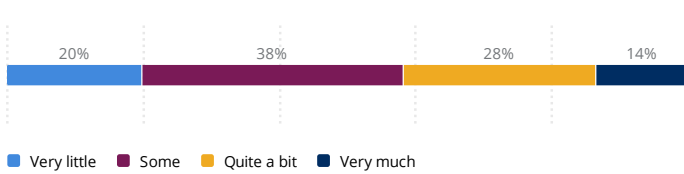# Inclusiveness and Engagement with Cultural Diversity

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 institutional values and commitment regarding diversity; and opportunities for diversity-related programming and coursework. 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.
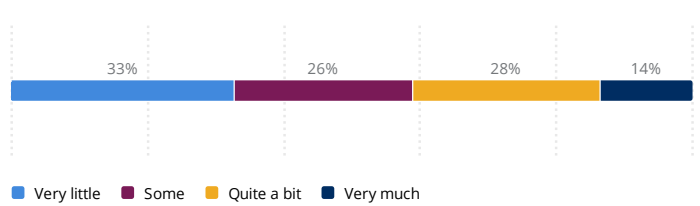
Earlier, you answered some questions based on one particular undergraduate course section that you are teaching or have during this academic year. Thinking again about that course, how much does it emphasize the following?
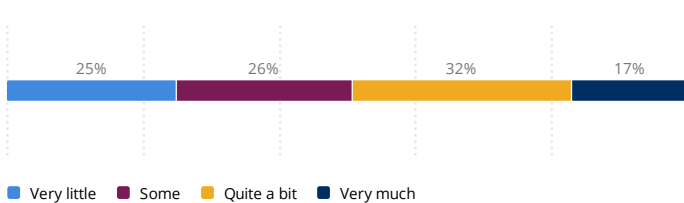*Response options: Very much, Quite a bit, Some, Very little*

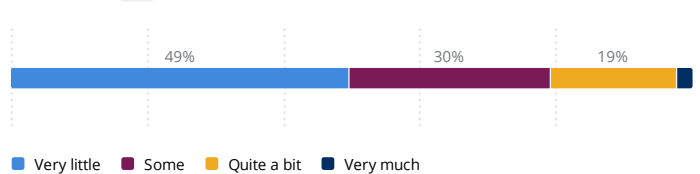Developing the skills necessary to work effectively with people from various backgrounds 81 ⓘ

Very little	Some	Quite a bit	Very much
20%	38%	28%	14%

Recognizing students' cultural norms and biases 80 ⓘ

Very little	Some	Quite a bit	Very much
33%	26%	28%	14%

Students sharing their perspectives and experiences 81 ⓘ

Very little	Some	Quite a bit	Very much
25%	26%	32%	17%

Exploring students' backgrounds through projects, assignments, or programs 81 ⓘ

Very little	Some	Quite a bit	Very much
49%	30%	19%	

Learning about other cultures 81 ⓘ

Very little	Some	Quite a bit	Very much
42%	27%	19%	12%

Discussing issues of equity or privilege 81 ⓘ

Very little	Some	Quite a bit	Very much
40%	36%	15%	10%
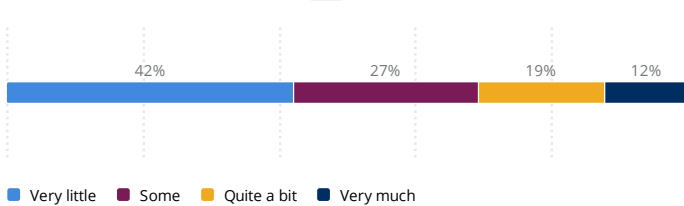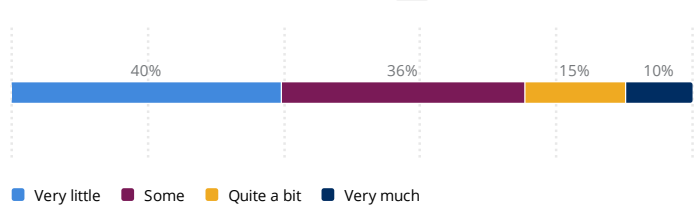
Respecting the expression of diverse ideas 81 ⓘ

