



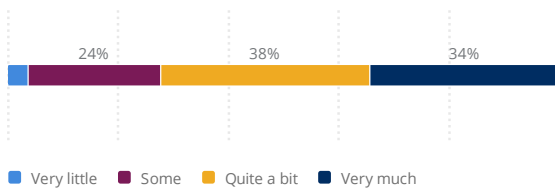
Inclusiveness and Engagement with Cultural Diversity

This page displays feature findings for the Inclusiveness and Engagement with Cultural Diversity Topical Module. This module examines environments, processes, and activities that engage and validate cultural diversity and promote a greater understanding of societal differences. Questions explore faculty use of inclusive teaching practices and intercultural learning; perceptions of

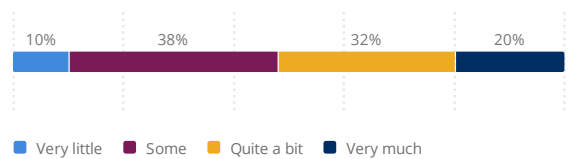
How much does your institution emphasize the following?

Response options: Very much, Quite a bit, Some, Very little

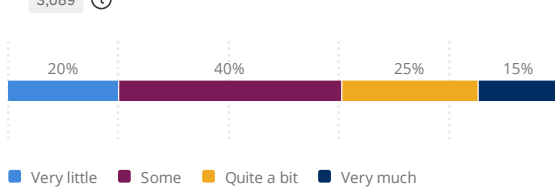
Demonstrating a commitment to diversity 3,097 ⓘ



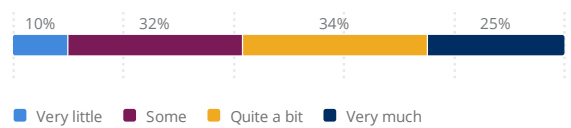
Providing faculty with the resources needed for success in a multicultural world 3,084 ⓘ



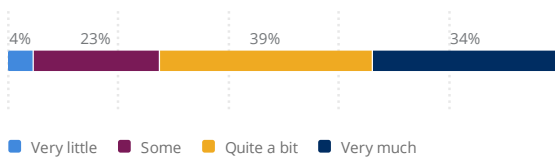
Creating an overall sense of community among faculty 3,089 ⓘ



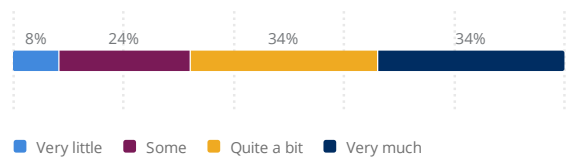
Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.) 3,079 ⓘ



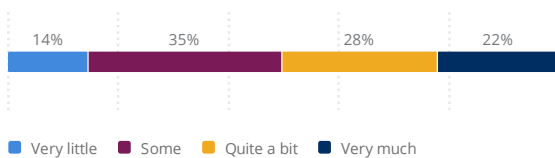
Providing information about anti-discrimination and harassment policies 3,090 ⓘ



Taking allegations of discrimination or harassment seriously 3,059 ⓘ



Helping faculty develop the skills to confront discrimination and harassment 3,077 ⓘ





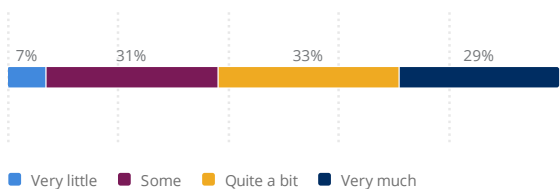
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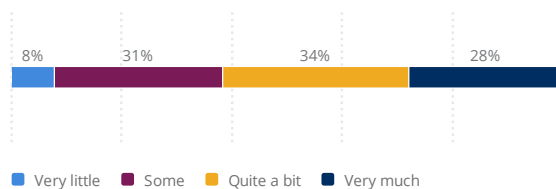
How much does your institution provide a supportive environment for the following forms of diversity?

