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Acknowledgements

First, we would like to express our deep gratitude to all those on campus and in the community who took time out of their busy lives to share their perceptions, experiences, and feelings with us. Second, we appreciate greatly the constant support of President Clif Smart and Vice President Ken Coopwood. Finally, we were fortunate that this report was “brought to life” by Tabitha Haynes’ formatting and graphic design skills.
Overview

The Missouri State University Campus and Community Climate Study Project (CCCSP) began in June 2013 with the establishment of a steering committee consisting of individuals from both the campus and community (see Appendix A). Coordinated through the Office of the Vice President for Diversity and Inclusion, the project consisted of the following:

1. climate survey instruments and focus groups for both MSU students and employees;
2. informal interviews of MSU administrators, faculty and staff; and
3. community interviews and discussion groups.

DiversityWorks Inc. from Champaign, Illinois was chosen in May 2013 by Missouri State University to facilitate the 19-month long project.

Climate study and research in higher education

Beginning in the 1980s, the term “climate” was employed more often to describe the perceptions and experiences that students may have in campus and classroom environments in colleges and universities. Words like “chilly,” “uncomfortable,” “hostile,” “inclusive,” and “warm” were used as adjectives to characterize the climate in higher education for culturally diverse students, like women and African Americans, for example, in predominantly white and male colleges and universities or departments and areas (i.e., sciences, technology STEM fields). By the mid-1990s, climate was being connected to retention, achievement, and graduation gaps for minority students (particularly African American and Latinos) with the emphasis shifting to “inclusion” and “equity” in the total educational environment. As a result, underrepresented students are more likely to feel welcome and included so that they will stay, achieve, succeed and graduate.

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As student and community demographics diversified more rapidly and these achievement gaps persisted, higher education boards and accreditation agencies began to require colleges and universities to assess their climates in order to address concerns, issues, and problems for culturally diverse and minority students, faculty, administrators and staff. Typically, climate assessments in higher education consist of both surveys/questionnaires that can measure quantitative results (i.e., data) and focus groups/interviews that can report qualitative (i.e., verbal testimony) results.

Benefits of campus climate research

1. First and foremost, a climate study demonstrates an institution’s commitment to equity as an important aspect of improving the total educational environment. As a result, underrepresented students are more likely to feel welcome and included so that they will stay, achieve, succeed and graduate.

2. In addition, effective and robust inclusion of cultural differences among employees (faculty, administrators and staff) can result in “leveraging” diversity (and not just “managing” it). This enables the university to affirm, support and harness the talents and skills of employees in order to fulfill the promise and potential of all of its human resources, including the ability to recruit and retain diverse faculty, administrators and staff.

3. The climate study process also engages the campus community in important dialogues about equity, inclusion and diversity. At Missouri State University, it also guarantees that the mission of public affairs, community engagement, cultural competence and ethical leadership is enhanced, actualized and fulfilled for all cultural groups.

4. This process also supports the invention of innovative, multicultural curricula and co-curricula to meet the educational needs of students working and living in a rapidly changing and diversifying world.

5. Another benefit of a climate study is engagement with diverse members of the university community who might have otherwise felt alienated in order to realize opportunities for solutions, implementation and actions that will result in a Return on Investment (ROI). This can be measured, for example, by the number of diverse students, faculty and staff retained from one year to the next as well as decreasing achievement gaps for culturally diverse and minority students.

“This study can have a profound effect on the future relationship of MSU and the Springfield community, but it will only be a success if people in the community participate.”

~Tim Rosenbury
6. A climate study provides a benchmark for diversity strategic planning since changing demographics, declining enrollments and competition for students is a “bottom line” long-term issue. In these conditions, to be viable and solvent, most universities must “grow” enrollment from underrepresented groups both in-state and out-of-state.

7. Finally, data, observations and perceptions collected during a climate assessment can provide the information necessary for identifying specific areas of success and improvement. As a result, the university can be more proactive than reactive and work simultaneously on short-term action plans and long-term objectives and strategies.

**Role of DiversityWorks Inc.**

1. To serve as neutral collectors and reporters of data, perceptions and experiences coming from diverse students, faculty, administrators, staff and community members.

2. To function as observers and analysts of this information in order to discover not only the strengths and successes of MSU's and Springfield’s efforts to create inclusion and support diversity but also which issues, areas and concerns need more attention, engagement and investment.

3. To assist the MSU campus community and the Springfield, MO community in converting the results of the CCCSP into essential, pragmatic and accountable recommendations and actions.

4. To advise on how to create a strategic/action plan on diversity that can be mainstreamed into MSU's long-term strategic plan, including new accountability measures that will improve assessment of key indicators on diversity and inclusion for accreditation purposes.

(For information on the DiversityWorks Inc. team, see Appendix B)

“Both the University and the Springfield community can benefit greatly from the CCCSP by understanding and collaborating on strategies for recruiting and retaining culturally diverse students, faculty, and professionals to live, study, and work here.”

~Cheryl Clay
## Demographics: Missouri State University and Springfield, Missouri

<table>
<thead>
<tr>
<th>Race</th>
<th>MSU Enrollment</th>
<th>City of Springfield</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>2013</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>Percent</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>117</td>
<td>0.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>277</td>
<td>1.3%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>796</td>
<td>3.7%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>617</td>
<td>2.8%</td>
</tr>
<tr>
<td>More than one race</td>
<td>576</td>
<td>2.6%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>30</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>Subtotal underrepresented</strong></td>
<td>2,413</td>
<td>11.1%</td>
</tr>
<tr>
<td>External to U.S.</td>
<td>103</td>
<td>0.5%</td>
</tr>
<tr>
<td>Non-Resident Alien (international)</td>
<td>1,475</td>
<td>6.8%</td>
</tr>
<tr>
<td>Not a U.S. Citizen</td>
<td>8</td>
<td>0.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>430</td>
<td>2.0%</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>17,369</td>
<td>79.7%</td>
</tr>
<tr>
<td><strong>Total by COLUMNS</strong></td>
<td>21,798</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

1Data provided by Missouri State University Enrollment Management and Services

2Data obtained from U.S. Census Bureau, 2013 American Community Survey
Campus climate surveys: Results, analysis and recommendations

Research, analysis and writing:
Roger Worthington, Ph.D.
Executive summary

The MSU Campus Climate Survey has produced an expansive amount of data from which a rich set of findings has been obtained. Overall, there are many positive findings, along with a number of focal issues of concern for members of the MSU community to address.

A large majority of participants believed that efforts to improve diversity, equity and inclusion at MSU are inclusive of racial-ethnic identity, and participants also believed that MSU is inclusive regarding sex, disability status, sexual orientation, language differences and veteran status. There were important differences between groups about efforts to improve diversity with regard to gender identity/expression, religious/spiritual values and political ideology.

In most cases, perceptions of the campus climate at MSU differ on the basis of minority and majority group membership. This was true with respect to a variety of items designed to assess the experiences of different groups, as well as perceptions of the general climate at MSU as inclusive or hostile.

There were differences among participants from majority and minority groups in the extent to which they reported experiences of discrimination, harassment, hostile environment, retaliation and micro-aggressions. Although the overall percentage of experiences of discrimination, harassment, hostile environment and retaliation was low (10.1% for students and 11.1% for employees), members of minority groups were overrepresented, including cisgender women, people of color, people with disabilities, LGBTQ individuals, non-Christians and politically liberal students. In addition, there were consistently significant differences between groups on the variables measuring micro-aggressions for students and employees of color, LGBTQ students and employees, students and employees with disabilities, non-Christian students and employees, politically liberal students and employees and non-native English speakers.

There were consistent differences in findings for students and employees with disabilities, LGBTQ individuals, non-Christian participants and politically liberal participants on the basis of Belongingness and Loyalty to MSU as an institution.

Two important findings emerged with respect to the Springfield community: (a) sizable percentages of participants believed that the Springfield community was less welcoming for LGBTQ individuals, people of color, non-Christian individuals, non-native English speakers and politically liberal individuals, and (b) almost two-thirds of LGBTQ individuals perceived MSU as a “safe haven” compared to the larger Springfield community.

Recommendations include the following:
1. Enhance infrastructure for leadership, advocacy and accountability.
2. Develop rigorous and concerted recruitment and retention programs.
3. Enhance multicultural training and address multicultural environment issues.
4. Expand scope of multicultural research and other scholarly activities.
5. Establish on-going campus climate assessments.
6. Develop and advance a community-university partnership for diversity and inclusion.
Introduction

Our public universities have advanced the notion that in educating college students for the world they will inhabit, it is necessary to bring people together from diverse parts of society and to educate them in that context. Far from being optional or merely enriching, it is the very essence of what we mean by a liberal or humanistic education.

Lee C. Bollinger
President, Columbia University
Former President, University of Michigan
Chronicle of Higher Education, June 1, 2007

Decades of scholarly research in higher education has demonstrated that diversity on college campuses is associated with: (a) greater learning, (b) increased interpersonal competencies, (c) greater self-confidence among students, (d) fewer irrational prejudices, (e) greater gains in critical thinking, and (f) greater involvement in civic and community service (Antonio, 2001; Chang, 1996; Gurin, 1999; Hurtado, 2001; Smith et al., 1997).

Sue (1995, 2001) pointed out that organizations are categorized in one of three ways with regard to the valuing of diversity:

- **“Monocultural”** (e.g., Eurocentric, androcentric, monolingual, heterosexist values and a view of minorities as “tokens”);

- **“Nondiscriminatory”** (e.g., a non-systemic, fragmented approach to diversity intended to meet legal standards for nondiscrimination and avoid lawsuits);

- **“Multicultural”** (e.g., actively valuing diversity in its many forms in a manner that permeates all aspects of the institution).

In reality, the size and complexity of most institutions of higher education produce variations within and across various departments, divisions and units. These variations from one unit to another can occasionally be extreme, with some units demonstrating the highest level of multicultural organizational development, whereas others struggle to function beyond monocultural values.

According to Grieger (1996), institutions of higher education that are “multicultural” (a) are composed of faculty, staff, and students that are representative of the diversity found in the population; (b) express a valuing of diversity in public statements of commitment, vision, mission, processes, structures, policies, service delivery, and allocation of resources; (c) act in accordance with their positive public statements; and (d) value and reward multicultural competencies, including diversity-positive attitudes, knowledge about salient aspects of diverse groups, and skills in interacting with and serving diverse groups effectively, sensitively, and respectfully.

Campus climate research is a well-established form of inquiry in the study of higher education (Hart & Fellabaum, 2008; Hurtado, Griffin, Arellano & Cuellar, 2008; Worthington, 2008; Worthington, 2012). Data collected by institutions regarding campus climate are commonly used to inform institutional policy and practice, as well as contribute to the scholarly literature on diversity in higher education. These studies are intended to assess the climate for diversity and multiculturalism (Hurtado, Carter, & Kardia, 1998) in hopes of helping campus leadership make evidence-based decisions in order to improve the climate for everyone. Garcia, Hudgins, Musil, Nettles, Sedlacek, and Smith (2001) have suggested that evaluation research on college campuses should be used to determine whether diversity efforts are successful, whether they can be replicated, and whether they could be improved. In addition, they have suggested that diversity research can be used to help communicate the benefits of diversity work and justify their investments in diversity to audiences that may be skeptical of these efforts.

Hurtado et al. (1998) defined campus climate as a multidimensional construct, subject to and shaped by the policies, practices, and behaviors of those within and external to colleges and universities, representing the attitudes, perceptions, behaviors, and expectations regarding issues of diversity. In addition, Hurtado et al. (1998) proposed four climate-related dimensions of higher education institutions: (a) an institution’s history and legacy of inclusion or exclusion, (b) compositional or structural diversity (the numbers and percentages of underrepresented group members within an institution), (c) the psychological dimension of the climate, and (d) the behavioral dimension of the climate.

External forces in the larger society impact institutions, and individuals within them, when it comes to the climate. Specifically, government policy and socio-historical context are two external forces influencing the institutional context for diversity. The U.S. Supreme Court cases of Gratz and Grutter versus the University of Michigan, along with the more recent Fisher case at the University of Texas at Austin, and the Michigan ballot amendment Proposal 2, are all good examples of these external forces and contexts related to diversity in higher education. Thus, Worthington (2012) added a fifth dimension to Hurtado’s (1998) model: diversity leadership.
Worthington (2012; Worthington, Stanley, & Lewis, 2014) proposed a 3-dimensional model of comprehensive and integrated diversity initiatives in higher education institutions to help frame the complexities of higher education diversity on university campuses that included (a) stakeholders (students, faculty, staff, administrators, and others), (b) identity characteristics (e.g., race/ethnicity, gender, age, sexual orientation, disability, religion, national & geographic origin, language use, socio-economic status, first generation status, veteran/military status, political ideology), and (c) core functional process areas (e.g., recruitment/retention, curriculum and instruction, research and inquiry, intergroup relations, leadership development and success, nondiscrimination, external relations, strategic planning). Based on this model, the National Association of Diversity Officers in Higher Education adopted a set of professional standards of practice for chief diversity officers (CDOs) that highlight the importance of campus climate research for diversity strategic planning on college and university campuses (Worthington, Stanley, & Lewis, 2014).

Strengths and limitations of campus climate research

Campus climate research is a common but often misunderstood component of most higher education institutional diversity and inclusion plans. Indeed, many university stakeholders misunderstand the underlying purposes and characteristics of campus climate research. The purpose of this section is to clarify the focus of campus climate research, and to dispel some of the most common myths associated with it.

One of the most common questions regarding campus climate research is, “Are the findings going to be generalizable?” Unfortunately, the nature of campus climate research inevitably involves samples of volunteers—participants that may be representative of the broader population in some ways but not in others. The representativeness of the sample is inextricably tied to the credibility or validity of the research findings, which for many people are based upon the ability of the researchers and stakeholders to precisely and numerically quantify the climate for diversity—as if to say, “How much ‘good climate’ or ‘bad climate’ is being measured by the survey?” However, there is ultimately no way to measure a specifically quantifiable amount of “good climate” or “bad climate” at a given institution, no matter how representative the sample might be.

The question above is related to another frequent question regarding campus climate research, “How does our institution compare to other (peer) institutions in terms of the climate for diversity and inclusion?” Again, in order to respond to this question, we would need to feel confident that we are able to measure or quantify the amount of “good climate” or “bad climate” in our own institution as well as for one or more other institutions. However, because the social, cultural, political and historical contexts of higher education institutions differ dramatically, the goal of comparing our findings to other institutions remains relatively elusive.

Thus, the central goal of campus climate research is to obtain a sample that is “inclusive” (i.e., contains a substantial number of representatives from as many different stakeholder identity groups as possible), and to evaluate the patterns in the data in such a way as to inform our understanding of the perceptions and experiences of many different groups of people on our campuses. By gaining new insights into the focal issues represented in campus climate data for different groups, as well as the differences of experiences or perceptions revealed in campus climate findings, it is possible to identify new ways to approach and improve conditions on campus that arise from specific findings.

In that way, campus climate research provides a multi-layered set of data obtained from a broadly diverse group of participants representing a multitude of perspectives and experiences. The patterns from the depth and breadth of data collected in a comprehensive campus climate study can be used to achieve greater understanding of the variety of experiences and perceptions of people belonging to many different identity groups. Ultimately the findings from campus climate research can be used to inform important decisions regarding policies and procedures related to diversity that can be used to guide ongoing University-wide planning.
Research methods
Survey data collection

E-mail invitations were distributed to 20,816 faculty, students, staff and administrators at MSU. Some form of survey response was received from 3510 individuals for an initial survey delivery rate of approximately 16.9%. Among that group, there were a substantial number of blank surveys, incomplete surveys, invalid response patterns, and multivariate outliers that were ultimately removed from the data set, resulting in a total of 3160 useable surveys (15.2% overall response rate and 90.0% useable surveys). The overall response rate for this survey is slightly higher than the typical response rate (10-12%) for surveys of this nature on campuses like MSU. Table 1 presents the breakdown of respondents by MSU status.

Table 1: Numbers and percentages of participants by sub-classifications

<table>
<thead>
<tr>
<th>Participant status and sub-classifications</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1925</td>
<td>60.9</td>
</tr>
<tr>
<td>Full-time</td>
<td>1701</td>
<td>(88.4)</td>
</tr>
<tr>
<td>Part-time</td>
<td>212</td>
<td>(11.0)</td>
</tr>
<tr>
<td>Faculty</td>
<td>460</td>
<td>14.6</td>
</tr>
<tr>
<td>Full-time</td>
<td>391</td>
<td>(85.0)</td>
</tr>
<tr>
<td>Part-time</td>
<td>61</td>
<td>(13.3)</td>
</tr>
<tr>
<td>Temporary</td>
<td>13</td>
<td>(2.8)</td>
</tr>
<tr>
<td>Tenured/Tenure-track</td>
<td>297</td>
<td>(64.6)</td>
</tr>
<tr>
<td>Instructor or Clinical Faculty (non-tenure)</td>
<td>162</td>
<td>(35.2)</td>
</tr>
<tr>
<td>Staff</td>
<td>679</td>
<td>21.5</td>
</tr>
<tr>
<td>Full-time</td>
<td>618</td>
<td>(91.0)</td>
</tr>
<tr>
<td>Part-time</td>
<td>58</td>
<td>(8.5)</td>
</tr>
<tr>
<td>Temporary</td>
<td>3</td>
<td>(0.4)</td>
</tr>
<tr>
<td>Administrators</td>
<td>96</td>
<td>3.0</td>
</tr>
<tr>
<td>Full-time</td>
<td>90</td>
<td>(93.8)</td>
</tr>
<tr>
<td>Part-time</td>
<td>5</td>
<td>(5.2)</td>
</tr>
<tr>
<td>Faculty Administrators</td>
<td>54</td>
<td>(56.3)</td>
</tr>
<tr>
<td>Staff Administrators</td>
<td>42</td>
<td>(43.8)</td>
</tr>
<tr>
<td>Total</td>
<td>3160</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note. Bold indicates numbers and percentages for the overall sample of faculty, staff, students and administrators. Numbers in parentheses indicate percentages of sub-classifications of participants within faculty, staff, student and administrator groups.
Demographic information provided by the respondents is reported in Table 2. Despite concerted efforts to obtain sizeable numbers of participants from a variety of underrepresented and historically marginalized groups, sample sizes for race/ethnicity, sexual orientation, and disability status remained relatively small. Subsequent data analyses required some demographic categories to be modified or collapsed into larger groups. Due to their very small numbers, participants identifying as "transgender" or "gender non-conforming" were collapsed into the LGBTQ group (except where explicitly noted otherwise), which is consistent with Fassinger and Arseneau’s (2007) argument that lesbian, gay, bisexual, and transgender (LGBTQ) people share common experiences of societal sexual prejudice.

Table 2: Demographic characteristics of survey participants by MSU status

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th></th>
<th>Faculty</th>
<th></th>
<th>Staff</th>
<th></th>
<th>Administrator</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
</tr>
<tr>
<td>N=</td>
<td>1925</td>
<td>60.9</td>
<td>460</td>
<td>14.6</td>
<td>679</td>
<td>21.5</td>
<td>96</td>
<td>3.0</td>
<td>3160</td>
<td>100.0</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>1307</td>
<td>67.8</td>
<td>244</td>
<td>53.0</td>
<td>452</td>
<td>66.6</td>
<td>49</td>
<td>51.0</td>
<td>2032</td>
<td>64.3</td>
</tr>
<tr>
<td>Men</td>
<td>571</td>
<td>29.7</td>
<td>198</td>
<td>43.0</td>
<td>216</td>
<td>31.8</td>
<td>45</td>
<td>46.9</td>
<td>1030</td>
<td>32.6</td>
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<tr>
<td>Trans*</td>
<td>31</td>
<td>1.6</td>
<td>1</td>
<td>0.2</td>
<td>2</td>
<td>0.3</td>
<td>0</td>
<td>0.0</td>
<td>34</td>
<td>1.1</td>
</tr>
<tr>
<td>Missing</td>
<td>16</td>
<td>0.7</td>
<td>17</td>
<td>3.7</td>
<td>9</td>
<td>1.3</td>
<td>2</td>
<td>2.1</td>
<td>44</td>
<td>1.4</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Latino only</td>
<td>38</td>
<td>2.0</td>
<td>3</td>
<td>0.7</td>
<td>9</td>
<td>1.3</td>
<td>1</td>
<td>1.0</td>
<td>51</td>
<td>1.6</td>
</tr>
<tr>
<td>AIANPI only</td>
<td>15</td>
<td>0.8</td>
<td>2</td>
<td>0.4</td>
<td>3</td>
<td>0.4</td>
<td>1</td>
<td>1.0</td>
<td>21</td>
<td>1.5</td>
</tr>
<tr>
<td>Asian only</td>
<td>81</td>
<td>4.2</td>
<td>10</td>
<td>2.2</td>
<td>9</td>
<td>1.3</td>
<td>3</td>
<td>3.1</td>
<td>103</td>
<td>5.8</td>
</tr>
<tr>
<td>AA/Black only</td>
<td>61</td>
<td>3.1</td>
<td>12</td>
<td>2.6</td>
<td>13</td>
<td>1.9</td>
<td>4</td>
<td>4.2</td>
<td>90</td>
<td>2.8</td>
</tr>
<tr>
<td>Multi-racial</td>
<td>139</td>
<td>7.2</td>
<td>22</td>
<td>4.8</td>
<td>27</td>
<td>4.0</td>
<td>6</td>
<td>6.3</td>
<td>194</td>
<td>6.1</td>
</tr>
<tr>
<td>White only</td>
<td>1565</td>
<td>81.3</td>
<td>390</td>
<td>84.8</td>
<td>607</td>
<td>89.4</td>
<td>81</td>
<td>84.4</td>
<td>2643</td>
<td>83.6</td>
</tr>
<tr>
<td>No response</td>
<td>26</td>
<td>1.4</td>
<td>21</td>
<td>4.6</td>
<td>11</td>
<td>1.6</td>
<td>0</td>
<td>0.0</td>
<td>58</td>
<td>1.8</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heterosexual</td>
<td>1667</td>
<td>86.6</td>
<td>399</td>
<td>86.7</td>
<td>610</td>
<td>89.8</td>
<td>86</td>
<td>89.6</td>
<td>2762</td>
<td>87.4</td>
</tr>
<tr>
<td>Bisexual</td>
<td>60</td>
<td>3.1</td>
<td>6</td>
<td>1.3</td>
<td>4</td>
<td>0.6</td>
<td>2</td>
<td>2.1</td>
<td>72</td>
<td>2.3</td>
</tr>
<tr>
<td>Lesbian</td>
<td>21</td>
<td>1.1</td>
<td>8</td>
<td>1.7</td>
<td>20</td>
<td>2.9</td>
<td>4</td>
<td>4.2</td>
<td>53</td>
<td>1.7</td>
</tr>
<tr>
<td>Gay</td>
<td>41</td>
<td>2.1</td>
<td>4</td>
<td>0.9</td>
<td>16</td>
<td>2.4</td>
<td>2</td>
<td>2.1</td>
<td>63</td>
<td>2.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>18</td>
<td>0.9</td>
<td>2</td>
<td>0.4</td>
<td>1</td>
<td>0.1</td>
<td>0</td>
<td>0.0</td>
<td>21</td>
<td>0.7</td>
</tr>
<tr>
<td>Questioning</td>
<td>13</td>
<td>0.7</td>
<td>1</td>
<td>0.2</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>14</td>
<td>0.4</td>
</tr>
<tr>
<td>Queer</td>
<td>9</td>
<td>0.5</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
<td>9</td>
<td>0.3</td>
</tr>
<tr>
<td>Other</td>
<td>29</td>
<td>1.5</td>
<td>8</td>
<td>1.7</td>
<td>7</td>
<td>1.0</td>
<td>0</td>
<td>0.0</td>
<td>44</td>
<td>1.4</td>
</tr>
<tr>
<td>No response</td>
<td>67</td>
<td>3.5</td>
<td>32</td>
<td>7.0</td>
<td>21</td>
<td>3.1</td>
<td>2</td>
<td>2.1</td>
<td>122</td>
<td>3.9</td>
</tr>
<tr>
<td>Disability</td>
<td>215</td>
<td>11.2</td>
<td>42</td>
<td>9.1</td>
<td>66</td>
<td>9.7</td>
<td>12</td>
<td>12.5</td>
<td>335</td>
<td>10.6</td>
</tr>
<tr>
<td>Veteran-Military</td>
<td>94</td>
<td>4.9</td>
<td>24</td>
<td>5.2</td>
<td>50</td>
<td>7.4</td>
<td>11</td>
<td>11.5</td>
<td>179</td>
<td>5.7</td>
</tr>
</tbody>
</table>

Note. Trans* refers to respondents who identified as transgender or gender non-conforming. AIANPI refers to American Indian, Alaska Native and Pacific Islander. AA/Black = African American/Black.
## Major Findings

### Between groups comparisons for students and employees combined

Table 3: Perceptions of campus climate at MSU regarding sex (male or female)

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree/Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Strongly Agree/Agree</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Efforts to improve diversity, equity and inclusion at MSU are inclusive of sex (male or female).</td>
<td>7.6%</td>
<td>9.8%</td>
<td>32.2%</td>
<td>29.1%</td>
</tr>
<tr>
<td>Faculty and staff at MSU encourage students to talk to each other across differences of sex (male or female).</td>
<td>11.2%</td>
<td>11.3%</td>
<td>40.7%</td>
<td>34.9%</td>
</tr>
<tr>
<td>There are quality course offerings at MSU that provide learning opportunities related to sex (male or female).</td>
<td>8.8%</td>
<td>9.5%</td>
<td>50.1%</td>
<td>45.4%</td>
</tr>
<tr>
<td>People at MSU are treated differently on the basis of sex (male or female).</td>
<td>47.7%</td>
<td>47.0%</td>
<td>28.5%</td>
<td>29.3%</td>
</tr>
<tr>
<td>The non-discrimination policies at MSU are strongly enforced with respect to sex (male or female).</td>
<td>7.7%</td>
<td>9.7%</td>
<td>36.4%</td>
<td>35.5%</td>
</tr>
<tr>
<td>It is common to hear offensive speech at MSU about people on the basis of their sex (male or female).</td>
<td>57.7%</td>
<td>56.1%</td>
<td>26.3%</td>
<td>24.0%</td>
</tr>
<tr>
<td>MSU has achieved sufficient numerical diversity on the basis of sex (male or female).</td>
<td>8.1%</td>
<td>10.1%</td>
<td>38.5%</td>
<td>37.4%</td>
</tr>
<tr>
<td>The Springfield community climate provides a welcoming environment on the basis of sex (male or female).</td>
<td>11.0%</td>
<td>8.9%</td>
<td>38.6%</td>
<td>34.2%</td>
</tr>
</tbody>
</table>
Table 4: Perceptions of campus climate at MSU regarding racial-ethnic identity

