



Diversity, Equity, and Inclusion (DEI) Climate Survey

Full Report

June 2023

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Jesús Treviño, PhD, Vice President for Diversity, Equity, and Inclusion.

Executive Summary

RVU Diversity, Equity, and Inclusion (DEI) 2023 Climate Survey

Rocky Vista University (RVU) has been committed to fostering diversity, equity, and inclusion (DEI) across all its campuses, over the last few years. RVU has been conducting an annual multi-year Diversity, Equity, and Inclusion (DEI) Climate Survey to assess the efforts to advance DEI. The survey aims to gather feedback from students, faculty, and administration on various DEI-related issues.

Since its inception in 2018, the RVU DEI Climate Survey focused on five core areas: feelings of respect and value, value of diversity and desire for DEI training and educational activities, perceived experiences of disparate treatment and/or discrimination, understanding how to seek help, and overall satisfaction with RVU's climate. Notably, this year's survey included new items related to microaggressions, micro-affirmations, self-assessment of cultural competency, and student perceptions regarding faculty's handling of issues related to DEI.

This institutional research study and report presents survey findings across the years 2018 to 2023, capturing both quantitative and qualitative responses from students and employees across all three campuses.

The survey was intended to answer the following research questions:

- 1) To what levels are RVU community groups satisfied with the DEI climate?
- 2) Are levels of satisfaction with RVU's DEI climate increasing or decreasing by group and campus over time?
- 3) What are RVU community group levels of agreement on the five attitudinal themes?
- 4) To what extent are microaggressions and micro-affirmations present at RVU?
- 5) Who are the targets of those microaggressions and micro-affirmations?
- 6) To what extent are faculty addressing DEI issues in the classroom?
- 7) From the perspective of RVU students, how well are we preparing them for working with diverse patients and communities?
- 8) What statistically significant differences exist between students and employees?
- 9) What key themes, sentiments, and problem areas arose from the qualitative comments?

The survey information will help RVU continue its efforts in fostering a more inclusive and supportive campus climate, ensuring that all members of the RVU community feel respected, valued, and adequately prepared to work with diverse populations.

In conclusion, RVU remains committed to its DEI initiatives and will use the survey findings to further enhance the campus climate for diversity, making it a more inclusive and empowering environment for everyone.

METHODS/SURVEY DEVELOPMENT

An online survey instrument using Qualtrics was employed. The overall response rate for 2023 reflects a **35%** return (676/1,913), reflecting a stable rate from the 2022 survey at **35%**.

Survey Results: Student Highlights

Students' levels of understanding about knowing how to seek help and avail themselves of resources increased from 2018 to 2022 among Colorado students but declined in 2023. Students also expressed concerns about not being treated with respect and fairness, the value of training and educational activities, and unfair treatment related to gender, sexual orientation, and religion. The value of diversity and related training activities is declining at significant rates among students. Perceived disparate treatment, preferential treatment, and fear of reprisal for reporting incidents are increasing at statistically significant rates for all students. On average, satisfaction with the general DEI climate demonstrates 10% higher levels for Utah students (85%) than Colorado students (75%).

Survey Results: Employee Highlights

Employees registered a steady increase in satisfaction with the overall DEI climate which may indicate that employees as a group are experiencing and/or witnessing positive changes. Utah and Montana employee perception rates of disparate treatment/discrimination and fear of reprisal both rose by 13%. Average levels of agreement indicate that Montana employees exhibit the highest levels of feeling valued and respected, appreciation for diversity and training and educational activities, knowing where to seek help or assistance, and general satisfaction with the DEI climate. Knowing how to seek help has experienced a steady increase over the four-year period.

Diverse Healthcare Competency

When students were asked to rate their knowledge on a scale of high, medium, low, or none regarding providing healthcare to a variety of patients, students rated their knowledge of White/Euro-American and Women patients the highest. Students rated their knowledge of healthcare high for patients of color from a maximum of 22% (Hispanic/Latino) to minimum of 18% for Black/African American patients. Healthcare knowledge regarding Native Americans was the lowest among respondents at 12.01%. Knowledge about providing healthcare to LGBTIQ and Asian American patients was rated high 19% and 18% respectively.

Students responded to a question examining diversity in the classroom. Specifically, the survey item was designed to assess student's perceptions of how many professors successfully handle issues of diversity in the classroom, successfully create an inclusive classroom climate for all students, and introduce diversity into the course content. The measurement scale included "A lot", "Several", "A few", and "None". When the "None" category is scrutinized across all three items, the results are low ranging from 5.12% to 2.42% suggesting that overall diversity is being addressed within the classroom. How much is DEI being addressed by faculty? In the "A lot" category, students indicated that approximately 25% of professors successfully handle issues of diversity in the classroom and introduce diversity into the course content. In the category of

“successfully creating an inclusive classroom climate for all students”, respondents reported that 43% of professors succeed in this area. Students also reported “A lot” (26%) of faculty introduce diversity into the course content.

Micro-affirmations and Microaggressions

Respondents were asked to indicate the number of times they had heard positive or uplifting comments directed at diverse communities (i.e., micro-affirmations). Merging the scale categories of “A lot”, “Often”, and “Sometimes”, the results suggests that females (80%), LGBTIQA (74%) Black/African Americans (70%), and Asian Americans (62%) receive a high number of micro-affirmations.

A survey question also asked for respondents to indicate the number of times they had heard insensitive or disparaging comments directed against diverse communities (i.e., microaggressions). The scale included “A lot”, “Often”, “Sometimes”, and “None”. Under the category of “None” (i.e., respondents had not heard microaggressions), the percentages are above the average of 70% for both students and employees. Stated another way, large numbers of student and employee respondents indicated that they had not heard insensitive comments about diverse groups. Conversely, combining the “A lot”, “Often”, and “Sometimes” categories, the groups that received the most microaggressions according to student respondents were females (48%), LGBTIQA (41%), Black/African Americans (34%), Asian Americans (32%), People with Disabilities (25%), and Hispanic/Latino Americans (25%).

With respect to all employee responses regarding microaggressions, respondents indicated that they hear the most insensitive comments directed at females (39%), age (35%), and LGTBTIQ members (27%).

Qualitative Analysis

Qualitative review of respondents’ comments regarding the campus climate for diversity produced five themes. Below are the themes and a sample of the comments.

1) *PCD (Positive Climate and Direction)* “RVU has a very welcoming environment” • “In my department, a very good culture exists that is safe and welcoming” • “I have seen more people directly address microaggressions or unconscious bias in this past year which is nice”.

2) *EDA (Expand, Deepen, and Amplify DEI Training and Education)* • “Continue offering the variety of learning programs and experiences” • “Food or events that bring people together” • “Interactive workshops to include faculty, staff, and students - not a separate workshop for each of those groupings”.

3) *DEUC (Divisive, Exclusive, and Unequal Climate)* • “Among faculty and staff, there is a distinct hierarchy of honorifics, MDs, and DOs, I have found, have a different and biased perspective of those with no doctoral degrees, or doctoral degrees of varied specialties including the humanities” • “I feel that it is those of minor or marginalized groups that are heard and treated better than those of a straight white group”.

4) *Diversifying the Curriculum (DTC)* • "I think there are some specific faculty that could do a better job of being inclusive in their lecture materials and delivery" • "I wish there was more SDOH [Social Determinants of Health] incorporated into the MSBS curriculum, Lots of missed opportunities".

5) *CID (Call to Increase Diversity)* • "Admittance of students from more diverse backgrounds" • "Continue seeking quality candidates from a variety of backgrounds" • "Hire more people of color".

With the exception of the DEUC (Divisive, Exclusive, and Unequal Climate) category, four of the themes speak to the positive feelings about the RVU climate for diversity and a call to improve DEI training, increase diversity, and diversify the curriculum. Stated differently, overall, the survey comments via four themes suggest that members of the RVU community are asking for more DEI rather than less. The only caveat is that there continues to exist perceptions of a climate that is not benefiting everyone, feelings that issues of inequality persist, and opinions that members of diverse communities are not fully included at RVU.

2023 Diversity, Equity, and Inclusion (DEI) Climate Survey: Full Report

INTRODUCTION

Rocky Vista University (RVU) has been committed to fostering diversity, equity, and inclusion (DEI) across all campuses, over the last few years. RVU has been conducting an annual multi-year

Diversity, Equity, and Inclusion (DEI) Climate Survey to assess those efforts. The survey aims to gather feedback from students, faculty, and administration on various DEI-related issues.

In addition to the above, assessment of the climate for diversity is important given that the 2022-23 academic year introduced significant DEI changes at RVU. First, a new Vice President for Diversity, Equity, and Inclusion was hired to lead the DEI charge. With this change emerged the Office for Diversity, Equity, and Inclusion. Second, a new model for addressing DEI was introduced to RVU: Inclusive Excellence (IEx). The model represents a systemic approach to DEI change and innovation designed to engage every aspect of the university in DEI work.

The Campus Climate Survey was developed and first administered in 2018 in an effort to gauge and illuminate perceptions of the current climate at RVU in five areas: a) feelings of respect and value, b) value of diversity and desire for DEI training and educational activities, c) perceived experiences of disparate treatment and/or discrimination, d) understanding how to seek help, and e) overall satisfaction with RVU's climate. This year, new items were added related to microaggressions, micro-affirmations, self-assessment of cultural competency, and perceptions of faculty's handling of issues of DEI in the classroom. The items were added based on last year's survey results and focus groups discussing the results of the annual assessment.

This report presents survey findings across the years 2018 to 2023 by status groups (students and employees) on quantitative and qualitative items for all three campuses. The assessment was not administered in 2021 because of the pandemic. The Montana campus does not yet have students, thus only employee perspectives were included.

The RVU community refined existing DEI definitions in AY2021-22 as tools to provide a framework for moving forward on objectives, goals, and planning activities related to DEI, and to create alignment among educational initiatives, programs, and communications. Equity was added in 2022 to RVU's definitions and survey response categories in an effort to broaden the scope of inquiry and responsiveness. Moreover, Equity and inclusivity joined Diversity as core values that guide the RVU mission.

- **Diversity:** The recognition, reflection, and representation of individual differences within a community including, but not limited to culture, race, age, ethnicity or national origin, color, sex, gender, gender identity, sexual orientation, religious beliefs, spiritual practices, political beliefs, mental and physical ability, socioeconomic status, individual life experiences, or other ideologies.
- **Equity:** The implementation of unbiased policies and practices to ensure everyone has access to opportunities along with needs-based distribution of resources to obtain positive outcomes so that all individuals and groups may attain their full potential, and no one is deprived regardless of identity, abilities, background, or socially determined circumstances.
- **Inclusivity:** The dynamic process of creating a welcoming environment which increases awareness, knowledge, and empathetic understanding to enable individuals with diverse

backgrounds, abilities, insights, and experiences to interact in an open, fair, respectful, equitable, and collaborative fashion.

Understanding our campus climate is an important step towards ensuring our institution’s future success – that of our students, employees, and the communities we serve.

METHODS/SURVEY DEVELOPMENT

An online survey instrument (Appendix A) administered via Qualtrics (Qualtrics, Provo, Ut) was employed. Other institutional and professional DEI surveys were examined to establish content validity, conduct trend comparisons, and confirm analysis methodologies.¹

Reliability was estimated by conducting a Cronbach’s alpha test to determine the internal consistency of items. Content validity was estimated by conducting a review of the domains/themes measured in this survey relative to other higher education DEI climate surveys to determine if all aspects of the domain were in relative proportion to other surveys.

Responses to five attitudinal variables or themes were examined across ten demographic characteristics to discern if statistically significant differences emerged across or between groups (Table 1 below).

Table 1. Survey Variables
Status Groups
CO and UT Students
CO, MT, and UT Employees
Demographic Characteristics
1. Age
2. Sex
3. Gender/Gender Identity
4. Sexual Orientation
5. Race/Ethnicity
6. US Citizen
7. Religion
8. Disability Status
9. Armed Forces/Military Service Status
10. Education Level
Attitudinal Themes
Feelings of Respect and Value
Value of Diversity and DEI Training and Educational Activities
Perceptions of Disparate Treatment and Fear of Reprisal
Knowing where to Find Resources and Support

¹ 2016 University of Michigan Student and Faculty DEI Campus Climate Surveys; 2021-22 University of Iowa Campus Climate Survey; 2021-22 Higher Education Research Institute at UCLA Student and Staff DEI Climate Surveys; 2021-22 Higher Education Data Sharing Consortium Diversity & Equity Campus Climate Survey

Satisfaction with the Overall DEI Climate
Knowledge, Engagement, & Observations Themes
Microaggressions
Micro affirmations
Healthcare Competency
Diversity in the Classroom

Research questions included:

- 1) To what levels are RVU community groups satisfied with the DEI climate?
- 2) Are levels of satisfaction with RVU's DEI climate increasing or decreasing by group and campus over time?
- 3) What are RVU community group levels of agreement on the five attitudinal themes?
- 4) To what extent are microaggressions and micro-affirmations present at RVU?
- 5) Who are the targets of those microaggressions and micro-affirmations?
- 6) To what extent are faculty addressing DEI issues in the classroom?
- 7) How well are we preparing RVU students for working with diverse individuals and communities?
- 8) What statistically significant differences exist between students and employees?
- 9) What key themes, sentiments, and problem areas arose from the comments?

Responses rates by group and campus location were calculated to determine if generalizations from the respondent pool to the larger RVU community could be made.

Frequency distributions across groups and the five attitudinal and four Knowledge, Engagement, and Observation variables were examined to compare agreement rates (by percentage). Statistical significance tests were conducted to identify differences between groups across the Colorado and Utah campuses (Chi Square and *t*-tests). A linear trend analysis using multiple analysis of variance (MANOVA) test was conducted to discern if linear relationships were present and statistically significant across the five-year period. Montana employees were included in these analyses, as two years of data is now available.

