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Executive Summary

Overview
The University of Iowa is dedicated to fostering a welcoming environment. Our campus climate directly impacts faculty and staff vitality, and accordingly, prepares our students to thrive in a multicultural world. This report describes the findings from the Faculty and Staff Diversity, Equity, and Inclusion 2020 Campus Climate Survey. The survey was administered to faculty, staff, and postdoctoral scholars from September 21 to October 2, 2020.

The survey assessed experiences related to diversity, equity, and inclusion to:

- Gain a systematic understanding of campus climate.
- Establish a tool for measuring changes in campus climate over time.
- Advance and shape university and unit/college strategic plans.
- Ensure people of all social identities feel welcome and supported in their professional development and advancement.

This report summarizes the aggregate responses for faculty, staff, and postdoctoral scholars and provides disaggregated responses related to appointment type, age, race, gender, disability status, sexual orientation, religious affiliation, political ideology, and military or veteran status.

Participation
- The Faculty and Staff Diversity, Equity, and Inclusion 2020 Campus Climate Survey was distributed to 19,339 individuals across campus. The survey had a response rate of 38% with 7,419 surveys completed.
- 1,212 Faculty (41% response rate).
- 1,184 Merit Staff (26% response rate).
- 4,013 Professional and Scientific Staff (53% response rate).
- 967 SEIU Staff (24% response rate).
- 36 postdoctoral scholars (16% response rate).

- The sample is broadly representative of faculty, staff, and postdoctoral scholars on campus. However, individuals over the age of 60, SEIU staff, and Merit Staff are under-represented, while Professional and Scientific Staff are over-represented. Comprehensive campus population data were not available for the remaining identity group categories. See further details in Campus Composition tables.

Summary
The findings in this report suggest that on average, faculty, staff, and postdoctoral scholars feel valued and satisfied with their experience at and perceptions of the University of Iowa as well as in their respective units or departments. However, in many cases, there is a difference in experience and satisfaction once results are broken down to a respondent's university appointment or social identities. This report provides an overview of campus climate experiences and highlights patterns of significant differences between social identity groups. Key findings are based on analysis of the specific survey question key takeaways and open-text question themes.

- Expand institutional commitment and accountability for diversity, equity, and inclusion.
- Improve equity and inclusion in workplace practices, policies, and culture.
- Strengthen diversity, equity, and inclusion awareness and education.
Key Findings

Each key finding section highlights overall themes from the survey results and open-text comments as well as any significant patterns discovered across different identity groups. We note that most questions in the survey were asked on an ordinal scale.

Expand institutional commitment and accountability for diversity, equity, and inclusion

Overall, most Faculty, Staff, and Postdoctoral scholars reported a “Somewhat Agree” to “Strongly Agree” perception that the UI has a strong commitment to diversity, equity, and inclusion (86%). Underrepresented Minority (URM) (54%) and Trans and/or Gender Non-Conforming (TGNC) (74%) respondents were least likely to “Somewhat Agree” to “Strongly Agree” that the university has a strong commitment compared to all other identity groups. According to the open-text comments, respondents indicated that recent actions or inactions from leadership suggest an incongruence between what is promoted and what is enacted. To increase institutional commitment to diversity, equity, and inclusion, respondents suggested increasing funding, resources, and communication.

Within the open-text comments, respondents also gave numerous examples of leaders and supervisors not being held accountable within their unit or department. Similarly, comments about recent leadership decisions related to current events, such as COVID-19 and the Black Lives Matter protests, were highlighted as examples of leaders not being held accountable to the greater needs of the UI’s campus.

Improve equity and inclusion in workplace practices, policies, and culture

Overall, Faculty, Staff, and Postdoctoral scholars reported feeling valued at the University of Iowa (80%) and are satisfied with their experience (73%). However, respondents also reported various equity and inclusion-based concerns related to workplace practices, policies, and culture.

About 81% of staff respondents reported that their diversity, equity, and inclusion-related contributions have been or will be valued during annual or promotional reviews. For faculty respondents, URM faculty were the least likely to report that their diversity, equity, and inclusion contributions were valued for tenure in relation to research (49%), teaching (63%), and service (56%) compared to their colleagues. TGNC faculty were also the least likely to report that their research (44%), teaching (54%) and service (65%) contributions were valued for tenure. Comments also indicated inequitable access to department opportunities for participation in decision-making, recognition, mentoring, and informal social networks.

About 93% of respondents indicated they did not experience biased, intimidating, or hostile treatment in the past 12 months at the University of Iowa. Among those reporting at least one form of bias, faculty (15%) and staff (14%) of respondents reported incidents of bias related to age. Furthermore, 15% of faculty and 15% of staff reported experiencing bias related to political opinions, beliefs, or ideology. For faculty, respondents also reported a high rate of experiencing biased, intimidating, or hostile treatment based on gender (15%). Respondents’ comments also indicated experiencing minimization and devaluing of their identities as part of hostile working environments. Most notably, postdoctoral scholars were more likely than faculty or staff to report that experiencing this biased, intimidating, or hostile treatment negatively impacted their confidence, physical health, mental health, desire to stay at UI, and work performance. Respondents of all classifications also reported a reluctance to bring up issues that concern them for fear that it would affect performance evaluation or promotion.

Overall, 41% of respondents reported that they considered leaving the University of Iowa in the past 12 months. Among the results, the four top reasons for considering leaving included departmental climate/culture (18%), salary/better compensation (16%), career advancement opportunity (14%), and lack of professional support (13%). Of these four factors, departmental climate was still the number one reason for 19 different identity groups even when the data were disaggregated.

To improve equity and inclusiveness, respondents indicated that policies related to pay and retaliation should be re-evaluated. Additionally, respondents recommended that leaders and co-workers have training and stronger levels of accountability in order to increase understanding of harmful practices such as minimization and favoritism.
Strengthen diversity, equity, and inclusion awareness and education

There is considerable support for increasing diversity, equity, and inclusion training and educational programming opportunities for faculty and staff. What is demonstrated by the survey response is a clear personal value that individuals have in achieving diversity, equity, and inclusion at the University of Iowa (94%). There is, however, a difference among groups in their ability to articulate the importance of diversity, equity, and inclusion (89%) and/or feel confident in discussing issues related to diversity, equity, and inclusion (82%).

Some of the need to increase awareness and perception of diversity and inclusion on campus was highlighted in the comparison of member to non-member understanding of campus climate as it related to a specific group. Per the disaggregated data, when asked about the perceived climate for groups, non-members tended to report that climate was more respectful for member groups than members of that actual group reported. Some of the most notable gaps in perceptions of experience were highlighted between military and veteran/non-military and non-veteran (16% difference), and individuals with a disability/without a disability (25% difference).

In the open-text comments, several respondents indicated a need to increase awareness and continue engagement. Respondents recommended that there should be more resources and effort allocated towards diversity, equity, and inclusion. At the same time, a third of the respondents reported an overemphasis on diversity, equity, and inclusion efforts. Asian (43%) and conservative (61%) respondents reported the highest levels of agreement that there is an overemphasis on diversity, equity, and inclusion efforts.

Based on Group Disparities

Appointment Type: Nearly 50% of Faculty who responded to the survey have seriously considered leaving the University of Iowa in the past 12 months. Areas of note include that a higher percentage of Postdoctoral scholars (53%) and Faculty (52%) reported having to work harder to be respected as a professional or a scholar while Staff reported 43%. Of the postdoctoral scholars who indicated experiencing biased, intimidating, or hostile treatment, mental health (45%) was impacted the most in comparison to Faculty (22%) and Staff (21%). While 86% of respondents reported that the University of Iowa has a strong commitment to diversity, equity, and inclusion, 31% of respondents reported that there is too much emphasis put on issues of diversity, equity, and inclusion. A higher percentage of Staff (34%), compared to Faculty (22%) and Postdoctoral scholars (30%), “Somewhat Agree” to “Strongly Agree” that there is too much emphasis on diversity, equity, and inclusion.

Age: Across all ages, more than 90% of respondents reported not experiencing biased, intimidating, or hostile treatment on the basis of age. At the same time, a higher percentage of 60+ respondents (9%) reported “yes” that they had been subject to age-related negative treatment compared to 40-59 (7%) and <40 (7%). When considering the University of Iowa climate for older individuals, a higher percentage of <40 (93%) and 40-59 (85%) rated the climate as somewhat to very respectful compared to respondents 60+ (74%). When considering the University of Iowa climate for younger individuals, a higher percentage of ages 60+ (94%) and 40-59 (92%) rated the climate as somewhat to very respectful compared to respondents <40 (85%).

Race: URM faculty reported the lowest rates relative to other groups that their diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of research (49%), teaching (63%), and service (56%). Nearly three-fourths of URM respondents reported that in comparison to their colleagues, they have to work harder to be nominated for awards and honors (70%), have their ideas heard (70%), and achieve the same recognition (77%) compared to White respondents (41%). More than 50% of Latinx and URM respondents “Somewhat Agree” to “Strongly Agree” that bringing up issues will affect their performance evaluation. Multi-Racial respondents are much less likely than Asian and White respondents to express being satisfied or feeling valued at the University of Iowa. Around half of URM and Latinx respondents have considered leaving the University of Iowa in the past 12 months, nearly twice as high as Asian respondents (26%).

Disability: Of those respondents that have a disability, 70% reported feeling valued as individuals at the University of Iowa compared to 83% of individuals who did not report having a disability. Six percent of respondents who identify as having a disability reported experiencing biased, intimidating, or hostile treatment at the University of Iowa. The two highest sources of the biased, intimidating, or hostile treatment were from another university employee (48%) and from faculty or instructor (46%). Results also revealed that 63% of respondents
would encourage someone with a disability to accept a position at the University of Iowa who share their identities. More than 50% of individuals with a disability indicated they had considered leaving the University of Iowa in the past 12 months compared to 38% of their colleagues.

**Gender:** A lower percentage of TGNC (54%), and Women (65%) respondents reported having a voice in the decision-making process compared to Men (73%). A lower percentage of TGNC respondents (60%) reported that the University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs compared to Men (77%) and Women (78%). Overall, 49% of TGNC respondents rate the University of Iowa climate for TGNC individuals as “Somewhat Disrespectful” to “Very Disrespectful”, while only 20% of individuals who do not identify as TGNC rate the climate as “Somewhat Disrespectful” to “Very Disrespectful” for TGNC individuals.

**Sexual Orientation:** LGBQ faculty reported the lowest rates that their diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of research (56%), teaching (60%), and service (61%) compared to research (67%), teaching (76%), and service (75%) of their colleagues. A higher percentage of LGBQ respondents (47%) “Somewhat Agree” to “Strongly Agree” that bringing up issues will affect their performance evaluation or promotion compared to heterosexual respondents (36%). A higher number of LGBQ respondents (49%) reported that in comparison to their colleagues, they have to work harder to create community with people who share their social identities compared to respondents who identify as Heterosexual (16%). LGBQ respondents (13%) reported more than experiencing of twice the frequency biased, intimidating, or hostile treatment compared to Heterosexual respondents (6%). For LGBQ respondents, faculty or instructors (52%) were reported as the highest sources of biased, intimidating, or hostile treatment.

**Political Affiliation:** A lower percentage of Conservatives (77%) and Moderates (81%) reported feeling competent to discuss issues related to diversity, equity, and inclusion compared to Liberal respondents (86%). A higher percentage of Conservatives (61%) “Somewhat Agree” to “Strongly Agree” that there is too much emphasis on diversity, equity, and inclusion compared to Moderates (36%) and Liberals (13%). Across all political opinions, beliefs, or ideology, only 10% of respondents reported experiencing biased, intimidating, or hostile treatment as a function of political affiliation. More specifically, 8% of Liberals, 7% of Conservatives, and 6% of Moderate respondents reported experiencing bias.
Section 1: Survey Purpose and Process

Introduction and Purpose

The University of Iowa will assess its campus climate for all stakeholders every two years. For the administration of the Faculty and Staff 2020 Campus Climate Survey, a team of partners from across campus formed in fall 2019 to reshape the previous survey instrument and process. The goal of this group was to help enhance the University of Iowa community’s understanding of strengths and areas of growth related to diversity, equity, and inclusion. Through this 2020 survey, we would assess faculty, staff, and postdoctoral scholar experiences related to diversity, equity, and inclusion in order to:

• Gain a systematic understanding of campus climate.
• Establish a tool for measuring changes in campus climate over time.
• Advance and shape university and unit/college strategic plans.
• Ensure people of all social identities feel welcome and supported in their professional development and advancement.

The purpose of this report is to document the University of Iowa’s campus climate for diversity, equity, and inclusion from the perspective of faculty, staff, and postdoctoral scholars. The report identifies the key findings as a need to:

• Expand institutional commitment and accountability for diversity, equity, and inclusion.
• Improve equity and inclusion in workplace practices, policies, and culture.
• Strengthen diversity, equity, and inclusion awareness and education.

The survey data includes an overall assessment, as well as the experiences highlighted through disaggregated data by appointment type, age, race, gender, disability status, sexual orientation, religious affiliation, political ideology, and military or veteran status. The report concludes with recommendations of next steps related to key findings.

In 2018, the University of Iowa conducted its first comprehensive diversity, equity, and inclusion climate survey process. As part of this process, a survey instrument was developed for faculty and staff, professional students, and postdoctoral scholars. The data from these surveys in combination with the Student Experience in the Research University (SERU) and The Graduate Student Experience in the Research University (GradSERU) surveys as well as eight strategic listening sessions, allowed the University of Iowa to have a first glance at campus climate related to diversity, equity, and inclusion. Due to various differences in the survey administration and data collection in 2018 from 2020, we cannot draw direct comparisons between the two data sets.

Process Overview

As part of the 2020 process, five working groups were created in order to reshape the 2018 instrument based on feedback from the campus community and a learned understanding of which survey items were most effective. These groups operated from seven guiding principles:

• Prioritize actionable questions and responses.
• Focus on progress-oriented questions and responses that could connect to an action plan or institutional goals.
• Align and coordinate with SERU/GradSERU survey data and sources.
• Identify a subset of items from the 2018 survey to trends over time.
• Use census file information to increase the integrity of collected data.
• Reduce survey length to increase participation.
The five working groups were: (1) Survey Tool Review and Revision; (2) Survey Analysis and Report Development; (3) Survey Administration; (4) Survey Communication; and (5) Report Review Group. A full list of members can be found in the Acknowledgements section of the report.

With the overhaul of the climate survey and the process, the launch of the 2020 survey was scheduled for fall 2020. Key milestones included:

• January 2020: Work groups charged
• April 2020: Survey revision complete
• May 2020: Administrative review complete
• July 2020: Reported template finalized
• August 2020: Communication plan finalized
• September 21-October 2, 2020: Survey administered
• November 2020: Initial meetings with survey administrators
• December 2020-January 2021: Report distribution

The survey was electronically administered from September 21 through October 2 to 19,336 faculty, staff, and postdoctoral scholars across campus. We had a response rate of 38% with 7,412 surveys completed.
Section 2: Survey Data Analysis

2.1 Overview

Reading the campus climate report is a unique opportunity to see how your perceptions of the campus compare to those of others in the university community. When you look at response patterns for different survey questions and see them viewed as subset by respondent characteristics, you will see responses for people who are similar to you in terms of race, ethnicity, gender, and a number of other characteristics, and you will also see how your perceptions compare to those of people who do not share these characteristics with you. One thing that will become clear as you read the campus climate report is that while we are all part of the same university community, we do not all experience this community in the same ways.

As a result, one important characteristic of campus climate survey findings is that an overall level of agreement or disagreement with a statement rarely tells the whole story. For example, the fact that a problem may be reported by a relatively smaller number of people does not mean that is a smaller problem for those who experience it. Meanwhile, different levels of agreement may reflect genuinely different campus experiences. When we see groups responding differently to the same question, it is a signal to us that we should examine why people who all work at the same institution would report such different experiences.

These response patterns can help the university identify areas that need further attention, but they may not necessarily tell the university what to do in those areas. Determining how to respond to these findings in order to create a more equitable and inclusive university will require ongoing effort throughout the campus community. This report offers a common reference point for working together with a shared understanding of the campus climate as a whole.

A Note on Measures and Difference

All statistical calculations contain some uncertainty. Uncertainty is affected by the number of respondents answering the question, the response rate to the survey, the variation in respondent’s answers, and characteristics of the survey instrument itself.

To identify which mean differences are meaningful we rely on the substantive magnitude of the difference between percentages. No tests for statistically significant differences are conducted. Whether the difference between proportions is large enough to be substantively meaningful is a judgement that depends on the social implications and meaning of the difference.

Survey Items and Key Finding Themes

Expand institutional commitment and accountability for diversity, equity, and inclusion:

– Q52: The University of Iowa has a strong commitment to diversity, equity, and inclusion.
– Q53: My unit/department has a strong commitment to diversity, equity, and inclusion.
– Q57: In the past 12 months, how satisfied have you been with the overall campus climate/environment that you have experienced at the University of Iowa?
– Open-Text Responses.

Improve equity and inclusion in workplace practices, policies, and culture:

• Practices
  – Q2: My diversity, equity, and inclusion-related contributions have been or will be valued during annual or promotional reviews (STAFF).
  – Q3: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of research (FACULTY).
- Q4: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of teaching (FACULTY).
- Q5: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of service (FACULTY).
- Q7: I have a voice in the decision-making process that affects the direction of my department/unit.
- Q9: I have to work harder to achieve the same recognition.
- Q12: I have to work harder to gain access to informal social networks.
- Q14: I have to work harder to access mentoring.

