2021 CU Boulder Campus Culture Survey Report

April 2022
Office of Institutional Equity and Compliance
Office of Data Analytics

University of Colorado **Boulder**

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Overview

Goals

The purpose of the Campus Culture Survey (CCS) is to gather actionable information from CU Boulder students, staff, and faculty about their classroom, workplace, and (for undergraduates) campus residential environments. The survey findings will assist campus leadership in the development and implementation of policies and practices aimed at addressing inequities that interfere with creating and maintaining a respectful and inclusive environment for all members of our campus communities.

Survey Content

There are four versions of the CCS (faculty, staff, graduate student, and undergraduate), each tailored to capture each group's distinct perspective within their respective university contexts. The survey assesses participants' sense of belonging, respect, and support (see Appendix A for a description of the survey themes). The CCS also asks questions about identity-based discrimination and harassment, including sexual harassment, as well as experiences of incivility and whether the participant would attribute those experiences to aspects of their identity. In addition, the survey covers a range of identity-based harms that may occur in the workplace, classroom, and (for undergraduates) residence hall environments.

Students are asked about mentoring and also about sexual misconduct, including sexual assault, sexual exploitation, intimate partner violence, and stalking (results to be shared in fall 2022). In addition, undergraduates answer questions about close friendships at CU and difficulty connecting with study peers.

Finally, the CCS asks for information about key demographic and background characteristics that supplement demographic information drawn from institutional records. These demographic and background indicators will be used to compare reported workplace, classroom, and undergraduate residence hall experiences across groups.

Response Scales

Most survey items are phrased as disagree/agree statements and are measured on a 6-point scale: 1=Strongly disagree to 6=Strongly agree. For most survey items, participants had the option to skip the question or to answer "Don't know/Not applicable." When presenting the summarized results in this report and in the results dashboard, we organized the distribution of responses across the 6-point scale into three response categories: Disagree (1-3), Somewhat agree (4), and Agree/Strongly agree (5-6). This display clearly shows the places where we are succeeding (5 and 6), where there are risks (4), and where there are problems that need to be addressed (1-3).

Survey Process

Survey Development, Administration, and Analysis Team

The Office of Institutional Equity & Compliance (OIEC) developed the Campus Culture Survey in collaboration with the Office of Data Analytics (ODA) and a range of campus partners. ODA

administered this survey, prepared the data for analysis, and developed the data visualization dashboard of results; OIEC performed the analyses and created the survey report and executive summary of the findings.

Sarah Baumann	Assistant Director of Measurement Insights, Office of Data Analytics
Frances Costa	Senior Researcher, Office of Data Analytics
Erin McPherson	Quantitative Research Analyst, Office of Institutional Equity and Compliance
Amy Biesterfeld Nakatani	Director of Measurement and Assessment Insights, Office of Data Analytics; Member of the Inclusion, Diversity, and Excellence in Academics (IDEA) Council
Robert Stubbs	Director of Institutional Research, Office of Data Analytics
Julie Volckens	Director of Assessment, Office of Institutional Equity and Compliance; Member of the Inclusion, Diversity, and Excellence in Academics (IDEA) Council
Teresa Wroe	Senior Director of Education and Prevention/Deputy Title IX Coordinator, Office of Institutional Equity and Compliance
Emilie Young	Principal, User Experience, Office of Data Analytics

Key Stakeholders

In May 2021, a group of key campus stakeholders was assembled to review the survey instrument, including the demographic and background characteristics questions, discuss the logistics of the lead-up to the survey launch, guide communications content and strategies, and assist with outreach to raise awareness and support for the survey through their respective campus networks. A full list of stakeholders and their respective roles is provided in Appendix B.

Communications

In preparation for the fall survey administration, campus communications began in May 2021 to educate community members about the upcoming survey. Survey communications were tailored for each audience and were sent before and during the survey administration period. This included articles and announcements in CU Boulder Today, administrative emails from campus leadership, and targeted outreach during the administration period from campus leaders and governance groups. The survey was also accompanied by a branded marketing and social media campaign.

Survey Administration

Staff in the CU Boulder Office of Data Analytics (ODA) administered the survey using Qualtrics online software. The CCS launched on October 18 and closed November 28, 2021; 45,384 students and employees were invited to take the survey. Participants received a unique link at their CU Boulder email address. Staff members were encouraged to take the survey during work hours; many faculty allotted class time (either during class or through early release from class) for students to complete the survey. Reminders were sent 8 times during the

administration period to those who had not yet completed the survey. Using the Qualtrics anonymize function, personal information, such as email and IP addresses, was erased from the participant's response at the time a survey was submitted. In addition, the data file is encrypted and stored in a secure, encrypted drive that only ODA staff can access.

Survey Incentives

Over $97,000 in incentive funds were distributed to participants who completed the survey. Incentives included small Campus Cash awards as a token of thanks, and drawings for cash prizes and campus Bookstore gift cards. Students also had the option to donate their incentive to one of two campus charities; this raised over $29,000 in donations.

Participation Rates and Representativeness

Participation rates were: faculty 59% (n = 2,132/3,586), staff 73% (n = 3,289/4,510), graduate students 48% (n = 3,358/7,016), and undergraduates 30% (n = 9,200/30,272). An accounting of complete and partial participants is provided in Appendix C. In each survey group, respondents were generally very similar to the overall population. Instances where there is a difference of 4% or greater include the overrepresentation of women in all four campus roles; among staff there is an overrepresentation of White employees and an underrepresentation of classified staff.

Survey Findings

Findings for participants in all roles with minoritized identities are often substantially less positive than the aggregated results. This includes results among those who identify as LGBTQ+, gender diverse, as having a disability, as being from a historically marginalized race, ethnicity, or religious group, and women. Please explore the CCS website including the survey results dashboard to gain a fuller understanding of the diverse range of experiences that CU community members reported in this survey.

This discussion of results focuses primarily on those survey items that statistical analyses indicate are most representative of the underlying themes of the survey (see the structural equation modeling results).

For questions about the survey or findings, send an email or visit the OIEC Assessment webpage.

Undergraduates

Areas of Strength
The findings indicate several positive aspects of the undergraduate classroom environment. *Overall*, 70% or more of undergraduates *agree* or *strongly agree* that in most of their courses:

- They feel comfortable being themselves (71%).
- Course instructors successfully manage discussions about sensitive or difficult topics (73%).
- Course instructors do not tolerate the use of stereotypes, prejudicial comments, or ethnic, racial, or sexual slurs or jokes (85%).

- They have opportunities for academic success that are similar to those of their classmates (79%).
- Students are treated with respect by instructors (82%).

Overall, 70% or more of undergraduate students also *agree/strongly agree* that in most of their courses rude behavior is not accepted (72%), angry outbursts are not tolerated (78%), respectful treatment is the norm (79%), and everyone is treated with dignity (76%).

In addition, *overall*, the great majority of undergraduate participants *agree/strongly agree* that they feel intellectually stimulated at CU (71%) and are treated with respect in the classroom by graduate students (80%).

Opportunities for Improvement

Again, focusing on the survey items that statistical analyses indicate are most representative of the underlying themes of the survey, there are many areas of concern related to undergraduates' sense of belonging. *Overall*, 55% or fewer undergraduates *agreed/strongly agreed* with the items listed below.

At CU:

- They feel valued (45%).
- They have a sense of community at CU (50%).
- They feel supported (51%).

In terms of their experiences in the residence hall:

- The social environment helps them feel like they belong (51%).
- They feel included (55%).
- They feel able to trust most of the other people who live there (50%).

Although not part of the list of core items identified by the statistical analyses, several other survey items showed concerningly low levels of agreement. *Overall*, only half or slightly more than half of undergraduate participants *agree/strongly agree* that:

- Faculty are invested in their success (56%).
  - This percentage is lower for Black/African American and Middle Eastern/North African students (both 49%) and American Indian/Alaska Native students (42%).
- They feel a connection with one or more of their instructors (57%).
- Offensive comments made during class discussions have been challenged by course instructors (58%).

Study Peers

As is revealed in the statistical analyses, difficulty finding study peers is significantly *negatively* related to belonging at CU for undergraduate participants—that is, students who have more trouble finding friends to study with or borrow notes from feel less belonging at the university. Results indicate that finding study peers is indeed difficult for many students. Fewer than one-third of undergraduates who responded to the survey found it *easy* or *very easy* to:

- Find someone in class to borrow notes from (29%).
- Find other students to study with (26%).

- Get to know other students in their classes (21%).

Mentoring

Nearly half of undergraduate participants report that they do not have a mentor at CU (49%). Of the remaining half, 23% indicated that they have one mentor and 28% report having two or more mentors. The statistical analyses reveal that undergraduates who have two or more mentors are significantly more likely to say that they would choose CU again, as compared to those with only one mentor. Students could identify the role(s) of their mentor(s): faculty was the role most frequently selected (72%), followed by undergraduate (37%), graduate student (27%), and staff member (35%). In addition, 13% of undergraduate participants reported alumna/alumnus as a mentor.

Friendships

The great majority of undergraduate participants report having a close friend at CU (83%). For 20%, that close friend is someone the student knew *before* coming to CU; for 63%, that friend is *newly made* since arriving at CU. Whether the close friend is old or newly made, the overwhelming majority of undergraduates rate this person as a "high quality" friend who is there for them when they need it and whom they hope to stay friends with for a long time.

Among those who report *not* having a close friend at CU, only 18% *agree/strongly agree* that they have a sense of community at CU, compared to 59% of students with a close CU-made friend. A close friend that pre-dates CU still provides social support, but to a lesser degree than a newly made close friend (46% in this group *agree/strongly agree* that they have a sense of community at CU).

Similarly, for those *without* a close friend at CU, only 36% *agree/strongly agree* that they would attend CU Boulder (given the chance to choose again), compared to 61% of students with a close CU-made friend. Again, having a close friend that pre-dates CU matters (53% in this group *agree/strongly agree* that they would choose CU again), but has less impact than a new close CU friend. This benefit of having a close CU-made friend is present among first year and upper-division students, first generation and non-first generation students, and Colorado residents and out-of-state students.

Experiences of Incivility

Less than half of undergraduate participants (44%) reported experiencing incivility in the context of their CU-related activities. Rates were higher for undergraduates who are gender diverse (63%), LGBTQ+ (58%), who have a disability (54%), or who are women (50%). Rates were also higher for undergraduates who are Black/African American (50%), American Indian/Alaska Native (51%), and Native Hawaiian or other Pacific Islander (54%), and especially so for women from these historically marginalized race groups.

Overall, the most commonly reported uncivil behaviors were:

- Someone constantly interrupting/talking over you (17%)
- Condescension or dismissive remarks (16%)
- Inappropriate jokes or humor (15%)

Undergraduate participants who experienced incivility identified other undergraduates (73%), faculty members (17%), staff (9%), and graduate students (8%) as the offenders; 12% preferred not to answer this question.

Overall, 28% of undergraduates who reported experiencing incivility attributed the behavior(s) to an aspect of their identity; participants could choose all protected-class identities that applied. The most common identity attributions were sex or gender (65%), race or color (32%), and sexual orientation (21%). *When targets attribute incivility to aspects of their identity, these acts characterize microaggressions, and possibly represent violations of the discrimination and harassment policy.*

As shown in Table 1, many undergraduate participants also report experiencing considerable consequences as a result of their experiences of incivility. These consequences are most prevalent among those who attributed incivility to an aspect of their identity (or were unsure).

Table 1. Percentage of undergraduate participants who experienced consequences of incivility

Consequences of Incivility	Experienced incivility *not* related to identity	Experienced incivility related to identity (or were unsure)
Eroded confidence in their abilities	31%	56%
Affected their mental health	43%	65%
Affected their physical health	9%	19%
Incivility caused them to:		
Be less committed to CU	28%	49%
Consider leaving CU	17%	30%
Consider not recommending CU	15%	34%
Be less productive in their academic work	33%	52%

Additionally, across many survey items, it is clear that undergraduates who experience incivility also experience a campus, residence hall, and (for students who attribute incivility to their identity) classroom environment that is less supportive and respectful. These differences can be explored in detail in the CCS results dashboard by applying the compare groups option for incivility.

Course Instructors' Skill for Managing Difficult Discussions

For undergraduate participants, course instructors' skill for successfully managing difficult or sensitive class discussions greatly affects students' experience of the classroom and their sense of belonging at CU. The impact of these skills is similar across race and ethnicity groups.

Overall, among undergraduate participants, the majority (73%) *agree/strongly agree* that their course instructors successfully manage difficult class discussions, 19% *somewhat agree*, and 9% *disagree* that their course instructors have these skills.

As seen in Table 2, when undergraduate participants perceive their course instructors as successful at managing challenging classroom discussion, 65% *agree/strongly agree* that at CU, they're treated like they belong. In contrast, among undergraduates who *do not* perceive their course instructors as having these skills, less than one-third (29%) *agree/strongly agree*

that they're treated like they belong. This pattern of findings is replicated across survey items reflecting sense of belonging, classroom culture, and commitment to CU.

Table 2. Percentage of undergraduate participants who *agree/strongly agree* with each survey item according to their rating of course instructors' ability to manage difficult classroom discussions

(Percentages indicate those who *agree* or *strongly agree* with each survey statement) Survey Item	Disagree /Strongly Disagree Course Instructors Successfully Manage Difficult Discussions	Somewhat Agree Course Instructors Successfully Manage Difficult Discussions	Agree/Strongly Agree Course Instructors Successfully Manage Difficult Discussions
At CU, I'm treated like I belong.	29%	42%	65%
I'm proud to be a student at CU.	35%	50%	70%
I feel intellectually stimulated.	47%	60%	77%
Faculty are invested in my success.	28%	40%	64%
I feel a connection with one or more of my instructors.	37%	43%	64%
Students are treated with respect by other undergraduate students.	38%	51%	78%
Students are treated with respect by instructors.	47%	65%	91%
If I had it to do over again, I would choose to attend CU Boulder.	31%	44%	61%
% who experienced incivility	*69%*	*56%*	*39%*

The presence of effective classroom leaders is also associated with a lower incidence of incivility experienced by undergraduate students. The percentage of undergraduates who report experiencing incivility during their time at CU is substantially higher when they perceive classroom instructors as being less successful at managing difficult classroom discussions (69%), as compared to when they perceive them as skilled in this regard (39%). Even being *somewhat* successful in this regard appears to offer a protective buffer against incivility, with 56% of undergraduates in that response category reporting experiences of incivility.

