



# Rocky Vista University

**Diversity, Equity, and Inclusion (DEI) Climate Survey**

**Full Report**

**June 2022**

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## INTRODUCTION

At RVU, diversity, equity, and inclusion are central to our mission, our core values, and our success. The *RVU Diversity, Equity, and Inclusion (DEI) Climate Survey* is intended to capture the experiences and perceptions of RVU students, staff, faculty, and administration on a broad range of issues related to DEI topics.

Survey results serve as a baseline against which to measure improvement, as a catalyst for communication and discussion, and as a contributor to thinking about the implementation of programs, policies, and activities that will foster an inclusive environment.

This survey was developed and first administered in 2018 in an effort to gauge and illuminate perceptions of the current climate at RVU campuses 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 about how to seek help, and e) Overall satisfaction with RVU's climate.

This report presents survey findings across years 2018 to 2022 by status groups (students and employees) on quantitative and qualitative items for all three campuses. The Montana campus does not yet have students, thus only employee perspectives were included.

The RVU community refined existing DEI definitions in AY2021-22 in order to provide context and meaning to objectives, goals, and planning activities, and to create alignment among educational experiences, 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.

- **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.

The principal goal of the DEI climate survey is to gauge change over time and obtain honest and rigorous assessment of the campus climate. That honesty is critical to our ability to understand and to improve our campus environment. Collected survey data will guide our process for DEI strategic planning in specific and tangible ways, including campus policies, priorities, and distribution of resources.

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](#)) was employed in an effort to solicit as many RVU perspectives as possible. Other institutional and professional DEI surveys were examined to establish content validity, conduct trend comparisons, and confirm analysis methodologies.

Reliability was estimated by conducting a Cronbach’s alpha test to determine 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.<sup>1</sup>

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

<b>Table 1. Survey Variables</b>
<b>Status Groups</b>
CO and UT Students
CO, MT, and UT Employees
<b>Demographic Characteristics</b>
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
<b>Attitudinal Themes</b>
Feelings of Respect and Value
Value of Diversity and Desire for DEI Training and Educational Activities
Perceptions of Disparate Treatment and Fear of Reprisal
Knowing where to Find Resources and Support
Satisfaction with the Overall DEI Climate

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) What statistically significant differences exist between students and employees?
- 5) What key themes, sentiments, and problem areas arose from the comments?

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<sup>1</sup> 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

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 variables were examined to compare agreement rates (by percentage). Statistical significance tests were conducted to confirm differences between groups across the Colorado and Utah campuses. A linear trend analysis using multiple analysis of variance (MANOVA) test was conducted to discern if linear relationships were present and significant across the four-year period. The Montana campus was not included in these analyses, as only one year of data for employees was available to date.

Two new items/statements related to equity were added to Attitudinal Themes 1 and 2 in the 2022 survey. Additionally, neutral response choice 'Neither Agree or Disagree' was added to the 2022 survey as recommended by the RVU DEI Advisory Council. The linear trend analysis was therefore corrected by adjusting the scaled items by one level; e.g., 5=4, 4=3, etc. to calculate consistent levels of agreement.

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

Qualitative analysis was performed on respondent comments to discern respondent attitudes toward the five attitudinal themes. Responses were coded using content analysis by primary attitudinal categories; e.g., types of disparate treatment or recurring themes and/or issues, and rated in a scale of 0-3 for positive or negative attitude.

Per RVU institutional research policy and practice, negative or derogatory statements about individuals and/or departments were redacted and/or modified.

The RVU DEI Advisory Council conducted a brief review of key findings and contributed their interpretations as to the potential influencers regarding the trends, i.e., what factors could be contributing to specific changes in levels of agreement (e.g., increasing satisfaction with the overall DEI climate).

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 (late spring semester) was administered may have negatively influenced response rates.
3. Survey participants tend to respond to topics they feel passionately about, thereby influencing the results in a more positive or negative direction.<sup>2</sup>

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

## Part I – Response Rates

The overall response rate for 2022 reflects a **35%** return (611/1,764), reflecting a 2% decrease from the 2019 survey at **37%** (see Table 2 below). The response rate reflects an average return of **30%** over the three administrations, although the count of respondents increased in all groups. Montana branch campus employees were included, but no students were yet available.

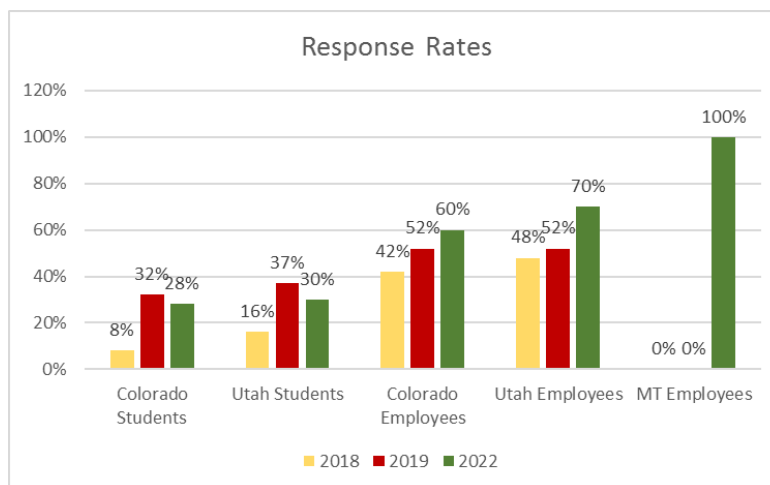
**Table 2. Response Rates by Group across 4-Year Period**

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)

Student response rates increased at both the Colorado and Utah locations by an average of 17% across the 4-year period, while employee rates increased at both locations by an average of 19% as reflected in Chart 1. below. Montana campus employees responded at a rate of 100% in 2022.

Employee response rates at the Colorado and Utah locations surpassed overall student rates and on individual items, though completion rates vary by individual items. The 2022 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.<sup>3</sup>

**Chart 1. Group Response Rates by Campus**



<sup>3</sup> Engel et. al, 2015

## Part II – Demographics

Demographics are presented by all respondents to include students and employees at both locations in Table 3. below. 582 responses at 100% were received while 29 were completed at less than 50%, thus a listwise missing data method was employed.

**Table 3. Survey Demographics**

1. What is your Current Age (in years)?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-29	326	56.0	56.3	56.3
	30-39	120	20.6	20.7	77.0
	40-49	51	8.8	8.8	85.8
	50-59	42	7.2	7.3	93.1
	60-69	33	5.7	5.7	98.8
	70 and Over	7	1.2	1.2	100.0
Missing	System	3	0.5		
Total		582	100.0		
2. What is your Sex?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	262	45.0	45.0	45.0
	Female	294	49.5	49.5	95.5
	X	5	1.5	1.5	98.8
	Prefer not to respond	26	4.5	4.5	100.0
	Total	582	100.0	100.0	
3. What is your Gender/Gender Identity?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Man	258	44.3	44.4	44.4
	Woman	294	50.5	50.6	95.0
	Transgender Woman	1	0.2	0.2	95.2
	Non-binary / Gender non-conforming	1	0.2	0.2	95.4
	Agender	1	0.2	0.2	95.5
	Prefer not to respond	26	4.5	4.5	100.0
Missing	System	1	0.2		
Total		582	100.0		
4. What is your Sexual Orientation?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Heterosexual	500	85.9	86.4	86.4
	Gay/Lesbian	9	1.5	1.6	87.9
	Bisexual	28	4.8	4.8	92.7
	Queer	3	0.5	0.5	93.3
	Questioning	1	0.2	0.2	93.4
	Asexual	2	0.3	0.3	93.8
	Pansexual	1	0.2	0.2	94.0
	Polyamory	1	0.2	0.2	94.1
	Prefer not to respond	32	5.5	5.5	99.7
	Other (please specify)	2	0.3	0.3	100.0
Missing	System	3	0.5		
Total		582	100.0		
5. Please Select the Race or Ethnicity Group with which you Most Identify.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Asian	44	7.6	7.6	7.6
	Black or African American	13	2.2	2.3	9.9
	Hispanic or Latinx/Latiné	30	5.2	5.2	15.1
	Native American/Alaska Native	3	0.5	0.5	15.6

	Native Hawaiian/Pacific Islander	6	1.0	1.0	16.6
	Multi-Racial	16	2.7	2.8	19.4
	White	419	72.0	72.6	92.0
	Prefer not to respond	38	6.5	6.6	98.6
	Other	8	1.4	1.4	100.0
Missing	System	5	0.9		
Total		582	100.0		
<b>6. Are You a US Citizen?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	570	97.9	99.0	99.0
	No	6	1.0	1.0	100.0
Missing	System	6	1.0		
Total		582	100.0		
<b>7. With What Religious Background Do You Most Identify?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agnostic	70	12.0	12.0	12.0
	Atheist	47	8.1	8.1	20.1
	Buddhist	10	1.7	1.7	21.9
	Christian	309	53.1	53.2	75.0
	Hindu	4	0.7	0.7	75.7
	Jewish	16	2.7	2.8	78.5
	Muslim	10	1.7	1.7	80.2
	Spiritual	23	4.0	4.0	84.2
	Unaffiliated	49	8.4	8.4	92.6
	Prefer not to respond	35	6.0	6.0	98.6
	Other (please specify)	8	1.4	1.4	100.0
Missing	System	1	0.2		
Total		582	100.0		
<b>8. Do You have a Qualified Disability?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	4.5	4.5	4.5
	No	551	94.7	95.5	100.0
Missing	System	5	0.9		
Total		582	100.0		
<b>9. Have you ever Served in the U.S. Armed Forces, Military Reserves, or National Guard?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	48	8.2	8.3	8.3
	No	531	91.2	91.7	100.0
Missing	System	3	0.5		
Total		582	100.0		
<b>10. What is the Highest Level of Education you have Completed?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School Diploma	11	1.9	1.9	1.9
	Associate's Degree	7	1.2	1.2	3.1
	Bachelor's Degree	350	60.1	60.6	63.7
	Master's Degree	112	19.2	19.4	83.0
	Doctoral Degree	84	14.4	14.5	97.6
	Specialist Certification or Degree	14	2.4	2.4	100.0
Missing	System	4	0.7		
Total		582	100.0		



## Part III – Comparisons of 2022 Attitudinal Themes by Groups and Campus Location

### A. STUDENTS

Percentages of agreement/satisfaction for all students by 2022 survey items and estimates of statistical significance are presented in Table 4. below. Significant results are highlighted in yellow.

<b>Table 4. Student Agreement Levels</b>			
<b>Theme 1: Feel Respected and Valued</b>	<b>CO Students</b>	<b>UT Students</b>	<b>p (sig ≤ .05)</b>
Q1. I feel comfortable being myself at RVU.	89%	93%	.110
Q2. It's easy for me to connect with others who look like me at RVU.	91%	92%	.123
Q3. I am treated with respect and fairness at RVU.	90%	92%	.048
Q4. There is equitable treatment of all types of individuals at RVU.	85%	81%	.001
Q5. People from specific groups receive preferential treatment at RVU.	79%	85%	.852
Q6. I feel a strong sense of belonging at RVU.	81%	88%	.118
Q7. I am a valued member of Rocky Vista University.	80%	83%	.035
<b>Average %</b>	<b>85%</b>	<b>88%</b>	
<b>Theme 2: Value Diversity and Education</b>	<b>CO Students</b>	<b>UT Students</b>	<b>p (sig ≤ .05)</b>
Q8. A diverse student body enriches the RVU environment.	83%	91%	0.412
Q9. A diverse employee body enriches the RVU environment.	82%	93%	0.720
Q10. Diversity, equity, and inclusion training exercises are valuable.	72%	83%	0.041
Q11. I believe I can contribute to enhancing diversity, equity, and inclusivity at RVU.	81%	95%	0.050
Q12. I believe RVU leadership addresses issues of disparity and barriers to an equitable educational environment.	76%	85%	0.019
<b>Average %</b>	<b>78%</b>	<b>90%</b>	
<b>Theme 3: Disparate Treatment</b>	<b>CO Students</b>	<b>UT Students</b>	<b>p (sig ≤ .05)</b>
Q13. I believe I have been treated unequally or unfairly due to my age.	5%	6%	0.230
Q14. I believe I have been treated unequally or unfairly due to my racial, cultural, or ethnic background.	12%	8%	0.025
Q15. I believe I have been treated unequally or unfairly due to my gender.	17%	21%	0.031
Q16. I believe I have been treated unequally or unfairly due to my sexual orientation.	5%	5%	0.814
Q17. I believe I have been treated unequally or unfairly due to my military or veteran status.	3%	2%	0.687
Q18. I believe I have been treated unequally or unfairly due to my religion.	12%	19%	0.019
Q19. I believe I have been treated unequally or unfairly due to my disability status.	5%	3%	0.465
Q20. I believe I have been treated unfairly due to my level of education.	3%	2%	0.237
Q21. I have considered seeking employment or attending school elsewhere due to perceived discrimination at RVU.	9%	12%	0.297
<b>Average %</b>	<b>7%</b>	<b>9%</b>	
<b>Theme 4: Know how to Seek Help</b>	<b>CO Students</b>	<b>UT Students</b>	<b>p (sig ≤ .05)</b>
Q22. I know how to seek help if I experience disparate treatment or discrimination.	82%	74%	0.046
Q23. I know what to do if I see someone else experiencing disparate treatment or discrimination.	78%	77%	0.224
*Q24. I have a fear of negative consequences if I report disparate treatment or discrimination.	10%	15%	0.032
Q25. There is someone at RVU I know I could talk to if I experience disparate treatment or discrimination.	79%	70%	0.873
<b>Average %</b>	<b>80%</b>	<b>75%</b>	

(\*Indicates item was reverse coded)

<b>Theme 5: Satisfaction with Overall DEI Climate</b>	<b>CO Students</b>	<b>UT Students</b>	<b>p (sig &lt; .05)</b>
Q26. Overall, Diversity, Equity, and Inclusion are appreciated at RVU.	75%	90%	0.005
Q27. RVU embodies its Core Value of Diversity.	78%	86%	0.240
Q28. I am satisfied with RVU's leadership with respect to Diversity, Equity, and Inclusion.	79%	84%	0.003
Q29. I am satisfied with RVU's campus climate with respect to Diversity, Equity, and Inclusion.	82%	86%	0.079
<b>Average %</b>	<b>78%</b>	<b>87%</b>	

(% of Agreement = Strongly Agree + Agree)

### Frequencies and significance tests reflect the following:

- **Theme 1:** Students at the Utah campus perceive they are treated with respect and fairness, and believe they are valued members of the community at significantly higher rates than Colorado students. Colorado students believe there is equitable treatment of all types of individuals at significantly higher rates than Utah students.
- **Theme 2:** Students at the Utah campus demonstrate significantly higher rates of agreement than Colorado students concerning the value of diversity and educational activities, their ability to contribute to enhancing diversity, equity, and inclusivity at RVU, and that leadership is addressing issues of disparity and barriers to an equitable educational environment.
- **Theme 3:** Students at the Colorado campus reflect higher rates of perceived disparate treatment and/or discrimination than Utah students with respect to Race/Ethnicity. Students at the Utah campus perceived higher rates of perceived disparate treatment and/or discrimination than Colorado students on Gender and Religion.
- **Theme 4:** Utah students indicate they possess a lower level of how to seek help for disparate treatment/discrimination and greater fear of negative consequences if they report disparate treatment/discrimination than students at the Colorado campus.
- **Theme 5:** Utah campus students believe diversity, equity, and inclusion are appreciated at RVU, that RVU embodies its core value of Diversity, and possess greater levels of satisfaction with leadership related to DEI efforts than students at the Colorado campus.