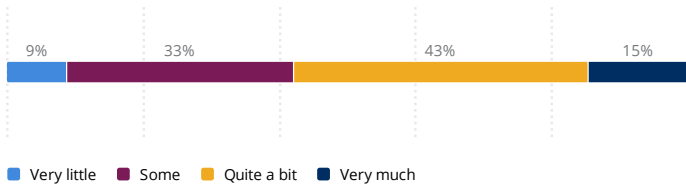| Very little	Some	Quite a bit	Very much
25%	26%	31%	19%

Inclusiveness and Engagement with Cultural Diversity

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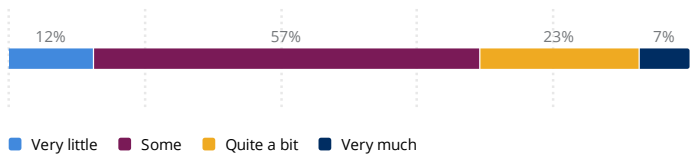
How much does your institution emphasize the following?

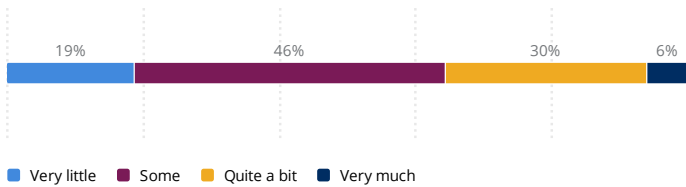*Response options: Very much, Quite a bit, Some, Very little*
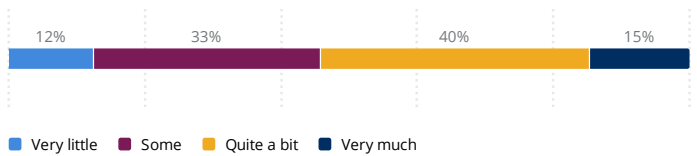
Demonstrating a commitment to diversity 81 ⓘ

| 9% | 33% | 43% | 15% |

■ Very little ■ Some ■ Quite a bit ■ Very much

Providing faculty with the knowledge and skills needed for success in a multicultural world 81 ⓘ

| 12% | 57% | 23% | 7% |

■ Very little ■ Some ■ Quite a bit ■ Very much

Creating an overall sense of community among faculty 81 ⓘ

| 19% | 46% | 30% | 6% |

■ Very little ■ Some ■ Quite a bit ■ Very much
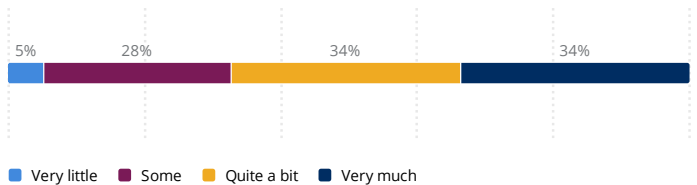
Ensuring that you are not stigmatized because of your identities (racial/ethnic, gender, religious, sexual orientation, etc.) 81 ⓘ

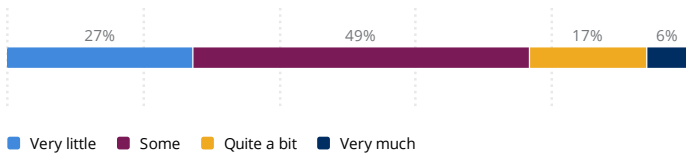| 12% | 33% | 40% | 15% |

■ Very little ■ Some ■ Quite a bit ■ Very much

Providing information about anti-discrimination and harassment policies 81 ⓘ

| 5% | 35% | 46% | 15% |

■ Very little ■ Some ■ Quite a bit ■ Very much
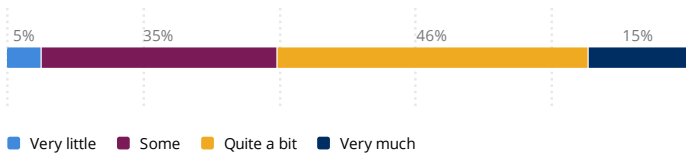
Taking allegations of discrimination or harassment seriously 80 ⓘ

| 5% | 28% | 34% | 34% |

■ Very little ■ Some ■ Quite a bit ■ Very much

Helping faculty develop the skills to confront discrimination and harassment 81 ⓘ

| 27% | 49% | 17% | 6% |

■ Very little ■ Some ■ Quite a bit ■ Very much
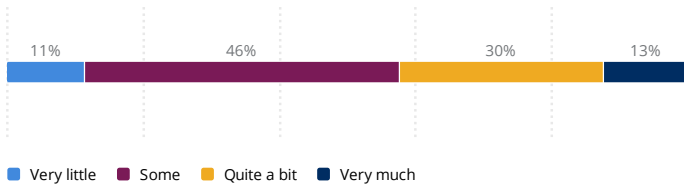
FSSE
faculty survey of student engagement

