding course credit)	
<input type="checkbox"/> Confidentiality measures or privacy protections	
<input type="checkbox"/> Other; please specify:	
1.b. Please provide a detailed description of each change noted above in 1.a. The description should be complete, such that review of other documents (including attachments) is not required to understand the change.	

- Attach a copy of any revised materials or documents with **all** changes clearly marked.
- Attach a final, "clean" copy of any revised materials or documents for inclusion in the file and the addition of an IRB approval stamp.

1.c. Explain the rationale for each proposed change:

Yes No 1.d. Does the modification involve a change to the **study materials**, such as the following? (Check all that apply.)

see below Recruitment materials

Informed consent documents

Survey instruments/questionnaires

Interview or focus group questions or scripts

Debriefing statements

Other; please specify:

1.e. Please provide a detailed description of **each** change noted above in 1.d. The description should be complete, such that review of other documents (including attachments) is not required to understand the change.

The informed consent document is updated to remove the institution name. This process is already used and approved for our GPI survey. All instances where we would have previously specified an institution's name have been changed to "your institution." All other elements of consent have remained unchanged.

We request a waiver of parental consent for students under 18 attending a college or university. For this change, we will remove the language in the email templates and consent question that states being at least 18 years old is required for participation.

We want to add an item to the PSRI survey asking about student disability status. This question aligns with the format used in other surveys and has been received by professionals in the field.

We are also modifying how we have previously asked about how students spend their time. We are asking fewer questions regarding hours per week, decreasing the scale by one point, and adding questions about the kinds of student organizations students are members of.

Attach a copy of all revised materials or documents with **all** changes clearly marked.

Attach a final, "clean" copy of all revised materials or documents for inclusion in the file and the addition of an IRB approval stamp.

1.f. Explain the rationale for each proposed change:

We are revising the informed consent document because of the number of participating institutions. This change also aligns the institution language used on the consent forms for our other national survey, providing more consistency in the process.

We request a waiver of parental consent for students under 18 attending a college or university because other federal guidelines (FERPA) do not distinguish between those under 18 years old and those over 18 years old. They are all considered eligible college students.

Additionally, some accrediting agencies require that all students attending a college or university be given the same educational experiences and receive the same assessments. Because the PSRI is an assessment used for accreditation purposes, we request a waiver of parental consent. In accordance with 45 CFR 46.116(d), we provide the following justification. First, seeking consent of the parent would delay the research process and potentially hinder our ability to carry out the research. Second, there are no foreseeable risks associated with participation in the study. Third, participants will be provided the informed consent document previously approved for the study. This consent document outlines the purpose of the study, security of the data, and the voluntary nature of research participation.

We are interested in exploring whether a student's disability status influences perceptions of campus climate. Thus, we need to add an item for students to self-report.

Items related to student time and engagement are being modified for two reasons. The first is to try to reduce the cognitive burden by asking fewer questions with fewer choices. The second is to have a greater understanding of the kinds of organizations a student is involved in.

If you have any questions or feedback, please contact the IRB office at IRB@iastate.edu or 515-294-4566.

Dear Campus Community,

In a few days you will receive an email from <Liaison Name, Title or Robert Reason, faculty member at Iowa State University> asking you to respond to a campus-wide survey assessing our climate for promoting personal and social responsibility on five dimensions. This online survey was created by the Association of American Colleges and Universities (AAC&U) and will be conducted by researchers at Iowa State University's Research Institute for Studies in Education (RISE).

Participation in the survey is completely voluntary and you may choose not to answer any question with which you are uncomfortable. However, broad participation by students, faculty, and staff will greatly improve the usefulness of the survey data.

I am asking you to take time from your busy schedule to complete this survey. Please watch for the <Liaison Name or Dr. Reason>'s email, which will contain instructions and a link to the web survey.

If you have questions or concerns about our participation in this national research student, please contact <Liaison Name at email address>. If you have questions about the survey itself, please contact the researchers at psri@iastate.edu.