Sexual Harassment

Overall, 13% of undergraduate participants reported having experienced one or more sexual harassment behaviors in the context of their CU-related activities since becoming a CU student. Sexual harassment was experienced by 24% of gender diverse students, 19% of women, and 4% of men.

The most commonly reported sexual harassment behaviors for undergraduates overall are:

- Made offensive remarks to you (or about you to others) regarding your appearance, body, or sexual activities
- Made unwanted attempts to touch you in a sexual way
- Without your consent, touched you or made you touch them in a sexual way, did something sexual to you, or made you do something sexual to them

Among undergraduates who experienced sexual harassment, another undergraduate was the most frequently identified perpetrator role (78%), followed by graduate student (4%) and faculty member (2%). Some undergraduates preferred not to identify the perpetrator role(s) (11%). As is shown in Table 3, many students who experienced sexual harassment also experienced considerable consequences that stemmed from the behavior(s):

Table 3. Percentage of undergraduate participants who experienced consequences of sexual harassment

Consequences of Sexual Harassment	Women	Gender Diverse	Men
Eroded confidence in their abilities	42%	38%	37%
Affected their mental health	68%	73%	60%
Sexual harassment caused them to:			
Be absent from classes	31%	20%	16%
Be less committed to CU	33%	32%	33%
Consider leaving CU	22%	19%	26%
Consider not recommending CU	25%	24%	26%
Be less productive in their academic work	40%	46%	35%

Identity-Based Harms

The CCS included items that assess negative experiences related to identity. *Any* reports of feeling targeted on campus for one's race or ethnicity, disability status, sexual orientation, sex or gender identity, political or religious beliefs, or other protected-class identity or identities are unacceptable. Below are the Identity-Based Harms survey items that are most representative of this theme for undergraduates, and the rates of agreement with these items *overall* across all undergraduate survey participants. *The rates for undergraduates from minoritized or underrepresented identity groups are often considerably higher than the overall rate.* Please explore the CCS dashboard of results to gain a fuller understanding of these findings.

- I have had the experience of being excluded or marginalized from a lab or other workgroup at CU due to an aspect of my identity. **Overall: 10%**
- Because of my identity, I am left out of conversations or activities in the classroom. **Overall: 10%**
- Because of my identity, other students act as if they think I don't belong at CU. **Overall: 13%**
- An aspect of my identity has been insulted or made fun of in the classroom. **Overall: 11%**
- Because of my identity, faculty/instructors act as if they think I don't belong at CU. **Overall: 7%**

Protected-Class Discrimination

Overall, 21% of undergraduate participants reported having experienced protected-class discrimination during their time at CU.

The most common protected-class discrimination identity attributions made by undergraduates were sex or gender (6%), race or color (4%), political affiliation or philosophy[1] (2%), sexual orientation (2%), and age (2%); an additional 8% of undergraduates were unsure whether the discrimination they had experienced was related to their identity.

As with other protected-class harms assessed in this survey, many undergraduate participants who report experiencing discrimination during their time at CU also report dealing with considerable consequences as a result of this experience (see Table 4).

Table 4. Percentage of undergraduate participants who experienced consequences of protected-class discrimination

Consequences of Protected-Class Discrimination	Percentage who responded "yes"
Eroded confidence in their abilities	41%
Affected their mental health	51%
Affected their physical health	16%
Discrimination caused them to:	
Be less committed to CU	37%
Consider leaving CU	28%
Consider not recommending CU	33%
Be less productive in their academic work	37%

Commitment to CU

Commitment to CU was measured by two items: first, the likelihood that, if they had it to do over again, the student would choose to attend CU Boulder; and second, whether the student had seriously considered leaving CU Boulder. In response to the first question, 55% of undergraduate participants *agree/strongly agree* that they would choose to attend CU again. A slightly larger percentage (60%) *agree/strongly agree* that they have not seriously considered leaving CU.

Commitment to CU, as measured by both items, is greatly diminished for undergraduate participants who have experienced incivility, especially incivility related to identity. Commitment is also much lower for undergraduates who don't have a mentor, a close friend, or who *often* or *always* have difficulty paying for basic necessities.

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[1] Among those undergraduate participants who reported experiencing discrimination based on political affiliation or philosophy 18% were Unaffiliated, 20% Independent, 21% Democrat, 24% Republican, and 29% Other.

Graduate and Professional Students

Areas of Strength

The findings indicate a number of positive aspects of the graduate student academic/work environment. *Overall*, 70% or more of graduate students *agree* or *strongly agree* that in their graduate program:

- They're treated like they belong (70%).
- They're proud to be a student in their graduate program (75%).
- Angry outbursts are not tolerated (71%).
- Respectful treatment is the norm (77%).
- Everyone is treated with dignity (72%).
- Overall, the social climate is positive (71%).
- Overall, the intellectual climate is positive (77%).
- Students are treated with respect by their advisors (73%).
- Students are treated with respect by faculty (76%).

Opportunities for Improvement

Again, focusing on the core survey items that statistical analyses indicate are most representative of the underlying themes of the survey, there are several areas of concern. Overall, 55% or fewer graduate student respondents *agreed/strongly agreed* that they have a sense of community at CU (47%) or that in their graduate program:

- Evaluation criteria are clear (55%).
- Departmental resources are allocated transparently (42%).
- Faculty effectively address problematic behaviors that undermine the academic/work environment. (50%).

Although not part of the list of core items identified in the statistical analyses, several other survey items showed concerningly low levels of agreement. *Overall*, one in three graduate students (33%) *disagree/strongly disagree* that:

- Faculty *do not* say things or behave in ways that humiliate or intimidate people.
- They *do not* feel excluded from informal networks within their graduate program.

Mentoring

About one-quarter of graduate student participants report that they do not have a mentor at CU (27%). Of the remaining group, 25% indicated that they have one mentor and 48% report having two or more mentors. The statistical analyses reveal that graduate students who have two or more mentors are significantly more likely to say that they would choose CU again, as compared to those with only one mentor. Students could identify the role(s) of their mentor(s): faculty were, by far, the most frequently cited (92%), followed by graduate student (39%), and staff member (20%). In addition, 12% of graduate student participants reported as having an alumna/alumnus as a mentor.

Experiences of Incivility

Almost one-half of graduate student survey participants (47%) report experiencing incivility in the last 12 months. Rates were higher for graduate students who identify as gender diverse

(72%) or LGBTQ+ (63%), who have a disability (62%), are women (53%), are Native Hawaiian or other Pacific Islander (59%), are American Indian/Alaska Native (58%), are Middle Eastern or North African (54%), or are Latin*/Hispanic (52%). Rates are especially higher for American Indian/Alaska Native women (68%).

Overall, the most commonly reported uncivil behaviors were:

- Non-responsiveness/slow responsiveness to emails or requests (24%)
- Condescension or dismissive remarks (21%)
- Demands of excessive sacrifices in your time, health, or social life (18%)

More than two-thirds (69%) of those who experienced incivility indicated at least two individuals had engaged in this behavior toward them: offenders included faculty members (57%), graduate students (41%), staff (13%), undergraduates (12%), and administrators (8%); 16% of graduate student participants preferred not to answer this question. The great majority of faculty and graduate student offenders were affiliated with the graduate student participant's department (94% and 91%, respectively).

Overall, 19% of graduate students who reported experiencing incivility attributed the behavior(s) to an aspect of their identity. The most common identity attributions were sex or gender (67%) and race or color (35%).

As shown in Table 5, many graduate student participants also report experiencing considerable consequences as a result of their experiences of incivility. These consequences are most prevalent among those who attributed incivility to an aspect of their identity (or were unsure if it was identity-related).

Table 5. Percentage of graduate student participants who experienced consequences of incivility

Consequences of Incivility	Experienced incivility *not* related to identity	Experienced incivility related to identity (or were unsure)
Eroded confidence in their abilities	43%	67%
Affected their mental health	48%	72%
Affected their physical health	18%	25%
Incivility caused them to:		
Be less committed to their graduate program	40%	55%
Be less certain about their future career	39%	59%
Be less productive in their academic work	49%	63%
Consider leaving CU	20%	40%
Consider not recommending CU	24%	48%

Among graduate student participants who make an identity attribution for the incivility they experienced (or were unsure), only about one-third *agree/strongly* agree that:

- They have a sense of community at CU (28%).

- At CU, they're treated like they belong (33%).
- They feel like a respected member of the CU community (34%).
- In their graduate program, rude behavior is not accepted (33%).
- They are comfortable expressing ideas or opinions without fear it will affect how individuals in their graduate program treat them (33%).
- In their graduate program, faculty *do not* say things or behave in ways that humiliate or intimidate people (30%).
- They *do not* feel excluded from informal networks in their graduate program (29%).
- Faculty effectively address problematic behaviors that undermine the work environment (23%).
- Evaluation criteria are clear (34%).
- Departmental resources are allocated transparently (23%).

Faculty's Ability to Address Problematic Behavior

Just as course instructors' skill is a critical determinant of how undergraduates experience their classroom culture, for graduate students, the ability of their program faculty to effectively address problematic behaviors that undermine the academic/work environment is a critical determinant for how graduate students experience their program culture. Whether or not faculty leaders are able to successfully address problematic behaviors is particularly detrimental for their graduate students with minoritized identities.

As seen in Table 6, when graduate student participants *disagree* that their departmental faculty effectively address problematic behaviors, only 41% *agree/strongly agree* with the statement, "In my graduate program, I'm treated like I belong." In contrast, among graduate students who perceive their departmental faculty as effective at addressing these problems, 84% *agree/strongly agree* that in their department, they're treated like they belong. This pattern of findings for belonging is strikingly replicated across survey items.

Table 6. Percentage of graduate students who *agree/strongly agree* with each survey item according to their rating of faculty's ability to effectively address problematic behaviors that undermine the graduate program environment

(Percentages indicate those who *agree* or *strongly agree* with each survey statement) Survey Item	Disagree/ Strongly Disagree Program Faculty are Effective at Addressing Behavior	Somewhat Agree Program Faculty are Effective at Addressing Behavior	Agree/Strongly Agree Program Faculty are Effective at Addressing Behavior
In my graduate program, I'm treated like I belong.	41%	65%	84%
Students in my graduate program are treated with respect by faculty.	38%	69%	94%
I receive adequate support/mentoring to advance in my professional development.	35%	57%	80%
Overall, the intellectual climate of my graduate program is positive.	44%	72%	92%
Overall, the social climate of my graduate program is positive.	35%	65%	89%
If I had it to do over again, I would choose to work at CU Boulder.	34%	61%	76%
% who experienced incivility	*80%*	*58%*	*29%*

The presence of effective faculty leaders is also associated with a lower incidence of incivility experienced by graduate students. The percentage of graduate students who report experiencing incivility during their time at CU is substantially higher when they perceive faculty as being ineffective at addressing problematic behavior (80%), as compared to when they perceive faculty as skilled in this regard (29%). Even being *somewhat* effective at addressing problematic behaviors appears to offer a protective buffer against incivility, with 58% of graduate students in that response category reporting experiences of incivility.

Another apparent benefit of faculty having skills for effectively addressing problem behaviors is that when graduate students *do* experience incivility, their likelihood of experiencing negative consequences is greatly diminished. As shown in Table 7, a substantially lower percentage of graduate students experience negative consequences of incivility, such as physical and mental health effects, when their program faculty are skilled at addressing behavior problems.

Table 7. The percentage of graduate student participants who report experiencing negative consequences of incivility according to whether their faculty are effective at addressing problematic behaviors that undermine the graduate program environment.

(Percentages indicate those who chose "yes" for each consequence of incivility) Consequence of Incivility	Disagree/ Strongly Disagree Program Faculty are Effective at Addressing Behavior	Somewhat Agree Program Faculty are Effective at Addressing Behavior	Agree/Strongly Agree Program Faculty are Effective at Addressing Behavior
Eroded confidence in their abilities	69%	51%	41%
Affected their mental health	77%	57%	42%
Affected their physical health	35%	15%	11%
Incivility caused them to:			
Be less committed to your graduate program	70%	41%	28%
Consider leaving CU	47%	21%	17%
Consider not recommending CU	57%	29%	17%
Consider not pursuing a graduate degree	43%	21%	16%
% who experienced discrimination	*36%*	*19%*	*9%*

Further, when faculty are able to effectively address behavior problems, graduate students are far less likely to report experiencing discrimination.

Finally, although reports of sexual harassment are far less common in general than reports of discrimination, this same pattern emerges. When program faculty are effective, 4% of female graduate students and 1% of males graduate students report experiencing sexual harassment compared to 14% and 6%, respectively, when program faculty are ineffective.

Sexual Harassment

Overall, 4% of graduate student participants report having experienced one or more sexual harassment behaviors in the context of their CU-related activities since becoming a student at CU. Sexual harassment was experienced by 6% of women and 2% of men. Although 6% of individuals who identify as gender diverse also reported having experienced sexual harassment, the small number of these participants prohibits the presentation of more detailed information about their experience.

Among graduate students overall, the most commonly reported sexual harassment behaviors were:
- Made offensive remarks to you (or about you to others) regarding your appearance, body, or sexual activities
- Continued to ask you out for dates, drinks, dinner, etc., even though you said, "No"
- Made offensive sexualized remarks to you (or about you to others) by text, email, or social media

Among graduate students who experienced sexual harassment, 23% of women and 37% of men indicated at least two individuals had engaged in this behavior toward them: perpetrators

included graduate students (57% of women; 71% of men), faculty members (14% of women; 16% of men), undergraduates (10% of women and men), and CU postdocs (10% of men%, 2% of women). Some graduate student participants preferred not to answer this question (8% of women, 3% of men). The great majority of sexual harassment perpetrators were affiliated with the graduate student participant's department (90% for men; 73% for women).