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 institutional values and commitment regarding diversity; and opportunities for diversity-related programming and coursework. 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.
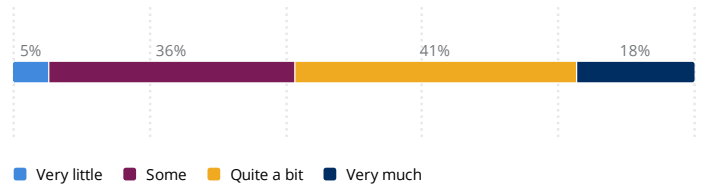
How much does your institution provide a supportive environment for the following forms of diversity?
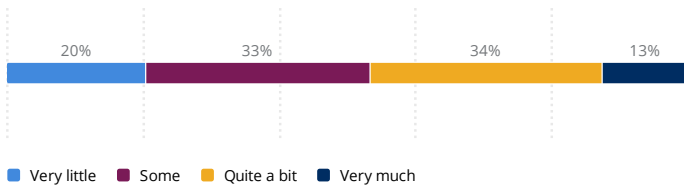*Response options: Very much, Quite a bit, Some, Very little*
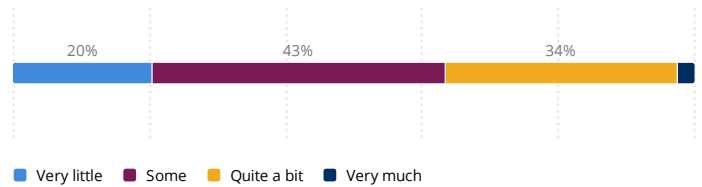

Racial/ethnic identity 80 ⓘ

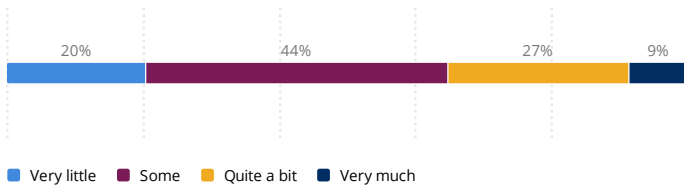| 11% | 46% | 30% | 13% |

■ Very little ■ Some ■ Quite a bit ■ Very much

Gender identity 80 ⓘ

| 5% | 36% | 41% | 18% |

■ Very little ■ Some ■ Quite a bit ■ Very much

Economic background 79 ⓘ

| 20% | 33% | 34% | 13% |

■ Very little ■ Some ■ Quite a bit ■ Very much

Political affiliation 79 ⓘ

| 20% | 43% | 34% | |

■ Very little ■ Some ■ Quite a bit ■ Very much

Religious affiliation 79 ⓘ

| 20% | 44% | 27% | 9% |

■ Very little ■ Some ■ Quite a bit ■ Very much

Sexual orientation 79 ⓘ

| 5% | 39% | 35% | 20% |

■ Very little ■ Some ■ Quite a bit ■ Very much

Disability status 80 ⓘ

| 11% | 40% | 34% | 15% |

■ Very little ■ Some ■ Quite a bit ■ Very much
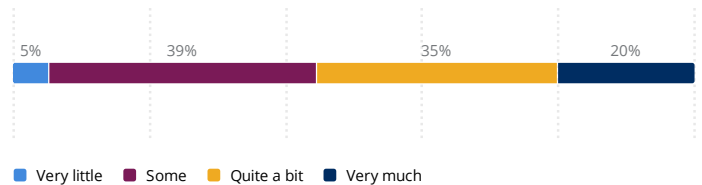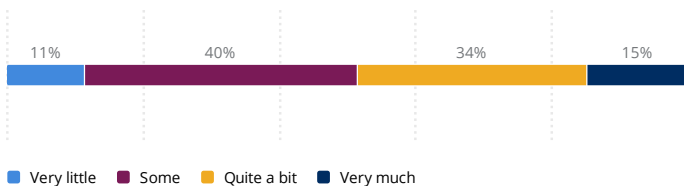
Citizenship or immigration status 0 ⓘ

No data found - your filters may be too exclusive!

