2015-16 Diverse Learning Environments
Classroom Climate Module

1. **Please indicate the extent to which you agree or disagree with each of the following statements**:
   Response Categories: Strongly Agree, Agree, Disagree, Strongly Disagree

   I feel comfortable sharing my own perspectives and experiences in class
   I am able to explore my own background through class projects/assignments
   I have been singled out in class because of my identity (such as race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.)
   I feel I have to work harder than other students to be perceived as a good student
   In class, I have heard faculty express stereotypes based on social identity (such as race/ethnicity, gender, sexual orientation, disability status, religious affiliation, etc.)
   I don't feel comfortable contributing to class discussions

2. **Please indicate how many of your instructors at this institution:**
   Response Categories: Very Few, Less than Half, Most, but not All, All

   Know students' names
   Value individual differences in the classroom
   Are sensitive to the ability levels of all students
   Help students learn how to bring about positive change in society
   Encourage students from diverse backgrounds to work together
   Communicate high expectations for students' performance
   Turn controversial topics into good discussions
   Encourage students to contribute different perspectives in class
   Share their own experiences and background in class
   Have open discussions about privilege, power and oppression
   Treat all students in class as though they are capable learners
   Include diverse perspectives in class discussions/assignments
   Motivated me to work harder than I thought I could
   Are passionate about what they teach
   Teach students tolerance and respect for different beliefs

3. How many of your courses this year involve:
Response Categories: Very Few, Less than Half, Most, but not All, All

Lectures (exclusively or almost exclusively)
Class discussions
Student presentations
Multiple short papers
One or more research papers of 10+ pages
Multiple drafts of written work
Group projects
Lab work
Cooperative learning (small groups)
Reflective writing/journaling
Electronic quizzes with immediate feedback in class (e.g., clickers)