

Excellence *through* Diversity, Equity, & Inclusion



**FACULTY AND STAFF  
DIVERSITY, EQUITY, AND INCLUSION  
CAMPUS CLIMATE SURVEY**

**2020 UNIVERSITY REPORT**

**IOWA**



# Contents

<b>Executive Summary</b>	<b>1</b>
Overview	1
Key Findings	2
<b>Section 1: Survey Purpose and Process</b>	<b>5</b>
1.1 Introduction and Purpose	5
1.2 Process Overview	5
<b>Section 2: Survey Data Analysis</b>	<b>7</b>
2.1 Overview	7
A Note on Measures and Difference	7
Survey Items and Key Finding Themes	7
2.2 Campus Composition and Survey Respondents by Identity	10
2.3 Survey Questions	14
Value	14
Q1: I feel valued as an individual at the University of Iowa.	14
DEI Contributions	18
Q2: My diversity, equity, and inclusion-related contributions have been or will be valued during annual or promotional reviews. (STAFF)	20
Q3: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of research. (FACULTY)	22
Q4: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of teaching. (FACULTY)	24
Q5: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of service. (FACULTY)	26
Reluctance	29
Q6: I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion.	31
Q7: I have a voice in the decision-making process that affects the direction of my department/unit.	33
Colleague Comparison	35
Q8: I have to work harder to be respected as a professional or a scholar.	39
Q9: I have to work harder to achieve the same recognition.	40
Q10: I have to work harder to have my ideas heard.	43
Q11: I have to work harder to be nominated for awards and honors.	45
Q12: I have to work harder to gain access to informal social networks.	47
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.).	49
Q14: I have to work harder to access mentoring.	51
Q15: I have to work harder to support underrepresented minority students, staff and faculty.	53
Experience Bias	55
Q16: Ability or Disability Status	60
Q17: Age	61
Q18: Gender Identity or Gender Expression	62
Q19: Immigrant or International Status or National Origin	63
Q20: Military or Veteran Status	64
Q21: Political Opinions, Beliefs, or Ideology	65
Q22: Racial or Ethnic Identity	66
Q23: Religion	67
Q24: Sexual Orientation	68
Bias Impact	69
Q26: Eroded my confidence in my abilities	71
Q27: Affected my physical health	72

Q28: Affected my mental health . . . . .	74
Q29: Caused me to consider leaving the University of Iowa . . . . .	76
Q30: Interfered with my work performance . . . . .	78
Encouragement . . . . .	80
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) . . . . .	81
Leaving UI . . . . .	85
Q32: In the past 12 months, I have seriously considered leaving the University of Iowa. . . . .	85
Reasons to Leave . . . . .	89
Q33 (if Yes to Q32): I have considered leaving due to: . . . . .	90
DEI Importance . . . . .	94
Q34: Achieving diversity, equity, and inclusion at the University of Iowa is personally important to me. . . . .	95
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). . . . .	97
Q36: I can articulate why diversity, equity, and inclusion are important to the University of Iowa and its mission. . . . .	99
Climate . . . . .	102
Q37: Active military or veteran . . . . .	104
Q38: From Christian affiliations . . . . .	105
Q39: From religious affiliations other than Christian . . . . .	106
Q40: Gay, lesbian, bisexual, or queer . . . . .	107
Q41: Having a physical, psychological, learning or sensory (dis)ability . . . . .	108
Q42: Heterosexual or straight . . . . .	109
Q43: Immigrant or from a country outside of the United States . . . . .	110
Q44: Men . . . . .	111
Q45: Older . . . . .	112
Q46: People of color . . . . .	113
Q47: Transgender, non-binary, gender non-conforming, or genderqueer . . . . .	114
Q48: White . . . . .	115
Q49: Women . . . . .	116
Q50: Younger . . . . .	117
DEI Commitment . . . . .	118
Q52: The University of Iowa has a strong commitment to diversity, equity, and inclusion. . . . .	119
Q53: My unit/department has a strong commitment to diversity, equity, and inclusion. . . . .	121
DEI Emphasis . . . . .	124
Q54: There is too much emphasis put on issues of diversity, equity, and inclusion at the University of Iowa. . . . .	125
Q55: Attention to diversity, equity, and inclusion distracts us from achieving our academic mission. . . . .	126
Environment . . . . .	128
Q56: The University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs. . . . .	129
Satisfaction . . . . .	132
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? . . . . .	132
2.4 Themes from Open-Text Questions . . . . .	136

### Section 3: Conclusion and Next Steps 144

### Technical Notes 145

**Acknowledgements**

**146**

## 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.

The key findings suggest 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.

## 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.
  - Open-Text Responses.

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

	Campus population (#)	% of campus population	Survey respondents (#)	% of total survey respondents	% of campus population that responded
<40	8129	42.0	2530	34.1	31.1
40-59	8492	43.9	3672	49.5	43.2
60+	2718	14.1	1213	16.4	44.6
Total	19339	100.0	7415	100.0	38.3

### Job Appointment Type

	Campus population (#)	% of campus population	Survey respondents (#)	% of total survey respondents	% of campus population that responded
Faculty	2946	15.2	1212	16.4	41.1
Merit	4514	23.3	1184	16.0	26.2
PS	7625	39.4	4013	54.1	52.6
SEIU	4034	20.9	967	13.0	24.0
Postdoc	217	1.1	36	0.5	16.6
Total	19336	100.0	7412	100.0	38.3

### Race

	Survey respondents (#)	% of total survey respondents
American Indian or Alaska Native	15	0.20
Asian or Asian American	230	3.10
Black or African American	124	1.67
Multi-Racial	161	2.17
Native Hawaiian or other Pacific Islander	3	0.04
White or Caucasian	5184	69.87
Decline to State	1702	22.94
Total	7419	100.00

### Ethnicity

	Survey respondents (#)	% of total survey respondents
Hispanic or Latino/a/x	216	2.9
Not Hispanic or Latino/a/x	5340	72.0
Decline to State	1863	25.1
Total	7419	100.0

### Gender

	Survey respondents (#)	% of total survey respondents
Man	1821	24.55
Woman	4139	55.79
Trans Man	1	0.01
Trans Woman	2	0.03
Genderqueer	5	0.07
Gender Non-Conforming	8	0.11
Non-Binary	7	0.09
Multi-Gender	46	0.62
Decline to State	1390	18.74
Total	7419	100.00

### Sexual Orientation or Identity

	Survey respondents (#)	% of total survey respondents
Bisexual	160	2.2
Gay or lesbian	171	2.3
Heterosexual or straight	5196	70.0
Questioning	25	0.3
Queer	57	0.8
Decline to State	1810	24.4
Total	7419	100.0

## Identity Having Disability

	Survey respondents (#)	% of total survey respondents
Not Disabled	5430	73.2
Disabled	617	8.3
Decline to State	1372	18.5
Total	7419	100.0

## Political Orientation

	Survey respondents (#)	% of total survey respondents
Very Liberal	705	9.5
Liberal	1753	23.6
Slightly Liberal	681	9.2
Moderate	1208	16.3
Slightly Conservative	317	4.3
Conservative	499	6.7
Very Conservative	81	1.1
Decline to State	2175	29.3
Total	7419	100.0

## Religion/Spiritual Affiliation

	Survey respondents (#)	% of total survey respondents
No Preference	733	9.9
Agnostic/Atheist	922	12.4
Buddhist	42	0.6
Christian (e.g., Catholic, Protestant)	3227	43.5
Hindu	37	0.5
Jewish	79	1.1
Muslim	34	0.5
Spiritual (no specific religion)	532	7.2
Decline to State	1813	24.4
Total	7419	100.0

Veteran or Active Military Identity

	Survey respondents (#)	% of total survey respondents
Not Military	5967	80.4
Military	200	2.7
Decline to State	1252	16.9
Total	7419	100.0

## 2.3 Survey Questions

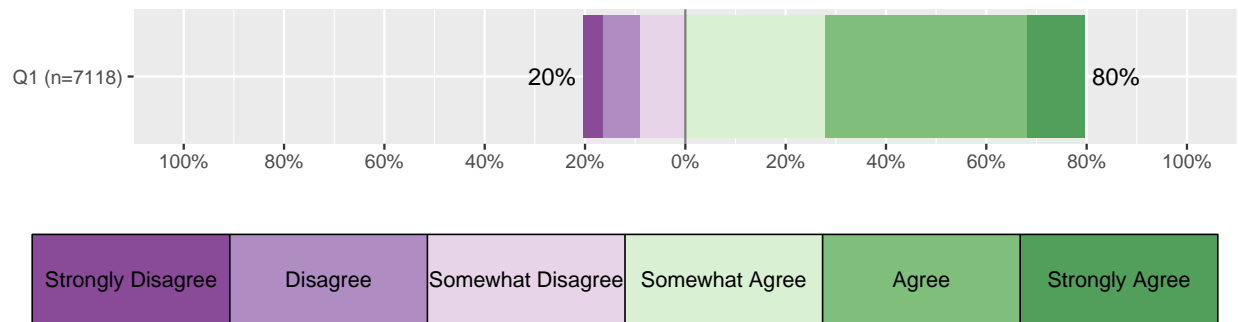
### Value

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 LGBTQ 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

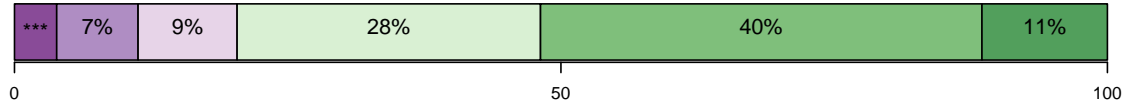




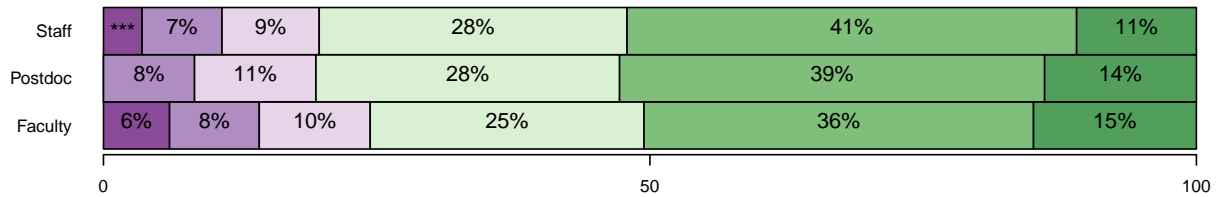
# Q1: I feel valued as an individual at the University of Iowa.



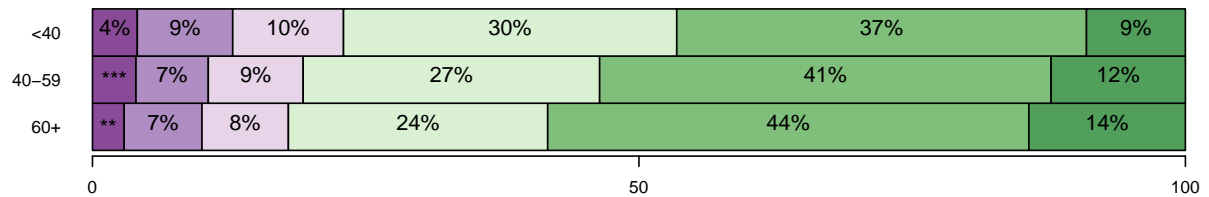
## All Respondents



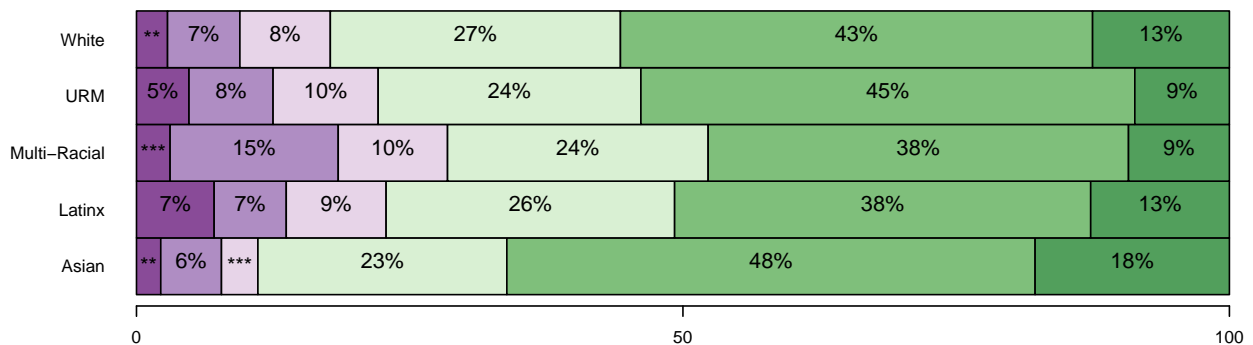
## Appointment Type



## Age



## Race



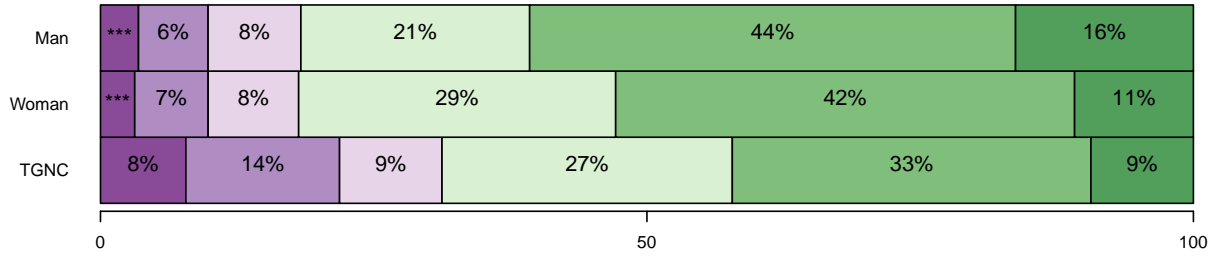
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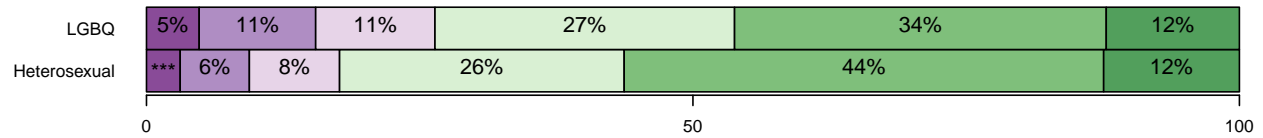
# Q1: I feel valued as an individual at the University of Iowa.



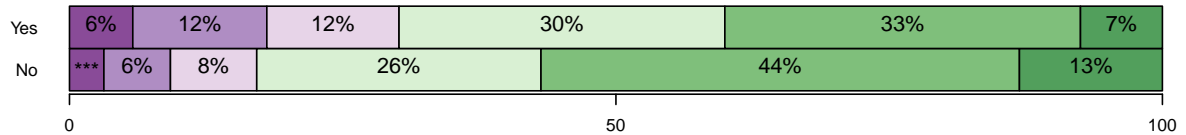
## Gender



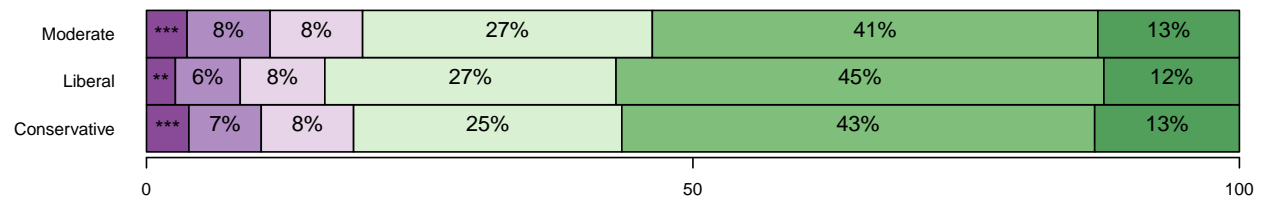
## Sexual Orientation



## Disability Identity



## Political Orientation



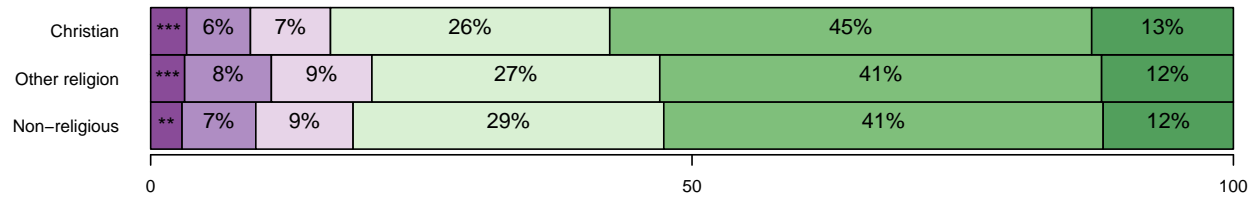
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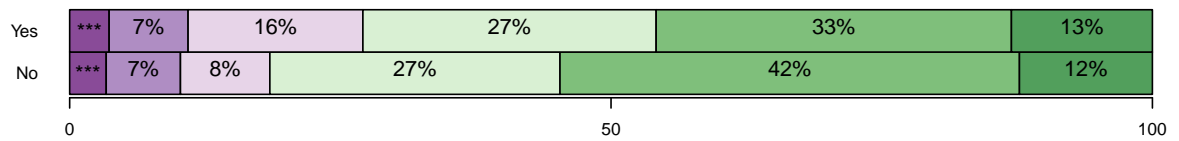
# Q1: I feel valued as an individual at the University of Iowa.



## Religious Preference



## Military/Veteran Status



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)**

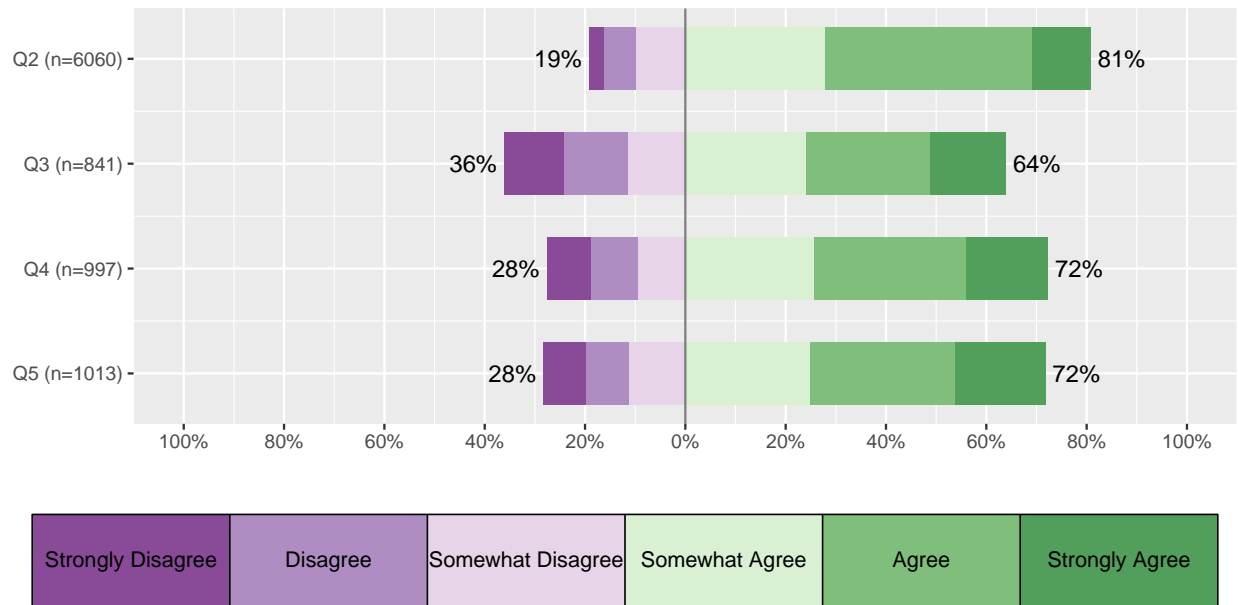
- Overall, 72% of respondents “Somewhat Agree” to “Strongly Agree” that their diversity, equity, and inclusion-related contributions are valued for promotion and tenure in the areas of teaching.
- A lower percentage of respondents who are between 40-59 (68%) “Somewhat Agree” to “Strongly Agree” compared 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 LGBTQ respondents (61%) “Somewhat Agree” to “Strongly Agree” in comparison to Heterosexual respondents (75%).



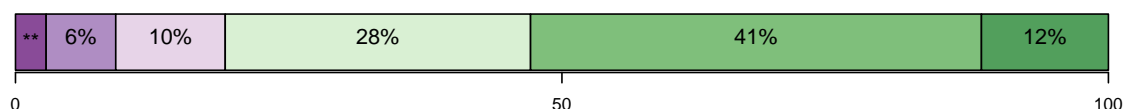
## All Respondents



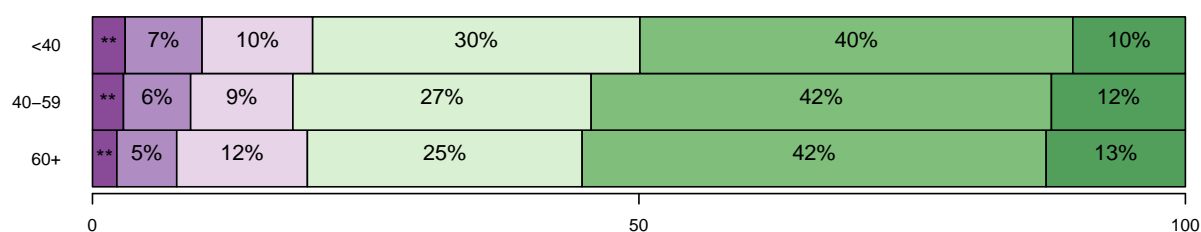
## Q2: My diversity, equity, and inclusion-related contributions have been or will be valued during annual or promotional reviews. (STAFF)



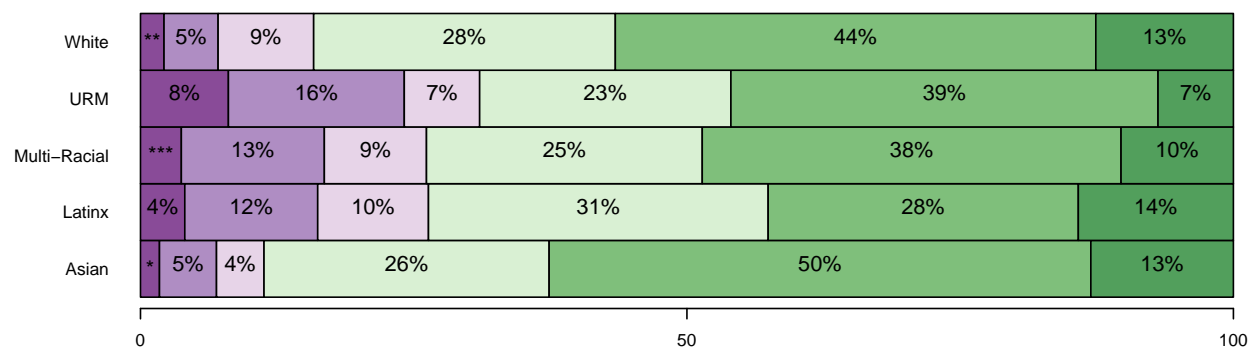
### All Respondents



### Age



### Race



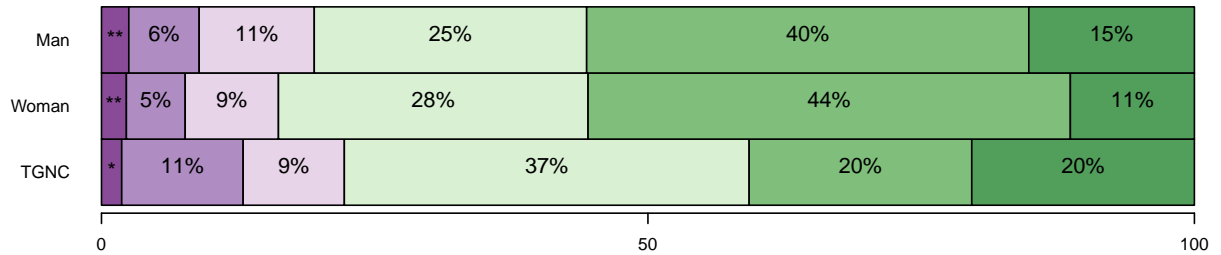
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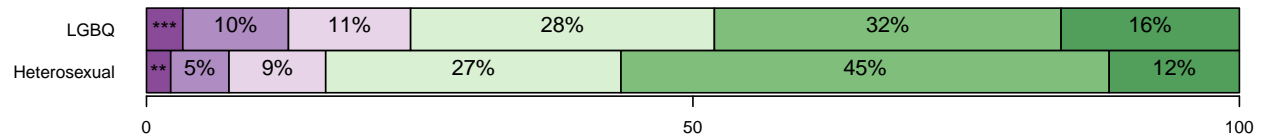
**Q2: My diversity, equity, and inclusion-related contributions have been or will be valued during annual or promotional reviews. (STAFF)**



**Gender**



**Sexual Orientation**



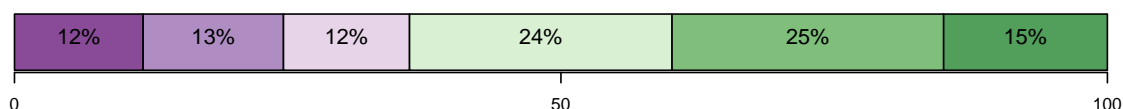
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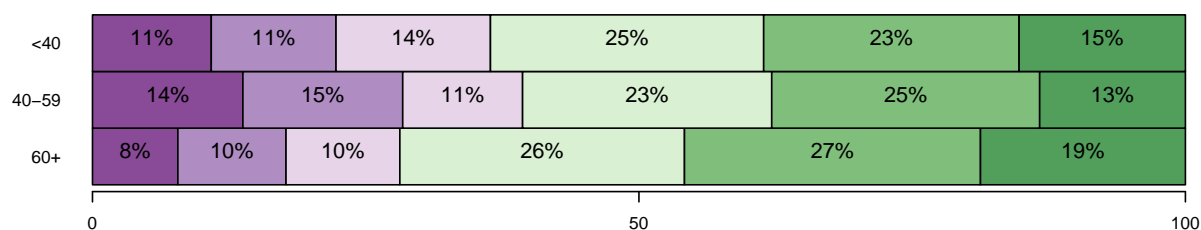
### Q3: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of research. (FACULTY)



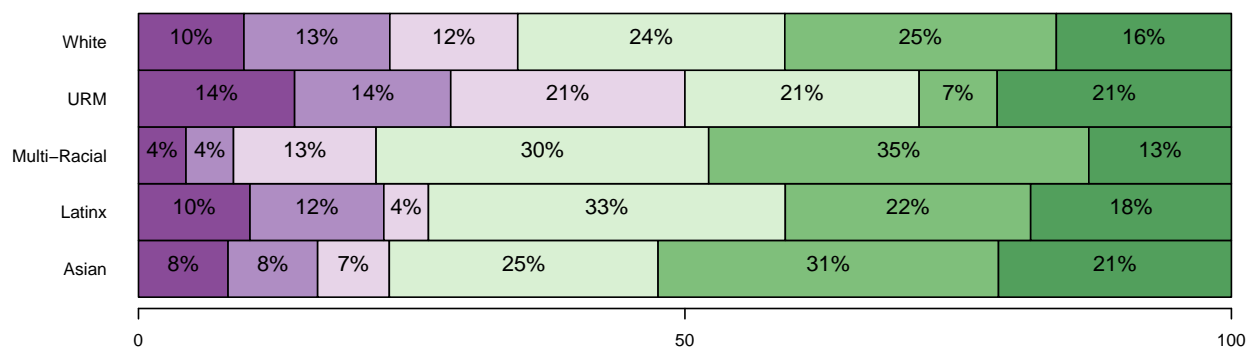
#### All Respondents



#### Age



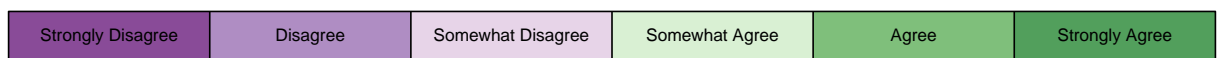
#### Race



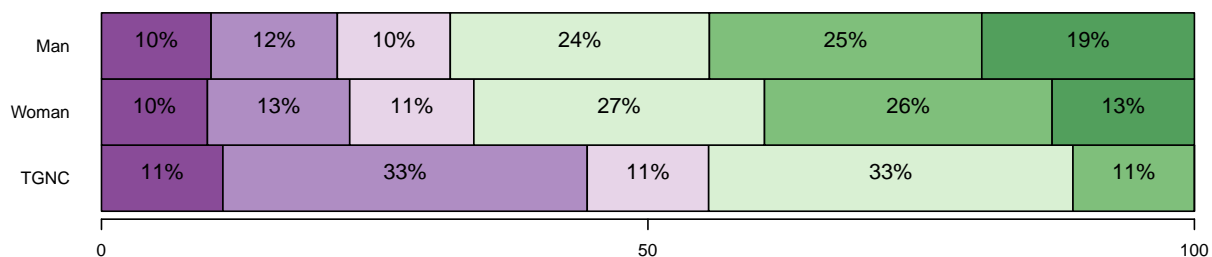
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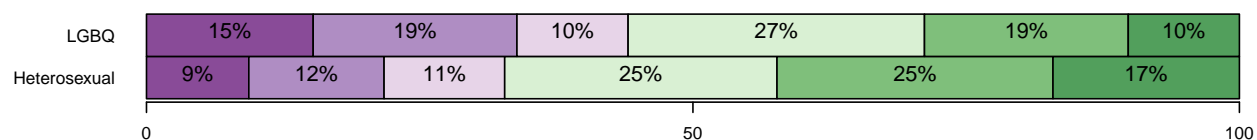
**Q3: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of research. (FACULTY)**



**Gender**



**Sexual Orientation**



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

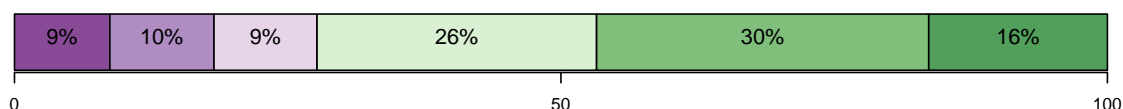
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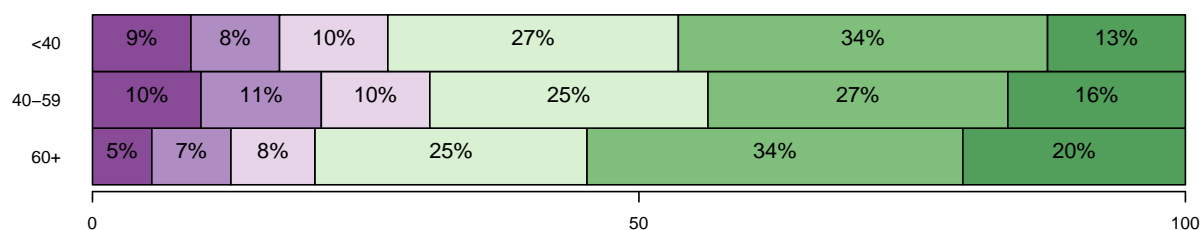
# **Q4: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of teaching. (FACULTY)**



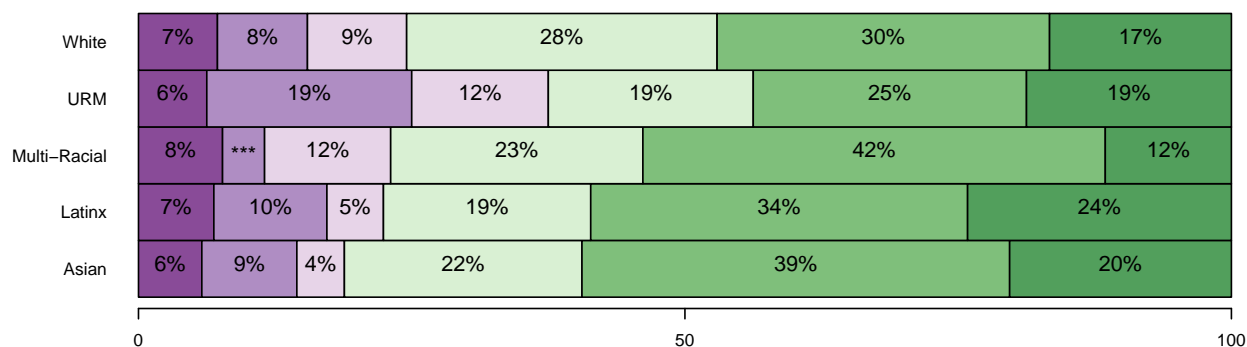
## **All Respondents**



## **Age**



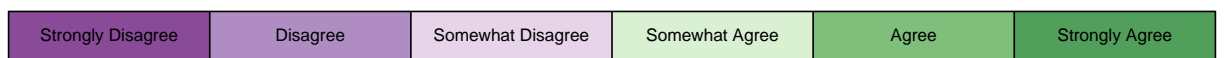
## **Race**



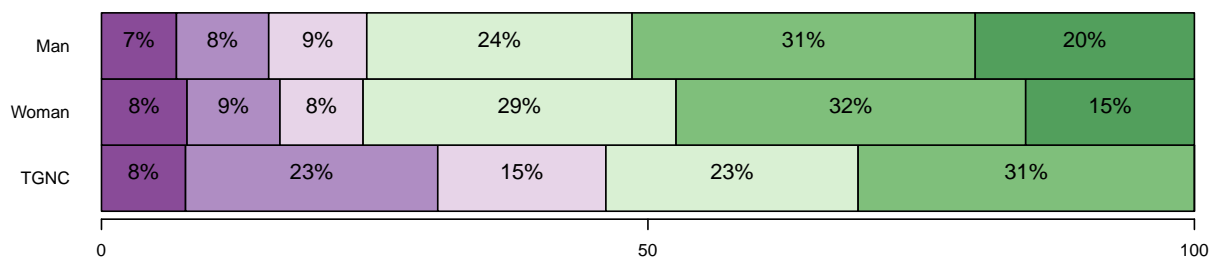
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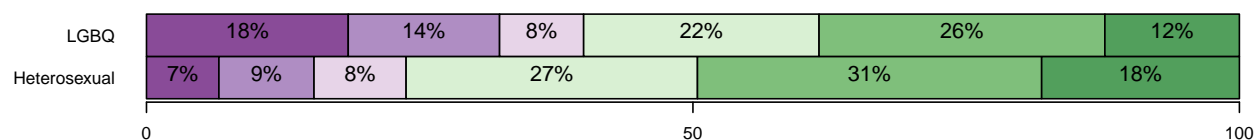
**Q4: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of teaching. (FACULTY)**



**Gender**



**Sexual Orientation**



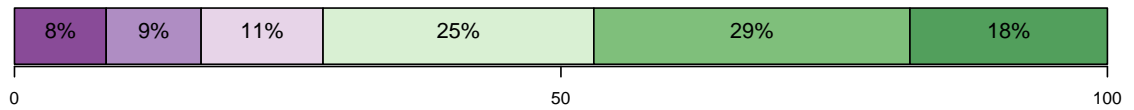
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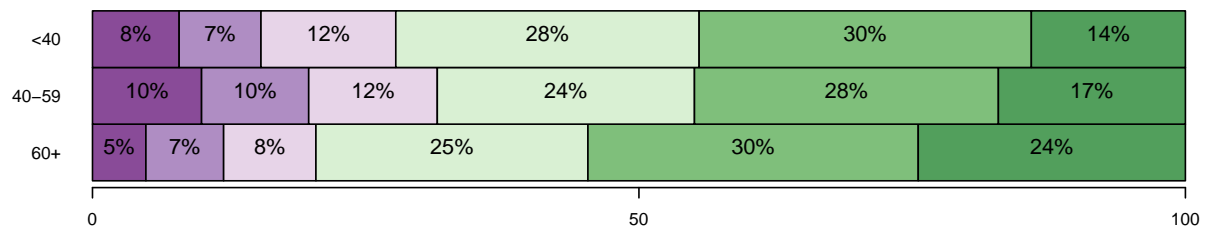
**Q5: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of service. (FACULTY)**



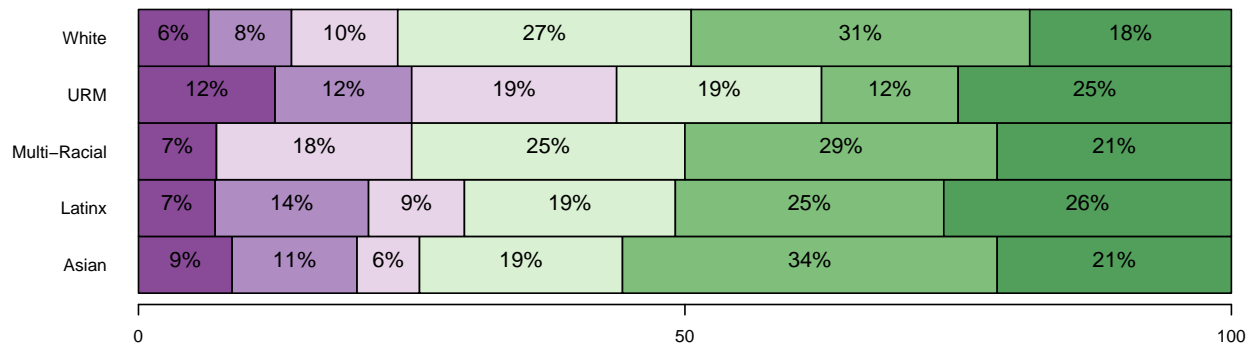
**All Respondents**



**Age**



**Race**



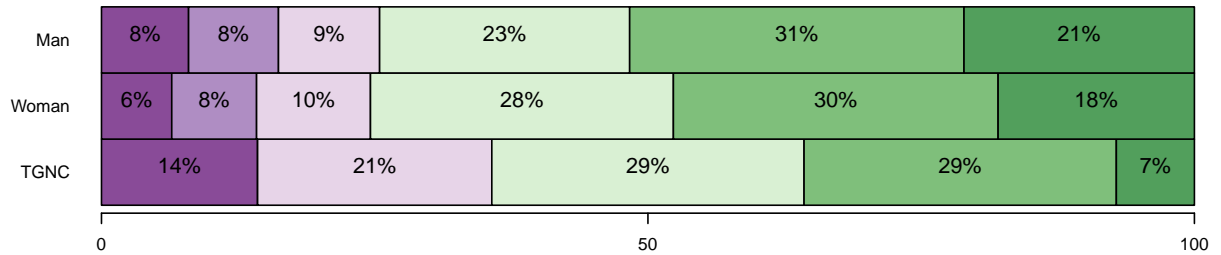
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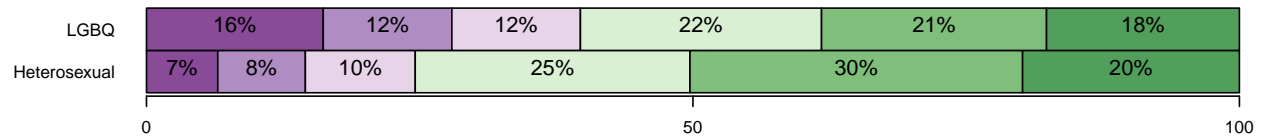
**Q5: My diversity, equity, and inclusion-related contributions have been or will be valued for promotion or tenure in the areas of service. (FACULTY)**



**Gender**



**Sexual Orientation**



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

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## Reluctance

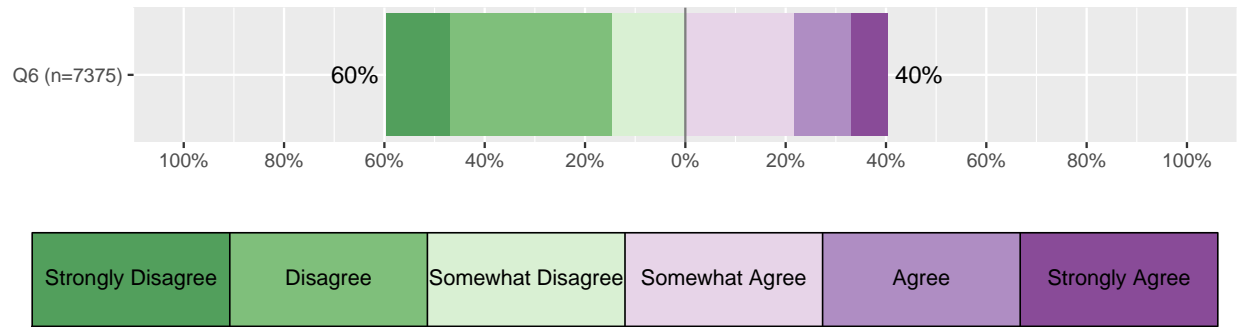
### **Q6: I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion**

- 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.
- 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%).
- 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%), Latinx (43%), and URM (53%) respondents.
- 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.
- 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 LGBTQ respondents (53%).