As is shown in Table 8, although the number of graduate student participants who reported experiencing sexual harassment is small, for many of those who did, there were considerable consequences that stemmed from the experiences:

Table 8. Percentage of graduate student participants who experienced consequences of sexual harassment

Consequences of Sexual Harassment	Women	Men
Eroded confidence in their abilities	35%	26%
Affected their mental health	67%	52%
Affected their physical health	18%	19%
Sexual harassment caused them to:		
Be less committed to their graduate program	35%	32%
Be less certain about their future career	34%	26%
Be less productive in their academic work	52%	39%
Consider leaving CU	24%	29%
Consider not recommending CU	31%	35%

Identity-Based Harms

The CCS included items that assess negative experiences related to identity. *Any* reports of feeling targeted on campus for one's race or ethnicity, disability status, sexual orientation, sex or gender identity, political or religious beliefs, or other protected-class identity or identities are unacceptable. Below are the Identity-Based Harms survey items that are most representative of this theme for graduate students, and the rates of agreement with these items *overall* across all graduate student survey participants. *The rates for graduate students from minoritized or marginalized identity groups are often meaningfully higher*.

- I've considered leaving CU because of negative experiences related to my identity. Overall: **12%**
- I have been singled out because of an aspect of my identity. Overall: **19%**
- I've been the target of indirect comments that express a negative attitude toward my identity. Overall: **19%**
- My identity influences other graduate students' opinions about my abilities. Overall: **23%**
- My identity influences my advisor's opinions about my abilities. Overall: **12%**

Protected-class Discrimination

Overall, 17% of graduate student participants reported experiencing protected-class discrimination during the last 12 months.

The most common protected-class discrimination identity attributions made by graduate student participants were sex or gender (3%) and race or color (2%); an additional 9% of graduate students were unsure whether the discrimination they had experienced was related to their identity.

As with other protected-class harms assessed in this survey, many graduate student participants who reported experiencing discrimination in the past 12 months also reported dealing with considerable consequences as a result of this experience (see Table 9).

Table 9. Percentage of graduate student participants who experienced consequences of protected-class discrimination

Consequences of Protected-Class Discrimination	Percent who responded "yes"
Eroded confidence in their abilities	54%
Affected their mental health	62%
Affected their physical health	22%
Discrimination caused them to:	
Be less committed to their graduate program	44%
Consider leaving CU	36%
Consider not recommending CU	45%
Be less productive in their academic work	48%

Commitment to CU

Commitment to CU was measured by two items: first, the likelihood that, if they had it to do over again, the student would choose to attend CU Boulder; and second, whether the student had seriously considered leaving CU Boulder. In response to the first question, 63% of graduate student participants *agree/strongly agree* that they would choose to attend CU again. A slightly larger percentage (68%) *agree/strongly agree* that they have not seriously considered leaving CU.

Commitment to CU, as measured by both items, is greatly diminished for graduate student participants who have experienced incivility, especially incivility related to identity. Commitment is also much lower for graduate students who are responsible for caring for other adults or who *often* or *always* have difficulty paying for basic necessities.

Staff Results

Areas of Strength

The findings indicate several positive aspects of the staff workplace environment. *Overall*, a majority (≥ 70%) of staff *agree* or *strongly agree* that they are proud to work at CU (75%). A majority also *agree/strongly agree* that in their department:

- They are proud to work in their department (76%).
- Respectful treatment is the norm (72%).
- Everyone is treated with dignity (70%).
- Staff are treated with respect by department colleagues (76%).
- Their work is respected by the people they work with (76%).

Although this item was not included as one of the core items in the statistical analyses, an additional strength identified in the findings is that the great majority of staff supervisors *agree/strongly agree* that supervisors are treated with respect by the employees they supervise (80%). This was true for supervisors across identity groups. *However*, this was far less true for staff supervisors who have experienced incivility during the last 12 months that they attribute to their identity. In this case, only 66% of supervisors *agree/strongly agree* that supervisors are treated with respect by employees.

Opportunities for Improvement

Again, focusing on those survey items that statistical analyses indicate are most representative of the underlying themes of the survey, we find that there are areas of concern. *Overall*, 55% or fewer staff *agree/strongly agree* with these items that measure CU belonging:

- Their work is valued by CU (55%).
- They have a sense of community at CU (53%).

Within their department, *overall*, 55% or fewer staff *agree/strongly agree* that:

- They receive feedback and coaching to help them meet their performance expectations (45% of staff in Academic Affairs).
- Supervisors/department leaders effectively address problematic behaviors that undermine the work environment (47%).

Although not part of the list of core items, two other survey items showed concerningly low levels of agreement.

- Departmental resources are allocated transparently (46%).
- I am provided opportunities to advance in my career (42%).

Staff and Faculty Relations

The CCS results reveal some concerning insights about the state of faculty-staff relations at CU Boulder. Only 51% of staff participants *agree/strongly agree* that they are treated with respect by faculty, and, for staff in Academic Affairs, this number drops to 43%. In contrast, 70% of faculty *agree/strongly agree* that they treat staff with respect. This disparity between staff and faculty perceptions of how staff are treated may explain the finding that only about one-half of staff feel that their work is valued at CU. Staff are essential to the effective functioning of the university and to student retention, but their critical role is often underacknowledged and underappreciated.

Experiences of Incivility

Almost one-half of all staff survey participants (49%) reported experiencing incivility in the last 12 months. Rates were higher for staff who identify as LGBTQ+ (62%), have a disability (59%), are American Indian/Alaska Native (67%), are Middle Eastern or North African (59%), are Black/African American (55%), or who supervise other employees (58%). Rates were also higher for university officers/leaders (64%).

Overall, the most commonly reported uncivil behaviors were:

- Non-responsiveness/slow responsiveness to emails or requests (31%)
- Condescension or dismissive remarks (21%)

- Complaints being made about you to others behind your back (15%)
- Someone constantly interrupting/talking over you (15%)
- Someone taking credit for your work/ideas (14%)

Almost three-quarters (74%) indicated at least two individuals had engaged in this behavior toward them; offenders included other staff members (69%), faculty members (24%), and administrators (20%); 13% of staff participants preferred not to answer this question. The great majority of staff offenders (80%) were affiliated with the staff participant's department.

Overall, 13% of staff who reported experiencing incivility attributed the behavior(s) to an aspect of their identity (or were unsure). The most common identity attributions for classified staff were age (56%), sex or gender (50%), and race or color (35%). For university staff, the most common identities were sex or gender (62%), age (41%), and race or color (35%).

As shown in Table 10, many staff also report experiencing considerable consequences as a result of their experiences of incivility. These consequences are most prevalent among those who attributed incivility to an aspect of their identity or were unsure if it was identity-related.

Table 10. Percentage of staff participants who experienced consequences of incivility

Consequences of Incivility	Experienced incivility *not* related to identity	Experienced incivility related to identity (or were unsure)
Eroded confidence in their abilities	34%	54%
Affected their mental health	41%	67%
Affected their physical health	13%	31%
Incivility caused them to:		
Be less committed to CU	38%	56%
Consider leaving CU	41%	61%
Consider not recommending CU	22%	45%
Be less productive in their work	47%	54%

Across nearly every item in the survey, it is clear that staff who experience incivility also experience a workplace environment that is less supportive and respectful. These differences can be explored in detail in the CCS results dashboard. For instance, among staff participants who made an identity attribution for the incivility they experienced (or were unsure), about one-third or fewer *agree/strongly* agree that:

- Their work is valued by CU (34%).
- They have a sense of community at CU (35%).
- They are comfortable expressing ideas or opinions without fear it will affect how individuals in their department treat them (36%).
- Supervisors and department leaders effectively address problematic behaviors that undermine the work environment (23%).

Supervisors'/Department Leaders' Ability to Address Problematic Behavior

Just as with graduate students (see above) and faculty (see below), staff perceptions of their department leaders' ability to effectively address problematic behaviors that undermine the work environment is a *critical* determinant for how staff experience their work culture. When department leaders and supervisors are unable to successfully address problematic behaviors, it is particularly detrimental to their employees and to their direct reports from historically marginalized or underrepresented groups.

Overall, among staff participants, 47% *agree/strongly agree* that their supervisors/department leaders address problematic behavior, 22% *somewhat agree*, and 32% *disagree* that their supervisors/department leaders effectively address problem behaviors.

As seen in Table 11, when staff participants *disagree* that their supervisors/department leaders are able to effectively address problematic behaviors, only 42% *agree/strongly agree* with the statement, "In my department, I'm treated like I belong." In contrast, among staff who perceive their department leaders as effective at these problems, 90% *agree/strongly agree* that in their department, they're treated like they belong.

Table 11. Percentage of staff who *agree/strongly agree* with each survey item according to their rating of supervisors'/department leaders' ability to effectively address problematic behaviors that undermine the work environment

(Percentages indicate those who *agree* or *strongly agree* with each survey statement) Survey Item	Disagree/ Strongly Disagree Dept Leaders are Effective at Addressing Behavior	Somewhat Agree Dept Leaders are Effective at Addressing Behavior	Agree/Strongly Agree Dept Leaders are Effective at Addressing Behavior
In my department, I'm treated like I belong.	42%	70%	90%
My work is valued by my department.	37%	69%	85%
In my department, everyone is treated with dignity.	36%	66%	92%
My work is respected by the people I work with.	54%	73%	91%
Overall, the workplace culture in my department is positive.	26%	64%	89%
If I had it to do over again, I would choose to work at CU.	47%	69%	84%
% who experienced incivility	*73%*	*56%*	*33%*

The presence of effective staff leaders is also associated with a lower incidence of workplace incivility experienced by staff. The percentage of staff who report experiencing incivility in the past 12 months is substantially higher when they perceive supervisors/department leaders as

being ineffective at addressing problematic behavior (73%), as compared to when they perceive supervisors/department leaders as skilled in this regard (33%). Even being *somewhat* effective at addressing problematic behaviors appears to offer a protective buffer against incivility, with 56% of staff in that response category having experienced incivility.

Another apparent benefit of supervisors/department leaders having skills for effectively addressing problem behaviors is that when staff *do* experience workplace incivility, the likelihood of their experiencing negative consequences is greatly diminished. As shown in Table 12, a substantially lower percentage of staff experience negative consequences of incivility, such as physical and mental health effects, when their department leaders are skilled at addressing behavior problems.

Table 12. The percentage of staff participants who report experiencing negative consequences of incivility according to whether their supervisors/department leaders are effective at addressing problematic behaviors that undermine the work environment

(Percentages indicate those who chose *"yes"* for each consequence of incivility) Consequence of Incivility	Disagree/ Strongly Disagree Dept Leaders are Effective at Addressing Behavior	Somewhat Agree Dept Leaders are Effective at Addressing Behavior	Agree/Strongly Agree Dept Leaders are Effective at Addressing Behavior
Eroded confidence in their abilities	53%	36%	31%
Affected their mental health	68%	40%	38%
Affected their physical health	31%	12%	12%
Incivility caused them to:			
Be less committed to CU	63%	35%	30%
Consider leaving CU	68%	40%	29%
Consider not recommending CU	49%	20%	15%
Less productive in their work	58%	44%	43%
% who experienced discrimination	*31%*	*13%*	*7%*

Further, when department leaders are able to effectively address behavior problems, staff are far less likely to report experiencing discrimination.

Finally, although reports of sexual harassment happening to staff are far less common in general than reports of discrimination (more information below), this same pattern emerges. When supervisors/department leaders are effective at addressing behavior problems, 1% of female staff and 0% of male staff report experiencing sexual harassment, compared to 3% of female staff and 2% of male staff when supervisors/department leaders are ineffective.

Sexual Harassment

Overall, 1% of staff participants reported having experienced one of more sexual harassment behaviors in the context of their CU-related activities during the past 12 months: among classified staff, 3% of women and 1% of men; among professional staff, 1% of women and < 1% of men. Among both staff women and men, the most commonly reported sexual harassment behavior was:

- Made offensive remarks to you (or about you to others) regarding your appearance, body, or sexual activities

Among staff who experienced sexual harassment, 71% of women and 83% of men indicated one individual had engaged in this behavior toward them. Overall, another staff member was the most frequently identified perpetrator role (54%), followed by a faculty member (17%); 9% of staff participants preferred not to answer this question. The great majority of sexual harassment offenders were affiliated with the staff participant's department (73% for men; 74% for women).

As is shown in Table 13, although the number of staff participants who reported experiencing sexual harassment is small, for many of those who did, there were considerable consequences that stemmed from the experiences:

Table 13. Percentage of staff participants who experienced consequences of sexual harassment

Consequences of Sexual Harassment	Women	Men
Eroded confidence in their abilities	33%	33%
Affected their mental health	55%	75%
Affected their physical health	24%	33%
Sexual harassment caused them to:		
Be less committed to CU	52%	42%
Consider leaving CU	52%	67%
Consider not recommending CU	48%	58%
Be less productive in their work	41%	67%

Identity-Based Harms

The CCS included items that assess negative experiences related to identity. *Any* reports of feeling targeted on campus for one's race or ethnicity, disability status, sexual orientation, sex or gender identity, political or religious beliefs, or other protected-class identity or identities are unacceptable. Below are the Identity-Based Harms survey items that are most representative of this theme for staff, and the agreement with each item *overall* across staff survey participants. *The rates for staff from minoritized or marginalized identity groups are often meaningfully higher.*

- I have been singled out because of an aspect of my identity. Overall: **15%**
- Based on an aspect of my identity, some people expect me to be a spokesperson for my group. Overall: **25%**
- I have heard other people express stereotypes based on identity. Overall: **30%**
- I've been the target of indirect comments that express a negative attitude toward my identity. Overall: **14%**
- I've considered leaving CU because of negative experiences related to my identity. Overall: **15%**

Protected-Class Discrimination

Overall, 15% of staff participants reported having experienced protected-class discrimination during the last 12 months.

The most common protected-class discrimination identity attributions made by staff participants were age (3%), sex or gender (2%), and race or color (2%); an additional 8% of staff were unsure whether the discrimination they had experienced was related to their identity.

As seen in Table 14, as with other protected-class harms assessed in this survey, many staff participants who reported experiencing discrimination in the past 12 months also reported dealing with considerable consequences as a result of this experience.

Table 14. Percentage of staff participants who experienced consequences of protected-class discrimination

Consequences of Protected-Class Discrimination	Percentage who chose "yes"
Eroded confidence in their abilities	51%
Affected their mental health	63%
Affected their physical health	32%
Discrimination caused them to:	
Be less committed to CU	56%
Consider leaving CU	66%
Consider not recommending CU	51%
Be less productive in their work	45%

Commitment to CU

Commitment to CU was measured by two items: first, the likelihood that, if they had it to do over again, the staff member would choose to work at CU Boulder; and second, whether the staff member had seriously considered leaving CU Boulder in the past 12 months. In response to the first question, 70% of staff participants *agree/strongly agree* that they would choose to work CU again. A much smaller percentage (43%) *agree/strongly agree* that they have not seriously considered leaving CU in the past 12 months.