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree/Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Strongly Agree/Agree</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White</td>
<td>POC</td>
<td>White</td>
<td>POC</td>
</tr>
<tr>
<td>Efforts to improve diversity, equity and inclusion at MSU are inclusive of racial-ethnic identity.</td>
<td>3.8%</td>
<td>11.5%</td>
<td>17.0%</td>
<td>16.6%</td>
</tr>
<tr>
<td>Faculty and staff at MSU encourage students to talk to each other across differences of racial-ethnic identity.</td>
<td>9.8%</td>
<td>17.4%</td>
<td>29.1%</td>
<td>26.8%</td>
</tr>
<tr>
<td>There are quality course offerings at MSU that provide learning opportunities related to racial-ethnic identity.</td>
<td>5.5%</td>
<td>16.1%</td>
<td>36.0%</td>
<td>35.0%</td>
</tr>
<tr>
<td>People at MSU are treated differently on the basis of racial-ethnic identity.</td>
<td>47.0%</td>
<td>33.2%</td>
<td>24.6%</td>
<td>21.4%</td>
</tr>
<tr>
<td>The non-discrimination policies at MSU are strongly enforced with respect to racial-ethnic identity.</td>
<td>5.2%</td>
<td>13.9%</td>
<td>27.1%</td>
<td>26.2%</td>
</tr>
<tr>
<td>It is common to hear offensive speech at MSU about people on the basis of their racial-ethnic identity.</td>
<td>59.5%</td>
<td>41.4%</td>
<td>19.3%</td>
<td>19.5%</td>
</tr>
<tr>
<td>MSU has achieved sufficient numerical diversity on the basis of racial-ethnic identity.</td>
<td>28.2%</td>
<td>41.3%</td>
<td>31.1%</td>
<td>18.9%</td>
</tr>
<tr>
<td>The Springfield community climate provides a welcoming environment on the basis of racial-ethnic identity.</td>
<td>31.9%</td>
<td>39.9%</td>
<td>25.8%</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

Note. POC = People of color. In response to all items in this table, White respondents were significantly more likely to express more positive perceptions than people of color.
Table 5: Perceptions of campus climate at MSU regarding gender identity/expression

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree/ Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Strongly Agree/ Agree</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cisgen Hetero</td>
<td>LGBTQ</td>
<td>Cisgen Hetero</td>
<td>LGBTQ</td>
</tr>
<tr>
<td>Efforts to improve diversity, equity and inclusion at MSU are inclusive of gender identity/ expression.</td>
<td>10.8%</td>
<td>37.0%</td>
<td>29.5%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Faculty and staff at MSU encourage students to talk to each other across differences of gender identity/expression.</td>
<td>16.7%</td>
<td>36.0%</td>
<td>37.9%</td>
<td>36.0%</td>
</tr>
<tr>
<td>There are quality course offerings at MSU that provide learning opportunities related to gender identity/expression.</td>
<td>14.7%</td>
<td>38.2%</td>
<td>50.8%</td>
<td>34.8%</td>
</tr>
<tr>
<td>People at MSU are treated differently on the basis of gender identity/expression.</td>
<td>43.7%</td>
<td>16.6%</td>
<td>28.2%</td>
<td>18.3%</td>
</tr>
<tr>
<td>The non-discrimination policies at MSU are strongly enforced with respect to gender identity/ expression.</td>
<td>9.0%</td>
<td>29.1%</td>
<td>35.9%</td>
<td>40.7%</td>
</tr>
<tr>
<td>It is common to hear offensive speech at MSU about people on the basis of their gender identity/ expression.</td>
<td>54.6%</td>
<td>22.5%</td>
<td>21.4%</td>
<td>19.7%</td>
</tr>
<tr>
<td>MSU has achieved sufficient numerical diversity on the basis of gender identity/expression.</td>
<td>20.3%</td>
<td>57.1%</td>
<td>45.3%</td>
<td>30.4%</td>
</tr>
<tr>
<td>The Springfield community climate provides a welcoming environment on the basis of gender identity/expression.</td>
<td>36.4%</td>
<td>69.6%</td>
<td>28.5%</td>
<td>15.8%</td>
</tr>
</tbody>
</table>

Note. Cisgen = Cisgender; Hetero = Heterosexual; LGBTQ = Lesbian, Gay, Bisexual, Transgender, Queer. In response to all items in this table, cisgender heterosexual respondents were significantly more likely to express more positive perceptions than LGBTQ participants.
<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree/Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Strongly Agree/Agree</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Item</strong></td>
<td>Able-bodied</td>
<td>PwD</td>
<td>Able-bodied</td>
<td>PwD</td>
</tr>
<tr>
<td>Efforts to improve diversity, equity and inclusion at MSU are inclusive of disability status.</td>
<td>8.0%</td>
<td>21.5%</td>
<td>26.5%</td>
<td>26.6%</td>
</tr>
<tr>
<td>Faculty and staff at MSU encourage students to talk to each other across differences of disability status.</td>
<td>13.8%</td>
<td>22.8%</td>
<td>36.5%</td>
<td>33.0%</td>
</tr>
<tr>
<td>There are quality course offerings at MSU that provide learning opportunities related to disability status.</td>
<td>14.3%</td>
<td>26.1%</td>
<td>51.5%</td>
<td>41.2%</td>
</tr>
<tr>
<td>People at MSU are treated differently on the basis of disability status.</td>
<td>44.7%</td>
<td>29.6%</td>
<td>30.2%</td>
<td>30.8%</td>
</tr>
<tr>
<td>The non-discrimination policies at MSU are strongly enforced with respect to disability status.</td>
<td>4.3%</td>
<td>16.6%</td>
<td>30.7%</td>
<td>30.0%</td>
</tr>
<tr>
<td>It is common to hear offensive speech at MSU about people on the basis of their disability status.</td>
<td>66.9%</td>
<td>53.0%</td>
<td>24.2%</td>
<td>24.5%</td>
</tr>
<tr>
<td>MSU has achieved sufficient numerical diversity on the basis of disability status.</td>
<td>16.2%</td>
<td>24.4%</td>
<td>47.7%</td>
<td>41.6%</td>
</tr>
<tr>
<td>The Springfield community climate provides a welcoming environment on the basis of disability status.</td>
<td>12.6%</td>
<td>27.7%</td>
<td>31.9%</td>
<td>35.8%</td>
</tr>
</tbody>
</table>

Note. PwD = Persons with disabilities. In response to all items in this table, able-bodied respondents were significantly more likely to express more positive perceptions than participants with disabilities.
Table 7: Perceptions of campus climate at MSU regarding religious and spiritual values

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree/Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Strongly Agree/Agree</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efforts to improve diversity, equity and inclusion at MSU are inclusive of RSV.</td>
<td>13.6%</td>
<td>22.5%</td>
<td>30.4%</td>
<td>31.7%</td>
</tr>
<tr>
<td>Faculty and staff at MSU encourage students to talk to each other across differences of RSV.</td>
<td>15.8%</td>
<td>21.6%</td>
<td>34.8%</td>
<td>40.0%</td>
</tr>
<tr>
<td>There are quality course offerings at MSU that provide learning opportunities related to RSV.</td>
<td>6.5%</td>
<td>10.3%</td>
<td>34.9%</td>
<td>36.4%</td>
</tr>
<tr>
<td>People at MSU are treated differently on the basis of RSV.</td>
<td>47.1%</td>
<td>31.7%</td>
<td>28.0%</td>
<td>34.9%</td>
</tr>
<tr>
<td>The non-discrimination policies at MSU are strongly enforced with respect to RSV.</td>
<td>10.7%</td>
<td>12.7%</td>
<td>35.3%</td>
<td>45.9%</td>
</tr>
<tr>
<td>It is common to hear offensive speech at MSU about people on the basis of their RSV.</td>
<td>51.8%</td>
<td>45.9%</td>
<td>21.5%</td>
<td>22.9%</td>
</tr>
<tr>
<td>MSU has achieved sufficient numerical diversity on the basis of RSV.</td>
<td>13.8%</td>
<td>33.4%</td>
<td>45.9%</td>
<td>39.1%</td>
</tr>
<tr>
<td>The Springfield community climate provides a welcoming environment on the basis of RSV.</td>
<td>22.8%</td>
<td>51.2%</td>
<td>29.2%</td>
<td>22.5%</td>
</tr>
</tbody>
</table>

Note. RSV = Religious and spiritual values. Non-Christian refers to agnostic, atheist, Buddhist, Earth Religion, Hindu, Jewish or Muslim. In response to all items in this table, Christian respondents were significantly more likely to express more positive perceptions than non-Christian participants.
Table 8: Perceptions of campus climate at MSU regarding sexual orientation

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree/Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Strongly Agree/Agree</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cisgen Hetero</td>
<td>LGBTQ</td>
<td>Cisgen Hetero</td>
<td>LGBTQ</td>
</tr>
<tr>
<td>Efforts to improve diversity, equity and inclusion at MSU are inclusive of sexual orientation.</td>
<td>9.1%</td>
<td>30.8%</td>
<td>27.9%</td>
<td>18.7%</td>
</tr>
<tr>
<td>Faculty and staff at MSU encourage students to talk to each other across differences of sexual orientation.</td>
<td>15.8%</td>
<td>37.5%</td>
<td>38.0%</td>
<td>32.4%</td>
</tr>
<tr>
<td>There are quality course offerings at MSU that provide learning opportunities related to sexual orientation.</td>
<td>16.8%</td>
<td>39.9%</td>
<td>52.6%</td>
<td>32.6%</td>
</tr>
<tr>
<td>People at MSU are treated differently on the basis of sexual orientation.</td>
<td>45.1%</td>
<td>21.6%</td>
<td>28.8%</td>
<td>26.1%</td>
</tr>
<tr>
<td>The non-discrimination policies at MSU are strongly enforced with respect to sexual orientation.</td>
<td>8.0%</td>
<td>23.8%</td>
<td>35.4%</td>
<td>41.3%</td>
</tr>
<tr>
<td>It is common to hear offensive speech at MSU about people on the basis of their sexual orientation.</td>
<td>54.1%</td>
<td>20.9%</td>
<td>20.3%</td>
<td>22.7%</td>
</tr>
<tr>
<td>MSU has achieved sufficient numerical diversity on the basis of sexual orientation.</td>
<td>16.0%</td>
<td>48.8%</td>
<td>44.6%</td>
<td>31.0%</td>
</tr>
<tr>
<td>The Springfield community climate provides a welcoming environment on the basis of sexual orientation.</td>
<td>35.4%</td>
<td>70.9%</td>
<td>29.3%</td>
<td>12.0%</td>
</tr>
</tbody>
</table>

Note. Cisgen = Cisgender; Hetero = Heterosexual; LGBTQ = Lesbian, Gay, Bisexual, Transgender, Queer. In response to all item in this table, cisgender heterosexual respondents were significantly more likely to express more positive perceptions than LGBTQ participants.
## Table 9: Perceptions of campus climate at MSU regarding language differences

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree/Disagree NES</th>
<th>Neither Agree nor Disagree NES</th>
<th>Strongly Agree/Agree NES</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td>Efforts to improve diversity, equity and inclusion at MSU are inclusive of language differences.</td>
<td>10.5% 14.6% 28.4% 29.9%</td>
<td>61.1% 55.6%</td>
<td>0.077</td>
<td></td>
</tr>
<tr>
<td>Faculty and staff at MSU encourage students to talk to each other across differences of language differences.</td>
<td>12.4% 16.1% 35.6% 33.1%</td>
<td>52.0% 50.8%</td>
<td>0.003</td>
<td></td>
</tr>
<tr>
<td>There are quality course offerings at MSU that provide learning opportunities related to language differences.</td>
<td>6.8% 10.2% 38.6% 37.8%</td>
<td>54.6% 52.0%</td>
<td>0.440</td>
<td></td>
</tr>
<tr>
<td>People at MSU are treated differently on the basis of language differences.</td>
<td>40.3% 38.6% 28.0% 31.4%</td>
<td>31.7% 30.1%</td>
<td>0.552</td>
<td></td>
</tr>
<tr>
<td>The non-discrimination policies at MSU are strongly enforced with respect to language differences.</td>
<td>7.4% 11.4% 39.3% 39.7%</td>
<td>53.3% 48.9%</td>
<td>0.265</td>
<td></td>
</tr>
<tr>
<td>It is common to hear offensive speech at MSU about people on the basis of their language differences.</td>
<td>53.4% 51.4% 23.5% 28.0%</td>
<td>23.2% 20.7%</td>
<td>0.523</td>
<td></td>
</tr>
<tr>
<td>MSU has achieved sufficient numerical diversity on the basis of language differences.</td>
<td>14.0% 22.3% 39.5% 39.5%</td>
<td>46.6% 38.2%</td>
<td>0.018</td>
<td></td>
</tr>
<tr>
<td>The Springfield community climate provides a welcoming environment on the basis of language differences.</td>
<td>31.3% 36.0% 31.2% 30.5%</td>
<td>37.6% 33.5%</td>
<td>0.470</td>
<td></td>
</tr>
</tbody>
</table>

Note. NES = Native English Speaker; NNES = Non-native English Speaker
Table 10: Perceptions of campus climate at MSU regarding political ideology

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree/Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Strongly Agree/Agree</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Con</td>
<td>Mod</td>
<td>Lib</td>
<td>Con</td>
</tr>
<tr>
<td>Efforts to improve diversity, equity and inclusion at MSU are inclusive of political ideology.</td>
<td>17.7%</td>
<td>13.8%</td>
<td>19.1%</td>
<td>35.1%</td>
</tr>
<tr>
<td>Faculty and staff at MSU encourage students to talk to each other across differences of political ideology.</td>
<td>16.1%</td>
<td>14.0%</td>
<td>19.1%</td>
<td>35.5%</td>
</tr>
<tr>
<td>There are quality course offerings at MSU that provide learning opportunities related to political ideology.</td>
<td>8.4%</td>
<td>7.6%</td>
<td>11.6%</td>
<td>39.3%</td>
</tr>
<tr>
<td>People at MSU are treated differently on the basis of political ideology.</td>
<td>48.6%</td>
<td>47.5%</td>
<td>33.8%</td>
<td>26.7%</td>
</tr>
<tr>
<td>The non-discrimination policies at MSU are strongly enforced with respect to political ideology.</td>
<td>12.1%</td>
<td>9.0%</td>
<td>10.7%</td>
<td>34.9%</td>
</tr>
<tr>
<td>It is common to hear offensive speech at MSU about people on the basis of their political ideology.</td>
<td>51.4%</td>
<td>51.5%</td>
<td>42.1%</td>
<td>24.2%</td>
</tr>
<tr>
<td>MSU has achieved sufficient numerical diversity on the basis of political ideology.</td>
<td>10.9%</td>
<td>13.5%</td>
<td>23.2%</td>
<td>44.9%</td>
</tr>
<tr>
<td>The Springfield community climate provides a welcoming environment on the basis of political ideology.</td>
<td>12.0%</td>
<td>24.6%</td>
<td>53.0%</td>
<td>31.9%</td>
</tr>
</tbody>
</table>

Note. Con = Conservative; Mod = Moderate; Lib = Liberal
Table 11: Perceptions of campus climate at MSU regarding veteran status

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree/Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Strongly Agree/Agree</th>
<th>X²</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-Vet</td>
<td>Vet/AD</td>
<td>Non-Vet</td>
<td>Vet/AD</td>
</tr>
<tr>
<td>Efforts to improve diversity, equity and inclusion at MSU are inclusive of veteran status.</td>
<td>6.6%</td>
<td>14.4%</td>
<td>30.9%</td>
<td>19.6%</td>
</tr>
<tr>
<td>Faculty and staff at MSU encourage students to talk to each other across differences of veteran status.</td>
<td>13.8%</td>
<td>17.9%</td>
<td>42.3%</td>
<td>38.6%</td>
</tr>
<tr>
<td>There are quality course offerings at MSU that provide learning opportunities related to veteran status.</td>
<td>16.1%</td>
<td>25.7%</td>
<td>57.7%</td>
<td>56.4%</td>
</tr>
<tr>
<td>People at MSU are treated differently on the basis of veteran status.</td>
<td>49.6%</td>
<td>41.7%</td>
<td>35.9%</td>
<td>36.4%</td>
</tr>
<tr>
<td>The non-discrimination policies at MSU are strongly enforced with respect to veteran status.</td>
<td>4.2%</td>
<td>9.8%</td>
<td>38.0%</td>
<td>43.6%</td>
</tr>
<tr>
<td>It is common to hear offensive speech at MSU about people on the basis of their veteran status.</td>
<td>70.9%</td>
<td>63.9%</td>
<td>25.1%</td>
<td>30.8%</td>
</tr>
<tr>
<td>MSU has achieved sufficient numerical diversity on the basis of veteran status.</td>
<td>10.5%</td>
<td>13.4%</td>
<td>49.6%</td>
<td>45.7%</td>
</tr>
<tr>
<td>The Springfield community climate provides a welcoming environment on the basis of veteran status.</td>
<td>4.6%</td>
<td>7.9%</td>
<td>29.0%</td>
<td>22.8%</td>
</tr>
</tbody>
</table>

Note. Non-Vet = Non-Veteran; Vet/AD = Veteran or Active Duty Military.
LGBTQ findings - combined students and employees

Cases for faculty, staff, administrators and students who identified themselves as lesbian, gay, bisexual, queer, and/or transgender were combined into a separate data file that was used to assess perceptions of the LGBTQ community at MSU regarding the climate for sexual minority people. This data set contained 151 students, 41 staff, 18 faculty, and 8 administrators (N = 218).

Among these participants, there were 34 transgender/gender nonconforming individuals, 33 people of color, 72 bisexual individuals, 53 lesbian, 63 gay, 1 uncertain, 9 queer, and 4 other. These participants identified as agnostic (n = 59), atheist (n = 35), Buddhist (n = 12), Christian (n = 67), Earth Religion (n = 6), Jewish (n = 2), Muslim (n = 1), and other (n = 26). The vast majority identified as politically liberal (65.0%) or moderate (28.2%).

Participants were asked to respond to the item, “In the past 12 months, as a member of the MSU community have you experienced discrimination, sexual harassment, a hostile work environment, or retaliation as defined in the MSU Prohibition of Discrimination and Harassment Policy?” Of the 218 total respondents in the LGBTQ sample, 24.3% (n = 53) did not respond to this item.

Among those who responded to this item (n = 165), 27 (16.4%) respondents indicated they had experienced discrimination, sexual, harassment, a hostile work environment, and/or retaliation:

- 20 participants indicated they had experienced discrimination,
- 4 participants indicated they had experienced sexual harassment,
- 12 participants indicated they had experienced hostile work environment, and
- 5 participants indicated they had experienced retaliation.

Among the 27 respondents who indicated that they had experienced discrimination, sexual harassment, a hostile work environment, and/or retaliation, 8 indicated it was due to gender identity/expression (29.6%), and 20 indicated sexual orientation (74.1%).

There were a number of items included in the survey that were specifically designed to assess the MSU campus climate for LGBTQ individuals.
<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Percent agree or strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>There have been significant advances at MSU regarding sexual orientation nondiscrimination.</td>
<td>5</td>
<td>29</td>
<td>42</td>
<td>65</td>
<td>19</td>
<td>52.5%</td>
</tr>
<tr>
<td>There have been significant advances at MSU regarding gender identity and expression nondiscrimination.</td>
<td>20</td>
<td>51</td>
<td>49</td>
<td>28</td>
<td>11</td>
<td>24.5%</td>
</tr>
<tr>
<td>Leadership at MSU is committed to improving the climate for LGBTQ individuals.</td>
<td>13</td>
<td>38</td>
<td>54</td>
<td>42</td>
<td>13</td>
<td>34.4%</td>
</tr>
<tr>
<td>There are still many LGBTQ individuals who are reluctant to be “out” because of the climate at MSU.</td>
<td>1</td>
<td>10</td>
<td>29</td>
<td>66</td>
<td>54</td>
<td>75.1%</td>
</tr>
<tr>
<td>Discrimination and harassment on the basis of sexual orientation continues to be a significant issue at MSU.</td>
<td>2</td>
<td>23</td>
<td>72</td>
<td>50</td>
<td>13</td>
<td>39.4%</td>
</tr>
<tr>
<td>Discrimination and harassment on the basis of gender identity and expression continues to be a significant issue at MSU</td>
<td>1</td>
<td>16</td>
<td>63</td>
<td>57</td>
<td>23</td>
<td>50.0%</td>
</tr>
<tr>
<td>There are many people at MSU who do not understand how gender identity and expression are different from sexual orientation.</td>
<td>0</td>
<td>0</td>
<td>61</td>
<td>91</td>
<td>160</td>
<td>95.0%</td>
</tr>
<tr>
<td>It is possible to get away with discrimination against LGBTQ individuals at MSU.</td>
<td>1</td>
<td>8</td>
<td>38</td>
<td>84</td>
<td>29</td>
<td>70.6%</td>
</tr>
<tr>
<td>Violence is always a potential concern for LGBTQ individuals at MSU.</td>
<td>9</td>
<td>38</td>
<td>54</td>
<td>44</td>
<td>15</td>
<td>36.9%</td>
</tr>
<tr>
<td>MSU is a safe haven compared to the larger Springfield community for LGBTQ individuals.</td>
<td>3</td>
<td>8</td>
<td>43</td>
<td>82</td>
<td>24</td>
<td>66.2%</td>
</tr>
<tr>
<td>Problems in the Springfield community are the most significant concern for LGBTQ individuals at MSU.</td>
<td>1</td>
<td>18</td>
<td>62</td>
<td>56</td>
<td>22</td>
<td>49.0%</td>
</tr>
</tbody>
</table>
Findings for people with disabilities - combined students and employees

Cases for faculty, staff, administrators and students who identified themselves as having one or more disabilities were combined into a separate data file that was used to assess perceptions of people with disabilities at MSU regarding the disability climate. This data set contained 215 students, 66 staff, 42 faculty, and 12 administrators (N = 335).

Participants in this subsample reported the following types of disabilities: Visual (64; 2.2%), hearing (45; 1.6%), learning (44, 1.5%), mobility (40, 1.4%), speech (10, 0.4%), medical (74 2.6%), psychological (74, 2.6%). (NOTE: Participants could check more than one type of disability.)

Among these participants, there were 10 transgender/gender nonconforming individuals, 51 people of color, 16 bisexual individuals, 6 lesbian, 7 gay, 5 uncertain, 4 queer, and 12 other. These participants identified as agnostic (n = 42), atheist (n = 30), Buddhist (n = 6), Christian (n = 201), Earth Religion (n = 8), Jewish (n = 6), Muslim (n = 3), and other (n = 26). They identified as politically conservative (25.4%), moderate (39.1%), or liberal (35.6%).

Participants were asked to respond to the item, “In the past 12 months, as a member of the MSU community have you experienced discrimination, sexual harassment, a hostile work environment, or retaliation as defined in the MSU Prohibition of Discrimination and Harassment Policy?” Of the 335 total respondents in the disability sample, 26.9% (n = 90) did not respond to this item.

Among those who responded to this item (n = 245), there were 54 (22.0%) of the respondents who indicated that they had experienced discrimination, sexual harassment, a hostile work environment, and/or retaliation:

- 40 participants indicated they had experienced discrimination,
- 13 participants indicated they had experienced sexual harassment,
- 21 participants indicated they had experienced hostile work environment, and
- 10 participants who indicted they had experienced retaliation.

Among the 54 respondents who indicated that they had experienced discrimination, sexual, harassment, a hostile work environment, and/or retaliation, 18 indicated it was due to their disability status (33.3%).

There were a number of items included in the survey that were specifically designed to assess the MSU campus climate for individuals with disabilities.
Table 13: Participants with disabilities responses to disability campus climate survey items

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
<th>Percent agree or strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel the overall campus environment is supportive of people with disabilities.</td>
<td>9</td>
<td>73</td>
<td>31</td>
<td>96</td>
<td>28</td>
<td>52.3%</td>
</tr>
<tr>
<td>I feel comfortable advocating for myself and my needs at this university.</td>
<td>18</td>
<td>56</td>
<td>46</td>
<td>92</td>
<td>24</td>
<td>49.2%</td>
</tr>
<tr>
<td>I know my rights and responsibilities as a person with a disability.</td>
<td>6</td>
<td>20</td>
<td>51</td>
<td>118</td>
<td>39</td>
<td>67.1%</td>
</tr>
<tr>
<td>The culture regarding disability issues at this university is a challenge for me and my performance.</td>
<td>20</td>
<td>72</td>
<td>81</td>
<td>43</td>
<td>16</td>
<td>25.4%</td>
</tr>
<tr>
<td>I utilize accommodations only when absolutely necessary.</td>
<td>6</td>
<td>17</td>
<td>60</td>
<td>83</td>
<td>70</td>
<td>64.9%</td>
</tr>
<tr>
<td>I have difficulty meeting new people at this university because of the culture regarding disability issues.</td>
<td>61</td>
<td>84</td>
<td>55</td>
<td>26</td>
<td>7</td>
<td>14.2%</td>
</tr>
<tr>
<td>My instructors use an inclusive curriculum/universal design so that my accommodation needs are minimized. **</td>
<td>4</td>
<td>19</td>
<td>56</td>
<td>41</td>
<td>11</td>
<td>39.7%</td>
</tr>
<tr>
<td>My instructors/supervisors provide more than the minimum modifications needed to accommodate my disability.</td>
<td>9</td>
<td>32</td>
<td>93</td>
<td>37</td>
<td>12</td>
<td>32.2%</td>
</tr>
<tr>
<td>My instructors/supervisors have general knowledge about accommodations.</td>
<td>2</td>
<td>13</td>
<td>42</td>
<td>59</td>
<td>16</td>
<td>56.8%</td>
</tr>
<tr>
<td>I am reluctant to disclose my disability to my instructors/supervisors.</td>
<td>10</td>
<td>18</td>
<td>40</td>
<td>34</td>
<td>30</td>
<td>48.5%</td>
</tr>
<tr>
<td>I feel my instructors/supervisors are not willing to provide requesting accommodations.</td>
<td>27</td>
<td>52</td>
<td>38</td>
<td>10</td>
<td>3</td>
<td>1.0%</td>
</tr>
<tr>
<td>I feel my instructors/supervisors doubt my ability to succeed even when accommodations are provided.</td>
<td>34</td>
<td>35</td>
<td>42</td>
<td>15</td>
<td>5</td>
<td>15.3%</td>
</tr>
</tbody>
</table>

Note. **Students only
Student Findings

Experiences of inclusive climate and hostile climate

Participants were asked to respond to a series of items intended to assess their personal experiences of the general campus climate (Supportive, Indifferent, Fair, Hostile, Welcoming, Intimidating, Respectful, Oppressive, Open, Threatening, Inclusive, Cold). Factor analysis of the 12 items for experiences of general campus climate produced two distinct but related factors: Positive/Inclusive Climate and Negative/Hostile Climate.

- There were no differences between cisgender men and women students regarding positive/inclusive climate or negative/hostile climate.
- White students were more likely than students of color to report that they experienced the climate at MSU to be positive and inclusive (Cohen’s d = .18). Students of color were more likely than White students to report that they experienced the climate at MSU to be negative or hostile (Cohen’s d = .26).
- Students with disabilities were also more likely than other students to report that they experienced the climate at MSU to be negative or hostile (Cohen’s d = .29).
- LGBTQ students were less likely than cisgender heterosexual students to report that they experienced the climate at MSU to be positive or inclusive (Cohen’s d = .37), and they were also more likely than cisgender heterosexual students to report that they experienced the climate at MSU to be negative or hostile (Cohen’s d = .38).
- Non-Christian students were slightly less likely to report experiences of an inclusive climate (Cohen’s d = .11), and somewhat more likely to report experiences of a hostile climate (Cohen’s d = .14).
- Self-identified politically liberal employees were less likely to report experiences of an inclusive climate than politically conservative employees (Cohen’s d = .18) and politically moderate employees (Cohen’s d = .15).
- Veteran students were less likely to report experiences of an inclusive climate (Cohen’s d = .30).

■ Non-native English speakers were more likely than other students to report experiences of the climate at MSU as negative or hostile (Cohen’s d = .32).

Reported experiences of discrimination, harassment, hostile environment and retaliation

■ Students were asked to respond to the item, "In the past 12 months, as a member of the MSU community have you experienced discrimination, sexual harassment, a hostile work environment, or retaliation as defined in the MSU Prohibition of Discrimination and Harassment Policy?" Of the 1925 total respondents in the student sample, 39.5% (n = 761) did not respond to this item.