Sincerely,

Senior Administrator Name
Title

Invitation

Subject: Share your thoughts on and experiences with Personal and Social Responsibility at [Institution Name]

Dear \${m://FirstName},

You are invited to participate in the Personal and Social Responsibility Inventory (PSRI). The PSRI is a campus climate survey designed to assess the perceptions of students, faculty, and campus administrators regarding opportunities for education in personal and social responsibility at your institution. This survey is being conducted on behalf of researchers at Iowa State University in conjunction with the Association of American Colleges and Universities (AAC&U). We are very interested in your opinions and hope you will complete the survey.

Follow this link to the Survey:

[\\${l://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser:

[\\${l://SurveyURL}](#)

Follow the link to opt out of future emails:

[\\${l://OptOutLink?d=Click here to unsubscribe}](#)

The survey should only take about 20 minutes to complete.

When opening the survey, please review the section titled "Informed Consent" as it will let you know of your rights as a research participant. Communicating this information is a standard procedure in the research process. Once you have reviewed this information, you will need to indicate whether or not you agree to participate in the study in order to advance to the survey.

If you have questions [institution]'s participation in the survey, please contact [name] (contact info). If you have any questions about the survey or problems completing it, please send an email to psri@iastate.edu.

Sincerely,

Dr. Robert Reason

Reminder 1

Subject: Share your thoughts on and experiences with Personal and Social Responsibility at [institution]

Dear \${m://FirstName},

Recently, you were invited to participate in the Personal and Social Responsibility Inventory (PSRI). The PSRI is a campus climate survey designed to assess your perceptions of opportunities for education in personal and social responsibility. This survey is being conducted on behalf of researchers at Iowa State University in conjunction with the Association of American Colleges and Universities (AAC&U). We are very interested in your opinions and hope you will complete the survey.

Follow this link to the Survey:

[\\${l://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser:

[\\${l://SurveyURL}](#)

Follow the link to opt out of future emails:

[\\${l://OptOutLink?d=Click here to unsubscribe}](#)

The survey should take only about 20 minutes to complete.

When opening the survey, please review the section titled "Informed Consent" as it will let you know of your rights as a research participant. Communicating this information is a standard procedure in the research process. Once you have reviewed this information, you will need to indicate whether or not you agree to participate in the study in order to advance to the survey.

If you have questions about [Institution]'s participation in the survey, please contact [name] (contact info). If you have any questions about the survey or problems completing it, please send an email to psri@iastate.edu.

Sincerely,

Dr. Robert Reason

Reminder 2

Subject: Share your thoughts on and experiences with Personal and Social Responsibility at [institution]

Dear \${m://FirstName},

You were invited to participate in the Personal and Social Responsibility Inventory (PSRI) on [date]. If you have not taken the survey please consider doing so. The information gathered from your participation in this survey is important to understanding how your institution supports the development of personal and social responsibility.

Follow this link to the Survey:

[\\${l://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser:

[\\${l://SurveyURL}](#)

Follow the link to opt out of future emails:

[\\${l://OptOutLink?d=Click here to unsubscribe}](#)

The survey should only take about 20 minutes.

The PSRI is a campus climate survey designed to assess your perceptions of opportunities for education in personal and social responsibility.

If you have questions about [Institution]'s participation in the survey, please contact [name] (contact info). If you have any questions about the survey or problems completing it, please send an email to psri@iastate.edu.

Sincerely,

Dr. Robert Reason

Final Reminder

Subject: Share your thoughts on and experiences with Personal and Social Responsibility at [institution]

Dear \${m://FirstName},

Your input is important to understanding the opportunities at institution. We wanted to send you this final reminder because the Personal and Social Responsibility Inventory (PSRI) will close on [date], and **we really hope you will participate!**

Follow this link to the Survey:

[\\${l://SurveyLink?d=Take the Survey}](#)

Or copy and paste the URL below into your internet browser:

[\\${l://SurveyURL}](#)

Follow the link to opt out of future emails:

[\\${l://OptOutLink?d=Click here to unsubscribe}](#)

The survey should only take about 20 minutes.