Six new items/statements were added to the 2023 survey, thereby creating a sixth theme entitled 'DEI Knowledge, Engagement, and Observations'. Additionally, neutral response choice 'Neither Agree or Disagree' was added to the 2022 survey and included again in 2023. Frequency and inferential statistics tests were therefore corrected by adjusting the scaled items by one level; e.g., 5=4, 4=3, etc. to calculate accurate levels of agreement across time and groups. The response choice was also removed from the statistical analysis to ensure calculations were more precise.

Average differences and statistical significance between demographic groups that exhibited higher than-expected decreases across time or between groups were culled out to identify specific areas of concern across both groups.

Qualitative analysis was performed on respondent comments to discern attitudes toward the six attitudinal themes.

Limitations of this survey include:

1. A highly homogeneous response pool may influence lower variance between groups, creating non-significant results.
2. The time of year the survey was administered (late spring semester) may have negatively influenced response rates.
3. The length of the survey and additional questions create an additional time investment, possibly creating negative response choices, survey fatigue, and/or non-completion.
4. Removal of the neutral response category, and thereby change to the measurement scale across surveys, may induce statistical inaccuracies and/or errors in levels of agreement/satisfaction.
5. Survey participants tend to respond to topics they feel passionate about, thereby influencing or skewing the results in a more positive or negative direction. ²

Part I – 2023 Response Rates

The overall response rate for 2023 reflects a **35%** return (676/1,913), reflecting a stable rate from the 2022 survey at **35%** (see Table 2 below). The response rate reflects an average return of **31%** over the four administrations, although the count of respondents increased in all groups.

Table 2. Response Rates by Group across 5-Year Period

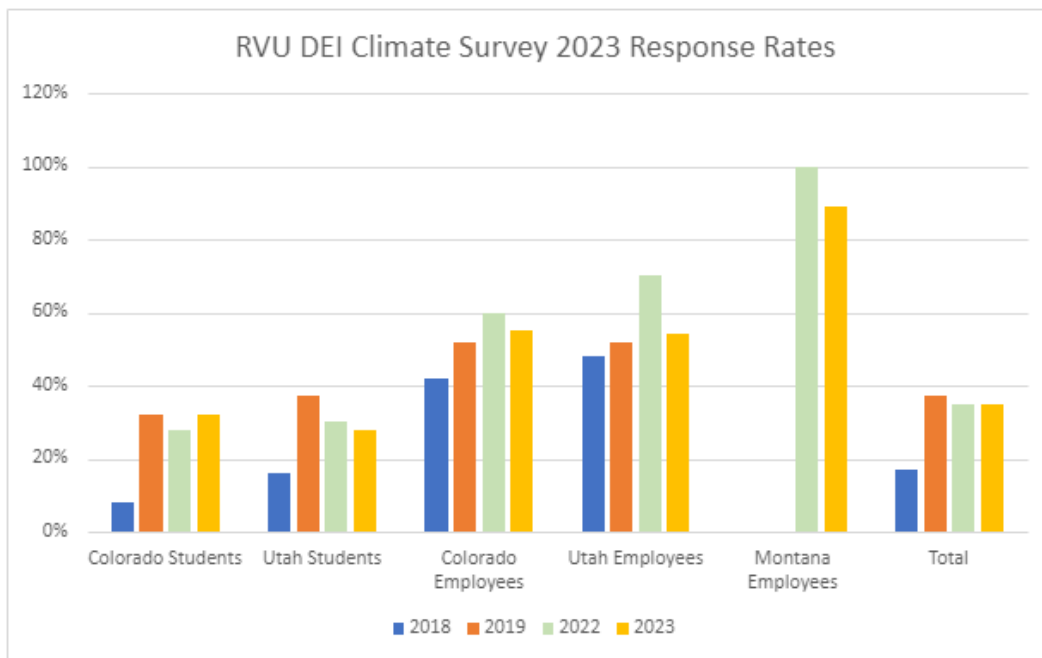
2018 Response Rates					
Colorado Students	Utah Students	Colorado Employees	Utah Employees	Total	
8% (54/667)	16% (20/125)	42% (66/159)	48% (25/52)	17% (166/1003)	
2019 Response Rates					
Colorado Students	Utah Students	Colorado Employees	Utah Employees	Total	
32% (216/674)	37% (95/260)	52% (81/155)	52% (46/88)	37% (438/1177)	
2022 Response Rates					
CO Students	UT Students	CO Employees	MT Employees	UT Employees	Total
28% (225/841)	30% (186/610)	60% (123/204)	100% (6/6)	70% (71/102)	35% (611/1764)
2023 Response Rates					
CO Students	UT Students	CO Employees	MT Employees	UT Employees	Total
32% (281/891)	28% (176/640)	55% (125/229)	89% (31/35)	54% (64/118)	35% (676/1913)

² <https://outcry.io/2019/05/26/negative-feedback/>; Fowler, 2009; Engel et. al, 2015.

Student response rates increased by 4% at the Colorado campus but decreased by 2% at the Utah campus, while employee response rates decreased at all locations (Utah employee response rate decreased 16%) by an average of 11% as reflected in Figure 1 below.

Employee response rates at the Colorado and Utah locations surpassed overall student rates and on individual items across the four administrations, although completion rates vary by individual items. The 2023 overall rate is considered moderate-to-high by online survey standards, and individual group rates appear to provide sufficient generalizability to the broader RVU population.³

Figure 1. Group Response Rates by Campus



Part II – Demographics

Demographics are presented by all respondents to include students and employees at all locations in Table 3 below. 558 responses were received at 100% while 118 were completed at less than 100% but at least 75%, thus a listwise missing data method was employed for individual items.

Table 3. Survey Demographics

What is your Current Age (in years)?		
Age	Frequency	Percent

³ Engel et. al, 2015

20-29	373	55%
30-39	141	21%
40-49	65	10%
50-59	54	8%
60-69	30	4%
70 and Over	9	1%
Missing	4	1%
Grand Total	676	100%
What is your Sex?		
Sex	Frequency	Percent
Female	362	54%
Male	282	42%
Other (please specify)	2	0%
Prefer not to respond	30	4%
Grand Total	676	100%
What is your Gender/Gender Identity?		
Gender Identity	Frequency	Percent
Man	277	41%
Other (please specify)	5	1%
Prefer not to respond	34	5%
Transgender Man	1	0%
Woman	359	53%
Grand Total	676	100%
What is your Sexual Orientation?		
Orientation	Frequency	Percent
Asexual	3	0%
Bisexual	37	5%
Gay/Lesbian	18	3%
Heterosexual	540	80%
Other (please specify)	4	1%
Pansexual	5	1%
Polyamory	2	0%
Prefer not to respond	46	7%
Queer	5	1%
Questioning	5	1%
Missing	11	2%
Grand Total	676	100%
Please Select the Race or Ethnicity Group with which you most Identify.		
Ethnicity	Frequency	Percent
Asian	62	9%
Black or African American	11	2%
Hispanic or Latinx/Latiné	40	6%
Multi-Racial	21	3%
Native American/Alaska Native	2	0%
Other	15	2%
Prefer not to respond	42	6%
White	466	69%

Missing	17	3%
Grand Total	676	100%
Are you a US Citizen?		
Citizen	Frequency	Percent
Yes	643	95%
No	3	0%
Missing	30	4%
Grand Total	676	100%
With what Religious Background do you most Identify?		
Religious Identification	Frequency	Percent
Agnostic	86	13%
Atheist	60	9%
Buddhist	12	2%
Christian	315	47%
Hindu	7	1%
Jewish	16	2%
Muslim	5	1%
Other (please specify)	14	2%
Prefer not to respond	47	7%
Spiritual	50	7%
Unaffiliated	54	8%
Missing	10	1%
Grand Total	676	100%
Do you have a Disability?		
Disability	Frequency	Percent
Yes	66	10%
No	590	87%
Missing	20	3%
Grand Total	676	100%
Have you ever served in the Armed Forces, Military Reserve, or National Guard?		
Armed Forces	Frequency	Percent
Yes	85	13%
No	578	86%
Missing	13	2%
Grand Total	676	100%
What is the Highest Level of Education you have Completed?		
Education	Frequency	Percent
Associate's degree	9	1%
Bachelor's Degree	357	53%
Doctoral Degree	106	16%
High School Diploma	15	2%
Master's Degree	158	23%
Specialist Certification or Degree	18	3%
Missing	13	2%
Grand Total	676	100%

Part III – Comparisons of 2023 Attitudinal Themes by Groups and Campus Location

A. STUDENTS

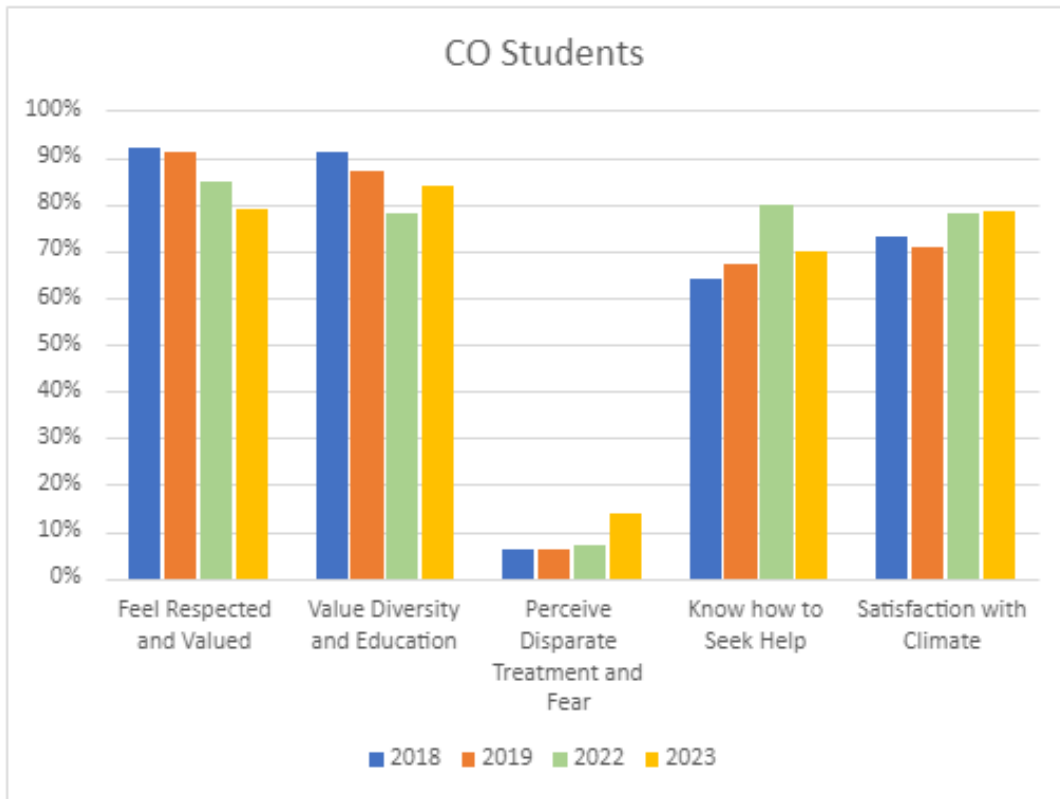
5-Year Trends

Linear trends across the 5-year period for the four survey administrations by student groups and campus with average levels of agreement are presented in Tables 4, 5, and 6 and Figures 2, 3, and 4 below. Statistical significance of the levels of agreement are presented for student groups by campus in Table 7 below.

Table 4. CO Students

Attitudinal Theme	2018	2019	2022	2023
Feel Respected and Valued	92%	91%	85%	79%
Value Diversity and Education	91%	87%	78%	84%
Perceive Disparate Treatment and Fear	06%	6%	7%	14%
Know how to Seek Help	64%	67%	80%	70%
Satisfaction with Climate	73%	71%	78%	78%

Figure 2. CO Students 2018 – 2023



(% of Agreement = Strongly Agree + Somewhat Agree)

Linear Trends (across 4 survey administrations):

- Decrease in feeling respected and valued: **13%**
- Decrease in valuing diversity and educational exercises: **07%**
- Increase in perceived disparate treatment and fear of reprisal: **08%**
- Increase in knowing how to seek help: **06%**
- Increase in satisfaction w/overall climate: **05%**

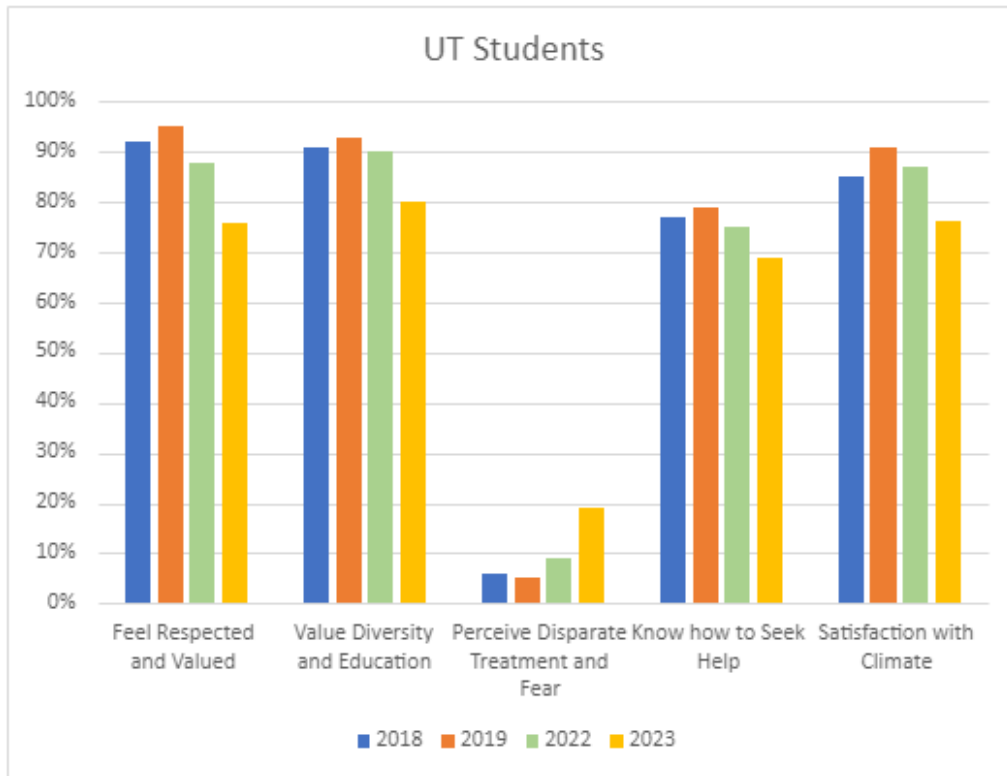
Average Findings (across 5-year period):