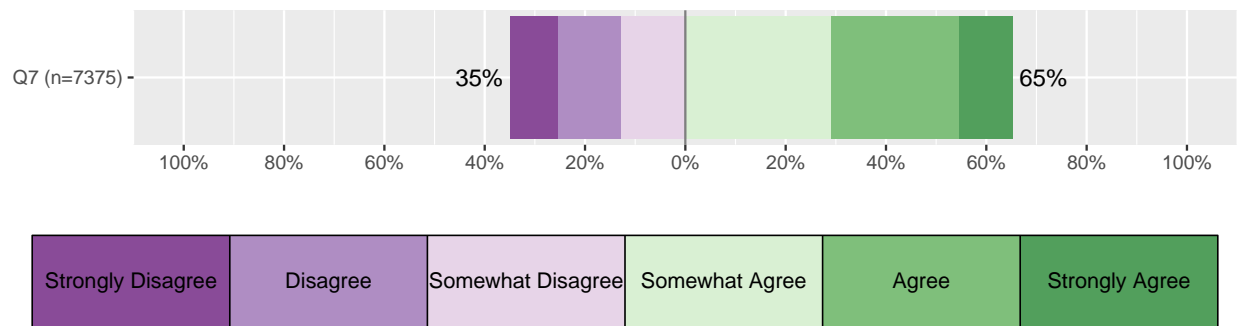
### **Q7: I have a voice in the decision-making process that affects the direction of my department/unit**

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

## All Respondents



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



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

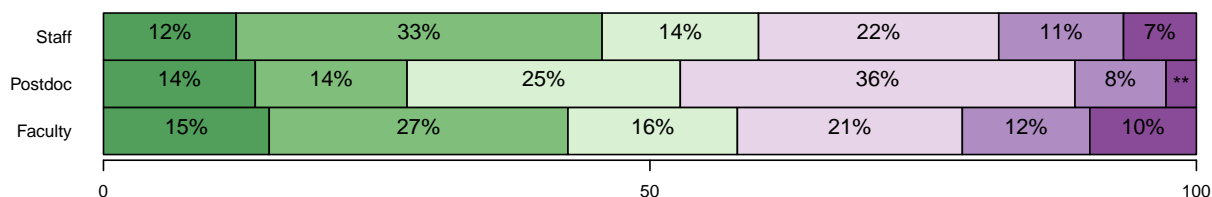
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



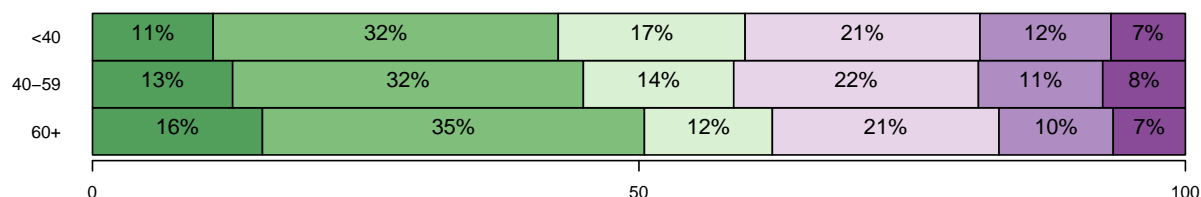
### All Respondents



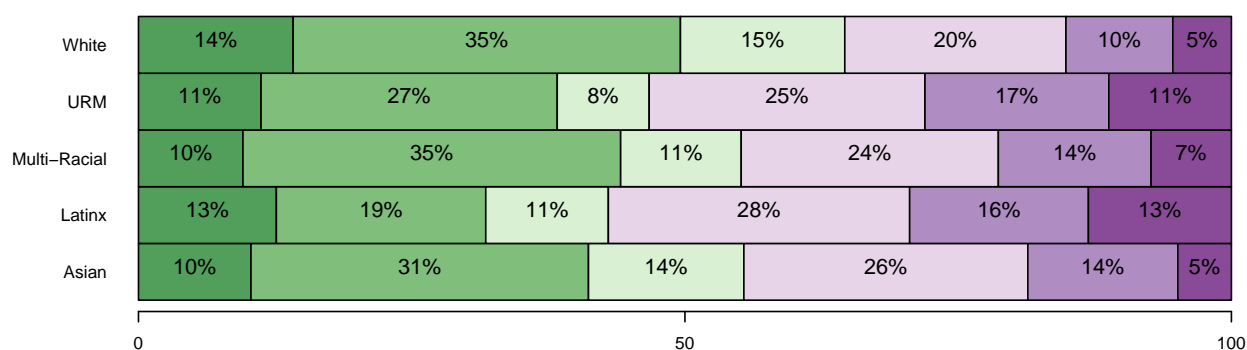
### Appointment Type



### Age



### Race



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

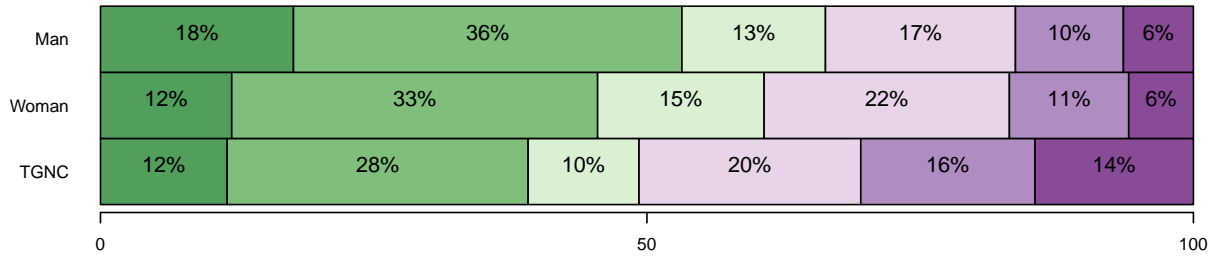
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**Q6: I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or promotion.**

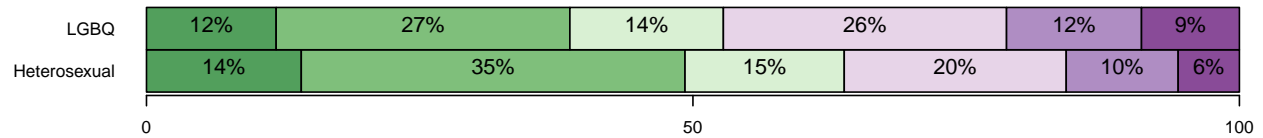
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



**Gender**



**Sexual Orientation**



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

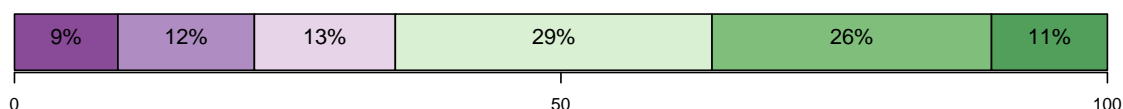
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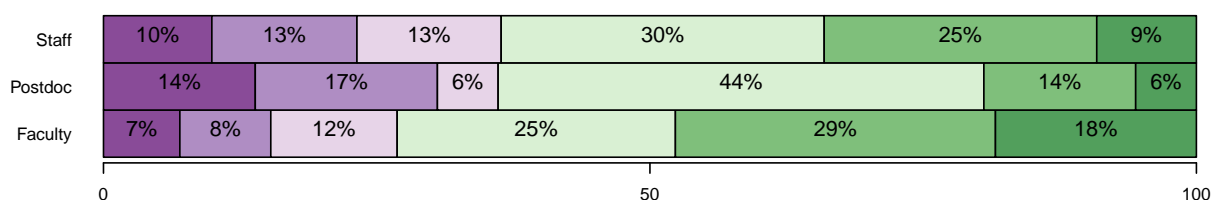
# **Q7: I have a voice in the decision-making process that affects the direction of my department/unit.**



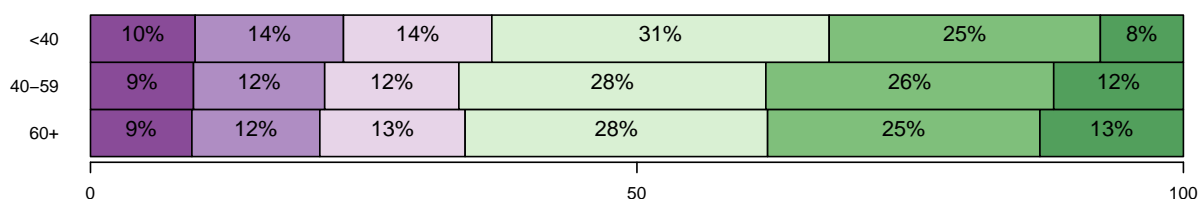
## **All Respondents**



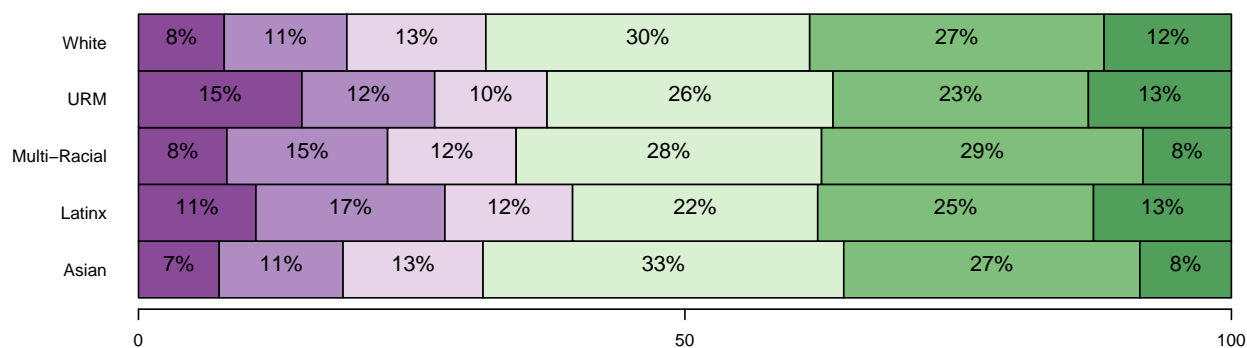
## **Appointment Type**



## **Age**



## **Race**



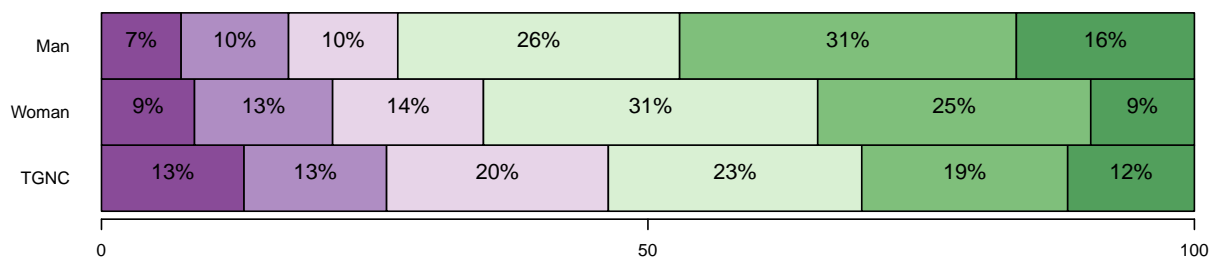
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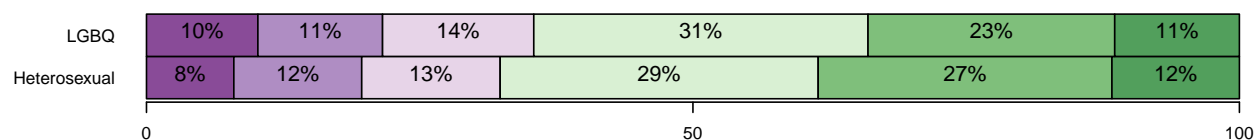
**Q7: I have a voice in the decision-making process that affects the direction of my department/unit.**



**Gender**



**Sexual Orientation**



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 LGBTQ (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 LGBTQ (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 LGBTQ (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%).

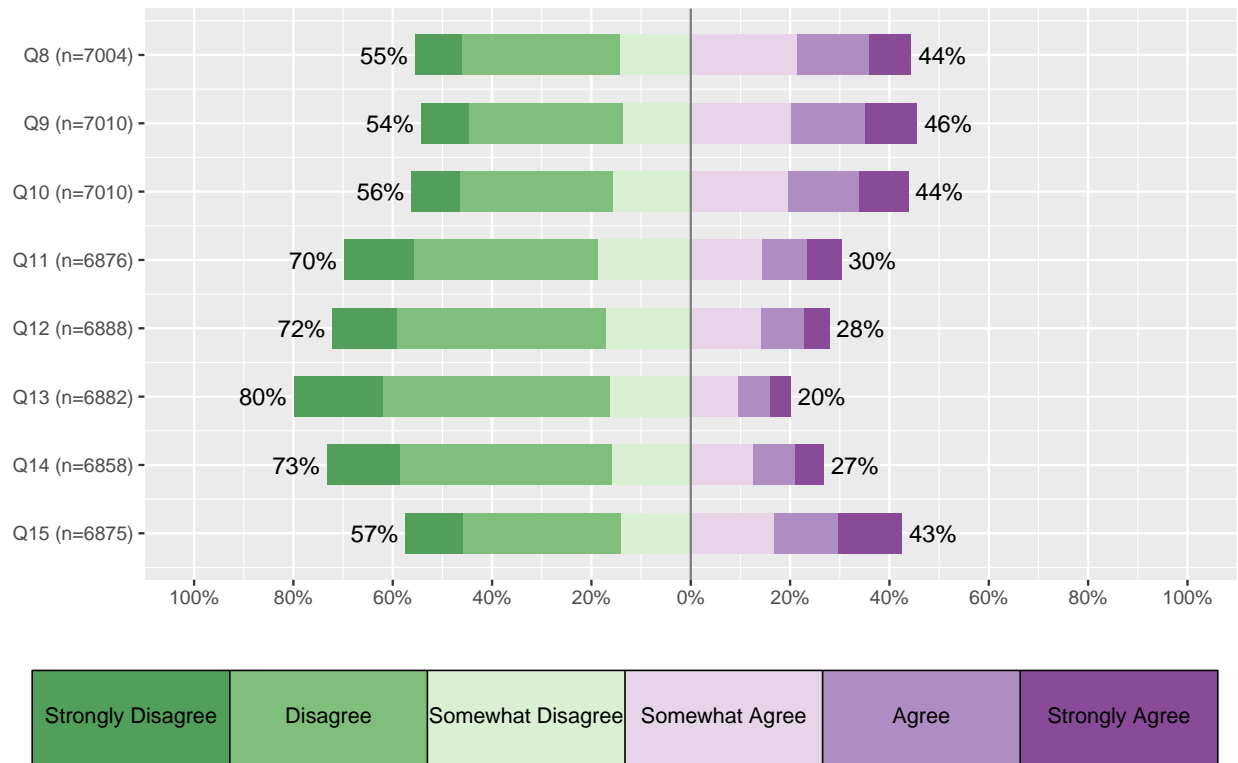
**Q14: I have to work harder to access mentoring.**

- 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 LGBTQ (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%).
- LGBTQ (52%) reported the highest rate of having to work harder than their colleagues to support underrepresented minority students, staff and faculty.

## All Respondents



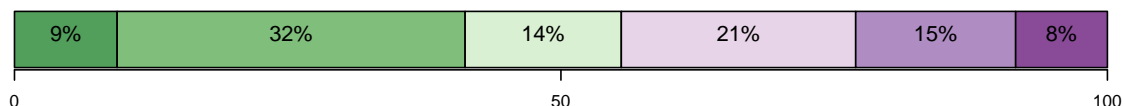
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*

## Q8: In comparison to my colleagues/co-workers, I have to work harder to be respected as a professional or a scholar.

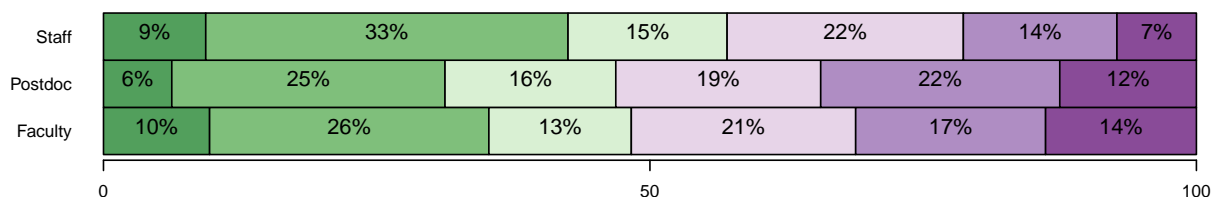
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



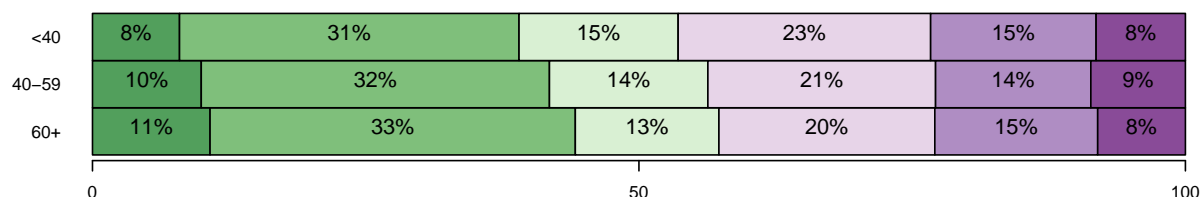
### All Respondents



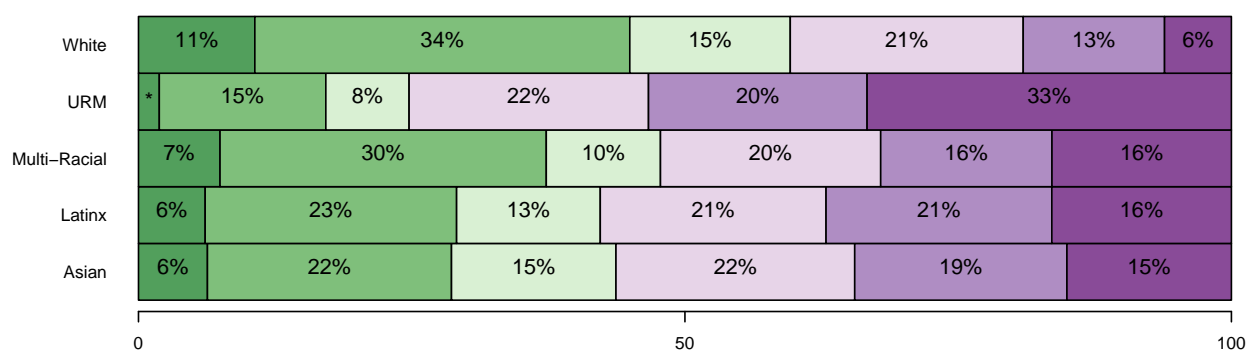
### Appointment Type



### Age



### Race



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

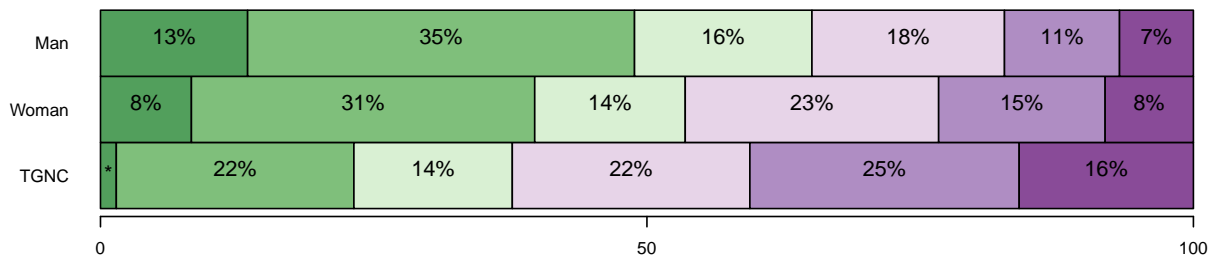
"<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

## Q8: In comparison to my colleagues/co-workers, I have to work harder to be respected as a professional or a scholar.

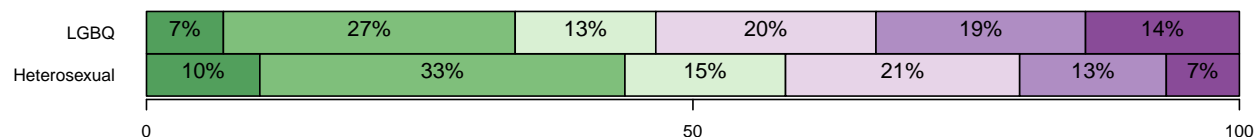
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



### Gender



### Sexual Orientation



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

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

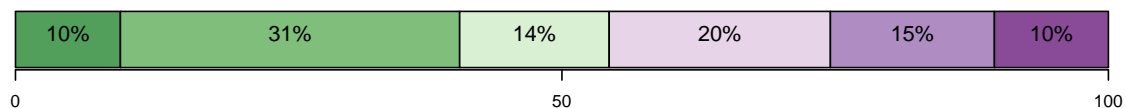


## Q9: In comparison to my colleagues/co-workers, I have to work harder to achieve the same recognition.

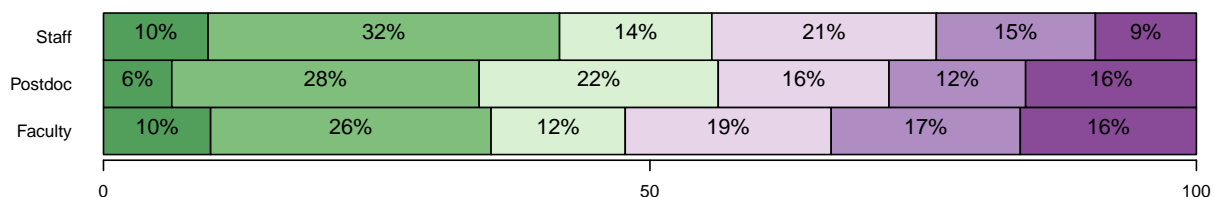
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



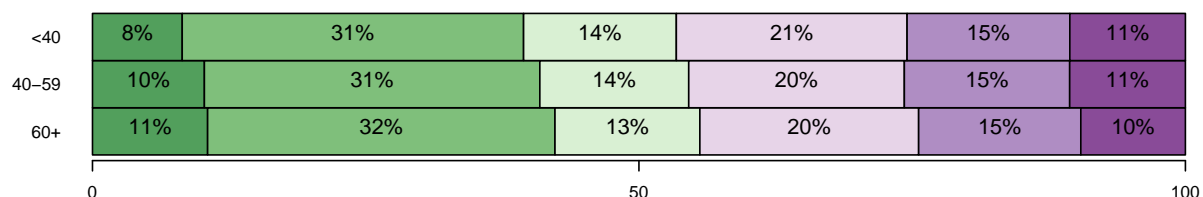
### All Respondents



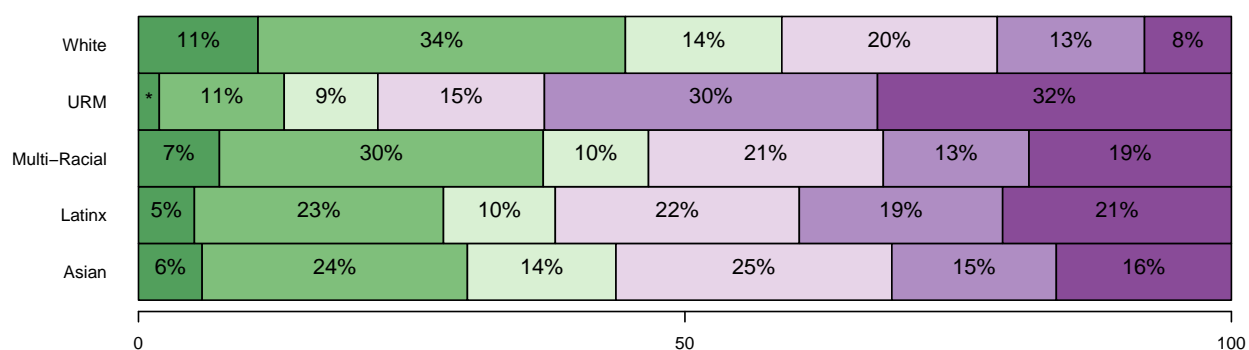
### Appointment Type



### Age



### Race



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

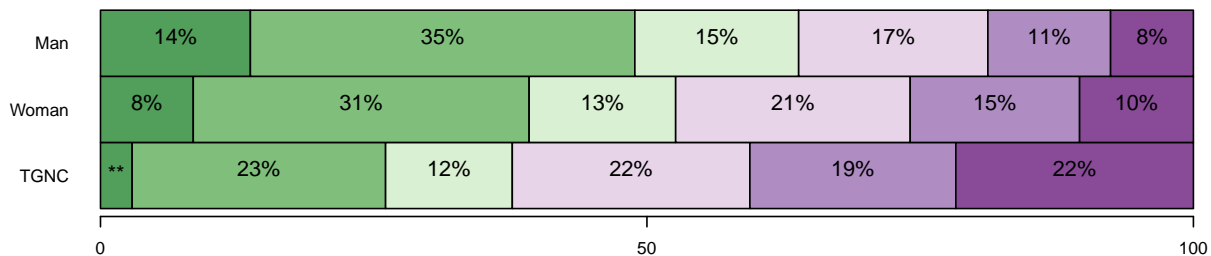
"\*" = <1%, \* = 1%-2%, \*\* = 2%-3%, \*\*\* = 3%-4%

### Q9: In comparison to my colleagues/co-workers, I have to work harder to achieve the same recognition.

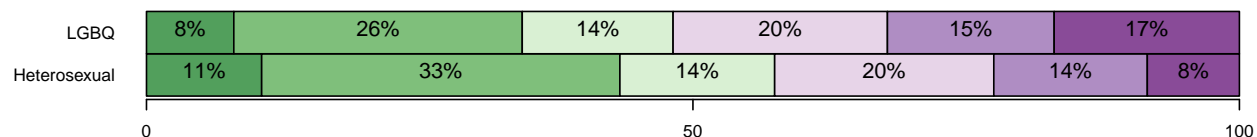
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



#### Gender



#### Sexual Orientation



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

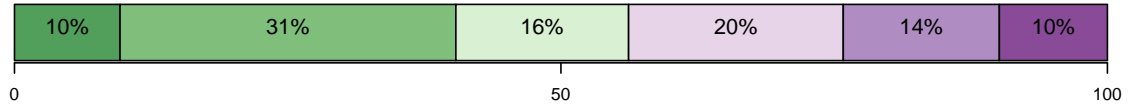
"<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

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

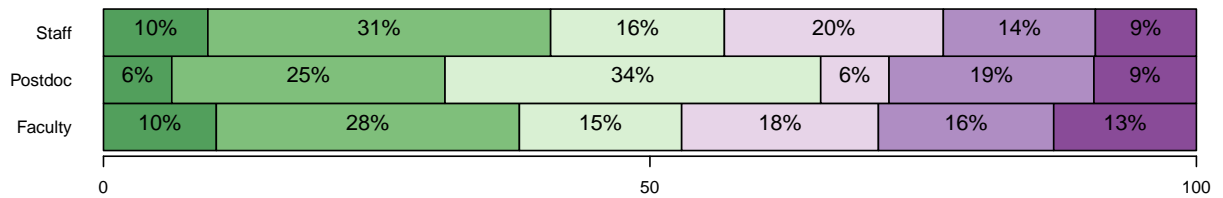
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



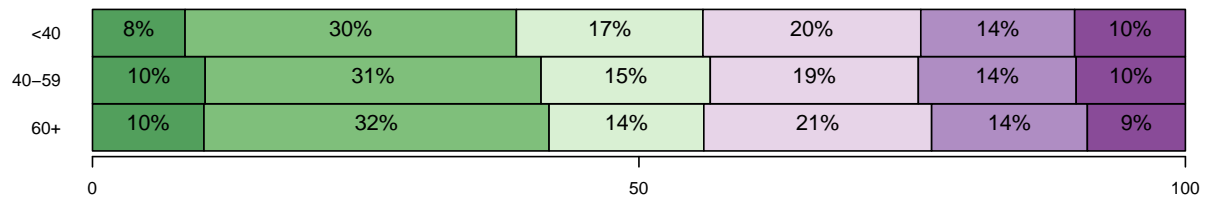
### All Respondents



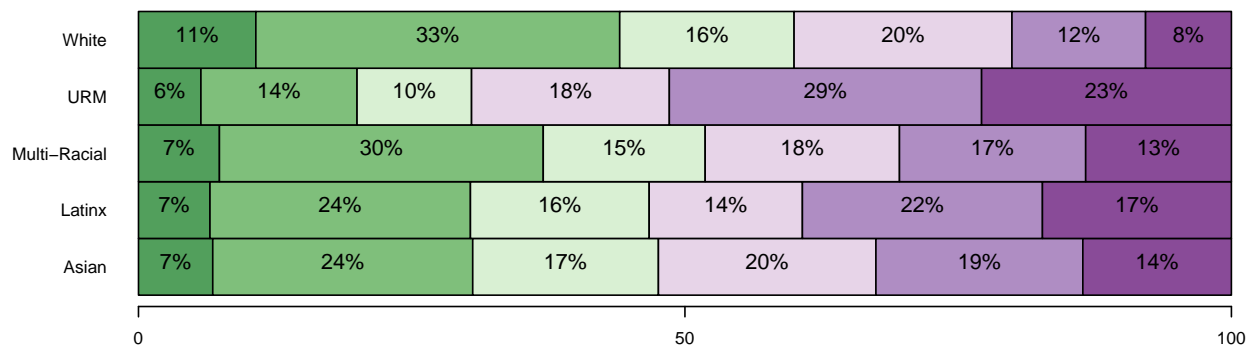
### Appointment Type



### Age



### Race



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

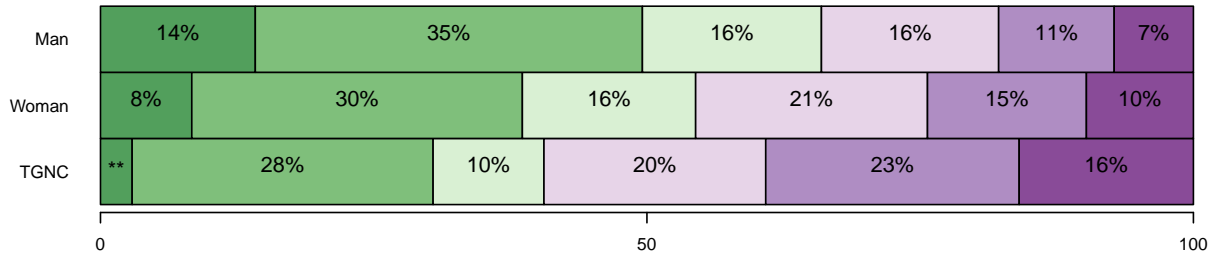
""=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

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

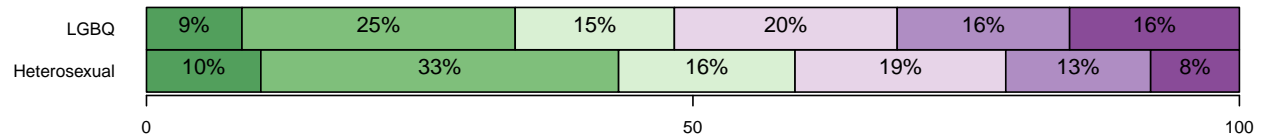
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



## **Gender**



## **Sexual Orientation**



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

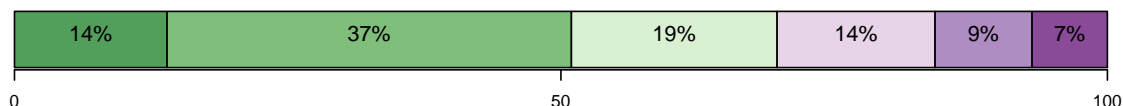
""=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

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

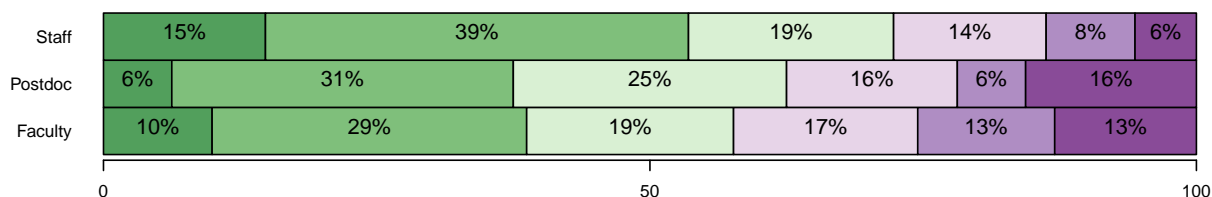
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



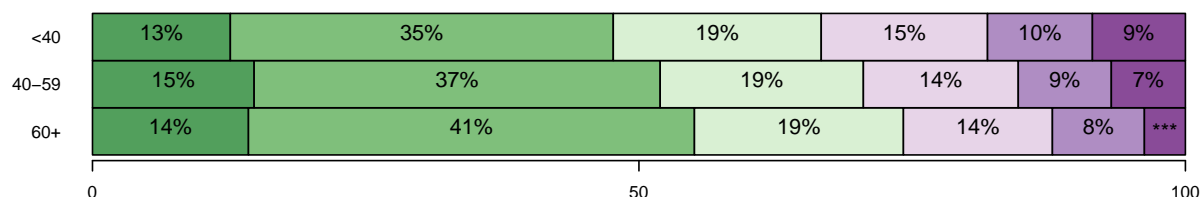
## **All Respondents**



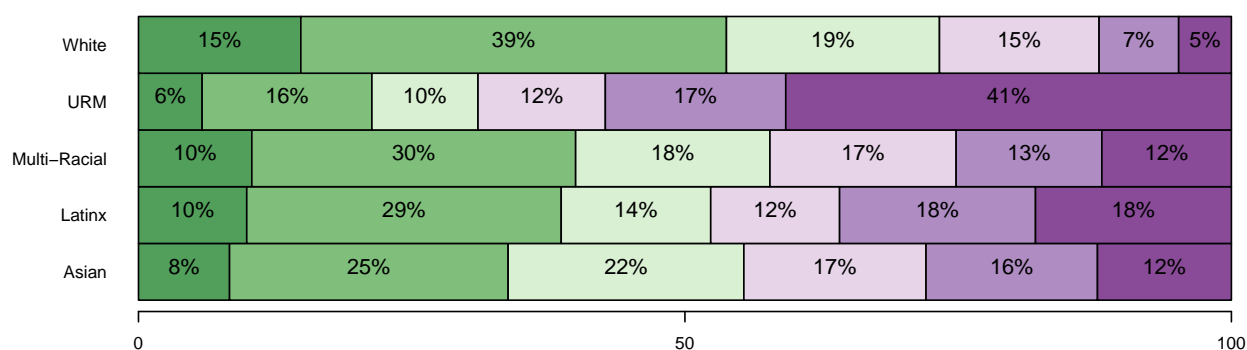
## **Appointment Type**



## **Age**



## **Race**



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

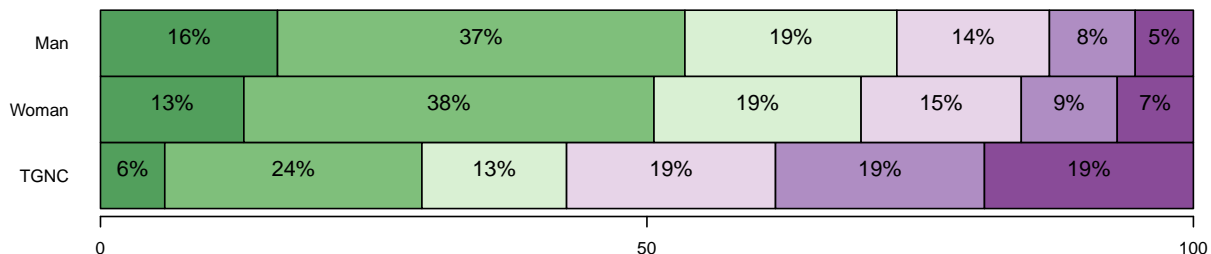
""=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

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

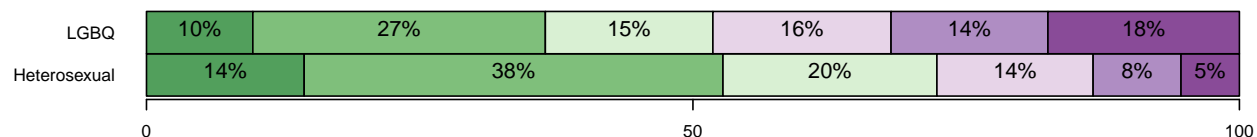
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



## **Gender**



## **Sexual Orientation**



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

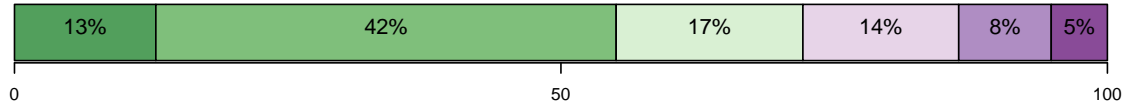
""=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

## Q12: In comparison to my colleagues/co-workers, I have to work harder to gain access to informal social networks.

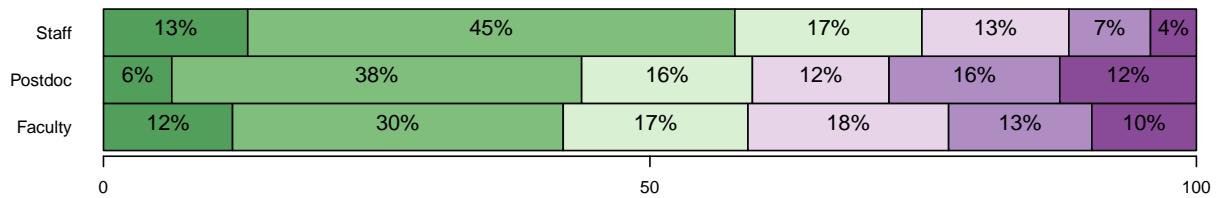
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



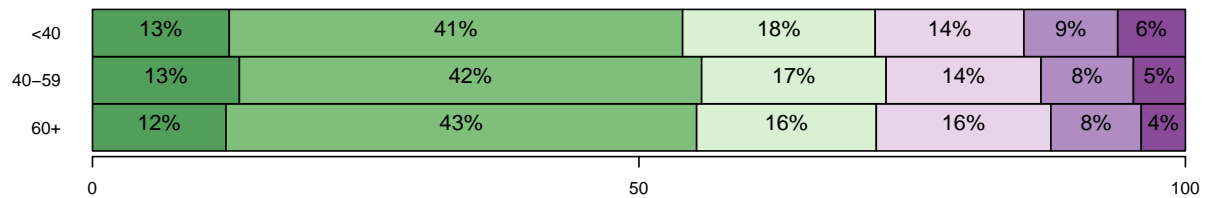
### All Respondents



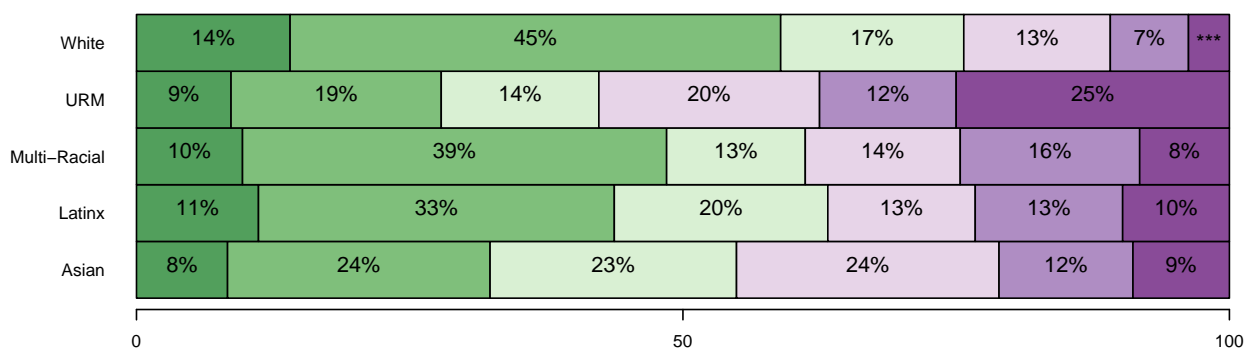
### Appointment Type



### Age



### Race



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

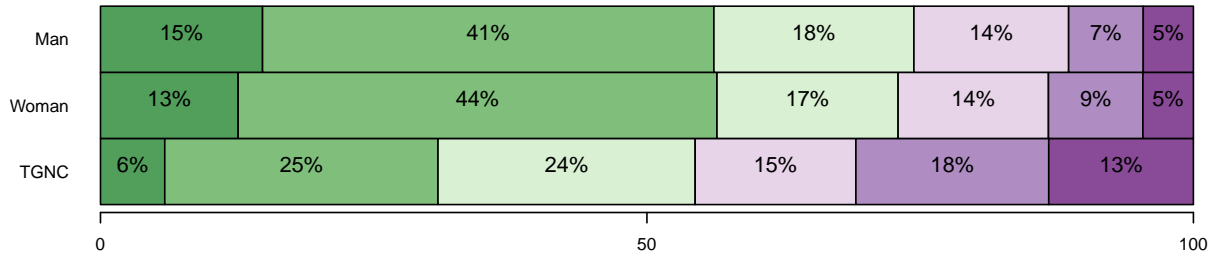
""=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

## Q12: In comparison to my colleagues/co-workers, I have to work harder to gain access to informal social networks.

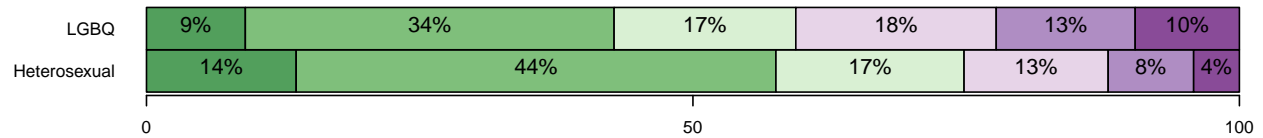
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



### Gender



### Sexual Orientation



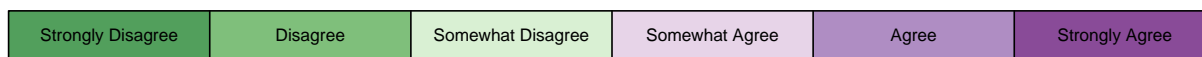
Response proportions less than 4% are displayed by asterisks with:

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

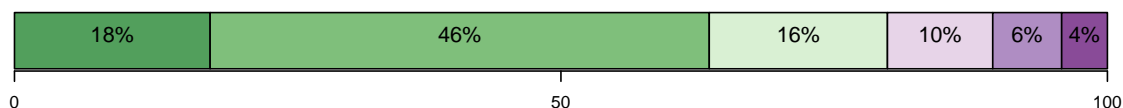


**Q13: In comparison to my colleagues/co-workers, I have to work harder to create community with people who share my social identities (e.g., race, gender, sexual orientation/identity, age, etc.).**

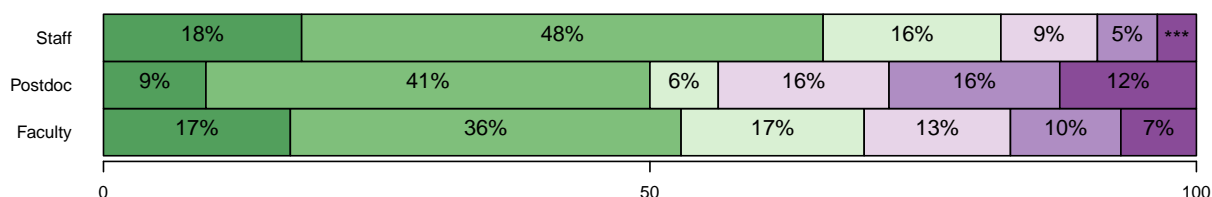
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