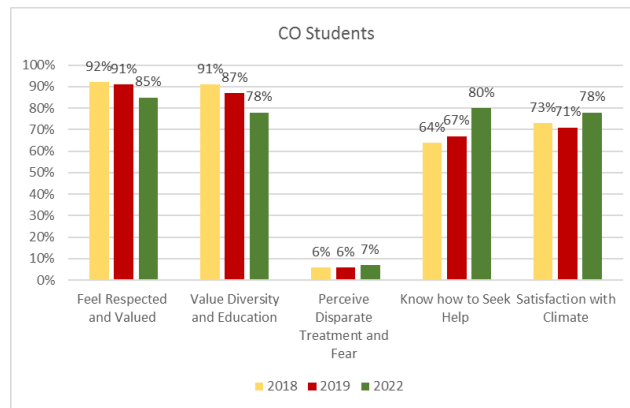
### 4-Year Trends

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

**Table 5. CO Students**

<b>Attitudinal Theme</b>	<b>2018</b>	<b>2019</b>	<b>2022</b>	<b>p (sig ≤ .05)</b>
Feel Respected and Valued	92%	91%	85%	.056
Value Diversity and Education	91%	87%	78%	.014
Perceive Disparate Treatment and Fear	6%	6%	7%	.406
Know how to Seek Help	64%	67%	80%	.003
Satisfaction with Climate	73%	71%	78%	.219

**Chart 2. CO Students 2018 – 2022**



(% of Agreement = Strongly Agree + Somewhat Agree)

**Average Findings:**

- Decrease in feeling respected and valued: **7%**
- Decrease in valuing diversity and educational exercises: **13%**
- Increase in perceived disparate treatment and fear of reprisal: **1%**
- Increase in knowing how to seek help: **16%**
- Increase in satisfaction w/overall climate: **5%**

**Key Points:**

- Significance results confirm that students at the Colorado campus possess a declining attitude towards appreciation for diversity and related DEI training and education activities.
- Levels of understanding about knowing how to seek help and available resources and support are rising among Colorado students.

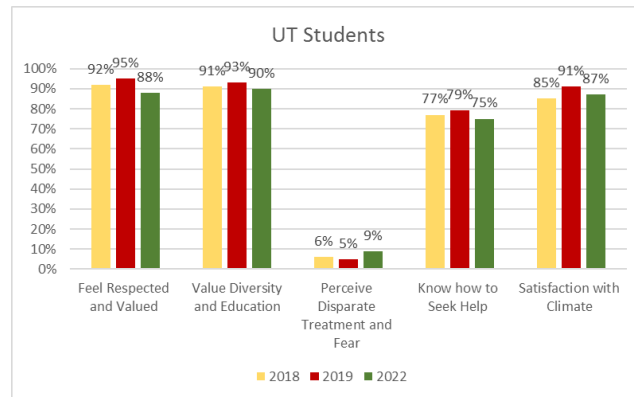
**DEIAC Interpretations:**

- The decrease in appreciation for educational activities could be due to a desire for more personal and live interactions.
- Survey administration timing could have negatively influenced the perceived value of educational activities.
- An increase in DEI efforts and activities and the expansion of DEI definitions over the past two years could have led to increases in satisfaction with the overall climate.
- Eliminating extra course credit for DEI activities may have influenced the decline in the perceived value of education and training. Activities are now co- and extra-curricular, which often conflict with curricular and personal schedules.

**Table 6. Utah Students**

Attitudinal Theme	2018	2019	2022	<i>p (sig ≤ .05)</i>
Feel Respected and Valued	92%	95%	88%	.002
Value Diversity and Education	91%	93%	90%	.709
Perceive Disparate Treatment and Fear	6%	5%	9%	.000
Know how to Seek Help	77%	79%	75%	.046
Satisfaction with Climate	85%	91%	87%	.117

**Chart 3. UT Students 2018 – 2022**



(% of Agreement = Strongly Agree + Somewhat Agree)

**Average Findings:**

- Decrease in feeling respected and valued: **4%**
- Decrease in valuing diversity and educational exercises: **1%**
- Increase in perceived disparate treatment and fear of reprisal: **3%**
- Decrease in knowing how to seek help: **2%**
- Increase in satisfaction w/overall climate: **2%**

**Key Points:**

- Findings reflect that students at the Utah campus possess a declining attitude towards feeling respected and valued.
- Perceptions of perceived disparate treatment/discrimination and fear of reprisal are rising for Utah students.
- Knowing how to seek help for such matters is also declining, signaling a potential area for intervention.

**DEIAC Interpretations:**

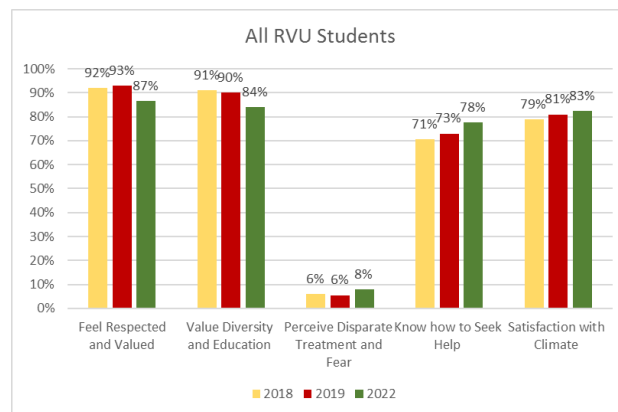
- An increase in knowing how to seek help could be due to increased communication and more available resources on the Utah campus.

- Student attitudes towards disparate treatment/discrimination may be increasing as the campus grows and changes. As diversity increases, differences become more visible, potentially creating feeling of discomfort.
- Twenty-five percent of respondents indicated they don't know how to seek help, thus an examination of resources, communication, and support services is in order.
- Recent changes in Student Affairs personnel could be negatively impacting student attitudes towards feeling valued and/or knowing where to go for help.
- Utah campus leadership has been more visibly engaged in DEI efforts longer than Colorado leadership over the four-year period, which may explain why Utah student satisfaction with the overall DEI climate appears higher than Colorado students.

**Table 7. All Students**

Attitudinal Theme	2018	2019	2022	p (sig < .05)
Feel Respected and Valued	92%	93%	87%	.006
Value Diversity and Education	91%	90%	84%	.017
Perceive Disparate Treatment and Fear	6%	6%	8%	.235
Know how to Seek Help	71%	73%	78%	.048
Satisfaction with Climate	79%	81%	83%	.199

**Chart 4. All RVU Students 2018 - 2022**



(% of Agreement = Strongly Agree + Somewhat Agree)

**Average Findings:**

- Decrease in feeling respected and valued: **5%**
- Decrease in valuing diversity and educational exercises: **7%**
- Increase in perceived disparate treatment and fear of reprisal: **2%**
- Increase in knowing how to seek help: **7%**
- Increase in satisfaction w/overall climate: **4%**

**Key Points:**

- Findings suggest that overall, RVU students are feeling less valued and respected than previous cohorts.
- 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 non-significant rates for Colorado students and overall, although this may be 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 incited a significant result.

**DEIAC Interpretations:**

- Declining feelings of respect and value could be due to the increasing number of students and programs, invoking less personal attention and fewer opportunities to engage with faculty.
- Virtual and remote education delivery due to the global pandemic likely had a negative impact on feelings of value and respect and lower engagement with DEI activities.
- The implementation of hybrid work policies for employees and continued remote course delivery may suggest students are experiencing a declining feeling of personal support and connection with faculty, staff, other students.

## B. EMPLOYEES

Percentages of agreement/satisfaction for all employees by 2022 survey items and estimates of statistical significance are presented in Table 8. below. Significant results are highlighted in yellow.

<b>Table 8. Employee Agreement Levels</b>			
<b>Theme 1: Feel Respected and Valued</b>	<b>CO Employees</b>	<b>UT Employees</b>	<b>p (sig ≤ .05)</b>
Q1. I feel comfortable being myself at RVU.	90%	95%	.070
Q2. It's easy for me to connect with others who look like me at RVU.	91%	94%	.130
Q3. I am treated with respect and fairness at RVU.	82%	91%	.000
Q4. There is equitable treatment of all types of individuals at RVU.	89%	89%	.082
Q5. People from specific groups receive preferential treatment at RVU.	85%	92%	.114
Q6. I feel a strong sense of belonging at RVU.	80%	93%	.015
Q7. I am a valued member of Rocky Vista University.	81%	94%	.001
<b>Average %</b>	<b>85%</b>	<b>93%</b>	
<b>Theme 2: Value Diversity and Education</b>	<b>CO Employees</b>	<b>UT Employees</b>	<b>p (sig ≤ .05)</b>
Q8. A diverse student body enriches the RVU environment.	96%	95%	.470
Q9. A diverse employee body enriches the RVU environment.	95%	95%	.582
Q10. Diversity, equity, and inclusion training exercises are valuable.	93%	96%	.243
Q11. I believe I can contribute to enhancing diversity, equity, and inclusivity at RVU.	92%	96%	.102
Q12. I believe RVU leadership addresses issues of disparity and barriers to an equitable educational environment.	88%	94%	.000
<b>Average %</b>	<b>93%</b>	<b>95%</b>	
<b>Theme 3: Disparate Treatment</b>	<b>CO Employees</b>	<b>UT Employees</b>	<b>p (sig ≤ .05)</b>
Q13. I believe I have been treated unequally or unfairly due to my age.	15%	9%	.004
Q14. I believe I have been treated unequally or unfairly due to my racial, cultural, or ethnic background.	12%	16%	.919
Q15. I believe I have been treated unequally or unfairly due to my gender.	22%	11%	.037
Q16. I believe I have been treated unequally or unfairly due to my sexual orientation.	9%	4%	.209
Q17. I believe I have been treated unequally or unfairly due to my military or veteran status.	5%	5%	.325
Q18. I believe I have been treated unequally or unfairly due to my religion.	10%	19%	.049
Q19. I believe I have been treated unequally or unfairly due to my disability status.	3%	1%	.037
Q20. I believe I have been treated unfairly due to my level of education.	16%	5%	.086
Q21. I have considered seeking employment or attending school elsewhere due to perceived discrimination at RVU.	20%	12%	.517
<b>Average %</b>	<b>13%</b>	<b>9%</b>	
<b>Theme 4: Know how to Seek Help</b>	<b>CO Employees</b>	<b>UT Employees</b>	<b>p (sig ≤ .05)</b>
Q22. I know how to seek help if I experience disparate treatment or discrimination.	72%	85%	.253
Q23. I know what to do if I see someone else experiencing disparate treatment or discrimination.	75%	83%	.418
*Q24. I have a fear of negative consequences if I report disparate treatment or discrimination.	14%	6%	.035
Q25. There is someone at RVU I know I could talk to if I experience disparate treatment or discrimination.	74%	80%	.016
<b>Average %</b>	<b>74%</b>	<b>83%</b>	

<b>Theme 5: Satisfaction with Overall DEI Climate</b>	<b>CO Employees</b>	<b>UT Employees</b>	<b>p (sig &lt; .05)</b>
Q26. Overall, Diversity, Equity, and Inclusion are appreciated at RVU.	77%	86%	.007
Q27. RVU embodies its Core Value of Diversity.	83%	89%	.010
Q28. I am satisfied with RVU's leadership with respect to Diversity, Equity, and Inclusion.	80%	88%	.663
Q29. I am satisfied with RVU's campus climate with respect to Diversity, Equity, and Inclusion.	81%	91%	.709
<b>Average %</b>	<b>80%</b>	<b>88%</b>	

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

**Frequencies and significance tests reflect the following:**

- **Theme 1:** Employees at the UT campus indicate significantly higher levels of agreement than Colorado employees that they are treated with respect and fairness, possess a sense of belonging, and believe they are valued members of the RVU community.
- **Theme 2:** Employees at the UT campus possess higher levels of agreement than Colorado employees that leadership is addressing issues of disparity and barriers to an equitable educational environment.
- **Theme 3:** Employees at the CO campus demonstrate significantly higher rates of perceived disparate treatment than employees at the UT campus with respect to age, gender, religion, and disability.
- **Theme 4:** Colorado employees reflect higher levels of fear of reprisal for reporting and lower levels of knowing there is someone they can talk to about such issues.
- **Theme 5:** Employees at both campuses reflect similar positive attitudes about their satisfaction with leadership and the overall DEI climate, but differ significantly that diversity, equity, and inclusion are appreciated at RVU and that RVU embodies its core value of Diversity.