Faculty Results

Areas of Strength

The findings indicate several positive aspects of the faculty workplace environment[2]. *Overall*, two-thirds of faculty *agree* or *strongly agree* that they are proud to work at CU (66%) and that within their department:

- They are proud to work in their department (70%).
- Their comments/ideas are taken seriously by their colleagues (68%).

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[2] Findings for faculty are less positive than for staff employees. For staff, findings for the workplace environment are considered positive if 70% or more of participants *agreed* or *strongly agreed* with a survey statement. For faculty, the threshold for positive results needed to be set at two-thirds or more (≥ 66%) of participants having *agreed* or *strongly agreed* with a survey statement because of the overall lower ratings.

- They are treated with respect by department colleagues (68%).
- Their work is respected by the people they work with (73%).

Opportunities for Improvement

Again, focusing on those survey items that statistical analyses indicate are most representative of the underlying themes of the survey, there are many areas of concern. *Overall*, 55% or fewer faculty *agreed* or *strongly agreed* that:

- At CU, they are treated like they belong (52%).
- Their work is valued by CU (46%).
- They have a sense of community at CU (40%).

Within their department, *overall*, 55% or fewer faculty *agree/strongly agree* that:

- They have a sense of community in their department (54%).
- Rude behavior is not accepted (52%).
- They're comfortable bringing up issues of concern without fear that it will affect how they're treated by senior faculty (53%).
- They're comfortable expressing ideas or opinions without fear it will affect how individuals in their department treat them (52%).
- Senior faculty effectively address problematic behaviors that undermine the work environment (40%).
- Departmental resources are allocated transparently (42%).

Although not part of the list of core items identified in the statistical analyses, several other survey items showed concerningly low levels of agreement. *Overall*, fewer than half of faculty *agree/strongly agree* that:

- Colleagues *do not* say things or behave in ways that humiliate or intimidate people (47%).
- They *do not* feel excluded from informal networks within their department (46%).
- They receive adequate support/mentoring to advance in their career (45%).
- Evaluation criteria for performance and promotion are clear (46%).

Faculty and Staff Relations

As discussed above in the presentation of staff findings, the CCS results reveal some concerning insights about the state of faculty-staff relations at CU Boulder. Among faculty participants, there is strong agreement that they are treated with respect by staff (87% *agree/strongly agree*). To a lesser degree, faculty also *agree/strongly agree* that staff are treated with respect by faculty (70%). In contrast, only 51% of staff participants *agree/strongly agree* that they are treated with respect by faculty, and for staff in Academic Affairs, this percentage drops to 43%. This gap between how faculty perceive their treatment of staff compared to how staff report feeling treated speaks to a deep-rooted cultural problem on many college campuses, including here at CU Boulder. Staff are essential to the effective functioning of the university and to student retention, but their critical role is often underacknowledged and underappreciated. This may contribute to the perception that many staff have about not mattering to the university; only 55% of staff *agree/strongly agree* that their work is valued by CU.

Experiences of Incivility

Almost one-half of faculty survey participants (49%) reported experiencing incivility in the last 12 months. Rates were higher among faculty who are women (55%), are LGBTQ+ (63%), who have a disability (60%), are Black/African American or Latin*/Hispanic (both 55%), or are American Indian/Alaska Native (63%). Rates are especially higher for women from historically marginalized race and ethnicity groups.

Overall, the most commonly reported uncivil behaviors are:

- Non-responsiveness/slow responsiveness to emails or requests (26%)
- Condescension or dismissive remarks (20%)
- Complaints being made about you to others behind your back (14%)
- Someone constantly interrupting/talking over you (13%)
- Being deliberately ignored or excluded (13%)

Almost three-quarters (74%) of those who experienced incivility indicated at least two individuals had engaged in this behavior toward them: these offenders included other faculty members (71%), administrators (22%), staff (19%), undergraduates (15%), and graduate students (14%); 10% of faculty participants preferred not to answer this question. The great majority of faculty and graduate student offenders (90% for both) were affiliated with the faculty participant's department.

Among the 17% of faculty who reported experiencing incivility they attributed to an aspect of their identity, the most common identity attributions were sex or gender (65%), race or color (41%), and age (27%). As shown in Table 15, many faculty participants also report experiencing considerable consequences as a result of their experiences of incivility.

Table 15. Percentage of faculty participants who experienced consequences of incivility

Consequences of Incivility	Experienced incivility *not* related to identity	Experienced incivility related to identity (or were unsure)
Eroded confidence in their abilities	25%	51%
Affected their mental health	38%	65%
Affected their physical health	12%	31%
Incivility caused them to:		
Be less committed to CU	40%	64%
Consider leaving CU	35%	60%
Consider not recommending CU	27%	50%
Be less productive in their work	52%	60%

Across nearly every item in the survey, it is clear that faculty who experience incivility also experience an academic and workplace environment that is less supportive and respectful. These differences can be explored in detail in the CCS dashboard.

Among faculty who make an identity attribution for the incivility they experienced (or were unsure), only about one-quarter *agree/strongly* agree that:

- At CU, they're treated like they belong (27%).
- Their work is valued by CU (26%).
- They are comfortable expressing ideas or opinions without fear it will affect how individuals in their department treat them (26%).
- Senior faculty effectively address problematic behaviors that undermine the work environment (18%).

Senior Faculty's Ability to Address Problematic Behavior

As with staff and graduate students, faculty perceptions of their department leaders' ability to effectively address problematic behaviors that undermine the work environment is a *critical* determinant for how faculty experience their work culture, including the likelihood of experiencing workplace incivility and its downstream negative consequences. Whether or not faculty leaders are able to successfully address problematic behaviors is particularly important for their faculty colleagues from historically marginalized or underrepresented groups.

Overall, among faculty participants, 40% *agree/strongly agree* that senior faculty address problematic behavior, 23% *somewhat agree*, and 38% *disagree* that their department leaders effectively address problem behaviors.

As seen in Table 16, when faculty participants *disagree* that their senior faculty effectively address problematic behaviors, only 34% *agree/strongly agree* with the statement, "In my department, I'm treated like I belong." In contrast, among faculty who perceive their department leaders as effective at addressing these problems, 86% *agree/strongly agree* that in their department, they're treated like they belong.

Table 16. Percentage of faculty who *agree/strongly agree* with each survey item according to their rating of senior faculty's ability to effectively address problematic behaviors that undermine the work environment

(Percentages indicate those who *agree* or *strongly agree* with each survey statement) Survey Item	Disagree/ Strongly Disagree Dept Leaders are Effective at Addressing Behavior	Somewhat Agree Dept Leaders are Effective at Addressing Behavior	Agree/Strongly Agree Dept Leaders are Effective at Addressing Behavior
In my department, I'm treated like I belong.	34%	64%	86%
My work is valued by my department.	30%	63%	83%
In my department, everyone is treated with dignity.	21%	57%	89%
My work is respected by the people I work with.	49%	71%	92%
Overall, the workplace culture is positive.	22%	58%	90%
If I had it to do over again, I would choose to work at CU Boulder.	38%	63%	78%
% who experienced incivility	77%	55%	32%

The presence of effective faculty leaders is also associated with a lower incidence of workplace incivility experienced by faculty. The percentage of faculty who report experiencing incivility in the past 12 months is substantially higher when they perceive senior faculty as being ineffective at addressing problematic behavior (77%), as compared to when they perceive senior faculty as skilled in this regard (32%). Even being *somewhat* effective at addressing problematic behaviors appears to offer a protective buffer against incivility, with 55% of faculty in that response category having experienced incivility.

Another apparent benefit of senior faculty having skills for effectively addressing problem behaviors is that when faculty *do* experience workplace incivility, their likelihood of experiencing negative consequences is greatly diminished. As shown in Table 17, a substantially lower percentage of faculty experience negative consequences of incivility, such as physical and mental health effects, when their department leaders are skilled at addressing behavior problems.

Table 17. The percentage of faculty participants who report experiencing negative consequences of incivility according to whether their senior faculty are effective at addressing problematic behaviors that undermine the work environment

(Percentages indicate those who chose *"yes"* for each consequence of incivility) Consequence of Incivility	Disagree/ Strongly Disagree Dept Leaders are Effective at Addressing Behavior	Somewhat Agree Dept Leaders are Effective at Addressing Behavior	Agree/Strongly Agree Dept Leaders are Effective at Addressing Behavior
Eroded confidence in their abilities	47%	35%	25%
Affected their mental health	63%	45%	36%
Affected their physical health	31%	13%	12%
Incivility caused them to:			
Be less committed to CU	67%	43%	30%
Consider leaving CU	63%	33%	25%
Consider not recommending CU	54%	25%	19%
Consider leaving higher ed	44%	26%	15%
% who experienced discrimination	31%	15%	10%

Further, when department leaders are able to effectively address behavior problems, faculty are far less likely to report experiencing discrimination.

Finally, although reports of sexual harassment happening to female faculty are far less common in general than reports of discrimination (more information below), this same pattern emerges. When senior faculty are effective, 1% of female faculty report experiencing sexual harassment compared to 3% when senior faculty are ineffective.

Sexual Harassment
Overall, 2% of faculty participants reported having experienced one of more sexual harassment behaviors in the context of their CU-related activities during the last 12 months: 2% of women

and 1% of men. Among both faculty women and men, the most commonly reported sexual harassment behavior is:

- Made offensive remarks to you (or about you to others) regarding your appearance, body, or sexual activities

Among faculty who experienced sexual harassment, 79% of women and 67% of men indicated one individual had engaged in this behavior toward them; overall, another faculty member was the most frequently identified as the perpetrator (42%), followed by graduate student (16%). For women, undergraduate was the next most common perpetrator type; for men, it was graduate student. Some faculty preferred not to answer this question (16% of women; 8% of men). The majority of sexual harassment perpetrators were affiliated with the faculty participant's department (55% for men; 69% for women).

As shown in Table 18, although the number of faculty participants who experienced sexual harassment is small, many of those who did also report experiencing considerable consequences that stemmed from these experiences:

Table 18. Percentage of faculty participants who experienced consequences of sexual harassment

Consequences of Sexual Harassment	Women	Men
Eroded confidence in their abilities	31%	18%
Affected their mental health	67%	69%
Affected their physical health	31%	25%
Sexual harassment caused them to:		
Be less committed to CU	50%	83%
Consider leaving CU	58%	44%
Consider not recommending CU	25%	50%
Be less productive in their work	55%	44%

Identity-Based Harms

The CCS included items that assess negative experiences related to identity. *Any* reports of feeling targeted on campus for one's race or ethnicity, disability status, sexual orientation, sex or gender identity, political or religious beliefs, or other protected-class identity or identities are unacceptable. Below are the Identity-Based Harms survey items that are most representative of this theme for faculty, and the agreement with each item among all faculty survey participants. *The rates for faculty from underrepresented or marginalized identity groups are often considerably higher.*

- I've considered leaving CU because of negative experiences related to my identity. Overall: **19%**
- I have been singled out because of an aspect of my identity. Overall: **22%**
- I've been the target of indirect comments that express a negative attitude toward my identity. Overall: **23%**
- My identity influences my colleagues' opinions about my abilities. Overall: **26%**
- My identity influences senior faculty's opinions about my abilities. Overall: **26%**

Protected-Class Discrimination

Overall, 17% of faculty participants reported having experienced protected-class discrimination during the last 12 months.

The most common protected-class discrimination identity attributions made by faculty participants were sex or gender (4%), race or color (3%), and age (2%); an additional 10% of faculty were unsure whether the discrimination they had experienced was related to their identity.

As with other protected-class harms assessed in this survey, many faculty participants who reported experiencing discrimination in the past 12 months also reported dealing with considerable consequences as a result of this experience (see Table 19).

Table 19. Percentage of faculty participants who experienced consequences of protected-class discrimination

Consequences of Protected-Class Discrimination	Percentage who chose "yes"
Eroded confidence in their abilities	45%
Affected their mental health	65%
Affected their physical health	34%
Discrimination caused them to:	
Be less committed to CU	69%
Consider leaving CU	65%
Consider not recommending CU	54%
Be less productive in their work	53%

Commitment to CU

Commitment to CU was measured by two items: first, the likelihood that, if they had it to do over again, the faculty member would choose to work at CU Boulder; and second, whether the faculty member had seriously considered leaving CU Boulder in the past 12 months. In response to the first question, 62% of faculty participants *agree/strongly agree* that they would choose to work CU again. A much lower percentage (47%) *agree/strongly agree* that they have not seriously considered leaving CU in the past 12 months.

Structural Equation Model Results

In order to understand the complex relationships among the constructs or themes measured in the Campus Culture Survey (CCS) and their ability, when considered together, to predict important outcomes like Commitment to CU, we used a powerful statistical technique called structural equation modeling (SEM). SEM assesses whether the themes that the survey intended to measure are valid, it organizes the data from theme-related survey questions into "Factors" or average scores for each theme, and it describes the relationship of those Factors to an outcome of interest. Because each role received a unique version of the survey tailored to their specific campus and workplace experiences, we tested separate models for undergraduate students, graduate students, staff, and faculty.

Undergraduate Student Model

We used the CCS to assess situations or conditions that have been shown, by prior surveys conducted at CU Boulder and by the research of others, to be associated with important outcomes, both positive and negative, in workplace and academic settings. As assessed by the CCS, these Factors for undergraduates are:

- CU Belonging
- Residence Hall Belonging
- Classroom Culture
- Norms (i.e., the informal community rules for how people should treat each other)
- Identity-Based Harms (i.e., feeling excluded or targeted due to an aspect of one's identity, such as race or sexual orientation)
- Difficulty Finding Study Peers (i.e., how difficult students feel it is to find friends to study with, share notes with, and know in class)

To maintain model parsimony, initial analyses identified the survey questions most representative of their underlying themes or Factors, with a limit of no more than five items per Factor. The survey questions that comprise each Factor are presented in Table A. A visual depiction of the model is provided in Figure 1. As we describe more fully below, in this Figure the arrows indicate the direction of the relationships among the components of the model and the numbers indicate the strength and positivity/negativity of those relationships.