- Feel Respected and Valued: **87%**
- Value Diversity and Education: **85%**
- Perceive Disparate Treatment and Fear: **08%**
- Know How to Seek Help: **70%**
- Satisfaction with Overall DEI Climate: **75%**

Table 5. Utah Students

Attitudinal Theme	2018	2019	2022	2023
Feel Respected and Valued	92%	95%	88%	76%
Value Diversity and Education	91%	93%	90%	80%
Perceive Disparate Treatment and Fear	06%	05%	09%	19%
Know how to Seek Help	77%	79%	75%	69%
Satisfaction with Climate	85%	91%	87%	77%

Figure 3. UT Students 2018 – 2023



(% of Agreement = Strongly Agree + Somewhat Agree)

Linear Trends (across 4 survey administrations):

- Decrease in feeling respected and valued: **16%**
- Decrease in valuing diversity and educational exercises: **11%**
- Increase in perceived disparate treatment and fear of reprisal: **13%**
- Decrease in knowing how to seek help: **08%**
- Increase in satisfaction with overall climate: **08%**

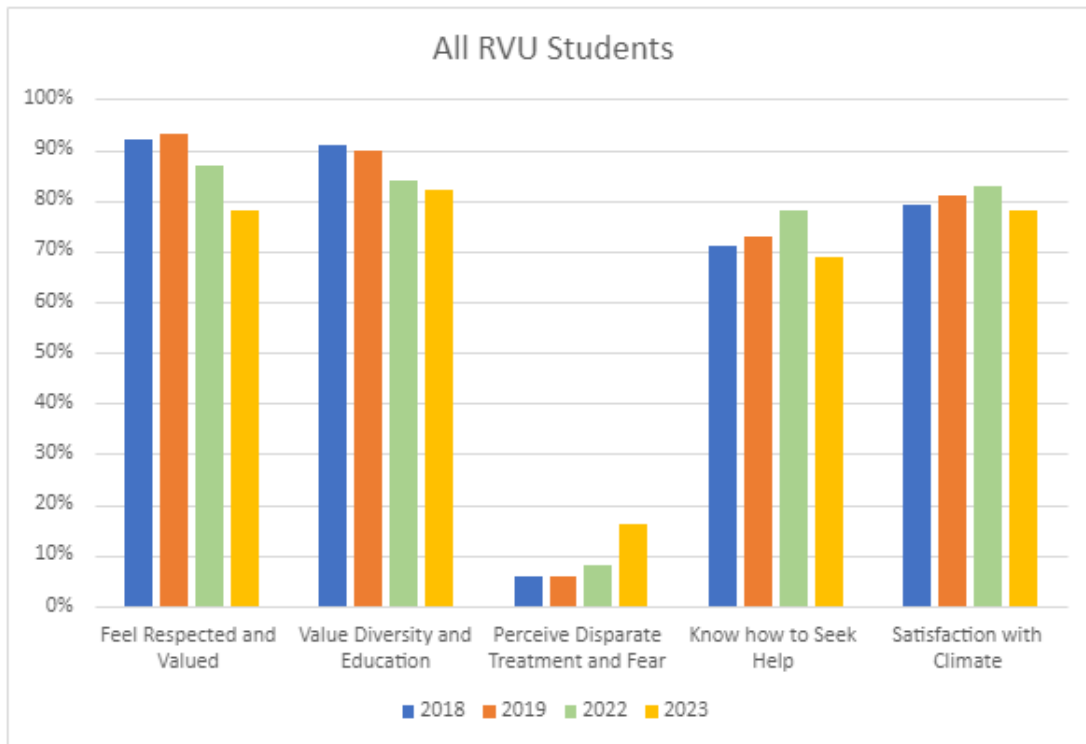
Average Findings (across 5-year period):

- Feel Respected and Valued: **88%**
- Value Diversity and Education: **89%**
- Perceive Disparate Treatment and Fear: **10%**
- Know How to Seek Help: **75%**
- Satisfaction with Overall DEI Climate: **85%**

Table 6. All Students

Attitudinal Theme	2018	2019	2022	2023
Feel Respected and Valued	92%	93%	87%	78%
Value Diversity and Education	91%	90%	84%	82%
Perceive Disparate Treatment and Fear	06%	06%	08%	16%
Know how to Seek Help	71%	73%	78%	69%
Satisfaction with Climate	79%	81%	83%	78%

Figure 4. All RVU Students 2018 - 2023



(% of Agreement = Strongly Agree + Somewhat Agree)

Linear Trends (across 4 survey administrations):

- Decrease in feeling respected and valued: **14%**

- Decrease in valuing diversity and educational exercises: **09%**
- Increase in perceived disparate treatment and fear of reprisal: **10%**
- Decrease in knowing how to seek help: **02%**
- Decrease in satisfaction with overall climate: **01%**

Average Findings (across 5-year period):

- Feel Respected and Valued: **88%**
- Value Diversity and Education: **87%**
- Perceive Disparate Treatment and Fear: **09%**
- Know How to Seek Help: **73%**
- Satisfaction with Overall DEI Climate: **80%**

Key Observations:

- Findings reflect that students at the Utah campus possess a declining attitude towards feeling respected and valued, surpassing Colorado students by **3%**.
- Perceptions of perceived disparate treatment/discrimination and fear of reprisal are rising for both Colorado and Utah students with Utah outpacing Colorado by **5%**.
- Knowing how to seek help for disparate treatment and/or discrimination is also declining, signaling a potential area for intervention.
- On average, Utah student perceptions remain higher than Colorado students. However, this result is likely due to higher initial rates, as levels of agreement and satisfaction are dropping at greater rates than Colorado students.
- Utah students appear to be more satisfied with the overall DEI climate in its current state, which could be interpreted as 'things are fine the way they are'.
- Findings suggest that overall, all RVU students are feeling less valued and respected than previous cohorts.

Significance Tests:

Percentages of agreement/satisfaction for all students by 2023 survey items and estimates of statistical significance are presented in Table 7 below. Significant results are highlighted in yellow and reflect differences between the two campus groups.

Table 7. Student Agreement Levels			
	CO Students	UT Students	<i>p (sig ≤ .05)</i>
Theme 1: Feel Respected and Valued			
Q1. I feel comfortable being myself at RVU.	83%	77%	0.117
Q2. It's easy for me to connect with others who look like me at RVU.	90%	90%	0.945
Q3. I am treated with respect and fairness at RVU.	89%	78%	0.004
Q4. There is equitable treatment of all types of individuals at RVU.	74%	73%	0.890
Q5. People from specific groups receive preferential treatment at RVU.	63%	73%	0.068
Q6. I feel a strong sense of belonging at RVU.	75%	69%	0.196
Q7. I am a valued member of Rocky Vista University.	76%	73%	0.487
Average %	79%	76%	
Theme 2: Value Diversity and Education			
Q8. A diverse student body enriches the RVU environment.	91%	90%	0.642
Q9. A diverse employee body enriches the RVU environment.	94%	89%	0.084
Q10. Diversity, equity, and inclusion training exercises are valuable.	69%	58%	0.016
Q11. I believe I can contribute to enhancing diversity, equity, and inclusivity at RVU.	94%	91%	0.224
Q12. I believe RVU leadership addresses issues of disparity and barriers to an equitable educational environment.	71%	71%	0.962
Average %	84%	80%	
Theme 3: Disparate Treatment			
Q13. I believe I have been treated unequally or unfairly due to my age.	15%	13%	0.646
Q14. I believe I have been treated unequally or unfairly due to my racial, cultural, or ethnic background.	24%	31%	0.167
Q15. I believe I have been treated unequally or unfairly due to my gender.	24%	39%	0.002
Q16. I believe I have been treated unequally or unfairly due to my sexual orientation.	8%	21%	0.000
Q17. I believe I have been treated unequally or unfairly due to my military or veteran status.	3%	3%	0.981
Q18. I believe I have been treated unequally or unfairly due to my religion.	21%	36%	0.003
Q19. I believe I have been treated unequally or unfairly due to my disability status.	7%	8%	0.795
Q20. I believe I have been treated unfairly due to my level of education.	9%	8%	0.850
Q21. I have considered seeking employment or attending school elsewhere due to perceived discrimination at RVU.	12%	16%	0.299
Average %	14%	19%	
Theme 4: Know how to Seek Help			
Q22. I know how to seek help if I experience disparate treatment or discrimination.	75%	67%	0.070
Q23. I know what to do if I see someone else experiencing disparate treatment or discrimination.	82%	81%	0.924

*Q24. I have a fear of negative consequences if I report disparate treatment or discrimination.	47%	50%	0.533
Q25. There is someone at RVU I know I could talk to if I experience disparate treatment or discrimination.	76%	76%	0.892
Average %	70%	69%	
Theme 5: Satisfaction with Overall DEI Climate	CO Students	UT Students	<i>p (sig ≤ .05)</i>
Q26. Overall, Diversity, Equity, and Inclusion are appreciated at RVU.	83%	89%	0.132
Q27. RVU embodies its Core Value of Diversity.	74%	80%	0.224
Q28. I am satisfied with RVU's leadership with respect to Diversity, Equity, and Inclusion.	78%	72%	0.143
Q29. I am satisfied with RVU's campus climate with respect to Diversity, Equity, and Inclusion.	76%	69%	0.133
Average %	78%	77%	

(% of Agreement = Strongly Agree + Agree) (*Indicates item was reverse coded)

Key Observations:

- Significant results confirm that students at both locations possess declining attitudes and/or satisfaction on several DEI themes, with Utah student rates dropping at higher rates.
- Levels of understanding about knowing how to seek help and available resources and support are higher than 2018 among Colorado students but declined in the last year.
- Items that reflect specific areas of concern include feelings of being treated with respect and fairness; the value of training and education activities; and unfair or disparate treatment due to a) Gender, b) Sexual Orientation, and c) Religion, which are explored in-depth in section IV below.
- Findings also reflect that perceived value of diversity and related training activities is declining at significant rates.
- Perceived disparate treatment, preferential treatment, and fear of reprisal for reporting incidents are increasing at statistically significant rates for all students, indicating this is an area that needs attention at both campuses.
- On average, satisfaction with the general DEI climate demonstrates **9%** higher levels for Utah students than Colorado students, although neither group elicited a significant result.

B. EMPLOYEES

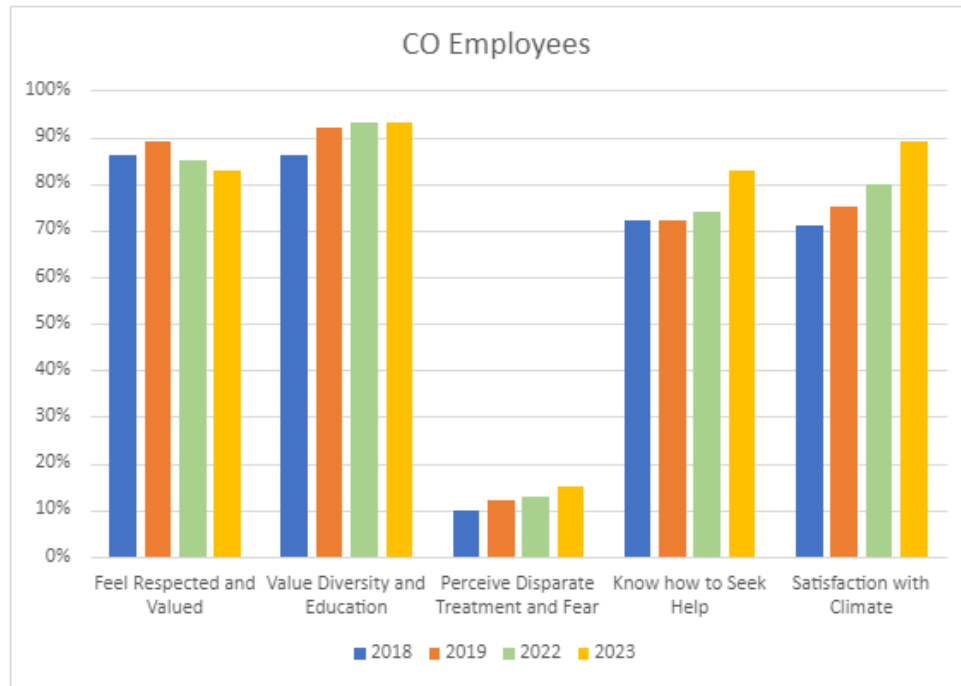
5-Year Trends

Linear trends across the 5-year period for the four survey administrations by employee groups and campus are presented in Tables 8 - 11 and Figures 5 - 9 below. Statistical significance of the levels of agreement are presented for student groups by campus in Table 12 below.