The PSRI is a campus climate survey designed to assess your perceptions of opportunities for education in personal and social responsibility.

If you have questions about [Institution]'s participation in the survey, please contact [name] (contact info). If you have any questions about the survey or problems completing it, please send an email to psri@iastate.edu.

Sincerely,

Dr. Robert Reason

PERSONAL AND SOCIAL
RESPONSIBILITY INVENTORY
An Institutional Climate Measure

Professional Survey Items

October 2016

Informed Consent

Please print a copy of this page for your records.

Thank you for your time in responding to the Personal and Social Responsibility Inventory (PSRI). This study is being conducted by researchers at Iowa State University in cooperation with staff from your institution.

The PSRI collects information about five dimensions of personal and social responsibility: striving for excellence, cultivating academic integrity, contributing to a larger community, taking seriously the perspectives of others, and developing competence in ethical and moral reasoning and action. The survey is used to evaluate the extent to which there are opportunities on your campus for students to develop these dimensions. This study has received approval from Institutional Review Board at Iowa State University (IRB 11-451).

Your participation in this study is completely voluntary. If you agree to participate, you will complete the PSRI survey that follows this page. The survey will take you approximately 15-20 minutes to complete. There are no foreseeable risks to you as a participant in this study. Your responses will be kept confidential and stored on password-protected computer accessible only to the researchers at Iowa State University and personnel at your institution. Your institution and the PSRI researchers will make every effort to keep your responses confidential. Your institution will receive de-identified survey data for the purpose of improving campus programs and services. Although we cannot guarantee complete anonymity, PSRI researchers will engage in protocols to identify demographic variables (e.g., race, position, department) that, in combination, may violate the anonymity of these data. When such instances are identified, data will either be removed or aggregated to the next "higher" level.

Records identifying participants will be kept confidential to the extent allowed by applicable laws and regulations and will not be made publicly available. However, federal government regulatory agencies, auditing departments of Iowa State University, and the ISU Institutional Review Board (a committee that reviews and approves research studies with human subjects) may inspect and/or copy your records for quality assurance and analysis. These records may contain private information. Data collected from this survey may be released to other investigators for their research purposes. Data may be used to further study how colleges and universities support the development of personal and social responsibility. Data may also be used for other studies focusing on one or more of the dimensions of personal and social responsibility. Future investigators will not be provided with identifiers linking data to specific respondents. Data supplied to investigators will use a randomly generated alphanumeric code to mark unique records, but they will not be linked back to you in any way. Future investigators will be required to complete a data sharing agreement contractually obligating them to use data without identifiers and to store such information on a secure, password-protected network. Questions about this database and requests for removal of your data from this database should be made to Robert D. Reason, Ph.D., (rreason@iastate.edu) the Principal Investigator on this project.

You do not have to take this survey if you do not want to. If you agree to take this survey, but later change your mind, you may exit the survey at any time. You may also skip any question you do not wish to answer. There are no penalties or consequences of any kind if you decide that you do not want to participate.

If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator at Iowa State University by calling 515-294-4566 or by email at IRB@iastate.edu; or by mail at

Professional Survey Items

Director, Office of Responsible Research, 1138 Pearson Hall, Ames, IA 50011. If you have questions about this particular study, please contact the Principal Investigator, Robert Reason, at rreason@iastate.edu.

Thank you very much for your time.

Please print a copy of this page for your records.

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Professional Survey Items

Consent

I acknowledge that I am 18 years of age or older, understand the statements above, and freely consent to participate in the study. Click on the "I Agree" button to begin the survey.

- I Agree
- I Do Not Agree

Demographic questions

Are you considered a full-time employee at this institution for at least 9 months out of the current academic year?

- Yes
- No

What is the highest degree you currently hold?