**4-Year Trends**

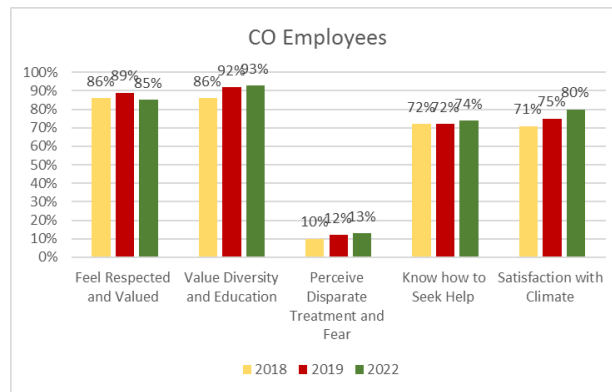
Linear trends across the 4-year period for the three survey administrations by employee groups and campus are presented in Tables 9 - 12 and Charts 5 - 9 below.

**Table 9. CO Employees 2018 - 2022**

<b>Attitudinal Theme</b>	<b>2018</b>	<b>2019</b>	<b>2022</b>	<b>p (sig &lt; .05)</b>
Feel Respected and Valued	86%	89%	85%	.233
Value Diversity and Education	86%	92%	93%	.097
Perceive Disparate Treatment and Fear	10%	12%	13%	.049
Know how to Seek Help	72%	72%	74%	.891
Satisfaction with Climate	71%	75%	80%	.032



**Chart 5. CO Employees 2018 - 2022**



(% of Agreement = Strongly Agree + Somewhat Agree)

**Average Findings:**

- Decrease in feeling respected and valued: **1%**
- Increase in valuing diversity and educational exercises: **7%**
- Increase in perceived disparate treatment and fear of reprisal: **3%**
- Increase in knowing how to seek help: **2%**
- Increase in satisfaction w/overall climate: **9%**

**Key Points:**

- Significance tests confirm that Colorado employee perceptions of disparate treatment and fear and overall satisfaction with the DEI climate rose over the 4-year period.
- A steady increase in satisfaction with the overall DEI climate indicates CO employees are experiencing and/or witnessing positive changes.

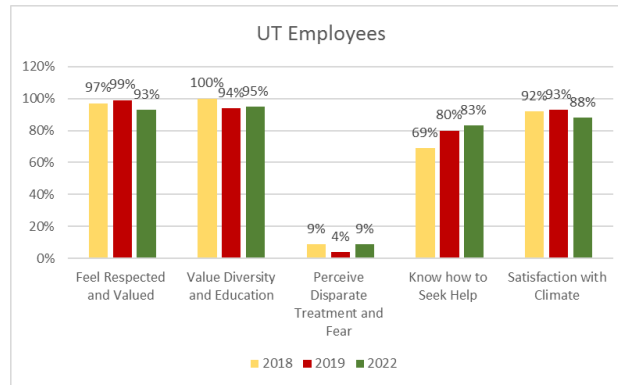
**DEIAC Interpretations:**

- Increased satisfaction with overall DEI climate could be due to more visible action and leadership on the Colorado campus; e.g., expanded underrepresented faculty recruiting practices and committee engagement.
- The establishment of a hybrid work model could be positively influencing perceptions.
- Changes in senior leadership could also be positively or negatively influencing attitudes.

**Table 10. Utah Employees 2018 - 2022**

Attitudinal Theme	2018	2019	2022	<i>p (sig ≤ .05)</i>
Feel Respected and Valued	97%	99%	93%	<b>.025</b>
Value Diversity and Education	100%	94%	95%	.366
Perceive Disparate Treatment and Fear	9%	4%	9%	<b>.011</b>
Know how to Seek Help	69%	80%	83%	<b>.041</b>
Satisfaction with Climate	92%	93%	88%	<b>.029</b>

**Chart 6. UT Employees 2018 – 2022**



(% of Agreement = Strongly Agree + Somewhat Agree)

**Average Findings:**

- Decrease in feeling respected and valued: **4%**
- Decrease in valuing diversity and educational exercises: **5%**
- Increase in perceived disparate treatment and fear of reprisal: **5%**
- Increase in knowing how to seek help: **14%**
- Decrease in satisfaction w/overall climate: **4%**

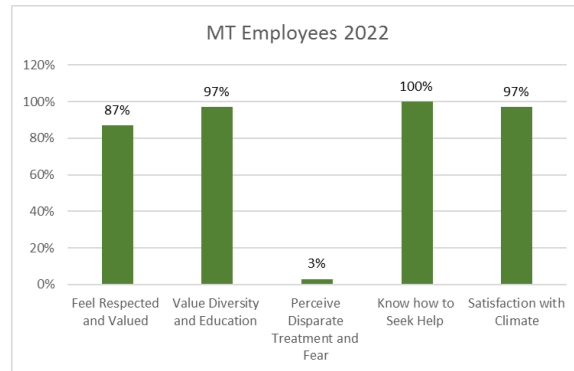
**Key Points:**

- Findings reflect feelings of value and respect are declining for Utah employees.
- UT employee perceptions of disparate treatment/discrimination and fear of reprisal dropped in 2019 and again rose in 2022. Significance tests confirm an average increase of 4.69%.
- Knowing how to seek help is increasing at a steady pace, but overall satisfaction with the DEI climate is decreasing.

**DEIAC Interpretations:**

- Potential declines in feelings of value and respect, valuing diversity and training activities, and satisfaction with the overall DEI climate could be due to a growing student body, expansion of programs and therefore resources, and/or multiple new hires.
- Turnover in Student Affairs staff and campus leadership may have had a negative impact on perceptions of disparate treatment/discrimination and in satisfaction with the overall DEI climate as former leadership promoted and engaged in DEI efforts.
- The addition of Human Resources staff may have had a positive impact on employees knowing how to seek help.

## Chart 7. MT Employees 2022



(% of Agreement = Strongly Agree + Somewhat Agree)

### Average Findings:

- Feel Respected and Valued: **87%**
- Value Diversity and Education: **97%**
- Perceive Disparate Treatment and Fear: **3%**
- Know how to Seek Help: **100%**
- Satisfaction with Climate: **97%**

### Key Points:

- Significance tests and therefore a linear trend analysis were not performed on Montana employees as the campus has only one year of available data.
- Average levels of agreement indicate that MT employees exhibit high 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, alongside low levels of perceived disparate treatment and fear of reprisal.
- The 87% level of agreement on feeling valued and respected reflects two selections of 'Neither Agree nor Disagree'.

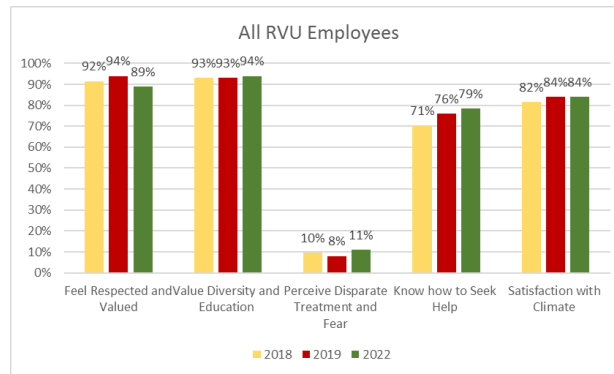
### DEIAC Interpretations:

- High levels of agreement/satisfaction could be a result of a new environment and lack of organizational DEI culture or climate.

**Table 11. All RVU Employees 2018 – 2022**

Attitudinal Theme	2018	2019	2022	<i>p</i> (sig ≤ .05)
Feel Respected and Valued	92%	94%	89%	.010
Value Diversity and Education	93%	93%	94%	.188
Perceive Disparate Treatment and Fear	10%	8%	11%	.048
Know how to Seek Help	71%	76%	79%	.002
Satisfaction with Climate	82%	84%	84%	.541

**Chart 8. All Employees 2018 – 2022**



(% of Agreement = Strongly Agree + Somewhat Agree)

**Average Findings:**

- Decrease in feeling respected and valued: **3%**
- Increase in valuing diversity and educational exercises: **1%**
- Increase in perceived disparate treatment and fear of reprisal: **1%**
- Increase in knowing how to seek help: **8%**
- Increase in satisfaction w/overall climate: **2%**

**Key Points:**

- Significance tests confirm that feelings of value and respect are declining among employees at the Utah campus, whereas valuing diversity and educational activities and satisfaction with the DEI climate remain fairly stable at both campuses.
- Perceptions of disparate treatment and preferential treatment for groups other than one’s own, and fear of reprisal are increasing for employees.
- Knowing how to seek help has experienced a steady increase over the four-year period.
- MT employee results were not included in the analysis as only one year of data was available.

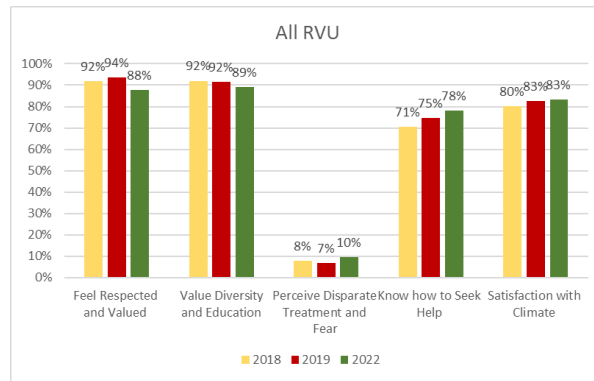
**DEIAC Interpretations:**

- Changes in staff and leadership could have also negatively affected Utah campus employees.

**Table 12. All RVU 2018 – 2022**

Attitudinal Theme	2018	2019	2022	<i>p</i> (sig ≤ .05)
Feel Respected and Valued	92%	94%	88%	.081
Value Diversity and Education	92%	92%	89%	.333
Perceive Disparate Treatment and Fear	8%	7%	10%	.045
Know how to Seek Help	71%	75%	78%	.017
Satisfaction with Climate	80%	83%	83%	.679

**Chart 9. All RVU 2018 – 2022**



(% of Agreement = Strongly Agree + Somewhat Agree)

**Average Findings:**

- Decrease in feeling respected and valued: **4%**
- Increase in valuing diversity and educational exercises: **3%**
- Increase in perceived disparate treatment and fear of reprisal: **2%**
- Increase in knowing how to seek help: **7%**
- Increase in satisfaction w/overall climate: **3%**

**Key Points:**

- Significance tests confirm that levels of agreement regarding perceived disparate treatment and fear of reprisal are increasing across all groups.
- Knowing how to seek help has experienced a steady increase over the four-year period.
- MT employee results were not included in the ‘All RVU’ analysis as only one year of data was available.

**DEIAC Interpretations:**

- Overall feelings of fatigue, disconnect, and/or inequity could be due to impacts from the global pandemic for both students and employees. Put simply, fewer opportunities for personal interactions and learning have been greatly reduced, which is a hallmark of RVU education.
- Perceptions that groups other than one’s own may be negatively influencing attitudes concerning disparate treatment and/or preferential treatment.

## Part IV – 2022 Differences between Demographic Groups

Groups wherein statistically significant differences surfaced include Race/Ethnicity, Gender/Gender Identity, and Religion for students and Race/Ethnicity, Sex, and Religion for employees as presented in Tables 13 - 18 below.

**Table 13. Race/Ethnicity**

Students	Demographic Group									
	Asian	Black/AA	Hispanic/Latinx/Latiné	Native American/AK Native	Native Hawaiian/PI	Multi-Racial	White	PNTR	Other	<i>p (sig &lt; .05)</i>
Feel Respected and Valued	90%	82%	88%	95%	95%	94%	93%	89%	91%	.000
Value Diversity and Education	89%	77%	88%	93%	93%	87%	91%	80%	91%	.219
Perceive Disparate Treatment and Fear	12%	9%	13%	4%	0%	4%	4%	10%	2%	.001
Know how to Seek Help	72%	75%	74%	78%	81%	74%	75%	70%	71%	.089
Satisfaction with Climate	80%	79%	82%	90%	91%	78%	87%	74%	76%	.003

(% of Agreement = Strongly Agree + Agree)

**Table 14. Gender/Gender Identity**

Students	Demographic Group									
	Man	Transgender Man	Woman	Transgender Woman	Nonbinary/Nonconforming	Agender	PNTR	Other	<i>p (sig &lt; .05)</i>	
Feel Respected and Valued	96%	.	92%	86%	87%	89%	94%	.	.029	
Value Diversity and Education	80%	.	91%	93%	84%	88%	91%	.	.018	
Perceive Disparate Treatment and Fear	2%	.	7%	8%	10%	9%	7%	.	.044	
Know how to Seek Help	78%	.	71%	70%	76%	77%	73%	.	.388	
Satisfaction with Climate	86%	.	79%	76%	82%	83%	82%	.	.016	

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

**Table 15. Religion**

Students	Demographic Group										
	Agnostic	Atheist	Buddhist	Christian	Hindu	Jewish	Muslim	Spiritual	Unaffil'd	PNTR	<i>p (sig &lt; .05)</i>
Feel Respected and Valued	90%	82%	88%	95%	95%	94%	93%	89%	91%	87%	.227
Value Diversity and Education	89%	77%	88%	93%	93%	87%	91%	80%	91%	89%	.003
Perceive Disparate Treatment and Fear	12%	9%	13%	4%	0%	4%	4%	10%	2%	6%	.000
Know how to Seek Help	72%	75%	74%	78%	81%	74%	75%	70%	71%	72%	.641
Satisfaction with Climate	82%	79%	82%	90%	91%	78%	81%	74%	76%	76%	.019

(% of Agreement = Strongly Agree + Agree)

**Key Points:**

- Significant differences between students of color exhibit lower feelings of value and respect, higher rates of perceived disparate treatment/discrimination, and lower levels of satisfaction with the overall DEI climate at RVU with the exception of Native Americans/Alaska Native and Native Hawaiian/Pacific Islander groups. Of note, the largest difference in levels of feeling valued and respected and valuing diversity and educational activities exists between Black/African American students and all other student groups, although valuing diversity and educational activities is non-significant.
- Significant differences between gender groups indicates students who identify as women, transgender women, nonbinary/nonconforming, or agender exhibit lower feelings of value and respect, higher rates of perceived disparate treatment/discrimination, greater value of diversity and educational activities, and lower levels of satisfaction with the overall DEI climate than those who identify in a traditional male group. Transgender women reported the lowest levels of feeling valued and respected and overall satisfaction with the DEI climate.
- Students who reported they affiliate with Agnostic, Buddhist, Christian, Hindu, Jewish, Muslim, or Unaffiliated religions have higher levels of appreciation for diversity and educational activities than students who affiliate with Atheist or Spiritual practices.
- Students in Christian, Hindu, Jewish, Muslim, and Unaffiliated groups expressed the lowest levels of disparate treatment/discrimination and fear of reprisal while students in Christian and Hindu groups reflect more satisfaction with the overall DEI climate than all other groups.

