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

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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.

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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

What is your present academic rank?
- ○ Does Not Apply
- ○ Instructor
- ○ Lecturer
- ○ Assistant Professor
- ○ Associate Professor
- ○ Professor
- ○ Other (please specify): _____

What is your tenure status at this institution?
- ○ Does not apply
- ○ Not on tenure track, but institution has a tenure system
- ○ On tenure track, but not tenured
- ○ Tenured
- ○ Institution has no tenure system

How long have you been employed at this institution?
- ○ Less than 1 year
- ○ 1 to 3 years
- ○ 4 to 7 years
- ○ 8 to 15 years
- ○ 16 to 24 years
- ○ 25 years or more

In what area do you hold your primary academic appointment(s)?
(See Appendix)

Do you currently hold an administrative appointment? (Please mark all that apply.)
- ❑ Not Applicable
- ❑ Department chair/Program coordinator
- ❑ Dean/Associate/Assistant dean
- ❑ Senior administrator (e.g., President, Provost, Vice President)

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 to develop a strong work ethic is a major focus of this campus	❍	❍	❍	❍	❍	❍
Helping students to develop a strong work ethic should be a major focus of this campus	❍	❍	❍	❍	❍	❍
The characteristics of a strong work ethic are frequently emphasized and discussed in this campus community	❍	❍	❍	❍	❍	❍
This campus makes clear connections between having a strong work ethic and success in college	❍	❍	❍	❍	❍	❍
This campus makes clear connections between having a strong work ethic and success after college	❍	❍	❍	❍	❍	❍
In my professional role at this institution, I help motivate students to become more self-disciplined, accountable, and responsible in their work	❍	❍	❍	❍	❍	❍
This campus community has high expectations for students in terms of their personal work ethic in non-academic areas	❍	❍	❍	❍	❍	❍

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgments
Students here typically have developed a strong work ethic prior to coming to college	❍	❍	❍	❍	❍	❍
Students have a stronger work ethic at the end of their studies here	❍	❍	❍	❍	❍	❍
My professional role at this institution helps students to further develop their work ethic	❍	❍	❍	❍	❍	❍
Students feel it is important to develop a strong work ethic in their academic activities	❍	❍	❍	❍	❍	❍
Students feel it is important to develop a strong work ethic in their non-academic involvements	❍	❍	❍	❍	❍	❍

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	❍	❍	❍	❍	❍	❍
Senior administrators	❍	❍	❍	❍	❍	❍
Student affairs professionals	❍	❍	❍	❍	❍	❍
Students	❍	❍	❍	❍	❍	❍

What programs or practices at this institution are especially effective at helping students to develop their work ethic? Please describe 1 or 2 examples below.

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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 Judgments
Helping students develop a strong sense of academic integrity is a major focus of this institution	○	○	○	○	○	○
Helping students develop a strong sense of academic integrity should be a major focus of this campus	○	○	○	○	○	○
Students at this institution are academically honest	○	○	○	○	○	○
Students at this institution conduct themselves with respect for others	○	○	○	○	○	○
Faculty at this institution understand the campus academic honesty policies	○	○	○	○	○	○
Faculty at this institution support the campus academic honesty policies	○	○	○	○	○	○
The campus academic honesty policies help stop cheating	○	○	○	○	○	○

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Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Students on this campus typically come to college with a well-developed understanding of academic integrity	❍	❍	❍	❍	❍	❍
Students usually have a better understanding of academic integrity when they graduate than they demonstrated at the beginning of college	❍	❍	❍	❍	❍	❍

How often do the following events occur at this campus?