- Policies
  - Q16-24: Experience Bias: In the past 12 months, have you personally experienced biased, intimidating, or hostile treatment at the University of Iowa based on your...?
  - Q26-30: Bias Impact: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas...

- Culture
  - Q1: I feel valued as an individual at the University of Iowa.
  - Q6: I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion.
  - Q8: I have to work harder to be respected as a professional or a scholar.
  - Q10: I have to work harder to have my ideas heard.
  - Q11: I have to work harder to be nominated for awards and honors.
  - Q13: I have to work harder to create community with people who share my social identities (e.g., race, gender, sexual orientation/identity, age, etc.).
  - Q15: I have to work harder to support underrepresented minority students, staff and faculty.
  - Q31: Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity, age, etc.) to accept a faculty position at the University of Iowa? (FACULTY) / Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity, age, etc.) to accept a staff position at the University of Iowa? (STAFF).
  - Q32: In the past 12 months, I have seriously considered leaving the University of Iowa.
  - Q37-50: Climate: How would you rate the climate at the University of Iowa for people who identify as...
  - Q56: The University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs.

Strengthen diversity, equity, and inclusion awareness and education:
- Q34: Achieving diversity, equity, and inclusion at the University of Iowa is personally important to me.
- Q35: I feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (e.g., classes, meetings, informal interactions with colleagues).
- Q36: I can articulate why diversity, equity, and inclusion are important to the University of Iowa and its mission.
- Q54: There is too much emphasis put on issues of diversity, equity, and inclusion at the University of Iowa.
- Q55: Attention to diversity, equity, and inclusion distracts us from achieving our academic mission.
- Open-Text Responses.
### 2.2 Campus Composition and Survey Respondents by Identity

#### Age Group

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#### Race

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<td>Native Hawaiian or other Pacific Islander</td>
<td>3</td>
<td>0.04</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>5184</td>
<td>69.87</td>
</tr>
<tr>
<td>Decline to State</td>
<td>1702</td>
<td>22.94</td>
</tr>
<tr>
<td>Total</td>
<td>7419</td>
<td>100.00</td>
</tr>
</tbody>
</table>
### Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Survey respondents (#)</th>
<th>% of total survey respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic or Latino/a/x</td>
<td>216</td>
<td>2.9</td>
</tr>
<tr>
<td>Not Hispanic or Latino/a/x</td>
<td>5340</td>
<td>72.0</td>
</tr>
<tr>
<td>Decline to State</td>
<td>1863</td>
<td>25.1</td>
</tr>
<tr>
<td>Total</td>
<td>7419</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Gender

<table>
<thead>
<tr>
<th></th>
<th>Survey respondents (#)</th>
<th>% of total survey respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>1821</td>
<td>24.55</td>
</tr>
<tr>
<td>Woman</td>
<td>4139</td>
<td>55.79</td>
</tr>
<tr>
<td>Trans Man</td>
<td>1</td>
<td>0.01</td>
</tr>
<tr>
<td>Trans Woman</td>
<td>2</td>
<td>0.03</td>
</tr>
<tr>
<td>Genderqueer</td>
<td>5</td>
<td>0.07</td>
</tr>
<tr>
<td>Gender</td>
<td>8</td>
<td>0.11</td>
</tr>
<tr>
<td>Non-Conforming</td>
<td>7</td>
<td>0.09</td>
</tr>
<tr>
<td>Non-Binary</td>
<td>46</td>
<td>0.62</td>
</tr>
<tr>
<td>Multi-Gender</td>
<td>46</td>
<td>0.62</td>
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<tr>
<td>Decline to State</td>
<td>1390</td>
<td>18.74</td>
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<tr>
<td>Total</td>
<td>7419</td>
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</tbody>
</table>

### Sexual Orientation or Identity

<table>
<thead>
<tr>
<th></th>
<th>Survey respondents (#)</th>
<th>% of total survey respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bisexual</td>
<td>160</td>
<td>2.2</td>
</tr>
<tr>
<td>Gay or lesbian</td>
<td>171</td>
<td>2.3</td>
</tr>
<tr>
<td>Heterosexual or straight</td>
<td>5196</td>
<td>70.0</td>
</tr>
<tr>
<td>Questioning</td>
<td>25</td>
<td>0.3</td>
</tr>
<tr>
<td>Queer</td>
<td>57</td>
<td>0.8</td>
</tr>
<tr>
<td>Decline to State</td>
<td>1810</td>
<td>24.4</td>
</tr>
<tr>
<td>Total</td>
<td>7419</td>
<td>100.0</td>
</tr>
</tbody>
</table>
### Identity Having Disability

<table>
<thead>
<tr>
<th>Identity Having Disability</th>
<th>Survey respondents (#)</th>
<th>% of total survey respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Disabled</td>
<td>5430</td>
<td>73.2</td>
</tr>
<tr>
<td>Disabled</td>
<td>617</td>
<td>8.3</td>
</tr>
<tr>
<td>Decline to State</td>
<td>1372</td>
<td>18.5</td>
</tr>
<tr>
<td>Total</td>
<td>7419</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Political Orientation

<table>
<thead>
<tr>
<th>Political Orientation</th>
<th>Survey respondents (#)</th>
<th>% of total survey respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Liberal</td>
<td>705</td>
<td>9.5</td>
</tr>
<tr>
<td>Liberal</td>
<td>1753</td>
<td>23.6</td>
</tr>
<tr>
<td>Slightly Liberal</td>
<td>681</td>
<td>9.2</td>
</tr>
<tr>
<td>Moderate</td>
<td>1208</td>
<td>16.3</td>
</tr>
<tr>
<td>Slightly Conservative</td>
<td>317</td>
<td>4.3</td>
</tr>
<tr>
<td>Conservative</td>
<td>499</td>
<td>6.7</td>
</tr>
<tr>
<td>Very Conservative</td>
<td>81</td>
<td>1.1</td>
</tr>
<tr>
<td>Decline to State</td>
<td>2175</td>
<td>29.3</td>
</tr>
<tr>
<td>Total</td>
<td>7419</td>
<td>100.0</td>
</tr>
</tbody>
</table>

### Religion/Spiritual Affiliation

<table>
<thead>
<tr>
<th>Religion/Spiritual Affiliation</th>
<th>Survey respondents (#)</th>
<th>% of total survey respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Preference</td>
<td>733</td>
<td>9.9</td>
</tr>
<tr>
<td>Agnostic/Atheist</td>
<td>922</td>
<td>12.4</td>
</tr>
<tr>
<td>Buddhist</td>
<td>42</td>
<td>0.6</td>
</tr>
<tr>
<td>Christian (e.g., Catholic, Protestant)</td>
<td>3227</td>
<td>43.5</td>
</tr>
<tr>
<td>Hindu</td>
<td>37</td>
<td>0.5</td>
</tr>
<tr>
<td>Jewish</td>
<td>79</td>
<td>1.1</td>
</tr>
<tr>
<td>Muslim</td>
<td>34</td>
<td>0.5</td>
</tr>
<tr>
<td>Spiritual (no specific religion)</td>
<td>532</td>
<td>7.2</td>
</tr>
<tr>
<td>Decline to State</td>
<td>1813</td>
<td>24.4</td>
</tr>
<tr>
<td>Total</td>
<td>7419</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Veteran or Active Military Identity

<table>
<thead>
<tr>
<th></th>
<th>Survey respondents (#)</th>
<th>% of total survey respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Military</td>
<td>5967</td>
<td>80.4</td>
</tr>
<tr>
<td>Military</td>
<td>200</td>
<td>2.7</td>
</tr>
<tr>
<td>Decline to State</td>
<td>1252</td>
<td>16.9</td>
</tr>
<tr>
<td>Total</td>
<td>7419</td>
<td>100.0</td>
</tr>
</tbody>
</table>
2.3 Survey Questions

Value

The report lists each of the survey items in the order they appeared in the distributed survey. Each section indicates the associated question, notable take-aways/findings that emerged from the data, overall percentages, and disaggregated percentages. Specifics about collapsed identity groups can be found in the technical notes or on the bottom of the survey item's page.

Q1: I feel valued as an individual at the University of Iowa.

- Overall, 80% of respondents feel valued as individuals at the University of Iowa.
- A lower percentage of Faculty (76%) feel valued as an individual than Staff (80%) or Postdoctoral scholars (81%).
- A lower percentage of Multi-Racial (71%), URM (78%), and Latinx (77%) respondents feel valued compared to White (83%) and Asian (89%) respondents.
- A lower percentage of less than 40 (76%) reported feeling valued compared to between 40-59 (80%), and over 60 (82%).
- A lower percentage of TGNC respondents (69%) reported feeling valued compared to Men (81%), and Women (82%).
- A lower percentage of LGBQ respondents (73%) feel valued as an individual than Heterosexual respondents (82%).
- A lower percentage of respondents with a Disability (70%) reported feeling valued compared to respondents without a Disability (83%).
- A lower percentage of Moderate (81%), and Conservative (81%) respondents feel valued compared to Liberal (84%) respondents.
- About 73% of Military and Veteran respondents reported feeling valued.

All Respondents
Q1: I feel valued as an individual at the University of Iowa.

### All Respondents

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7%</td>
<td>9%</td>
<td>28%</td>
<td>40%</td>
<td>11%</td>
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</tbody>
</table>

### Appointment Type

<table>
<thead>
<tr>
<th>Appointment Type</th>
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<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>7%</td>
<td>9%</td>
<td>28%</td>
<td>41%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Postdoc</td>
<td>8%</td>
<td>11%</td>
<td>28%</td>
<td>39%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>6%</td>
<td>8%</td>
<td>10%</td>
<td>25%</td>
<td>36%</td>
<td>15%</td>
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</table>

### Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;40</td>
<td>4%</td>
<td>9%</td>
<td>10%</td>
<td>30%</td>
<td>37%</td>
<td>9%</td>
</tr>
<tr>
<td>40-59</td>
<td>7%</td>
<td>9%</td>
<td>27%</td>
<td>41%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>60+</td>
<td>7%</td>
<td>8%</td>
<td>24%</td>
<td>44%</td>
<td>14%</td>
<td></td>
</tr>
</tbody>
</table>

### Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>7%</td>
<td>8%</td>
<td>27%</td>
<td>43%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>URM</td>
<td>5%</td>
<td>8%</td>
<td>10%</td>
<td>24%</td>
<td>45%</td>
<td>9%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>15%</td>
<td>10%</td>
<td>24%</td>
<td>38%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Latinx</td>
<td>7%</td>
<td>7%</td>
<td>9%</td>
<td>26%</td>
<td>38%</td>
<td>13%</td>
</tr>
<tr>
<td>Asian</td>
<td>6%</td>
<td>***</td>
<td>23%</td>
<td>48%</td>
<td>18%</td>
<td></td>
</tr>
</tbody>
</table>

Response proportions less than 4% are displayed by asterisks with:

- *** = <1%
- ** = 1% - 2%
- * = 2% - 3%
- = 3% - 4%
Q1: I feel valued as an individual at the University of Iowa.

![Bar chart showing response proportions for Q1 by gender, sexual orientation, disability identity, and political orientation.]

Response proportions less than 4% are displayed by asterisks with:

```
*** = <1%, ** = 1%-2%, * = 2%-3%, = 3%-4%
```
Q1: I feel valued as an individual at the University of Iowa.

**Religious Preference**

- **Christian**: ***6%***, **7%**, **26%**, **45%**, **13%**
- **Other religion**: ***8%***, **9%**, **27%**, **41%**, **12%**
- **Non-religious**: ***7%***, **9%**, **29%**, **41%**, **12%**

**Military/Veteran Status**

- **Yes**: ***7%***, **16%**, **27%**, **33%**, **13%**
- **No**: ***7%***, **8%**, **27%**, **42%**, **12%**

Response proportions less than 4% are displayed by asterisks with:

- "***" = <1%
- "**" = 1%-2%
- "*" = 2%-3%
- "=" = 3%-4%
DEI Contributions

Q2: My diversity, equity, and inclusion-related contributions have been or will be valued during annual or promotional reviews. (STAFF)

- Overall, 81% of respondents “Somewhat Agree” to “Strongly Agree” that their diversity, equity, and inclusion-related contributions are valued during performance reviews.
- A lower percentage of URM (69%), Multi-Racial (74%), and Latinx (73%) respondents “Somewhat Agree” to “Strongly Agree” that their contributions are valued compared to White (82%) and Asian (84%) respondents.
- A lower percentage of TGNC respondents (77%) “Somewhat Agree” to “Strongly Agree” in comparison to Men (80%), Women (83%).
- A lower percentage of LGBQ (76%) respondents “Somewhat Agree” to “Strongly Agree” that their contributions are valued compared to Heterosexual (84%) respondents.

Q3: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of research. (FACULTY)

- Overall, 64% of respondents “Somewhat Agree” to “Strongly Agree” that their diversity, equity, and inclusion-related contributions are for promotion or tenure in the areas of research.
- A lower percentage of respondents under 40 (63%) and between 40-59 (61%) indicated that they “Somewhat Agree” to “Strongly Agree” that their contributions are valued compared to respondents over 60 (72%).
- A lower percentage of URM (49%) and White (65%) respondents “Somewhat Agree” to “Strongly Agree” that their contributions are valued compared to Latinx (73%), Asian (77%), and Multi-Racial (78%) respondents.
- A lower percentage of TGNC (44%) respondents “Somewhat Agree” to “Strongly Agree” in comparison to Men (68%) and Women (66%) respondents.
- A lower percentage of LGBQ (56%) respondents “Somewhat Agree” to “Strongly Agree” that their contributions are valued compared to Heterosexual (67%) respondents.

Q4: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of teaching. (FACULTY)

- Overall, 72% of respondents “Somewhat Agree” to “Strongly Agree” that their diversity, equity, and inclusion-related contributions are valued for promotion and tenure in the areas of teaching.
- A lower percentage of respondents who are between 40-59 (68%) “Somewhat Agree” to “Strongly Agree” compared to over 60 (79%).
- A lower percentage of URM respondents (63%) “Somewhat Agree” to “Strongly Agree” that their contributions have been or will be valued for promotion or tenure compared to Asian respondents (81%).
- A lower percentage of TGNC respondents (54%) “Somewhat Agree” to “Strongly Agree” that their contributions have been or will be valued for promotion or tenure compared to Men (75%) and Women (76%).
- A lower percentage of LGBQ respondents (60%) “Somewhat Agree” to “Strongly Agree” that their contributions have been or will be valued for promotion or tenure compared to Heterosexual respondents (76%).
Q5: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of service. (FACULTY)

- Overall, 72% of respondents “Somewhat Agree” to “Strongly Agree” that their diversity, equity, and inclusion-related contributions are valued for promotion and tenure in the areas of service.
- A lower percentage of respondents who identified between 40-59 (69%) “Somewhat Agree” to “Strongly Agree” compared to respondents over 60 (79%).
- About 56% of URM respondents “Somewhat Agree” to “Strongly Agree” that their contributions have been or will be valued for promotion or tenure, which was more than 14% lower compared to all other races.
- A lower percentage of TGNC respondents (65%) “Somewhat Agree” to “Strongly Agree” in comparison to Men (75%), and Women (76%).
- A lower percentage of LGBQ respondents (61%) “Somewhat Agree” to “Strongly Agree” in comparison to Heterosexual respondents (75%).
All Respondents

Q2 (n=6060)
- 19% Strongly Disagree
- 36% Disagree
- 28% Somewhat Disagree
- 72% Agree
- 81% Strongly Agree

Q3 (n=841)
- 19% Strongly Disagree
- 36% Disagree
- 28% Somewhat Disagree
- 64% Agree

Q4 (n=997)
- 28% Strongly Disagree
- 28% Disagree
- 28% Somewhat Disagree
- 72% Agree

Q5 (n=1013)
- 28% Strongly Disagree
- 28% Disagree
- 28% Somewhat Disagree
- 72% Agree
Q2: My diversity, equity, and inclusion-related contributions have been or will be valued during annual or promotional reviews. (STAFF)

Response proportions less than 4% are displayed by asterisks with:

- **= <1%
- * = 1%-2%
- ** = 2%-3%
- *** = 3%-4%
Q2: My diversity, equity, and inclusion-related contributions have been or will be valued during annual or promotional reviews. (STAFF)

Response proportions less than 4% are displayed by asterisks with:

```
*=<1%, *=1%-2%, **=2%-3%, ***=3%-4%
```
Q3: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of research. (FACULTY)

All Respondents

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>13%</td>
<td>12%</td>
<td>24%</td>
<td>25%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Age

| <40   | 11% | 11% | 14% | 25% | 23% | 15% |
| 40–59 | 14% | 15% | 11% | 23% | 25% | 13% |
| 60+   | 8%  | 10% | 10% | 26% | 27% | 19% |

Race

| White | 10% | 13% | 12% | 24% | 25% | 16% |
| URM   | 14% | 14% | 21% | 21% | 7%  | 21% |
| Multi-Racial | 4% | 4% | 13% | 30% | 35% | 13% |
| Latinx| 10% | 12% | 4%  | 33% | 22% | 18% |
| Asian | 8%  | 8%  | 7%  | 25% | 31% | 21% |