- Bachelors
- Masters
- Terminal professional degree (JD, MSW, etc.)
- PhD or EdD
- Other (please specify): _____

Please indicate:

- Male
- Female
- Transgender/Gender Nonconforming
- Rather not say

Please indicate your racial/ethnic background (mark all that apply):

- Nonresident (International)
- Hispanics of any race
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Which of the following choices best describes your current professional role at this institution?

- Academic Administration
- Faculty Member (e.g., primary teaching and/or research)
- Student Affairs Administration

PERSONAL AND SOCIAL
RESPONSIBILITY INVENTORY
An Institutional Climate Measure

Student Survey Items

October 2016

Informed Consent

Please print a copy of this page for your records.

Thank you for your time in responding to the Personal and Social Responsibility Inventory (PSRI). This study is being conducted by researchers at Iowa State University in cooperation with staff from your institution.

The PSRI collects information about five dimensions of personal and social responsibility: striving for excellence, cultivating academic integrity, contributing to a larger community, taking seriously the perspectives of others, and developing competence in ethical and moral reasoning and action. The survey is used to evaluate the extent to which there are opportunities on your campus to develop these dimensions. This study has received approval from Institutional Review Board at Iowa State University (IRB 11-451).

Your participation in this study is completely voluntary. If you agree to participate, you will complete the PSRI survey that follows this page. The survey will take you approximately 20 minutes to complete. There are no foreseeable risks to you as a participant in this study. Your responses will be kept confidential and stored on password-protected computers accessible only to the researchers at Iowa State University and personnel at your institution. Your institution and the PSRI researchers will make every effort to keep your responses confidential. Your institution, will however, receive identifiable survey data for use with other institutional data for the purpose of improving campus programs and services.

Records identifying participants will be kept confidential to the extent allowed by applicable laws and regulations and will not be made publicly available. However, federal government regulatory agencies, auditing departments of Iowa State University, and the ISU Institutional Review Board (a committee that reviews and approves research studies with human subjects) may inspect and/or copy your records for quality assurance and analysis. These records may contain private information. Data collected from this survey may be released to other investigators for their research purposes. Data may be used to further study how colleges and universities support the development of personal and social responsibility. Data may also be used for other studies focusing on one or more of the dimensions of personal and social responsibility. Future investigators will not be provided with identifiers linking data to specific students. Data supplied to investigators will use a randomly generated alphanumeric code to mark unique records, but they will not be linked back to you in any way. Future investigators will be required to complete a data sharing agreement contractually obligating them to use data without identifiers and to store such information on a secure, password-protected network. Questions about this database and requests for removal of your data from this database should be made to Robert D. Reason, Ph.D., (rreason@iastate.edu) the Principal Investigator on this project.

You do not have to take this survey if you do not want to. If you agree to take this survey, but later change your mind, you may exit the survey at any time. You may also skip any question you do not wish to answer. There are no penalties or consequences of any kind if you decide that you do not want to participate. If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator at Iowa State University by calling 515-294-4566 or by email at IRB@iastate.edu; or by mail at Director, Office of Responsible Research, 1138 Pearson Hall, Ames, IA 50011. If you have questions about this particular study,

please contact the Principal Investigator, Robert Reason, at rreason@iastate.edu. Thank you very much for your time. Please print a copy of this page for your records.

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Consent

I acknowledge that I understand the statements above and freely consent to participate in the study. Click on the "I Agree" button to begin the survey.

- I Agree
- I Do Not Agree

About you

To help place your answers in context, we have a few questions to ask you.

What is the degree attained by your parent or guardian who has completed the most years of schooling?

- Do not know
- No high school
- Some high school
- High school graduate
- Some college
- Associate's/Technical degree
- Bachelor's degree
- Master's degree
- Doctorate or professional degree (e.g., PhD, JD, MD, DDS)

Current religious affiliation:

- Baptist
- Buddhist
- Church of Christ
- Eastern Orthodox
- Episcopalian
- Hindu
- Jewish
- LDS (Mormon)
- Lutheran
- Methodist
- Muslim
- Presbyterian
- Quaker
- Roman Catholic
- Seventh Day Adventist
- United Church of Christ
- Other Christian
- Agnostic
- Atheist
- No religious affiliation
- Other (please specify): _____

When thinking about religious faith, which statement best describes you?