Table 8. CO Employees 2018 - 2023

Attitudinal Theme	2018	2019	2022	2023
Feel Respected and Valued	86%	89%	85%	83%
Value Diversity and Education	86%	92%	93%	93%
Perceive Disparate Treatment and Fear	10%	12%	13%	15%
Know how to Seek Help	72%	72%	74%	83%
Satisfaction with Climate	71%	75%	80%	89%

Figure 5. CO Employees 2018 - 2023



(% of Agreement = Strongly Agree + Somewhat Agree)

Linear Trends (across 4 survey administrations):

- Decrease in feeling respected and valued: **03%**
- Increase in valuing diversity and educational exercises: **07%**
- Increase in perceived disparate treatment and fear of reprisal: **05%**
- Increase in knowing how to seek help: **11%**
- Increase in satisfaction with overall climate: **18%**

Average Findings (across 5-year period):

- Feel Respected and Valued: **86%**
- Value Diversity and Education: **91%**
- Perceive Disparate Treatment and Fear: **13%**
- Know How to Seek Help: **75%**

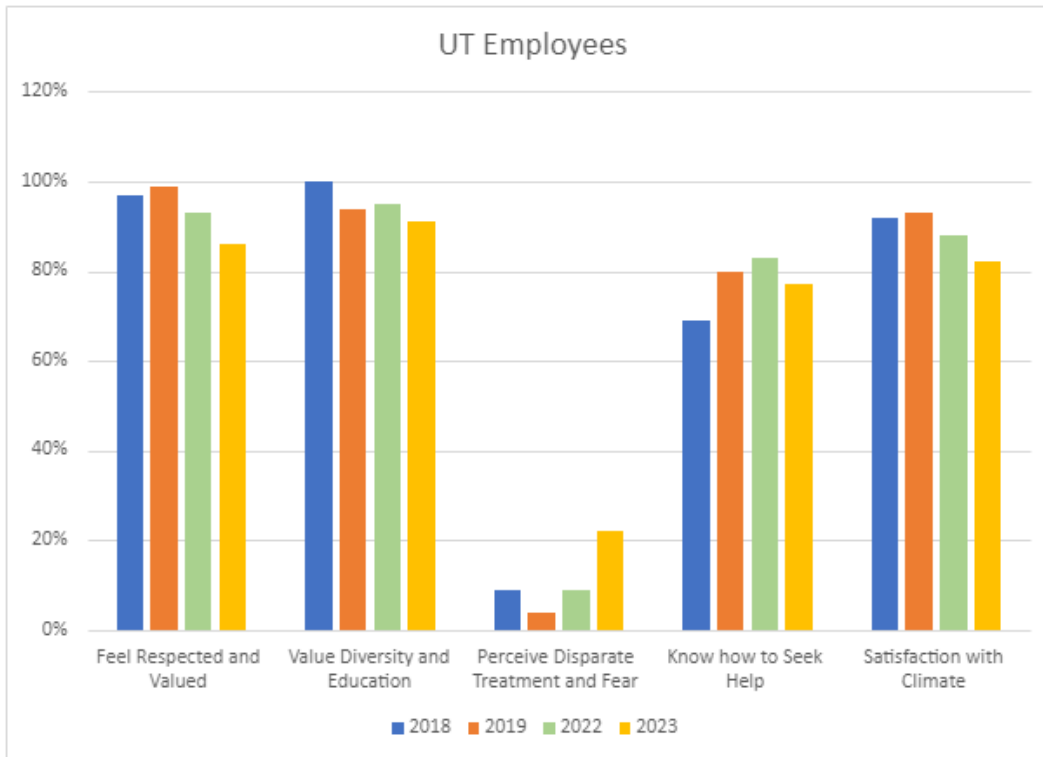
- Satisfaction with Overall DEI Climate:

79%

Table 9. Utah Employees 2018 - 2023

Attitudinal Theme	2018	2019	2022	2023
Feel Respected and Valued	97%	99%	93%	86%
Value Diversity and Education	100%	94%	95%	91%
Perceive Disparate Treatment and Fear	09%	04%	09%	22%
Know how to Seek Help	69%	80%	83%	77%
Satisfaction with Climate	92%	93%	88%	84%

Figure 6. UT Employees 2018 – 2023



(% of Agreement = Strongly Agree + Somewhat Agree)

Linear Trends (across 4 survey administrations):

- Decrease in feeling respected and valued: **11%**
- Decrease in valuing diversity and educational exercises: **09%**
- Increase in perceived disparate treatment and fear of reprisal: **13%**
- Increase in knowing how to seek help: **08%**
- Decrease in satisfaction with overall climate: **08%**

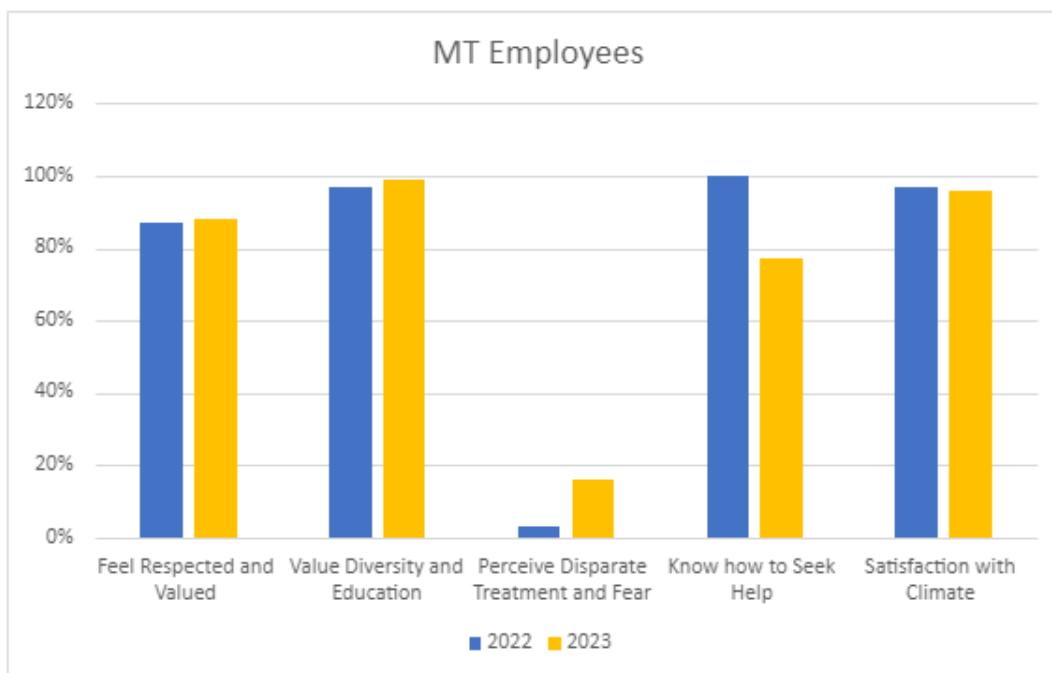
Average Findings (across 5-year period):

- Feel Respected and Valued: **94%**
- Value Diversity and Education: **95%**
- Perceive Disparate Treatment and Fear: **11%**
- Know How to Seek Help: **77%**
- Satisfaction with Overall DEI Climate: **89%**

Table 10. Montana Employees 2022 - 2023

Attitudinal Theme	2022	2023
Feel Respected and Valued	87%	88%
Value Diversity and Education	97%	99%
Perceive Disparate Treatment and Fear	03%	16%
Know how to Seek Help	100%	77%
Satisfaction with Climate	97%	96%

Figure 7. MT Employees 2022-23



(% of Agreement = Strongly Agree + Somewhat Agree)

Linear Trends (across 2 survey administrations):

- Increase in feeling respected and valued: **01%**
- Increase in valuing diversity and educational exercises: **02%**
- Increase in perceived disparate treatment and fear of reprisal: **13%**
- Decrease in knowing how to seek help: **23%**
- Decrease in satisfaction with overall climate: **01%**

Average Findings (across 2-year period):

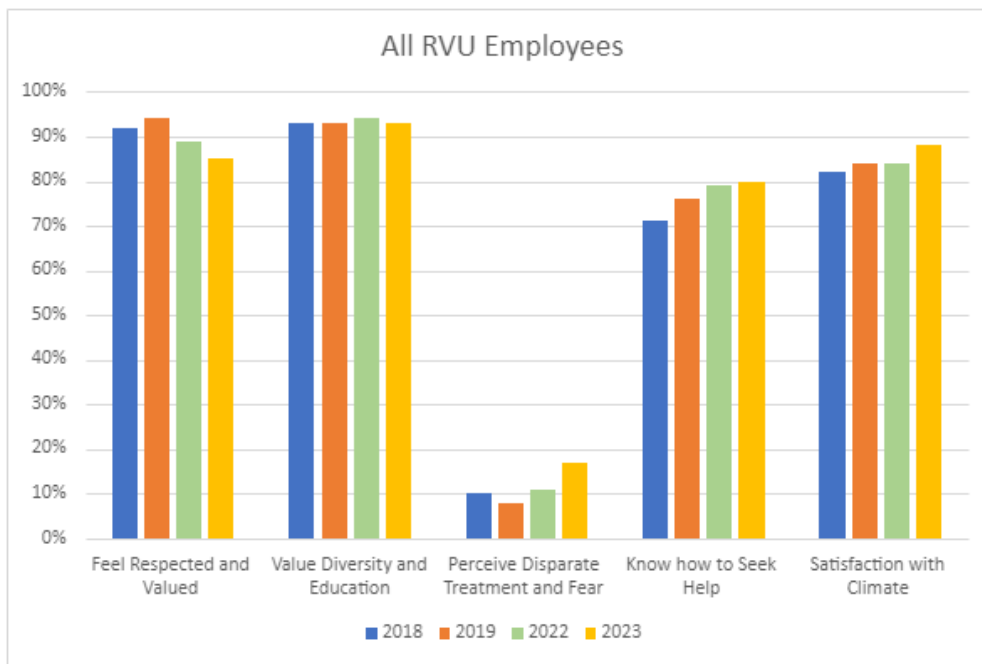
- Feel Respected and Valued: **88%**

- Value Diversity and Education: **98%**
- Perceive Disparate Treatment and Fear: **10%**
- Know How to Seek Help: **89%**
- Satisfaction with Overall DEI Climate: **97%**

Table 11. All RVU Employees 2018 – 2023

Attitudinal Theme	2018	2019	2022	2023
Feel Respected and Valued	92%	94%	89%	85%
Value Diversity and Education	93%	93%	94%	93%
Perceive Disparate Treatment and Fear	10%	8%	11%	17%
Know how to Seek Help	71%	76%	79%	80%
Satisfaction with Climate	82%	84%	84%	88%

Figure 8. All Employees 2018 – 2022



(% of Agreement = Strongly Agree + Somewhat Agree)

Linear Trends (across 4 survey administrations):

- Decrease in feeling respected and valued: **07%**
- Change in valuing diversity and educational exercises: **00%**
- Increase in perceived disparate treatment and fear of reprisal: **07%**
- Increase in knowing how to seek help: **09%**
- Increase in satisfaction with overall climate: **06%**

Average Findings (across 5-year period):

- Feel Respected and Valued: **90%**
- Value Diversity and Education: **93%**
- Perceive Disparate Treatment and Fear: **12%**
- Know How to Seek Help: **77%**
- Satisfaction with Overall DEI Climate: **85%**

Key Observations:

- A steady increase in satisfaction with the overall DEI climate indicates employees as a group are experiencing and/or witnessing positive changes.
- UT and MT employee perception rates of disparate treatment/discrimination and fear of reprisal both rose by **13%**, indicating further examination of this result.
- Increase in fear of reprisal and decrease in knowing how to seek help suggest training and educational activities are needed.
- Average levels of agreement indicate that MT employees exhibit the highest levels of feeling valued and respected, appreciation for diversity and training and educational activities, knowing where to seek help or assistance, and general satisfaction with the DEI climate.
- Agreement levels/satisfaction rates are declining across all themes for all employees except for disparate treatment/discrimination and fear of reprisal.
- Knowing how to seek help has experienced a steady increase over the four-year period.

Significance Tests:

Percentages of agreement/satisfaction for all employees by 2023 survey items and estimates of statistical significance are presented in Table 12 below. Significant results are highlighted in yellow.

Table 12. Employee Agreement Levels				
Theme 1: Feel Respected and Valued	CO Employees	MT Employees	UT Employees	<i>p (sig ≤ .05)</i>
Q1. I feel comfortable being myself at RVU.	88%	93%	95%	0.742
Q2. It's easy for me to connect with others who look like me at RVU.	91%	96%	92%	0.835
Q3. I am treated with respect and fairness at RVU.	90%	97%	92%	0.727
Q4. There is equitable treatment of all types of individuals at RVU.	70%	93%	78%	0.024
Q5. People from specific groups receive preferential treatment at RVU.	71%	38%	60%	0.091
Q6. I feel a strong sense of belonging at RVU.	87%	96%	89%	0.564
Q7. I am a valued member of Rocky Vista University.	85%	100%	95%	0.267
Average %	83%	88%	86%	

Theme 2: Value Diversity and Education	CO Employees	MT Employees	UT Employees	<i>p (sig ≤ .05)</i>
Q8. A diverse student body enriches the RVU environment.	97%	100%	97%	0.928
Q9. A diverse employee body enriches the RVU environment.	96%	100%	98%	0.888
Q10. Diversity, equity, and inclusion training exercises are valuable.	91%	93%	84%	0.794
Q11. I believe I can contribute to enhancing diversity, equity, and inclusivity at RVU.	98%	100%	94%	0.862
Q12. I believe RVU leadership addresses issues of disparity and barriers to an equitable educational environment.	83%	100%	82%	0.122
Average %	93%	99%	91%	
Theme 3: Disparate Treatment	CO Employees	MT Employees	UT Employees	<i>p (sig ≤ .05)</i>
Q13. I believe I have been treated unequally or unfairly due to my age.	18%	18%	23%	0.505
Q14. I believe I have been treated unequally or unfairly due to my racial, cultural, or ethnic background.	10%	14%	21%	0.033
Q15. I believe I have been treated unequally or unfairly due to my gender.	27%	23%	35%	0.236
Q16. I believe I have been treated unequally or unfairly due to my sexual orientation.	4%	14%	10%	0.019
Q17. I believe I have been treated unequally or unfairly due to my military or veteran status.	1%	11%	7%	0.063
Q18. I believe I have been treated unequally or unfairly due to my religion.	14%	18%	40%	0.000
Q19. I believe I have been treated unequally or unfairly due to my disability status.	4%	15%	7%	0.110
Q20. I believe I have been treated unfairly due to my level of education.	33%	29%	30%	0.873
Q21. I have considered seeking employment or attending school elsewhere due to perceived discrimination at RVU.	24%	4%	24%	0.097
Average %	15%	16%	22%	
Theme 4: Know how to Seek Help	CO Employees	MT Employees	UT Employees	<i>p (sig ≤ .05)</i>
Q22. I know how to seek help if I experience disparate treatment or discrimination.	96%	91%	90%	0.864
Q23. I know what to do if I see someone else experiencing disparate treatment or discrimination.	95%	92%	95%	0.984
*Q24. I have a fear of negative consequences if I report disparate treatment or discrimination.	50%	38%	29%	0.056
Q25. There is someone at RVU I know I could talk to if I experience disparate treatment or discrimination.	89%	87%	93%	0.877
Average %	83%	77%	77%	
Theme 5: Satisfaction with Overall DEI Climate	CO Employees	MT Employees	UT Employees	<i>p (sig ≤ .05)</i>
Q26. Overall, Diversity, Equity, and Inclusion are appreciated at RVU.	94%	100%	89%	0.604

Q28. I am satisfied with RVU's leadership with respect to Diversity, Equity, and Inclusion.	86%	91%	79%	0.521
Q29. I am satisfied with RVU's campus climate with respect to Diversity, Equity, and Inclusion.	87%	95%	78%	0.270
Average %	89%	96%	84%	

(% of Agreement = Strongly Agree + Agree) (*Indicates item was reverse coded)

Significance tests reflect the following:

- Theme 1: Employees at the MT campus indicate significantly higher levels of agreement than CO and UT employees that there is equitable treatment of all individuals at RVU.
- Theme 2: No statistically significant differences arose between the three employee groups.
- Theme 3: a) Employees at the UT campus demonstrate significantly higher rates of perceived disparate treatment than employees at the CO or MT campus with respect to race/ethnicity and religion; b) employees at the MT campus demonstrate significantly higher levels of perceived disparate treatment than employees at the CO or UT campus with respect to a) sexual orientation, b) disability, and c) veteran status, which are explored in-depth in section IV below.
- Theme 4: No statistically significant differences arose between the three employee groups.
- Theme 5: No statistically significant differences arose between the three employee groups.