Response proportions less than 4% are displayed by asterisks with: 

```
"""<1%, *=1%-2%, **=2%-3%, ***=3%-4%
```
Q3: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of research. (FACULTY)

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Man</td>
<td>10%</td>
<td>12%</td>
<td>10%</td>
<td>24%</td>
<td>25%</td>
</tr>
<tr>
<td>Woman</td>
<td>10%</td>
<td>13%</td>
<td>11%</td>
<td>27%</td>
<td>26%</td>
</tr>
<tr>
<td>TGNC</td>
<td>11%</td>
<td>33%</td>
<td>11%</td>
<td>33%</td>
<td>11%</td>
</tr>
</tbody>
</table>

| Sexual Orientation|          |                   |               |       |                |
| LGBQ              | 15%      | 19%               | 10%           | 27%   | 19%            | 10%           |
| Heterosexual      | 9%       | 12%               | 11%           | 25%   | 25%            | 17%           |

Response proportions less than 4% are displayed by asterisks with:

=1%, *=1%-2%, **=2%-3%, ***=3%-4%
Q4: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of teaching. (FACULTY)

Response proportions less than 4% are displayed by asterisks with:

- *** =<1%
- ** =1%-2%
- * =2%-3%
- =3%-4%

All Respondents

Age

Race
Q4: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of teaching. (FACULTY)

Response proportions less than 4% are displayed by asterisks with:

\[
\begin{align*}
\text{''} &= <1\%, \\
\text{*} &= 1\% - 2\%, \\
\text{**} &= 2\% - 3\%, \\
\text{***} &= 3\% - 4\%
\end{align*}
\]
Q5: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of service. (FACULTY)

Response proportions less than 4% are displayed by asterisks with:

- **=*<1%%
- **=*2-3%%
- **=*3-4%
Q5: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of service. (FACULTY)

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men 8% 8% 9% 23% 31% 21%</td>
<td>Woman 6% 8% 10% 28% 30% 18%</td>
<td>TGNC 14% 21% 29% 29% 7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response proportions less than 4% are displayed by asterisks with:

- "\"="<1%, *=1%-2%, **=2%-3%, ***=3%-4%"
## Reluctance

**Q6: I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion**

<table>
<thead>
<tr>
<th>Overall, 60% of respondents report that they are not reluctant to bring up issues for fear that it will affect their performance evaluation or promotion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A higher percentage of Staff (59%) “Somewhat Disagree” to “Strongly Disagree” that bringing up issues will affect their performance evaluation or promotion compared to Faculty (58%) and Postdoctoral scholars (53%).</td>
</tr>
<tr>
<td>A higher percentage of White (64%) respondents “Somewhat Disagree” to “Strongly Disagree” that bringing up issues will affect their performance evaluation or promotion compared to Asian (55%), Multi-Racial (56%), Latix (43%), and URM (53%) respondents.</td>
</tr>
<tr>
<td>A higher percentage of Men (67%) and Women (60%) respondents “Somewhat Disagree” to “Strongly Disagree” that bringing up issues will affect their performance evaluation or promotion compared to TGNC (50%) respondents.</td>
</tr>
<tr>
<td>A higher percentage of Heterosexual respondents (64%) “Somewhat Disagree” to “Strongly Disagree” that bringing up issues will affect their performance evaluation or promotion compared to LGBQ respondents (53%).</td>
</tr>
</tbody>
</table>

## Q7: I have a voice in the decision-making process that affects the direction of my department/unit

<table>
<thead>
<tr>
<th>Overall, 65% of respondents “Somewhat Agree” to “Strongly Agree” that they have a voice in the decision-making process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A lower percentage of Staff (64%) and Postdoctoral scholars (64%) reported having a voice in the decision-making process compared to Faculty (72%).</td>
</tr>
<tr>
<td>A lower percentage of Latinx (60%) and URM (62%) respondents reported having a voice in the decision-making process compared to Asian respondents (68%).</td>
</tr>
<tr>
<td>A lower percentage of TGNC (54%), and Women (65%) respondents reported having a voice in the decision-making process compared to Men (73%).</td>
</tr>
</tbody>
</table>
All Respondents

Q6 (n=7375)

*** The color scheme is flipped so that green corresponds to the more favorable response ***

Q7 (n=7375)
Q6: I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

**Strongly Disagree** | **Disagree** | **Somewhat Disagree** | **Somewhat Agree** | **Agree** | **Strongly Agree**
---|---|---|---|---|---
All Respondents
13% | 32% | 15% | 22% | 11% | 7%
Appointment Type
Staff
12% | 33% | 14% | 22% | 11% | 7%
Postdoc
14% | 14% | 25% | 36% | 8% |
Faculty
15% | 27% | 16% | 21% | 12% | 10%
Age
<40
11% | 32% | 17% | 21% | 12% | 7%
40–59
13% | 32% | 14% | 22% | 11% | 8%
60+
16% | 35% | 12% | 21% | 10% | 7%
Race
White
14% | 35% | 15% | 20% | 10% | 5%
URM
11% | 27% | 8% | 25% | 17% | 11%
Multi–Racial
10% | 35% | 11% | 24% | 14% | 7%
Latinx
13% | 19% | 11% | 28% | 16% | 13%
Asian
10% | 31% | 14% | 26% | 14% | 5%

Response proportions less than 4% are displayed by asterisks with:

*** = <1%, *=1%-2%, ** = 2%-3%, *** = 3%-4%
Q6: I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

Response proportions less than 4% are displayed by asterisks with:

"**"=<1%, "*"=1%-2%, "**"=2%-3%, "***"=3%-4%
Q7: I have a voice in the decision-making process that affects the direction of my department/unit.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
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<td><strong>All Respondents</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9%</td>
<td>12%</td>
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<td>29%</td>
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<table>
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<td>13%</td>
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<td>25%</td>
</tr>
<tr>
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<td>6%</td>
<td>44%</td>
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</tr>
<tr>
<td>Faculty</td>
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<td>12%</td>
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<td>29%</td>
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</table>

<table>
<thead>
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<td>14%</td>
<td>14%</td>
<td>31%</td>
<td>25%</td>
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<tr>
<td>40–59</td>
<td>9%</td>
<td>12%</td>
<td>12%</td>
<td>28%</td>
<td>25%</td>
</tr>
<tr>
<td>60+</td>
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</table>

<table>
<thead>
<tr>
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<tr>
<td>White</td>
<td>8%</td>
<td>11%</td>
<td>13%</td>
<td>30%</td>
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<tr>
<td>URM</td>
<td>15%</td>
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<td>Multi-Racial</td>
<td>8%</td>
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</tr>
<tr>
<td>Latinx</td>
<td>11%</td>
<td>17%</td>
<td>12%</td>
<td>22%</td>
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</tr>
<tr>
<td>Asian</td>
<td>7%</td>
<td>11%</td>
<td>13%</td>
<td>33%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Response proportions less than 4% are displayed by asterisks with:

- "" = <1%
- "*" = 1%–2%
- "**" = 2%–3%
- "***" = 3%–4%
Q7: I have a voice in the decision-making process that affects the direction of my department/unit.

Response proportions less than 4% are displayed by asterisks with:

<=1% = *;
1% - 2% = **;
2% - 3% = ***;
3% - 4% = ****.
Colleague Comparison: In comparison to my colleagues/co-workers,

Q8: I have to work harder to be respected as a professional or a scholar.

- About 44% of respondents reported that they have to work harder to be respected as a professional or a scholar.
- A higher percentage of Postdoctoral scholars (53%) and Faculty (52%) reported having to work harder to be respected as a professional or a scholar compared to Staff (43%).
- A higher percentage of URM (75%), Multi-Racial (52%), Latinx (58%) and Asian (56%) respondents reported having to work harder to be respected as a professional or a scholar compared to White respondents (40%).
- A higher percentage of Women (46%), and TGNC (63%) respondents reported having to work harder than Men (36%).
- A higher percentage of respondents who identify as LGBQ (53%) reported having to work harder to be respected as a professional or a scholar compared to respondents who identify as Heterosexual (41%).

Q9: I have to work harder to achieve the same recognition.

- About 45% of respondents reported that in comparison to their colleagues, they have to work harder to achieve the same recognition.
- A higher percentage of Faculty (52%) reported that in comparison to their colleagues, they have to work harder to achieve the same recognition compared to Staff (45%) and Postdoctoral scholars (44%).
- A higher percentage of URM (77%), Multi-racial (53%), Latinx (62%), and Asian (56%) respondents reported that in comparison to their colleagues, they have to work harder to achieve the same recognition compared to White respondents (41%).
- TGNC respondents (63%) reported the highest rate of having to work harder to achieve the same recognition as their colleagues.
- A higher percentage of respondents who identify as LGBQ (52%) reported that in comparison to their colleagues, they have to work harder to achieve the same recognition.

Q10: I have to work harder to have my ideas heard.

- About 43% of respondents reported that in comparison to their colleagues, they have to work harder to have their ideas heard.
- A higher percentage of Faculty (47%) and Staff (43%) reported that they have to work harder to have their ideas heard.
- A higher percentage of URM (70%), Latinx (53%), and Asian (53%) respondents reported that in comparison to their colleagues, they have to work harder to have their ideas heard compared to White (40%) and Multi-Racial (48%) respondents.
- A higher percentage of Women (46%) and TGNC (59%) respondents reported that in comparison to their colleagues, they have to work harder to have their ideas heard compared to Men (34%).
- A higher percentage of respondents who identify as LGBQ (52%) reported that in comparison to their colleagues, they have to work harder to have their ideas heard compared to respondents who identify as Heterosexual (40%).
Q11: I have to work harder to be nominated for awards and honors.

- About 30% of respondents reported that in comparison to their colleagues, they have to work harder to be nominated for awards and honors.
- Faculty respondents (43%) reported the highest rate of having to work harder than their colleagues to be nominated for awards and honors.
- A higher percentage of URM respondents (70%) reported that in comparison to their colleagues, they have to work harder to be nominated for awards and honors compared to White (27%), Multi-Racial (42%), Latinx (48%), and Asian (45%) respondents.
- A higher percentage of TGNC (57%) respondents reported that in comparison to their colleagues, they have to work harder to be nominated for awards and honors.
- A higher percentage of respondents who identify as LGBQ (48%) reported that in comparison to their colleagues, they have to work harder to be nominated for awards and honors compared to respondents who identify as Heterosexual (27%).

Q12: I have to work harder to gain access to informal social networks.

- About 28% of respondents reported that in comparison to their colleagues, they have to work harder to gain access to informal social networks.
- A higher percentage of Faculty (41%) and Postdoctoral scholars (40%) reported that in comparison to their colleagues, they do not have to work harder to gain access to informal social networks.
- A higher percentage of URM (57%) respondents reported that in comparison to their colleagues, they have to work harder to gain access to informal social networks compared to White (24%), Latinx (36%), Asian (45%) and Multi-Racial (38%) respondents.
- A higher percentage of TGNC (46%) respondents reported that in comparison to their colleagues, they have to work harder to gain access to informal social networks compared to Men (26%) and Women (28%) respondents.
- LGBQ respondents (41%) reported the highest rate of having to work harder than their colleagues to gain access to informal social networks.

Q13: I have to work harder to create community with people who share my social identities (e.g., race, gender, sexual orientation/identity, age, etc.).

- About 20% of respondents reported that they have to work harder to create community with people who share their social identities.
- Postdoctoral scholar respondents (44%) reported the highest rate of having to work harder than their colleagues to create community with people who share their social identities.
- All age groups reported similar distributions related to if they have to work harder to create community with people who share their social identities.
- A higher percentage of URM (68%) respondents reported that in comparison to their colleagues, they have to work harder to create community with people who share their social identities compared to White (15%), Latinx (39%), Asian (42%) and Multi-Racial (34%) respondents.
- TGNC (64%) respondents reported the highest rate of having to work harder than their colleagues to create community with people who share their social identities.
- A higher number of respondents who identify as LGBQ (49%) reported that in comparison to their colleagues, they have to work harder to create community with people who share their social identities compared to respondents who identify as Heterosexual (16%).
Q14: I have to work harder to access mentoring.

- About 26% of respondents reported that in comparison to their colleagues, they have to work harder to access mentoring.
- Faculty (37%) reported the highest rate of having to work harder than their colleagues to access mentoring.
- URM respondents (63%) reported the highest rate of having to work harder than their colleagues to access mentoring.
- TGNC respondents (47%) reported the highest rate of having to work harder than their colleagues to access mentoring.
- A higher percentage of respondents who identify as LGBQ (39%) reported that in comparison to their colleagues, they have to work harder to access mentoring compared to respondents who identify as Heterosexual (24%).

Q15: I have to work harder to support underrepresented minority students, staff and faculty.

- About 42% of respondents reported that in comparison to their colleagues, they have to work harder to support underrepresented minority students, staff and faculty.
- A higher percentage of Faculty (49%) reported that in comparison to their colleagues, they have to work harder to support underrepresented minority students, staff and faculty.
- A higher percentage of URM (66%), Latinx (59%), Asian (50%), and Multi-Racial (50%) respondents reported that in comparison to their colleagues, they have to work harder to support underrepresented minority students, staff and faculty compared to White (38%) respondents.
- A higher percentage of TGNC (57%) respondents reported that in comparison to their colleagues, they have to work harder to support underrepresented minority students, staff and faculty compared to Women (42%) and Men (37%).
- LGBQ (52%) reported the highest rate of having to work harder than their colleagues to support underrepresented minority students, staff and faculty.
UI Faculty and Staff Campus Climate Survey

**All Respondents**

Q8 (n=7004) -
- 55% Strongly Disagree
- 44% Disagree
- 20% Somewhat Disagree
- 20% Somewhat Agree
- 20% Agree
- 10% Strongly Agree

Q9 (n=7010) -
- 54% Strongly Disagree
- 46% Disagree
- 28% Somewhat Disagree
- 20% Somewhat Agree
- 20% Agree
- 10% Strongly Agree

Q10 (n=7010) -
- 56% Strongly Disagree
- 44% Disagree
- 28% Somewhat Disagree
- 20% Somewhat Agree
- 20% Agree
- 10% Strongly Agree

Q11 (n=6876) -
- 70% Strongly Disagree
- 30% Disagree
- 20% Somewhat Disagree
- 20% Somewhat Agree
- 20% Agree
- 10% Strongly Agree

Q12 (n=6888) -
- 72% Strongly Disagree
- 28% Disagree
- 20% Somewhat Disagree
- 20% Somewhat Agree
- 20% Agree
- 10% Strongly Agree

Q13 (n=6882) -
- 80% Strongly Disagree
- 20% Disagree
- 10% Somewhat Disagree
- 10% Somewhat Agree
- 10% Agree
- 10% Strongly Agree

Q14 (n=6858) -
- 73% Strongly Disagree
- 27% Disagree
- 10% Somewhat Disagree
- 10% Somewhat Agree
- 10% Agree
- 10% Strongly Agree

Q15 (n=6875) -
- 57% Strongly Disagree
- 43% Disagree
- 20% Somewhat Disagree
- 20% Somewhat Agree
- 20% Agree
- 10% Strongly Agree

*** The color scheme is flipped so that green corresponds to the more favorable response ***
Q8: In comparison to my colleagues/co-workers, I have to work harder to be respected as a professional or a scholar.

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Response proportions less than 4% are displayed by asterisks with:

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- ** = 2% - 3%
- *** = 3% - 4%
Q8: In comparison to my colleagues/co-workers, I have to work harder to be respected as a professional or a scholar.

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Response proportions less than 4% are displayed by asterisks with:

- **=<1%, *=1%-2%, **=2%-3%, ***=3%-4%
Q9: In comparison to my colleagues/co-workers, I have to work harder to achieve the same recognition.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

All Respondents

<table>
<thead>
<tr>
<th>Response Level</th>
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<tbody>
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Appointment Type

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Age

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Race

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<td>19%</td>
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</table>

Response proportions less than 4% are displayed by asterisks with:

***=<1%, *=1%−2%, **=2%−3%, ***=3%−4%
Q9: In comparison to my colleagues/co-workers, I have to work harder to achieve the same recognition.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

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Q10: In comparison to my colleagues/co-workers, I have to work harder to have my ideas heard.

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<tr>
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<th>Somewhat Agree</th>
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Appointment Type

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Age

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Race

<table>
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"***"=<1%, "*"=1%−2%, "**"=2%−3%, "***"=3%−4%
Q10: In comparison to my colleagues/co-workers, I have to work harder to have my ideas heard.