**Table 16. Race/Ethnicity**

Employees	Demographic Group									
Attitudinal Theme	Asian	Black/AA	Hispanic/Latinx/Latiné	Native American/AK Native	Native Hawaiian/PI	Multi-Racial	White	PNTR	Other	<i>p (sig &lt; .05)</i>
Feel Respected and Valued	93%	85%	96%	.	95%	86%	91%	93%	94%	.012
Value Diversity and Education	95%	88%	92%	.	95%	86%	96%	95%	94%	.453
Perceive Disparate Treatment and Fear	12%	15%	13%	.	7%	13%	10%	12%	0%	.018
Know how to Seek Help	78%	71%	76%	.	81%	76%	75%	71%	74%	.332
Satisfaction with Climate	89%	78%	84%	.	95%	78%	85%	74%	82%	.048

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

**Table 17. Sex**

Employees	Demographic Group					
Attitudinal Theme	Male	Female	X	PNTR	Other	<i>p (sig &lt; .05)</i>
Feel Respected and Valued	96%	89%	85%	88%	.	.000
Value Diversity and Education	94%	90%	89%	93%	.	.429
Perceive Disparate Treatment and Fear	4%	19%	10%	8%	.	.007
Know how to Seek Help	82%	72%	76%	71%	.	.311
Satisfaction with Climate	85%	83%	81%	81%	.	.444

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

**Table 18. Religion**

Employees	Demographic Group										
	Agnostic	Atheist	Buddhist	Christian	Hindu	Jewish	Muslim	Spiritual	Unaffil'd	PNTR	<i>p (sig &lt; .05)</i>
Feel Respected and Valued	93%	94%	90%	89%	91%	85%	88%	95%	94%	93%	.115
Value Diversity and Education	94%	95%	89%	90%	92%	91%	92%	90%	95%	95%	.358
Perceive Disparate Treatment and Fear	3%	5%	2%	14%	4%	15%	12%	13%	7%	17%	.013
Know how to Seek Help	69%	80%	71%	74%	71%	76%	78%	78%	73%	79%	.064
Satisfaction with Climate	83%	85%	86%	82%	85%	81%	84%	83%	79%	82%	.212

(% of Agreement = Strongly Agree + Agree)

**Key Points:**

- Employees of color also exhibit lower feelings of value and respect, higher rates of perceived disparate treatment/discrimination, and lower levels of satisfaction with the overall DEI climate at RVU with the exception of those in the Native Hawaiian/Pacific Islander group.
- Black/African American and multi-racial employees have the lowest levels of feeling valued and respected and satisfaction with the overall DEI climate.
- Respondents who identify as Female and X expressed lower feelings of value and respect and higher rates of perceived disparate treatment/discrimination than employees who identify as Male.
- Employees who identify as X expressed the lowest rates of agreement/satisfaction than all other groups on themes found statistically significant.
- Female employees report the highest levels of perceived disparate treatment/discrimination and fear of reprisal.
- Employees who affiliate with Christian, Jewish, Muslim, and Spiritual religions or practices exhibit higher rates of perceived disparate treatment/discrimination and fear of reprisal than those in other groups.



**Part V – Qualitative Responses**

Key themes that arose from the comment section of each attitudinal question were compiled into thematic categories. As is common with survey results, commentary is generally more negative and reflects a more pessimistic view than quantitative responses, thus quantitative and qualitative responses should be interpreted in a balanced approach.

The most frequently stated themes and percentage of occurrences are exhibited in Table 19. below.

**Table 19.**

Attitudinal Variable	Theme	Frequency
Feel Respected and Valued	<ol style="list-style-type: none"> <li>1. Expressing unpopular political views is not acceptable.</li> <li>2. Females are marginalized and discounted.</li> <li>3. Religion is sometimes a barrier to inclusion.</li> </ol>	<ol style="list-style-type: none"> <li>1. 15%</li> <li>2. 12%</li> <li>3. 6%</li> </ol>
Value Training and Education	<ol style="list-style-type: none"> <li>1. Diversity training and education is effective.</li> <li>2. Diversity training and education is ineffective.</li> <li>3. Promote and recognize cultural competency.</li> <li>4. Hire and recruit the best, not based on DEI attributes.</li> </ol>	<ol style="list-style-type: none"> <li>1. 4%</li> <li>2. 13%</li> <li>3. 5%</li> <li>4. 8%</li> </ol>
Perceive Disparate Treatment or Fear of Reprisal	<ol style="list-style-type: none"> <li>1. Minority groups receive preferential treatment.</li> <li>2. Non-minority/traditional groups receive preferential treatment.</li> <li>3. Disparate treatment due to religion; e.g., holidays.</li> <li>4. Reporting is not anonymous; fear of speaking freely; reprisal or being dismissed</li> </ol>	<ol style="list-style-type: none"> <li>1. 16%</li> <li>2. 16%</li> <li>3. 12%</li> <li>4. 10%</li> </ol>
Know how to Seek Help	<ol style="list-style-type: none"> <li>1. Individuals in Student Affairs approachable.</li> <li>2. HR somewhat unapproachable.</li> <li>3. Create an Office of Diversity.</li> <li>4. Unsure who to talk to.</li> </ol>	<ol style="list-style-type: none"> <li>1. 7%</li> <li>2. 6%</li> <li>3. 19%</li> <li>4. 5%</li> </ol>
Satisfaction with Climate	<ol style="list-style-type: none"> <li>1. Do more than talk about diversity; e.g., lead change through actions.</li> <li>2. Lack of minority population is apparent.</li> <li>3. Too much emphasis on trying to change environment.</li> <li>4. Current initiatives not bringing about real change; feels disingenuous and forced.</li> </ol>	<ol style="list-style-type: none"> <li>1. 19%</li> <li>2. 15%</li> <li>3. 13%</li> <li>4. 8%</li> </ol>

**Qualitative Text Analysis**

As 216 comments were submitted, responses for students and employees on the five attitudinal themes in the 2022 survey are presented in [Appendix B](#).

**Findings reflect:**

- Students are more vocal than employees as reflected in the number of comments, with Colorado students contributing the most commentary.
- Employees exhibit a more positive outlook than students on all themes at both locations with Utah employees rendering the most positive comments when quantified on a scale of 0-3.
- Respondents in both groups believe live, in-person discourse with subject matter experts and safe zones are more effective for opening dialogue or changing perspectives than online modules.

Recurring themes, along with emerging themes, surfaced as potential areas for improvement. These themes were very similar across the four-year period, although new themes emerged including perceptions that traditional majority groups are now experiencing disparate treatment.

## 4-Year Trends Qualitative Themes

### Recurring:

- Gender inequities (females)
- Low diversity in faculty, staff, and students
- Disparate treatment due to religion
- Fear of reprisal or negative consequences for reporting; process not anonymous
- Need DEI office and leadership
- CO campus levels of satisfaction w/DEI climate increasing

### Emerging:

- Disparate treatment towards majority members/preferential treatment for minorities
- Intolerance for conservative political views
- Don't need to change environment; fine the way it is
- Online training not effective; needs to be live
- UT campus levels of satisfaction w/DEI climate declining

Concerns that arose most frequently among both employee and student qualitative responses include:

- Minority groups (students only) are now receiving preferential treatment.
- Making some good progress, but we can do better.
- Put words into more actions.
- The lack of diversity in the student and employee composition is a barrier to improving the overall DEI climate.
- A lack of tolerance for opposing political or religious views and practices is surfacing among students and employees.
- The lack of DEI leadership to coordinate initiatives and facilitate lasting change hinders DEI activities and investment.

### **Summary**

When generalized to the larger RVU population, the following statements can be made:

- Utah students and employees exhibit higher levels of feeling valued and respected, value diversity and educational activities, know how to seek help, and possess greater satisfaction with the overall DEI climate than Colorado students and employees.
- Utah employees indicate lower levels of perceived disparate treatment and fear than Colorado employees, although Utah students demonstrate higher levels than Colorado students on this theme.
- While still higher than Colorado, overall levels of agreement and satisfaction with diversity, equity, and inclusivity are declining for both students and employees at the Utah location.
- Twenty-five percent of students and employees aren't sure where to go or who to talk to for perceived disparate treatment/discrimination.

The majority of all students and employees reflect they are somewhat satisfied with respect to the current DEI climate, but believe we can do better with respect to student recruiting, faculty and staff hiring practices, DEI leadership, gender equity, economic disparity, and respect for political and religious differences. Specific suggestions for improvement include:

- Initiate more dialogue in safe spaces (e.g., diversity summits were popular events). In-person conversation fosters understanding, empathy, and growth.
- Exhibit the courage to discuss what disparate and/or preferential treatment looks like and what can realistically be done about it.
- Invite and implement more ground-up and less top-down planning and activities (e.g., staff, students, and faculty combined voices were instrumental in DEI task forces).
- Infuse with how diversity training can positively impact patient engagement and treatment into the curriculum and learning outcomes.
- Communicate progress with current DEI actions on a larger scale; e.g., a master calendar that identifies holidays, events, learning forums, trainings, etc. so students and employees can plan better.
- Use the survey results to identify problematic areas of discrimination so we can work together to address them.
- Write and execute a DEI strategic plan to create a sustainable environment and to move away from ad hoc activities that appear temporary and/or similar to a checklist fulfillment.
- Expand publication of the action items identified by the DEI Task Forces and Advisory Council as crucial to achieving DEI priorities and goals more widely and often.

### **Next Steps**

The Diversity, Equity, and Inclusivity Advisory Council (DEIAC) and the Senior Leadership team began implementation of actions deemed urgent, relevant, and necessary to attain institutional priorities and goals by the DEI task forces more than a year ago. While tremendous progress has been made, these teams, alongside the newly appointed Vice President of DEI, will continue to move forward and use the survey results to generate relevant questions and topics for Focus Groups and intentional, reflective conversations with all groups in safe dialogue spaces.

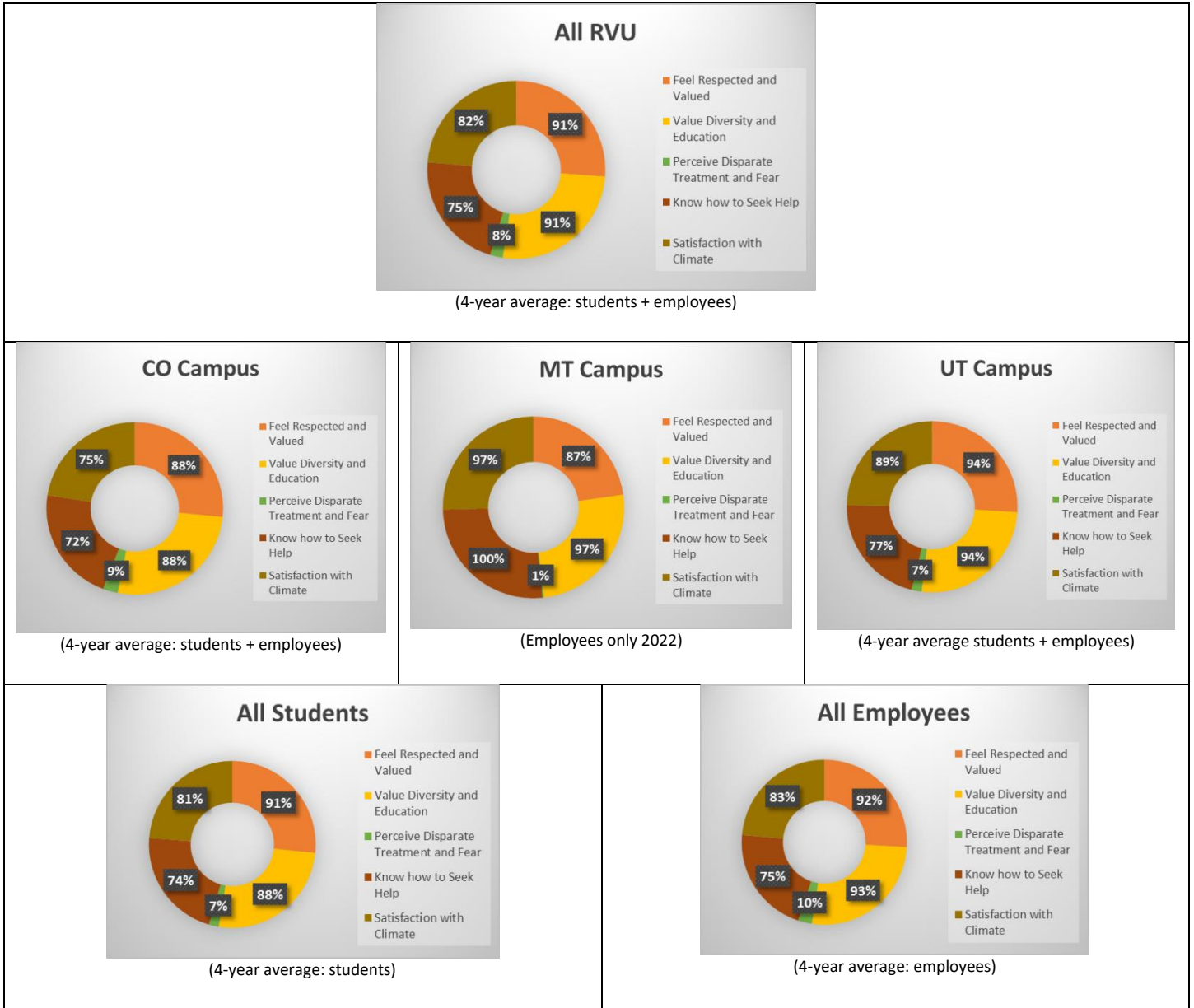
Questions to keep on the radar:

1. What do we need to pay attention to?
2. What do we want/need to change and why?
3. What are the outcomes we seek?
4. What is already being done that isn't reflected in survey responses and how can we promote this?
5. What exactly does disparate treatment look like to each and/or both groups?