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Faculty reinforce the campus academic honesty policies	❍	❍	❍	❍	❍	❍
Formal course syllabi define academic dishonesty (plagiarism, improper citation of Internet sources, buying papers from others, cheating on assignments or tests, etc.)	❍	❍	❍	❍	❍	❍
I have had meaningful discussions about academic integrity with students	❍	❍	❍	❍	❍	❍

What experiences at this campus have helped students to strengthen their 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 and the greater good is a major focus of this institution	○	○	○	○	○	○
The importance of contributing to a larger community and the greater good should be a major focus of this institution	○	○	○	○	○	○
Contributing to a larger community and the greater good is a responsibility that this campus values and promotes	○	○	○	○	○	○
This campus actively promotes awareness of U.S. social, political, and economic issues	○	○	○	○	○	○
This campus actively promotes awareness of global social, political, and economic issues	○	○	○	○	○	○

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Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Students on this campus are aware of the importance of being involved in the community and contributing to the greater good prior to coming to college	❍	❍	❍	❍	❍	❍
Students usually have an expanded awareness of the importance of being involved in the community and contributing to the greater good at the end of their time on campus than they had at the beginning of college	❍	❍	❍	❍	❍	❍
Students usually have learned the skills necessary to effectively change society for the better by the end of their time on campus compared to the beginning of college	❍	❍	❍	❍	❍	❍
Students usually have deepened their commitment to contribute to the greater good by the end of their time on campus compared to the beginning of college	❍	❍	❍	❍	❍	❍

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	❍	❍	❍	❍	❍	❍
Senior administrators	❍	❍	❍	❍	❍	❍
Student affairs professionals	❍	❍	❍	❍	❍	❍
Students	❍	❍	❍	❍	❍	❍

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Within the past three years, how often have you done the following?

	Almost Never	Not Very Often	Occasionally	Often	Almost Always
Overseen community-based projects that were officially connected to my courses or programs	○	○	○	○	○
Included materials on global, political, and economic issues in my courses or programs	○	○	○	○	○
Had meaningful discussions with students about the need to contribute to the greater good	○	○	○	○	○
Encouraged students to participate in community-based projects that were not connected to courses or programming	○	○	○	○	○
Participated in community-based projects that were not connected to my courses or programming	○	○	○	○	○

What programs or practices at this campus are especially effective at helping students deepen their commitment to contributing to the larger community? Please describe 1 or 2 examples below.

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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	○	○	○	○	○	○
Helping students recognize the importance of taking seriously the perspectives of others should be a major focus of this campus	○	○	○	○	○	○
This campus helps students understand the connection between appreciating various opinions and perspectives and being a well-informed citizen	○	○	○	○	○	○
It is "safe" to hold unpopular positions on this campus	○	○	○	○	○	○
Faculty at this institution teach about the importance of considering diverse intellectual viewpoints	○	○	○	○	○	○

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	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Faculty at this institution help students think through new and challenging ideas or perspectives	○	○	○	○	○	○
Students at this institution are respectful of one another when discussing controversial issues or perspectives	○	○	○	○	○	○
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	○	○	○	○	○	○

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Students here are respectful of diverse perspectives when they first come to college	○	○	○	○	○	○
Students usually have an increased capacity to learn from diverse perspectives at graduation than they had at the beginning of college	○	○	○	○	○	○
Students here develop an increased ability to gather and thoughtfully use evidence to support their ideas during their studies on campus	○	○	○	○	○	○
During the time students are here, they develop an increased ability to understand evidence, analysis, and the perspectives of others even when they disagree	○	○	○	○	○	○

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 students explore diverse perspectives, cultures, and world views	○	○	○	○	○	○
Out-of-class activities help students explore diverse perspectives, cultures, and world views	○	○	○	○	○	○
Classes encourage students to research ideas and explore controversial issues with various perspectives using evidence-based claims	○	○	○	○	○	○

How often do the following groups publicly 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	○	○	○	○	○	○
Senior administrators	○	○	○	○	○	○
Student affairs professionals	○	○	○	○	○	○
Students	○	○	○	○	○	○

What programs or practices at this institution are especially effective at helping students to further develop their ability to take seriously (but not necessarily agree with) the perspectives of others? Please describe 1 or 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	❍	❍	❍	❍	❍	❍
Helping students to develop their ethical and moral reasoning should be a major focus of this campus	❍	❍	❍	❍	❍	❍
This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly	❍	❍	❍	❍	❍	❍
The importance of developing a personal sense of ethical and moral reasoning is frequently communicated to students	❍	❍	❍	❍	❍	❍

