Survey of Climate for Instructional Improvement (SCII)

**INFORMATION**

This survey was originally designed to collect data about the climate for instructional improvement within academic departments at institutions of higher education.

**INSTRUCTIONS**

The survey consists of 30 statements plus 5 supplementary questions and 10 demographic questions. It should take 10-15 minutes to complete. Each section of the survey has a stem phrase related to a list of statements. Please denote the number that corresponds to the degree of your agreement with each statement.

In the survey, the term "instructor" refers to anyone who teaches in the department, including full-time faculty, part-time faculty, and/or graduate students.

0 - Strongly Disagree 1 - Disagree 2 - Slightly Disagree

3 - Slightly Agree 4 - Agree 5 - Strongly Agree

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Instructors In My Department…** | | Strongly Disagree | Disagree | | | Somewhat Disagree | | | Somewhat Agree | | | Agree | | Strongly Agree | | |
| S1. Frequently talk with one another. | | 0 | 1 | | | 2 | | | 3 | | | 4 | | 5 | | |
| S2. Discuss the challenges they face in the classroom with colleagues. | | 0 | 1 | | | 2 | | | 3 | | | 4 | | 5 | | |
| S3. Share resources (ideas, materials, sources, technology, etc.) about how to improve teaching with colleagues. | | 0 | 1 | | | 2 | | | 3 | | | 4 | | 5 | | |
| S4. Aspire to become better teachers. | | 0 | 1 | | | 2 | | | 3 | | | 4 | | 5 | | |
| S5. Use teaching observations to improve their teaching. | | 0 | 1 | | | 2 | | | 3 | | | 4 | | 5 | | |
| S6. Value teaching development services available on campus as a way to improve their teaching. | | 0 | 1 | | | 2 | | | 3 | | | 4 | | 5 | | |
|  | |  |  | | |  | | |  | | |  | |  | | |
|  | | Strongly Disagree | | | Disagree | | | | Somewhat Disagree | | Somewhat Agree | | | Agree | | Strongly Agree | | |
| **Instructors In My Department ARE…** | |
| S7. “Ahead of the curve” when it comes to implementing innovative teaching strategies. | | 0 | | | 1 | | | 2 | | | | 3 | | 4 | | 5 |
| S8. Satisfied with their teaching workload. | | 0 | | | | 1 | | 2 | | | | 3 | | 4 | | 5 |
| S9. Assigned a mentor for advice about teaching. | | 0 | | | 1 | | | 2 | | | | 3 | | 4 | | 5 |

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| **Instructors in my department HAVE…** |
| S10. Adequate departmental funding to support teaching improvement. | 0 | 1 | 2 | 3 | 4 | 5 |
| S11. Adequate space to meet with students outside of class. | 0 | 1 | 2 | 3 | 4 | 5 |
| S12. Adequate time to reflect upon and make changes to their instruction. | 0 | 1 | 2 | 3 | 4 | 5 |
| S13. Considerable flexibility in the content they teach in their courses. | 0 | 1 | 2 | 3 | 4 | 5 |
| S14. Considerable ﬂexibility in the way they teach their courses. | 0 | 1 | 2 | 3 | 4 | 5 |
| S15. The support they need to employ educational technologies in their classrooms. | 0 | 1 | 2 | 3 | 4 | 5 |

**STATEMENTS 16-22:**

The following statements refer to the “department chair.” Please respond to these statements in reference to the individual that is the *formal leader of your department*.

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| --- | --- | --- | --- | --- | --- | --- |
| **The Department Chair…** | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
| S16. Encourages instructors to go beyond traditional approaches to teaching. | 0 | 1 | 2 | 3 | 4 | 5 |
| S17. Has a clear vision of how to improve teaching in the department. | 0 | 1 | 2 | 3 | 4 | 5 |
| S18. Implements teaching-related policies in a consistent and transparent manner. | 0 | 1 | 2 | 3 | 4 | 5 |
| S19. Inspires respect for his/her ability as a teacher. | 0 | 1 | 2 | 3 | 4 | 5 |
| S20. Is receptive to ideas about how to improve teaching in the department. | 0 | 1 | 2 | 3 | 4 | 5 |
| S21. Is tolerant of fluctuations in student evaluations when instructors are trying to improve their teaching. | 0 | 1 | 2 | 3 | 4 | 5 |
| S22. Is willing to seek creative solutions to budgetary constraints in order to maintain adequate support for teaching improvements. | 0 | 1 | 2 | 3 | 4 | 5 |