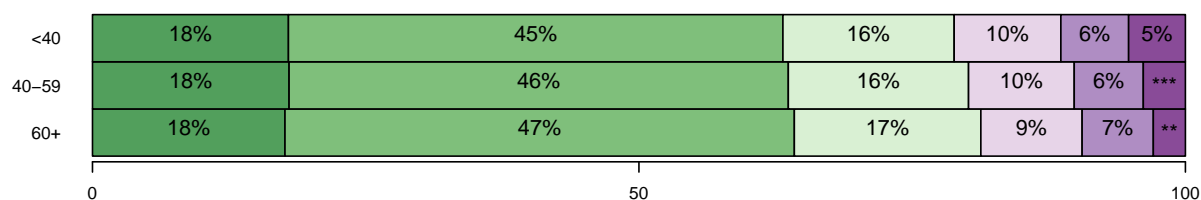
**All Respondents**



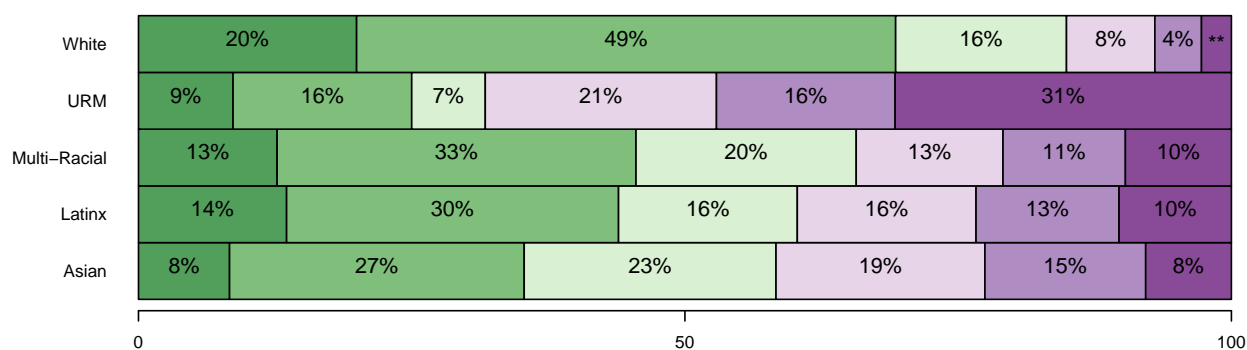
**Appointment Type**



**Age**



**Race**

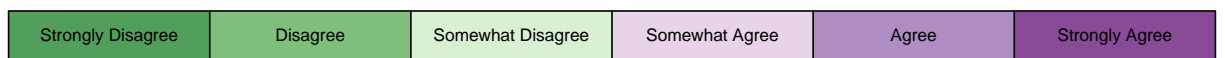


Response proportions less than 4% are displayed by asterisks with:

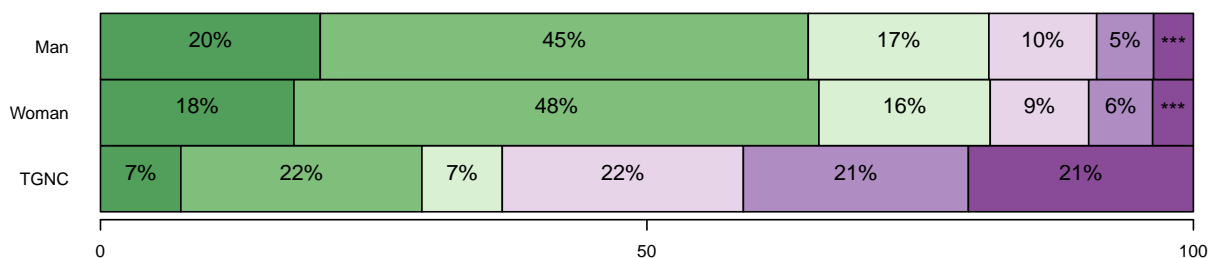
""=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

**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.).**

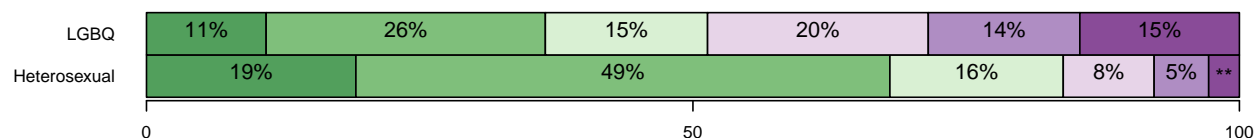
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



**Gender**



**Sexual Orientation**



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

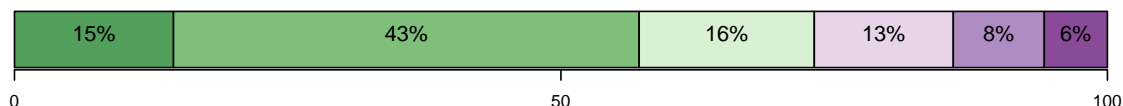
""=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

# **Q14: In comparison to my colleagues/co-workers, I have to work harder to access mentoring.**

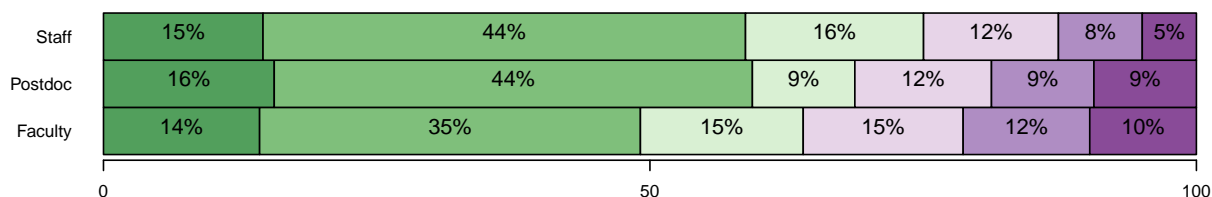
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



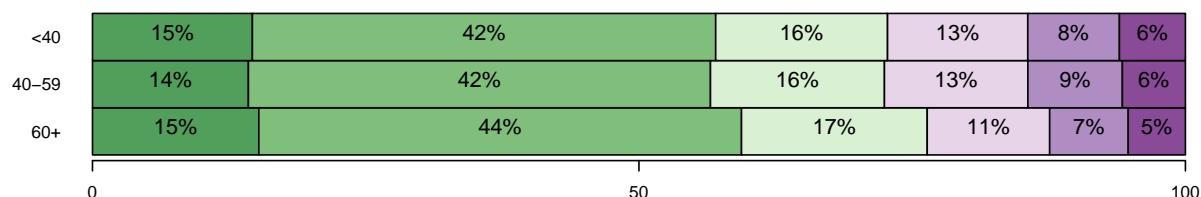
## **All Respondents**



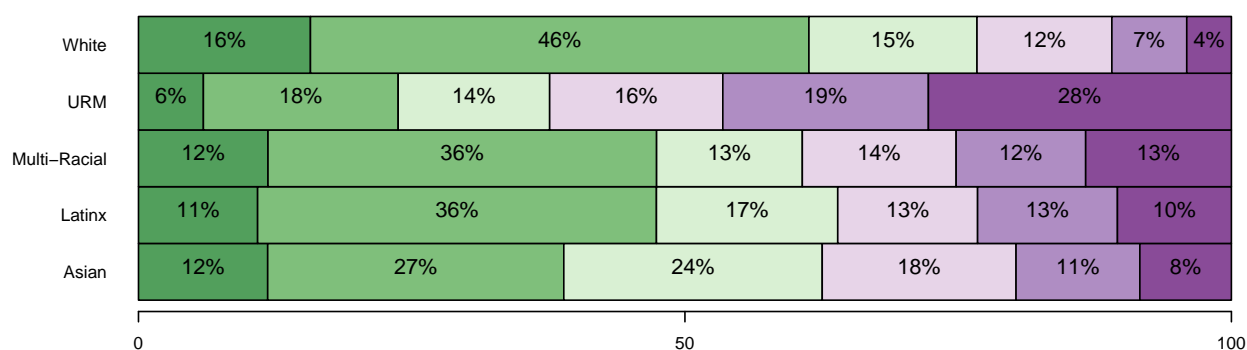
## **Appointment Type**



## **Age**



## **Race**



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

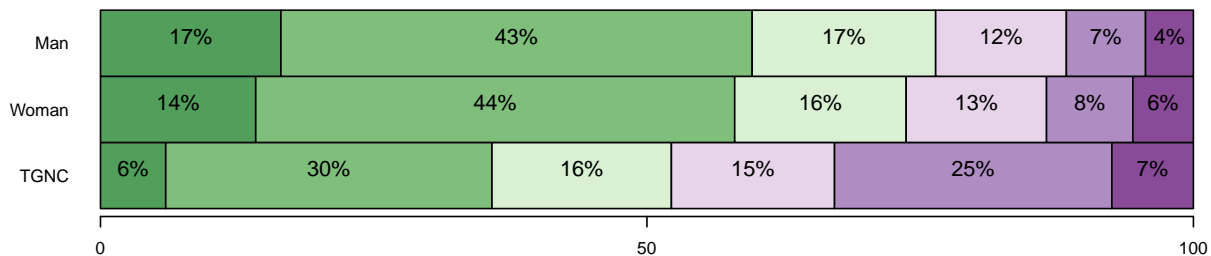
"="<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

# **Q14: In comparison to my colleagues/co-workers, I have to work harder to access mentoring.**

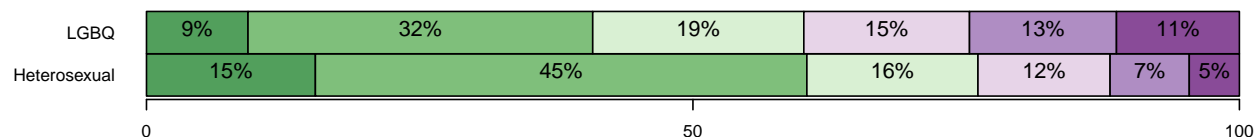
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



## **Gender**



## **Sexual Orientation**

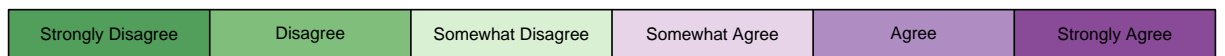


Response proportions less than 4% are displayed by asterisks with:

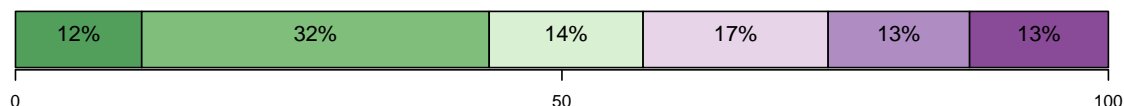
""=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

# **Q15: In comparison to my colleagues/co-workers, I have to work harder to support underrepresented minority students, staff and faculty.**

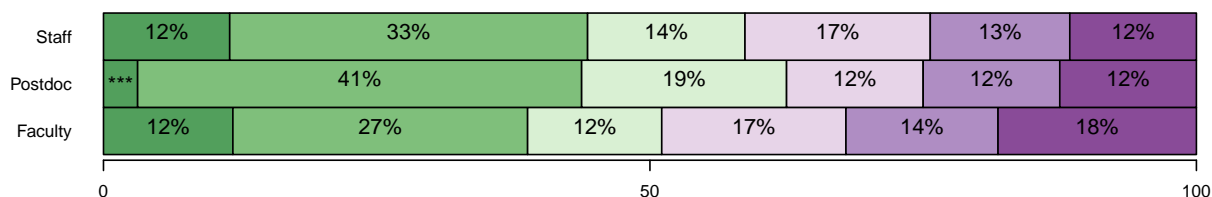
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



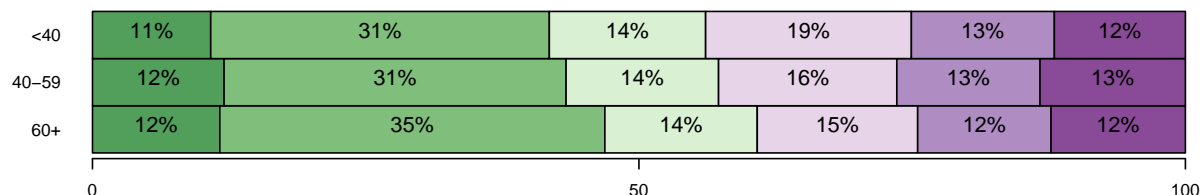
## **All Respondents**



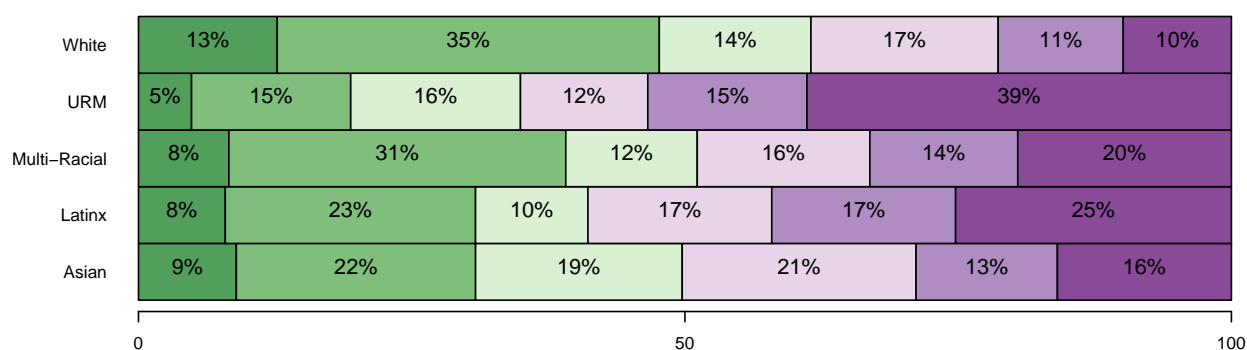
## **Appointment Type**



## **Age**



## **Race**



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

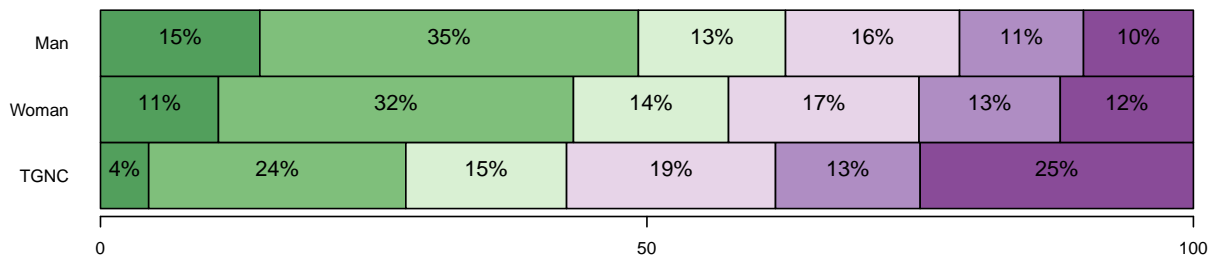
""=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

### Q15: In comparison to my colleagues/co-workers, I have to work harder to support underrepresented minority students, staff and faculty.

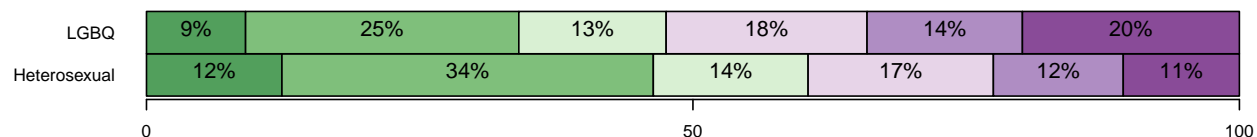
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



#### Gender



#### Sexual Orientation



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**

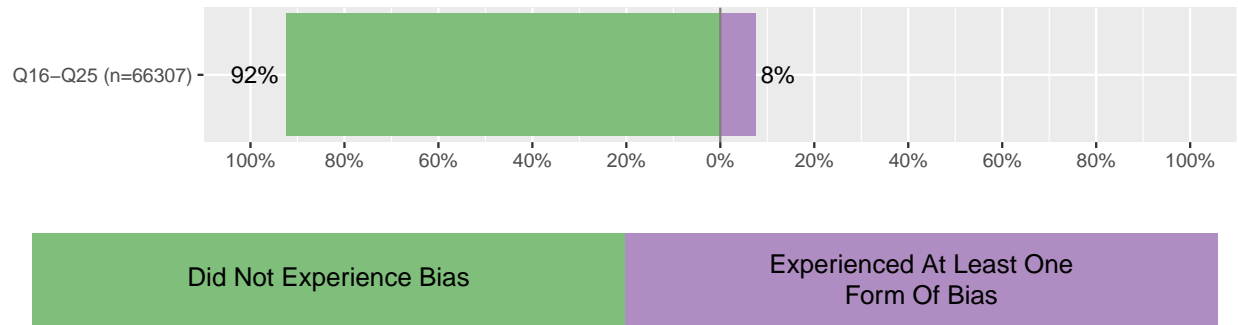
**Q24: Sexual Orientation**

**Q25: Socioeconomic Status or Social Class**

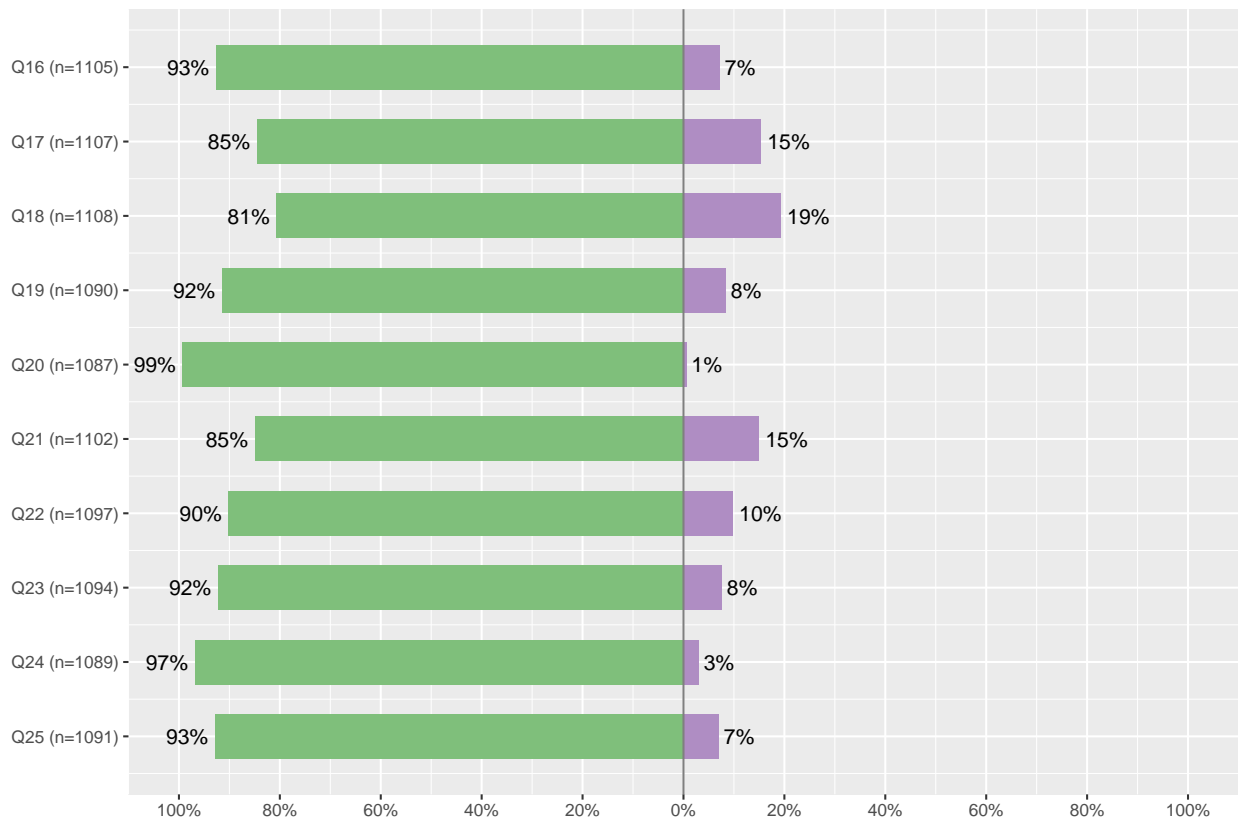
- Overall, 92% of respondents reported not experiencing any biased, intimidating, or hostile treatment.
- Around 4% of respondents who identify as having a disability reported experiencing biased, intimidating, or hostile treatment at the University of Iowa based on ability or disability status compared 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 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.



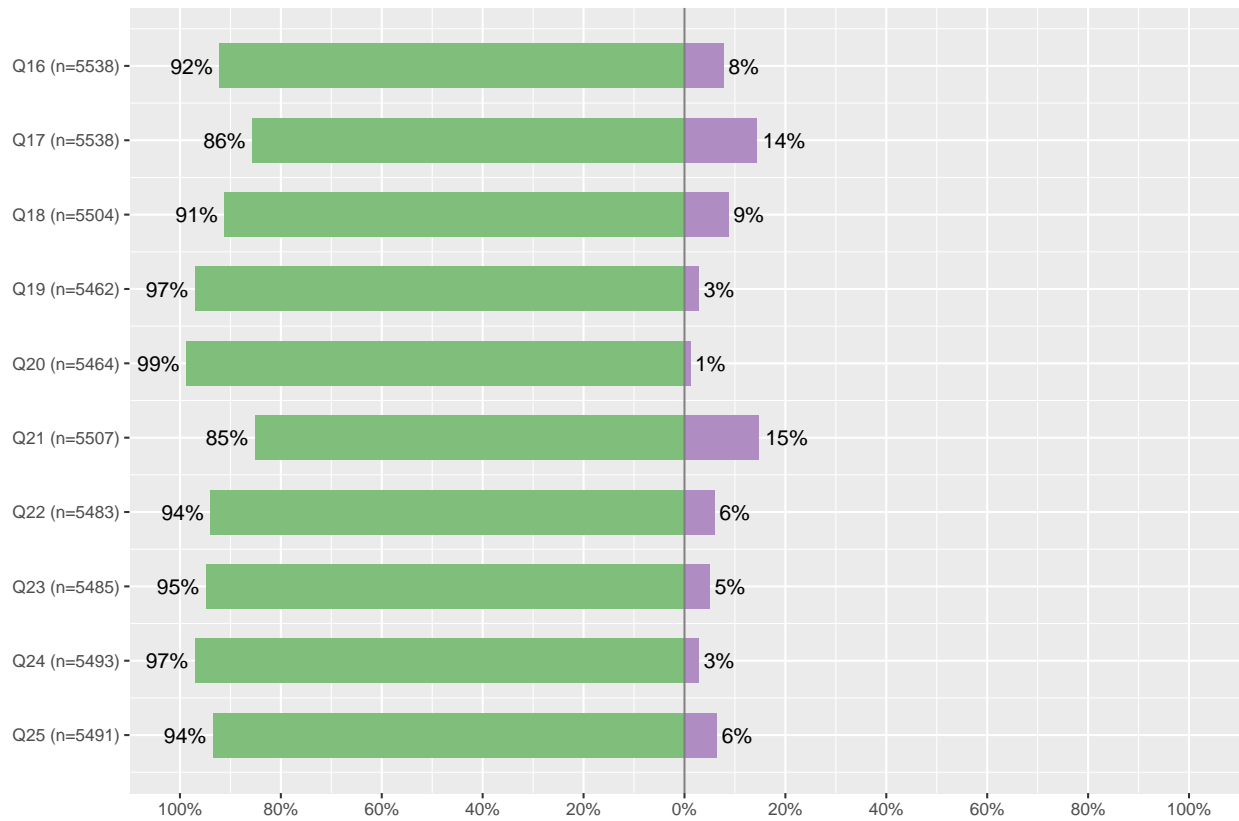
## All Respondents



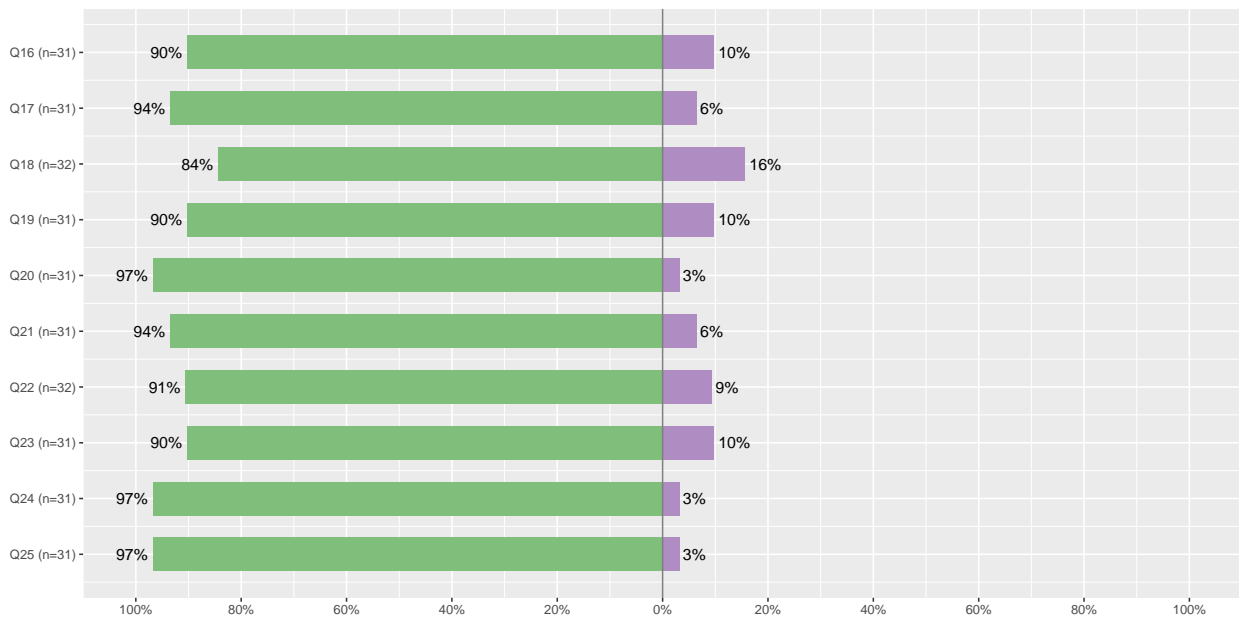
## Faculty

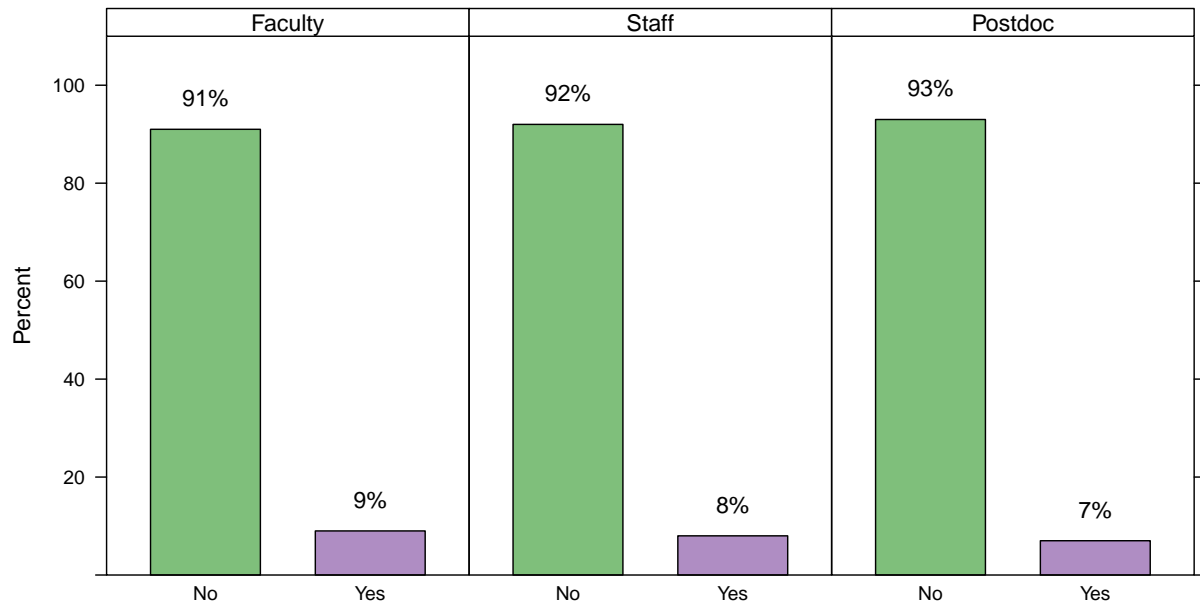


## Staff

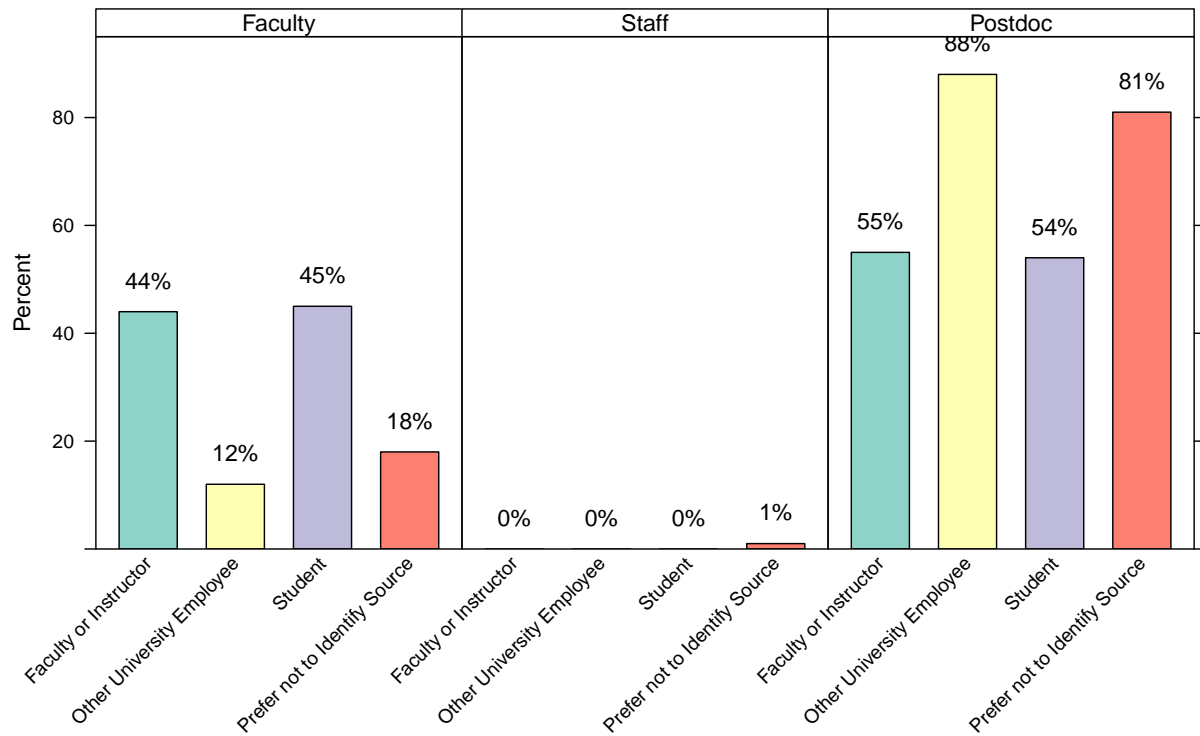


## Postdoc



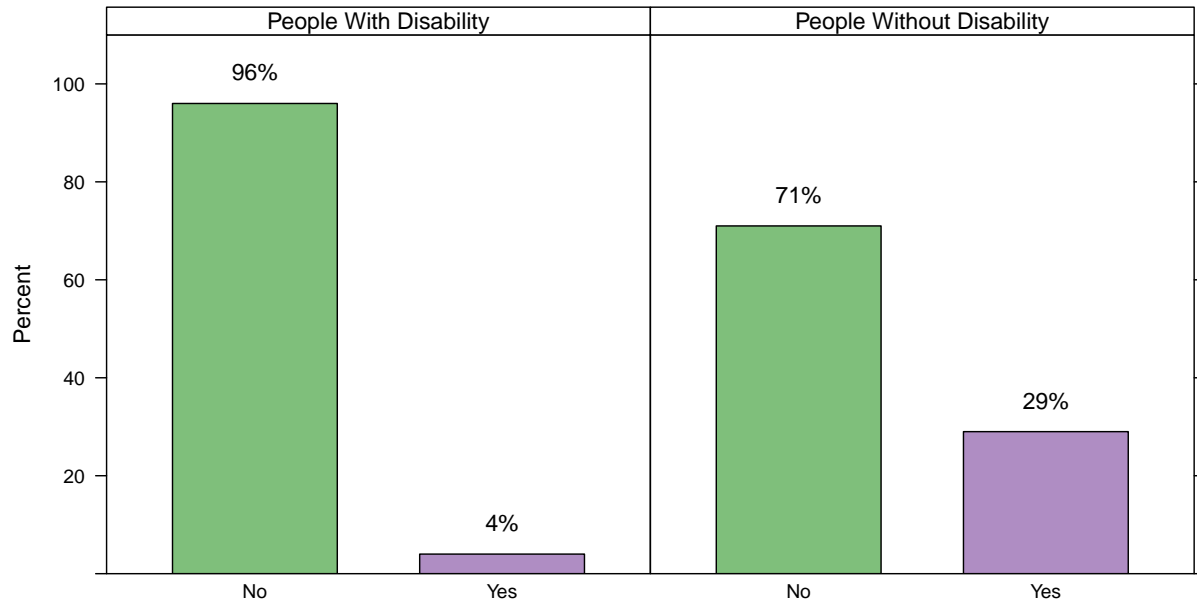


Of those who said yes to this question, what is the source?

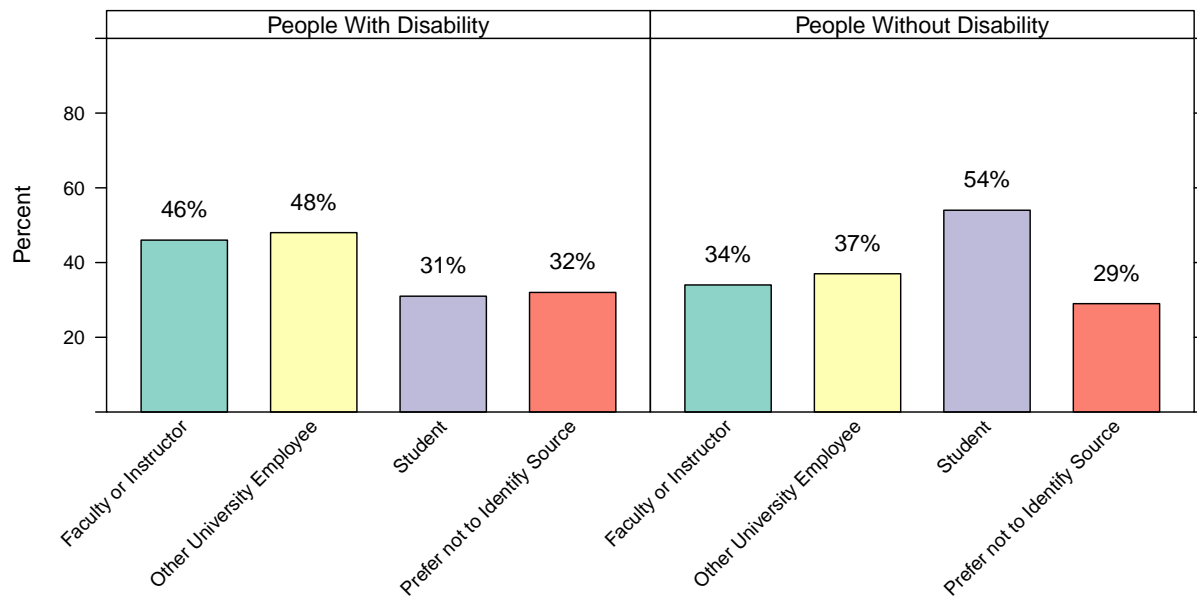


Note: Respondents can check more than one, so the percentages add up to more than 100%.

**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.**

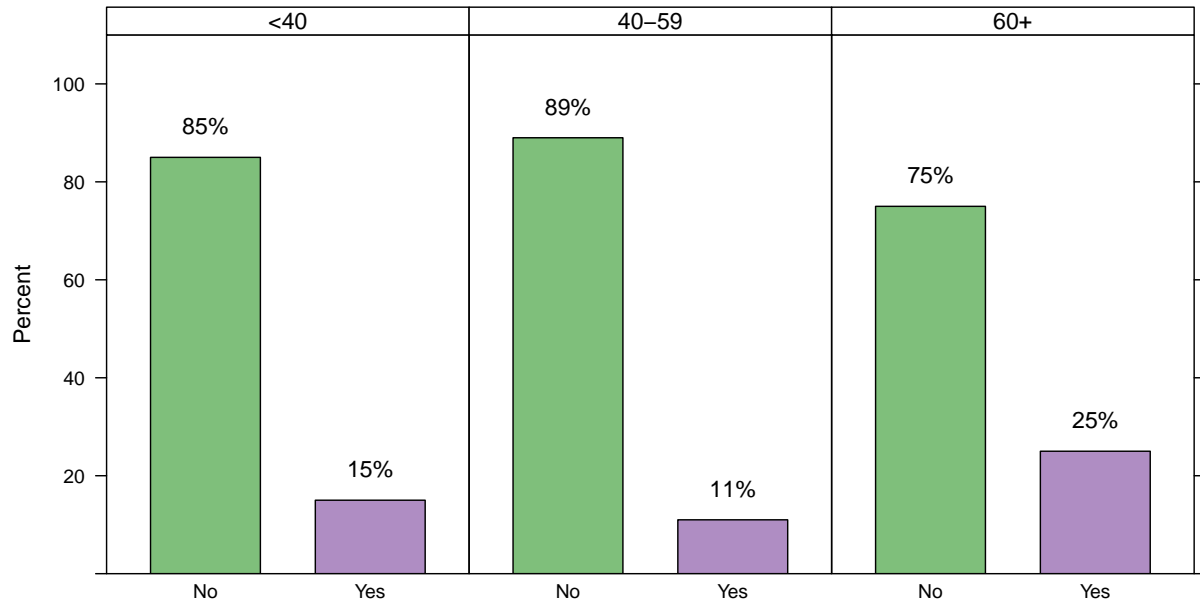


Of those who said yes to this question, what is the source?

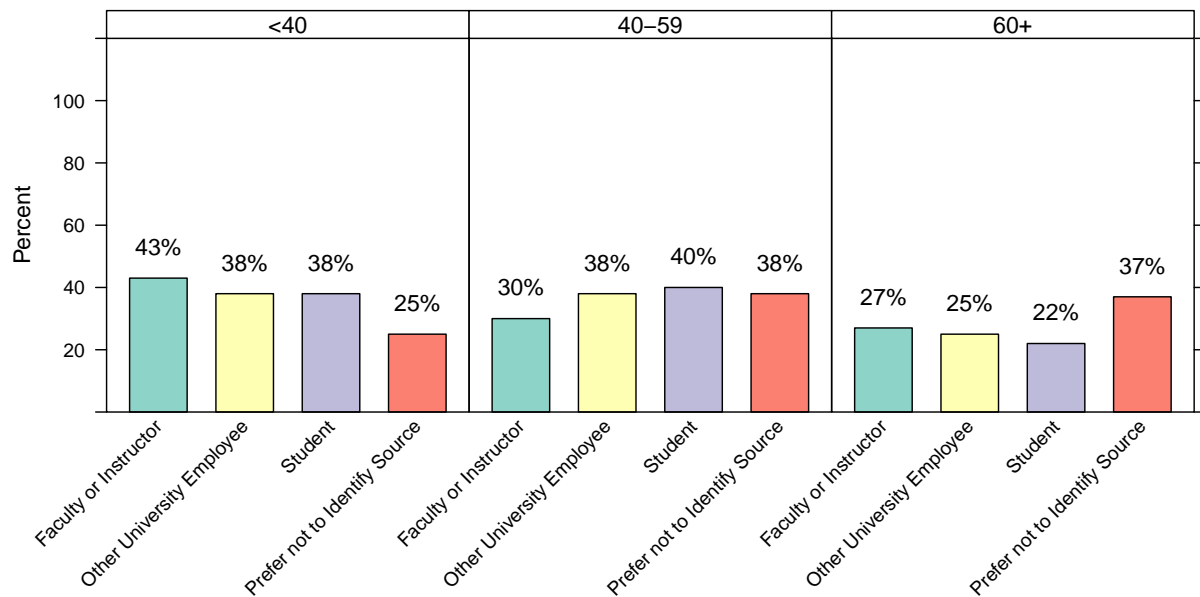


Note: Respondents can check more than one, so the percentages add up to more than 100%.

**Q17: In the past 12 months, have you personally experienced biased, intimidating, or hostile treatment at the University of Iowa based on your Age.**

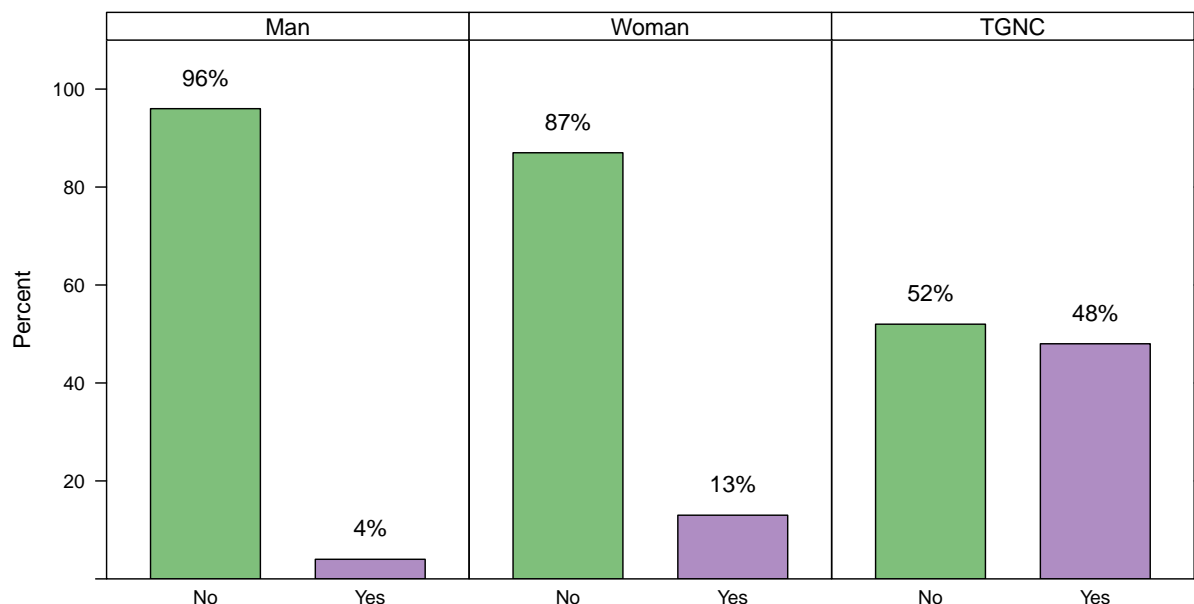


Of those who said yes to this question, what is the source?