1. Earlier, you answered some questions based on one particular undergraduate course section that you are teaching or have taught during this academic year. Thinking again about that course, how much does it emphasize the following? 81 ⓘ

ICD1 ↑	Count	Average	Very much	Quite a bit	Some	Very little
a. [fICDskills] Developing the skills necessary to work effectively with people from various backgrounds	81	2.4	14%	28%	38%	20%
b. [fICDbiases] Recognizing students' cultural norms and biases	80	2.2	14%	28%	26%	33%
c. [fICDperspective] Students sharing their perspectives and experiences	81	2.4	17%	32%	26%	25%
d. [fICDbackground] Exploring students' backgrounds through projects, assignments, or programs	81	1.7	2%	19%	30%	49%
e. [fICDcultures] Learning about other cultures	81	2.0	12%	19%	27%	42%
f. [fICDequity] Discussing issues of equity or privilege	81	2.0	10%	15%	36%	40%

2. How much does your institution emphasize the following? 81 ⓘ

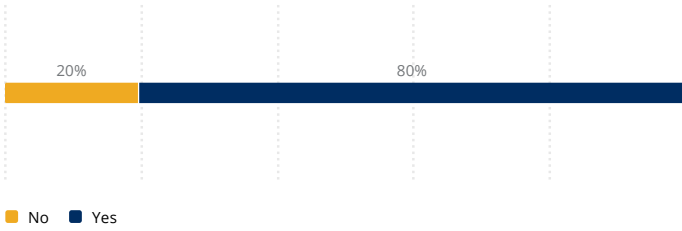| ICD2 ↑	Count	Average	Very much	Quite a bit	Some	Very little
a. [fICDcommitment] Demonstrating a commitment to diversity	81	2.6	15%	43%	33%	9%
b. [fICDresources] Providing faculty with the knowledge and skills needed for success in a multicultural world	81	2.3	7%	23%	57%	12%
c. [fICDcommunity] Creating an overall sense of community among faculty	81	2.2	6%	30%	46%	19%
d. [fICDstigma] Ensuring that you are not stigmatized because of your identities (racial/ethnic, gender, religious, sexual orientation, etc.)	81	2.6	15%	40%	33%	12%
e. [fICDdiscrimination] Providing information about anti-discrimination and harassment policies	81	2.7	15%	46%	35%	5%
f. [fICDallegations] Taking allegations of discrimination or						

3. How much does your institution provide a supportive environment for the following forms of diversity? 80 ⓘ

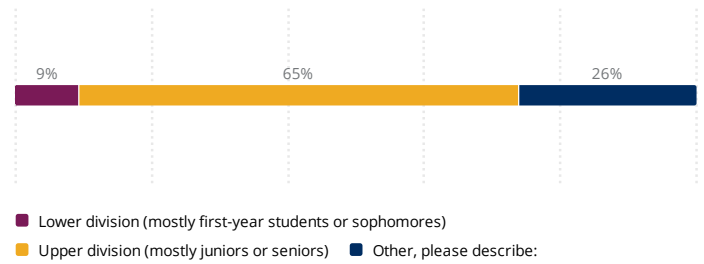| ICD3 ↑	Count	Average	Very much	Quite a bit	Some	Very little
a. [fICDrace] Racial/ethnic identity	80	2.4	13%	30%	46%	11%
b. [fICDgender] Gender identity	80	2.7	18%	41%	36%	5%
c. [fICDecon] Economic background	79	2.4	13%	34%	33%	20%
d. [fICDpolitics] Political affiliation	79	2.2	3%	34%	43%	20%
e. [fICDreligion] Religious affiliation	79	2.2	9%	27%	44%	20%
f. [fICDsexorient] Sexual orientation	79	2.7	20%	35%	39%	5%
g. [fICDability] Disability status	80	2.5	15%	34%	40%	11%
h. [fICDcitizen] Citizenship or immigration status	0	-	-	-	-	-

ICD3 ↑	Count	Average	Very much	Quite a bit	Some	Very little
a. [fICDrace] Racial/ethnic identity	80	2.4	13%	30%	46%	11%
b. [fICDgender] Gender identity	80	2.7	18%	41%	36%	5%