- I am deeply religious/devout in both faith and practice
- I consider myself to be religious and practice regularly
- I have faith, but it plays a modest role in my life
- Religion has no role in my life

Please indicate:

- Male
- Female
- Transgender/Gender Nonconforming
- Rather Not Say

Which of the following best describes you?

- Bisexual
- Heterosexual
- Lesbian/Gay
- Queer
- Questioning
- Rather Not Say

How old are you?

Please indicate your racial/ethnic background (Select all that apply)

- Nonresident (International)
- Hispanics of any race
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Are you an international student?

- Yes
- No

Please select all of the following conditions that you have been diagnosed with.

- Not applicable
- ADD/ADHD
- Autism spectrum (including Asperger's Syndrome)
- Blind or visual impairment
- Chronic health condition (e.g., diabetes, epilepsy)
- Deaf/Hard of hearing
- Learning disability
- Mobility or orthopedic impairment
- Psychological disability (e.g., bipolar disorder)
- Traumatic brain injury
- Other (please specify) _____

What is your current military status?

- Not Applicable
- Active Duty
- National Guard
- Reserves
- Retired
- ROTC
- Veteran
- Other (please specify) _____

Please indicate your service branch.

- Air Force
- Army
- Coast Guard
- Marine Corps
- Navy
- Other Defense Agency (please specify) _____

Your educational experiences

Did you begin college at this institution?

- Yes
- No

What year did you first enter this institution?

Are you enrolled as a:

- Full-time student
- Part-time student

Which best describes your current academic standing?

- First year
- Sophomore
- Junior
- Senior

What is your primary field of study?

(See appendix)

Since entering this college, how often have you participated in the following programs?

	Never	Once	Twice	Three or more times	Not sure
First-year seminar/first-year experience program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
"Core" course in general education taken by all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service as part of a course (i.e., service learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Original research with a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capstone course/senior thesis/culminating project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Required diversity/global course/program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Where do you currently reside?

- On-campus
- Off-campus

In a typical week, during the current term, how many hours do you spend doing the following activities?

	None	1-2	3-5	6-10	10-15	16-20	More than 20
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with faculty during office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with faculty outside of class/office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteering/community service outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employment off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital media entertainment (TV, movies, video games)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prayer/worship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fitness/exercise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meditation/Mindfulness practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends (online or in person)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please select the on-campus activities in which you are involved (Select all that apply).

- Student government
- Fraternity/sorority life
- Intramural sports
- Student organizations
- Religious or faith-based activities
- Residence Hall Association
- Intercollegiate Athletics (e.g., NCAA, NAIA)
- Club sports

Please select the type of student organizations in which you are involved (Select all that apply).

- Partisan political
- Ethnic/cultural/identity-based
- Social advocacy/issues-based
- Academic/Honors
- Social or recreational
- Religious/faith-based
- Community service-based
- Other (Please specify) _____

Striving for Excellence

This dimension includes developing a strong work ethic and consciously doing one's best in all aspects of college. A work ethic is a set of values that guide you in how you go about your personal and academic work that encompass a sense of personal accountability, responsibility, and dependability as well as being self-disciplined, persistent, and resilient. It also includes having purpose, motivation, and the interpersonal skills to work well with others.

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Helping students develop a strong work ethic is a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students develop a strong work ethic should be a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The characteristics of a strong work ethic are frequently emphasized and discussed in this campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus makes clear connections between having a strong work ethic and success in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus makes clear connections between having a strong work ethic and success after college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus community has high expectations for students in terms of their personal work ethic in non-academic areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of agreement with each statement. At this campus, the following groups help motivate students to become more self-disciplined, accountable, and responsible in their work.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student affairs professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
I came to college with a strong work ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students develop a stronger work ethic because of their experiences at this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences at this campus have helped me to further develop my own work ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to develop a strong work ethic in my academic activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to develop a strong work ethic in my non-academic involvements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of agreement with the following statement. How often do the following groups communicate high expectations for students in terms of their academic work?

