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The Office of Diversity and Inclusion is pleased to release the complete, detailed analyses of the 2021 Campus Climate Survey with focus on how students, staff, and faculty experience equity, diversity, and inclusion (EDI) in our University community. Initial findings from this survey were released in 2021 through an Executive Summary, Comparison Report, and a series of presentations and conversations with University community members. These materials provided primarily quantitative descriptions of trends related to the climate of equity, diversity, inclusion, respect, and belonging for MSU Denver community members.

Today we release of four additional reports, which provide rich, qualitative analyses of text-based survey responses from students, staff, and faculty, alongside potential implications of these data. This memo briefly describes how you can navigate new (and old) materials to quickly locate information that will help you in your work.

Executive Summary: This overview document describes the rationale for the Campus Climate Survey, methodology, and provides descriptive statistics about key indicators of respect and belonging for students, staff, and faculty.

Summary of Implications: This one-page document summarizes potential implications of these data drawing from quantitative and qualitative data with students, faculty, or staff. This "quick glance" at common themes in these data provide a quick and simple way to review prospective implications from these data.

Campus Climate Survey Findings: Students: This report provides in-depth analysis of quantitative and qualitative data from students, with particular focus on the experiences of Students who are Black, Indigenous, and People of Color (BIPOC), Lesbian, Gay, Bisexual, Transgender, Queer, and other related identities (LGBTQ+) students, students with disabilities, and student veterans. This report also contains information about methodology and implications that emerged from student comments.

Campus Climate Survey Findings: Staff: This report provides in-depth analysis of quantitative and qualitative data from staff, with particular focus on the experiences of BIPOC staff, LGBTQ+ staff, staff with disabilities, and staff who are veterans. This report also contains information about methodology and implications that emerged from staff comments.

Campus Climate Survey Findings: Faculty: This report provides in-depth analysis of quantitative and qualitative data from faculty, with particular focus on the experiences of BIPOC faculty, LGBTQ+ faculty, and faculty with disabilities. Additional themes emerged inductively in analysis of qualitative data from faculty; examinations of university leadership, departmental leadership and culture, critiques about EDI, differences across faculty, and additional salient identities are also included here. This report contains information about methodology and implications that emerged from faculty comments.

It is our hope that these reports will prompt discussion and action in Departments and Units across campus, as we all seek strategies to embed systemic practices to achieve high-quality, culturally sensitive educational experiences across the fabric of our University. Please reach out to us at the Office of Diversity and Inclusion and let us know how you are responding to improve EDI experiences across campus. We'd love to hear about your successes!

Executive Summary:
Initial Analyses of the Spring 2021 Campus Climate Survey

Overview and Context
Climate surveys are commonly used tools in higher education to assess how University culture, particularly in regard to diversity, equity, and inclusion (DEI), is experienced by faculty, staff, and students (Harper, 2008; Harper & Hurtado, 2007; Hurtado, 1992; Hurtado et al., 1998; Peters & Benitez, Jr., 2017). This data can be used to inform interventions to improve the retention of faculty, staff, and students and support institutions of higher education in achieving their DEI goals (Williams, 2013). In previous years, MSU Denver has relied on Campus Climate surveys created by external organizations (e.g., ModernThink began in 2010), but this past academic year (2020-21) the Campus Climate Cultivation Committee of the Diversity, Equity, Inclusion Council (DEIC) examined questions from a variety of surveys, including ModernThink for reliability over time, and adapted previous questions to create our own tool to assess MSU Denver's climate using [Insight Viewfinder](#) to implement this survey. In this Executive Summary we present preliminary findings from initial analyses of these data. As detailed in this summary, additional data analyses and dissemination of results are forthcoming.
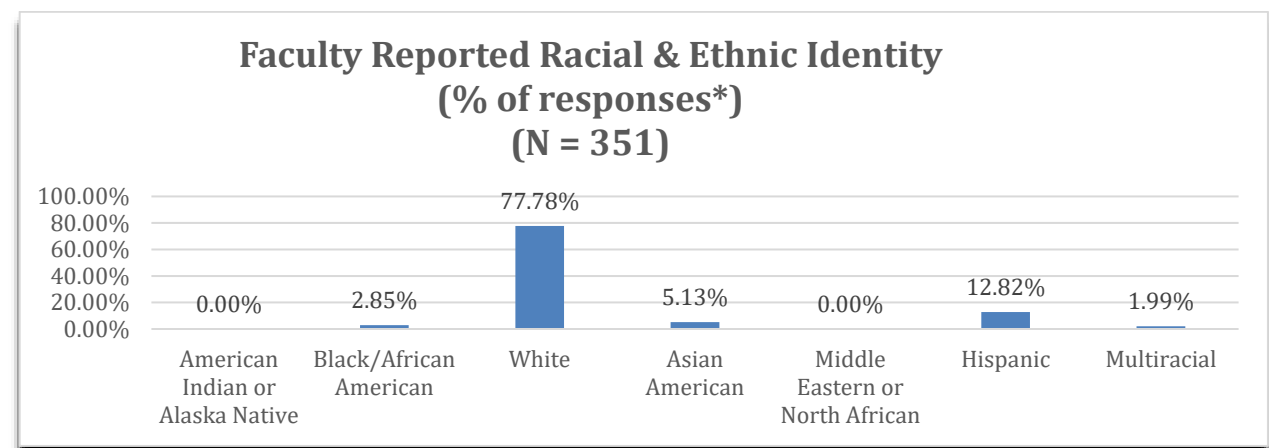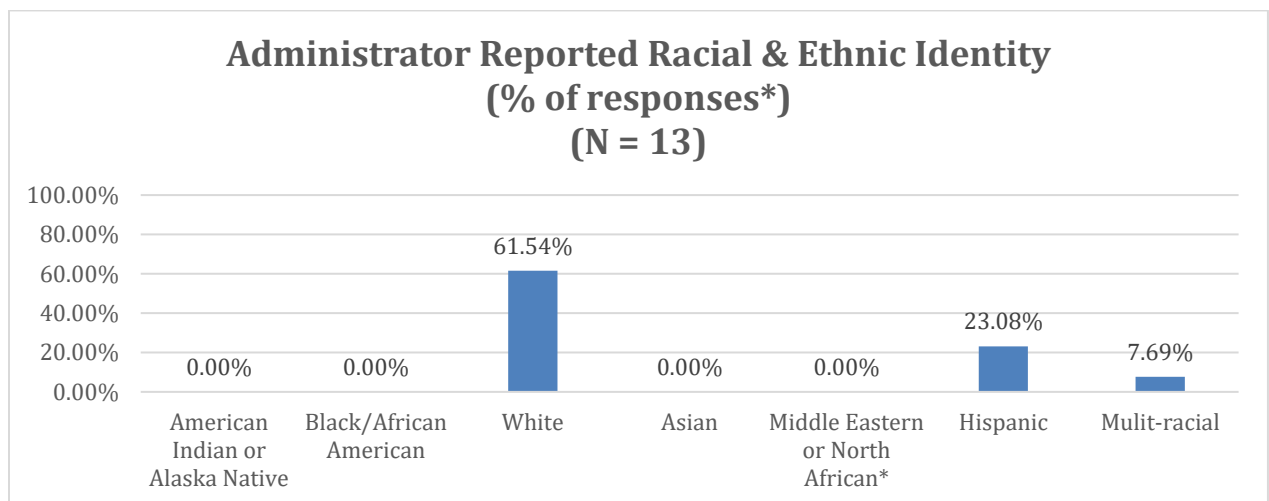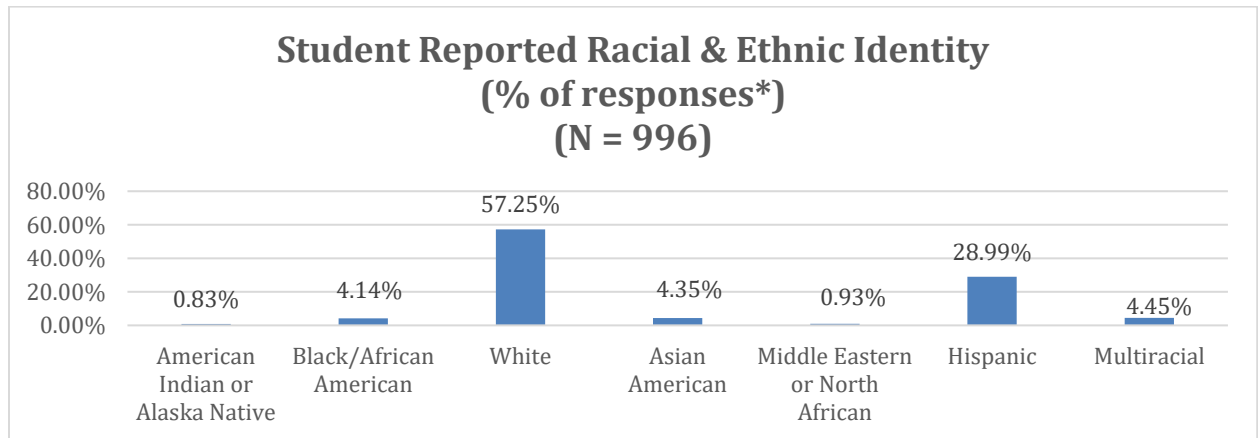
Methods
Links to online surveys were sent out to 19,956 MSU Denver stakeholders in the spring of 2021 utilizing professional/student email addresses to four different constituent groups at MSU Denver. Reminders were sent on multiple occasions. *Administrators* consisted of the President, Vice Presidents, the Director of Athletics, and Academic Deans and Associate Deans. *Faculty* included of all categories of faculty such as full-time tenured and tenure track, full-time non-tenure track, and affiliate faculty. *Staff* included all professional and classified staff members. S*tudents* consisted of all students who were enrolled in at least one credit hour during the spring 2021 semester. Of note, students were also asked to complete the National Survey of Student Engagement (NSSE) during approximately the same time period as this survey, which may have influenced the response rate, and campus wide staff and faculty were asked to complete an employee engagement survey one week prior to this survey going out. Lastly, 13 administrators (61.9% response rate), 412 faculty (25.5% response rate), 387 staff (43.7% response rate) and 1,012 students (5.8% response rate) participated in the survey.
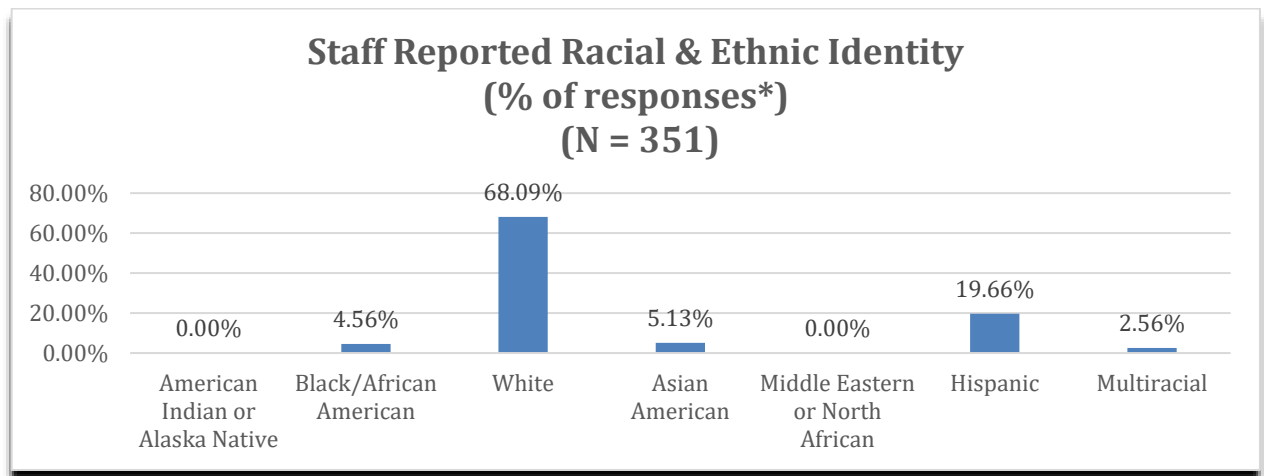
Initial Key Findings
Initial analysis of quantitative and qualitative data indicates several key findings regarding how members of different identity groups experience belonging and inclusivity at MSU Denver. Central to these early analyses are the experiences of Black, Indigenous and People of Color (BIPOC) individuals, LGBTQAI+ people, people with disabilities, and veterans. We provided limited analyses of administrators in the interest of preserving confidentiality with a small sample size. Please note, initial key findings presented here represent a limited

exploration of these topics using just a few survey items and descriptive statistical analyses. We look forward to presenting more robust analyses in the future.

Summaries of Racial and Ethnic Identities for Four Constituent Groups

Student Reported Racial & Ethnic Identity (% of responses*) (N = 996)

Category	Percentage
American Indian or Alaska Native	0.83%
Black/African American	4.14%
White	57.25%
Asian American	4.35%
Middle Eastern or North African	0.93%
Hispanic	28.99%
Multiracial	4.45%

Administrator Reported Racial & Ethnic Identity (% of responses*) (N = 13)

Category	Percentage
American Indian or Alaska Native	0.00%
Black/African American	0.00%
White	61.54%
Asian	0.00%
Middle Eastern or North African*	0.00%
Hispanic	23.08%
Mulit-racial	7.69%

Faculty Reported Racial & Ethnic Identity (% of responses*) (N = 351)

Category	Percentage
American Indian or Alaska Native	0.00%
Black/African American	2.85%
White	77.78%
Asian American	5.13%
Middle Eastern or North African	0.00%
Hispanic	12.82%
Multiracial	1.99%

Staff Reported Racial & Ethnic Identity
(% of responses*)
(N = 351)

Category	%
American Indian or Alaska Native	0.00%
Black/African American	4.56%
White	68.09%
Asian American	5.13%
Middle Eastern or North African	0.00%
Hispanic	19.66%
Multiracial	2.56%

* Participants that selected more than one race category were recategorized as multiracial and participants that identified as Hispanic origin were recategorized as Hispanic regardless of racial selection to align with university practice.