■ Among those who responded to this item (n = 1164), there were 117 (10.1%) of the respondents who indicated that they had experienced discrimination, sexual harassment, a hostile work environment, and/or retaliation:
  - 75 students who indicated they had experienced discrimination,
  - 42 students who indicated they had experienced sexual harassment,
  - 26 students who indicated they had experienced hostile work environment, and
  - 14 students who indicated they had experienced retaliation
  - NOTE: Responses to these items were not mutually exclusive.

■ Among the 117 respondents who indicated that they had experienced discrimination, sexual harassment, a hostile work environment, and/or retaliation:
  - 36 indicated it was based on race or ethnicity (31.6%),
  - 62 indicated that it was based on sex (54.4%),
  - 9 indicated gender identity/expression (7.9%),
  - 16 indicated sexual orientation (14.0%).
- 30 indicated age (26.3%),
- 10 indicated disability status (8.8%),
- 18 indicated religious beliefs (15.8%),
- 8 indicated political orientation (7.0%),
- 6 indicated English language skills (5.3%),
- 6 indicated citizenship (5.3%),
- 2 indicated veteran status (1.8%), and
- 19 indicated that it was based on their social class (16.7%).

Respondents identified the following types of behaviors related to their experiences:

- Derogatory remarks (n = 72; 63.7%),
- Bullying by peer (n = 25; 22.1%),
- Bullying by supervisor (n = 23; 20.4%),
- Written comments (n = 12; 10.6%),
- Anonymous phone calls (n = 2; 1.8%),
- Unsolicited e-mails (n = 3; 2.7%),
- Social network posts (n = 13; 11.5%),
- Harassing texts (n = 12; 10.6%),
- Graffiti (n = 1; 0.9%),
- Threats of physical violence (n = 10; 8.8%),
- Actual assault or injury (n = 7; 6.2%),
- Exclusion—left out of important/desired activities (n = 45; 39.8%), and
- Refusal of services (n = 25; 22.1%).

Among those who reported experiences of discrimination, sexual harassment, hostile environment, and/or retaliation:

- 75.2% were women
- 32.5% were students of color
- 30.4% were students with a disability
- 13.4% were LGBTQ students
- 57.1% were non-Christian
- 45.2% were liberal
- NOTE: cisgender women, students of color, students with disabilities, LGBTQ students, non-Christians and politically liberal students were significantly overrepresented among those reporting experiences of discrimination, sexual harassment, hostile environment, and/or retaliation.

### Experiences of micro-aggressions

The steering committee for the MSU Campus Climate Survey requested that experiences of micro-aggressions be assessed in addition to reported experiences of discrimination, harassment, hostile environment, and retaliation based on the definitions found in the formal policies of the university.

Micro-aggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

A set of 19 items were developed by the research consultant based on the scholarly literature on micro-aggressions to measure this variable. Factor analysis of the 19 items for experiences of micro-aggressions produced three distinct but related factors: (1) Treatment based on Stereotypes (6 items), (2) Exclusion/Rejection (9 items), and Attributions of Suspicion/Danger (4 items).

- Students of color reported significantly more experiences of micro-aggressions than White students on all three subscales of the micro-aggressions measure. The effect sizes for these differences ranged from medium (Cohen's d = .56, Exclusions/Rejection) to large (Cohen's d = .92, Stereotypes; Cohen's d = .85, Suspicion/Danger).

- LGBTQ students reported significantly more experiences of micro-aggressions than cisgender heterosexual students on all three subscales of the micro-aggressions measure. The effect sizes for these differences ranged from small and medium (Cohen's d = .26, Suspicion/Danger; Cohen's d = .51, Exclusions/Rejection) to large (Cohen's d = .98, Stereotypes).

- Students with disabilities reported significantly more experiences of micro-aggressions than their non-disabled counterparts on all three subscales of the micro-aggressions measure. The effect sizes for these differences were small to medium (Cohen's d = .29, Suspicion/Danger; Cohen's d = .44, Stereotypes; Cohen's d = .53, Exclusions/Rejection).
Non-Christian students reported significantly more experiences of micro-aggressions than Christian students on two of the three subscales of the micro-aggressions measure. The effect sizes for these differences were small (Cohen’s d = .09, Exclusions/Rejection; Cohen’s d = .21, Suspicion/Danger; Cohen’s d = .22, Stereotypes).

Self-identified politically liberal students were more likely to report experiences of micro-aggressions than politically conservative students for Exclusion/Rejection (Cohen’s d = .32), Stereotypes (Cohen’s d = .33), and Suspicion/Danger (Cohen’s d = .26).

Non-native English speakers reported significantly more experiences of micro-aggressions than native English speaking students on all three subscales of the micro-aggressions measure. The effect sizes for these differences were small (Cohen’s d = .23, Exclusions/Rejection; Cohen’s d = .31, Suspicion/Danger; Cohen’s d = .40, Stereotypes).

Belongingness and loyalty to MSU
Factor analysis was used to assess participants’ experiences of Belongingness (3 items), Fairness (2 items), and Loyalty (3 items) to MSU.

Cisgender men students were slightly more likely than cisgender women students to believe their professors evaluated them fairly at MSU (Cohen’s d = .12). There were no differences between these two groups regarding Loyalty or Belonging.

There were no differences between students of color and White students on Fairness, but students of color expressed significantly less Belongingness (Cohen’s d = .23) and Loyalty (Cohen’s d = .26) to MSU than White students.

There were significant differences between students with and without disabilities on two out of three of these variables, in which people with disabilities were less likely to report a sense of belonging (Cohen’s d = .27), and more likely to think about or take actions toward leaving MSU (Cohen’s d = .22).

LGBTQ students were less likely than cisgender heterosexual students to report a sense of belonging at MSU (Cohen’s d = .42), and were more likely to think about or take actions toward leaving the university (Cohen’s d = .30).

Non-Christian students were less likely than Christian students to report a sense of belonging at MSU (Cohen’s d = .29), and were more likely to think about or take actions toward leaving the university (Cohen’s d = .22).

Politically liberal employees were less likely than politically conservative or moderate employees to report a sense of belonging at MSU (Cohen’s d = .37), and were more likely to think about or take actions toward leaving the university (Cohen’s d = .25).

Employee Findings
Due to exceptionally small numbers of historically marginalized and underrepresented group members among faculty, staff and administrators, a decision was made to analyze some of the data for all three groups combined as employees of MSU. Where appropriate, findings are reported for faculty, staff and administrators separately.

Experiences of inclusive climate and hostile climate
Participants were asked to respond to a series of items intended to assess their personal experiences of the general campus climate (Supportive, Indifferent, Fair, Hostile, Welcoming, Intimidating, Respectful, Oppressive, Open, Threatening, Inclusive, Cold). Factor analysis of the 12 items for experiences of general campus climate produced two distinct but related factors: Positive/Inclusive Climate and Negative/Hostile Climate.

- On average, staff and administrators had slightly higher scores on positive/inclusive climate than faculty (Cohen’s d = .18).
- There were no differences between cisgender men and women employees regarding positive/inclusive climate or negative/hostile climate.
- Although there were no differences between White employees and employees of color on perceptions regarding experiences of positive/inclusive, there were difference between these groups regarding negative/hostile climate at MSU, in which employees of color reported more negative/hostile climate experiences than White employees.
- Employees who identified as having a disability were less likely to report experiences of an inclusive climate (Cohen’s d = .42), and more likely to report experiences of a hostile climate at MSU (Cohen’s d = .43).
LGBTQ employees were less likely than cisgender heterosexual employees to report experiences of an inclusive climate (Cohen's \(d = .53\)), and more likely to report experiences of a hostile climate (Cohen's \(d = .33\)).

Non-Christian employees were less likely to report experiences of an inclusive climate (Cohen's \(d = .34\)), and more likely to report experiences of a hostile climate (Cohen's \(d = .17\)).

Self-identified politically liberal employees were less likely to report experiences of an inclusive climate than politically conservative employees (Cohen's \(d = .23\)) and politically moderate employees (Cohen's \(d = .21\)); they were also more likely to report experiences of a hostile climate than conservative or moderate employees, (Cohen's \(d = .18\); Cohen's \(d = .17\), respectively).

Veteran employees were less likely to report experiences of an inclusive climate (Cohen's \(d = .26\)), and more likely to report experiences of a hostile climate (Cohen's \(d = .23\)).

There were no significant differences between employees who identified as non-native English speakers and native English speaking employees.

**Reported experiences of discrimination, harassment, hostile environment and retaliation**

Employees were asked to respond to the item, “In the past 12 months, as a member of the MSU community have you experienced discrimination, sexual harassment, a hostile work environment, or retaliation as defined in the MSU Prohibition of Discrimination and Harassment Policy?” Of the 1235 total respondents in the employee sample, 16.5% \((n = 204)\) did not respond to this item.

Among those who responded to this item \((n = 917)\), there were 114 \((11.1\%)\) of the respondents who indicated that they had experienced discrimination, sexual harassment, a hostile work environment, and/or retaliation:

- 76 employees who indicated they had experienced discrimination,
- 11 employees who indicated they had experienced sexual harassment,
- 57 employees who indicated they had experienced hostile work environment, and
- 28 employees who indicted they had experienced retaliation

NOTE: Responses to these items were not mutually exclusive.

Among those who reported experiences of discrimination, sexual harassment, hostile environment, and/or retaliation:

- 66.7% were women \((n = 76)\) compared to 60.3% of the employee sample
- 15.8% were employees of color \((n = 18)\) compared to 8.8% of the sample
- 20.2% were employees with a disability \((n = 23)\) compared to 9.7% of the sample
- 7.9% were LGBTQ employees \((n = 9)\) compared to 5.4% of the sample
- 28.9% were non-Christian \((n = 33)\) compared to 23.2% of the sample
- 35.1% were liberal \((n = 40)\) compared to 33.4% of the sample
- 14.0% were non-native English speakers \((n = 16)\) compared to 10.9% of the sample
- 7.9% were veterans \((n = 9)\) compared to 6.9% of the sample

NOTE: cisgender women, employees of color, people with disabilities, LGBTQ employees, and non-Christians were significantly overrepresented among those reporting experiences of discrimination, sexual harassment, hostile environment, and/or retaliation

Among the 112 respondents who identified a reason:

- 18 indicated it was based on race or ethnicity \((16.1\%)\),
- 49 indicated that it was based on sex \((43.8\%)\),
- 8 indicated gender identity/expression \((7.1\%)\),
Respondents identified the following types of behaviors related to their experiences:

- Derogatory remarks (n = 58; 51.8%),
- Bullying by peer (n = 21; 18.8%),
- Bullying by supervisor (n = 34; 30.4%),
- Written comments (n = 21; 18.8%),
- Anonymous phone calls (n = 2; 1.8%),
- Unsolicited e-mails (n = 2; 1.8%),
- Social network posts (n = 4; 3.6%),
- Harassing texts (n = 3; 2.7%),
- Graffiti (n = 1; 0.9%),
- Threats of physical violence (n = 3; 2.7%),
- Actual assault or injury (n = 0),
- Exclusion—left out of important/desired activities (n = 54; 48.2%)
- Refusal of services/resources (n = 16; 14.3%).

Experiences of micro-aggressions

- There were no differences based on employment status (faculty, staff or administrator) on any of the three different types of micro-aggressions measured in the survey.

- Cisgender men were more likely than cisgender women to report experiences of micro-aggressions related to attributions of suspicion/danger (Cohen’s d = .37).

- Employees of color reported significantly more experiences of micro-aggressions than White staff on all three subscales of the micro-aggressions measure. The effect sizes for these differences ranged from small (Cohen’s d = .36, Exclusions/Rejection; Cohen’s d = .39, Stereotypes) to large (Cohen’s d = .90, Suspicion/Danger).

- LGBTQ employees reported significantly more experiences of micro-aggressions than cisgender heterosexual employees on all three subscales of the micro-aggressions measure. The effect sizes for these differences ranged from medium (Cohen’s d = .52, Exclusions/Rejection; Cohen’s d = .47, Suspicion/Danger) to large (Cohen’s d = 1.06, Stereotypes).

- Employees with disabilities reported significantly more experiences of micro-aggressions than their non-disabled counterparts on all three subscales of the micro-aggressions measure. The effect sizes for these differences were small to medium (Cohen’s d = .47, Exclusions/Rejection; Cohen’s d = .46, Suspicion/Danger; Cohen’s d = .44, Stereotypes).

- Non-Christian employees reported significantly more experiences of micro-aggressions than Christian employees on all three subscales of the micro-aggressions measure. The effect sizes for these differences were small (Cohen’s d = .19, Exclusions/Rejection; Cohen’s d = .30, Suspicion/Danger; Cohen’s d = .23, Stereotypes).

- Self-identified politically liberal employees were more likely to report experiences of micro-aggressions than politically conservative employees for Stereotypes (Cohen’s d = .27) and Suspicion/Danger (Cohen’s d = .30).

- Non-native English speakers reported significantly more experiences of micro-aggressions than native English speaking employees on all three subscales of the micro-aggressions measure. The effect sizes for these differences were small to medium (Cohen’s d = .18, Exclusions/Rejection; Cohen’s d = .46, Suspicion/Danger; Cohen’s d = .34, Stereotypes).

Experiences of belongingness, fairness and loyalty to MSU

Comparisons between faculty, staff and administrators indicated that faculty were less likely than staff and
administrators to feel a sense of belonging at MSU and were more likely to think about or take actions toward leaving MSU. There were no differences among faculty, staff or administrators about whether they felt they were treated fairly.

There were no differences between employees of color and White employees on Belongingness, Fairness, or Loyalty. Cisgender men employees were more likely than cisgender women employees to think about or take actions toward leaving MSU (Cohen’s d = .22). There were no differences between these two groups regarding fairness or belonging.

There were significant differences between employees with and without disabilities on all three of these variables in which people with disabilities were less likely to report a sense of belonging (Cohen’s d = .37), less likely to believe they were treated fairly (Cohen’s d = .45), and more likely to think about or take actions toward leaving MSU (Cohen’s d = .30).

LGBTQ employees were less likely than cisgender heterosexual employees to report a sense of belonging at MSU (Cohen’s d = .52), and were more likely to think about or take actions toward leaving the university (Cohen’s d = .50).

Non-Christian employees were less likely than Christian employees to report a sense of belonging at MSU (Cohen’s d = .31), and were more likely to think about or take actions toward leaving the university (Cohen’s d = .30).

Politically liberal employees were less likely than politically conservative or moderate employees to report a sense of belonging at MSU (Cohen’s d = .28), and were more likely to think about or take actions toward leaving the university (Cohen’s d = .36).

Conclusions

The MSU Campus Climate Survey has produced an expansive amount of data from which a rich set of findings has been obtained. Overall, there are many positive findings, along with a number of focal issues of concern for members of the MSU community to address.

A large majority of participants believed that efforts to improve diversity, equity and inclusion at MSU are inclusive of racial-ethnic identity, and a majority of participants also believed that MSU is inclusive regarding sex, disability status, sexual orientation, language differences and veteran status. There were important differences between groups about efforts to improve diversity with regard to gender identity/expression, religious/spiritual values and political ideology. Group comparisons for students and employees combined indicated that perceptions of the campus climate at MSU differ on the basis on minority and majority group membership (in most cases), which is a common finding for most campus climate research (Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Hurtado, Griffin, Arellano & Cuellar, 2008). However, there are some notable findings in the current study worthy of attention.

For example, although there were differences in perceptions based on racial-ethnic group membership (in which Whites tend to perceive the climate more positively and less negatively than people of color), it is noteworthy that both groups of participants believe that efforts to improve diversity, equity and inclusion at MSU are inclusive of racial-ethnic identity (above 70% agreement for both groups). In contrast, whereas the largest percentages of participants consistently agreed that diversity, equity and inclusion was inclusive of a wide variety of identities, the percentages for LGBTQ (40.9%), non-Christians (45.9%), politically liberal (42.9%) and politically conservative participants (47.2%) all fell below 50% agreement.

In addition, the largest percentage of Whites did not believe that people at MSU are treated differently on the basis of racial-ethnic identity, whereas the largest percentage of people of color believe differential treatment was common based on racial-ethnic identity. There was a similar disagreement for the question regarding whether MSU has achieved sufficient numerical diversity on the basis of racial-ethnic identity.

Similarly, LGBTQ participants were more likely than cisgender heterosexual participants to believe that (a) faculty and staff at MSU do not encourage students to talk to each other across differences of gender identity/expression or sexual orientation, (b) there are not quality courses at MSU regarding gender identity/expression or sexual orientation, (c) people at MSU are treated differently on the basis of gender identity/expression and sexual orientation, (d) it is common to hear offensive speech at MSU about people on the basis of gender identity/expression and sexual orientation, and (e) the Springfield community climate does not provide a welcoming environment on the basis of gender identity/expression and sexual orientation.

People with disabilities were more likely than able-bodied participants to believe that people at MSU are treated differently on the basis of disability status. Non-Christian, non-native English speaking and politically liberal participants were more likely than Christians, native English speakers and politically conservative or moderate participants (respectively) to believe that the Springfield community climate does not provide a welcoming environment on the basis of religious and
spiritual values, language differences or political ideology. Furthermore, there were consistent findings regarding significant differences on the variables Positive/Inclusive Climate and Negative/Hostile Climate for students and employees of color (compared to White participants), people with disabilities (compared to able-bodied participants), LGBTQ students and employees (compared to cisgender heterosexual participants), non-Christian students and employees (as compared to Christian participants), non-native English speaking students but not employees (compared to native English speaking participants), politically liberal students and employees (compared to politically conservative and moderate participants) and veterans/active duty military students and employees (compared to non-veterans).

The special sections of the survey distributed to people with disabilities and LGBTQ individuals at MSU also point to substantive concerns. For example, both groups were more likely to report experiences of discrimination, harassment, hostile environment and retaliation (16.4% of LGBTQ and 22.0% of people with disabilities).

It was noteworthy that the majority (52.5%) of LGBTQ participants indicated that they believed there have been significant advances at MSU regarding sexual orientation nondiscrimination, yet very large percentages also indicated that (a) there are still many LGBTQ individuals who are reluctant to be “out” because of the climate at MSU (75.1%), (b) discrimination and harassment on the basis of sexual orientation (39.4%) and gender identity/expression (50.0%) continue to be significant issues at MSU, (c) there are many people at MSU who do not understand the differences between gender identity/expression and sexual orientation (95.0%), (d) it is possible to get away with discrimination against LGBTQ individuals at MSU (70.6%), and (e) that MSU is a safe haven compared to the larger Springfield community for LGBTQ individuals (66.2%).

Similarly, the majority (52.3%) of participants with disabilities indicated that they believed the overall campus environment is supportive of people with disabilities, yet large percentages also indicated that (a) they utilize accommodations only when absolutely necessary (64.9%), and (b) they are reluctant to disclose their disability to instructors or supervisors (48.5%). Furthermore, only 39.7% of students with disabilities reported that their instructors use an inclusive curriculum/universal design so that their accommodation needs are minimized.

Two important findings emerged with respect to the Springfield community: (a) sizable percentages of participants believed that the Springfield community was less welcoming for LGBTQ individuals, people of color, non-Christian individuals, non-native English speakers and politically liberal individuals, and (b) almost two-thirds of LGBTQ individuals perceived MSU as a “safe haven” compared to the larger Springfield community.

These differences in perceptions of the climate for diversity at MSU and in the Springfield community are an important basis upon which the university and the community should consider the establishment of programs designed to raise awareness. When members of majority groups are unaware of the challenges encountered by their minority group counterparts, those problems tend to be disregarded in ways that perpetuate inequities and lack of inclusion. Differences in perceptions can most easily be understood on the basis of members of majority groups viewing and understanding the world on the basis of their own experiences (or lack thereof), which shield them from direct contact with or knowledge of the types of inequities and non-inclusive experiences that are more commonly experienced by members of minority groups. These conclusions are further supported in the additional findings regarding experiences of discrimination, harassment, hostile environment, retaliation and micro-aggressions.

Specifically, although the overall percentage of experiences of discrimination, harassment, hostile environment and retaliation was low (10.1% for students and 11.1% for employees), members of minority groups were overrepresented, including cisgender women, people of color, people with disabilities, LGBTQ individuals, non-Christians and politically liberal students.

In addition, there were consistently significant differences between groups on the variables measuring micro-aggressions for students and employees of color, LGBTQ students and employees, students and employees with disabilities, non-Christian students and employees, politically liberal students and employees and non-native English speakers.

Ultimately, it is critical to understand the consistent differences related to micro-aggressions, discrimination, harassment, hostile environment and retaliation, which also result in more negative perceptions of the campus climate on a variety of variables. On these variables, however, there were slightly different patterns of findings among students and employees, particularly for cisgender men and women, as well as students of color. There were consistent findings for students and employees with disabilities, LGBTQ individuals, non-Christian participants and politically liberal participants with respect to Belongingness and Loyalty to MSU as an institution.
Recommendations

As noted in the introduction of this report, campus climate research provides a multi-layered set of data obtained from a broadly diverse group of participants representing a multitude of perspectives and experiences. The patterns from the depth and breadth of data collected in a comprehensive campus climate study can be used to achieve greater understanding of the variety of experiences and perceptions of people belonging to many different identity groups. Ultimately the findings from campus climate research can be used to inform important decisions regarding policies and procedures related to diversity that can be used to guide ongoing University-wide planning.

The findings of this survey suggest that the perceptions and experiences of individuals at MSU (employees and students) belonging to underrepresented and historically marginalized social identity groups differ from those belonging to historically privileged social identity groups. At a fundamental level the members of underrepresented and historically marginalized social identity groups are more likely than their majority counterparts to experience a lower sense of belonging to the institution, report more experiences of micro-aggressions, discrimination, harassment, hostile environment, and retaliation, perceive the climate as less inclusive and more hostile, and they are ultimately more likely to think about and take actions to leave the university. Large percentages of participants belonging to underrepresented and historically marginalized groups tend to view the Springfield community as unwelcoming (except veterans, but especially LGBTQ individuals and non-Christians).

According to Grieger (1996), institutions of higher education that are “multicultural” (a) are composed of faculty, staff and students that are representative of the diversity found in the population; (b) express a valuing of diversity in public statements of commitment, vision, mission, processes, structures, policies, service delivery and allocation of resources; (c) act in accordance with their positive public statements; (d) value and reward multicultural competencies, including diversity-positive attitudes, knowledge about salient aspects of diverse groups, and skills in interacting with and serving diverse groups effectively, sensitively and respectfully. On that basis, and in light of the major findings of the MSU Campus Climate Survey, the following recommendations are provided:

1. **Enhance infrastructure for leadership, advocacy and accountability:**
   - Establish a comprehensive campus-wide diversity mission statement and diversity strategic plan. Require all campus units to establish their own diversity mission statements and action plans consistent with the university-wide statement.
   - Establish **campus-wide** and **unit-level** diversity resource teams, with accountability for results. Every unit on campus should have a representative on a campus-wide diversity council, chaired by the vice president for diversity and inclusion, as well as a small diversity resource team functioning at the unit-level to advance and support diversity goals.
   - Provide leadership training across campus to increase multicultural competencies, first among those on unit-level diversity resource teams, and then more broadly to include senior administrators in administrative affairs, academic affairs and student affairs.

2. **Develop rigorous and concerted recruitment and retention programs:**
   - Recruit and retain significantly more students of color, and students with disabilities, from high schools and community colleges in Missouri (and surrounding states).
   - Increase hires of underrepresented faculty and staff across all ranks.
   - Establish voluntary mentoring programs for underrepresented students, faculty and staff, as well as networking and social opportunities.

3. **Enhance multicultural training and address multicultural environment issues:**
   - Implement multicultural training for all faculty, staff and teaching assistants.
   - Develop and implement a difficult dialogues program to increase systematic efforts to engage students and employees in discourse across identity-based differences.
   - Increase diversity-related campus news releases and other positive publicity.
   - Continue to improve accessibility of buildings and other areas on campus.
   - Reorganize the MSU homepage to provide
easy access to diversity information and resources, and develop a comprehensive, state-of-the-art diversity website.

4. Expand scope of multicultural research and other scholarly activities:
   - Provide seed funding for multicultural research and scholarship.
   - Increase funding and administrative support for research mentorship programs supporting underrepresented students.

5. Establish on-going campus climate assessments:
   - Establish a standing committee (with an appropriate level of human and capital resources) to oversee and administer future climate assessment, oversee data distribution, guide new interventions and guide any needed modifications in the diversity strategic planning process.

6. Develop and advance a community-university partnership for diversity and inclusion:
   - Establish a partnership with community leaders to meet monthly to dialogue about diversity and inclusion. Guest speakers and expert panels can provide information and stimulate dialogue. Topics should cover a wide range of topics identified in the climate survey, and these topics should receive thorough coverage and be repeated periodically to help deepen and advance the dialogue.

(For references cited see Appendix C)
Campus interviews of faculty, administrators and staff: Responses, analysis and recommendations

Research, analysis and writing:
Pauline Kayes, President, DiversityWorks Inc.

Research and analysis:
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Purposes and methodology of informal interviews

To complement the quantitative research presented in the previous section (Results and Analysis of Campus Climate Surveys), a series of informal interviews of MSU faculty, administrators and staff were conducted from February 2014 through October 2014:

- to provide a qualitative dimension to the campus climate assessment;
- to report the perceptions, experiences and observations of administrators, faculty and staff about diversity and inclusion across the total educational environment;
- to find out which programs, strategies, activities, curricula, etc. at MSU are working to create an inclusive climate for culturally diverse and minority students and employees, and;
- to compile analysis and recommendations made by actual MSU employees that will be helpful in developing a campus diversity strategic plan.

The informal interview groups ranged from one to four people, and all participants were assured anonymity for their responses to two questions asked during the 30-50 minute sessions. A total of 123 employees participated from 64 out of 235 departments and areas of the university in the five days of interviews. It should be noted that this opportunity to be interviewed about the climate at MSU was strongly encouraged and advertised across campus as “voluntary” for all employee groups. Two DiversityWorks Inc. facilitators took notes during these interview sessions in order to paraphrase as accurately as possible what they were told in response to the two questions asked. (See Appendix C for a complete list of MSU departments and areas represented in the interviews.)

Context for reading

1. This report was designed by DiversityWorks Inc. to provide unbiased qualitative research for Missouri State University without reference to the demographics of the respondents, such as gender, race, age, employee category, etc. In order to guarantee the anonymity of the participants in the campus interviews, responses are presented in a way that they can’t be associated with specific people or groups.

2. This report differs from traditional qualitative analytics in that it focuses on framing people’s perceptions and recommendations to align with Missouri State University’s publicly-marketed ideals, mission, vision and brand, and not on audience composition. As a result, the University can utilize the following categories of information for future strategic planning in order to address diversity across the total educational environment:
   - Curriculum/Pedagogy
   - Professional development of faculty, administrators, staff
   - Institutional leadership, commitment, governance
   - Workplace/Organizational culture and climate
   - Academic/Campus culture and climate
   - Co-curricular and support services, programs and activities
   - Community climate, culture and connections
   - Diverse hiring of faculty, administrators, staff
   - Mission: cultural competence, public affairs, community engagement, ethical leadership

It should be noted that planning and implementing change on diversity across this total educational environment is considered by experts in multicultural education to be the key to creating a comprehensive, campus-wide climate of inclusion and equity for all minority, culturally diverse, and underrepresented groups.

3. In order to begin the process of transforming these responses and recommendations into concrete actions on diversity that can fulfill MSU’s ideals, mission, vision and brand more effectively, it is suggested that readers read with the following contexts in mind:
   - Keep the University’s mission, etc. in constant sight.
   - Note testimony that indicates deterrents to the achievement of that mission.
   - Identify personal and group attitudes and behaviors that could affect the measures of successes going forward.
   - Affirm opportunities for remedies being
suggested by these perceptions, observations and recommendations coming from diverse MSU employees themselves.