C. All RVU

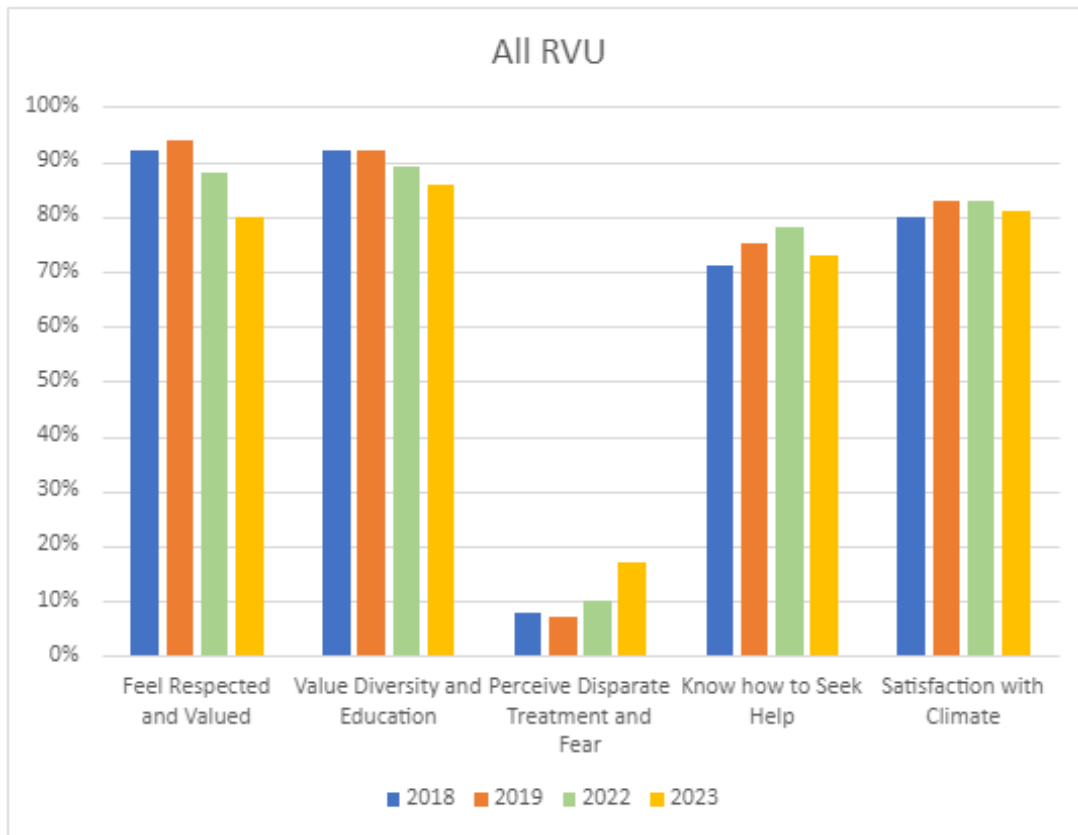
5-Year Trends

Linear trends across the 5-year period for the four survey administrations for all RVU respondents are presented in Table 13 and Figure 9 below.

Table 13. All RVU 2018 – 2023

Attitudinal Theme	2018	2019	2022	2023
Feel Respected and Valued	92%	94%	88%	80%
Value Diversity and Education	92%	92%	89%	86%
Perceive Disparate Treatment and Fear	8%	7%	10%	17%
Know how to Seek Help	71%	75%	78%	73%
Satisfaction with Climate	80%	83%	83%	81%

Figure 9. All RVU 2018 – 2023



(% of Agreement = Strongly Agree + Somewhat Agree)

Linear Trends (across 4 survey administrations):

- Decrease in feeling respected and valued: **12%**
- Decrease in valuing diversity and educational exercises: **06%**
- Increase in perceived disparate and treatment and fear of reprisal: **09%**
- Increase in knowing how to seek help: **02%**
- Increase in satisfaction with overall climate: **01%**

Average Findings (across 5-year period):

- Feel Respected and Valued: **89%**
- Value Diversity and Education: **90%**
- Perceive Disparate Treatment and Fear: **11%**
- Know How to Seek Help: **74%**
- Satisfaction with Overall DEI Climate: **82%**

Key Observations:

- Levels of agreement regarding perceived disparate treatment and fear of reprisal are increasing an average of **9%** for both students and employees at all campuses on specific items.
- The same three items emerged as statistically significant for both student and employee groups on perceived disparate treatment and fear of reprisal:
 - Q14. I believe I have been treated unequally or unfairly due to my racial, cultural, or ethnic background.
 - Q16. I believe I have been treated unequally or unfairly due to my sexual orientation.
 - Q18. I believe I have been treated unequally or unfairly due to my religion.

Part IV – 2023 Statistically Significant Differences between Demographic Groups

Groups wherein statistically significant differences surfaced between students included: a) Gender/Gender Identity, b) Sexual Orientation, and c) Religion. Groups for employees included: a) Race/Ethnicity, b) Sexual Orientation, and c) Religion as presented in Tables 13 - 18 below.

Table 14. Gender/Gender Identity – Students

Students	Demographic Group				<i>p (sig < .05)</i>
	Man	Other (please specify)	Prefer not to respond	Woman	
Attitudinal Theme					
Feel Respected and Valued	80%	79%	52%	78%	.001
Value Diversity and Education	82%	87%	51%	85%	.001
Perceive Disparate Treatment and Fear	15%	19%	33%	15%	.001
Know how to Seek Help	72%	75%	59%	68%	.006
Satisfaction with Climate	80%	88%	51%	78%	.001

(% of Agreement = Strongly Agree + Agree)

Reflects statistically significant differences between student gender groups; % indicates levels of agreement or satisfaction on the theme.

Table 15. Sexual Orientation – Students

Students	Demographic Group										
	Asexual	Bisexual	Gay/Lesbian	Heterosexual	Other	Pansexual	Polyamory	Prefer not to respond	Queer	Questioning	p (sig < .05)
Theme 1: Feel Valued and Respected	90%	75%	73%	80%	36%	67%	75%	58%	64%	69%	0.000
Theme 2: Value Diversity and Education	87%	88%	91%	83%	70%	95%	75%	62%	75%	70%	0.012
Theme 3: Perceive Disparate Treatment and Fear	4%	23%	19%	14%	22%	25%	0%	38%	18%	19%	0.031
Theme 4: Know How to Seek Help	88%	67%	70%	70%	0%	79%	33%	44%	44%	67%	0.004
Theme 5: Overall Satisfaction with RVU DEI Climate	100%	69%	66%	82%	100%	67%	100%	38%	53%	83%	0.015

(% of Agreement = Strongly Agree + Agree)

Reflects statistically significant differences between student sexual orientation groups; % indicates levels of agreement or satisfaction on the theme.

Table 16. Religion – Students

Students	Demographic Group											
	Agnostic	Atheist	Buddhist	Christian	Hindu	Jewish	Muslim	Other	Prefer not to respond	Spiritual	Unaffiliated	p (sig < .05)
Feel Respected and Valued	80%	81%	78%	80%	65%	78%	54%	70%	58%	79%	77%	.001
Value Diversity and Education	85%	81%	82%	84%	75%	84%	80%	90%	66%	87%	81%	.001
Perceive Disparate Treatment and Fear	14%	19%	28%	16%	19%	16%	26%	0%	30%	8%	8%	.001
Know how to Seek Help	71%	64%	68%	72%	65%	70%	70%	88%	60%	60%	68%	.002
Satisfaction with Climate	78%	74%	67%	82%	45%	71%	70%	94%	57%	79%	80%	.001

(% of Agreement = Strongly Agree + Agree)

Reflects statistically significant differences between student religious groups; % indicates levels of agreement or satisfaction on the theme.

Table 17. Race/Ethnicity – Employees

Employees	Demographic Group								
	Asian	Black/AA	Hispanic/Latin é	Multi-Racial	Native American/Alaska Native	Other	Prefer not to respond	White	p (sig < .05)
Feel Respected and Valued	93%	64%	83%	79%	67%	74%	77%	86%	.024
Value Diversity and Education	98%	90%	93%	91%	100%	33%	87%	95%	.001
Perceive Disparate Treatment and Fear	12%	17%	22%	16%	0%	9%	23%	17%	.001
Know how to Seek Help	78%	88%	87%	74%	75%	100%	84%	79%	.153
Satisfaction with Climate	96%	75%	93%	72%	100%	13%	72%	91%	.001

(% of Agreement = Strongly Agree + Agree)

Reflects statistically significant differences between employee race/ethnicity groups; % indicates levels of agreement or satisfaction on the theme.

Table 18. Religion – Employees

Employees	Demographic Group										<i>p</i> (sig < .05)
	Agnostic	Atheist	Buddhist	Christian	Hindu	Jewish	Other (please specify)	Prefer not to respond	Spiritual	Unaffiliated	
Feel Respected and Valued	88%	82%	17%	86%	86%	77%	76%	83%	84%	84%	.001
Value Diversity and Education	98%	95%	50%	95%	100%	88%	81%	88%	92%	92%	.001
Perceive Disparate Treatment and Fear	19%	25%	80%	15%	0%	5%	8%	22%	19%	19%	.001
Know how to Seek Help	78%	76%	75%	80%	75%	82%	90%	78%	82%	80%	.840
Satisfaction with Climate	93%	80%	0%	90%	100%	100%	78%	85%	89%	86%	.001

(% of Agreement = Strongly Agree + Agree)

Reflects statistically significant differences between employee religious groups; % indicates levels of agreement or satisfaction on the theme.

Table 19. Sexual Orientation – Employees

Employees	Demographic Group										<i>p</i> (sig ≤ .05)
	Asexual	Bisexual	Gay/Lesbian	Heterosexual	Other	Pansexual	Polyamory	Prefer not to respond	Queer	Questioning	
Theme 1: Feel Valued and Respected	0%	81%	93%	86%	20%	83%	83%	76%	83%	93%	0.061
Theme 2: Value Diversity and Education	0%	89%	82%	95%	0%	80%	100%	89%	100%	80%	0.278
Theme 3: Perceive Disparate Treatment and Fear	0%	26%	7%	16%	33%	80%	0%	21%	89%	11%	0.000
Theme 4: Know How to Seek Help	0%	88%	88%	80%	100%	100%	50%	73%	75%	75%	0.000
Theme 5: Overall Satisfaction with RVU DEI Climate	0%	65%	75%	91%	0%	67%	100%	75%	100%	50%	0.062

(% of Agreement = Strongly Agree + Agree) (. indicates no responses)

Reflects statistically significant differences between employee sexual orientation groups; % indicates levels of agreement or satisfaction on the theme.

Part V – DEI Knowledge, Engagement, and Observations

Six new survey items were added to the 2023 survey examining DEI Knowledge, Engagement, and Observations. More specifically, respondents were asked about microaggressions, micro-affirmations, self-assessment of cultural competency, and perceptions regarding faculty’s handling of DEI issues.

Knowledge of Healthcare

Students were asked to rate their knowledge about providing healthcare for particular groups/patients. This included Black/African Americans; Hispanics/Latinos; Gay, Lesbian, Bisexual, Transgender, and Queer; Native Americans/Indigenous; Asian Americans; White/Euro-Americans; and Women patients. (This question was for students only)

Table 20. All RVU Student’s healthcare knowledge by group

	High	Medium	Low
Black/African American patients	18.23%	59.23%	20.14%
Hispanic/Latino patients	22.12%	51.20%	24.04%
Gay, Lesbian, Bisexual, Transgender, and Queer patients	19.37%	50.85%	26.63%
Native American/Indigenous patients	12.01%	38.24%	38.73%
Asian American patients	18.63%	47.55%	27.94%
White/Euro-American patients	57.73%	34.78%	5.80%
Women	43.34%	47.94%	6.54%

Table 20 above indicates that when students were asked to rate their knowledge on a scale of high, medium, low, or none regarding providing healthcare to a variety of patients, students rated their knowledge of White/Euro-American and Women patients the highest. Students who rated their knowledge of healthcare for patients of color “high” registered a maximum of 22 % (Hispanic/Latino) to minimum of 18% for Black/African American patients. Healthcare knowledge regarding Native Americans was the lowest among respondents at 12.01%. Knowledge about LGBTIQ and Asian American patients were rated as 19% and 18% respectively.