In the undergraduate student model, the CU Belonging, Residence Hall Belonging, and Identity-Based Harms Factors were used to predict the primary outcome of interest: Commitment to CU, which was measured by the level of agreement with the survey question, "If I had it to do over again, I would choose to attend CU Boulder." Looking at the left side of Figure 1, the Classroom Culture Factor was used to predict the Norms Factor, which, in turn, was used to predict the CU Belonging Factor. The Difficulty Finding Study Peers Factor was also used to predict the CU Belonging Factor.

One advantage of the SEM statistical approach is that it allows for testing multiple Factors (our survey themes) while also simultaneously "controlling" for demographic variables[3] like race or disability. Controlling for these variables allows the *unique* contribution of each Factor to be tested—to ask how much it contributes to Commitment to CU *over and above* any differences that are due to demographic variables, and independent of the other Factors in the model.

A few additional variables from the survey that directly measured participants' experiences of on campus were also included in the model. Two variables measuring experiences of incivility were used to predict the CU Belonging Factor:

- One measuring whether participants experienced *any incivility* versus *no incivility*
- One measuring whether participants who experienced incivility also attributed it to their identity (or were unsure) or experienced incivility but *did not* attribute it to their identity

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[3] The demographic characteristics controlled for in this model are gender, race/ethnicity, college, LGBTQ+ identity, disability, first generation status, financial hardship, Greek affiliation, whether a student had ever lived in a RAP/LLC or not, and whether a student was in their first year or not.

Two variables measuring participants' experiences making friends were also used to predict the CU Belonging Factor:

- One measuring whether they had someone that they would consider a close friend at CU or not
- One measuring whether their close friend was a newly made friend since attending CU or someone that they knew before matriculating

Two other variables were used to predict the Identity-Based Harms Factor:

- One measuring whether participants had experienced sexual harassment
- One measuring whether participants had experienced protected-class discrimination

Finally, two variables measuring participants' mentorship were used to predict the outcome, Commitment to CU

- One measuring whether they had at least one person that they think of as a mentor at CU
- One measuring whether they had only one such mentor versus two or more

The results of the SEM analysis of the undergraduate data (presented in Figure 1) are described below:

- The line that connects each Factor (represented by ovals) or variable (represented by squares) indicates a direct relationship between the two, and the arrow shows the direction of the relationship.
- The number that labels each line is called the B statistic, which indicates the strength of the relationship between the two variables. This statistic can be positive or negative, and a value of 0 would indicate no relationship. The statistical significance of the B statistic is indicated by the asterisks next to the number[4].
- For undergraduate students, the strongest predictor of Commitment to CU was the CU Belonging Factor (B = 0.89, p < .001). The B=.89 statistic means that on the 6-point disagree/agree scale used in the survey, for every one point a student increased on their CU Belonging score, their reported Commitment to CU increased by .89 or nearly an entire point on the 6-point scale.
- Residence Hall Belonging showed a smaller, but still significant, independent positive contribution to Commitment to CU (B = 0.08, p < .001). Over and above one's sense of belonging to the university more broadly, undergraduate students who feel a greater sense of belonging specifically in their residence hall said that they were more likely to choose CU again.
- The Identity Harms Factor was significantly *negatively* related to Commitment to CU (B = -0.09, p < .001). Like staff, faculty, and graduate students, undergraduate students who reported greater identity-related harms were lower in their reported likelihood of choosing CU again.
- In addition, one other variable of interest was significantly related to Commitment to CU. Undergraduate students with more than one person that they considered as a

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[4] For this model, statistical significance levels indicate the likelihood that the strength of the relationship between two variables could have happened by chance. Three asterisks (***) indicate that a relationship of this magnitude would be expected by chance less than 1 out of 10,000 times. Two asterisks (**) tell us that a relationship of this magnitude would be expected by chance less than 1 out of 1000 times. One asterisk indicates that the chance likelihood of the finding is less than 1 out of 100.

mentor were more likely to say they would choose CU again than those with only one mentor (B = 0.07, p = .003).

Having established that the CU Belonging and Identity Harms Factors were both significantly related to whether participants would choose CU again, we can also use evidence from the SEM to answer the question of what predicts these important Factors:

- CU Belonging was positively predicted by the Norms Factor (B = 0.50, p < .001), which itself was significantly positively predicted by the Classroom Culture Factor (B = 0.90, p < .001). That is, students who perceive a positive classroom culture also report that campus norms are respectful and collegial, which in turn leads to them feeling a greater sense of belonging at the university as a whole.
- In addition, the Difficulty Finding Study Peers Factor significantly *negatively* predicted CU Belonging (B = -0.23, p < .001). Undergraduates with greater trouble finding "academic friends" (to study with, share notes with, and know in class) reported a lower sense of belonging at CU.
- Following this pattern, the CU Belonging factor was also independently negatively related to both variables measuring new close friendships. Undergraduate students with a close friend at CU showed greater belonging at CU (B = 0.14, p < .001), and that increased sense of belonging was even larger among those whose close friend was a new friend (B = 0.05, p < .001).
- CU Belonging was significantly *negatively* predicted by both of the incivility variables (B = -0.07, p < .001 for having experienced any incivility; B = -0.06, p < .001 for having experienced incivility due to one's social identity). Undergraduate students who experienced incivility had an impaired sense of belonging at CU Boulder. This difference was *worsened* for undergraduate students who experienced incivility that they attributed to their identity (or who were unsure if it was identity related.)
- Finally, the Identity-Based Harms Factor was significantly and positively predicted by experiences of both sexual harassment (B = 0.12, p < .001) and protected-class discrimination (B = 0.36, p < .001).
    - Undergraduate students who experienced either sexual harassment or discrimination were more likely to report experiencing other forms of identity-related harms.

One way to evaluate the success of a model is by how well it predicts the outcome variable--in this case, Commitment to CU. Together, the Factors and variables in the undergraduate student model explain 36% of the "variance" in participants' Commitment to CU rating (R^2=0.36). That is, while there are *many* reasons that undergraduate students may differ in their willingness to choose CU again (e.g., tuition costs, internship opportunities, availability of majors, location), the factors captured by the survey are able to account for more than a third of those differences.
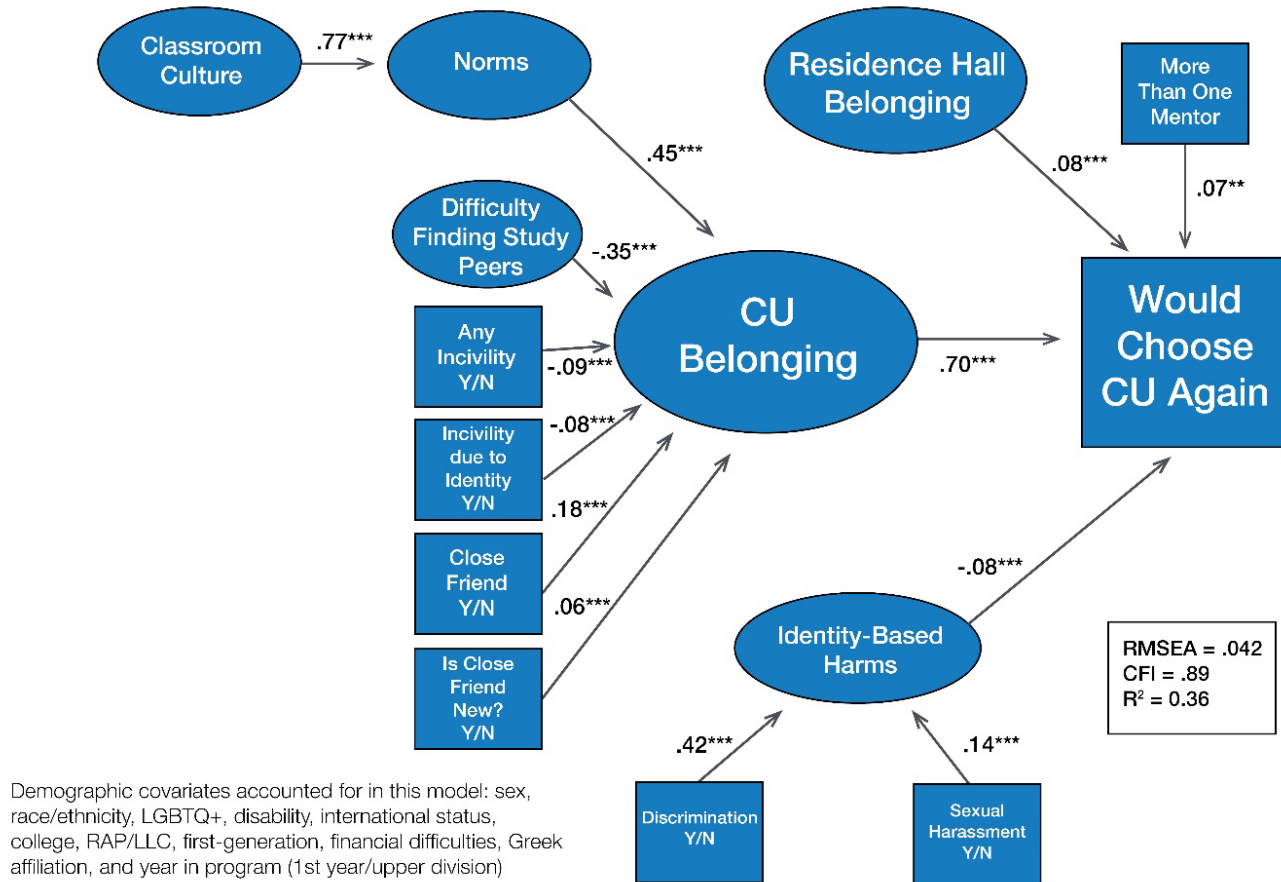
The overall results of the undergraduate model are not surprising. Undergraduate students who feel that they belong at CU (both broadly and more specifically in their residence hall) and who do not feel that they have been harmed due to their identity are more committed to the university. This sense of belonging has its roots in the norms that they perceive on campus based on the culture that is cultivated in their classrooms, as well as their experiences making friends and dealing with uncivil behavior. On the other hand, undergraduate students who are

harmed by sexual harassment, discrimination, or other problematic experiences related to their identity show weaker commitment to CU. Finally, being supported by more than one mentor strengthens undergraduates' commitment to the university. A campus environment that cultivates a sense of belonging and allows students to be comfortable in their identities is one that fosters meaningful commitment to the university.

Table A. CCS Items Constituting Each Factor in the Undergraduate Model
CU Belonging
At CU, I'm treated like I belong.
I have a sense of community at CU.
I feel valued.
I am proud to be a student at CU.
I feel supported.
Residence Hall Belonging
I feel (felt) accepted by most of the other students.
The social environment helps me feel (helped me feel) like I belong (belonged) at CU.
I feel (felt) included.
I feel (felt) able to trust most of the people who live (lived) there.
Classroom Culture
I feel comfortable being myself.
Course instructors successfully manage discussions about sensitive or difficult topics.
Course instructors do not tolerate the use of stereotypes, prejudicial comments, or ethnic, racial or sexual slurs or jokes.
I have opportunities for academic success that are similar to those of my classmates.
Students are treated with respect by instructors.
Social Norms
Rude behavior is not accepted.
Angry outbursts are not tolerated.
Respectful treatment is the norm.
Everyone is treated with dignity.
Identity Harms
I have had the experience of being excluded or marginalized from a lab or other workgroup at CU due to an aspect of my identity.
Because of my identity, I am left out of conversations or activities in the classroom.
Because of my identity, other students act as if they think I don't belong at CU.
Because of my identity, faculty/instructors act as if they think I don't belong at CU.
An aspect of my identity has been insulted or made fun of in the classroom.
Difficulty Finding Study Peers
As a CU student, how difficult has it been:
Finding other students to study with
Finding someone in class to borrow notes from
Getting to know other students in your classes

Figure 1

Figure 1. Structural Equation Model Predicting UNDERGRADUATE Agreement That They Would Choose CU Again

Demographic covariates accounted for in this model: sex, race/ethnicity, LGBTQ+, disability, international status, college, RAP/LLC, first-generation, financial difficulties, Greek affiliation, and year in program (1st year/upper division)

RMSEA = .042
CFI = .89
R^2 = 0.36

Graduate Student Model

Undergraduate students received a substantially different version of the CCS than graduate students, staff, and faculty, tailored to their unique experiences on campus. For this reason, a somewhat different set of factors was used to analyze graduate student, faculty, and staff responses to the survey, while still predicting the same outcome of interest (Commitment to CU). The Factors used in the graduate model were:

- CU Belonging
- Department Belonging
- Supportive Environment
- Respectful Environment
- Norms
- Identity-Based Harms

To maintain model parsimony, initial analyses identified the survey questions most representative of their underlying themes or Factors, with a limit of no more than five items per Factor. The survey questions that comprise each Factor are presented in Table B. A visual depiction of the model is provided in Figure 2.

The preliminary statistical analysis showed that there is considerable thematic overlap among Supportive Environment, Respectful Environment, and Norms, i.e., they are strongly associated with one another. We therefore combined these three Factors into a single overarching Factor that we called "Environment." (In Figure 2, these relationships are depicted on the leftmost side of the diagram.)

We then used the Factors depicted in Figure 2 as Environment, CU Belonging, Department Belonging, and Identity-Based Harms to predict the primary outcome of interest: Commitment to CU, measured by the level of agreement with the survey question, "If I had it to do over again, I would choose to attend CU Boulder." The Environment Factor was used to predict both CU Belonging and Department Belonging. Again, key demographic variables[5] were controlled for in this model in order to ask how much each Factor contributes to Commitment to CU *over and above* any differences that are due to these demographic variables, and independent of the other Factors in the model.

A few additional variables from the survey that directly measured participants' experiences of problematic behaviors on campus were also included in the model. Two variables measuring experiences of incivility were used to predict the Environment Factor:

- One measuring whether participants experienced any incivility versus no incivility
- One measuring whether participants who experienced incivility also attributed it to their identity (or were unsure) or experienced incivility but did not attribute it to their identity

Two other variables were used to predict the Identity-Based Harms Factor:

- One measuring whether participants had experienced sexual harassment
- One measuring whether participants had experienced protected-class discrimination

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[5] The demographic characteristics controlled for in this model are gender, race/ethnicity, college, LGBTQ+ identity, disability, first generation status, financial hardship, and whether a student was in a PhD or Master's program.