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student affairs professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What experiences at this campus have helped you to further develop your work ethic? Please describe 1-2 examples below.

Cultivating Academic Integrity

This dimension involves having a sense of academic integrity. Academic integrity includes such qualities as honesty, fairness, and respect for others and their work. It also includes not allowing yourself or others to cheat or engaging in improper academic behaviors.

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Helping students develop a strong sense of academic integrity is a major focus of this institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students develop a strong sense of academic integrity should be a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this institution are academically honest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this institution conduct themselves with respect for others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty at this institution understand the campus academic honesty policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty at this institution support the campus academic honesty policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus academic honest policies help stop cheating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I came to college with a well-developed understanding of academic integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences at this campus have helped me develop a better understanding of academic integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do the following occur at this campus?

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Faculty reinforce the campus academic honesty policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal course syllabi define academic dishonesty (including such issues as plagiarism, improper citation of Internet sources, buying papers from others, cheating on assignments or tests, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have thought seriously about issues of academic integrity since I have been in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had meaningful discussions about academic integrity with faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had meaningful discussions about academic integrity with senior administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had meaningful discussions about academic integrity with student affairs professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What experiences at this campus have helped you to strengthen your understanding of academic integrity? Please describe 1-2 examples below.

Contributing to a Larger Community

This dimension includes recognizing and acting on one's responsibility to your campus community, the local community, and the wider society, both nationally and globally. It also includes contributing to the greater good and an ability to accurately respond to the needs of others.

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
The importance of contributing to a larger community is a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of contributing to a larger community should be a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to a larger community is a responsibility that this campus values and promotes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus actively promotes awareness of U.S. social, political, and economic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus actively promotes awareness of global social, political, and economic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I came to college with a strong commitment to contribute to the greater good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences at this campus have helped me learn the skills necessary to effectively change society for the better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences at this campus have helped me deepen my commitment to contribute to the greater good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student affairs professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do the following events occur at this campus?

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
I participate in community-based projects that are officially connected to a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I participate in community-based projects that are not officially connected to a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have meaningful discussions with other students about the need to contribute to the greater good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What experiences at this campus have helped you to deepen your commitment to contributing to the larger community? Please describe 1-2 examples below.

Taking Seriously the Perspectives of Others

This dimension involves respecting the right of others to have different interpretations of the world. It includes the appreciation of well-founded opinions and perspectives that differ from your own and understanding that engaging with varied and unique viewpoints is necessary for excellence in learning.

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Helping students recognize the importance of taking seriously the perspectives of others is a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students recognize the importance of taking seriously the perspectives of others should be a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus helps students understand the connections between appreciating various opinions and perspectives and being a well-informed citizen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is "safe" to hold unpopular positions on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty at this institution teach about the importance of considering diverse intellectual viewpoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty at this institution help students think through new and challenging ideas or perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this institution are respectful of one another when discussing controversial issues or perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus has high expectations for students in terms of their ability to take seriously the perspectives of others, especially those with whom they disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of agreement with the following statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
I consistently respected perspectives different from my own when I first came to college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My experiences at this campus have:

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
further developed my respect for perspectives different from my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increased my ability to learn from diverse perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increased my ability to gather and thoughtfully use evidence to support my ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increased my ability to understand the evidence, analysis, and perspectives of others, even when I disagree with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do the following events occur at this campus?

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Classes help explore diverse perspectives, cultures, and world views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-class activities help students explore diverse perspectives, cultures, and world views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classes encourage students to research ideas and explore controversial issues with various perspectives using evidence-based claims	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often do the following groups advocate the need for students to respect perspectives different from their own?