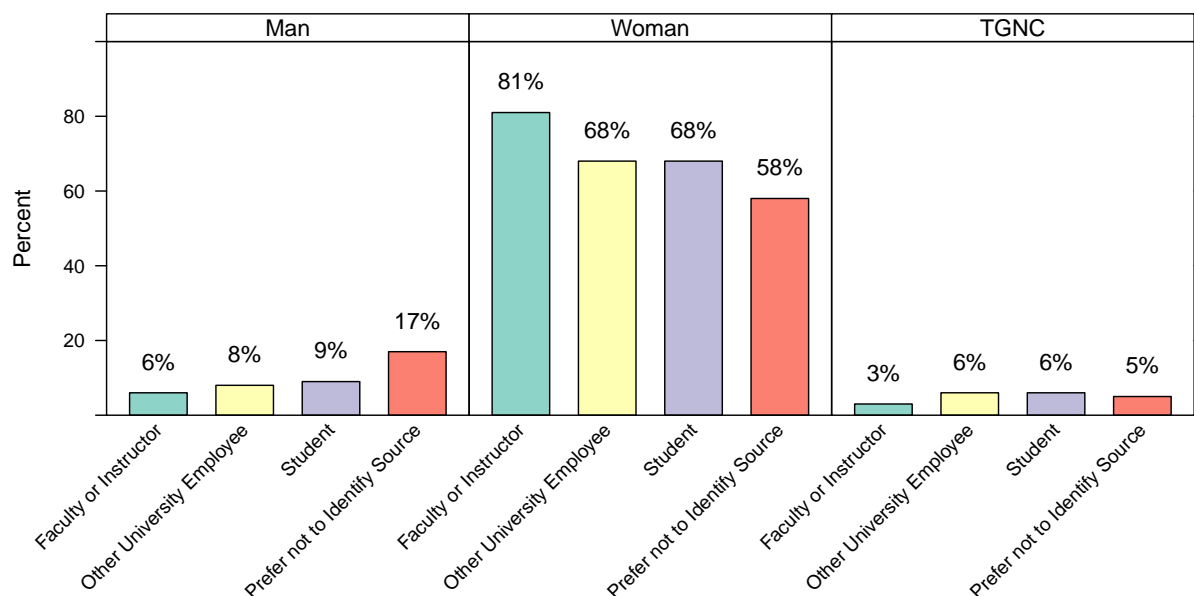


Note: Respondents can check more than one, so the percentages add up to more than 100%.

**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.**

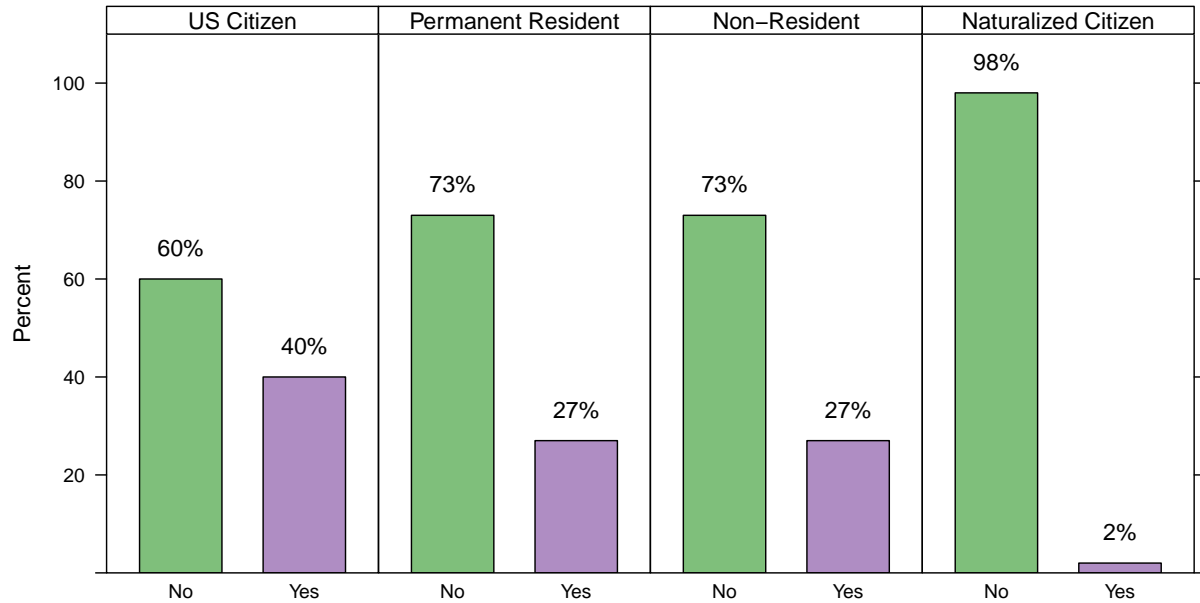


Of those who said yes to this question, what is the source?

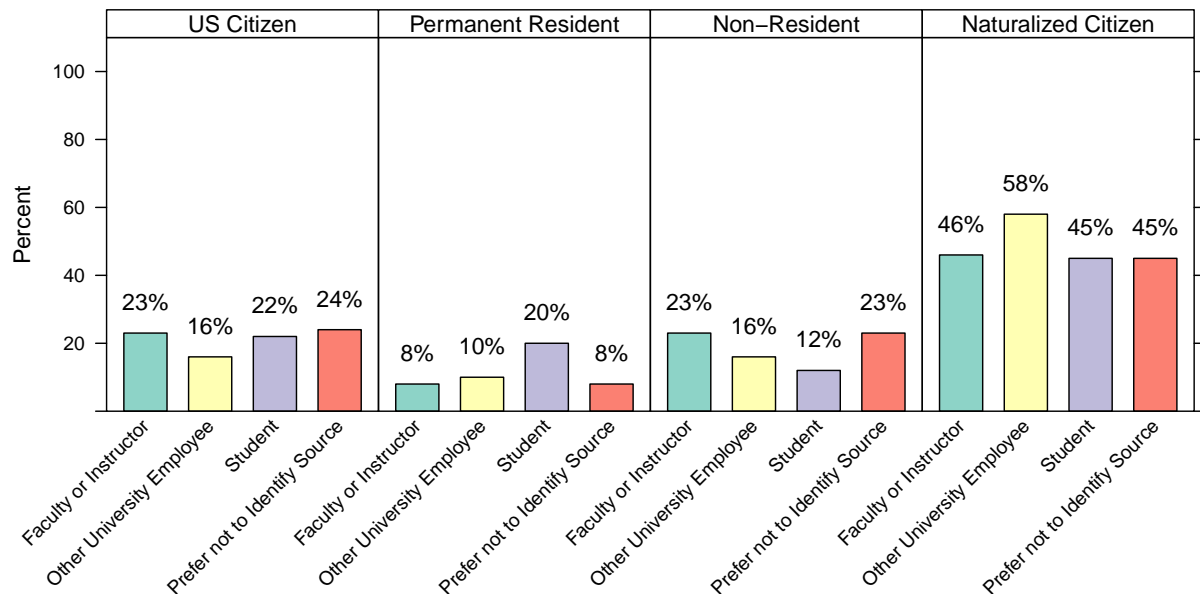


Note: Respondents can check more than one, so the percentages add up to more than 100%.

**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.**

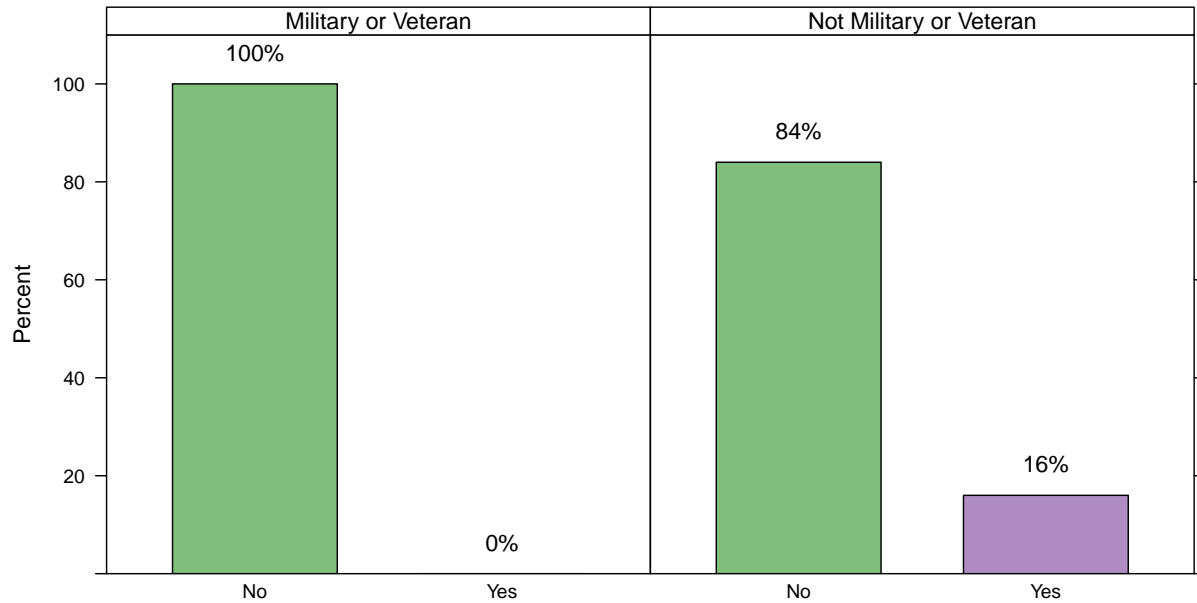


Of those who said yes to this question, what is the source?

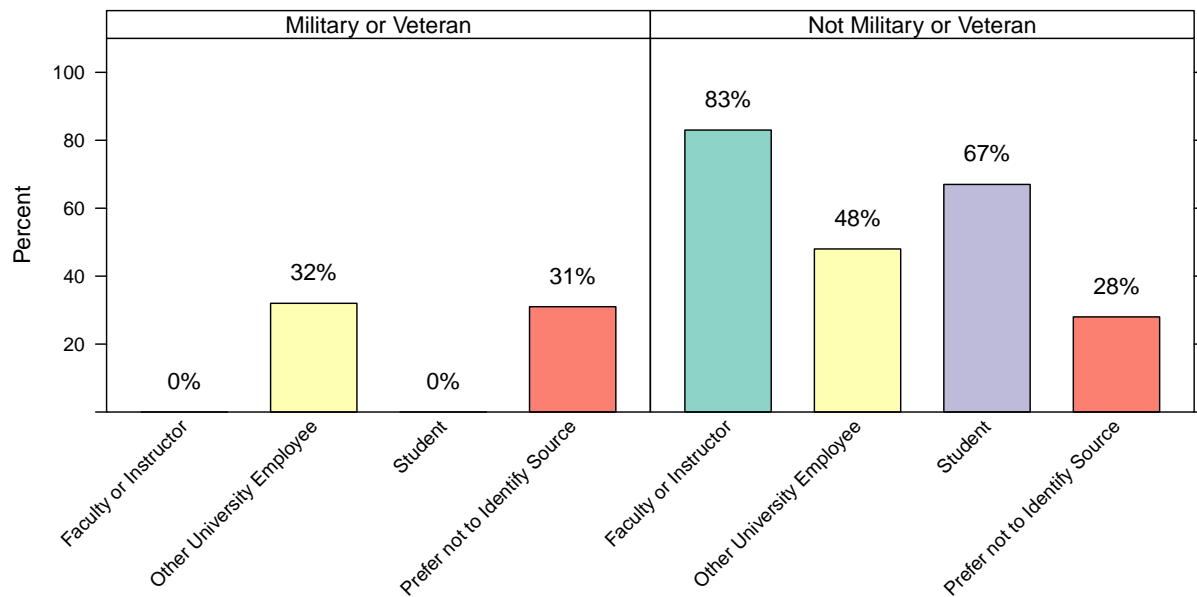


Note: Respondents can check more than one, so the percentages add up to more than 100%.

**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.**



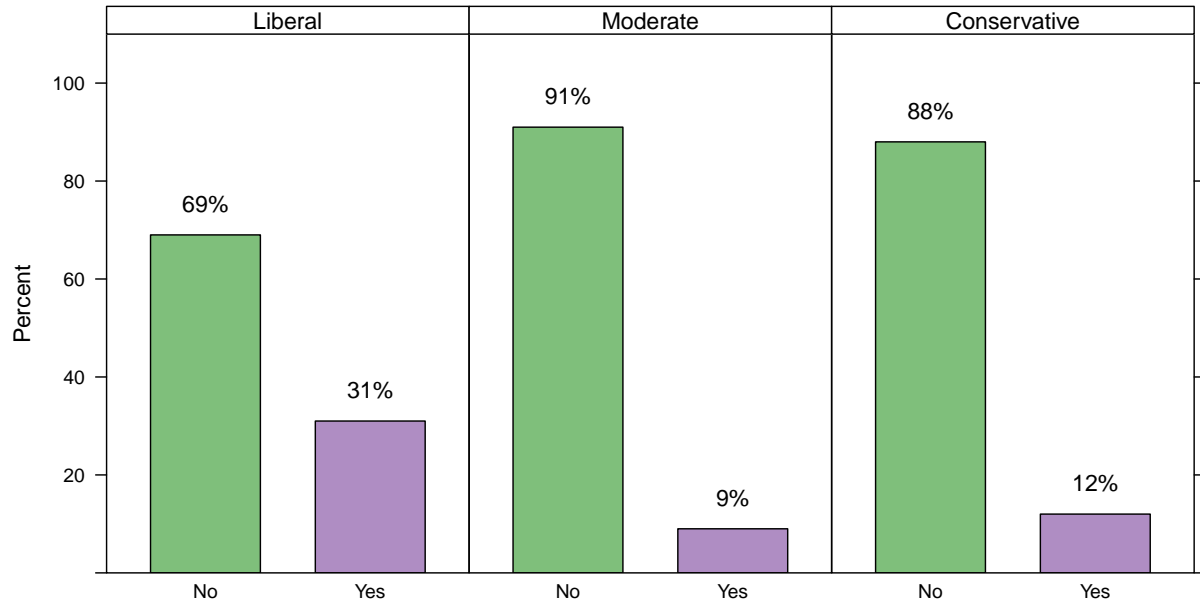
Of those who said yes to this question, what is the source?



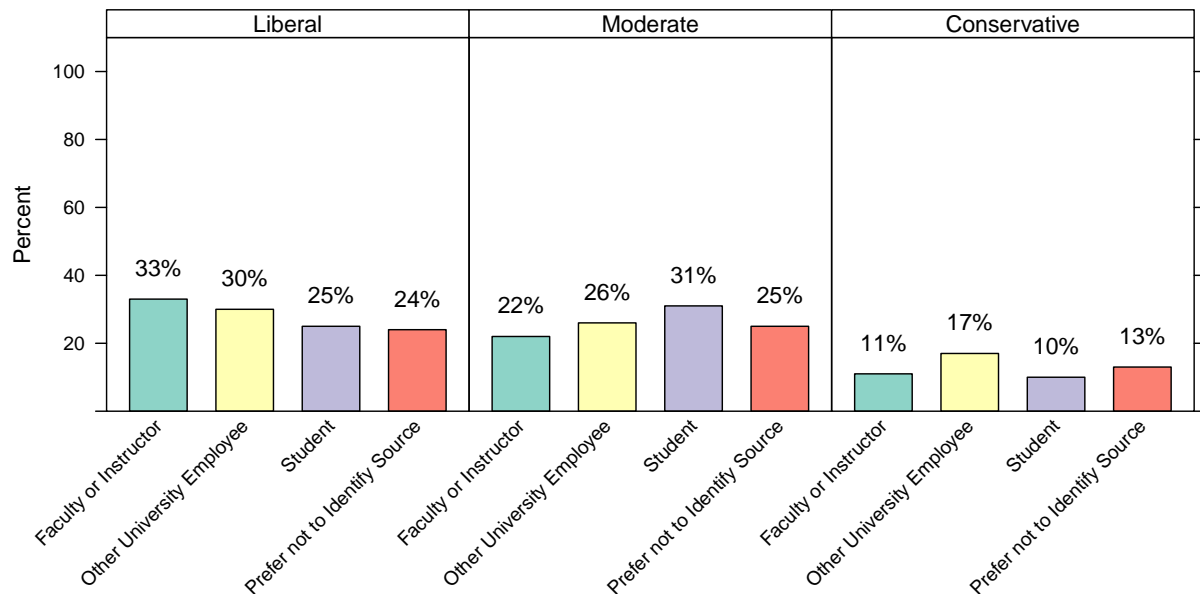
Note: Respondents can check more than one, so the percentages add up to more than 100%.



**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.**

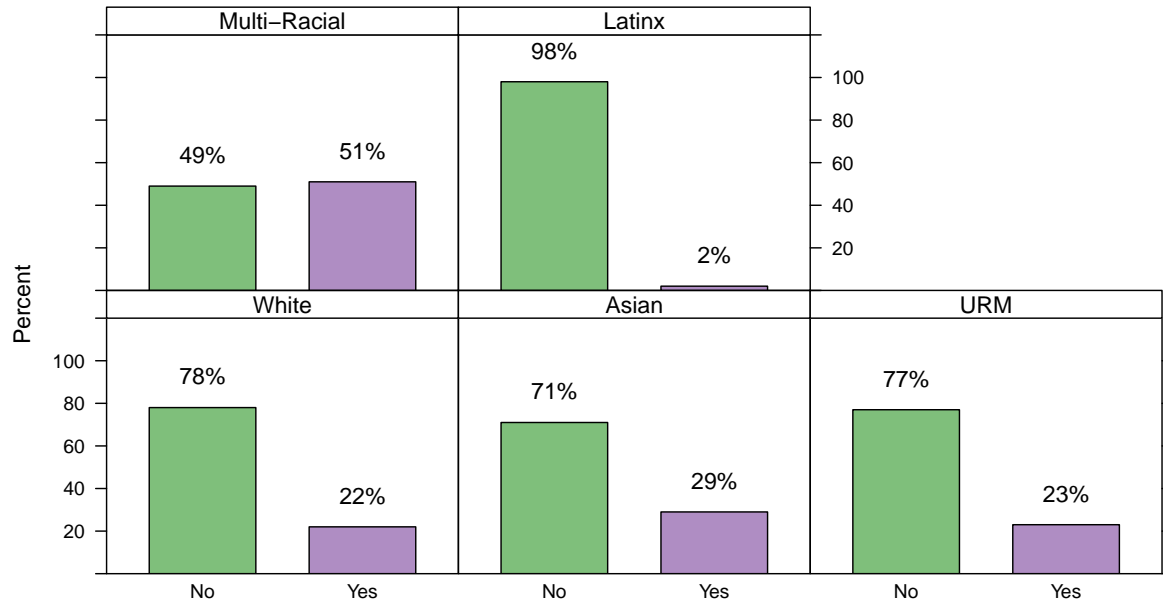


Of those who said yes to this question, what is the source?

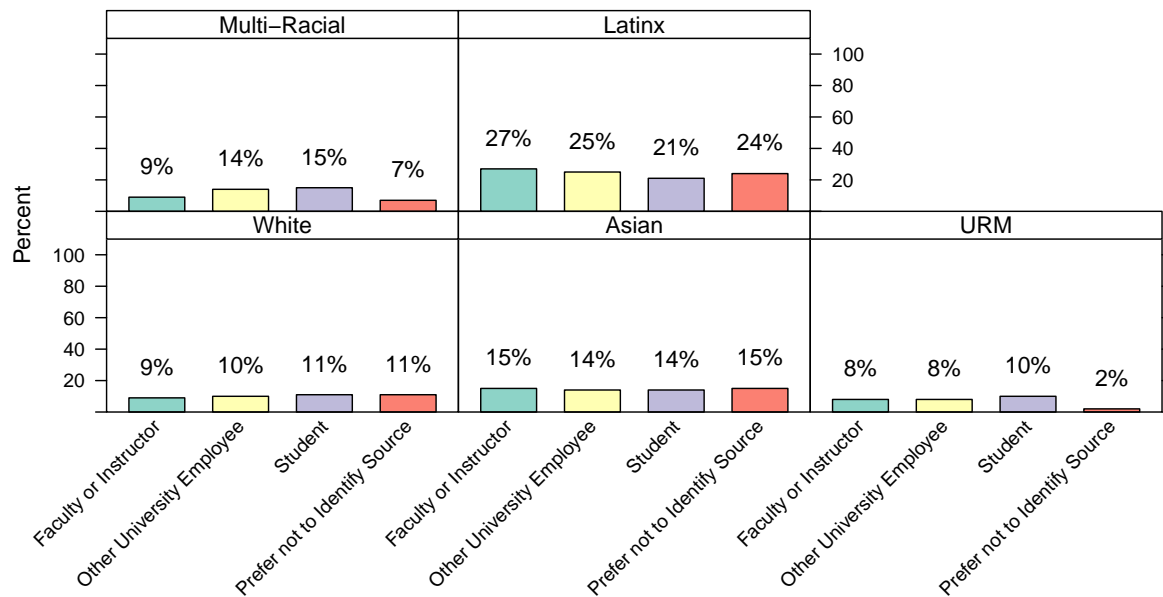


Note: Respondents can check more than one, so the percentages add up to more than 100%.

**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.**

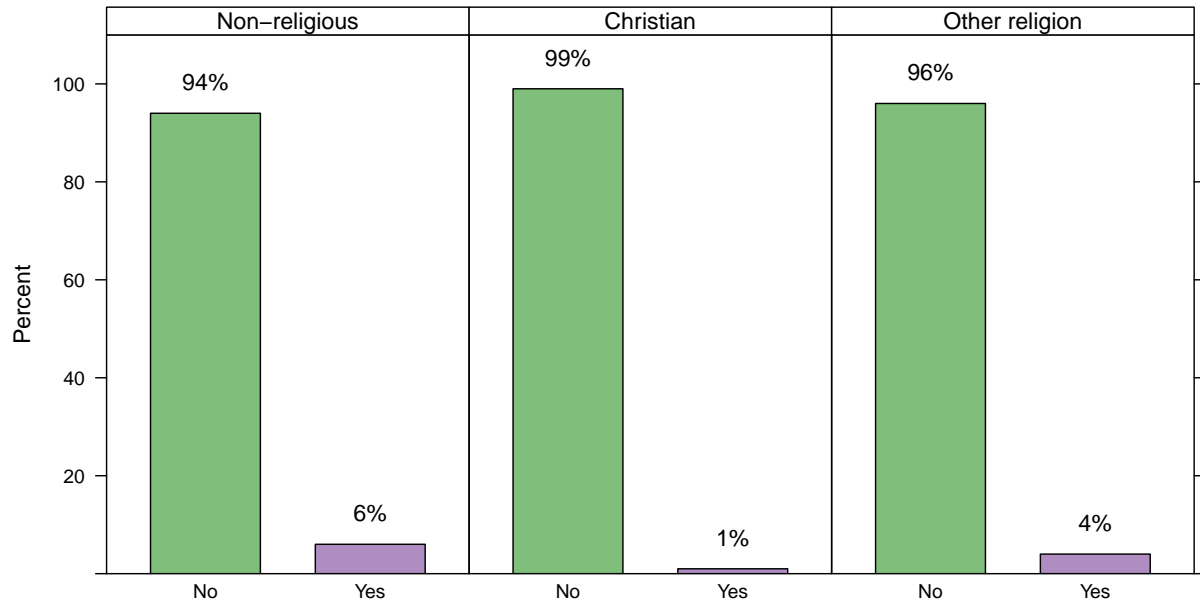


Of those who said yes to this question, what is the source?

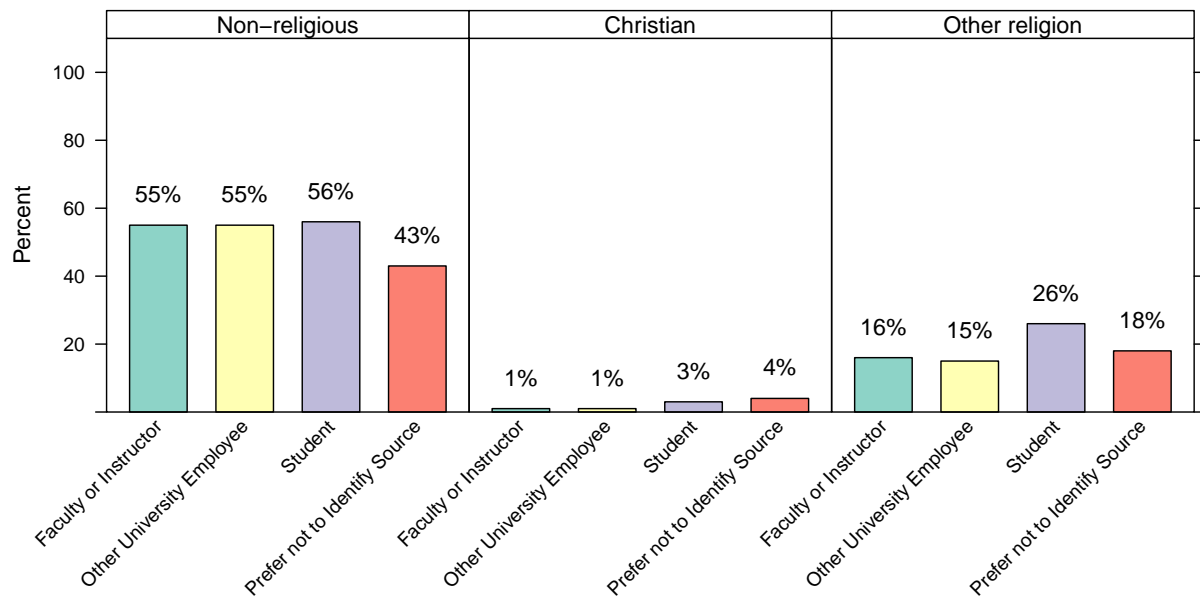


Note: Respondents can check more than one, so the percentages add up to more than 100%.

**Q23: In the past 12 months, have you personally experienced biased, intimidating, or hostile treatment at the University of Iowa based on your Religion.**

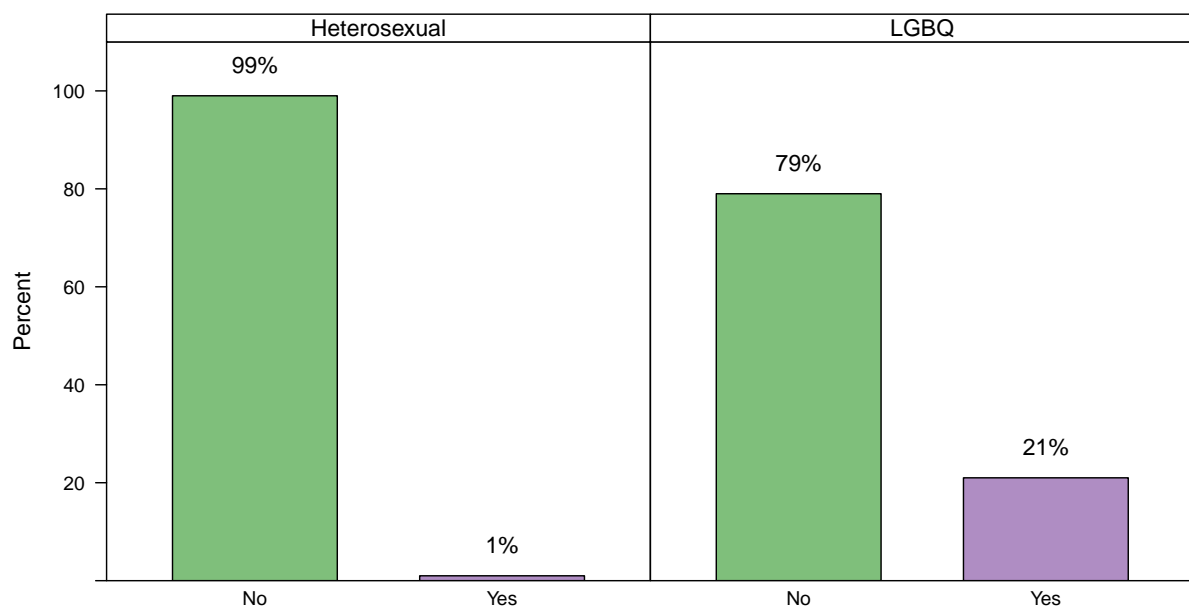


Of those who said yes to this question, what is the source?

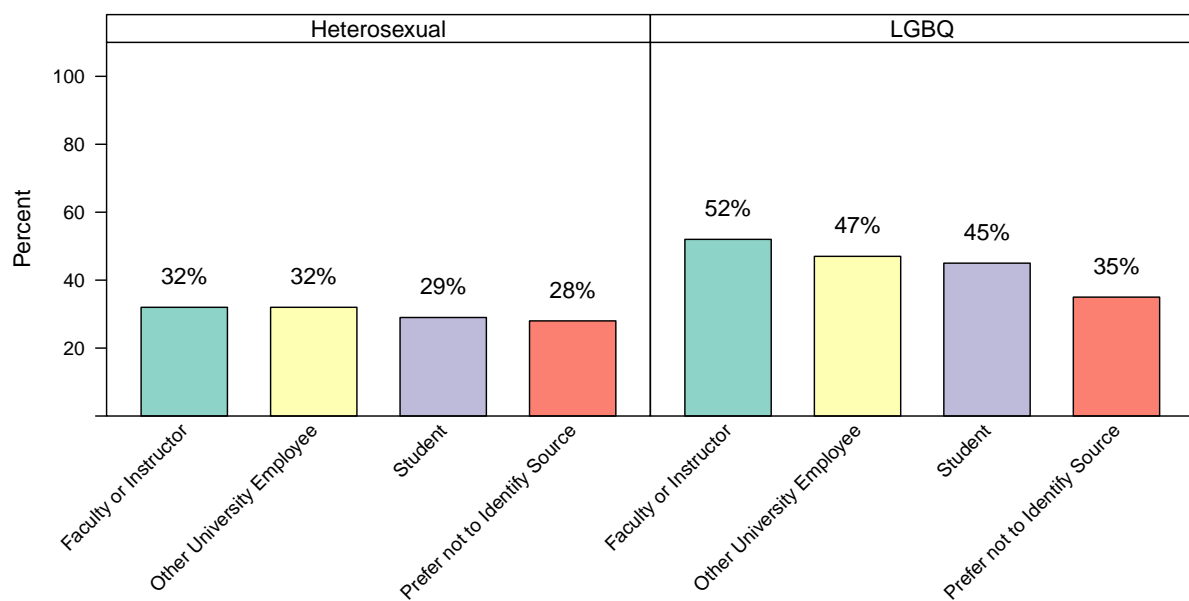


Note: Respondents can check more than one, so the percentages add up to more than 100%.

**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**

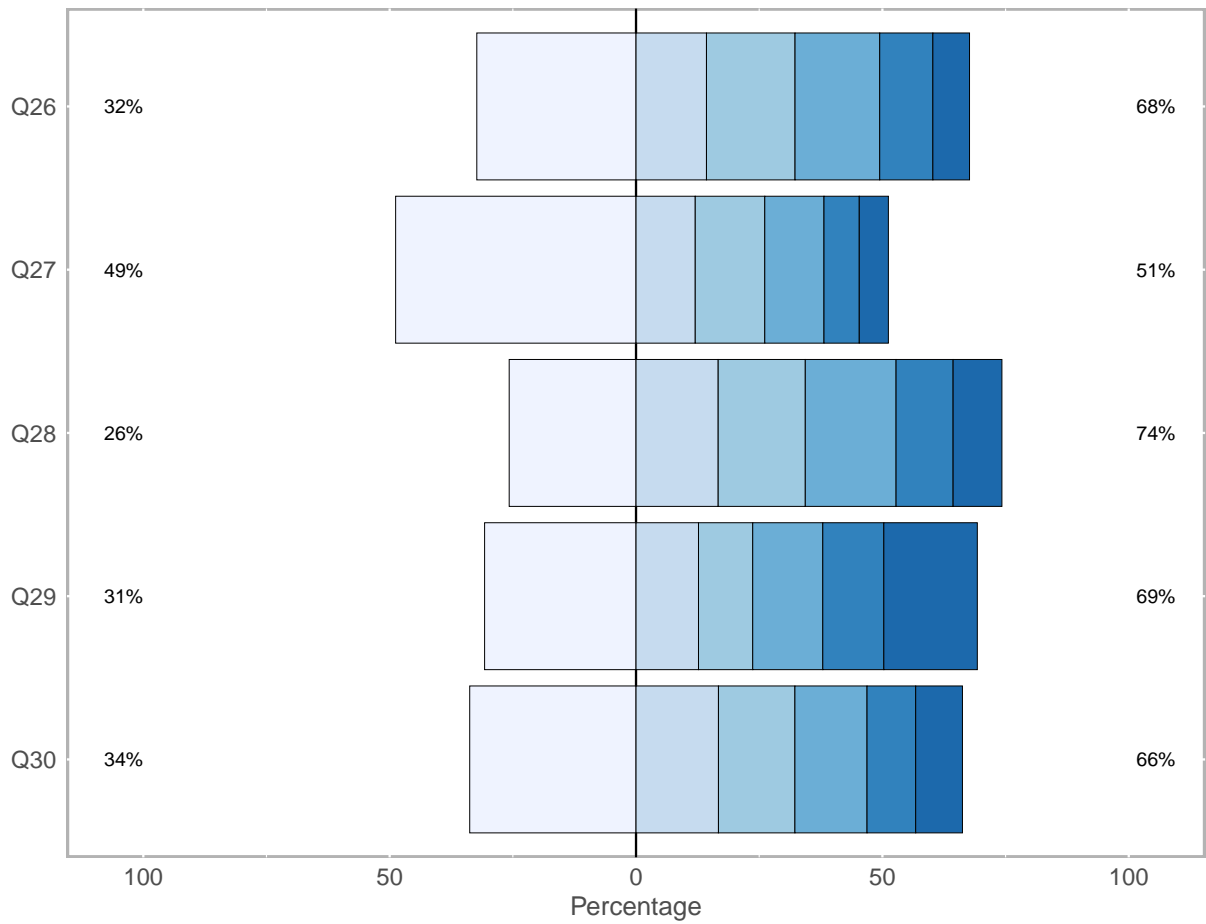
**Q28: Affected my mental health**

**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.

**All Respondents**

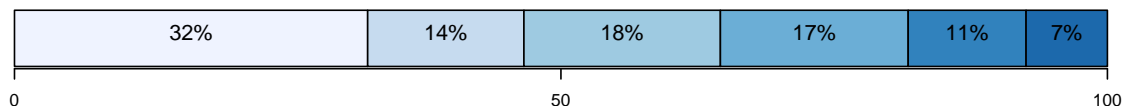


Not at all	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
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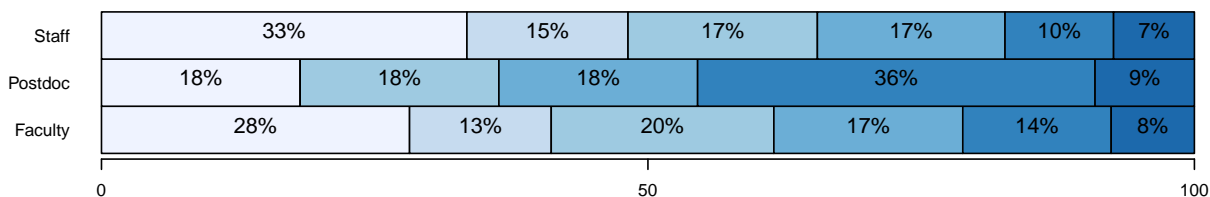
**Q26: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Eroded my confidence in my abilities.**

Not at all	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
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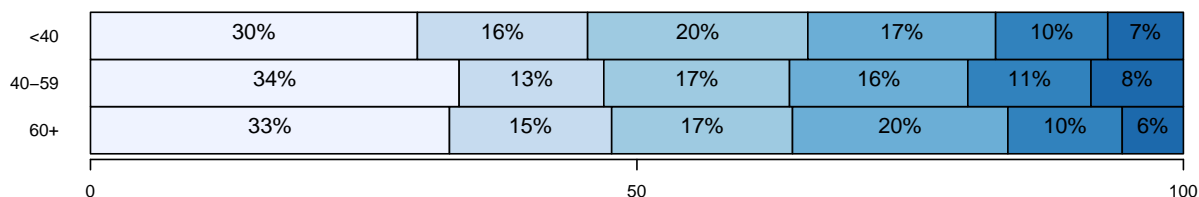
### All Respondents



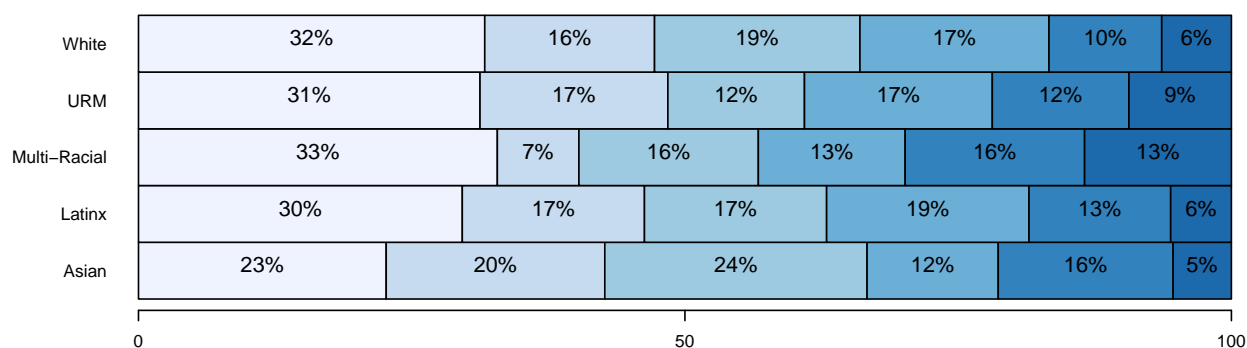
### Appointment Type



### Age



### Race



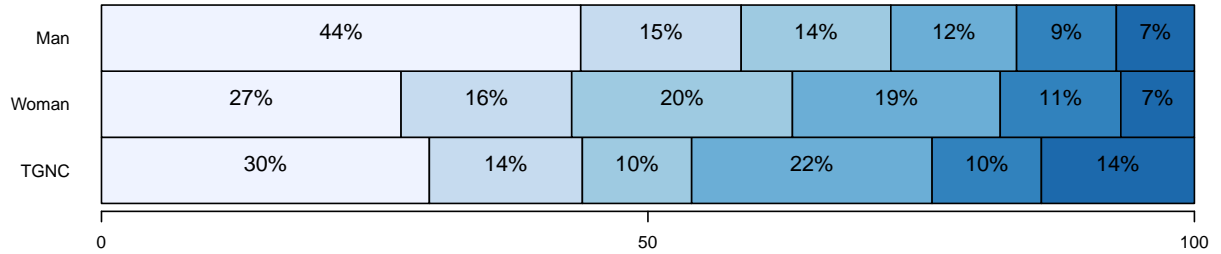
Response proportions less than 4% are displayed by asterisks with:

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

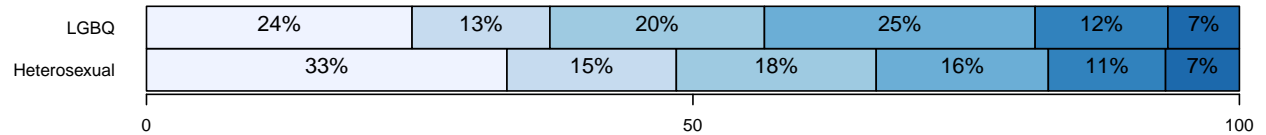
**Q26: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Eroded my confidence in my abilities.**

Not at all	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
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### Gender



### Sexual Orientation



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

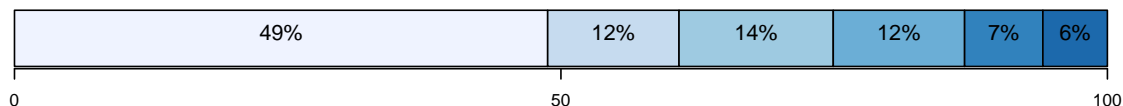
"="<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%



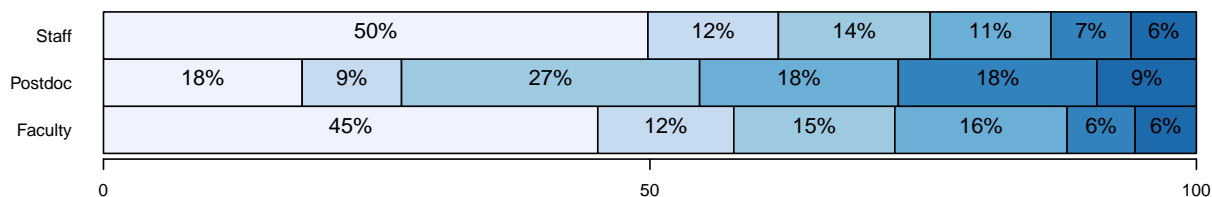
**Q27: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Affected my physical health.**

Not at all	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
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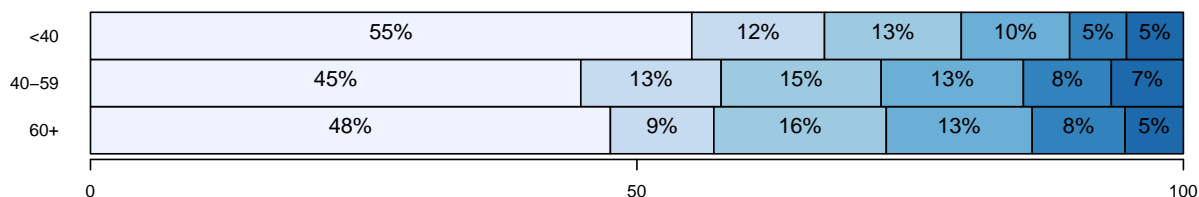
### All Respondents