The results of the 2022 survey mirror the 4-year trend that, overall, the RVU community exhibits positive feelings about and towards the DEI climate. When results are generalized to the broader RVU population, claims can be made that the RVU community possesses positive attitudes about the DEI climate as reflected in Chart 10 below.

2022 Results Dashboard: How does the RVU Community Feel about the DEI Climate?

Chart 10.



## RVU DEI Climate Survey 2022 Qualitative Responses by Group and Campus

Theme 1: Feel Valued and Respected			
CO Students	UT Students	CO Employees	UT Employees
<p>1. It would be great to have a list of holidays so that they can be acknowledged during those times throughout the year. It would also be nice to have DEIB topics during class sessions. Faculty had a great example of this with creatine clearance and gender affirming surgery respectively.</p> <p>2. Being valued means that the university is focuses on students and insuring we get the best education possible. RVU has done an exceptionally poor job of developing student rotations in the Denver area. Most students I talk to believe RVU is much more concerned with expansion to other campuses and programs than ensuring the existing programs are as good as they could be. In other words, the university doesn't see students so much as dollar signs.</p> <p>3. DEIB programs are toxic to anyone who wants real fairness. Traliant #1 was over-the-top and offended several who strongly align with its cause. You preach tolerance, but are intolerant of anyone not being a cheerleader for your position. Engage in critical reflection, be more respectful, and stop the hubristic</p>	<p>1. "It's easy for me to connect with others who look like me at RVU." Please reword. Am I agreeing that can connect with others at RVU, or are you saying I can ONLY connect with those who "look like me". I connect with everyone regardless of their "look".</p> <p>2. As a straight, white, Christian male, I recognize the relative ease I have of fitting in. Given this lack of firsthand experience with discrimination on the basis of race or orientation, I have noticed a considerable effort from both administration and students to be inclusive towards all. This is with the obvious "grain of salt" given that I am not forced to constantly wonder about how my demographics are perceived and/or accepted by others around me.</p> <p>3. At the Utah campus, I perceive a bias towards those of the LDS faith.</p> <p>4. Comments are often made by male peers about female students - i.e.. wow you are so independent, don't you want kids, where is your husband</p> <p>5. Differences are often treated with special treatment. I know of a few examples when students received</p>	<p>1. As a staff member, I feel that I am often talked down to by members of leadership as I am "just" a staff member. I also feel that there is quite a disconnect between CO and UT campus, and many supervisors feel that they are free to speak to staff members or anyone "below" them in a way that is disrespectful and against our core values. When it is discussed, it is often dismissed as "it is just how they are" or "you know they get freaked out, and lash out sometimes" I feel that it is starting to become part of our culture where staff members are just a seat to fill and not valued for what they bring to the table.</p> <p>2. As a woman, my judgement is constantly called into question by certain departments. My department receives very few if any of our requested resources including support from other departments, staffing requests, and budgeting requests.</p> <p>3. Being newer, I am still finding avenues for how I fit in. I have witnessed rare to occasional comments (or sometimes absence of comments) by some individuals that make me wonder if there are</p>	<p>1. I certainly feel valued by my teammates, managers, and certain 'higher-ups'. However, there are some women who seem to how their power by being rude and condescending to others (especially to other women). Of course, they never show this side of themselves when certain 'higher ups' are on campus, but in the shadows, they certainly make it hard to want to come on campus.</p> <p>2. I feel uncomfortable with the far left ideology that we are forced to endure with regard to the unnecessary diversity training.</p> <p>3. I personally feel valued and respected, but I have heard and seen others not be</p> <p>4. It has been a great environment to work in for the last 5 years</p> <p>5. Leadership is all of the same religion and race. It doesn't provide for a diverse group of employees they hire and there tends to be some favoritism.</p> <p>6. My sentiment about others perhaps not being treated the</p>

<p>attitude of yours being the only valid point of view.</p> <p>4. Hard to gauge, there is very little diversity because the ridiculous tuition excludes people of other groups and there are very little scholarship opportunities.</p> <p>5. I don't feel like RVU respects students mental health.</p> <p>6. I feel that minorities receive preferential treatment at RVU.</p> <p>7. I feel valued through my professors who take the time to listen to me and my concerns. One faculty member has been a very understanding and caring professor to myself and other students.</p> <p>8. I have recently been treated with aggression and disrespect from OOT. I am working with a director to navigate this situation. However, this treatment was unequitable, disrespectful and is not in line with RVU core values.</p> <p>9. I have religious beliefs and political views that I feel are generally unwelcome by RVU students. I do feel support from RVU staff and faculty.</p> <p>10. I think education is pretty transactional in nature, and that's fine. I'm paying for the opportunity to become a doctor, and for that</p>	<p>preferential treatment because they were the minority.</p> <p>6. For the preferential treatment, I think everyone is treated equal.</p> <p>7. Have you tried being a conservative student with liberal teachers. The conservative students don't feel comfortable with expressing our opinions when the teacher's opinions differ from our own and they make sure you know that. We fear that we will be penalized by our teachers because our beliefs differ from their own. Or that somehow because we are conservative, we must hate diversity and everyone who differs from us.</p> <p>8. I definitely feel like some of the students at RVU are openly and abhorrently bigoted towards minority groups. Even their comments in class about patients and their "jokes" are targeted which makes me question what type of people RVU encourages to be healthcare providers in the future.</p> <p>9. I feel like there is a very strong skew that allows things to be said from one perspective, but not others. I feel RVU is doing a pretty good job. That said, I'm obviously of the overly typical "Straight white Christian male" category. Without denying the privileges that come with this, I</p>	<p>preferences to include male colleagues over female colleagues in some decisions and activities.</p> <p>4. I am afraid to speak freely for fear that I will inadvertently offend someone. In this era of cancel culture, it is so easy for someone to interpret their own personal response to an action as a problem with another person and not reflect upon their own response. There are no safe topics.</p> <p>5. I cannot say anything with confidence about equity of how everyone is treated, this would seem to need to come from private conversations of how individuals feel. I also believe there are old biases toward "like" groups creating more opportunity or closer contact or more believability in significant play here. I am seeing fact being ignored as the strongest motivator and as the direction that should be followed in policy.</p> <p>6. I definitely think being an older, white person (mostly men, but also women to an extent) is valued far more.</p> <p>7. I do not think that RVU does enough to create an equitable environment for students who do not come from wealthy backgrounds. There should be more</p>	<p>same is mostly from anecdotes from students. I haven't seen it, but I know the feelings are there.</p> <p>7. The traditional majority is now being treated disrespectfully.</p> <p>8. There is a sense that the "work-a-holic" personality is favored here. One who sacrifices family and wellbeing for the good of the university, while those who try to protect weekends and evenings are seen as lazy or selfish.</p>
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<p>payment I receive education, resources, and direction to reach that goal. I don't think RVU hinders anyone from doing that. Why would they? There is a vested interest in graduating as many successful students as possible.</p> <p>11. I think it's hard to connect because there isn't a lot of diversity on campus. I also feel that the DO students get preference or more recognition than the PA students do. While the majority of people are very nice, there have been a few instances where I've felt like an outsider.</p> <p>12. I think that the biggest divides within the RVU community are political. Watching the chat of students in Ethics is disheartening at times. I often see extreme statements like: "if you don't believe this, then you shouldn't be a doctor" I really enjoy faculty that monitor and validate view points on both sides but students are not always as open minded. I enjoy challenging my own thoughts and listening to different arguments but the way students respond to differing opinions does not make for a very welcoming environment. Another example was with the reproductive workshop, multiple students when sharing their thoughts were very one sided. I don't think this attitude changes anyone's opinion and if anything it makes</p>	<p>believe here is an appropriate location for my opinion to be expressed: I only hear negative comments about the overwhelming majority of students "like me" on the Utah campus. I understand diversity is important, I have appreciated the diversity trainings. I would greatly appreciate even a singular statement made at some point that there is no need to label another group as the "villain" for simply being more numerous. This is a rare occurrence and a minor frustration - as evident by my survey responses being primarily in the positive.</p> <p>10. I felt like sometimes the white males were actually discriminated against when it came to leadership opportunities.</p> <p>11. I think there is a good attempt and emphasis on some of the bigger (hot topic) diversity issues such as ethnicity, gender identity, and other such things, but it is apparent that many medical schools including this one have a high population of students who grew up in and continue to remain in higher economic status. I think that there is little recognition by all medical schools on some of the struggles that come when you grew up in middle to even lower economic status prior to arriving to medical school.</p>	<p>scholarships and grants available. Students of color also encounter many microaggressions, from their peers and from faculty/staff. There seems to be a need for more understanding of the family dynamics of different cultures. Students are afraid to disclose conditions which are protected by the ADA for fear they will be dismissed.</p> <p>8. I feel that those in the marginalized groups actually get treated with more difference and are not held to the same standards as those that are considered in the majority.</p> <p>9. I have Autism (not sure if that is a "qualified disability" or not), but I still feel shy about sharing it with others I don't know very well.</p> <p>10. I know it's in the process of changing, but I still see preferential treatment for white males as both employees and students</p> <p>11. I think there are some microaggressions left from previous administration and from some people who have been here for a very long time</p> <p>12. Men in UT don't always show the same level of respect to women. Often do not call them Dr. or they</p>	
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<p>coming to the table to solve and think about issues harder. Another thing I didn't like with inclusivity and diversity was the orientation groups. It was very apparent that the administration tried to group people based on backgrounds/ethnicity/race and I don't think that helps anyone. It may seem like a good idea because people might feel more comfortable with people from similar backgrounds but it also separates people out. Especially in a covid environment when we try and limit the amount of people we expose ourselves to. It's more important in my opinion that we as a community identify with being RVU and not our race/ethnicity/background first. I wish there was more opportunity fostered in an open environment for everyone to widen their exposure to different backgrounds (influencing their bias since bias is based on exposure).</p> <p>13. I would have appreciated a definition for the "qualified disability" question -- I currently receive accommodations for ADHD, although I am not sure if that means I am "qualified" or if this is pertaining to a federally qualified disability.</p> <p>14. It is difficult to connect with others who look like me at RVU as there are not many Hispanic students, especially Hispanic male students.</p>	<p>12. I think this survey is a big waste of time I think that everyone at RVU is genuinely happy and more concerned about getting their degree than how they feel in a group of people that they likely will never see you again in their life. These surveys frankly make me feel like there are people that Think there is a problem with how we are treating each other at RVU which honestly gives me more anxiety than if we didn't have these surveys at all.</p> <p>13. If you are from a minority group such as female, gay, or person of color then your voice goes further and has more weight than the average person. If you are outside that minority group then you don't share your opinion or views on subjects because it will jeopardize your future medical career.</p> <p>14. In terms of scholarships offered, they are focused on helping underrepresented and minority students, which is a good thing. However, I feel it makes an assumption that individuals that fall into that category would not have the ability to attend medical school without a scholarship. There are individuals of whom I know that do not fall into the underrepresented and minority category that may be in as much need of financial assistance in order to attend medical school, but are denied the opportunity because</p>	<p>dismiss them completely. This is not everyone but I experience it more there than in Co. It can be difficult to be myself as the environment is gossipy and some times backstabbing.</p> <p>13. RVU culture feels overly Family Medicine-biased, yet the match does not reflect this emphasis.</p> <p>14. RVU has a long way to go before POC (students and faculty/staff) can feel that RVU is an Inclusive Environment.</p> <p>15. RVU needs to address inequities in pay within departments.</p> <p>16. There is a disconnect between what administration says about the value of DEI and what actually occurs on campus. Several women, and particularly women of color, have recently moved jobs due to pay disparity. Additionally, the new rules for rank and promotion aren't applied equally between groups, as these guidelines have been bent several times for male faculty. RVU does not treat women equally, and this is especially true for women of color.</p> <p>17. These are not questions, they are statements.</p>	
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<p>15. Many of my friends from marginalized backgrounds including AAPI, Black, Hispanic have mentioned on various occasions how they feel tokenized by RVU. Stories have been shared where women of color have experienced micro aggressions surrounding their natural hair. Many students have also come forward with complaints surrounding the lack of DEIB health topics within our curriculum despite RVU's claim to "value diversity". Many white male cis het students have complained about said initiatives without any question of their professionalism or repercussions surrounding said behavior. The curriculum clearly prefers teaching how to care for white, heterosexual, cisgender patients and is not inclusive or representative of RVU's stated values. This, in combination of stories I have heard from students of color seems to indicate a clear discordance between RVU's stated mission and its curriculum/treatment of its students of color as mere tokens. Furthermore, it is these students who are leading the initiatives to bring DEIB to RVU campus and not the educators, which further exploits them and creates disproportionate work for these students to carry in addition to their class work. There is significant work to be done on this campus to treat its students as more than "diversity numbers" as proof of their values.</p>	<p>of their gender, skin color or place of origin. The scholarships at RVU do not seem equitable, and strongly favor those who are underrepresented. This is not a bad thing, and it should be continued. To offer these scholarships to the exclusion of students that are in the majority who still may need financial aid is non-inclusive.</p> <p>15. RVU is very preferential to the native Utah community in terms of gatherings, preferences, personalities etc. I don't think they are actively trying to exclude the non-LDS student population but it is very clear who the school caters to because a lot of the faculty and staff share the same community.</p> <p>16. The "connect with others who look like me" question is flawed. I would prefer "it is easy for me to connect with many other students" or something else. This current wording sounds exclusive.</p> <p>17. There are definitely moments in clinical ed when I feel like my male classmates are being favored over me and other female students. I also feel that I have been graded more harshly and other women have agreed. These feelings are not including some strife that I get from just the male students such as not listening when I bring ideas to the table or brushing over</p>	<p>18. Within my immediate department/team, I feel valued, heard, and respected. Within the larger University community (including leadership), this is not the case.</p>	
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<p>16. My background comes from a different political affiliation than 90% (my guess) of my classmates. During the most recent election, and since then, I have been told that I should hide my political affiliation since both the school and other classmates would judge me, and look down on me.</p> <p>17. No atheist group but there's a Christian one. It still feels risky to one's career to pursue/establish this kind of support.</p> <p>18. Often feels like RVU faculty tries to push their political beliefs onto their students especially in areas that have nothing to do with medicine. For example, lecturing about sex changes and testing on it. There are specific clubs to talk about sex changes and support LGBT where people who don't support this because of one's religious beliefs aren't forced to learn it and see it every day.</p> <p>19. Preferential towards minority groups is extremely apparent, instead of equality across the board which is the goal. It's come to a point where we are told to be ashamed of our skin tone if it is white, and glorified for any other pigmentation.</p> <p>20. Since all of my didactic education was online I don't really feel</p>	<p>things I have said to later present them as original thoughts. There are also things I have heard from the cis male students about other minority groups. It's almost like there needs to be a training in how to work with people outside of your own group.</p> <p>18. There is a clear preference for minority populations at RVU. This is great that RVU wants to help those that have been discriminated against in the past. At times, there has been room for only one perspective and very little room for actual intellectual discussion featuring diverse perspectives. Many of the summits have said they are safe spaces, but have only felt safe for those who agree with what is being shared. Our campus struggles to have difficult conversations about these sensitive topics, and many students have formed their own small groups based on similar opinion. This is not beneficial for anyone at RVU. While I do not feel out of place at school and recognize that I am in a majority and benefit from that, I would love to see more connection and conversation where we can learn to hear and accept other points of view without feeling attacked. Our entire careers will deal with difficult conversations and sensitive subjects. This is a great time to practice with people that are of similar education levels, drive etc. I am for DEI education and discussion,</p>		
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<p>connected to the school at all. I don't know where anything is and I have only been on campus a handful of times</p> <p>21. The climate at RVU is appropriate and any further DEI required trainings are not necessary/a drain of valuable time The fact that religious holidays are not considered an excused absence when the entire nation gets Christmas, a literal religious holiday, off is ridiculous to me. Please allow students to practice their faith without having to make sacrifices.</p> <p>22. There are minority members at RVU who have received repeated preferential treatment by faculty and administration of RVU to the detriment of themselves and to others.</p> <p>23. There has been rampant hand holding and preferential treatment given to certain students. The degree of catering to "Woke" ideologies and zero tolerance for other opinions.</p> <p>24. There is no one at the school that looks like me. My entire life I have felt like I do not belong, and I feel it even more overwhelmingly at Rocky Vista.</p> <p>25. This school seems to preferentially treat Caucasian males different. Not only as students, but</p>	<p>but I feel that it is counterproductive to favor any one group or push any particular agenda. We all want to feel supported and feel like we are among equals.</p> <p>19. These surveys never seem to actually be "anonymous", so I don't feel comfortable sharing my comments.</p> <p>20. This school reeks of being for profit, the only concern administration has is how to make more money... student wellness is so low on the priority list it's disgusting and instead of fixing the root problems you all cover them up with popcorn and stupid ribbons. Fix the problem, don't put band aids on it.</p> <p>21. When I answer "somewhat agree" to the question "People from specific groups receive preferential treatment at RVU." I'm not referring to white people receiving the preferential treatment, I think other groups get preferential treatment.</p> <p>22. While the class of 2025 is a significant step towards better diversity and inclusivity, there's still work to be done on integrating and helping those of minority groups feel fully supported.</p>		
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staff as well. Women and people of color are often overlooked and not given the assistance and promotions they deserve.			
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(No comments were received from Montana employees)