Additional demographics:
- Eighteen percent of students, 11% of staff, 12% of faculty and 8% of administrators identified as having a disability. Twenty four percent of students, 14% of staff, 14% of faculty and 8% of administrators identified as members of the LGBTQAI+ community. Six percent of students, 3% of staff, 6% of faculty and 8% of administrators identified as veterans.
- Cisgender men represent 48% of the administrators, 33% of faculty, 24% of staff and 23% of students. Cisgender women represent 48% of administration, 48% of faculty, 62% of staff, and 60% of students. A notable number of students, in particular, identified as non-binary (4%), queer (3%), gender fluid (1%), or indicated that their gender identities were not listed (8%).

Findings about belonging and workplace satisfaction:
- **Faculty**: When asked about a sense of belonging on campus based on their identities (e.g., race/ethnicity, gender, sexual orientation, disability status), Asian and White faculty indicated the highest rates of positive belonging on campus (61% and 58% respectively), while Hispanic and Black faculty indicated the lowest levels of belonging (40% and 44% respectively). Cisgender women and men responded similarly positively to this question (56% and 53% respectively).
- **Staff**: When asked about a sense of belonging on campus based on their identities (e.g., race/ethnicity, gender, sexual orientation, disability status), White staff indicated the highest rates of positive belonging on campus (58%), followed by Black staff (56%), Asian staff members (53%) and lastly, Hispanic staff members (49%). Cisgender men were more likely to indicate a sense of belonging (64% as compared to 53% for cisgender women).
- **Students**: When asked about a sense of belonging on campus based on their identities (e.g., race/ethnicity, gender, sexual orientation, disability status), 51% of Black

students, 49% of Hispanic students, 46% of Asian students, and 43% of White students provided favorable responses. Only 40% of cisgender men (as compared to 49% positive responses from cisgender women) responded positively to this question. Students were generally positive about their feelings of belonging on campus, with 80% of BIPOC students, 77% of LGBTQAI+ students, 71% of students with disabilities and 64% of veteran students responding favorably to this question.

- Campus members were also asked to rate their feelings of being welcomed on campus (e.g., positive, neutral, and negative). Their responses are reported below by affinity group:

Percentage of Respondents Who Reported Positive Feelings of Being Welcome on Campus
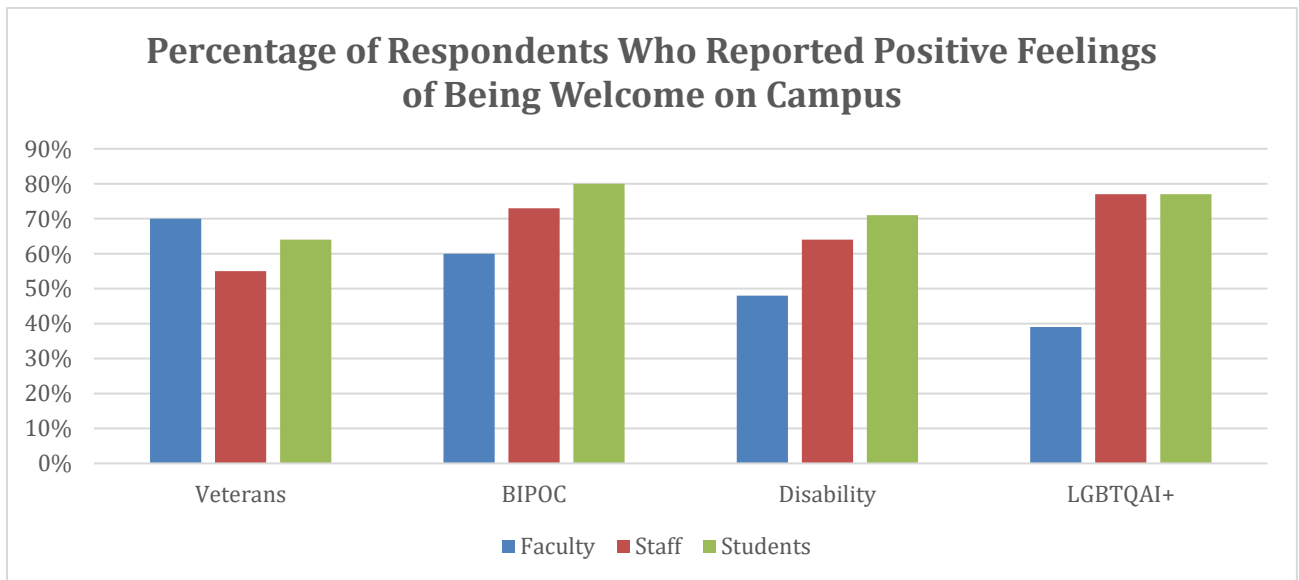
Findings about leadership and resources to support DEI efforts

- Faculty and staff were asked if they agreed with statements, such as "our Board of Trustees is supportive of campus diversity efforts." About half of faculty and staff strongly agreed or agreed with this statement (49% and 54% respectively), many had neutral responses (40% and 41%, respectively), and some disagreed with this statement (11% and 5%, respectively).
- Faculty and staff were also asked if they agreed with the statement that "Senior leadership shows a visible commitment to campus diversity." Seventy-six percent of faculty and 79% of staff responded favorably to this statement, while 10% of faculty and 8% of staff disagreed with this statement. When asked if there was "adequate financial support to drive campus diversity efforts" 43% of faculty and 41% of staff disagreed, while 23% of faculty and staff agreed with this statement.

Findings about job satisfaction

- Additional analyses regarding faculty and staff satisfaction with their jobs, findings indicate that faculty and staff value and appreciate the diversity of our student body and employee representation, the University's commitment to diversity, working close to home, the surrounding community, and the potential for a healthy work-life

balance. When asked to agree/disagree with the statement "I love my job" 76% of faculty and 64% of staff agreed with this statement.
- In contrast, when asked about reasons they may have considered leaving the institution, inadequate salary and benefits was the number one response from both staff and faculty, followed by "workload too heavy" and "work not appreciated" for faculty, and "no career advancement opportunities" and "workload too heavy" for staff. When asked about their agreement with the statement "I want to quit my job" 14% of faculty and 13% of staff agreed with this statement.
- When asked specifically about workload and pay equity, 55% of faculty and 56% of staff responded that their workload is "too heavy," and 78% of faculty and 68% of staff agreed that they are "underpaid for the work that I do." Furthermore, when asked about pay disparities, 66% of faculty and 70% of staff responded in agreement that "there are pay disparities here."

Important to note is that this survey was conducted during the COVID-19 pandemic, which undoubtedly shaped these results (in particular) in significant ways. Additionally, two campus wide surveys were administered in close proximity to this survey, which likely impacted response rates. An employ engagement survey was distributed campus wide immediately prior to the campus climate survey, and the National Survey of Student Engagement (NSSE) was distributed campus wide while the campus climate survey was still open.

Next steps
Further executive summaries addressing the climate survey results for students, staff, and faculty will be forthcoming later this Spring 2022 semester. We will also be conducting more comprehensive analyses of both the quantitative and qualitative data. Participants shared (often extensive) written comments on their surveys that contained rich details about their experiences at MSU Denver. This qualitative data shines some light on questions such as *why* a participant may have had an unwelcoming or problematic experience, as well as *how* MSU Denver can continue to improve our climate. The Campus Climate Survey Committee will inform subsequent analyses of these data, although multiple stakeholders in the MSU Denver community will be consulted to ensure that the analyses are relevant to our stakeholders (e.g., Senior Leadership Team, Staff Senate, Faculty Senate, Student Affairs, Council of Chairs and Directors). During this academic year, we also plan to assess the strengths and limitations of this Campus Climate survey, with an eye toward revising it for the next iteration of the Campus Climate Survey for the 2022-23 academic year.

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Summary of Implications from the Campus Climate Survey:
Students, Staff, and Faculty

The following implications represent prominent themes that emerged from all three constituent groups (students, staff, and faculty) in the 2021 MSU Denver Campus Climate Survey. More focused analyses, and implications for, each constituent group can be located on The Office of Diversity and Inclusion webpage.

Training
- Continue to provide trainings for University members in regard to race, sexual orientation, gender and gender identity, disabilities, veteran status, and ageism (amongst other identities),
- Deliver trainings across University units to ensure saturation of content across University members, not only those who self-select into trainings,
- Develop trainings that address more complex and nuanced issues within EDI content, as well as continue to offer more foundational materials,

Responding to EDI Concerns
- Continue to provide opportunities for faculty, staff, and students to address equity concerns as they emerge in interactions with campus members,
- Ensure clear mechanisms of accountability for microaggressions and experiences of discrimination,
- Examine how power dynamics related to University role (e.g., staff, tenure-track faculty, tenured faculty, student) shape sense of safety in addressing EDI concerns, as well as mechanisms for accountability within these roles,
- Ensure that all meetings and University engagements are conducted in accessible formats, and that physical settings (e.g., snow on pathways, desk/chair sizes) are safe and accessible,
- Ensure that the name change process enables seamless communication across University systems and following system updates,

Proactive Activities
- Diversify faculty, staff, and University leadership in terms of representation (e.g., increasing numbers of BIPOC faculty) as well as competency on EDI topics,
- Address potential sources of biases within student evaluations (e.g., SRIs) and other evaluation processes for faculty and staff (e.g., RTP/PTR),
- Provide compensation or augmented workloads for individuals doing disproportionate EDI activities,
- Provide opportunities for identity-based community building (e.g., LGBTQ+ faculty/staff, multiracial faculty/staff),
- Develop and disseminate resources on EDI topics to facilitate greater awareness of University mission and goals (especially as they pertain to EDI topics), rationale, and processes for achieving these outcomes (e.g., strategies for retaining diverse faculty),
- Create opportunities for mentorship and support for students, faculty, and staff with marginalized identities with others who have similar experiences (e.g., BIPOC faculty who mentor BIPOC students)

MSU Denver
2021 Campus Climate Survey Findings: Students

Presented by the Office of Diversity and Inclusion
Prepared by Jovan Hernandez, PhD, and K Scherrer, PhD,
Equity, Diversity, and Inclusion Faculty Fellows

The purpose of this report is to provide information to the campus community about MSU Denver student experiences with the campus climate for equity, diversity, and inclusion (EDI). This report expands on initial analyses of the 2021 MSU Denver Campus Climate Survey that were presented in the Campus Climate Survey Executive Summary released in Spring 2022. The current report summarizes key quantitative findings, as well as results from the qualitative data regarding student experience, with a focus on the implications of these data for informing policy and practice interventions.

This report contains specialized analysis of four student populations: Students who are Black, Indigenous, and People of Color (BIPOC), Lesbian, Gay, Bisexual, Transgender, Queer, and other related identities (LGBTQ+) students, students with disabilities, and student veterans. Limitations with the survey limit comparisons [e.g., White (or heterosexual or able bodied) students were not provided with similar questions to enable comparisons between groups of students based on race, sexual orientation, ability status or veteran status]. It is also worth noting that this report utilizes data from a relatively small group of students (Additional information about numbers of respondents are included in each section of this report.) These data are not intended to be interpreted as representative of a majority of student experiences, but rather these data provide helpful context to generate understanding about *how* we can improve the campus climate regarding EDI.

The impact of taking courses online and navigating a global pandemic were prevalent for all student groups examined here. Since the impact of COVID on student experiences is not the primary focus of these analyses and this topic has more limited relevance for implications for improving campus climate, they are included in the data presentation only when the student comment also pertains to their experiences with campus climate or strategies to improve campus climate. For example, one student shared that accessing student services during the pandemic while many faculty and staff were working remotely was a barrier to accessing services. This example was included in this analysis as it relates to student experience of campus services and support, but also highlights the unique challenges of assessing campus climate during the COVID pandemic. An additional common theme among these data were student comments about their experiences with relevant student services on campus. Given that this survey was not designed to evaluate student services, findings that pertain to a specific student services unit were provided directly to relevant leadership to inform relevant policies and practices.

The subsequent sections of this report represent focused analyses of four student populations: Students who are Black, Indigenous, and People of color (BIPOC), Lesbian, Gay, Bisexual, Transgender, Queer, and other related identities (LGBTQ+) students, students with disabilities and student veterans. Implications are discussed in depth within each section as well as briefly summarized at the beginning of this document.

Key Implications

As the full report illustrates, there are a number of implications stemming from this data.

The following pages briefly summarize key implications that emerge from the qualitative data

from the 2021 Campus Climate Survey.