Response options: Very much, Quite a bit, Some, Very little

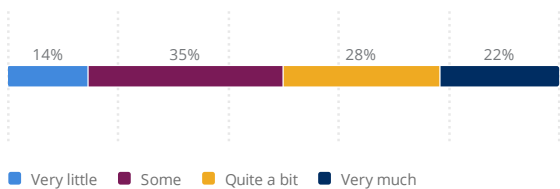
Racial/ethnic identity 3,065 ⓘ



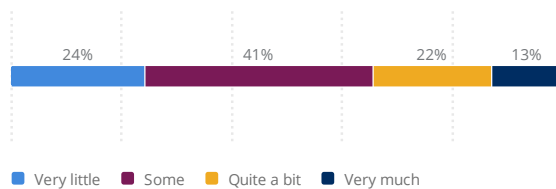
Gender identity 3,057 ⓘ



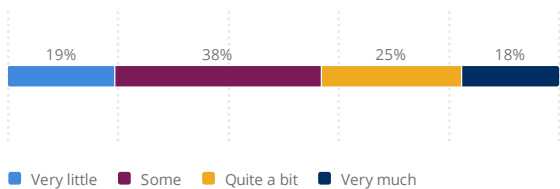
Economic background 3,056 ⓘ



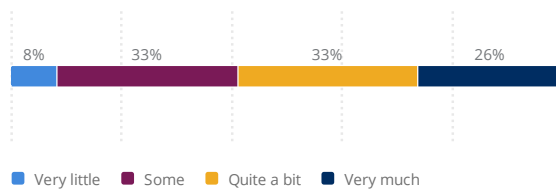
Political affiliation 3,027 ⓘ



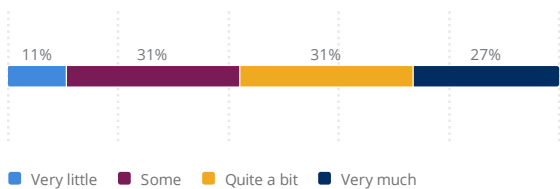
Religious affiliation 3,027 ⓘ



Sexual orientation 3,034 ⓘ



Disability status 3,045 ⓘ

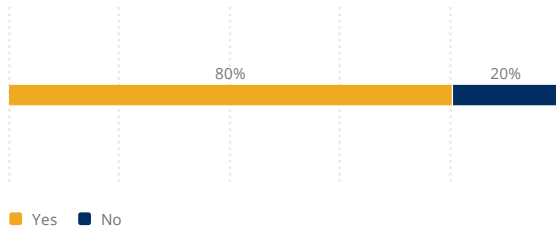




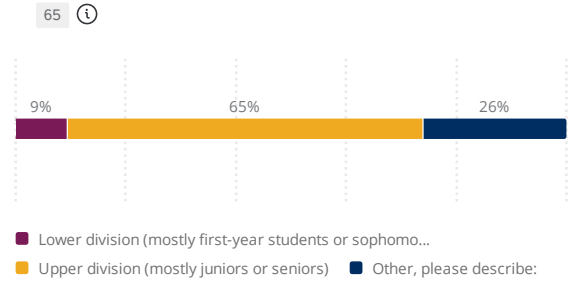
Academic Advising

This page displays feature findings for the Academic Advising Topical Module. This module examines the quality of academic advising, the extent to which advisors have assisted students in their academic progress, and faculty perceptions of the advising process. The module complements a question on the core FSSE survey about perceptions of the quality of student interactions with academic advisors. You can find the questionnaire text as well as the codebook for these items on the [Topical Module survey instruments page](#) of the FSSE website.

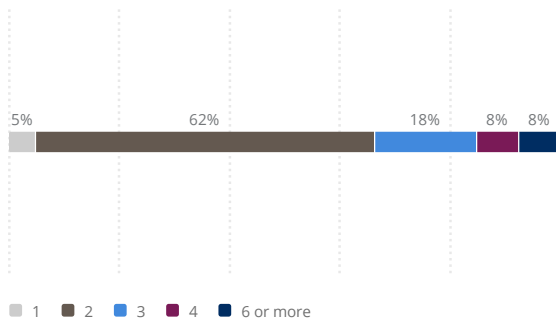
During the current school year, did you serve as an academic advisor for undergraduate students? 81 ⓘ



What is the class level of most of your advisees? 65 ⓘ



During the current school year, about how many times has your typical advisee discussed with you their academic interests, course selections, or academic performance? 65 ⓘ



During the current school year, which of the following has been your primary source of information regarding students' academic options? 65 ⓘ





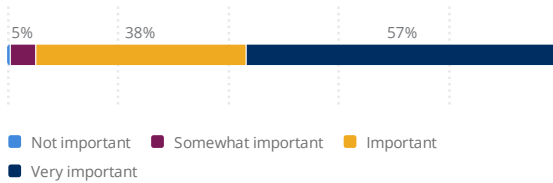
Academic Advising #5

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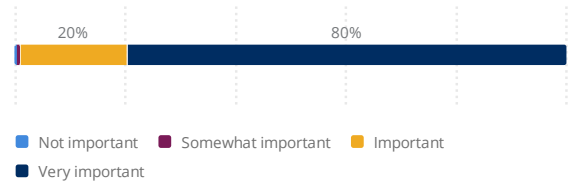
How important is it to you to do the following in your position as an academic advisor?