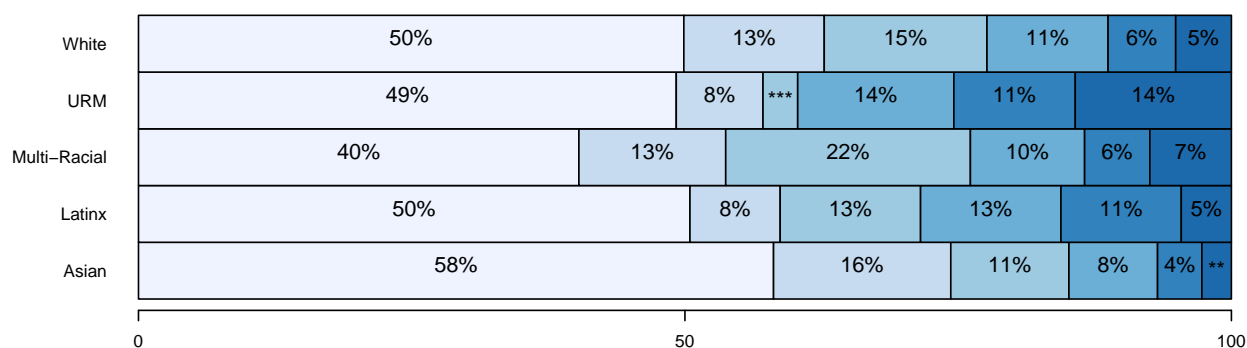
### Appointment Type



### Age



### Race



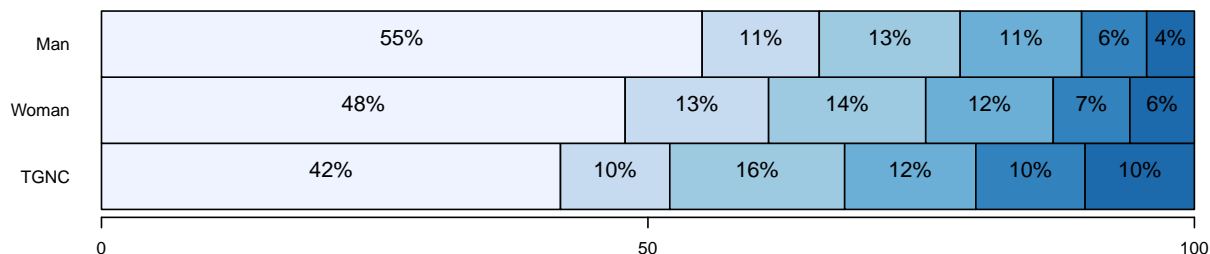
Response proportions less than 4% are displayed by asterisks with:

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

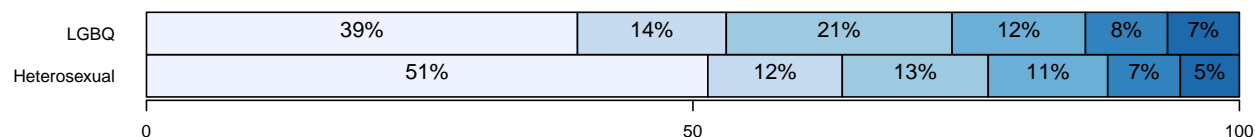
**Q27: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Affected my physical health.**

Not at all	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
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### Gender



### Sexual Orientation



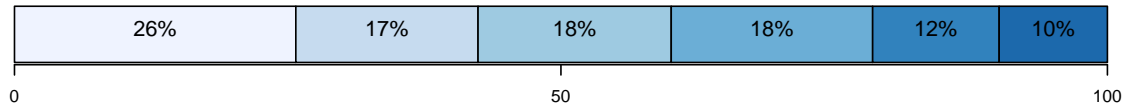
Response proportions less than 4% are displayed by asterisks with:

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

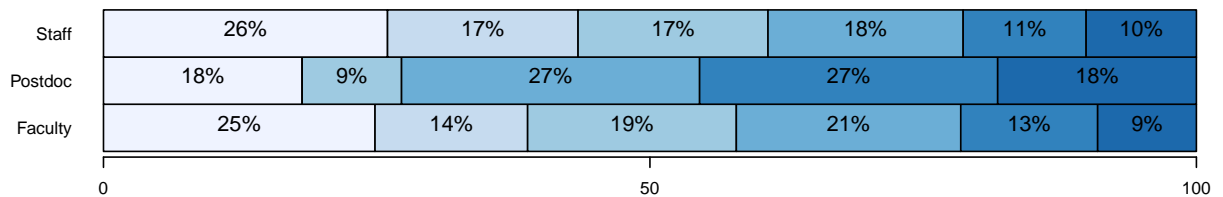
**Q28: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Affected my mental health.**

Not at all	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
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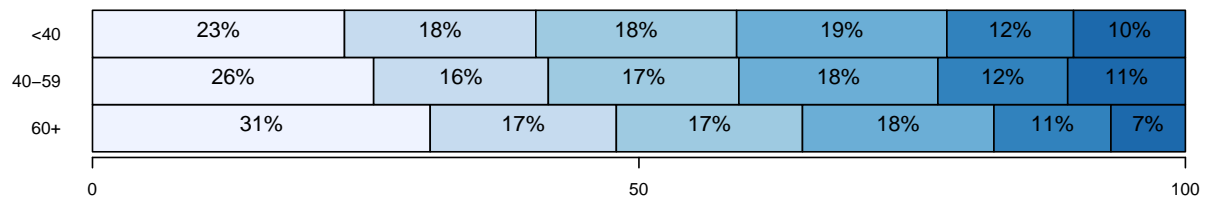
### All Respondents



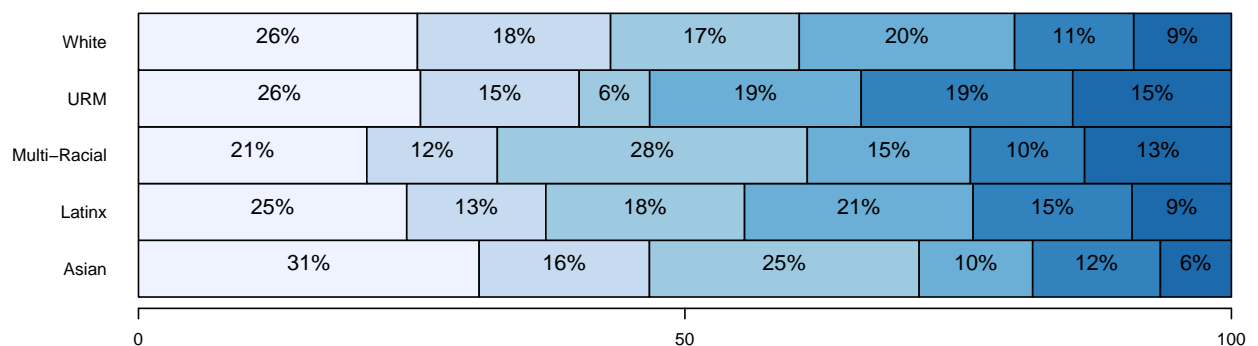
### Appointment Type



### Age



### Race



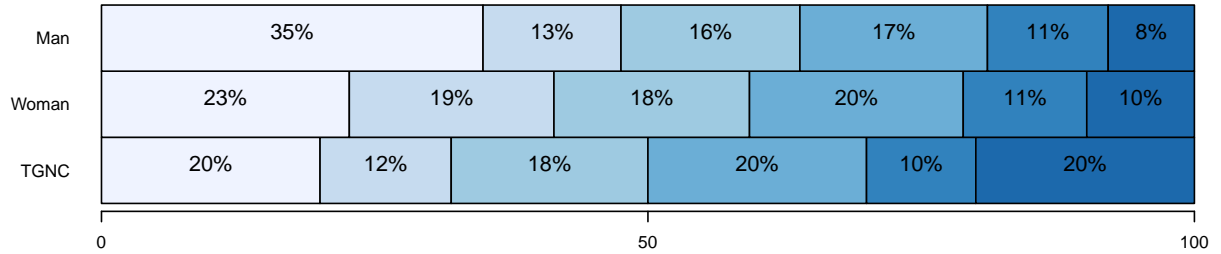
Response proportions less than 4% are displayed by asterisks with:

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

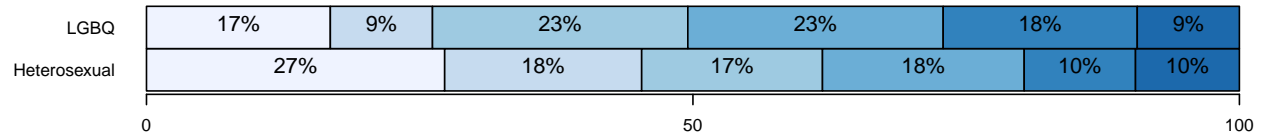
**Q28: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Affected my mental health.**

Not at all	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
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### Gender



### Sexual Orientation



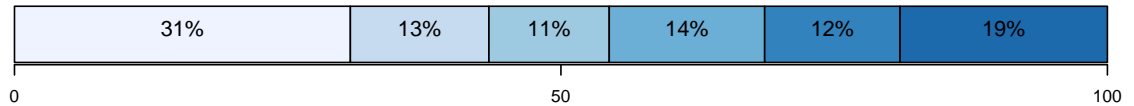
Response proportions less than 4% are displayed by asterisks with:

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

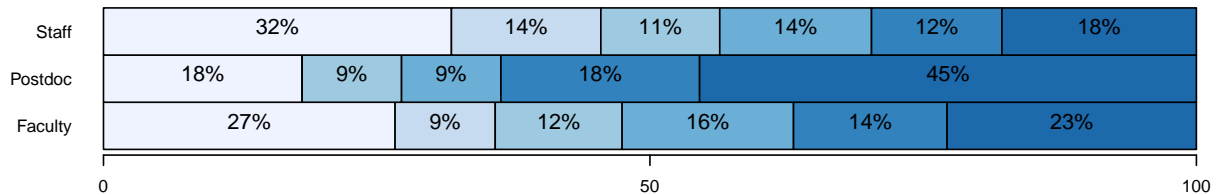
**Q29: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Caused me to consider leaving the University of Iowa.**

Not at all	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
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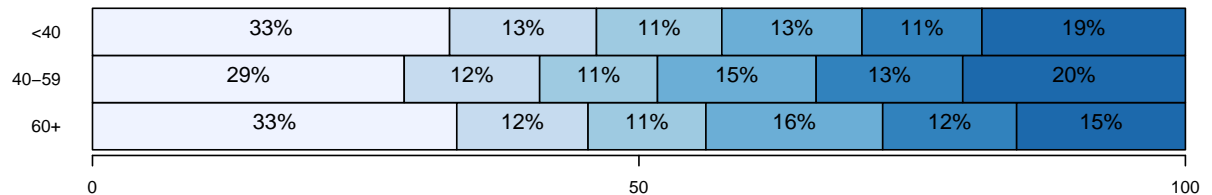
### All Respondents



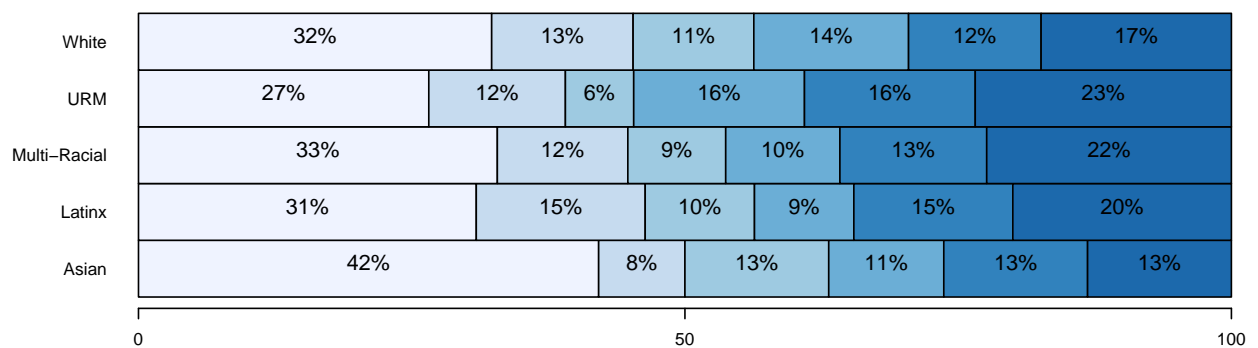
### Appointment Type



### Age



### Race



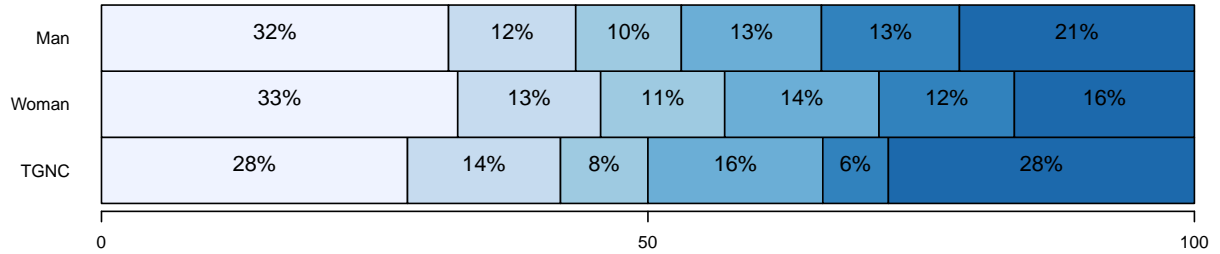
Response proportions less than 4% are displayed by asterisks with:

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

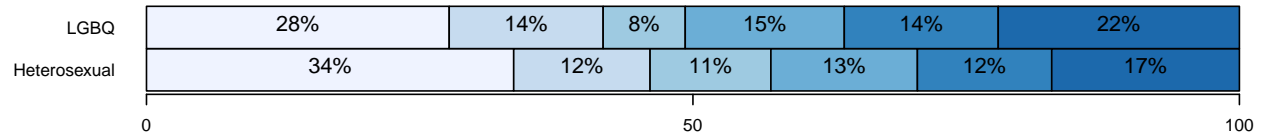
**Q29: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Caused me to consider leaving the University of Iowa.**

Not at all	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
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### Gender



### Sexual Orientation



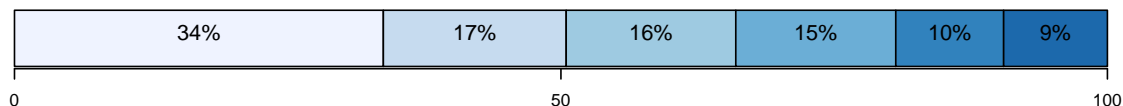
Response proportions less than 4% are displayed by asterisks with:

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

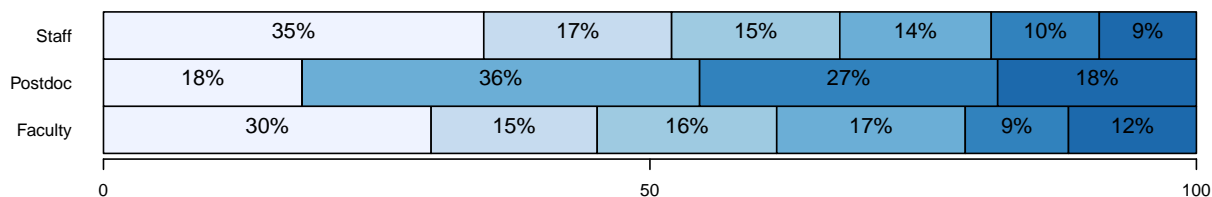
**Q30: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Interfered with my work performance.**

Not at all	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
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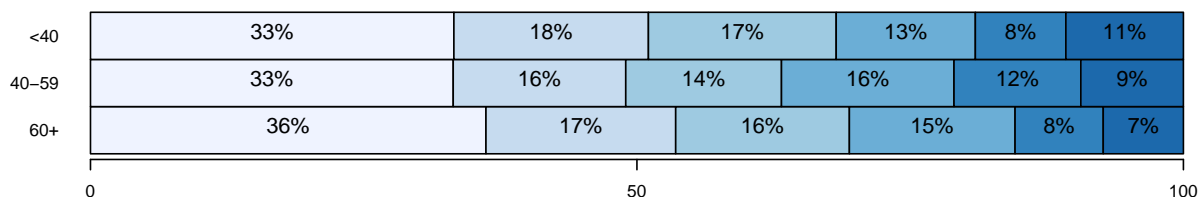
### All Respondents



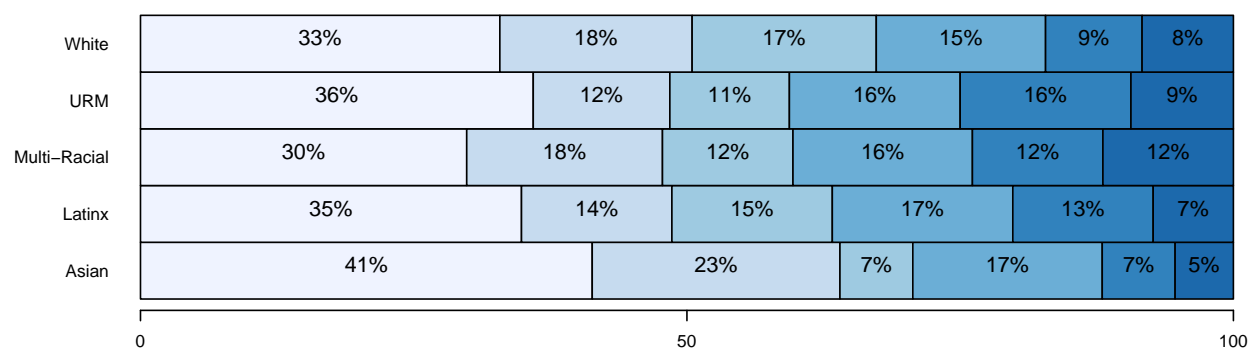
### Appointment Type



### Age



### Race



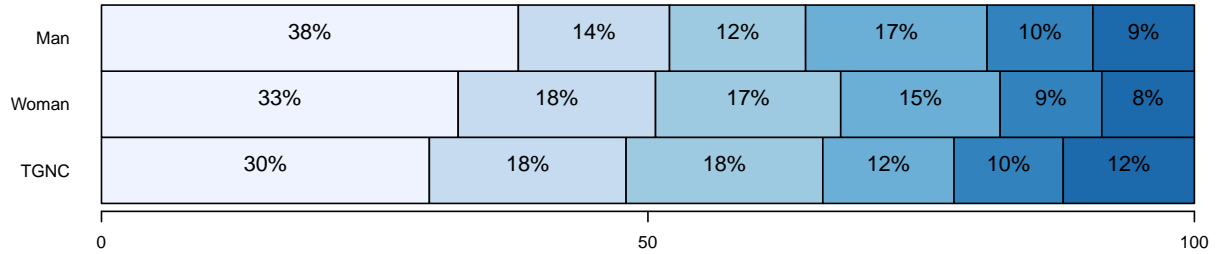
Response proportions less than 4% are displayed by asterisks with:

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

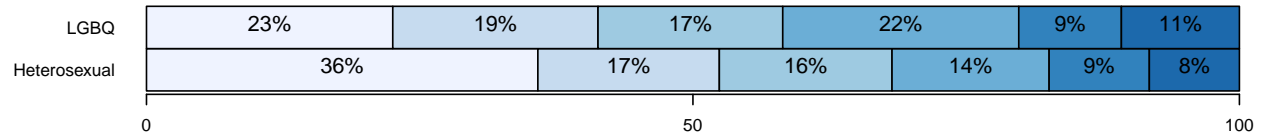
**Q30: During the past 12 months, to what extent has the biased, intimidating, or hostile treatment that you experienced impacted you in the following areas: Interfered with my work performance.**

Not at all	To a very small extent	To a small extent	To a moderate extent	To a large extent	To a very large extent
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### Gender



### Sexual Orientation



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

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

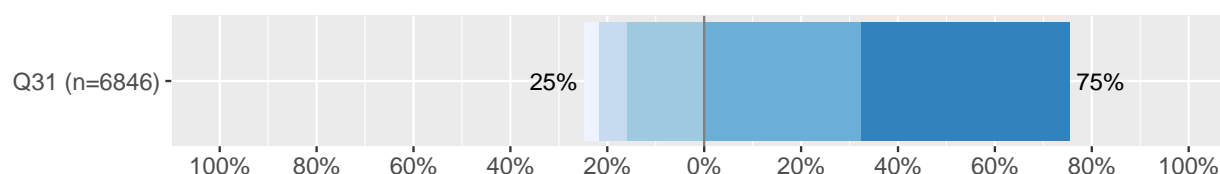


## Encouragement

**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

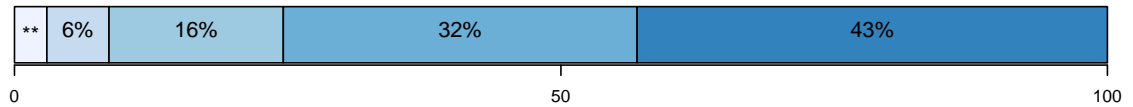


Definitely Not	Probably Not	Maybe	Probably	Definitely
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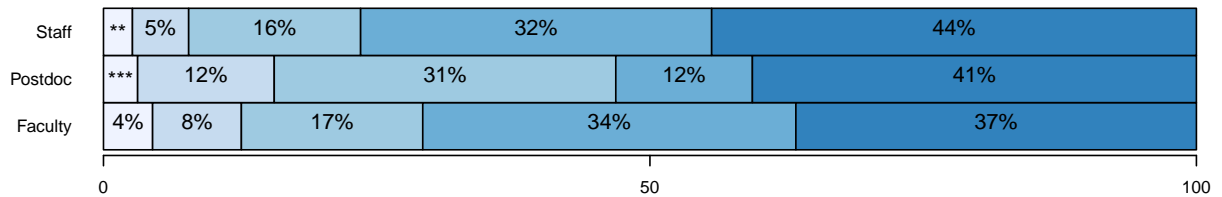
**Q31: Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity, age, etc.) to accept a faculty position at the University of Iowa? (FACULTY) / Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity, age, etc.) to accept a staff position at the University of Iowa? (STAFF)**

Definitely Not	Probably Not	Maybe	Probably	Definitely
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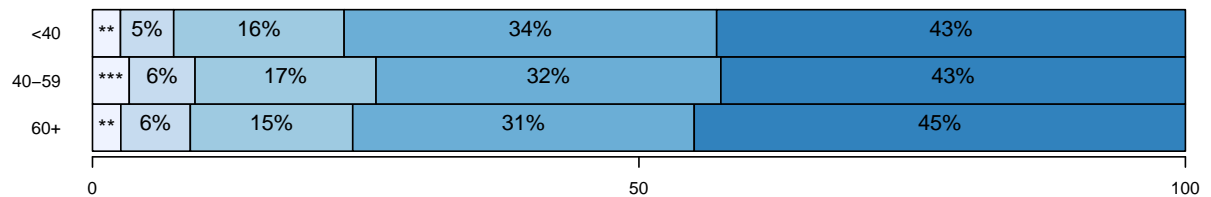
### All Respondents



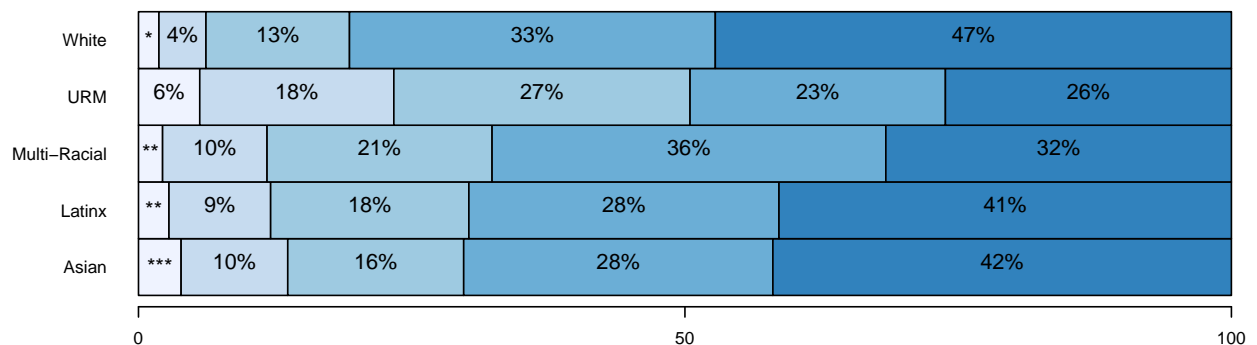
### Appointment Type



### Age



### Race



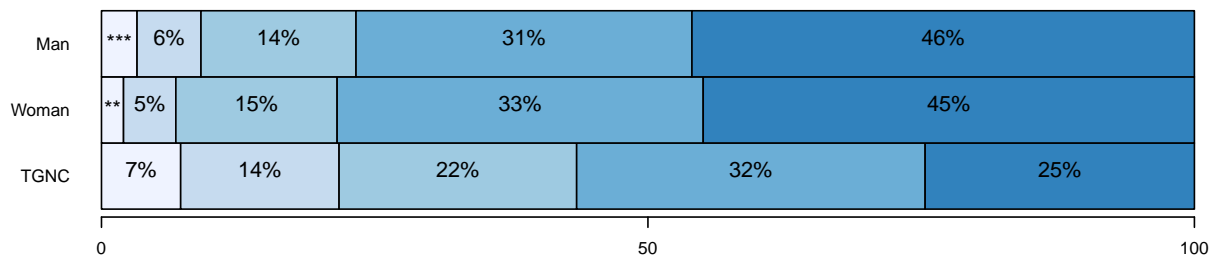
Response proportions less than 4% are displayed by asterisks with:

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

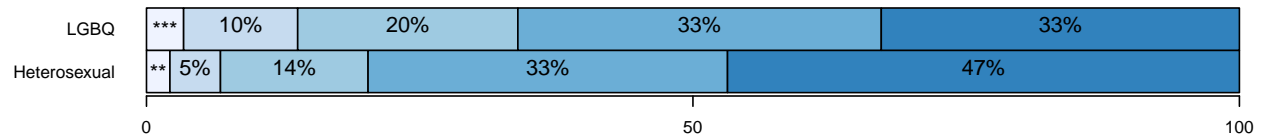
**Q31: Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity, age, etc.) to accept a faculty position at the University of Iowa? (FACULTY) / Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity,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

Definitely Not	Probably Not	Maybe	Probably	Definitely
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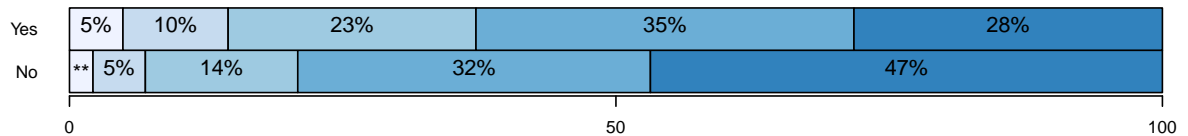
### Gender



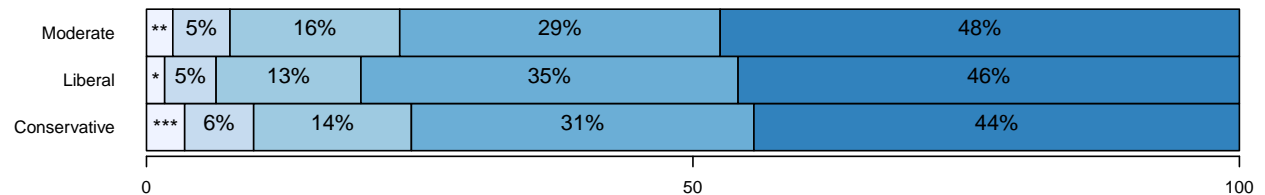
### Sexual Orientation



### Disability Identity



### Political Orientation



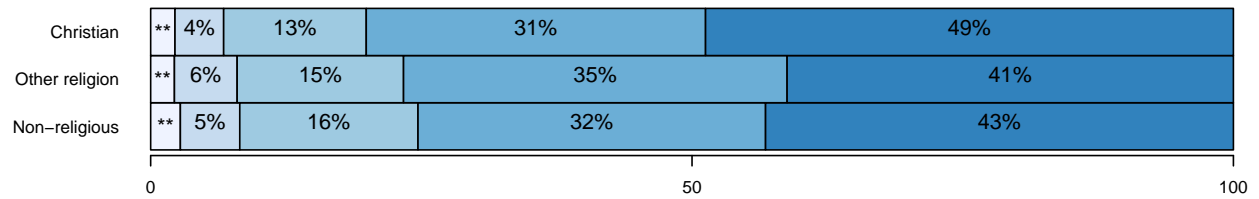
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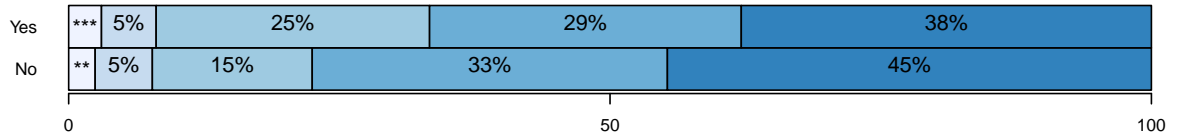
**Q31: Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity, age, etc.) to accept a faculty position at the University of Iowa? (FACULTY) / Would you encourage someone who shares your social identities (e.g., race, gender, sexual orientation/identity,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

Definitely Not	Probably Not	Maybe	Probably	Definitely
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### Religious Preference



### Military/Veteran Status



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

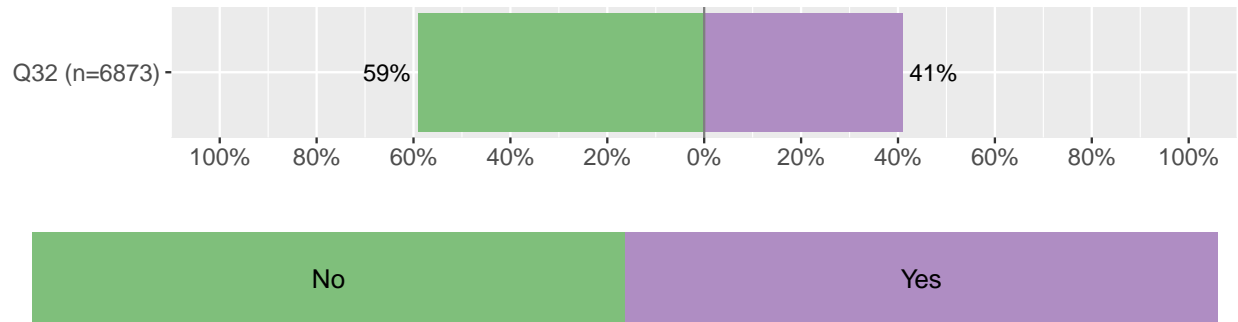
""=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

## 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%), LGBTQ (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%).

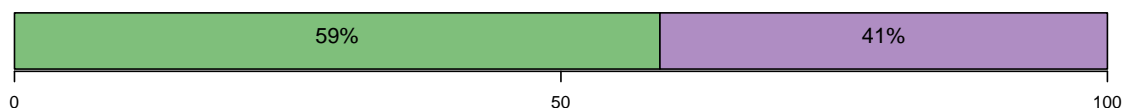
#### All Respondents



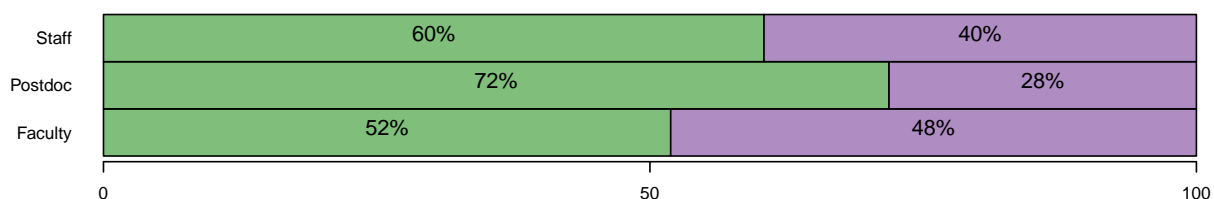
**Q32: In the past 12 months, I have seriously considered leaving the University of Iowa.**



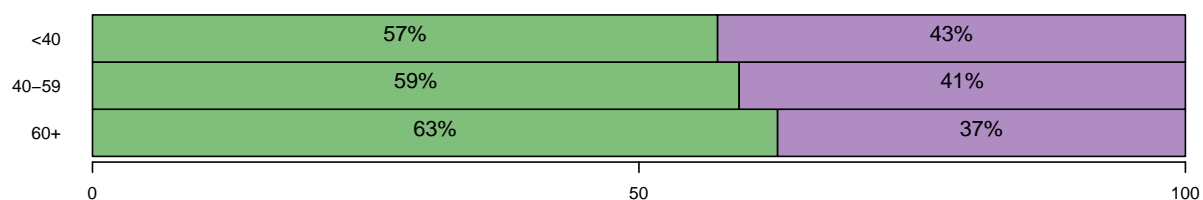
**All Respondents**



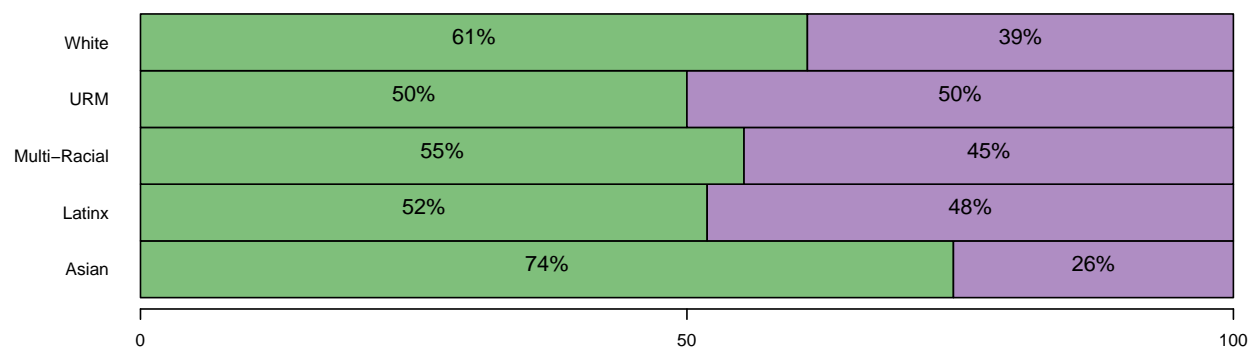
**Appointment Type**



**Age**



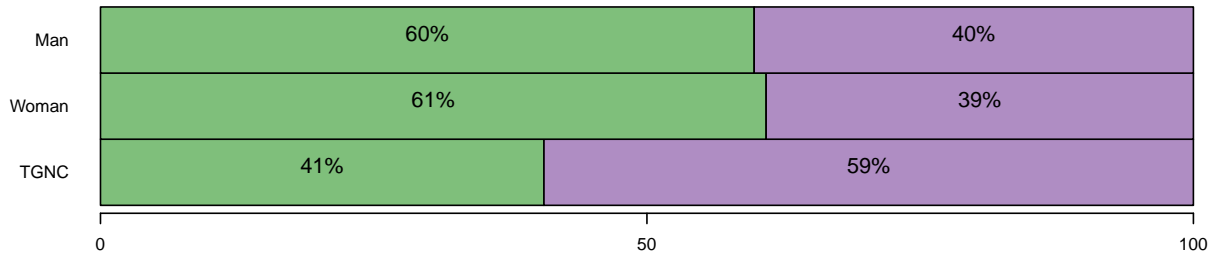
**Race**



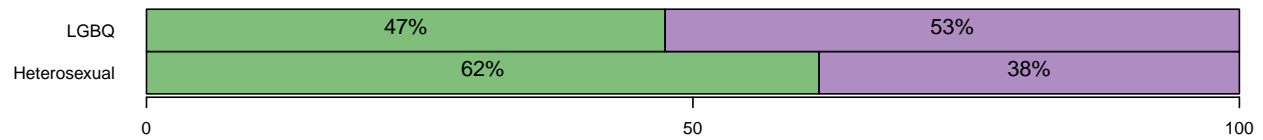
**Q32: In the past 12 months, I have seriously considered leaving the University of Iowa.**



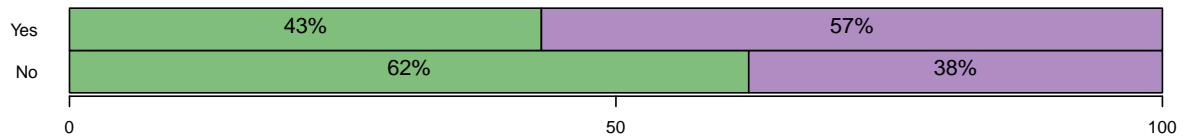
**Gender**



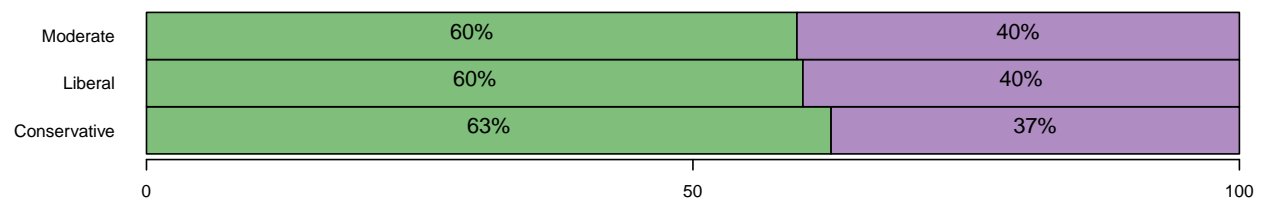
**Sexual Orientation**



**Disability Identity**



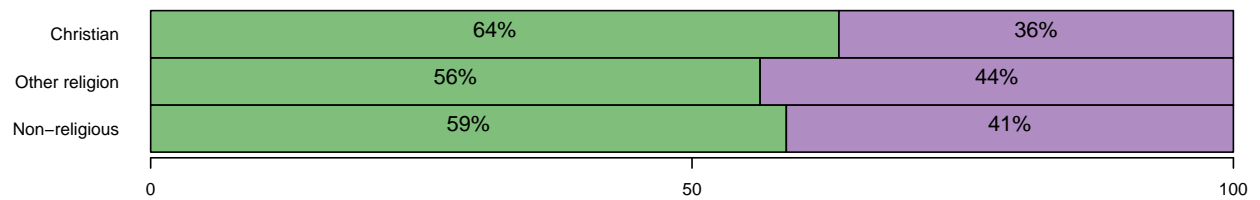
**Political Orientation**



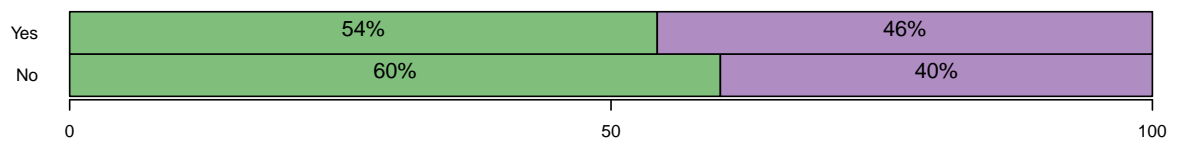
**Q32: In the past 12 months, I have seriously considered leaving the University of Iowa.**



**Religious Preference**



**Military/Veteran Status**





## 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%), LGBTQ (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%), Postdoctoral 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:

0–3%	3–6%	6–9%	9–12%	12–15%	15–18%	18–22%
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#### All Respondents

	Bias	Campus	Career	Department	Support	Family	Recruit	Salary	Location	Conflict
University	4.5	9.2	14.3	18.0	12.6	7.4	4.8	16.0	5.6	7.6

#### Appointment Type

	Bias	Campus	Career	Department	Support	Family	Recruit	Salary	Location	Conflict
Faculty	4.7	11.5	11.9	14.3	13.1	8.4	7.8	15.0	7.0	6.3
Staff	4.4	8.6	15.0	19.0	12.5	7.1	4.1	16.3	5.1	8.0
Postdoc	10.3	3.4	13.8	10.3	17.2	3.4	0.0	17.2	17.2	6.9

#### Age

	Bias	Campus	Career	Department	Support	Family	Recruit	Salary	Location	Conflict
<40	3.6	9.2	15.5	17.2	12.2	7.0	3.7	17.4	6.7	7.6
40–59	4.7	9.6	14.0	18.2	12.9	6.2	6.2	15.8	4.5	7.9
60+	7.4	7.0	10.5	20.4	13.4	14.8	3.1	10.9	5.8	6.6

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

0–3%	3–6%	6–9%	9–12%	12–15%	15–18%	18–22%
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#### Gender

	Bias	Campus	Career	Department	Support	Family	Recruit	Salary	Location	Conflict
Man	5.6	9.7	16.1	14.7	10.4	6.2	7.1	18.4	6.0	5.9
Woman	3.9	8.9	13.5	19.6	13.7	7.9	3.7	14.9	5.3	8.4
TGNC	6.2	9.9	12.3	16.0	12.3	8.6	3.7	11.1	9.9	9.9

#### Sexual Orientation

	Bias	Campus	Career	Department	Support	Family	Recruit	Salary	Location	Conflict
LGBQ	6.5	12.0	14.0	16.7	10.7	6.2	2.5	14.0	8.2	9.1
Heterosexual or straight	4.2	8.9	14.4	18.1	12.8	7.5	5.1	16.2	5.3	7.5

#### Disability Identity

	Bias	Campus	Career	Department	Support	Family	Recruit	Salary	Location	Conflict
Yes	6.6	10.8	12.7	17.4	12.7	8.8	4.2	13.6	4.7	8.6
No	4.1	8.9	14.6	18.1	12.6	7.1	4.9	16.4	5.7	7.5

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

0–3%	3–6%	6–9%	9–12%	12–15%	15–18%	18–22%
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**Political Orientation**

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

**Religious Preference**

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

**Military/Veteran Status**

	Bias	Campus	Career	Department	Support	Family	Recruit	Salary	Location	Conflict
Yes	6.9	8.6	13.1	20.6	11.4	6.3	5.7	16.6	3.4	7.4
No	4.4	9.2	14.4	17.9	12.7	7.4	4.8	16.0	5.7	7.6

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

0–3%	3–6%	6–9%	9–12%	12–15%	15–18%	18–22%
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#### Race

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

## 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 me 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.

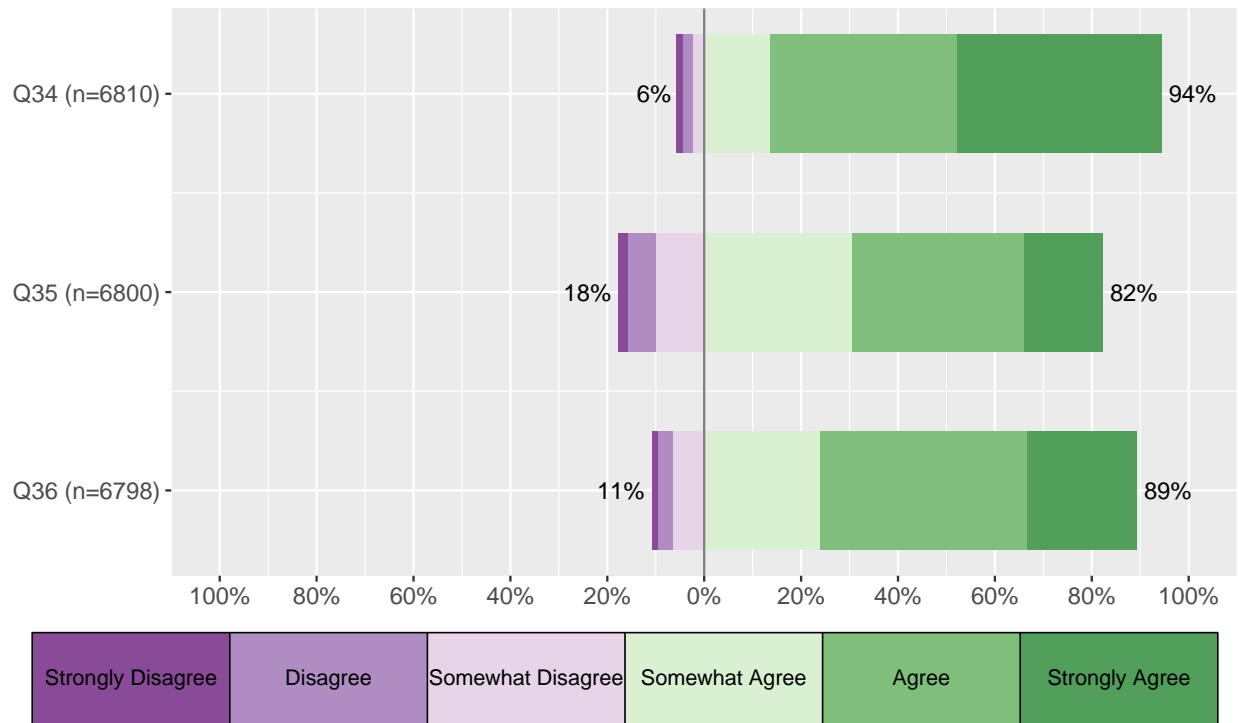
### **Q35: I feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (e.g., classes, meetings, informal interactions with colleagues).**

- 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%).