As with undergraduates, two variables measuring graduate students' mentorship were used to predict the outcome, Commitment to CU:

- One measuring whether they had at least one person that they think of as a mentor at CU
- One measuring whether they had only one such mentor versus two or more

The results of the SEM analysis of the graduate student data (presented in Figure 2) are described below:

- The line that connects each Factor (represented by ovals) or variable (represented by squares) indicates a direct relationship between the two, and the arrow shows the direction of the relationship.
- The number that labels each line is called the B statistic, which indicates the strength of the relationship between the two variables. This statistic can be positive or negative, and a value of 0 would indicate no relationship. The statistical significance of the B statistic is indicated by the asterisks next to the number[6].
- For graduate students, the strongest predictor of Commitment to CU was the Department Belonging Factor (B = 0.50, p < .001). The B=.50 statistic means that on the 6-point disagree/agree scale used in the survey, for every one point a graduate student increased on their Department Belonging score, their reported Commitment to CU increased by .50 or half of a point on the 6-point scale.
- CU Belonging showed a smaller, but still significant, independent positive relationship with Commitment to CU (B = 0.35, p < .001). Over and above one's sense of belonging to their academic department, the more that a graduate student felt a sense of belonging to CU as a whole, the greater their commitment to the university.
- The Identity Harms Factor, on the other hand, was significantly negatively related to Commitment to CU (B = -0.26, p < .001). Graduate students who reported greater identity-related harms were lower in their reported likelihood of choosing CU again.
- One other variable of interest was significantly related to Commitment to CU. Graduate students with more than one person whom they considered as a mentor were significantly more likely to say they would choose CU again than those with only one mentor (B = 0.07, p = .015).

Having established that the Department Belonging, CU Belonging, and Identity Harms Factors were all significantly related to whether participants would choose CU again, we used evidence from the SEM to answer the question of what predicts these important Factors:

- The Environment Factor (composed of the Norms, Supportive Environment, and Respectful Environment Factors) significantly and positively predicted both the CU Belonging and Department Belonging Factors (B = 0.96, p < .001, B = 1.08, p < .001, respectively).

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[6] For this model, statistical significance levels indicate the likelihood that the strength of the relationship between two variables could have happened by chance. Three asterisks (***) indicate that a relationship of this magnitude would be expected by chance less than 1 out of 10,000 times. Two asterisks (**) tell us that a relationship of this magnitude would be expected by chance less than 1 out of 1000 times. One asterisk indicates that the chance likelihood of the finding is less than 1 out of 100.

- The Environment Factor, in turn, was itself significantly *negatively* predicted by both of the incivility variables (B = -0.29, p < .001 for having experienced any incivility; B = -0.30, p < .001 for having experienced incivility due to one's social identity). Graduate students who experienced incivility reported experiencing a *less* positive environment in their department with respect to norms, respect, and support. This difference was *worsened* for graduate students who experienced incivility that they attributed to their identity (or who were unsure if it was identity related.)
- Finally, the Identity-Based Harms Factor was significantly and positively predicted by experiences of both sexual harassment (B = 0.27, p < .001) and protected-class discrimination (B = 0.48, p < .001).
    - Graduate students who experienced either sexual harassment or discrimination were more likely to report experiencing other forms of identity-related harms.

Together, the Factors and variables in the graduate student model explain 50% of the "variance" in participants' Commitment to CU rating (R^2=0.50). Although there are *many* reasons that graduate students may differ in their willingness to choose CU again (e.g., fees, program ranking, opportunities for collaboration, location), the factors captured by the survey are able to account for about half of those differences.

The results of the survey for graduate students again tell a clear story, focused on belonging and identity. Graduate students who feel the greatest sense of belonging within their department (and to a smaller extent, at the university as a whole) are the most committed to CU. It is notable that for graduate students, the *department* is the more important source of belonging in terms of their commitment to the university as a whole—this indicates that the specific environment students experience at the department level is crucial. This sense of belonging is based in participants' perceptions of norms (the informal rules for how community members should treat each other) as well as their sense of respect and support in their department—all of which are impaired by experiences of uncivil workplace behavior. In addition, graduate students who are harmed by sexual harassment, discrimination, or other problematic experiences related to their identity show weaker commitment to CU. The likelihood of choosing CU again is also strengthened when graduate students are connected to more than one mentor, as seen with undergraduates. In sum, graduate students who feel that they belong and do not experience harms based on their identity are committed to CU.

Table B. CCS Items Constituting Each Factor in the Graduate Student Model

CU Belonging

At CU, I'm treated like I belong

I have a sense of community at CU.

I am proud to be a student at CU.

I feel like a respected member of the CU community.

I have made friends here.

Department Belonging

In my graduate program, I'm treated like I belong.

I feel valued in my graduate program.

I am proud to be a student in my graduate program.

I feel like a respected member of my graduate program.

I feel supported in my graduate program.

Supportive Environment

Evaluation criteria are clear.

I receive adequate support/mentoring to advance in my professional development.

Departmental resources are allocated transparently.

Faculty effectively address problematic behaviors that undermine the academic/work environment.

Department leadership effectively communicates information that affects me and my work/academics.

Respectful Environment

Overall, the social climate of my graduate program is positive.

Overall, the intellectual climate of my graduate program is positive.

Students in my graduate program are treated with respect by their advisors.

Students in my graduate program are treated with respect by faculty.

I am comfortable expressing ideas or opinions without fear it will affect how individuals in my department treat me.

Social Norms

Rude behavior is not accepted.

Angry outbursts are not tolerated.

Respectful treatment is the norm.

Everyone is treated with dignity.

Identity Harms

Compared to other graduate students in my program with different identities, I do not receive equal recognition for the same level of effort.

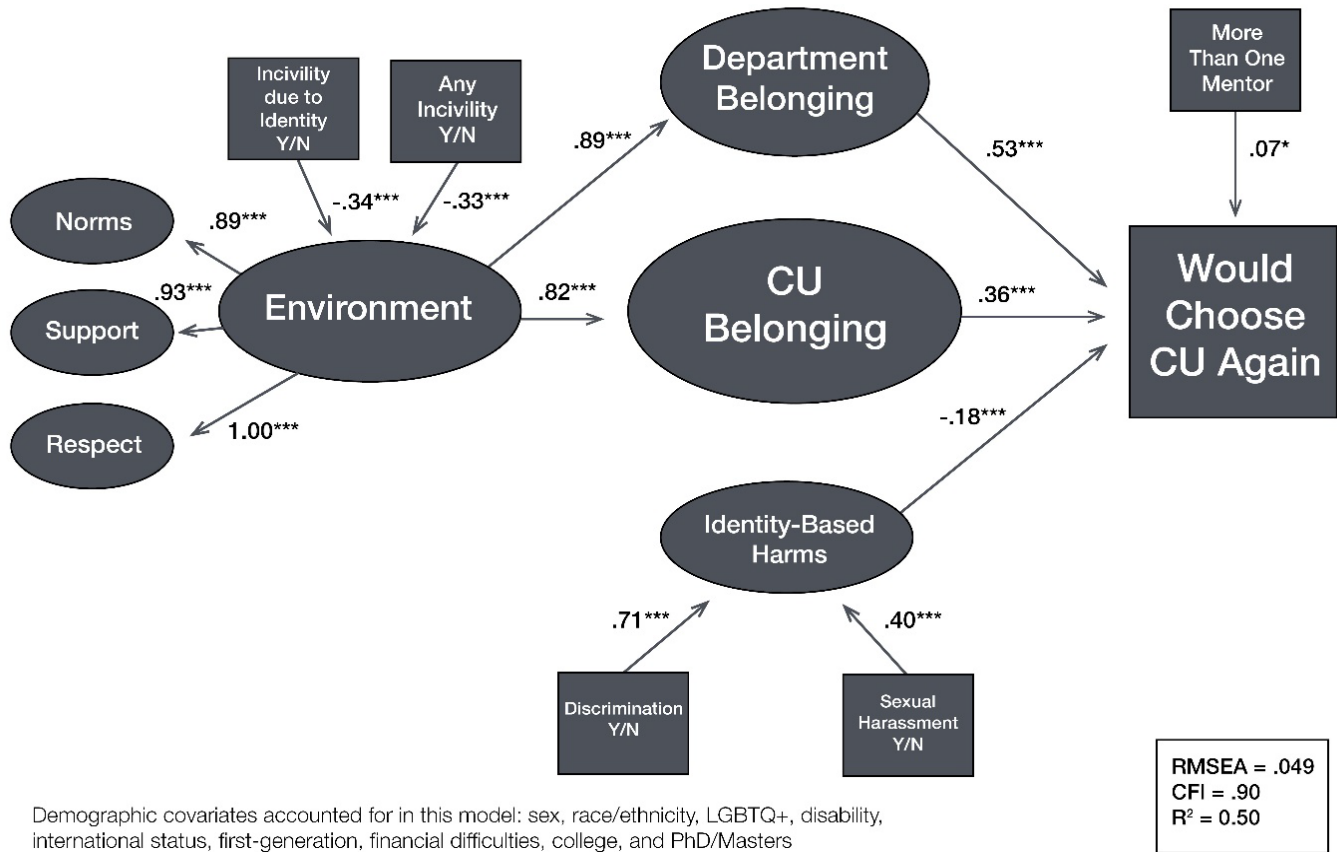I have been singled out because of an aspect of my identity.

I have heard other people express stereotypes based on identity.

I've been the target of indirect comments that express a negative attitude toward my identity.

I've considered leaving CU because of negative experiences related to my identity.

Figure 2

Figure 2. Structural Equation Model Predicting GRADUATE STUDENT Agreement That They Would Choose CU Again

Demographic covariates accounted for in this model: sex, race/ethnicity, LGBTQ+, disability, international status, first-generation, financial difficulties, college, and PhD/Masters

RMSEA = .049
CFI = .90
R² = 0.50

Staff Model

The structural equation model used to analyze staff responses to the CCS was largely similar to the graduate student model. The same set of Factors were used:

- CU Belonging
- Department Belonging
- Supportive Environment
- Respectful Environment
- Norms
- Identity-Based Harms

To maintain model parsimony, initial analyses identified the survey questions most representative of their underlying themes or Factors, with a limit of no more than five items per Factor. The survey questions that comprise each Factor are presented in Table C. A visual depiction of the model is provided in Figure 3.

As with the graduate student model, for staff there was substantial overlap among the Supportive Environment, Respectful Environment, and Norms Factors; as such they were again combined into a higher order overarching Factor called "Environment". The Environment, CU Belonging, Department Belonging, and Identity-Based Harms were once again used to predict the primary outcome of interest: Commitment to CU, which was measured by the level of agreement with the survey question, "If I had it to do over again, I would choose to work at CU Boulder." The Environment Factor was used to predict both CU Belonging and Department Belonging.

Again, key demographic variables[7] were controlled for in this model in order to ask how much each Factor contributes to Commitment to CU *over and above* any differences that are due to these demographic variables, and independent of the other Factors in the model.

Matching the graduate student model, two variables measuring experiences of incivility were used to predict the Environment Factor:

- One measuring whether participants experienced any incivility versus no incivility
- One measuring whether participants who experienced incivility also attributed it to their identity (or were unsure) or experienced incivility but did not attribute it to their identity

Two other variables were used to predict the Identity-Based Harms Factor:

- One measuring whether participants had experienced sexual harassment
- One measuring whether participants had experienced protected-class discrimination

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[7] The demographic characteristics controlled for in this model are gender, race/ethnicity, LGBTQ+ identity, disability, and whether the employee works in an academic or administrative unit.

The results of the SEM analysis of the Staff data (presented in Figure 3) are described below:

- The line that connects each Factor (represented by ovals) or variable (represented by squares) indicates a direct relationship between the two, and the arrow shows the direction of the relationship.
- The number that labels each line is called the B statistic, which indicates the strength of the relationship between the two variables. This statistic can be positive or negative, and a value of 0 would indicate no relationship. The statistical significance of the B statistic is indicated by the asterisks next to the number[8].
- By far, the strongest predictor of Commitment to CU is the CU Belonging Factor (B = 0.56, p < .001). The B=.56 statistic means that on the 6-point disagree/agree scale used in the survey, for every one point a participant increased on their CU Belonging score, their reported Commitment to CU increased by .56 or more than one-half of a point on the 6-point scale. In short, the greater one's reported sense of belonging at CU, the greater the likelihood that, if they had it to do over again, they would choose to work at CU Boulder.
- Department Belonging also showed a smaller, but still significant, independent positive relationship with Commitment to CU (B = 0.13, p < .001).
- The Identity Harms Factor, on the other hand, was significantly negatively related to Commitment to CU (B = -0.24, p < .001). That is, the more that staff experienced identity-related harms, the less likely they were to say that they would choose CU again.

Having again established that the CU Belonging, Department Belonging, and Identity Harms Factors were all significantly related to whether participants would choose CU again, we once more used evidence from the SEM to answer the question of what predicts these important Factors:

- The Environment Factor (composed of the Norms, Supportive Environment, and Respectful Environment Factors) significantly and positively predicted both the CU Belonging and Department Belonging Factors (B = 0.62, p < .001, B = 0.91, p < .001, respectively).
- The Environment Factor, in turn, was itself significantly *negatively* predicted by both of the incivility variables (B = -0.33, p < .001 for having experienced incivility; B = -0.33, p < .001for having experienced incivility attributable to one's social identity). This means that staff who experienced incivility reported experiencing a *less* positive environment in their department with respect to norms, respect, and support; this difference was *worsened* for staff who experienced incivility that they attributed to their identity (or who were unsure if it was identity related.)
- Finally, the Identity-Based Harms Factor was significantly and positively predicted by experiences of both sexual harassment (B = 0.57, p < .001) and protected-class discrimination (B = 0.68, p < .001).

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[8] For this model, statistical significance levels indicate the likelihood that the strength of the relationship between two variables could have happened by chance. Three asterisks (***) indicate that a relationship of this magnitude would be expected by chance less than 1 out of 10,000 times. Two asterisks (**) tell us that a relationship of this magnitude would be expected by chance less than 1 out of 1000 times. One asterisk indicates that the chance likelihood of the finding is less than 1 out of 100.

- Like graduate students, staff who experienced either sexual harassment or discrimination were more likely to report experiencing other forms of identity-related harms.