<b>Theme 2: Value Diversity and Educational Activities</b>			
<b>CO Students</b>	<b>UT Students</b>	<b>CO Employees</b>	<b>UT Employees</b>
<p>1. I think having emotionally mature students and faculty would be the answer. I have witnessed my classmates making fun of certain faculty's accent during lecture, and these people are graduating.</p> <p>2. Again, hard to gauge as there is little diversity. In light of recent racist, sexist comments made by leadership, our education and ability to admit we're RVU students without embarrassment is much more difficult. It has definitely negatively impacted my education.</p> <p>3. Dei training can be valuable but the ones forced through this year are superficial and exceedingly inadequate.</p> <p>4. DEI trainings are an awful waste of valuable time that should be spent in the pursuit of my medical education or otherwise enjoying available spare time. These trainings are not a requirement for graduation, so please stop trying to enforce fictional</p>	<p>1. Again, I feel that they do a good job of focusing on the hot topic diversity issues, but they haven't really focused on the economic disparity issues by providing appropriate enough resources for all the students equally. IE lack of counseling means likely going through insurance and paying a large amount for mental health resources, a student whose family is more financially able to pay for that can get mental health resources in comparison to the students whose family are not able to financially pay for that. Additional example, is the next portion of your survey has no button or inclusion of economic disparity.</p> <p>2. DEI trainings are valuable, but when required to do on top of an already busy schedule. I myself do not give them the time they deserve. These should be administered in a different way.</p> <p>3. Diversity in students and staff would be beneficial but it is not a very</p>	<p>1. After having served on multiple committees and not seeing the recommended changes implemented or taken seriously, I doubt my opinion or work on Diversity can many any difference at RVU.</p> <p>2. DEI initiatives are important. What RVU has decided to go with are not high quality, high engaging, bias checking trainings that create psychological safety. It checks a box and does not make substantive change.</p> <p>3. I feel like if you are in a minority group the diversity training is probably not necessary...</p> <p>4. I think it is possible that some students and employees do not feel like they are seen or heard and would like different approaches</p> <p>5. I think that leadership WANTS to address issues but maybe for the wrong reasons; I don't see a genuine</p>	<p>1. Although leadership is attempting to address issues of inequities, I have seen those in senior leadership positions creating issues of disparity Barriers now exist toward more traditional students.</p> <p>2. DEI Training has been valuable. A larger window of time assigned to complete it would be appreciated. The value of diversity has received, perhaps, a disproportionately large amount of attention in contrast to RVU's other values. I look forward to similar training in other areas of RVU values.</p> <p>3. I enhance the inclusivity of RVU by being nice to everyone. No far left ideology training needed.</p> <p>4. I strongly support DEI initiatives; however, many of them have been to top-down in their approach. Having taught similar courses for a number of years, my experience</p>