Response options: Very important, Important, Somewhat important, Not important

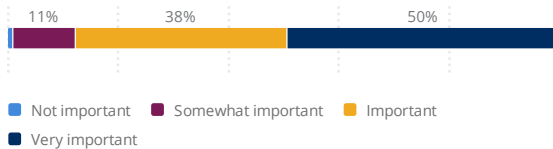
Be available when needed 1,154 ⓘ



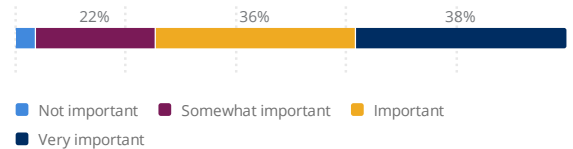
Provide prompt and accurate information 1,153 ⓘ



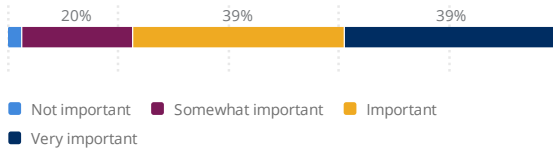
Provide information about academic support services (tutoring, writing center, success skills, etc.) 1,152 ⓘ



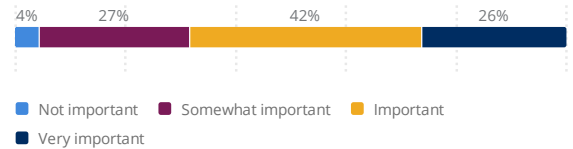
Notify students of important policies and deadlines 1,154 ⓘ



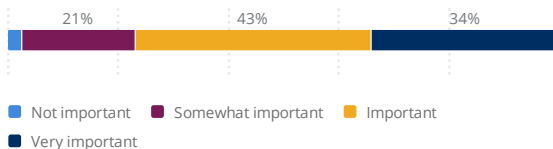
Reach out to students about their academic progress or performance 1,153 ⓘ



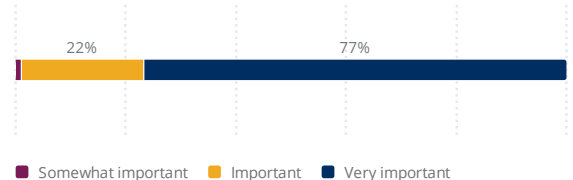
Follow up with students regarding something you recommended 1,152 ⓘ



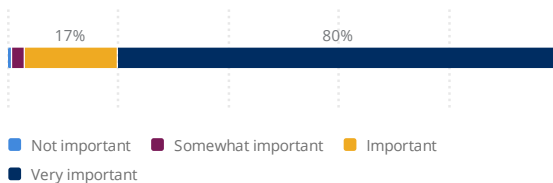
Ask questions about students' educational background and needs 1,153 ⓘ



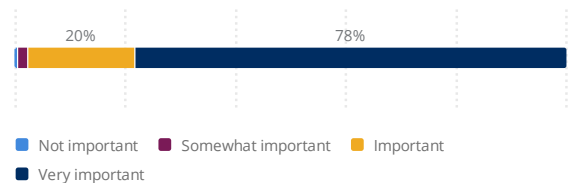
Actively listen to student concerns 1,155 ⓘ



Respect student identities and culture 1,155 ⓘ



Care about students' overall well-being 1,152 ⓘ





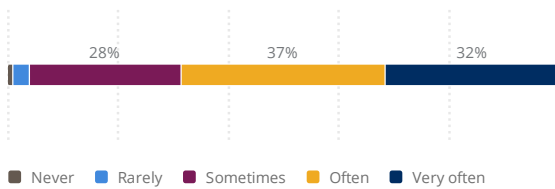
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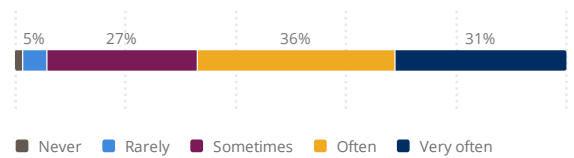
During the current school year, how often has your typical advisee discussed the following with you?

Response options: Very Often, Often, Sometimes, Rarely, Never

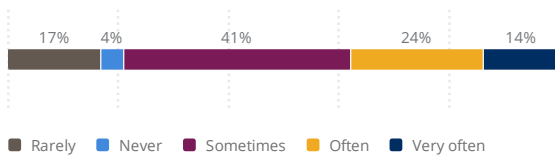
Their academic goals and future plans 1,152 ⓘ



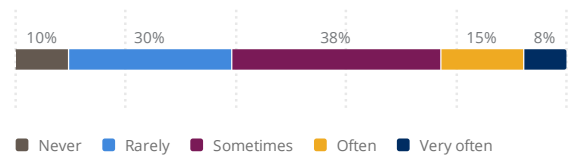
How their major or expected major relates to their goals and future plans 1,149 ⓘ