Recommendations from BIPOC Students
- Increase diversity among faculty and staff
- Create community building opportunities for students of color within Departments, especially those with small numbers of minoritized students (e.g., students of color)
- Provide opportunities for the visibility of, and mentorship with, faculty and staff of color (alongside with intentional workload reductions to support this additional labor)
- Continue to create policies and public statements that affirm and support students of color
- Continue to provide opportunities for students to address racist interactions with faculty, staff, or other students
- Continue to provide trainings and accountability for faculty and staff in regard to racism and microaggressions
- Explore options to better advertise relevant student support services
- Language is important when conducting student surveys (e.g., Campus Climate Survey)

Recommendations from Students with Disabilities
- Ensure that services for students with disabilities meet their needs
- Address physical barriers in the campus environment, such as snow on pathways or desk sizes in classrooms
- Ensure that students know how they can address compliance issues with faculty
- Ensure that all faculty have regular trainings about ADA compliance and other strategies for creating inclusive learning experiences for students with disabilities
- Provide more services on evenings and weekends; Using more technologies to engage with students (e.g., texting)
- Continue to work to dismantle stigmas associated with disabilities to ensure that students (and faculty and staff) can disclose their identities on campus, should they wish

Recommendations from LGBTQ+ Students
- Continue to work to dismantle stigmas associated with disabilities to ensure that students (and faculty and staff) can disclose their identities on campus, should they wish
- Continue to provide community building opportunities for LGBTQ+ students, including more specialized intersectional options (e.g., LGBTQ+ students of color)
- Explore options to better advertise relevant student support services
- Continue to provide opportunities for students to address issues of heterosexism and transphobia, as well as hetero- and cis-normativity as they emerge in interactions with faculty, staff, or other students
- Continue to provide trainings and accountability for faculty and staff in regard to heterosexism and transphobia, as well as hetero- and cis-normativity

- Ensure that faculty have trainings or relevant resources about how to address student names and pronouns in classroom interactions

Recommendations from Veteran Students
- Continue to work to dismantle stigmas associated with military service and veteran status to ensure that students (and faculty and staff) can disclose their identities on campus, should they wish
- Continue to provide trainings and accountability for faculty and staff in regard to understand and supporting military veteran students
- Explore options to better advertise relevant student support services
- Continue to provide community building options for veteran students, including more specialized intersectional opportunities (e.g., LGBTQ+ veterans, veterans of color)

BIPOC Students

Summary of Quantitative Analysis

Students were directly asked if they identified as Black, Indigenous, or a Person of Color (BIPOC). The term BIPOC was defined on the survey as (Black, indigenous, or a person of color [someone who is not white or of European parentage]). Out of 959 students who responded to the question, 260 identified as BIPOC. Approximately 80% of BIPOC students agreed they felt welcome on campus.

Summary of Qualitative Analysis

After utilizing quantitative measures to understand the experiences of BIPOC students, student respondents were then provided with an open-ended text box with the prompt "please provide any other comments on the topics in this section." Responses indicate strengths in supports for BIPOC students, as well as areas for additional growth in supporting BIPOC students. Of the 260 students who affirmed that they identify as BIPOC, 18 students provided qualitative data in response to this prompt. As examined further in this section, it was surprising that so few students responded with qualitative responses in this section, and telling that many responses provided feedback about how wording of the question was confusing. As such, in this section only, we also reviewed qualitative data from an open-ended question "Please provide any other comments on the topics in this section" that followed questions about, "How well does our institution promote racial/cultural interaction between different groups?" and "How important, in your opinion, is diversity and inclusion to the campus leadership?" While these additional 24 responses were not as narrowly focused on race, as with the other affinity group prompts, these data help to flesh out qualitative feedback from BIPOC students. Themes are presented in order of prominence in the data. Data are edited minimally for grammar and comprehension.

Prominent themes include, *belonging and language*, the *broader university climate*, *experiences of racism and microaggressions*, *strengths and opportunities for improvement*, and *problems with diversity*.

Belonging and Language

As alluded to previously, the responses to this question prompt highlighted some confusion that was generated by the way that this question (and this section of questions more broadly) was worded. Several students used this text box to indicate confusion about the way that this question was asked. In particular, students wondered if their race "counted" as BIPOC, or described their race (perhaps to help the researchers understand how they fit with the BIPOC category).

- Am I BIPOC if I am Aztec? But according to my 23 and me I am like 4% African. This is so confusing.

- What do you mean of European parentage? So if my mother is white, I am not considered a BIPOC? Please make this statement on the previous section more clear. It made me uncomfortable and a lot of mixed heritage folx that already do not feel a particular race "enough" by others standards will find this question hard to grapple with. We are "other-ed" by both sides of our heritage.

- I am Native American Indigenous but my father is white of European descent. My mother is Native American and Mexican.

- I am half Native American and half white. I was adopted by my parents when I was an infant and do not have strong cultural ties to my Native American heritage. So although I am Native American, most time in applications I just mark white. As such, I do not have much to comment on in this section.

Given the relatively low number of comments in this section, and the number of comments that pertained to confusions about the question, we hypothesize that this question was not phrased well, providing us with helpful feedback about how to revise this survey for the next iteration. To supplement data for this section about BIPOC student experiences, additional data from 24 BIPOC students are integrated into the remainder of this data analysis section.

Broader University Climate

In addition to highlighting personal or structural injustices, students also highlighted their experiences with the campus more broadly as it relates to diversity. Several students shared that they had a positive experience with campus diversity.

- I fell in love with MSU's culture of inclusivity when I first started working/studying on campus. That feeling hasn't been tarnished by anyone and I don't suspect it will be.

- I've always treated all people equally and I don't know of any issues at MSU. I really like MSU.

- The campus is diverse.

- I really enjoy the diversity on campus.

- All values are respected and diversity is represented on campus.

- All I know is that MSU is diverse and I don't see and haven't experienced discrimination, I would say that the campus is pretty welcoming.

- I have not had any issues when it comes to being an African American women.

While these comments range in positivity, from "not having issues" to falling "in love with MSU's culture of inclusivity", they all highlight the important role that campus diversity and our commitments to cultivating welcoming campus climates for diverse students play in making BIPOC students feel welcomed on campus.

Experiences of Racism and Microaggressions

Two students shared specific, personal examples of ways that they have experienced racism and microaggressions on campus. One student shared, "I feel like my advisor does not treat me the same as my classmates." Another shared, "I have experienced racism in the classroom." While these examples do not provide much detail about these experiences that might help us build tailored interventions, they do emphasize the ways that BIPOC students experience racism in their interactions on campus.

While these first examples are more personal, students also shared more general experiences of ways that the campus climate did not feel inclusive based on race and ethnicity. For instance, one student shared:

> Thanksgiving is celebrated on this campus... that holiday is historically only celebrated by white and black families not ones of native decent. The holiday is akin to the N word for Native Americans yet we still parade around and pretend it isn't a day of sorrow. The history of this celebration and the name of thanksgiving goes back decades with it only ever being celebrated after a militia group committed genocide on a tribe of natives. Celebration of thanksgiving is racism - end of story.

Another student echoed this sentiment, in sharing, "The school needs to do something about how it celebrates indigenous genocide in Nov. every year." Similarly, another student shared that while their experiences up to this point were generally positive (as they alluded to the quantitative questions that preceded this open-ended question), they were uncertain about how campus climate may change. "As an Asian American, this is tricky, as of 2019, these were all true, but I am unsure about what campus will be like post covid-19." As this student shares, national, widespread media coverage of the ways that Asian and Asian Americans were targeted

for violence and harassment amidst the COVID-19 pandemic may shape Asian American student experiences on campus for many years to come.

Strengths and Opportunities for Improvement

Two students shared examples of University practices that positively shaped their experience at MSU Denver. One student noted that they appreciated the University's commitments to supporting DACA students was noticed and appreciated: "Thank you so much for all the support you provide for your DACA students." Another student shared that they value the disciplinary specific opportunities to engage with diverse colleagues, for instance in collaborating with others in their Department in working diversify the workforce in their area of practice. These positive examples, or strengths, represent opportunities to continue to build on in creating inclusive experiences for students of color.

BIPOC students also shared examples of ways the University could improve. Most commonly this sentiment emerged as students commented on the desire for greater racial/ethnic diversity in representation from faculty and staff. For instance, students shared:

- As a [social science] major it's hard to feel accepted and valued in a field that is predominantly white.

- I never feel comfortable in my classes because I'm always either the only Black person in the class or the only person of color in the class. It's hard to connect with other people because I can't identify with them.

- I think Metro is great and the campus itself is great as well. However, I don't see enough diversity in staff and I don't see it in classrooms either, and maybe it's because of the [specific] department being for white people. Sometimes in those classes, I feel unseen and unheard.

- Campus and faculty needs more diversity, more black educators, more black students, more education on the emphasis of black oppression. Courses on black oppression, white power/privilege, and how to deconstruct/dismantle white power and privilege needs to be MANDATORY!

Taken together, these comments illustrate how important it is for students to work with faculty and staff who represent their identities. As these students share, the consequence of this lack of diverse representation is that students may feel "unseen and unheard" and have a difficult time identifying with those teaching their courses. This data also highlights the need to examine student experience with more nuance, for instance in examining Black (as well as Asian and Indigenous) student experiences.

Some students commented with specific suggestions. One student shared that, "I believe that while there are supports on campus they are not well advertised or advocated for and many of them do not interact with one another" indicating that better communication and coordination across units could help students connect to resources that are pertinent to them. Another student shared that while the University itself "is welcoming...there are still a decent amount of non-welcoming students" that have shaped their experiences on campus. Another student shared that, "Our university is quick to tokenize its BIPOC students. But then when BIPOC students ask for something for safety, like defunding the campus police, they quickly turn away from the conversation. (They as in leadership, faculty, staff)." Taken together, these data indicate opportunities to collaborate in program offerings, intervene proactively with students on these topics, and to demonstrate greater commitment and transparency about how we prioritize student feedback in decision making processes.

Problems with Diversity

Two students also highlighted concerns about problematic or undue focus on issues of identity and diversity. For instance one student offered a disproportionately long comment (as compared to other students' qualitative comments) about their observations that diversity trainings are generally ineffective.

All the diversity training programs I've been through have been unproductive. It's better to foster healthy avenues of communication, forums, classes, etc then being lectured on diversity in a single training. Forcing people to do anything usually has more negative outcomes than positive. As we are in a critical time in US history, I think there are more effective approaches to discuss diversity than in a forced training. I'd rather see those hours that would have been used for a training on perhaps a campus fair that highlights different cultures, religion, etc. that encourages people to come together, discuss, and break down barriers.

A second student shares a similar type of critique of their experience of EDI efforts on the MSU Denver campus.

Diversity and inclusion is important, however it is way over done and is annoying as hell to see LGBTQXYZ signs all over the place. It is also annoying to see democratic socialism desks on campus where we live in A FREE COUNTRY, that condemns socialism. Inclusion is great, until it effects me negatively to the point where I cannot even be relatively happy on campus. These people do not understand what they are doing and it is frustrating beyond belief that I do not go to a campus that shows what real life is like. In a corporation, inclusion and diversity may be key points of emphasis, however it will not be shoving nonsense down your throat you want to get defensive. Educate the

people about they are doing and why, before allowing it to just to be a part of "Diversity

& Inclusion" plans.

While these comments came only from two students in this broader group of 259 BIPOC

identified students, it is notable that these two student comments were considerably longer and

more involved than other students in this section. This perhaps also illustrates the strength with

which these two students held their concerns about how EDI efforts are implemented. It is

perhaps also notable the dismissive approach the second student adopts in reflecting on the

inclusion of GLBTQ+ students, which they seek to make more ridiculous by adding X, Y, and Z

to, perhaps also indicating that this student does not understand the complexities of

discrimination that members of the LGBTQ+ community face, as well as potentially diversity of

political thought.

Implications

Qualitative data from BIPOC identified students indicate opportunities for potential

practice and policy implications. One critical implication is the importance of language in

surveying students of color about their experiences, and the importance of providing clear

definitions of terminology and acronyms used in surveys such as the Campus Climate Survey. In

general, students appreciated the diverse campus environment and appreciated the University's

commitment to issues of inclusion and diversity. Data also illustrate that racial microaggressions

persist in individual interactions as well as structurally (e.g., celebrating Thanksgiving or

Indigenous People's Day). Taking a proactive approach to how the University would like to

address/celebrate these and other relevant holidays may help students feel belonging as members

of the MSU Denver community. Similarly, transparent policies statements about our

commitments to support diverse student groups (e.g., DACA students) may also promote belonging.

Data indicate that Department specific diversity-oriented student groups may promote student belonging as students connect with faculty, staff and students who are most closely connected to issues they care about. Yet, this may be challenging in Departments or Units that lack diverse faculty or staff representation. Increasing faculty and staff diversity emerged as an important issue for BIPOC students. Students also shared suggestions about coordinating efforts across offices around campus and the importance of ensuring accountability in interactions with other students.

Two students also shared their perspectives that diversity trainings were ineffective or that diversity efforts are too far reaching. This tension fits with our broader national discourse on diversity efforts more broadly. While this feedback came from a very small proportion of students, it may nonetheless indicate that students would potentially benefit from understanding issues of diversity and inclusion from an intersectional lens (that shows how issues of oppression are interconnected). As this student shares, students may also benefit from understanding about *why* these issues are important and *how* these issues are relevant to future workplace and "real world" experiences.

Students with Disabilities

Summary of Quantitative Analysis

Students were also asked if they identified as having a disability. Disability was defined as a diagnosed or known medical condition that substantially limits one or more major life activities; inability to fully access the campus experience due to academic or campus accessibility barriers. Out of 984 students who responded to the question, 172 (17.5%) identified as having a disability. Approximately 71% of students with disabilities agreed they felt welcome on campus.

Summary of Qualitative Analysis

After utilizing quantitative measures to understand the experiences of students with disabilities, student respondents were then provided with an open-ended text box with the prompt "please provide any other comments on the topics in this section." Responses indicate strengths in supports for students with disabilities, as well as areas for additional growth in supporting students with disabilities. Thirty-one students (of the 172 total students who identified as having a disability) provided qualitative data in response to this prompt. Themes are presented in order of prominence in the data. Some more robust responses are included in more than one theme, as relevant. Data are edited minimally for grammar and comprehension. Prominent themes include experiences with student services, experiences with faculty, broader university climate, and visibility and disclosure.

Experiences with Student Services

Students shared positive examples of how they have been supported with services for their disabilities, as well as constructive feedback about how services could be extended and improved. The volume of this feedback indicates how central support services are for students

with disabilities. Since the purpose of this survey was not to evaluate or provide suggestions to specific student services units, feedback about positive and negative interactions have been provided directly to the relevant offices on campus.

Experiences with Faculty

Several students shared that faculty have served as a positive support in accommodating their disabilities in classes. One respondent, when describing their overall workload and how this is exacerbated by mental health issues, said that "the teachers are good at understanding that [workload] a lot of the time." Similarly another shared that, "my professors and classmates have been incredibly helpful" and another shared that when they were experiencing a challenging semester, "all my teachers checked up on me." Unfortunately this experience was not universal, and other students described challenges that they experienced with faculty in regard to their disabilities or accommodations.