Together, the Factors and variables in the Staff model explain 39% of the "variance" in participants' Commitment to CU rating ($R^2=0.39$). In other words, while there may be *many* reasons that staff on campus would differ in their willingness to choose CU again (e.g., commute time, salary and benefits, flexibility of work hours, other employment options), the factors captured by the survey are able to account for more than one-third of those differences.

The results of the SEM for staff are very similar to those seen for graduate students: staff who feel the greatest sense of belonging at CU Boulder, as a whole and within their department, are the most likely to say they would choose CU again, if given the choice. However, unlike graduate students, belonging to CU Boulder as a whole had the strongest relationship with commitment to CU as compared to Department Belonging (which, although still significantly predictive, showed a much smaller relationship). This sense of belonging derives from staff members' perceptions of workplace norms, and their sense of respect and support in their department—all of which are impaired by experiences of uncivil workplace behavior. In addition, staff who are harmed by sexual harassment, discrimination, or other problematic experiences related to their identity show weaker commitment to CU. A campus environment conducive to belonging and where individuals are not harmed due to their identity is as valuable for commitment to the university for staff as it is for graduate students.

Table C. CCS Items Constituting Each Factor in the Staff Model

CU Belonging

At CU, I'm treated like I belong

I have a sense of community at CU.

My work is valued by CU.

I am proud to work at CU.

Department Belonging

In my department, I'm treated like I belong.

I have a sense of community in my department.

My work is valued by my department.

I am proud to work in my department.

Supportive Environment

Overall, the workplace culture is positive.

My work is respected by the people I work with.

Supervisors/Department leaders effectively address problematic behaviors that undermine the work environment.

I receive feedback and coaching to help me meet my performance expectations.

Department leadership effectively communicates information that affects me and my work.

Respectful Environment

My comments/ideas are taken seriously by my supervisor/department leaders.

Staff are treated with respect by department colleagues/coworkers.

Staff are treated with respect by supervisors/department leaders.

I'm comfortable bringing up issues of concern without fear that it will affect how I'm treated by my supervisor.

I am comfortable expressing ideas or opinions without fear it will affect how individuals in my department treat me.

Social Norms

Rude behavior is not accepted.

Angry outbursts are not tolerated.

Respectful treatment is the norm.

Everyone is treated with dignity.

Identity Harms

I have been singled out because of an aspect of my identity

Based on an aspect of my identity, some people expect me to be a spokesperson for my group.
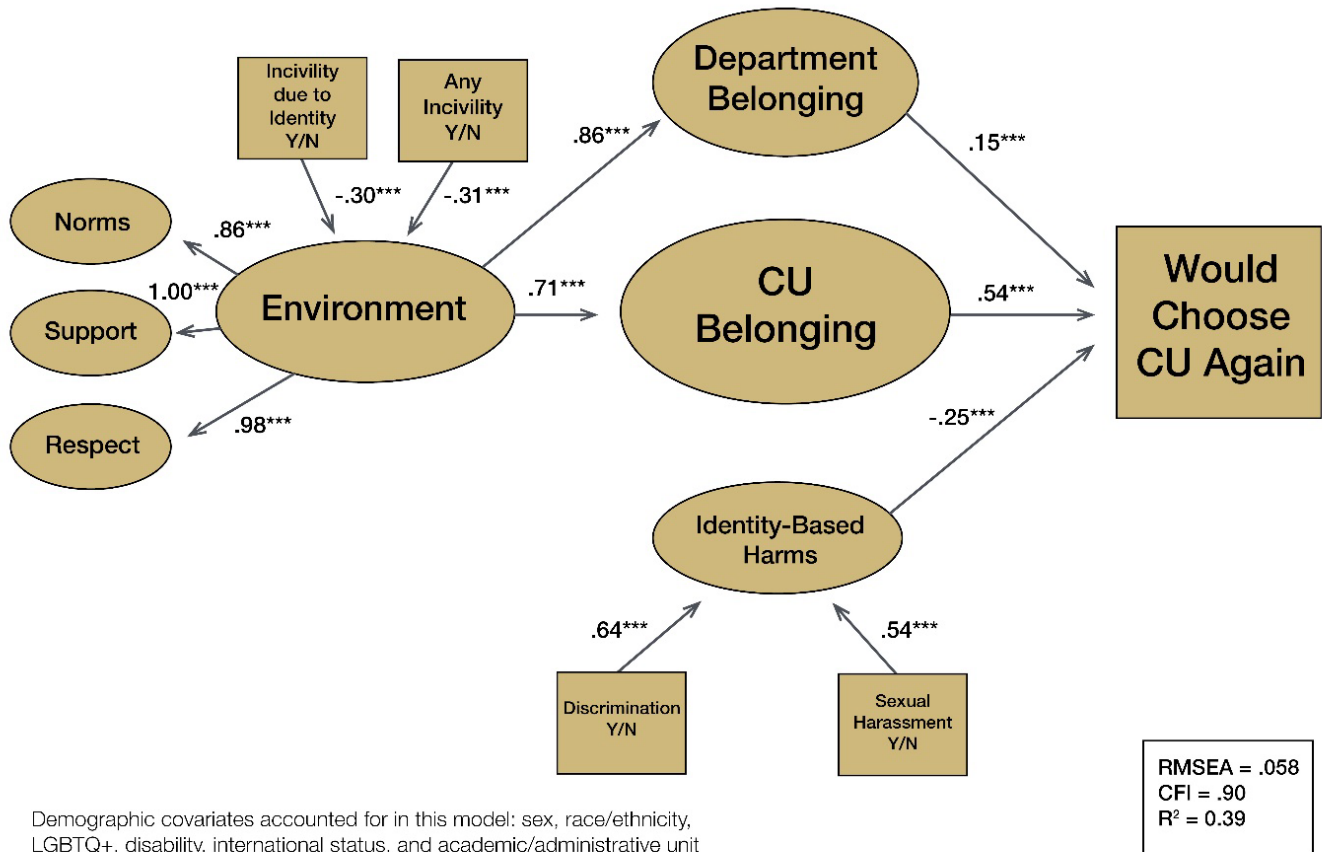
I have heard other people express stereotypes based on identity.

I've been the target of indirect comments that express a negative attitude toward my identity.

I've considered leaving CU because of negative experiences related to my identity.

Figure 3

Figure 3. Structural Equation Model Predicting STAFF Agreement That They Would Choose CU Again

Demographic covariates accounted for in this model: sex, race/ethnicity, LGBTQ+, disability, international status, and academic/administrative unit

RMSEA = .058
CFI = .90
R^2 = 0.39

Faculty Model

The structural equation model used to analyze faculty responses to the CCS was again quite similar to the graduate student and staff models. The same set of Factors were used:

- CU Belonging
- Department Belonging
- Supportive Environment
- Respectful Environment
- Norms
- Identity-Based Harms

To maintain model parsimony, initial analyses identified the survey questions most representative of their underlying themes or Factors, with a limit of no more than five items per Factor. The survey questions that comprise each Factor are presented in Table D. A visual depiction of the model is provided in Figure 4.

As with the graduate student and staff models, the Supportive Environment, Respectful Environment, and Norms Factors showed a high degree of overlap among faculty; once again they were combined into a higher-order overarching Factor called "Environment."

The Environment, CU Belonging, Department Belonging, and Identity-Based Harms were again used to predict the primary outcome of interest: Commitment to CU, measured by the level of agreement with the survey question, "If I had it to do over again, I would choose to work at CU Boulder." The Environment Factor was used to predict both CU Belonging and Department Belonging. Again, key demographic variables[9] were controlled for in this model in order to ask how much each Factor contributes to Commitment to CU *over and above* any differences that are due to these demographic variables, and independent of the other Factors in the model.

As with graduate students and staff, two variables measuring experiences of incivility were used to predict the Environment Factor:

- One measuring whether participants experienced any incivility versus no incivility
- One measuring whether participants who experienced incivility also attributed it to their identity (or were unsure) or experienced incivility but did not attribute it to their identity

Two other variables were used to predict the Identity-Based Harms Factor:

- One measuring whether participants had experienced sexual harassment
- One measuring whether participants had experienced protected-class discrimination

Finally, one variable measuring whether faculty members were tenured/tenure-track or not was used to predict the outcome, Commitment to CU.

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[9] The demographic characteristics controlled for in this model are gender, race/ethnicity, college, LGBTQ+ identity, and disability.

The results of the SEM analysis of the faculty data (presented in Figure 4) are described below:

- The line that connects each Factor (represented by ovals) or variable (represented by squares) indicates a direct relationship between the two, and the arrow shows the direction of the relationship.
- The number that labels each line is called the B statistic, which indicates the strength of the relationship between the two variables. This statistic can be positive or negative, and a value of 0 would indicate no relationship. This statistical significance of the B statistic is indicated by the asterisks next to the number[10].
- Again, as with staff, the strongest predictor of Commitment to CU for faculty was the CU Belonging Factor (B = 0.64, p < .001). The B=.64 statistic means that on the 6-point disagree/agree scale used in the survey, for every one point a participant increased on their CU Belonging score, their reported Commitment to CU increased by .64 or nearly two-thirds of a point on the 6-point scale. That is, the greater one's reported sense of belonging at CU, the greater the likelihood that, if they had it to do over again, they would choose to work at CU Boulder.
- Department Belonging again showed a smaller, but still significant, independent positive relationship with Commitment to CU (B = 0.10, p = .001). Over and above one's sense of belonging to CU Boulder as a whole, the more one felt a sense of belonging in their specific academic department, the greater their commitment to the university.
- The Identity Harms Factor was, on the other hand, significantly *negatively* related to Commitment to CU (B = -0.22, p < .001). Faculty members who had experienced greater identity-related harms were less likely to say that they would choose CU again.
- One other variable of interest also significantly predicted Commitment to CU. Faculty who were tenured or tenure-track were significantly less likely to choose CU again than those who were not (B = -0.08, p = .009).

Having established that the CU Belonging, Department Belonging, and Identity Harms Factors were all significantly related to whether participants would choose CU again, we can once again used evidence from the SEM to answer the question of what predicts these important Factors:

- The Environment Factor (composed of the Norms, Supportive Environment, and Respectful Environment Factors) significantly and positively predicted both the CU Belonging and Department Belonging Factors (B = 0.66, p < .001, B = 0.94, p < .001, respectively).
- The Environment Factor, in turn, was itself significantly *negatively* predicted by both of the incivility variables (B = -0.41, p < .001 for having experienced any incivility; B = -0.36, p < .001 for having experienced incivility due to one's social identity). Just as with graduate students and staff, faculty who experienced incivility reported experiencing a *less* positive environment in their department with respect to norms, respect, and support; this difference was *worsened* for faculty who experienced incivility that they believed was due to their identity (or who were unsure if it was identity related.)

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[10] For this model, statistical significance levels indicate the likelihood that the strength of the relationship between two variables could have happened by chance. Three asterisks (***) indicate that a relationship of this magnitude would be expected by chance less than 1 out of 10,000 times. Two asterisks (**) tell us that a relationship of this magnitude would be expected by chance less than 1 out of 1000 times. One asterisk indicates that the chance likelihood of the finding is less than 1 out of 100.

- Finally, the Identity-Based Harms Factor was significantly and positively predicted by experiences of both sexual harassment (B = 0.32, p = .002) and protected-class discrimination (B = 0.61, p < .001).
    - Faculty who experienced either sexual harassment or discrimination were more likely to report experiencing other forms of identity-related harms.

Together, the Factors and variables in the faculty model explain 52% of the "variance" in participants' Commitment to CU rating (R^2=0.52). Although there are *many* reasons that faculty on campus may differ in their willingness to choose CU again (e.g., teaching load, availability of laboratory resources, salary and benefits, location), the factors captured by the survey are able to account for more than half of those differences.

The results of the survey for faculty are very similar to those seen for both staff and graduate students. Faculty who feel the greatest sense of belonging at CU Boulder, both broadly across campus and specifically within their department, are the most likely to say they would choose CU again if given the choice. This sense of belonging stems from faculty members' perceptions of collegial social norms as well as their sense of respect and support in their department—all of which are impaired by experiences of uncivil workplace behavior. In addition, faculty who are harmed by sexual harassment, discrimination, or other problematic experiences related to their identity show weaker commitment to CU. Across participants— from undergraduates to graduates to faculty to staff—an environment where people feel that they belong and can be themselves bolsters their commitment to the university.

Table D. CCS Items Constituting Each Factor in the Faculty Model

CU Belonging
At CU, I'm treated like I belong

I have a sense of community at CU.

My work is valued by CU.

I am proud to work at CU.

Department Belonging
In my department, I'm treated like I belong.

I have a sense of community in my department.

My work is valued by my department.

I am proud to work in my department.

Supportive Environment
Overall, the workplace culture is positive.

My work is respected by the people I work with.

Departmental resources are allocated transparently.

Senior faculty effectively address problematic behaviors that undermine the work environment.

Department leadership effectively communicates information that affects me and my work.

Respectful Environment
My comments/ideas are taken seriously by my colleagues.

My comments/ideas are taken seriously by senior faculty.

Faculty are treated with respect by department colleagues.

I'm comfortable bringing up issues of concern without fear that it will affect how I'm treated by my supervisor.

I am comfortable expressing ideas or opinions without fear it will affect how individuals in my department treat me.

Social Norms
Rude behavior is not accepted.

Angry outbursts are not tolerated.

Respectful treatment is the norm.

Everyone is treated with dignity.

Identity Harms
My identity influences senior faculty's opinions about my abilities.