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.
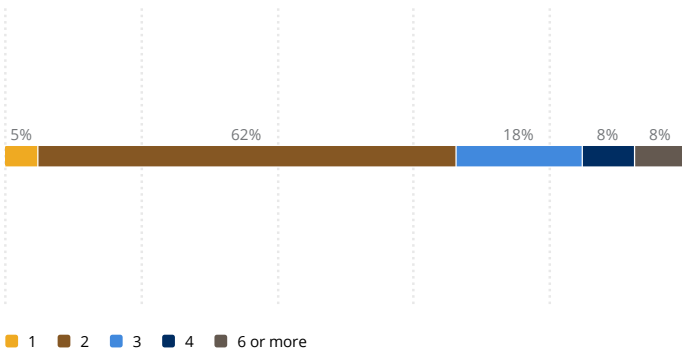
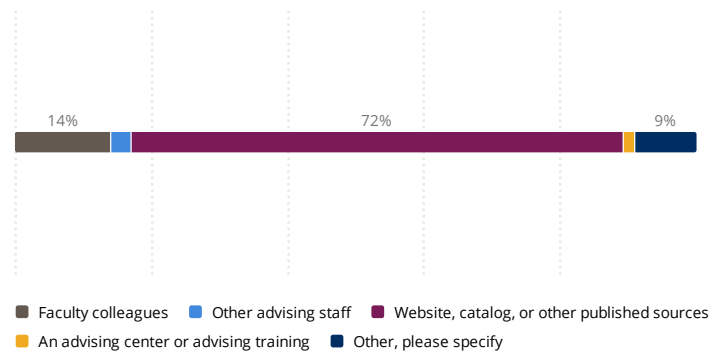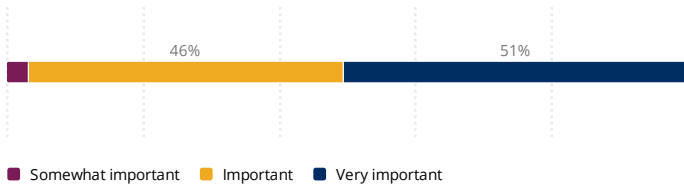## During the current school year, did you serve as an academic advisor for undergraduate students? 82 ⓘ

20%   80%

■ No ■ Yes

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

9%   65%   26%

■ Lower division (mostly first-year students or sophomores)
■ Upper division (mostly juniors or seniors)   ■ Other, please describe:

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 ⓘ

5%   62%   18%   8%   8%

■ 1 ■ 2 ■ 3 ■ 4 ■ 6 or more

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

14%   72%   9%

■ Faculty colleagues   ■ Other advising staff   ■ Website, catalog, or other published sources
■ An advising center or advising training   ■ Other, please specify

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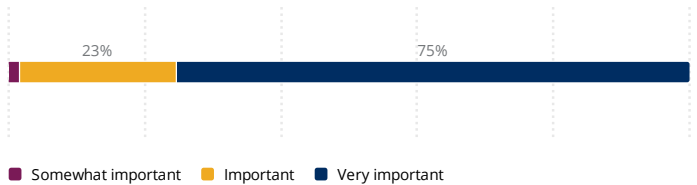
How important is it to you to do the following in your position as an academic advisor?

Response options: Very important, Important, Somewhat important, Not important
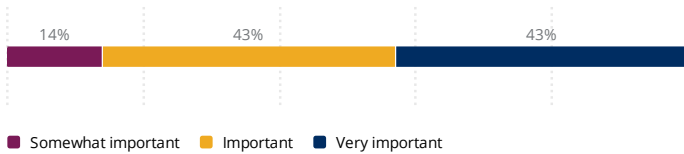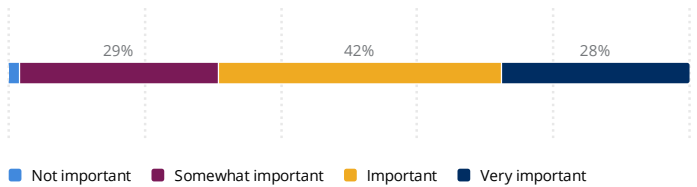
Be available when needed 65 ⓘ

46%   51%

■ Somewhat important ■ Important ■ Very important

Provide prompt and accurate information 65 ⓘ

23%   75%

■ Somewhat important ■ Important ■ Very important

Provide information about academic support services (tutoring, writing center, success skills, etc.) 65 ⓘ