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Response proportions less than 4% are displayed by asterisks with:

```
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```
Q11: In comparison to my colleagues/co-workers, I have to work harder to be nominated for awards and honors.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
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<th>Somewhat Agree</th>
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<tbody>
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<td>Staff</td>
</tr>
<tr>
<td>Postdoc</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age</th>
</tr>
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<tbody>
<tr>
<td>&lt;40</td>
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<td>40-59</td>
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</table>

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>White</td>
</tr>
<tr>
<td>URM</td>
</tr>
<tr>
<td>Multi-Racial</td>
</tr>
<tr>
<td>Latinx</td>
</tr>
<tr>
<td>Asian</td>
</tr>
</tbody>
</table>

Response proportions less than 4% are displayed by asterisks with:

***=1%, **=1%-2%, *=2%-3%, ***=3%-4%
Q11: In comparison to my colleagues/co-workers, I have to work harder to be nominated for awards and honors.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

Response proportions less than 4% are displayed by asterisks with:

*** = <1%, ** = 1%-2%, *** = 2%-3%, **** = 3%-4%
Q12: In comparison to my colleagues/co-workers, I have to work harder to gain access to informal social networks.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

Response proportions less than 4% are displayed by asterisks with:

```
***=<1%, *=1%-2%, **=2%-3%, ***=3%-4%
```
Q12: In comparison to my colleagues/co-workers, I have to work harder to gain access to informal social networks.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

Response proportions less than 4% are displayed by asterisks with:

"**"=1%, *=2%, **=3%, ***=4%
Q13: In comparison to my colleagues/co-workers, I have to work harder to create community with people who share my social identities (e.g., race, gender, sexual orientation/identity, age, etc.).

*** The color scheme is flipped so that green corresponds to the more favorable response ***
Q13: In comparison to my colleagues/co-workers, I have to work harder to create community with people who share my social identities (e.g., race, gender, sexual orientation/identity, age, etc.).

*** The color scheme is flipped so that green corresponds to the more favorable response ***

Response proportions less than 4% are displayed by asterisks with:

***=3%-4%, **=2%-3%, *=1%-2%, <1%=<1%
Q14: In comparison to my colleagues/co-workers, I have to work harder to access mentoring.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>15%</td>
<td>43%</td>
<td>16%</td>
<td>13%</td>
<td>8%</td>
<td>6%</td>
</tr>
</tbody>
</table>

**All Respondents**

<table>
<thead>
<tr>
<th>Appointment Type</th>
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<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>15%</td>
<td>44%</td>
<td>16%</td>
<td>12%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Postdoc</td>
<td>16%</td>
<td>44%</td>
<td>9%</td>
<td>12%</td>
<td>9%</td>
<td>9%</td>
</tr>
<tr>
<td>Faculty</td>
<td>14%</td>
<td>35%</td>
<td>15%</td>
<td>15%</td>
<td>12%</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Age**

<table>
<thead>
<tr>
<th>Age</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;40</td>
<td>15%</td>
<td>42%</td>
<td>16%</td>
<td>13%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>40–59</td>
<td>14%</td>
<td>42%</td>
<td>16%</td>
<td>13%</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td>60+</td>
<td>15%</td>
<td>44%</td>
<td>17%</td>
<td>11%</td>
<td>7%</td>
<td>5%</td>
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</tbody>
</table>

**Race**

<table>
<thead>
<tr>
<th>Race</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>16%</td>
<td>46%</td>
<td>15%</td>
<td>12%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>URM</td>
<td>6%</td>
<td>14%</td>
<td>19%</td>
<td>28%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>12%</td>
<td>36%</td>
<td>13%</td>
<td>14%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Latinx</td>
<td>11%</td>
<td>36%</td>
<td>17%</td>
<td>13%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>Asian</td>
<td>12%</td>
<td>27%</td>
<td>24%</td>
<td>18%</td>
<td>11%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Response proportions less than 4% are displayed by asterisks with:

***<1%, *=1%–2%, **=2%–3%, ***=3%–4%***
Q14: In comparison to my colleagues/co-workers, I have to work harder to access mentoring.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

Response proportions less than 4% are displayed by asterisks with:

- *** = <1%
- ** = 1%-2%
- * = 2%-3%
- = 3%-4%
Q15: In comparison to my colleagues/co-workers, I have to work harder to support underrepresented minority students, staff and faculty.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

Response proportions less than 4% are displayed by asterisks with:

**"="<1%, *=1%-2%, **=2%-3%, ***=3%-4%**
Q15: In comparison to my colleagues/co-workers, I have to work harder to support underrepresented minority students, staff and faculty.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

Response proportions less than 4% are displayed by asterisks with:

***<1%, *=1%-2%, **=2%-3%, ***=3%-4%***
Experience Bias: In the past 12 months, have you personally experienced biased, intimidating, or hostile treatment at the University of Iowa based on your...?

Q16: Ability or Disability Status
Q17: Age
Q18: Gender Identity or Gender Expression
Q19: Immigrant or International Status or National Origin
Q20: Military or Veteran Status
Q21: Political Opinions, Beliefs, or Ideology
Q22: Racial or Ethnic Identity
Q23: Religion
Q24: Sexual Orientation
Q25: Socioeconomic Status or Social Class
Overall, 92% of respondents reported not experiencing any biased, intimidating, or hostile treatment.

Around 4% of respondents who identify as having a disability reported experiencing biased, intimidating, or hostile treatment at the University of Iowa based on ability or disability status compared to 13% of their colleagues. About 48% of the mistreatment was experienced from another university employee and 46% experienced mistreatment from a faculty or instructor.

Across all ages, more than 70% of respondents reported not experiencing biased, intimidating, or hostile treatment based on their age. About 25% of respondents 60 and over reported experiencing mistreatment compared to those who are age 40-59 (11%) and under 40 (15%). For respondents 60+, they preferred not to identify the source of the treatment. For respondents 40-59, students were the most common source for negative treatment. For respondents <40, faculty or instructors were the most common source for negative treatment.

A higher percentage of TGNC (48%) reported having experienced biased, intimidating, or hostile treatment compared to Men (4%) and Women (13%).

Around 27% of permanent residents reported that students (20%) are the larger source of negative treatment. About 27% of non-residents reported that the greatest source of negative treatment is from faculty or instructors (23%). About 2% of naturalized citizens reported that other university employees (58%) were the highest source of negative treatment.

Around <1% of our military or veteran respondents reported experiencing biased, intimidating, or hostile treatment at the University of Iowa. Of those that experienced mistreatment, the most common source was other university employees (33%).

Across all political opinions, beliefs, and ideologies, more than 65% of respondents did not experience biased, intimidating, or hostile treatment. However, 31% of Liberal respondents did report experiencing negative treatment compared to Conservative (13%) and Moderate (9%) respondents. For Liberal respondents, faculty or instructors (33%) were the most common source of mistreatment. For Conservatives, other university employees (17%) were the most common source of mistreatment. For Moderate respondents, students (31%) were the most common source of mistreatment.

A higher percentage of Multi-Racial (51%), Asian (30%), URM (23%), and White (22%) respondents reported experiencing biased, intimidating, or hostile treatment in comparison to Latinx (2%) respondents. For Multi-Racial and URM respondents, students (16%, 10%, respectively) were the most common source of mistreatment. For Asian respondents, all sources were a similar percentage around 14%.

Across all religious identities, more than 90% of respondents reported not experiencing biased, intimidating, or hostile treatment. However, of the 6% of Non-religious respondents and 1% of the Christian respondents, the most common source of mistreatment was from students (56%, 3%, respectively). For the other religions, faculty or instructor (16%) and student (26%) were most common sources of mistreatment.

Around 21% of LGBQ respondents reported not experiencing biased, intimidating, or hostile treatment compared to Heterosexual respondents (1%). For LGBQ respondents, faculty or instructors (52%) were the most common source of mistreatment.
All Respondents

Q16–Q25 (n=66307)

92% 8%

100% 80% 60% 40% 20% 0% 20% 40% 60% 80% 100%

Did Not Experience Bias

Experienced At Least One Form Of Bias

Faculty

Q16 (n=1105) - 93%
Q17 (n=1107) - 85%
Q18 (n=1108) - 81%
Q19 (n=1090) - 92%
Q20 (n=1087) - 99%
Q21 (n=1102) - 85%
Q22 (n=1097) - 90%
Q23 (n=1094) - 92%
Q24 (n=1089) - 97%
Q25 (n=1091) - 93%

100% 80% 60% 40% 20% 0% 20% 40% 60% 80% 100%
Staff

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q16</td>
<td>92%</td>
</tr>
<tr>
<td>Q17</td>
<td>86%</td>
</tr>
<tr>
<td>Q18</td>
<td>91%</td>
</tr>
<tr>
<td>Q19</td>
<td>97%</td>
</tr>
<tr>
<td>Q20</td>
<td>99%</td>
</tr>
<tr>
<td>Q21</td>
<td>85%</td>
</tr>
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<td>Q22</td>
<td>94%</td>
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<td>Q23</td>
<td>95%</td>
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<tr>
<td>Q24</td>
<td>97%</td>
</tr>
<tr>
<td>Q25</td>
<td>94%</td>
</tr>
</tbody>
</table>

Postdoc

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q16</td>
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<tr>
<td>Q17</td>
<td>94%</td>
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<tr>
<td>Q18</td>
<td>84%</td>
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<tr>
<td>Q19</td>
<td>90%</td>
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<tr>
<td>Q20</td>
<td>97%</td>
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<td>Q21</td>
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<tr>
<td>Q22</td>
<td>91%</td>
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<tr>
<td>Q23</td>
<td>90%</td>
</tr>
<tr>
<td>Q24</td>
<td>97%</td>
</tr>
<tr>
<td>Q25</td>
<td>97%</td>
</tr>
</tbody>
</table>
Of those who said yes to this question, what is the source?

Note: Respondents can check more than one, so the percentages add up to more than 100%.
Q16: In the past 12 months, have you personally experienced biased, intimidating, or hostile treatment at the University of Iowa based on your Ability or Disability Status.

Of those who said yes to this question, what is the source?

Note: Respondents can check more than one, so the percentages add up to more than 100%.
Q17: In the past 12 months, have you personally experienced biased, intimidating, or hostile treatment at the University of Iowa based on your Age.

Of those who said yes to this question, what is the source?

Note: Respondents can check more than one, so the percentages add up to more than 100%.
Q18: In the past 12 months, have you personally experienced biased, intimidating, or hostile treatment at the University of Iowa based on your Gender Identity or Gender Expression.

Of those who said yes to this question, what is the source?

Note: Respondents can check more than one, so the percentages add up to more than 100%.
Q19: In the past 12 months, have you personally experienced biased, intimidating, or hostile treatment at the University of Iowa based on your Immigrant or International Status or National Origin.

![Bar chart showing percentages for US Citizen, Permanent Resident, Non-Resident, and Naturalized Citizen.]

Of those who said yes to this question, what is the source?

![Bar chart showing percentages for Faculty or Instructor, Other University Employee, Student, Prefer not to Identify Source for each category.]

Note: Respondents can check more than one, so the percentages add up to more than 100%.
Q20: In the past 12 months, have you personally experienced biased, intimidating, or hostile treatment at the University of Iowa based on your Military or Veteran Status.

<table>
<thead>
<tr>
<th>Military or Veteran</th>
<th>Not Military or Veteran</th>
</tr>
</thead>
<tbody>
<tr>
<td>No 100%</td>
<td>84%</td>
</tr>
<tr>
<td>Yes 0%</td>
<td>16%</td>
</tr>
</tbody>
</table>

Of those who said yes to this question, what is the source?

<table>
<thead>
<tr>
<th>Military or Veteran</th>
<th>Not Military or Veteran</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty or Instructor 0%</td>
<td>83%</td>
</tr>
<tr>
<td>Other University Employee 32%</td>
<td>48%</td>
</tr>
<tr>
<td>Student 31%</td>
<td>67%</td>
</tr>
<tr>
<td>Prefer not to Identify Source 31%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Note: Respondents can check more than one, so the percentages add up to more than 100%.
Q21: In the past 12 months, have you personally experienced biased, intimidating, or hostile treatment at the University of Iowa based on your Political Opinions, Beliefs, or Ideology.

<table>
<thead>
<tr>
<th></th>
<th>Liberal</th>
<th>Moderate</th>
<th>Conservative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent</strong></td>
<td>69%</td>
<td>91%</td>
<td>88%</td>
</tr>
<tr>
<td><strong>Yes</strong></td>
<td>31%</td>
<td>9%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Of those who said yes to this question, what is the source?

<table>
<thead>
<tr>
<th></th>
<th>Liberal</th>
<th>Moderate</th>
<th>Conservative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent</strong></td>
<td>33%</td>
<td>22%</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Faculty or Instructor</strong></td>
<td>30%</td>
<td>26%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>Other University Employee</strong></td>
<td>25%</td>
<td>31%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Student</strong></td>
<td>24%</td>
<td>25%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Prefer not to identify Source</strong></td>
<td>24%</td>
<td>11%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Note: Respondents can check more than one, so the percentages add up to more than 100%.
Q22: In the past 12 months, have you personally experienced biased, intimidating, or hostile treatment at the University of Iowa based on your Racial or Ethnic Identity.

Of those who said yes to this question, what is the source?

Note: Respondents can check more than one, so the percentages add up to more than 100%.
Q23: In the past 12 months, have you personally experienced biased, intimidating, or hostile treatment at the University of Iowa based on your Religion.

<table>
<thead>
<tr>
<th>Religion</th>
<th>Non-religious</th>
<th>Christian</th>
<th>Other religion</th>
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<tr>
<td></td>
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<td>Yes (6%)</td>
<td>No (99%)</td>
</tr>
<tr>
<td></td>
<td>Yes (6%)</td>
<td>No (96%)</td>
<td>Yes (4%)</td>
</tr>
</tbody>
</table>

Of those who said yes to this question, what is the source?

<table>
<thead>
<tr>
<th>Source</th>
<th>Non-religious</th>
<th>Christian</th>
<th>Other religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty or Instructor</td>
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<td>43%</td>
<td>16%</td>
</tr>
<tr>
<td>Other University Employee</td>
<td>55%</td>
<td>1%</td>
<td>15%</td>
</tr>
<tr>
<td>Student</td>
<td>56%</td>
<td>3%</td>
<td>26%</td>
</tr>
<tr>
<td>Prefer not to Identify Source</td>
<td>43%</td>
<td>4%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Note: Respondents can check more than one, so the percentages add up to more than 100%.
Q24: In the past 12 months, have you personally experienced biased, intimidating, or hostile treatment at the University of Iowa based on your Sexual Orientation.

Of those who said yes to this question, what is the source?

Note: Respondents can check more than one, so the percentages add up to more than 100%.
Bias Impact: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas:

Q26: Eroded my confidence in my abilities
Q27: Affected my physical health
Q28: Affected my mental health
Q29: Caused me to consider leaving the University of Iowa
Q30: Interfered with my work performance

- Eroded my confidence: Overall, 68% of respondents reported that the bias they experienced eroded their confidence. However, the highest rates were reported for Postdoctoral scholars (81%), Asian (77%), LGBQ (77%), Women (73%), TGNC (70%), URM (67%), and Multi-Racial (65%) respondents relative to within-group comparisons.
- Affected my physical health: Overall, 51% of respondents reported that the bias they experienced affected their physical health. However, the highest rates were reported for Postdoctoral scholars (81%), LGBQ (62%), Multi-Racial (58%), and TGNC (58%) respondents relative to within-group comparisons.
- Affected my mental health: Overall, 74% of respondents reported that the bias they experienced affected their mental health. It is important to note that more than 50% of all groups indicated that their mental health had been affected. The highest rates were reported for LGBQ (82%), Postdoctoral scholars (81%), TGNC (80%), Multi-Racial (78%), and under 40 (77%) respondents relative to within-group comparisons.
- Caused me to consider leaving the University of Iowa: Overall, 69% of respondents reported that the bias they experienced caused them to consider leaving the University of Iowa. However, the highest rates were reported for Postdoctoral scholars (81%), LGBQ (73%), URM (73%), TGNC (72%), and Latinx (69%) respondents relative to within-group comparisons.
- Interfered with my work performance: Overall, 66% of respondents reported that the bias they experienced eroded their confidence to some extent. However, the highest rates were reported for Postdoctoral scholars (81%), LGBQ (78%), Multi-Racial (70%), TGNC (70%), White (67%), and Women (67%) respondents relative to within-group comparisons.
**Q26:** During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Eroded my confidence in my abilities.

**Response proportions less than 4% are displayed by asterisks with:**

```
"***"=<1%, "**"=1%-2%, "*"=2%-3%, "="=3%-4%```
Q26: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Eroded my confidence in my abilities.

**Gender**

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>To a very small extent</th>
<th>To a small extent</th>
<th>To a moderate extent</th>
<th>To a large extent</th>
<th>To a very large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>44%</td>
<td>15%</td>
<td>14%</td>
<td>12%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Woman</td>
<td>27%</td>
<td>16%</td>
<td>20%</td>
<td>19%</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>TGNC</td>
<td>30%</td>
<td>14%</td>
<td>10%</td>
<td>22%</td>
<td>10%</td>
<td>14%</td>
</tr>
</tbody>
</table>

**Sexual Orientation**

<table>
<thead>
<tr>
<th></th>
<th>Not at all</th>
<th>To a very small extent</th>
<th>To a small extent</th>
<th>To a moderate extent</th>
<th>To a large extent</th>
<th>To a very large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBQ</td>
<td>24%</td>
<td>13%</td>
<td>20%</td>
<td>25%</td>
<td>12%</td>
<td>7%</td>
</tr>
<tr>
<td>Heterosexual</td>
<td>33%</td>
<td>15%</td>
<td>18%</td>
<td>16%</td>
<td>11%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Response proportions less than 4% are displayed by asterisks with:

```
***=<1%, *=1%-2%, **=2%-3%, ***=3%-4%
```
Q27: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Affected my physical health.