- I had a professor my freshman year refuse to use my accommodations.
- I have had a few problems with professors not allowing my accommodations or shaming me for using them in front of the class.
- Some faculty have been somewhat hostile with providing accommodations.

Taken together, these data indicate that faculty play important roles in supporting students with disabilities; additional training may support faculty in being even more effective in working with students with disabilities.

Broader University Climate

In addition, students also commented on their experiences with the University more broadly. One student shared a more broad response about their experience at MSU Denver: "I feel really supported and I have been given opportunities at MSU to succeed." Several

participants described the physical space on campus as challenging to navigate for students with disabilities. One student shared that, "I had to drop a semester due to a broken leg. I was able to get onto campus but it was extremely difficult to navigate around due to being in a wheelchair. I physically couldn't make it across campus in the snow in a wheelchair." Another shared, "It is very difficult to get to other levels of buildings, especially in the West Classroom building, and it takes so much more time to get to class. This should definitely be fixed." In addition to navigating the physical space of the campus, students also commented on the spaces in classroom, specifically chairs and desks. As one student shared, "For a campus marketed towards non-traditional students the desks in the classrooms can be comically small." Another student shared that, "Being overweight isn't my official disability but as far as physical accessibility on campus, some classrooms are furnished with small desk-chairs for students and they are highly uncomfortable, embarrassing to maneuver, tear at clothes forced too close to metal pieces under the desks, and an undue strain on mental health like anxiety and depression."

Students also indicated that the timing for events on campus could also be difficult for them. One shared that, "Need more night stuff for the working student." Similarly, another student said that, "Events are almost always held when I have work or internship." One student noted a positive University experience as they experienced a challenging semester and noted that they were supported in receiving a financial reimbursement for the semester, which they experienced as supportive.

Several students who described themselves as online students felt as though these questions did not apply to them, given how they were taking their courses. For instance, one said, "I've only been an online student so far, most of this doesn't apply." Similarly, another student

shared that, "I am in all Online courses so most of the questions do not apply. It is not for lack of wanting to answer, they just simply do not apply to my online schooling."

Visibility and Disclosure

A number of students shared that they do not generally share with others about their disability (or disabilities). As one student shared, "I keep quiet about my disabilities." Another indicated that their quantitative responses were all, "not applicable" because, "I have not told them [campus staff]" presumably about their disability. Yet another student shared that, "Unless I share my identity, no one would know my learning deficits. I have told very few individuals about this so I am not sure my answers surrounding acceptance are an accurate reflection of others experiences who are unable to hide or choose their disclosure." While most did not share about their motivations for disclosing (or not disclosing) about their disabilities, one respondent indicated that, "I don't talk about it because it's not important I don't want sympathy. So most on campus don't know about my disability." Another student said that, "Other students are not aware of my disability and therefore don't treat me differently, but I know some would if they knew" indicating that students with disabilities may not anticipate a welcoming response to disclosing to members of the campus community about their disability.

<div align="center">

Implications

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Qualitative data from students indicate opportunities for potential practice implications to inform support and inclusion for students with disabilities. Student comments indicate that while many interactions with faculty are positive, there are also additional needs for training amongst faculty about how to support students with disabilities. Students also shared more broad suggestions for improving campus accessibility, for instance by having chairs and desks in classrooms that are geared toward adult and larger bodies, providing timely/comprehensive snow

removal across campus, and offering greater diversity in the timing of course offerings. Notably, students shared concerns about sharing about their disability status with others across campus. This indicates an opportunity to create and advertise inclusive spaces for students with disabilities and work to provide more affirming responses when University community members' decide to disclose about their disabilities.

LGBTQ+ Students

Summary of Quantitative Analysis

Nine hundred and sixty six students responded to the question "Do you identify within the LGBTQIA+ community?". Of these respondents, approximately 24% selected "yes", 6% "not sure", 3% "prefer not to say, and 67% did not identify as part of the LGBTQIA+ community. Students who selected any response other than "no" were asked follow-up questions regarding their experiences on campus. Approximately 76% stated agreed they could openly express their gender identity/expression on campus, while 77% agreed they could openly express their sexual identity on campus.

Summary of Qualitative Analysis

After utilizing quantitative measures to understand the experiences of LGBTQ+ students, student respondents were then provided with an open-ended text box with the prompt "please provide any other comments on the topics in this section." Responses indicate strengths in supports for LGBTQ+ students, as well as areas for additional growth in supporting LGBTQ+ students. Of the 227 students who "identify within the LGBTQ+ community", 29 students provided qualitative data in response to this prompt. Themes are presented in order of prominence in the data. Some more robust responses are included in more than one theme, as relevant. Data are edited minimally for grammar and comprehension. Prominent themes include, experiences with student services, the broader university climate, and experiences with faculty, staff and other students.

Experiences with student services

A number of students (n = 7) describing feeling disconnected from LGBTQ+ services and communities on campus. As one student shared, "I have not noticed a large presence of

[LGBT services] on campus." Another student shared that, "COVID has made accessing services like the LGBTQ+ support offices difficult," indicating the need for services that can be easily accessed virtually. Other students described campus services as affirming, indicating that they, "have really liked the resources available through the school." Although this participant did not specify which services they might be referring to, these comments nonetheless point to the support that this student has experienced on campus vis-à-vis their LGBTQ+ identity.

Some other students shared feedback about their needs for services. Only one student shared that, "I really don't think that it's necessary for the school to provide these resources." In contrast, another student shared that, "There is not nearly enough exposure of these resources on our campus compared to the population of students that would actually use them." This indicates that from this student's perspective there is a need for these services on campus, but that the services could be better advertised. Another student shared that they thought that targeted services to "improve the campus environment for the LGBTQIA and POC communities on campus that really need supported" would be useful. Since the purpose of this survey was not to evaluate or provide suggestions to specific student services units, feedback about positive and negative interactions have been provided directly to the relevant offices on campus.

Broader University Climate

Four students volunteered that they "haven't really had any issues with gender or sexuality at Metro" or similarly, that they "haven't had any issues so far into my experience 'here'." Some students also shared that they generally feel safe on campus: "Being a cis woman of white ethnicity I rarely experience any issues with my [LGBTQ+] identity on campus." One student expanded on this by sharing that, "Neither my gender identity or sexual orientation have really come up in classes. Additionally, I have not taken any on-campus in-person classes, so I

have limited experience to answer these questions." This may indicate that the way students take courses is also likely to shape their experiences with the University.

Student comments about the visibility of their (LGBTQ+) identity, or their investments in disclosure also illuminated their feelings of belonging on campus. Some indicated their general comfort disclosing their identities to others on campus. "As one of the co-creators/board members of the [diversity group in my Department] I feel safe telling everyone that I am a gay hispanic [sic] male". As this student indicates, their involvement in a diversity-oriented student group may have helped to facilitate these feelings of engagement. More frequently though students made comments like:

- N/A because I refuse to speak about it in a public setting due to previous encounters.

- I rarely express sexual identity in public.

- I haven't spoken about my sexual identity within the classroom or with classmates, so these don't apply. I also am taking classes online.

- I feel no need to express myself as gay on campus because I am there to learn, not to express my sexuality, although if I felt the need to I'm sure the campus would be accepting.

Comments such as these indicate that some students may not feel comfortable sharing about their LGBTQ+ identities on campus, or that they may feel as though their identities are relatively irrelevant to their studies on campus.

Interactions with faculty and staff

Interactions with faculty also emerged as a prominent theme (n = 7) in these comments, as students indicated that faculty could be important sources of support, as well as problematic. For instance, one student shared that, "The staff and faculty have always expressed acceptance in

every setting I've ever been in." Similarly, another student shared that, "I don't feel unsafe on campus." After acknowledging the feeling of physical safety they experience on campus, this same student continued by stating: "there have been numerous instances of microaggressions about my gender (cis woman) or my sexuality from faculty. Mostly, it's been due to a focus on cis-het culture instead of acknowledging that there are many other ways that people life their lives. There has also been reinforcement of gender norms and stereotypes in classrooms from faculty." This student's comment eloquently indicates that some of the challenges LGBTQ+ students experiences may be microaggressions, while other infractions may be more related to the ways that cis- and hetero-normativity are woven into our individual and institutional practices (e.g., reinforcement of gender stereotypes). Other students shared similar comments, about concerning interactions with faculty. "I have had at least two run-ins with professors who have pushed back against identities like mine." While there is no additional detail about what exactly this meant for this student, taken together these comments indicate a need for additional understandings about how faculty may demonstrate affirming behaviors toward LGBTQ+ students.

Another topic of discussion within this theme (n = 4) are the ways that faculty (problematically) engage with student's pronouns. As one student shared, "Most of my professors do not ask for or explain pronouns in the first day of class/ introductions. Many staff members do not use my pronouns correctly, even after multiple requests. I often feel that it is my burden to state and explain my pronouns to the class." Similarly, another student shared, "Please revise online etiquette for asynchronous classes to include respecting pronouns. It means nothing if professors can't or won't discipline or at least call out/keep an eye out for misuse and abuse in discussions." Not only is having faculty not ask for, or appropriately use student pronouns a

problem, but so can interactions with peers. As one student shared, "There have been peers in classes who will just flat out ignore my pronouns, even though they are posted on canvas next to my name."

Implications

Student voices in the Campus Climate Survey provides several important potential implications for programming and practice on the MSU Denver campus. Students provided diverse perspectives on the need for additional sources of GLBTQ+ community building opportunities, indicating programmatic successes as well as opportunities to bolster community building through wider or more focused advertisement, or through programming that speaks to specific identity experiences (e.g., BIPOC queer students). Broad issues with hetero- or cis-normativity in classrooms negatively shaped student experiences, indicating an important area for additional training and support. More specifically, faculty's misuse of student pronouns, lack of consistency in pronoun use, and lack of enforcement of pronouns with other students presents an opportunity for improvement in in person and online course delivery. Hetero- and cis-normativity may also contribute to feelings of invisibility (or lack of interest in LGBTQ+ visibility) for LGBTQ+ students.

Veteran Students

Summary of Quantitative Analysis

Additionally, students were asked if they identified as a U.S. military veteran. Out of 987 students who responded to the question, 56 (5.7%) identified as a veteran. Almost 64% of student veterans agreed they felt welcome on campus.

Summary of Qualitative Analysis

After utilizing quantitative measures to understand the experiences of students who are military veterans, student respondents were then provided with an open-ended text box with the prompt "please provide any other comments on the topics in this section." Responses indicate strengths in supports for student veterans, as well as areas for additional growth in supporting students who are veterans. Of the 56 students who affirmed that they are veterans, 18 students provided qualitative data in response to this prompt. Themes are presented in order of prominence in the data. Data are edited minimally for grammar and comprehension. Prominent themes include experiences with student services, visibility and disclosure, and experiences with faculty, staff, and other students.

Experiences with Student Services

Qualitative data from veteran students indicate that they have had both positive and challenging experiences with campus services; some students also indicated a lack of awareness about relevant services. One student suggested that they would benefit from using alternative technologies to make connections on campus (e.g., text or phone) and another suggested that veteran services could use additional space and staff to better support students. These suggestions have fruitful implications for intervention. Since the purpose of this survey was not

to evaluate or provide suggestions to specific student services units, feedback about positive and negative interactions have been provided directly to the relevant offices on campus.

Visibility and Disclosure

As with some of the other identities discussed here, visibility and identity disclosure was a topic brought up by five students. Generally, participants discussed not feeling interested in, or comfortable with sharing about their veteran status with others on campus.

- I never tell any anyone that I am a veteran, I just want to fit in.

- I don't make it known often I was in the army and don't use many resources.

- The subject of my veteran status hasn't really come up.

- I feel afraid to speak up about being the military due to all of the negative talk surrounding veterans.

The issue of folks anticipating negative responses from others was emphasized by another student who shared that, "For claiming to be inclusive, your students sure hate the military." This issue of responses from faculty, staff, and other students shaped how student veterans thought about issues of visibility and disclosure.

Experiences with faculty, staff, and students

Five students responded with comments about their experiences with faculty, staff and students. Their experiences are exemplified by the following quote from one participant: "It's a mixed bag like any other human interaction." While two students described their experiences as more neutral. "I'm rarely singled out as a vet and it rarely comes up. In the past, when it has come up it's been a non-issue on campus." A second student shared, "Due to COVID-19 I have never set foot on campus, nor met any faculty or other students in person. My

interactions with them over distance meetings have never indicated knowledge of veteran status or had any impact on their treatment of me."

In contrast, two students (including one who was quoted in the previous section) indicated that they have had more negative experiences with students and faculty. For example, one student shared that:

> Students and professors are often hostile towards me as a veteran. It has been openly suggested in the classroom that all veterans struggle with violence and/or mental illness. It was implied by a department director in a meeting I attended that most/all veterans are racist and homophobic. I would say MSU is only veteran friendly as an outward appearance. The reality is very different.

Taken together these findings indicate that some veterans are encountering problematic stereotypes about veterans and veterans' experiences that shape their experiences on campus.

Implications

Qualitative data from veteran students indicate several potentially fruitful domains for intervention. The relative invisibility of veteran services, and disconnection from services, indicate an opportunity to promote visibility and awareness about relevant services. Students also suggest that there may be need for additional support staff, that technology may provide unique strategies for reaching out to students, and that attending to inclusion within veteran serving spaces may also improve student experiences.

The lack of interest in disclosing their veteran status emerged as a prominent theme, especially as it also highlighted the issues that can emerge with students or faculty when students do disclose their identities. Additional education regarding stereotypes about military service members or military experiences may help faculty, staff, and students respond with empathy and

understanding to meet veteran student needs and help create communities of belonging for veteran students.