In doing so, the rewards for the University can be many, from improving bottom-line economics to becoming a bellwether for leadership on diversity in higher education.

4. Qualitative research considers what some disregard as “subjective opinion” as significant and as credible as hard data. As a result, most climate assessments in higher education include this element because perceptions and experiences of constituency groups (like the ones represented here) are considered essential for providing insight, for example, into why a culturally diverse student or employee may feel included or excluded. While climate survey data may indicate that 45% of African American students have experienced feelings of exclusion in their college classrooms, personal testimony can point to specific behaviors, interactions and dynamics occurring in classrooms that may be causing those feelings (i.e., teaching styles that do not connect to the learning styles of diverse students). As a result, new professional development workshops for faculty may emphasize methods and strategies for teaching more effectively to African American students, Latino students, women students, Asian students, etc. in order to reduce microaggressions, create more inclusive classrooms and increase retention and achievement.

It must also be remembered that since the voices represented here are being shared with other students, employees and community members, they comprise a “word-of-mouth” body of information to which MSU may not always have access but nevertheless plays a major role in the way the University is seen. In addition, as advertising and marketing experts would agree, “word-of-mouth” affirmation or critique is considered extremely valuable to assess a product or service (i.e., MSU) from the perspective of a customer or client (i.e., students and employees).

For instance, a university brochure to recruit culturally diverse and minority faculty can seem to be an effective strategy to diversify hiring until the job applicant visits campus and talks with other diverse faculty who share with him/her their stories, perceptions and experiences which contradict the public relations image of the brochure.

Ultimately it is prudent to know what students and employees are actually saying about MSU in order to invent, create, correct, innovate and remedy what is essential to become a flagship institution on diversity.

5. A final context for the reading of this report is the dynamics of hearing vs. listening and the theory and practice of cultural competence. In these times of constant distractions and demands, many people have to concentrate on actively “listening” to others and not just passively “hearing” what is being communicated. This dynamic becomes complicated when the message might be considered “criticism,” “negative,” or “sensitive.” And this complication becomes even further exacerbated when those communicating have cultural differences (like race, gender, age, sexual orientation, religion, socioeconomic class, disability, employee group) and the subject being discussed is related to diversity, racism, sexism, privilege, homophobia, discrimination, equity and exclusion. Unfortunately, the result can be defensiveness, misunderstanding and conflict that get people stuck in a quagmire of unconstructive argument and make it impossible to come up with solutions.
In applying the theory and practice of cultural competence, which is one of MSU's main missions, consider what might happen if, instead of immediate reactions to people's experiences, perceptions, observations and stories as "not true for everyone" or "not accurate for me," they were treated just for a few moments, "as if true, meaningful and relevant"? In addition, what if the principles of intercultural communication were utilized to analyze the assumptions, biases and stereotypes that might be undermining the ability to do so? This kind of paradigm shift might enable Missouri State University not only to talk about sensitive diversity issues more effectively but also to seize upon the opportunity represented in these comments and recommendations to imagine and to generate a futuristic, proactive diversity plan that would serve the institution and community for the long-term.

MSU could be a model of leadership on diversity in a predominantly white community like Springfield. If we are ready to do the work necessary, there is potential for MSU to be seen as a flagship institution on diversity.

Questions, responses and recommendations

Question 1:
From your perspective, experience and observation, what is MSU doing effectively to create an inclusive climate for diverse students, faculty, staff, etc. (keeping in mind that diversity includes race, ethnicity, gender, socioeconomic class, religion, sexual orientation, disability, etc.)? What programs, projects, strategies, curricula, activities, services, etc. are working? What concrete results have you witnessed across campus - in specific departments, areas, etc.?

Responses to question 1:
Curriculum/Pedagogy:

- Faculty are more mindful of the cultural competence and public affairs mission and are incorporating these principles into the design and content of their courses.
- Faculty are adding diversity experiences for their students into courses.

- There are new academic programs and curricula on diversity (across departments) - like African American studies, Asian studies, women's studies, even Ozark studies.

Greater outreach to the community on diversity by the Office of the Vice President for Diversity and Inclusion puts diversity "front and center."

Professional development for administrators, faculty and staff:

- There is more support for diversity education and training for faculty and staff across campus (on-line, in person workshops, conferences, etc.)
- Recent focus on poverty and class in diversity workshops and conferences is making an impact.
- There are concrete diversity goals for the professional development of staff.

Diverse hiring of faculty, administrators and staff:

- Diversity training on hiring is creating more awareness about what are appropriate and inappropriate procedures.
- More departments are advertising widely to diversify candidate pools and, as a result, there has been progress in diverse faculty hiring.
- The University-based Mentoring, Support, and Partnership Program (UMSPP) is providing on-going academic, social and emotional support as well as multifaceted professional development avenues for junior/senior faculty/staff members from underrepresented groups.
- The diversity fellows program, out of the office of the vice president for diversity and inclusion, is a good strategy to bring in diverse faculty; let's expand from two fellows to four.

MSU's mission of public affairs, cultural competence and community engagement is becoming more connected to diversity.
Co-Curricular and support services, programs, and activities for diverse student groups (i.e., African American, Latino, women, LGBTQ, Asian, non-traditional, veterans, disability, international, economically disadvantaged, graduate students, etc.)

- More student programming on diversity has occurred across the entire campus (i.e., housing, student services, recreation, diversity and inclusion, etc.)

- LGBTQ benefits, protections and a new resource center give MSU a more inclusive, progressive reputation.

- Recruitment of diverse students (both domestic minority and international) is succeeding, with a new recruitment office in St. Louis being a new working strategy.

- International student initiatives, services and programs are growing in numbers.

- The graduate college has started attending events to recruit diverse graduate students (i.e., McNair Scholars, United Negro College Fund, Chicano and Native American Scholars, etc.) and has even initiated scholarships and assistantships for 15 diverse graduate students.

- The Scholars 2 Scholars program is being launched to provide opportunities for undergraduate students on college work study to gain knowledge, skills and practical experience in research and scholarship. Students will be matched with faculty to work on their research agendas; be actively engaged in the research process; and be viable partners on results produced (i.e., publications and conference partnerships).

Mission: cultural competence, public affairs, community engagement, ethical leadership:

- Cultural competence mission is emphasized at Greenwood school in every grade so it can serve as a model for inclusion.

- Quality Initiative Program (QIP) is a recent strategy from the Office of Assessment to determine students' understanding of MSU mission.

There is a new awareness and leadership on “transparent” decision-making and collegial work relationships that is a refreshing break from the past.

Institutional leadership, commitment and governance:

- The Office of the Vice President for Diversity and Inclusion has a direct, influential link to upper-level administration.

- MSU has made big progress on diversity, from an office under the stairs, focusing primarily on gender to an office suite for the vice president for diversity and inclusion, who reports directly to the president. This is a huge change in structure and hopefully “real authority.”

- There is a new commitment to diversity from the Board of Governors, the president and upper-level administrators.

- President Smart’s recently announced 20% diverse hiring goal shows real leadership on diversity.

Workplace/Organizational culture and climate:

- In some areas of the University, it is a more collegial and welcoming environment for culturally diverse employees as well as those with disabilities.
There have been some equity adjustments to salaries to respond to discrimination.

Academic/Campus culture and climate:
- Diversity is much more visible across campus (in Plaster Student Union, etc.)
- MSU is shifting its identity from a local college to a state university and that is attracting more diverse students and faculty.

DiversityWorks Inc. comments
It should be noted that every participant in the interviews answered Question 1, and many of the responses, programs, initiatives and activities were mentioned several times. These are the themes that stood out:
- A slow culture shift has been occurring at MSU in the past five years, from closed, hidden decision-making to more open, transparent decision-making.
- New diversity programs, curricula, co-curricula, services and activities for students are being created regularly.
- Campus-wide professional development on diversity is being encouraged and/or required for all employees.
- More faculty are incorporating the missions of public affairs, cultural competence and community engagement in their courses.
- Progressive steps have been taken to include LGBTQ students, faculty and staff, including new benefits and a resource center.
- There is more high-level administrative support for diversity than ever before, including president, vice presidents, deans and Board of Governors.
- Recruitment of minority and international students (both undergraduate and graduate) has become a major focus.
- There is increased support for diverse hiring, including a mentoring and fellows program, President Smart’s 20% diverse hiring goal, and new training on recruiting diverse candidates for positions.
- Diversity programming for students has become campus-wide with almost every area sponsoring something (i.e., Housing, Recreation, Adult Learning, Multicultural Affairs, etc.)
- There has been obvious, visible progress on diversity, from a new administrative position (Vice President of the Office for Diversity and Inclusion) to more diverse images in Plaster Student Union.
- Greater community-wide and state-wide involvement on diversity has given MSU credibility and leadership.
- Definitions of diversity have broadened to include disability, age, veteran status, gender, sexual orientation, socioeconomic class, nationality, religion, as well as race.
- There has been a noticeable shift in employees’ attitudes and behaviors on diversity, from "something we are being made to do" to "something that is essential" for both institutional and personal growth.
- In some areas/departments there is a more collegial, welcoming workplace environment for diverse employees.

In articulating their responses to question 1, most participants cited specific examples of programs, initiatives, curricula, services, strategies and policies that are working to produce concrete results.

There is greater realization across campus that diversity needs to be widely-defined (i.e., not just race) and should be characterized by shifts in attitudes and behaviors (i.e., not just checking boxes).
Programs, initiatives, strategies and activities cited for question 1:

**Brother-to-Brother**
A male development program designed to provide a system of support for all young men from our community attending high school and college.
Office: Multicultural Programs
Contact: Francine Pratt
Phone: (417) 836-4108

**Student Transition Education Program (STEP)**
STEP is a one-day conference to help area high school and middle school students get a better understanding of the steps it takes to gain admission to higher education.
Office: Multicultural Services
Contact: Juan Meraz
Phone: (417) 836-5566

**TRIO**
TRIO is primarily an academic support program that provides services to qualified students such as tutoring, career exploration, academic advising, financial aid paperwork assistance.
Office: TRIO
Contact: TaJuan Wilson
Phone: (417) 836-3118

**Tunnel of Oppression**
Tunnel of Oppression is an interactive program demonstrating various forms of discrimination and oppression, followed by a debriefing discussion.
Office: Residence Hall Association
Contact: Dr. Denise Baumann
Phone: (417) 836-5838

**George Washington Carver statue project**
The committee working on this project would like to put a statue on campus as a diversity visual. Other plans include awarding a GWC Chair/Professorship of Agriculture; start a Carver field school; summer academy for summer 2014 and a GWC institute. The committee is hoping to secure funding for this project.
Office: Provost
Contact: Dr. Frank Einhellig
Phone: (417) 836-4589

**MSU 62**
MSU 62 is a senior citizens fee waiver program for adults who are 62 years of age or older. Eligible students may register for one class per semester and have the required student fees waived.
Office: Adult Student Services
Contact: Jonathan Talley
Phone: (417) 836-8549

**English Language Institute (ELI)**
The ELI offers instruction to provide English language learners skills for academic and career success.
Office: English Language Institute
Contact: Jane Robinson
Phone: (417) 836-6540

**International Friends Project**
The International Friends Project is designed to help international students at MSU develop quality friendships with at least one American family.
Office: International Friends of Missouri State
Contact: Joyce Eddy
Phone: (417) 836-8943

**Study Away Programs**
The Office of Study Away Programs facilitates high quality academic programs to increase the cultural competence of the Missouri State community, while developing the global leaders of tomorrow.
Office: Study Away Programs
Contact: Marian Green
Phone: (417) 836-6368
Office of the Vice President for Diversity and Inclusion
The Office of the Vice President for Diversity and Inclusion is charged with developing a University-endorsed inclusive community with service continuity and collaboration as its core.
Office: Office of the Vice President for Diversity and Inclusion
Contact: Dr. Ken Coopwood
Phone: (417) 836-3736

Office of Multicultural Programs
The Office of Multicultural Programs partners with University departments and student organizations to celebrate the history and heritage of various multicultural groups.
Office: Multicultural Programs
Contact: Francine Pratt
Phone: (417) 836-5652

Disability Resource Center
Through collaboration and support of the entire campus community, the Disability Resource Center promotes disability pride, self-determination of the student, and universally accessible design principles, so that everyone has full access to University life.
Office: Disability Resource Center
Contact: Katheryne Staeger-Wilson
Phone: (417) 836-4192

International Programs and Services
This program strives to provide international services and programs; to enhance global awareness and cross-cultural understanding; and to provide opportunities for the Missouri State University community to become fully engaged members of a global society.
Office: International Programs
Phone: (417) 836-4988

Adult Student Services
The Office of Adult Student Services assists non-traditional students who often have to balance family, work and school responsibilities.
Office: Adult Student Services
Contact: Jonathan Talley
Phone: (417) 836-8549

Public Affairs Conference
The Public Affairs Conference offers events that align with Missouri State University’s Public Affairs Mission.
Office: Public Affairs Conference
Contact: Mary Ann Wood
Phone: (417) 836-5073

Giving Voice
A theatre organization that strives to represent the challenges of underrepresented, marginalized and oppressed persons.
Office: Department of Theatre and Dance
Contact: Dr. Carol Maples
Phone: (417) 836-6389

From “Boots to Books”
A seminar to help University faculty and staff better understand the transition of veteran students from military culture back to civilian life.
Office: Veteran Student Services
Contact: Kevin Stevens
Phone: (417) 836-6199

Statewide Collaborative Diversity Conference
The Statewide Collaborative Diversity Conference focuses on broadening the community leaders and tomorrow’s leaders with best practices showcased by diversity professionals from around the nation.
Office: Vice President for Diversity and Inclusion
Contact: Dr. Ken Coopwood
Phone: (417) 836-3736
**Shattering the Silences Series**
A year-round effort to help educate and give credence and voice to important topics for the campus and to departments and groups needing a forum to discuss national, regional and local matters.
Office: Vice President for Diversity and Inclusion
Phone: (417) 836-3736

**Veterans Lounge**
The Veteran Student Lounge located in Carrington Hall room 315 gives students the opportunity to study at one of our computers, sink into one of our couches, drink some of our locally brewed coffee, and meet other veteran students at Missouri State. It is equipped with comfortable furniture, free coffee, computers, CAC reader, television, Xbox game console and other amenities.
Office: Veterans Services
Contact: Kevin Stevens
Phone: (417) 836-6199

**Universal Design Website**
This website provides information about Universal Designs concepts useful in higher education.
Office: Disability Resource Center
Contact: Katheryne Staeger-Wilson
Phone: (417) 836-4192

**The Religious Studies Club**
The purpose of the Religious Studies Club is to promote tolerance of world religions through education and discussion, provide an environment which facilitates the open exchange of ideas, and the social, economic and political factors that influence and are influenced by religious beliefs.
Contact: Dr. Micki Pulleyking
Phone: (417) 836-6262

**Student Ombudsman**
The student ombudsman serves as a neutral party who provides assistance to Missouri State students. The Ombudsman provides information, receives informal academic complaints, facilitates communication and aids in resolving academic concerns.
Office: Student Development and Public Affairs
Contact: Dr. Kris Sutliff
Phone: (417) 836-5107

**Multicultural Resource Center**
The Multicultural Resource Center helps students from diverse backgrounds succeed in college through leadership and service experience. There MRC has a student lounge where students can study, visit, use computers, eat, and watch TV.
Office: Multicultural Programs
Contact: Francine Pratt
Phone: (417) 836-5652

**LGBT Resource Center**
The LGBT Resource Center supports the LGBTQIA community through inclusive programming, student led activities, and diverse campus events.

“Expanding Your Horizons”
Young women, grades 6–8, are invited to participate in Expanding Your Horizons to encourage interest in science and math through hands-on experiments.
Office: College of Natural and Applied Sciences
Contact: Baylee Gooderl – Biomedical Science
Phone: (417) 836-5603
Diverse Field Experience

The practice of the Educational Field Experiences office, in collaboration with the College of Education, secondary, and K–12 education programs, is to encourage diverse field experience placements for all students. Our students are required to participate in at least one diverse placement during their program of study. Diversity is defined using criteria including Title I, percentage of free/reduced price lunch, percentage of students with IEPs, ethnicity, percentage of ELL students, and variety of grade levels (early childhood and elementary programs).

Office: College of Education
Phone: (417) 836–5254

Teacher Education Alliance (TEA)

The Teacher Education Alliance (TEA) was established in spring of 2009 to create a strong collaborative partnership between Springfield Public Schools (SPS), Baptist Bible College, Drury, Evangel and Missouri State University.

Office: College of Education
Contact: Dr. Diana Piccolo
Phone: (417) 836–3262

Showcase on Teaching and Learning

Showcase on Teaching and Learning presents a unique opportunity for faculty to gain insight and perspectives on classroom teaching and student learning in a variety of seminars and workshops.

Office: Faculty Center for Teaching and Learning
Contact: Nancy Gordon
Phone: (417) 836–3059

PSY 411 Psychology of Diverse Populations

Capstone course reviewing research and theory in social cognition, biological bases of behavior, development, individual differences, and psychopathology as they apply to ethnicity, sexual orientation, gender, language, exceptionality, aging, privilege/disadvantage, and other aspects of diversity. Similarities and differences in human thoughts and behaviors will be evaluated to better understand individual and group outcomes. Public Affairs Capstone Experience course.

Office: Department of Psychology
Phone: (417) 836–8330

COM 512 Communication and Diversity in the Workplace

Exploration of current theory and research regarding communication and diversity in the workplace. Study of practical applications for the assessment and training of communication skills relative to culture, race, sex, age, disability, sexual orientation and other diversity issues. Emphasis is placed on improving understanding of communication similarities and differences among diverse population groups. Includes readings, class discussion, observation, and/or class projects about assessment and training in communication skills in a diverse workplace.

Office: Department of Communication
Phone: (417) 836–4423

EDC 345 Introduction to Multicultural Education and Diversity

An introduction to cultural issues, diversity, and related perspectives in education. Examination of individual differences in ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area in the context of education and society. Development of skills, knowledge,
George Washington Carver Summer Academy in Agriculture
The academy is held on the MSU campus for 30 minority students who are entering their junior or senior year of high school.
Office: School of Agriculture
Contact: Christine Sudbrock
Phone: (417) 837-2506

Project D.I.G.
Project D.I.G (discovery, involvement, growth), a development program series centered on diversity and inclusion for the Department of Residence Life, Housing and Dining Services, began during the 2012-2013 academic year as a project that responds to what participants saw as a need for more interaction among cultures on campus (in housing) and for greater education on cultural identity, etc.
Office: Residence Life, Housing and Dining Services
Phone: (417) 836-5536

Citizenship and Service Learning (CASL) Office
The CASL staff develops relationships with community organizations where students can complete the service component to their particular course.
Office: Citizenship and Service Learning (CASL)
Contact: Katherine Nordyke
Phone: (417) 836-5774

McNair Scholarship
The Graduate College funds one to two graduate assistantship positions per year to graduate students who were McNair Scholars as undergraduates and are now pursuing a graduate degree or certificate at Missouri State University.
Contact: Graduate College
Phone: (417) 836-5331

Higher Education Excellence in Diversity Award
Missouri State University was announced as a recipient of the 2014 Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education.
DiversityWorks Inc. analysis

The overall tone to participants’ responses to question 1 was positive, characterized by optimism, pride, even anticipation. Most agreed that a culture shift on diversity has been occurring at MSU in the past five years with the groundwork being laid for future progress on diversity for students, employees and the community.

A number of participants reiterated that in the last few years significant progress has been made on diversity across campus compared to previous years. There is a greater recognition of how important diversity is to creating an inclusive academic workplace. There is evidence of personal and institutional growth as well as greater awareness and understanding of the complexities of diversity in higher education. There is an improved institutional infrastructure to advance further on diversity. There are innovative programs, services, activities and strategies being created every year. There is an increasing trust in upper-level administration to “do the right things” for diverse students and employees. Finally, MSU is making a leadership mark on diversity in the greater Springfield community and the state of Missouri.

Still, there was a sense among participants that MSU is somewhat behind other universities on addressing diversity, having just created a vice president position on diversity and inclusion four years ago. Since they seem eager for MSU to move forward, participants were enthusiastic about answering question 2 to take the next steps and meet the challenges necessary to put the University on the higher education map for diversity.

Question 2:

What does MSU need to address, improve, change, invent, etc. in order to be more successful at inclusion for diverse students, faculty and staff (keeping in mind that diversity includes race, ethnicity, gender, socioeconomic class, religion, sexual orientation, disability, etc.)? What programs, projects, strategies, curricula, activities, services, etc. are not working as well as they could? What areas or departments across campus could do a better job of serving, recruiting, retaining and including diverse students, faculty and staff?

Responses to question 2:

Mission: Cultural competence, public affairs, community engagement, ethical leadership:

- Students require more knowledge and experience with cultural competence – only getting it “here and there”; measurement and assessment needed because we don’t know how culturally competent they are when they graduate.

- MSU students are behind on many key assessment indicators of academic challenge and seem to be weakest on cultural competence goals and measures.

- So much energy and time is spent on accreditations that it is diverting our efforts from diversity. We need to have an honest discussion about the rewards vs. the sacrifices of accreditations and analyze the real rationales, the benefits and repercussions.

- Public affairs mission should be utilized further for diversity.

Ethical leadership is a supposed pillar of the mission but there is not much accountability for it. How can we make ourselves more accountable for it as an institution?

Administrators must be held accountable for progress on diversity in their evaluations.
Institutional leadership, commitment and governance:

- Very few women in leadership roles on campus; very male-dominated upper-level administration.
- Need more evidence-based decisions with collective input to continue new direction of “transparent,” consensus-based decision making.
- More leadership strategies needed to address employees’ avoidance and denial of diversity.
- More upper-level administrative advocacy is essential for multicultural education, intercultural competence and inclusive and culturally responsive curricula and teaching practices.
- More transparency and analysis required on retention data, particularly breakdown by race, gender, class, disability, etc. so we can determine who is dropping out and why.
- More white males need to be speaking out and advocating for diversity – how do we get them involved?
- Deans need to provide guidance for faculty on non-discrimination, educational equity, diversity and cultural competence so faculty can’t resist by claiming “academic freedom” or “too much else to do.”

Overall MSU does not provide a supportive climate for “caregivers” (faculty and staff) with maternity and paternity leaves, childcare, aging parents, etc. Instead, MSU should be seen as a “family friendly” University with supportive and appropriate policies and programs.

Diverse hiring of administrators, faculty and staff:

- African American faculty report feeling marginalized, isolated and excluded from their departments and on campus.
- Inconsistent hiring protocols, ethics and processes (i.e., exceptions are being made for some upper-level administrative and staff positions). Both work against diversity hiring.
- Diverse hiring of faculty would be more successful if Deans were held more accountable for faculty searches and given the tools to do a successful search for diverse candidates.
- Most MSU students will not have the experience of being taught by diverse faculty before they graduate.
- Greater awareness needed on how diverse faculty and staff provide connection and relationship for diverse students, which, in turn increases retention.

Workplace/Organizational climate and culture:

- In some departments there are perceptions of inequities and discrimination in faculty salaries and promotions for women.
- In some departments there are perceptions of treatment differences and hostile climate for women faculty (i.e., subtle pressures, punishments and bullying).
- There are perceptions that LGBTQ and African American employees experience social isolation, rejection and exclusion, even fearing that they won’t get promotions or tenure.
- Several African American women staff reported feeling acknowledged but kept at a distance in their departments or areas by other employees.
- There are “old-guard” faculty, administrators, etc. who are still resistant to diversity because they feel like it’s being forced upon them, so they can block progress on diversity.

Some upper-level administrators do not thoroughly understand the higher education research and context for emphasizing diversity at MSU; perhaps some special seminars for them would be a good idea.
Co-curricular and support services, programs and activities for diverse student groups (African American, Latino, Asian, women, LGBTQ, non-traditional, veterans, disability, international, economically disadvantaged, graduate students, etc.)

- There is not enough communication with faculty about all the multicultural programs and services for diverse students.
- Recruitment of international students is a good step for diversity, but these students are mostly a compact homogeneous group concentrating in business.
- It is a challenge to attract diverse graduate students into education because many of them are teaching full-time in local schools, are taking only one graduate course at a time, are responsible for families, etc. As a result, the research component is difficult and many do not complete. Perhaps re-thinking the “teacher college” identity would be helpful in increasing both recruitment and retention.
- Lost STEM grant for Missouri Innovation Academy to recruit women and minority students. This damaged MSU’s reputation so we need to re-double our efforts to initiate more academic summer programs for high school students in order to improve our recruitment of diverse students into STEM fields.

Academic/Campus culture and climate:

- Non-Christian religious groups (i.e., Muslims, Jews, Sikhs, etc.) report experiencing fear on campus and feeling vulnerable to becoming a victim of hate crime or hate speech.
- Students are reporting incidents of faculty and other students making racist, anti-semitic, sexist and homophobic comments in classrooms that are not addressed.
- Many minority students still feel isolated, excluded, etc. with the perception that there is a “dividing line” between them and white students.

- There are not enough opportunities for mixing and interaction among diverse students across dorms, campus and in classrooms.

- Greek system is basically closed to diversity, which is another way diverse students get isolated from campus life.
- African American students are reporting experiences of hostility and stereotypes in the dorms, walking downtown, etc. In classrooms they say they are aware of their minority status and often choose not to speak up because people assume they are speaking for all African Americans.
- Women students are also reporting a fear of speaking up in their classes because of being stereotyped as a “bitch”; some male faculty members have insinuated that women students don’t have any ideas so they should be quiet.
- There is reluctance to address religious diversity, to deal with difficult issues and conflicts that give rise to problems and issues among students and employees.
- International students are too isolated - need to be “mainstreamed” more into greater campus culture, including cross-cultural friendship groups.
- Minority students report that they have to act and talk “white” in order to be accepted in their classes and on campus.
Enrolling international students is a positive strategy, but it can give a false sense of diversifying while ignoring domestic diversity.

Curriculum/Pedagogy:
- Not enough discussion and information in classes on gender, sex, gender identity, gender expression, etc. Most MSU students are not getting this knowledge in their classes because of a culture of “gender blindness.”

More support, encouragement and funding needed for faculty to focus on curriculum transformation so multiculturalism and intercultural competence are embedded throughout the curriculum, not just in a few courses.

Professional development for administrators, faculty and staff:
- Although a diversity component is required for staff professional development, it is vague how to accomplish and needs to be expanded.
- There is a shocking ignorance of diverse cultural and religious beliefs (other than Christian) so MSU needs to be more proactive about providing knowledge and awareness.
- Faculty should have diversity education requirements (just like staff) because many do not know how to teach or interact with diverse students.
- There could be a greater awareness of verbal and non-verbal communication styles across cultures for faculty, students and staff through innovative games, workshops, etc.

More education and evaluation needed on the intercultural sensitivity quotient of individuals (students, faculty and staff) as many think they are effective when they are not.

Community climate and culture:
- Diverse students who graduate from MSU do not want to stay in the Springfield area.
- There is a downtown Springfield “safety bubble” of housing for diverse students on the fringes of campus, but the further away students are living from campus, the less comfortable they are.
- Parents of students of color “think twice” about sending their children to MSU because of the Springfield community.

There is a fear and “push back” in the Springfield community of MSU recruiting more African American, Latino, and international students.
DiversityWorks Inc. comments:

In response to question 2, participants in the interviews not only provided their general analysis and assessment but also made specific recommendations so that MSU can be more successful at inclusion for diverse students, faculty and staff. The following themes and actions could easily be the starting point for the process of strategic planning on diversity:

- New assessment measures and comprehensive curricula are needed to fulfill the cultural competence mission for students.
- Greater institutional accountability is required on ethical leadership, transparent decision-making and consensus management.