<p>requirements under threat of punishment.</p> <p>5. DEIB training exercises are extremely important when done correctly. What is currently implemented at RVU for training does not enhance learning or growth for students with unconscious bias whatsoever, as these modules can be completed on mute and in the background by clicking through pages and using basic common sense to answer the questions at the end. RVU faculty is overwhelmingly white and cis/het which further perpetuates these issues here at RVU because there is zero buy-in from these individuals when it comes to moving the curriculum and climate forward to truly underscore RVU's stated mission of valuing diversity and equity. To this end, there has been little from RVU leadership on addressing issues of disparity and barriers to an equitable educational environment. Little resources exist for students with systemic barriers to accessing affordable STEP study materials. Little effort has been made to incorporate the importance of anti racism in medical education within individual educators lecture contents. The only examples we have had of this were GFR calculations and a few PowerPoints on gender affirming care and surgery during our Renal and Repro/Endo blocks. Essentially the</p>	<p>diverse population in either sense. RVU does not address these barriers- for example we had a school wide meeting about diversity and it was brought up that male students treat female students poorly and 2 females were referred to as "those brown girls." This was brought up to leadership who essentially said you're going to deal with this a lot so get used to it. This obviously isn't word for word but the issue was not addressed in any way shape or form. Students feel like they can't bring these issues up because the school likely won't do anything about it. Honestly, it seems RVU is trying too hard to the point of making a problem out of nothing. If you can identify examples of discrimination among employees or students, please bring them to our attention so we can find the root cause. Otherwise the more we talk as though there is a problem between races/sexes/genders/orientations/cultures, the more likely we are to treat each other based on those intersectionalities rather than out of respect for who each individual is.</p> <p>4. I believe a line needs to be drawn between valuing diversity for diversity's sake and forgetting why diversity is important at the core. I do not believe RVU is guilty of this (however I cannot fully deny either) but I do not believe hiring faculty or</p>	<p>desire—I think it's seen more like just fixing a problem</p> <p>6. I truly believe we are in the right direction changing attitudes and expectations; not there fully but it will be a lifelong enterprise to keep assessing our DEI and following through with changes</p> <p>7. I would like to know specific actions RVU administration has taken to address disparity and equity. other than shift marketing and admissions.</p> <p>8. Like what one VP candidate mentioned at his interview, I believe we are doing a lot of learning and reflection on DEI topics, but not quite following through. However, things like this take time and I understand we cannot rush growth.</p> <p>9. Limited history, so answers are based on limited experiences so far. I am generally in a very privileged group other than being female, I would be happy to contribute to any DEI progress activities in the future being aware that I likely have knowledge and experience limitations in this area.</p> <p>10. More valuable than learning all of the ways we might offend someone, we should learn how to be open to other opinions,</p>	<p>has been that it is much more effect to have bottom up approaches.</p> <p>5. I think DEI is, and will continue to be, a work in progress for all of us, administration, faculty and staff.</p> <p>6. The trainings have been good information. I believe they are often completed half-heartedly to fulfill an assignment. Adding department/interdepartmental, small-group reflective conversations about each module may aid in learning, understanding, and compassion - if done in a safe space, of course.</p> <p>7. There's not a lot done to address issues of disparity. Having more SEI questions in student surveys could be helpful.</p>
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<p>only way to learn these topics is through the Urban Underserved Track, which is quite frankly inadequate as all students should be learning these topics and their importance to their individual medical practice. Said integration and intersection within our education would be far more valuable than the training modules we are given, as it is content students must study and truly grapple with. Though our student body is diverse, their voices and concerns are not truly being heard or valued on these issues. Instead, incentives to bring students into this work has been undermined by administration taking away extra credit opportunities. Faculty has not backed students in attendance at said events or in bringing these topics into their curriculum</p> <p>6. I appreciate what RVU is doing by requiring Traliant trainings, and I understand that these are trackable actions with quantifiable results (100% of our students and faculty are compliant with diversity trainings!). However, I genuinely believe that if the DEIB's most previous lecture from Dr. Ash, or the 2 before that were required for all faculty and students, there would be a better connection to the topics and material. Also, I know that many of us are putting the training on mute and letting it run while we study. It's trackable, but it</p>	<p>accepting students for their diversity alone is actually an ethical approach. We hope for diverse-qualified applicants and we hope our biases won't blind us to qualifications. I believe being slightly more diverse than the average local population is more important than being "perfectly diverse" in some "absolute" kind of way. That RVU seems slightly more diverse than the general southern Utah population while still not appearing very diverse on an international scale tells me that RVU is actually doing this in the way that I respect. My only concern is how much I believe most faculty and other students even may strongly disagree with this concept.</p> <p>5. I do believe that a diverse faculty and student body WOULD enrich the RVU environment; however, RVU is not to this point yet. Especially on the UT campus. In my class almost every PCM group has 1-2 women with 6-7 men. When we are paired up like this I almost feel tokenized. And as a white woman I have my own privileges because the stats are much worse for ethnic/racial minority students. Also I feel that the training RVU does only begins to scratch the surface. Offering a certificate of DEI training from listening to talks that are in the evenings on campus is not going to go as far as some may think. I stopped going to them because I got</p>	<p>backgrounds, and points of view and engage in meaningful dialogue.</p> <p>11. RVU is not diverse in any area of faculty, staff or students.</p> <p>12. Senior leadership is heavily Family Medicine based.</p> <p>13. The "leadership" here is weak at best. I don't think students/staff/faculty should be hired or chosen based on their race/color/age only their personality, qualifications, and ability to interview. Doing so literally makes you part of the problem.</p> <p>14. The diversity trainings have been surface level and lecture-style. This does not encourage students/employees to think deeply or critically about issues of equity, and it does not allow individuals to see the true impacts of inequities in our society.</p> <p>15. Training exercises are valuable depending on what form they take.</p>	
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<p>isn't effective. The last DEIB session was interactive in small groups, and so impactful. Note: I am not on the board or involved with leading DEIB club in any way. I just love their events.</p> <p>7. I believe that a diverse employee body would enrich RVU, but I think it is far from being diverse at the moment.</p> <p>8. I believe, respectfully, that RVU has bought in to an unhealthy philosophy that values immutable characteristics rather than diversity of thought, opinion, and experience.</p> <p>9. I do not believe the modules to be effective since they don't really teach anything about diversity and only defines DEI terms in a professional environment. Real, uncomfortable, and REQUIRED in-person discussions on DEI subjects would be much less performative</p> <p>10. I don't think that the diversity, equity, inclusion training videos were very helpful. They often put complex issues into oversimplified scenarios where a minority group member was never the perpetrator of the behavior deemed as irresponsible or biased.</p> <p>11. I don't think there are issues of disparity and barriers to an equitable educational environment at RVU</p>	<p>so fed up with the students only being there to get their certificate instead of actually learning from what the speakers were saying. Something I have been wanting to implement at RVU has been providing more hands on training with medicine and DEI situations. These trainings would include things like SPs (either with the PCM curriculum or without), meetings of discussions in groups going over case scenarios, and also acting out certain scenarios and having students watch and choose what the "doctor" should do next to mend a situation. I brought these ideas up to students in the DEI committee and I also brought it up to the honor code president of my campus (because I was an honor code representative) and both parties brushed these ideas off.</p> <p>6. I do not feel that RVU is as diverse as other medical school programs. I understand the challenges with this, however in southern Utah, I feel like the issue is even worst. We could have a more diverse faculty presence here at RVU SU.</p> <p>7. I feel it should be noted that, while I strongly believe diversity in the student and employee bodies enrich the RVU environment, that should never take precedence over qualifications. I would also add that diversity of thought should be considered in these statements. As a</p>		
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<p>other than the preferential treatment of minorities.</p> <p>12. I don't think these exercises changed anything. The people who value diversity and recognize the existence of disparities (I consider myself one of these people) were already on board with these ideas and it did not change anything. The people that don't support these ideas largely ignored them and saw them as a waste of time. In fact it may have radicalized people further. Also, the video/modules and questions were super pedantic and borderline insulting. I don't think they were worth whatever RVU paid for them.</p> <p>13. I enjoyed the learning modules about DEI but I wish they also addressed more heavily what you can and cannot control. It's ideal to check your behavior as an individual but also these should promote resiliency and emotional control. Just because someone insults you are is not inclusive does not mean that you have to allow that to control your behaviors or emotions. As future physicians, we are going to be working with a variety of people and some are not always as inclusive or thoughtful, we need to prepare for some of that by not allowing it to derail us.</p>	<p>conservative student at RVU I feel unable to voice my concerns and opinion on matters.</p> <p>8. I feel like I'm told that Rocky Vista University has two campuses that are equal in all aspects. However, both campuses are very unequal in many important aspects including diversity and inclusion. Our student population has grown and become more diverse in Southern Utah, but our leadership has not, and resources for traditionally underserved students continue to be limited or nonexistent. From my perspective, our Colorado's campus is far more proactive when it comes addressing issues surrounding diversity and inclusion, in part because of a greater diversity in perspectives from leadership. It would also appear that minority students in Southern Utah have far less opportunities for professional mentorship from mentors with shared perspectives and life experiences. The recruitment of highly skilled individuals from minority-serving institutions in higher education to Southern Utah could be one way to address some of these issues.</p> <p>8. I feel like the school is trying to push an agenda. I know it's important to test others with respect and I agree that diversity is good, but at same time it feels very far left politically</p>		
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<p>14. I find that the Diversity Summits put on by the students provides a better diversity training than the online modules did.</p> <p>15. I learned more about diversity and equity in the student-ran presentation in January where students presented their stories. When the admin put out the Traliant courses I stopped making time for the student run events because I simply didn't have the time to do both. I wish that the school would have supported the student-ran program instead of assigning another online course. I honestly get less out of the online courses because they are sterile and don't have the connection and context that our own student's voices have.</p> <p>16. I personally find the events like the diversity summit way more valuable than the mandatory trainings. I think people learn best about diversity from hearing other people's stories and experiences and I think watching the diversity summit should be mandatory instead of the online modules.</p> <p>17. I think that diversity helps in all aspects. I do like that RVU has been more proactive about diversity and inclusion.</p>	<p>and I owns it was more moderate. I understand that I'm this climate businesses are working hard to avoid lawsuits because it is a hot topic. I feel that diversity of thought and diversity of opinion are among the most important forms of diversity amongst sophonts. In my experience, DEI training tends to be a hammer or bludgeon that is used to quash any dissenting voice while relying on unsafe assumptions and unfair rules of engagement, precluding good faith discussions.</p> <p>9. I have appreciated leadership's efforts. They attended the DEI sessions when they first joined us and have been committed ever since.</p> <p>10. I think that diversity and equality are extremely important, but they have become a distraction to the medical education that I expected to get in medical school. To me it is as simple as treat every patient to the best of your abilities no matter who they are and leave your biases and cultural/political views at home.</p> <p>11. I understand why diversity training is mandatory from a legal standpoint but a candid answer is that we all know it's a waste of time. No one will change their view or the way they act based on a video, additionally everything taught is called being a decent human being.</p>		
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<p>18. I think the DEI training exercises are not that valuable in the modes of which they are given. The online modules are not very engaging nor are they helpful. Instead, it would be better to have some form of discussion in-person.</p> <p>19. I think the student body and the clubs and organizations they have set up, do try to address inequality. But not RVU faculty specifically</p> <p>20. It is apparent that the High up RVU leadership does not care to address the issue of disparity &amp; barriers that apply to the student body. Holding DEI summits is valuable, but it would be more meaningful to see actual change where valuable members of our staff feel that they have to quit their job because of the disparity at this school. A straight, Christian, white, male culture is so prominent at this school that students can show leadership proof of inappropriate conduct done by such male students, yet no repercussions are seen</p> <p>21. Overall, I believe the student population does an excellent job addressing diversity and inclusion however, I don't often feel support/participation/understanding from faculty (outside of faculty in the wellness center)</p>	<p>People need to learn to speak up for themselves in a courteous way and learn how to not get offended. Patients are often flawed and say ignorant things at times, but if we are not able to handle insults and criticism then we are in the wrong profession. This is coming from a mixed race individual from the south that has experience in the matter. The key is to know that sometimes people have a closed off view of the world and that you can expand it by having open conversations and letting them change their own opinions (in time).</p> <p>12. In person group exercises for DEI training are useful. The online DEI training modules are not useful.</p> <p>13. RVU can attempt to address this, but until the student body is more diverse, change will be difficult.</p> <p>14. Speaking of diversity only in regards to race, like 90% of our professors are white. It's not a bad thing; I just think it'd be cool to have faculty of more diverse background to gain new or unique perspectives in medicine or research Teach and lead by example, don't make us do pointless cheesy busy work.</p> <p>15. The best type of diversity training is having in person get together and</p>		
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<p>22. Some faculty show up to events because of this I did not say strongly disagree, however I feel a lot of these initiatives are student driven or driven by a small population of faculty, this kept me from being able to agree to leadership addresses issues of disparity and barrier to an equitable education. In my instance sometimes I have to second guess gravating the more expensive remade meals or eating out for a meal because I barely have time to cook. In addition, I don't have parents or family to fall back on for financial help. This has mostly affected me because I am in many leadership positions on campus where sometimes I or my classmates have to front the financial costs and then wait a month or two to be reimbursed. While this might not seem like a big deal the money adds up and sometimes the cost is way too monumental.</p> <p>23. The DEI trainings required by RVU are not beneficial. Many of the questions included in the training are so easy you can answer them correctly without taking the course. It feels like RVU is requiring this training to only check a box. It does not feel like a value-added training exercise.</p> <p>24. The faculty and student body at RVUCOM is not of a diverse background so I do not believe that</p>	<p>socially vents where we can talk about each other's backgrounds together surveys like this and online video trainings are completely pointless and I do not believe that it helps anybody</p> <p>16. The different DEI courses I don't think are doing anything. People who really need to learn from them are just clicking through them, and I don't think they gauge someone's actual beliefs/attitudes/behaviors. It kind of feels like RVU is just doing it just to say they did it.</p> <p>17. The first two, I think that the administration says these but it is not reflected in current faculty make up.</p> <p>18. There is very little racial diversity at RVU.</p> <p>19. These modules are useless and a waste of time.</p>		
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<p>RVUCOM has a diverse faculty or student body. I do, however, believe that diversity is important.</p> <p>25. The mandatory DEI trainings feel like a waste of the schools resources, having a mandatory shoved on our already full plates to be clicked through as fast as possible doesn't feel like an effective way to teach diversity and inclusion. maybe something in person, actually interacting with other people, would be more beneficial.</p> <p>26. The mandatory diversity trainings are not helpful. Many students don't actually watch them and these trainings are extremely basic. I believe the student run DEI summits should be mandatory as it goes beyond basics and explores ideas that have personally impacted our peers and staff.</p> <p>27. The mandatory inclusivity training feels like it was designed for 1st graders and should not be mandatory.</p> <p>28. The trainings they're having us do through Traliant are not effective. It feels like a box the admin is checking off to say "oh we're doing something about it" instead of actually doing something about it. Instead of inundating us with ineffective online modules, maybe try increasing the</p>			
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<p>diversity of the staff or offering events where students and staff must be vulnerable within their appropriate groups. The implicit bias training the class of 2025 had to do during orientation was incredibly effective.</p> <p>29. There are no staff that have been hired to address DEI, instead faculty has had to step up and be tokenized because RVU does not prioritize this initiative. The training exercises are useless because the majority of the class mutes them. Experiences like DEI Summits where student voices are uplifted are more important but the faculty chose not to encourage student participation in these initiatives by removing extra credit from them. Furthermore, they sent an incredibly insensitive email stating they were already doing so much for diversity initiatives even though diverse student groups sent out a letter stating that they were not.</p> <p>30. These questions or statements are slightly misleading - there currently isn't diversity among the faculty and staff, there has been an increased diversity among the student body and it is still lacking. I believe that RVU could do a better job ensure that diversity is a top priority, surveys such as this are help and what is the action step? Where does this lead to? Is</p>			
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there going to be transparency regarding the outcome of this survey?			
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<b>Theme 3 &amp; 4: Disparate Treatment/Fear of Reprisal and Know how to Seek Help</b>			
<b>CO Students</b>	<b>UT Students</b>	<b>CO Employees</b>	<b>UT Employees</b>
<p>1. Disparate treatment came from faculty not student. Fear of retribution for further reporting.</p> <p>2. Even if I know that there is someone I can go to talk to, I feel unsafe doing this as I fear consequences if I say anything critical about the school.</p> <p>3. I believe that expressing traditionally conservative views would garner discrimination from the student body.</p> <p>4. I believe that there needs to be more faculty who are supporting students who experience discrimination. I think this should include an office for diversity.</p> <p>5. I find it hard to report issues involving discrimination (especially micro-aggressions) when they come from faculty members at RVU due to concerns that it may lead to negative consequences. It is easier to address these issues when other students are involved. I think it is important to have faculty reminded of their DEI training.</p>	<p>1. Being somewhat repetitive, I do think RVU is doing well. I am hopeful that the efforts towards inclusivity and equality do not become one of harboring Anti- "white straight Christian male" sentiments. I know many might have strongly negative feelings about disadvantages they've received from a system primarily run by that group. I hope the search for equality does not devolve into a type of vengeance.</p> <p>2. I do not trust any institution, especially for profit ones, to not retaliate against those that bring up things that need to change. Especially if the perpetrator is upper management. In my experience the issue is swept under the rug in an "internal investigation" while the victim/survivor is marginalized further and eventually pushed out.</p> <p>3. I feel like I am walking on eggshells because some people seem to be on the lookout for new ways to be offended and I can't tell what they are going to select this time. This is among students and faculty. Staff seem to not share this proclivity.</p>	<p>1. Disparate treatment can be inaccurate perceptions by an individual, so unless something very overt and clearly wrong occurs it's unlikely to get reported by me. However, minor actions of persons that impact inclusivity are not often things that seem to be reportable by title IX.</p> <p>2. I definitely believe that there are students and employees who fear negative consequences for reporting inequity, however, I also believe that RVU has significantly improved in this area since the previous administration</p> <p>3. I do not feel safe at all going to HR to discuss issues of this matter.</p> <p>4. I don't necessarily trust that HR will support those who report issues like this. We have lost quite a few employees due to reporting discrimination, and then getting bullied for doing so after. I do think with our new HR leadership this might and hopefully will change</p>	<p>1. As an employee who has experienced discrimination by persons in senior leadership, I have not known with whom to speak or where to go to address these issues. Although I did have a conversation with the persons involved, I cannot be certain that my concerns were heard. Who do we speak with if the issues arise from senior leadership? Additionally, as a student advocate, in my attempts to address discriminatory practices towards Black students, I was advised not to speak with a member of senior leadership regarding an issue on which they had addressed as it could create issues for me as an employee. This school has often prided itself on being non-retaliatory, yet I was warned not to speak up due to that distinct possibility.</p> <p>2. I feel that some people and leadership in Colorado have disdain towards the predominant religion in Utah and have experienced microaggressions about it as a result.</p>

<p>6. I know we have an administrator for DEI-- I assume I would go to them? The other person I would think to go to is our DEI representative on SGA.</p> <p>7. I think the Wellness Center offers extremely valuable resources and help in regards to the above however, I do not feel like that is communicated/accepted by other faculty.</p> <p>8. If allegations were made against a student/staff, I can't say I strongly believe actions would be taken against them to address the concern. It's also unclear how certain authority figures could react to such comments. There could be resulting change or nothing could come from it.</p> <p>9. There are no anonymous complaints anymore, so there is always repercussion. friends of mine have filed formal &amp; informal complaints and staff tells them to talk directly to the individual, which they do and then are belittled &amp; talked down to. Additionally, I truly believe that complaints at this school are not taken seriously for people of certain race &amp; gender. there is no one we, as students, can talk to at this school who will actually listen and look into our complaints without the other student finding out and then dealing with those repercussions.</p>	<p>4. I have a strong suspicion that it would be frowned upon with possible punishment if anyone attempted to ask anything about possible harm of the pronoun movement, whether questioning the gender identity or sexual orientation of children is healthy, or implying that re-segregation of minorities (such as what is seen at other universities with "all black" dorms and such) is, in and of itself, racist. I have not seen this specifically at RVU, but the heightened awareness absolutely discourages any discussion about the merits of opposing views.</p> <p>6. I legit cannot think of anyone who I could go to that specifically handles DEI issues on the Utah campus</p> <p>7. My fear is not from reporting discrimination, because the school does in fact take it serious, but rather, my fear lies from others fabricating an excuse to report me 'because they don't agree with me' despite a clear and obvious effort to be inclusive. this comment is NOT one of those 'I'm not racist why did you report me' when ignoring obvious microaggressions. This is, a fear of another adversarial student saying 'I'm telling mom, first' One certain topics, I have someone I can go to or I feel safe reporting. On other topics, I fear retribution or retaliation should I report and have no one to talk with on these issues,</p>	<p>5. I know what the process is, but I don't believe it's a fair, ethical, and unbiased process</p> <p>6. Others in my department have been retaliated against in the past, and although those people (on both sides) are no longer at RVU, I think it may prevent myself and my colleagues from help-seeking.</p> <p>7. There is only person in HR whom I trust about these issues.</p> <p>8. There appears to be a preference in classrooms, schedule, resources to those who are MD/DO preferred.</p> <p>9. When you bring problems to HR they in fact make you the problem. Squeaky wheel doesn't get the grease at RVU it gets chastised for caring.</p> <p>10. Within my immediate team, I am comfortable sharing experiences where I feel discriminated against. At the University/Leadership level, I do not feel the same.</p>	
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<p>10. There are staff at RVU that I feel comfortable talking about disparate treatment but there are only a few maybe 2 or 3.</p> <p>11. To be quite honest, I do not know who I would go to if I would experience any of the above. I could likely figure this out, but off the top of my head I cannot answer who I would talk to in any of these circumstances.</p> <p>12. While I am aware of the staff members whose job it is for us to address these kinds of concerns, I don't feel comfortable having conversations with them regarding these subjects because of the very public assertions of where they lean on political and cultural issues and the disregard for countering beliefs as "hateful."</p>	<p>especially LGBTQ sensitive issues. The only people for the LGBTQ sensitive issues that I would feel comfortable talking with are fellow students.</p> <p>8. See my last comment, these issues have been brought up to staff with rarely any consequence/solution/resolution.</p> <p>9. While I know there is a person I can talk to if I have a problem, I have noticed that if a problem needs to escalate further up the administration ranks, it is very difficult to know what are the appropriate channels to take. It also feels somewhat secretive about which people participate in committees that make decisions affecting students. If there is a group of people making decisions that directly affect students, it should be made clear who was part of making those decisions so that we know who to go to with questions.</p>		
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Theme 5: Overall Satisfaction with the DEI Climate			
CO Students	UT Students	CO Employees	UT Employees
<p>1. All of my previous comments underscore my individual dissatisfaction with this. If RVU is not willing to value diversity beyond its student numbers through curriculum changes, and involvement of its administration within the DEIB events or suggestions by the student body, it should simply remove this stated value from its mission statement as it is nothing more than performative. To be in 2022 and not educating students on these topics given our intimidate understanding of how provider bias directly harms patients is not only disappointing, but frankly irresponsible. And to tokenize those who come from diverse backgrounds and allow them to carry the burden of educating students on these topics through summits and other initiatives without buy in from staff or incorporation within the curriculum is frankly exploitative.</p> <p>2. Changing guest hooding to only individuals who have a doctorate does not fully encompass inclusivity.</p> <p>3. Diversity Equity and Inclusion is phenomenal among the students however, it needs to be incorporated amongst the faculty to be fully appreciated.</p>	<p>1. As far as the core value of Diversity, I do not believe RVU UT is quite there yet. In both OPP and PCM there are 1-2 female preceptors that are there to teach us and no one person from a different ethnic or racial background. Almost the same could be said for RVU leadership both on Utah and Colorado campuses</p> <p>2. Climate on the Utah campus discourages diversity as can be seen through the surrounding community and lack of support given to non-majority students.</p> <p>3. I feel like diversity is generally appreciated on campus, but I don't always see it visibly represented on campus in terms of clubs and activities.</p> <p>4. I honestly think the whole DEI climate and leadership at RVU are over the top. The trainings, the emails, the surveys, it's all too much. I honestly feel like they care more about DEI than student mental health, making appropriate adjustments to the curriculum, and educating students on how to further their careers. DEI isn't a problem here. Students feeling overwhelmed to the point of mental breakdowns and suicidal ideation is much more of a problem. I'm not saying to remove</p>	<p>1. Are we making a space for students and employees with neurodiversity?</p> <p>2. The President's office and team has truly done an amazing job to make improvements, but it is a slow process and I sense a frustration by the length of time it takes to roll out some of the initiatives.</p> <p>3. I believe that overall individuals value and care about DEI at RVU. However, more human and capital resources need to be allocated to make the systemic changes needed to change our climate. We literally need more staff dedicated 100% to leading initiatives that the whole campus community will participate in. A VP of DEI and an assistant will not be enough.</p> <p>4. I do feel like we missed an opportunity to talk about discrimination based on job title, and for that I do still feel like I am not valued at this institution outside of my team. I do feel for the definitions provided at the start of this survey, we are slowly working towards meeting our goals, but do tend to rely on one member of the group to speak for the rest and do not find ways to encourage those who are not buying in to grow with us.</p>	<p>1. Again, higher-ups need to be aware that certain faculty are extremely condescending &amp; demeaning to other staff members. We might not all have a PhD, but that's no reason to belittle someone.</p> <p>2. I strongly feel that we need to focus our efforts on recruitment and retention of diverse faculty, staff, and students - especially on the Southern Utah campus.</p> <p>3. Religion is not included in diversity to the same degree. There is also a very strong bias related to campus.</p> <p>4. There is still progress to be made, but we are definitely on the right track</p> <p>5. This is important, but an overwhelming focus. Worry about the clinical focus of the students as well.</p> <p>6. We can do a lot more to grow and develop DEI on and in our campus.</p> <p>7. While efforts with taskforces have been made, the climate for persons of color has not shifted. There is still bias against Black</p>