For additional questions about the results from the analyses of faculty data from the 2021 Campus Climate Survey, or feedback about the next iteration of this survey please reach out to: Jeremy VanHooser, Associate Director of Equity, Diversity, and Inclusion in the Office of Diversity and Inclusion at jvanhoo1@msudenver.edu.

MSU Denver
2021 Campus Climate Survey Findings: Staff

Presented by the Office of Diversity and Inclusion
Prepared by Jovan Hernandez, PhD, and K Scherrer, PhD
Equity, Diversity, and Inclusion Faculty Fellows

The purpose of this report is to provide information to the campus community about MSU Denver staff experiences with the campus climate for equity, diversity, and inclusion (EDI). This report expands on initial analyses of the 2021 MSU Denver Campus Climate Survey that were presented in the Campus Climate Survey Executive Summary released in Spring 2022. The current report summarizes key quantitative findings, as well as results from the qualitative data regarding staff members' experiences, with a focus on the implications of these data for informing policy and practice interventions.

This report contains specialized analysis of four staff populations: Staff members who are Black, Indigenous, and People of Color (BIPOC), Lesbian, Gay, Bisexual, Transgender, Queer, and other related identities (LGBTQ+) staff, staff with disabilities, and veterans. Limitations with the survey limit comparisons [e.g., White (or heterosexual or able bodied) staff were not provided with similar questions to enable comparisons between groups of staff based on race, sexual orientation, ability status or veteran status]. It is also worth noting that this report utilizes data from a relatively small group of staff. (Additional information about numbers of respondents are included in each section of this report.) These data are not intended to be interpreted as representative of a majority of staff experiences, but rather these data provide helpful context to generate understanding about *how* we can improve the campus climate regarding EDI. Implications are discussed in depth within each section as well as briefly summarized at the beginning of this document.

Key Implications

As the full report illustrates, there are a number of implications stemming from this data.

The following pages briefly summarize key implications that emerge from the qualitative data

from the 2021 Campus Climate Survey.

Recommendations from BIPOC Staff
- Increase diversity among staff and University leadership
- Provide additional opportunities for community building and discussion of relevant topics, like multiracial identities
- Provide additional support to BIPOC staff who support students of color
- Engage with strategies to increase feelings of safety for staff members to address issues of equity
- Continue existing, effective EDI strategies

Recommendations from Staff with Disabilities
- Continue to work to dismantle stigmas associated with disabilities to ensure that staff (and faculty and students) can disclose their identities on campus, should they wish
- Provide trainings for supervisors to ensure their readiness to support staff members with disabilities
- Address physical barriers in the campus environment, such as snow on pathways

Recommendations from LGBTQ+ Staff
- Continue to work to dismantle stigmas associated with sexual orientation and gender identity to ensure that staff (and faculty and students) can disclose their identities on campus, should they wish
- Provide more specialized trainings about identities such as asexuality, bisexuality, and polyamory
- Continue to provide training and accountability that promote respect for University community members' gender pronouns

Recommendations from Veteran Staff Members
- Continue to work to create understanding about military service and veteran status to ensure that staff can disclose their identities on campus, should they wish
- Continue to provide trainings and accountability in regard to understand and supporting military veteran colleagues

BIPOC Staff

Summary of Quantitative Analysis

Staff members were directly asked if they identified as Black, Indigenous, or a Person of Color (BIPOC). The term BIPOC was defined on the survey as, "Black, indigenous, or a person of color [someone who is not white or of European parentage]." Out of 366 staff who responded to the question, 82 (22%) identified as BIPOC. Approximately 73% of BIPOC staff agreed they *felt welcome on campus*.

Summary of Qualitative Analysis

After utilizing quantitative measures to understand the experiences of BIPOC staff, staff respondents were then provided with an open-ended text box with the prompt "please provide any other comments on the topics in this section." Of the 82 staff members who affirmed that they identify as BIPOC, 14 respondents provided qualitative data in response to this prompt. Data are edited minimally for grammar and comprehension.

The most common theme discussed by BIPOC staff members was in describing the need for further interventions about race and racism. Some offered more general feedback about their experiences at the university. For instance, one staff member wrote that, "I think the University has work to do when it comes to BIPOC acceptance, but so does the whole country." Another staff member shared that, "I am that token person, but I don't see many others like me" indicating feelings of invisibility and marginalization in their identity. Similarly, another participant wrote that, "I think that we are very underrepresented as a whole and that are pockets of safe spaces within our positions and department. Also, when you do try to advocate for yourself your met with microaggression or being dismissed or labeled as hard to work with." Underrepresentation

of BIPOC staff or faculty, and the challenges associated with this, represented the most significant theme in this data.

In a related vein, another staff member shared that,

"One of the biggest challenges of being a person of color that is vocal about the need for changes in equity and justice in our division is most of the folks I need to challenge are white and often express discomfort with tackling some issues around race head-on. All too often the white leaders in our division default to being too fearful to openly address the challenges with race that exist in our division. The language they use is so boilerplate and unoriginal. I would like to see our white leaders take more risk in these conversations or move over to give their spots up to folks that are willing to take the risks and engage in conversations that don't always make them popular. Chances are that if you're really popular when doing Equity and Justice work you probably aren't actually doing a lot to disrupt the status quo."

Congruent with this comment, two other participants indicated that they would like to see more BIPOC people in leadership positions:

- "We need more BIPOC in administration and supervisory roles."
- "We need more representation of BIPOC folx in leadership."

Taken together these comments indicate that BIPOC staff members see multiple opportunities to improve the climate at MSU Denver for BIPOC staff, particularly in regard to representation and creating safety to address issues of equity, without fear of retaliation, when they emerge.

Several staff members shared comments that indicated that their identities as BIPOC staff members may be less visible or salient in their interactions with others. As one staff member shared, "I am white passing." Similarly, another staff member wrote, "Am I BIPOC if I have one

white, European parent? Because I look white, I don't feel that I can answer these questions...Where do I belong?" Echoing this comment, another staff member said that "we do not encourage mixed Race/Ethnicity identification or address their concerns." Yet another staff member shared that the nature of how they interacted with others on campus may shape how they are viewed by others. "I am still quite new to the community, and since we're still only meeting virtually, it is difficult for me to say for certain how I feel I'm viewed. Because only a limited number of people in general are visually seeing me." The (in)visibility of identity for some BIPOC staff members may represent an opportunity to encourage additional spaces for staff to explore and share their identities with others with whom they work closely.

Two staff members responded to this prompt by acknowledging the centrality of student experiences in their recommendations for University interventions. As one staff member shared, "[There is] a lot of focus and effort on catering to BIPOC students." Another staff member shared that,

> "We have a high population of BIPOC students, yet hardly any of the faculty and staff look like them. Students often find their "go-to" folks on campus regardless of their area of expertise, and this can be quite draining on those of us who are the only BIPOC available for these students to speak to. These students generally don't tell white folks everything that is impeding their success because they hear things like, "Well maybe they misunderstood you," or "Why does everything have to be about race," or "Are you sure you're not just imagining things?" This is so harmful for our students, and they really don't feel like they are being heard. We have got to do better."

As this staff member indicates, BIPOC staff members do a great deal of work to support students of color, and this can be a time-consuming aspect of their jobs that may be above and beyond what some white staff members can provide to students.

Notably, another theme in these data was an appreciation for the efforts that the University has taken to ensure an inclusive and equitable work environment. As one participant expanded, after sharing their recommendations for change, "With that said, I can see that the University is striving for a more inclusive atmosphere." Similarly, another staff member shared that, "I had extremely difficult experiences with racism from living in the US and Germany in which lowered my self-worth and esteem. However, this university's stance on diversity and fight against racism was vital in my healing process to becoming whole again." One additional staff member's comment concisely summarizes comments in this section, in indicating that MSU Denver is a "work in progress..." when it comes to EDI goals for BIPOC community members.

Implications

Qualitative data from BIPOC identified staff members indicate opportunities for potential practice and policy implications. Data indicate that racial microaggressions persist in staff members' experiences. Respondents indicated that some BIPOC staff members would like to see the underrepresentation of BIPOC staff addressed within the staff in general, as well as in leadership positions across the University. Staff members also shared that the invisibility of their racial identities may also indicate opportunities to help staff members connect meaningfully with colleagues, for instance through more nuanced discussion about multiracial identities. Staff members also shared their appreciation of, and frustrations with being able to provide relevant supports for students of color. Providing additional support mechanisms for BIPOC staff who are providing sometimes "draining" support for students of color, may also help alleviate the

burdens staff of color may face because of their identity. Staff also shared positive sentiments about the work that the University is already doing to promote a more inclusive and equitable environment, indicating that existing strategies are proving effective.

Staff Members with Disabilities

Summary of Quantitative Analysis

Staff members were also asked if they identified as having a disability. Disability was defined as "a diagnosed or known medical condition that substantially limits one or more major life activities; inability to fully access the campus experience due to academic or campus accessibility barriers." Out of 376 staff members who responded to the question, 43 (11%) identified as having a disability. Of these staff members, 64% of them agreed they *felt welcome on campus.*

Summary of Qualitative Analysis

After utilizing quantitative measures to understand the experiences of staff members with disabilities, respondents were then provided with an open-ended text box with the prompt "please provide any other comments on the topics in this section." Thirteen staff members (of the 43 total staff members who identified as having a disability) provided qualitative data in response to this prompt. Themes are presented in order of prominence in the data. Data are edited minimally for grammar and comprehension.

Seven participants commented that their disability (or disabilities) were not visible, and therefore they did not see their disability status as connected to how others treated them. The following quotes exemplify this sentiment:

- "As a person with a non-apparent disability, I am not treated differently."
- "Most do not know, so who knows what they think."
- "No one knows I have a disability so as a person they treat me okay."

One of these participants also shared that, "I work to hide my disabilities. I fear not advancing in my career if people know about my disability." Similarly, another shared that, "My disability is

not readily apparent. I have had difficulty finding out how staff can access accommodations based on a disability (I have asked and searched online). Also, I am not sure if it is confidential, or what the process is, and if it would jeopardize my employment. I think there should be more advertising/outreach to make the process easier and reassuring. I have not sought accommodations that I think would be helpful because of this." These responses indicate that some staff members not only choose not to disclose their disability statuses with others, but that some do so for fear of how their career will be affected.

Not all staff members described reluctance in sharing their identities with others, nor did all staff have the "option" to choose to disclose their identities, as was more frequently the case for staff members with more visible disability statuses. As one staff member shared, "Not all disabilities are obvious. I only confide my disability to my supervisors and closest co-workers. I feel my supervisors support my condition." Similarly, another staff member shared that, "I am very open with my having a learning disability and advocate for my needs and communications styles. And I have been met with a lot of microaggression." Taken together these comments indicate the need to create even more inclusive workplace experiences for staff with visible and invisible disabilities.

Staff also shared issues that they have encountered and practical suggestions for improving experiences on campus for persons with disabilities. For instance, one staff member shared that, "I have a service dog on campus, and, generally, students are quite good about the presence of my service dog, but I've had some absolutely inappropriate interactions with students and staff related to my service dog (reaching at her and petting her while we're walking by without asking permission; directly asking me what my disability is; etc.)." This message indicates that raising awareness about how to interact with service animals would benefit

university community members with service dogs. Another staff member shared that, "Poorly cleared sidewalks after snowstorms are horrible for those with mobility aids" indicating additional opportunities for improving campus experiences for persons with disabilities. As another staff member indicated, "As we institutionally continue to the hard work of social justice and inclusion this is an area to lend more attention. I feel that disability, especially invisible, are not included in the conversation." Taken together, these comments indicate several opportunities for potential intervention.

Implications

Qualitative data from staff indicate opportunities for potential practice implications to inform support and inclusion for staff with disabilities. Staff comments indicate that some staff members may not be comfortable sharing about their disability statuses with others, in some cases due to fears about career progression. Providing all supervisors with coaching about how to best support staff with disabilities may help ensure that staff feel supported in their roles and career progression within the University. Staff reflected that microaggressions and other challenges associated with their disabilities remain common, indicating an opportunity to work to provide more affirming responses when University community members decide to disclose about their disabilities. Staff also shared several practical suggestions for interventions to improve climate for staff with disabilities, including clearing walkways after inclement weather and ensuring that disabilities are central in EDI discussions.

LGBTQ+ Staff Members

Summary of Quantitative Analysis

Three hundred and seventy-three staff members responded to the question "Do you identify within the LGBTQIA+ community?". Of these respondents, 52 (14%) selected "yes", 12 (3%) "not sure", 31 (8%) "prefer not to say, and 278 (75%) did not identify as part of the LGBTQIA+ community. Staff who selected any response other than "no" were asked follow-up questions regarding their experiences on campus. Approximately 80% agreed they could openly express their *gender identity/expression* on campus, while 77% agreed they could openly express their *sexual identity* on campus.

Summary of Qualitative Analysis

After utilizing quantitative measures to understand the experiences of LGBTQ+ staff members, staff respondents were then provided with an open-ended text box with the prompt "please provide any other comments on the topics in this section." Responses indicate areas for additional growth in supporting LGBTQ+ staff members. Of the 64 staff members who selected anything other than "no", 13 staff members provided qualitative data in response to this prompt. Themes are presented in order of prominence in the data. Data are edited minimally for grammar and comprehension.

Several staff members shared that they did not want to or did not feel comfortable sharing about their sexual orientation at work. For instance, one staff member shared that, "I don't discuss or divulge anything about my sexual orientation at work." Similarly, another respondent wrote that, "[I] hate labels and labeling. Creates more and more division with each new category we create in the name of inclusion. Sex is personal and no one's business but yours and your partner(s). It has no effect on one's job unless you work in a sex related industry." Two staff

members echoed this sentiment, but shared that there may be more personal reasons, related to their identity development that they are not interested in sharing about their sexual or gender identities; as one staff member shared, "[I'm] just not ready for it." Similarly, another respondent said,

> "I do not outwardly express my sexual orientation and feel that doing so would not be great for me. I just recently came to the realization that I am on the asexual spectrum. I am demi-sexual, but have not really shared it with anyone. I feel like I can freely express myself if I chose to do so, but cannot say for sure how welcoming others would be if I did, hence my neutral answers for many of the questions."