Response proportions less than 4% are displayed by asterisks with:

- **"** = <1%
- *"* = 1%-2%
- **"*"* = 2%-3%
- ***"*"*" = 3%-4%
Q27: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Affected my physical health.

Response proportions less than 4% are displayed by asterisks with:

**"**<=1%, *=1%-2%, **=*2%-3%, ***=*3%-4%
Q28: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Affected my mental health.

<table>
<thead>
<tr>
<th>Not at all</th>
<th>To a very small extent</th>
<th>To a small extent</th>
<th>To a moderate extent</th>
<th>To a large extent</th>
<th>To a very large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Respondents</td>
<td>26%</td>
<td>17%</td>
<td>18%</td>
<td>18%</td>
<td>12%</td>
</tr>
<tr>
<td>Appointment Type</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff</td>
<td>26%</td>
<td>17%</td>
<td>17%</td>
<td>18%</td>
<td>11%</td>
</tr>
<tr>
<td>Postdoc</td>
<td>18%</td>
<td>9%</td>
<td>27%</td>
<td>27%</td>
<td>18%</td>
</tr>
<tr>
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<td>19%</td>
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</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;40</td>
<td>23%</td>
<td>18%</td>
<td>18%</td>
<td>19%</td>
<td>12%</td>
</tr>
<tr>
<td>40-59</td>
<td>26%</td>
<td>16%</td>
<td>17%</td>
<td>18%</td>
<td>12%</td>
</tr>
<tr>
<td>60+</td>
<td>31%</td>
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<td>11%</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>26%</td>
<td>18%</td>
<td>17%</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>URM</td>
<td>26%</td>
<td>15%</td>
<td>6%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>21%</td>
<td>12%</td>
<td>28%</td>
<td>15%</td>
<td>10%</td>
</tr>
<tr>
<td>Latinx</td>
<td>25%</td>
<td>13%</td>
<td>18%</td>
<td>21%</td>
<td>15%</td>
</tr>
<tr>
<td>Asian</td>
<td>31%</td>
<td>16%</td>
<td>25%</td>
<td>10%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Response proportions less than 4% are displayed by asterisks with:

- **<1%**
- *1%−2%*
- **2%−3%**
- ***3%−4%***
Q28: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Affected my mental health.

<table>
<thead>
<tr>
<th>Not at all</th>
<th>To a very small extent</th>
<th>To a small extent</th>
<th>To a moderate extent</th>
<th>To a large extent</th>
<th>To a very large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Man</td>
<td>35%</td>
<td>13%</td>
<td>16%</td>
<td>17%</td>
<td>11%</td>
</tr>
<tr>
<td>Woman</td>
<td>23%</td>
<td>19%</td>
<td>18%</td>
<td>20%</td>
<td>11%</td>
</tr>
<tr>
<td>TGNC</td>
<td>20%</td>
<td>12%</td>
<td>18%</td>
<td>20%</td>
<td>10%</td>
</tr>
</tbody>
</table>

Response proportions less than 4% are displayed by asterisks with:

•••<1%, *=1%·2%, **=2%·3%, ***=3%·4%
Q29: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Caused me to consider leaving the University of Iowa.

Response proportions less than 4% are displayed by asterisks with:

- "<1% = </one.pnum%-
- "+ = </two.pnum%-
- ** = </three.pnum%-
- *** = </four.pnum%-

77
Q29: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Caused me to consider leaving the University of Iowa.

Response proportions less than 4% are displayed by asterisks with:

- “” = <1%
- “*” = 1%-2%
- “**” = 2%-3%
- “***” = 3%-4%

<table>
<thead>
<tr>
<th>Gender</th>
<th>Not at all</th>
<th>To a very small extent</th>
<th>To a small extent</th>
<th>To a moderate extent</th>
<th>To a large extent</th>
<th>To a very large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>32%</td>
<td>12%</td>
<td>10%</td>
<td>13%</td>
<td>13%</td>
<td>21%</td>
</tr>
<tr>
<td>Woman</td>
<td>33%</td>
<td>13%</td>
<td>11%</td>
<td>14%</td>
<td>12%</td>
<td>16%</td>
</tr>
<tr>
<td>TGNC</td>
<td>28%</td>
<td>14%</td>
<td>8%</td>
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<td>6%</td>
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</tr>
</tbody>
</table>

<table>
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<tr>
<th>Sexual Orientation</th>
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<th>To a very small extent</th>
<th>To a small extent</th>
<th>To a moderate extent</th>
<th>To a large extent</th>
<th>To a very large extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>LGBTQ</td>
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<td>14%</td>
<td>8%</td>
<td>15%</td>
<td>14%</td>
<td>22%</td>
</tr>
<tr>
<td>Heterosexual</td>
<td>34%</td>
<td>12%</td>
<td>11%</td>
<td>13%</td>
<td>12%</td>
<td>17%</td>
</tr>
</tbody>
</table>
Q30: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Interfered with my work performance.

Response proportions less than 4% are displayed by asterisks with:

- "**" = <1%
- "*" = 1%-2%
- "**" = 2%-3%
- "***" = 3%-4%
Q30: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Interfered with my work performance.

Response proportions less than 4% are displayed by asterisks with:

```
**<=1%, *<1%-2%, **>=2%-3%, ***>=3%-4%
```
Encouragement

Q31: Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity, age, etc.) to accept a faculty position at the University of Iowa? (FACULTY) / Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity, age, etc.) to accept a staff position at the University of Iowa? (STAFF)

- Overall, 75% of respondents would encourage someone who shared your social identities to accept a position at the University of Iowa.
- Only half of Postdoctoral scholars (53%) would encourage someone who shares their social identities to accept a position at the University of Iowa.
- Only half of URM respondents (49%) reported encouraging someone who shares their social identities to accept a position at the University of Iowa.
- Almost half of TGNC respondents (57%) reported encouraging someone who share their social identities to accept a position at the University of Iowa.
- Compared to their colleagues, respondents with a Disability (63%) reported the lowest rates of encouraging someone who shares their social identities to accept a position at the University of Iowa.
- Compared to their colleagues, Military/Veteran respondents (67%) reported the lowest rates of encouraging someone who shares their social identities to accept a position at the University of Iowa.

All Respondents

Q31 (n=6846) -

- Definitely Not
- Probably Not
- Maybe
- Probably
- Definitely

Definitely Not

25%

Probable Not

Maybe

Probable

Definitely

75%
Q31: Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity, age, etc.) to accept a faculty position at the University of Iowa? (FACULTY) / Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity, age, etc.) to accept a staff position at the University of Iowa? (STAFF)

<table>
<thead>
<tr>
<th></th>
<th>Definitely Not</th>
<th>Probably Not</th>
<th>Maybe</th>
<th>Probably</th>
<th>Definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Respondents</td>
<td><strong>6%</strong> 16% 32%</td>
<td></td>
<td></td>
<td></td>
<td><strong>43%</strong></td>
</tr>
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</table>

### Appointment Type

<table>
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<tr>
<th></th>
<th>Definitely Not</th>
<th>Probably Not</th>
<th>Maybe</th>
<th>Probably</th>
<th>Definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td><strong>5%</strong> 16% 32%</td>
<td></td>
<td></td>
<td></td>
<td><strong>44%</strong></td>
</tr>
<tr>
<td>Postdoc</td>
<td>***12% 31% 12%</td>
<td></td>
<td></td>
<td></td>
<td><strong>41%</strong></td>
</tr>
<tr>
<td>Faculty</td>
<td>4% 8% 17% 34%</td>
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<td></td>
<td><strong>37%</strong></td>
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</tbody>
</table>

### Age

<table>
<thead>
<tr>
<th></th>
<th>Definitely Not</th>
<th>Probably Not</th>
<th>Maybe</th>
<th>Probably</th>
<th>Definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;40</td>
<td><strong>5%</strong> 16% 34%</td>
<td></td>
<td></td>
<td></td>
<td><strong>43%</strong></td>
</tr>
<tr>
<td>40-59</td>
<td>***6% 17% 32%</td>
<td></td>
<td></td>
<td></td>
<td><strong>43%</strong></td>
</tr>
<tr>
<td>60+</td>
<td>**6% 15% 31%</td>
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<td></td>
<td></td>
<td><strong>45%</strong></td>
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</table>

### Race

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<tr>
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<th>Probably Not</th>
<th>Maybe</th>
<th>Probably</th>
<th>Definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>*4% 13% 33% 47%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>URM</td>
<td>6% 18% 27% 23%</td>
<td></td>
<td></td>
<td></td>
<td><strong>26%</strong></td>
</tr>
<tr>
<td>Multi-Racial</td>
<td>**10% 21% 36%</td>
<td></td>
<td></td>
<td></td>
<td><strong>32%</strong></td>
</tr>
<tr>
<td>Latinx</td>
<td>**9% 18% 28%</td>
<td></td>
<td></td>
<td></td>
<td><strong>41%</strong></td>
</tr>
<tr>
<td>Asian</td>
<td>***10% 16% 28%</td>
<td></td>
<td></td>
<td></td>
<td><strong>42%</strong></td>
</tr>
</tbody>
</table>

Response proportions less than 4% are displayed by asterisks with:

```
**"=1%, *=1%-2%, **=2%-3%, ***=3%-4%
```
Q31: Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity, age, etc.) to accept a faculty position at the University of Iowa? (FACULTY) / Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity, age, etc.) to accept a staff position at the University of Iowa? (STAFF)

Response proportions less than 4% are displayed by asterisks with:

- """"=<1%, *=1%-2%, **=2%-3%, ***=3%-4%
Q31: Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity, age, etc.) to accept a faculty position at the University of Iowa? (FACULTY) / Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity, age, etc.) to accept a staff position at the University of Iowa? (STAFF)

Response proportions less than 4% are displayed by asterisks with:

- "="<1%, *=1%-2%, **=2%-3%, ***=3%-4%
Leaving UI

Q32: In the past 12 months, I have seriously considered leaving the University of Iowa.

- Overall, in the past 12 months, 41% of respondents have considered leaving the University of Iowa.
- From those who considered leaving, four groups had 50% or more of respondents reporting that they considered leaving: TGNC (59%), Disability (57%), LGBQ (53%), and URM (50%). Other groups reporting the highest rates compared to their colleagues included Faculty (48%), Latinx (48%), Military or Veteran (46%), Multi-racial (45%), other religion (44%), and <40 (43%).

All Respondents
Q32: In the past 12 months, I have seriously considered leaving the University of Iowa.
Q32: In the past 12 months, I have seriously considered leaving the University of Iowa.
Q32: In the past 12 months, I have seriously considered leaving the University of Iowa.

**Religious Preference**

- Christian: 64% No, 36% Yes
- Other religion: 56% No, 44% Yes
- Non-religious: 59% No, 41% Yes

**Military/Veteran Status**

- Yes: 54% No, 46% Yes
- No: 60% No, 40% Yes
Reasons to Leave

Q33 (if Yes to Q32): I have considered leaving due to:

- Overall, 41% of respondents reported that they considered leaving. Among the results, the four top reasons for considering leaving included departmental climate/culture (18%), salary/better compensation (16%), career advancement opportunity (14%), and lack of professional support (13%).
- Departmental Climate was the number one reason for considering leaving for 18 identity groups, including Staff (19%), ages 40-59 (18%), ages 60+ (20%), Women (20%), TGNC (16%), LGBQ (17%), Heterosexual (18%), having a Disability (17%), Liberal (18%), Moderate (18%), Conservative (19%), Christian (19%), Other religions (17%), Non-religious (18%), Military/Veteran (21%), White (18%), Multi-Racial (17%), and Latinx (16%).
- Salary was the number one reason for six identity groups, including Faculty (15%), URM (16%), Post-doctoral scholars (17%), <40 (17%), Men (18%), and Asian (20%). For Postdoctoral Scholars, location (17%) and support (17%) were tied with number one reason. For URM respondents, career advancement opportunities were tied with salary as a reason to consider leaving.

Those who answered “Yes” to Q32 are prompted with follow-up questions to understand their motives for leaving. The following graphics indicate what percent of a demographic reported which sources as their reason(s) for considering to leave. The percents will not add up to 100 because respondents can choose multiple sources. The coloring scheme allows the reader to quickly evaluate areas of concern based on higher reporting percentage within a group. The reasons for leaving are abbreviated to save space and are defined as follows:

Bias - Bias against individuals like me
Campus - Campus climate/culture
Career - Career advancement opportunity
Department - Departmental climate/culture
Support - Lack of professional support
Family - Personal/family reasons
Recruit - Recruitment by a different institution/employer
Salary - Salary/better compensation
Location - Seeking more desirable geographic location
Conflict - Unresolved conflict with colleagues/co-workers
Q33 (if Yes to Q32): I have considered leaving due to:

<table>
<thead>
<tr>
<th>0–3%</th>
<th>3–6%</th>
<th>6–9%</th>
<th>9–12%</th>
<th>12–15%</th>
<th>15–18%</th>
<th>18–22%</th>
</tr>
</thead>
</table>

**All Respondents**

<table>
<thead>
<tr>
<th>Bias</th>
<th>Campus</th>
<th>Career</th>
<th>Department</th>
<th>Support</th>
<th>Family</th>
<th>Recruit</th>
<th>Salary</th>
<th>Location</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>4.5</td>
<td>9.2</td>
<td>14.3</td>
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<td>12.6</td>
<td>7.4</td>
<td>4.8</td>
<td>16.0</td>
<td>5.6</td>
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</table>

**Appointment Type**

<table>
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<tr>
<th>Bias</th>
<th>Campus</th>
<th>Career</th>
<th>Department</th>
<th>Support</th>
<th>Family</th>
<th>Recruit</th>
<th>Salary</th>
<th>Location</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
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<td>11.5</td>
<td>11.9</td>
<td>14.3</td>
<td>13.1</td>
<td>8.4</td>
<td>7.8</td>
<td>15.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Staff</td>
<td>4.4</td>
<td>8.6</td>
<td>15.0</td>
<td>19.0</td>
<td>12.5</td>
<td>7.1</td>
<td>4.1</td>
<td>16.3</td>
<td>5.1</td>
</tr>
<tr>
<td>Postdoc</td>
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**Age**

<table>
<thead>
<tr>
<th>Bias</th>
<th>Campus</th>
<th>Career</th>
<th>Department</th>
<th>Support</th>
<th>Family</th>
<th>Recruit</th>
<th>Salary</th>
<th>Location</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;40</td>
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<td>6.7</td>
</tr>
<tr>
<td>40–59</td>
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<td>9.6</td>
<td>14.0</td>
<td>18.2</td>
<td>12.9</td>
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<td>6.2</td>
<td>15.8</td>
<td>4.5</td>
</tr>
<tr>
<td>60+</td>
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<td>7.0</td>
<td>10.5</td>
<td>20.4</td>
<td>13.4</td>
<td>14.8</td>
<td>3.1</td>
<td>10.9</td>
<td>5.8</td>
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</table>
Q33 (if Yes to Q32): I have considered leaving due to:

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>0–3%</td>
</tr>
<tr>
<td>3–6%</td>
</tr>
<tr>
<td>6–9%</td>
</tr>
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<td>9–12%</td>
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<td>12–15%</td>
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<td>15–18%</td>
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<tr>
<td>18–22%</td>
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</table>

### Gender

<table>
<thead>
<tr>
<th>Bias</th>
<th>Campus</th>
<th>Career</th>
<th>Department</th>
<th>Support</th>
<th>Family</th>
<th>Recruit</th>
<th>Salary</th>
<th>Location</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Man</td>
<td>5.6</td>
<td>9.7</td>
<td>16.1</td>
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<td>7.1</td>
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</tr>
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<td>TGNC</td>
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<td>16.0</td>
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<td>8.6</td>
<td>3.7</td>
<td>11.1</td>
<td>9.9</td>
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### Sexual Orientation

<table>
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<th>Department</th>
<th>Support</th>
<th>Family</th>
<th>Recruit</th>
<th>Salary</th>
<th>Location</th>
<th>Conflict</th>
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<tbody>
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</tr>
<tr>
<td>Heterosexual or straight</td>
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<td>12.8</td>
<td>7.5</td>
<td>5.1</td>
<td>16.2</td>
<td>5.3</td>
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### Disability Identity

<table>
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<th>Department</th>
<th>Support</th>
<th>Family</th>
<th>Recruit</th>
<th>Salary</th>
<th>Location</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6.6</td>
<td>10.8</td>
<td>12.7</td>
<td>17.4</td>
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<td>No</td>
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<td>7.1</td>
<td>4.9</td>
<td>16.4</td>
<td>5.7</td>
</tr>
</tbody>
</table>
Q33 (if Yes to Q32): I have considered leaving due to:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>0−3%</th>
<th>3−6%</th>
<th>6−9%</th>
<th>9−12%</th>
<th>12−15%</th>
<th>15−18%</th>
<th>18−22%</th>
</tr>
</thead>
</table>