14%   43%   43%

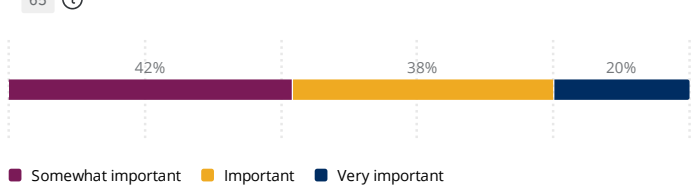■ Somewhat important ■ Important ■ Very important

Notify students of important policies and deadlines 65 ⓘ

29%   42%   28%

■ Not important ■ Somewhat important ■ Important ■ Very important

Reach out to students about their academic progress or performance 65 ⓘ

25%   45%   31%

■ Somewhat important ■ Important ■ Very important

Follow up with students regarding something you recommended 65 ⓘ

42%   38%   20%

■ Somewhat important ■ Important ■ Very important

Ask questions about students' educational background and needs 65 ⓘ

31%   45%   23%

■ Not important ■ Somewhat important ■ Important ■ Very important

Actively listen to student concerns 65 ⓘ

23%   74%

■ Somewhat important ■ Important ■ Very important

Respect student identities and culture 65 ⓘ

5%   23%   71%

■ Not important ■ Somewhat important ■ Important ■ Very important

Care about students' overall well-being 65 ⓘ

5%   23%   71%

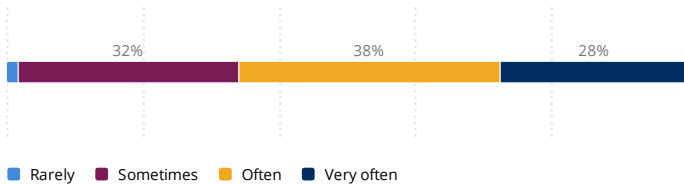■ Not important ■ Somewhat important ■ Important ■ Very important

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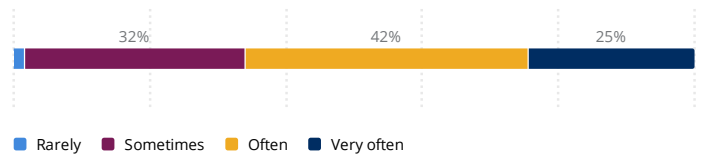
During the current school year, how often has your typical advisee discussed the following with you?
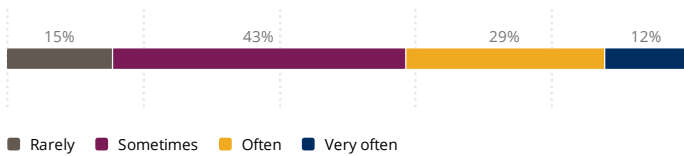*Response options: Very Often, Often, Sometimes, Rarely, Never*
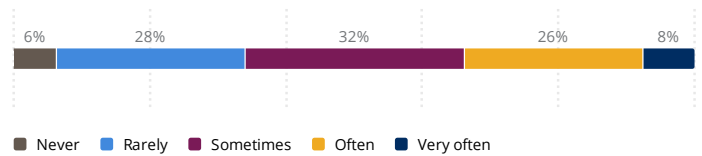
Their academic goals and future plans 65 ⓘ

| 32% | 38% | 28% |

■ Rarely ■ Sometimes ■ Often ■ Very often

How their major or expected major relates to their goals and future plans 65 ⓘ

| 32% | 42% | 25% |

■ Rarely ■ Sometimes ■ Often ■ Very often

Special opportunities (study abroad, internship, service-learning, research, etc.) 65 ⓘ

| 15% | 43% | 29% | 12% |

■ Rarely ■ Sometimes ■ Often ■ Very often

Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.) 65 ⓘ

| 6% | 28% | 32% | 26% | 8% |

■ Never ■ Rarely ■ Sometimes ■ Often ■ Very often

Resources for their well-being (health, counseling, financial guidance, etc.) 65 ⓘ

| 6% | 14% | 55% | 12% | 12% |

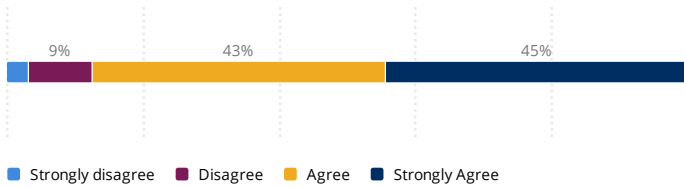■ Never ■ Rarely ■ Sometimes ■ Often ■ Very often