These comments indicate that some staff are reluctant to share about their sexual or gender identities with university community members, but that the reasons for not doing so, vary.

Two respondents indicated that knowing more about the people they were disclosing to was central to their decisions. "Specific individuals dictate whether or not I feel comfortable expressing myself openly." Similarly, another respondent shared that, "Even though I am bisexual I do not openly share that information with my place of work. There are only two people at work who know and that's because I've known one person prior to working at Metro and one person who became a work friend." The lack of comfort in sharing about these identities with colleagues is potentially indicative of a workplace culture that could be more intentionally affirming of LGBTQ+ identities. One staff member also shared about their experience with polyamory: "I wish I could be a little more open about being polyamorous (specifically not having to hide the fact I have two partners), but I don't feel that's unusual despite where I am, unfortunately." While polyamorous identities are not specific to LGBTQ+ people, the common experience of stigma associated with one's relationships remains a theme in these data.

Staff members also shared several specific suggestions for interventions, most commonly in relationship to gender pronouns. As one staff member shared, "I have heard multiple microaggressions about gender neutral pronouns on this campus by faculty members ("They pronouns? That's ridiculous! Don't you think that's confusing to kids??") which leads me to believe that there is some hostility toward queer/gender-nonconforming folks on this campus. This question directly depends on where you are and who you are around. Some offices are far more hostile than others." Another staff member wrote a similar sentiment: "Gender pronoun education is something I want to strive for my team and would encourage the same for all employees." These comments indicate that gender pronouns, as well as the stigmas associated with less privileged relationships statuses (e.g., same-sex, asexual, polyamorous) are important areas to address to improve campus climate for LGBTQ+ staff members.

Implications

LGBTQ staff comments provide several potential implications for programming and practice at MSU Denver. Some staff members said that they were uncomfortable sharing about their identities with others due to fear for how others might respond. This indicates that continued work is needed to ensure that staff (and students and faculty) are able to share about their identities and experiences without fear of repercussions. Continuing to provide trainings and accountability on LGBTQ+ identities will help to create a culture of inclusion and belonging for LGBTQ+ staff. Including diverse identities in these trainings (e.g., asexuality, bisexuality, polyamory) may help to foster a more broadly inclusive climate for LGBTQ+ staff members. Furthermore, continuing trainings and accountability regarding gender pronouns represent an additional challenge for creating an LGBTQ+ inclusive University climate.

Veteran Staff Members

Summary of Quantitative and Qualitative Analysis

Lastly, staff members were asked if they were a military veteran. Out of 381 staff members who responded to the question, 11 (3%) identified as a veteran. Six of the 11 veterans agreed they *felt welcome on campus.* Military veteran respondents were also provided with an open-ended text box with the prompt "please provide any other comments on the topics in this section." Of the ten staff members who indicated that they were military veterans, only two provided qualitative comments. Data are edited minimally for grammar and comprehension. These two comments indicate that, "Despite focus on diversity the university seems to struggle to understand that many faculty and administrators harbor biases against military veterans." This may also contribute to the lack of interest in disclosing a military background; "I don't often announce my veteran status when working with groups."

Implications

While there were not many comments in regard to the experiences of veteran staff members, these comments indicate that there may be opportunities to promote visibility and awareness about the experiences of staff members who are military veterans.

For additional questions about the results from the analyses of staff data from the 2021 Campus Climate Survey, or feedback about the next iteration of this survey please reach out to: Jeremy VanHooser, Associate Director of Equity, Diversity, and Inclusion in the Office of Diversity and Inclusion at jvanhoo1@msudenver.edu.

MSU Denver
2021 Campus Climate Survey Findings: Faculty

Presented by the Office of Diversity and Inclusion
Prepared by Jovan Hernandez, PhD, and K Scherrer, PhD,
Equity, Diversity, and Inclusion Faculty Fellows

The purpose of this report is to provide information to the campus community about MSU Denver faculty experiences with the campus climate for equity, diversity, and inclusion (EDI). This report expands on initial analyses of the 2021 MSU Denver Campus Climate Survey that were presented in the Campus Climate Survey Executive Summary released in Spring 2022. The current report summarizes key quantitative findings, as well as results from the qualitative data regarding faculty experience, with a focus on the implications of these data for informing policy and practice interventions.

In this report, focuses on quantitative and qualitative data that pertains to EDI climate experiences of faculty, rather than more general workplace satisfaction comments that pertain to issues such as compensation, supervision or workload. To this end, this report contains specialized analysis of three faculty populations: Faculty who identified as Black, Indigenous, and People of Color (BIPOC), Lesbian, Gay, Bisexual, Transgender, Queer, and other related identities (LGBTQ+), and having one or more disabilities. Limitations with the survey limit comparisons [e.g., White (or heterosexual or able bodied) faculty were not provided with similar questions to enable comparisons between groups of faculty based on race, sexual orientation, or ability status]. It is also worth noting that this report utilizes data from a relatively small group of faculty (26% overall response rate). (Additional information about numbers of respondents are included in each section of this report.) These data are not intended to be interpreted as representative of the majority of faculty experiences, but rather these data provide context to generate understanding about *how* we can improve the campus climate regarding EDI.

In addition to the focused, deductive analysis of these three identity groups, we also examine five other prominent themes that emerged inductively across all faculty that have implications for improving the climate for faculty. Data presented in this report are drawn from open-ended comments from across the survey (e.g., "please provide any other comments on the topics in this section") and provide potential implications for interventions in improving the campus climate for faculty. The impact of the COVID pandemic also emerged frequently in these data, as faculty indicated that the stresses of navigating a global pandemic and teaching virtually were widespread. Since the impact of COVID on faculty experiences is not the primary focus of these analyses and this topic has more limited relevance for implications for improving campus climate, they are included in the data presentation only when the faculty comment also pertains to their experiences with campus climate or strategies to improve campus climate.

The subsequent sections of this report represent focused analyses of three faculty populations: Faculty who identify as Black, Indigenous, and People of Color (BIPOC), Lesbian, Gay, Bisexual, Transgender, Queer, and other related identities (LGBTQ+), and having one or more disabilities, as well as more general inductively developed themes of University leadership, Departmental leadership and culture, Critiques about EDI, Differences across faculty, and Additional salient identities. Implications are discussed in depth within each section as well as briefly summarized at the beginning of this document.

<div align="center">**Key Implications**</div>

As the full report illustrates, there are a number of implications stemming from this data. The following pages briefly summarize key implications that emerge from qualitative faculty data from the 2021 Campus Climate Survey.

Recommendations from BIPOC Faculty
- Methodologically, it would be helpful to provide clear definitions of terminology, and ensure that these definitions are available throughout the survey; include a disclaimer about the different ways that people use relevant terms
- Need for nuance in "climate" as culture may be different in different University settings
- Recognize differences amongst faculty of color (e.g., South Asian, Black, Hispanic) in interventions
- Continue to provide opportunities for faculty to address issues of racism as they emerge in interactions with faculty, staff, or students
- Continue to provide trainings for University members in regard to racism
- Ensure clear mechanisms of accountability for racism or racial discrimination

Recommendations from LGBTQ+ Faculty
- Methodologically, it would be helpful to provide clear definitions of terminology, and ensure that these definitions are available throughout the survey; include a disclaimer about the different ways that people use relevant terms
- Methodologically, it would be helpful to separate out gender identity/expression and sexual orientation as well as only include those who identify as members of LGBTQ+ communities in subsequent surveys
- Continue to work to dismantle stigmas associated with sexual orientation and gender identity to ensure that faculty (and students and staff) can disclose their identities on campus, should they wish
- Address potential SRI biases (relevant for other identities as well)
- Provide additional resources for LGBTQ+ faculty
- "Dead" names appearing in university systems after name change process completed
- Continue to provide opportunities for faculty to address issues of heterosexism and transphobia, as well as hetero- and cis-normativity as they emerge in interactions with faculty, staff, or students
- Continue to provide trainings for University members in regard to heterosexism and transphobia, as well as hetero- and cis-normativity
- Ensure clear mechanisms of accountability for heterosexism and transphobia

Recommendations from Faculty with Disabilities
- Continue to work to dismantle stigmas associated with disabilities to ensure that faculty (and students and staff) can disclose their identities on campus, should they wish
- Ensure that meetings and other university engagements are accessible (e.g., accessibility of meeting location, use of microphones, visibility with virtual document sharing)

- Ensure clear expectations and confidentiality for accommodations with HR and other campus leaders (e.g., Chairs)
- Address potential SRI biases (relevant for other identities as well)
- Continue to provide opportunities for faculty to address issues of ableism as they emerge in interactions with faculty, staff, or students
- Continue to provide trainings and accountability for University members in regard to ableism

Additional Recommendations from Faculty

University Leadership
- Make University EDI activities more visible
- Learn more about what faculty would like to see from leadership re: EDI activities
- Diversify faculty, both in terms of representation and competency
- Make faculty salaries more nationally competitive

Department Leadership and Culture
- Increase training and support for Chairs, particularly regarding creating cultures of inclusion and belonging
- Greater involvement from leadership outside of Departments to address concerns
- Transparency about process for addressing concerns
- Faculty not feeling heard about their concerns
- Make sure data can be made available at Department levels (when anonymity can be guaranteed)
- Departmental specific trainings, with support from University

Critiques about EDI
- Provide transparency about hiring processes (when possible)
- Provide more opportunities to share data about *why* EDI efforts are critical to University successes
- Ensure that faculty are committed to our University mission and goals, and that systems of accountability exist to ensure this alignment

Differences across faculty
- Learn more about how University members can be more intentionally inclusive of affiliate and Cat II faculty
- Transparency about process for addressing concerns with "senior" or "tenured" faculty
- Greater accountability in addressing concerns with "senior" or "tenured" faculty
- Address inequalities in student evaluations (e.g., SRIs)
- Explore possible sources of bias in PTR/RTP processes; Initiate process to address sources of bias in RTP/PTR processes

Additional salient identities
- Include additional identities in next iteration of survey, including age and gender
- Examine how service loads are allocated by Department (with focus on equity of workload)

BIPOC Faculty

Summary of Quantitative Analysis

Faculty were directly asked if they identified as Black, Indigenous, or a Person of Color (BIPOC). The term BIPOC was defined on the survey as (Black, indigenous, or a person of color [someone who is not white or of European parentage]). Out of 381 faculty who responded to the question, 55 (14%) identified as BIPOC. Approximately 60% of BIPOC faculty agreed they *felt welcome on campus*.

Summary of Qualitative Analysis

After utilizing quantitative measures to understand the experiences of BIPOC faculty, faculty respondents were then provided with an open-ended text box with the prompt "please provide any other comments on the topics in this section." Responses indicate areas for additional growth in supporting BIPOC faculty. In this section, only those who identified as BIPOC, were provided an opportunity for an open-ended response. Only nine faculty wrote in additional information in this section to help us understand their experiences. Due to the limited comments included in this section, four additional participants of color, who shared comments pertinent to their experiences in other open-ended questions on this survey are also included in this section.

Two faculty members shared suggestions pertinent to the language used in this survey, for instance by sharing *feedback on the language used* in this section. One faculty member shared that, "'Person of color' and 'colored person' are equally offensive and racist ways do deny someone's humanity and reduce them to their skin color." Another faculty member commented that, "As a part of what you term 'BIPOC,' I wish that I could be considered as an individual rather than a numerical tool by which Marxist neoliberals can realize their agenda. It's

insulting to ask these questions which are solely based on skin color." Taken together these comments demonstrate that there are differences in which language faculty would like to use in discussions about race and ethnicity, as well as differences regarding the need to examine these identities at all.

Several other comments pertained to *broader experiences of inclusion*. One faculty member shared that, "In instances where I [responded to this survey as] neutral, it is because both agree and disagree about the statements because I am welcome and respected in some instances, but not in others." This observation illustrates how varied these experiences can be across settings, indicating the need for nuanced research tools for understanding these experiences. Faculty shared several other examples of their experiences of campus culture.

- "My department is a toxic environment."

- "I've been targeted by both racism and sexism in the department, college, and university."

- "I was (inadvertently I'm sure) mistaken for another faculty of color from a different department."

- "Justice is not served at MSU. I'm just trying to retire and get the hell out of here with my pension. Women of color are not respected here."

These comments indicate the need to continue to examine *how race and ethnicity shape faculty experiences* across campus, as well as the importance of examining culture in many different settings (e.g., Departments, Committees), as well as more globally across the institution.

In addition to more general investigations about how race and ethnicity shape faculty experiences, two other participants shared that it is also important to examine *differences amongst BIPOC faculty*.

- "While I do not think that South Asians (my community) are well-represented it is important to contextualize that little of the student body is South Asian, and it is Black and Native American faculty, staff and administrators who are poorly represented."

- "Currently the diversity training ignores the special circumstances of Hispanic faculty, especially those who do not appear BIPOC. This is an HSI by the numbers, but there is little knowledge of Hispanic issues at senior levels and much institutional discrimination. These things will not be solved by pushing critical race theory. We need Hispanic leaders who understand the systematic discrimination against Hispanics in this country."

These comments also illuminate the need to examine the experiences of BIPOC faculty, both as a group as well as differences that may exist within this group (e.g., Hispanic/Latina/o/x faculty).