<p>4. Diversity, Equity, and Inclusion are certainly stressed in writing by leadership and we have to do these Traliant trainings. However, the university doesn't seem to partake in any aggressive recruiting at diverse institutions outside of the Midwest, judging by the lack of diversity in our faculty. Diversity, Equity, and Inclusion are treated like traits we should have and appreciate, but I don't see a lot of it in hiring or even in our education (although I am told that PCM made a huge jump this year with including more people of color in photos, and having mannequins of various skin tones).</p> <p>5. Diversity, equity, and inclusion should be more directly integrated into the RVU curriculum</p> <p>6. From a PA student perspective we don't spend as much time on campus as the other students so we don't see the full effects of DEI efforts. However, I think the school is doing a good job identifying areas for improvement.</p> <p>7. I believe there is a lack of inclusion when it comes to acceptance of others beliefs, specifically in our ethics class. The unpopular opinions do not appear to be welcomed or appreciated.</p>	<p>DEI as a focus, I'm suggesting some time and attention be deviated towards reworking the curriculum so as to improve our workload, decrease our stress, and help us focus on our futures.</p> <p>5. I personally feel like a lot of the DEI push seems performative / covering RVU's butt to say "look at us we're doing DEI stuff" Trainings are one thing - but tangibles are another.</p> <p>6. I think the schools initiatives are heading in the right direction, but when you look at the faculty, student body, and required curriculum there is still a clear lack of diversity.</p> <p>7. I think there is to much of an emphasis on it. We're all adults and should know how to respect and be kind to others. If someone is not, let them go/discipline/educate them but for the vast majority of us, I think the training and emphasis is a bit excessive.</p> <p>8. I'd love if the school provided more educational opportunities about economic disadvantage.</p> <p>9. It is clear that RVU as an institution strives to be more diverse and inclusive. Unfortunately, I think the overall reputation of the state of Utah makes people with more diverse</p>	<p>5. I think that there is some racism here in that people are hired or students are accepted just based on the color of their skin, their gender or their sexual orientation just to show the world that we have diversity here.. this does not set people up for success and this type of affirmative action is actually just another form of racism. It is demeaning to those people that are chosen for those reasons and not for their skillset and abilities.</p> <p>6. I think the biggest unknown is actual demonstration of improving equity by administration. It could be the current education series is just the first step, but bringing it down to individuals will be important</p> <p>7. It seems like RVU is going a little overboard with this, but I understand why.</p> <p>8. Moving in the right direction but still much work to be done.</p> <p>9. Other Programs should be seen equal to COM.</p> <p>10. Sometimes it feels a little over the top and wearying talking about DEI so much. I know it's necessary and part of the world today, but it just seems a bit much sometimes. Thank you for not requiring us to put</p>	<p>students, both explicitly and implicitly, with regards to academic dishonesty, disciplinary actions, and dismissals. As an employee of color, aside from being appointed to lead various committees, I have found it difficult to be considered for significant positional leadership advancement at RVU. I have often felt the need to "stay in my lane until I was allowed to do more." DEI work that has been tirelessly done by employees have not been valued enough to be acknowledged or credited towards promotions or bonuses - as DEI work is not just "service" but is all-encompassing full-time work.</p>
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<p>8. I feel like more mandatory in-person events need to be conducted for each block. For example, my partner at another medical school has mandatory PBL sessions where they get to hear from actual patients who have conditions that they are learning about (i.e., transgender patients during endo/repro, patients with schizophrenia during neuro, etc.). I think bringing in real world examples from the community would sincerely strengthen our DEI curriculum, as well as allowing us to grow more comfortable with working with a diverse patient population. I think this is what IPE sometimes strives to do, although most students are not involved and do not watch the lectures because they are not interactive.</p> <p>9. I feel that RVU is placing too much emphasis on diversity, equity, and inclusion.</p> <p>10. I feel tokenized at this school and feel like I do not belong.</p> <p>11. RVU is on the right track. I think there is always room for improvement.</p> <p>12. RVU's overall diversity must be improved, I believe that RVU is taking steps in the right direction and I believe more effort can be shown to the minority of students that are</p>	<p>backgrounds hesitant about applying to Utah schools to begin with.</p> <p>10. Maybe hire people other than middle aged white men.</p> <p>11. RVU has been wonderful. I hope those who are not of the "straight white Christian male" category like myself do not feel marginalized while I know that biases and unintentional microaggressions are probably inevitable. I hope further efforts to diversify RVU does not result in an overcorrection - and I'll be the first to say I'm not particularly qualified in determining whether that has happened or not - I just want to give the warning / reminder. I feel that RVU has done well at accepting diverse students and hiring diverse staff without lowering their standards in order to become "artificially diverse".</p> <p>12. Some of the climate is out of RVU's control, (just the surrounding environment) but within RVU, I do think they do a good job of D&amp;I.</p> <p>13. You use the word for my ancestry to mean uncompensated forced laborer. You say that I should defer to people of darker skin colors than mine because of how people with skin color more like mine treated them in this country in the past, but fail to recognize that my father is an</p>	<p>our personal pronoun in our signature, for example.</p> <p>11. There is so much room for improvement but I'm happy that RVU is taking more initiative in this area.</p> <p>12. There still continues to be concerns of pay equity and micro aggressions experienced by students and faculty/staff. This is not okay.</p> <p>13. We can always do better.</p> <p>14. Not a lot of students from low income backgrounds.</p> <p>15. Wish the video series spoke more to the disability part of diversity; but I again, we're on the right path.</p>	
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<p>highly affected by the lack of diversity among the student body and faculty.</p> <p>13. The campus could do a lot more to increase the diversity of the student population. The incoming class has more diverse students but that is statistically probable since the class size doubled. However, when discussions occur about diversity and inclusion amongst student, only students of color attend. It's sad how frequently this has occurred. People will not attend events outside their interest and if someone isn't already committed to diversity and inclusion, they won't learn about it to expand their views.</p> <p>14. Though RVU has taken many steps to educate their students about diversity, there still could be more minority representation within the classes.</p> <p>15. While I recognize that there are current plans in place to improve DEI at RVU, the changes have felt somewhat sluggish and frankly reactive. Understandably, changes from a bottom up approach are expected to progress at such a pace. However, I'm hopeful that with a VP of DEI the true changes toward a more equitable RVU will become noticeable. I hope that this will not be the culmination of the school's DEI efforts, rather a much needed</p>	<p>immigrant and that my mother's side of the family was actively persecuted, including an order for extermination, because they worked against "slavery" and other forms of evil treatment of others. This myopic view is disrespectful to me and my ancestors. Of course I don't feel like I belong.</p>		
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catalyst to create an actual office of DEI (not just 1 person) because there is still so much room for growth in this capacity.			
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# RVU Diversity, Equity, and Inclusion Climate Survey 2022

## Survey Flow

**Block: Demographics (11 Questions)**  
**Standard: Personal Statements (8 Questions)**  
**Standard: Value Statements (6 Questions)**  
**Standard: Disparate Treatment and Discrimination (1 Question)**  
**Standard: Action Steps (5 Questions)**  
**Standard: Overall Climate at RVU (5 Questions)**

Page Break

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## Start of Block: Demographics

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 Current Sex?

- Male (1)
  - Female (2)
  - Prefer not to say (3)
  - Other (please specify) (4) \_\_\_\_\_
- 

Q5 What is your Current Gender/Gender Identity?

- Man (1)
  - Woman (2)
  - Non-binary / third gender (3)
  - Gender non-conforming (4)
  - Prefer not to say (5)
  - Other (please specify) (6) \_\_\_\_\_
- 

Page Break \_\_\_\_\_



Q6 What is your Sexual Orientation?

- Heterosexual (1)
  - Gay/Lesbian (2)
  - Bisexual (3)
  - Queer (4)
  - Questioning (5)
  - Asexual (6)
  - Prefer not to say (7)
  - Other (please specify) (8) \_\_\_\_\_
- 

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

- Asian (1)
  - Black or African American (2)
  - Hispanic or Latinx (3)
  - Native American/Alaska Native (4)
  - Native Hawaiian/Pacific Islander (5)
  - Two or more races (6)
  - White (7)
  - Prefer not to say (8)
  - Other (9) \_\_\_\_\_
-

Q8 Are You a US Citizen?

Yes (1)

No (2)

---

Q9 With What Religious Background Do You Most Identify?

Christian or Affiliated (1)

Atheist or Affiliated (2)

Jewish or Affiliated (3)

Mormon or Affiliated (4)

Spiritual (5)

Buddhist (6)

Hinduist (7)

Islam (8)

Prefer not to say (9)

Other (please specify) (10) \_\_\_\_\_

---

Q10 Do You have a Qualified 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)

**End of Block: Demographics**

---

**Start of Block: Personal Statements**

Q12 I feel comfortable being myself at RVU.

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

Q13 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)
-

Q14 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)
- 

Q15 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)
- 

Q16 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)
-

Q16 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)
- 

Q17 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)
- 

Q18 Please provide any comments to the questions in this section.

---

**End of Block: Personal Statements**

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**Start of Block: Value Statements**

Q19 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)
- 

Q20 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)
- 

Q21 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)
-

Q22 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)
- 

Q40 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)
- 

Q24 Please provide any comments to the questions in this section.

---

**End of Block: Value Statements**

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**Start of Block: Disparate Treatment and Discrimination**

Q26 Please Describe Any Experiences with Disparate Treatment or Discrimination at RVU.



	Strongly Agree (1)	Somewhat Agree (2)	Neither Agree nor Disagree (3)	Somewhat Disagree (4)	Strongly Disagree (5)
I believe I have been treated unequally or unfairly due to my age. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I have been treated unequally or unfairly due to my racial, cultural, or ethnic background. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I have been treated unequally or unfairly due to my gender. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I have been treated unequally or unfairly due to my sexual orientation. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I have been treated unequally or unfairly due to my military or veteran status. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I believe I have been treated unequally or unfairly due to my religion. (6)

I believe I have been treated unequally or unfairly due to my disability status. (7)

I have considered seeking employment or attending school elsewhere due to perceived discrimination at RVU. (8)

**End of Block: Disparate Treatment and Discrimination**

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**Start of Block: Action Steps**

Q27 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)
-

Q28 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)
- 

Q29 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)
- 

Q30 There is someone at RVU I know I could talk to if I experienced disparate treatment or discrimination.

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

Q31 Please provide any comments to the questions in this section.

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End of Block: Action Steps

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Start of Block: Overall Climate at RVU

Q32 Overall, diversity and inclusion are appreciated at RVU.

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

Q33 RVU embodies its Core Value of Diversity.

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

Q34 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)
- 

Q35 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)
- 

Q36 Please provide any comments to the questions in this section.

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**End of Block: Overall Climate at RVU**

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