Academic Advising

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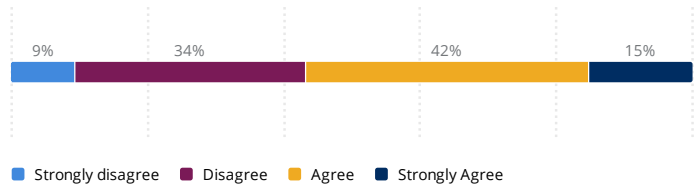
How much do you agree with the following statements?
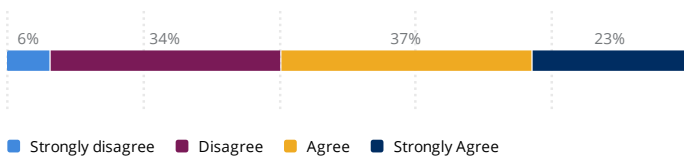*Response options: Strongly Agree, Agree, Disagree, Strongly Disagree*

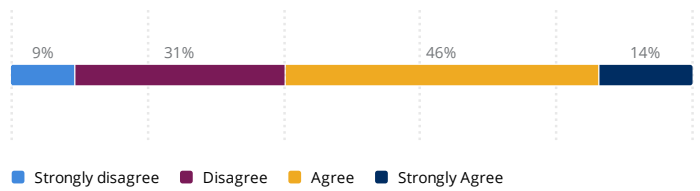### I feel comfortable in my role as an advisor at this institution. 65 ⓘ

	9%	43%	45%

■ Strongly disagree ■ Disagree ■ Agree ■ Strongly Agree

I have received adequate training for my role as an advisor. 65 ⓘ

9%	34%	42%	15%

■ Strongly disagree ■ Disagree ■ Agree ■ Strongly Agree

I would feel comfortable training or mentoring others in their advising roles. 65 ⓘ

6%	34%	37%	23%

■ Strongly disagree ■ Disagree ■ Agree ■ Strongly Agree

I have the time I need to do my best work as an advisor. 65 ⓘ

9%	31%	46%	14%

■ Strongly disagree ■ Disagree ■ Agree ■ Strongly Agree

I have access to the resources I need to provide students prompt and accurate information. 65 ⓘ

	17%	69%	12%

■ Strongly disagree ■ Disagree ■ Agree ■ Strongly Agree

I have the flexibility to advise students based on my best judgments about their needs. 64 ⓘ

	6%	64%	27%

■ Strongly disagree ■ Disagree ■ Agree ■ Strongly Agree

I feel comfortable assisting students who are interested in choosing or changing their major. 65 ⓘ

	12%	62%	23%

■ Strongly disagree ■ Disagree ■ Agree ■ Strongly Agree

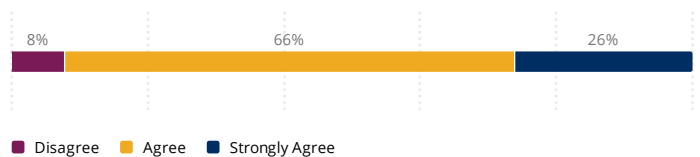### I have a good understanding of general legal principles that may affect advising (FERPA, mandatory reporting, due process, etc.) 65 ⓘ

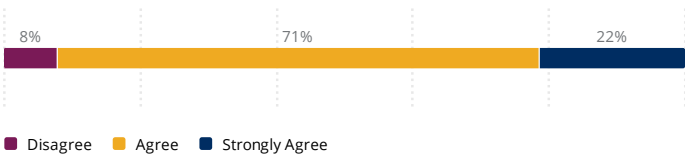|	17%	63%	17%

■ Strongly disagree ■ Disagree ■ Agree ■ Strongly Agree

I understand the advising needs of majority and minority student populations. 64 ⓘ

5%	47%	41%	8%

■ Strongly disagree ■ Disagree ■ Agree ■ Strongly Agree

I am able to build rapport with students whose personal backgrounds are very different from mine. 65 ⓘ

8%	66%	26%

■ Disagree ■ Agree ■ Strongly Agree

I connect the students I advise to others on or off campus when it is helpful. 65 ⓘ

8%   71%   22%

■ Disagree ■ Agree ■ Strongly Agree

82 ⓘ

AAD01	Count	Average	No	Yes
1. [fAAD01] During the current school year, did you serve as an academic advisor for undergraduate students?	82	0.8	20%	80%