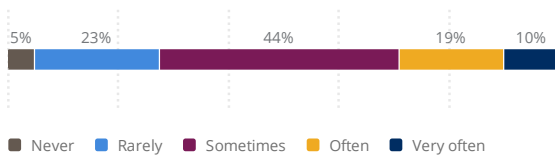
Special opportunities (study abroad, internship, service-learning, research, etc.) 1,150 ⓘ



Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.) 1,149 ⓘ



Resources for their well-being (health, counseling, financial guidance, etc.) 1,150 ⓘ





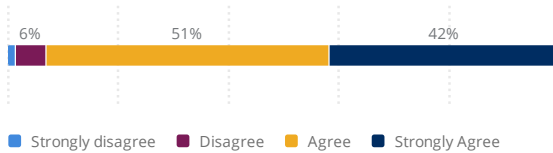
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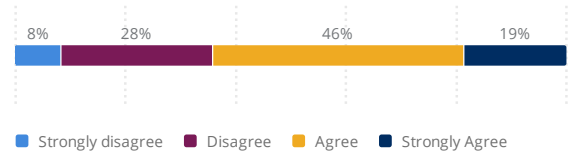
How much do you agree with the following statements?

Response options: Strongly Agree, Agree, Disagree, Strongly Disagree

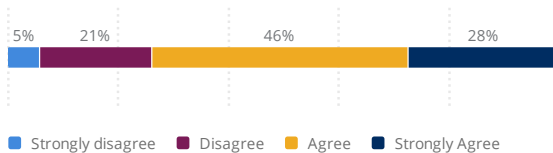
I feel comfortable in my role as an advisor at this institution. 1,155 ⓘ



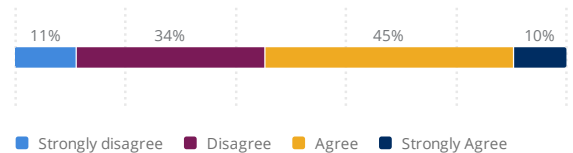
I have received adequate training for my role as an advisor. 1,152 ⓘ



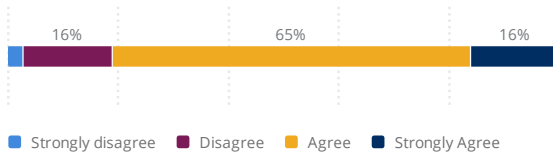
I would feel comfortable training or mentoring others in their advising roles. 1,151 ⓘ



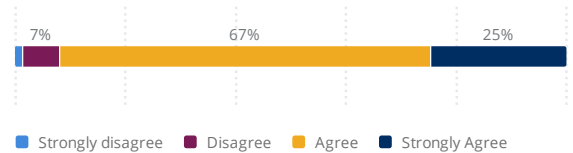
I have the time I need to do my best work as an advisor. 1,149 ⓘ



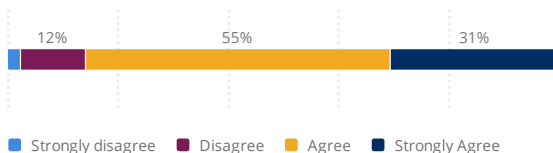
I have access to the resources I need to provide students prompt and accurate information. 1,149 ⓘ



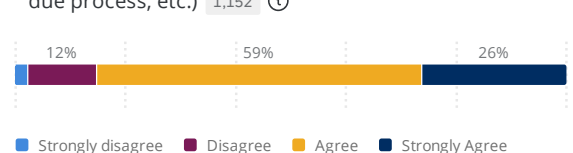
I have the flexibility to advise students based on my best judgments about their needs. 1,152 ⓘ



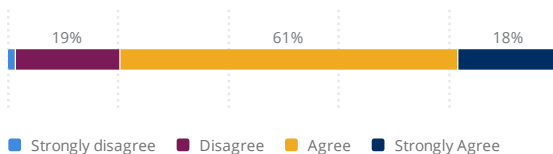
I feel comfortable assisting students who are interested in choosing or changing their major. 1,153 ⓘ



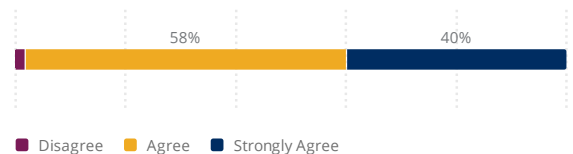
I have a good understanding of general legal principles that may affect advising (FERPA, mandatory reporting, due process, etc.) 1,152 ⓘ



I understand the advising needs of majority and minority student populations. 1,148 ⓘ



I am able to build rapport with students whose personal backgrounds are very different from mine. 1,152 ⓘ



I connect the students I advise to others on or off campus when it is helpful. 1,151 ⓘ