### Cultural audits and environmental scans for images and other representations of diversity across campus (i.e., classrooms and public spaces) should be used regularly to create visible inclusion for students, faculty and staff.

- Leadership and administrative positions across campus should be more diverse (i.e., more women, more people of color, etc.).
- Accountability and evaluation on diversity for faculty and administrators should be expanded.
- Professional development should be provided for upper-level administrators on the research on diversity in higher education so that they will advocate more with faculty for multicultural curricula and pedagogy and provide leadership and guidance for the entire campus on non-discrimination and educational equity.

### Greater accountability and professional development on diverse faculty and staff hiring needed for search committees, deans and department heads.

- Cross-campus opportunities for cross-cultural interaction among diverse students, faculty and staff should be expanded and prioritized.
- Perceptions and experiences of isolation, hostility, discrimination and exclusion for culturally diverse and minority students in classrooms, on campus and in the community should be investigated and addressed.
- Curriculum transformation for multicultural education and intercultural competence needs to become a priority across all disciplines.
- Professional development requirements on diversity and cultural competence

- Greater access needed to institutional research and data on recruitment, retention and graduation for culturally diverse and minority students.
- Denial and avoidance of diversity by some administrators, faculty and staff could be addressed by expanding advocacy and involvement of non-traditional groups, like white males.
- Perceptions of inequities in salaries and treatment for women faculty should be investigated and addressed.
- Perceptions of an exclusionary climate for African American and LGBT faculty, administrators and staff should be investigated and addressed.
- Strategies should be developed to communicate more effectively with faculty about the array of multicultural programs, services and activities available to support their diverse students.
- Recruitment of international students, undergraduate students and graduate students should be diversified in all disciplines but particularly STEM fields.

Perceptions and experiences of isolation, hostility, discrimination and exclusion for culturally diverse and minority students in classrooms, on campus and in the community should be investigated and addressed.

Curriculum transformation for multicultural education and intercultural competence needs to become a priority across all disciplines.

Professional development requirements on diversity and cultural competence
should be expanded to include faculty and administrators.

- Creating an inclusive climate for diverse students, faculty and staff in the greater Springfield community requires initiative and leadership from MSU.

In making the following specific recommendations, participants addressed all categories of the total educational environment. Some of the recommendations are minor adjustments to already existing programs and activities, which would not require a lot of effort or resources; others are advocating for policy changes, new committees, new programs, services and courses, which would mean a greater investment of energy and resources. And, to be sure, a number of the suggestions could already be in the works for development and implementation since the compilation of this report.

**Recommendations made in response to question 2:**

**Institutional leadership, commitment and governance:**

- Another faculty compensation/salary/promotion study needs to be conducted because there are still perceptions of inequities and discrimination.

- Establish a campus-wide Committee on the Status of Women – long overdue – to address issues and concerns of women administrators, faculty and staff.

- Make a concerted effort not to schedule University events and activities on Jewish holidays.

- Create strategies to expand traditionalist “Ozarker” white campus and employee culture and to support diverse iconoclasts in order to promote change and inclusion. This traditionalist mind-set can work against recruitment and retention of diverse and minority students, faculty and staff.

- Make sure MSU is in compliance with Title IX. Evaluate whether or not the improvement plan is working.

- Honor women donors and icons the same as male donors and icons (i.e., naming buildings, programs, etc.)

- MSU should take over graduate diversity scholarships as the program is running out of money, and there are even more eligible diverse students.

- Every college and department should have its own diversity committee comprised of faculty, administrators, staff and students to address their particular area (i.e., like the College of Natural and Applied Sciences and Department of Residence Life Housing and Dining Services).

- More recognition and awards should be given for model programs, strategies, employees, departments, areas at MSU on diversity. Why not an annual Diversity Service award?

- There never seems to be enough money for further diversity training, education, programs, etc., so why not prioritize fund-raising from donors, alumnae, etc. to increase University-wide funding on diversity?

- More transparency is needed about who is getting rewarded and who isn’t and whether or not the merit system is working.

- Incorporate more evaluation and assessment into the Office of the Vice President for Diversity and Inclusion to determine what is working and what is not working on diversity across campus.

- Questions on classroom climate and cultural competence should be included on student evaluations of faculty.
Focus more on how to increase the number of people (faculty, administrators, staff and students) participating in diversity activities, workshops, conferences, etc. so there is widespread campus participation, not just attendance by the same people. What incentives could institutional leadership provide?

Greater cooperation, collaboration and relationship needed among departments, areas, deans and upper-level administration to build an educational community that advocates for diversity campus-wide and supports the Office of the Vice President for Diversity and Inclusion.

Professional development of administrators, faculty and staff:
- Human Resources could take the lead in educating all employees about hostile workplace climate in order to create a more collegial, inclusive workplace for all employees.
- Diversity training for staff should be expanded - from on-line training to in-person workshops - so that they can create a welcoming environment for minority students in their departments and areas.
- Staff should be given 15 contact hours a year for professional development on diversity.
- Establish a cadre of faculty who will be trained to facilitate diversity education programs, workshops and activities with their colleagues in order to create more inclusive classrooms for culturally diverse and minority students.

Add more financial resources to support more people to accomplish all that needs to be done to create an inclusive campus for minority students, faculty and staff. Be more proactive in fund-raising strategies to support diversity initiatives and projects as well as in figuring out where we are wasting resources or could streamline and redirect them.

Organize a staff committee to plan regular diversity presentations and workshops in order to cover issues, language, history, knowledge, etc. that local people need for a better understanding of domestic and international diversity so they can contribute more to an inclusive campus and workplace.

More faculty development should be created on how implicit bias affects assessment and grading of culturally diverse and minority students (i.e., techniques, strategies that work).

More professional development should be provided on intercultural competence for teaching assistants and part-time faculty.

There should be stricter enforcement and guidance on how to complete the diversity requirement for the employee Appraisal and Development Plan (ADP) with realistic goals set and suggestions on how to satisfy this request.

Diverse hiring of administrators, faculty and staff:
- Hire more faculty, administrators and staff who are not MSU graduates in order to support diverse thinking, new strategies, philosophies and approaches.
- MSU could become more competitive in faculty pay and create more incentives to attract diverse faculty.
- More comprehensive education required on diverse hiring that focuses on the retention of diverse faculty and staff (not just recruitment and hiring) as well as biases in the search and hiring process (not just legalities).
- Military science building needs to be ADA compliant so it is possible to hire a disabled veteran for the program.
- Publish all employee demographics regularly so numbers and percentages are visible, and we can monitor our progress on diverse hiring together.
Encourage MSU minority student Ph.D.s to return and apply for faculty positions.

Special focus and incentives on diverse hiring would be a good idea for departments and areas where there is little diversity of faculty and staff.

Expand “grow your own” initiatives to support minority students getting Ph.D.s and teaching at MSU.

There should be some systematic way that we can find out why diverse faculty, administrators and staff leave MSU so we can learn and change and improve retention. After all, why recruit them if we don’t know how to keep them?

Better tracking system, support and mentoring needed for minority students that MSU is recruiting.

Require comprehensive sexual assault and harassment awareness training for all students and employees in order to prevent rape, sexual assault and sexual harassment.

Create more official community and campus networks to support spouses and partners of diverse faculty, administrators and staff who are hired.

Co-curricular and support programs, activities and services for diverse student groups:

- Strengthen our relationship with undergraduate institutions with significant percentages of diverse and minority students in order to bring in diverse graduate students to MSU.

- Establish a women’s resource office to serve women students and address their concerns, problems and issues that affect their retention, graduation and success.

- Dorms need even more multicultural themes and activities.

- International Programs and Services (IPS) should be more visible as a resource for addressing conflicts and misunderstandings between international students and MSU faculty/staff.

More professional development/training should be provided for academic deans and administrators on how to manage and supervise faculty, particularly how to implement laws on non-discrimination.

Break down fixed, traditionalist institutional culture that is resistant to new ideas and people hired from “outside” that culture. Instead an infusion of “new blood” is needed in order to think “outside the box” and to hire diverse faculty, administrators and staff.

- Expand diversity programming to go beyond race and to focus also on gender, sexual orientation, religion, culture, socioeconomic class, disability, generation, etc.

- All juniors and seniors should have mandatory formal academic advising (not just students in TRIO, athletics, etc.). This step would improve retention and graduation rates.

- The Multicultural Resource Center should come up with strategies to be more welcoming to all kinds of diverse students (not just a couple of groups), to encourage more interaction across differences and to support both cultural identity groups and cross cultural communication.

- There is some confusion and separation of the Disability Resource Center and Learning Diagnostic Clinic, etc. To coordinate more effectively in providing assistive technology, there should be a “one-stop” shop for students, faculty and staff with disabilities.

- Expand “Safe Zone” project - make it more visible; have more ongoing conversations, like Advising does.

- TRIO is very successful with a 90% student retention rate but only serving 100 students - why can’t we expand this program further to serve even more students?

More funding and staff could be allocated to recruit graduate students from
underrepresented groups by organizing visits and having a physical presence at colleges with high percentages of minority students in undergraduate programs (like counseling psychology).

- Veterans office and Graduate College could cultivate a better relationship with nearby military bases in order to recruit diverse undergraduate and graduate students.

- More funding and programming would be helpful to recruit African American and Latino students into K-12 teaching; access federal programs available.

- Involve diverse and minority alumnae in mentoring diverse and minority students.

- TRIO and Learning Communities need more entry points, access and referrals in order to serve more diverse and minority students.

- Dorms should provide a gender neutral floor or section rather than making students choose male or female floors.

- More accessible parking and entrances are a "must" at key buildings like Carrington and Craig.

- Come up with new strategies, programs and funding to recruit African American male students into education. There are a number of federal programs and grants that MSU should pursue.

- For culturally diverse and minority students who are uncomfortable living in the greater Springfield community, establish a sub-community of off-campus housing closer to campus.

Curriculum/Pedagogy:

- Faculty need more professional development on the pedagogies and curricula of cultural competence.

- Invent more ways of holding faculty accountable for attaining current multicultural knowledge in their subject area as well as implementing inclusive pedagogy in their classrooms. These should be recognized as criteria for promotion and tenure.

- More information, knowledge and teaching needed on Native American groups and history from the greater Springfield and Southwest Missouri region (i.e., Trail of Tears, etc.). Now that knowledge is virtually invisible.

- Do more recruiting of diverse students across the country, not just regionally, by inventing new graduate programs, like an MFA.

A new diversity course should be required of all first year students to prepare them for the realities of a diverse campus and for changing demographics across the country, especially since many MSU students come from homogeneous communities and schools.
Expand gender awareness in education to include curricular and pedagogical innovation to teach more effectively to both women and men students.

Online courses attract more diverse and minority students so expand those offerings.

Perhaps faculty in Anthropology and Folklore, in cooperation with the Multicultural Resource Center, could create an oral history project (i.e., occupational ethnographies) for diverse groups of students on campus in order to become educated about themes, beliefs and mind-sets of diverse cultures.

Feedback from students suggests that they wish they had received diversity education and training earlier in their education. They say having an understanding in the formative years would make in-depth conversation at the college level much more meaningful and relevant to their majors and career goals.

So that more faculty are educated and aware of cultural differences in the classroom, why not have a master faculty advisor or point person on diversity, multicultural education and intercultural competence in each department/area facilitating constant dialogue that will impact instruction and create more inclusive classrooms.

Expand Showcase on Teaching and Learning sponsored by the Faculty Center for Teaching and Learning to provide more models for faculty professional development on the curricula and pedagogy of multicultural education and research.

Create more sections of GEP 101, the college orientation course, for diverse students, women students, etc. with assistance of the Office of Multicultural Resources.

Curricula and education must be created and/or expanded on European-American ethnicity that addresses hate and prejudice experienced by Irish, German, Polish, Italian, Scottish immigrants in Appalachia and the Ozarks so white Americans know their own history.

Stabilize and strengthen academic programs and curricula on diversity - like African American studies, women’s studies, Ozark studies, etc. - so there is “ownership” and when key faculty teaching these courses leave or retire, these programs and curricula do not disappear.

Capstone course GEP 397 should be reintroduced into the curriculum.

Workplace/Organization culture and climate:

Campus diversity calendar needs a more user-friendly design.

To assist staff on the lower socioeconomic scales, pay them twice a month (instead of once) so it is easier for them to “make ends meet.”

Establish official mentoring support groups for new diverse academic professionals and staff so they can feel included and effective.

MSU could be more supportive of international faculty by offering help on legal issues, immigration, health systems, etc. Let’s be more proactive and welcoming by asking our international faculty, “Do you need help on ______?”

There should be a campus-wide policy for public academic offices to display diverse religious symbols during holidays (December, April) not just Christian ones.

Be more proactive in providing access to transportation for blind employees: i.e., if a blind person is hired, make sure to plan ahead so he/she can access transportation from the beginning in order to reduce frustration.

Academic/Campus culture and climate:

Let’s hold a series of summits on how to create more innovative and collaborative strategies and programs to foster cross-cultural interaction (through campus recreation, student services, housing, diversity and inclusion, academic programs, etc.).

Make it comfortable for everyone who is here as a student or an employee - with
even more diverse cultural offerings in food, music, theatre, art, media, etc.

- More information needed for students on labeling gender-neutral bathrooms.

- Create a cadre of student and faculty diversity education facilitators who are ready to lead discussions on relevant and timely diversity topics, subjects and events in a moment’s notice with a number of approaches and strategies (i.e., Ferguson, MSU homecoming protest, etc.).

As part of its mission in public affairs and community engagement, MSU should spearhead initiatives, discussions, forums, etc. in the Springfield community on how to be more open, welcoming and inclusive for diversity.

Community climate and culture:

- Greater communication needed about research by MSU faculty working in the community.

- MSU should exhibit even more leadership on diversity, racism, sexism, homophobia, etc. in the community. Publicize more the ways in which the Springfield community and MSU are cooperating together on diversity initiatives (i.e., Facing Racism Institute)

- Involve minority undergraduate and graduate students in community networks for minority professionals in the Springfield community.

- Let’s connect more to elementary and middle school students on the north side of Springfield because currently MSU does not have much of a presence there.

- Let’s start a program to send MSU students to provide tutoring in low-income Springfield-area schools.

Mission: Cultural competence, public affairs, community engagement, ethical leadership:

- Support research grants that focus on topics/subjects in other countries since one of MSU’s missions is international and global public affairs.

- Examine course assignments for students to determine how many actually focus on public affairs, cultural competence, community engagement, diversity, etc. Develop strategy sessions where faculty present the objectives and results of these assignments.

More follow-up needed with the community when they participate in MSU diversity conferences, workshops, events, etc. so they know what has happened since and can be part of the “information loop.”
Concluding Analysis

Just as this final report was being completed for the CCCSP in January 2015, an article was published about Harvard University’s Voices of Diversity Project (Paula J. Caplan and Jordan C. Ford) in APORIA journal (vol.6, Issue 3).** This article featured Missouri State University as the only named university (out of four) to participate in student interviews about microaggressions and stereotype threat on campuses for students of color and women. Paula Caplan, an Associate at the Dubois Institute at Harvard University, described MSU’s “truly pathbreaking steps” as follows: “Missouri State University publicly disclosed its participation in the study and set to work to reduce the problems about which their students informed us. They model the kind of action that was only dreamed of and hoped for when the study was conceived.” Immediately a number of online journal sites (like Inside Higher Education, Huffington Post and Diverse Education) not only featured the results of the interviews but highlighted the fact that MSU was the only university to acknowledge being included in the study.

This latest development reinforces the perceptions of those interviewed for the CCCSP report that MSU is gaining a national reputation that could result in becoming a flagship university on diversity. In addition, the initiatives and programs that were undertaken at MSU as a result of the information gleaned from the Voices of Diversity Project are noted in the responses to Question 1 as evidence of success so far: a division for diversity and inclusion with a vice president for diversity and inclusion; strategies for diversifying faculty hiring; professional development on diversity for faculty, administrators and staff; collaboration with the Springfield, Missouri community on “facing racism”; a statewide collaborative diversity conference; a number of specific activities on diversity occurring all across campus for students; etc. As a result of moving forward on diversity in such a deliberate and conscientious way, MSU was one of 83 recipients of the HEED award in 2014. The HEED award is the only national recognition honoring colleges and universities that exhibit outstanding efforts and success in the area of diversity and inclusion. Clearly MSU has been building an admirable reputation on diversity in the past six years, and faculty, administrators, staff and community are taking notice.

However, as the responses to question 2 indicate, there is much more work to be done to counter microaggressions and stereotype threat being experienced by students and faculty of color, women students and faculty, LGBTQ students and employees, religious minority groups, etc. It is clear that there have been slow culture shifts on diversity at MSU, but as the recommendations illustrate, what is required now are bold, courageous actions that can move campus culture and the Springfield, Missouri community even further so that there is widespread, comprehensive change that will support inclusion. If all of the recommendations proposed by MSU faculty, administrators and staff in response to question 2 were actualized in the next five years, MSU could create the kind of climate in which diverse students, faculty, administrators and staff thrive.

One major obstacle that must be addressed is the perception by some “majority group” (i.e., white, male, heterosexual, Christian) students, faculty, administrators, staff and community members that microaggressions neither exist nor matter and that diversity is “much to do about nothing.” Consequently, any diversity planning should prioritize strategies for expanding the involvement, education and awareness of those on campus who have remained on the sidelines thinking diversity is about “them” and not “us”. Expanding the number of faculty, administrators, staff and students who are actively seeking further education and experience on cultural differences, multicultural education and intercultural competence would be one indication that MSU’s institutional approach to diversity was moving from being more piecemeal to becoming truly comprehensive. And one strategy mentioned a number of times by those interviewed is to increase accountability on inclusion for faculty, administrators and staff by integrating diversity questions as an evaluation component for all employees. This would make it possible to determine in which classrooms, areas, department, hallways, etc. microaggressions and stereotype threat are being experienced or observed in order to be remedied.

Unfortunately, there is a history of climate reports being “shelved” in colleges and universities and not used as a resource for strategic planning, perhaps because many institutions either regard completion of a climate study itself as sufficient to satisfy accreditation requirements or are overwhelmed by all the information. However, ignoring such a wealth of information is to ignore the reality that an increase in enrollment of underrepresented student groups is not the same as guaranteeing educational equity for those students. As the “Voices of Diversity” article points out, “Increases in numbers alone have not lead to equal educational achievement, as reflected in grades, retention and graduation rates, and post-baccalaureate education.” In fact, since changing student demographics are inevitable, the trend is for state legislatures, accreditation agencies and higher education boards to demand greater accountability from colleges and universities for these retention, graduation and
achievement gaps for diverse students. For MSU to act on the perceptions and recommendations contained in this report about microaggressions and stereotype threat, a vigorous and thorough diversity planning process is the next step.  


**Next steps for a comprehensive diversity plan**

1. Develop strategies for providing access to the CCCSP report for the MSU campus and the greater Springfield community, including official news releases explaining what steps MSU will take to address issues, concerns and problems covered in the report.  
   **Rationale:** By taking the report seriously and responding proactively, this approach will demonstrate MSU’s leadership and credibility on diversity.

2. After the campus has had the opportunity to read and review the CCCSP, provide a one-month period for subsequent recommendations to be made by students, administrators, faculty and staff.  
   **Rationale:** This approach will allow further participation from the MSU campus community so that there can’t be criticism that only a select group of people were asked for recommendations.

3. President Smart should appoint a campus-wide committee of faculty, administrators and staff to develop a strategic diversity action plan based on the CCCSP report. The committee could be coordinated through the office of the vice president for diversity and inclusion with input from the CCCSP steering committee on the size, composition, organization and process of this new campus diversity planning committee (CDPC).  
   **Rationale:** This approach will demonstrate both upper-level support for strategic diversity planning and intentional inclusion of campus-wide experts and resources.

4. Develop a coordinated communication campaign to publicize the objectives, activities and results of the new campus diversity planning committee (CDPC) on campus and in the community as MSU’s official response to the CCCSP report.  
   **Rationale:** Many interviewed in the community and on campus for the CCCSP report recommended more effective communication from MSU on diversity initiatives, projects, programs and activities.

5. For comprehensive treatment and coherent organization, the campus diversity planning committee (CDPC) can use the CCCSP report categories of the total educational environment to classify existing and new recommendations (i.e., curriculum, workplace culture and climate, institutional leadership, etc.)  
   **Rationale:** One way to prevent being overwhelmed by all the information and recommendations in the CCCSP report is to group objectives, actions and remedies by areas of the university to measure progress and success efficiently, especially for accreditation purposes.

6. Set up “think tanks” for each category of the total educational environment comprised of MSU leaders with credentials and expertise in those areas to advise the campus diversity planning committee (CDPC) on actions that can be taken to fulfill recommendations.  
   **Rationale:** This approach reinforces the fact that MSU has its own experts on multicultural education, intercultural competence, curriculum transformation and the total educational environment who can share their creative strategies for interfacing the plan with resources and personnel already available.

7. For each recommendation, the campus diversity planning committee (CDPC) should suggest immediate actions (6 months), short-term actions (12-18 months) and long-term actions (24 months+). For those recommendations conducive to immediate remedies/actions, publicize what will be done so the campus community can see immediate progress.  
   **Rationale:** Following this kind of timeline advances regular, consistent and coherent change across campus that can serve as evidence to constituency groups and accreditation organizations that MSU has taken the CCCSP report seriously.

8. The final diversity plan should include the process for approval and implementation of each action proposed, resources needed to make them happen, personnel and groups who will be in charge and accountable, evaluation mechanisms to assess success and connections to MSU’s overall strategic plan.  
   **Rationale:** Providing this level of detail in the final
diversity plan will guarantee that diversity is not only a high priority for the university but also the responsibility of the entire campus and not just relegated to a few people, departments or areas. Universities that follow through with a comprehensive plan like this one are more likely to be successful on diversity for years to come.

9. Submit the final campus diversity plan to key personnel and core constituency groups to demonstrate how it responds point-by-point to the CCCSP report and to garner their comments, contributions and approval (i.e., Administrative Council, Faculty Senate, Student Government, Staff Senate, Board of Governors).

Rationale: This approach keeps the diversity plan “front and center” for the entire university community, invites further input before it is officially presented and offers opportunities for mainstreaming it into the main strategic plan.

10. Publish, disseminate and communicate the final campus diversity plan widely, including several official presentations in public forums on campus and in the community.

Rationale: Ultimately it is to the advantage of the university for as many people as possible (in the campus community and the greater Springfield community) to be informed about the campus diversity plan so they can become invested and involved.

11. Ensure that the division for diversity and inclusion is properly equipped for its expanded responsibility in addressing recommendations from the CCCSP report. The infrastructure for implementation of the campus diversity plan should reflect an administrative model that is conducive to anticipated growth and demographic change at the university over the next 10-15 years.

Rationale: The diversity and inclusion division harbors pivotal expertise on the research, programs, collaboration, assessment and measurement necessary to inform the campus diversity plan. In higher education today, such divisions must be characterized by prompt and targeted response and capacity to allocate personnel and resources to ensure that the campus diversity plan moves forward.

12. Issue regular status reports on the progress of the campus diversity plan (6 months, 12 months, 18 months, 24 months, etc.).

Rationale: So many colleges an universities end up “shelving” their climate reports and diversity plans after just a year or so instead of utilizing them for the long-term so they don't have to be redone. As Missouri State University is quickly becoming a national leader on diversity, it can demonstrate a return-on-investment for both the CCCSP and the campus diversity plan that will invigorate campus-wide strategic planning for years to come.
Community climate study: Responses, analysis and recommendations

Research, analysis and writing:
Pauline Kayes, President, DiversityWorks Inc.

Research and analysis:
Graciela DuFour, Associate Vice President of Human Resources
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Springfield, Missouri and Missouri State University

A significant element of MSU's climate study project is inviting the community to participate, which is atypical for most climate studies at major colleges and universities. Usually, these studies are centered on campus with only peripheral references to the communities in which they are located. This focus then reinforces the unique relationship between Missouri State University and Springfield, Missouri. As Clifton Smart, President of MSU, explains, the relationship is "mutually beneficial and synergistic"; as James Anderson, former president of the Springfield Area Chamber of Commerce, describes, it is "collaborative and vital." In addition, the strong participation by the community in the CCCSP steering committee, the informal interviews, and the cultural identity discussions is further evidence of the interconnectedness of the community and the university.

To be sure, such a relationship is essential for building and driving the economic, entrepreneurial, civic, and cultural engines of the community and the university in a time of rapidly changing demographics, national forces, and global influences.

Purposes of the Community Climate Study Project

There are three purposes for the community segment of the project:

1. To learn the perceptions and experiences of the community in order to enhance the relationship and partnership on diversity between the Springfield, Missouri region and Missouri State University.

2. To discover in general what Springfield and MSU can address to become more inclusive of specific cultural identity groups (i.e., people with disabilities, African Americans, international, etc.).

3. To analyze recommendations made by participants for future trends, possible opportunities, and next steps.

Methodology and data

There were two main methods of gathering information from community members: (1) informal interviews of one to four people for 30-40 minutes; (2) cultural identity discussion groups of 6-20 people for 90-120 minutes. (Please note: these methods are further described in their respective section, including how participants were selected and the questions they were asked.).

For the informal interviews, 75 people were involved from June 2013 through April 2014. In the cultural identity discussion groups, 65 people total attended seven groups: Latino, people with disabilities, women, African American, LGBTQ, international, and economically disadvantaged (See Appendix E).

"The CCCSP provides the opportunity to study our differences, not to separate or alienate. It allows us to honor our similarities, respect our differences and unify our goals as an institution and partner in the community." ~Catherine Reade Heredia

At the outset of the interviews and the discussion groups, participants were informed that they would be guaranteed anonymity for their comments. Although these community members were given the option not to include their names in the Appendix, most of them chose to do so.

In the sections that follow are summaries and paraphrases of the perceptions, experiences, and recommendations that were offered by these individuals in response to the questions they were presented. Direct quotations are interspersed throughout the report to illustrate common themes and to capture the distinct tones and phraseology of the participants.

Context for reading

It is important to realize while reading this report that it is a "snapshot in time" of people's perceptions, which means that shifting terrain and circumstances could alter some of these if participants were to be interviewed in 2018, for example. Throughout the report, there is both affirmation for successes on diversity in Springfield and at MSU and critique of programs, strategies, resources, approaches, etc. that can be more effective. It is quite possible that this report will offer validation of what has already been heard and known as well as insight into new areas for leadership and opportunity.

It is clear that there are many community and University stakeholders in creating a more inclusive and equitable
Informal community interviews

From June 2013 through April 2014, DiversityWorks Inc. facilitated 30-45 minute informal interviews of people from the community who were suggested by either the steering committee for the MSU Campus and Community Climate Study Project or recommended by other community and campus individuals. These people were contacted and given the option to participate. In addition, a general call to community groups and organizations was made to solicit interview participation. A total of 75 people were asked the following questions:

1. What are the positive aspects of living in the Springfield, MO community?
2. Describe the Springfield in 10-15 years that you would like to live in. (If you had a "magic wand," what would you want to change, invent, alter, etc.?)
3. How does diversity factor into your vision for the future of Springfield?
4. How would you assess MSU's contribution and role in making that vision a reality?

Responses and recommendations

Two DiversityWorks Inc. facilitators took notes at each session assisted by one staff member from the MSU Office of the Vice President for Diversity and Inclusion. What follows are summaries of their responses and recommendations grouped by questions and themes.

What are the positive aspects of living in the Springfield, MO area?

Three themes were prevalent among participants: quality of life, opportunities and organizations and services.