65 ⓘ

AAD02	Count	Lower division	Upper division	Other
2. [fAAD02] What is the class level of most of your advisees?	65	9%	65%	26%

65

AAD03	Count	Average	0	1	2	3	4	5	6 or more
3. [fAAD03] 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	2.6	0%	5%	62%	18%	8%	0%	8%

65

AAD04	Count ▼	Faculty Colleagues	Other advising staff	Website, catalog, or other published sources	An advising center or advising training	Other
4. [fAAD04] During the current school year, which of the following has been your primary source of information regarding students' academic options?	65	14%	3%	72%	2%	9%

5. How important is it to you to do the following in your position as an academic advisor? 65 ⓘ

AAD05	Count	Average	Very important	Important	Somewhat important	Not important
5a. [fAAD05a] Be available when needed	65	3.5	51%	46%	3%	0%
5b. [fAAD05b] Provide prompt and accurate information	65	3.7	75%	23%	2%	0%
5c. [fAAD05c] Provide information about academic support services (tutoring, writing center, success skills, etc.)	65	3.3	43%	43%	14%	0%
5d. [fAAD05d] Notify students of important policies and deadlines	65	3.0	28%	42%	29%	2%
5e. [fAAD05e] Reach out to students about their academic progress or performance	65	3.1	31%	45%	25%	0%
5f. [fAAD05f] Follow up with students regarding something you recommended	65	2.8	20%	38%	42%	0%
5g. [fAAD05g] Ask questions about students' educational background and needs	65	2.9	23%	45%	31%	2%
5h. [fAAD05h] Actively listen to student concerns	65	3.7	74%	23%	3%	0%
5i. [fAAD05i] Respect student identities and cultures	65	3.6	71%	23%	5%	2%
5j. [fAAD05j] Care about students' overall well-being	65	3.6	71%	23%	5%	2%

6. During the current school year, how often has your typical advisee discussed the following with you? 65 ⓘ

AAD06	Count	Average	Very often	Often	Sometimes	Rarely	Never
6a. [fAAD06a] Their academic goals and future plans	65	2.9	28%	38%	32%	2%	0%
6b. [fAAD06b] How their major or expected major relates to their goals and future plans	65	2.9	25%	42%	32%	2%	0%
6c. [fAAD06c] Special opportunities (study abroad, internship, service-learning, research, etc.)	65	2.4	12%	29%	43%	15%	0%
6d. [fAAD06d] Participation in co-curricular activities (organizations or clubs, performing arts, sports, etc.)	65	2.0	8%	26%	32%	28%	6%
6e. [fAAD06e] Resources for their well-being (health, counseling, financial guidance, etc.)	65	2.1	12%	12%	55%	14%	6%

7. How much do you agree with the following statements? 65 ⓘ

AAD07	Count	Average	Strongly agree	Agree	Disagree	Strongly disagree
7a. [fAAD07a] I feel comfortable in my role as an advisor at this institution.	65	3.3	45%	43%	9%	3%
7b. [fAAD07b] I have received adequate training for my role as an advisor.	65	2.6	15%	42%	34%	9%
7c. [fAAD07c I would feel comfortable training or mentoring others in their advising roles.	65	2.8	23%	37%	34%	6%
7d. [fAAD07d] I have the time I need to do my best work as an advisor.	65	2.6	14%	46%	31%	9%
7e. [fAAD07e] I have access to the resources I need to provide students prompt and accurate information.	65	2.9	12%	69%	17%	2%
7f. [fAAD07f] I have the flexibility to advise students based on my best judgments about their needs.	64	3.1	27%	64%	6%	3%
7g. [fAAD07g] I feel comfortable assisting students who are interested in choosing or changing their major.	65	3.0	23%	62%	12%	3%
7h. [fAAD07h] I have a good understanding of general legal principles that may affect advising (FERPA, mandatory reporting, due process, etc.)	65	2.9	17%	63%	17%	3%
7i. [fAAD07i] I understand the advising needs of majority and minority student populations.	64	2.5	8%	41%	47%	5%
7j. [fAAD07j] I am able to build rapport with students whose personal backgrounds are very different from mine.	65	3.2	26%	66%	8%	0%
7k. [fAAD07k] I feel comfortable advising students to pursue educational opportunities that challenge their cultural understandings.	0	-	-	-	-	-
7l. [fAAD07l] I connect the students I advise to others on or off campus when it is helpful.	65	3.1	22%	71%	8%	0%