Implications

Qualitative responses from BIPOC identified faculty indicate several potential implications for policy and practice. Methodologically, faculty shared a number of fruitful insights including the need to define terms used in this survey in multiple places in the survey. Observations about the differences amongst BIPOC faculty experiences also highlight the need for *more nuanced data about differences amongst BIPOC faculty experiences* (e.g., South Asian, Black). Similarly, BIPOC faculty observations that culture may feel different in different areas of the University (e.g., faculty senate culture, departmental culture), indicate a need to better understand how different spaces across campus are able to create experiences of inclusion and belonging. There are differences amongst faculty about the salience of race in shaping faculty experiences, although the vast majority of comments described the important role that race played in BIPOC faculty experiences. Data illustrate that some BIPOC faculty perceive racial microaggressions persisting in individual interactions (e.g., being mistaken for another faculty

member of color) as well as structurally (e.g., diversity trainings). These data also indicate aa

continued need to provide opportunities for faculty to address issues of racism as they emerge in

interactions with faculty, staff, or students, as well as to continue to refine trainings and

accountability for University members in regard to race and ethnicity. As described in the

introductory statement to this analysis, these implications are based on a very small number of

respondents, indicating a need for cautious engagement with these implications as well as a need

to incorporate additional methods to solicit BIPOC faculty voices in future iterations of climate

surveys.

LGBTQ+ Faculty

Summary of Quantitative Analysis

Three hundred and seventy-nine faculty members responded to the question "Do you identify within the LGBTQIA+ community?". Of these respondents, 56 (15%) selected "yes", six (1%) "not sure", 29 (8%) "prefer not to say, and 288 (76%) did not identify as part of the LGBTQIA+ community. Faculty who selected any response other than "no" were asked follow-up questions regarding their experiences on campus. Approximately 60% agreed they could openly express their *gender identity/expression* on campus, while 40% agreed they could openly express their *sexual identity* on campus.

Summary of Qualitative Analysis

After utilizing quantitative measures to understand the experiences of LGBTQ+ faculty, faculty respondents were then provided with an open-ended text box with the prompt "please provide any other comments on the topics in this section." Responses indicate areas for additional growth in supporting LGBTQ+ faculty. In this section, individuals who identified as members of the LGBTQAI+ community, or those who indicated that they were "not sure" if they did, were provided an open-ended question about their experiences. Twenty faculty wrote in additional information in this section to help us understand their experiences. Due to the limited comments included in this section, one additional participant who shared comments pertinent to their experiences in other open-ended questions on this survey is also included in this section.

Several comments indicated that faculty were *not particularly "out"* about their sexual orientation or gender identity with colleagues or students.

- "I don't disclose my sexual orientation at work, which is why I have answered N/A. People do often assume my orientation (incorrectly) based on my partner."

- "I do not share my gender identity/sexual orientation with a larger audience."

- "While I am bisexual, and will eventual[ly] transition to a transwoman, I do not discuss sexuality in or out of class."

- "I don't generally share my status as a queer person so it is hard to gauge folks respect or reaction to that identity."

- "I have not come out to students out of fear of retaliation in course evaluations and because of general fears of a lack of acceptance. These fears could be unfounded, but they are real and have real implications in terms of my willingness to be vulnerable with students in this way."

The lack of comfort in sharing about these identities with colleagues is potentially indicative of a workplace culture that could be more intentionally affirming of LGBTQ+ identities.

Comments also indicated some *confusion or feedback about the topic*. For instance, one faculty member commented that, "I choose neutral for the last two questions as I am not well-informed about them and there is not a "not sure" option." Another respondent shared that, "gender identity/expression is not always understood by the wider faculty" perhaps indicating a larger need for additional information about LGBTQ+ identities and experiences. Taken together this feedback indicates that additional opportunities for education and visibility around LGBTQ+ identities.

Faculty also shared suggestions pertinent to the *methodology of this survey*, for instance by sharing that the survey, "need[s] a don't know category for this and previous list of questions." Similarly, another faculty member commented: "Why is gender identity/expression combined with sexual orientation? These should be two separate sections as the current questions seem to imply that anyone who is LGBTQ+ needs to specify their gender identity, which should

not be the case." This feedback has been noted in relationship to revisions to the next iteration of this survey.

Faculty also offered feedback based on their experiences, that have *implications for policy and practice*. The following quotes provide additional direction for potential interventions.

- "There are great LGBTQIA resources on campus for students. Once again, it's just not something talked about within faculty."

- "Related to these concepts, I changed my name recently, but still find lingering times when someone calls me my old name (from finding my old name on the website somewhere, OR from colleagues who someone can't remember the name change after several years. My name change isn't related to my gender identity, but I think this system needs to be fixed to better support folks whose name change is tied to their gendered sense of self. (and perhaps additional trainings with faculty/staff on why it's important to call people by their preferred names)"

- "The university has a serious problem with women who do not express their gender in traditional and heteronormative ways."

- "'Do you ever wear dresses?' (asked by a dean.)"

Comments such as these indicate that there is still a *need to address microaggressions* as they emerge in interpersonal interactions as well as structural considerations for systems such as community building opportunities for LGBTQ+ faculty and streamlining name changes systems and processes.

Implications

Qualitative responses from LGBTQ+ identified faculty indicate several potential implications for policy and practice. *Methodologically*, faculty shared a number of fruitful insights including the need to define terms used in this survey in multiple places in the survey. For this identity group, including those who described their gender/sexual orientation as "don't know" probably should be analyzed separately from subsequent analyses for LGBTQ+ faculty, as their comments were quite different from those who claimed an LGBTQ+ identity. They also commented that combining gender identity/expression and sexual orientation was problematic.

It is notable that many faculty described *fears about disclosing their gender identity/sexual orientation* to colleagues or students, due to a concern about how others would respond to this disclosure. This indicates that continued work is needed to ensure that faculty (and students and staff) are able to share about their identities and experiences without fear of repercussions. Continuing to provide trainings and accountability on LGBTQ+ identities will help to create a culture of inclusion and belonging for LGBTQ+ faculty.

LGBTQ+ faculty also made several concrete suggestions, such as examining how student reviews of instruction (SRI) data may be biased against LGBTQ+ faculty (which may also be relevant to other faculty with marginalized identities). Another faculty shared a desire for additional resources for LGBTQ+ faculty members, such as those LGBTQ+ students benefit from. Another faculty member shared concerns about the name change process, and the ways that one's old name (or dead name) may continue to appear on University materials, problematically outing faculty to other University community members. Data illustrate that some LGBTQ+ faculty perceive microaggressions persisting in individual interactions (e.g., being asked if they ever wear a dress) as well as structurally (e.g., SRIs). These data also indicate a

continued need to provide opportunities for faculty to address issues of heterosexism and transphobia as they emerge in interactions with faculty, staff, or students, as well as to continue to refine trainings and accountability for University members in regard to gender identity/expression and sexual orientation. As described in the introductory statement to this analysis, these implications are based on a very small number of respondents, indicating a need for cautious engagement with these implications, as well as a need to incorporate additional methods to solicit BIPOC faculty voices in future iterations of climate surveys.

<div align="center">**Faculty with Disabilities**</div>

Summary of Quantitative Analysis

Faculty members were also asked if they identified as having a disability. Disability was defined as "a diagnosed or known medical condition that substantially limits one or more major life activities; inability to fully access the campus experience due to academic or campus accessibility barriers." Out of 399 faculty members who responded to the question, 47 (12%) identified as having a disability. Of these faculty members, 48% of them agreed they *felt welcome on campus.*

Summary of Qualitative Analysis

After utilizing quantitative measures to understand the experiences of faculty with disabilities, faculty respondents were then provided with an open-ended text box with the prompt "please provide any other comments on the topics in this section." Responses indicate areas for additional growth in supporting faculty with disabilities. In this section, only those who identified as having a disability, were provided an opportunity for an open-ended response. Twenty-three faculty wrote in additional information in this section to help us understand their experiences. Due to the limited comments included in this section, one additional participant who shared comments pertinent to their experiences in other open-ended questions on this survey is also included in this section.

The most common type of response in this section was that many faculty shared that they *have not disclosed their disabilities* to colleagues or students, due to fear of how they would respond. For example, as one person shared:

> "I do not always share my disability status with others. I do not believe that people with disabilities are well-represented here at MSU, and I am worried about the stigma associated with my disabilities affecting how much I valued here at MSU."

Similarly, another faculty member shared:

> "I am not "out" about some of my psychological conditions, so this section is difficult to answer. I am afraid to disclose my status, and work extremely hard to avoid letting it get in my way or become a problem that is evident to others."

In addition to concerns about disclosing disabilities to others, others offered *suggestions about how to create more accommodating spaces* for persons with disabilities. The following quotes are examples of suggestions faculty shared about how to improve their experiences.

- "While I have not been treated with overt disrespect, my limitations are often ignored. Exs: 1. Holding meetings on the 2nd floor of an inaccessible building on 9th St. Park., 2. When walking to a meeting or other shared destination, people will walk at a brisk pace and talk to me when I am a half-block or more behind them, struggling to keep up."

- "We need microphones in department meetings; people need "communication appropriate" behaviors for the hearing impaired."

- "Especially in this era of Teams & Zoom meetings, people regularly screen-share documents and materials that are impossible for low-vision individuals to read. During in-person meetings, Powerpoints are often constructed in ways that are impossible for low-vision individuals to read."

- "A disabled employee at MSU Denver is given no assistance in navigating the path necessary to gain disability assistance. ALL emails, resources, and web postings are about how to get those resources to students students students. I had to jump through so

many hoops to get disability accommodations from HR, and then my chairs and my deans summarily ignored the disability agreement with no consequences, and I was left unsupported. I have never worked in a community anywhere at any time that was less friendly and accessible to disabled employees than MSU Denver. It's awful here."

- "Faculty colleagues have openly complained about accommodations to the mailroom/lounge and other public areas. A former chair told me she wouldn't make any more accommodations because I could always leave the building or not come to campus. They also have complained to me personally about accommodations HR has made for me in terms of office equipment."

- "We have had issues where a faculty member's disability was not accommodated in the classroom."

- "Due to an exacerbation of my disability, I was slower to get work graded than I would usually be able to do. Some students wrote hateful comments on SRIs about this, attributing this delay to character flaws and a lack of professionalism, despite my clear and open communication about the role of my disability, and this could impact my professional evaluation."

These remarks indicate some fruitful directions that Departments, Human Resources and other units and individuals across campus can make to better support faculty with disabilities.

Implications

Qualitative data from faculty indicate opportunities for potential practice and policy implications to inform support and inclusion for faculty with disabilities. It is notable that many faculty described *fears about disclosing their disabilities* to colleagues or students, due to a concern about how others would respond to this disclosure. This indicates that continued work is

needed to ensure that faculty (and students and staff) are able to share about their identities and experiences without fear of repercussions. Continuing to provide trainings and accountability on disabilities will help to create a culture of inclusion and belonging for faculty with disabilities.

Faculty also made several concrete suggestions, such as examining how SRI data may be biased against faculty with disabilities (which may also be relevant to other faculty with marginalized identities). Several faculty described ways that meetings or other activities could be improved by using technology more effectively (e.g., using microphones, sharing documents) or by attending to organizational issues with meetings (e.g., accessibility of meeting location, expectations of walking together to a meeting). Faculty also shared that procuring their own accommodations, and having these accommodations honored and respected in teaching or departmental activities were uneven. Additional communications between Human Resources and Departmental/School leadership may help to support faculty with disabilities.

Data illustrate that some faculty with disabilities *perceive microaggressions persisting* in individual interactions (e.g., hearing complaints about accommodations) as well as structurally (e.g., lack of visibly accessible materials in meetings). These data also indicate a continued need to provide opportunities for faculty to address issues of ableism as they emerge in interactions with faculty, staff, or students, as well as to continue to refine trainings and accountability for University members in regard to disability statuses.

<center>**Additional Prominent Themes**</center>

In addition to focusing on the experiences of particular groups of faculty (e.g., BIPOC or LGBTQ+ faculty), five additional themes emerged across all open-ended responses from faculty that contribute to our understandings of faculty experiences of the climate at MSU Denver. This analysis focused on those themes that provide potential implications for intervention: University leadership, Departmental leadership and culture, Critiques about EDI, Differences across faculty, and Additional salient identities.

University Leadership

A number of faculty shared *concerns that University leadership was only nominally invested in EDI issues*, but expressed concern about the how these commitments are operationalized. This theme is illustrated by these exemplary quotes:

- "Campus leadership SAYS that diversity and inclusion is important, but they don't DO a lot about it."

- "Campus leadership says the right buzzwords to show a marginal dedication to diversity and inclusion. Their actions demonstrate a lower rate of dedication to diversity and inclusion."

- "MSU Denver has a long way to go. Broad statements from the administration are not adequate if MSU Denver employees like me have encountered issues related to gender, sexual orientation, disability status, etc."

- "I see no meaningful commitments to diversifying the T[enure]T[rack] faculty or trying to require TT faculty to be better at diversity issues. Most of what I see is lip service to diversity."

While it is not entirely clear what participants meant by "leadership" or "administration" in these narratives, comments such as these indicate that faculty perceived a lack of commitment to EDI issues amongst University leadership. There could be multiple reasons for this, for instance as faculty do not know about the full scope of leadership's EDI activities, or that faculty do not see the connections between EDI actions and University values and goals. These comments offer fruitful direction for future inquiry, in wanting to understand what faculty would like to see in terms of action steps from campus administration, and in how to best publicize existing efforts.

Several faculty members also described what they saw as some of the *barriers to hiring a more diverse faculty*, most frequently described as faculty of color.

- "The fundamental issue with increasing and retaining faculty of color is salary. Other institutions simply pay more than MSU Denver and we see our offers declined to black and brown candidates who report far greater offers elsewhere. While Sr. Administration publicly states a focus on diversity, in truth Sr. Admin is more committed to making Sr. Leadership more diverse with a keen focus on having visible leaders be persons of color and giving the appearance the issue is addressed. The low faculty salary issue and lack of competitive annual raises leaves a system in which we can't hire more persons of color and we lose faculty of color who go elsewhere to receive better compensation."