1. **Quality of life**: Participants described the "quality of life" as positive because of six traits:
   a. Small-town feeling with big-city amenities.
   b. Sense of family, safety (low crime rate) makes it less stressful than other communities.
   c. Connectedness of community - easy to plug into.
   d. Surrounded by natural beauty (30 minutes in any direction is water).
   e. Genuine and friendly people.
   f. People pulling together for a common cause (i.e., Watershed of the Ozarks, energy, children, etc.).

2. **Opportunities**: Participants felt that there are quality opportunities available in the community:
   a. Great community to raise children because of day care, parks, arts programming, etc.
   b. Affordable housing.
   c. A variety of arts, sports and cultural events for diverse audiences.
   d. Cultural diversity is being addressed by a number of government, city and business groups.
   e. More progressive and sustainable philosophies on energy and food.

3. **Organizations and services**: Participants also cited distinct and effective community organizations and services:
   a. Medical services and hospitals are characterized by choice and expertise.
   b. Springfield is a "giving" community with over 500 non-profits as well as coalitions of groups working on issues and providing services.
   c. City government has become more engaged, involved and receptive.
   d. All the colleges and universities in the surrounding area (i.e., MSU, Drury, OTC, etc.) provide essential educational resources.
   e. K-12 school choice meets the needs of parents and students.
   f. Parks department is a national model (received top-five national recognition).

**DiversityWorks Inc. comments**

Genuine enthusiasm was observed in response to this question with a majority of participants concurring that Springfield is a good community and has much potential to move forward to make it an even better community. As a result, participants were eager to describe characteristics.
of a future Springfield, which was the subject of the next question.

Describe the Springfield in 10-15 years that you would want to live in. (If you had a “magic wand,” what would you want to change, invent, alter, etc.?)

Five themes were prevalent among participants: poverty/income inequity; infrastructure improvement; job market and economy; attitudes, perspectives, and identities; and civic/social service/education/government organizations.

1. **Poverty/Income inequity**: This focus for change was mentioned by a majority of participants many of whom imagined greater sensitivity and action on behalf of the poor:
   a. There will be less of a gap between incomes—poverty is reduced, less of a social and economic problem.
   b. More strategic investments will be made in anti-poverty programs instead of development (i.e., serious cash will be infused into micro-loans for poor or early childhood programs).
   c. More person-to-person, family-to-family, and church-to-church investment and energy will be committed to breaking the cycle of poverty.
   d. The community will seriously address the problems, concerns and issues of the "working poor" who often "fall through the cracks," are ignored, or invisible.
   e. There will be greater sensitivity in the community to the needs of both low-income and homeless people, including providing more housing options for both groups as well as those with disabilities.

2. **Infrastructure improvement**: This was another focus for change for a number of the participants:
   a. Improved and rehabilitated roads, public spaces, green space, etc.—for example, in commercial/industrial areas like Glenstone Avenue and in the downtown area (i.e., aesthetics, building facades, vegetation, etc.).
   b. Older neighborhoods will be more sustainable, and the West Central neighborhood will draw more people because of its proximity to the downtown area.
   c. Increased safe spaces needed for diverse groups to congregate throughout the community in addition to midtown.
   d. Physical accessibility of streets and sidewalks (especially during winter) will be a city priority to care for those with disabilities and for an aging population.

3. **Expanding job market and economy and more diverse business networks**: This focus was mentioned by almost all of the participants:
   a. More young people will stay in Springfield to work and live instead of leaving because of a weak job market; there will also be greater diversity of job opportunities for professionals so young people with college educations won't leave and more diverse populations will settle in Springfield.
   b. Major employers will recruit and hire more diverse men and women into mid-level managerial positions, so diverse employees are not clustered at the bottom of the pay scale.
   c. There will be recognition of the direct connection between economic prosperity for all segments of the community and the future viability of Springfield.
   d. The number of minority businesses will increase significantly and have greater relationships with government, civic and social organizations, colleges and universities, and health services, etc.
   e. There will be more social and business networks for diverse, middle-class professionals so they will remain in the community.

“We will understand that we are diminished as a community because the ‘deal breaker’ is a lack of diversity.”
f. There will be more well-paying jobs—"work that pays"—to help boost the status of the working poor and to reduce social problems.

4. Changing attitudes, perspectives and identities: A number of participants pointed out that Springfield, Missouri is undergoing something akin to an "identity crisis":
   a. We need to analyze who we have been in the past, who we are now, and who we want and need to be in the future.
   b. Springfield will become a growing, sustained arts community.
   c. Springfield will be a community that takes care of all of our children, provides for public safety, is "open" for business, and is a welcoming community for all kinds of diversity.
   d. There will be creative city and community leaders who model a true sense of humanity (i.e., "welcoming the stranger in our midst.")
   e. There will be a greater acceptance of different ideas, people, ways of living instead of not being "scared, freaked out, or paranoid" by difference.
   f. We will have more diverse churches interacting with less dominance by one group or sect; more interfaith experiences will help to desegregate and diversify churches.
   g. Our community culture will be one that encourages critique of policies, structures, projects, etc. instead of prohibiting it because it would violate the "genteel Southern agreement" not to criticize.
   h. Springfield needs to shift its identity to be more of a university/college community and less of a Southern Bible Belt culture.
   i. We will work to reduce covert discrimination based on race, gender, sexual orientation, nationality, etc. (i.e., the little things, like not being served in a restaurant, or being ignored by a store clerk).
   j. Visitors will no longer remark, "I didn't realize how white it is here."
   k. We will identify less with a "small town mentality" and "willful ignorance" on diversity and support a culture shift in the Springfield community that will attract more progressive young leaders who will want to stay.
   l. People of faith will become more unified through service instead of "ego-based visions of religion."
   m. Speaking different languages will be seen as a strength not a deficit, so people who live here will not have to lose their ancestral language (i.e., Spanish, Arab, Chinese, etc.)
   n. Citizens will venture out more to experience how others live in order to understand other world views besides "I love the Ozarks!" There will be no fear of "walking in another's shoes."
   o. The community will become more self-sufficient in its food supply and energy, with greater commitment to "buy local."
   p. The impasse will be broken between African American people with generational history who don't trust the city and city officials trying to improve and address race issues who get frustrated with their lack of trust.

"In the past five years, MSU has become a smart and passionate 'change agent' on diversity, but still needs more visibility in supporting multicultural events in the community and showing MSU juniors and seniors what Springfield has to offer so they will consider staying in the community."

5. Civic, social service, education and government organizations: Many voiced a sense of pride in the number and quality of civic, social service, education, and government organizations and groups in the greater Springfield community. In the future they envisioned them as being more knowledgeable, sensitive, proactive, and representative:
   a. Positions of power and leadership in government and community groups will become diversified, not just white male, but more people of color and women.
   b. Civic and faith-based activities will be welcoming not exclusive.
   c. More culturally sensitive police patrols will not be "over-aggressive" in vehicle stops because of biases against certain racial, ethnic, cultural, or sexual orientation groups.
   d. There will be a greater understanding and
appreciation of different languages as well as language acquisition, including more community and government materials in Spanish and other languages.

e. There will be a greater awareness among social service organizations and professionals that 80% of the homeless have disabilities which require greater attention.

f. "You can see it; it’s not just on paper": diverse hiring in social service organizations, small business, city government, etc. will include people with disabilities and really represent the community.

g. More neighborhood associations and organizations will be created, so neighbors will know each other and have more input into city government decisions about their neighborhoods.

h. There will be more avenues for communication and cooperation between government officials and local people.

i. K-12 teachers will be educated about how to be more inclusive in the way they teach.

j. There will be greater understanding and sensitivity to mixed race children and families instead of categorizing them as "other."

k. Boards of civic, social service, and government organizations should be more representative of local, grass roots, citizen groups and less business-oriented.

**DiversityWorks Inc. comments**

Participants “waved their magic wands” to change, invent and alter attitudes, structures, economies, organizations, and systems. Their tone is positive, hopeful, and genuine. Although some of their ideas stated here might seem a bit grandiose at first reading, the participants were motivated to contribute their ideas so that Springfield could have a productive, progressive, and equitable future.

**"It is very proactive of MSU to undertake this climate study and involve the community, so make MSU’s leadership in this area a big deal!"**

**How does diversity factor into your vision?**

In response to this question, there were three themes, several of which were mentioned before: expanding job market and economy; changing attitudes and identities; and representation and voice.

1. **Expanding job market and economy:** Several mentioned that the connection between diversity and the Springfield economy is in everyone’s self-interest because:
   a. Lack of diversity hurts commerce—larger businesses and plants won’t come to Springfield because their diverse employees wouldn’t feel comfortable here.
   b. Many who move here experience “culture shock” because of a lack of diversity and move away. As a result, the community loses creativity and energy.
   c. Without more networks, diverse, middle-class professionals will not remain in the community and diversify positions of power and leadership.

2. **Changing attitudes and identities:** A number of participants explained why Springfield must work on attitudes towards diversity in order to continue the progress made so far in tangible, visible ways:
   a. More effort needed on educating and exposing the 93% white members of the community to cultural differences in order to increase friendships and relationships across cultural boundaries.
   b. More understanding of cultural differences is needed across the community so Springfield can move ahead and change its reputation of being a "white town."
c. The community as a whole needs to understand and reflect more about its history, particularly why it is a predominantly white community and why it isn’t changing more quickly.

d. More people need to have a greater understanding and appreciation about how diversity works for the community and how a lack of diversity works against the community.

e. If we are not a welcoming community for diversity, we will not grow and prosper and everyone in the community will be affected.

f. Lack of cultural diversity is a major “stumbling block” to the future of Springfield; more emphasis needed on the connection between diversity and economic sustainability to make Springfield a viable and growing community in the future.

g. Diversity needs to be infused in everything the city does, especially hiring of police, city employees, etc.

h. More comprehensive diversity education needed for the city, police, government employees, business leaders, etc.—continuing and ongoing—not just a few workshops and “we’re done.”

i. If “power brokers” of the community value diversity, there will be real change, so they need to be influenced to address diversity concerns described in the 2009 Chamber of Commerce report.

j. To fulfill the promise of action on diversity, the Chamber of Commerce, City of Springfield, and other civic and social organizations need to work together to develop a community-wide strategic action plan on diversity.

k. We will see what diverse people are seeing and experiencing in our community and then understand it from their perspective.

l. Since our lack of diversity may have become a “kind of stigma,” we need to talk about the ways in which our community may not be “ hospitable” to people who are different instead of denying, avoiding, or dismissing it.

3. **Representation and voice:** Participants also expressed a need to increase representation of diverse people in key leadership positions as well as truly listening to their voices:

a. Every panel, discussion group, etc. addressing community issues and concerns should have diverse representation, including women, people of color, and people with disabilities.

b. Large hospital/medical systems should be more representative of the community (i.e., more African American, Latino nurses and physician assistants, etc.)

c. Definitions and descriptions of diversity in the community should be broadened to include disability, sexual orientation, socioeconomic class, gender, etc.

d. In the future, the city must be more proactive about welcoming and including new cultural groups (i.e., Latinos) and focus on forming relationships, emphasizing the positive contributions these cultures can make to the community and countering the feeling that “these people are taking something away from me.”

e. There should be more “intentional and persistent” awareness about the value of diverse employees and leaders so that community and government organizations will visually see how they are or are not representing diversity.

**DiversityWorks Inc. comments**

Many of these participants clearly understood the relevance of diversity to Springfield’s future—seeing it as essential to creativity, ingenuity, growth, and “bottom line” economics. And they recognized the groundwork that is already being done to move forward on diversity in the community. However, they all voiced a desire to progress more quickly, more substantially, and more pragmatically.
How would you assess MSU’s contribution and role in making that vision a reality? What specific recommendations would you make for MSU?

For these questions, there were six themes: inclusive Springfield; intercultural campus community; cultural identity networks; communications and public relations; community diversity education; and minority contractors and businesses.

1. **Inclusive and diverse Springfield**: Since most of the participants felt that MSU was a major influence on Springfield becoming more diverse and inclusive, they were pleased to give feedback on what they thought was working well and what could be improved:

   a. MSU could take a larger role in diversifying the community through targeted enrollment of diverse students.

   b. Expand the STEP program, which recruits diverse students to MSU.

   c. MSU can do more to assist and educate the community on how to make diverse students more comfortable going off-campus and into the community.

   d. Move more MSU entities, projects, programs off campus in order to support greater diversity in the downtown communities. This is working!

   e. MSU needs to have a greater role in educating the community about cultural differences through workshops, seminars, conferences, etc.

   f. Now is the opportune time for MSU to work cooperatively with city government and the Chamber of Commerce on a ten-year strategic and action plan on diversity for the greater Springfield community.

   g. "The more cultures, the better!"—the greater mix of cultures that MSU brings in adds more of a cosmopolitan flavor to the community.

2. **Intercultural campus community**: As both observers and participants of MSU campus culture, these community members felt that comprehensive, consistent incorporation of diversity should be a priority for all MSU programs, services, curricula, etc.:

   a. MSU needs to stay true to its public affairs mission and make sure diversity is incorporated throughout its programs and services by conducting regular cultural audits.

   b. MSU needs more initiatives, programs, and strategies for fostering intercultural interactions among its students because students are still mostly segregated and there is not a lot of mixing.

   c. In the last two years, the community has noticed that MSU has been more proactive than reactive on diversity; its commitment has become more visible with the creation of the Vice President for Diversity and Inclusion position.

   d. Bring in more diverse creative and cultural events (i.e., music, plays, art, dance, etc.), not just “once a year and that’s it.” MSU has great facilities, but more diverse artists need to be featured regularly.

   e. More evaluation strategies needed to make all professors accountable for how they treat their culturally diverse and minority students and colleagues.

   f. MSU would be wise to address the problem of administrators, faculty, and staff who resist or undermine the diversity goals, actions, and programs of the university.

   g. Since so many students are coming from monocultural, rural communities to the more diverse campus community, MSU needs to provide greater orientation and education on cultural differences, prejudice, bias, harassment, hate crimes, etc.

   h. Create a multicultural dorm or floor in dorms where international students and diverse students
can live, interact, and learn together.

i. Create a cadre of white male advocates to reach out to other white males on campus (students, faculty, staff) who may think diversity is “not about them.”

j. More doctoral programs at MSU would enable diverse and international professionals in the community to continue their educations so they don’t move away.

k. In order to attract more Islamic families and students, the MSU lab school, Greenwood, could support more teaching of Arab language and culture.

l. Orientation is needed for Islamic/Arab students about American culture and university life.

m. More support (graduate assistants, etc.) is essential for international students in Math, Science, and Technology areas.

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“Keep the momentum and synergy on diversity going; create a compendium of ‘best practices’ in education and in the community, so there are concrete, practical strategies available.”

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3. Cultural identity networks and partnerships:
While participants recognized that there are a number of recent initiatives on diversity both in the community and at MSU, they hoped that there would be more effort in creating cooperative networks and partnerships on diversity:

a. MSU can take a more active role in creating and supporting a network of African American and Latino leaders on campus and in the community.

b. MSU needs to take more initiative in partnerships with the community on diversity issues, concerns, and problems.

c. Need more interfacing of diversity programs at MSU, the hospitals, the Chamber of Commerce, so they are working with one another on diversity and sharing resources and information.

d. Since it is difficult for minorities to “get connected” in the Springfield and MSU communities, MSU could create more strategies with the city to help them get connected so they won’t leave (i.e., “mingles” for diverse faculty, employees, community members, entrepreneurs, etc.)

e. Create a “Big Brother, Big Sister” program where African American, Latino students at MSU connect with local K-12 students of color, particularly disadvantaged, poor students, to mentor them and create a bridge from high school to college.

f. MSU needs to cooperate more with the community on diverse hiring—to share resources and make human resources connections.

g. Cooperate and collaborate more with community diversity groups (i.e., Grupo Latino, NAACP, etc.) so there is a feeling of “reciprocal relationship.”

h. Develop even more programs to encourage student volunteers to work with culturally diverse groups in the community.

i. Encourage more administrators, faculty, and staff to be active in community organizations, boards, groups, etc. in order to provide a leadership role on diversity and other issues and concerns. Provide more incentives for them to become involved in their community.

4. Communications and public relations:
A number of those interviewed felt uninformed about what was happening on campus regarding diversity and expressed a desire to be kept in the communications loop:

a. MSU needs to communicate more effectively with the community about campus diversity activities, conferences, symposiums, etc.

b. Need more letters, articles, features, etc. from faculty and staff in local newspaper and magazines in order to introduce progressive ideas and new knowledge and information on diversity issues and concerns.

c. Champion the effectiveness of diversity initiatives on campus and in the community so the entire college community can see concrete, tangible results.

d. Create a centralized list of who from MSU (faculty, administrators, and staff) is serving on community organization and agency boards, providing community service, etc.

e. More follow-up after conferences and events on diversity—report what happened and where do we go next. Perhaps send out regular diversity e-newsletters to all who participate in MSU diversity conferences and events.
f. For new MSU initiatives and programs related to diversity (for example, the new Disability Education minor), make a “big splash” in the local media (television, newspaper, radio, newsletters, etc.).

5. **Community diversity education**: The consensus of this group of participants is that the community is looking to MSU to provide guidance, leadership, knowledge, awareness, and sensitivity on diversity in all kinds of ways:
   a. MSU has been a positive influence on diversifying the community, but now it needs to expand its role by providing a variety of continuing education opportunities on cultural differences for business, government, civic and social organizations, etc.
   b. MSU needs to have a greater role in educating the community about cultural differences through workshops, seminars, conferences, events, etc. that are constant and ongoing.
   c. Recruit more students, faculty, and staff to represent diversity issues and concerns in the community.
   d. Overall MSU needs a greater presence in the community, creating more consciousness about diversity and providing more education on diversity and inclusion.
   e. With assistance from MSU, the K-12 district should embark on a comprehensive curriculum on diversity in every grade so all students understand diversity and will have cultural competency skills.

   **DiversityWorks Inc. comments:**

   The majority of participants were quite proud to have MSU as a central resource for the greater Springfield community. Clearly they saw MSU’s leadership on diversity as crucial to any advances on diversity the community will make. As one person put it, “If MSU walks the talk of diversity and equity, Springfield is more likely to do the same.”

   “**Concerted effort by all stakeholders in Springfield community is needed to specify how diversity is a ‘bottom line’ issue that is in everyone’s self-interest.”**

6. **Minority contractors and businesses**: A number of participants said that increasing minority businesses working on campus and in the community would be a significant milestone in advancing diversity:
   a. MSU needs to hire more minority businesses and contractors, to “open the door” to business with diverse groups in order to be a model for the community and prevent minority-owned businesses from leaving.
   b. Invent initiatives to attract diverse businesses through the new E-factory program.
Cultural identity discussion groups

Whereas the informal interviews were individualized and broader in scope, the goal of the cultural identity discussion groups was for people from similar cultural identities to share perceptions, experiences, and recommendations in a safe space on a variety of concerns, problems, and issues related to their particular identity group (i.e., African Americans, people with disabilities, international, etc.). From November 2013 through April 2014, a total of seven discussion groups (with approximately 70 participants) were facilitated in locations around the community based on suggestions for participants from the Steering Committee from the Campus and Community Climate Study Project (CCCSIP):

- Latino/Latina (Iglesia Cristiana Casa de Oracion)
- Women (Springfield News-Leader offices)
- People with Disabilities (Southwest Center for Independent Living)
- African Americans (Barclay-Decatur Neighborhood Center)
- Lesbian, Gay, Bisexual, Transgender, Questioning (LGBTQ) (GLO Center)
- International (Mercy Hospital)
- Economically Disadvantaged (The Library Center)

Questions were presented to the participants ahead of time so they could reflect on their own and be ready to talk at the scheduled time. All groups received the same questions with changes in language for their specific cultural identity group. Two DiversityWorks Inc. facilitators took notes assisted by a staff member from the Office of the Vice President for Diversity and Inclusion.

Questions for the Latino/Latina cultural identity discussion group

1. What experiences have you had with the climate for diversity in Springfield, Missouri?
2. Has that climate changed for better or worse since you’ve lived here? Is it (1) much worse; (2) somewhat worse; (3) no change; (4) somewhat better; (5) much better? Briefly explain your response. Please be specific.
3. What particular concerns, issues, problems must Springfield, Missouri address to be more inclusive of Latino/Latina students, faculty, staff, and community members?
4. What particular concerns, issues, problems must Missouri State University address to be more welcoming and inclusive of Latino/Latina students, faculty, staff and community members?
5. What strategies should MSU employ to work with the Springfield community on diversity? It would be helpful if you focus on specific areas (i.e., like K-12 schools, city government, business community, civic and social organizations, arts community, health services, etc.)

Latino/Latina: Perceptions and experiences

Characteristics of living in the Springfield area

The consensus of the group was that the Springfield Latino/Latina community is a working-class community with most not college educated or professionally skilled. A majority of the families were described by several as “undocumented” with very minimal skills in speaking English, so it is very difficult for them to access community services and opportunities. Although there are a number of Hispanic families in the area, they aren’t as visible as in California, Texas, or other parts of the country. Recently, more Hispanic families have been moving to Monett because of the factories and the Tyson chicken farm. It was reported that a major problem for Latinos/Latinas in Springfield is acquiring basic English skills so they can function in daily life.
Motivating and supporting children to go to college

The consensus of the group was that a major challenge for Hispanic students is to be motivated and encouraged to go to college by their parents. As they described it, since some children see their parents working, they think their only option in the future is also working in low paying jobs and not pursuing higher education or technical training to enter higher paying professions. Respondents commented that children feel that they must work and give money back to their families before they even contemplate going to college. They suggested that more attention is needed on how Latino/Latina parents can set money aside from the time their child is born so the goal of college is ingrained from the beginning. As a result, any increase in college enrollments for Hispanic students will be because the parents are involved from the beginning.

Latino/Latina: Recommendations

Springfield Schools

- Improved communication is needed consistently between the Springfield schools and the parents of Latino/Latina students – in both Spanish and English – so parents are included in conversations about their children’s education from the very beginning. And if teachers or staff members are not fluent in Spanish to speak with parents, more interpreters should be provided.

- Intervention is needed when Latino students are not doing well in school. Counselors, teachers, and staff should reach out more consistently to the parents of these students in order to assist them in improving grades, become college-bound, and applying for scholarships.

Hospitals/Medical

- In medical situations, it appears that there are not enough people to translate for patients and families. For example, participants shared experiences with a medical translating phone that was not answered consistently. As a result, more attention is needed to communicate clearly and effectively with these patients and their families.

City of Springfield

- There should be a greater effort by the city, community and social service organizations, and businesses to communicate information in Spanish.

“Outreach is how my daughter found out about MSU. But there should be more active recruiting of Latino students and more programs specifically oriented to parents and families, like bringing children and families on campus in elementary school, not waiting until they are in high school.”

“"What MSU is lacking is an outreach person or center for the Latino community. There may be individual programs and activities but they are not being coordinated and developed to meet the real needs of the Latino community.”

Missouri State University

- Focus recruitment of Latino/Latina students more in the Springfield community by cooperating with local schools to connect and reach out to students and their families. Also focus on parents as an entry point into recruiting their children for college. Finally, publicize financial aid and admission opportunities at MSU in Spanish as well as English.

- Employ or increase the number of financial aid counselors and admissions officers who are bilingual in order to explain the application process and financial aid so there is not miscommunication and embarrassment about asking questions.

- Latino/Latina students who are succeeding at MSU should be made more visible so they can motivate and mentor middle school and high school students in the Springfield schools.

- Hire more Latinos as support staff, academic professionals, faculty, administrators, etc. so Latinos are more visible as employees at MSU.
Connect more directly and consistently with Latino churches and community organizations for outreach and relationship building.

Create or showcase a familial office or place on campus where any Latino/Latina can go to feel supported, trusted, and welcome; where staff, administrators, faculty, and students are working together to serve the Latino community on-campus and off-campus.

Expand the highly effective STEP conference to at least twice per year.

**Latino/Latina: DiversityWorks Inc. analysis and possible next steps**

The overwhelming themes for the Latino/Latina group were relationship, communication, and connection, especially with the Springfield community, Missouri State University, and the Springfield schools.

These themes are significant because they provide insight on how Latinos/Latinas can become more central and less marginalized in the community, the university, and the schools. Given the increase in Latinos across the country, their issues, concerns, and problems should be utilized for educational and program development.

Research demonstrating how fully involved and invested Latino children and families contribute greatly to economic prosperity, student recruitment/retention/graduation, and tax/tuition/business incomes should be utilized for educational and program development purposes to better serve this community.

To consider and respond to this group’s recommendations as well as others in the Latino/Latina community, participants agreed that several strategic and action planning retreats should be held with appropriate representatives from the schools, Springfield government and civic organizations, Chamber of Commerce, MSU, and the Latino community.

These retreats could contribute greatly to creating reciprocal relationships, to generate remedies that could be implemented immediately, and to set up long-term cooperation and partnership.

**Questions for the women’s cultural identity discussion group**

1. What experiences have you had with the climate for women, females, and girls in Springfield, Missouri?

2. Has that climate changed for better or worse since you’ve lived here? Is it (1) much worse; (2) somewhat worse; (3) no change; (4) somewhat better; (5) much better? Briefly explain your response. Please be specific.

3. What particular concerns, issues, and problems must Springfield address to be more welcoming and inclusive of women, females, and girls?

4. What particular concerns, issues, and problems must MSU address to be more welcoming and inclusive of women students, faculty, staff, community members, etc?

5. What strategies could MSU employ to work with the Springfield community on gender bias?

**Women: Perceptions and experiences**

Leadership roles in city government, business, civic/social organizations, etc.

The consensus of this group of women was that Springfield does not have a sufficient number of women leaders in government, business, community organizations, etc. Although they concede men may not see this as a problem, they contend that there are both economic and social consequences to a lack of women in leadership roles. For one, it makes it more difficult to attract young female leaders to the community and have them stay. They contend that the time is right to bring the problem to light, have a dialogue, some training, etc. in order to make structural and organizational changes that support women leaders.

Because of assumptions that “women should be good men,” this group said it is not easy for women to break into leadership networks, roles, and organizations. There was a sense among the group that the Springfield community is fifty years behind other cities of similar size—not only in the status and treatment of women (with very few women’s
groups or networks that support women's leadership and entrepreneurs) but also on sensitivity to the challenges and realities of professional women's lives. If Springfield could become more "women friendly" - (i.e., when meetings are held, how they are organized, etc.) - they claim more women might opt to get involved and participate more fully.

Another factor they think might be keeping women out of leadership roles is an environment of harassment and devaluation. The group was aware of other communities that have held conferences on the status of women and facilitated workshops on gender communication in the workplace. But, to their knowledge, Springfield has not initiated these kinds of solutions to address women's experiences of "subtle silencing and the indirect message that what women have to say in meetings is not valuable." Many of the women in the group described experiences in the public domain of not being heard, respected, listened to, or valued. They worried that this kind of environment will make it less likely that successful and ambitious women professionals will want to live and work in the greater Springfield community.

The realities of women's lives

There was much consternation in this group about the statistics on rape, sexual assault and domestic abuse in Greene County, which are among the highest in the state. In addition, the increased number of women and children in poverty is taxing systems and programs. For example, they pointed to the fact that 61% of K-12 students are on free lunch programs, and that has increased 2% a year for more than a decade. They worry that since so many women and children are accessing services in Springfield (including from outside the county) there may be more “falling through the cracks,” so a seamless approach is needed in both the schools and the community.

And the fact that most social service organizations addressing these problems are “attended by, chaired by, and run by women” (with very few men involved) makes it seem as if these are just women's problems when in fact they impact the entire community. They argue that it is important to understand that most women living in poverty have no voice, no power, and live with their children on the margins of the community, without adequate food, housing, health care, employment, etc.