### Political Orientation

<table>
<thead>
<tr>
<th></th>
<th>Bias</th>
<th>Campus</th>
<th>Career</th>
<th>Department</th>
<th>Support</th>
<th>Family</th>
<th>Recruit</th>
<th>Salary</th>
<th>Location</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal</td>
<td>3.6</td>
<td>9.4</td>
<td>14.7</td>
<td>17.9</td>
<td>12.5</td>
<td>7.9</td>
<td>4.6</td>
<td>15.9</td>
<td>6.4</td>
<td>7.1</td>
</tr>
<tr>
<td>Moderate or middle of the road</td>
<td>5.8</td>
<td>7.1</td>
<td>14.4</td>
<td>17.8</td>
<td>13.5</td>
<td>6.0</td>
<td>5.5</td>
<td>16.6</td>
<td>4.6</td>
<td>8.7</td>
</tr>
<tr>
<td>Conservative</td>
<td>6.0</td>
<td>11.5</td>
<td>12.9</td>
<td>18.5</td>
<td>11.6</td>
<td>7.4</td>
<td>4.6</td>
<td>15.5</td>
<td>3.9</td>
<td>8.2</td>
</tr>
</tbody>
</table>

### Religious Preference

<table>
<thead>
<tr>
<th></th>
<th>Bias</th>
<th>Campus</th>
<th>Career</th>
<th>Department</th>
<th>Support</th>
<th>Family</th>
<th>Recruit</th>
<th>Salary</th>
<th>Location</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian</td>
<td>4.7</td>
<td>9.2</td>
<td>13.6</td>
<td>18.5</td>
<td>13.1</td>
<td>7.5</td>
<td>5.0</td>
<td>15.4</td>
<td>4.5</td>
<td>8.5</td>
</tr>
<tr>
<td>Other religion</td>
<td>4.2</td>
<td>9.5</td>
<td>14.7</td>
<td>17.1</td>
<td>12.3</td>
<td>7.4</td>
<td>4.5</td>
<td>16.4</td>
<td>7.1</td>
<td>6.7</td>
</tr>
<tr>
<td>Non-religious</td>
<td>4.2</td>
<td>8.6</td>
<td>16.3</td>
<td>18.2</td>
<td>11.6</td>
<td>6.6</td>
<td>4.8</td>
<td>17.1</td>
<td>5.8</td>
<td>6.6</td>
</tr>
</tbody>
</table>

### Military/Veteran Status

<table>
<thead>
<tr>
<th></th>
<th>Bias</th>
<th>Campus</th>
<th>Career</th>
<th>Department</th>
<th>Support</th>
<th>Family</th>
<th>Recruit</th>
<th>Salary</th>
<th>Location</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6.9</td>
<td>8.6</td>
<td>13.1</td>
<td>20.6</td>
<td>11.4</td>
<td>6.3</td>
<td>5.7</td>
<td>16.6</td>
<td>3.4</td>
<td>7.4</td>
</tr>
<tr>
<td>No</td>
<td>4.4</td>
<td>9.2</td>
<td>14.4</td>
<td>17.9</td>
<td>12.7</td>
<td>7.4</td>
<td>4.8</td>
<td>16.0</td>
<td>5.7</td>
<td>7.6</td>
</tr>
</tbody>
</table>
Q33 (if Yes to Q32): I have considered leaving due to:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>0−3%</th>
<th>3−6%</th>
<th>6−9%</th>
<th>9−12%</th>
<th>12−15%</th>
<th>15−18%</th>
<th>18−22%</th>
</tr>
</thead>
</table>

### Race Bias

<table>
<thead>
<tr>
<th>Race or Ethnicity</th>
<th>Bias</th>
<th>Campus</th>
<th>Career</th>
<th>Department</th>
<th>Support</th>
<th>Family</th>
<th>Recruit</th>
<th>Salary</th>
<th>Location</th>
<th>Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>White or Caucasian</td>
<td>4.0</td>
<td>9.0</td>
<td>14.4</td>
<td>18.3</td>
<td>12.7</td>
<td>7.9</td>
<td>4.7</td>
<td>16.0</td>
<td>5.2</td>
<td>7.7</td>
</tr>
<tr>
<td>URM</td>
<td>14.6</td>
<td>12.3</td>
<td>16.2</td>
<td>13.1</td>
<td>9.2</td>
<td>2.3</td>
<td>3.1</td>
<td>16.2</td>
<td>3.8</td>
<td>9.2</td>
</tr>
<tr>
<td>Multi−Racial</td>
<td>8.7</td>
<td>11.2</td>
<td>11.2</td>
<td>16.8</td>
<td>13.0</td>
<td>3.7</td>
<td>6.2</td>
<td>13.0</td>
<td>8.1</td>
<td>8.1</td>
</tr>
<tr>
<td>Latinx</td>
<td>5.4</td>
<td>10.9</td>
<td>13.8</td>
<td>16.3</td>
<td>12.3</td>
<td>4.7</td>
<td>5.8</td>
<td>15.2</td>
<td>8.7</td>
<td>6.9</td>
</tr>
<tr>
<td>Asian or Asian American</td>
<td>4.8</td>
<td>6.5</td>
<td>16.9</td>
<td>16.1</td>
<td>12.9</td>
<td>2.4</td>
<td>5.6</td>
<td>20.2</td>
<td>10.5</td>
<td>4.0</td>
</tr>
</tbody>
</table>
DEI Importance

Q34: Achieving diversity, equity, and inclusion at the University of Iowa is personally important to me.

- Overall, 94% of respondents “Somewhat Agree” to “Strongly Agree” that achieving diversity, equity, and inclusion is personally important to them.
- TGNC respondents (93%) “Somewhat Agree” to “Strongly Agree” that achieving diversity, equity, and inclusion is personally important to them compared to Women (96%), and Men (94%).
- Heterosexual respondents (95%) reported the lowest rate of “Somewhat Agree” to “Strongly Agree” that diversity, equity, and inclusion is personally important to me.
- A lower percentage of Conservatives (85%) reported “Somewhat Agree” to “Strongly Agree” compared to Moderate (96%) and Liberal (85%) respondents.

Q35: I feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (e.g., classes, meetings, informal interactions with colleagues).

- Overall, 82% of respondents “Somewhat Agree” to “Strongly Agree” that they feel competent to discuss issues related to diversity, equity, and inclusion.
- A higher percentage of Postdoctoral scholars (94%) reported “Somewhat Agree” to “Strongly Agree” compared to Staff (82%) and Faculty (85%).
- A higher percentage of Multi-Racial (89%) reported “Somewhat Agree” to “Strongly Agree” compared to White (83%) and Asian (83%).
- A higher percentage of TGNC (90%) reported “Somewhat Agree” to “Strongly Agree” compared to the lower percentages of Man (83%), and Woman (83%).
- Heterosexual respondents (83%) reported the lowest rate of feeling competent to discuss issues related to diversity, equity, and inclusion.
- A lower percentage of Conservatives (77%) and Moderates (81%) reported feeling competent to discuss issues related to diversity, equity, and inclusion compared to Liberal respondents (86%).

Q36: I can articulate why diversity, equity, and inclusion are important to the University of Iowa and its mission.

- Overall, 89% say that they can articulate why it is important to the University of Iowa.
- Postdoctoral scholars (87%) reported the lowest rate relative to colleagues of being able to articulate why diversity, equity, and inclusion are important.
- Conservative respondents (84%) reported the lowest rate relative to colleagues of being able to articulate why diversity, equity, and inclusion are important.
Q34: Achieving diversity, equity, and inclusion at the University of Iowa is personally important to me.

Response proportions less than 4% are displayed by asterisks with:

- **= <1%, *=1%-2%, **=2%-3%, ***=3%-4%
Q34: Achieving diversity, equity, and inclusion at the University of Iowa is personally important to me.

Response proportions less than 4% are displayed by asterisks with:

**=1%, *=1%-2%, **=2%-3%, ***=3%-4%
Q35: I feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (e.g., classes, meetings, informal interactions with colleagues).

![Survey Results Graph]

Response proportions less than 4% are displayed by asterisks with:

- * =< 1%, ** = 1% - 2%, *** = 2% - 3%, **** = 3% - 4%
Q35: I feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (e.g., classes, meetings, informal interactions with colleagues).

Response proportions less than 4% are displayed by asterisks with:

- ""'' = <1%, **'' = 1%-2%, ***'' = 2%-3%, ****'' = 3%-4%
Q36: I can articulate why diversity, equity, and inclusion are important to the University of Iowa and its mission.

Response proportions less than 4% are displayed by asterisks with:

- **=1%, *=2%, **=3%, ***=4%
Q36: I can articulate why diversity, equity, and inclusion are important to the University of Iowa and its mission.

Response proportions less than 4% are displayed by asterisks with:

```
**=1% - 2%
***=2% - 3%
****=3% - 4%
```
Climate: How would you rate the climate at the University of Iowa for people who identify as:

Q37: Active military or veteran
Q38: From Christian affiliations
Q39: From religious affiliations other than Christian
Q40: Gay, lesbian, bisexual, or queer
Q41: Having a physical, psychological, learning or sensory (dis)ability
Q42: Heterosexual or straight
Q43: Immigrant or from a country outside of the United States
Q44: Men
Q45: Older
Q46: People of color
Q47: Transgender, non-binary, gender non-conforming, or genderqueer
Q48: White
Q49: Women
Q50: Younger

- Overall, most individuals reported around 80% or more that the university climate is “Somewhat Respectful” to “Very Respectful” of all indicated identity groups.
- Around 80% of Military/Veteran respondents rate the University of Iowa climate for military and veterans as “Somewhat Respectful” to “Very Respectful”, while 96% of non-members rate the climate as “Somewhat Respectful” to “Very Respectful” for Military/Veterans.
- Around 77% of LGBQ respondents rate the University of Iowa climate for LGBQ individuals as “Somewhat Respectful” to “Very Respectful”, while 93% of non-members rate the climate as “Somewhat Respectful” to “Very Respectful” for LGBQ individuals.
- Around 62% of respondents identifying as having a disability rate the University of Iowa climate for individuals with a disability as “Somewhat Respectful” to “Very Respectful”, while 87% of non-members rate the climate as “Somewhat Respectful” to “Very Respectful” for individuals who identify as having a disability.
- Around 70% of respondents identifying as people of color rate the University of Iowa climate for people of color as “Somewhat Respectful” to “Very Respectful”, while 80% of non-members rate the climate as “Somewhat Respectful” to “Very Respectful” for people of color.
- Around 51% of TGNC respondents rate the University of Iowa climate for TGNC individuals as “Somewhat Respectful” to “Very Respectful”, while 80% of non-members rate the climate as “Somewhat Respectful” to “Very Respectful” for TGNC individuals.
- When considering the University of Iowa climate for older individuals, a higher percentage of <40 (93%) and 40-59 (85%) of respondents rate the climate as “Somewhat Respectful” to “Very Respectful” compared to respondents 60+ (74%).
- When considering the University of Iowa climate for younger individuals, a higher percentage of 60+ (94%) and 40-59 (92%) of respondents rate the climate as “Somewhat Respectful” to “Very Respectful” compared to respondents <40 (84%).
Q37: How would you rate the climate at the University of Iowa for people who identify as Active military or veteran?

All Respondents

Member: Active Military/Veteran; Non-Member: Not Active Military/Veteran

Response proportions less than 4% are displayed by asterisks with:

* = <1%, ** = 1%-2%, *** = 2%-3%, **** = 3%-4%
Q38: How would you rate the climate at the University of Iowa for people who identify as From Christian affiliations?

All Respondents

<table>
<thead>
<tr>
<th>Very Disrespectful</th>
<th>Disrespectful</th>
<th>Somewhat Disrespectful</th>
<th>Somewhat Respectful</th>
<th>Respectful</th>
<th>Very Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>* ***</td>
<td>6%</td>
<td>20%</td>
<td>61%</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

Member: Christian; Non-Member: Not Christian
Response proportions less than 4% are displayed by asterisks with:

```
***<1%, *=1%-2%, **=2%-3%, ***=3%-4%
```
Q39: How would you rate the climate at the University of Iowa for people who identify as from religious affiliations other than Christian?

All Respondents

```
<table>
<thead>
<tr>
<th>Rating</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Disrespectful</td>
<td><strong>10</strong>%</td>
</tr>
<tr>
<td>Disrespectful</td>
<td>31%</td>
</tr>
<tr>
<td>Somewhat Disrespectful</td>
<td>50%</td>
</tr>
<tr>
<td>Respectful</td>
<td>5%</td>
</tr>
</tbody>
</table>
```

Member: Not Christian; Non-Member: Christian
Response proportions less than 4% are displayed by asterisks with:

```
**=<=1%, *=1%-2%, **=2%-3%, ***=3%-4%
```
Q40: How would you rate the climate at the University of Iowa for people who identify as Gay, lesbian, bisexual, or queer?

All Respondents

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Disrespectful</td>
<td>7%</td>
</tr>
<tr>
<td>Disrespectful</td>
<td>28%</td>
</tr>
<tr>
<td>Somewhat Disrespectful</td>
<td>55%</td>
</tr>
<tr>
<td>Respectful</td>
<td>8%</td>
</tr>
</tbody>
</table>

Member: Gay/Lesbian/Bisexual; Non-Member: Not gay/Lesbian/Bisexual

Response proportions less than 4% are displayed by asterisks with:

- **=<1%,
- *=1%–2%,
- **=2%–3%,
- ***=3%–4%
Q41: How would you rate the climate at the University of Iowa for people who identify as Having a physical, psychological, learning or sensory (dis)ability?

All Respondents

<table>
<thead>
<tr>
<th>Very Disrespectful</th>
<th>Disrespectful</th>
<th>Somewhat Disrespectful</th>
<th>Somewhat Respectful</th>
<th>Respectful</th>
<th>Very Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>12%</td>
<td>30%</td>
<td>48%</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Member: Disability; Non-Member: Not Disability

Response proportions less than 4% are displayed by asterisks with:

```
*=<1%, **=1%-2%, ***=2%-3%, ****=3%-4%
```
Q42: How would you rate the climate at the University of Iowa for people who identify as Heterosexual or straight?

All Respondents

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Disrespectful</td>
<td>12%</td>
</tr>
<tr>
<td>Disrespectful</td>
<td>70%</td>
</tr>
<tr>
<td>Somewhat Disrespectul</td>
<td>14%</td>
</tr>
</tbody>
</table>

Member: Heterosexual/Straight; Non-Member: Not Heterosexual/Straight

Response proportions less than 4% are displayed by asterisks with:

- "= <1%
- "*" = 1%-2%
- "**" = 2%-3%
- "***" = 3%-4%
Q43: How would you rate the climate at the University of Iowa for people who identify as Immigrant or from a country outside of the United States?

All Respondents

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Very Disrespectful</th>
<th>Disrespectful</th>
<th>Somewhat Disrespectful</th>
<th>Somewhat Respectful</th>
<th>Respectful</th>
<th>Very Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>14%</td>
<td>**</td>
<td>***</td>
<td>29%</td>
<td>46%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

Member: Immigrant; Non-Member: Not-Immigrant
Response proportions less than 4% are displayed by asterisks with:

\[**'=1\%\text{-}2\%, \text{*}'=2\%\text{-}3\%, \text{***}'=3\%\text{-}4\%\]
Q44: How would you rate the climate at the University of Iowa for people who identify as Men?

All Respondents

- Very Disrespectful: 11%
- Disrespectful: 68%
- Somewhat Disrespectful: 16%

Member: Men; Non-Member: Not Men

Response proportions less than 4% are displayed by asterisks with:

- **“<1%**: 1% to 2%
- **“<2-3%**: 2% to 3%
- **“<3-4%**: 3% to 4%

111
Q45: How would you rate the climate at the University of Iowa for people who identify as Older?

Response proportions less than 4% are displayed by asterisks with:

```
***=<1%, *=1%-2%, **=2%-3%, ***=3%-4%
```
Q46: How would you rate the climate at the University of Iowa for people who identify as People of color?

All Respondents

0 50 100
5% 13% 27% 46% 6%

Member: People of Color; Non-Member: Not People of Color

Response proportions less than 4% are displayed by asterisks with:

"***"=<1%,*=1%-2%,**=2%-3%,***=3%-4%
Q47: How would you rate the climate at the University of Iowa for people who identify as Transgender, non-binary, gender non-conforming, or genderqueer?

All Respondents

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Disrespectful</td>
<td>5%</td>
</tr>
<tr>
<td>Disrespectful</td>
<td>14%</td>
</tr>
<tr>
<td>Somewhat Disrespectful</td>
<td>28%</td>
</tr>
<tr>
<td>Respectful</td>
<td>46%</td>
</tr>
<tr>
<td>Very Respectful</td>
<td>6%</td>
</tr>
</tbody>
</table>

Response proportions less than 4% are displayed by asterisks with:

- **<=1%**
- *=1%-2%
- **2%-3%**
- ***3%-4%**
Q48: How would you rate the climate at the University of Iowa for people who identify as White?

All Respondents

Member: White; Non-Member: Not White
Response proportions less than 4% are displayed by asterisks with:
**=1%–2%, ***=2%–3%, ****=3%–4%
Q49: How would you rate the climate at the University of Iowa for people who identify as Women?

All Respondents

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Very Disrespectful</th>
<th>Disrespectful</th>
<th>Somewhat Disrespectful</th>
<th>Somewhat Respectful</th>
<th>Respectful</th>
<th>Very Respectful</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
<td>*</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
<td>**</td>
</tr>
</tbody>
</table>

Member: Women; Non-Member: Not Women

Response proportions less than 4% are displayed by asterisks with:

```
*** = <1%, ** = 1%-2%, *** = 2%-3%, **** = 3%-4%
```
Q50: How would you rate the climate at the University of Iowa for people who identify as Younger?