- "We are criticized because our faculty body is not diverse or representative of the student body, and that is true, and fair. However, it is not due to a lack of interest or commitment to the value of diversity. It is due to a lack of resources. For example, our department has made first offers to people of color in each of the last several faculty searches, and those candidates have turned us down because the salary we offered was laughably low compared to other offers they received. We simply aren't able to compete. We recently

lost a tenured faculty member of color because they were able to move to another tenured

faculty position where they're making twice as much. We simply can't compete."

- "Knowing that the terrible salaries paid to professors is an obstacle to diverse hires, the

    administration has done nothing to address that issue. Likewise, they have done very little

    to try to hire more diverse faculty members."

The issues of salary as it pertains to recruitment and retention of diverse faculty was a common

theme in faculty responses. This represents a strategy that (some) faculty identified as necessary

for improving recruitment and retention efforts. This represents an additional opportunity to

augment complimentary strategies to create compelling job offers with robust support

mechanisms (e.g., mentorship plans, course releases, start-up funds) as well as structural changes

(e.g., clarifying RTP/PTR criteria, holistic faculty evaluations).

Departmental Leadership and Culture

While broad comments about administration and leadership were prominent in these data,

specific comments about departmental culture or the leadership of Chairs were also very

common in faculty responses. The following comments are illustrative of this theme.

- "My department chair appears to be more concerned about upsetting conservative faculty

    members than creating a culture of equity and inclusion."

- "Nepotism is alive and well in my department, as they want to hire their friends. I have

    been bullied by several members of the department and have the evidence to prove it…

    Because of the bad treatment, I am seriously considering leaving the teaching profession

    altogether."

- "Certain faculty in my Department tend to exclude, ignore, and silently bully other

    members of the Department."

- "Garden variety microaggressions in my department."

- "It [discrimination] is pervasive in my department - there is an "in-group" that reminds me of a high school clique."

- "For hires in department it is dictated by chair and his inner circle. Zero diversity, and zero hires with skills perceived to be better than the current leadership."

- "For years (over a decade), a large number of faculty have been reaching out to administrators regarding issues in our department. They ignored us for the most part… We take surveys all the time, then we never see the results. We are told, top down, what will happen. We feel silenced, ignored, and excluded from decision making/shared governance."

- "The former department chair was extremely discriminatory against women who challenged him."

- "It is customary for my department chair and chosen faculty members to discriminate against me and my other colleagues of color and different cultural, ethnic and religious backgrounds and perspectives."

- "I am an immigrant and sometimes felt excluded or undervalued because of my accent by our former chair."

- "Some departments exclude individuals. I was full-time tenure track at MSU Denver and decided to move to another institution based upon cliques and exclusion within my department here."

Taken together these comments indicate how important Departmental culture and leadership are in shaping faculty experience. These examples also highlight frequently articulated concerns that

feedback on surveys such as this one would not be taken seriously, and a desire for more inclusive, Departmental leadership.

This sentiment about the importance of Departmental (or unit) culture was supported by several faculty members commented that they would like to see more trainings and supports available at more "local" levels, such as within Departments.

- "I think that the responsibility of diversity, equity, and inclusion needs to be equally distributed throughout the systems of the MSU. I'm also not sure if centralizing these efforts is a good idea. While some departments that are less inclined to care about diversity, equity, and inclusion may benefit from the centralized setting, other departments have ethics and standards of conduct dictated by our profession and therefore we know how to proceed. Financial support from MSUD would be imperative."

- "I think being vigilant on diversity is an ongoing everyday work of community committed to this (my department). Having whole campus diversity trainings is redundant to me."

- "We need resources for DEI efforts to be provided by the Administration, but it should be left to departments to implement specific plans that are discipline specific."

- "I feel a lot of pushback in my department to ideas related to equity and inclusion - I think there is a desire to be more equitable in our practices, but that faculty feel threatened by what that might actually look like."

Comments from faculty participants indicate that there remains some disconnect between MSU Denver's EDI commitments and what faculty see as relevant activities. Faculty shared concerns about leadership and administration broadly, but also shared many specific examples about

Departmental cultures and leadership as significant contributors to their experiences of EDI at MSU Denver.

Critiques about EDI

While some faculty expressed concern that MSU Denver leadership should do more to focus on EDI goals, many faculty also expressed concern about the focus on EDI activities.

- "Diversity is not critical if we don't have enough funding or students to keep the doors open."

- "Here's a novel idea.....Perhaps we should treat people as individuals rather than as members of groups."

- "Given that MSUD is already highly diverse, it's not clear that further goals and accountability are needed."

- "I believe more emphasis should be placed on a candidate's qualifications and experience than diversity."

- "In my opinion, all these efforts for diversity and inclusion seem unnecessary or at times counterproductive."

These comments indicate that faculty are not monolithic in how they see the importance of EDI goals (e.g., hiring diverse faculty) or the prioritization of these goals. While ubiquitous agreement about University priorities is an unrealistic goal, these responses indicate that EDI goals and strategies may benefit from additional faculty engagement. Departmental specific trainings or engagements may be fruitful settings for additional conversation about our collective EDI goals.

Differences across faculty

The differences between different categories of faculty (e.g., affiliate, tenure-track, tenured), also emerged as a prominent theme as faculty discussed some of the ways that *EDI efforts could be integrated into recruitment, hiring, retention, and promotion practices*. The status of affiliate faculty members was a particularly prominent theme in these data.

- "Affiliate faculty are treated as second-class citizens."

- "Affiliate faculty pay is abysmal, and getting paid once a month (with no paycheck in August and January) causes extreme financial strife. We work hard and deserve to be paid a living wage."

- "Affiliate faculty are not fully integrated into campus so therefore am unsure [how to respond to this question.]"

- "Affiliate faculty are not valued."

- "Affiliate faculty are treated as disposable members of the gig economy. There is a feeling each semester that we are "lucky" to get a class. Not a valued professional but someone who is not quite good enough to have a "real" job at the university."

Affiliate faculty were an engaged proportion of those completing this survey, with 24% of faculty who responded identifying as affiliate faculty members. This indicates the investment that affiliate faculty have in MSU Denver, despite often feeling undervalued by the institution more broadly. While affiliate faculty were most frequently described as under-valued, participants also commented more generally on the *hierarchies that exist between faculty members.*

- "I think faculty are more class conscious than the characters on Downton Abbey and treat our "working classes," CAT II faculty, part-time faculty, and staff like menials."

- "Frankly, I am happy that I don't have to interact with toxic colleagues because of the COVID situation. Many TT faculty have no respect for non-TT faculty or colleagues outside of their scope of disciplines. I self silence as much as possible to avoid getting on anyone's bad side. My opinions do not matter to many of my colleagues. This is due to age, gender, job status, and field. There is no one event, it is just the culture of where I work."

- "I don't always feel valued or heard by University administration as a Category II faculty member."

- "In my department, there is clear classism regarding rank and socioeconomic differences. As Cat 2, I am excluded from many opportunities. Cat 1 faculty openly discuss my job status and my place in the department as less than and othered."

- "Senior faculty who are rude toward junior faculty, or senior faculty who regularly enact microaggressions toward colleagues, are dismissed as "that's just so-and-so," you'll get used to that. Meanwhile, junior faculty who attempt to work with department chairs, deans, or other members of the campus community to address that discrimination are essentially told they are in the wrong. This has happened several times with two senior male colleagues in my department. Apparently their abrasive workplace behavior is accepted, and questioning it is not."

The differences regarding faculty roles, and the differences in power of these roles, may be an important and under-addressed issue that is central to shaping how faculty experience the campus climate.

In addition to the problematic power dynamics amongst faculty that participants described, faculty also commented on *inequities that they saw as present across these roles*. For

instance, several faculty offered suggestions about hiring, retention and promotion processes. For instance, one faculty member asked, "Does MSU Denver track faculty retention based on gender / race / other marginalized identities? Because it seems that's an important component of creating and preserving a diverse faculty." While this issue may be well-tracked by human resources or other relevant units, this comment indicates that this may be helpful information to communicate to faculty. Another faculty member shared that,

> "There is racism and sexism in the RTP and PTR processes and when there are clear issues with racism in academic departments the administration takes months to take action and frames things as issues of individual desire to change instead of structural issues or anything even approaching the antiracist practices the president claims we value."

As this faculty indicates, they are concerns about sources of bias in the RTP/PTR process, and would wish for more expedient responses to issues as they emerge, as well as more proactive, structural revisions to the RTP/PTR process.

In addition to internal review process, faculty also acknowledge that *other job requirements or assessment processes may be important to review*. As one faculty member shared, "There are systemic disadvantages, especially in service expectations and student evaluations, that MSU Denver could do more to address." Similarly another faculty member shared that, "Students will treat faculty differently based on gender." As these two comments indicate,

- "As a female faculty member, I am frequently addressed by first name during in-person or online interactions by students despite introducing myself and always signing off with

my preferred title. My male colleagues are almost never referred to without the title of Dr. or Prof., even male affiliates without PhDs."

- "As a middle aged female professor, I sometimes get SRI evaluation comments from students that I do not think would be given to a male professor. I think students are harsher with me regarding things like organization, "absent-minded professor" type slip-ups, knowing answers to all manner of questions during lecture, etc. Also, students seem to want me to be motherly and nice, and I have been criticized for not being kind enough in the tone of my emails to students. I really do not think this kind of comment would be as likely given to a male professor!"

As these comments illustrate, there may be desire from faculty to critically examine RTP/PTR processes through an EDI lens.

Additional Salient Identities

A final theme that emerged in these data pertain to *other identities* that faculty identified that shaped their experience of campus culture. Due to space and time constraints, this iteration of the campus climate survey was not able to ask detailed questions about all possible salient identities. Yet the following comments offer fruitful direction for future survey iterations.

Age emerged as an important identity as faculty shared about their interactions with colleagues or students. The following quotes exemplify these sentiments.

- "I have experienced discrimination due to my age while working here. Fellow faculty members have expressed that they want to get rid of me to put someone younger that is more like them in my place."

- "Age discrimination is subtle but I feel in student comments it is an issue. Respect for age is no longer part of the younger culture, and there is definite bias against older faculty. I have seen this in some of my colleagues as well."

- "While I know "Age" refers to those over 40, I find being a younger colleague in an older department has equally poor treatment and consequences."

- "Eyes roll when I have to ask questions about technology- because of my age."

- "Because of my age (younger) and job status (tenure level), bringing up new initiatives to administration are often put to the side or minimized and ignored."

Age most frequently emerged in these data as a source of potential discrimination for older faculty members, although as this last comment indicates, younger faculty may also experience marginalization based on age/role.

In addition to age, *gender also emerged as a salient characteristic*. Although participants were asked about gendered experiences in this survey, gender was not specifically focused on in the same way that race, sexual orientation, and disability status were. Despite this, gender emerged frequently in faculty comments.

- "In my department, as a woman, as all the women in the department, I am given the bulk of the job tasks within committees. Men offer excuses or are not given tasks."

- "My department has a strong pattern of microaggression based on gender. I have been ignored and dismissed by my department chair many times. There have been many times in faculty meeting that I have tried to suggest something only to have my chair ignore it and when the same idea is suggest by a man he embraces it. The climate of gender discrimination (though subconscious) is pervasive beyond the chair and there are several

other male faculty members who have extended microaggressions to me and other female faculty members."

- "White men students need more education on why/how asking a faculty member to go alone with them to have drinks on Friday night is sexual harassment."

The salience of gender emerged not only in these comments, but in comments from other sections that indicate that gender is an important intersectional identity for faculty that shape their experiences of inclusion and equity in the workplace.

Implications:

The themes presented in this section provide fruitful direction, both for the next iteration of the Campus Climate Survey, and for improving the climate of inclusion and belonging for faculty. In regard to a next Campus Climate Survey, these data indicate that greater precision in regard to the term "leadership" for faculty, as sometimes comments were directed toward Chairs or Deans, and sometimes more senior members of the leadership team, would enable more targeted potential interventions. The additional salient identities that emerged here also indicate that attending to age and gender in a next iteration of this survey, may provide more nuanced understandings of faculty experience.

The discussion of University leadership indicates that faculty either, 1) need more information about ongoing EDI efforts, of 2) would like different types of activities included in our EDI efforts. Faculty also shared their desire for a more diverse faculty body, as well as some of the challenges they have seen with recruiting and retaining diverse faculty (e.g., salaries that are not nationally or regionally competitive). Departmental leadership and culture also emerged as a strong theme, as faculty shared concerns that Chairs were not well equipped for creating cultures of inclusion and belonging. Departmental leaders may require additional support and

accountability (potentially from Dean's Offices) to address concerns. More generally, faculty requested greater transparency about the processes for addressing concerns. Faculty also suggested that Departmental specific trainings or other unit-specific investments may have a significant impact on Departmental culture.

Some faculty also shared concerns about the focus on EDI activities, indicating that more opportunities to share data about why EDI efforts are critical to broader University successes may help faculty understand these goals. These questions also indicate a potential gap in ensuring that faculty are committed to our University mission, and that systems of accountability exist to ensure this alignment. Faculty also shared concerns about differences across different "categories" of faculty, with attention to inequalities that may lead to issues being more difficult to address between faculty with different titles. These inequalities may also persist across RTP/PTR processes, indicating an opportunity to examine these processes for potential sources of bias. Service allocation may be another fruitful domain for examination, as a potential source for inequality of workload.

For additional questions about the results from the analyses of faculty data from the 2021 Campus Climate Survey, or feedback about the next iteration of this survey please reach out to: Jeremy VanHooser, Associate Director of Equity, Diversity, and Inclusion in the Office of Diversity and Inclusion at jvanhoo1@msudenver.edu.