Women: Recommendations

**Missouri State University**

- Provide more teacher training on gender awareness and education of girls through women's studies and education departments.
- Ensure that gender issues are constantly addressed in Diversity and Inclusion initiatives, activities, and projects, not just ethnicity and race.
- Empower more women faculty, administrators, and staff to become leaders in the university. In addition, provide women students with more attention and role models so they can negotiate harassment and discrimination in the workplace.
- Take a greater role in educating the community about women's issues, concerns, problems, especially in the workplace in order to recruit, hire, and retain women leaders and professionals from women students graduating from MSU.
- Students at MSU need to have more coursework and requirements that address issues of gender and women.

**City of Springfield**

- Local schools should provide more teacher/staff training and support on self-esteem for...
girls, on gender construction and stereotypes for both boys and girls, and on understanding gender differences, issues, and problems through all levels.

- More education and training needed for business, government, organizations, etc. on communicating across gender differences in the workplace and in public space.

- Chamber of Commerce and other business support organizations could encourage businesses to examine policies and practices that discriminate against women or are inflexible for women’s lives and responsibilities. A more flexible workplace will benefit both women and men and result in happier, more productive employees.

- More programs might be developed to encourage, nurture, and support women’s leadership in the community, for example in the Leadership Springfield Academy. Greater effort is needed to create women leaders who will participate in the power dynamics of government, civic groups, social service organizations, etc.

- Find out what other communities have been doing to help women get access to key jobs, to increase pay equity for women and to assist employers in providing training on supporting women employees, communicating across gender, etc. Then hold some community-side study sessions to examine and adopt strategies that have worked in these communities.

- Sponsor conferences, workshops, seminars, etc. on women’s economic empowerment so single mothers and their children can escape the cycle of poverty in the Springfield region.

“Girls I know will become successful women, but not one of them will stay in this area. Maybe MSU can do something to attract women in high school who are leaders.”

Women: DiversityWorks Inc. analysis and possible next steps

The overwhelming themes of this group were leadership, awareness, empowerment, and gender-balance.

These themes are significant because girls and women comprise a majority of K-12 and college students, of community residents and consumers, of those in poverty, and of those abused, raped, sexually harassed. Yet, as this group pointed out, women are a minority of leaders, administrators, entrepreneurs, trustees, board members, professionals, etc. in government, business, education, civic/social service organizations, etc. They contend that more gender-balanced leadership would address more effectively the challenges, issues, and problems that diverse women and girls can face in the community, the work world, K-12 schools, MSU, business, etc.

They worry that the lack of women’s leadership combined with a limited awareness of how women may be silenced, devalued, or left out can have both social and economic repercussions. First, Springfield will be less likely to attract and retain smart, savvy, and successful women leaders and professionals.

In addition, viewing the high rates of poverty and abuse in Greene County through a female lens will provide insights and strategies that recognize the relationship between women’s empowerment and cycles of poverty, sustainable families, and healthy, well-adjusted children. Research around the world is demonstrating that the more women and girls are empowered, the more they pursue education and employment; the longer they delay having children (and have fewer children to support); the more they reject abusive relationships, etc. All of these trends benefit the community in a myriad of ways from improving the standard of living for women and children to reducing the need for government services and support.

There was a sense of urgency among the participants for MSU to initiate regular conferences, programs, and workshops on educating and advocating for women and
girls on campus, in the local schools, in the community, etc. because of a growing sense that Springfield is falling behind while other communities of similar size in the United States are leading the way. Perhaps one way to start is an annual community/university summit on the conditions, challenges, and issues of women’s and girl’s lives. This would include an audit of all the current available resources as well as brainstorming on new strategies, resources, and options to address the recommendations made by this women’s group. Another strategy that other colleges and communities have employed is to develop university and community committees on the status of women/girls that are connected to both the power structures of the university and community.

“It is the subtle silencing of women and the indirect message that what women have to say is not valuable. I have seen this happen over and over again at meetings. It is very frustrating and demeaning.”

Questions for the people with disabilities cultural identity discussion group

1. What experiences have you had with the climate for diversity in Springfield, Missouri?

2. Has that climate changed for better or worse since you’ve lived here? Is it (1) much worse; (2) somewhat worse; (3) no change; (4) somewhat better; (5) much better? Briefly explain your response. Please be specific.

3. What particular concerns, issues, and problems must Springfield address to be more welcoming and inclusive of people with disabilities?

4. What particular concerns, issues, and problems must MSU address to be more welcoming and inclusive of students, faculty, staff, community members with disabilities?

5. What strategies could MSU employ to work with the Springfield community on diversity? It would be helpful if you focus on specific areas (i.e., like K-12 schools, city government, business community, civic and social organizations, arts community, health services, etc.)

People with disabilities: Perceptions and experiences

Accessibility to housing, transportation, and employment

The group reported how difficult it is to find “wheelchair-accessible” apartments or houses that have been built with wider doors, showers, lower cabinets, etc. instead of “handicapped accessible,” with minimum modifications, like bars in bathrooms. Since builders use these terms interchangeably, it means an extra effort to find suitable housing for many people with disabilities. Although the Southwest Center for Independent Living maintains a housing list, finding housing is still problematic because of wait lists, undesirable/unsafe locations in the community, and limited access to transportation near available housing for people with disabilities. As a result of these issues, the group supports “universal design” to be mandated for both existing housing and new construction to increase housing options. Several members of the group expressed fear of having to move into a nursing home because of the inability to find appropriate and safe housing.

Another factor undermining the quality of life for people with disabilities is limited mobility because of inadequate bus transportation and lack of sidewalks. They complained about how City Utilities either rearranges or eliminates bus routes without consulting people with disabilities. As a result, it is often only possible to get somewhere by transferring 3-4 times, making it even more complicated to get around. In addition, the group
reported numerous experiences with bus drivers who were rude, impatient, unhelpful, and even refuse to stop for wheelchair passengers. They claim that when these problems were discussed with City Utilities, they were disregarded. Finally, they described how problematic it is to travel on your own, whether in a wheelchair or with a cane, because of over 52 miles of no sidewalks, which means resorting to the streets to get around and being in the midst of traffic and risking injury.

Employment was the last area of focus of this discussion group. First participants explained that it is difficult to find adequate employment because employers do not want to be liable for any accidents in the workplace. In addition, employees with disabilities often have to accept reduced pay so they won’t lose their SSI and Medicaid benefits. And very few employers want to hire a person who is older with a disability. Government agencies even advise people with disabilities not to try for better paying jobs because they might lose their benefits and never get them back. And because so many people with disabilities have high medication and medical bills, they could not afford to have a job and pay these bills without government support. As a result, several in the group reported feeling desperate, and considering going into a nursing home rather than trying to live independently and being valued for contributing to society.

People with disabilities: recommendations

Missouri State University

- Allow accessible seating reservations for all MSU activities, concerts, etc. online.
- Need more accessible parking closer to doors. Too many spots are too far away (i.e., Carrington Hall) and cause difficulties in inclement weather.
- Operate accessible shuttles during sporting events and concerts and advertise them.
- More attention needed to making all old buildings truly accessible, not just minor adjustments.
- Hire more people with disabilities; this group’s perception is that MSU hires very few.
- There should be a posted “disability etiquette” for students riding shuttles that is enforced.
- Sensitivity training on disabilities should be required for all faculty, administrators, staff, and students so accommodations can be made for students with disabilities and so there is greater education on physical, mental, and psychological disabilities so MSU can serve these students better.
- Office of Disabilities is a positive change and sign of commitment, but that sensitivity needs to be expanded across campus.
- There should be a concerted effort to improve housing on campus for students with disabilities. This group’s perception is that there are few truly accessible accommodations available.
- On-campus housing needs to be more sensitive to students with autistic and emotional disabilities by providing more support services and mentors for living a “dorm life.”
- There are a number of effective partnerships with MSU students working with people with disabilities (i.e., doing screenings, exercises, etc.) as part of their curriculum.
- And there have also been successes in job
redesigning to increase hiring of people with disabilities, for example, in food services. These successes should be publicized and expanded.

- The university as a whole could do more to reduce isolation, segregation, and stigmatization of “special education” and “students with disabilities.”

City of Springfield

- Require more disability and diversity awareness training for bus drivers, transit workers, city utilities personnel, housing authority officials, etc.
- Find funding to construct accessible sidewalks all over the city.
- Require the Department of Transportation and Public Works Department to publish regular progress reports on what they are doing to serve people with disabilities, including creating more favorable bus routes.
- Change building codes to be ADA compliant.
- Require accessible hotel and motel rooms to be “completely accessible” not just minimal modifications and develop strategies for monitoring and educating hotel/motel owners and managers.
- Identify Springfield businesses, organizations, etc. that are “accessible friendly” so they can be publicized and marketed to the disability community.

“More individualized internship programs needed for people with disabilities, with adjustments in time for completion, etc. For example, I was physically incapable of completing my project in 40 hours, but if the deadline was extended, I could do it!”

People with disabilities:
DiversityWorks Inc. analysis and possible next steps

The four themes for the people with disabilities group were accessibility, education, quality of life, and resources. These themes are significant because in spite of laws, rules, regulations (ADA) to protect people with disabilities from discrimination, there remains a sense of frustration, anxiety, desperation, even grief, about trying to negotiate all the support systems in order for people with disabilities to have the resources to feel independent, safe, supported and valued.

“I want to work and contribute to society but instead I have to sit home after spending much money, effort, and time on an education that I can’t use because no one will hire me or if I am hired I will not be able to afford my medical care and medication.”

Although this group recognized a valued number of programs, services, and agencies for people with disabilities in the community and at MSU, their consensus was that greater cooperation, interfacing, consistency, and comprehension would make them more effective in respecting, serving, and actualizing the “whole person” with a disability to improve his/her quality of life. The stories they told illustrated how easily a person with a disability can “fall through the cracks” and end up barely functioning on the margins of society.

Another priority for this group is to provide more disability training, education and awareness for all students, faculty, administrators, staff, bus drivers, hotel/motel managers, city employees, social service workers, etc. As this group sees it, there are still many stereotypes that contribute to discrimination against people with disabilities in housing, education, health care, employment, transportation, etc.

Finally, this group concurred that more vigorous monitoring and enforcing of provisions and requirements in the Americans with Disabilities Act (ADA) would promote both compliance and invention to address many of the recommendations they made.

Like the women’s group, these participants also agreed that a community/university summit be held to address these recommendations, including an audit of current, available resources, gaps in services and programs; representation for people with disabilities in government and university committees; and strategies working in other universities and communities. Another possible next step would be to form committees on the status of people with disabilities that would be connected to the decision-making, power structures of both the university and the community.
Questions for the African American cultural identity discussion group

1. What experiences have you had with the climate for diversity in Springfield, Missouri?

2. Has that climate changed for better or worse since you’ve lived here? Is it (1) much worse; (2) somewhat worse; (3) no change; (4) somewhat better; (5) much better? Briefly explain your response. Please be specific.

3. What particular concerns, issues, and problems must Springfield address to be more welcoming and inclusive of African Americans?

4. What particular concerns, issues, and problems must MSU address to be more welcoming and inclusive of African American students, faculty, staff, community members, etc.?

5. What strategies could MSU employ to work with the Springfield community on diversity? It would be helpful if you focus on specific areas (i.e., like K-12 schools, city government, business community, civic and social organizations, arts community, health services, etc.)

“African American: Perceptions and experiences

The status of African Americans in Springfield, Missouri

Although several in the group expressed comfort living in a community that is “like my back yard, like a small town,” and hospitable for raising children, all described experiences with discrimination, racism, and bias that had made them uncomfortable. As they surveyed the community at this moment, most participants saw some change, some movement forward (like the Race and Faith Collaborative Initiative). But they were afraid that much of what has happened is, in their words, “just talk and window dressing.”

The group concurred that there needs to be more action, more substance, more concrete results, like hiring more African Americans in health centers, government, the police etc. so that these services will reflect the population they serve. They pointed to the Minorities in Business initiative as a positive step but regretted that there are still very few minority-owned businesses in Springfield or with contracts at MSU. Although they agreed that there is some representation of African Americans in Springfield organizations and government groups, some shared the perception that the same three or four African Americans are the only ones who are considered acceptable by the white community.

What they fear is that there will continue to be this dance of “two steps forward and five steps backward” on diversity. The movement forward is motivated, they think, by bottom line economic issues since some businesses won’t locate in Springfield because of a lack of diversity. But then, as the city or the Chamber of Commerce progress on race issues, they recalled incidents of backlash from groups and interests in the community with an “old mind-set” about African Americans. As a result, it is difficult for them to see tangible results when in their estimation the city, the schools, the health systems do not support diversity initiatives with real money, and the interviewing and hiring process for most businesses and agencies is still biased. The younger members of the group working on college degrees expressed the feeling that they would have to leave Springfield in order to be hired because they see very few African Americans in positions of power.

Achievement and success of African American students

The consensus of this group was that Springfield schools are still not serving African American students effectively enough and addressing their specific needs. There are still significant gaps in achievement and graduation for African American students in part because many Springfield teachers have little experience teaching African American students. Although participants recognized that...
the school district is trying to address diversity through its cultural diversity program, many of them consider the program ineffective because there is no real commitment. As evidence of this perception, they pointed to the fact that an African American is in charge of that office, but that position and person has no real power to change the schools to be more inclusive for African American and other minority students. They claim that there is a huge disconnect between the K-12 cultural diversity program and other K-12 areas and systems with only one person in charge of diversity for 25,000 students and 2,000 employees.

Another factor cited by participants as being important for achievement and success of African American students is African American teachers, administrators, and faculty. Since there are very few African American academic professionals working in these systems, students do not have the role models they need to motivate and inspire them. And, when local African American students do gain degrees from MSU, often supported by scholarships from MSU, they leave the community because they do not see career opportunities in Springfield for college-educated African Americans. Hence, they feel that any improvement must come from real change in representation for African Americans in business, education, and the community.

African American: Recommendations

Missouri State University

- Provide more diversity education for education majors so that graduates will have more skills and knowledge for teaching African American students in K-12 schools. For example, expand the successful summer program at the Springfield community center for student teachers who do classroom planning, lesson planning, etc. in a classroom of all African American children so they can develop cultural competency with these students. In fact, the group strongly agreed that this experience should be required for all education majors.

- Develop more recruiting programs for African American and Latino students from local schools. For example, bring back the A+ program at Central High School, which would be a perfect way for MSU to connect with local minority students.

- Overall, MSU needs a more comprehensive approach to recruiting, supporting, and mentoring local African American students, not just a table or event here and there. Reach them before they are juniors and seniors in high school. Develop strategies to connect in middle school.

- Office of the Vice President for Diversity and Inclusion should have more representation from the Springfield African American community. In addition, other advisory groups and committees for MSU should also have greater representation from the African American community and not just the same people.

- Support more programs like “Gear Up” and TRIO to provide seamless support and mentoring from 7th grade to final year in local schools. Even if there is no longer grant money, these programs can still exist in order to support a cohort of local African American students through four years at MSU.

“Even though we may not be moving as quickly as some people may want, the City of Springfield still deserves credit for its diversity efforts like—Leadership Springfield, which now has privilege components.”

“What I think happens is that some in the city want to move forward on race issues but then there is backlash from others in the community and that halts the momentum for change.”
- Make sure MSU’s public affairs mission is translated into resources in the African American community with real financial support for this mission and other related initiatives.

- More accountability is needed for MSU professors who do research in the local African American community. Participants claim that there is a mistrust of some of these professors because it is unclear how their research is empowering the African American community. There is a feeling that they are used to get grant and research money but without accountability for giving back.

**City of Springfield**

- Hire more people from the African American community: police, fire, and other city employees.

- City officials should visit other cities to see how they are addressing diversity and how they are creating inclusion for their culturally diverse citizens.

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**“Yes, there are K-12 teachers with race issues and blind spots working with minority students in Springfield, but everyone has a piece of what’s not happening for African American and Latino students in terms of achievement.”**

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**African American: DiversityWorks Inc. analysis and possible next steps**

The overwhelming themes for this discussion group were **action, representation, racism**, and **empowerment**. These themes are significant because they demonstrate the degree of frustration being experienced by members of the African American community as Springfield, the local schools, and MSU address diversity. Such frustration can be common for minority groups who want the pace of change and transformation to be much faster since they feel marginalized and excluded on a daily basis. Many of them claim they are tired of waiting for the majority white culture to “catch up” and to realize that diversity is essential for the growth and health of the community. And when there is a “two steps forward, five steps backward” movement on diversity, they become cynical and distrustful, no longer wanting to participate in diversity initiatives that are “just about talk.” This group even expressed doubt that this climate study would result in addressing difficult issues, like how to foster the kind of culture that will empower African Americans to succeed in education, business, government, etc.

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**“I can’t stay here because with a Marketing degree, I don’t see African Americans in positions of power.”**

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Another reason these themes are significant to both Springfield and MSU is that it will not be possible to recruit and retain African American students, professionals, faculty, etc. without considering and addressing the issues, concerns, and recommendations made here because any evidence of a hostile or exclusionary climate or culture will be shared with newcomers. And while MSU may be increasing its minority student population, like many colleges and universities, the proof of success with these students is found in retention and graduation rates. In addition, as higher education boards, accreditation groups, state legislatures, etc. demand more accountability for gaps in retention and graduation rates for African Americans and Latinos, MSU will need to demonstrate that it is tackling specific concerns, issues, and problems contributing to these gaps. Given the latest U.S. Department of Education predictions for college student populations (40% will be African American and Latino by 2025), these gaps will become even more problematic and politicized. As a result, colleges and universities that are making a concerted effort to reduce them will be touted as national leaders, which can mean a real opportunity for Missouri State University to shine.

As demographics shift more and more across the country, very few communities the size of Springfield will be able to prosper and sustain themselves with a 90% white population. There will simply not be enough white people to support the tax base and to fund services, schools, etc., so in some sense it is a matter of survival to attract African Americans to Springfield and keep them there. But a “welcome mat” will be insufficient if there is not concrete proof that Springfield, the local schools, and MSU are acting on what African Americans consider important traits of inclusion: representation and empowerment. Yet, both Springfield and MSU are in a “double-bind”: progressing on diversity can mean encountering backlash, resistance, undermining, fear, defensiveness, denial and minimization. Consequently, a major focus in the next five years might be how to respond and to educate to that resistance in order to build trust and truly move forward.

To meet this challenge, several symposiums could be
co-sponsored by already existing groups (i.e., Race/Faith Collaborative, Good Community, Leadership Springfield, etc.) for the purpose of generating pragmatic strategies for the local schools, the faith-based community, community organizations/agencies/government, and MSU to educate for “Diversity and Inclusion 2025—Springfield, Missouri and Missouri State University Moving Forward Together.” For example, perhaps the local schools could invent a "diversity in every grade" education program so their students are prepared to live and work in a multicultural society. Besides these symposiums for proactive, intentional strategies, perhaps there could be some means of widely communicating actual progress being made for African Americans in Springfield, MSU, and the local schools—success stories and innovative initiatives—that will illustrate actual change in climate and culture and contribute to building trust further.

Questions for the lesbian gay bisexual transgender questioning (LGBTQ) cultural identity discussion group

1. What experiences have you had with the climate for diversity in Springfield, Missouri?
2. Has that climate changed for better or worse since you’ve lived here? Is it (1) much worse; (2) somewhat worse; (3) no change; (4) somewhat better; (5) much better? Briefly explain your response. Please be specific.
3. What particular concerns, issues, and problems must Springfield address to be more welcoming and inclusive of LGBTQ people?
4. What particular concerns, issues, and problems must MSU address to be more welcoming and inclusive of LGBTQ students, faculty, staff, community members, etc.?
5. What strategies could MSU employ to work with the Springfield community on diversity? It would be helpful if you focus on specific areas (i.e., like K-12 schools, city government, business community, civic and social organizations, arts community, health services, etc.)

LGBTQ: Perceptions and experiences

Harassment, invasion of privacy, and interrogation

A common experience reported by this group of participants was regular harassment and interrogation: for example, a woman doctor interrogating her lesbian patient about her religious history; professional eye staff refusing to serve lesbians and calling them names; a gay man being asked in a job interview about his church affiliation; a transgender person being asked, “How do you go to the bathroom?” while using a public restroom. Others described being mocked and teased and threatened for their sexual orientation and gender identity, including being "outed" by students in their college classes (when they did not want to be "outed").

However, participants also described pleasant surprises of affirmation, like when a farmer came up to two lesbians in a restaurant and instead of accosting them described how he walked his daughter down the aisle when she married her female partner. Or a church that reversed itself and started welcoming gay couples. Or a number of City of Springfield officials standing up for an ordinance that would prohibit discrimination against LGBTQ people. These "bright moments" were evidence they said of a slow change towards acceptance of LGBTQ people in Springfield.

Stereotypes, fear culture, and safe spaces

Another significant concern described by participants were the pervasive stereotypes about LGBTQ people, which, in turn fuel a culture of fear that causes gay, lesbian, bisexual, and transgender individuals to be always “on guard” and in search of safe spaces to find support for being themselves. Stereotypes are found in many circumstances and places—from the shopping mall where a store clerk told a lesbian client, “How can you be lesbian, you have long hair and are pretty?” to the media images of gay men in thongs and leather attending LGBTQ events.
Several people described how terrified people are to “come out” because of punishment from their churches. In addition, an expert on transgender issues in Springfield, reported that many transgender people are afraid of censure for identifying themselves. And for adolescents going through gender and sexual identity transitions and issues, the group knew of very few resources and services in both the K–12 schools and in the medical community.

As a result of these experiences and perceptions, there is constant conflict for LGBTQ people between wanting to feel free in public and risking a hate action and feeling safe in an insulated, protected group and becoming invisible. They pointed out that it is not just an issue for those in the community but also for LGBTQ faculty, administrators, and staff working in colleges and universities like Drury University and Missouri State University where many try to “fly under the radar” in the hope of not being discriminated against.

They praised the GLO Center in North Springfield, the oldest standing LGBTQ center in Missouri since 1996. One participant explained that while such centers in St. Louis and Kansas City can’t make it, in Springfield the GLO Center is a necessity because LGBTQ people always “feel under siege” and need a refuge that can provide services for the entire LGBTQ community. Others pointed out that even though “traditional churches” have been historically opposed to LGBTQ individuals, now there are a number of open and affirming churches that are more supportive and safe.

“I am shocked about how often people ask such personal questions, like a doctor wanting to know which church I go to, or someone in a restaurant asking, ‘Which of you is the man and which one is the woman?’”

**LGBTQ: Recommendations**

**Missouri State University**

- Create more inclusive policies on LGBTQ and gender identity that all students will know and respect instead of just asking people to “try not to be different and it will be ok,”

- In Nursing and Social Work programs for professionals and pre-professionals, provide more than just 3 hours of time (out of 60 total) on LGBTQ diversity training.

- More education is essential in order to talk about transgender appropriately.

- Diversity and Inclusion, student activities, etc. should recognize in their programming and events that diversity can’t always be compartmentalized into one month for African Americans, one for Latinos, one for LGBTQ, etc. since there are LGBTQ African Americans and Latinos.

- Be a resource on training, outreach, education, and activities on LGBTQ issues and sensitivity for businesses and the community (i.e., National Coming Out Day on square).

- Do an audit of how MSU represents itself in catalogs, posters, banners, etc. Too many “stock diversity images” and mostly white-dominated. Instead illustrate the diversity you want to attain.

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“Stereotypes about gays and lesbians are so cemented in this church culture of Springfield that we are forced to be on the defensive because of regular harassment. Fortunately, the GLO Center has been a historic safe zone that other communities envy.”

**City of Springfield**

- Provide more education on LGBTQ and transgender issues for mental health providers, social workers, counselors, etc. throughout the community so that they are more sensitive and caring towards their clients who are experiencing problems with gender non-conformity, sexual orientation, or transgender.

- More transgender health care resources needed.

**LGBTQ: DiversityWorks Inc. analysis and possible next steps**

There were three major themes for the LGBTQ group: safety and freedom from fear and harassment; support for identity; and resources and services.

These themes are significant because many cities, states and communities in the United States are at a “turning
point" in addressing LGBTQ issues, from passing non-discriminatory ordinances to court approval of gay marriage to providing resources for gender identity and non-conformity. In addition, more people than any time before in U.S. history openly recognize and support their LGBTQ family members, co-workers, colleagues, and neighbors. At the same time, however, that acceptance of LGBTQ people may be becoming a “bellwether” for communities and universities desiring a more progressive reputation on diversity, hate crimes, incidents, and speech still occur regularly in communities and on campuses. Addressing safety, fear, and harassment for LGBTQ individuals in Springfield and at MSU can benefit everyone since a media spotlight on a hate crime on campus or in the community can set back efforts on diversity, result in negative social media publicity, and require renewed efforts in re-branding and re-positioning.

As the participants in this group stressed, LGBTQ individuals (whether living on campus or in the community) are constantly looking for identity support in order to feel they can be themselves. But support for LGBTQ identities can be in the interest of other segments of the population as well. For example, in a university community like Springfield/MSU, young adult students are a key constituency for at least four years. More than any other, this generation of students prides itself on acceptance of cultural differences, alternative lifestyles, and sexual orientation choices. For a number of these students, the mix of cultural eclecticism and diverse cultural identities (like LGBTQ) is a significant factor in choosing campuses and communities and staying there.

Research coming from analysts like Richard Florida (Rise of the Creative Class) indicates that this mix is also beneficial to the economic interests of the community with a direct connection between LGBTQ entrepreneurs and customers, creative businesses, shops, and restaurants, prospering downtowns, and increased tax revenues. For example, consider the annual economic impact of LGBTQ travelers: $70 billion in the U.S. alone. Some communities are cashing in on this trend, even those in southern Bible belt areas, like Eureka Springs, Arkansas. In this community of 2,000, there is a flourishing gay scene with gay-owned bed and breakfasts, restaurants, and other businesses, making this Bible belt city a magnet for tourism for others as well (see gayeurekasprings.com). The Springfield community might be wise to investigate some of these trends further.

Similar to some of the other cultural identity groups, this one is also looking to MSU to provide resources, services, leadership, knowledge, awareness, etc. so the community and MSU can continue to move forward together in addressing the LGBTQ issues and concerns described here. Perhaps one strategy would be to develop a task force comprised of MSU students, faculty, and staff; city officials; Chamber of Commerce personnel; GLO Center representatives; and other members of the community to plan how to meet some of these future challenges and take advantage of possible opportunities.

“Springfield is like in this weird bubble with no diversity but with these crazy little pockets of progression where gays and lesbians can feel safe.”

“MSU has a serious opportunity to publicize what they are doing for LGBTQ students, faculty, staff, etc. Now is the time for courageous conversations instead of covert and coded acceptance.”
Questions for the international cultural identity discussion group

1. What experiences have you had with the climate for diversity in Springfield, Missouri?

2. Has that climate changed for better or worse since you’ve lived here? Is it (1) much worse; (2) somewhat worse; (3) no change; (4) somewhat better; (5) much better? Briefly explain your response. Please be specific.

3. What particular concerns, issues, and problems must Springfield address to be more welcoming and inclusive of people coming from other countries?

4. What particular concerns, issues, and problems must MSU address to be more welcoming and inclusive of international students, faculty, staff, community members, etc.?

5. What strategies could MSU employ to work with the Springfield community on diversity? It would be helpful if you focus on specific areas (i.e., like K-12 schools, city government, business community, civic and social organizations, arts community, health services, etc.)

International: Perceptions and experiences

On the margins, like outsiders

A common refrain from this group of participants was “seeing with the eyes of an outsider” because of their international origins. Although they find “pockets of international diversity” at MSU and at Mercy Hospital, for example, most had experienced being on the margins of the Springfield community because they stood out because of an accent, a cultural background, or a religious affiliation. Sometimes they felt marginalized because of a pattern of inappropriate jokes; other times because of being excluded; or just because their cultural groups were ignored in community/university calendars of events and holidays. The group spent some time discussing how to create an environment to move immigrants working in lower level jobs in the community (like Mung, Burmese, Vietnamese) from the margins into the center as well as how Springfield could capitalize on the resources of the international professionals already living here to bring in more.