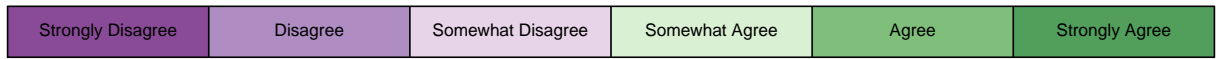
### **Q36: I can articulate why diversity, equity, and inclusion are important to the University of Iowa and its mission.**

- 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.

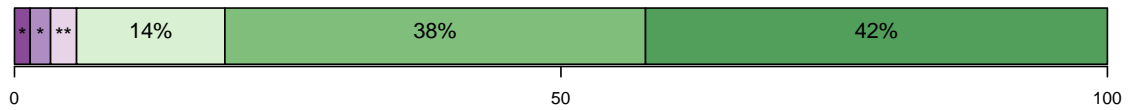
**All Respondents**



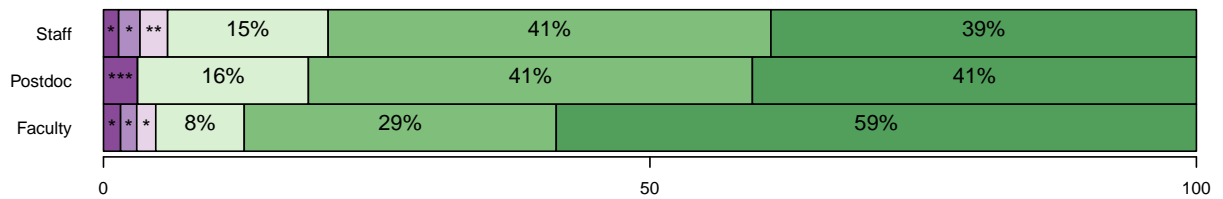
### Q34: Achieving diversity, equity, and inclusion at the University of Iowa is personally important to me.



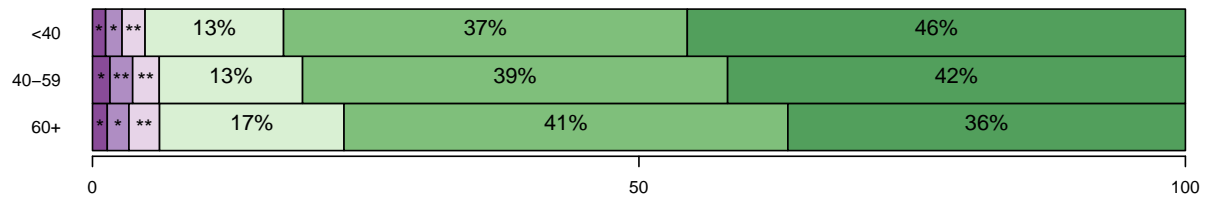
#### All Respondents



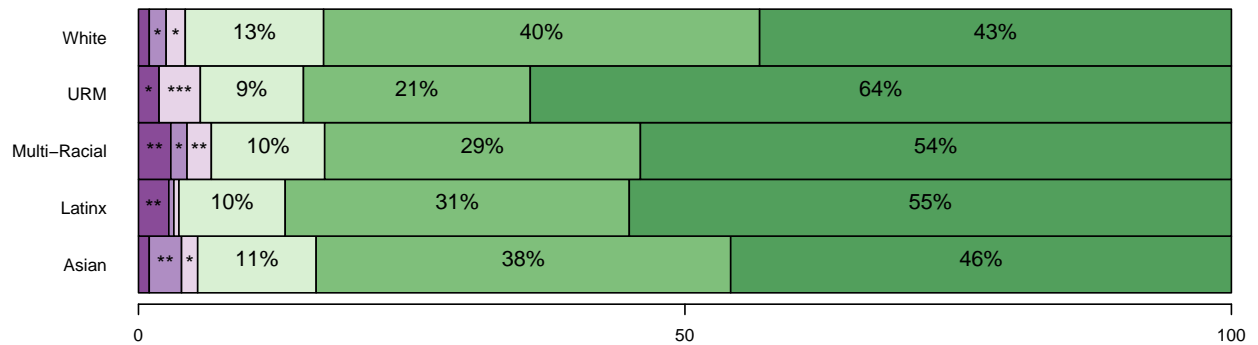
#### Appointment Type



#### Age



#### Race



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

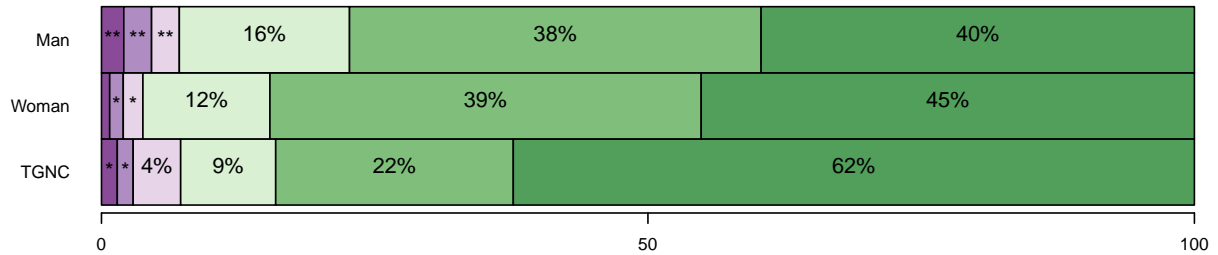
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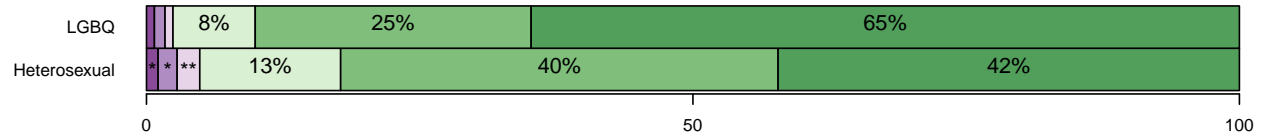
**Q34: Achieving diversity, equity, and inclusion at the University of Iowa is personally important to me.**



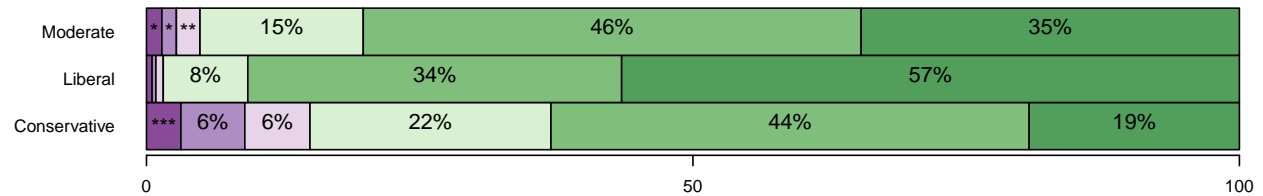
**Gender**



**Sexual Orientation**



**Political Orientation**



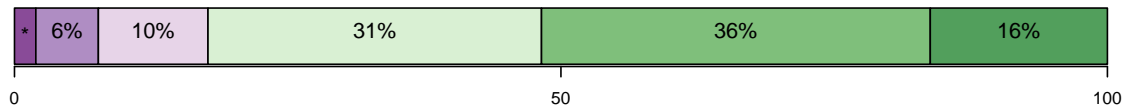
Response proportions less than 4% are displayed by asterisks with:

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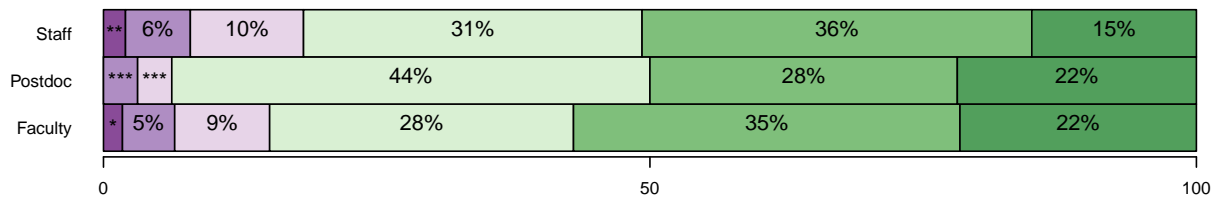
**Q35: I feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (e.g., classes, meetings, informal interactions with colleagues).**



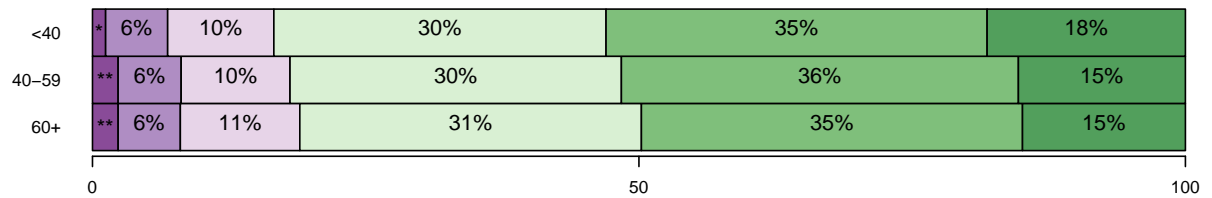
**All Respondents**



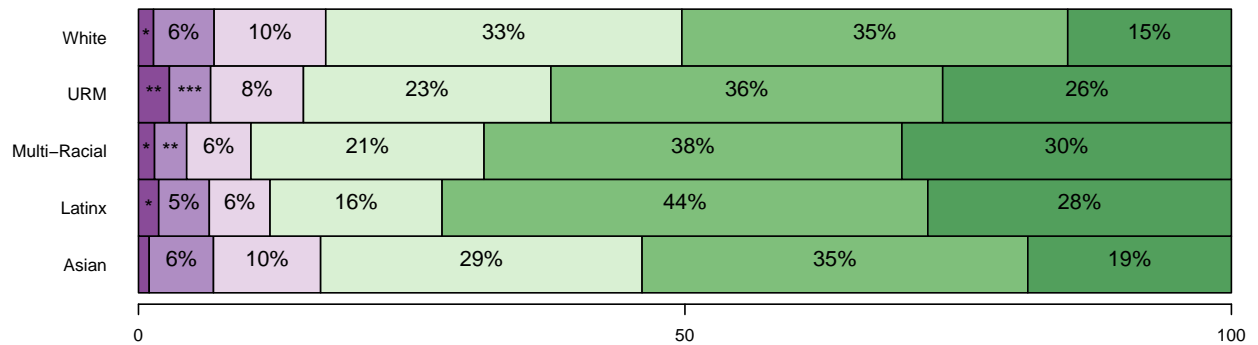
**Appointment Type**



**Age**



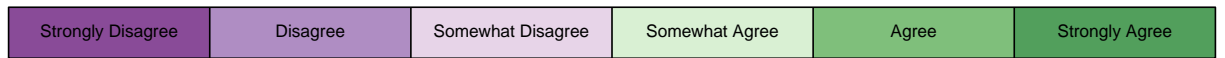
**Race**



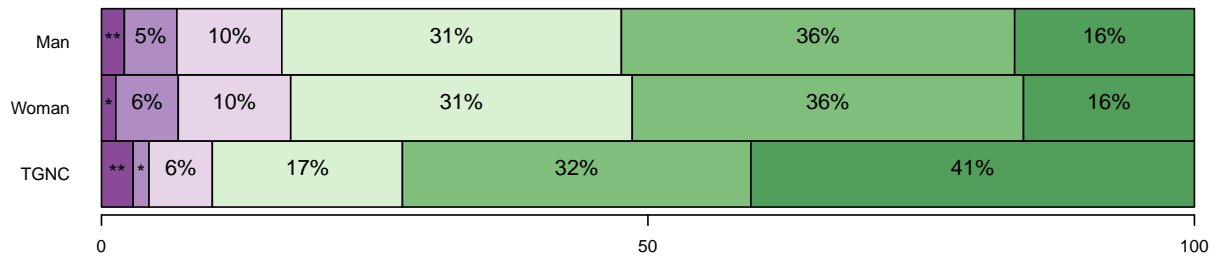
Response proportions less than 4% are displayed by asterisks with:

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

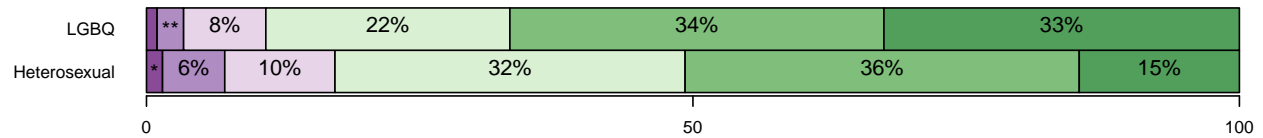
**Q35: I feel competent to discuss issues related to diversity, equity, and inclusion in on-campus environments (e.g., classes, meetings, informal interactions with colleagues).**



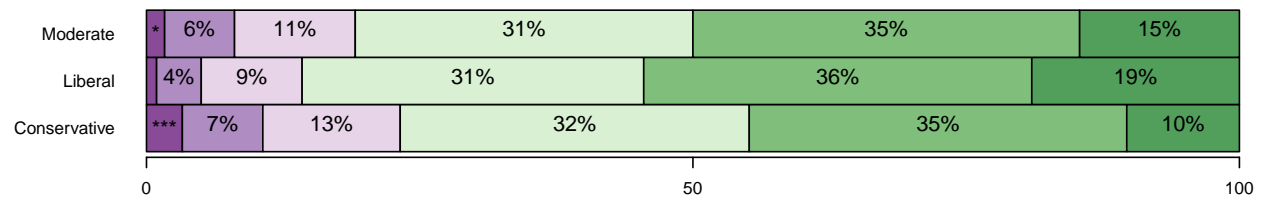
**Gender**



**Sexual Orientation**



**Political Orientation**



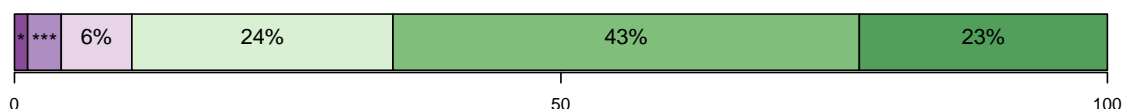
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""=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

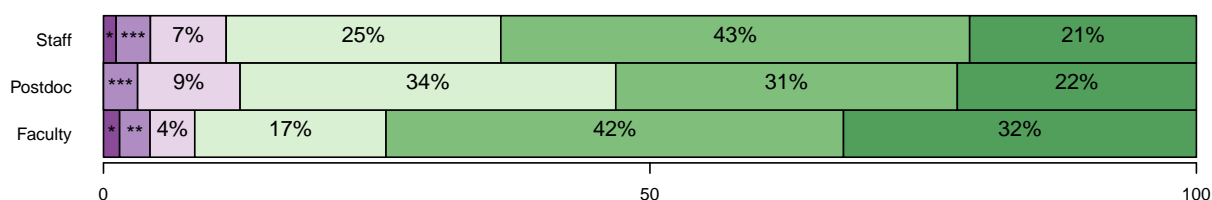
### Q36: I can articulate why diversity, equity, and inclusion are important to the University of Iowa and its mission.



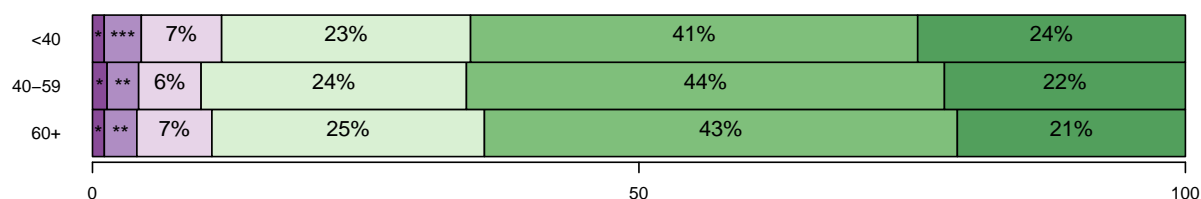
#### All Respondents



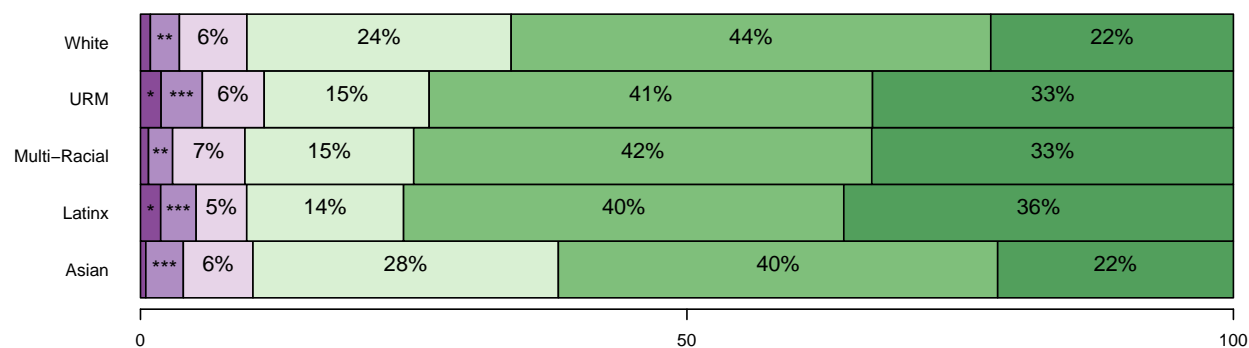
#### Appointment Type



#### Age



#### Race



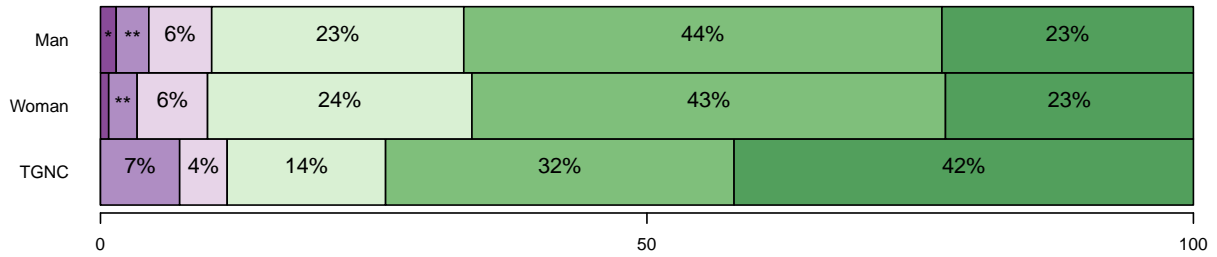
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"<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

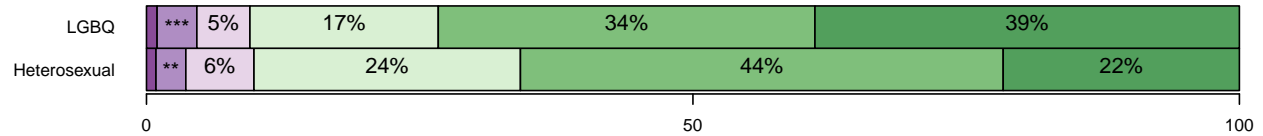
**Q36: I can articulate why diversity, equity, and inclusion are important to the University of Iowa and its mission.**



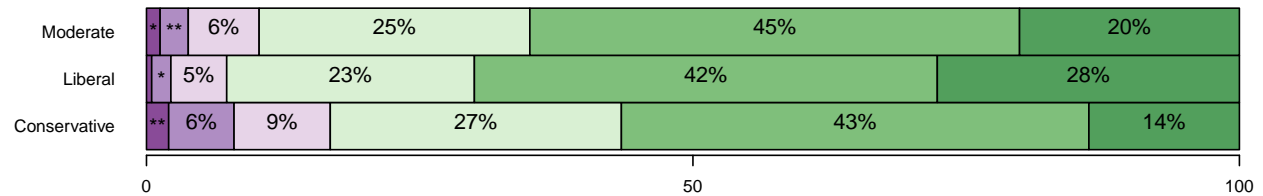
**Gender**



**Sexual Orientation**



**Political Orientation**



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

"<1%", \*="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**

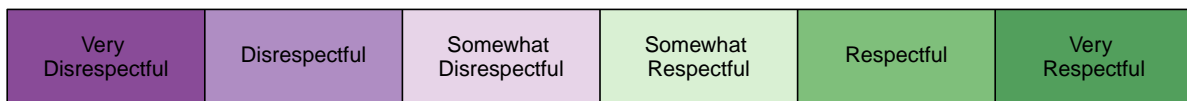
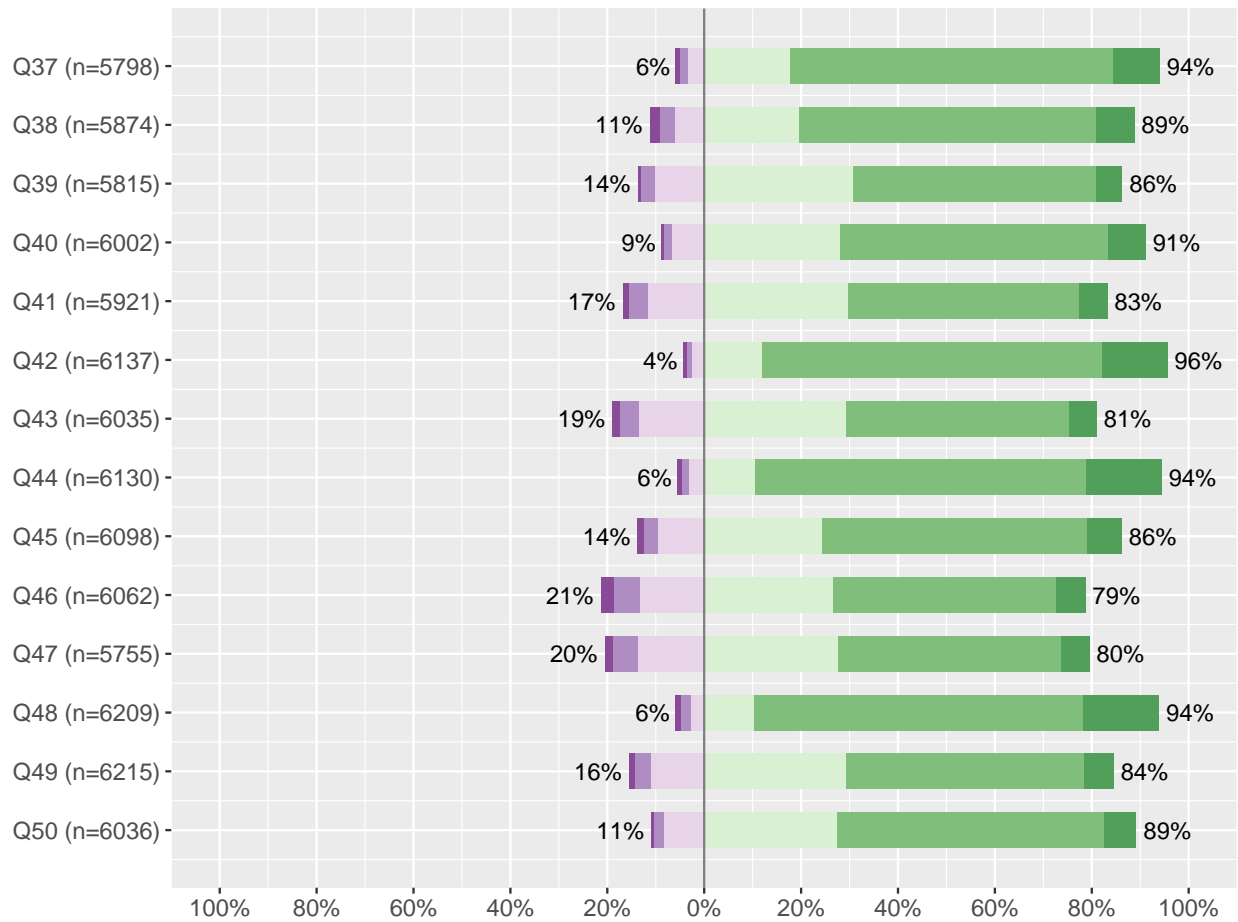
**Q48: White**

**Q49: Women**

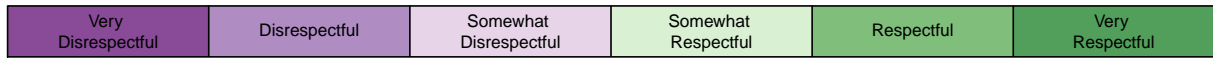
**Q50: Younger**

- 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 LGBTQ respondents rate the University of Iowa climate for LGBTQ individuals as "Somewhat Respectful" to "Very Respectful", while 93% of non-members rate the climate as "Somewhat Respectful" to "Very Respectful" for LGBTQ 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%).

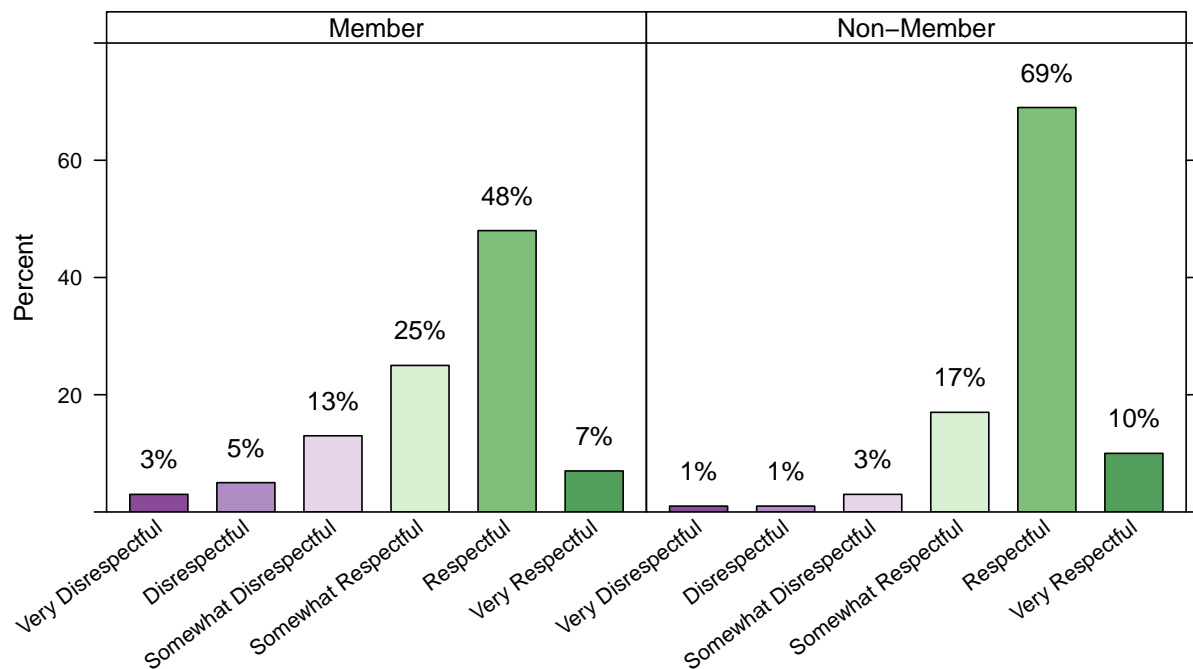
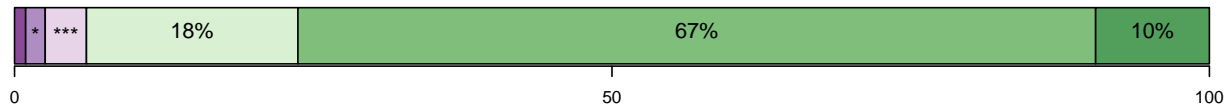
## All Respondents



**Q37: How would you rate the climate at the University of Iowa for people who identify as Active military or veteran?**



**All Respondents**



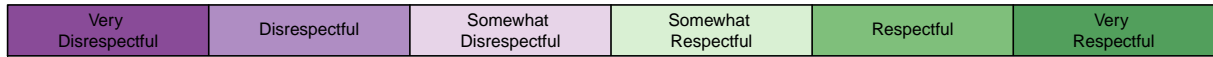
Member: Active Military/Veteran; Non-Member: Not Active Military/Veteran

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

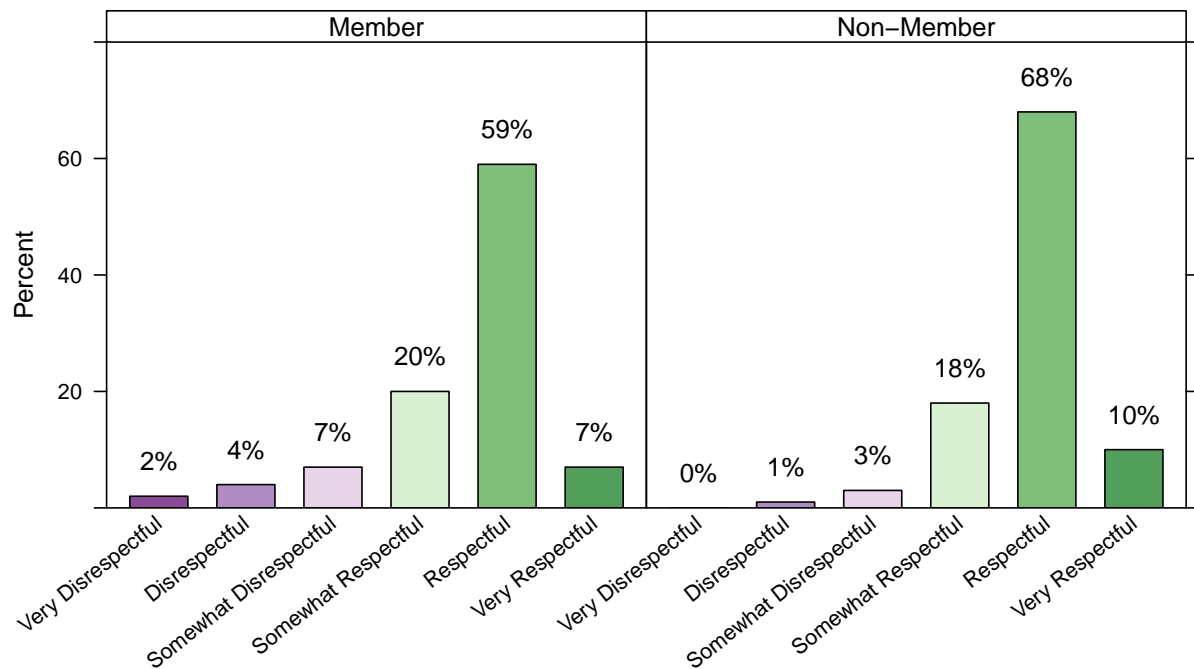
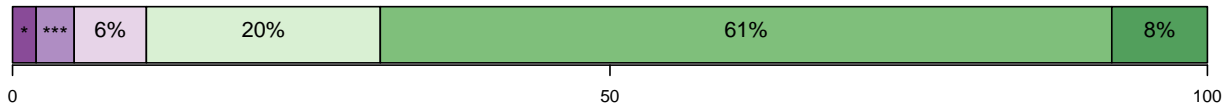
"<1% = <1%, \* = 1%-2%, \*\* = 2%-3%, \*\*\* = 3%-4%



**Q38: How would you rate the climate at the University of Iowa for people who identify as From Christian affiliations?**



**All Respondents**

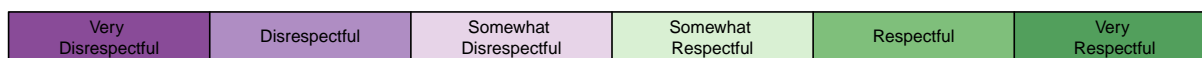


Member: Christian; Non-Member: Not Christian

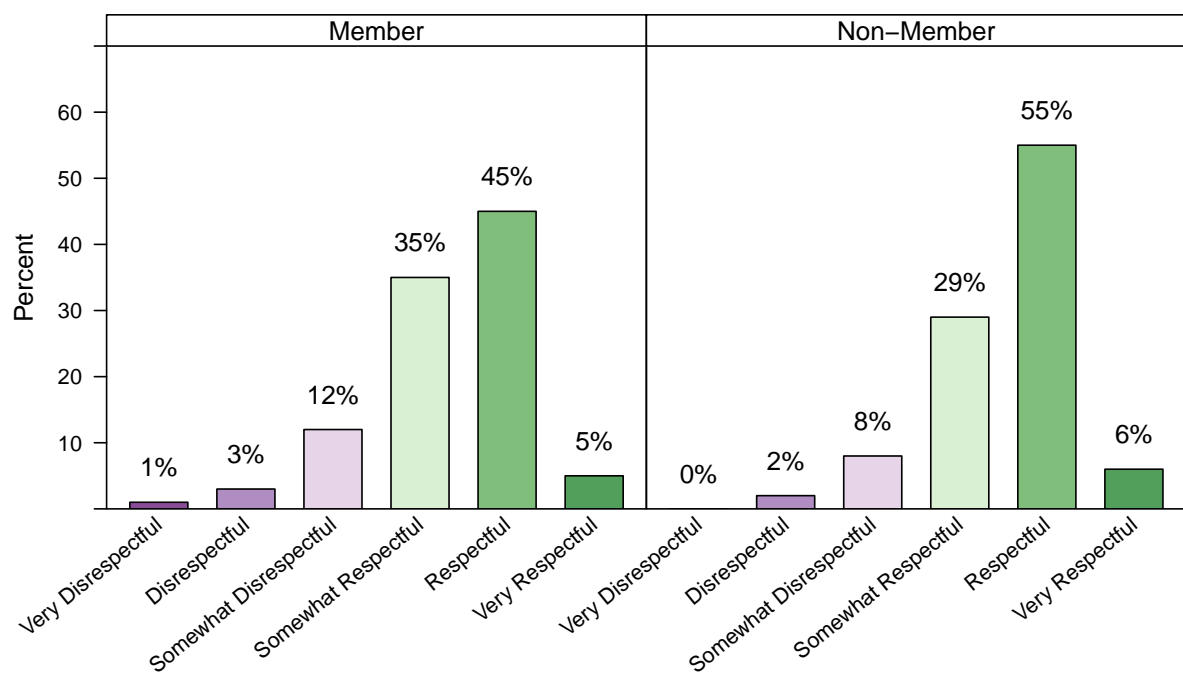
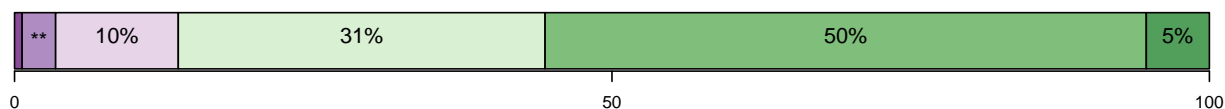
Response proportions less than 4% are displayed by asterisks with:

""=<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**

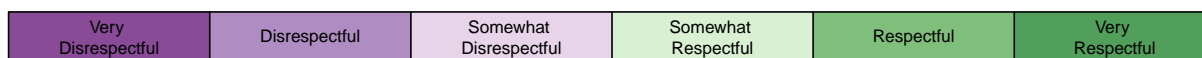


Member: Not Christian; Non-Member: Christian

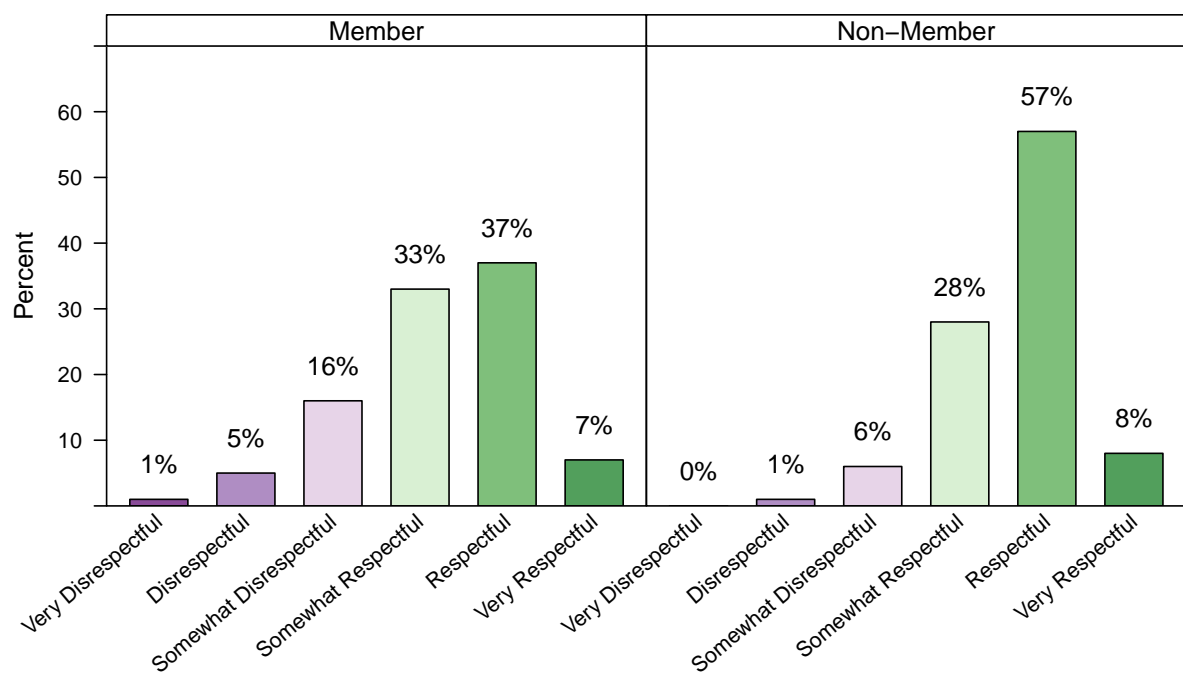
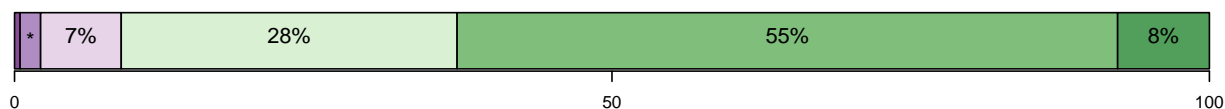
Response proportions less than 4% are displayed by asterisks with:

"=" <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**

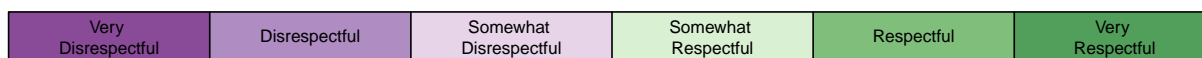


Member: Gay/Lesbian/Bisexual; Non-Member: Not gay/Lesbian/Bisexual

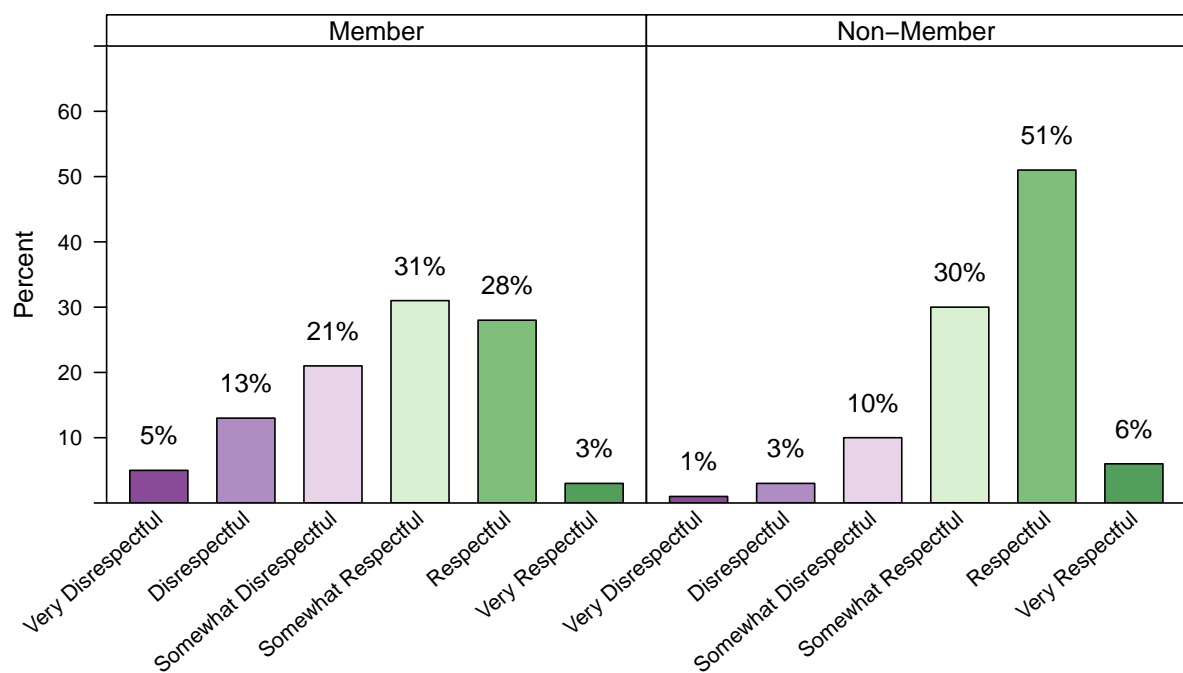
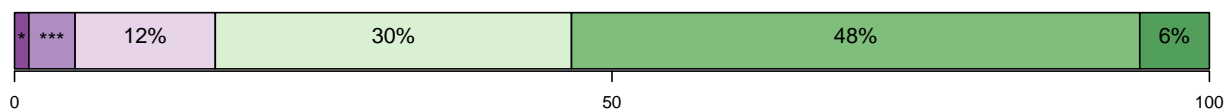
Response proportions less than 4% are displayed by asterisks with:

""=<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**

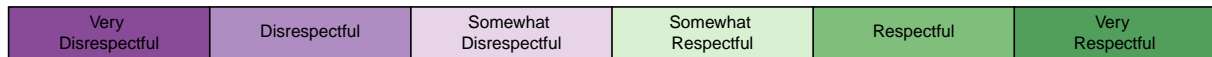


Member: Disability; Non-Member: Not Disability

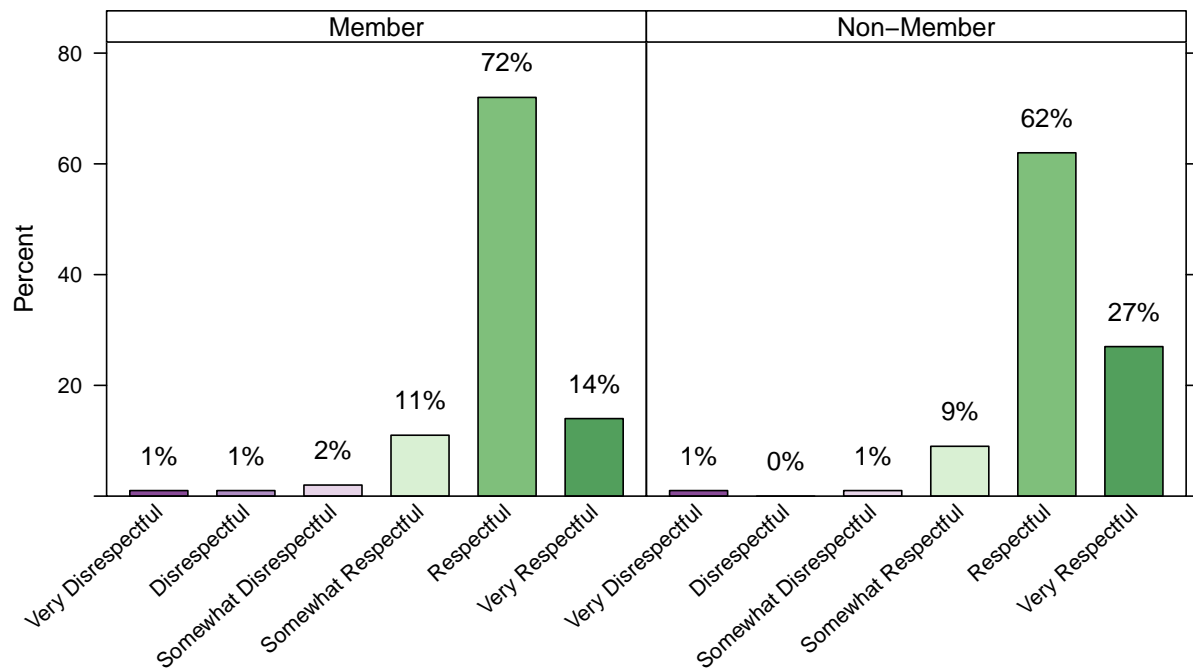
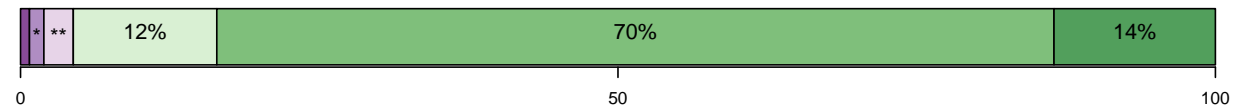
Response proportions less than 4% are displayed by asterisks with:

"<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**

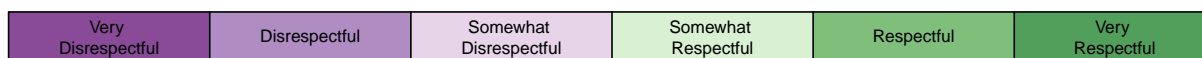


Member: Heterosexual/Straight; Non-Member: Not Heterosexual/Straight

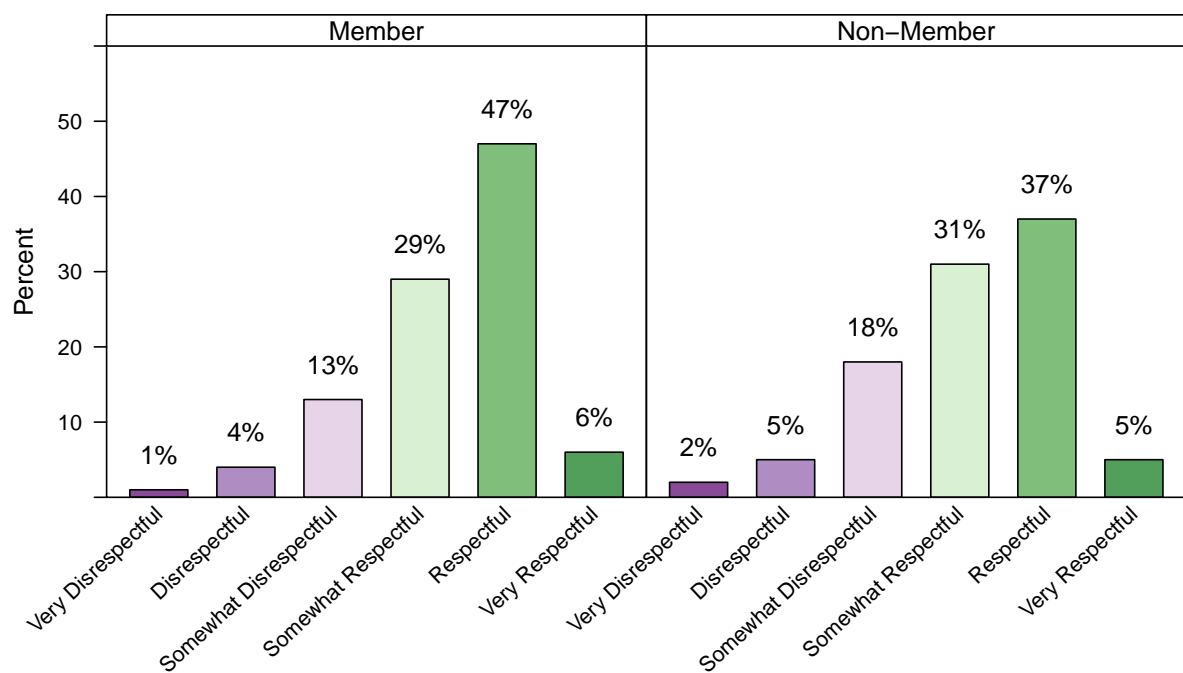
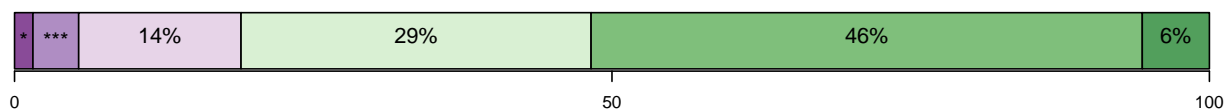
Response proportions less than 4% are displayed by asterisks with:

""=<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**

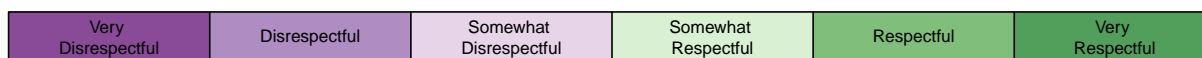


Member: Immigrant; Non-Member: Not-Immigrant

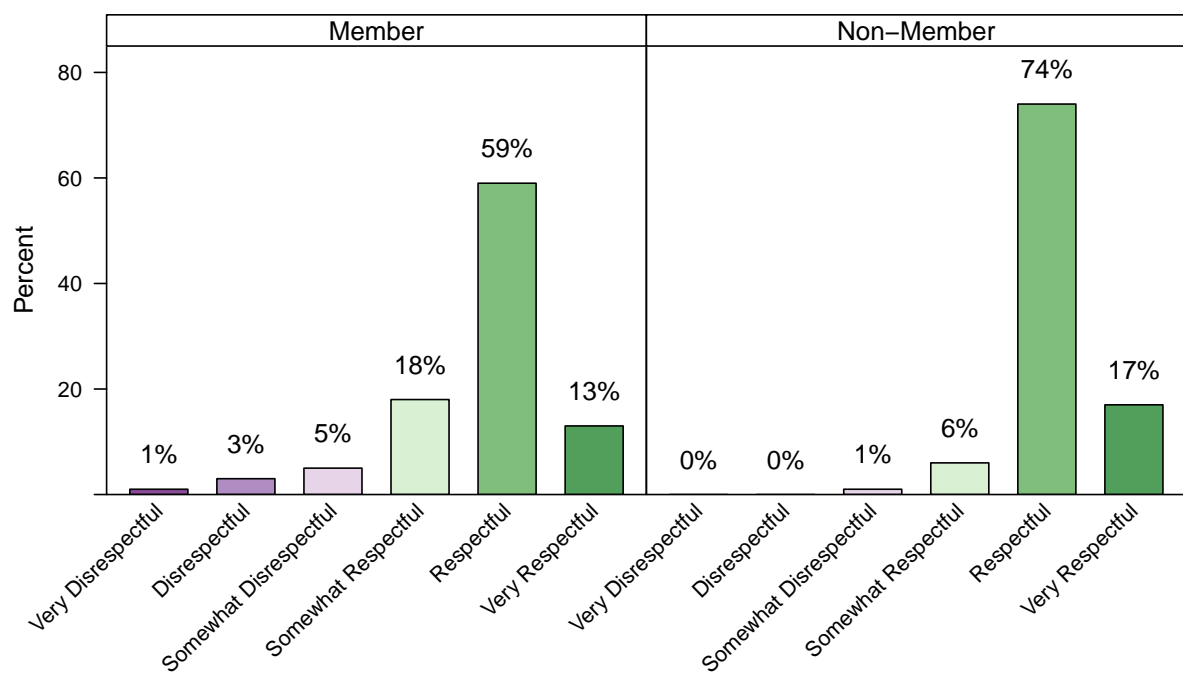
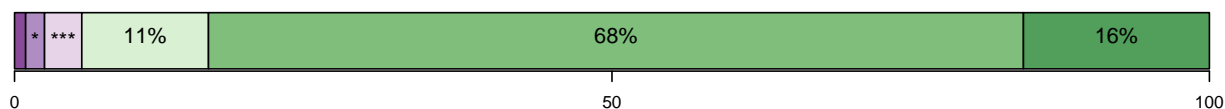
Response proportions less than 4% are displayed by asterisks with:

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

# **Q44: How would you rate the climate at the University of Iowa for people who identify as Men?**



## **All Respondents**

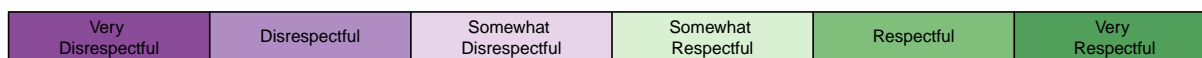


Member: Men; Non-Member: Not Men

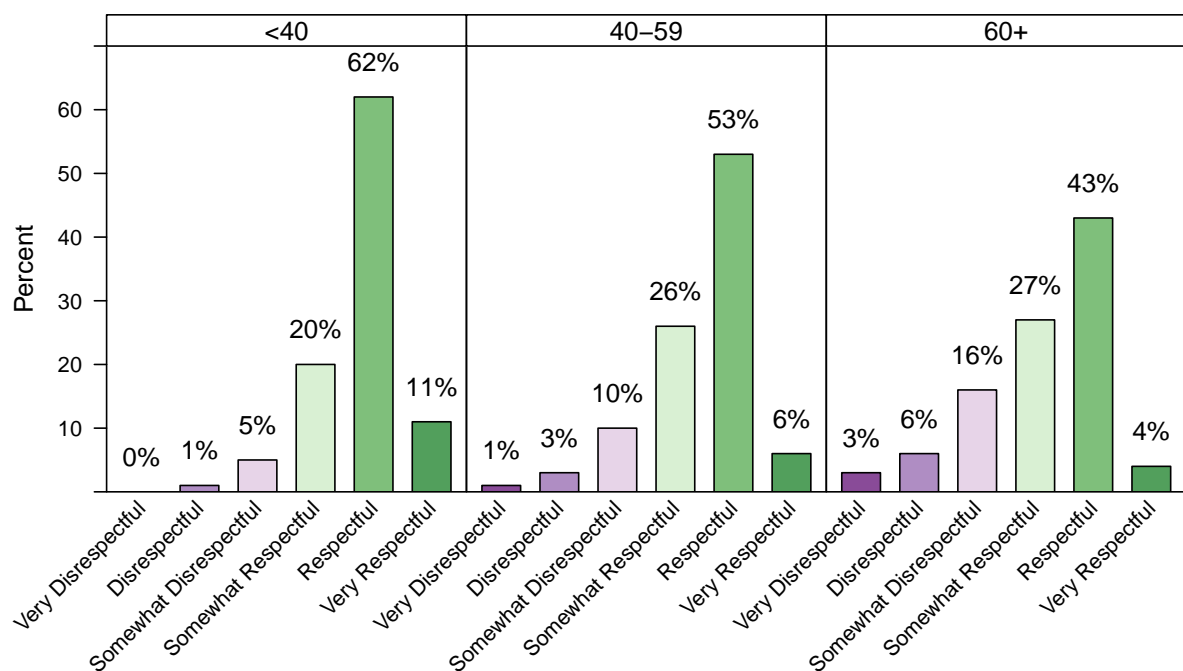
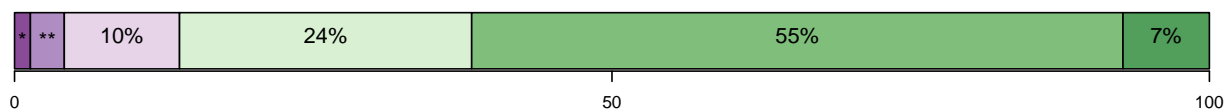
Response proportions less than 4% are displayed by asterisks with:

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

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



## **All Respondents**

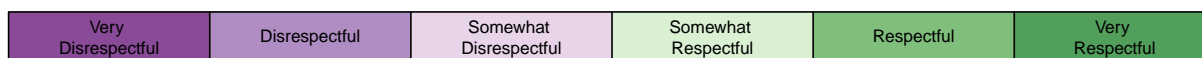


Response proportions less than 4% are displayed by asterisks with:

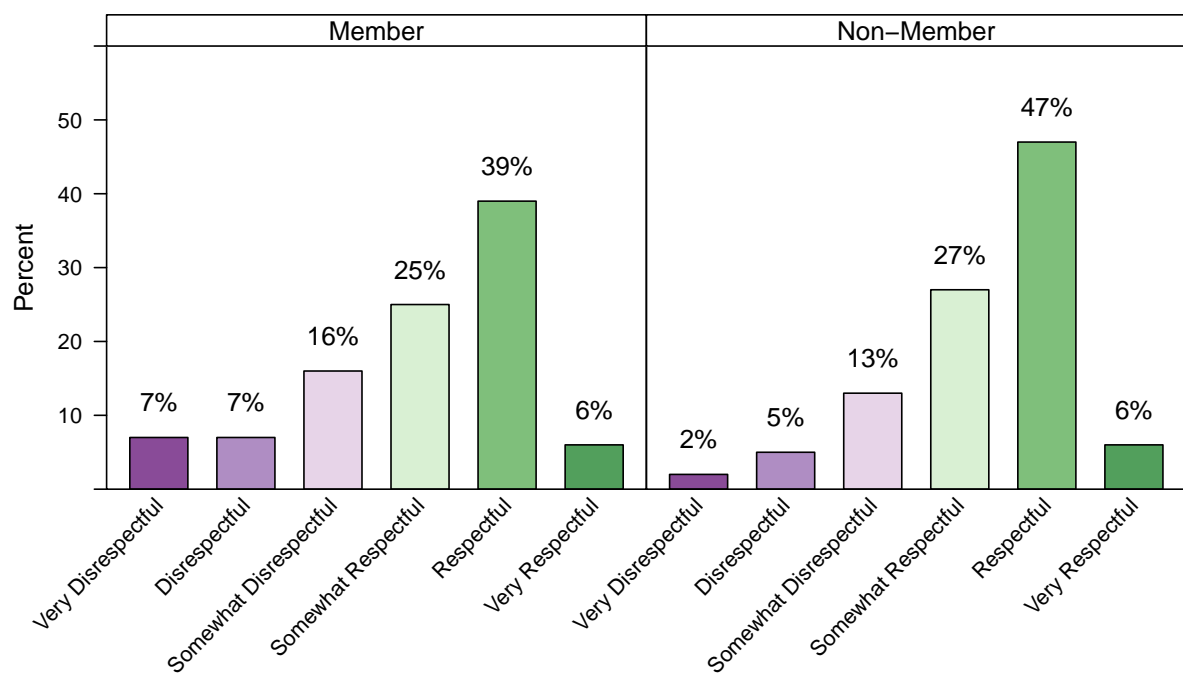
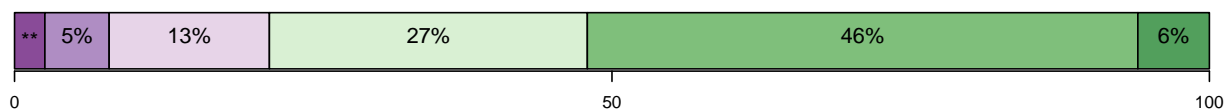
""=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%



# **Q46: How would you rate the climate at the University of Iowa for people who identify as People of color?**



## **All Respondents**

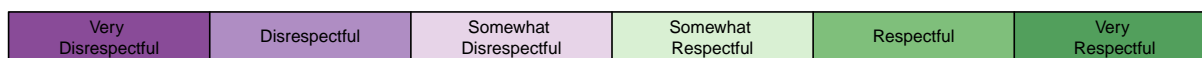


Member: People of Color; Non-Member: Not People of Color

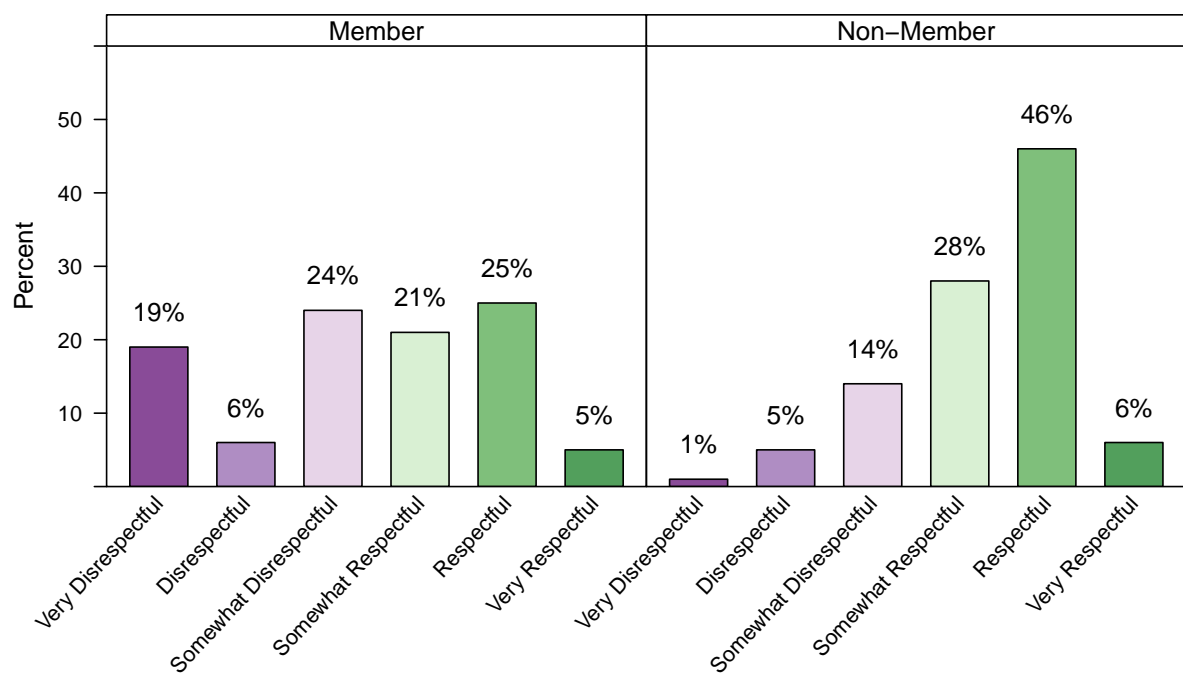
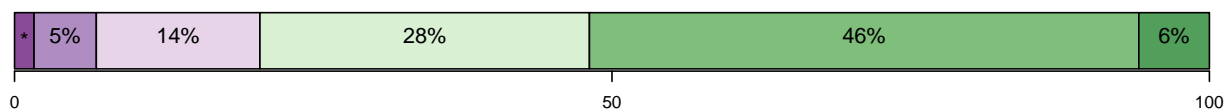
Response proportions less than 4% are displayed by asterisks with:

"=" <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**

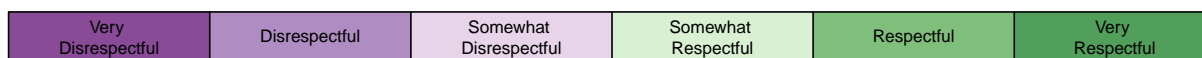


Member: Trans\* (Transgender, non-binary, gender non-conforming, or genderqueer) ; Non-Member: Not Trans\*

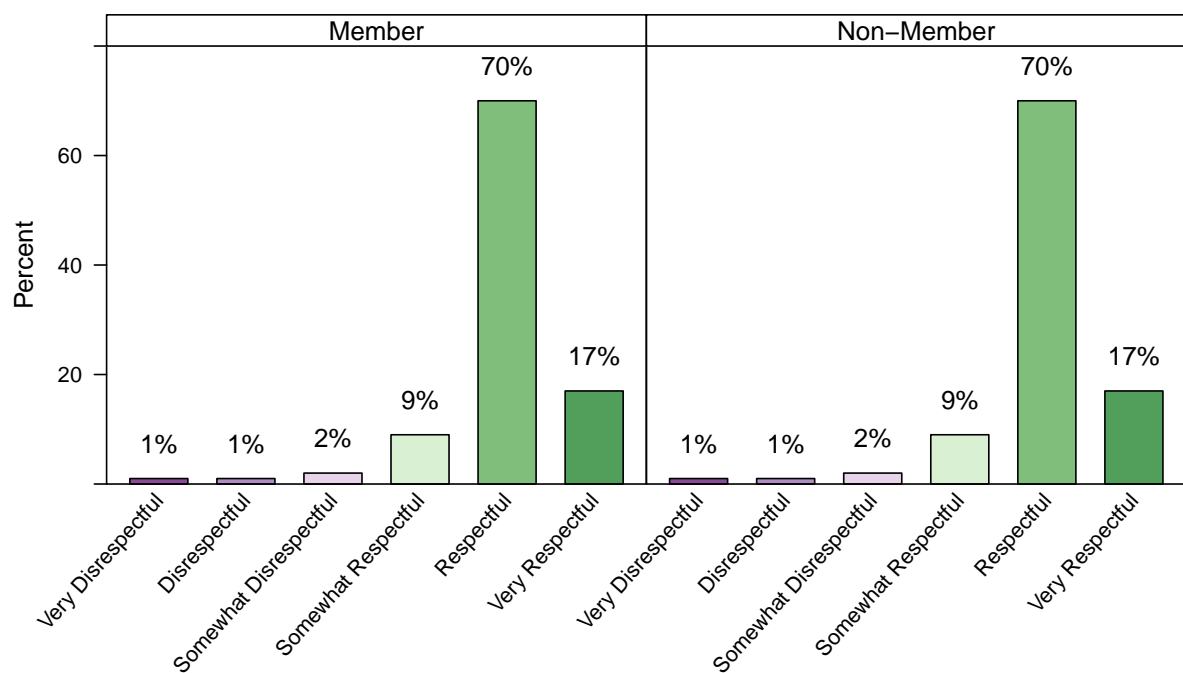
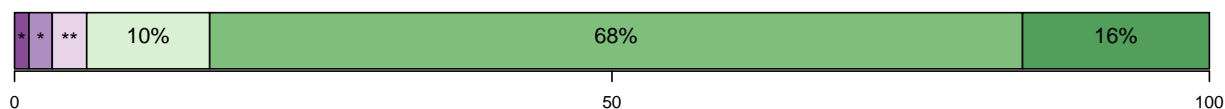
Response proportions less than 4% are displayed by asterisks with:

"<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**

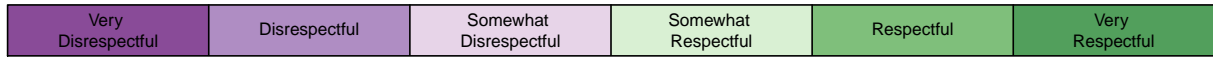


Member: White; Non-Member: Not White

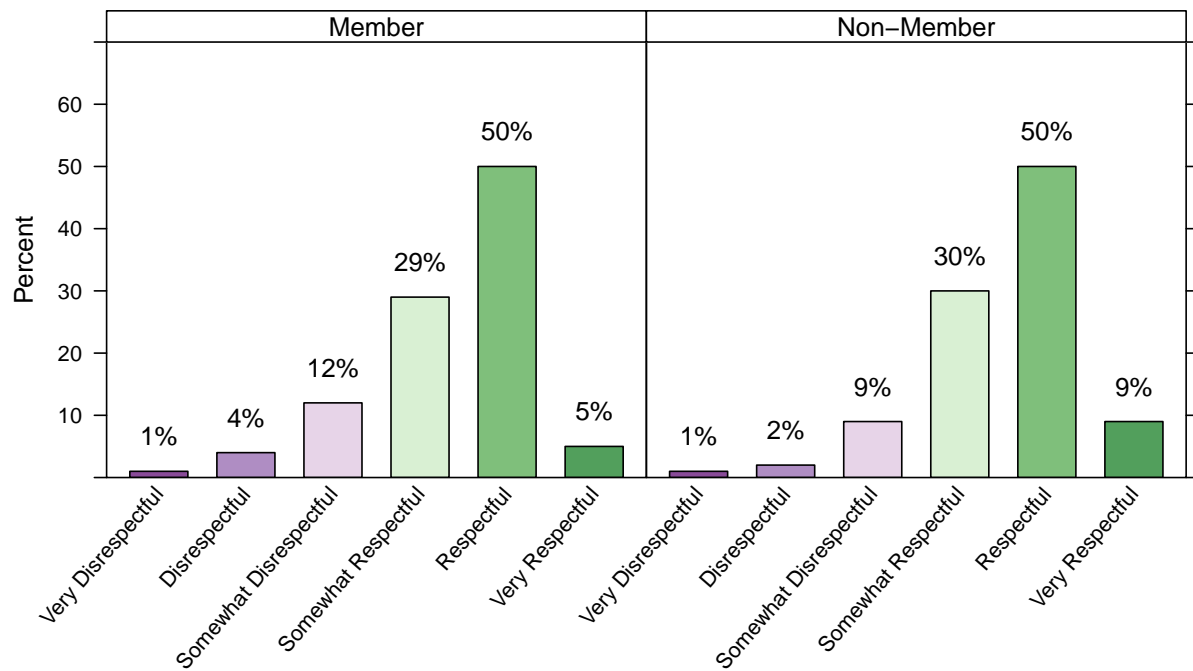
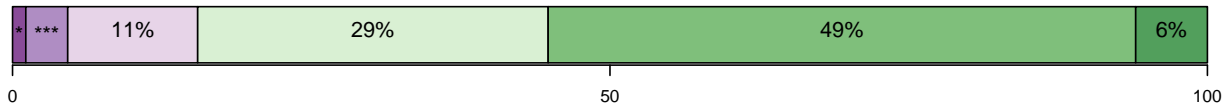
Response proportions less than 4% are displayed by asterisks with:

""=<1%, \*=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

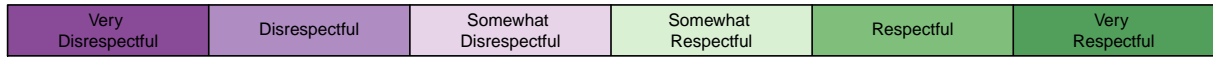


Member: Women; Non-Member: Not Women

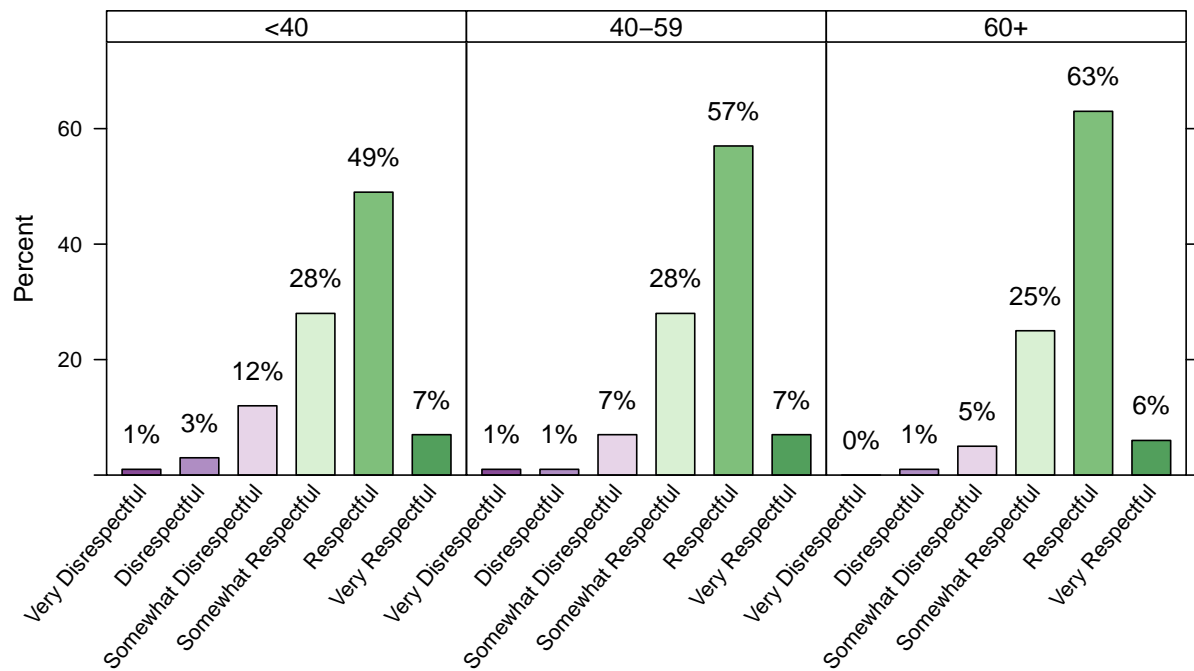
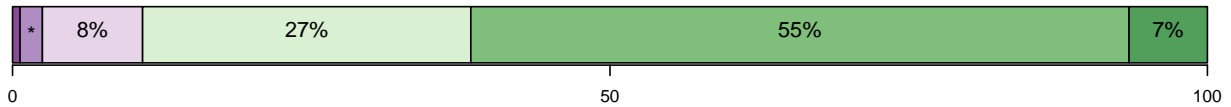
Response proportions less than 4% are displayed by asterisks with:

"=" <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

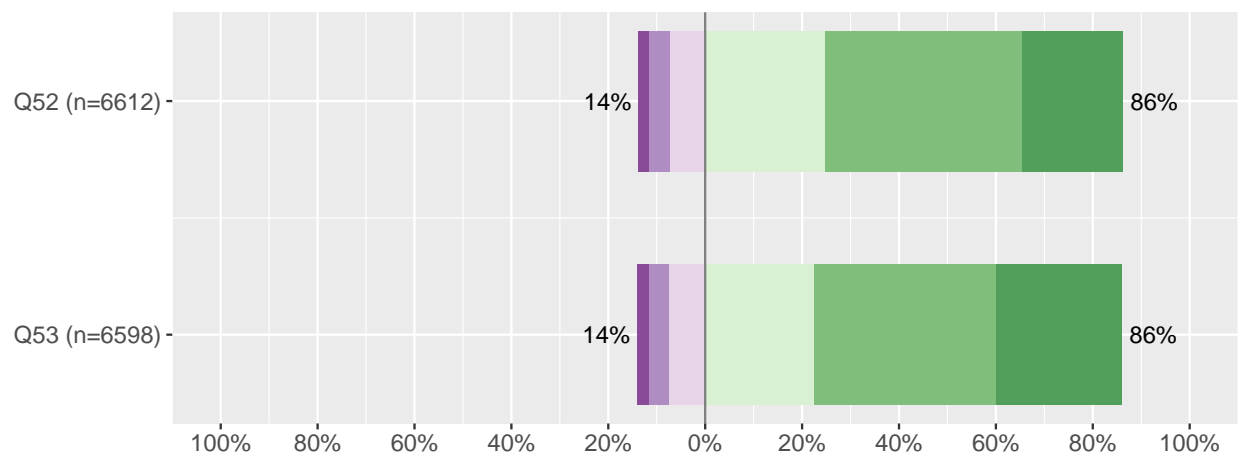
### Q52: The University of Iowa has a strong commitment to diversity, equity, and inclusion.

- 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 inclusions.
- 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

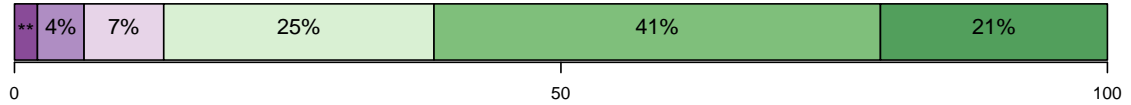


Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
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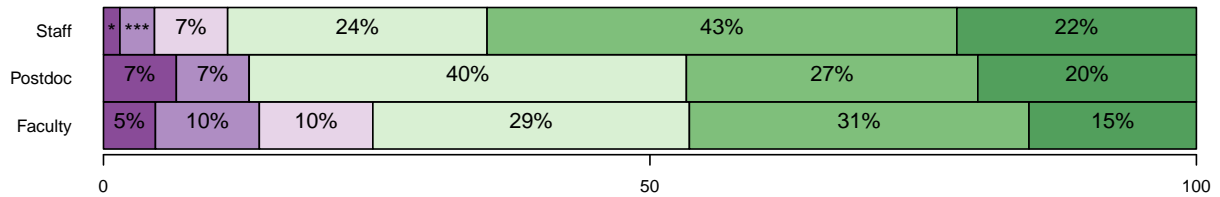
## Q52: The University of Iowa has a strong commitment to diversity, equity, and inclusion.



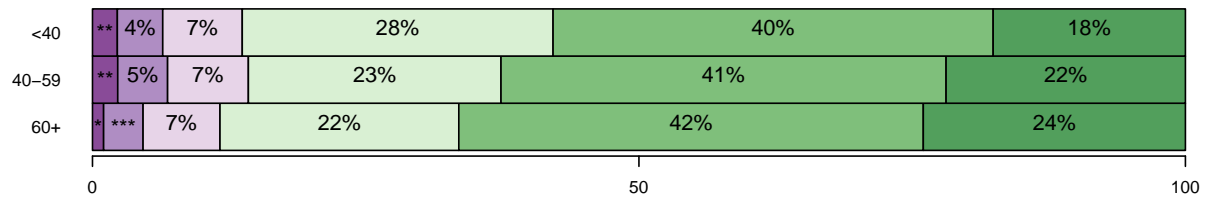
### All Respondents



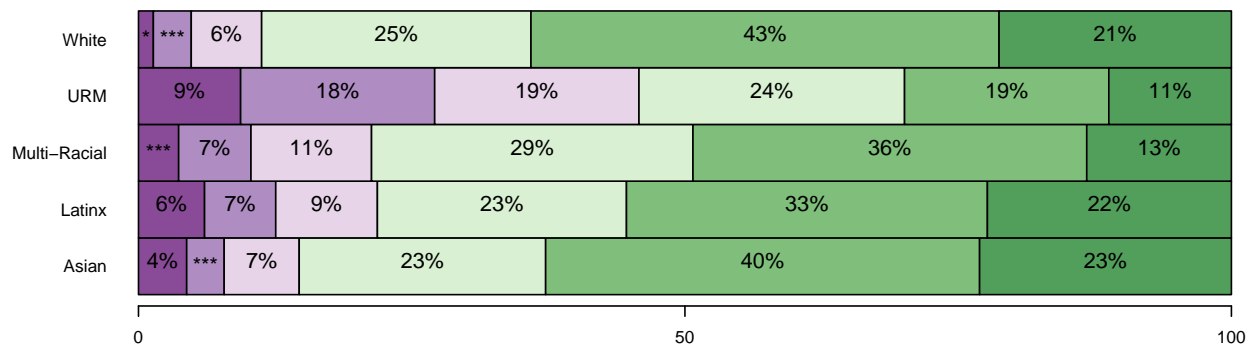
### Appointment Type



### Age



### Race

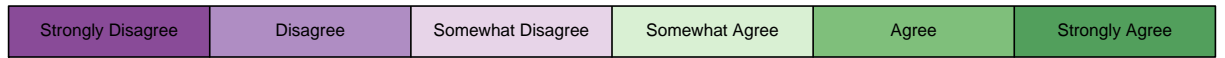


Response proportions less than 4% are displayed by asterisks with:

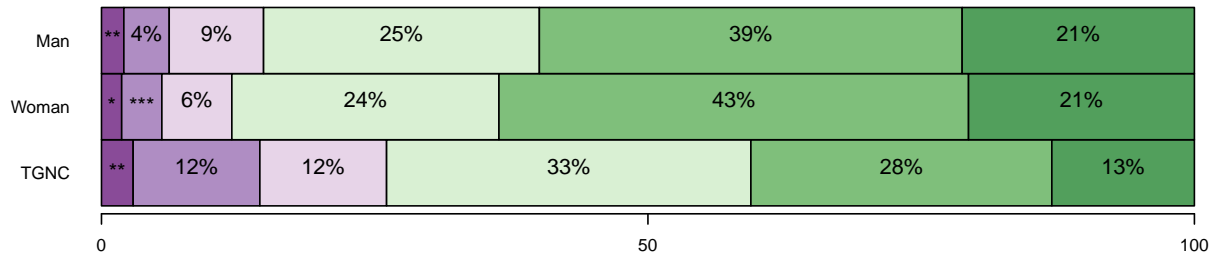
"<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%



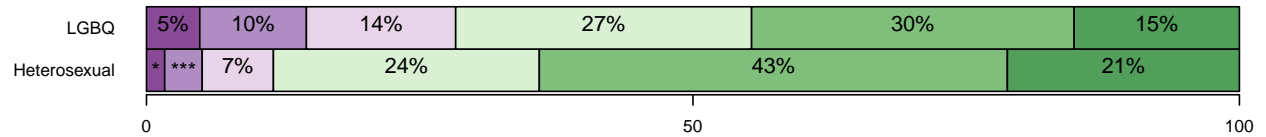
## Q52: The University of Iowa has a strong commitment to diversity, equity, and inclusion.



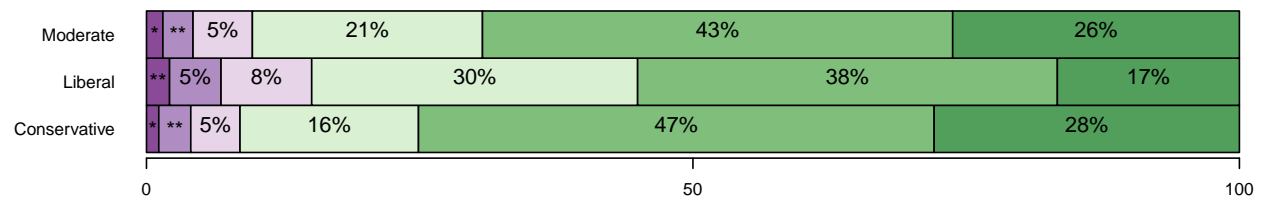
### Gender



### Sexual Orientation



### Political Orientation



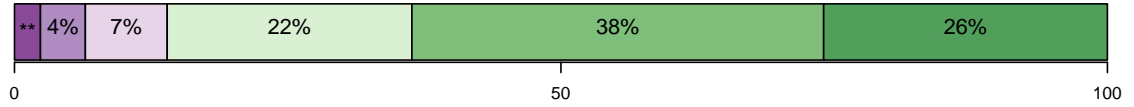
Response proportions less than 4% are displayed by asterisks with:

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

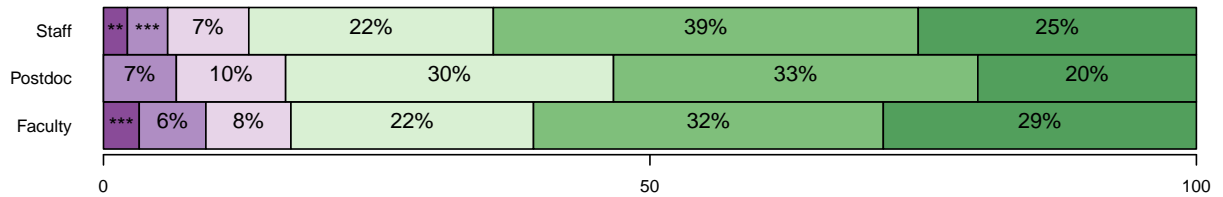
### Q53: My unit/department has a strong commitment to diversity, equity, and inclusion.