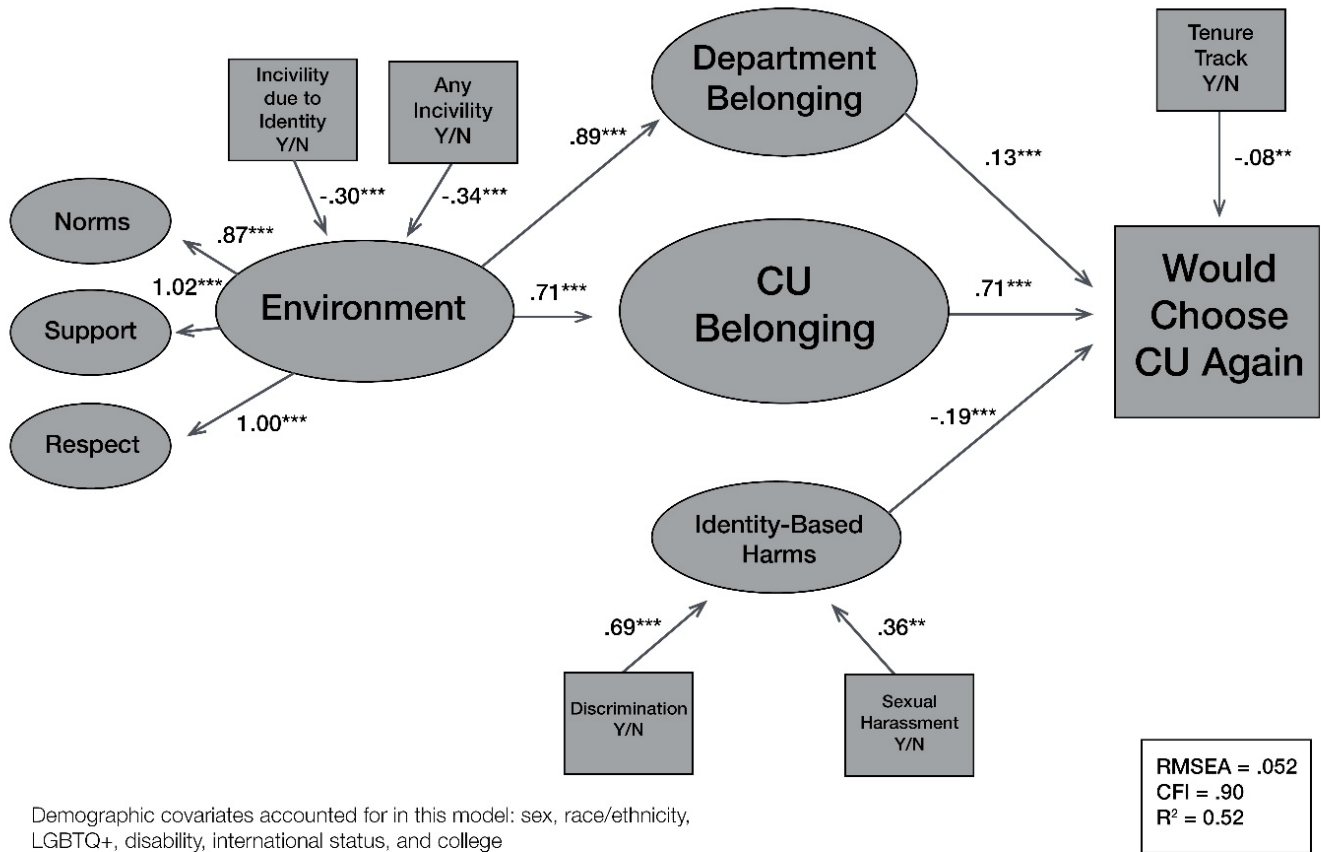My identity influences my colleagues' opinions about my abilities.

I have been singled out because of an aspect of my identity.

I've been the target of indirect comments that express a negative attitude toward my identity.

I've considered leaving CU because of negative experiences related to my identity.

Figure 4

Figure 4. Structural Equation Model Predicting FACULTY Agreement That They Would Choose CU Again

Demographic covariates accounted for in this model: sex, race/ethnicity, LGBTQ+, disability, international status, and college

RMSEA = .052
CFI = .90
R² = 0.52

Appendix A - Survey Themes

Sense of Belonging

Social belonging is the subjective feeling of fitting in and of being valued, accepted, and included by others; the need to belong is a fundamental human motivation (Baumeister and Leary, 1995; Ryan and Deci, 2002). For students, sense of belonging addresses the "sense of being accepted, valued, included, and encouraged by others in the academic classroom setting and of feeling oneself to be an important part of the life and activity of the class" (Goodenow, 1993, p.25). We included a focus on belonging because of its potential predictive power for both student and employee outcomes. For example, a student's sense of belonging is positively correlated with retention and graduation; an employee's sense of belonging is similarly positively correlated with performance and retention. More importantly, colleges and universities have the opportunity (and responsibility) to create welcoming and supportive environments that result in belonging for all community members (O'Keeffe, 2013).

Commitment

Meyer and Allen (1991) proposed that commitment binds an individual to an organization, such as a university campus, and thereby reduces the likelihood of turnover. Many factors can influence commitment including training and professional development, quality of instruction, working and classroom environment, and friends and social supports. Depending on the strength of the commitment, members may also be inclined to speak positively about the organization to outsiders and help to support those who are new to the university (Meyer & Herscovitch, 2001).

Incivility

Incivility that happens in organizations is defined as "low-intensity behavior with ambiguous intent to harm the target, in violation of norms for mutual respect; uncivil behaviors are characteristically rude and discourteous, displaying a lack of regard for others" (Andersson and Pearson, 1999, p. 457). Organizational incivility should be seen as a culture problem rather than as a problem of individual actors because it shapes the overarching cultural norms, or the informal rules that govern group behavior (Leiter, 2013). Low-level uncivil behaviors such as rudeness tend to be tolerated, yet the evidence overwhelmingly shows that incivility has significant and far-reaching negative consequences, including negative impact on physical and mental health, decreased sense of belonging, lower performance and creativity, and turnover intentions (Schilpzand, De Pater, & Erez, 2016).

Mentoring

Undergraduate student mentoring takes many forms. It can develop formally or informally and can involve interactions with faculty, staff, peers who are farther along in their degree program, tutors, and others. Mentors often help students understand the unwritten rules of college and provide coaching, psychological support, and connection to career and advanced study opportunities. Undergraduates who receive mentoring are more likely to have academic success (higher GPA, more credit hours earned), be retained, and graduate (Crisp & Cruz, 2009; Gershenfeld, 2014).

For graduate students, faculty mentoring leads to greater self-efficacy and research productivity, such as more publications, presentations, and progress towards degree (Hollinsworth and Fassinger, 2002; Lunsford, 2012; Tenenbaum, Crosby, & Gliner, 2001). In one study that looked at long-term effects, an advisor's collaborative mentoring (for instance, willingness to co-author) predicted the student's research productivity four years later (Paglis, Green, & Bauer, 2006). Further, Blackburn and Lawrence (1995) found that psychosocial mentoring (support for personal development) increased students' self-perceptions of research competence, which significantly predicted their academic productivity in terms of number of publications. Although most research on graduate student mentoring focuses on the impact of faculty advisors, Fleck & Mullins (2012) found that mentoring by graduate student peers improved career, motivational, and attitudinal outcomes for the mentee, primarily through networking help and psychosocial assistance.

Classroom Culture

Supportive college classrooms where students feel connected to and cared about by faculty, accepted by peers and faculty, and comfortable participating in class help students feel valued in the classroom and enhance students' sense of belonging (Freeman, Anderman, & Jensen, 2007). When classroom leaders are seen as professionally competent (prepared and respectful) and skilled at communicating this also fosters a sense of belonging (Kirby & Thomas, 2021; Zumbrunn, McKim, Buhs, & Hawley, 2014).

Friendships

The need to belong is fundamental (Baumeister and Leary, 1995). In the transition to college, students meet this need by creating meaningful social connections and forging new friendships. Students with stronger relationships with college peers show better adjustment to university life (Maunder, 2018). Although college friendships are not uniformly beneficial--for instance, time spent socializing can negatively impact grades--supportive friends are positively related to satisfaction with college (Astin,1993) and with persistence (Tinto, 1975). Goguen et al. (2010) found that among first-year students, having a high-quality (loyal and trusting) friend was associated with a higher GPA, but only if the friend was a *new* college friend. Bronkema & Bowman (2019) found that students with at least one *close* friend had a higher GPA and graduation rate than those who did not; a greater number of close campus friends was additionally beneficial. Students who struggle to establish close relationships may also struggle to adjust to college (Friedlander et al., 2007; Swenson et al., 2008).

Study Peers

Connections among classmates can have a significant effect on sense of classroom belonging (Tinto and Godsell, 1994). Students who feel a strong connection to others in their classes also report higher academic self-efficacy (Freeman et al., 2007). Encouraging students to get to know the students sitting immediately around them can help students feel more supported in their classroom (McKinney et al., 2006). A Google search shows that Institutional support for "study buddy" programs is growing across college campuses, including here at CU Boulder, to scaffold opportunities for students to easily connect with classmates to form study groups, share notes and knowledge, and build a network of familiar faces in their courses.

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Appendix B – Key Stakeholders

In May 2021, a group of key campus stakeholders was assembled to review the survey instrument, including the demographic and background characteristics questions, discuss the logistics of the lead-up to the survey launch, guide communications content and strategies, and to assist with outreach to raise awareness and support for the survey through their respective campus networks.

Irfan Alam	PhD Student, Ecology and Evolutionary Biology; Center for Teaching and Learning
Austin Jamar "JB" Banks	Dean of Students & Associate Vice Chancellor of Student Affairs; Ex Officio Member of the Inclusion, Diversity, and Excellence in Academics (IDEA) Council
Tiffany Beechy	Associate Professor, Department of English; Program Coordinator, PhD Consortium in Literatures and Cultures Center for Humanities and the Arts; Chair of the Boulder Faculty Assembly (BFA)
Dyonne Bergeron	Assistant Vice Chancellor for Inclusion and Student Achievement, Center for Inclusion and Social Change, Office of Diversity, Equity and Community Engagement; Ex Officio Strategic Support for the Inclusion, Diversity, and Excellence in Academics (IDEA) Council
Sima Bhowmik	Director of Diversity and Inclusion Initiatives, Graduate and Professional Student Government (GPSG); PhD Student, Journalism; Member of the Inclusion, Diversity, and Excellence in Academics (IDEA) Council
Craig Cook	Program Manager, Front-Line Service Employee Career Development, Department of Human Resources
Kelsey Draper	Employee Development Manager, Department of Infrastructure & Sustainability; Co-Chair of Staff Council; Member of the Inclusion, Diversity, and Excellence in Academics (IDEA) Council
Vanessa Dunn	Director of Analytics, Assessment and Accreditation, College of Engineering and Applied Science
Yasko Endo	Strategic Communications & Program Manager, Institute of Cognitive Science
Carla Eugene	Licensed Staff Counselor with Multicultural Focus, Faculty and Staff Assistance Program, Department of Human Resources
Jasmine Evans	Career Advisor & Outreach Coordinator, Career Services; Staff Council Co-Chair and Inclusive Excellence Committee Co-Chair; Member of the Inclusion, Diversity, and Excellence in Academics (IDEA) Council
Lisa Flores	Professor, Department of Communication; Associate Dean of Diversity, Equity, & Inclusion, CMCI; Co-Chair of the Inclusion, Diversity, and Excellence in Academics (IDEA) Council
Stephanie Foster	Assessment Lead, Center for Teaching and Learning
Teresa Hernandez	Diversity, Equity, & Inclusion Recruitment Program Manager, Talent Acquisition and Department of Human Resources; Co-Chair of the Inclusion, Diversity, and Excellence in Academics (IDEA) Council

Nikki Hutchinson	Hall Director, Bear Creek & Weber Hall, Residence Life, Division of Student Affairs
Kavya Kannan	Student Body President, Colorado Boulder Student Government (CUSG); Member of the Inclusion, Diversity, and Excellence in Academics (IDEA) Council
Kim Kruchen	Manager of Assessment and Planning, Division of Student Affairs
Jessica Ladd-Webert	Director, Office of Victim Assistance, Health and Wellness Services, Division of Student Affairs
Kevin MacLennan	Associate Vice Chancellor of Enrollment Management; Member of the Inclusion, Diversity, and Excellence in Academics (IDEA) Council
Quiana Martin	Senior Organizational Change Manager to the Senior Vice Chancellor for Diversity, Equity and Inclusion; Ex Officio Strategic Support for the Inclusion, Diversity, and Excellence in Academics (IDEA) Council
Donna Mejia	Renée Crown Wellness Institute Inaugural Chancellor's Health and Wellness Scholar in Residence; Associate Professor, Department of Theatre & Dance; Affiliate Faculty, Women and Gender Studies, Ethnic Studies, and the Center for Teaching and Learning
Celeste Montoya	Associate Professor, Women and Gender Studies; Faculty Director, Miramontes Arts & Sciences Program (CU LEAD Alliance)
Amy Moreno-Sherwood	Director of Inclusive Culture, College of Engineering & Applied Science
Gretchen O'Connell	Senior Assistant Dean of the Graduate School; Ex Officio Member of the Inclusion, Diversity, and Excellence in Academics (IDEA) Council
Llen Pomeroy	Interim Associate Vice Chancellor & Title IX Coordinator, Office of Institutional Equity and Compliance
Corinna Rohse	Director, Student Academic Services Center
Fernando Rosario-Ortiz	Professor, Department of Civil, Environmental, and Architectural Engineering; Associate Dean for Faculty Advancement, College of Engineering and Applied Science; Member of the Inclusion, Diversity, and Excellence in Academics (IDEA) Council
Kristi Ryujin	Associate Dean of Graduate Programs and Special Assistant to the Dean for Faculty Diversity, Equity and Inclusion, Leeds School of Business
Valerie Simons	Interim Chief Compliance Officer and System Title IX Coordinator
Tracy Tripp	Senior Associate Athletic Director, Human Resources, and Lacrosse Sport Administrator, Department of Intercollegiate Athletics

Past Key Campus Stakeholders

Leslie Kavanaugh	Manager for Organization Development and Employee Engagement, Human Resources
Crystal Lay	Director, Residence Life, Division of Student Affairs
Beth Myers	Assistant Vice Chancellor of Undergraduate Education

Appendix C – Complete and Partial Respondents

Role	# Consented	# Declined	# Submitted Survey/ Counted as Respondent	# Submitted Survey/ Not Counted as Respondent*	# Didn't finish / Answered key questions	# Didn't finish/ Didn't answer key questions	# Respondents in Analysis Dataset	Dataset of CCS Respondents Includes
Faculty	2182	15	1983	3	149	47	2132	98% of those who agreed to participate
Staff	3326	17	3182	2	107	35	3289	99% of those who agreed to participate
Graduate Students	3465	14	3020	4	338	103	3358	97% of those who agreed to participate
Under-graduate	9553	52	7549	5	1651	348	9200	96% of those who agreed to participate

*Participants submitted a survey but did not complete the Belonging questions.