Some members of the group, on the other hand, felt “sheltered” because they worked in MSU departments or areas with a high percentage of international faculty and so it has been easier for them to feel comfortable. Yet there are still hurdles to negotiating a life here as an immigrant employee at the University or in the community, such as legal documentation, health care, tax status, etc., for which there is little guidance, assistance, and support. Finally interacting with some of these bureaucracies can be nerve-racking and confusing with sometimes problematic results in status and treatment.

“...I’ve never felt discriminated against or singled out at MSU because of my accent. Most people are different from us but they are very friendly and I feel safe here.”

Knowledge gaps and global future

Another perception of the group was that there are two categories of people in Springfield based on attitudes and world views: those who have lived here all their lives and don’t want change and those who want to explore, travel, and learn about the world. Although the participants recognized how polite and welcoming Springfield can be to strangers, they also described a lack of awareness of the world and a kind of insularity that, they think, needs to be addressed in order to plug Springfield into global future trends.

They all agreed that there must be more education in the K-12 schools—language, geography, culture, etc.—so students will gain new knowledge and skills that will make them more aware and competent in global studies and intercultural communication. Several described hearing about or personally witnessing chauvinist American...
attitudes towards this kind of education from local K-12 teachers. This concerned participants because they felt local students are being deprived of the kind of knowledge required to be successful in a diverse, global economy and culture. One participant said that at the beginning of the school year, he asked his students to look around the room and realize that competition for jobs will not come from their peers but from people in Brazil, Poland, India, etc. The group concluded that internationalizing the K-12 curriculum is essential for keeping American students and workers “in the game.”

Several noted that there have been efforts to highlight international cultures through foods and arts festivals, which are quite popular, but these are usually annual events when what is needed from their perspective is regular educational and cultural programming (i.e., plays, music, art, speakers, conferences, etc.) that will recognize just how many international cultures are represented in Springfield and at MSU. One example of this programming they enthusiastically approved of was the recent conference sponsored by MSU Public Affairs, “Global Perspectives: Why It Matters.”

“A social studies teacher in the local schools told my child that the U.S. is the greatest country so there is no need to visit anywhere else.”

International: Recommendations

Missouri State University

- Communicate more with the community about MSU events, activities, workshops, conferences, arts, etc. that represent international cultures, themes, issues, concerns, etc. so they can take advantage of these opportunities to educate themselves.

- Sponsor more social events for international faculty, administrators, and students so they can interact and feel connected.

- Provide more support for international faculty on negotiating bureaucracies for immigration, health, legal, tax, etc. so they don’t feel alone.

- Collaborate with community groups—business, medical, city, etc.—to sponsor get-togethers for them to share resources and experiences.

- Create more strategies to encourage community members to appreciate, understand, and value international cultures so they are not afraid and judgmental.

“Provide more sensitivity education on intercultural communication for business and the community.”

City of Springfield

- City leaders could learn more about which specific international cultures are represented in Springfield and sponsor get-togethers for them to share resources and experiences.

- K-12 schools should provide more curricular materials (games, books, videos, etc.) for parents who want to teach their students about other countries and cultures at home.

- More community education needed on these international cultures for businesses, civic organizations, churches, medical services, etc. so they can be more effectively served.

- Analyze how to create inclusion for immigrants in lower-level and service jobs, like hotel housekeeping and food service, so they don’t get forgotten or ignored because that is where many internationals are working.

“More community education needed on these international cultures for businesses, civic organizations, churches, medical services, etc. so they can be more effectively served.”

City of Springfield

“City leaders could learn more about which specific international cultures are represented in Springfield and sponsor get-togethers for them to share resources and experiences.”

“A social studies teacher in the local schools told my child that the U.S. is the greatest country so there is no need to visit anywhere else.”

There is a culture of Southern politeness here in Springfield that is refreshing. However, it is a surface politeness from my perspective as an outsider because many people here are not interested in other places in the world. They don’t really want to invite me into their groups and learn about my country.”
International: DiversityWorks Inc. analysis and possible next steps

There were two themes that dominated this group’s discussion: isolation/disconnection and global education/intercultural competence.

These themes are significant because whether faculty at MSU or professionals and workers in Springfield, internationals are becoming more essential to filling positions in some academic departments (i.e., science, technology, engineering), staffing specialist medical fields (i.e., neurosurgery), and working in lower level jobs (i.e., agriculture, food industry) because of an insufficient number of American applicants. As recent research on changing demographics has indicated, immigrants will account for as much as half of net population growth over the next decade, which means they will enter the workforce in increasing numbers. In addition, future trends point to (1) more international students enrolling in U.S. colleges and universities and supplementing declining budgets with their tuition money; (2) more medical professionals coming from other countries, like India, Africa, Pakistan, etc., to work in U.S. hospitals and clinics (in some urban areas they already comprise 40% of doctors, nurses, etc.); (3) more faculty being recruited from other countries to teach and do research in STEM areas; and (4) more immigrants being employed in lower-level and lower-paying jobs (i.e., hotel service industry, poultry processing plants, etc.). In spite of an increase in anti-immigrant attitudes since 9/11, many economists agree that if internationals and immigrants could no longer fill these positions, the U.S. economy would be gravely impacted, including in Springfield, Missouri.

Half of the international group’s discussion revolved around experiencing feelings of isolation and disconnection from the community or MSU. They made it clear that this was not necessarily the fault of Springfield or MSU, but more akin to being a "stranger in a strange land." One major reason cited is having to negotiate local, state, and federal systems and bureaucracies (usually without help) that are confusing to them and cause trepidation about their immigration status, personal circumstances, or health. Another reason is an inability to find and connect to other simpatico internationals. Finally, there is the issue of adapting to new and different cultural traditions and holidays, world views, ways of communicating, ways of doing things, etc. And sometimes there is a struggle about how to “fit in” and whether or not to “fit in” while still maintaining their own international heritage and identity.

The other half of the group’s discussion focused on the need for more global education and intercultural competence skills. They insisted that as “hosts” to internationals, both Springfield and MSU needed to create more opportunities for the community and the university to become more “culturally literate.” Since internationals are compelled to educate themselves about the U.S., they felt that Americans could reciprocate by educating themselves more about their countries and cultures. For them, this is also an issue of attitude: instead of taking the posture “we don’t need to know about other countries and cultures,” Americans would be wise to change that to “we need to know” because so many doors to economic and civic opportunities will open then. Finally, they were adamant that intercultural competence skills should be as important as computer skills for students, employees, businesses, organizations, etc. in order to keep them competitive in a global economy.

“For us to be less Springfield-centric, we need to look outside the city to bring in international diversity and ask that the schools do more to educate children about geography, world events, languages, cultures, etc.”

Fortunately, MSU has a mission that encompasses much of this group’s recommendations—public affairs, community engagement, and cultural competence. And there are already activities and conferences in place, like the Public Affairs week and conference on global perspectives and the international banquet. But participants stressed that it is possible to offer even more international film, food, and arts festivals and make sure they are well publicized in the community. In addition, one next step would be for MSU to take a leadership role in sponsoring international education and awareness for the community—from working with the Springfield K-12 schools on internationalizing their curriculum in every grade to creating intercultural communication workshops and seminars for business, government, health and other civic and social organizations. It would also be prudent to combine resources and form a Springfield/MSU task force or study group on internationals and immigrants to strategize with those already living and working here about what services and resources would make their lives easier and more comfortable. Finally, another worthy subject for investigation would be how to create an environment that would bring together pockets of immigrants—some sponsored by churches, other brought in by business, some cleaning chickens and hotel rooms, other teaching electrical engineering—to find support, guidance, and affirmation.
Questions for the economically disadvantaged cultural identity discussion group

1. What experiences have you had with the climate for diversity in Springfield, Missouri?
2. Has that climate changed for better or worse since you've lived here? Is it (1) much worse; (2) somewhat worse; (3) no change; (4) somewhat better; (5) much better? Briefly explain your response. Please be specific.
3. What particular concerns, issues, and problems must Springfield address to be more welcoming and inclusive of people who are economically disadvantaged?
4. What particular concerns, issues, and problems must MSU address to be more welcoming and inclusive for students, faculty, staff, community members with economic disadvantages?
5. What strategies could MSU employ to work with the Springfield community on diversity? It would be helpful if you focus on specific areas (i.e., like K-12 schools, city government, business community, civic and social organizations, arts community, health services, etc.)

Economically disadvantaged: Perceptions and experiences

Marginality/Invisibility

One main focus of this group discussion was how systems and cultures in the community relegate those who are economically disadvantaged to the margins, making them invisible to others who are more prosperous. As one participant described it, Springfield is stratified between the poor neighborhoods in the north and the rich neighborhoods in the south, and there is very little exchange and knowledge between them but many stereotypes and assumptions. For example, people working with the Parents and Teachers Association (PTA) in the Springfield schools will visit schools on the north side and have no idea that poverty is so close to them until they see "a face to the poverty": children who have nothing, no clothes, no food, no toilet paper, no hygiene products, etc. There is also a big gap in common sense knowledge about the basic necessities of daily life required to survive—case in point: photo identification is essential to applying for jobs and services but if someone loses it and doesn’t have $11 to replace it, he/she is stuck. As a result, participants pointed out that there is a vicious cycle of desperation for those who are poor and of blaming the poor for those who ignore these circumstances.

Another thread in this discussion was how local, state, and federal government organizations and agencies reinforce the marginality of poor people in a myriad of ways. First they allocate resources and programs to serve more middle-class and upper-middle class neighborhoods, like roads on the south side are always repaired quickly while those on the north side are not. One perception was that the City of Springfield invested much money on putting up directional signs to the mall for affluent residents on the south side when that money could have been better used on the north side. One example given of a statewide issue was the payday loan industry, which continues to charge exorbitant interest rates to take advantage of poor people needing immediate cash. But the state legislature will not act to stop this practice because the payday loan lobby has so much power in Jefferson City. And because economically disadvantaged people do not usually have representatives or lobbies that fight for their concerns and issues in the city or state, they are even more marginalized and invisible.

Generational vs. situational poverty cultures

Another major focus for this group’s discussion was description and analysis of two poverty cultures in Springfield: generational and situational. They explained generational poverty culture as defeatist (i.e., “if you’re born poor, you’ll probably stay poor”) while situational poverty culture is a sudden drop in economic status because of job loss, illness, etc. that can quickly spiral into homelessness, bankruptcy, domestic abuse, etc. Even though there are a number of resources and agencies in the community through Community Partnership of the Ozarks, for example, the group noted numerous instances of the generationally-needy not using them because they either don’t believe services like Housing First exist or they
are suspicious of what will happen if they access them. In the case of children, some families even refuse to have teachers or social workers offering assistance to come into their homes out of fear their children will be taken away. Or in the case of homeless adults, programs are scheduled and resources are allocated, but no one shows up or uses them because of a mind-set of disbelief that they will actually help. The group agreed that there could be a greater understanding of how to provide long-term support for those living in generational poverty as well as immediate services for those suddenly in economic trouble.

**Proactive vs. reactive programs and strategies**

A number of the participants were very proud of all the resources, agencies, and services for the economically disadvantaged in Springfield: the Poverty Collaborative, the Poverty Commission, Every Child Promise, The Kitchen, etc. However, they wonder how effective they really are and feel that more proactive approaches are essential for real impact and not reactive ones that just “put a band aid” on a specific problem or issue. For example, in the area of substance abuse (in a community that is considered the #2 meth capital of the country), there are several programs that they consider models of proactive strategy:

- Carol Jones Recovery Center
- “Don’t Meth With Us” and “Meth Jeopardy”
- Housing First
- Drug Court

However, the efficacy of these models is not enough as there is a huge need to expand them further, but funding is insufficient, disappears, or is unavailable. And then new concerns surface and people struggle to find answers and invent solutions. As one participant noted, the schools are beginning to see more bizarre and violent behavior from children in kindergarten so proactive, preventative methods are now required there.

According to the group, one key to the best proactive practices is to interface multiple systems, agencies, and organizations so the client (whether a foster child, felon, or a homeless veteran) can be supported holistically and comprehensively in order to improve his/her chances of success. For example, linking older foster children with education, employment, and job skills can impact poverty cycles. One new innovative program in the schools cited was “Sense of Pride/Family Pride” in which children earn “pride bucks” that their families can spend on products donated by local organizations so families that weren’t participating in their children’s schools are now doing so. The group felt that felons are one population that is underserved because many have great difficulty finding jobs once they are released from prison and are constantly blamed for their own failures. Consequently they receive little sympathy and support and often end up back in prison.

Another factor in best proactive practices, according to these discussants, is the focus on relationship—with peers, providers, authorities, etc.—that can tether all of those individuals who are economically disadvantaged to school, work, life. Whether it is a student in high school with extenuating circumstances who does not drop out because of a teacher’s mentoring or a homeless person with peer support who acquires a job and a residence, genuine understanding and empathy from other humans can make all the difference.

**Economically disadvantaged: Recommendations**

Missouri State University

- Faculty at MSU could have more sensitivity training on problems their economically disadvantaged students may be having that impact success and retention (i.e., not having money for transportation to come to class or not being able to afford internet at home) so they can assist and not penalize.

- The MSU Department of Education can provide more realistic and practical information on poverty for future teachers, particularly how it can affect the students they will be teaching and the families they will be working with.

“People don’t realize how much poverty is here because they don’t see it on a daily basis so the poor become invisible.”
MSU could encourage appropriate faculty to develop more research projects that would study which poverty programs in the community are getting results and which are not so they can support agencies (getting state and federal funds) that need hard data to demonstrate that their programs are effective. It is not enough to circulate questionnaires, etc. and never see methods and outcomes analysis that can be understood and used to fulfill requirements for obligatory reporting.

More student service projects sponsored by various departments at MSU could work with economically disadvantaged people, affordable housing, etc. in Springfield and not just in other countries.

The MSW social work program at MSU could include more knowledge about poverty across race, gender, culture in its courses and practicums so that graduates will have more comprehensive, holistic perspectives that can enable them to serve the Springfield community more effectively.

MSU could provide a wide variety of speakers and workshops on economic disadvantage, socioeconomic class, cycles of poverty, substance abuse, homelessness, etc. so that the community and campus will have access to multiple views and the latest innovative strategies.

There are many opportunities for people to volunteer to help, but it seems like the same people show up again and again. How do we get more people involved? more businesses? more churches? more organizations?

K-12 teachers need more sensitivity training to welcome and not judge children and their parents who are economically disadvantaged.

More education should be provided on the stigma, cycles, causes, and effects of poverty (i.e., the conference featuring Ruby Payne) so schools, organizations, governments, etc. do not “blame the victims” and truly understand the challenges and dilemmas of the economically disadvantaged in the community.

"I think developing the community evenly and not putting all the money on the south and east sides would make a huge difference. After all if your neighborhood looks trashy and the city doesn’t care, you don’t take pride in it either."

More attention could be given to second language speakers who are economically disadvantaged, making sure there is communication in several languages so they can access available resources and services.

More neighborhood associations could be formed to help recognize which neighbors might be struggling and to offer guidance and support.

Economically disadvantaged: DiversityWorks Inc. analysis and possible next steps

There were three main themes to this discussion: inequality, scholarship/research, and proactive strategies.

These themes are significant because like many communities in the U.S. today, Springfield will see an increase in poverty not a decline. As government assistance erodes even further (i.e., food stamps, Medicaid, etc.), local communities will have to bear the brunt of support for the economically disadvantaged or experience the consequences in higher crime rates, more domestic abuse, more substance abuse, and other social problems. As noted economist Paul Krugman has written, “inequality denial”
is a driving force behind the sharp rise in huge income gaps between the rich, middle class, working poor, and the economically disadvantaged. And these gaps mean: (1) more people falling through the cracks in society as a result of being economically disenfranchised; and (2) more community agencies and organizations stressed to the maximum. In addition, addressing inequity also entails analyzing the intersections and complications of gender, race, culture, age, disability, etc. with socioeconomic status: for example, the real life issues for an African American single mother who is poor, for a Latino male with a physical disability who is poor, or for an unemployed 60 year old white male who is poor. Finally, providing access to higher education at institutions like MSU for those who are economically disadvantaged will continue to be one of the main routes out of the poverty quagmire.

Clearly, there is initiative, concern, cooperation, resources, services, and innovation in the Springfield community for the economically disadvantaged. However, the group was unanimous about asking MSU to provide more faculty experts and research projects for community organizations and agencies to determine what is working and what is not working among all the current initiatives, “collaboratives,” and commissions. There is also a desire for assistance from MSU in bringing additional speakers and presenters, even sponsoring study groups, on the latest knowledge about cycles of poverty, proactive strategies, and innovative approaches, like Karl Alexander, author of the 30-year study, The Long Shadow: Family Background, Disadvantaged Urban Youth, and the Transition to Adulthood. According to this group of participants, MSU can be a more pivotal resource point for all the providers serving economically disadvantaged youth, adults, seniors, etc. (i.e., social workers, K-12 teachers, psychologists, medical professionals). Finally, the group thought that MSU could do a better job of educating students in the Department of Social Work and the Department of Education so they will understand the complexities of poverty across gender, race, culture, class, age, disability, etc. and lead the community as providers of proactive, preventative strategies.

“‘If it is good enough for us, it’s good enough for you is a common attitude among multi generational poor families here.’”

Perhaps an easy next step would be to have the Good Community group sponsor a campus/community "town hall" on these concerns, issues, and recommendations. Another way to proceed could be to set up study groups of providers for the economically disadvantaged in the community with faculty experts in related areas as part of MSU’s community engagement mission. Finally, more conferences, seminars, courses, and workshops on the intersections of poverty, gender, race, culture, disability, sexual orientation, etc. could be sponsored by Public Affairs, the Department of Education, Department of Social Work, and other MSU departments and offices to improve student and faculty understanding of the marginality and invisibility of the poor in their communities.

DiversityWorks Inc. concluding analysis for the Community Climate Study Report

Recent initiatives and activities

From June 2013 through October 2014 (when community interviews and discussion groups were going on), a number of initiatives, programs, and activities were occurring at MSU and in Springfield that respond to some of the perceptions and recommendations in this report. Here are a few:

- The **Minorities in Business** initiative is now physically located at the E-Factory to extend small business and entrepreneurial assistance to the minority community, including a revolving loan fund to provide access to capital.

- One of the first women’s conferences—**Women's Leadership Conference: A Force of Nature Women**—was held April 25–26, 2014.

- The **Disability Studies Minor** at MSU was approved by the MSU Faculty Senate Spring 2014 and began offering classes in fall 2014.

- Project D.I.G (discovery, involvement, growth), a development program series centered on diversity and inclusion for the Department of Residence Life, Housing and Dining Services, began during the 2012-2013 academic year as a project that responds to what participants saw as a need for more interaction among cultures on campus (in housing) and for greater education on cultural identity, etc. Project D.I.G was recognized by the Division of Students Affairs as an Outstanding New Program after the first year of implementation.
The Greater Springfield Race and Faith Collaborative, sponsored by the City of Springfield, the Center for Diversity and Reconciliation, MSU, and the Council of Churches of the Ozarks, presented a year-long program (August 2013-July 2014) offering a series of Tool Kits to the public focused on promoting a deeper understanding of race and race relations beginning with Self, Family and Friends, Places of Gathering and Community Conversations.

The Mayor of Springfield, Bob Stephens, gave keynote remarks at Springfield’s LGBTQ Pridefest in June 2013.


A traveling exhibition, "Changing America: The Emancipation Proclamation, 1863, and the March on Washington, 1963," opened at the Springfield-Greene County Library Center July 12, 2014 and ran through August 22, 2014. This event was co-sponsored by the NAACP.

On February 1, 2014, Diversity MODES launched the Bridge Springfield: Brother 2 Brother Male Development Program, a program designed to provide a system of support for all young men from our community attending high school and college. The program currently has 27 students and 16 mentors/advisors.

Diversity was the primary topic for the MSU Board of Governors during its October 2013 meeting.

The Diversity Studies Minor at MSU was approved by the MSU Faculty Senate and began offering class in fall 2014.

The Center for Community Engagement (CCE) was opened in the fall 2014 semester. The CCE will be a point of contact for anyone on campus or in the community who wishes to conduct community engaged research and/or participate in service opportunities.

The Statewide Collaborative Diversity Conference focuses on broadening the community leaders and tomorrow's leaders with best practices showcased by diversity professionals from around the nation.

The Student Transition Education Program (STEP) has expanded to a two day program, hosting middle school students on one day and high school students on the second day.

The Diversity Perspectives Newsletter began in November 2012 as a resource for campus and community members that showcases diversity related events and news from units campus-wide.

The LGBT Resource Center opened August 2014 and supports the LGBTQQQIAP community through inclusive programming, student led activities, and diverse campus events.

Certainly, there will be even more in the coming days, months, and years as leaders and officials from MSU and the Springfield community utilize this community climate study report for strategic and action planning on diversity.

Opportunities, challenges and themes

It must be remembered that a major goal of this report was to give voice to the perceptions, feelings, and experiences of those who participated in the interviews and discussion groups. And so the job of DiversityWorks Inc. was to describe what we heard (with usually three people taking notes) as accurately as possible and, in our paraphrasing, summarizing, and quoting, to stay true to what was said to us.

At first, it may seem overwhelming to process all the information here, but the knowledge represented here can
be the basis of ripe opportunities for creativity, innovation, change, and leadership in Springfield and MSU. It may also be natural to focus too much on some of the critical comments and miss all the positive feedback when in fact both opportunities and challenges are crucial to moving forward on diversity across the community and on campus. As a result, we strongly advise re-reading to gain different perspectives and to discern key themes.

An overwhelming theme that comes through again and again in this report is that many in the Springfield community greatly appreciate MSU’s leadership role on diversity, especially in the past five years. Because of the reciprocal nature of the relationship between Springfield and MSU, neither can go it alone on tackling these complex and often emotionally-charged issues, so both need to be strategic partners for long-term success on diversity. Another theme that was articulated by so many is a sense of urgency to address diversity now for reasons like economic prosperity, quality of life, social and civic change, human rights, educational success, changing demographics, and new social, political and global realities.

To move forward in an intentional, proactive way on these themes and capitalize on the existing momentum, the leaders of both Springfield and MSU could facilitate a series of strategic planning retreats through already existing groups like Good Community Springfield and new ones like the MSU Center for Community Engagement to convert this report into short-term actions and long-term objectives. The rewards for investment of time, resources, and capital to this effort can be great because ultimately inclusion of diverse groups will reduce their alienation in the community and increase trust, participation, and engagement. As pointed out in *Social Capital and Civic Participation in the Ozarks* (Stout, Harms, and Knapp, MSU Department of Sociology and Anthropology, August 2012): “The wider the range of social connections people have, the more bridging social capital they have, which grants them better access to the community’s multiplex network structure, where they are more likely to garner higher levels of social capital and more opportunities for civic engagement.”
Appendix
Appendix A: Campus and community climate study project (CCCSP) steering committee

Ed Choate, Missouri State University
Cheryl Clay, NAACP and Springfield City Utilities
Chris Craig, Missouri State University
Rachelle Darabi, Missouri State University
Perry Epperly, Greene County Juvenile Office
Lyle Foster, Springfield Business Owner
Tim Ferguson, Mercy Springfield Communities
Tabitha Haynes, Missouri State University
Madeleine Hooper, Missouri State University
Andy Hosmer, Hosmer, King & Royce, LLC
Thomas Lane, Missouri State University
Dandan Liu, Missouri State University
Gary Maddox, Southwest Center for Independent Living
Stephanie Perkins, PROMO
Catherine Reade, Haden, Cowherd & Bullock, LLC
Juan Meraz, Missouri State University
Marty Moore, Springfield Public Schools
Danny Perches, Missouri State University
Mark Struckhoff, Council of Churches of the Ozarks
Johnny Washington, Missouri State University
Paul Williams, Springfield Police Department
Appendix B: About DiversityWorks Inc.

DiversityWorks, Inc. (Champaign, IL) is a coalition of diversity educators from different fields and disciplines with many years of experience in providing diversity education for a wide variety of institutions, organizations, and audiences. We have worked with all kinds of businesses, community organizations, K-12 schools, colleges, universities, and government agencies.

Pauline E. Kayes, President of DiversityWorks, Inc.

Yvonne Singley, PhD, Vice President of Diversity Works, Inc.

Roger L. Worthington, PhD, Professor and Chair, Department of Counseling, Higher Education, and Special Education, University of Maryland

Graciela DuFour, SPHR, Associate Vice President for Human Resources, Lewis University

For complete biographies of DiversityWorks, Inc. consultants, visit http://diversity.missouristate.edu/climatestudy.
Appendix C: Campus climate survey report references


Appendix D: MSU departments represented in the campus interviews

College of Humanities and Public Affairs
Religious Studies
Political Science
Criminology
Sociology & Anthropology
Political Science
History

College of Business
Computer Information Systems
Accounting
Management

College of Education
Counseling, Leadership and Special Education
Graduate Advisement
Education Certification
Childhood Education & Family Studies

College of Health and Human Services
Kinesiology
Nursing
Psychology
Communication Sciences and Disorders
Physical Therapy
Physician Assistant Studies
Social Work

College of Natural and Applied Science
Biology
Hospitality & Restaurant Management

College of Arts and Letters
English
Art & Design
Media, Journalism & Film

Modern & Classical Languages
Communication
Music
Theatre & Dance
Agriculture
Administrative and Information Services
Facilities Management
Maintenance
Custodial
Human Resources
Computer Services
Division for Diversity and Inclusion
Institutional Equity and Compliance
TRIO
Disability Resource Center
Multicultural Programs

Office of the Provost
Institutional Research
Graduate College
Provost – Student Development and Public Affairs

Bear Claw
Research and Economic Development
China Programs
International Programs
International Services
Division of Student Affairs
Residence Life
Bookstore
Career Center
Campus Recreation
Enrollment Management
Office of Student Engagement
Admissions

Dean of Students
Missouri State Outreach Continuing and Distance Education
Library
Military Science
Procurement Services
Financial Services
Athletics
Athletics Achievement Center
Environmental Health & Safety
Management Development Institute
Greenwood Laboratory School
Foundation
Board of Governors
University Publications
Center for Dispute Resolution
Appendix E: Community informal interview and cultural identity discussion group participants

Informal interview and cultural identity discussion group participants were asked to give permission or not give permission to have their names and organization affiliation included in this report. These participants granted permission.

Charles Abernathy
Karen Agalar
Stacie Amschler
Jennifer Baker
Monique Blakey
Emily Bowen
Shallina Bowers
Patricia Burton
Melissa Caffey
Pedro Chan
Teresa Coyan
Mabel Cullen
Amanda Darden
Billie Davis
Caleb Davis
Diana Day
Mark Dixon
Don Ewing
Virginia Fry
Carlene Ferguson
Scott Giffen
Chris Goodman
Zetta Graves
Regina Greer-Cooper
Rosa Gutierrez
Carl Haworth
Dawn Hines
Sandy Howard
Doris Hunter
Patty Ingle

Greg Johnson
Julie Jones
Kimberly Jones
Jennifer Kincaid
Harry Klomp
Samuel Knox
Yolanda Lorge
Claudia Lozano
Ashley Manning
Tony Miller
Marcia Monar
Maria Navas
Lori Pace
Stephanie Perkins
Linda Ramey-Griewe
Betty Ransom
Catherine Reade
Joe Robles
Hazel Rodriguez
Jamil Saquer
Max Sherner
Bob Stephens
David Stoeffler
Mike Stout
Mark Struckhoff
Carol Thomas
Elida Williams
Paul Williams
Rusty Worley