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student affairs professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What experiences at this campus have helped you to further develop your ability to take seriously (but not necessarily agree with) the perspectives of others? Please describe 1-2 examples below.

Refining Ethical and Moral Reasoning And Action

This dimension involves developing one's own personal and social values and being able to express and act upon those values responsibly. It requires that one develop a mature sense of moral sensitivity, reasoning, and personal character, and that one be able to identify and evaluate moral dilemmas and act appropriately.

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Helping students to develop their ethical and moral reasoning is a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students to develop their ethical and moral reasoning should be a major focus of this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The importance of developing a personal sense of ethical and moral reasoning is frequently communicated to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of agreement with each statement. 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

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student affairs professionals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
I came to college with a well-developed ability to consider the moral/ethical dimensions of issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I came to college with a well-developed ability to consider the moral/ethical consequences of my own actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences at this campus have further developed my ability to consider the moral/ethical dimensions of issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My experiences at this campus have further developed my ability to consider the moral/ethical consequences of my own actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus provides opportunities for students to develop their ethical and moral reasoning in their academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This campus provides opportunities for students to develop their ethical and moral reasoning in their personal life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this campus are encouraged to take actions to promote a more moral and ethical world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What experiences at this campus have helped you to further develop your ethical and moral reasoning? Please describe 1-2 examples below.

Openness to Diversity and Challenge

Please rate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I enjoy having discussions with people whose ideas and values are different from my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The real value of a college education lies in being introduced to different values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy talking with people who have values different from mine because it helps me understand myself and my values better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about people from different cultures is a very important part of my college education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy taking courses that challenge my beliefs and values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The courses I enjoy the most are those that make me think about things from a different perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contacts with individuals whose background (e.g., race, national origin, sexual orientation) is different from my own is an essential part of my college education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy courses that are intellectually challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mental Health Continuum-Short Form

In the past 2 weeks, how often did you feel...

	Never	Once or Twice	About Once a Week	2-3 Times a Week	Almost Every Day	Every Day
happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interested in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
satisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that you had something important to contribute to society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that you belonged to a community (like a social group, your neighborhood, your city)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that our society is becoming a better place for people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that people are basically good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that the way our society works makes sense to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that you liked most parts of your personality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
good at managing the responsibilities of your daily life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that you had warm and trusting relationships with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that you have experiences that challenge you to grow and become a better person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
confident to think or express your own ideas and opinions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
that your life has a sense of direction or meaning to it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Activism Orientation Scale

Please respond to the following questions by indicating how likely it is that you will engage in each of the following activities in the future.

	Extremely Unlikely	Unlikely	Likely	Extremely Likely
Display a poster or bumper sticker with a political message?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invite a friend to attend a meeting of a political organization or event?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Purchase a poster, t-shirt, etc. that endorses a political point of view?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serve as an officer in a political organization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend an informational meeting of a political group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organize a political event (e.g. talk, support group, march)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Give a lecture or talk about a social or political issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Go out of your way to collect information on a social or political issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campaign door-to-door for a political candidate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present facts to contest another person's social or political statement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Donate money to a political candidate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vote in a non-presidential federal, state, or local election?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send a letter or e-mail expressing a political opinion to the editor of a periodical or television show?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confront jokes, statements, or innuendoes that opposed a particular group's cause?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please respond to the following questions by indicating how likely it is that you will engage in each of the following activities in the future.

	Extremely Unlikely	Unlikely	Likely	Extremely Likely
Boycott a product for political reasons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distribute information representing a particular social or political group's cause?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send a letter or email about a political issue to a public official?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a talk on a particular group's social or political concerns?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attend a political organization's regular planning meeting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sign a petition for a political cause?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage a friend to join a political organization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try to change a friend's or acquaintance's mind about a social or political issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Donate money to a political organization?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try to change a relative's mind about a social or political issue?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wear a t-shirt or button with a political message?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep track of the views of members of Congress regarding an issue important to you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in discussion groups designed to discuss issues or solutions of a particular social or political group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campaign by phone for a political candidate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you

Thank you for taking the time to complete this survey. Your responses will help advance campus efforts to educate students for personal and social responsibility.

