

Topical Module: Inclusiveness and Engagement with Cultural Diversity (Experimental Version)

This module—added for 2017—examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework. The module replaces the former Experiences with Diverse Perspectives module. Questions measuring inclusiveness of the campus environment are based on the recently launched [Culturally Engaging Campus Environments](#) survey. (Similar FSSE set available.)

1. During the current school year, how much has your coursework emphasized the following?

| | Very much | Quite a bit | Some | Very little |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Developing the skills necessary to work effectively with people from various backgrounds | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Recognizing your own cultural norms and biases | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Sharing your own perspectives and experiences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Exploring your own background through projects, assignments, or programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Learning about other cultures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Discussing issues of equity or privilege | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Respecting the expression of diverse ideas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. How much does your institution emphasize the following?

| | Very much | Quite a bit | Some | Very little |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Demonstrating a commitment to diversity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Providing students with the resources needed for success in a multicultural world | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Creating an overall sense of community among students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Ensuring that you are not stigmatized because of your identity (racial/ethnic identification, gender identity, sexual orientation, religious affiliation, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Providing information about anti-discrimination and harassment policies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Taking allegations of discrimination or harassment seriously | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Helping students develop the skills to confront discrimination and harassment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

| | Very much | Quite a bit | Some | Very little |
|---------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Racial/ethnic identification | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Gender identity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Economic background | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Political affiliation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Religious affiliation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Sexual orientation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Disability status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. The term “cultural community” can refer to a racial or ethnic community, a religious community, a community based on sexual orientation or gender identity, the neighborhood where you grew up, etc. Considering the community with which you most strongly identify, to what extent do you agree or disagree with the following statements?

| | Strongly agree | Somewhat agree | Neither agree nor disagree | Somewhat disagree | Strongly disagree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. On campus, there are enough opportunities to learn about my own cultural community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. On campus, there are enough opportunities to learn about important issues within my own cultural community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. On campus, there are enough opportunities to learn about the experiences of people within my own cultural community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. In general, people on campus value knowledge from my cultural community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. In general, people on campus value the experiences of people within my cultural community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. In general, my cultural community is valued on campus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Item 4 is adapted with permission from the [Culturally Engaging Campus Environments](#) survey.