Diversity in the Classroom

Table 21 (see below) presents the results of student responses to a question examining diversity in the classroom. Specifically, the survey item was designed to assess student’s perceptions of how many professors successfully handle issues of diversity in the classroom, successfully create an inclusive classroom climate for all students, and introduce diversity into the course content. The measurement scale included “A lot”, “Several”, “A few”, and “None”. When the “none” category is scrutinized across all three items, the results are low ranging from 5.12% to 2.42%. It suggests that overall diversity is being addressed within the classroom. How much is diversity being addressed? In the “A lot” category, students indicated that approximately 25% of professors successfully handle issues of diversity in the classroom and introduce diversity into the course content. In the category of “successfully create an inclusive classroom climate for all

students”, students report that 43% of professors succeed in this area. Overall, the results suggest that RVU faculty are working on these issues and that there is more work to be done.

Table 21. All Students: How many professors have you encountered doing the following

	A lot	Several	A few	None
Successfully handle issues of diversity in the classroom	26.83%	38.29%	29.76%	5.12%
Successfully create an inclusive classroom environment for all students	43.10%	35.59%	18.89%	2.42%
Introduce diversity into the course content	26.15%	35.11%	34.87%	3.87%

Microaggressions

Comments and focus groups regarding last year’s campus climate survey findings revealed student and employee concerns with microaggressions. Thus, the 2023 campus climate survey included a question on microaggressions directed at different groups at RVU. More specifically, the survey question asked for respondents to indicate the number of times they had heard insensitive or disparaging comments against diverse communities and included a definition of the term “microaggressions”. The scale consisted of “A lot”, “Often”, “Sometimes”, and “None”.

Under the category, “None” (i.e., respondents had not heard microaggressions), the percentages are on average above 70%. Stated otherwise, large numbers of respondents indicated that they had not heard insensitive comments about diverse groups. Conversely, combining the “A lot”, “Often”, and “Sometimes” categories (see Figure 10 and Table 22 below), the groups that received the most microaggressions were females (44.7%), LGBTIQA (36.14%), and Age (31.61%). Other groups that were the recipient of large percentages of microaggressions were Black/African Americans (28.07%), Asian Americans (25.71%), People with Disabilities (23.41%), and Hispanic/Latino Americans (21.37%). It is important to recognize that the “A lot” category results are minimal ranging from a high of 3.98% for female to a low of 0.33% for Veterans.

Figure 10. All Student Experiences: Microaggressions by Group

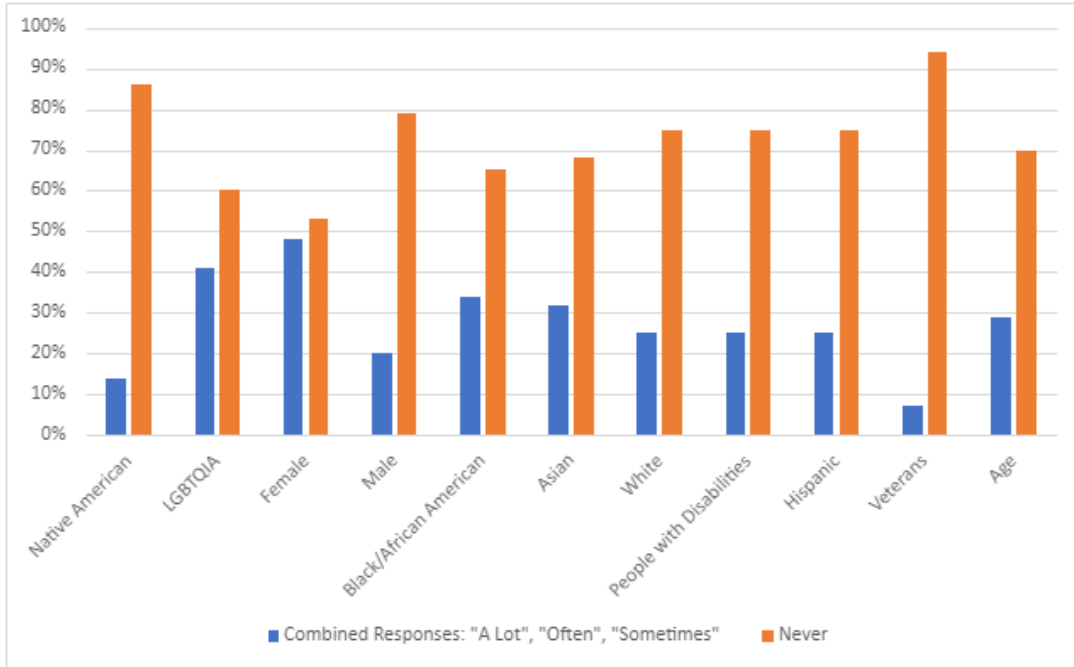


Table 22. All Student Experiences: Microaggressions by Group

	Combined Responses "A lot", "Often", "Sometimes"	None
Native American	14%	86%
LGBTQIA	41%	60%
Female	48%	53%
Male	20%	79%
Black/African American	34%	65%
Asian American	32%	68%
White	25%	75%
People with Disabilities	25%	75%
Hispanic	25%	75%
Veterans	7%	94%
Age	29%	70%

With respect to all employee responses regarding microaggressions, respondents indicated) See Figure 11 below) that they hear the most insensitive comments directed at females (39%), age (35%), and LGTBTIQ members (27%). Other groups targeted include people with disabilities (21%), Black/African American (15%), and Asian Americans (14%). It is also important to note that the “None” category (i.e., have not heard insensitive comments) registered large percentages.

Figure 11. All Employee Experiences: Microaggressions by Group

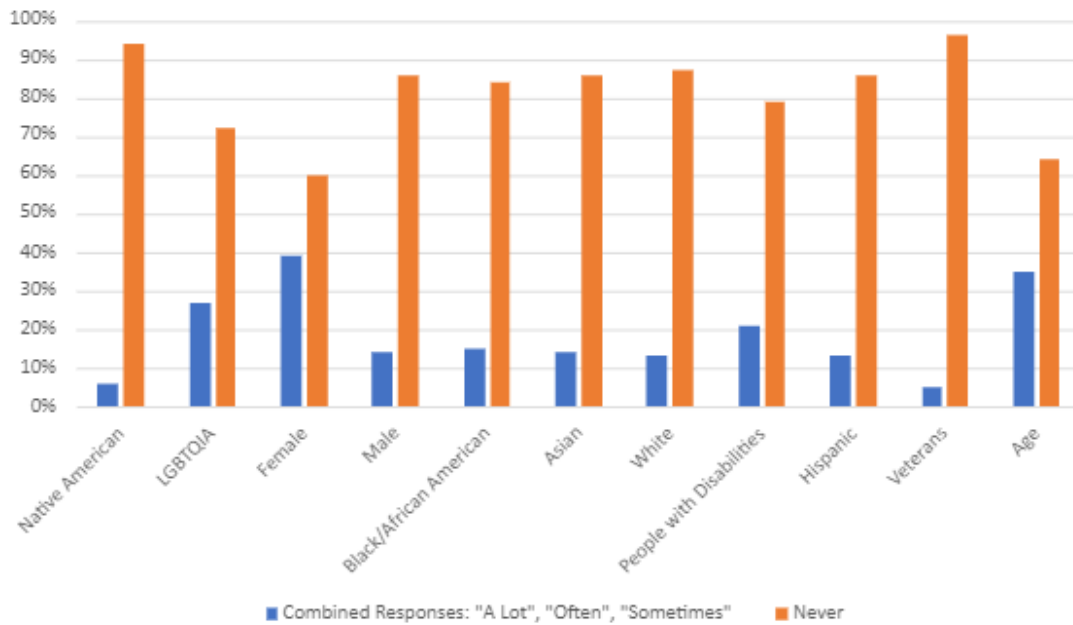


Table 23. All Employee Experiences: Microaggressions by Group

	Combined Responses: "A lot", "Often", "Sometimes"	None
Native American	6%	94%
LGBTQIA	27%	72%
Female	39%	60%
Male	14%	86%
Black/African American	15%	84%
Asian American	14%	86%
White	13%	87%
People with Disabilities	21%	79%
Hispanic	13%	86%
Veterans	5%	96%
Age	35%	64%

Micro-affirmations

Students and employees were asked to respond to the survey question: "How often have you heard positive (micro- affirmations) comments about or directed at individuals from the following groups?"

Student responses to the question of micro=affirmations are presented in Figure 12 and Table 24. Consolidating the scale categories of "A lot", "Often", and "Sometimes", the results suggests that females (80%%), LGBTIQA (74%) Black/African American (70%%), and Asian American (62%), receive lots of micro-affirmations.

Figure 12. All Student Experiences: Microaffirmations by Group

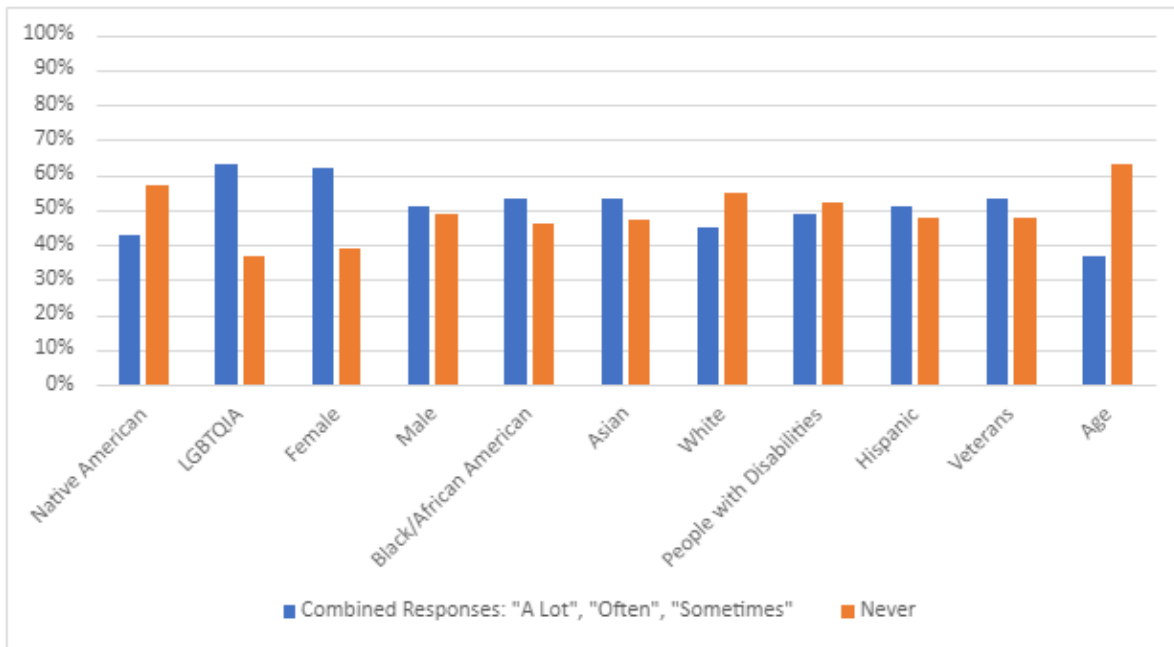


Table 24. All Student Experiences: Microaffirmations by Group

	Combined Responses: "A lot", "Often", "Sometimes"	None
Native American	42%	59%
LGBTQIA	74%	26%
Female	80%	20%
Male	57%	43%
Black/African American	70%	30%
Asian American	62%	38%
White	55%	44%
People with Disabilities	57%	43%
Hispanic	59%	41%
Veterans	55%	46%
Age	57%	53%

From the perspective of employees (see Figure 13 and Table 25), members of the LGBTQIA community (63%) and females (62%) receive the highest percentages of micro-affirmations. These are followed by Black/African Americans, Asian Americans, and Veterans, all at 53%.

Figure 13: All Employee Experiences: Microaffirmations by Group

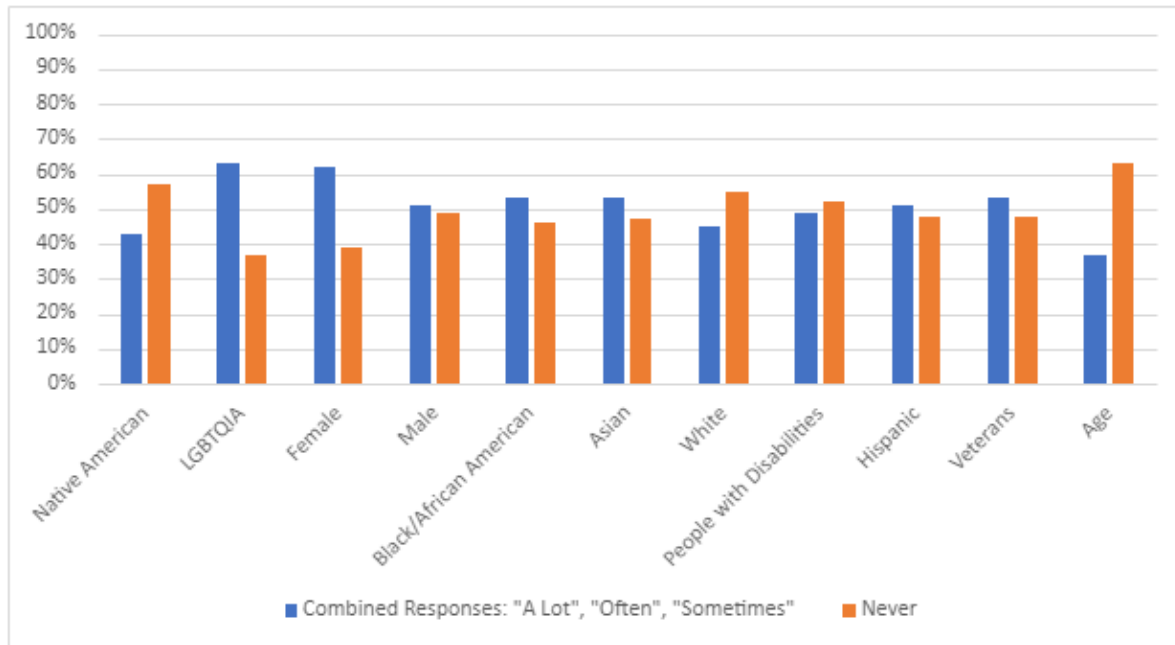


Table 25: All Employee Experiences: Microaffirmations by Group

	Combined Responses: "A lot", "Often", "Sometimes"	None
Native American	43%	57%
LGBTQIA	63%	37%
Female	62%	39%
Male	51%	49%
Black/African American	53%	46%
Asian American	53%	47%
White	45%	55%
People with Disabilities	49%	52%
Hispanic	51%	48%
Veterans	53%	48%
Age	37%	63%

Part VI – Qualitative Responses

The 2023 Survey of the Campus Climate for Diversity yielded a large number of comments by students and employees across the Parker, Colorado; Ivins, Utah; and Billings, Montana campuses. Survey respondents were provided the opportunity to comment anonymously on sections of the survey ranging from personal views to overall comments on the climate.