Please click the next button to end the survey.

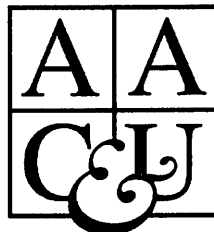
Appendix

1= Arts and Humanities	39= Aeronautical or Astronautical Engineering	73= Public Policy
2= Art, fine and applied	40= Civil Engineering	74= Social Work
3= English (language and humanities)	41= Chemical Engineering	75= Sociology
4= History	42= Computer Engineering	76= Women's Studies
5= Journalism	43= Electrical or Electronic Engineering	77= Other Social Science
6= Language and Literature (except English)	44= Industrial Engineering	78= Technical
7= Music	45= Mechanical Engineering	79= Building Trades
8= Philosophy	46= Other Engineering	80= Data Processing or Computer Programming
9= Speech	47= Physical Science	81= Drafting and Design
10= Theatre or Drama	48= Astronomy	82= Electronics
11= Theology or Religion	49= Atmosphere Science (including Meteorology)	83= Mechanics
12= Other Arts and Humanities	50= Chemistry	84= Other Technical
13= Biological Science	51= Earth Science	85= Other Fields
14= Biology (general)	52= Marine Science (including Oceanography)	86= Agriculture
15= Biochemistry or Biophysics	53= Mathematics	87= Communications
16= Botany	54= Physics	88= Computer Science
17= Environmental Science	55= Other Physical Science	89= Forestry
18= Marine (Life) Biology	56= Professional	90= Kinesiology
19= Microbiology or Bacteriology	57= Architecture or Urban Planning	91= Law Enforcement
20= Zoology	58= Family & Consumer Sciences	92= Military Science
21= Other Biological Science	59= Health Technology (medical, dental, laboratory)	93= Other Field
22= Business	60= Library or Archival Science	94= Undecided
23= Accounting	61= Medicine, Dentistry, Veterinary Medicine	
24= Business Admin. (general)	62= Nursing	
25= Finance	63= Pharmacy	
26= International Business	64= Therapy (occupational, physical, speech)	
27= Marketing	65= Other Professional	
28= Management	66= Social Science	
29= Secretarial Studies	67= Anthropology	
30= Other Business	68= Economics	
31= Education	69= Ethnic Studies	
32= Business Education	70= Geography	
33= Elementary Education	71= Political Science (government, international relations)	
34= Music or Art Education	72= Psychology	
35= Physical Education		
36= Special Education		
37= Other Education		
38= Engineering		

About the PSRI and AAC&U

The Personal and Social Responsibility Inventory (PSRI): An Institutional Climate Measure is a campus climate survey developed originally as part of an initiative called Core Commitments: Educating Students for Personal and Social Responsibility. Sponsored by the Association of American Colleges and Universities and directed by Caryn McTighe Musil, Core Commitments was supported by a grant from the John Templeton Foundation. The initial inventory was developed in 2006 by L. Lee Knepfkamp, Teachers College, Columbia University, who consulted with Richard Hersh, Council for Aid to Education, and drew on the research assistance of Lauren Ruff. The initial inventory was then refined in cooperation with Eric L. Dey and associates at the University of Michigan's Center for the Study of Higher and Postsecondary Education and refined after Dey's death by Robert D. Reason, at Iowa State University.

AAC&U is the leading national association concerned with the quality, vitality, and public standing of undergraduate liberal education. Its members are committed to extending the advantages of a liberal education to all students, regardless of academic specialization or intended career. Founded in 1915, AAC&U now comprises 1250 member institutions--including accredited public and private colleges and universities of every type and size.



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American Colleges
and Universities*