All Respondents

Response proportions less than 4% are displayed by asterisks with:

- "="<1%
- "*"=1%–2%
- "**"=2%–3%
- "***"=3%–4%
DEI Commitment

Q52: The University of Iowa has a strong commitment to diversity, equity, and inclusion.

- Overall, 86% “Somewhat Agree” to “Strongly Agree” that the University of Iowa and their departments have a strong commitment to diversity, equity, and inclusion.
- A lower percentage of Faculty (75%) “Somewhat Agree” to “Strongly Agree” that university has strong commitment compared to Staff (89%) and Postdoctoral scholars (87%).
- URM respondents (54%) agree at the lowest percentage relative to colleagues that the university has a strong commitment to diversity, equity, and inclusion.
- TGNC respondents (74%) agree at the lowest percentage relative to colleagues the most that the university has a strong commitment to diversity, equity, and inclusion.
- LGBQ respondents (72%) agree at the lowest percentage relative to colleagues that the university has a strong commitment to diversity, equity, and inclusion.
- Liberal respondents (85%) agree at the lowest percentage relative to colleagues that the university has a strong commitment to diversity, equity, and inclusion.

Q53: My unit/department has a strong commitment to diversity, equity, and inclusion.

- Overall, 86% “Somewhat Agree” to “Strongly Agree” that their unit/department has a strong commitment to diversity, equity, and inclusion.
- URM respondents (67%) agree at the lowest percentage relative to colleagues that their department has a strong commitment to diversity, equity, and inclusion.
- TGNC (80%) respondents agree at the lowest percentage relative to colleagues that their department has a strong commitment to diversity, equity, and inclusion.
- LGBQ respondents (77%) agree at the lowest percentage relative to colleagues that their department has a strong commitment to diversity, equity, and inclusion.
- Liberal respondents (86%) agree at the lowest percentage relative to colleagues that their department has a strong commitment to diversity, equity, and inclusion.

All Respondents

<table>
<thead>
<tr>
<th>Q52 (n=6612)</th>
<th>Q53 (n=6598)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>86%</td>
<td>86%</td>
</tr>
</tbody>
</table>

118
<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Somewhat Disagree</th>
<th>Somewhat Agree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

Q52: The University of Iowa has a strong commitment to diversity, equity, and inclusion.

Response proportions less than 4% are displayed by asterisks with:

- **<1%,
- *1%-2%
- **2%-3%
- ***3%-4%

Strongly Disagree | Disagree | Somewhat Disagree | Somewhat Agree | Agree | Strongly Agree
--- | --- | --- | --- | --- | ---

**All Respondents**

- Strongly Disagree: 4%
- Disagree: 7%
- Somewhat Disagree: 25%
- Somewhat Agree: 41%
- Agree: 21%

**Appointment Type**

- Staff
  - Strongly Disagree: 7%
  - Disagree: 24%
  - Somewhat Disagree: 43%
  - Somewhat Agree: 22%
- Postdoc
  - Strongly Disagree: 7%
  - Disagree: 40%
  - Somewhat Disagree: 27%
  - Somewhat Agree: 20%
- Faculty
  - Strongly Disagree: 5%
  - Disagree: 10%
  - Somewhat Disagree: 29%
  - Somewhat Agree: 31%
  - Agree: 15%

**Age**

- <40
  - Strongly Disagree: 4%
  - Disagree: 7%
  - Somewhat Disagree: 28%
  - Somewhat Agree: 40%
  - Agree: 18%
- 40-59
  - Strongly Disagree: 5%
  - Disagree: 7%
  - Somewhat Disagree: 23%
  - Somewhat Agree: 41%
  - Agree: 22%
- 60+
  - Strongly Disagree: 7%
  - Disagree: 7%
  - Somewhat Disagree: 22%
  - Somewhat Agree: 42%
  - Agree: 24%

**Race**

- White
  - Strongly Disagree: 6%
  - Disagree: 25%
  - Somewhat Disagree: 43%
  - Somewhat Agree: 21%
- URM
  - Strongly Disagree: 9%
  - Disagree: 18%
  - Somewhat Disagree: 19%
  - Somewhat Agree: 24%
  - Agree: 19%
- Multi-Racial
  - Strongly Disagree: 11%
  - Disagree: 29%
  - Somewhat Disagree: 36%
  - Somewhat Agree: 13%
- Latinx
  - Strongly Disagree: 7%
  - Disagree: 9%
  - Somewhat Disagree: 23%
  - Somewhat Agree: 33%
  - Agree: 22%
- Asian
  - Strongly Disagree: 7%
  - Disagree: 23%
  - Somewhat Disagree: 40%
  - Somewhat Agree: 23%
Q52: The University of Iowa has a strong commitment to diversity, equity, and inclusion.

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<tbody>
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<td>9%</td>
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<tr>
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<th>Agree</th>
<th>Strongly Agree</th>
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<table>
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<th>Somewhat Agree</th>
<th>Agree</th>
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</tr>
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<tr>
<td>Moderate</td>
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<td>21%</td>
<td>43%</td>
<td>26%</td>
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<td></td>
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<tr>
<td>Liberal</td>
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<td>8%</td>
<td>30%</td>
<td>38%</td>
<td>17%</td>
<td></td>
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<td>16%</td>
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<td>28%</td>
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</table>

Response proportions less than 4% are displayed by asterisks with:

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**"""<1%, *=1%-2%, **=2%-3%, ***=3%-4%
```
Q53: My unit/department has a strong commitment to diversity, equity, and inclusion.

- Strongly Disagree
- Disagree
- Somewhat Disagree
- Somewhat Agree
- Agree
- Strongly Agree

### All Respondents

- Strongly Disagree: 4%
- Disagree: 7%
- Somewhat Disagree: 22%
- Somewhat Agree: 38%
- Agree: 26%

### Appointment Type

- Staff
  - Strongly Disagree: 7%
  - Disagree: 22%
  - Somewhat Disagree: 39%
  - Somewhat Agree: 25%
- Postdoc
  - Strongly Disagree: 10%
  - Disagree: 30%
  - Somewhat Disagree: 33%
  - Somewhat Agree: 20%
- Faculty
  - Strongly Disagree: 8%
  - Disagree: 22%
  - Somewhat Disagree: 32%
  - Somewhat Agree: 29%

### Age

- <40
  - Strongly Disagree: 5%
  - Disagree: 8%
  - Somewhat Disagree: 25%
  - Somewhat Agree: 37%
  - Agree: 22%
- 40-59
  - Strongly Disagree: 4%
  - Disagree: 8%
  - Somewhat Disagree: 22%
  - Somewhat Agree: 37%
  - Agree: 27%
- 60+
  - Strongly Disagree: 6%
  - Disagree: 19%
  - Somewhat Disagree: 40%
  - Somewhat Agree: 30%

### Race

- White
  - Strongly Disagree: 7%
  - Disagree: 3%
  - Somewhat Disagree: 23%
  - Somewhat Agree: 38%
  - Agree: 27%
- URM
  - Strongly Disagree: 13%
  - Disagree: 22%
  - Somewhat Disagree: 11%
  - Somewhat Agree: 25%
  - Agree: 22%
  - Strongly Agree: 20%
- Multi-Racial
  - Strongly Disagree: 12%
  - Disagree: 20%
  - Somewhat Disagree: 4%
  - Somewhat Agree: 25%
  - Agree: 37%
  - Strongly Agree: 24%
- Latinx
  - Strongly Disagree: 9%
  - Disagree: 19%
  - Somewhat Disagree: 7%
  - Somewhat Agree: 35%
  - Agree: 26%
- Asian
  - Strongly Disagree: 6%
  - Disagree: 22%
  - Somewhat Disagree: 38%
  - Somewhat Agree: 29%

Response proportions less than 4% are displayed by asterisks with:

- **=1-2%
- *=2-3%
- ***=3-4%
Q53: My unit/department has a strong commitment to diversity, equity, and inclusion.

Response proportions less than 4% are displayed by asterisks with:

- **=<1%
- * =1%-2%
- ** =2%-3%
- *** =3%-4%
DEI Emphasis

Q54: There is too much emphasis put on issues of diversity, equity, and inclusion at the University of Iowa.

- Overall, 69% “Somewhat Disagree” to “Strongly Disagree” that there is too much emphasis relative to colleagues in their groups put on issues of diversity, equity, and inclusion.
- Six groups had highest rates of disagreement that there is too much emphasis relative to colleagues in their groups, including Faculty (79%), <40 (73%), URM (78%), TGNC (77%), LGBQ (85%) and Liberal (87%). Most notable of this group is the difference between Conservative respondents (61%) “Somewhat Disagree” to “Strongly Disagree” compared to Moderate (36%) and Liberal (13%) respondents.

Q55: Attention to diversity, equity, and inclusion distracts us from achieving our academic mission.

- Overall, 75% of respondents “Somewhat Disagree” to “Strongly Disagree” that attention to diversity, equity, and inclusion distracts us from achieving our academic mission.
- Faculty respondents (83%) reported the highest level of disagreement that diversity, equity, and inclusion distracts us from achieving our academic mission.
- A higher percentage of Multi-Racial respondents (82%) “Somewhat Disagree” to “Strongly Disagree” compared to all other races.
- A higher percentage of TGNC (80%) “Somewhat Disagree” to “Strongly Disagree” compared to all other genders.
- A higher percentage of Liberals (88%) “Somewhat Disagree” to “Strongly Disagree” compared to Moderates (72%) and Conservatives (52%).

All Respondents

*** The color scheme is flipped so that green corresponds to the more favorable response ***
Q54: There is too much emphasis put on issues of diversity, equity, and inclusion at the University of Iowa.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

**Response proportions less than 4% are displayed by asterisks with:**

"***"=<1%, "**"=1%-2%, "*"=2%-3%, "="=3%-4%
Q54: There is too much emphasis put on issues of diversity, equity, and inclusion at the University of Iowa.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

Response proportions less than 4% are displayed by asterisks with:

*** = <1%, ** = 1%-2%, *** = 2%-3%, **** = 3%-4%
Q55: Attention to diversity, equity, and inclusion distracts us from achieving our academic mission.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

Response proportions less than 4% are displayed by asterisks with:

*=<1%, **=1%-2%, ***=2%-3%, ****=3%-4%
Q55: Attention to diversity, equity, and inclusion distracts us from achieving our academic mission.

*** The color scheme is flipped so that green corresponds to the more favorable response ***

**Response proportions less than 4% are displayed by asterisks with:**

```
"="=<1%, *=1%-%2%, **=2%-%3%, ***=3%-4%
```
Environment

Q56: The University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs.

- Overall, 75% of respondents “Somewhat Agree” to “Strongly Agree” that the University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs.
- A higher percentage of Staff (78%) “Somewhat Agree” to “Strongly Agree” compared to Postdoctoral scholars (70%) and Faculty (69%).
- URM respondents (56%) reported the lowest rate of agreement compared to their colleagues.
- TGNC (60%) respondents reported the lowest rate of agreement compared to their colleagues.
- LGBQ respondents (69%) reported the lowest rate of agreement compared to their colleagues.
- Conservatives respondents (72%) reported the lowest rate of agreement compared to their colleagues.
Q56: The University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs.

<table>
<thead>
<tr>
<th>Response</th>
<th>All Respondents</th>
<th>Appointment Type</th>
<th>Age</th>
<th>Race</th>
</tr>
</thead>
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<td>Strongly Disagree</td>
<td>4%</td>
<td>7%</td>
<td>8%</td>
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</tr>
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<td>12%</td>
<td>12%</td>
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<tr>
<td>Somewhat Disagree</td>
<td>12%</td>
<td>28%</td>
<td>30%</td>
<td>28%</td>
</tr>
<tr>
<td>Somewhat Agree</td>
<td>28%</td>
<td>36%</td>
<td>34%</td>
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<td>14%</td>
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<tr>
<td>Strongly Agree</td>
<td>13%</td>
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**Response proportions less than 4% are displayed by asterisks with:**
- "***"=<1%, *=1%-2%, **=2%-3%, ***=3%-4%
Q56: The University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs.

Response proportions less than 4% are displayed by asterisks with:

- "="<1%
- "*"=1%-2%
- "**"=2%-3%
- "***"=3%-4%
Satisfaction

Q57: In the past 12 months, how satisfied have you been with the overall campus climate/environment that you have experienced at the University of Iowa?

- Overall, 73% of respondents reported being “Somewhat Satisfied” to “Very Satisfied” with the overall campus climate/environment at the University of Iowa.
- Faculty (62%) reported a lower level of satisfaction as compared to Staff (75%) and Postdoctoral scholars (73%).
- URM (53%), Multi-Racial (60%), and Latinx (69%) respondents reported the lowest rates of satisfaction compared to their colleagues.
- TGNC (49%) respondents reported the lowest rates of satisfaction compared to their colleagues.
- LGBQ respondents (61%) reported the lowest rates of satisfaction compared to their colleagues.
- Respondents who indicated having a disability (60%) reported the lowest rates of satisfaction compared to their colleagues.
- All age groups reported a similar level of satisfaction (72%-74%) with the overall campus climate/environment.
- All political orientations reported a similar level of satisfaction (Moderate 78%, Liberal 75% and Conservative 72%). Conservatives reported a slightly lower level of satisfaction between the three.

All Respondents

<table>
<thead>
<tr>
<th>Very Dissatisfied</th>
<th>Dissatisfied</th>
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<th>Somewhat Satisfied</th>
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</table>

Q57 (n=6644) -
Q57: In the past 12 months, how satisfied have you been with the overall campus climate/environment that you have experienced at the University of Iowa?

Response proportions less than 4% are displayed by asterisks with:

- *** = <1%
- ** = 1%-2%
- * = 2%-3%
- = 3%-4%
Q57: In the past 12 months, how satisfied have you been with the overall campus climate/environment that you have experienced at the University of Iowa?

Response proportions less than 4% are displayed by asterisks with:

- *** = <1%
- ** = 1% - 2%
- * = 2% - 3%
- = 3% - 4%

134
Religious Preference

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Military/Veteran Status

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</table>

Response proportions less than 4% are displayed by asterisks with:

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*<1%  **1%-2%  ***2%-3%  ****3%-4%
```
2.4 Themes from Open-Text Questions

Overall, 39% of those who completed the survey (2,890 of 7,412) responded to one or both of the open-text prompts:

- If there were two actions that UI could take to improve campus climate for diversity, equity, and inclusion, what would they be? (2,445 responses)
- Please share any other thoughts, comments, or suggestions that you may have on the topics covered in this survey. (1,393 responses)

These 3,838 combined responses offered recommendations, reflections, and personal experiences in unit/departments and across campus. The responses were categorized into seven themes based on content and tone:

- Action, Accountability, and Transparency
- Practices, Policies and Workplace Culture
- Education and Programming
- Funding and Resources
- Current Events
- Unsupportive of Diversity, Equity, and Inclusion
- Other Comments or Concerns

**Action, Accountability, and Transparency**

The theme of Action, Accountability, and Transparency highlights the UI community’s responses about accountability (1,113 responses) and mission (508 responses). The three highlighted topic areas are:

- Transparent Communication
- UI Leadership and Accountability
- Reputation and Prestige

Transparent Communication: Respondents expressed some level of dissatisfaction or frustration of how certain decisions or actions were communicated to them. Of all the responses in this category, several indicated that they were not involved in a decision that had an impact on their welfare. Citing recent changes in leadership as examples, many felt that information was withheld or purposefully obscured. Respondents reported that even when communication did occur, it: (1) included incomplete or potentially misleading information; (2) was distributed in an ineffective or confusing way; or (3) was under the guise of asking for feedback when the decision was already made. The way in which communication did or did not occur, highlights how leaders, supervisors, and administrators need more of an emphasis on involving those directly impacted in the decision-making process.

"Listen to the expert voices in the realm of DEI. This movement needs leaders who have lived experience as a minority and institution leadership needs to listen to their advice and opinions even if it runs counter to their own”

"Listen. There are students, faculty, staff, and community members who dedicate their lives to diversity, equity, and inclusion”

Comments also demonstrated the need for more transparency, citing recent decisions and changes in leadership, for which no more information is being distributed. This took many forms—too many emails, too few emails, when decisions were announced, who announced them, and in what order, emails sent to some and not others, decisions released at large before they are received by the people involved, vague responses to specific questions, etc.
“be more open about these conversations with staff and visitors. no need to fear talking about diversity, it's our strength”

As a result, UI faculty and staff were given brand new and incomplete information through an ineffective pipeline.

UI Leadership and Accountability: Respondents specifically referenced decisions, consequences, and perceived values of upper-level administration. Respondents also indicated that there was little to no accountability within any level of leadership across UI. These comments included an inconsistency in stated goals and actions, specifically questioning whether the University of Iowa would meet or even try to meet the diversity, equity, and inclusion values as they have been stated in documents. There were many responses that were critical of the sincerity of leadership, noting the places where our word did not match our actions. We may “talk the talk” but do we “walk the walk”?

“Words matter but acts change. Real people need real help and support.”