All student and employee comments were analyzed. Samples of those comments are presented here to provide an overall sense of the climate for diversity by a sector of the university (i.e., the minority of respondents who submitted written comments). To analyze the data, three separate individuals (coders) read through a sample of the same comments to identify possible themes emerging from the data. After each coder completed their task, the group met to reach consensus on the possible themes. After vigorous review and discussion, the coders settled on the following themes: 1) PCD (Positive Climate and Direction), 2) EDA (Expand, Deepen, and Amplify DEI Training and Education), 3) DEUC (Divisive, Exclusive, and Unequal Climate), 4) Diversifying the Curriculum, and 5) CID (Call to Increase Diversity).

After developing the coding scheme, the coders independently reviewed all comments and placed them into one of the five coding categories. Below are descriptions of the themes and examples of comments that were coded under those categories.

The **PCD (Positive Climate and Direction)** theme includes comments describing the climate and culture as welcoming, positive, and inclusive; satisfaction with the DEI direction of RVU; positive comments about administration DEI efforts; and positive feelings about students, staff, and faculty.

“RVU has a very welcoming environment” • “People feel comfortable coming to me with questions and to help brainstorm ideas” • “In my department, a very good culture exists that is safe and welcoming” • “I have seen more people directly address microaggressions or unconscious bias in this past year which is nice” • “Continuous training” • “I really admire the consistency of the message/efforts” • “I see steps in the right direction, with the addition of Diversity Officer, more female leadership, and DEI training initiatives” • “I think the proactiveness of leadership has been good in this regard” • “Leadership really setting the bar!” • “Outreach efforts by Admissions and HR to reach underrepresented populations” • “The increase in diversity in the student body is a positive step” • “There are people who look like me” • “We have a diverse student body on the Colorado campus” • “I think the security guys at the front door when you walk in are very welcoming and set a great tone when one enters RVU” • “Action. Diversity in VP leadership, professors, and student body” • “Appreciate the DEI office and leadership’s commitment to these initiatives and willingness to embrace and celebrate diversity” • “Continue what you are doing” • “Do more to actually implement some of these strategies (less talk, more doing)” • “The DEIB events are great!” • “Culture of inclusion is evident in how students and faculty treat each other” • “I believe that the students of color have created a good community within themselves where it feels safe to discuss difficult topics and support each other” • “I love my school” • “I see DEI staff speaking about and supporting diversity often” • “It feels like a very inclusive campus and atmosphere for those of all backgrounds” • “No matter who I’m speaking to, I feel like RVU is a safe space to be my true self” • “People of

varied educational, age, and life experience backgrounds being present as medical students" • "Providing a diverse array of opportunities to all students" • "Rainbow wall, having a dedicated board and admin" • "Respectful collaboration" • "Staff is very diverse" • "The conversations are generally productive without placing blame on groups or individuals" • "The faculty is magnificent" • "Very inclusive environment" • "We are a very inclusive campus" • "Whoever sends out emails on cultures and holidays - Loved that this year! Learned a lot" • "Amongst minority students there is a level of mentorship from year to year" • "Student groups, faculty, and school programs advocate for diversity on and off campus" • "I like that we now have a DEI department and I enjoy the Senior Diversity Officer's emails about different cultures' holidays" • "I have no recommendations, just keep moving forward" • "I think that a lot of our faculty really care about all people and even if they don't always use the right language, I have never heard any of them make comments that I thought were dismissive or disrespectful towards a group".

The **EDA (Expand, Deepen, and Amplify DEI training)** theme includes positive comments about DEI training and education; suggestions for expanding educational efforts regarding DEI; including new areas and communities of educational focus; increase in student-led DEI efforts; and an increase in intergroup interaction.

"Continue offering the variety of learning programs and experiences" • "Food or events that bring people together" • "Interactive workshops to include faculty, staff, and students - not a separate workshop for each of those groupings" • "Perhaps more fun programming/events" • "We need to address systems to address the problem, not just teach about bias and such" • "Make Diversity Summits mandatory for all students of RVU, or integrate some sessions of DEIB into our core curriculum" • "Do away with the mandatory modules and replace it with something actually beneficial and memorable" • "Having a multicultural day and allow students of different backgrounds set up educational booths and food" • "The hard conversations series, DEI events all ran by students, I think faculty should be more involved" • "Employee training on microaggressions and inclusion of all types of individuals" • "I think providing further equity, inclusion, and diversity training to the professors in learning how to mediate scenarios with diverse student situations" • "Professionalism for students" • "Increased focus on women's issues specifically with regard to our medical education and questions of fertility, equitable treatment, etc" • "Maybe more thought provoking required DEI videos" • "Offer more diversity events for 3-4 year student's" • "Acknowledging and demonstrating that we value all aspects of diversity" • "A monthly forum in connection with whichever group or cause is being celebrated monthly. A learning event" • "Continue campus activities" • "More of the student-run diversity/society/cultural fairs/events" • "Encourage employees to get to know each other through company-sponsored opportunities such as events or meetings"

with "get to know you" time set aside" • "First-generation Day or acknowledgement, more involvement for DEI initiatives rather than the same people" • "More cultural type of activities" • "More diverse student activities" • "More examples of doing it right vs always discussing what went wrong" • "More open discussions" • "More teamwork gatherings".

The **DEUC (Divisive, Exclusive, and Unequal Climate)** theme includes comments that reflect dissatisfaction with multiple aspects of the climate for diversity, opposition to DEI initiatives, references to unequal/unfair practices, complaints about DEI training, observations about racism, and complaints about free speech issues.

"Among faculty and staff, there is a distinct hierarchy of honorifics, MDs and DOs, I have found, have a different and biased perspective of those with none doctoral degrees, or doctoral degrees of varied specialties including the humanities" • "I feel that it is those of minor or marginalized groups that are heard and treated better than those of a strait white group" • "I think the high level leadership is not in touch with many staff members, their departments and the workload they carry" • "In my view, the specific groups that receives preferential treatment is Faculty over Staff" • "This is not a race or gender divide, but more of a class issue" • "White males still receive preferential treatment, as do those with terminal degrees over those without them, in terms of whose opinions are most valued" • "You are only deemed 'special' if you are an ethnic minority or in a religious clique at RVU" • "By looking at differences so much I feel we perpetuate the problems. We need to be a team, unify everyone is on the team and stop pointing out the differences" • "I think DEI has gone overboard a bit making those of us who are "not diverse" feel like we are not as important or interesting" • "The Traliant training is really poor quality" • "Prejudices about body size (fatphobia", for example) should be acknowledged as a problem in DEI training as well" • "I think RVU has taken this too far and is now only causing more issues" • "Better family leave options, more opportunities for advancement for people without terminal degrees, and especially, addressing the pay inequities in jobs that are traditionally largely female, like administrative assistant" • "I feel like we are losing the climate of unity and collegiality and instead creating an environment of fear" • "Faculty still don't feel their voices matter overall and that the input from faculty senate on several issues that impact workplace climate and culture is meaningless" • "We're here to do a job not fill out surveys about my sexual preferences, this is garbage" • "As a person of color, I have found it particularly hard to feel a sense of inclusion because there is a lack of diversity and equity that I have seen myself and classmates go through" • "RVU lacks support & resources for Neurodivergent students" • "I think the school could do better at handling trans students' needs, particularly around

badges and emails that have their old name"s • "I notice that my classmates who are persons of color have a much harder time getting the support they need from faculty than the students that are white" • "I think that the COM and MSBS students are highly favored at RVU and it would be really nice to make the PA students feel a little more included and valued" • "The fear of speaking up is real at RVU" • "Honestly I feel a great sense of "reverse" discrimination towards people who are white and especially men" • "As a white Christian male at RVU I have been told I am not wanted and they wanted more people of color" • "Students in general don't have a voice at RVU" • "As a student, you don't want to always say what your opinion is during ethical discussions because there could be backlash" • "The focus on our differences only seems to make us more divided and makes me personally feel less comfortable at RVU" • "The DEI training is a huge waste of time" • "Racism against white students, sexism against male students, and religious prejudice against Christian students is rampant at this school" • "We are alone, the administrators at this place are not here for us and have the attitude that we are here to serve them" • "Religious discrimination is big here" • "Do not allocate funds from my tuition to diversity and equity initiatives without my permission" • "Walking on egg shells on campus due to DEI policy shoved down my throat" • "I feel inclined to hide my atheism due to the religious climate at RVU in Ivins" • "I am honestly afraid of opening my mouth sometimes because of the outrage and cancel culture that has seemingly become so prominent these days".

The theme, **DTC (Diversify the Curriculum)**, includes references to greater inclusiveness in the curriculum related to DEI, complaints about the accuracy of some DEI content in courses; recommendations for inclusiveness in course materials, remarks about connecting student-led DEI programs with the curriculum; and embedding DEI throughout the curriculum.

"Add men as a group for the comfort in providing health care section" • "I think there are some specific faculty that could do a better job of being inclusive in their lecture materials and delivery" • "I wish there was more SDOH (Social Determinants of Health) incorporated into the MSBS curriculum. Lots of missed opportunities" • "Most courses that address pregnancy, childbirth and children are not done from the perspective of people who have experienced it personally so some of the information is not consistent with what may be relevant to our patients" • "Improving the number of professors who implement DEIB into their lectures" • "Dr. _____ was the ONLY professor at the school to show skin lesions, etc. on different skin colors, CONSISTENTLY" • "Continue to utilize different colored skin when teaching derm or practicing venipuncture in pcm lab" • "Integrating DEI more into systems courses" • "Continuing to educate others and providing opportunities to learn more, such as through elective coursework or events" • "A positive climate of diversity at RVU must truly be rooted in inclusivity and evidence-based medicine" • "Including more education on how to care for different races

and socioeconomic groups" • "Incorporate more cases with people of different genders, races, etc. to broaden our horizons and show how various diseases present in many populations" • "Incorporating cultural competency and disparities in healthcare more during the block courses" • "Diverse content into educational learning (diversify preceptors, diversify content, include pictures of color in presentations)" • "Shrink IPE to 20% class time, and use the remaining 80% to do group service activities in the Denver area throughout the semester. That would encourage all students to find passion for not only service work, but also community" • "The use of DEIB summits and the inclusion of underrepresented minorities in lecture material is amazing, specifically the portion on trans healthcare but we need a lot of ethnic diversity sessions to understand patients from black, Latino, and Asian ethnicities" • "In two years, besides Dr. _____ lectures, I think I have seen two or three pictures of black skin" • "Evaluations that depend on a subjective evaluation like OPP competencies or SP experiences should be examined to make sure that bias (racial or gender bias for example) are not a factor" • "There is opportunities to show pictures and discuss cases from so many groups that we will encounter in our career and I hope RVU can strive to keep improving and including as much diversity they can think of" • "I'm in the UU track, and I know this may not be possible, but incorporating some of the lectures we get about providing resources to low SES patients and care for the LGBT+ community in the general curriculum" • "Incorporating more discussion on health equity in class settings" • "Integrating diversity into the curriculum even more would be helpful. Some professors have really embraced it, which I love" • "Meaningful solutions to the constant conversations regarding health equity" • "I think we need to have a more diverse student body and REALLY integrate DEI into every course" • "Integrate diversity into the curriculum, example: People of color when studying dermatology related items" • "Lectures that include pictures and examples of patients from various backgrounds"

The **CID (Call to Increase Diversity)** theme encompasses comments that call for an increase in the diversity of faculty, staff, and students; recommend greater outreach to diverse communities; diversifying preceptors; and increasing other forms of diversity such as neurodiversity and disability.

"Admittance of students from more diverse backgrounds" • "Continue seeking quality candidates from a variety of backgrounds" • "Hire more people of color. Show more people of color in ads, signs, etc. Display multiple language signage" • "In my opinion, we should remove or reduce the costs to submit applications. This is another barrier that our applications incur" • "Increase efforts to recruit and retain diverse faculty" • "More diversity in executive leadership and a lot more diversity in faculty" • "Promoting even more equity in hires and student recruitment" • "Accept a more diverse group of students to the PA class" • "Having

more faculty that represent different cultures/backgrounds/identities" • "I believe more students of color should be admitted to RVU and support needs to be given to these communities" • "Including diversity and awareness of Neurodivergent and people w/ disabilities" • "Making our student body more diverse in terms of religion, culture, race, and life experience" • "More students with real world experience and maturity. Less early 20s students who are straight out of undergrad and continue to act like they are undergraduates" • "More students, faculty and leadership from diverse backgrounds" • "Recruitment of diverse individuals. less talk more walk" • "There is little racial diversity in our faculty" • "There is not much visible diversity in administration at all" • "We do not have enough diverse faculty members, which I believe would benefit RVU if more diverse faculty is hired" • "Accepting more diverse populations (this is especially relevant in the PA program)" • "More women in higher up faculty positions" • "We need more diverse teachers" • "Appeal to prospective diverse pre-med students" • "Bringing a more diverse student body" • "Diverse student body and faculty" • "Hire more diverse faculty if possible" • "I think diversifying the class in general to start would help improve the climate for diversity at RVU" • "In hiring faculty and staff for open positions, I think that having more diverse individuals may benefit the campus" • "More diversity in professors/preceptors" • "Looking at hiring practices and find innovative ways of reaching diverse candidates" • "Department leadership struggles to promote equity and often promotes stereotypes".