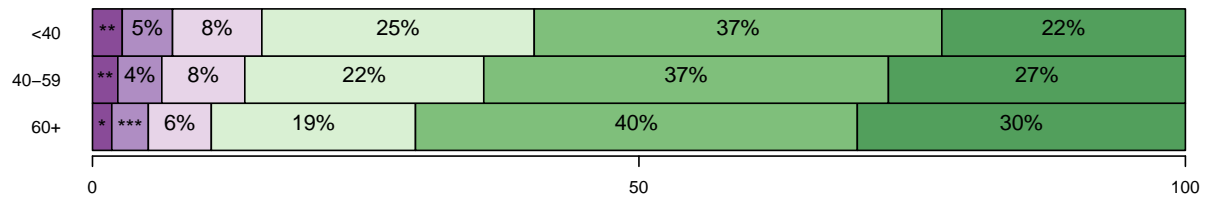
#### All Respondents



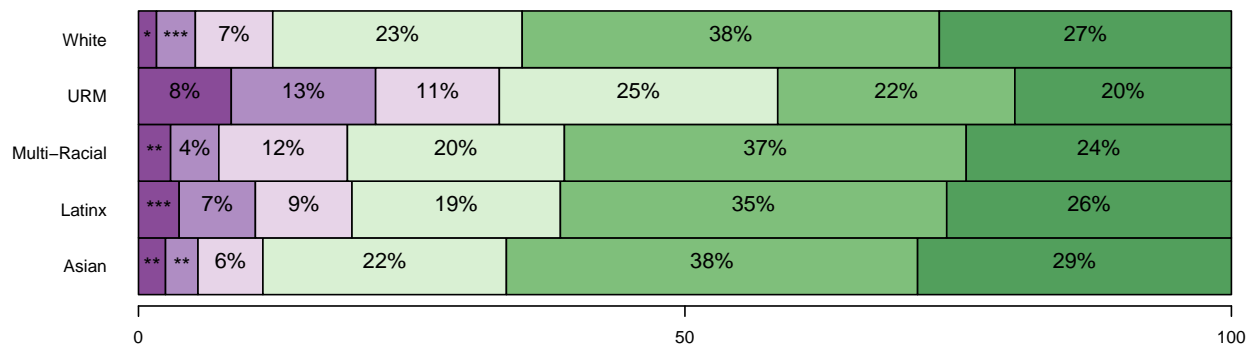
#### Appointment Type



#### Age



#### Race



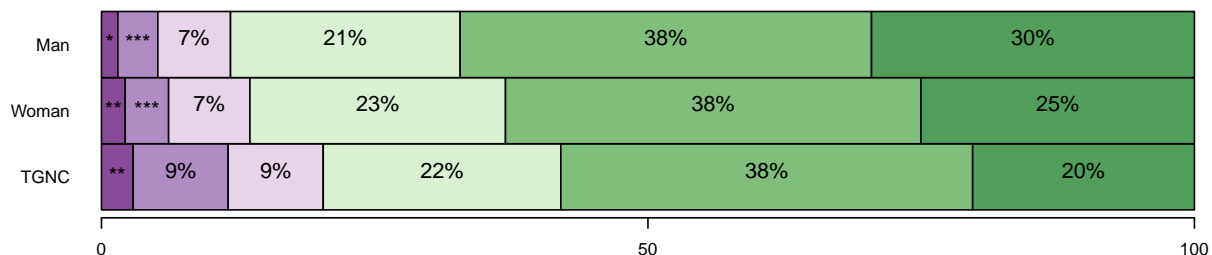
Response proportions less than 4% are displayed by asterisks with:

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

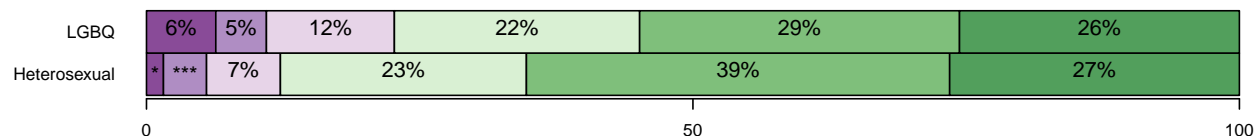
### Q53: My unit/department has a strong commitment to diversity, equity, and inclusion.



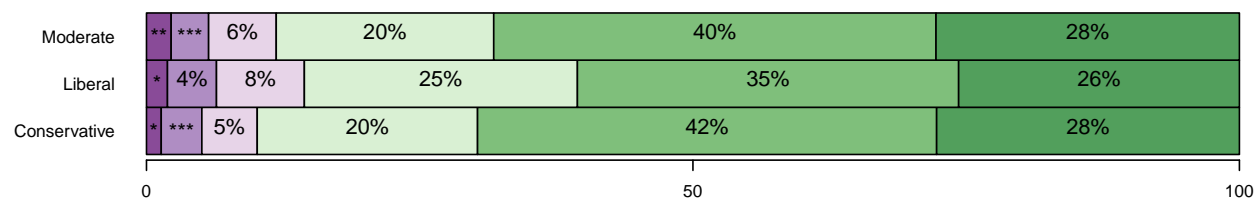
#### Gender



#### Sexual Orientation



#### Political Orientation



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

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

## DEI Emphasis

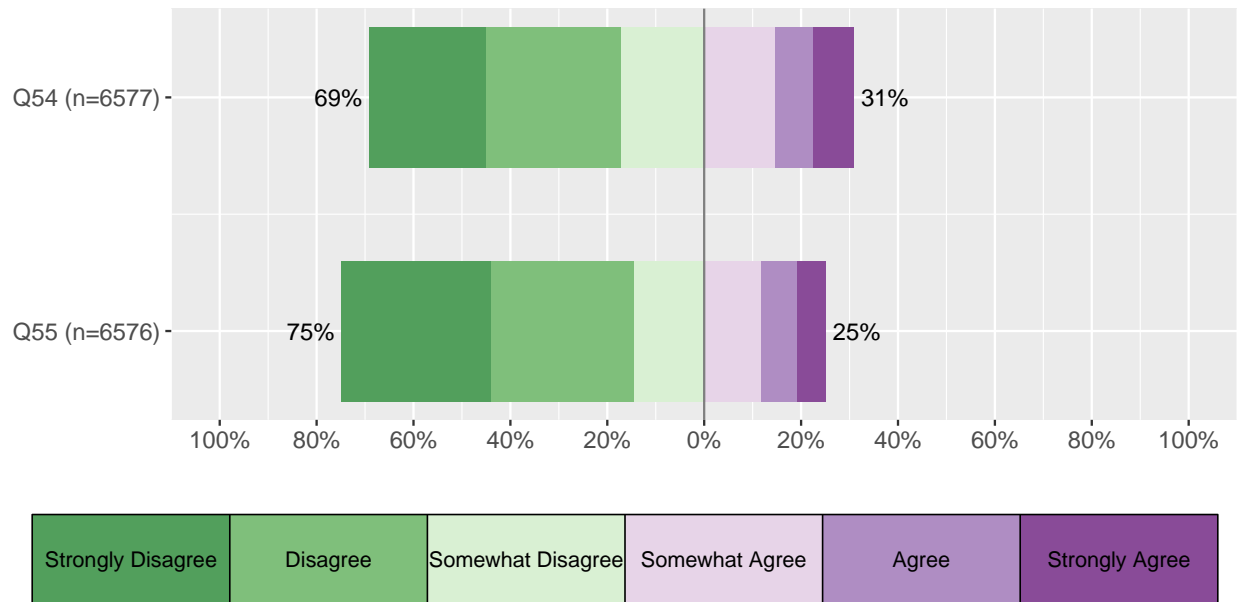
### Q54: There is too much emphasis put on issues of diversity, equity, and inclusion at the University of Iowa.

- 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%), LGBTQ (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



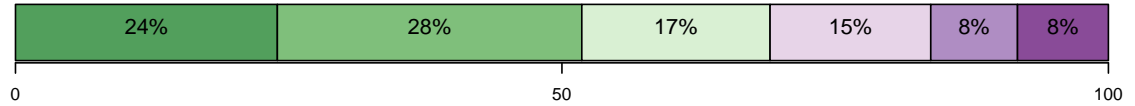
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*

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

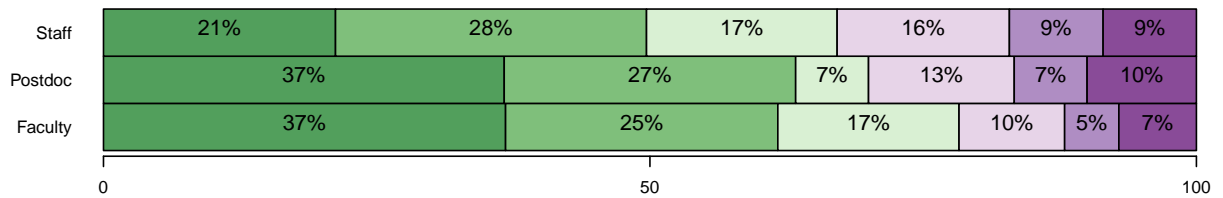
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



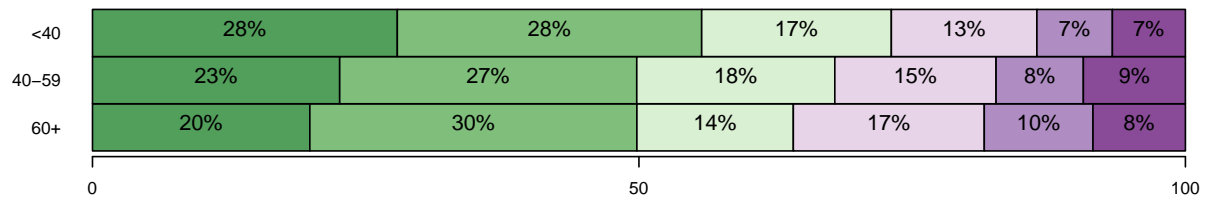
### All Respondents



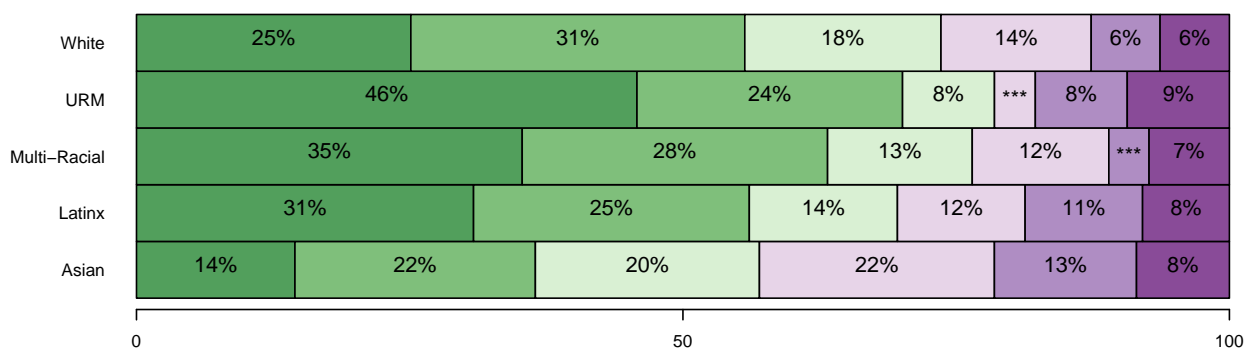
### Appointment Type



### Age



### Race



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

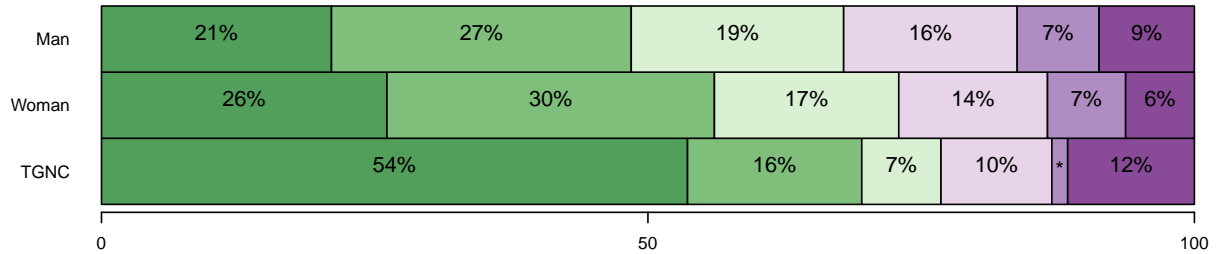
\*\*\*=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

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

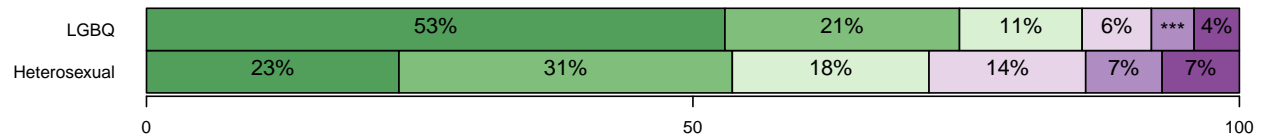
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



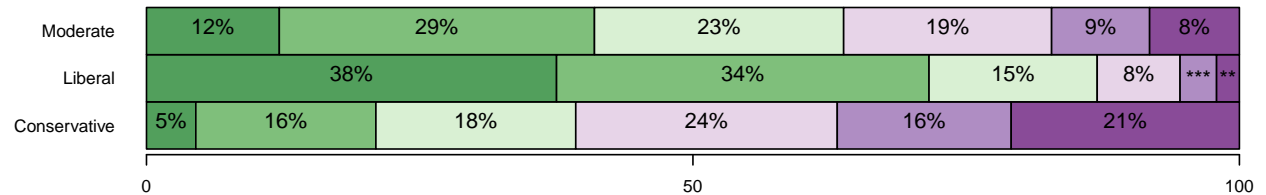
#### Gender



#### Sexual Orientation



#### Political Orientation



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

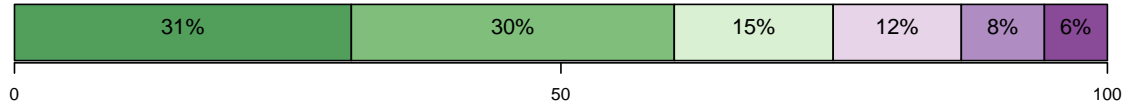
""=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

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

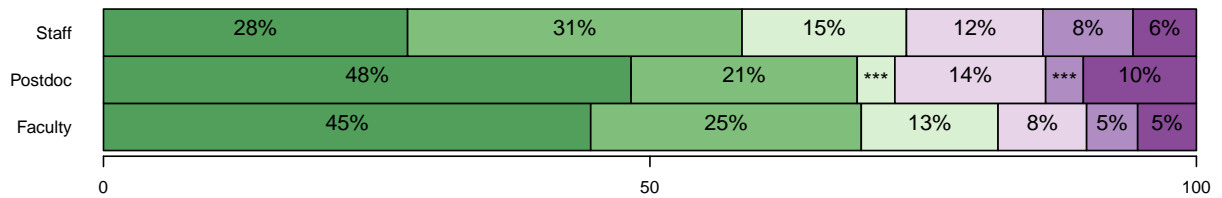
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



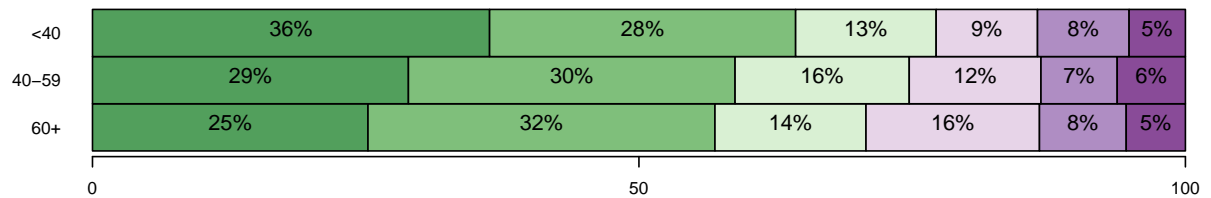
### All Respondents



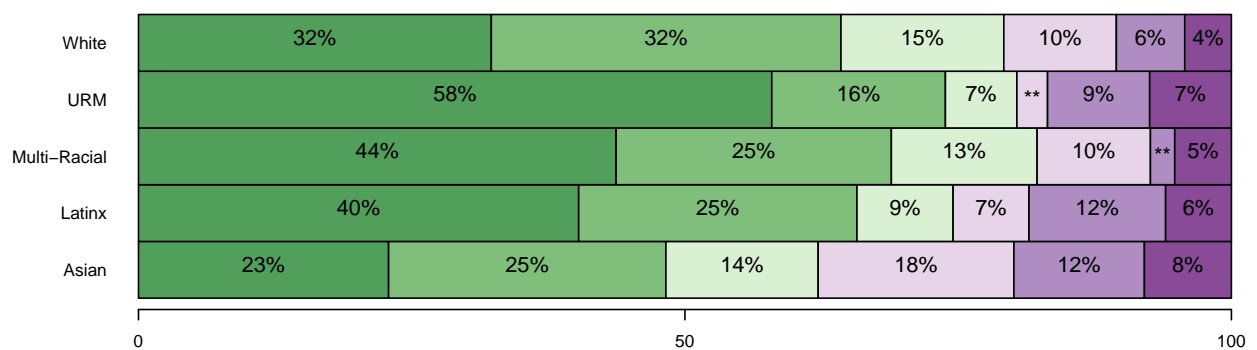
### Appointment Type



### Age



### Race



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

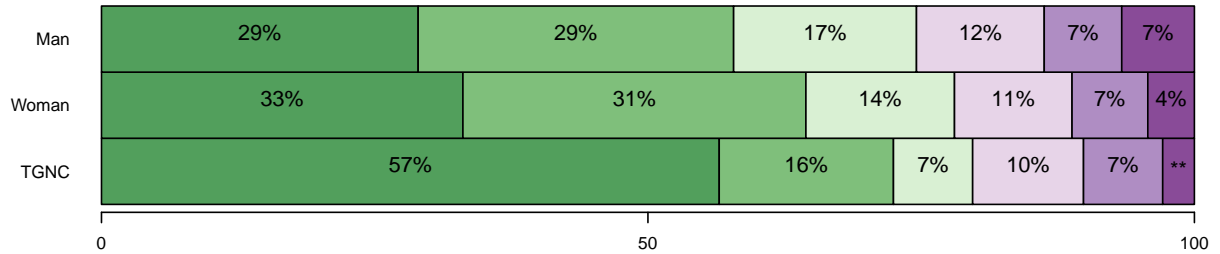
\*\*\*=<1%, \*=1%-2%, \*\*=2%-3%, \*\*\*=3%-4%

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

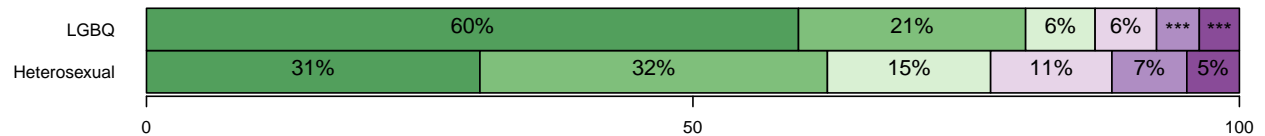
\*\*\* The color scheme is flipped so that green corresponds to the more favorable response \*\*\*



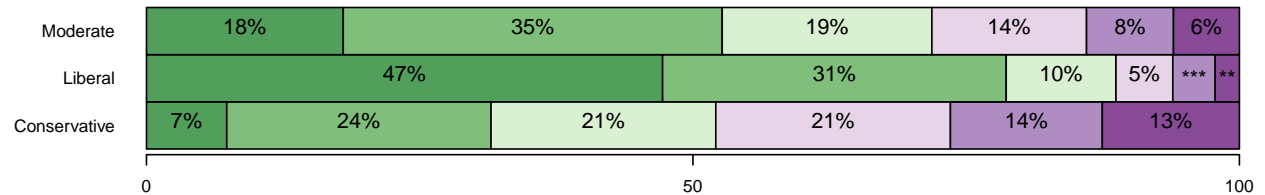
#### Gender



#### Sexual Orientation



#### Political Orientation



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

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

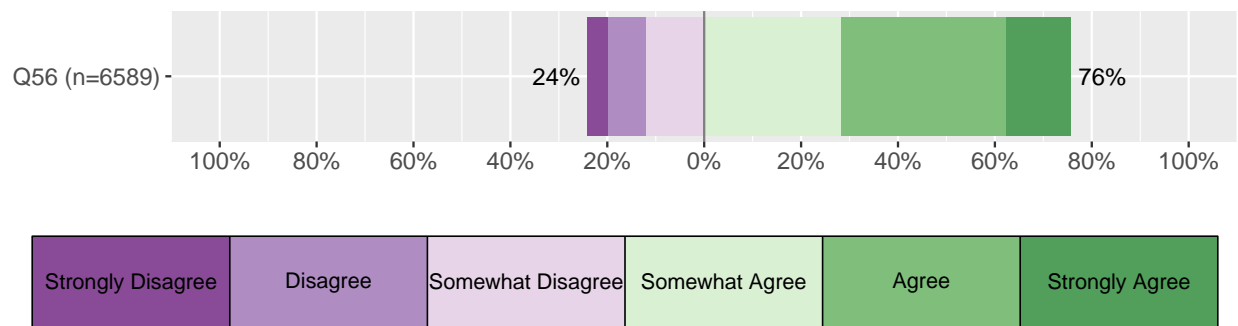


## Environment

### 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.
- LGBTQ 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.

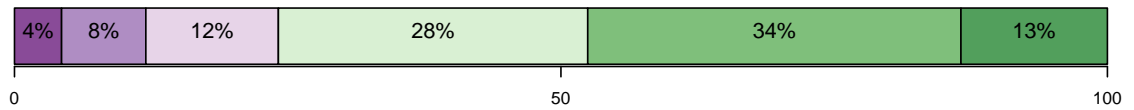
#### All Respondents



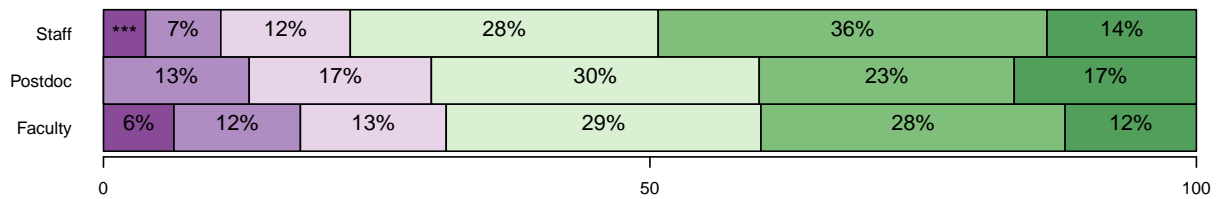
**Q56: The University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs.**



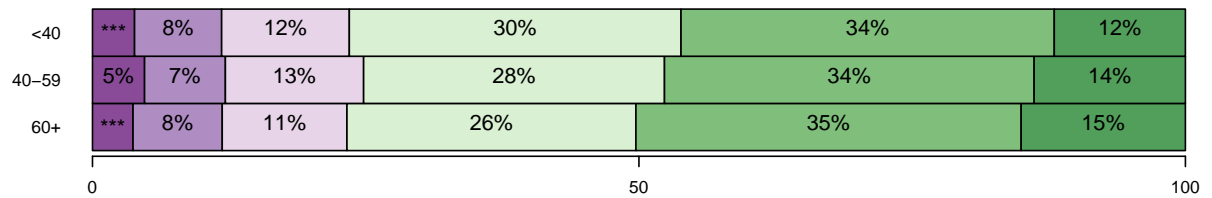
**All Respondents**



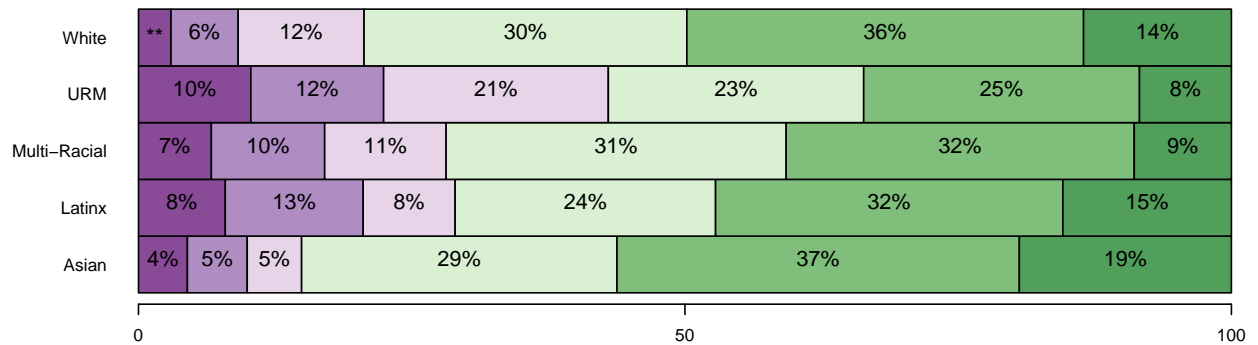
**Appointment Type**



**Age**



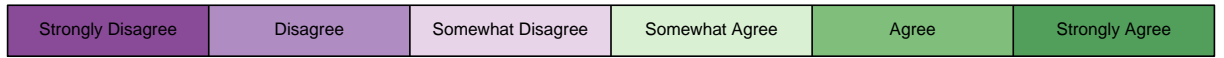
**Race**



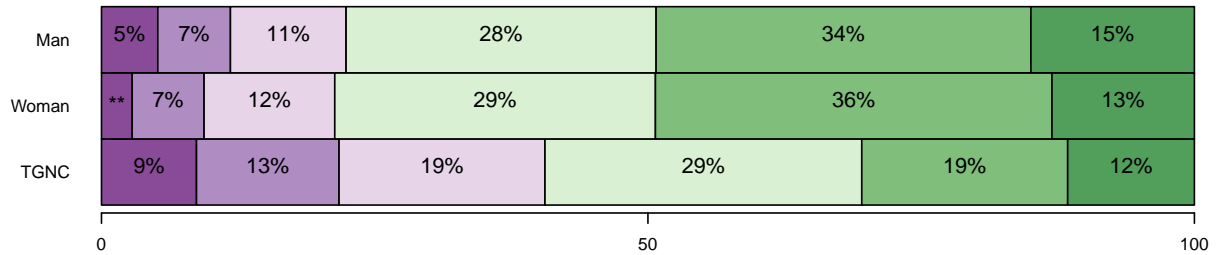
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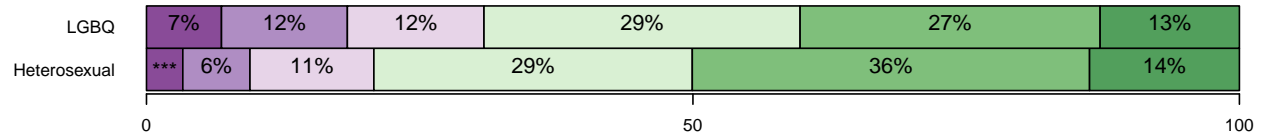
**Q56: The University of Iowa provides an environment for the free and open expression of ideas, opinions, and beliefs.**



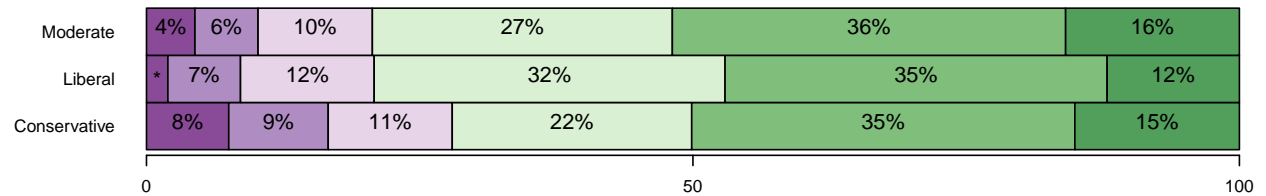
**Gender**



**Sexual Orientation**



**Political Orientation**



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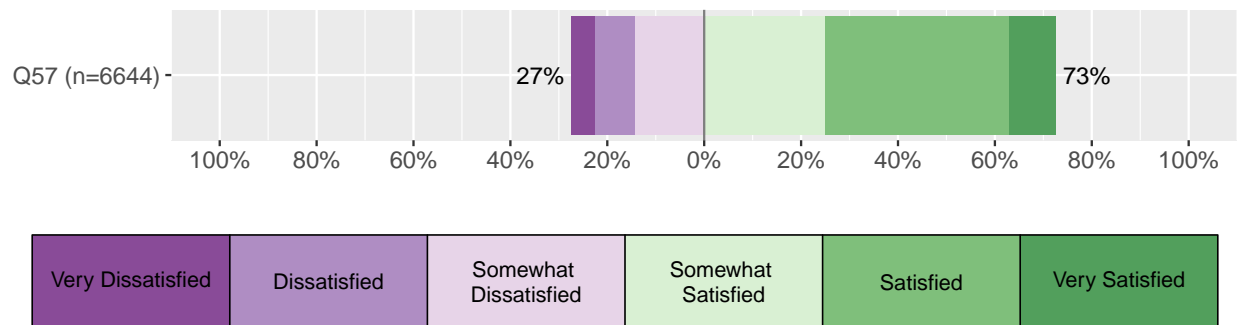
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## Satisfaction

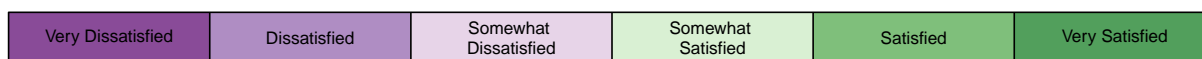
**Q57: In the past 12 months, how satisfied have you been with the overall campus climate/environment that you have experienced at the University of Iowa?**

- 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.

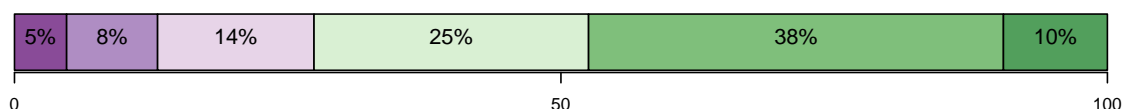
### All Respondents



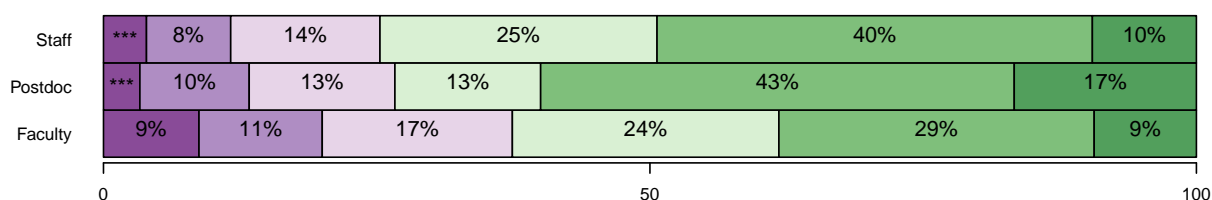
**Q57: In the past 12 months, how satisfied have you been with the overall campus climate/environment that you have experienced at the University of Iowa?**



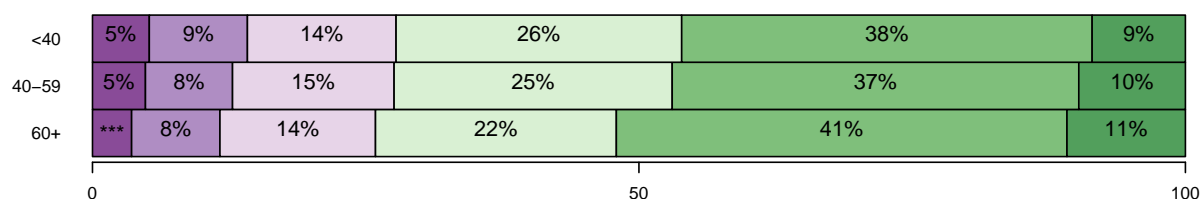
**All Respondents**



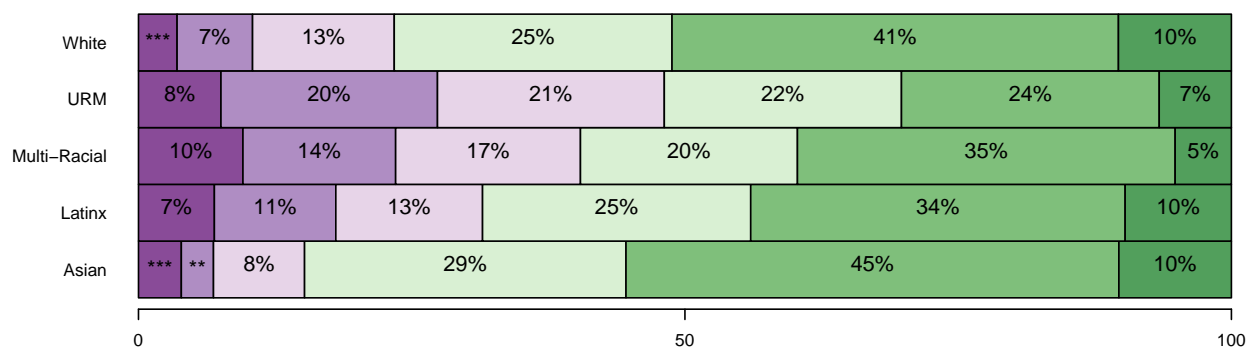
**Appointment Type**



**Age**



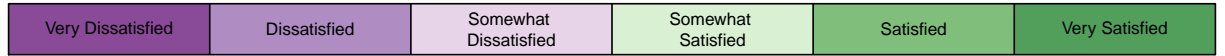
**Race**



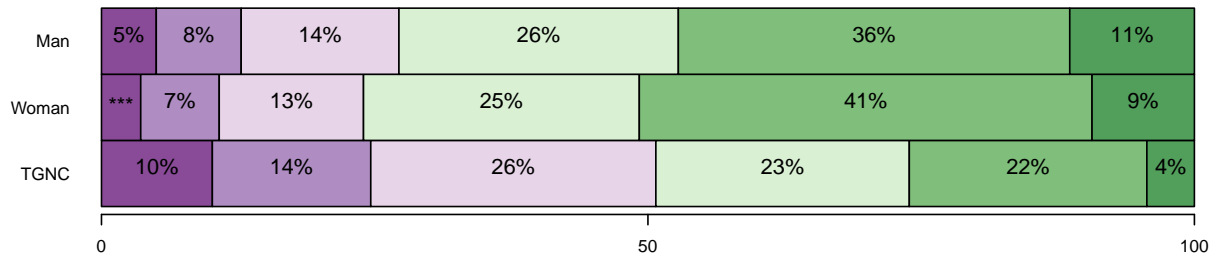
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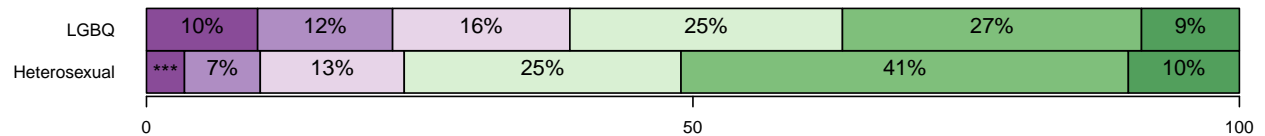
**Q57: In the past 12 months, how satisfied have you been with the overall campus climate/environment that you have experienced at the University of Iowa?**



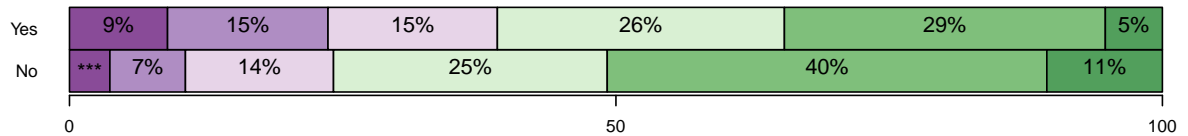
**Gender**



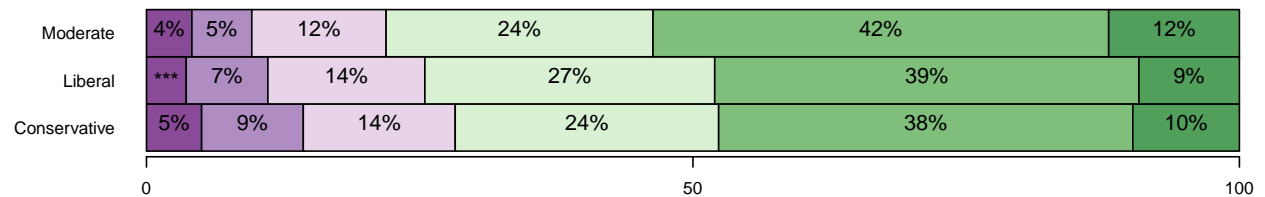
**Sexual Orientation**



**Disability Identity**

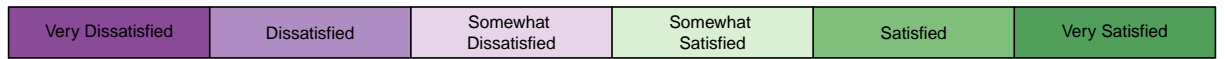


**Political Orientation**

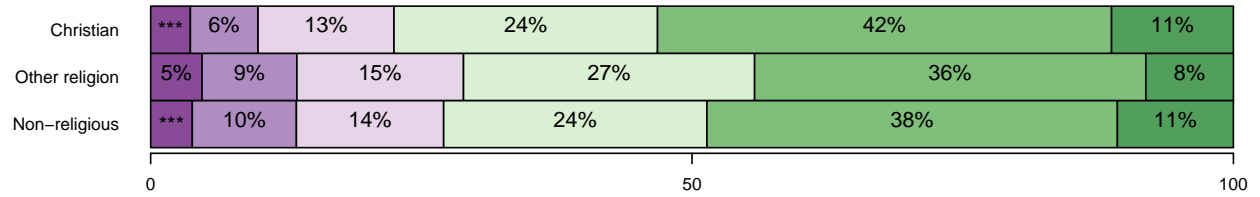


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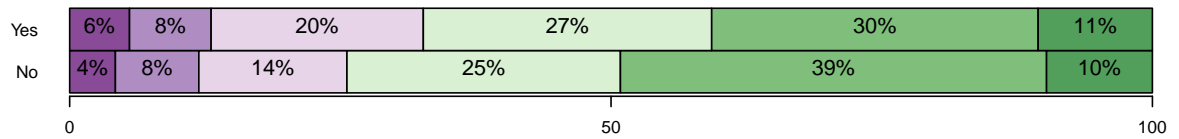
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### Religious Preference



### Military/Veteran Status



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

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## 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 **rigidness 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 time 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 over-worked.

*"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."*

Funding was also recommended for individuals on campus engaged in diversity, equity, and inclusion work inside specific units or colleges.

*"Coordinate, promote, and support collegiate efforts."*

*"Put more financial resources into supporting campus organizations and university units that support BIPOC students, faculty, and staff."*

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 disproportionately 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 lowans."*

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 lowans 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 be 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) LGBTQ: Bisexual, Gay or Lesbian, Questioning, Queer
  - (f) Multi-Racial: If respondents selected more than one category for the "Race" question

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### Survey Tool Review and Revision

- Maria Bruno | Division of Student Life
- Sarah Hansen | Division of Student Life
- Wayne Jacobson | Office of Assessment
- Bria Marcelo | Division of Diversity, Equity, and Inclusion
- Joni Troester | University Human Resources
- Teri Schnelle | Division of Student Life
- Nichole Singer | University Human Resources
- Tanya Uden-Holman | University College
- Brenda Ulin | Information Technology Services
- KaLeigh White | Graduate College

### Survey Analysis and Report Development

- Jacob Clark | College of Public Health
- Steven Edwards | Division of Diversity, Equity, and Inclusion
- Lois Geist | Office of the Provost
- Jiongting Hu | University Human Resources
- Wayne Jacobson | Office of Assessment
- Zhuangzhuang Liu | College of Public Health
- Bria Marcelo | Division of Diversity, Equity, and Inclusion
- Jennifer Modestou | Division of Diversity, Equity, and Inclusion
- Jacob Oleson | College of Public Health
- Nichole Singer | University Human Resources
- Joni Troester | University Human Resources
- Brenda Ulin | Information Technology Services
- Yashwant Prakash Vyas | Division of Diversity, Equity, and Inclusion
- KaLeigh White | Graduate College

### Survey Administration

- Bruce Drummond | University Human Resources
- Bria Marcelo | Division of Diversity, Equity, and Inclusion

- Nichole Singer | University Human Resources
- KaLeigh White | Graduate College

**Survey Communication**

- Lois Geist | Office of the Provost
- Emily Gries | University of Iowa Hospitals and Clinics
- Crystal Hardinger | University of Iowa Hospitals and Clinics
- Nikole Mac | University Human Resources
- Bria Marcelo | Division of Diversity, Equity, and Inclusion
- Katie McCullough | Division of Diversity, Equity, and Inclusion
- Cristobal McKinney | College of Liberal Arts and Sciences
- Kimberly Nye | Office of the Provost
- Nichole Singer | University Human Resources
- Spencer Stumpf | University Human Resources
- Heidi Zahner-Younts | University Human Resources

**Report Review Group**

- Bradley Cramer | College of Liberal Arts of Sciences
- Wayne Jacobson | Office of Assessment
- Danielle Martinez | Academic Support and Retention
- Maurine Neiman | College of Liberal Arts and Sciences
- Jill Robinson | Division of Diversity, Equity, and Inclusion
- Deb Tiemens | Office of the Provost
- Elizabeth Tovar | Division of Diversity, Equity, and Inclusion
- Brenda Ulin | Information Technology Services
- KaLeigh White | Graduate College