Additionally, participants noted issues with the current reporting structure in all levels of management. Within all levels of employment, some respondents felt like they could not report harassment, discrimination, harmful behaviors, or unethical behaviors because of fear of retaliation or doubt in the integrity or accessibility of the process. Of those respondents who did report or witnessed others reporting harmful behavior, they commented that: (1) the perpetrator did not face a consequence; (2) the perpetrator gained monetary or institutional reward after being reported; and/or (3) the perpetrator and the situation was not investigated sufficiently.

“there is no oversight on management. I have mentioned issues to my supervisor and blame was placed on me”

“My boss does absolutely nothing about the sexism and racism I have continuously brought to their attention.”

Respondents also raised the concerns about the impact or usefulness of the survey itself, indicating that the University of Iowa would not seriously use the information collected.

“For the University to claim it supports diversity and inclusion yet to continue to permit such a major is a farce. And typing this is simply pointless. No one cares.”

“I hope the university takes the results of the survey seriously.”

The Reputation and Prestige: Respondents challenged the motivation of the University of Iowa’s engagement with diversity, equity, and inclusion.

“I feel as though the university has all this stuff on inclusion and diversity for PR purposes.”

A significant number of respondents specifically commented on the turnover of the Assistant Vice President for Diversity, Equity, and Inclusion, the departure of the previous Provost, the journalism covering the UI Athletics Department as well as the university’s reputation nationally. Respondents also indicated a personal concern with a lowered University of Iowa reputation. One comment in particular which shared that the current reputation and prestige of the university would have negative consequences for the community as a whole.

Practices, Policies and Workplace Culture

Comments in this section were related to practices, policies, and workplace culture. Indicated below are the four sub-categories as well as the responses directly related to their category. Overall themes for this section, however, also included influence from the 1,260 responses related to the broader theme of inclusive and equitable policies and practices.

• Representation, Recruitment and Retention (797 responses)
• Compensation Inequity and Division of Labor (308 responses)
• Toxic Workplace/Climate (394 responses)
Commitment to DEI (162 responses)

Representation, Recruitment and Retention: Respondents recommended increasing representation of women, BIPOC, and LGBTQ individuals at all levels of leadership i.e., supervisors, mid-level leaders, DEOs, deans, senior leaders, and university administrators through intentional recruitment efforts. It was suggested that current hiring and promotion practices be evaluated to ensure equitable and inclusive outcomes. Similarly, respondents suggested that **representation of marginalized and underrepresented individuals be improved** among staff, faculty, and students. It was suggested to improve student enrollment practices as well as outreach and admissions services to diversify the student body.

Respondents suggested that more emphasis is needed on retention efforts.

> "Those that are motivated to make change are less inclined to stay because they see no improvement in the environment, thus making their work feel less valued or appreciated."

A few examples of these efforts are faculty mentoring programs, paying market range employee salaries, support career advancement opportunities, pipeline programs, and enhancing student financial aid to name a few. Addressing administrative turnover was emphasized.

Compensation Inequity and Division of Labor: One of the overwhelmingly consistent responses we received was that there is a severe inequity in compensation and recognition. Respondents specifically noted **salary and promotion inequities observed at all employee classifications** including upper-level administration. Respondents also commented on how there is still a significant gap between what men, women, and TGNC people are paid with similar job responsibilities.

> "I've seen women in the same roles as men get paid 75% of the male salaries in the same title."

Respondents also observed these trends in the amount and types of labor certain individuals were expected to perform over others. Examples included administrative tasks (making coffee, filing papers, answering phone calls, etc.), housekeeping duties (cleaning up after colleagues, etc.), and emotional labor (supporting students with shared marginalized identities, educating dominant group members about DEI, processing with colleagues and students, withstanding microaggressions for the sake of team unity or an educational moment, etc.).

Within the world of tenure, comments highlighted that certain types of work are credited towards tenure track progression while other types are ignored or counted against tenure track progression.

> "Professional advancement at the University is based entirely on grant support (money) and productivity (publications). Those who absolve themselves from service work (committees, working with students, etc...) have more time to spend on their own career and are thus promoted."

These comments about the invisible labor of mentoring, emotional support, and education not being counted towards tenure was most noted by women, people of color, LGBTQ+ people, and people with disabilities.

Toxic Workplace/Climate: Respondents discussed the fear, distrust, and harm being caused at the University and departmental levels.

> "There is a desperate need for anonymous reporting and recording of complaints and incidents regarding discrimination."

Much of the fear reported was connected to the fear of retaliation, specifically not being considered for a job or promotion.

> "I think the university puts out a lot of policies about no retaliation or treating everyone as equal, or listening to concerns but really inside departments it is the exact opposite."

> "In the past when I have tried reporting bullying by co-workers or complained about unfair salaries and performance reviews, I have been told that I should shut up and be glad I have a job."

Respondents indicated that the hostile work environments made them feel devalued and that the **rigidity around speech made the workplace toxic.**
"With the current environment, it is not possible to voice your opinion in fear of your position being eliminated or fear it would affect your chances for promotion."

Additionally, a number of respondents shared specific examples of moments of discrimination as it related to their:

- **gender** (“As an employee, there are times I feel that because I’m a younger woman in my area, I’m having to fight harder to prove myself”),
- **race** (“In my department, I have both experienced and witnessed horrific racism against faculty of color by tenured professors and the DEO”),
- **disability status** (“I have personally been slighted and bullied by faculty because of actual, doctor-diagnosed disabilities”),
- **age** (“It is felt leadership would prefer the older generation quit”)
- **political view** (“I do not feel free to express my conservative beliefs on campus, for fear of retaliation or even dismissal”).

**Commitment to DEI:** A number of respondents indicated a positive experience with diversity, equity, and inclusion at the University of Iowa, even indicating that their department place a high level of value on building inclusive environments.

- "My particular unit is exceptionally committed to DEI. Very impressive efforts."
- "I believe the University has and will continue to be committed to the values presented in this survey."
- "The people with whom I work are very committed to diversity, equity, and inclusion. It is hard for me to say whether that is true throughout the university, because I don’t know."

Respondents indicated that the commitment to diversity, equity, and inclusion will require continued or increased engagement in order to affect long-term change.

- "This is very difficult, long-term work, and the results may not be realized for years to come. But I appreciate that the University is committed and taking actions to improve DEI and the campus climate."

**DEI Education and Programming**

There were 155 comments related to education and programming to strengthen diversity, equity, and inclusion efforts that could be broken down in two sub-categories:

- Training
- Programming

**Training:**

- Respondents suggested **sustaining and enhancing existing diversity-, equity-, and inclusion-related trainings** for faculty, staff, and students. Frequently identified training topics were BUILD, implicit bias, Safe Zone, Microaggressions, and inclusive pedagogy. It was recommended that DEI training be mandated or required as a part of annual performance evaluation and faculty review processes.

  - "Mandatory DEI training for faculty."
  - "Just as all students, staff and faculty members are required to take regular sexual harassment prevention training courses, the same could be required of Diversity, Equity and Inclusion classes."
  - "We need implicit bias training for EVERYONE. Diversity and inclusion training for EVERYONE. if you want to change the culture, diversity training has to be mandatory."

Respondents also recommended evaluating the undergraduate curriculum to include required diversity, equity, and inclusion-focused courses. It was also mentioned that staff be given time release to engage in training instead of taking vacation time to attend such trainings.

**Programming:**

It was recommended to enhance DEI related programming such as seminars, speaker series, cultural events, and open forums so that respondents can engage in community building and learning.
“Open forums where issues can be brought up and heard by the decision makers.”

**Funding and Resources**

There were 377 comments related to funding efforts that advance diversity, equity, and inclusion that could be broken down in four sub-categories:

- Staffing
- Monetary Prioritization
- Employee Support
- Student Support

**Staffing:** Respondents suggested that budgets be increased in certain departments across campus to hire more personnel to meet the needs of their departments and **address low morale** among staff that are overworked.

> "Staff are shown much less value on campus than faculty. This is often demoralizing to many staff members who work so hard for the organization."

**Monetary Prioritization:** Respondents suggested establishing funding to sustain DEI efforts at the university, college, and department levels.

> "The university has a long history of striving to be diverse, equitable and inclusive; however, real and lasting results require making DEI a priority not just in campus discourse, but in budget decisions."

Specific recommendations were made to fund the Division of Diversity, Equity, and Inclusion.

> "Invest in providing more resources and funding for the people in the Division of Diversity Equity and inclusion."

> "The Division of DEI must receive more funding and support in order to retain staff and reduce turnover."

> "Greatly increase funding and staffing toward DDEI and related offices."

**Employee Support:** Respondents recommended allocating funding to create faculty and staff retention resources and programs.

> "Could we have some university incentives for organizational development for entire units?"

> "I think there should be more discussions of how we can restructure healthcare and other resources to assist individuals in times of crisis."

It was recommended that one of the primary resources to fund should be allocated to support employee wellness.

> "Actively promote/sponsor ‘Fresh Check Day’ as a University to create an awareness of mental health issues and resources."

> "More services for mental and physical disability, especially when related to education and medical care."

> "Do more to remove the stigma of mental health disabilities."

**Student Support:** Respondents recommended to increase funding for student support services as well as for **expanding student financial aid to support student needs.**

> "Fund and resource programs to retain students once they get here."
“Stop focusing on lecture and talks; reallocate funding and resources to support students and faculty.”

“Continue to invest in support resources for the mental health and wellbeing of students who may be from underrepresented groups at this university.”

“Build stronger communities for underrepresented students.”

Current Events

There were 358 comments related to current health and social issues in and beyond the Iowa City community that could be broken down in three sub-categories:

- COVID-19
- Protests in Iowa City
- Efforts Beyond UI

COVID-19: Several respondents described that they believe the University’s response to the COVID-19 pandemic should have been handled in a different way.

“Should have tested all students for Covid-19 upon arrival on campus. The decision not to do so put everyone at risk.”

“The university’s blatant disregard for the safety of its faculty, staff, and students during Covid has made me feel that as far as the university is concerned, my life has no value.”

Some discussed how the additional stress of working during the pandemic negatively affected them.

“COVID has placed an additional burden on our systems and how we cope at work - increase in mental health issues, anxiety and stress.”

Respondents recommended more of a buy-in with individuals and to have more creative ways of combating COVID to not disproportionately focus on some groups over others.

“Prioritize creative and Transformative thinking and action in response to COVID-19.”

“Covid19 disproportionally affects folks of lower socio-economic status and folks of color. In this sense, the policy also works against DEI.”

“For a college and university that say they value their highly qualified staff, those staff are not being shown they are valued when it comes time for cuts.”

Additional recommendations included how the employee benefits of working remotely were not assessed or shared broadly nor was acknowledgement of individuals who continued effectively working for the university in this time of crisis.

“In the virtual climate created by COVID19, it has created opportunities in our department to spend more time for professional development and that has been appreciated. Sadly, in the absence of campus interactions, it is hard to say how well these opportunities have taken hold.”

Protests in Iowa City: With social movements across the country as a catalyst, the Iowa City community experienced protests regarding racial inequality. Some respondents were in support of the University’s communication and response to the protests.

“Support of BLM and other minority groups including students from other couples in very loud and positive way.”

Other respondents indicated a frustration with the response of the University’s lack of protection for employees during the protests.

“We need to focus on safety of all people. The riots that happened made me worried for my safety when I had to leave work and I don’t feel that anyone tried to do anything to keep them away from campus.”
“And the damage done is such a shame. I don’t claim to know any great answers but it seemed like the University just let people deface our workplaces and the historical buildings like the old capitol that are treasured by us native Iowans.”

And some respondents recommended that leaders had not encouraged or provided other means of engagement outside of protest.

“Teach our students how to make impactful change through policy, rather than protest.”

“Encourage discussions, not demonstrations.”

Some specific responses also included the spray painting of the Old Capital building in downtown Iowa City. The responses varied from support of the university’s response to disappointment in the response or lack thereof.

“I am disheartened by the recent “protesting” that included destruction of property and graffiti. This is not effective and does not gain my support on an issue. I hope that those responsible for the destruction were held accountable and there are discussions across the University community on how to more effectively convey a message.”

Efforts Beyond UI: Respondents recommended working with the Iowa City community on inclusion efforts to support student and employee retention. Suggestion also include working with the government to make the University of Iowa tuition-free, and leadership changes at state and federal government. Although linked to the diversity, equity, and inclusion efforts at the university, the leadership at the University of Iowa does not have the ability to directly address some of these concerns listed.

Unsupportive of Diversity, Equity, and Inclusion

There were 461 comments that indicated that there is not consensus within the UI community about the value, role, or even the effectiveness of diversity, equity, and inclusion work.

“Stop talking about it all the time, stop bringing it up constantly.”

“Too much emphasis is put on these things. Especially when Iowans are extremely welcoming and inclusive already.”

We received comments from respondents with all manner of perspectives. The broad themes/topics that emerged from comments that were generally or explicitly unsupportive of diversity, equity, and inclusion were: (1) resentment towards an increase of efforts; (2) a flattening and minimizing the lived experience of marginalized group members; and (3) belief that efforts distracted from University of Iowa’s values. Concerns about methodology or not fully understanding one’s role in diversity, equity, and inclusion work because of their stated identities.

“I think it is important and should be proudly displayed but worry that it pushes the individuals that don’t feel it is a problem to even more angry about the subject.”

There were several comments that included phrases that flatten or minimize the experience of marginalized groups, including: all lives matter; we are all equal; and no one should be treated differently. Although possibly rooted in an effort towards equality, the coded language indicates a desire for a placated environment in which individuals do not have to engage with instances of personal discomfort or challenge. This theme also surfaced in the belief that diversity, equity, and inclusion practices were themselves distracted from the values of the university, including those based in merit.

“Merit should be placed on a person’s character NOT skin color, gender, or orientation!”

“I feel like the best possible person for the job should be hired regardless of race, color or creed.”

Even the most well-intentioned desire to have all of us be the same can perpetuate systems that do not treat us the same by their very design. Often, these phrases are used to cover, erase, or distract from contradictory stories of discrimination and harm from marginalized people.
Other Comments or Concerns

478 responses from open text did not fit under diversity, equity, and inclusion-based themes and fell into three sub-categories:

- Suggestions for Survey Administration
- Non-DEI Related Responses
- Unable to Interpret

Suggestions for Survey Administration: Comments included scope of survey to expand to be more diversity, equity, and inclusion and/or to expand the categories covered underneath the survey. Respondents also noted possible bias that could impact data quality and interpretability due to the formatting of one of the survey questions in which the final Likert option did not display.

Non-DEI Related Responses: Comments included text such as “unsure”, “NA”, “I don't know”, etc.

Unable to Interpret: There were some open text comments that reviewers were unable to interpret given the vague or disconnected nature of the comments. As the reviewer would have had too much room for interpretation on where to classify these comments, they have been included here.
Section 3: Conclusion and Next Steps

Conclusion

The findings from the analysis of the 2020 University of Iowa Diversity, Equity, and Inclusion Faculty and Staff Climate Survey provide one assessment of faculty, staff, and postdoctoral experience at the University of Iowa. What is clear from the report is that on average although faculty and staff reported being satisfied with their employment on average and feel valued at the University of Iowa overall, findings indicate that that level of satisfaction, feeling valued, and the perception of campus climate varied across different social identity groups.

The report also shows that there is a division across campus between individuals who find diversity, equity, and inclusion efforts valuable compared to individuals who believe there is too much emphasis and that these efforts distract from the academic mission. This gap has demonstrated that members of the University of Iowa community need increased accountability from leadership around diversity, equity, and inclusion as well as a reevaluation of workplace issues, cultures, and needs. In order to create a more inclusive campus, we need to focus on University of Iowa stakeholders’ awareness and education as well as institutional commitment and accountability.

Our hope is that the 2020 Campus Climate data can outline the needs of the University for the upcoming years and inform strategic approaches to expanding commitment, addressing negative workplace culture, and strengthening educational efforts.

Next Steps

The immediate next steps are to increase awareness of the findings from the survey at an institutional and unit/departmental level. This reported will be provided to senior leadership and published publicly for all University of Iowa stakeholder groups to review. Additionally, Division of Diversity, Equity, and Inclusion staff will partner with unit/college diversity, equity, and inclusion leadership to present local results in comparison to the university findings. In conjunction with the expectation to utilize this data to inform the next University of Iowa Strategic Plan, our hope is that colleges and units will also use this information to create core principles and strategies for their action planning at the local level.
Technical Notes

1. Each survey item must have ten (10) respondents for percentage data to be displayed. Survey items with fewer than ten respondents do not have data displayed, but those respondents are included in reports for larger units of which they are members.

2. The demographics presented in the "Campus composition and survey respondents by identity" section present as many groupings as possible to provide an overview of the population characteristics. To account for insufficient number of responses (see (1)), many of these groupings are collapsed into umbrella categories:
   (a) Postdoc (Postdoctoral scholar)
   (b) Staff (Merit, Professional, Scientific, SEIU)
   (c) URM (Underrepresented minority): American Indian or Alaska Native, Black or African American, Native Hawaiian or other Pacific Islander
   (d) TGNC: Trans Man, Trans Woman, Genderqueer, Gender Non-Conforming, Non-Binary, and if selected more than one category for the "Gender" question
   (e) LGBQ: Bisexual, Gay or Lesbian, Questioning, Queer
   (f) Multi-Racial: If respondents selected more than one category for the "Race" question
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