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	❍	❍	❍	❍	❍	❍
Senior administrators	❍	❍	❍	❍	❍	❍
Student affairs professionals	❍	❍	❍	❍	❍	❍
Students	❍	❍	❍	❍	❍	❍

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Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree Somewhat	Neutral	Agree Somewhat	Strongly Agree	No Basis for Judgment
Students have a well-developed capacity for moral and ethical reasoning when they first come to college	❍	❍	❍	❍	❍	❍
Students usually have an increased capacity for ethical and moral reasoning at graduation than they had at the beginning of college	❍	❍	❍	❍	❍	❍
This campus provides opportunities for students to develop their ethical and moral reasoning in their academic work	❍	❍	❍	❍	❍	❍
This campus provides opportunities for students to develop their ethical and moral reasoning in their personal life	❍	❍	❍	❍	❍	❍

How often do the following opportunities occur at this campus?

	Almost Never	Not Very Often	Occasionally	Often	Almost Always	No Basis for Judgment
Class activities, and the curriculum in general, provide opportunities for students to further develop their ethical and moral reasoning	❍	❍	❍	❍	❍	❍
There are opportunities outside the classroom for students to develop their ethical and moral reasoning	❍	❍	❍	❍	❍	❍
In my professional role, I encourage students to discuss the ethical aspects of the subject matter they are studying	❍	❍	❍	❍	❍	❍

What programs or practices at this institution are especially effective at helping students develop their ethical and moral reasoning? Please describe 1 or 2 examples below.

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.

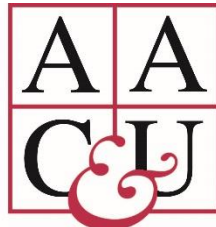Please click the next button to end the survey.

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Appendix

1= Arts and Humanities

2= Art, fine and applied

3= English (language and humanities)

4= History

5= Journalism

6= Language and Literature (except English)

7= Music

8= Philosophy

9= Speech

10= Theatre or Drama

11= Theology or Religion

12= Other Arts and Humanities

13= Biological Science

14= Biology (general)

15= Biochemistry or Biophysics

16= Botany

17= Environmental Science

18= Marine (Life) Biology

19= Microbiology or Bacteriology

20= Zoology

21= Other Biological Science

22= Business

23= Accounting

24= Business Admin. (general)

25= Finance

26= International Business

27= Marketing

28= Management

29= Secretarial Studies

30= Other Business

31= Education

32= Business Education

33= Elementary Education

34= Music or Art Education

35= Physical Education

36= Special Education

37= Other Education

38= Engineering

39= Aeronautical or Astronautical Engineering

40= Civil Engineering

41= Chemical Engineering

42= Computer Engineering

43= Electrical or Electronic Engineering

44= Industrial Engineering

45= Mechanical Engineering

46= Other Engineering

47= Physical Science

48= Astronomy

49= Atmosphere Science (including Meteorology)

50= Chemistry

51= Earth Science

52= Marine Science (including Oceanography)

53= Mathematics

54= Physics

55= Other Physical Science

56= Professional

57= Architecture or Urban Planning

58= Family & Consumer Sciences

59= Health Technology (medical, dental, laboratory)

60= Library or Archival Science

61= Medicine, Dentistry, Veterinary Medicine

62= Nursing

63= Pharmacy

64= Therapy (occupational, physical, speech)

65= Other Professional

66= Social Science

67= Anthropology

68= Economics

69= Ethnic Studies

70= Geography

71= Political Science (government, international relations)

72= Psychology

73= Public Policy

74= Social Work

75= Sociology

76= Women's Studies

77= Other Social Science

78= Technical

79= Building Trades

80= Data Processing or Computer Programming

81= Drafting and Design

82= Electronics

83= Mechanics

84= Other Technical

85= Other Fields

86= Agriculture

87= Communications

88= Computer Science

89= Forestry

90= Kinesiology

91= Law Enforcement

92= Military Science

93= Other Field

94= Undecided

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 Knefelkamp, 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.

Association of
American Colleges
and Universities