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| --- | --- | --- | --- | --- | --- | --- |
| **In My Department…** | Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree |
| S23. New instructors are provided with teaching development opportunities and resources. | 0 | 1 | 2 | 3 | 4 | 5 |
| S24. Applicants for all teaching positions are required to provide evidence of effective teaching. | 0 | 1 | 2 | 3 | 4 | 5 |
| S25. Evidence of effective teaching is valued when making decisions about continued employment and/or promotion. | 0 | 1 | 2 | 3 | 4 | 5 |
| S26. Teaching effectiveness is evaluated fairly. | 0 | 1 | 2 | 3 | 4 | 5 |
| S27. Teaching is respected as an important aspect of academic work. | 0 | 1 | 2 | 3 | 4 | 5 |
| S28. All of the instructors are sufficiently competent to teach effectively. | 0 | 1 | 2 | 3 | 4 | 5 |
| S29. There are structured groups organized around the support and pursuit of teaching improvement. | 0 | 1 | 2 | 3 | 4 | 5 |
| S30. Instructors with a record of teaching excellence are financially rewarded (e.g. bonuses, raises, or similar). | 0 | 1 | 2 | 3 | 4 | 5 |

**Supplementary Questions**

31. If you could change ONE element of your department to better support teaching improvement, what would it be?

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|  |

32. Is there a subgroup within your department that you identify with more than the department as a whole?

* Yes
* No

33. How differently would you answer the above questions in regard to the subgroup?

* Not at all
* A little
* Somewhat
* Quite a bit
* Completely

34. Please describe the departmental subgroup that you identify with and how you would have answered the questions differently.

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|  |

35. What proportion of your department is associated with your subgroup?

\_\_\_\_\_\_ Percentage of department

**SCII Demographic Questions**

1. Please indicate your academic rank.

\_\_\_ Professor

\_\_\_ Associate Professor

\_\_\_ Assistant Professor

\_\_\_ Full Time Lecturer / Instructor

\_\_\_ Visiting Professor

\_\_\_ Adjunct or Part-time Instructor

\_\_\_ Graduate Student Instructor

\_\_\_ Other (please specify):

2. Please indicate your academic department. You may provide more than one department should you teach and/or have an appointment in more than one department.

3. What is your gender identity?

\_\_\_ Female

\_\_\_ Male

\_\_\_ Trans or non-cisgender

\_\_\_ Prefer not to respond

4. Please identify the racial or ethnic group with which you most identify.

\_\_\_ Asian

\_\_\_ Black

\_\_\_ Hispanic or Latinx

\_\_\_ Native American or Alaskan

Native

\_\_\_ Native Hawaiian or Pacific Islander

\_\_\_ White

\_\_\_ Multi-ethnic

\_\_\_ Other

\_\_\_ Prefer not to respond

5. Are you an immigrant to the country of your primary institution?

\_\_\_ Yes

\_\_\_ No

\_\_\_ Prefer not to respond

6. What is your tenure status?

\_\_\_ Tenured

\_\_\_ Untenured, but on tenure track

\_\_\_ Untenured, not on tenure track

7. How many years have you been teaching in higher education?

8. How many years have you been teaching at your current institution?

9. What proportion of your job duties is related to teaching?

10. What leadership role, if any, do you have in your department?

\_\_\_ I do not have a leadership role.

\_\_\_ I am the Chair/Head of the department.

\_\_\_ I am the Associate Chair/Associate Head of the department.

\_\_\_ I am the Chair of the Curriculum Committee in the department.

\_\_\_ I have another leadership role in the department. Please specify

**How to Calculate SCII Scores**

The SCII data support a 5-factor scoring convention. These factors and corresponding items are below.

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| --- | --- | --- |
| **Factor** | **Items** | **Number of Items** |
| Leadership | S16, S17, S18, S19, S20, S21, S22 | 7 |
| Collegiality | S1, S2, S3, S5, S7 | 5 |
| Resources | S8, S10, S11, S12, S13, S14, S15 | 7 |
| Respect for Teaching | S4, S23, S24, S25, S26, S27, S28 | 7 |
| Organizational Support | S6, S9, S29, S30 | 4 |

**Sample Score Calculation** (for *Leadership* factor)

SCII scores are calculated for each factor by calculating the proportion of possible points for that factor. Thus, to calculate a factor score, begin by adding scores for the items in that factor. Continue by dividing by the maximum possible sum for that factor and then multiply by 100.

For example, calculate the *Leadership* score by first adding actual scores from items S16, S17, S18, S19, S20, S21, and S22. Since each SCII item can be rated as high as 5 (strongly agree), and there are 7 items in this factor, the maximum possible sum for *Leadership* is 35. Divide the actual factor sum by the maximum possible sum, and multiply by 100 to generate a factor score between 0 and 100.

Step 1. Σ (S16, S17, S18, S19, S20, S21, S22) = Actual Factor Sum

Step 2. (Actual Factor Sum / Maximum Possible Sum); 35 = Maximum Possible Sum

Step 3. (Actual Factor Sum / Maximum Possible Sum)\*100 = *Factor Score*

Each *factor score* can vary between 0 (strongly disagree) and 100 (strongly agree). Individual factor scores can contribute to mean scores for groups of interest, for example, to make comparisons among departments, institutions, or demographic subgroups.