In sum, the qualitative review of respondent's comments regarding the campus climate for diversity produced five themes: 1) PCD (Positive Climate and Direction), 2) EDA (Expand, Deepen, and Amplify DEI Training and Education), 3) DEUC (Divisive, Exclusive, and Unequal Climate), 4) Diversifying the Curriculum, and 5) CID (Call to Increase Diversity). With the exception of the DEUC (Divisive, Exclusive, and Unequal Climate) theme, four of the themes speak to the positive feelings about the RVU climate for diversity and a call to improve DEI training, increase diversity, and diversify the curriculum. Stated differently, overall, the survey comments via four themes suggest that members of the RVU community are asking for more DEI rather than less. The only caveat is that there continue to exist feelings and perceptions of a climate that is not benefiting everyone, issues of inequality persist, and members of different communities feel that they are not fully included at RVU.

Over the last five years during which the survey was conducted, there have been numerous events that have to be considered as potentially impacting the results of the campus climate assessment. The George Floyd murder which took place on May 25, 2020. The incident gave the country pause to reflect on issues of race relations and inequalities as well as initiated enormous efforts at addressing systemic discrimination. That same year, the US was paralyzed by the COVID-19 pandemic that led to the shut-down of many societal institutions including Rocky

Vista University. Like many other educational institutions, RVU was forced to conduct healthcare education on-line to protect its students and employees. In addition, the country continues to undergo political upheaval and debate over many issues including those related to diversity, equity, and inclusion.

Part VII- Summary & Recommendations

Recommendations

Survey results suggest that some members of the RVU community feel excluded, discriminated against, and are unable to express their viewpoints.

- **Recommendation:** Continue to institute and expand community-building activities and events at all three RVU campuses designed to create purposeful positive daily interaction between students, staff, and faculty.

Satisfaction with climate is high with both students and employees reporting that they are pleased with the climate for diversity.

- **Recommendation:** Continue to implement DEI educational activities, and initiatives designed to promote education, provide student advocacy, deliver student services, implement fair policies, and advance Inclusive Excellence.

Three groups reported statistically significant results regarding feeling disparate treatment: race/ethnicity, sexual orientation, and religion.

- **Recommendation:** Provide specific training and education campus-wide on racism, heterosexism, and discrimination in religion.

Students and employees reported that most microaggressions are directed at females, LGBTQIA members, Black/African Americans. Conversely, these same groups receive high levels of micro-affirmations.

- **Recommendation:** Provide training on how to practice addressing microaggressions and promoting micro-affirmations.

Students are reporting that faculty are addressing issues of diversity in the classroom and embedding DEI content in the curriculum.

- **Recommendation:** Expand and Increase efforts to diversify the curriculum; training to support faculty in addressing issues of diversity in the classroom and promoting cultural competency.

Over the last five years, response rates for the campus climate survey has remained at 30% or below. The volume of different surveys per year at RVU is high, possibly leading to survey fatigue. Best practices suggest that campus climate surveys be completed every two (or more years).

Recommendation: Conduct Campus Climate Survey every two years during the spring.

Goals

Goal #1: Prepare and disseminate a document with suggestions on how to increase interaction between students, staff, and faculty.

- To be completed by December 2023.

Goal #2: Develop and offer two intergroup dialogues on each campus for students, staff, and faculty.

- To be completed by June 2024

Goal #3: Continue to advance the Inclusive Excellence agenda by engaging 80% of RVU departments into practicing DEI.

- To be completed by June 2024

Goal #4: Support and/or host three workshops/speakers on racism, heterosexism, and religion.

- To be completed by May 2024

Goal # 5: Provide three trainings/events on how to practice addressing microaggressions and promoting micro-affirmations.

- To be completed by May 2024

Goal #6: Meet with the Dean of the COM, the PA Program Director, the MSBS Program Director, and the MMS Program Director to discuss results of student perceptions of diversity in the classroom and curriculum and how to expand those efforts.

- To be completed by December 2023

Appendix A - RVU Diversity, Equity, and Inclusion Climate Survey 2023

Start of Block: Demographics

Q43 Survey Instructions:

Please provide your perspectives about the RVU climate in relation to Diversity, Equity, and Inclusivity (DEI). Your feedback is vital to fostering positive change, making meaningful and appropriate decisions, and driving strategic improvements together.

All responses will be anonymous. Commentaries about specific individuals or groups may be redacted from the results.

You may discontinue or opt out of the survey and/or specific questions if at any time you feel uncomfortable.

This survey will be open from **April 14 - April 28, 2023**.

A random drawing for **five \$50 VISA gift cards** will be held after the survey closes. Please provide your email in the last section of the survey if you wish to participate in the drawing. If you provide your email for the gift card drawing it will be removed from survey reporting to preserve anonymity.

Please direct any questions or concerns about this survey to: Hope Falk (hfalk@rvu.edu)

Q42

RVU DEI DEFINITIONS

To assist in establishing a shared understanding of DEI terms, common definitions for Diversity, Equity, and Inclusivity were recently established. In conjunction with subject matter experts, the DEI Task Forces and Advisory Council laid the groundwork for these definitions, which were supported by 82% of respondents in the public comment collection. After thorough vetting, the following definitions will serve as RVU's guiding DEI principles:

Diversity: The recognition, reflection, and representation of individual differences within a community including, but not limited to: culture, race, age, ethnicity or national origin, color, sex, gender, gender identity, sexual orientation, religious beliefs, spiritual practices, political beliefs, mental and physical ability, socioeconomic status, individual life experiences, or other ideologies.

Equity: The implementation of unbiased policies and practices to ensure everyone has access to opportunities along with needs-based distribution of resources to obtain positive outcomes so that all individuals and groups may attain their full potential and no one is deprived regardless of identity, abilities, background, or socially determined circumstances.

Inclusivity: The dynamic process of creating a welcoming environment that increases awareness, knowledge, and empathetic understanding to enable individuals with diverse backgrounds, abilities, insights, and experiences to interact in an open, fair, respectful, equitable, and collaborative fashion.

Q45 A Little About You...

Q1 My RVU Group is...

- Student (1)
- Employee (2)

Q2 My RVU Campus Location is...

- Colorado (1)
- Montana (2)
- Utah (3)

Q3 What is your Current Age (in years)?

- 19 and Under (1)
- 20-29 (2)
- 30-39 (3)
- 40-49 (4)
- 50-59 (5)
- 60-69 (6)
- 70 and Over (7)

Q4 What is your Sex?

- Male (1)
- Female (2)
- Prefer not to respond (4)
- Intersex (6)
- Other (please specify) (5) _____

Q6 What is your Sexual Orientation?

- Heterosexual (1)
- Gay/Lesbian (2)
- Bisexual (3)
- Queer (4)
- Questioning (5)
- Asexual (6)
- Pansexual (7)
- Polyamory (8)
- Prefer not to respond (9)
- Other (please specify) (10) _____

Q7 Please Select the Race or Ethnicity Group with which you Most Identify.

- Asian (1)
- Black or African American (2)
- Hispanic or Latinx/Latiné (3)
- Native American/Alaska Native (4)
- Multi-Racial (11)
- White (6)
- Prefer not to respond (7)
- Other (9) _____

Q8 Are You a US Citizen?

- Yes (1)
- No (2)

Q9 With What Religious Background Do You Most Identify?

- Agnostic (1)
- Atheist (2)
- Buddhist (3)
- Christian (4)
- Hindu (5)
- Jewish (6)
- Muslim (7)
- Spiritual (8)
- Unaffiliated (9)
- Prefer not to respond (10)
- Other (please specify) (11) _____

Q10 Do You have a Disability?

- Yes (1)
- No (2)

Q11 Have you ever Served in the U.S. Armed Forces, Military Reserves, or National Guard?

- Yes (1)
- No (2)

Q12 What is the Highest Level of Education you have Completed?

- High School Diploma (1)
- Associate's Degree (2)
- Bachelor's Degree (3)
- Master's Degree (4)
- Doctoral Degree (5)
- Specialist Certification or Degree (6)

End of Block: Demographics

Start of Block: Personal Statements

Q44 Personal Statements

Q13 I feel comfortable being myself at RVU.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q14 It's easy for me to connect with others who look like me at RVU.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q15 I am treated with respect and fairness at RVU.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q16 There is equitable treatment of all types of individuals at RVU.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q17 People from specific groups receive preferential treatment at RVU.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q18 I feel a strong sense of belonging at RVU.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q19 I am a valued member of Rocky Vista University.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q20 Please provide any comments to the questions in this section.

End of Block: Personal Statements

Start of Block: Value Statements

Q45 Value Statements

Q21 A diverse student body enriches the RVU environment.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q22 A diverse employee body enriches the RVU environment.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q23 Diversity, equity, and inclusion training exercises are valuable.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q24 I believe I can contribute to enhancing diversity, equity, and inclusivity at RVU.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q25 I believe RVU leadership addresses issues of disparity and barriers to an equitable educational environment.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q26 Please provide any comments to the questions in this section.

End of Block: Value Statements

Start of Block: Students

Q51 Students

Q52 Please rate your knowledge about providing healthcare for the following groups

	High (1)	Medium (2)	Low (3)	None (4)
Black/African American patients (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic/Latino patients (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, Lesbian, Bisexual, Transgender, and Queer patients (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native American/Indigenous patients (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian American patients (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White/Euro-American patients (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q53 How many professors have you encountered who do the following

	A lot (1)	Several (2)	A few (3)	None (4)
Successfully handle issues of diversity in the classroom (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Successfully create an inclusive classroom climate for all students (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduce diversity into the course content (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Students

Start of Block: Disparate Treatment and Discrimination

Q58 Disparate Treatment and Discrimination

Q27 Please indicate your agreement or disagreement with each of the following statements. I believe I have been treated unequally or unfairly due to my...

	Strongly Agree (1)	Somewhat Agree (2)	Neither Agree nor Disagree (3)	Somewhat Disagree (4)	Strongly Disagree (5)
Age. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial, cultural, or ethnic background. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military or veteran status. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability status. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of education. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have considered seeking employment or attending school elsewhere due to perceived discrimination at RVU. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q48 Please indicate your agreement or disagreement with each of the following statements.

	Strongly Agree (1)	Somewhat Agree (2)	Neither Agree nor Disagree (3)	Somewhat Disagree (4)	Strongly Disagree (5)
I support RVU working toward increasing diversity on campus (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reverse discrimination against White/Euro-American students is a problem at RVU (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexism is a problem at RVU (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the amount of student diversity that exists at RVU (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like structured opportunities to interact with students from a diverse background (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q49 How often have you heard insensitive comments about or seen disparaging behavior (microaggressions) directed at individuals from the following groups?

"Microaggressions" are defined as everyday verbal or behavioral insults directed unintentionally or intentionally against

people from diverse backgrounds. (Examples include comments such as "That's so gay," or "You are ghetto," and behaviors such as "Cat calls" directed at women or mocking Native Americans using the stereotypical "War Whooping".

	A lot (1)	Often (2)	Sometimes (3)	None (4)
Native American/Indigenous (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, Lesbian, Bisexual, Transgender, and Queer (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Female (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Male (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black/African American (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian American (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White/Euro-American (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with Disabilities (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic/Latino Americans (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterans (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q56 How often have you heard positive comments (micro-affirmations) about or directed at individuals from the following groups?

"Micro-affirmations" are subtle or apparent acknowledgments or comments of a person's value and accomplishments. Examples include referring positively to the work of a person, showing genuine interest in someone's culture, or

correctly remembering and pronouncing someone's name.

	A lot (1)	Often (2)	Sometimes (3)	None (4)
Native American/Indigenous (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, Lesbian, Bisexual, Transgender, and Queer (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Female (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Male (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black/African American (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian American (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White/Euro-American (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with Disabilities (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic/Latino Americans (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterans (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Age (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Disparate Treatment and Discrimination

Start of Block: Action Steps

Q47 Action Steps

Q28 I know how to seek help if I experience disparate treatment or discrimination.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q29 I know what to do if I see someone else experiencing disparate treatment or discrimination.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q30 I have a fear of negative consequences if I report disparate treatment or discrimination.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q31 There is someone at RVU I know I could talk to if I experience disparate treatment or discrimination.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q32 Please provide any comments to the questions in this section.

Q59 One more section to go. 8 questions and then you are done!

End of Block: Action Steps

Start of Block: Overall Climate at RVU

Q48 Overall Climate at RVU

Q33 Overall, Diversity, Equity, and Inclusion are appreciated at RVU.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q60 Please rate how much you agree with the following statement: RVU embodies each of its core values. Please rank how much you agree with that statement in regard to each of RVU's 9 values.

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)	Unable to say (6)
Collegiality (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compassion (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equity (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Excellence (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusivity (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovation (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrity (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q35 I am satisfied with RVU's leadership with respect to Diversity, Equity, and Inclusion.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q36 I am satisfied with RVU's campus climate with respect to Diversity, Equity, and Inclusion.

- Strongly agree (1)
- Somewhat agree (2)
- Neither agree nor disagree (3)
- Somewhat disagree (4)
- Strongly disagree (5)

Q54 What do you consider a positive aspect of RVU related to diversity

Q55 What would you recommend for improving the climate for diversity at RVU?

Q37 Please provide any comments to the questions in this section.

End of Block: Overall Climate at RVU

Start of Block: Block 6

Q49 Survey Prize Drawing: Please provide an email address to enter into the drawing for five \$50 VISA gift cards! Your email will be deleted immediately following the drawing and will not be associated with your responses.

End of Block: Block 6